



Race Equality Charter application

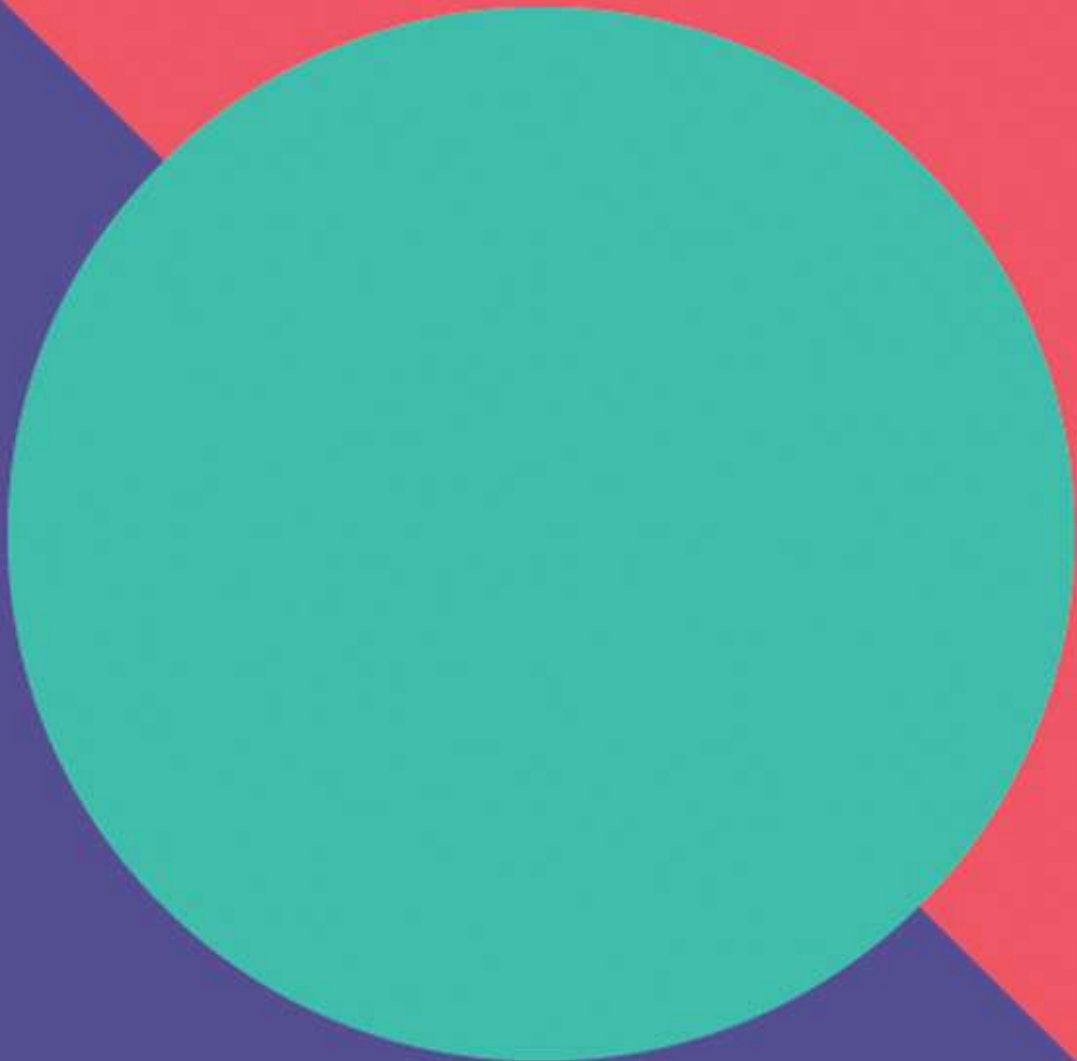


Table of Contents

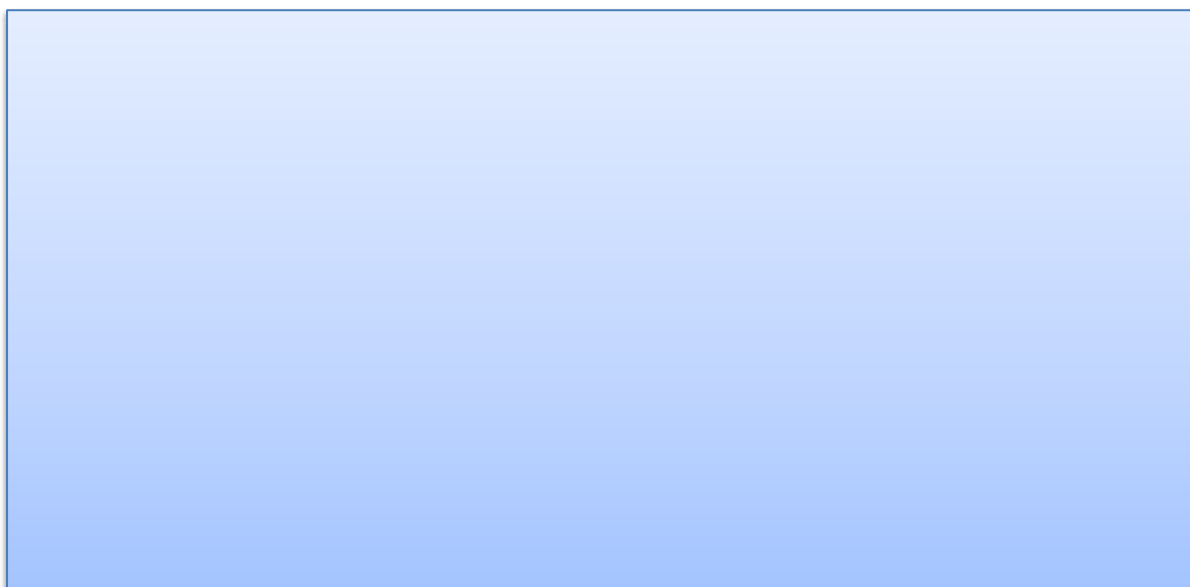
1. Letter of endorsement from vice-chancellor/principal.....	4
1.a Data Statement.....	7
1.b List of Abbreviations.....	11
1.c Grades.....	14
1d: List of Tables and Figures.....	15
2. The self-assessment process.....	17
2a Description of the self-assessment team.....	17
2b The self-assessment process.....	22
2c Involvement, consultation and communication.....	24
2d Future of the self-assessment team.....	28
3. Institution and local context.....	30
3a Overview of the Institution.....	31
3b Overview of the local population and context.....	32
4. Staff profile.....	36
4a Academic staff.....	36
4b Professional and support staff.....	47
4c Grievances and disciplinaries.....	59
4d Decision-making boards and committees.....	62
4e Equal pay.....	64
5. Academic staff: recruitment, progression and development.....	65
5a Academic recruitment.....	65
5b Training.....	71
5c Appraisal/development review.....	73
5d Academic promotions.....	77

5e Research Excellence Framework (REF)	80
5f Support given to early career researchers	81
5g Profile-raising opportunities	83
6. Professional and support staff: recruitment, progression and development	83
6a Professional and support staff recruitment	83
6b Training	89
6c Appraisal/development review	91
6d Professional and support staff promotions.....	93
7. Student pipeline	95
7a Admissions	95
7b Undergraduate student body	99
7c Course progression	101
7d Attainment.....	104
7e Postgraduate pipeline.....	107
7f Post graduate employment.....	109
8. Teaching and learning.....	111
8a Course content/syllabus	111
8b Teaching and assessment methods.....	113
8c Academic confidence	114
9. Any other information	116
9a. Appendix: Dates of the meetings for the REC SAT	119
10. Action plan	119

Name of institution

Newcastle University

Level of award application: Bronze



1. Letter of endorsement from vice-chancellor/principal

The letter is attached below.

Dr Arun Verma
Head of the Race Equality Charter
Advance HE

26 July 2022

Dear Dr Verma,

I am proud to present and support Newcastle University's application to the Race Equality Charter (REC) for Bronze Accreditation. I confirm that all information in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of our University.

As an institution, we have held equality and diversity as a strong core value for many years, being the only University to award an honorary degree to Dr Martin Luther Jr. in his lifetime in 1967. In 2017, 50 years on, we challenged ourselves to question whether we were, as an institution, truly living up to this legacy - we asked ourselves – 'What does this mean to us as an institution and how do we live up to those values?'

Since then as well as signing up to the charter in 2017, we have made significant progress in our journey towards Race Equality. We have championed campaigns such as Show Racism the Red Card, supported local community organisations such as Asian Business Connexions, listened to students and colleagues, established initiatives and, crucially, we have recognised and acknowledged that as an institution and a sector we have issues of systemic racism which there is an urgent need to address. As such, we have invested further in our EDI team by creating a specific role, the Race Equality and Accreditation Adviser, to drive this agenda forward and give it the focus it deserves

I am aware that we still have a long way to go to achieve real equity, but I am confident that we have not only the commitment and dedication needed for that journey but also the capacity to challenge ourselves and have difficult conversations.

For us, the Race Equality Charter is first and foremost a vehicle and a framework through which we can continue to work towards being a more equitable institution: an institution where colleagues are given the opportunity and the confidence to challenge systems, processes and practices that perpetuate systemic racism and racial inequality. Our focus on this journey is on meaningful work which has an impact and drives change, through creating spaces where brave conversations can take place and issues can be identified and addressed.

It is important to me that Race Equality is an issue that is visibly significant to our institution at the highest level, this is why I was delighted when our Deputy Vice Chancellor and Provost – Professor Julie Sanders agreed to lead on this very important agenda. EDI is embedded in our Vision and Strategy as one of the three core values that underpin our University, alongside Social Justice and Academic Freedom. This means REC principles are embedded at the highest strategic level.

My senior management team and through our Senate, Council and other governance structures such as University Education Committee, are committed to ensuring that Race Equality is embedded in our decision-making process. We aim to do this through regular challenge and discussion as well as visibility and ownership of the REC Action Plan at all levels of the institution within our business-as-usual process.

Our achievements, since signing up to the Charter, demonstrate the progress we have already made in this area including:

- The establishment of the REC Workstreams and the REC Action plan which we are working on at an institutional level
- The launch of our flagship, award winning, Inclusive Leaders program aimed at supporting career progression for aspiring leaders from ethnically minoritized groups
- The launch of our Report and Support system and the development of a comprehensive suite of training programmes aimed at improving the culture around reporting of inappropriate behaviour, racial harassment and racially motivated aggression.
- Significant initiative on Decolonising the Curriculum which has been spearheaded by our Students' Union

Our commitment to addressing Race Equality also extends to race in the context of intersectionality, and our ambition is to consider the REC work through an intersectional lens. With this in mind, as a University, we continue to develop an intersectional approach across our EDI work, including areas such as intersectional data analysis to inform action planning aligned to our charter mark activity, annual EDI and pay gap reporting, and broader strategic EDI objectives. In addition, we take an intersectional approach to raising awareness and developing health and wellbeing support for both colleagues and students.

I am extremely proud of the work we are doing at Newcastle University to address issues of race inequality and racism within the University and of our engagement and action on these topics within the local community. I look forward to seeing the full impact of delivering our action plan and my ambition is that in the future we can position ourselves to apply for a REC Silver Award.

Yours sincerely



Professor Chris Day
Vice-Chancellor and President

1.a Data Statement

Census dates

Our colleague data has a census date of the 31st July – and we have presented data for the following years: 2018/19, 2019/20 and 2020/21. The most recent data set was produced on or after the 31st July 2021, as the 2021/22 data is not due to be processed before the 31st July 2022.

Our student data has a census date of the 1st August. For student demographics we have used the 1st December statistics. For Student Admissions, UCAS data have been used in conjunction with the SAP data from internal systems, prepared by the Planning office.

For population statistics for the local area, we have referred to data from the 2011 census; the 2021 census has not yet released population data by ethnicity. However, we have referred to other data sources such as School leavers data as appropriate. We have also referred to Advance HE Statistics for benchmarking where appropriate.¹

Survey data and consultation and

We ran two rounds of REC surveys, one in 2019, the other in 2021. Responses to the Black Lives Matter (BLM) movement, as well as the impact of the COVID-19 pandemic, made it imperative that we captured any change and impact over time. Feedback from the Postgraduate Research (PGR) and Taught (PGT) students suggested that there were gaps in how the Student survey questions were perceived. The REC Advisor proactively consulted with Advance HE to clarify questions, and led on making additions to ensure that the surveys (both staff and student) were relevant to the community – these changes were implemented in the 2021 surveys. A letter from Advance HE confirming this has been attached with this application.

The impact of COVID

COVID impacted on our response rates for the 2021 survey and our data collection mechanisms for Report+Support.

Terminology and mid-level categories

As an organisation, following extensive discussions and consultation with our Race Equality Network and the Students' Union, we have decided not to use the term 'BAME', especially in staff contexts; where used in the context of the student union activities, the term has been put in quotation marks. This application has used 'ethnically minoritised' and 'minoritised ethnic' as interchangeable terms instead of 'BAME'. For the purpose of this application we have also used the abbreviated 'Minoritised Ethnic Group' (MEG).

Given the small numbers in our ethnically minoritised population, for reporting and analysis purposes we have implemented mid-level categorisation, combining detailed ethnic categories from our SAP data

¹ <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021>

systems. This was first implemented in our Annual Report for 2021;² and has been implemented where possible in this REC application. Intersectional analysis has also been implemented in some places – although this has only been possible by sex. The table below indicates how the mid-level categories map to our SAP data.

Mid-level ethnic categories	Ethnic categories contained in file/SAP
White	White
South and SE Asian/ South and SE Asian British	Asian or Asian British - Indian, Pakistani and Bangladeshi
East Asian and Chinese/ EA and Chinese British	Chinese and other Asian background
Black and Black British	Black or Black British - African/Caribbean; other Black background
Mixed backgrounds	Mixed White and Asian; Mixed White and Black African; Mixed White and Black Caribbean; Other mixed background
Any ethnic group not considered above	Arab/Other Ethnic background
Not reported	Prefer NTS/Information refused/not known/Unknown

A note about White minorities: Our SAP data does not distinguish between ‘White’ and White minorities (including Roma & Irish Travellers), so numbers for ‘White’ colleagues and students may include White minorities in some cases. Where individuals have chosen to disclose this through SAP, or through Survey data, White minorities have been counted as part of ‘Any ethnic group not considered above’.

Grades

Due to small numbers, the grades have been grouped together to analyse by ethnic groupings, as below. Grades are in ascending order, and have been detailed in 1.c

Grades less than A, A, and B	UK and non-UK groupings separate
Grades C, D, and E	UK and non-UK groupings separate
Grades F, G, and H	UK and non-UK groupings separate
Grades IA, IB and Senior Officers	UK and non-UK groupings combined

Special thanks to:

The data interns (Kalina Filby and Hanna Souter) for creating the infographics and images used across the application, and to our colleague Darren Airey for mentoring them.

The UG Psychology intern Lily Fu and our colleague Dr I Lin Sin for contributions to the REC Survey, especially the qualitative analysis.

² <https://www.ncl.ac.uk/media/wwwnclacuk/whoweare/edi/files/NU-EDI-Report-2021.pdf>

1.b List of Abbreviations

Abbreviations	
ABC	Asian Business Connexions
AMR	Annual Monitoring Review
AP	Action Plan
APP	Access and Participation Plan
AS	Athena Swan
AU	Academic Unit
AUAP	Academic Unit Advisory Panels
BHM	Black History Month
BLM	Black Lives Matter
DEDI	Dean of Equality, Diversity and Inclusion
DoE	Directors of Expertise
DVC	Deputy Vice-Chancellor
ECR	Early Career Researcher
ECLS	Education, Communication and Language Science
EDI	Equality, Diversity and Inclusion
EP	Engagement and Place
FDC	Frederick Douglass Centre
FDEDI	Faculty Director of Equality, Diversity and Inclusion
FEB	Faculty Executive Board
FEC	Faculty Education Committee
FMS	Faculty of Medical Sciences
FPVC	Faculty Pro-Vice Chancellor
FT	Full-time
FxT	Fixed Term
GNM:H	Great North Museum: Hancock
HaSS	Faculty of Humanities and Social Sciences
HCA	History, Classics and Archaeology
HCCTG	Hate Crimes and Community Tensions Group

HCSVL	Hate Crime and Sexual Violence Prevention Lead
HEDICW	Head of EDI and Colleague Wellbeing
HOAU	Heads of Academic Units
IAG	Implementation and Accountability Group
IF	Inclusive Futures
INKC	Inclusive Newcastle Knowledge Centre
KTP	Knowledge Transfer Partnership
LMS	Learning Management System
L&T	Learning and Teaching
MEG	Minoritised Ethnic Group
MSP	Maths, Statistics and Physics
NE	North East
NEST	North East Solidarity and Teaching
NU	Newcastle University
NUAcT	Newcastle University Academic Track
NU-REN	Newcastle University Race Equality Network
NUTechNet	NU Network for Technical Staff
NUSU	Newcastle University Students Union
OD	Organisational Development
OE	Open-ended
OfS	Office for Students
PDR	Performance and Development Review
PaG	Pay Gap
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PS	Professional Services
PSED	Public Sector Equality Duty
PT	Part-time
PVC	Pro-Vice-Chancellor

RA	Research Associate
RAEng	Royal Academy of Engineering
REC	Race Equality Charter
REC Advisor	Race Equality and Accreditation Adviser
REC SAT	Race Equality Charter Self-Assessment Team
REF	Research Excellence Framework
RLW	Real Living Wage
R+S	Report + Support
SAGe	Faculty of Science, Agriculture and Engineering
SDA	Service Delivery Area
SEJAB	Social and Environmental Justice Advisory Board
SELLS	School of English Literature, Language and Linguistics
SL	Senior Lecturer
SME	School of Medical Education
SML	School of Modern Languages
SNES	School of natural and Environmental Sciences
SRA	Senior Research Associate
TEA	Teaching Excellence Award
TWAM	Tyne & Wear Archives & Museums
UBT	Unconscious Bias Training
UEB	University Executive Board
UEC	University Education Committee
UEDIC	University Equality, Diversity and Inclusion Committee
UEPSG	University Engagement and Place Strategy Group
UoS	University of Sanctuary
URIC	University Research and Innovation Committee
VC	Vice-Chancellor
WA	Workload Allocation
WAM	Workload Allocation Model
WP	Widening Participation
WS	Workstreams

There are three faculties within Newcastle University: the Faculty of Humanities and Social Sciences (HaSS), Faculty of Medical Sciences (FMS) and the Faculty of Science, Agriculture and Engineering (SAgE)

1.c Grades

Grades (in ascending order)	Academic	Professional
Less than A	Some SRA and KTP contracts may appear as such due to part payments	Apprenticeships
Grade A	Some SRA and KTP contracts may appear as such due to part payments	Administrative, Operational & Facilities
Grade B	Some SRA and KTP contracts may appear as such due to part payments	Administrative, Operational & Facilities
Grade C	Some SRA and KTP contracts may appear as such due to part payments	Administrative, Operational & Facilities
Grade D	Some SRA and KTP contracts may appear as such due to part payments	Administrative, Operational & Facilities
Grade E	Some SRA and KTP contracts may appear as such due to part payments; University Teachers	Administrative, Operational, Facilities & Technical
Grade F	Lecturer	Operational, Facilities, Technical, Professional
Grade G	Lecturer G (expected progression)	Operational, Facilities, Technical, Professional
Grade H	Senior Lecturer	Operational, Facilities, Technical, Professional
Grades IA	Reader	Senior PS Grades
Grades IB	Professor/Chair	Senior PS Grades

1d: List of Tables and Figures

Section	List of Figures
2. The Self-Assessment Process	<p>Fig. 2.a.1: Roles represented in Newcastle University's REC SAT</p> <p>Fig. 2.a.2: Proportion of Ethnically minoritised groups in the REC SAT compared to the University population</p> <p>Fig. 2.b.1: REC timelines at NU</p> <p>Fig 2.b.2: The six Workstreams of the REC at NU</p> <p>Fig. 2.c.1: Changes in REC Student survey response rates</p> <p>Fig. 2.c.2: Internal and External engagement on our Race Equality journey</p> <p>Fig 2.d.1: The current and future states of the REC SAT</p>
3. Institution and local context	<p>Fig. 3a: Overview of the institution</p> <p>Fig. 3.b.1: Population demographics in the NE (2011 census)</p> <p>Fig. 3.b.2: Perceptions around ethnic diversity and racial tensions in the local area</p>
4. Staff Profile	<p>Fig 4.a.1: Snapshot of UK and non-UK academics 2020/21</p> <p>Fig 4.a.2: Snapshot of academic colleagues by Faculty and Ethnicity (2020/21)</p> <p>Fig 4.a.3: 2021 snapshot % UK and non-UK Academics in Open-ended and Fixed-term contracts</p> <p>Fig 4.a.4: FT and PT contracts by ethnic groups (UK and non-UK), 2021</p> <p>Fig 4.b.1: 2020/21 Snapshot of UK and non-UK PS by broad-brush ethnicity</p> <p>Fig 4.b.2: PS colleagues by broad-brush ethnicity in each Faculty and Central Hubs (2021)</p> <p>Fig 4.b.3: Snapshot 2021: PS by ethnic categories and contract type</p> <p>Fig 4.b.4: PS colleagues by ethnic grouping (UK and non-UK), 2021</p>
5. Academic Staff	<p>Fig 5.a.1: 2020/21 Snapshot of UK and Non-UK applicants (Academic)</p> <p>Fig 5.a.2: Success rates by Gender and Ethnicity 2018/19 and 2020/21</p> <p>Fig 5.c.1: Proportional change in review rates for Academic Colleagues (UK and non-UK) from 2018/19 to 2020/21</p> <p>Fig 5.d.1: The Promotions process at Newcastle University</p> <p>Fig. 5.d.2: A comparison of Promotions Success rates – White and Minoritised Ethnic</p>
6. Professional Staff	<p>Fig 6.a.1: 2020/21 Snapshot of UK and Non-UK PS by detailed ethnicity</p> <p>Fig 6.a.2: PS Success rates by Gender and Ethnicity 2018/19 and 2020/21</p> <p>Fig 6.c.1: Proportional change in review rates for PS Colleagues (UK and non-UK) from 2018/19 to 2020/21</p>
7. Students	<p>Fig. 7.a.1: Snapshot of success rates for Home and International UG students (2020/21)</p> <p>Fig 7b.1: Trends in UG student population over a 3-year period (2018/19 – 2020/21)</p> <p>Fig. 7.c.1: Percentage of students not retained (UK and non-UK) over a 3-year period</p> <p>Fig. 7.d.2: Attainment across faculties</p> <p>Fig. 7.e.1: 2020/21 Snapshot of UK and non-UK PG students by broad brush ethnicity</p> <p>Fig 7.f.1: Percentage of Students in Work/Study employment</p>

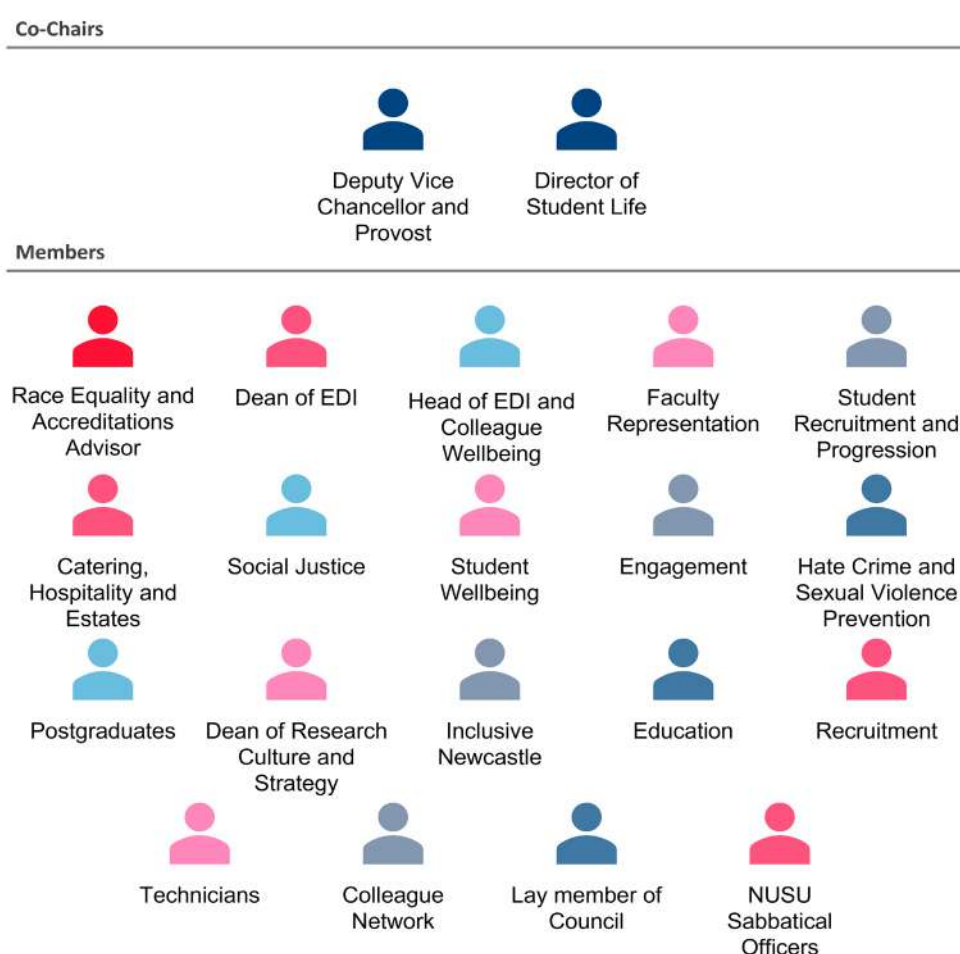
Section	List of Tables
2. The Self-Assessment Process	Table 2.a.1: SAT membership and roles
4. Staff Profile	Table 4.a.1: UK and non-UK Academic (2018/19–2020/21) Table 4.a.2: UK and Non-UK Academics – Gender and Broad-brush ethnicity Table 4.a.3: Faculty by UK/Non-UK Academic and broad-brush ethnicity Table 4.a.4: UK and non-UK Academics by Grades Table 4.a.5: UK and non-UK Academics by Contract type (2018/19 – 2020/21) Table 4.a.6: Full-time and Part-time contracts (2018/19–2020/21) UK & non-UK combined Table 4.a.7: Academic Leavers (3 years combined)
5. Academic Staff	Table 5.a.1: Overall Academic success rates (UK and non-UK) by broad brush ethnicity (2018/19 – 2020/21) Table 5.a.2: Recruitment success rates for UK and Non-UK Academics by detailed ethnicity (3 years) Table 5.b.1: All training courses accessed by Academics (2018/19 – 2020/21 combined) Table 5.b.2: All individuals accessing training by ethnic groupings Table 5.c.1: PDR completion rates for Academics (UK and non-UK) Table 5.d.1: Academic Promotions 2019/20 and 2021/22 Table 5.d.2: Professorial Merit Awards and Academic Pay Review 2020/21 and 2021/22 Table 5.e.1: Submission to REF 2021
6. Professional Staff	Table 6.a.1: Overall PS success rates (UK and non-UK) by broad brush ethnicity (2018/19–2020/21) Table 6.a.2: Recruitment success rates for UK and Non-UK PS by detailed ethnicity (3 years) Table 6.b.1: All training courses accessed by PS (2018/19 – 2020/21 combined) Table 6.b.2: All individuals (PS) accessing training by ethnic groupings Table 6.c.1: Appraisal Completion rates for UK and Non-UK PS Table 6.c.2: Proportional change in review rates for PS Colleagues (UK and non-UK) Table 6.d.1: PS Pay Review
7. Students	Table 7.a.1: Snapshot 2020/21: Success rates for White and minoritised ethnic students (Home and International) Table 7.a.2: Applications, offers and Acceptances for UG Home/ UK students Table 7.a.3: Applications, offers and Acceptances for UG International students Table 7.c.1: Course progression by faculty Table 7.d.1: Difference in % between White and MEG students Table 7.e.1: UK and Non-UK PG populations (2018/19–2020/21) Table 7.e.2. Proportion of PG population who are UG students of NU (% = % of total populations)

2. The self-assessment process

2a Description of the self-assessment team

The Race Equality Charter Self-Assessment Team (REC SAT) formed in September 2019 as the driving force behind Newcastle University’s (NU) race equality activities (Fig. 2.b.1), with members being drawn from key areas of NU. Between 2017 and 2019, NU engaged in a series of activities to increase awareness of the intention to apply for accreditation, and identifying roles on a future SAT.

Fig. 2a.1: Roles represented in Newcastle University’s REC SAT



Our focus was to ensure that core functions of the institution were represented by the right person, and that the burden of work did not solely fall on Minoritised Ethnic Groups (MEG) – a challenge identified in Phase 2 of the REC review as well.³ REC SAT membership has therefore been role-dependent, or based on skills and interest. This made it more feasible to manage workloads in some cases, as

³ <https://www.advance-he.ac.uk/knowledge-hub/race-equality-charter-review-phase-2>

Workload Allocation (WA) has proved to be a challenge, especially through a global pandemic. In addition to the REC SAT, we have established six Workstreams (WS) to ensure broader engagement and progress actions within specific areas (see 2b). Support letters from the Co-chairs were sent to colleagues who were part of the WS to elicit line manager support. Our Dean of EDI (DEDI) is currently undertaking work on WA for Professional (PS) colleagues, supported by the University Executive Board (UEB) as we know it is important to be recognised and rewarded for this.

We were keen to engage colleagues across NU, though there were challenges ensuring even representation across all three of our faculties, with SAgE having the least representation on the SAT, something we aim to remedy in the next SAT incarnation. Most of the SAT is composed of White allies who are driving and advocating for the work around race equality alongside MEG colleagues. However, the proportion of members from MEG backgrounds remains higher than that of the University as a whole. We were also able to engage with more colleagues from minoritised groups through the activity of the WS.

Fig. 2.a.2: Proportion of Ethnically minoritised groups in the REC SAT compared to the University population

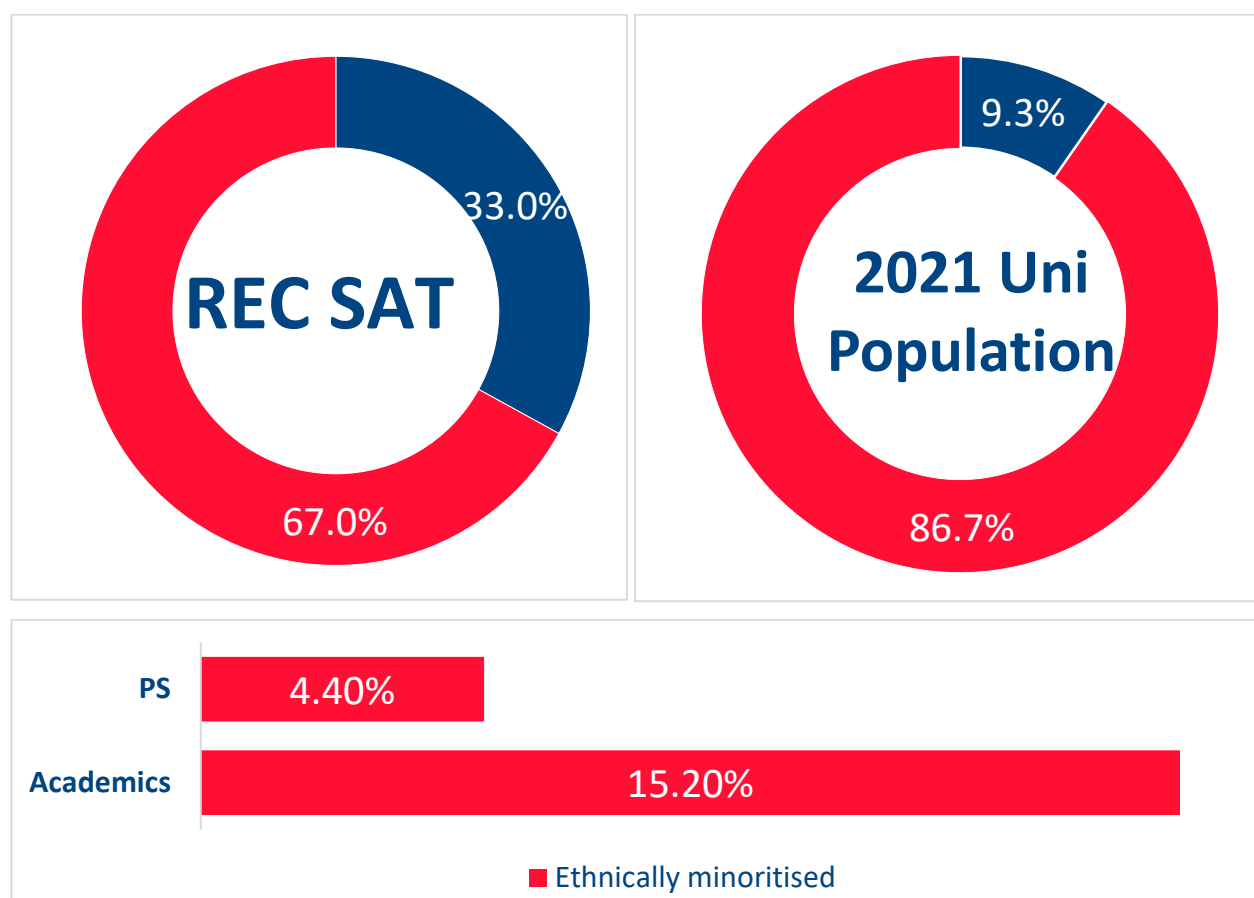


Table 2.a.1: SAT membership and roles

Name	Role within the University	Ethnicity	Grade	Role within the SAT
	DVC	White majority	I and above	<ul style="list-style-type: none"> Co-chair EB Sponsor of EDI
	Director of Student Life	Minoritised ethnic	I and above	<ul style="list-style-type: none"> Co-chair Current Chair of NU-REN (Newcastle University Race Equality Network) Student experience and consultation Member of the REC Application Writing Group
	Race Equality and Accreditation Advisor	Minoritised ethnic	F - H	<ul style="list-style-type: none"> Race Equality lead (EDI Team) NU-REN Board Member Member, Newcastle University Sanctuary Steering Group Data, surveys and Project management Member of the REC Application Writing Group
	Dean of Equality, Diversity and Inclusion	White majority	I and above	<ul style="list-style-type: none"> Co-lead, Research WS Making the case for dedicated REC resourcing to EB Member of the REC Application Writing Group Chair, University EDI Committee Chair, Newcastle University Sanctuary Steering Group
	Dean of Research Culture and Strategy (DRCS)	White majority	I and above	<ul style="list-style-type: none"> Co-lead - Research WS Research culture and practice REC Application reviewer
	Head of Talent Acquisition	White majority	F - H	<ul style="list-style-type: none"> Lead of Colleague WS Colleague recruitment and retention portfolio
	Professor of Practice for Inclusive Education	White majority	I and above	<ul style="list-style-type: none"> Lead of the Student WS Representing the Inclusive Newcastle Knowledge Centre and linking the Access and Participation Plan to the work of the SAT
	Head of Engagement	White majority	F - H	<ul style="list-style-type: none"> Lead of the Partnerships WS Linking the Engagement and Place strategy to the work of the SAT
	Executive Director of External Relations	White majority	I and above	<ul style="list-style-type: none"> Lead of the Communications and Visibility WS REC Application reviewer
	Director of Estates and Facilities	White majority	I and above	<ul style="list-style-type: none"> Co-lead of the Campus and Estates WS

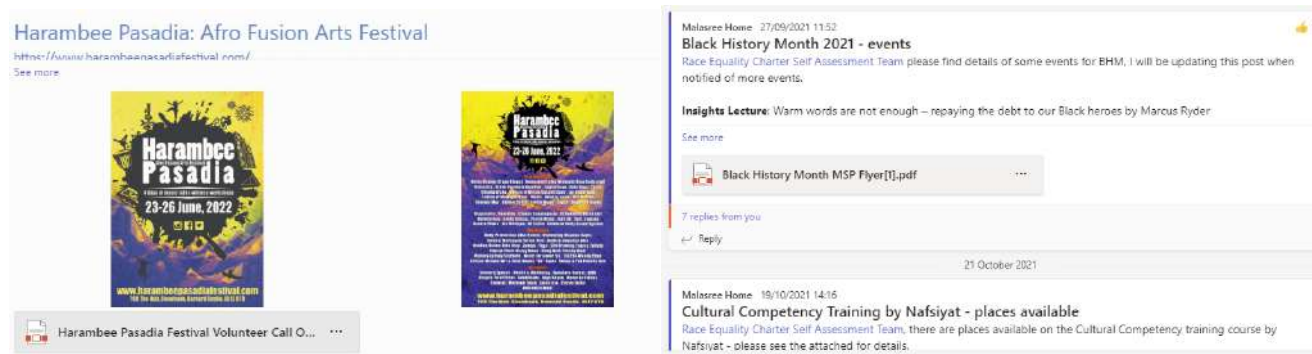
			<ul style="list-style-type: none"> Leading on campus-based projects focusing on the race equity agenda
Professor of Contemporary drawing	White majority	I and above	<ul style="list-style-type: none"> Co-lead of the Campus and Estates WS Leading on the 'Campus Culture' project Campus of the Future Group Armstrong Review Board (Section 9)
Head of Equality Diversity Inclusion and Colleague Wellbeing	White majority	F - H	<ul style="list-style-type: none"> Input on EDI and wellbeing REC Application reviewer
Director of Equality, Diversity and Inclusion, Faculty of Humanities and Social Sciences (HaSS)	White majority	I and above	<ul style="list-style-type: none"> Faculty level activity on race equity and intersectionality REC Application reviewer
Equality, Diversity and Inclusion Advisor, HaSS	Minoritised ethnic	F - H	<ul style="list-style-type: none"> Faculty level activity on Race Equality and intersectionality NU-REN Board Member Carers network Disability Interest Group (DIG)
Co-Director of Equality, Diversity and Inclusion (FMS)	White majority	F - H	<ul style="list-style-type: none"> Faculty level activity on Race equity and intersectionality REC Application reviewer
Director of Equality, Diversity and Inclusion, Faculty of Science, Agriculture and Engineering (SAGe)	White majority	F - H	<ul style="list-style-type: none"> Faculty level activity on Race equity and intersectionality Member of the REC Application Writing Group
Operations Manager, Hospitality and Catering	Minoritised ethnic	F - H	<ul style="list-style-type: none"> Race equity lead for Hospitality and Catering Operationalising of REC survey amongst Estates colleagues NU-REN Vice Chair for Operations and Inclusive Futures (IF) graduate
Research Technician, FMS	Minoritised ethnic	F - H	<ul style="list-style-type: none"> Race equity representative for NU – Technet (Technician's Network)
Professor of Social Geography	White majority	I and above	<ul style="list-style-type: none"> Previous join up as Dean of Social Justice Expert in Islamophobia in relation to politics, education and journalism
Lay member of University Council	Minoritised ethnic	External partner	<ul style="list-style-type: none"> Link to key governance structures within the University Links with community organisations, with an interest in colleague recruitment to embed

			<ul style="list-style-type: none"> diverse recruitment practices. Providing additional scrutiny and an external consultative voice on the SAT
Director of Student Health and Wellbeing	White majority	I and above	<ul style="list-style-type: none"> Student Wellbeing and Support Link to Changing The Culture Group
Academic Registrar	White majority	I and above	<ul style="list-style-type: none"> Academic Registrar Education Policy and Governance Chair of Changing the Culture Group
Hate Crime and Sexual Violence Prevention Lead (HCSVL)	White majority	F - H	<ul style="list-style-type: none"> Expert in Hate Crime and Sexual Violence Prevention Report and Support data for REC application REC Application reviewer
Postgraduate (PG) Research Student representative	Minoritised ethnic	PG student	<ul style="list-style-type: none"> Consultation for modification of REC survey to capture Postgraduate data Student consultation for REC application
Postgraduate Taught Student representative	Minoritised ethnic	PG student	<ul style="list-style-type: none"> Consultation for modification of REC survey to capture PG data Student consultation for REC application
Newcastle University Students Union (NUSU) Welfare and Liberation Officer 2021-22	Minoritised ethnic	Not applicable (external partner)	<ul style="list-style-type: none"> Join up with the activities of NUSU on the Race equity agenda. Student consultation for REC application
Previous SAT Members			
<i>Formerly Faith and Spirituality Coordinator</i>	White majority		
<i>Formerly Race Equality Officer</i>	Minoritised ethnic		
<i>Building Services Engineer</i>	Minoritised ethnic		
<i>Lecturer, FMS</i>	Minoritised ethnic		Formerly Acting Chair of NU-REN
<i>Senior Lecturer, HaSS</i>	White majority		Formerly Dean of Education, HaSS
<i>Formerly Senior Lecturer, FMS</i>	Minoritised ethnic		Formerly Chair of NU-REN
<i>Chief Operating Officer</i>	White majority		Formerly Executive Director of People Services
<i>NUSU Welfare and Liberation Officer 2020-21</i>	Minoritised ethnic		
<i>NUSU Welfare and Liberation Officer 2019-20</i>	Minoritised ethnic		

Co-Director of EDI, Faculty of Medical Sciences (FMS)	White majority		
---	-------------------	--	--

2b The self-assessment process

The SAT shapes the strategic direction of NU's REC work. It meets six times annually, receiving standing updates from key University committees and networks in addition to the main agenda items (9a. Appendix for dates). It coordinates, showcases and shares best practice across NU, ensuring the opportunity to learn and implement in different parts of the organisation. SAT members also keep in regular contact between meetings through an active Teams site where updates, upcoming CPD opportunities, events, and sector insights are shared.



Screenshots of events and activities

A year prior to submission, we developed a REC writing group to lead on writing the application. This group met monthly until submission. Our REC journey is shown below:

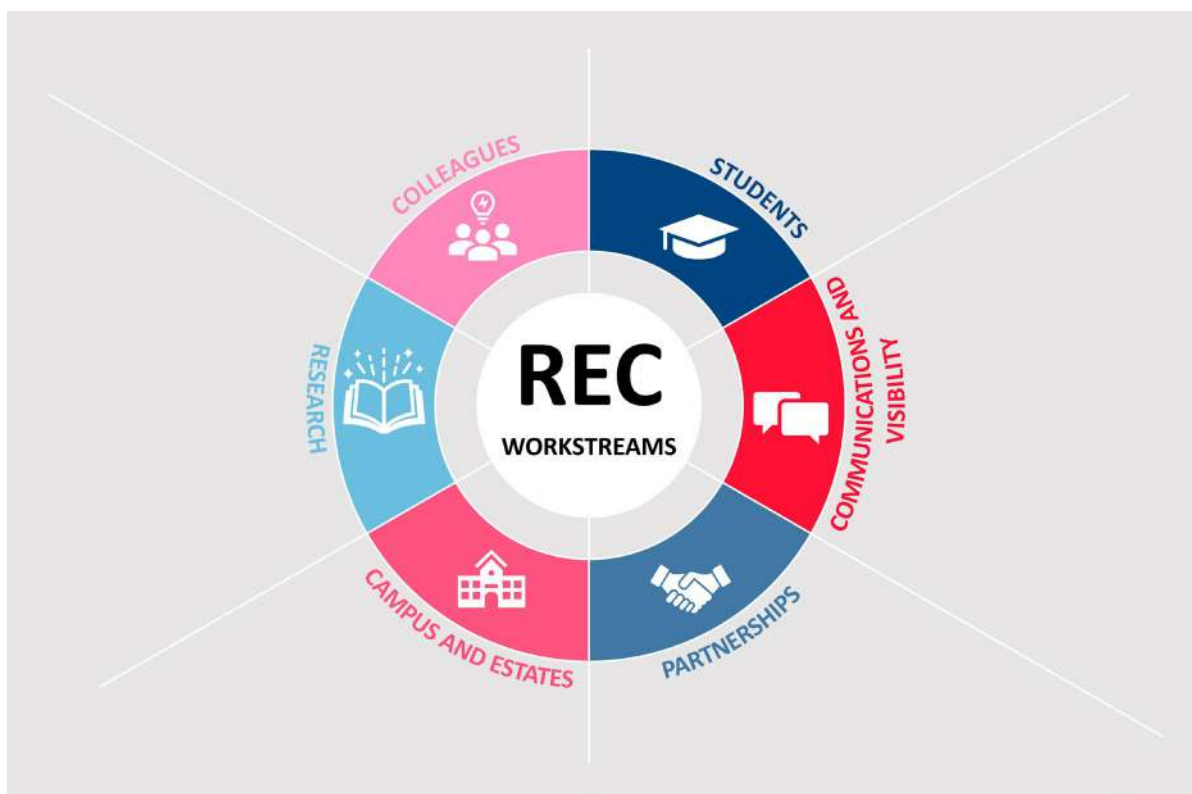
Fig. 2.b.1: REC timelines at NU



The SAT is sponsored and co-chaired by the DVC with the Director of Student Life (a model drawing on senior academic and PS colleagues from both majority and minority groups), directly reporting to UEB, ensuring high visibility, accountability, and institution-wide buy-in of initiatives. It shares functional relationships with other key committees, linking through representatives to existing structures within the University designed to address EDI challenges at various levels. The DEDI is a member of the REC SAT, and links through to the University EDI Committee (UEDIC), the main governance committee on EDI, which plays an important role in the future of the SAT (see Section 2d).

To ensure the delivery of a cohesive action plan, in May 2020, the SAT put forward a proposal to UEB to establish six WSs, identifying thematic areas based on the 2019 REC surveys' findings (2c). Each WS was tasked with developing actions which would feed into the overall REC Action Plan (AP).

Fig 2.b.2: The six Workstreams of the REC at NU



Extensive training and support was provided to chairs/co-chairs (Race Awareness, Active Bystander Training, White Privilege, SMART Action Planning and the Outcomes from the Phase 2 REC Review). The Race Equality and Accreditation Adviser (REC Advisor) also provided one-to-one support and advice to each WS to ensure that leads and members felt confident in developing their plans.

Over the last two years, the WSs have evolved into mechanisms for action planning and operational delivery, driving forward change at an institutional level in recruitment practices, approaches to communication, and student funding. Through them, the reach of the REC-SAT has been broadened, giving minoritised ethnic colleagues the opportunity to get involved, and gain experience and visibility within the institution.

2c Involvement, consultation and communication

Our engagement pre-dates becoming a REC member in April 2019, which was the outcome of significant consultation with colleagues and students, as well as the network for MEG colleagues and PGs (then 'BAME' Network, now NU-REN). A research project funded by NU's EDI Fund 'Contested Spaces of Diversity' reported extensively into the experiences of minoritised colleagues, which drove institutional commitment and informed work.

NU-REN consulted its members through five lunchtime 'Listening Sessions' in February 2019, capturing colleague and PGR experiences on facing systemic barriers within the university. This was discussed at UEDIC (July 2019), and arising themes and issues were subsequently discussed at REC SAT meetings and solutions were built into initiatives and APs.

In November 2019, as part of the inauguration ceremony of the Frederick Douglass Centre (FDC), the network, supported by the DVC and the Dean of EDI, organised a Round Table and Panel Discussion with external partners such as PWC, Barclays, York University and Common Purpose. The event aimed to support NU's commitment to race equality, our core values of Social Justice, and EDI, maximising its impact and highlighting NU's historic commitment to racial justice. A further event featured Professor Nicola Rollock,⁴ and the NU EDI Conference had Professor Kalwant Bhopal as the keynote speaker that year. Discussions across these events identified key themes, such as the use of terminology, the need for intersectionality while retaining a primary focus on the race agenda, career progression and support for MEG colleagues, and the importance of sustained commitment from senior teams. We held our first round of the REC Surveys for colleagues and students in 2019, and the second in 2021. Responses to BLM, as well as the impact of the global pandemic, made it imperative that we captured any change and impact over time. We actively sought to disseminate the surveys widely; in addition to digital surveys, in 2021, paper surveys were used to target colleagues in Estates, Accommodation and Catering.⁵ A Research Intern from Psychology joined the team in 2021 to support the deployment and analysis of the REC surveys. Further funding from the Student Development Fund supported the employment of two data interns to analyse University level data, all supervised by the REC Advisor, in collaboration with an RA.

⁴ Organised by NU Women, the University's Women's Network for colleagues and PGRs

⁵ This was in response to consultation from the first survey that the digital method often excludes participants from these job families

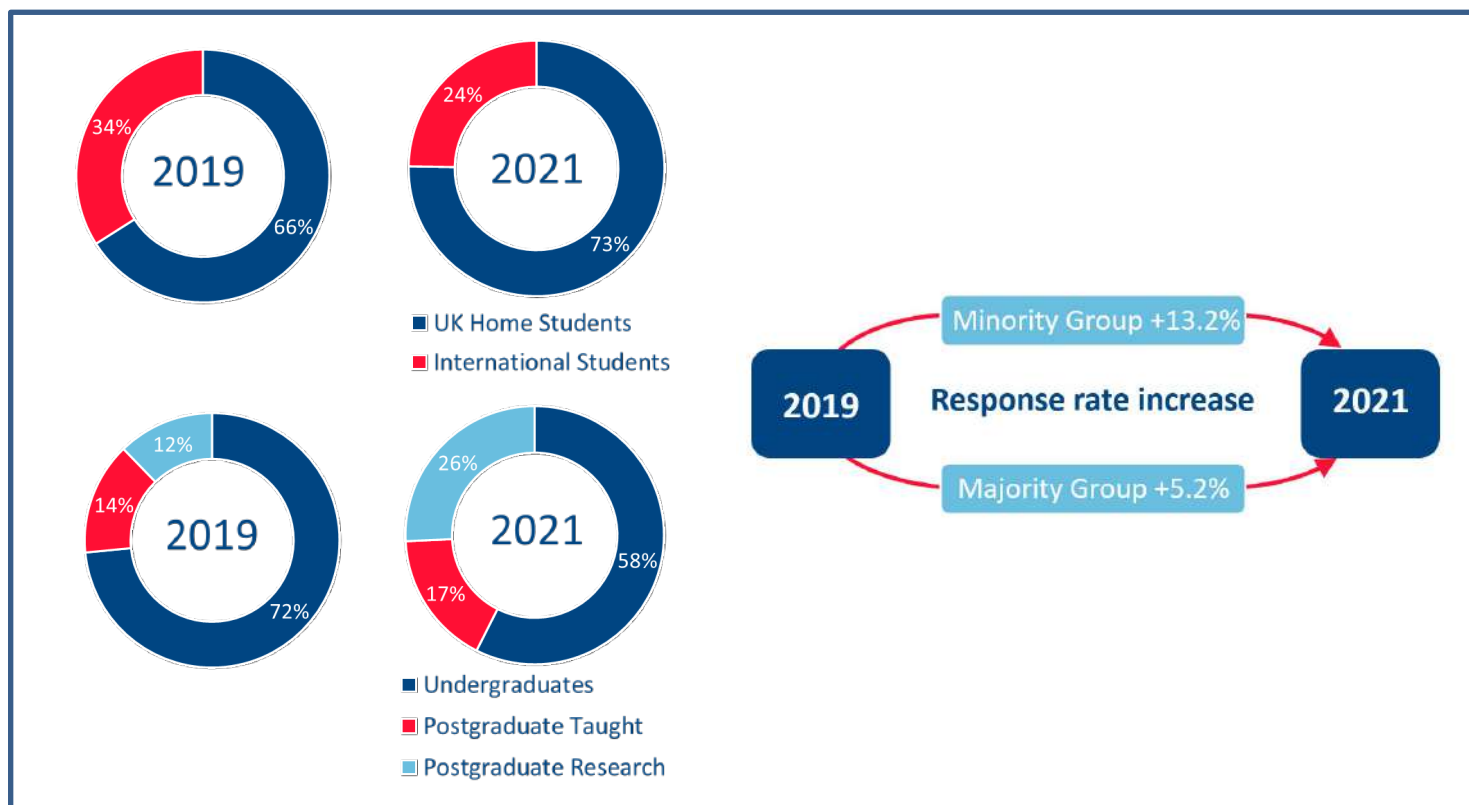
The response rate for the 2019 survey (colleagues) was approximately the same for majority and MEG colleagues (18% and 18.1% respectively). This declined for the 2021 survey (colleagues) to 8% for majority groups and 14% for minority groups. 78% of respondents (colleagues) were UK/ British, 8% from within the EU and 7% from outside the EU. 7% did not report (2021).

Response rates for the colleague survey in 2021 are likely to have been impacted by the pandemic, especially the fatigue caused by changing workloads, home schooling and increased caring responsibilities more broadly. The broad themes identified by the 2019 colleague survey informed the first stages of action planning by the WS, and the 2021 survey also asked respondents to score progress in these areas. Perception gaps between White and MEG closed for issues regarding recruitment, but the survey also indicated that there was more that needed to be done regarding training, career progression and MEG representation at senior levels.

Student consultation plays an important role in the SAT, through representation from NUSU, PGT and PGR. Through the SAT and other mechanisms (Changing the Culture Group; Black History Month Steering Group), students have accessed funding and support to run events, and engagement activity has ensured the feeding in of the student voice into our AP. The 2019 REC survey for students had an overall response rate of 0.7%. Subsequent consultations with Sabbatical Officers and different student organisations and groups, such as the BAME Student Network, identified gaps in how the survey questions were perceived. Changes were implemented in the 2021 survey and led to an improvement in response rates.⁶

⁶ Also see Data Statement and attached letter from Advance HE

Fig. 2.c.1: Changes in REC Student survey response rates



University (NUConnect, EDI Newsletter) and Faculty level (newsletters and communications) were used to disseminate information and links to the surveys in 2019 and 2021. We also engaged with the SU and colleague networks to socialise the surveys through a variety of channels and social media platforms, including Twitter and Instagram. Regular communications on our progress were made to University audiences through face-to-face and online sessions, as well as through reports through NUConnect. Our internal and external communications and engagement activities are shown below.

Fig. 2.c.2: Internal and External engagement on our race equality journey



SAT members engage externally through the (Hate Crime and Community Tensions Group) HCCTG, as well as through the Social and Environmental Justice Advisory Board (SEJAB) (especially with third sector partners such as Tyne&Wear Citizens, for example on the Real Living Wage (RLW) consultation). Members are involved in external projects (with Unite Accommodation drawing on the ‘Living Black at University’ report),⁷ and work closely with Newcastle City Council to build on NU as a University of Sanctuary (UoS).

I felt empowered to introduce my full name to my friends and colleagues on the SAT and at the University. If I wasn't on the SAT, I wouldn't have done this in February 2022. This was when the University was supporting the #MyNames campaign. Everyone received this positively and people are addressing me by my full name.

REC SAT Member

⁷ <https://www.unitegroup.com/living-black-at-university>

2d Future of the self-assessment team

Representation from core service delivery areas (SDA) has worked for the current SAT; we will retain this, with the WS-based approach, in our delivery of the AP. This has been especially successful for the Colleagues, Campus and Estates, and Comms and Visibility WS, which also coincide with SDAs. Where there is no single SDA (Student WS), we will look to embed the action plan into the business of relevant committees such as University Education Committee (UEC) or the University Engagement and Place Strategy Group (UEPSG).

We are conscious of the need to refresh the SAT after the three-year period, given the likelihood of colleague turnover, and to ensure that those with an interest in this agenda can contribute. We have scheduled a review of roles within the SAT to establish clear lines of accountability in delivering on the AP and monitoring impact as we move forward.

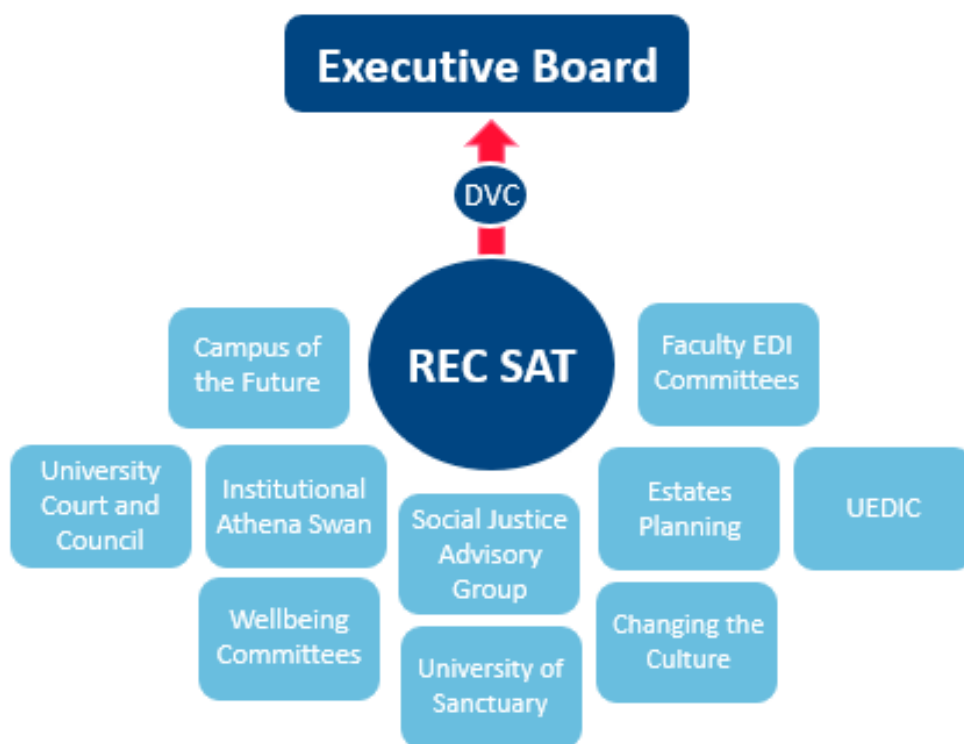
After the submission of the application, the SAT will morph into an **Implementation and Accountability Group (IAG)**, reporting directly into the UEDIC and EB. The functional relationships with other committees and structures will remain to ensure a flexible approach to impact and implementation.

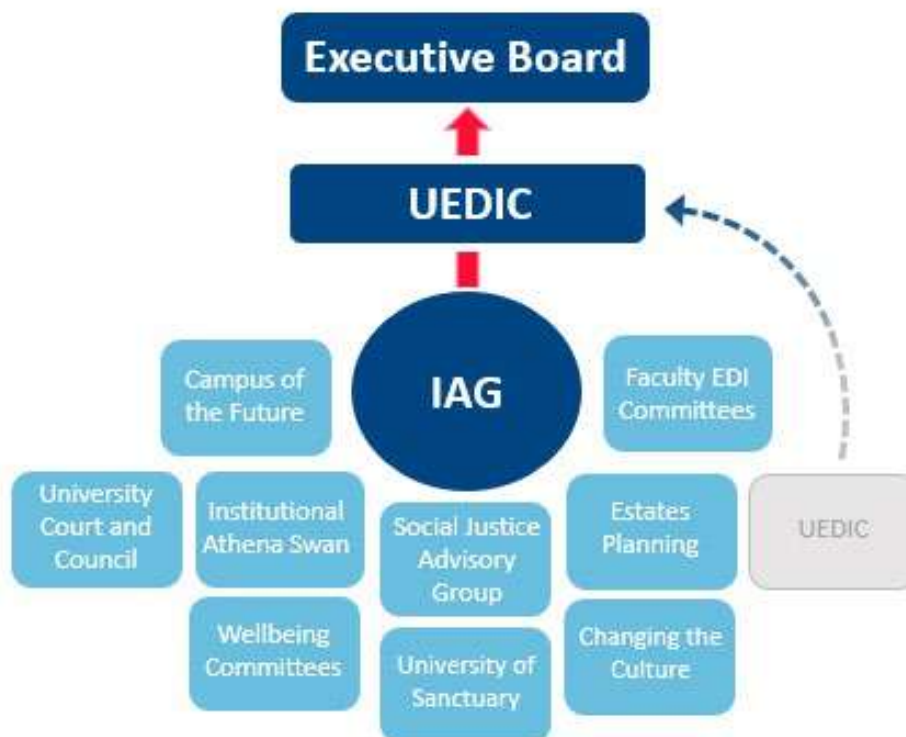
Formalising this governance structure will ensure that WS activity is embedded into 'Business As Usual' without losing race-related impact. Our Partnership WS has acted as a proof of concept on this, with its actions now influencing the work of the UEPSG. The group is currently working on developing a high-level partnership strategy for the institution which embeds race equality using the six themes of the University's Engagement and Place (EP) Strategy (Societal, Cultural, Economic, Global, Policy and Access). Similar opportunities are applicable for other WS; for example, some actions of the Research WS are strongly aligned to Research Culture, and under the University Research and Innovation Committee (URIC). Likewise, the Student WS has already linked to the Access and Participation Plan (APP), which will enable it to be a future driver for our Education for Life Strategy, ensuring a holistic coverage of the target areas and continued partnership with students.

The University is committed to the continued responsibility and sponsorship at UEB level for the Race Equality agenda and implementation of the AP. The DEDI, as Chair of UEDIC, will ensure that accountability reports will be taken to, and feedback received from, UEDIC, which meets four times per year. An update will be submitted to EB biannually, following these meetings the DEDI will share feedback with the IAG and WS chairs. Service areas, as defined by the AP, will be responsible for operational delivery, monitoring and reporting impact. In addition, Faculty Directors of EDI (FDEDI) will have responsibility to implement objectives from the plan within their faculties in both Academic and PS areas.

We envisage an agile REC IAG, which will adapt to include those service leads who have been implementing the AP, the DEDI, HEDICW, and any relevant additions from NU's community such as the Chair of NU-REN, members of other governing bodies, or those aligned to specific functions or interests, likely to happen by invitation based on job roles. The handover will be incremental and managed through the reports against the action plan. Continuity will be provided by the EDI team, as well as service leads who will have been working on the plan for four years. We are currently working on ensuring that adequate workload is provided to support and encourage EDI work within the institution for both Academic and PS colleagues, and that this work is fully recognised in their career development. This will ensure greater engagement from all colleagues, and protect minoritised ethnic groups from being overburdened by the future REC application and the interim work on the action plan.

Fig 2.d.1: The current and future states of the REC SAT





(Section 2: 2110 words)

ACTION: CV.3.1:

A2. Create more opportunities for MEG colleagues to be visible across the institution and to be a part of the decision-making process

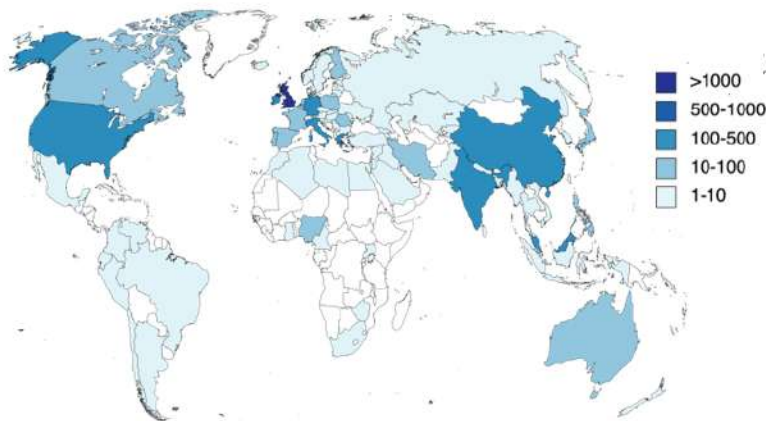
A3. Create resources and mechanisms to support colleagues who are 'brave' in championing inclusivity and race equality

3. Institution and local context

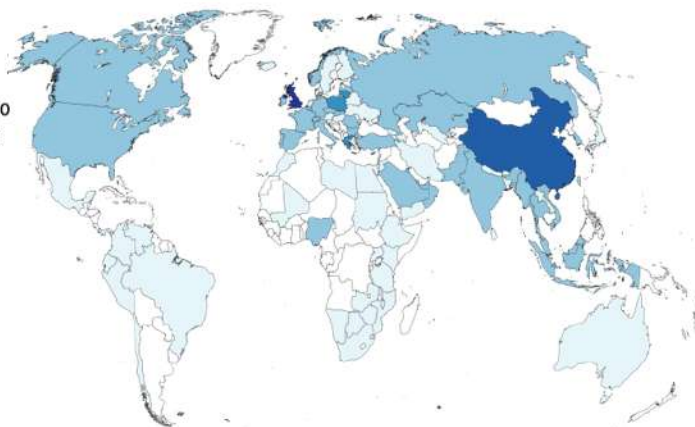
3a. Overview of the institution

The following infographic gives an overview of the organisation and our commitment to race equality and social justice.

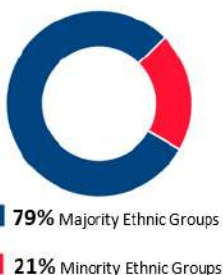
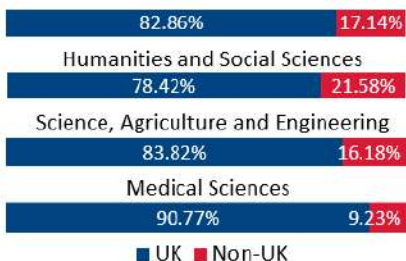
Our Students



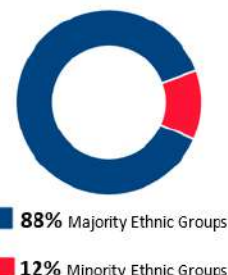
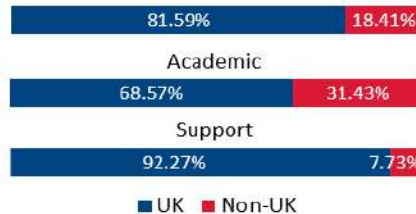
Our Colleagues



Total Number of Students: 27,052
(Undergraduate and Postgraduate)



Total Number of colleagues: 6,387



DR MARTIN LUTHER KING JR STATUE

Unveiled 50 years after Dr Martin Luther King Jr visited Newcastle to receive an honorary degree from Newcastle University - the only UK university to do so during his lifetime

THE FREDERICK DOUGLASS CENTRE

Named to honour the 19th century social reformer and abolitionist who was associated with the Summerhill area in Newcastle next to the Helix site, where the Frederick Douglass centre was built



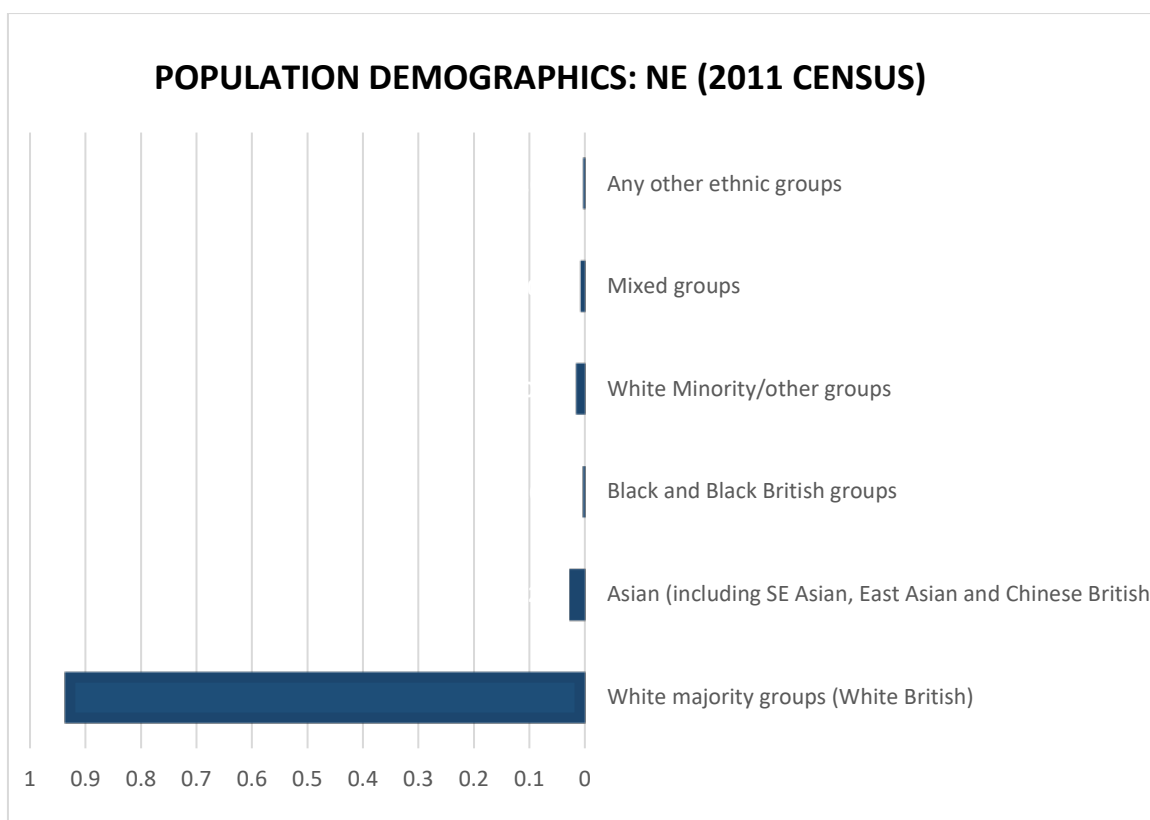
Race Equality @ Newcastle University



3b Overview of the local population and context

The 2021 census has not yet released population information by ethnicity; the 2011 census reported the population of the NE as being 94% White, with all other minoritised ethnic groups making up only 6.4% of the population.⁸ However, data from schools across the NE for 11-16 year olds suggests a move towards a more diverse population, with minoritised groups making up 13% of children in schools (White British: 87%).⁹

Fig. 3.b.1: Population demographics in the NE (2011 census)



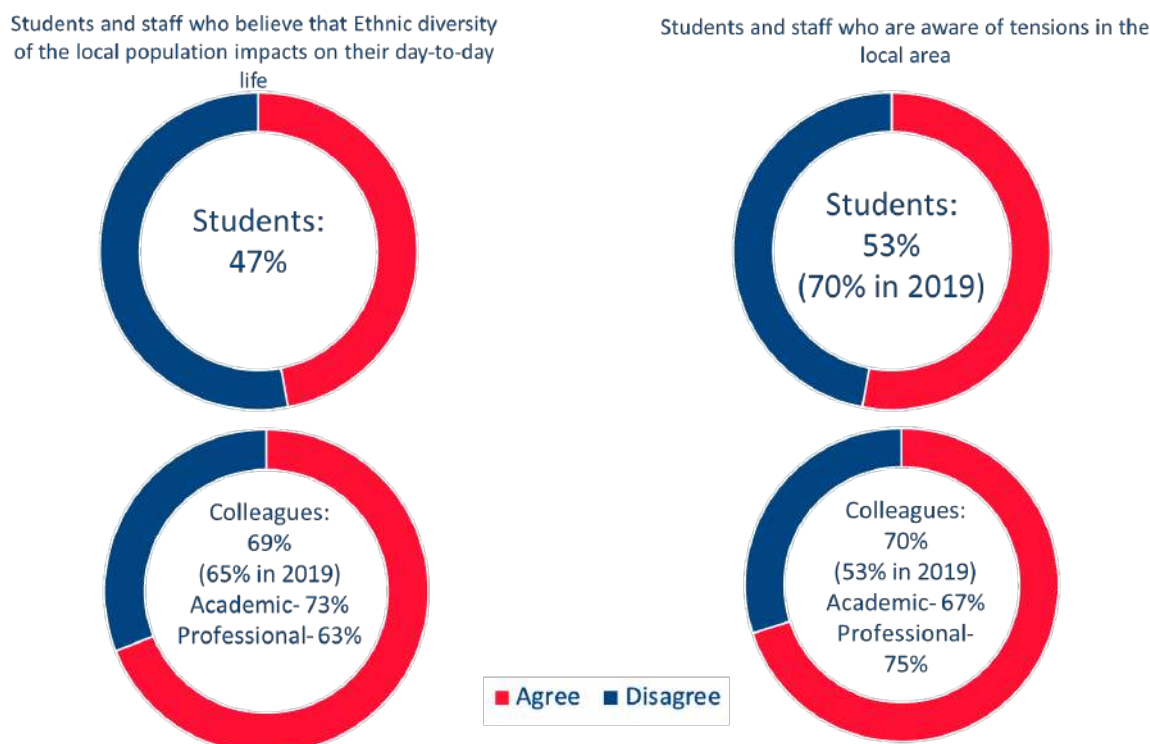
While our academic colleagues are drawn globally (71% from UK, 29% non-UK, see Fig 3.a.1), the lack of diversity in the local area is likely to impact the population of Professional colleagues (95% from UK, 5% non-UK; and 4.4% from MEG, compared to 15.2 % for Academics (also see 5a and 6a, Academic and PS recruitment).

With such ethnic disparity in the local population, we are aware of the impact of the local area on the sense of belonging for colleagues and students. This is also important from a security perspective for a city-centre campus with its fluid spatial boundaries. Our REC surveys have drawn attention to this.

⁸ <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest#areas-of-england-and-wales-by-ethnicity>

⁹ <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

Fig. 3.b.2: Perceptions around ethnic diversity and racial tensions in the local area



In the 2021 survey, 50% of student respondents and 58% of academic colleagues from majority groups also showed awareness of local race-related tensions. This may suggest greater awareness of these issues or involvement as witnesses.

Although there's some diversity in Newcastle University, I feel like it's still a very white institution. You will notice it from the food that is available on campus to the actual culture in each school...

Student Survey 2021

The REC Advisor and the HCSVL are members of HCCTG, working closely with local and regional partners such as the police, the City Council, universities, hospital trusts, transport providers and football clubs to coordinate approaches to hate crime reporting. Regular reports at these forums indicate that most reported hate crimes are primarily racially motivated (followed by homophobic hate crime reports).¹⁰

¹⁰ <https://beta.northumbria.police.uk/about-us/publications-and-documents/accessing-information/disclosure-log/crime-statistics/hate-crimes-2017-2021-132321/>

Since the implementation of our Report + Support (R+S) system in 2019,¹¹ there have been 42 reports of racially motivated hate incidents from a total of 447 (9.3% of total reports). Of these, 50% chose not to report ethnicity; only 14% of those reporting identify as White, and 36% from MEG. 62% reported anonymously; 38%, who spoke to an advisor, did not report ethnicity. COVID-19 also significantly impacted reporting patterns for R+S. We saw an increase in reports of online incidents, suggesting that the nature of hate crimes changed during national lockdowns. All named reports were followed up with the support identified.

Through its EP strategy, NU plays a pivotal role in the local area, with community engagement at its heart. Freedom City,¹² the launch of the FDC, and the EB Community Dialogue meeting, sponsorship of the Asian Business Connexion (ABC) Awards, and engagement with networks in other organisations such as the NHS, ensure that specific MEG communities who may not otherwise be engaged with NU have an opportunity to contribute and be part of NU's journey. NU-REN was instrumental in setting up a regional forum in 2020 (NE Regional BAME Networks Coalition), and is pivotal in directing the activity, with a total of 11 meetings attended since Jan 2020, and the organisation of BHM events in both 2020 and 2021. **Into** University Newcastle East is a recent collaboration between Newcastle and Northumbria Universities and national education charity IntoUniversity, which will support over 1000 students per year, and providing additional support to underrepresented communities, to access Higher Education (see 7a). Student engagement plays a large part in ensuring that different communities have a voice within NU. Working with NU-REN and the Student 'BAME' network, the University has run 'Listening Sessions' (see 2c), and has supported targeted initiatives to decolonise the curriculum (see 8a). Students have also been co-creators in the work of the Armstrong Review Group, which considered how to contextualise the (sometimes problematic) legacy of Lord Armstrong as embodied in a physical space (Armstrong Building), in order to future-proof our campus and to make it welcoming for the next generation of students at Newcastle (see section 9).

As an institution with social justice at its heart and Equality, Diversity and Inclusion as one of its core values it is important that we play a central role in supporting, enhancing and initiating work within our local community to promote community cohesion, race equality and equality of opportunity as well as challenge racial discrimination, harassment and abuse. We are proud to stand side by side with our partners in the public, private and voluntary sectors together with the wider local community to face these issues and celebrate our diversity together.

Pro-Vice-Chancellor, Engagement and Place

¹¹ Our online reporting tool for colleagues and students to report hate crime, hate incidents, and sexual violence

¹² A city wide programme commemorating the 50th anniversary of Dr Martin Luther King being awarded an honorary degree by Newcastle University, see <https://www.blackhistorymonth.org.uk/article/section/bhm-intros/freedom-city-2017/>

ACTION CE 1.1 :

A1: Promote Report+Support in easily accessible formats and visibly in all spaces to ensure any/all forms of discrimination and hate crime are addressed promptly.

A2: Work with C&V workstream to run awareness campaigns to promote increased cultural awareness through a sense of belonging

A6: Continue and develop relationships with NCC and Northumbria Police to gain forward intelligence of and combat any racially motivated activity affecting the campus

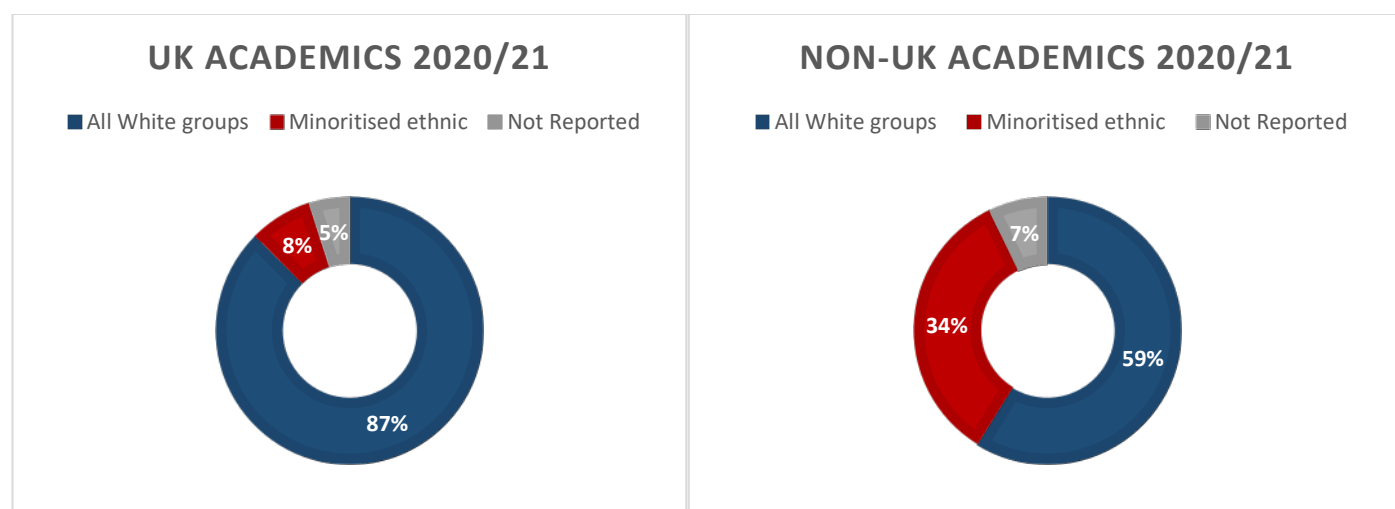
(Section 3: 553 words)

4. Staff profile

4a Academic staff

MEG make up only 15.2% of the Academic population, and mostly drawn from non-UK cohorts.¹³ Our snapshot for 2020/21 is below.

Fig 4.a.1: Snapshot of UK and non-UK academics 2020/21



MEG colleagues have increased over a three-year period for both UK and non-UK, from 139 (2018/19) to 152 (2020/21) (UK) and 267 (2018/19) to 280 (2020/21) (non-UK), though the proportional increase as a percentage of the population is small (from 7% (2018/19) to 8% (2020/21) for UK, and 32% (2018/19) to 34% (2020/21) for non-UK).

Majority group UK and non-UK colleagues have decreased over this three-year period, from 1806 (2018/19) to 1762 (2020/21) for UK and 518 (2018/19) to 484 (2020/21) for non-UK. This indicates a larger proportional decrease for White non-UK Academic colleagues. Numbers and percentages are shown in Table 4.a.1.

¹³ This is similar to the trend identified in the Advance HE statistics for 2019/20, where UK and non-UK Academics from minoritised ethnic groups make up 8% and 10% of the population respectively, see <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021-data-tables> and <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021>

Table 4.a.1: UK and non-UK Academic (2018/19–2020/21)

2018/19	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	1806	89%	518	63%
	Black/ Black British	16	1%	15	2%
	SE Asian/ SE Asian British	40	2%	51	6%
	E Asian & Chinese/ EA & Chinese British/ any other Asian	36	2%	143	17%
	All Mixed groups	24	1%	19	2%
	Any ethnicity not captured above	23	1%	39	5%
	Not Reported	91	4%	37	5%
2019/20	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	1834	89%	520	62%
	Black/ Black British	18	1%	15	2%
	SE Asian/ SE Asian British	59	3%	89	11%
	E Asian & Chinese/ EA & Chinese British/ any other Asian	26	1%	110	13%
	All Mixed groups	23	1%	23	3%
	Any ethnicity not captured above	21	1%	38	5%
	Not Reported	87	4%	42	5%
2020/21	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	1762	88%	484	59%
	Black/ Black British	18	1%	14	2%
	SE Asian/ SE Asian British	40	2%	46	6%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	40	2%	145	18%
	All Mixed groups	27	1%	27	3%
	Any ethnicity not captured above	27	1%	48	6%
	Not Reported	99	5%	59	7%

For UK academics, there have been marginal increases for MEG, though numbers for SE/SE Asian British remain unchanged. For non-UK academics, Black and SE Asian have decreased, through the very small numbers make it difficult to identify any trends.

An intersectional analysis indicates that the proportion of women academics has increased over this period, and the proportion of White men have declined. The biggest change has been for MEG UK women, whose numbers have gone up from 63 (2018/19) to 75 (2020/21) (% change 19%). The numbers for non-UK women have also increased from 103 (2018/19) to 118 (2020/21) (% change 15%). The proportion of MEG men from the UK has increased marginally, but non-UK have seen a decline. The biggest decline has been in the proportion of White men, a percentage decrease of 5% and 10% for UK and non-UK academics respectively, see Table 4.a.2. The proportion of those not reporting on ethnicity has been steadily increasing over this period, making it challenging to identify trends.

Table 4.a.2: UK and Non-UK Academics – Gender and Broad-brush ethnicity

All Academic (UK)		Female			Male		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	
2018/19	793	63	32	1013	76	59	
2019/20	827	67	29	1007	80	58	
2020/21	799	75	39	963	77	60	
% Change 3 yrs	1%	19%	22%	-5%	1%	2%	
All Academic (Non-UK)		Female			Male		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	
2018/19	241	103	14	277	164	23	
2019/20	245	114	23	275	161	19	
2020/21	235	118	30	249	162	29	
% Change 3 yrs	-2%	15%	114%	-10%	-1%	26%	

ACTION CV3.1:

A4: Address increasing ‘no response’ rates by running more regular data sharing campaigns and provide additional opportunities to self-report information in relation to protected characteristics.

In the faculties, proportionally SAgE has more MEG colleagues (Fig. 4.a.2). HaSS has seen an overall increase in UK White Academics, with the trend being reversed for SAgE and FMS, both of whom have seen a % drop. The greatest % increase in UK MEG has been in FMS, though numbers remain small (from 63 (2018/19) to 71 (2020/21)). HaSS has seen the greatest increase in non-UK Academics from MEG (from 61 (2018/19) to 84 (2020/21)),¹⁴ while SAgE has seen a decrease (Table 4.a.3).

¹⁴ This is still lower than the national 9.8% of UK academics from minoritised groups who worked in non-SET subjects, see <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021>

Fig 4.a.2: Snapshot of academic colleagues by Faculty and Ethnicity (2020/21)

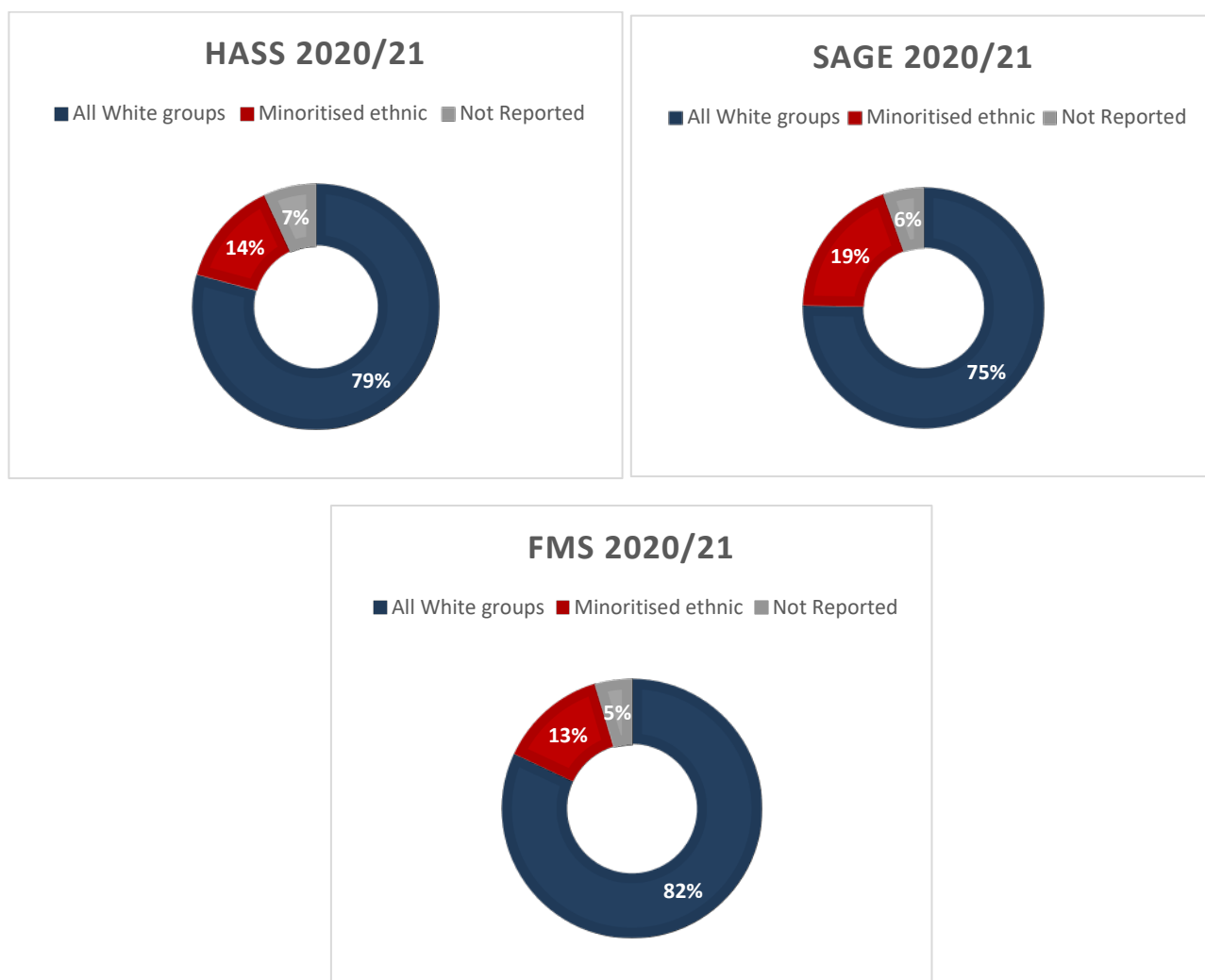


Table 4.a.3: Faculty by UK/Non-UK Academic and broad-brush ethnicity

Faculty:	UK			Non-UK			Totals		
HaSS	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
Year									
2018/19	576	47	40	160	61	19	736	108	59
2019/20	613	47	35	174	69	23	787	116	58
2020/21	585	49	41	174	84	25	759	133	66
Faculty:	UK			Non-UK			Totals		
SAGE	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
Year									
2018/19	450	29	19	177	129		627	158	26
2019/20	447	32	22	174	126		621	158	31
2020/21	426	30	23	151	117	19	577	147	42
Faculty:	UK			Non-UK			Totals		
FMS	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
Year									
2018/19	778	63	32	181	77		959	140	43
2019/20	769	68	30	171	80		940	148	40
2020/21	746	71	35	158	78	15	904	149	50

Grades

Most Academics are employed at Grade F and above; some contracts however (e.g.SRA (Senior Research Associate), or KTP (Knowledge Transfer Partnerships) might involve part-payment from NU, and may appear to be less than Grade F. The total number of Academics in such contracts are 93 over a combined 3-year period, the majority from UK and White groups. These have been excluded from the table below. UK and non-UK colleagues have been considered separately for Grades F, G and H (Researchers, Lecturers and Senior Lecturers, and combined for Grades I and above (Readers, Professors and Senior Officers).¹⁵

Though White groups make up the majority of UK and non-UK academics across the grades, there has been a decrease in their proportions over time. The proportion of SE Asian Academics has remained unchanged for UK cohorts, and decreased for non-UK; and EA and Chinese and Mixed groups have seen an increase for UK, and especially in non-UK cohorts for the latter.

Table 4.a.4: UK and non-UK Academics by Grades

Grades F, G, H	Academic (UK)					
	Ethnicity	2018/19	2019/20	2020/21	% (total over 3 years)	% Change
	All White groups	1271	1304	1234	88%	-3%
	Black/ Black British	15	17	16	1%	7%
	SE Asian/ SE Asian British	25	39	25	2%	0%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	25	20	30	2%	20%
	All Mixed groups	17	15	20	1%	18%
	Any ethnicity not captured above	18	16	23	1%	28%
	Not Reported	64	60	70	4%	9%
Grades F, G, H	Academic (non-UK)					
	Ethnicity	2018/19	2019/20	2020/21	% (total over 3 years)	% Change
	All White groups	433	426	388	58%	-10%
	Black/ Black British	14	14	13	2%	-7%
	SE Asian/ SE Asian British	49	85	43	8%	-12%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	135	102	134	17%	-1%
	All Mixed groups	18	22	26	3%	44%
	Any ethnicity not captured above	37	37	48	6%	30%
	Not Reported	34	39	55	6%	62%

¹⁵ See Grade Table and Data Statement

	Academic (UK & non-UK)					
	Ethnicity	2018/19	2019/20	2020/21	% (total over 3 years)	% Change
Grades I and above, including SenOffs	All White groups	543	599	603	88%	11%
	Black/ Black British				0%	200%
	SE Asian/ SE Asian British	16	24	18	3%	13%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	15	14	21	3%	40%
	All Mixed groups				1%	0%
	Any ethnicity not captured above				1%	-20%
	Not Reported	26	27	30	4%	15%

Contract type (Open-ended (OE)/ Fixed-term (FxT))

Between 2018/19 and 2020/21, the % of OE contracts has increased for UK academic staff of all ethnic groups (Table 4.a.5 shows numbers and % over a 3-year period for UK and non-UK), suggesting a move towards job security, and reflected in the Fixed-term policy (effective Jan 2021).¹⁶ However, as the 2021 snapshot (Fig 4.a.3) indicates, White Academics, both UK and non-UK are most likely to be in OE contracts in comparison to minoritised colleagues. UK Black colleagues have the least propensity to be in OE contracts (39% FxT), and the majority non-UK academics from MEG are likely to be in FxT contracts, again, especially true for Black academics.

¹⁶ “When colleagues have been employed on a fixed term contract for a period of four years or more, they will automatically convert to an open ended contract.”

Fig 4.a.3: 2021 snapshot % UK and non-UK Academics in Open-ended and Fixed-term contracts

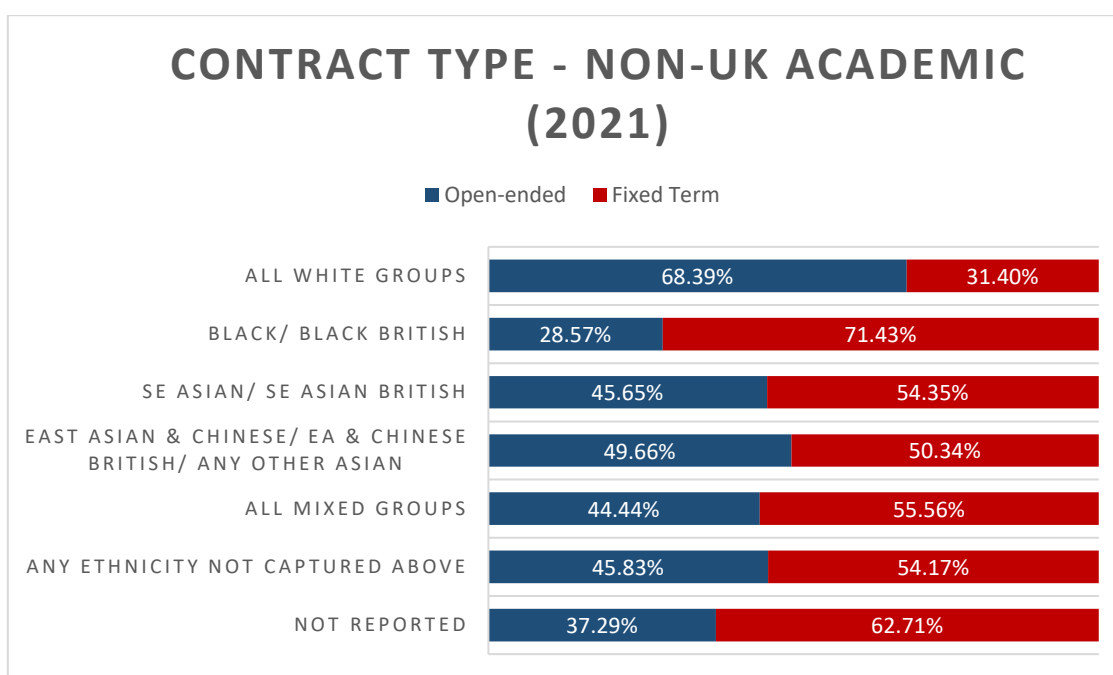
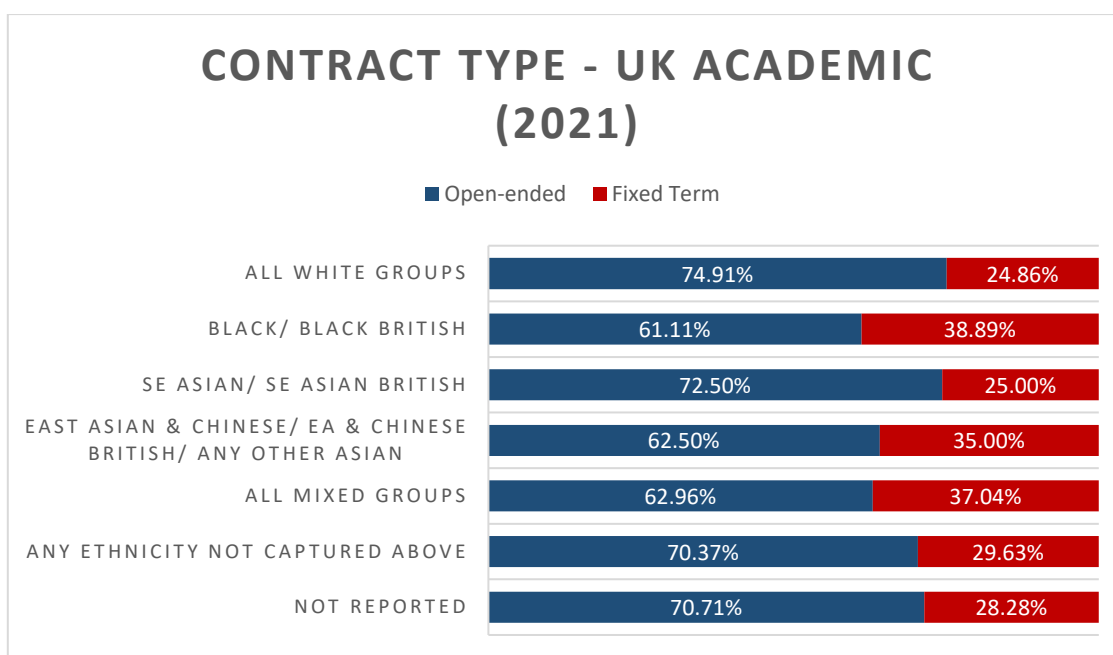


Table 4.a.5: UK and non-UK Academics by Contract type (2018/19 – 2020/21)

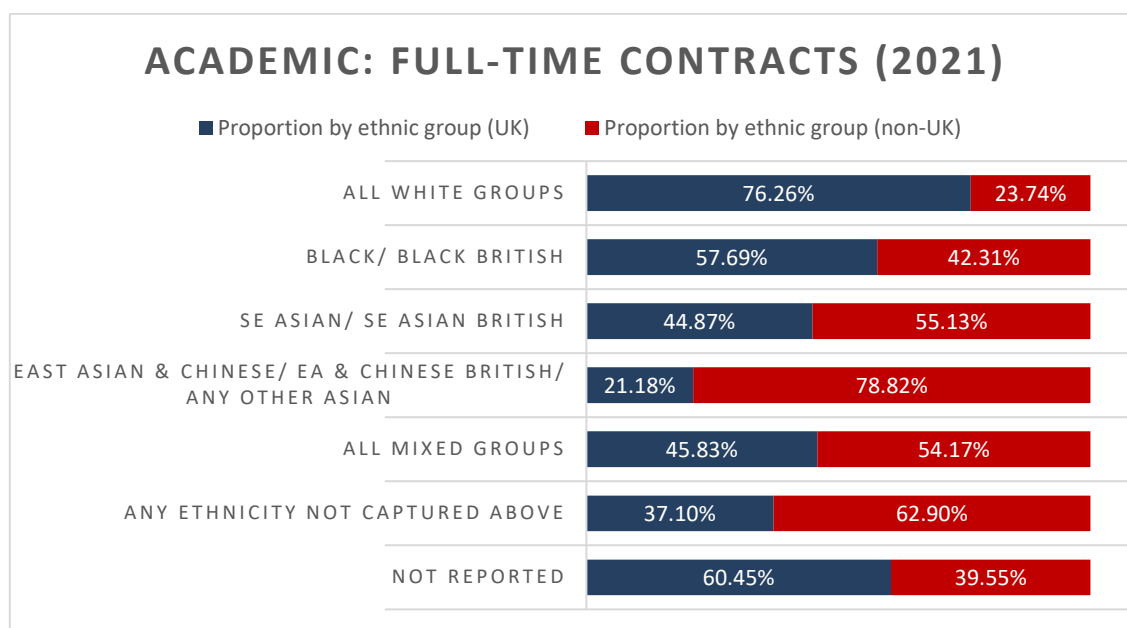
Academic (UK)					
	Ethnic groups	Open-ended	%	Fixed Term	%
2018/19	All White groups	1209	67%	591	33%
	Black/ Black British				
	SE Asian/ SE Asian British	23	58%	15	38%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	25	69%		
	All Mixed groups	13	54%		
	Any ethnicity not captured above	15	65%		
	Not Reported	62	68%	29	32%
2019/20	Ethnic groups	Open-ended	%	Fixed Term	%
	All White groups	1231	67%	598	33%
	Black/ Black British				
	SE Asian/ SE Asian British	39	66%	17	29%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	16	62%		
	All Mixed groups				
	Any ethnicity not captured above	18	86%		
Not Reported	61	70%	26	30%	
2020/21	Ethnic groups	Open-ended	%	Fixed Term	%
	All White groups	1320	75%	438	25%
	Black/ Black British				
	SE Asian/ SE Asian British	29	73%		
	East Asian & Chinese/ EA & Chinese British/ any other Asian	25	63%		
	All Mixed groups	17	63%		
	Any ethnicity not captured above	19	70%		
Not Reported	70	71%	28	28%	
Academic (non-UK)					
	Ethnic groups	Open-ended	%	Fixed Term	%
2018/19	All White groups	278	54%	239	46%
	Black/ Black British				
	SE Asian/ SE Asian British	16	31%	35	69%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	57	40%	86	60%
	All Mixed groups				
	Any ethnicity not captured above			27	69%
	Not Reported	16	43%	20	54%
2019/20	Ethnic groups	Open-ended	%	Fixed Term	%
	All White groups	293	56%	226	43%
	Black/ Black British				
	SE Asian/ SE Asian British	34	38%	55	62%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	44	40%	66	60%
	All Mixed groups				
	Any ethnicity not captured above			26	68%
Not Reported	17	40%	25	60%	
2020/21	Ethnic groups	Open-ended	%	Fixed Term	%
	All White groups	331	68%	152	31%
	Black/ Black British				
	SE Asian/ SE Asian British	21	46%	25	54%

East Asian & Chinese/ EA & Chinese British/ any other Asian	72	50%	73	50%
All Mixed groups			15	56%
Any ethnicity not captured above	22	46%	26	54%
Not Reported	22	37%	37	63%

Full-time and Part-time contracts

Most Academics are in Full-time (FT) contracts, with a smaller proportion in Part-time (PT) contracts – the largest group in both categories is White, though UK White has seen a % decline in FT contracts over a 3-year period. Our 2021 snapshots (Fig. 4.a.4) indicate that for MEG, UK groups are less likely to be in FT contracts in comparison to non-UK groups. EA and Chinese groups (UK) have the smallest proportion in both FT and PT contracts, with non-UK academics from this group having equal likelihood of being in an FT or PT contract. Black Academics from UK and non-UK groups are evenly split for PT roles, and a slightly higher proportion of UK Black/Black British are likely to be FT roles. Mixed groups (UK) are more likely to be in PT roles.

Fig 4.a.4: FT and PT contracts by ethnic groups (UK and non-UK), 2021



ACADEMIC: PART-TIME CONTRACTS (2021)

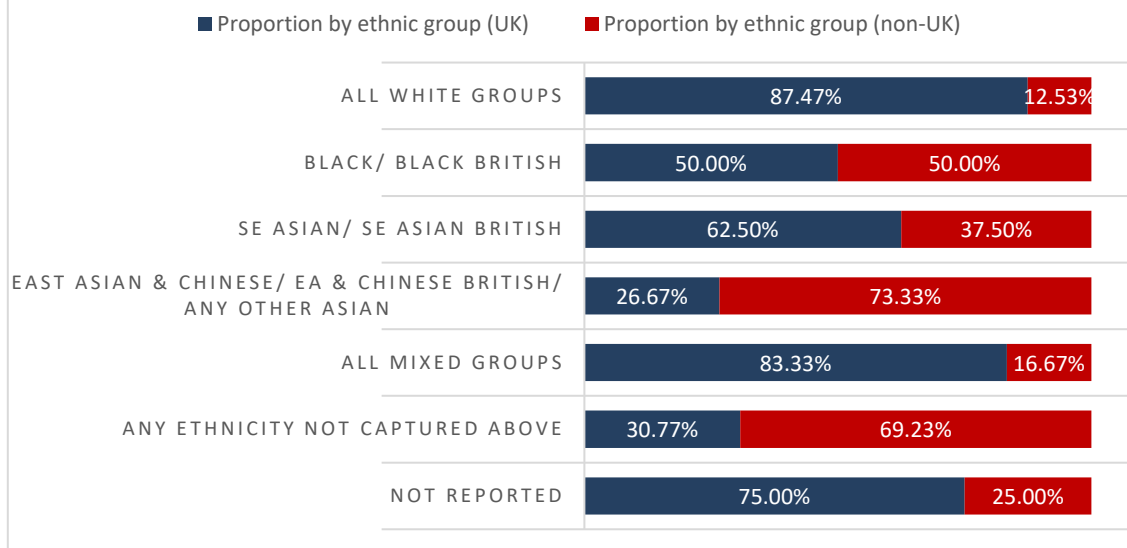


Table 4.a.6: Full-time and Part-time contracts (2018/19–2020/21) UK & non-UK combined

Academics in Full-time Contracts (UK and non-UK)					
2018/19	Ethnic groups	UK	%	Non-UK	%
	All White groups	1422	88%	458	46%
	Black/ Black British				
	SE Asian/ SE Asian British	34	2%	51	69%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	36	2%	132	60%
	All Mixed groups	20	1%	17	58%
	Any ethnicity not captured above	21	19%	35	69%
	Not Reported	65	4%	34	54%
2019/20	Ethnic groups	UK	%	Non-UK	%
	All White groups	1437	88%	466	61%
	Black/ Black British				
	SE Asian/ SE Asian British	51	3%	84	11%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	24	1%	106	14%
	All Mixed groups	17	1%	21	3%
	Any ethnicity not captured above	19	17%	34	4%
	Not Reported	66	4%	39	5%
2020/21	Ethnic groups	UK	%	Non-UK	%
	All White groups	1378	87%	429	58%
	Black/ Black British	15	1%		
	SE Asian/ SE Asian British	35	2%	43	6%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	36	2%	134	18%
	All Mixed groups	22	1%	26	4%
	Any ethnicity not captured above	23	17%	39	5%
	Not Reported	81	5%	53	7%
Academics in Part-time Contracts (UK and non-UK)					
2018/19	Ethnic groups	UK	%	Non-UK	%
	All White groups	384	90%	60	74%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported	26	6%		

2019/20	Ethnic groups	UK	%	Non-UK	%
	All White groups	397	90%	54	74%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported	21	5%		
2020/21	Ethnic groups	UK	%	Non-UK	%
	All White groups	384	91%	55	63%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported	18	4%		

Staff Turnover Rates

Due to small numbers, the Leavers data has been combined over a 3-year period.

In the absence of a uniform data capture process for exit interviews, our systems do not capture much beyond the numbers and high-level information about the reasons for leaving. The most common reason for leaving has been noted as 'Resignation' for a variety of reasons, including better salaries and career prospects, as well as moving away from the area (617 over 3 years; 442 White, 151 MEG (24%)), followed by the termination of a FxT contract (498; 344 White, 124 MEG (25%). In both cases MEG academics make up a significant % of leavers, proportionally higher than the overall population of MEG Academics (15.2%). Comparing our Leavers data over a 3-year period with our snapshot headcount for 2020/21, we see a large turnover of MEG Academics. While contractual issues may play a role in this, we also need to build a robust system to capture granular data, and scrutinise and monitor continuously.

Table 4.a.7: Academic Leavers (3 years combined)

Academic Leavers (2018/19 - 2020/21)	Academics (UK+non-UK)	% Leavers	Population 2020/21 (UK+non-UK)	% Population 2020/21
All White groups	924	71%	2246	79%
Black/ Black British	23	2%	32	1%
SE Asian/ SE Asian British	59	5%	86	3%
East Asian & Chinese/ EA & Chinese British/ any other Asian	159	12%	185	7%
All Mixed groups	24	2%	54	2%
Any ethnicity not captured above	44	3%	75	3%
Not Reported	61	5%	158	6%

ACTION C3.3:

A1: Develop a standard leaver's survey for all Colleague groups which captures key information and equality monitoring data.

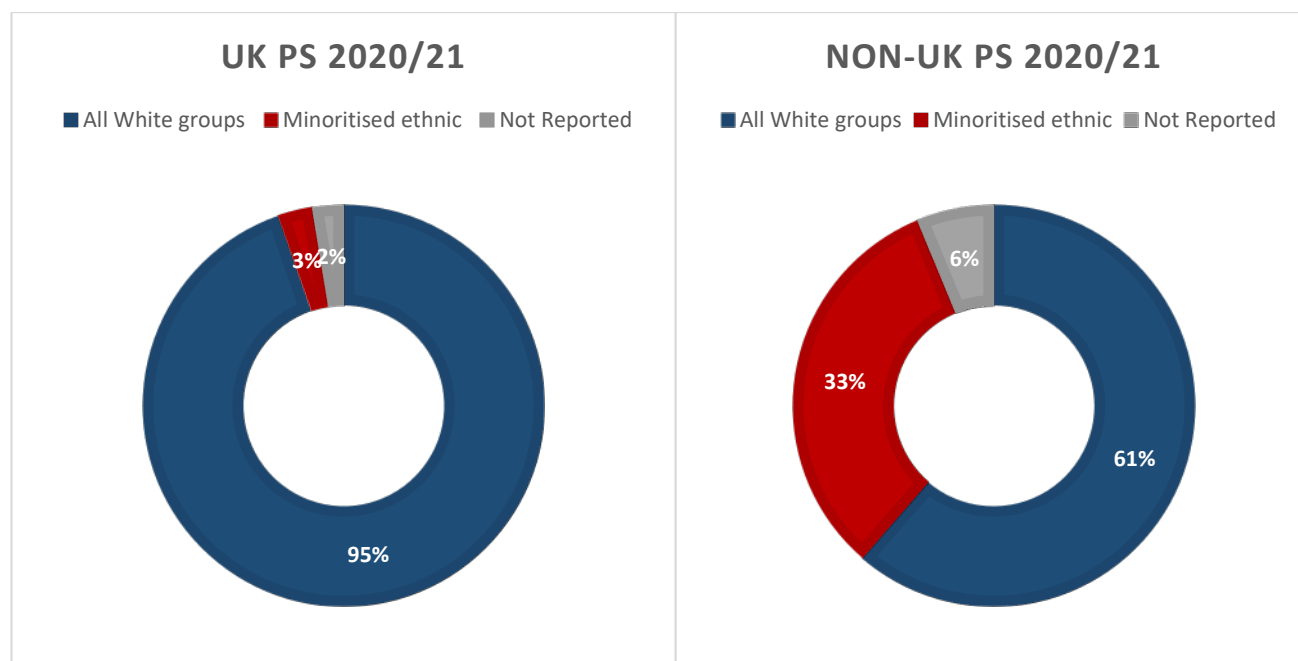
A2: Monitor Leaver's information to understand trends and address issues or problem areas

4b Professional and support staff

Most of our PS colleagues are drawn from White groups, both UK and non-UK.

The 2020/21 snapshot (Fig 4.b.1) indicates that for UK PS, White groups make up 95% (higher than the 94% in the local area), with only 3% belonging to MEG. This is considerably lower than the 6.4% in the local area (3.b), as well as the sector average (9.3% UK MEG).¹⁷ The proportion for PS colleagues over a three-year period by ethnicity is in Table 4.b.1. For non-UK PS, the proportions change to 61% White and 32% MEG, though overall numbers are much smaller (White = 119, MEG = 63; compared to White = 3079, MEG = 90 for UK PS). The entire cohort of MEG PS colleagues (n=153) is composed of 59% UK and 41% non-UK.

Fig 4.b.1: 2020/21 Snapshot of UK and non-UK PS by broad-brush ethnicity



¹⁷ <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2021>

Table 4.b.1: UK and non-UK PS (2018/19 – 2020/21)

2018/19	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	3079	95.71%	119	66.85%
	Black/ Black British				
	SE Asian/ SE Asian British	35	1.09%		
	E Asian & Chinese/ EA & Chinese British/ any other Asian	19	0.59%	20	11.24%
	All Mixed groups	17	0.53%		
	Any ethnicity not captured above				
	Not Reported	51	1.59%		
2019/20	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	3167	95.16%	128	67.02%
	Black/ Black British				
	SE Asian/ SE Asian British	39	1.17%		
	E Asian & Chinese/ EA & Chinese British/ any other Asian	19	0.57%	18	9.42%
	All Mixed groups	18	0.54%		
	Any ethnicity not captured above				
	Not Reported	66	1.98%		
2020/21	Ethnic groups	UK	% ↓	Non-UK	% ↓
	All White groups	3079	94.71%	119	61.34%
	Black/ Black British				
	SE Asian/ SE Asian British	33	1.02%		
	East Asian & Chinese/ EA & Chinese British/ any other Asian	19	0.58%	20	10.31%
	All Mixed groups	17	0.52%		
	Any ethnicity not captured above				
	Not Reported	82	2.52%		

For UK MEG colleagues, proportions have not changed overall (3% in 2018/19 and 3% in 2020/21), with a slight increase in non-UK PS colleagues from backgrounds (30% in 2018/19 to 32% in 2020/21). However, there have been significant proportional changes for individual ethnicities, with PS from Black and Black British (UK) showing an increase of 71% since 2018/19, although numbers remain small. Likewise, small numbers notwithstanding, non-UK colleagues from mixed groups have seen an increase of 71% since 2018/19. SE Asian British groups have seen a fall of 6% since 2018/19 amongst UK colleagues, but an increase of 13% for non-UK colleagues. There has been no change in the proportion of White colleagues over this period. The changes in individual ethnicities from 2018 to 2021 have been shown in Table 4.b.2. The proportion of PS who have not reported their ethnicity has also been steadily rising (1.59% UK 2018/19 to 2.52% UK 2020/21; and 3.37% non-UK 2018/19 to 6.19% non-UK 2020/21).

Table 4.b.2: % change in populations over a three-year period (broad-brush and detailed ethnicity)

Ethnic groups	% Change (UK PS)	% Change (Non-UK PS)
All White groups	0%	0%
Minoritised ethnic	3%	19%
Not Reported	61%	100%

Ethnic groups	% Change (UK PS)	% Change (Non-UK PS)
All White groups	0%	0%
Black/ Black British	71%	11%
SE Asian/ SE Asian British	-6%	13%
E Asian & Chinese/ EA & Chinese British/ any other Asian	0%	0%
All Mixed groups	0%	71%
Any ethnicity not captured above	0%	33%
Not Reported	61%	100%

ACTION CV.3:

A4: Address increasing ‘no response’ rates by running more regular data sharing campaigns and provide additional opportunities to self-report information in relation to protected characteristics.

There is little difference in the faculties and hubs from the overall picture for UK and non-UK PS, as indicated by the snapshot in Fig 4.b.2 (populations in Table 4.b.3). Overall, FMS has a slightly greater proportion of MEG colleagues, followed by HaSS and the Central hubs, SAgE has the least.

Fig 4.b.2: PS colleagues by broad-brush ethnicity in each Faculty and Central Hubs (2021)

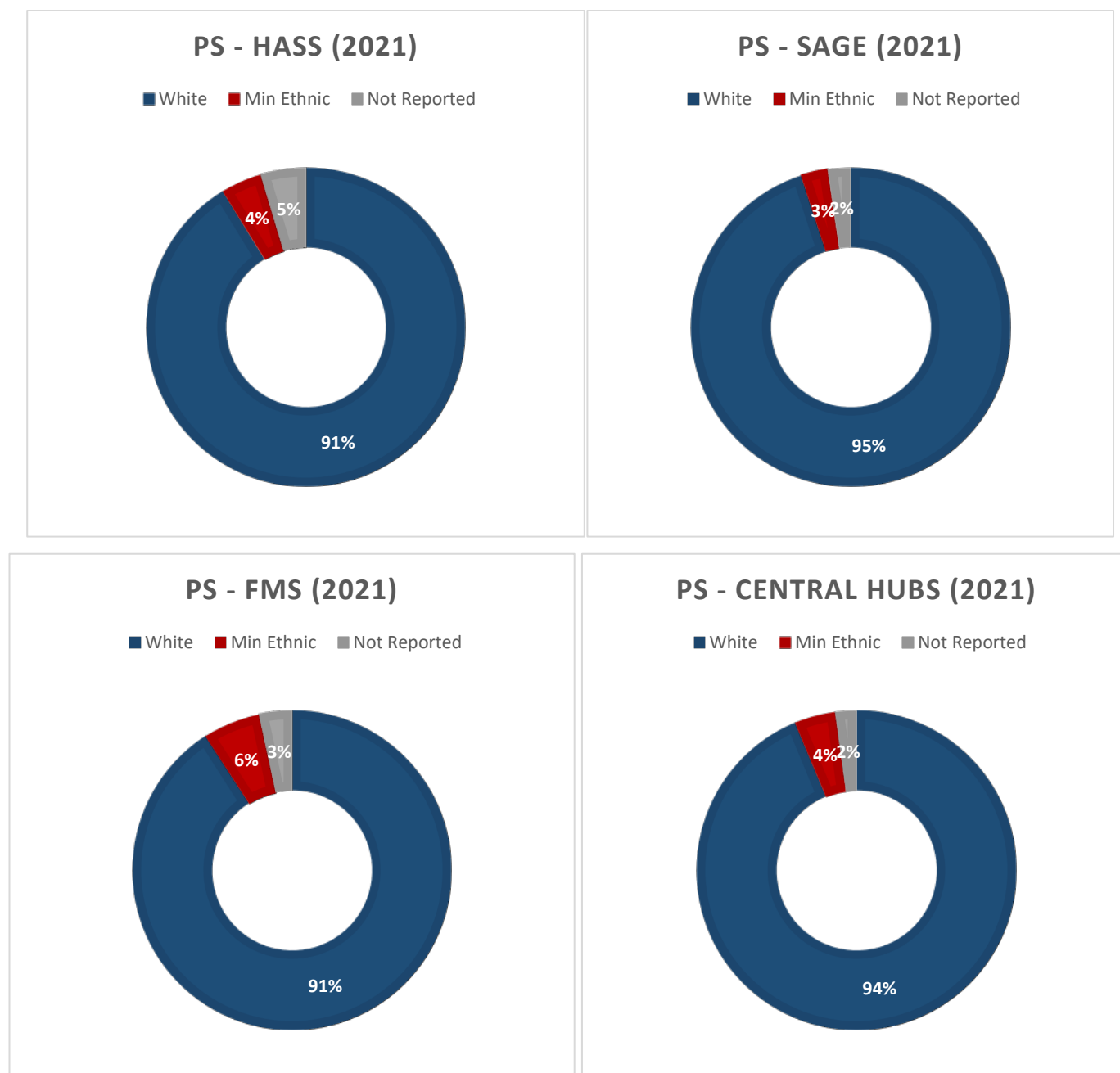


Table 4.b.3: Faculty by UK/Non-UK PS and broad-brush ethnicity

Faculty: HaSS	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	246						260		
2019/20	270						282	15	
2020/21	275						282		
Faculty: SAge	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	366						378		
2019/20	372			16			388	15	
2020/21	365						379	17	15
Faculty: FMS	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	625	23		37	16		662	39	15
2019/20	595	21		35	15		630	36	17
2020/21	567	22	16	35	16		602	38	22
Central Hubs	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	1842	50	29	56	31		1898	81	30
2019/20	1930	57	36	65	25		1995	82	37
2020/21	1872	53	41	63	32		1935	85	44

Intersectional analysis by sex and a broad-brush ethnicity indicates that there has been a decrease in men from both majority and MEG UK PS (marginal at 0.44% for White groups, but a 13% drop for minoritised ethnic from 2018/19 to 2020/21). On the other hand, there has been an increase in 13% for women from minoritised groups, and a marginal rise of 0.10% for White women. Non-UK cohorts have seen a rise in both men and women from minoritised groups over a three-year period (28% and 5% respectively, Table 4.b.4).

Table 4.b.4: Sex and broad-brush ethnicity (3 years)

All PS (UK)	Female			Male		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	1935	56	19	1144	31	32
2019/20	1990	65	28	1177	30	38
2020/21	1937	63	36	1139	27	46
% Change 3 yrs	0.10%	12.50%	89.47%	-0.44%	-12.90%	43.75%
All PS (Non-UK)	Female			Male		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	91	32		28	21	
2019/20	99	32		29	23	
2020/21	91	41		28	22	
% Change 3 yrs	0	28.13%	75%	0	4.76%	150%

Grades

Due to small numbers, the grades have been grouped together and combined totals have been used to explain demographics. However, individual demographics for each year have also been presented in Table 4.b.5. Combined totals over a three-year period indicate that the very highest and lowest grade in the organisation have the greatest proportion of colleagues from White groups, especially UK PS. Currently (2021), for the combined grade group IA, IB and Senior Officers, White colleagues make up 96%, with fewer than five colleagues from minoritised backgrounds.

The largest percentage increase over the three-year period (2018/19 to 2020/21) has been for Black groups, though individual numbers remain small (Grades C, D & E: 133% (n=3 to n=7) for UK cohorts; Grades F, G & H: 50% (n=2 to n=3) for UK cohorts and 14% for non-UK cohorts (n=7 to n=8)). There has been an overall percentage decrease for other ethnic groups across most grade groupings (except for White colleagues in the highest grade grouping), and SE, E Asian and Chinese have seen decreases or no change across all grade groupings (except for a small increase in non-UK cohorts in Grades F, G & H). Non-UK cohorts show a greater variance in ethnicity across all grades, although populations are smaller.

Table 4.b.6: PS by Grade and ethnicity (UK/non-UK separate and combined)

	PS (UK)				
	Ethnicity	2018/19	2019/20	2020/21	Totals over 3 years
Grades below A, A & B	All White groups	475	476	448	1399
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported				34
	PS (UK)				
	Ethnicity	2018/19	2019/20	2020/21	Totals over 3 years
Grades C, D, E	All White groups	1587	1627	1534	4748
	Black/ Black British				16
	SE Asian/ SE Asian British	17	22	17	56
	East Asian & Chinese/ EA & Chinese British/ any other Asian				33
	All Mixed groups				27
	Any ethnicity not captured above				9
	Not Reported	17	25	40	82
	PS (UK)				
	Ethnicity	2018/19	2019/20	2020/21	Totals over 3 years
Grades F, G, H	All White groups	977	1024	1046	3047
	Black/ Black British				
	SE Asian/ SE Asian British				35
	East Asian & Chinese/ EA & Chinese British/ any other Asian				15
	All Mixed groups				25
	Any ethnicity not captured above				
	Not Reported	23	27	30	80

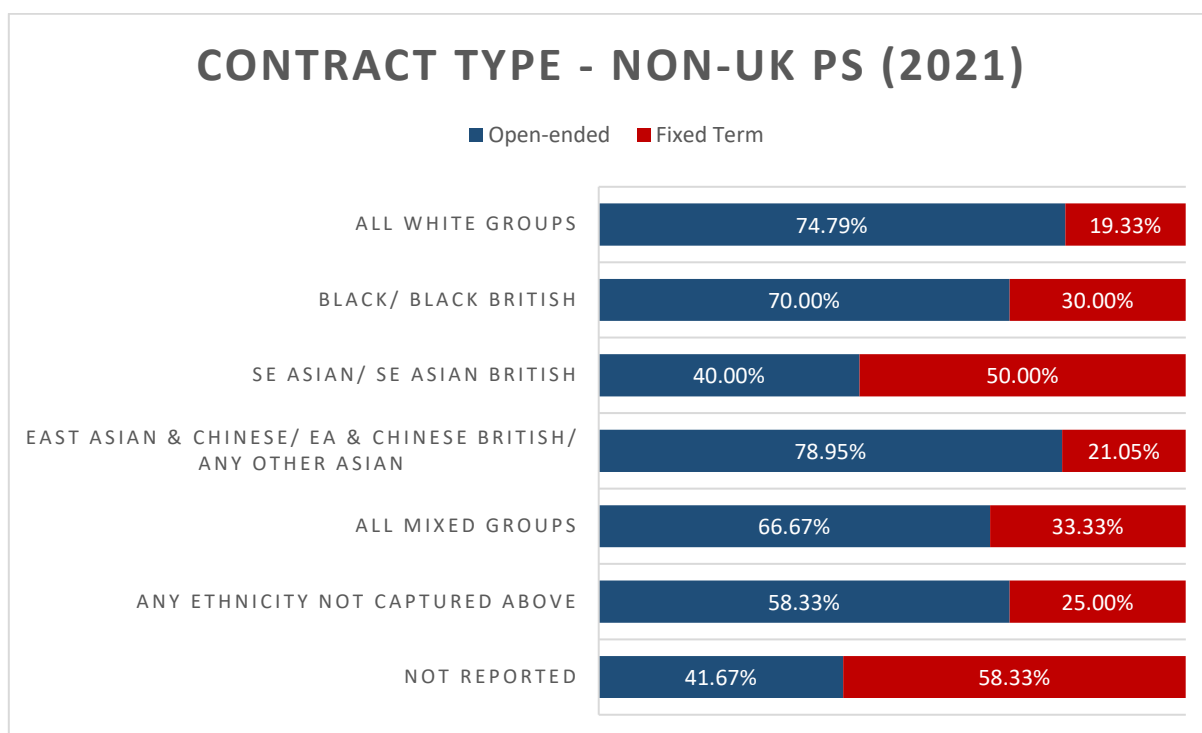
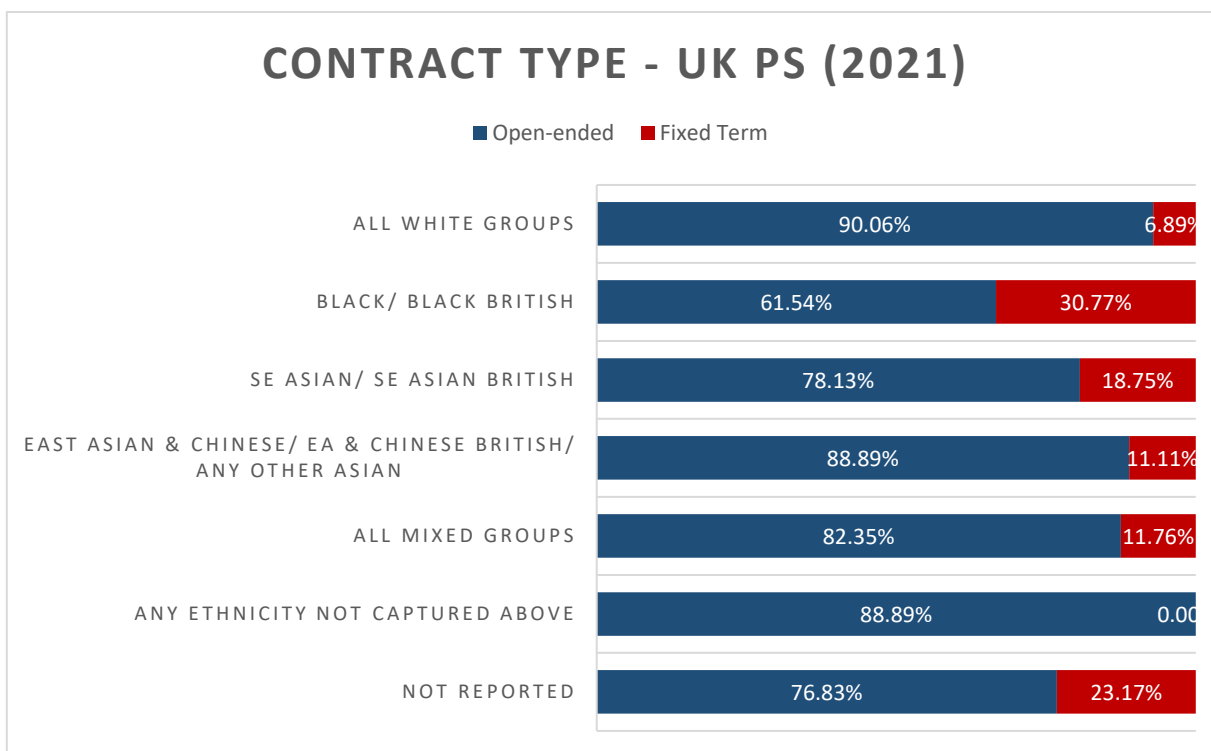
	PS (non-UK)				Totals over 3 years				
	Ethnicity	2018/19	2019/20	2020/21					
Grades below A, A & B	All White groups	22	26	21	69				
	Black/ Black British	[Redacted]							
	SE Asian/ SE Asian British								
	East Asian & Chinese/ EA & Chinese British/ any other Asian								
	All Mixed groups								
	Any ethnicity not captured above								
	Not Reported								
Grades C, D, E	PS (non-UK)				Totals over 3 years				
	Ethnicity	2018/19	2019/20	2020/21					
	All White groups	69	65	65	199				
	Black/ Black British	[Redacted]							
	SE Asian/ SE Asian British								
	East Asian & Chinese/ EA & Chinese British/ any other Asian								
	All Mixed groups								
	Any ethnicity not captured above								
Not Reported									
Grades F, G, H	PS (non-UK)				Totals over 3 years				
	Ethnicity	2018/19	2019/20	2020/21					
	All White groups	27	35	31	93				
	Black/ Black British	[Redacted]				22			
	SE Asian/ SE Asian British								
	East Asian & Chinese/ EA & Chinese British/ any other Asian					16			
	All Mixed groups					[Redacted]			
	Any ethnicity not captured above								
Not Reported	15								

	UK and non-UK combined				Totals over 3 years
	Ethnicity	2018/19	2019/20	2020/21	
Grades I and above, including SenOffs	All White groups	40	42	53	135
	Black/ Black British	[Redacted]			
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported				

Contract type (Open-ended (OE) /Fixed-term (FxT))

Our 2020/21 snapshot indicates that the majority of UK White colleagues (90%) are on OE contracts, as are 75% of non-UK White colleagues. In comparison, minoritised ethnic colleagues, both UK and non-UK, are more likely to be on FxT contracts, for example, 31% UK Black British are on FxT contracts (Fig. 4.b.3)

Fig 4.b.3: Snapshot 2021: PS by ethnic categories and contract type.



A three-year period (2018/19 to 2020/21, Table 4.b.7), an overall decrease in FxT contracts and an increase in OE ones (as for academics (4a)) suggesting a move towards contract stability. Though numbers are small, there are exceptions, e.g., a higher % increase in FxT contracts for UK Black (100%; n= 2 to n=4) in comparison to OE (60%; n= 5 to n=8). There has been a larger proportional decrease in OE contracts for non-UK SE Asian (33%; n= 6 to n=4) in comparison to UK (-4%; n=26 to n=25); this group also shows the largest percentage increase in FxT contracts for non-UK (150%; n= 2 in 2018/19 to n=5 in 2020/21).

A small number of colleagues are on Term-time contracts and Secondments, the majority of whom are White UK. We need to monitor this further and especially open up more Secondment opportunities for minoritised colleagues to provide opportunities for career progression. The 2021 REC survey also indicated that 38% of PS colleagues from minoritised groups felt that such opportunities for development were not allocated fairly, and a high proportion taking a neutral stance (34%). Our flagship IF programme aims to provide MEG colleagues the tools to progress further in their careers.

Table 4.b.7: UK and non-UK PS on Open-ended and Fixed-term contracts (2018/19 – 2020/21)

PS (UK)							
	Ethnic groups	OE	%	FxT	%	Second	Term
2018/19	All White groups	2541	82.45%	429	13.92%	58	54
	Black/ Black British						
	SE Asian/ SE Asian British	26	76.47%				
	East Asian & Chinese/ EA & Chinese British/ any other Asian	15	78.95%				
	All Mixed groups						
	Any ethnicity not captured above						
	Not Reported	44	8.85%	452	90.95%		
2019/20	Ethnic groups	OE	%	FxT	%	Second	Term
	All White groups	2674	84.43%	391	12.35%	56	46
	Black/ Black British						
	SE Asian/ SE Asian British	26	66.67%				
	East Asian & Chinese/ EA & Chinese British/ any other Asian	16	88.89%				
	All Mixed groups						
	Any ethnicity not captured above						
Not Reported	53	80.30%					
2020/21	Ethnic groups	OE	%	FxT	%	Second	Term
	All White groups	2773	90.06%	212	6.89%	54	40
	Black/ Black British						
	SE Asian/ SE Asian British	25	78.13%				
	East Asian & Chinese/ EA & Chinese British/ any other Asian	16	88.89%				
	All Mixed groups						
	Any ethnicity not captured above						
Not Reported	63	76.83%	19	23.17%			
PS (non-UK)							
2018/19	Ethnic groups	OE	%	FxT	%	Second	Term
	All White groups	68	57.14%	45	37.82%	3	3
	Black/ Black British						
	SE Asian/ SE Asian British						
	East Asian & Chinese/ EA & Chinese British/ any other Asian	15	75.00%				
	All Mixed groups						
	Any ethnicity not captured above						

		OE	%	FxT	%	Second	Term	
	Not Reported	1	1.49%	66	98.51%	0	0	
2019/20	Ethnic groups	OE	%	FxT	%	Second	Term	
	All White groups	82	64.06%	42	32.81%	0	4	
	Black/ Black British	[Redacted]						
	SE Asian/ SE Asian British	[Redacted]						
	East Asian & Chinese/ EA & Chinese British/ any other Asian	[Redacted]						
	All Mixed groups	[Redacted]						
	Any ethnicity not captured above	[Redacted]						
	Not Reported	[Redacted]						
2020/21	Ethnic groups	OE	%	FxT	%	Second	Term	
	All White groups	89	74.79%	23	19.33%	3	4	
	Black/ Black British	[Redacted]						
	SE Asian/ SE Asian British	[Redacted]						
	East Asian & Chinese/ EA & Chinese British/ any other Asian	15	78.95%	[Redacted]				
	All Mixed groups	[Redacted]						
	Any ethnicity not captured above	[Redacted]						
	Not Reported	[Redacted]						

Full-time (FT) and Part-time (PT) contracts

Our current snapshot (2020/21) suggests that indicates that UK White PS are most likely to be in FT (97%) with only 3% non-UK White working FT. UK PS MEG are less likely to be FT, with some MEG (like Black/Black British, or SE Asian) showing a greater propensity for PT. Non-UK MEG colleagues were more likely to be in FT roles (full 3- year dataset in Table 4.b.8). The proportion of colleagues by ethnic group (UK and non-UK) for both FT and PT contracts (2020/21) is shown in Fig. 4.b.4.

Over the three-year period, there has been an increase in FT contracts for all ethnic groups except White (non-UK) and SE Asian British (UK), though numbers remain very small. There has been a decrease in PT contracts for UK White, SE Asian, E Asian/Chinese groups, and non-UK Black, E Asian and Chinese. There have been increases in PT contracts for both White and SE Asian non-UK groups.

Fig 4.b.4: PS colleagues by ethnic grouping (UK and non-UK), 2021

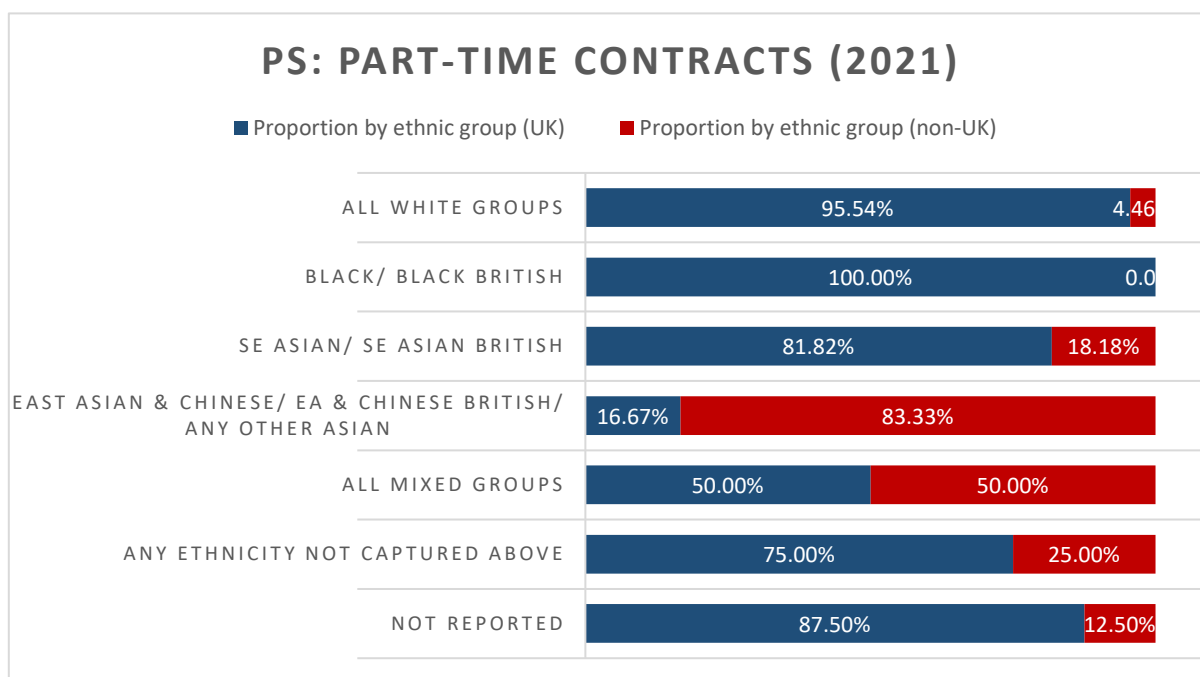
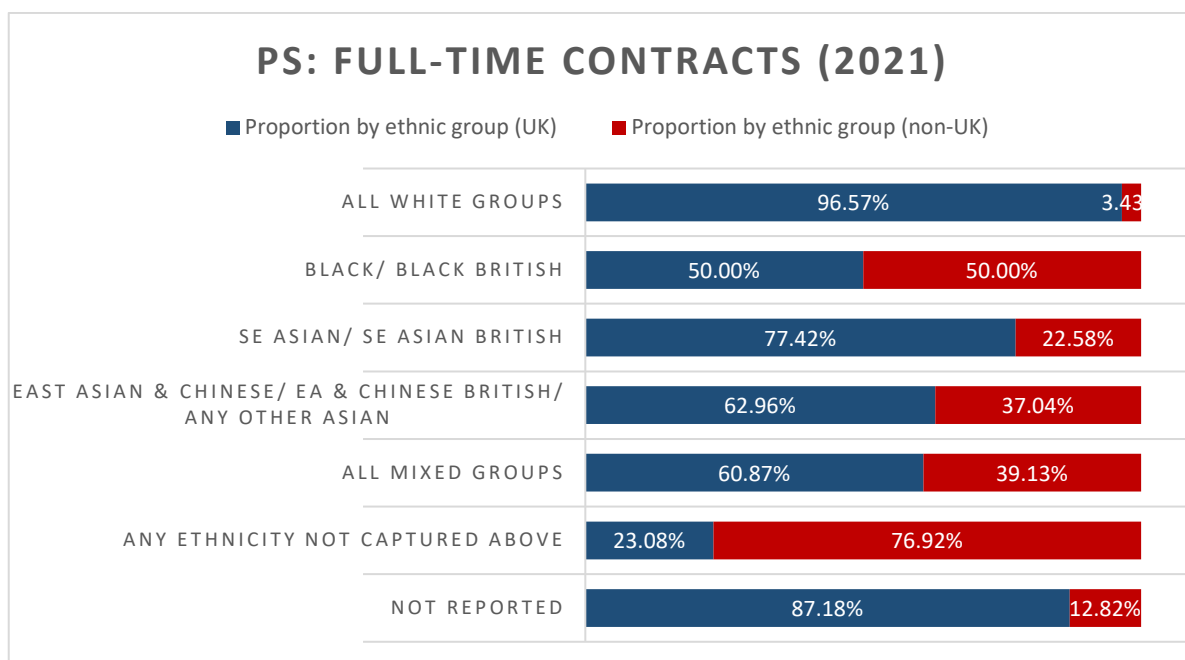


Table 4.b.8: UK and non-UK PS in Full-time and Part-time contracts

PS in Full-time Contracts (UK and non-UK)					
2018/19	Ethnic groups	UK	%	Non-UK	%
	All White groups	2159	95.40%	82	68.91%
	Black/ Black British				
	SE Asian/ SE Asian British	25	1.10%		
	East Asian & Chinese/ EA & Chinese British/ any other Asian	16	0.71%		
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported	42	1.86%		
2019/20	Ethnic groups	UK	%	Non-UK	%
	All White groups	2238	94.83%	85	66.93%
	Black/ Black British				
	SE Asian/ SE Asian British	27	1.14%		
	East Asian & Chinese/ EA & Chinese British/ any other Asian	16	0.68%		
	All Mixed groups	15	0.64%		
	Any ethnicity not captured above				
	Not Reported	53	2.25%		
2020/21	Ethnic groups	UK	%	Non-UK	%
	All White groups	2223	94.23%	79	58.52%
	Black/ Black British				
	SE Asian/ SE Asian British	24	1.02%		
	East Asian & Chinese/ EA & Chinese British/ any other Asian	17	0.72%		
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported	68	2.88%		
PS in Part-time Contracts (UK and non-UK)					
2018/19	Ethnic groups	UK	%	Non-UK	%
	All White groups	920	96.44%	37	62.71%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported				
2019/20	Ethnic groups	UK	%	Non-UK	%
	All White groups	929	95.97%	43	67.19%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported				
2020/21	Ethnic groups	UK	%	Non-UK	%
	All White groups	856	95.96%	40	67.80%
	Black/ Black British				
	SE Asian/ SE Asian British				
	East Asian & Chinese/ EA & Chinese British/ any other Asian				
	All Mixed groups				
	Any ethnicity not captured above				
	Not Reported				

Staff Turnover rates

The most common reason for PS colleagues leaving is resignation for a variety of reasons including career and higher salary prospects (White 631, MEG 52 (7%)). However, the biggest reason for MEG PS leaving seems to be the termination of FxT contracts (White 128, MEG 24 (15%)). The number of MEG PS colleagues is much smaller, which makes identifying trends challenging, but the combined data over the 3-year period shows an overall leavers' rate of 8% for MEG, higher than the proportion of MEG PS at 4.4% (2021).

Table 4.b.9: PS Leavers (3 years combined)

PS Leavers (2018/19 - 2020/21)	PS (UK+non-UK)	% Leavers	Population 2020/21 (UK+non-UK)	% Population 2020/21
All White groups	1007	90%	3198	93%
Black/ Black British			32	1%
SE Asian/ SE Asian British	17	2%	42	1%
East Asian & Chinese/ EA & Chinese British/ any other Asian	46	4%	39	1%
All Mixed groups			29	1%
Any ethnicity not captured above			21	1%
Not Reported	22	2%	94	3%

4c Grievances and disciplinarys

Due to small numbers, the cases for both grievances and disciplinarys from January 2017 to July 2021 have been collated (Table 4.c.1).

As part of an overarching review in line with our Equality objectives, these policies were reviewed in 2021. A new disciplinary policy came into effect from December 2021. The revised grievance policy is awaiting consultation with the Trade Unions.

The pooled data shows an over-representation of colleagues from MEG among those taken through to the formal process; 19 MEG colleagues out of a total of 126 cases since January 2017. Although the numbers are small, this is 15% of the total, which is proportionally higher when placed in the context of MEG colleague population (9.3% in 2021, representing a 1.0% increase from 2017).

MEG colleagues were more likely to be part of an informal resolution (42%; n=8) in comparison to White (34.5%; n=37). However, the gap increased for written warnings (first: 14%; n=15 for White compared to 21%; n=4 for MEG and second: 5.6%; n=6 for White, compared to 15.7%; n=3 for MEG). Dismissal rates were marginally higher for White colleagues (17.7%; n=19) than MEG (15.7%; n=3).

There have been five formal disciplinary cases that involved allegations of racial misconduct or harassment since January 2017. Two colleagues were dismissed, two were issued a final written warning and one allegation was withdrawn. Since the implementation of the new disciplinary policy, there have been 10 formal cases, none race-related.

The new policies will ensure that any allegations of racial misconduct, discrimination or harassment will be immediately investigated in line with the formal process. It will be supported by a range of guidance and training to ensure that race does not impact on its use and outcomes. The new 'How to' guides provide more guidance on the implementation of the policy to assist with consistent application, with training to support understanding. They also include a requirement for investigating and hearing managers to have completed University EDI training and UBT before an investigation or hearing, and investigation into any other factors e.g. cultural/language barriers.

Nevertheless, anecdotal evidence received through the consultation for the new policy suggests instances of inconsistency in the application, which may have had more impact on the experience of colleagues from minoritised backgrounds. Sector-wide evidence (EHRC 2019, UUK 2020) also suggests a disparity in treatment, and a consequential lack of trust, for those from minoritised backgrounds, especially when it comes to complaints and reporting.¹⁸

I have lost count of the occasions when my ethnicity/racial identity has been used as a tool for silencing...Almost all of the events have been witnessed, or overheard, yet at no time has a single person been willing to step forward to support a formal complaint or add their testimony to reportage. There is no solution when the `presiding University authorities' (HoS, Deans, PVC, DVC and VC) lack any diversity whatsoever - gender balance has no cut through to race equality issues. Indeed, to make any complaint results in further punishment and an entrenchment of marginalisation, and this applies to any white allies who may otherwise be inclined to be supportive.

REC Colleague Survey 2021

¹⁸ [Tackling racial harassment: Universities challenged \(equalityhumanrights.com\)](#), p. 44 ff. and [tackling-racial-harassment-in-higher-education.pdf \(universitiesuk.ac.uk\)](#).

The perceptions around reporting race related incidents in the REC colleague surveys (2019 and 2021), indicate a lack of trust amongst both majority and minority groups.

- The overall positive responses to: 'If I reported a race-related incident to my institution, appropriate action would be taken' declined amongst both majority (14 % from 71% in 2019 to 57% in 2021) and MEG (7 % from 40% in 2019 to 33 % in 2021) . The overall negative responses from minority groups increased from 26% in 2019 to 28% in 2021.
- Qualitative analysis also indicated a consensus about a lack of visibility regarding the signposting of procedures in order to report a racist incident. Colleagues were unsure of what support was available, especially for incidents off campus.
- Colleagues also feared the impact that reporting incidents might have on their career, the burden of reporting every incident, and the difficulty in evidencing subtle incidents and the absence of support staff with relatable experience and cross-cultural competence.
- There was little confidence that appropriate action would be taken against perpetrators, and those with experience of reporting racist incidents revealed a lack of effort and action from the university to address them.

Table 4.c.1: Pooled data for grievances and disciplinaries 2017 - 2021

Outcome	White majority	Ethnically minoritised groups
No action/Informal	37 (34.5%)	
1 st written warning	15 (14%)	
2 nd written warning		
Final written warning		
Dismissal	19 (17.7%)	
Demotion		
Resignation		
Pending outcome/No outcome recorded		
Total cases	107	19

4d Decision-making boards and committees

Our senior management team, UEB, has 13 members: nine men and four women, all White. No formal analysis of the diversity profile of UEB is carried out. However, in terms of recruitment and succession planning, the University engages with specific search partners for senior appointments who fully share our values and commitment to EDI. In the past year, UEB has agreed a Race Equality Pledge inspired by NUSU's 'Decolonising NCL' campaign, which includes a commitment to being an ally, and employing anti-racist mentoring, promotion and recruitment approaches to strengthen diversity of thought and experience within the University. Members of EB are participating in a rolling programme of training on EDI issues, which so far has included White Privilege, Allyship and Inclusive Language.

Council (the governing body) has 25 members: 13 women and 12 men. Three members from minority ethnic backgrounds have been appointed members of Council since 2019. The University has engaged an external search partner who were directly involved in supporting recruitment to increase the diversity of Council membership.

In 2022, a survey of the diversity profile of Council members was conducted for the first time. Based on this, Council has 18% of members who identify as from MEG, and an overall 50% female and 50% male profile.

Two MEG colleagues from and one external had the opportunity to observe meetings of Council as part of the Wellcome Success on the Board programme targeted at empowering under-represented groups on governing boards. The University's Executive and Governance Office, which provides the secretariat for Council, is also proactive in participating in sector conversations and training opportunities around board diversity and continues to develop the University's approach to recruitment.

ACTION CV.3.:

A2: Create more opportunities for MEG colleagues to be visible across the institution and to be a part of the decision-making process

ACTION C.2:

A1: Full review of our current recruitment partners and undertake a procurement exercise where commitment and alignment to values and diversity are centred.

The University Research & Innovation Committee (URIC) is a sub-committee of the Senate, and has 18 members (12 women and six men), all White. Current membership is governed by roles embedded in its Terms of Reference. A targeted action aims to review the membership of research committees at both University and Faculty levels to introduce a shadowing scheme to encourage involvement and feedback from MEG to create inclusive spaces and increase overall representation in the future.

ACTION R1:

A1: Review membership of research committees at institutional, faculty and unit research committees as baseline data.

A2: Develop committee shadowing scheme focused on research decision-making committees that allows minoritised colleagues to experience committee working and give their feedback on how their practices and processes could be made more inclusive.

Faculty committees are also role-based, and currently display little ethnic diversity; in some cases there are high proportions of non-disclosure.

Table 4.d.1: Ethnic composition of Faculty decision making committees

Committee type	Ethnic makeup (2022)	Faculty
Faculty Executive Boards	76% White majority 0% ethnic minority 24% information refused	SAGe
	94% White majority 0% ethnic minority 6% information refused	HaSS
	100% White majority	FMS
Faculty Research and Innovation Committees	72% White majority 6% ethnic minority 22% information refused	SAGe
	91% White majority 3% ethnic minority 6% information refused	HaSS
	Not reported	FMS
Faculty Education Committees	86% White majority 5% ethnic minority 9% information refused	SAGe
	100% White majority	HaSS
	100% White majority	FMS
Faculty Steering Groups	64% White majority 0% ethnic minority 36% information refused	SAGe
	100% White majority	HaSS
	Not reported	FMS

4e Equal pay

Analysis by ethnicity has been part of NU's Pay Gap (PaG) reporting since 2020. For 2021, the mean ethnicity PaG for non-clinical academics stood at 15.1% (an increase of 0.1 since 2020), and at 4.4% for PS colleagues (an increase of 0.8% since 2020).

Our approach to PaG analysis has been refined and nuanced over time. In our PaG reporting in 2020, it became apparent that a broad-brush ethnicity PaG analysis did not match with the lived experience of our colleagues from MEG. Our approach has since evolved to consider different occupational groupings, and then intersections with gender.

Intersectional analysis suggests that the biggest mean PaG is between White male and White female colleagues (18.9%), largely due to women making up the greater proportion of PS colleagues, who are, overall, paid less than academic colleagues. There is a PaG of 5.7% between White male colleagues and male colleagues from MEG, reflecting a dearth of ethnic minority populations in senior positions. There is a 5% gap between men and women from MEG, reflecting an overall dearth of women from MEG across all grades, but especially in senior positions as non-clinical academics.

Our PaG reporting in 2021 was also accompanied by analysing our population both horizontally (where workers with certain characteristics were clustered in certain types of jobs) and vertically (where workers with certain characteristics are clustered at certain levels of jobs hierarchically).

In June 2021, Innecto was commissioned to undertake an Equal Pay Audit, with a commitment for a four yearly audit cycle using the EHRC's recommended tests. A two-category approach was taken to ethnicity reporting ('BAME' used in report) to increase comparator count and enable comparison. The first stage of the process involved the production of raw data, accompanying analysis and key pointers to help develop an AP. The second stage will be a deeper analysis and developing an AP after consultation with governance groups, planned for 2023/24. The final stage will involve putting actions in place and thereafter monitoring progress.

The June 2021 analysis revealed some challenges:

- Base Pay: two of our higher grades display a significant difference by ethnicity
- Discretionary pay – in a few grades MEG are less likely to be paid in the discretionary pay range.

The second stage of the analysis to help to drill down and validate this initial conclusion to build in commensurate action is currently underway.

(Section 4: 3305 words)

5. Academic staff: recruitment, progression and development

5a Academic recruitment

Though data have been considered for 2018/19 to 2020/21, 2019/20 is an anomalous year as all but essential recruitment, or that linked to external funding was paused due to the COVID-19 pandemic. Therefore, numbers may not be indicative of trends in success rates.

Overall, for all academic colleagues (UK and non-UK), success rates (both application to interview (A/I) and interview to hire (I/H)) are the highest for those from White groups (for 2020/21; A/I: 21%, I/H: 46%). Minoritised applicants have lower success rates, 10% for A/I and 17% for I/H respectively (for 2020/21; A/I: 11%, I/H: 29%). Overall recruitment success rates by broad brush ethnicity over three years are given in Table 5.a.1, and by detailed ethnicity in Fig. 5.a.1.

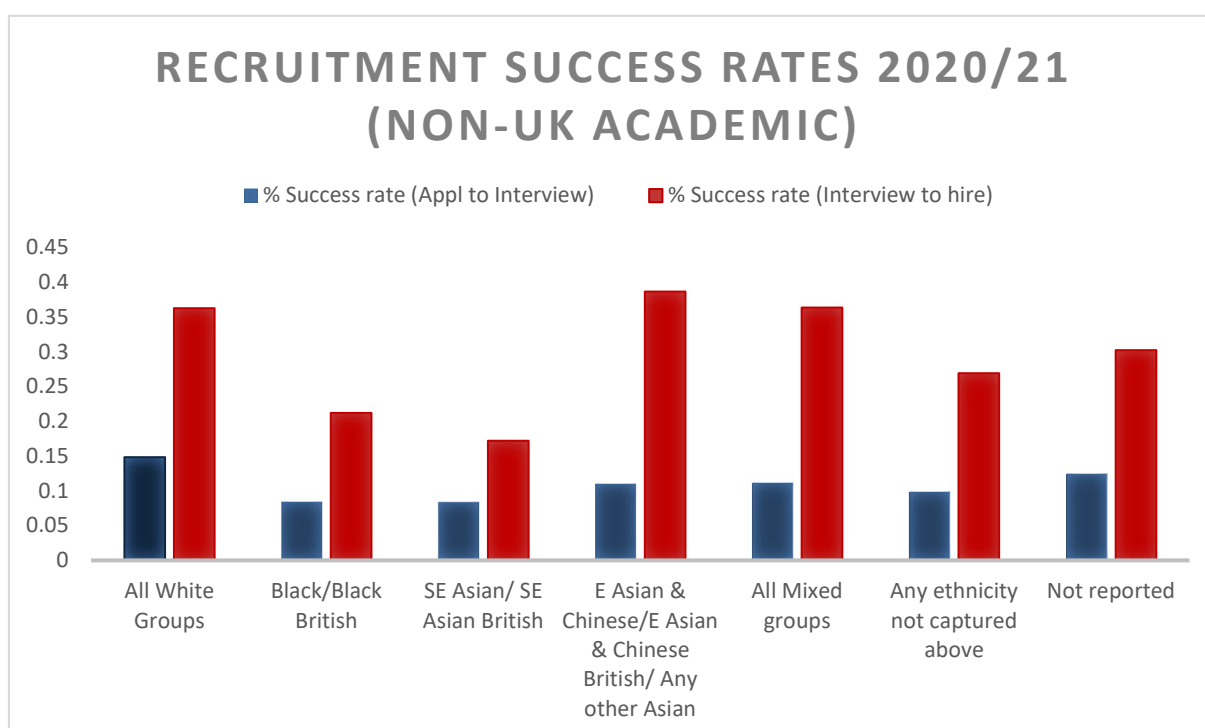
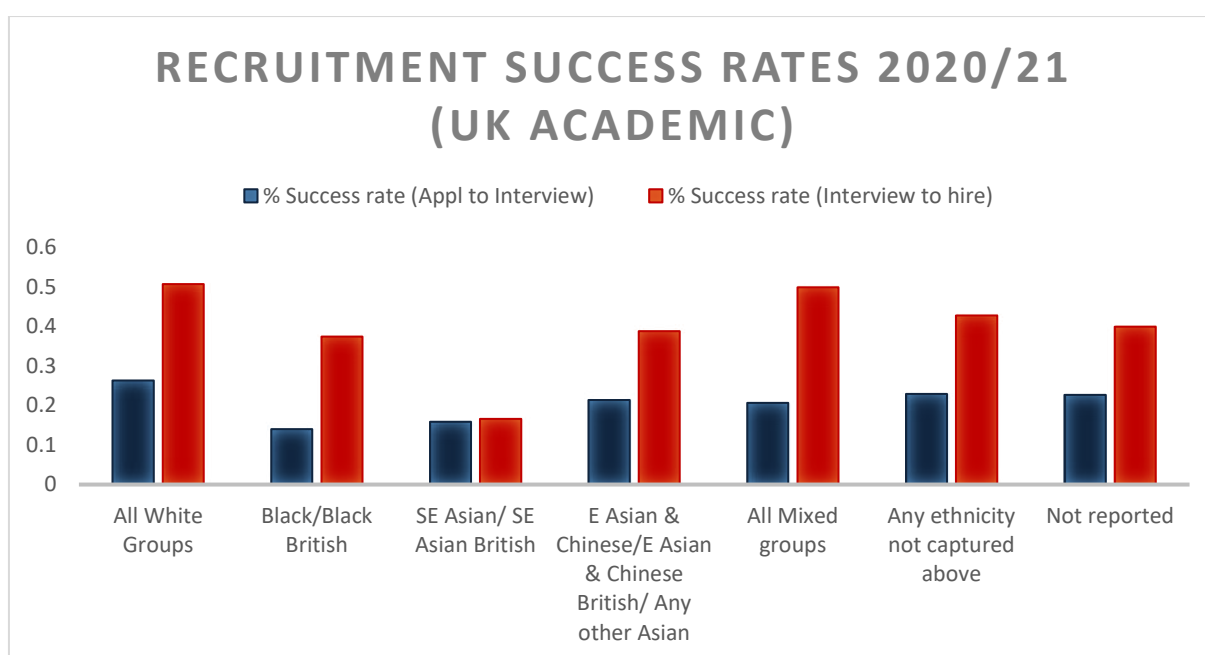
Table 5.a.1: Overall Academic success rates (UK and non-UK) by broad brush ethnicity (2018/19 – 2020/21)

2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	White	4592	1009	22%	354	35%
	Min Eth	3578	489	14%	118	24%
	Not Reported	876	162	18%	37	23%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	White	999	363	36%	185	51%
	Min Eth	1124	192	17%	61	32%
	Not Reported	236	85	36%	51	60%
2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	2744	573	21%	263	46%
	Min Eth	3409	358	11%	104	29%
	Not Reported	598	147	25%	83	56%

Analysis by ethnic groupings suggest that mixed groups are the most successful (for 2020/21; A/I: 13%, I/H: 41%), followed by East Asian and Chinese groups (for 2020/21; A/I: 12%, I/H: 39%).

UK White have a higher success rate for Academic roles compared to non-UK White groups (51% I/H and 36% I/H respectively in 2020/21). For MEG, applications from UK mixed, E Asian/Chinese and other ethnicities had higher I/H success rates. Non-UK E Asian/Chinese groups had a I/H success rate higher than White groups (39%, 2020/21), making them the most successful amongst non-UK academic applicants. Table 5.a.2 details numbers and success rates for UK and Non-UK applicants.

Fig 5.a.1: 2020/21 Snapshot of UK and Non-UK applicants (Academic)



The overall success rate for Black/ Black British and SE Asian/ SE Asian British academics (A/I and I/H) are the lowest. The I/H success rate for SE Asian applicants in 2020/21 is the same for both UK and non-UK cohorts (17%), and slightly higher for UK cohorts for Black/Black British groups (38% UK, 21% non-UK). The overall success rate for UK and non-UK Black/ Black British academic applications (I/H) has improved over time (17% in 2018/19 to 24% in 2020/21), with the largest change being seen in UK applications (15% in 2018/19 to 38% in 2020/21); however numbers remain very small. The overall success rate (I/H) for SE Asian groupings has dropped by 1% (18% in 2018/19 to 17% in 2020/2). We will monitor these trends closely.

Overall (UK and non-UK cohorts), White women tend to be marginally more successful in gaining academic positions than White men (I/H). The success rate for women from minority ethnic groups, though far lower than White women, is also marginally higher than men from minority ethnic groups. The gap between A/I and I/H for all groupings seems to have widened since 2018/19, however the anomalous recruitment in 2019/20 makes it difficult to draw any conclusions. The success rates by gender and broad-brush ethnic grouping have been indicated in Fig 5.a. 2.

Fig 5.a.2: Success rates by Gender and Ethnicity 2018/19 and 2020/21

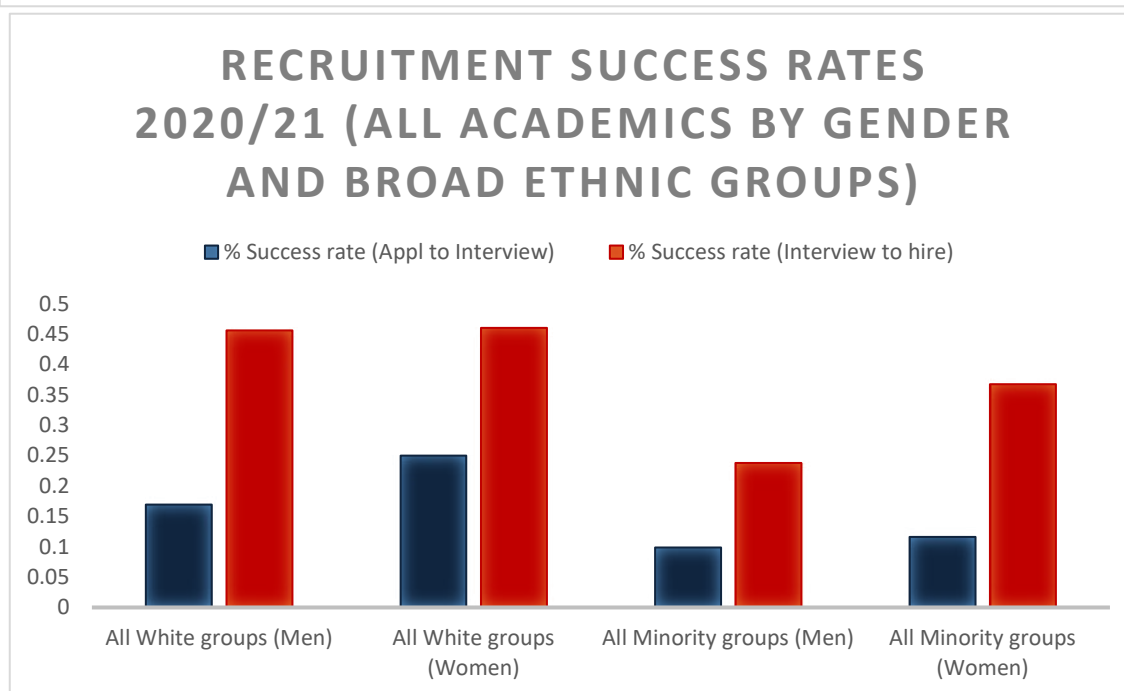
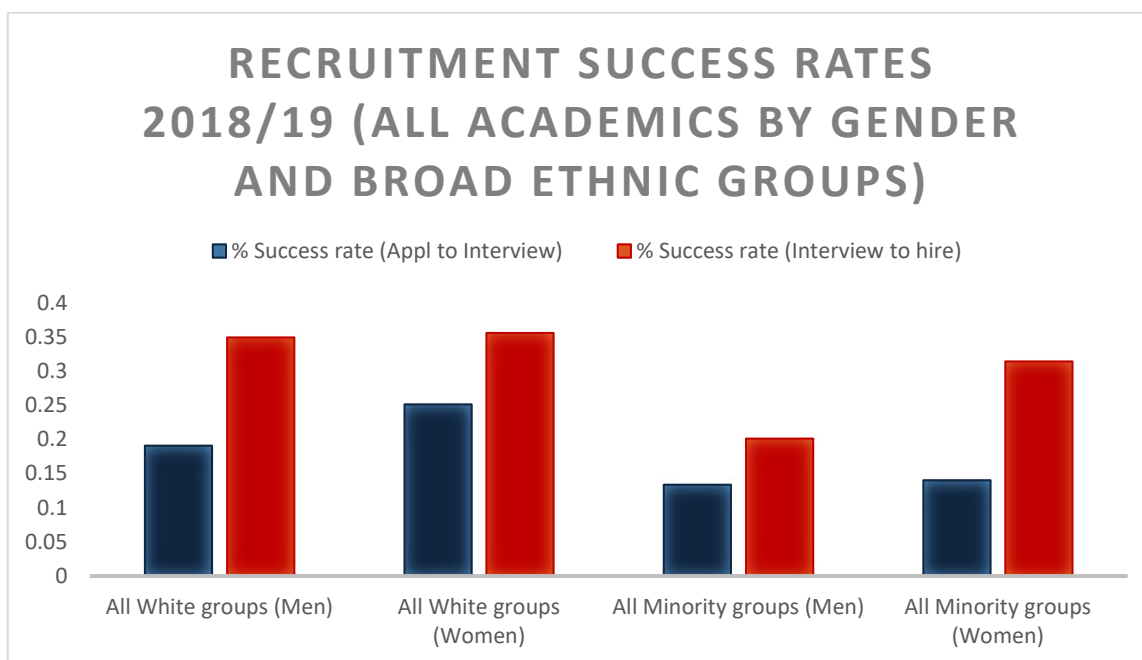


Table 5.a.2: Recruitment success rates for UK and Non-UK Academics by detailed ethnicity (3 years)

UK Academics						
2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	2373	638	27%	256	40%
	Black/ Black British	105				15%
	SE Asian/ SE Asian British	161	28	17%		21%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	107	22	21%		41%
	All Mixed groups	88	17	19%		35%
	Any ethnicity not captured above	89		12%		18%
	Not Reported	122	23	19%		35%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	515	239	46%	135	56%
	Black/ Black British	21		14%		67%
	SE Asian/ SE Asian British	84		14%		42%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	31		23%		100%
	All Mixed groups			22%		50%
	Any ethnicity not captured above	33		24%		25%
	Not reported	42	15	36%		60%
2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	1443	380	26%	193	51%
	Black/Black British	57	8	14%		38%
	SE Asian/ SE Asian British	113	18	16%		17%
	E Asian & Chinese/E Asian & Chinese British/ Any other Asian	84	18	21%		39%
	All Mixed groups	58	12	21%		50%
	Any ethnicity not captured above	61	14	23%		43%
	Not reported	132	30	23%		40%
Non-UK Academics						
2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	2205	367	17%	97	26%
	Black/ Black British	353	32	9%		19%
	SE Asian/ SE Asian British	841	91	11%	16	18%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	1077	183	17%	51	28%
	All Mixed groups	196	33	17%		27%
	Any ethnicity not captured above	545	56	10%		20%
	Not Reported	346	51	15%	15	29%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)

	All White groups	473	113	24%	49	43%
	Black/ Black British	116	17	15%		18%
	SE Asian/ SE Asian British	327	37	11%		24%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	306	68	22%	19	28%
	All Mixed groups	36		17%		67%
	Any ethnicity not captured above	155	28	18%		29%
	Not reported	79	20	25%		45%
2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	1301	193	15%	70	36%
	Black/Black British	393	33	8%		21%
	SE Asian/ SE Asian British	1115	93	8%	16	17%
	E Asian & Chinese/E Asian & Chinese British/ Any other Asian	801	88	11%	34	39%
	All Mixed groups	198	22	11%		36%
	Any ethnicity not captured above	529	52	10%		27%
	Not reported	346	43	12%		30%

We are aware of our differential success rates and are looking to identify and address any biases within our processes. As a starting point, our Colleague WS has been working on a suite of Inclusive Recruitment practices to encourage more applications from MEG and to build the reputation of NU as an employer of choice. A range of training (Positive Action and UBT) is being incorporated into usual and targeted processes, and we will continue to monitor recruitment processes.

ACTIONS C.1.1:

A1: Review and development of NU Careers page to outline commitment to diverse recruitment and being an employer embracing diversity.

ACTIONS C1.3:

A1: Recruitment training modules to be developed and made mandatory for colleagues on interview panels, including EDI in recruitment and recruiting a diverse organisation, responsibilities of being a diverse employer and employment law.

ACTIONS C3.1:

A1: Develop and deliver positive action workshops aimed at all recruiting managers

A2: Identifying pilot areas to implement positive action, such programmes like NUAcT.

5b Training

Both academics and PS access online training through the University's Learning Management System (LMS), which offers sessions for business critical and developmental needs. In addition, Organisational Development (OD) provide a range of other programmes focused around: Researcher Development, Leadership and Management Development, Personal Development, IT, Coaching and Mentoring, Apprenticeships and Technicians Development. A range of evaluation strategies are deployed across these programmes, but as a minimum, evaluation is collected from attendees after the completion of each course.

The University Essentials training courses are reviewed annually by UEB, and all colleagues are asked to complete these. This training reflects both our statutory requirements (Health and Safety, GDPR) as well as areas important to the University as an organisation, which includes a strong emphasis on elements of EDI (focussing on our Public Sector Equality Duty (PSED), as well as cultural and behavioural change (Active Bystander)). For most of the University Essentials courses, colleagues are expected to refresh their knowledge at least every three years.

Over a three-year period (2018/19 to 2021/22), 10405 LMS courses were attended by Academics (6293 attendees). The majority of these were White (81% n=5116), with MEG academics making up only 13% (n=800). 6% (n=376) chose not to report their ethnicity. From MEG, East Asian and Chinese/ EA and Chinese British were most likely to attend training (52% n=415), followed by SE Asian/ SE Asian British (19%, n=148); those from Black/Black British groups were the least likely to attend (6%, n=45), followed by Mixed groups (9%, n= 71).

Women were more likely to attend training (60% women, n=3597 and 40% men, n= 2418), a trend replicated across both majority and MEG.

2450 academics attended Leadership and Management courses, including those on Research development for ECRs and PIs. Of these, the majority were White (86%, n=2095), with MEG 12% (n=289). White women were the largest group making up 56% of *all* attendees, followed by White men (29%, n=715). Both men and women from MEG were least likely to attend (5%, n=119 for men and 7%, n=170 for women). 5% (n=133) did not report their ethnicity.

To encourage more colleagues from MEG backgrounds into leadership roles, NU has invested in a development programme (IF, Section 9).

2390 academics have attended EDI training, including UBT and Active Bystander, 84% White (n=2014) and 12% MEG. For Mentorship training, attendees have been almost exclusively from majority groups (White 92%, n=190), with only 12 colleagues from minoritised backgrounds attending over this three-year span. It is hope that IF will encourage more minoritised colleagues to mentor others as well.

ACTION C3.2:

A1: Develop a leadership support offer aimed at colleagues from ethnically minoritised background

Table 5.b.1: All training courses accessed by Academics (2018/19 – 2020/21 combined)

All Training courses (Academics): 3 years combined			
Ethnicity	Male	Female	Totals
All White groups	3432	4593	8025
Black/ Black British	56	86	142
SE Asian/ SE Asian British	166	114	280
East Asian & Chinese/ EA & Chinese British/ any other Asian	455	373	828
All Mixed groups	25	106	131
Any ethnicity not captured above	194	194	388
Not Reported	263	304	567
Totals	4619	5786	10405

Table 5.b.2: All individuals accessing training by ethnic groupings

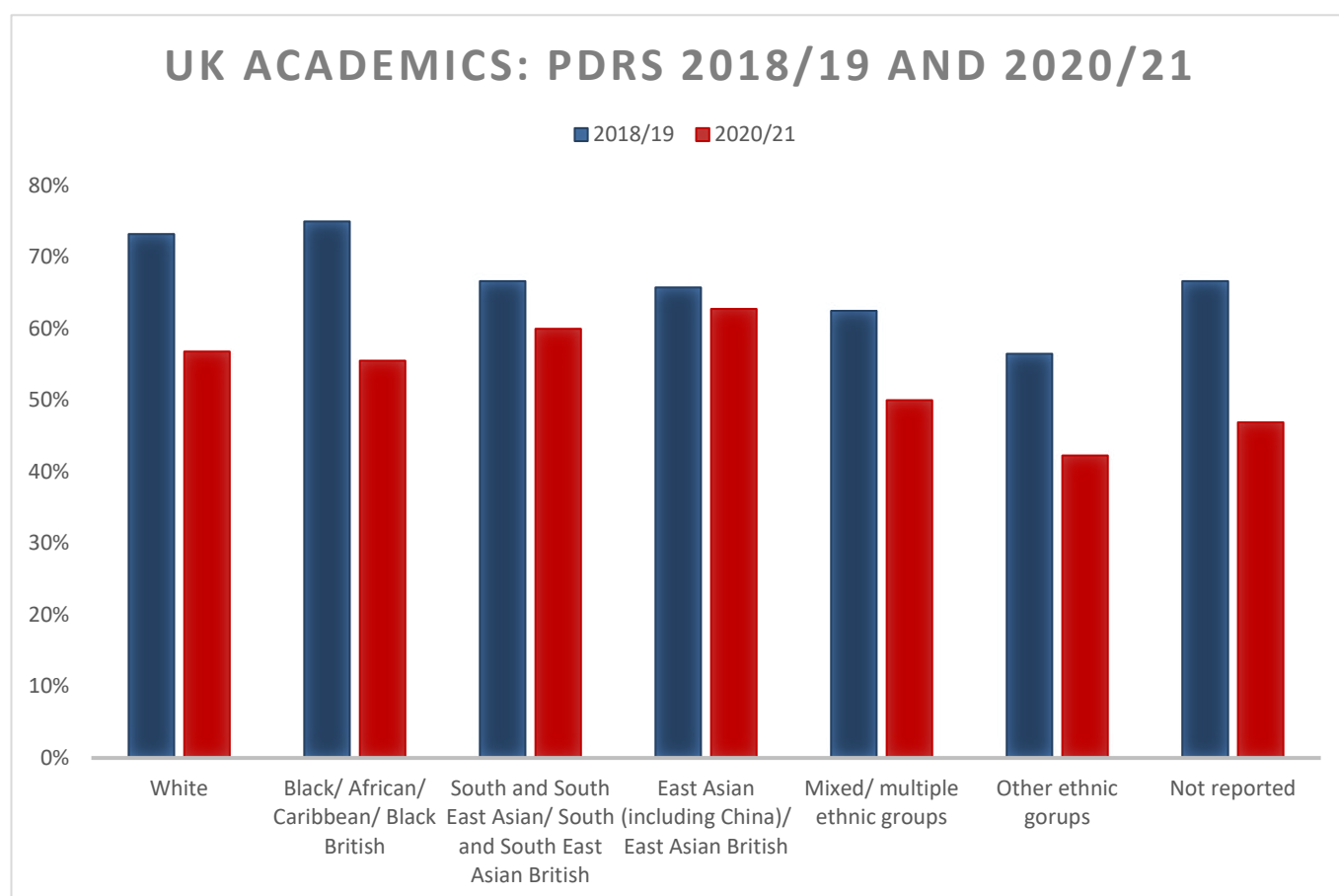
All Individuals accessing training (Academics): 3 years combined			
Ethnicity	Male	Female	Totals
All White groups	2008	3108	5116
Black/ Black British	18	27	45
SE Asian/ SE Asian British	66	82	148
East Asian & Chinese/ EA & Chinese British/ any other Asian	191	224	415
All Mixed groups	23	48	71
Any ethnicity not captured above	52	70	121
Not Reported	173	203	376
Totals	2531	3762	6293

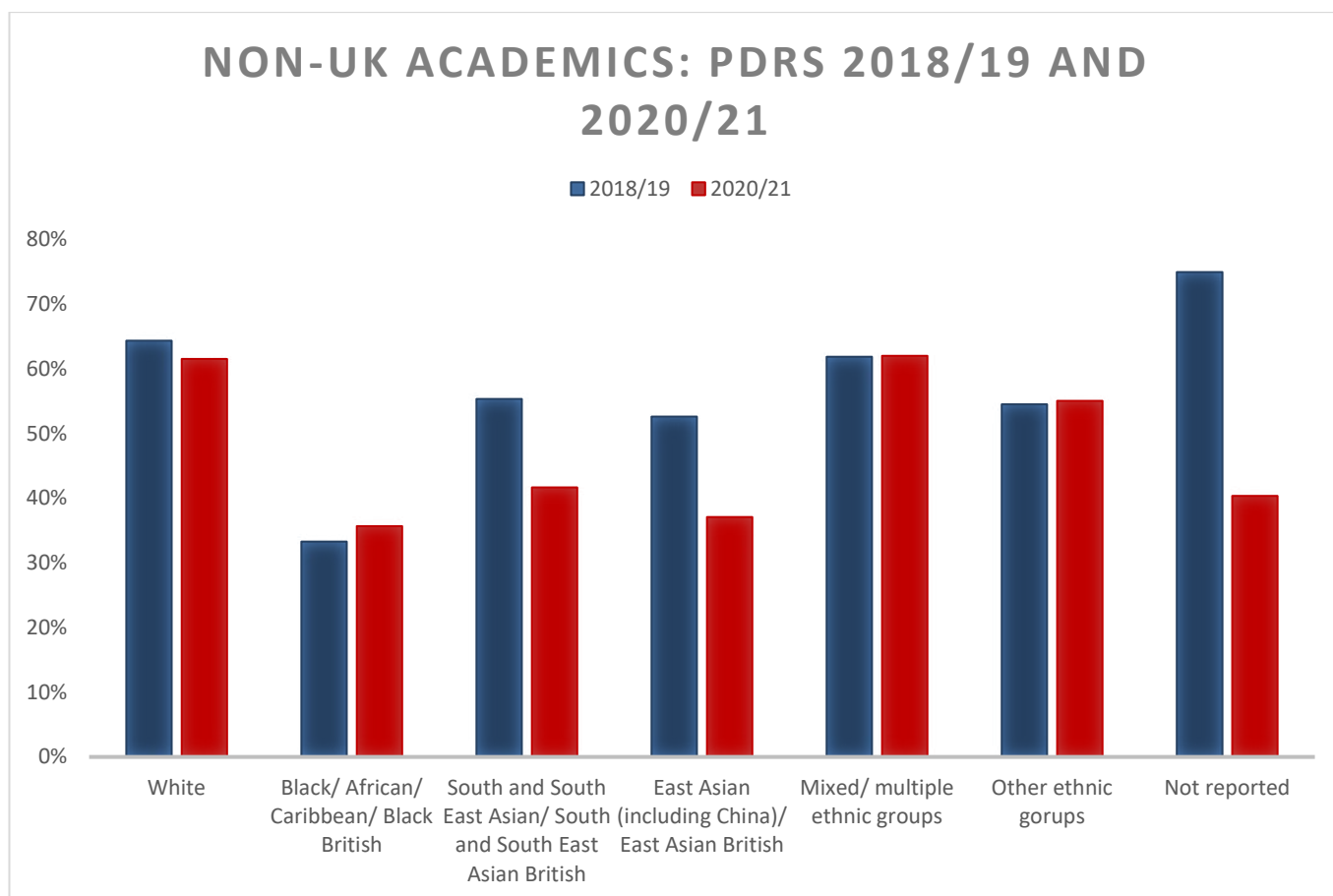
5c Appraisal/development review

Our data systems do not record any specific outcomes for the Personal Development Review (PDR) process, we only report on its presence or absence.

Over a three-year period, there has been a significant decline in review rates for both UK and non-UK colleagues – this is indicated for both UK and non-UK colleagues in Fig 5.c.1.

Fig 5.c.1: Proportional change in review rates for Academic Colleagues (UK and non-UK) from 2018/19 to 2020/21.





While the completion rate for White non-UK colleagues has not changed greatly, there has been a sharp decline for UK White academics, from a 73% PDR completion rate in 2018/19 to 57% in 2020/21. UK Black have seen the sharpest decline in completion rates, from 75% in 2018/19 to 56% in 2020/21, with Black women disproportionately affected (78% completion in 2018/19 to 67% in 2020/21 for Black men, but 71% completion in 2018/19 to 44% in 2020/21 for Black women). The completion rate for Black non-UK academics has improved over time. Asian groups (East Asian, SE Asian, and Chinese) UK academics show the least change for PDR completion rates, though this changes for non-UK academics. Anecdotal evidence suggests that the drop in completion rates is likely to be the impact of COVID-19, and the move to home working and home schooling. We need to monitor this closely to ensure that the careers of academics, especially parents and carers (men and women) are not disproportionately affected.

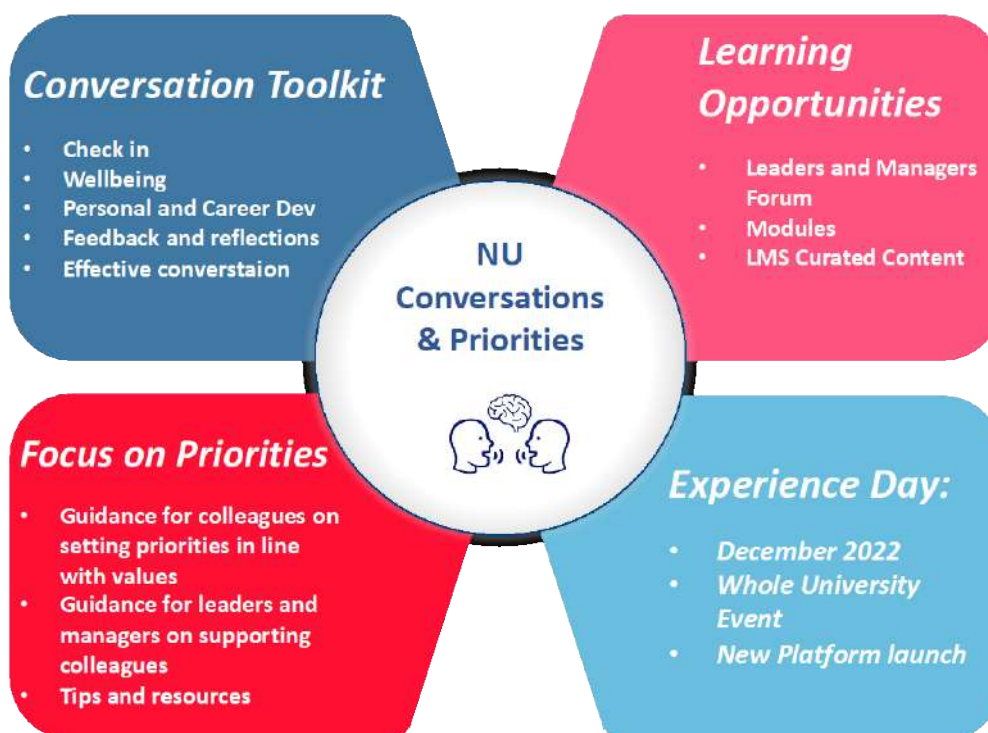
Table 5.c.1: PDR completion rates for Academics (UK and non-UK)

UK Academics with Review			
Ethnicity	2018/19	2019/20	2020/21
All White groups	73%	59%	57%
Black/ Black British	75%	44%	56%
SE Asian/ SE Asian British	67%	50%	60%
East Asian & Chinese/ EA & Chinese British/ any other Asian	66%	49%	63%
All Mixed groups	63%	43%	50%
Any ethnicity not captured above	57%	68%	42%
Not Reported	67%	46%	47%
Non-UK Academics with Review			
Ethnicity	2018/19	2019/20	2020/21
All White groups	64%	62%	62%
Black/ Black British	33%	50%	36%
SE Asian/ SE Asian British	55%	52%	42%
East Asian & Chinese/ EA & Chinese British/ any other Asian	53%	44%	37%
All Mixed groups	62%	52%	62%
Any ethnicity not captured above	55%	49%	55%
Not Reported	75%	68%	40%

For the 2021 survey, 81% of MEG academics reported on PDRs with line managers, though only 65% agreed that these were evidence-based and transparent. For majority groups, 78% reported on having annual PDRs, with 70% agreeing that they were evidence-based and transparent. However, perceptions regarding its usefulness scored low with both White and MEG (54% and 50% respectively), with 27% of White and 21% MEG academics choosing a negative score. Most academics felt that their line managers took the time to focus on their personal development and progression, with majority group colleagues (73%) feeling more positive that their MEG counterparts (67%). 27% of colleagues from minoritised backgrounds had a negative perception.

The university is working on redefining how it does its development reviews through the 'Engage and Aspire' project, a university-wide project focused on creating a culture where everyone can flourish, which includes a comprehensive review of the current Performance and Development Review (PDR) scheme. The new platform will launch in December along with an Experience Day for all colleague to engage with the new approach.

Fig 5.c.2: The Engage and Aspire Project



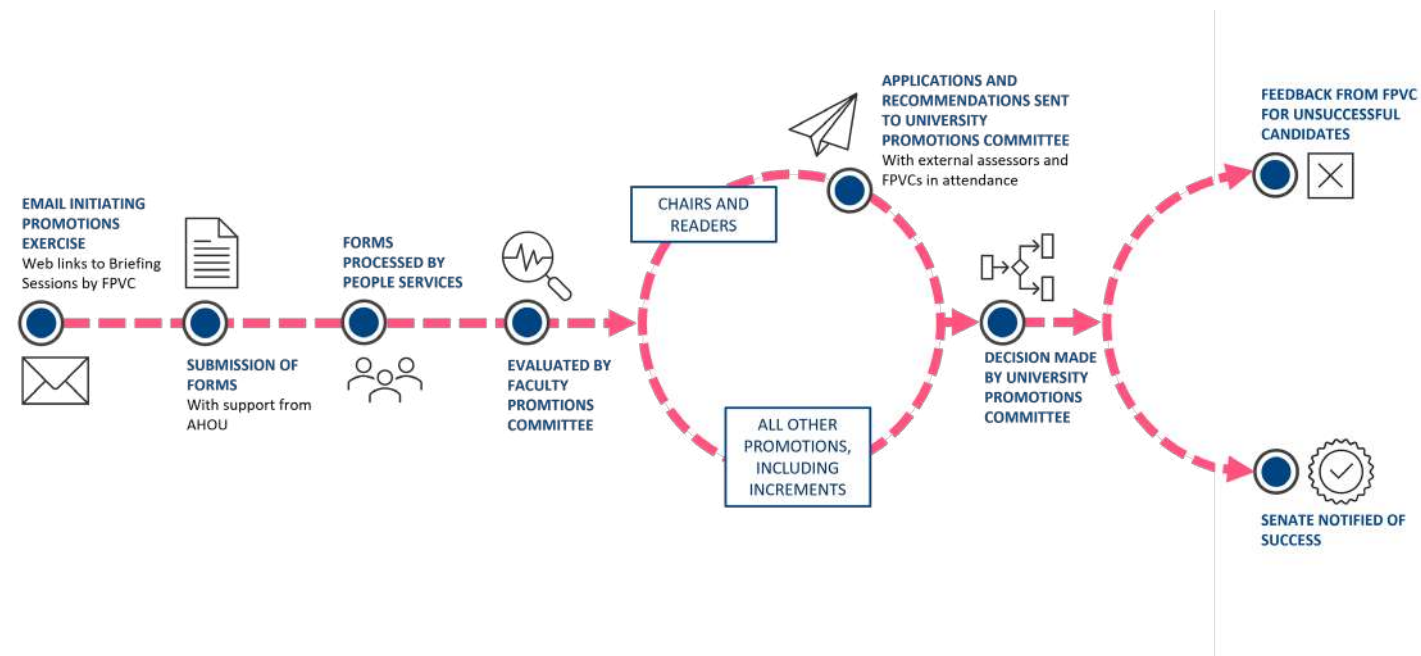
ACTION C3.2:

A2: Improve PDR Processes through Engage and Aspire

5d Academic promotions

Academic promotions are assessed at both Faculty (for Lecturer F-G, up to Senior Lecturer (SL)) and University levels (Reader and Professor), a description of the process is in Fig 5.d.1.

5.d.1: The Promotions process at Newcastle University



The promotions process was paused in 2020/21 due to COVID-19, so data for 2019/20 and 2021/22 are in Table 5.d.1.

Success rates are higher for White Academics in comparison to MEG, and the 2019 REC survey identified a 27% perception gap between majority and minoritised academics around being encouraged to apply for promotion, which increased to 33% in the 2021 survey. However, feedback from the earlier survey was taken into consideration in a review of the promotions process, which took effect from 2021/22. The 2021 REC survey ran in November and December 2021, but it should be noted that results of the 2021/22 promotions round were not available until April 2022.

A comparison of success rates between the 2019/20 and 2021/22 for minoritised ethnic academics shows a drop in success rates for categories up to SL (but an improvement for White groups). However, there have been marked improvements for minoritised groups across senior categories (Chair and Reader) (Fig. 5.d.1 and Table 5.d.1). No single reason can be identified, but a range of interventions including increased workshops, clearer guidance, single application route, reminding Heads of Academic Units (HOAU) of the need to review all colleagues, and the introduction of Academic Unit (AU) Advisory Panels (AUAP) have contributed to improving figures.

Promotion workshops run twice a year for potential applicants, and the newly introduced AUAPs provided applicants with the opportunity to have their application reviewed by their own Unit, providing mentoring and

guidance to submit the best possible case. Extensive guidance was provided in the setting up of AUAPs, and 18 of the 23 AUs set up panels. The External Assessor approach was also improved, introducing this earlier in the Reader and Chair promotion cycle, giving equity to all applications. We will keep on monitoring the progress in this area to ensure that the trajectory for senior roles is maintained. It is anticipated that the AUAPs and the IF Programme (Section 9) will contribute to driving up success rates for MEG.

Fig. 5.d.2: A comparison of Promotions Success rates – White and Minoritised Ethnic

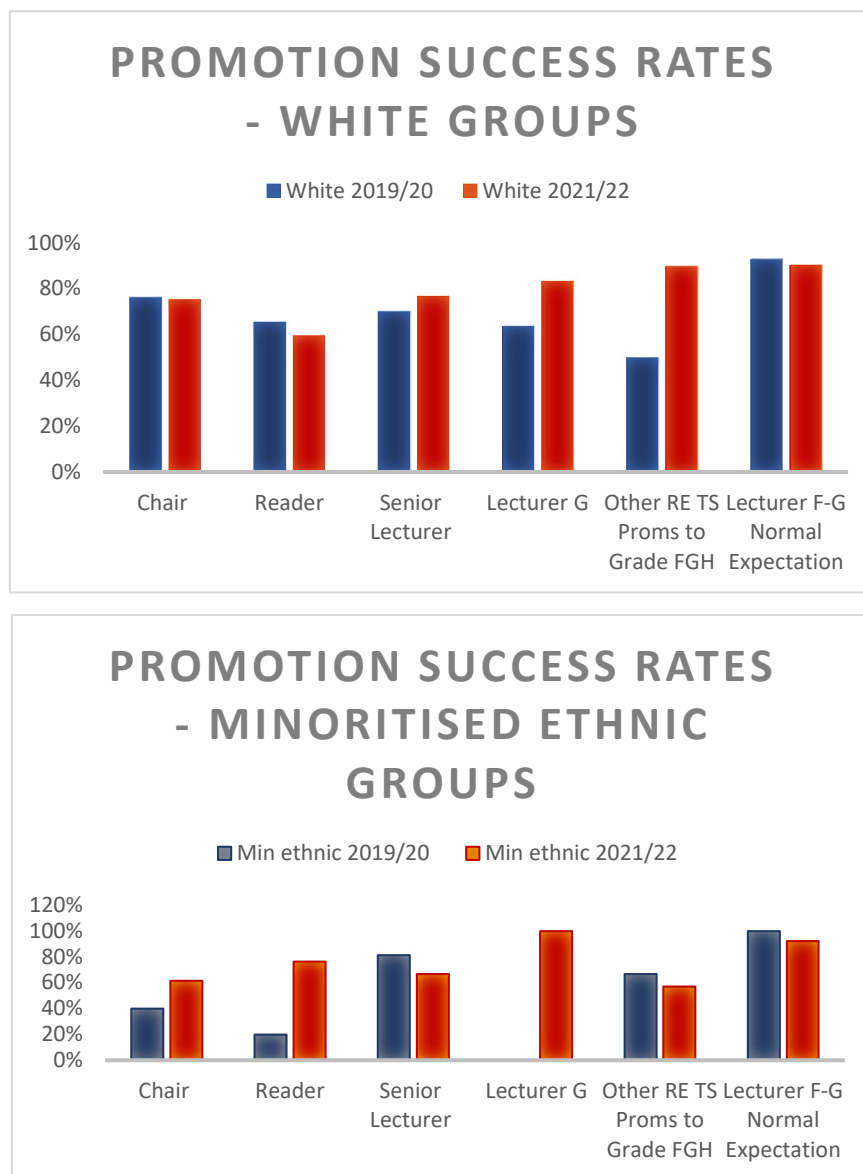


Table 5.d.1: Academic Promotions 2019/20 and 2021/22

2019/20	Applications							Supported Applications						Success rates			
	Min Eth	Min Eth %	NR	NR %	W	W %	Tot	Min Eth	Min Eth %	NR	NR %	W	W %	Tot	Min Eth %	W %	NR %
Chair					42	78%	54					32	84%	38	40%	76%	100%
Reader					29	81%	36					19	90%	21	20%	66%	50%
Senior Lecturer					80	82%	98					56	79%	71	81%	70%	100%
Lecturer G															N/A	64%	100%
Other RE T&S Proms (FGH)					18	82%	22								67%	50%	100%
Lecturer F-G					56	75%	75					52	73%	71	100%	93%	100%
2021/22	Applications							Supported Applications						Success rates			
Min Eth	Min Eth %	NR	NR %	W	W %	Tot	Min Eth	Min Eth %	NR	NR %	W	W %	Tot	Min Eth %	W %	NR %	
Chair					80%	81					49	83%	59	62%	75%	67%	
Reader	17	22%	2	3%	57	75%	76					34	71%	48	76%	60%	50%
Senior Lecturer	18	12%	5	3%	129	85%	152					99	86%	115	67%	77%	80%
Lecturer G					75%	16								100%	83%	0%	
Other RE T&S Proms (FGH)					72%	54					35	80%	44	57%	90%	100%	
Lecturer F-G					63%	49					28	62%	45	92%	90%	100%	

Academic and Professorial colleagues are also eligible for the Academic Pay Review and Merit Awards respectively, which were paused in 2019/20, but took place in 2020/21 and 2021/22, see Table 5.d.2. Both processes involve self-nomination and manager nominations.

80% of applications from minoritised ethnic groups for the Academic Pay Review in 2021/22 were self-nominations (20% manager nominations, compared to 31% manager nominations for White academics), and success rates have improved from 48% in 2020/21 to 70% in 2021/22.

For the Merit Awards, 100% of applications from minoritised ethnic groups were self-nominations, with success rates improving from 40% in 2020/21 to 83% in 2021/22. 16% White received manager nominations, and success rates were up this year to 88% from 62% in 2020/21. 2021/22 was also the first year of a dual nomination process and, to avoid duplication, managers were provided with a list of self-nominations and additional time to submit manager-nominations before close. Thus, it is unclear if some of the self-nominations may have been manager nominations colleagues had not proactively applied.

Table 5.d.2: Professorial Merit Awards and Academic Pay Review 2020/21 and 2021/22

2021/22				
Professorial Merit Awards	White	Ethnic Minority Groups	Info Refused	Total
Headcount	366	26		410
Applications	109 (30%)			120 (29%)
Supported Appl	96 (88%)			103 (86%)
Academic pay Review	White	Ethnic Minority Groups	Info Refused	Total
Headcount	1609	392	123	2124
Applications	166 (10%)	44 (11%)		220 (10%)
Supported Appl	119 (72%)	31 (7%)		158 (72%)
2020/21				
Professorial Merit Awards	White	Ethnic Minority Groups	Info Refused	Total
Headcount	377	26		410
Applications	138 (37%)			155 (38%)
Supported Appl	85 (62%)			95 (61%)
Academic pay Review	White	Ethnic Minority Groups	Info Refused	Total
Headcount	1626	331	107	2064
Applications	319 (20%)	67 (20%)	16 (15%)	402 (19%)
Supported Appl	206 (65%)	32 (48%)		244 (61%)

5e Research Excellence Framework (REF)

Our REF 2021 Code of Practice embraced the core principles of transparency, consistency, accountability and inclusivity. We developed the philosophy of collective excellence in our approach to the REF. As a research-intensive University, we submitted 100% of our Category A eligible staff with significant responsibility for research, that is staff with a Teaching and Research (T&R) contract of employment of 0.2 FTE or greater at the census date. Of the total staff submitted, 25.8% identified as non-UK; of these 34% were from MEG (Table 5.e.1). Of the 74.1% of UK staff submitted, only 7.3% identified as from MEG.

Table 5.e.1: Submission to REF 2021

	Number of staff submitted	% of all staff submitted
Non-UK	375	25.8
Minoritised groups (all)	90	
Unknown	21	
White	264	
UK	1077	74.2
Minoritised groups (all)	79	
Unknown	55	
White	943	
Total	1452	

These figures are disappointing and only in part reflect our overall small proportion of staff who identify from MEG. The reasons for this are complex; we are committed to move with pace to understand and remove institutional barriers and change our research culture. Our Research WS, co-chaired by our DEDI and DRCS, has specific actions around, for example, understanding why fewer colleagues identifying as Black, Asian and Minority Ethnic are achieving ECR fellowships or being PI at any early stage externally funded grants. We will implement and monitor these actions so that our colleagues are better supported.

ACTION R2.1:

A1: Review existing University-wide data on application and success rates for (1) early career research Fellowships, and (2) being PI on externally funded research grants at all career stages.

A2: Brief survey with colleagues who have applied and been successful and unsuccessful to understand data further and to seek recommendations for improving.

A3: Pilot completed and reported on to URIC and evaluated and reported on.

A4: To promote at Faculty and Unit level actions that have led to positive impact to encourage and support future applications.

5f Support given to early career researchers

We support to ECRs through a number of routes offered to all; more recently, we have introduced a leadership programme for aspiring leaders (See section 9).

NU was amongst the first 10 universities to retain the Vitae HR Excellence in Research Award for a further 4 years, in recognition of our on-going commitment to promoting the principles of the Concordat to Support the Career Development of Researchers.

Our Newcastle University Academic Track (NUAcT) Fellowship programme offers five year, academic-track Fellowships open to researchers internal and external to NU and in any discipline. They provide provision for career breaks and career break returners, full flexibility to incorporate job share, less-than-full-time working and funds to overcome potential barriers to career development. We will recruit 100 new Fellows over the next five years. We monitor diversity data for those applying and appointed.

We have a number of development opportunities for researchers including: completion of an annual PDR; Career Guidance Workshops; 1:1 Careers Guidance 1:1; Transitions Programme; NU Mentoring and Faculty mentoring schemes; PI Development Programme; 10 days a year for personal and career development and Vitae on-line resources (membership paid by NU).

Other Examples of Support
Local Induction for ECRs and bespoke career-related events
Clinical Academic Office: management and oversight of the integrated clinical career training pathway.
NU Learning and Teaching Development Programme: Suite of tailored activities to support clinical and non-clinical staff in their teaching practice and professional development, and towards HEA fellowships
NU Mentoring: University-wide scheme, open to all staff, offers opportunities for personal and professional development e.g. developing assertiveness and self-confidence, moving into a management or leadership role etc. Mentor training is provided and briefing sessions for mentees.
Returners Programme (RP; launched 2017), up to £10K support for Academics/Researchers to regain momentum after extended leave
Established the externally funded Clinical fellowships support programme (ExCite), a tailored in-house training programme offering bespoke mentoring to all early-career clinical Academics.
Research staff are employed on fixed-term contracts due to short-term grant funding. Six months prior to the end of a fixed-term contract, line managers discuss options including: internal redeployment with priority consideration for vacancies; Bridging Funding Scheme, enables continued employment (3-6 months bridging) between contracts, to try to ensure continuation of employment.
Our OD team advise on: CVs, writing job applications, interview preparation, coaching and online support tools that explore career options.
We have recently established a Skills Academy which aims to set researchers up for career success through research and development training.
Online training opportunities continued throughout COVID with ECRs supported to continue their training and to participate in scientific meetings/conferences when they became available.

Our offer of mentors has been found to be inconsistent; new fellows (holding fellowships) are automatically assigned a mentor but this doesn't currently happen for all colleagues, although will happen for our new NUActs) and training opportunities will be extended to other fellows.

We have also set up a COVID impact statement for all colleagues going for promotion in which they can describe any specific impacts that COVID has had on their career development e.g. increased caring responsibilities. This form will be maintained for the next 3-5 years.

5g Profile-raising opportunities

We recognise that there is much variety in the nature of profile-raising opportunities that might be accessed by colleagues, and as such there is no standard University level approach. Examples of profile-raising activities include Teaching Excellence Awards (TEAs), Celebrating Success as well as a VC lead EDI Celebrating Success Event , and the Engagement and Place awards.

Units actively encourage all academic colleagues to participate in activities that would enhance their research or teaching profiles, and NU-REN plays a very important role in communicating any university level opportunities to colleagues from minoritised backgrounds. Opportunities such as board membership of Council and Senate have also been promoted specifically to minoritised groups through NU-REN and the REC SAT to encourage more colleagues from these groups to apply.

(Section 5: 2451 words)

6. Professional and support staff: recruitment, progression and development

6a Professional and support staff recruitment

All but essential recruitment, or that linked to external funding, was paused in 2019/2020 due to COVID, which had a great impact on Professional recruitment. The total number of applications dropped from n=16564 in 2018/19 to just n=5636 in 2019/20, and back up to n=8572 in 2020/21, marking a 48% decrease overall, and proves challenging in terms of identifying any trends.

Overall, for all UK and non-UK PS colleagues, success rates (both application to interview (A/I) and interview to hire (I/H)) are the highest for those from White groups (2020/21; A/I: 19%, I/H: 34%), compared to applicants from MEG (2020/21; A/I: 8%, I/H: 28%). Amongst MEG applicants, in 2020/21, the highest success rate was amongst Black groups (A/I: 10%, I/H: 27%), followed by mixed groups (A/I: 9%, I/H: 32%).

White UK applicants for PS roles were more successful in converting their applications to interviews in comparison to non-UK applicants (2020/21; A/I (UK): 19%, A/I (non-UK): 15%). Success rates for applicants from both UK and non-UK MEG were at least 10% points lower (2020/21; A/I (UK): 9%, A/I (non-UK): 7%). However, once successful in gaining an interview, the gap between applicants from majority and minority groups reduces, with a difference of 3% for non-UK applicants and 7% for UK applicants in 2020/21.

The numbers and success rates for all PS by broad brush ethnicity are in Table 6.a.1, and for UK and non-UK PS by ethnic groupings in Table 6.a.2.

Table 6.a.1: Overall PS success rates (UK and non-UK) by broad brush ethnicity (2018/19–2020/21)

2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	White	13697	2730	20%	723	26%
	Min Eth	2230	221	10%	51	23%
	Not Reported	637	96	15%	18	19%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	White	4579	1191	26%	377	32%
	Min Eth	760	117	15%	30	26%
	Not Reported	297	95	32%	41	43%
2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	6359	1205	19%	412	34%
	Min Eth	1731	138	8%	38	28%
	Not Reported	482	150	31%	98	65%

Fig 6.a.1: 2020/21 Snapshot of UK and Non-UK PS by detailed ethnicity

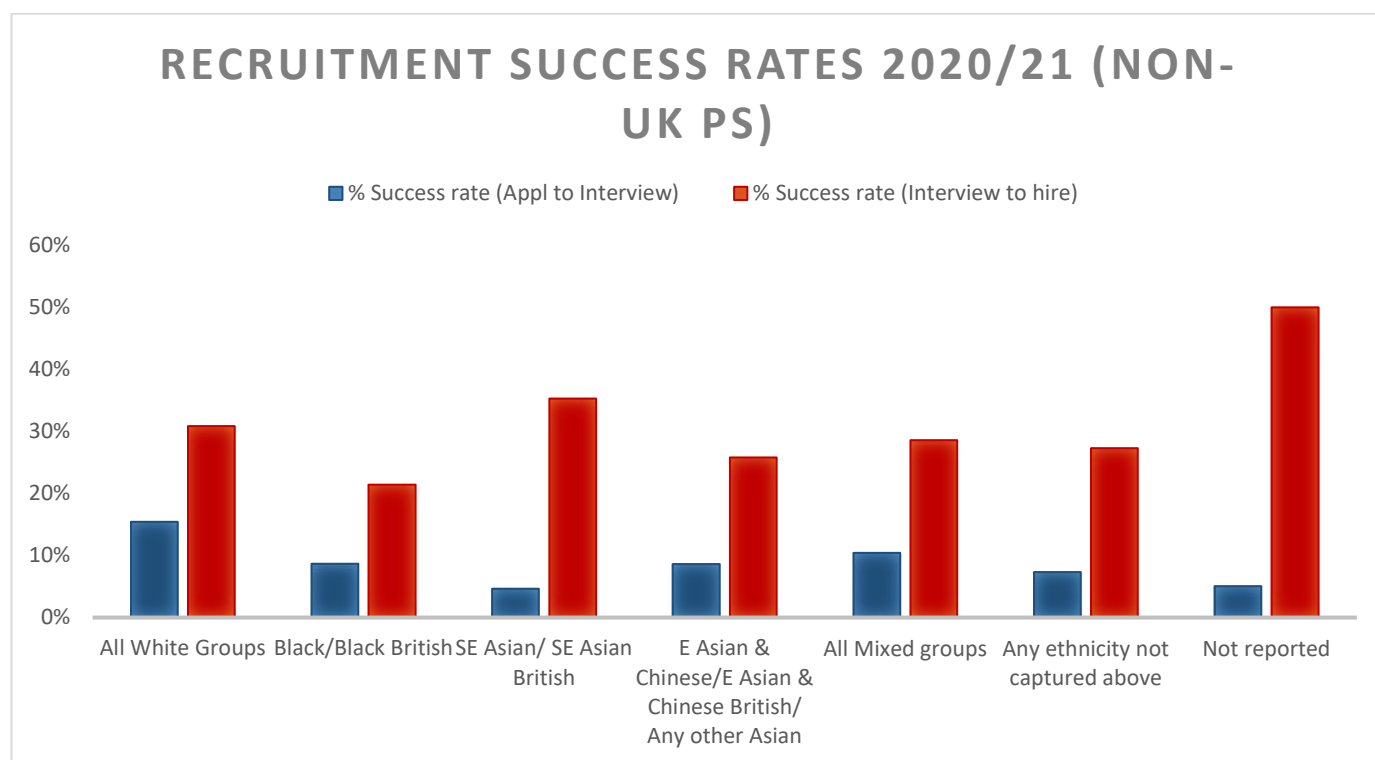
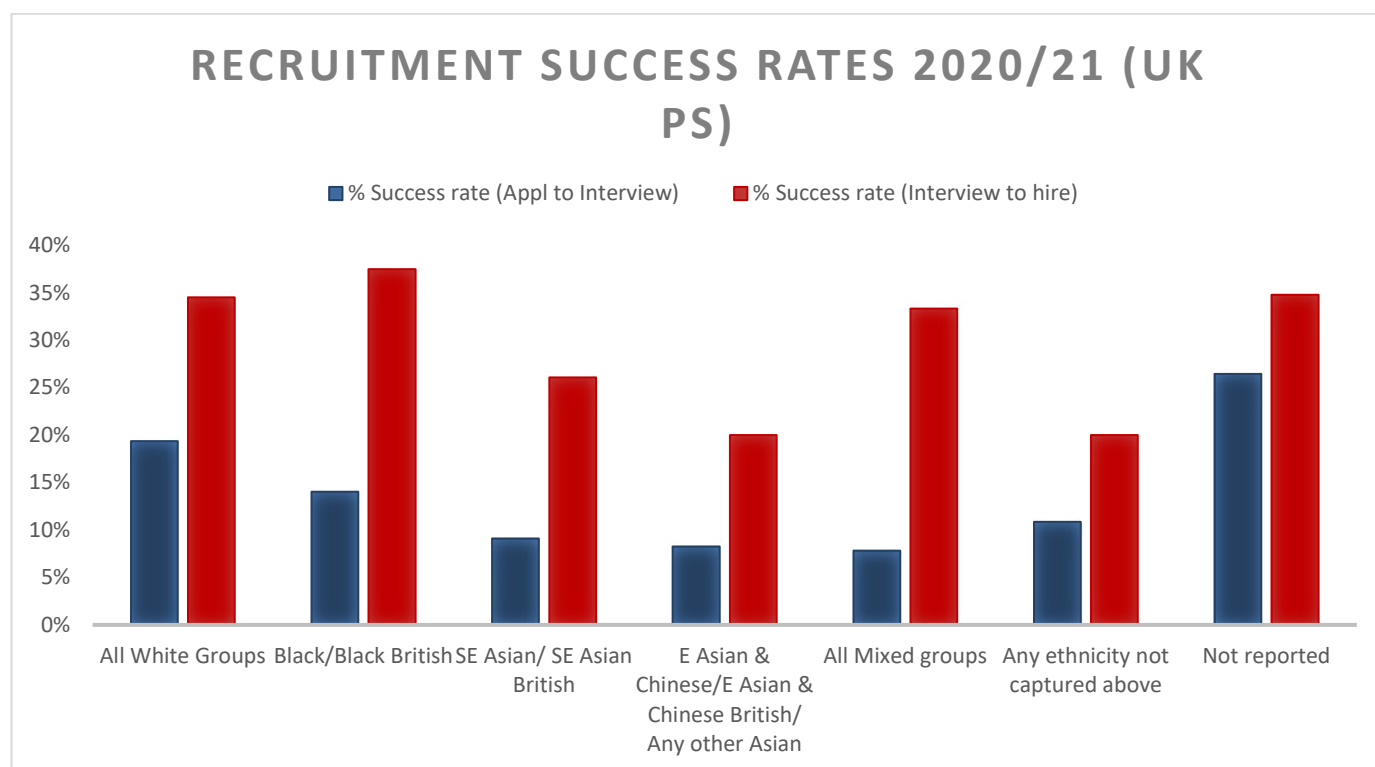


Table 6.a.2: Recruitment success rates for UK and Non-UK PS by detailed ethnicity (3 years)

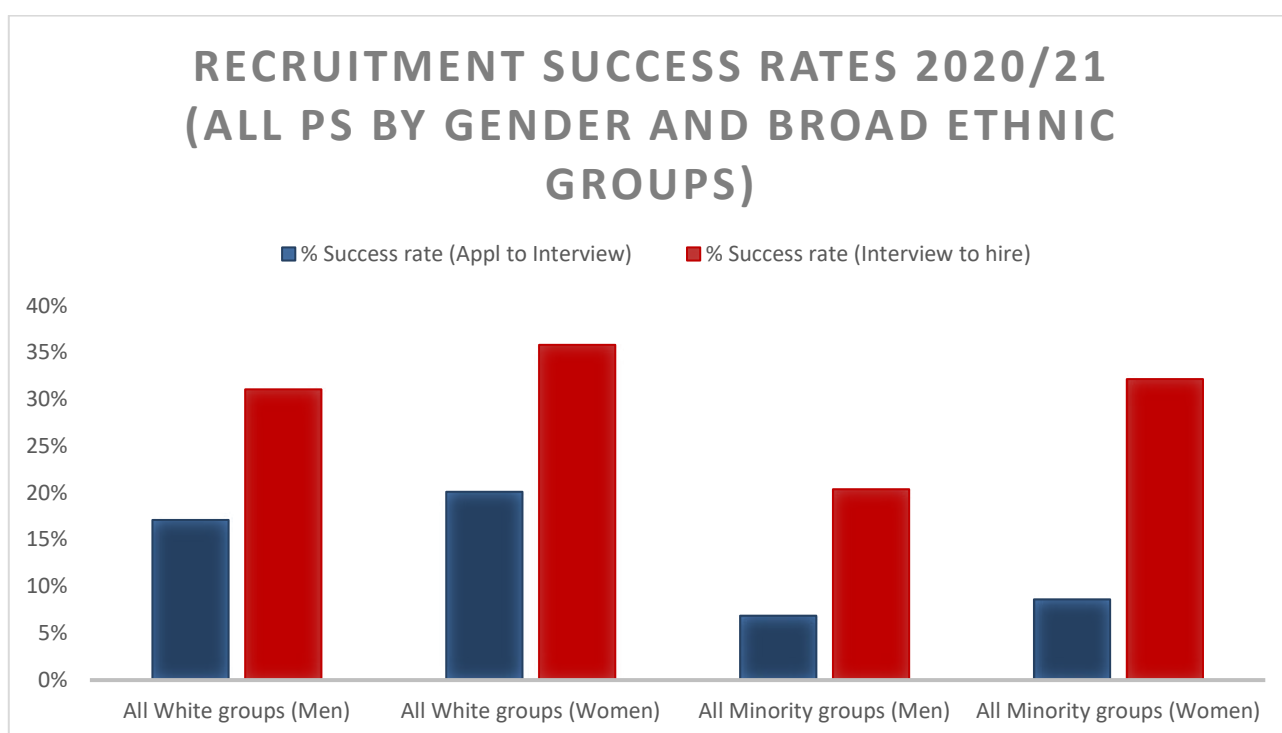
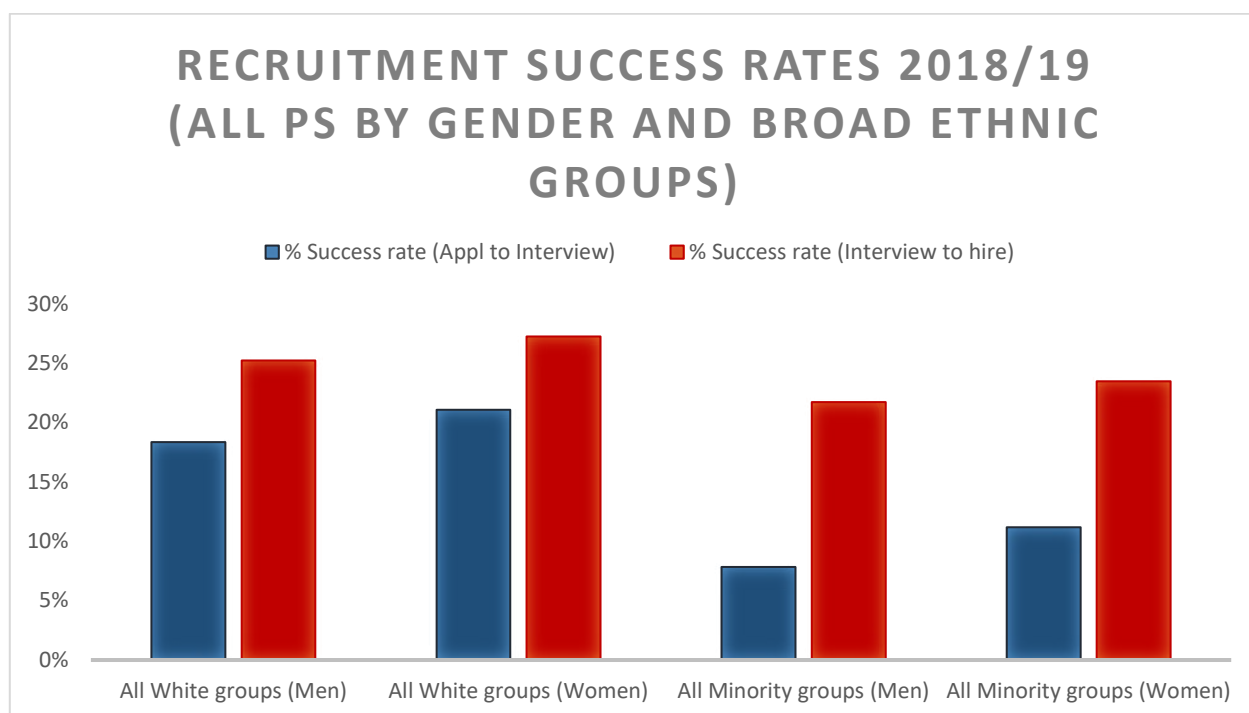
UK PS						
2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	12270	2516	21%	676	27%
	Black/ Black British	166	19	11%		21%
	SE Asian/ SE Asian British	395	53	13%		23%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	160	23	14%		9%
	All Mixed groups	245	41	17%		29%
	Any ethnicity not captured above	98		10%		20%
	Not Reported	304	46	15%		11%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	4271	1124	26%	353	31%
	Black/ Black British	57				40%
	SE Asian/ SE Asian British	158	30	19%		30%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	72		13%		33%
	All Mixed groups	73	18	25%		22%
	Any ethnicity not captured above	47		21%		20%
	Not reported	161	36	22%		25%
2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	5665	1098	19%	379	35%
	Black/Black British	57				38%
	SE Asian/ SE Asian British	252	23	9%		26%
	E Asian & Chinese/E Asian & Chinese British/ Any other Asian	121		8%		20%
	All Mixed groups	153		8%		33%
	Any ethnicity not captured above	46		11%		20%
	Not reported	174	46	26%	16	35%
Non-UK PS						
2018/19	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	1404	213	15%	47	22%
	Black/ Black British	154				43%
	SE Asian/ SE Asian British	286	17	6%		12%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	430	25	6%		36%
	All Mixed groups	102				25%
	Any ethnicity not captured above	177	15	8%		20%
	Not Reported	117	15	13%		20%
2019/20	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White groups	305	66	22%	24	36%
	Black/ Black British	58				18%
	SE Asian/ SE Asian British	92				30%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	102				7%
	All Mixed groups	27				33%
	Any ethnicity not captured above	74				50%
	Not reported	42				0%

2020/21	Ethnic groups	Appls	Interviews	% Success rate (A/I)	Hired	% Success rate (I/H)
	All White Groups	694	107	15%	33	31%
	Black/Black British	161				
	SE Asian/ SE Asian British	365	17	5%		
	E Asian & Chinese/E Asian & Chinese British/ Any other Asian	359	31	9%		
	All Mixed groups	67				
	Any ethnicity not captured above	150				
	Not reported	118				

The overall success rate (application to hire) has increased marginally for White, with MEG applicants showing minor fluctuations. The drop in total numbers of applicants and anomalous recruitment in 2019 makes it harder to identify trends, see Tables 6.a.1 and 6.a.2.

Overall, for both UK and non-UK applicants, women are more successful in obtaining PS roles than men (A/I, I/H and overall), a pattern replicated for both majority and minority groups; however, success rates differ greatly between them (e.g. 11% A/I and 7% I/H difference between majority and minority group women in 2020/21). Overall success rates have seen a drop, but this is more pronounced for applicants from MEG (men and women). Recruitment data also reinforces the occupational composition – in 2020/21, 60% of all applicants for PS roles (across all ethnicities) were women, in the context of a 63% female majority amongst PS colleagues (2021). 20% of all applicants were from minoritised groups, however they make up only 4.4% of the current PS population. Success rates by gender and ethnicity have been shown in Fig. 6.a.2.

Fig 6.a.2: PS Success rates by Gender and Ethnicity 2018/19 and 2020/21



In addition to training identified to address biases within our recruitment processes (see 5a.), the differential success rate for applications MEG has also been picked up as an area of targeted Faculty level interventions in PS recruitment.

HaSS has recently held Strategic Workforce Planning meetings with each School to review diversity information (with a focus on race and ethnicity) and initiate longer term plans to increase racial diversity. This is intended to form the basis for future staff recruitment planning and will be revisited 3 times during the academic year to monitor and build on progress.

A working group is in the process of identifying areas for improvement and agreeing specific activities to make selection processes more inclusive.

ACTIONS C.1.1:

A1: Review and development of NU Careers page to outline commitment to diverse recruitment and being an employer embracing diversity.

ACTIONS C1.3:

A1: Recruitment training modules to be developed and made mandatory for colleagues on interview panels, including ED&I in recruitment and recruiting a diverse organisation, responsibilities of being a diverse employer and employment law.

ACTIONS C3.1:

A1: Develop and deliver positive action workshops aimed at all recruiting managers

A2: Identifying pilot areas to implement positive action, such programmes like NUAcT.

6b Training

The range of training offered to PS ranges from business-critical functions to developmental needs. Access to training and its subsequent evaluation, works in the same way as for academic colleagues (See 5b).

Over a three-year period, PS colleagues attended 23986 courses (6293 attendees), with the majority of attendees identifying as White (81%, n=5116). 13% of attendees (n=801) identified from a minoritised ethnic background, and 6% (n=376) chose not to report their ethnicity. This is reflected in the composition of PS colleagues in the organisation as well (see 4.b). The majority of PS colleagues from MEG accessing all training are non-UK (42%, as opposed to 5% UK MEG).

A significant proportion of the portfolio is to support business critical functions (6002 training courses). Most attendees identified as White (n=3394, 84%), with only 11% (n=426) identifying from minoritised backgrounds. From the latter, the most dominant attendee group was Chinese and East Asian (45%, n=193), the least numbers were from Black groups (6%, n=27). The majority group attendees were mostly UK colleagues (11% non-UK, n=372), though a significant proportion of minoritised colleagues were non-UK (65%, n=275).

More PS than Academics attended EDI training, a total of 4131 courses accessed by 2418 colleagues (see 5b). The majority of attendees were White (83%, n=2014), 11% or total attendees identified from minoritised groups (n=278), but of these, 73% (n=202) were non-UK. Most attendees from minoritised groups were from Chinese and EA backgrounds (54%, n=151), the least from Black groups (5%, n=15). 5% (n=126) chose not to report their ethnicity.

Of a total of 4628 courses on career development, leadership and management accessed by PS colleagues, the most dominant group identified as White (85%, n=1784), with only 9% (n=190) from minoritised groups. Amongst the latter, the biggest ethnic group attending training was Chinese and East Asian (41%, n=77), followed by those from SE Asian groups (24%, n=45). The lowest uptake was from Mixed and Black, at 9% (n=17) and 10% (n=19) respectively. 6% chose not to report on ethnicity.

There has been significant investment leadership programmes aimed specifically at PS colleagues (Chameleon), as well as programmes aimed at both Academic and PS colleagues from minoritised backgrounds (IF, see section 9). These are promoted through University channels, as well as individually by line managers to encourage PS colleagues to apply.

Table 6.b.1: All training courses accessed by PS (2018/19 – 2020/21 combined)

All Training courses (PS): 3 years combined			
Ethnicity	Male	Female	Totals
All White groups	2008	3108	5116
Black/ Black British	28	71	99
SE Asian/ SE Asian British	42	216	258
East Asian & Chinese/ EA & Chinese British/ any other Asian	101	353	454
All Mixed groups	40	72	112
Any ethnicity not captured above	67	162	229
Not Reported	336	523	859
Totals	7399	16587	23986

Table 6.b.2: All individuals (PS) accessing training by ethnic groupings

All individuals accessing Training (PS): 3 years combined			
Ethnicity	Male	Female	Totals
All White groups	1187	2207	3394
Black/ Black British			27
SE Asian/ SE Asian British	36	44	80
East Asian & Chinese/ EA & Chinese British/ any other Asian	87	106	193
All Mixed groups	15	34	49
Any ethnicity not captured above	28	49	77
Not Reported	86	121	207
Totals	2872	5090	7962

6c Appraisal/development review

PDR completion rates for PS colleagues have been in decline since 2018/19, a likely consequence of the pandemic, with the move to home working and virtual meetings always conducive to the appraisal process. The proportion of those without review (majority and minority groups) rising sharply for UK PS (2018/19: White 14%, Minoritised ethnic 17%; 2020/21 White 50%, Minoritised ethnic 54%) and non-UK PS (2018/19: White 18%, MEG 52%; 2020/21 White 50%, MEG 72%). However, non-UK PS colleagues are more likely not to have completed an appraisal, and non-completion rates have been high for this cohort over a three-year period – see Table 6.c.1.

Analysis by ethnicity indicates that for UK PS, those from mixed ethnicities are most likely to have completed an appraisal (59% in 2020/21, from 88% in 2018/19), higher than White groups (50% in 2020/21, from 86% in 2018/19). The lowest completion rate amongst reported ethnicities is for UK PS Black colleagues – down to 42% in 2020/21 from 86% in 2018/19. For non-UK PS, it is a similar mixed picture, though completion rates for Chinese/E Asian PS has been consistently low over a three year period. The drop in proportions for both UK and non-UK PS colleagues is indicated in Fig 6.c.1 and Table 6.c.2.

Table 6.c.1: Appraisal Completion rates for UK and Non-UK PS.

UK PS: Appraisals				
2018/19	W review	W/o review	% W review	% W/o review
White	2633	424	86%	14%
Minoritised ethnic	72	15	83%	17%
Not reported	36		73%	27%
2019/20	W review	W/o review	% W review	% W/o review
White	1760	1384	56%	44%
Minoritised ethnic	51	44	54%	46%
Not reported	24	39	38%	62%
2020/21	W review	W/o review	% W review	% W/o review
White	1517	1546	50%	50%
Minoritised ethnic	41	48	46%	54%
Not reported	32	51	39%	61%
Non- UK PS: Appraisals				
2018/19	W review	W/o review	% W review	% W/o review
White	98	22	82%	18%
Minoritised ethnic	60	64	48%	52%
Not reported			67%	33%
2019/20	W review	W/o review	% W review	% W/o review
White	75	46	62%	38%
Minoritised ethnic	42	86	33%	67%
Not reported			50%	50%
2020/21	W review	W/o review	% W review	% W/o review
White	1517	1546	50%	50%
Minoritised ethnic	38	100	28%	72%
Not reported			43%	57%

Table 6.c.2: Proportional change in review rates for PS Colleagues (UK and non-UK)

UK PS (with appraisal)	2018/19	2020	2020/21
White	86.13%	55.98%	49.53%
Black/ African/ Caribbean/ Black British	85.71%	50.00%	41.67%
EA (including China)/ EA British	85.00%	63.16%	42.11%
Mixed/ multiple ethnic groups	88.24%	55.56%	58.82%
South and SE Asian/ South and SE Asian British	79.41%	48.72%	43.75%
Other ethnic groups	77.78%	55.56%	44.44%
Not reported	73.47%	38.10%	38.55%
Non-UK PS (with appraisal)	2018/19	2020	2020/21
White	81.67%	61.98%	49.59%
Black/ African/ Caribbean/ Black British	66.67%	37.50%	30.00%
EA (including China)/ EA British	40.26%	26.92%	21.69%
Mixed/ multiple ethnic groups	85.71%	44.44%	36.36%
South and SE Asian/ South and SE Asian British	44.44%	27.78%	33.33%
Other ethnic groups	69.23%	60.00%	43.75%
Not reported	66.67%	50.00%	42.86%

Fig 6.c.1: Proportional change in review rates for PS Colleagues (UK and non-UK) from 2018/19 to 2020/21



6d Professional and support staff promotions

There are no promotional processes for PS, though a regrading process exists, following the Hay system of job evaluation. Training is constantly refreshed for those who are Hay Job Evaluation accredited and new colleagues have been introduced as well. This is an analytical, factor-based system, where jobs are evaluated by a Job Evaluation Panel or by a system of job matching if the role is similar to a role that has already been formally evaluated. Panel members are drawn from a small pool of colleagues fully trained in the use of the Hay evaluation methodology and operate on the basis of consensus decision-making. To avoid conflicts of interest, panel members will not take part in evaluations of their own role or a role that they directly manage or report to, and only deal in anonymised job roles. They are also expected to declare

any other potential conflict of interest where it may be appropriate and all discussions and their records (including points scores) will be strictly confidential to People Services.

Both the 2019 and 2021 REC surveys indicated a 3.4% perception difference between White and minoritised ethnic groups for PS regarding being encouraged to have their role regraded; but a much larger gap with regards to being encouraged to apply for higher grade roles (17% in 2019, reducing to 11.6% in 2021). Currently, we do not analyse our data for regradings, but intend to do so in the future by protected characteristics, to improve the transparency and rigour of the process. We are also aware of providing adequate career pathways for minoritised PS colleagues through IF (section 9).

The PS Pay review process covers all colleagues in the Administrative, Professional, Specialist, Technical and Operational Services job families in levels A to H. It covers UK based colleagues and those on assignment overseas, with some global campuses engaging in local processes. The numbers of minoritised colleagues as part of this process are small, and it is difficult to identify any trends, though MEG colleagues seem disproportionately affected.

Table 6.d.1: PS Pay Review 2021/22

PS Pay review 2020/21	Eligible Headcount			Unit Level Nominations			Final Supported Nominations at PS Hub Level			% Final Supported		
	Faculty	White	Min Ethnic	Not Reported	White	Min Ethnic	Not Reported	White	Min Ethnic	Not Reported	White	Min Ethnic
FMS	598	39	16	85			61				72%	67%
HaSS	273			69			47				68%	100%
SAGe	369	25	10	77			52				68%	100%
Central Hubs	1900	84	37	233			209				90%	83%
PS Pay review 2021/22	Eligible Headcount			Unit Level Nominations			Final Supported Nominations at PS Hub Level			% Final Supported		
	Faculty	White	Min Ethnic	Not Reported	White	Min Ethnic	Not Reported	White	Min Ethnic	Not Reported	White	Min Ethnic
FMS	612	114	22	NA	NA	NA	31	16			114%	22%
HaSS	290	17		NA	NA	NA	38				17%	8%
SAGe	388	27	19	NA	NA	NA	39				27%	19%
Central Hubs	1921	99	67	NA	NA	NA	219				90%	83%

(Section 6: 1363 words)

7. Student pipeline

7a Admissions

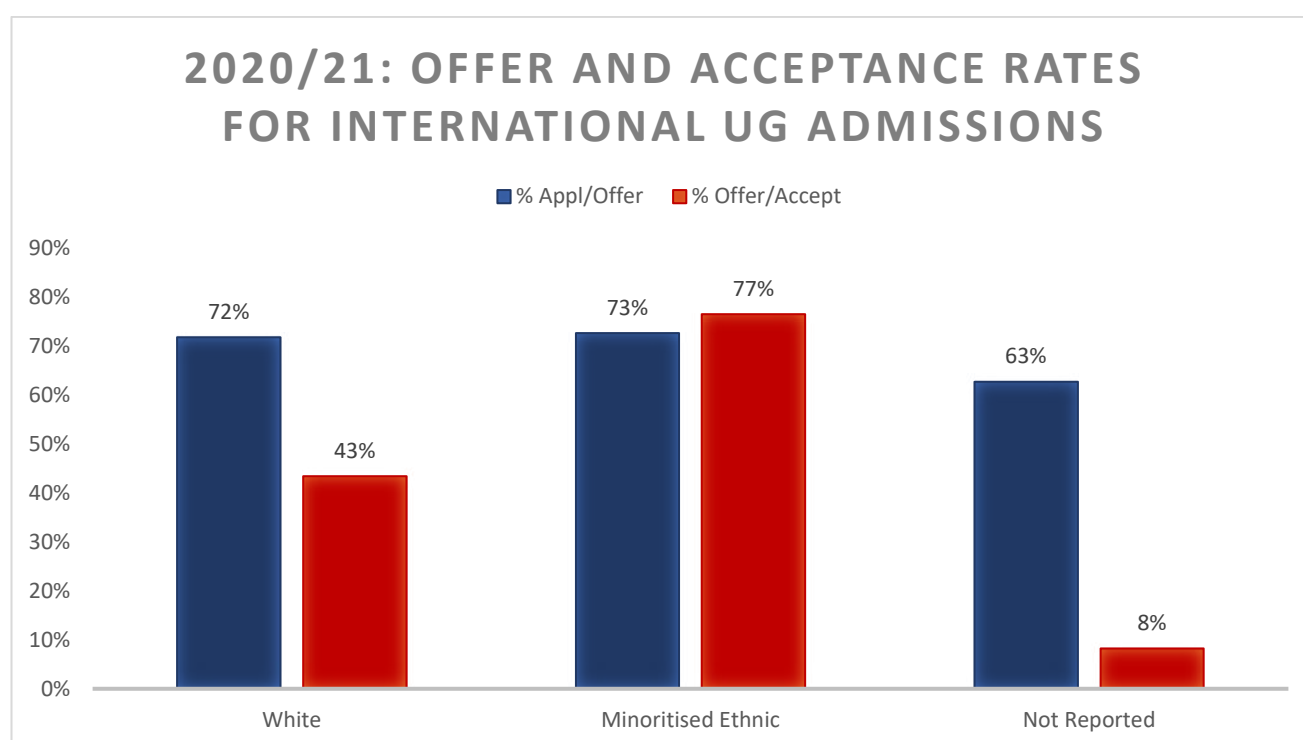
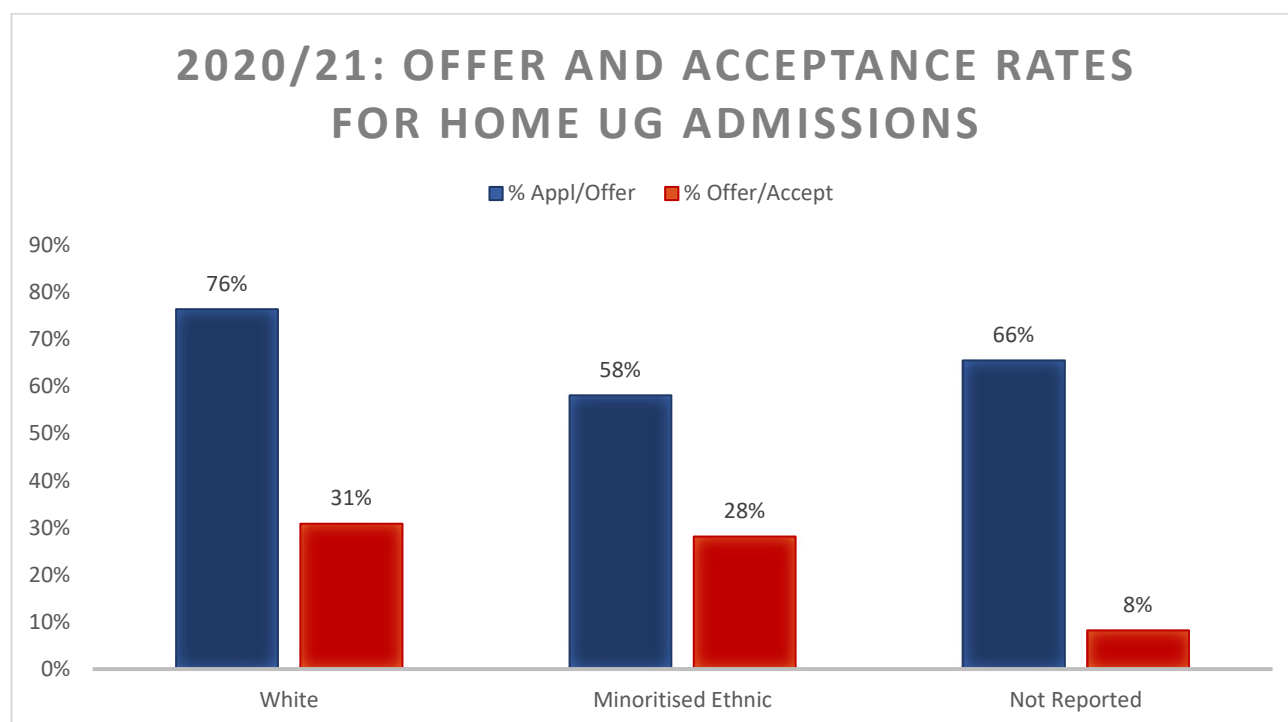
Our admissions data for 2018/19 – 2020/21 is analysed by ethnicity only – an intersectional analysis has not been possible. A significant proportion have chosen not to disclose ethnicity.

University Open Days remain the primary mechanism for attracting Home (UK) students, with a wide range of advertising used to attract International (non-UK) students. Our University-wide programme of outreach also works in partnership with teachers, current students and our graduates to attract students pre-entry. The range of activities and workshops is tailored to the needs of schools and colleges, and delivered by a team of expert staff, recent graduates and student ambassadors. Recently, the **Into**Newcastle centre has provided additional educational support to those aged 7-18, providing opportunities to support their learning and nurture their ambitions. 66% of school leavers who attended **Into**University centres in 2021 went on to progress to university, compared with 26.6% of students from similar backgrounds nationally. Working closely with local schools and the universities, the centre offers long-term support to young people, including after-school academic support, mentoring with university students and local professionals, in-school aspiration-raising workshops and enrichment and work experience opportunities.

However, at the moment, our most recent snapshot indicates a gap in offer and acceptance rates between White and MEG UK students (White 76% Appl/Offer and 31% Offer/Accept, compared to 58% Appl/Offer and 28% Offer/Accept for minoritised ethnic) (Fig 7.a.1). When broken down further into separate ethnic groups, UK Black and Black British have had the least success in turning applications to offers (49%), while those from Mixed groups have had the most success (72%), a trend replicated over the last three years.

For International UG students, the success rates (both Appl/Offer and Offer/Accept) are higher for MEG in comparison to White, with Chinese and E Asian being most successful in converting their applications to acceptances (84% Appl/Offer and 87% Offer/Accept in 2020/21), a similar trend over the three-year period. Mixed ethnic groups have also had high success rates in previous years, though the Offer/Accept rate for 2020/21 shows a sharp drop from 2018/19 (81% 2018/19 to 35% in 2020/21). Black non-UK have the lowest success rate (40% Appl/Offer and 35% Offer/Accept in 2020/21), which hasn't changed appreciably over the three-year period.

Fig. 7.a.1: Snapshot of success rates for Home and International UG students (2020/21)



Once an offer is made, the success rate for turning this into actual registrations is high for both White and minoritised ethnic groups (in 2020/21 98% each for UK students, and 100% for White and 91% for non-UK MEG).

ACTION ST1.1:

A3: Conduct a review of all stages in the admissions process for all UG programmes and identify successful practice and trial in other areas

A4: Specifically identify barriers to conversion for Black students from offer to acceptance

Application numbers and success rates for Home and International students over a three-year period have been shown in Table 7.a.2 (Home) and Table 7.a.3 (International).

Table 7.a.1: Snapshot 2020/21: Success rates for White and MEG students (Home and International)

2020/21 (UK)	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Accept/Reg
White	21005	16060	76%	4961	31%	4933	99%
Minoritised Ethnic	4703	2733	58%	770	28%	758	98%
Unreported	2317	1519	66%	125	8%	106	85%
2020/21 (non-UK)	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Accept/Reg
White	96	69	72%	30	43%	30	100%
Minoritised Ethnic	938	682	73%	522	77%	477	91%
Unreported	4967	3118	63%	257	8%	214	83%

Table 7.a.2: Applications, offers and Acceptances for UG Home/ UK students

2018/19	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Accept/Reg
White	21939	16897	77%	4903	29%	4855	99%
SE Asian/SE Asian British	1622	892	55%	269	30%	263	98%
Chinese/EA British/Other Asian	570	323	57%	89	28%	87	98%
Black and Black British	711	364	51%	98	27%	97	99%
Mixed backgrounds	463	354	76%	208	59%	209	100%
Ethnic backgrounds not reported above	287	162	56%	48	30%	48	100%
Unreported	2714	1720	63%	40	2%	25	63%
Grand Total	28306	20712	73%	5655	27%	5585	99%
2019/20	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Accept/Reg
White	20230	15350	76%	4813	31%	4749	99%
SE Asian/ SE Asian British	1675	861	51%	260	30%	258	99%
Chinese/EA British/Other Asian	585	335	57%	118	35%	116	98%
Black and Black British	603	300	50%	91	30%	87	96%
Mixed backgrounds	1080	766	71%	206	27%	203	99%
Ethnic backgrounds not reported above	339	200	59%	67	34%	67	100%
Unreported	2123	1346	63%	59	4%	37	63%
Grand Total	26635	19158	72%	5614	29%	5517	98%
2020/21	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Accept/Reg
White	21005	16060	76%	4961	31%	4933	99%
SE Asian/ SE Asian British	1826	977	54%	284	29%	280	99%
Chinese/EA British/Other Asian	589	328	56%	103	31%	101	98%
Black and Black British	723	352	49%	71	20%	69	97%
Mixed Backgrounds	1201	869	72%	234	27%	231	99%
Ethnic Backgrounds not reported above	364	207	57%	78	38%	77	99%
Unreported	2317	1519	66%	125	8%	106	85%
Grand Total	28025	20312	72%	5856	29%	5797	99%

Table 7.a.3: Applications, offers and Acceptances for UG International students

2018/19	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Acpt/Reg
White	133	106	80%	72	68%	72	100%
SE Asian/SE Asian British	110	73	66%	62	85%	53	85%
Chinese/EA British/Other Asian	605	476	79%	411	86%	371	90%
Black and Black British	106	44	42%	22	50%	18	82%
Mixed backgrounds	20	16	80%				
Ethnic backgrounds not reported above	149	102	68%	83	81%	82	99%
Unreported	3847	2382	62%	70	3%	21	30%
Grand Total	4970	3199	64%	733	23%	630	86%
2019/20	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Acpt/Reg
White	97	74	76%	40	54%	38	95%
SE Asian/ SE Asian British	139	103	74%	82	80%	76	93%
Chinese/EA British/Other Asian	641	537	84%	456	85%	407	89%
Black and Black British	118	53	45%	18	34%	17	94%
Mixed backgrounds	29	23	79%				
Ethnic backgrounds not reported above	158	105	66%	87	83%	84	97%
Unreported	3791	2380	63%	78	3%	22	28%
Grand Total	4973	3275	66%	775	24%	658	85%
2020/21	Applications	Offers	% Appl/Offer	Acceptances	% Offer/Accept	Registrations	% Acpt/Reg
White	96	69	72%	30	43%	30	100%
SE Asian/ SE Asian British	119	77	65%	51	66%	49	96%
Chinese/EA British/Other Asian	551	463	84%	402	87%	361	90%
Black and Black British	122	49	40%	17	35%	15	88%
Mixed Backgrounds	35	26	74%				
Ethnic Backgrounds not reported above	111	67	60%	43	64%	43	100%
Unreported	4967	3118	63%	257	8%	214	83%
Grand Total	6001	3869	64%	809	21%	721	89%

7b Undergraduate student body

NU is a majority white university, with White students making up most of the UK undergraduate student count for all 3 years of data that we are considering.

Over the three years from 2018 to 2020 a notable trend is an increase in UK UG students from all minoritised ethnic groups except for Black students – this tallies with trends seen in our admissions data where we observe lower conversion rates from offer to acceptance amongst Black students. We are currently working on addressing this through the introduction of targeted schemes such as the Black Studentships initiative in the Faculty of Medical Sciences and through our AP

ACTION ST.3.1:

A1: Increase the number of available scholarships for Black and minoritised ethnic groups by a minimum of 8 targeted scholarships

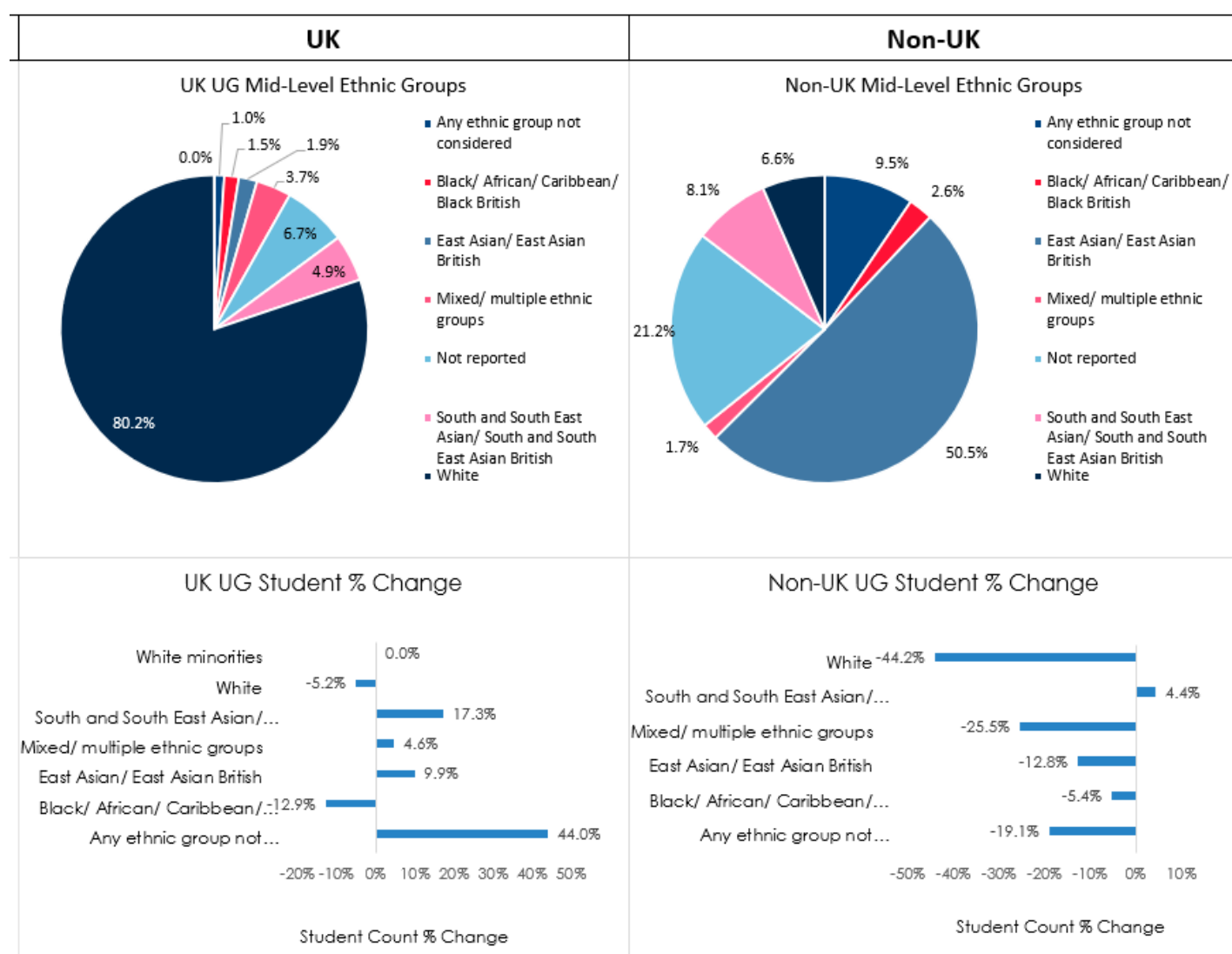
A2: Evaluate and review the impact and effectiveness of scholarships and better understand the impact of hidden costs and financial barriers on students from minoritised ethnic backgrounds

We are also seeing an increase in the number of students choosing not to report their ethnicity, which reflects similar trends in our colleague data and which we would be keen to explore further as there may be similar underlying causes to this reduction in reporting across both groups.

In terms of our faculties, looking primarily at Majority/Minority groupings, we see a decrease in real terms in the number of UK MEG students in the HASS Faculty, and increases in both FMS and SAgE. In terms of proportions, we actually see an increase in the percentage of UK UG MEG students between 2018 and 2002 for both HASS and SAgE with the largest increase in SAgE, this could be due to changing market trends as there is also a decrease in the number of majority group UK UG students in SAgE.

An overview of the and associated trends is provided below:

Fig 7b.1: Trends in UG student population over a 3-year period (2018/19 – 2020/21)



7c Course progression

Although the numbers of students not progressing are relatively small it is worth noticing a significant jump in the number of students for whom ethnicity is 'unknown' or 'not recorded' the sudden and significant change between 19/20 and 20/21 could be due to different recording and reporting methodologies but also tallies with similar trends across both student and colleague data. We also notice a much stronger trend towards not reporting alongside higher overall proportions of non-continuation in the Faculty of Medical Sciences. This data needs further exploration and a better understanding of the factors impacting this particular group of courses compared to the other two faculties.

Table 7.c.1: Course progression by faculty

Faculty: HaSS	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	199	26			27		207	53	1
2019/20	178	16			26		180	42	2
2020/21	190	23			19	15	192	42	20
Faculty: SAGe	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	124	23			21		125	44	
2019/20	143						144	17	
2020/21	121	33				0	121	43	15
Faculty: FMS	UK			Non-UK			Totals		
Year	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported	White Majority	Minoritised ethnic	Not Reported
2018/19	72	25	32				72	31	34
2019/20	60	25	34				61	32	36
2020/21	83	38	41				83	48	48

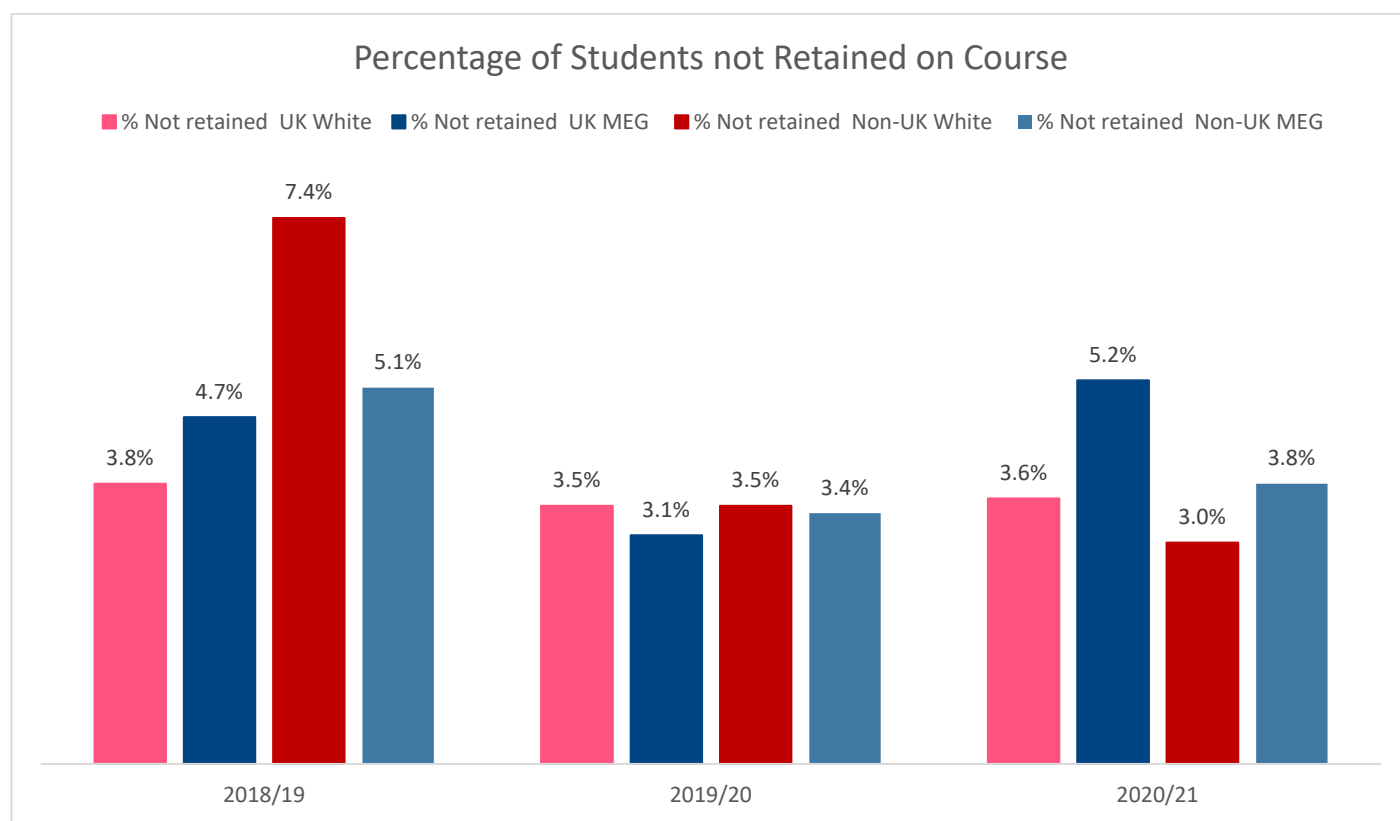
Overall, we see a very significant impact in terms of non-continuation in the 'not reported' population – however it is worth noting that the numbers here are small so the data is much more volatile when translated into percentages.

Other trends to note are the reduction in the proportion of White non-UK not retained over the three years, suggesting an improvement in their continuation. After 2019/20 where the proportions are similar across the population, we see a slight bounce back in non-continuation for UK MEG students – likely due to the impact of the COVID-19 pandemic and the additional stress this has caused students; in particular, we have observed an exacerbated impact of these factors on students with protected characteristics.

There is evidence to suggest that students with protected characteristics were in many cases disproportionately affected. Mitigations were put in place in order to provide increased financial support, additional access to digital resources, enhanced wellbeing services and specific mitigations to prevent negative impacts to assessment outcome

NU EDI Annual Report

Fig. 7.c.1: Percentage of students not retained (UK and non-UK) over a 3-year period



7d Attainment

We have identified inequalities for certain protected characteristic groups in regard to degree awarding and graduate outcomes, which we set out in our commitments to address within our Access and Participation Plan (APP) 2020/21-2024/25. These include reducing the degree awarding gap (First/2:1) between Black and white students by 10% points by 2024-25 and reducing the gap in positive destinations for students from underrepresented groups (including disabled, Black, Asian and minority ethnic, and mature students) from 5% points to 2.5% points in 2024-25.

Equality Diversity and Inclusion, Annual Report 2021



For the purposes of this analysis we have looked at UK and non-UK populations separately.

We have seen an increase in overall awards of First or Upper Second class degrees between 2015/16 and 2020/21, and we are also simultaneously seeing the gap between White students and Ethnic minorities reduce – indeed

- UK majority group students achieving a First or Upper Second class degree between 2015/16 and 2020/21 has increased by 6.58% from 85.66% to 92.24%.
- UK minority group students achieving a First or Upper second class degree between 2015/16 and 2020/21 has increased by 10.44% from 76.64% to 87.08%.

This means the gap between the two has reduced by 4%. We can observe a similar trend in the non-UK student population as well, with a reduction of 6% in the gap between White students and MEG students.

Table 7.d.1: Difference in % between White and MEG students

Diff in % between minority ethnicities and majority group (white)	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Black/ African/ Caribbean/ Black British	29.6%	21.7%	23.0%	12.0%	12.9%	11.9%
South and South East Asian/ South and South East Asian British	4.9%	7.3%	9.2%	9.3%	1.0%	2.6%
East Asian (including China)/ East Asian British	10.2%	4.1%	8.7%	18.0%	19.1%	12.8%
Mixed/ multiple ethnic groups	3.9%	7.0%	2.2%	4.8%	7.3%	2.4%
Other ethnic group not considered above	18.5%	7.9%	11.7%	37.9%	8.9%	3.0%

White minorities (including Roma & Irish Travellers)	-14.8%	-13.6%	86.7%	86.2%	-8.5%	-7.8%
Not reported	-7.1%	-0.3%	-3.3%	9.5%	1.1%	15.3%

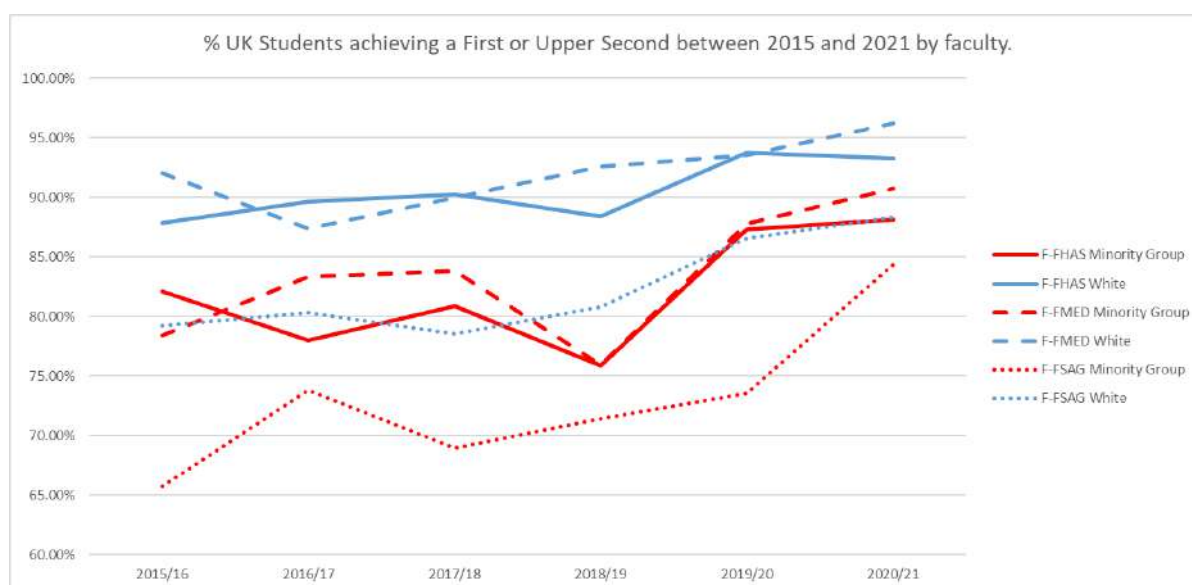
In 2015, UK students of a Black/ African/ Caribbean/ Black British ethnicity had the lowest percentage of students achieving a 1:1 or 2:1, with a difference of 29.6% between this ethnicity and the majority (white) group. This then increased at the fastest rate of 4.95% per year out of all ethnicities, before having the 4th smallest difference of 11.9% in 2020. There is some volatility in the data, given the relatively small number of Black students applying and gaining admission to the University, and more work needs to be done to ensure that this reduction is steady and consistent over time.

The Student Workstream has focused specifically on this issue, and there are targeted actions aimed at reducing the awarding gap and removing barriers for students from MEG backgrounds. In 2020/21, the workstream:

- Researched the experiences of students and the reasons for their reduced sense of belonging, and ran workshops to explore solutions and share effective practice.
- Increased positive action scholarships to support the recruitment and success of MEG students, such as the Cowrie Foundation Scholarships and the Ubisoft Scholarships.

In the Faculties, for UK students more White students achieved a 1:1 or 2:1 than MEG in all three faculties between 2015/16 and 2020/21 but again we have seen reductions in these gaps over the last few years.

7.d.2: Attainment across faculties



SAGe has the lowest percentage of students achieving a 1:1 or 2:1, with the difference between the two groups reducing from 13.5% to 4% between 2015/16 and 2020/21. For HASS, changes over the time period negligible, although the gap is also the smallest from 5.7% in 2015/16 reduced to 5.1% in 2020/21.

Where we see the biggest difference is in FMS which goes from a gap of 13.6% to just 5.5% in 2020/21. This could be attributed to the personalised data driven support which has been put in place for some of the large schools in the Faculty such as SME. The analytics dashboards feed into regular conversations with a progress mentor or personal tutor who, using this information, helps students navigate their course and supports them to succeed. Outside of FMS, other schools are trialling different approaches to reducing and eliminating the awarding gap, for example the work in Engineering detailed in section 8 and the recent appointment in the Law School of Professor Funke Abimbola MBE to drive an EDI initiative in partnership with the School.¹⁹



ACTION ST2.1:

A1: Collate examples of effective practice in curriculum design, pedagogy and assessment - share through 3 or more internal events aimed at disseminating best practice.

A2: Implement and evaluate interventions in collaboration with students in at least 5 identified disciplinary areas, and share findings internally and externally

¹⁹ <https://www.ncl.ac.uk/law/news/news-items/edi-initiative/>

7e Postgraduate pipeline

As indicated by the snapshot (Fig 7.e.1), and like our UG population, White students make up most of our UK PG population (both PGT and PGR combined), with those from MEG groups making up only 14%;²⁰ in comparison, 93% of our non-UK PG are MEG. The snapshot is indicative of trends, and populations have remained mostly unchanged over the three year period (Table 7.e.1). UK and non-UK MEG students, if they have studied an UG degree at NU before, are very unlikely to continue PG studies here; they constituted 4% (PG UK) and 3% (PG non-UK) of total PG populations in respective cohorts in 2020/2. Proportions have remained largely unchanged for MEG since 2018/19 (3% PG UK and 4% PG non-UK), though White UK PGs doing their first degree at NU have seen an increase from 21% of the population in 2018/19 to 25% in 2020/21. The data over a 3-year period is in Table 7.e.2.

Fig. 7.e.1: 2020/21 Snapshot of UK and non-UK PG students by broad brush ethnicity

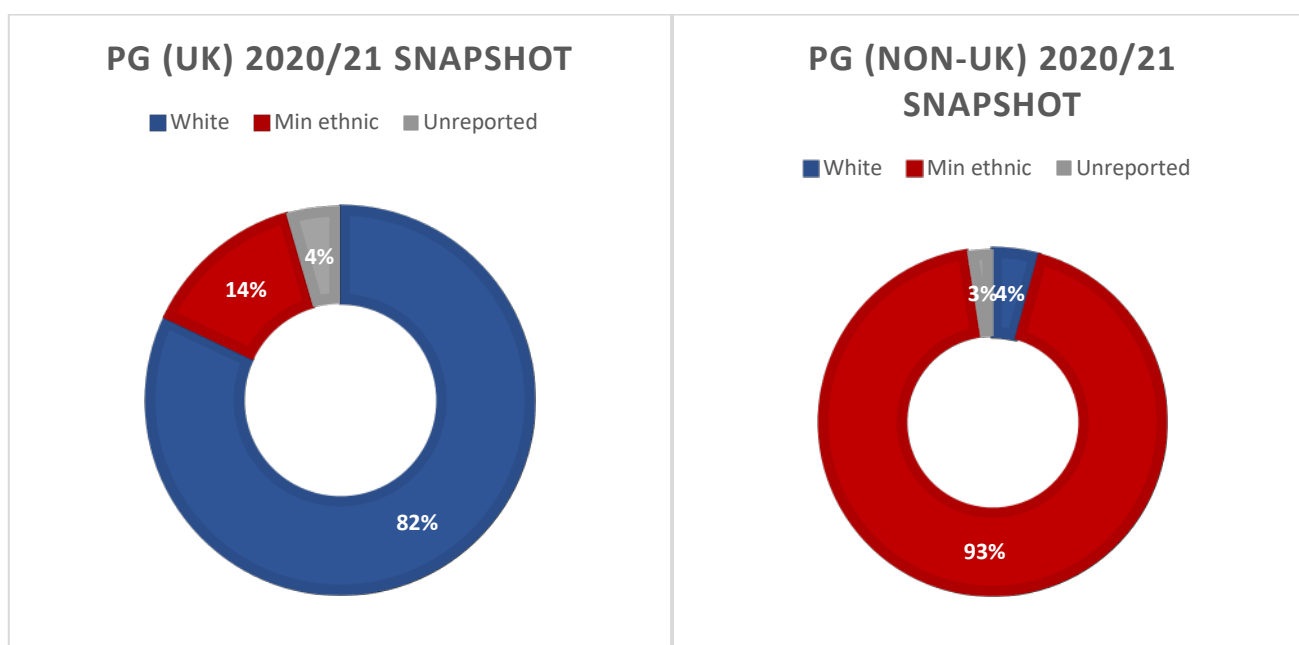


Table 7.e.1: UK and Non-UK PG populations (2018/19–2020/21)

PG populations (UK and non-UK)					
2018/19	Ethnic groups	UK	%	Non-UK	%
	All White groups	3397	83%	159	6%
	Black/ Black British	99	2%	147	6%
	SE Asian/ SE Asian British	173	4%	193	7%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	88	2%	1684	64%
	All Mixed groups	128	3%	54	2%
	Any ethnicity not captured above	49	1%	288	11%
	Not Reported	146	4%	91	3%
2019/20	Ethnic groups	UK	%	Non-UK	%

²⁰ This lower than the UK sector wide figures (23% PGT and 18.1% PGR), see <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020>

	All White groups	3400	84%	157	5%
	Black/ Black British	72	2%	142	4%
	SE Asian/ SE Asian British	173	4%	208	7%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	77	2%	2188	69%
	All Mixed groups	119	3%	58	2%
	Any ethnicity not captured above	62	2%	299	9%
	Not Reported	129	3%	134	4%
2020/21	Ethnic groups	UK	%	Non-UK	%
	All White groups	3407	82%	118	4%
	Black/ Black British	94	2%	98	4%
	SE Asian/ SE Asian British	182	4%	171	6%
	East Asian & Chinese/ EA & Chinese British/ any other Asian	87	2%	1983	72%
	All Mixed groups	143	3%	43	2%
	Any ethnicity not captured above	56	1%	270	10%
	Not Reported	184	4%	66	2%

Table 7.e.2. Proportion of PG population who are UG students of NU (% = % of total populations)

PG (UG degree at NU)	UK						Non-UK					
	White	%	Min ethnic	%	Not Reported	%	White	%	Min ethnic	%	Not Reported	%
Year												
2018/19	849	21%	121	3%	46	1%			100	4%		
2019/20	874	22%	125	3%	38	1%			78	2%		
2020/21	1031	25%	149	4%	48	1%			81	3%		

ACTION ST3.2:

A3: Work with internal admissions department to better understand any barriers to retention of Ncl students at from UG to PG study

7f Post graduate employment

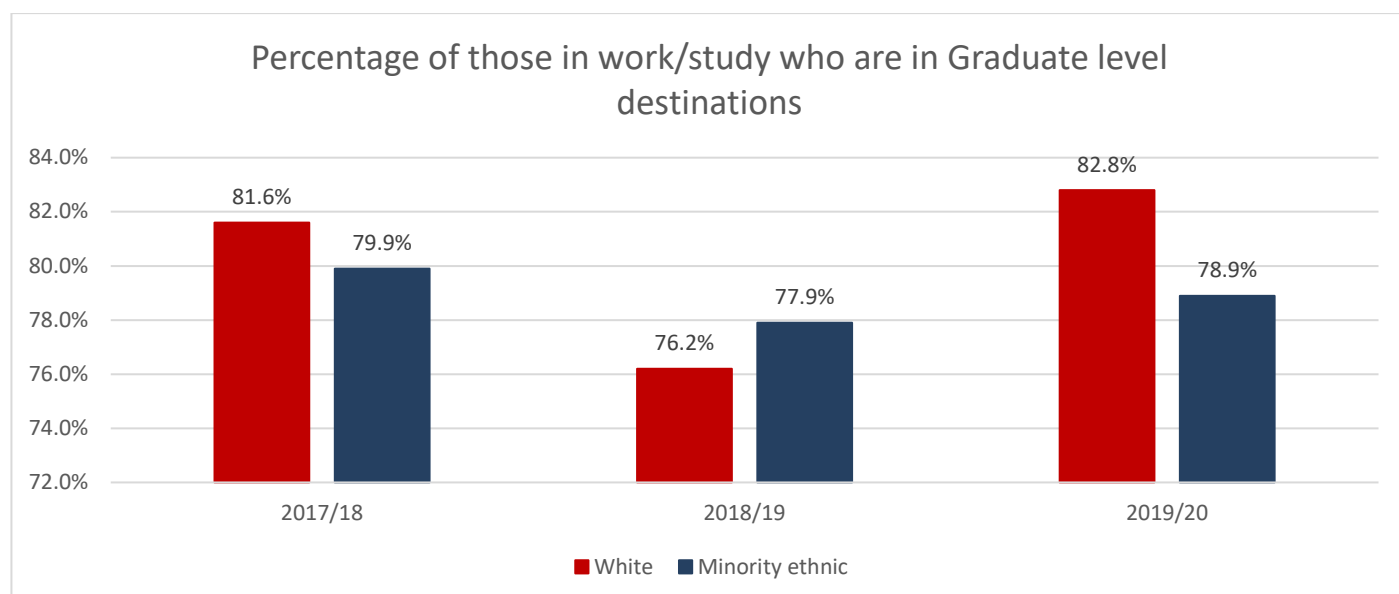
When examined at an overall level simply by differentiating White from MEG, there are marginal differences in terms of employment and in particular graduate level destinations.

Table 7.f.1: Graduate destinations for students

Graduate Destinations					
	Ethnic groups	In Graduate level work/study	%	In work/study	%
2017/18	White	1599	81.6%	1911	93.3%
	Minority Ethnic	175	79.9%	213	91.0%
	Not Reported				100%
2018/19	Ethnic groups	In Graduate level work/study	%	In work/study	%
	White	1703	76.2%	2113	91.5%
	Minority Ethnic	218	77.9%	257	89.5%
	Not Reported				80.0%
2019/20	Ethnic groups	In Graduate level work/study	%	In work/study	%
	White	1795	82.8%	2114	94.2%
	Minority Ethnic	280	78.9%	260	91.2%
	Not Reported	16	80%	31	88.6%

We see that in 18/19 the progression into graduate level roles and study for UK based graduates from MEG backgrounds was slightly higher than for White graduates. However, we know that this can sometimes mask further differences when digging further down into the data and disaggregating categories. For example in 2019/20 we know that progression into graduate level work or study was lower than the MEG average for Black students, with 74.5% progressing into graduate destinations (compared to 82.8% for white graduates).

Fig 7.f.1: Percentage of Students in Work/Study employment



We are aware that we still have a significant amount of work to do in better understanding our graduate destinations data and putting in place targeted interventions which will address barriers to entry into both graduate level work and further study. As such, NU has recently invested in a new post in the Careers Service to focus on Data and Evaluation. This new Data and Evaluation Analyst will focus on providing a better picture of the whole student lifecycle with regards to engagement with careers support, work experience and personal development opportunities, and finally graduate outcomes at a much more granular level. We would hope to better understand at a mid-level grouping – which groups we need to engage with more to provide support and what that support would look like.

In parallel to this, we aim to continue our work with the Institute for Student Employers and businesses in the NE to support best practice in graduate recruitment and ensure that we are supporting the to diversify their graduate pipeline and address their own issues with regards to racism and racial discrimination.

(Section 7: 1896 words)

ACTION: ST3.2:

A1: Better understanding of the Graduate Outcomes Data at a mid-level ethnicity category level

A2: Develop and deliver activities and support designed to address specific barriers identified through data analysis

8. Teaching and learning

8a Course content/syllabus

The Inclusive Newcastle Knowledge Centre (INKC) was established in 2019 to support the design, implementation and evaluation of inclusive practice in our work with students across all three of our Faculties. The INKC ensures we take an increasingly joined up and cohesive approach to inclusive practice in our teaching, learning and research. As Professor of Practice for Inclusive Education at Newcastle, I am proud of our commitment to innovation, creativity and excellence in our practice of inclusivity across all our faculties, through our decolonising initiatives, co-created with our students, and through our colleague training and development'

Director, Inclusive Newcastle Knowledge Centre

The biggest impetus in considering race equality in course content came from the 'Decolonising NCL' campaign spearheaded by NUSU, where the 2020/21 group of sabbatical officers lobbied the university to embed decolonising practices into the curriculum. Their Decolonising NCL report emphasised the need for diversity and inclusion to transform a Eurocentric curriculum design, with broader implications for closing the attainment gap. Since then, in addition to the broad pledge made by EB, 5 schools (Dental Sciences, Psychology, Computing, Medical Education and Pharmacy) have pledged to review their academic content. NUSU aims to obtain 10 pledges each from schools and departments, and a further 10 from student groups. In addition to the pledges, a selection of specific unit led examples are described below.

School	Examples
<p>The School of Natural and Environmental Sciences (SNES)</p>	<p>Student interns for decolonising projects have helped to produce</p> <ul style="list-style-type: none"> ▪ checklists for decolonising lecture content. ▪ a toolkit containing table of appropriate and inappropriate terms definitions of key concepts, additional reading lists, module reports and a Module Review Template and Review Protocol. ▪ This work is now being shared more widely across the Faculty via a student-led project, supported by INKC. ▪ This will enable the sharing of decolonial practices in designing curriculum content and in pedagogical practice

School of Medical Education (SME)	<ul style="list-style-type: none"> ▪ The implementation of the BMA racial harassment charter ▪ updating images in teaching material to show dermatological presentations of different conditions on varying skin colours ▪ discussion of ethnic differences, worldwide incidence of conditions and barriers to healthcare within MEG communities added to seminars across the programme ▪ new sessions added to address being an effective ally, the influence of bias on perspectives, bystander training and EDI in healthcare.
The School of Dentistry	<ul style="list-style-type: none"> ▪ Already completed a Decolonising Pledge ▪ Significant work around cultural competencies amongst colleagues and students, especially around sessions delivered ▪ academics from the school have also been working with the Dental Schools Council at a national level on a national survey of perceived barriers to career progression in dentistry.
Primary PGCE in Education Communication and Language Science (ECLS)	<ul style="list-style-type: none"> ▪ Course includes significant content on language and race equality. ▪ A Global Education and Community Fund application to enable intercultural encounters in the school was also successful, this aims to facilitate dialogue and collaboration among home and international students across different disciplines. ▪ The students will gain global educational experience, intercultural and multilingual awareness, develop collaboration, team work, and employability skills.
School of English language and Literature (SELL)	<ul style="list-style-type: none"> ▪ All 3 subject groups have committed to ensuring that an anti-racist, decolonising approach is embedded in undergraduate teaching and learning, ▪ Literature has audited the presence of authors from MEG and critical perspectives on race in the curriculum, and will co-ordinate modules to ensure that students are exposed to these at all stages.
The School of Modern Languages (SML)	<ul style="list-style-type: none"> ▪ Decolonising the Curriculum Working Group, consisting of students and staff. ▪ In Nov 2020, an event was held to explore what decolonising the curriculum means, with undergraduate students sharing their experiences and thoughts. ▪ SML uses blogs and newsletters on decolonising practices to sustain initiatives, promote contributions, and provide a constant reminder of the commitment to this decolonising agenda.

School of History, Archaeology and Classics (HCA)	<ul style="list-style-type: none"> ▪ piloting different approaches to modules
School of Architecture, Planning and Landscape	<ul style="list-style-type: none"> ▪ established an architectural history curriculum from 2020/21 with a focus on decolonisation
The Language Resource Centre (LRC)	<ul style="list-style-type: none"> ▪ participates in a range of regional engagement activities with schools with a focus on community languages, language-learning and cultural diversity.

8b Teaching and assessment methods

At NU, work is ongoing to review assessment and feedback practices, structured into a series of ‘Agile Sprints’ and includes engaging with Black and MEG students to understand how assessment and feedback can be improved to support their learning and achievement. Findings so far indicate that providing choice in modes of assessment should be trialled. The feedback loop, including its tone, register and vocabulary are being examined using corpus linguistics to support staff in ensuring that feedback is provided in culturally sensitive and academically effective language.

In HaSS, individual units have responsibility for planning undergraduate teaching and assessment methods, and all schools have been working in subject-specific ways (see examples in section 8a) to ensure that race equality is given positive consideration in teaching and assessment. For example, in SELLL, curricula have been audited and a module co-ordination process put in place to ensure that students encounter MEG authors, community languages, and critical perspectives on race in the curriculum at all stages. In HCA, the Decolonising the Curriculum Coordinator has piloted a series of geographically, chronologically, and methodologically diverse School-wide modules taken by all stage 1 students, ensuring that they encounter decolonised perspectives on the past and are equipped with tools for thinking critically about race from the start. Assessment methods for all these modules are keyed to the learning outcomes, and students able to select modules on the basis of identifying assessment methods that are appropriate to their own learning needs, and avoiding privileging assessment methods that reward culturally-specific skills.

These School-specific commitments have been enhanced by the revision of the Annual Monitoring Review (AMR) process – used to review all L&T and encourage pro-active planning to improve practice – to include decolonising and anti-racist pedagogic practices. This provides a Faculty-wide framework for progress and accountability, and FEC has oversight of the AMR process.

In terms of PG teaching, HaSS appointed two Antiracism and Decolonisation Advisers for 2021-22 to review the Faculty Research Training Programme curriculum to better integrate principles of antiracism and decolonisation. These advisors are now working on a staff-student charter for the PGR community.

In SAGE, the School of Computing Science are working on an OfS-funded project to widen access to a new PGT programme in Data Science and AI, which has been running for 2 years. In year 1, 60% (6/10) of the fully-funded students were from MEG. This project is widely supported by regional businesses and is anticipated to have a significant impact on the workforce pipeline in this specialist sector in the NE.

The Research England/OfS-funded action research project #PGRWellbeing4All explored the impact of protected characteristics including race on PGR learning and experience and implemented a number of improvements including the embedding of attention to racial equality in supervisor training, with positive implications for both supervision and examination.

ACTION ST2.1:

A1: Collate examples of effective practice in curriculum design, pedagogy and assessment - share through 3 or more internal events aimed at disseminating best practice.

8c Academic confidence

In the 2021 REC Survey, there was an 8% difference between White and MEG regarding Academic confidence and competency in facilitating discussions around race, with 24% of MEG students expressing a negative. 30% of MEG students also felt that issues of race and ethnicity were not sufficiently included in Academic discussions.

INKC is working with the School of Engineering (with a large proportion of NU's Black UG students) to address the Black degree awarding gap. Whilst it has been reduced steadily at Newcastle over the last 5 years, this unexplained awarding gap remained at 12% in 2021. A well-supported Student Advisory Board (made up of MEG students), trained by Citizens UK in community organising are working with students and colleagues to understand challenges, using a Theory of Change approach to monitor progress. One of the insights derived from this project indicated that peer networks were lacking for MEG students. With the support of RAEng, a further project is being undertaken to establish three peer network mechanisms.

Multiple resources are being developed across NU, including in the School of Psychology, which recently created a podcast 'Equality on the Mind' covering topics such as diversity in organisations, unconscious bias in HE and allyship.

NUSU also played a major part in the efforts towards developing increased academic confidence in this area by providing significant resources and support. In addition to school-led resources (8a) NUSU has published information and resources for decolonising on their website, including:

- NUSU's Decolonising NCL report (2020/21)
- Information and links to videos of previous decolonising events, including the Decol Launch Panel and Decol Medical Sciences Virtual Panel
- Resources around decolonising and decolonising practices
- Glossary of definitions of the foundations of race, inequality, and decolonising
- Decolonising NCL pledges where schools/ departments and student groups are encouraged to make a pledge to decolonising practices



Commitment to Decolonising NCL

It's the goal of the Black Lives Matter campaign, the world woke up and many of us were engaged in making change. Last year's subtle lessons then began the Decolonising NCL campaign. As time goes on, we remain committed to creating this change within our own communities and this year Decolonising NCL means we are at the start of this. Read below how this campaign started, what we have achieved so far, where we hope to take the work next and how you can get involved by pledging to new ways in decolonising practices.

- PREVIOUS WORK
- FUTURE AMBITIONS
- PLEDGES
- RESOURCES



What is Decol?

At NUSU, our Decolonising NCL campaign supports this mission, the theory and practice of decolonising and decolonising the curriculum. This campaign is a response to the global movement for decolonisation that began in the 1960s and continues to this day, both within the former colonial empires and its former colonies (Dyer, 2020).

[FIND OUT MORE](#)



Make a Pledge

This year, we are still encouraging pledges from schools, departments and student groups. What the pledge looks like is up to you, it's a great way to celebrate and share with students the work within the university that already exists on decolonisation and a fantastic way to set your own commitment to decolonising practices in the future, to ensure this work is embedded across a faculty life. Pledges will focus on where Decolonising NCL, looking going forward. You can start small and build up and we update your pledge every month, we'll be targeting specific areas and having key actions to work towards, work hard, while working together with students at it might as well go whenever possible. We'll hold you beyond changes to a meeting list and be part of Decolonising NCL.

[SUBMIT](#) [EXAMPLES](#)

Resources

[+ Why does it matter?](#)

[+ Useful Terminology](#)

Look your friends, students, groups and initiatives to explore Decolonising NCL, and we'll be here to help you in any way we can. We're happy to be part of your journey and we'll be here to support you every step of the way. We're not here to be a barrier, we're here to be a bridge. We're not here to be a barrier, we're here to be a bridge. We're not here to be a barrier, we're here to be a bridge.

- The Basics**
- Allyship**
- Anti-Racism**
- Casual Racism**
- Discrimination**
- Decolonising Decolonising**
- British Empire**
- Canon**
- Colonialism**
- Colonial Power**
- Colonisation**

ACTION: ST2.1

A2: Implement and evaluate interventions in collaboration with students in at least 5 identified disciplinary areas, and share findings internally and externally.

A3: Invest in a dedicated post to better understand the international student journey and what support is required for this cohort.

(Section 8: 1283 Words)

9. Any other information

Great North Museum Decolonisation work

Decolonisation has been at the forefront of recent debates within the Museum sector, and that is true for our work in The Great North Museum: Hancock (GNM:H).²¹ Built in 1834, GNM:H's collections span over 250 years, stewarding many objects that are inextricably linked with Britain's colonial past and systemic racism. GNM:H is managed for NU, which is the lead stakeholder, by TWAM who provide a specialist museum's service. GNM:H has been a leader in the UK thinking around repatriation and decolonisation, an early adopter of repatriation processes and produced an associated policy, which can be publicly accessed.²²

In 2022 GNM:H announced its willingness to proactively repatriate a Benin Bronze, which was warmly supported by our local community, and has informed our learning programmes with local schools. Working in partnership, TWAM and the University commissioned a consultant to scope the development of a decolonisation strategy, which would mesh with race equality at NU. The scoping ensured that any process of decolonisation was more than window-dressing collections, and also addressed institutional processes and power structures, and the report was made publicly available. GNM: H's AP highlights the steps that are underway to begin this ongoing process, and a fundamental aspect of this work is its transparency and consultation with the diverse communities who visit the GNM:H. Blogs are regularly published as we learn more about our process and our collections: for example, our mummified remains and their display,²³ our natural history collections,²⁴ and the difference between repatriation and decolonisation.²⁵

Armstrong Review

Newcastle University has an ambition to create a vibrant and dynamic campus that reflects and celebrates the diversity of staff, students and public that use their built landscape. As part of this, we need to question the legacy and significance of historic buildings and their names, starting with the Armstrong Building a Review Group was set up to specifically look at the question of Armstrong's links to arms sales to the confederacy during the US civil war, and by inference, was thereby supporting slavery. This has resulted in 'The Armstrong - Biography of a Building project' which will see a series of information panels set up around

²¹ As, the University's museum of Natural History, GNM:H brings together the collections of two learned societies and NU.

²² <https://greatnorthmuseum.org.uk/collections/sensitive-collections-and-repatriation>

²³ <https://twmuseumsandarchives.medium.com/our-changing-relationship-with-irtyru-1919b68a7f5>

²⁴ <https://twmuseumsandarchives.medium.com/behind-the-heads-natural-history-empire-and-the-abel-chapman-collection-part-1-9487bde814d6>

²⁵ <https://twmuseumsandarchives.medium.com/decolonising-the-museum-3c277e7a71cd>

the building to start the process of the university acknowledging and being transparent about its own complicated history. This initiative has paved the way for a more comprehensive piece of work to look at developing broader building biographies and campus interpretation.

Inclusive Futures (IF)

The 2019 REC survey told us that significantly fewer MEG had:

- been encouraged to apply for higher grade jobs (16% gap in responses)
- been encouraged to apply for academic promotions (27% gap in responses)

Recommendations from a round table event with experts from different organisation were:

- To enable change where inclusion becomes synonymous with the institutional culture, inculcating a sense of 'belonging' for MEG colleagues
- To support progression of MEG colleagues by developing a specific leadership programme with a small pilot group

A cross-functional team with the DVC's sponsorship came together to deliver a pilot programme with **Common Purpose**, the objective being the delivery of a positive action leadership programme for MEG (IF) to develop leaders who could work effectively with diverse stakeholders.

The key innovation is the wrap-around package that enhances the delivered programme. This comprises:

- Pre-programme briefings for participants and managers to encourage commitment
- One-to-one career coaching conversations for participants
- Allyship training for managers and coaches
- Connecting the participants to the Race Equality Charter Self-Assessment Team to feedback actions identified during the programme
- An established IF Alumni community
- Ongoing CPD in partnership with Common Purpose

Following the successful pilot, the second cohort is currently being delivered and includes improvements:

- An extension of the managers training to include white privilege and anti-racism
- A more structured process to feedback recommended actions to the institution

The IF programme was evaluated at the end of the programme, after 3 and 12 months (currently underway). The evaluation told us that participants felt the programme had been time well spent, had challenged their thinking, offered inspiration and most valuably, created a new network of trusted colleagues. 92% of participants would recommend the programme to others.

The real value of the IF programme is the access it gave me to a new network of colleagues across the institution. We meet regularly even after the programme to continue the conversations around inclusion in practice and they are a great sounding board'

IF participant.

Since taking part in the IF programme, one participant has been promoted to Senior Lecturer and one to Clinical Professor – the only female specialist in their field in the UK. Many alumni became actively involved with the Race Equality agenda, through membership of NU-REN.

The programme won the CIPD North East Award for excellence in Inclusivity and Diversity.



(Section 9: 752 words)

9a. Appendix: Dates of the meetings for the REC SAT

10/09/2019: First meeting of the SAT	
21/11/2019	23/01/2020
05/03/2020	01/07/2020
17/09/2020	12/11/2020
10/12/2020	19/01/2021
18/03/2021	19/05/2021
14/07/2021	06/09/2021
04/11/2021	20/01/22
07/03/2022: REC Writing Group finalised	

Total word count: 13702

10. Action plan

Please see attached action plan

Race Equality Charter Action Plan 2022/23 – 2026/27

The following contains actions identified by the Workstreams of the Race Equality Charter.

The key overarching objectives as identified are:

- To increase representation from ethnically minoritised groups in colleague and student cohorts and to position Newcastle University as an employer and academic institution of choice
- To create 'safe' and 'brave' spaces for belonging through both physical and conceptual spaces, as well as enhancing the colleague and student experiences through effective engagement, communication and partnerships
- To focus on career development opportunities for colleagues, by focussing on the pipeline and the lack of representation from ethnically minoritised groups in senior positions
- To introduce effective reporting tools and training mechanisms to empower and enable colleagues and students to stand up to and report racial hate crime
- To articulate the multiplicity of perspectives through effective communication and consultation and use these authentic voices and lived experiences as a key driver for change
- To address barriers and sustain change by embedding the principles of race equality in existing structures, processes, and committees, therefore mitigating disproportionate impacts for those belonging to ethnically minoritised groups.

Workstream:		Colleague				
Broad objectives:		1. Increase the proportion of colleagues from minoritised ethnic groups across the University				
		2. Increase the proportion of colleagues from minoritised ethnic groups in senior positions across the University				
		3. Support the career development and progression of all colleagues from minoritised ethnic backgrounds				
Reference	Issue Identified	Actions	Milestones	Success Measures	Timeline	Lead
C.1 Increase the proportion of colleagues from minoritised ethnic groups across the University	C1.1. As outlined in the 2021 EDI Annual Report, colleagues from Ethnically minoritised backgrounds currently make up 9.3% of colleagues at NU. In order to increase this figure and overall representation across the University we need to attract candidates to available roles from diverse backgrounds	A1: Review and development of NU Careers page to outline commitment to diverse recruitment and being an employer embracing diversity.	M1: Review our current recruitment advertising platforms and analyse ED&I data and assess performance of attracting diverse applications. M2: Explore other forms of advertising both online and publications with diverse readers M3: Data collected from external advertising platforms, review	S1: Increase applications from minoritised ethnic groups year on year by 15% overall, benchmarked against previous comparable recruitment campaigns. (5% 2022-23; 8% 2023-24; 12% 2024-25; 15% 2025-26)	M1 and M5: March 2022 M2 - M4: reviewed as part of annual recruitment cycles S1: 2026	Recruitment Team, NUIT

			complete and recommendations made. M4: Additional/new advertising platforms selected and advertising started M5: Development of site complete			
	C1.2. We need to increase the employer brand profile of the University as an employer of choice to the local community to directly increase applications from minoritised ethnic colleagues, especially for PS roles	A1: Engage in consultative exercises with the regional community to identify and explore barriers preventing individuals from applying to NU for PS roles A2: Identify outcomes and develop a series of local community events to demonstrate NU as an employer of choice	M1: Groups identified via Engage and Place activity M2: Community events to run 3 times per year M3: Develop agenda for community events hosted by NU. M4: Publish a series of dates and engage with communities to advertise.	S1: Increase applications from minoritised ethnic groups for PS roles from 3.66% to 10% overall over 5 years	M1 - M4: March 2023: Reviewed as part of annual recruitment cycles S1: 2027	Recruitment Team/ People Matters Group

	<p>C1.3. The 2021 Colleague REC survey tells us that 25% of ethnically minoritised respondents to the survey don't perceive our recruitment processes to be transparent and 30% believe that our policies (and/or processes) don't enable the best person to be recruited. We need to strengthen recruitment practices by engaging in recruitment training for Hiring Managers, including panel chairs.</p>	<p>A1. Recruitment training modules to be developed and made mandatory for colleagues on interview panels, including ED&I in recruitment and recruiting a diverse organisation, responsibilities of being a diverse employer and employment law.</p>	<p>M1: Pilot training complete with colleague groups M2: Feedback collected and changes implemented M3: Positive Action training event organised M4: Survey run to demonstrate changes in perception</p>	<p>S1: Mandatory recruitment training for all panel chairs completed S2: Survey demonstrates year on year improvement in perception a drop of at least 10% in negative responses by 2025</p>	<p>M1-M2: Mar 2022 M3: June 2022 S1: September 2024 S2: September 2025</p>	<p>Recruitment Leads/ Recruitment panels/ Organisational Development</p>
--	--	---	---	---	---	--

<p>C.2.</p> <p>Increase the proportion of colleagues from minoritised ethnic groups in senior positions across the University</p>	<p>C2.1. Search consultants are typically used for Senior Roles. Our 2021 annual EDI report advised that we have no colleagues from ethnically minoritised backgrounds in H & IB grades in Professional Services. In academic roles, 7.7% and 7.9% percent of colleagues in IA and IB roles respectively. In order to increase this figure, a review of our current Search Partner engagements is needed, this will ensure that we are working with search partners to share our values of diversity and are active in promoting our</p>	<p>A1: Full review of our current recruitment partners and undertake a procurement exercise where commitment and alignment to values and diversity are centred. A2: Identify partners who have experience in appointing diverse candidates. A3: Partners are required to disclose all EDI recruitment related data for search campaigns, and disclose positive action initiatives.</p>	<p>M1: Procurement exercise initiated M2: Procurement exercise complete M3: Bi-yearly review of search partner performance M4: All appointed search partners share the common goal of increasing diversity and demonstrate this by providing rich recruitment data on each campaign.</p>	<p>S1: Successful appointments from Search Partners increased to 10%. (Only successful appointments will be used when evaluating Search Partner success to prevent ‘token’ representation on shortlists) S2: Embedding in business as usual: review of preferred supplier list to take place annually and campaign data produced to be benchmarked and used in future procurement exercises.</p>	<p>M1: June 2022 M2: September 2022 M3: twice a year (2022 - 2027) M4: Annually reviewed S1: September 2024 S2: Annual exercise 2024 - 27</p>	<p>Recruitment Team/ People Matters Group</p>
---	---	---	---	---	--	---

	roles to diverse candidates.					
	C2.2. We need to address the dearth of ethnic minority representation in senior roles by paying attention to the pipeline as well.	A1: Review and evaluate success of Inclusive Futures programme with the external provider (Common Purpose). Review how this pilot can be developed further.	M1: First Cohort of Inclusive Futures M2: Second Cohort of Inclusive Futures M3: Interim evaluation of programme	S1: Percentage of colleagues from the programme who report positive impact on their career progression within 12 months of completing the programme	M1: June 2022 - Reviewing impact on 2021 cohort M2: June 2023 - reviewing impact on 2022 cohort	Organisational Development/ NU-REN
C.3. Support the career development and progression of all colleagues from minoritised ethnic backgrounds	C3.1. Deliver positive action in recruitment workshops to increase diversity of applicants and appointments to all roles (Academic and Professional)	A1. Develop and deliver positive action workshops aimed at all recruiting managers A2. Identifying pilot areas to implement positive action, such programmes like NUAct.	M1: Pilot positive action training with colleagues' leading the recruitment to research roles. M2: Pilot areas for implementation identified.	S1: Positive action to be used more consistently with the aim of increasing the diversity of applicants and appointments to research posts. S2: Improvement in the diversity of panels and recruitment year on year in line with C1.	M1: May 2022 M2: October 2022 S1: Jan 2023 S2: Annually 2023 - 2025/26	Head of EDI and Colleague Wellbeing, EDI Training Lead, and Head of Talent Acquisition.

	<p>C3.2. Deliver programmes targeted at Ethnically Minoritised colleagues addressing progression and career development</p>	<p>A1: Develop a leadership support offer aimed at colleagues from ethnically minoritised background</p> <p>A2: Improve PDR Processes through Engage and Aspire</p>	<p>M1: Develop the programme in partnership with external experts in leadership and internal expertise in race equality</p> <p>M2: Pilot the programme with a small initial cohort and evaluate</p> <p>M3: Launch the programme for all colleagues from minoritised ethnic background</p>	<p>S1: Programme successfully launched, developed and evaluated with positive feedback from participants</p> <p>S2: Demonstrable positive impact on career progression from participants</p> <p>S3: New PDR process successfully launched</p>	<p>M1: Academic year 2020/21</p> <p>M2: April 2021</p> <p>M3: January 2022</p> <p>M4: December 2022</p>	<p>Head of EDI and Colleague Wellbeing, EDI Training Lead, Head of Organisational Development</p>

			<p>from across the institution</p> <p>M4: Successfully launch reviewed PDR process to improve conversation between MEG colleagues and line managers around professional development and progress</p>			
	<p>C.3.3.Lack of clear quantitative data on why colleagues leave the University</p>	<p>A1: Develop a standard leaver's survey for all Colleague groups which captures key information and equality monitoring data.</p> <p>A2: Monitor Leaver's information to understand trends and address issues or problem areas</p>	<p>M1: Develop the survey in partnership with Staff networks from across the institution</p> <p>M2: Launch the survey and review after a number have been completed</p> <p>M3: Embed the survey and put in place a process of monitoring and reporting</p>	<p>S1:Survey successfully developed and launched</p> <p>S2: Trends analysed and issues fed in to action plan to be addressed.</p>	<p>M1: January 2023</p> <p>M2: Review June 2023</p> <p>M3: Monitoring begins Sept 2023</p>	<p>Head of EDI and Colleague Wellbeing and Head of Organisational Development</p>

Workstream:		Students				
Broad objectives:		1. Improve access to Newcastle University for home students from Black and minoritised ethnic groups				
		2. Building on the Decolonising NCL campaign to increase students' sense of belonging and community through their curriculum experience				
		3. Review and improve the provision of financial support for home and international students from Black and minoritised ethnic groups				
Reference	Issue Identified	Actions	Milestones	Success Measures	Timeline	Lead
ST.1. Improve access to Newcastle University for home students from Black and minoritised ethnic groups (Access)	ST1.1 Increase access for students from minoritised ethnic groups, in particular UK Black/African/Caribbean which has decreased by 12.9% over the last 3 years by developing an approach to engagement and by identify and addressing barriers to entry	A1: Engage with diverse groups of school leavers to promote the University both in educational settings and in the community. A2: Establish clear recruitment targets A3: Conduct a review of all stages in the admissions process for all UG programmes and identify successful practice and trial in other areas A4: Specifically	M1: Broader range of outreach activities to target more diverse cohorts M2: Recruitment targets established and agreed through APP process M3: Review concluded and recommendations recorded in action plan to be delivered M4: Research conducted, barriers identified and actions in place to address these	S1: School visits to schools with over 50% students from minoritised ethnic groups increased year on year S2: Diversify recruitment of graduate ambassadors to better engage with school leavers from minority ethnic groups S3: Admissions process reviewed and access increased by 15% by 2025 S4: Conversion from offer to accept increased in line with APP targets	M1: By end of Academic year 2022/23 M2: By January 2023 M3: By September 2023 M4: Entry 2024/25	UK Recruitment Team

		identify barriers to conversion for Black students from offer to acceptance				
<p>ST.2.</p> <p>Building on the Decolonising NCL campaign to increase students' sense of belonging and community through their curriculum experience and improve attainment (Success)</p>	<p>ST2.1.Increase students' sense of belonging and community</p>	<p>A1: Collate examples of effective practice in curriculum design, pedagogy and assessment - share through 3 or more internal events aimed at disseminating best practice.</p> <p>A2: Implement and evaluate interventions in collaboration with students in at least 5 identified disciplinary areas, and share findings internally and</p>	<p>M1: Plan and deliver 3 or more internal events on curriculum design, pedagogy and assessment</p> <p>M2: Interventions implemented in 5 identified disciplinary areas.</p> <p>M3: Findings shared internally and externally</p> <p>M4: New post in place to support international students' sense of belonging and community</p>	<p>S1: 3 Events delivered and positive impact from these events tracked and measured</p> <p>S2: Interventions implemented, evaluated and impact measured and shared for a minimum of 5 identified areas. In particular these interventions should address the current attainments gaps - to be reduced by 2024/25 as per APP</p> <p>S3: Learning from interventions shared internally and externally with at least 2 sharing opportunities per intervention.</p> <p>S4: Post recruited to and impact delivered on</p>	<p>M1: By September 2023</p> <p>M2:BY September 2024</p> <p>M3: By January 2025</p> <p>M4: By December 2022</p> <p>M5: By April 2023</p>	<p>Inclusive Newcastle Knowledge Centre / Student Life Team</p>

		externally A3: Invest in a dedicated post to better understand the international student journey and what support is required for this cohort.		improving the international student experience. S5: Evaluation methodology to be designed to measure success .		
ST.3. Review and improve the provision of support for home and international students from Black and minoritised ethnic groups to ensure access, success and positive outcomes. (Progression)	ST3.1. Provide targeted financial support to students in need	A1: Increase the number of available scholarships for Black and minoritised ethnic groups by a minimum of 8 targeted scholarships A2: Evaluate and review the impact and effectiveness of scholarships and better understand the impact of hidden costs and financial barriers on students from minoritised	M1: 8 additional scholarships provided for Black and minoritised ethnic groups M2: Evaluation and review conducted, shared and actions undertaken to increase effectiveness of scholarships.	S1: Scholarships launched and allocated S2: full evaluation report produced and used to inform new round of scholarships	M1: September 2022 M2: September 2023	Inclusive Newcastle Knowledge Centre

		ethnic backgrounds				
	ST3.2. Work to minimise barriers to entry into Graduate Level Work and Study for students for ethnic minority backgrounds	<p>A1: Better understanding of the Graduate Outcomes Data at a mid-level ethnicity category level</p> <p>A2: Develop and deliver activities and support designed to address specific barriers identified through data analysis</p> <p>A3: Work with internal admissions department to better understand any barriers to retention of Ncl students at from UG to PG study</p> <p>A3: Work with external</p>	<p>M1: Allocate additional resource to Data and Evaluation within the Careers Service</p> <p>M2: Based on data analysis deploy a series of events and activities designed to better engage and address barriers for MEG students</p> <p>M3: Interrogate admissions data and conduct research with students to understand why they choose to study elsewhere at PG level</p> <p>M4: Engage with and organise events and discussion</p>	<p>S1: Additional post recruited to and programme of work for data and dashboarding set up</p> <p>S2: Careers Strategic Plan informed by data analysis and adapt accordingly to ensure delivery of events. Minimum of 5 events/interventions between Jan 2023 and September 2023</p> <p>S3: Better retention of students progressing from UG to PG</p> <p>S4: Strong engagement with Graduate employers and sector stakeholders - 2 meetings/events organised and at least 3 events attended in academic year 22/23</p>	<p>M1: Deecember 2022</p> <p>M2: September 2023</p> <p>M3: By September 2024</p> <p>M4: September 2023</p>	Careers Service

		organisations to positively influences recruitment practices in the graduate job market	with the Institute for Student Employers and other sector bodies to positively influence graduate recruitment practices.			
--	--	---	--	--	--	--

Workstream:		Research				
Broad objectives:		1. Increase representation of colleagues from minoritised ethnic groups engaged in all aspects of research				
		2. To address disparities in career progression for colleagues from minoritised backgrounds, and establish fully inclusive research environments for members of our research community				
Reference	Issue Identified	Actions	Milestones	Success Measures	Timeline	Lead
R.1. Increase representation of colleagues from minoritised ethnic groups engaged in all aspects of research	There is significant under-representation of minoritised ethnic colleagues on decision-making boards such as research committees, particularly those where membership is determined by role	A1: Review membership of research committees at institutional, faculty and unit research committees as baseline data. A2: Develop committee shadowing scheme focussed on research decision-making committees that allows minoritised colleagues to experience committee working and give their feedback on how their	M1: Review of research committee membership completed (baseline data). M2: Shadowing scheme ready to implement. M3: Scheme pilot complete. M4: Evaluation complete and wider extension of scheme considered.	S1: Positive feedback from those taking part in the scheme (e.g. experience, impact they've had, likelihood to take up committee roles). S2: Positive feedback from committee members (e.g. more aware of EDI issues when making decisions, taking positive steps to ensure decisions are more inclusive). S3: Increased representation on research committees.	M1: Jun 2022 M2: Oct 2022 M3: Jul 2023 M4: Oct 2023 S1: Sept 2023 S2: Oct 2023 S3: Reviewed annually 2023 - 2027	Dean for Research Culture and Strategy EDI team

		<p>practices and processes could be made more inclusive.</p> <p>A3: Pilot committee shadowing scheme in central committees (e.g. URIC, RSIG, RCCG), and evaluate and report on outcomes and benefits.</p> <p>A4: If successful, promote at Faculty and Unit level, to encourage more inclusive practices and encourage more diverse input and committee membership (to feed up university committees).</p>				
--	--	--	--	--	--	--

	<p>R1.2. Identify and evaluate existing initiatives from across the University and the sector and share best practice in support of increased representation and progression of minoritised students and colleagues in research careers.</p>	<p>A1: Contact EDI Leads at all levels in the first instance to identify internal (and external) initiatives and collect data on intervention, timeline, and measures of impact.</p> <p>A2: Collate feedback and find appropriate online platform and/or communication routes for sharing best practice internally.</p> <p>A3: Check for existing review of external initiatives, e.g. through funders like UKRI & WT before employing student intern to collect extensive dataset.</p> <p>A4: Share with</p>	<p>M1: Internal data collection completed.</p> <p>M2: Appropriate online platform and/or routes identified and utilised.</p> <p>M3: External data collected, and added to online platform for sharing best practice.</p> <p>M4: Impact evaluated, and then annually.</p>	<p>S1: Good understanding of effective initiatives aimed at different career stages in a variety of disciplinary contexts.</p> <p>S2: Evidence of community engagement with online platform and comms.</p> <p>S3: Increased use of successful initiatives and interventions at NU.</p>	<p>Timelines resource dependent</p>	<p>PGR Faculty Training Leads</p> <p>Careers Service</p> <p>People Services</p>
--	---	---	--	---	-------------------------------------	---

		internal and external community. A5: Evaluate impact (S2, S3).				
R.2. To address disparities in career progression for colleagues from minoritised backgrounds, and establish fully inclusive research environments for members of our research community	R2.1 Our data suggests under-representation of minoritised ethnic colleagues achieving early career research Fellowships or being PI at any career stage on externally funded, competitively awarded grants.	A1: Review existing University-wide data on application and success rates for (1) early career research Fellowships, and (2) being PI on externally funded research grants at all career stages. A2: Brief survey with colleagues who have applied and been successful and unsuccessful to understand data further and to seek recommendations for improving. A3: Pilot completed and	M1: Review of funding application data completed (baseline data). M2: Report findings to URIC and FRICs and seek feedback to help understand data. Liaise with funders. M3: Survey completed and recommendations summarised and discussed at URIC. M4: Actions identified from recommendations and develop pilot over a 12-month period in 2 units per faculty. M5: Pilot completed.	S1: Clear actions and targets developed and implemented from M1 -M5 by January 2024 S2: Increased number of grant applications and successful applications between 2023 and 2027 (increase measured in annual exercise). % increase in applications and successes considered annually 2023 - 2027	M1: Apr 2022 M2: June 2022 M3: Oct 2022 M4: Dec 2022 M5: Dec 2023 M6: March 2024	Dean of Research Culture and Strategy Grants Teams Research Committees

		<p>reported on to URIC and evaluated and reported on.</p> <p>A4: To promote at Faculty and Unit level actions that have led to positive impact to encourage and support future applications.</p>	<p>M6: Evaluation complete and route to implementing actions that have delivered impact agreed on</p>			
	<p>R.2.2. There is an under-representation of speakers from minoritised ethnic groups in research seminars.</p>	<p>A1: Map out the different speaker forums across the University ensuring good coverage across Faculties. Review seminar programmes over past 24 months.</p> <p>A2: Review existing guidelines for</p>	<p>M1: Mapping exercise completed (baseline data).</p> <p>M2: Existing guideline review completed</p> <p>M3: Working group set up to develop guidelines with a clear focus on visibility for speakers from minoritised</p>	<p>S1: Positive feedback received on new guidance on inviting external speakers with a visible commitment towards minoritised groups (e.g. greater awareness of need to consider ethnicity, unit committees reporting a change in their approach) by 2024</p> <p>S2: % Increase in</p>	<p>M1: June 2022</p> <p>M2: September 2022</p> <p>M3: January 2023</p> <p>M4: April 2023</p> <p>M5: Dec 2023</p> <p>M6: Jan 2025</p>	<p>Working Group</p> <p>Registrar</p> <p>Director of Communications</p>

		<p>inviting external speakers.</p> <p>A3: Working group set up to draft new guidance with a clear focus on visibility for speakers from minoritised groups, involving the Registrar and the communications team.</p> <p>A4: Consultation with relevant committees to agree final guidance.</p>	<p>groups</p> <p>M4: New guidelines drafted and shared for consultation.</p> <p>M5: Guidelines agreed and successfully promoted across the University</p> <p>M6: Evaluation of guidance to see if intended results achieved.</p>	<p>representation of colleagues from ethnic minority groups in our invited external speakers year on year from 2023 - 2027.</p> <p>Reviewed annually from 2023 onwards</p>		
--	--	--	--	--	--	--

Workstream:		Communications and Visibility				
Broad objectives:		1. Demonstrate a visible commitment to Race Equality across the institution.				
		2. Through our communications, contribute to creating a brave and inclusive culture across the organisation				
		3. To ensure the visibility of our University's racial diversity through both our communications and our data				
Reference	Issue Identified	Actions	Milestones	Success Measures	Timeline	Lead
CV.1. Demonstrate a visible commitment to Race Equality across the institution.	CV1.1 There is an absence of a visible and sustained commitment to Race Equality across University communication channels. Further more an emphasis on Race Equality is not embedded equally in all our communications	A1: Demonstrate a visible commitment to Race Equality across the institution. A2: Increase the visibility and amplify the voice of the Race Equality Network through communications A3: Gain a better understanding of perceptions of the institution	M1: Embed Race Equality into the University's Strategic Narrative M2: Get support and work more closely with communications teams across the institution amplify messaging from the EDI networks to ensure the authentic grassroots voice is reflected. M3: Establish an understanding of what the perception by prospective students is of Newcastle University using existing measures from online tools and Open Day feedback.	S1: 10% increase in positive perception of the institution through culture surveys (using a combined set of measures) by 2025 S2: Put lived experiences at the centre of the decision-making process for sharing information, reports and research relating to Race Equality at Newcastle University S3: Create an established benchmark for external	M1: Initial Draft: July 2022; Completed: July 2024 Perception surveys by 2025 M2: Launch pilot May 2023 S2: Ongoing. Launch pilot over the course of 2022-23 academic year: May 2023 M3: AY 2022/23 baseline year	Executive Director of External Relations/ Director of Communications

			<p>M4: Develop a clear partnership with the Students' Union to join up messages where appropriate and allow the student voice to input into and drive some of the messaging.</p>	<p>perceptions and set clear targets for improvement S4: Engage with SU to input into Strategic Narrative and EDI Statement</p>	<p>M4: Ongoing</p>	
	<p>CV.1.2 Colleagues across the University dealing with communications need support to understand Race Equality and feel confident communicating around this topic</p>	<p>A1: Train all colleagues dealing with communications in EDI and Active Bystander. Also work with OD to develop new training for colleagues who are managing communications to understand the right vocabulary and tone. A2: Share best practice with other institutions to learn from their approach A3: Review 'No platform policy' in line with new Freedom of Speech Bill</p>	<p>M1: All colleagues dealing with communications trained in EDI and Active Bystander. New training in development M2: Identify 3 HE institutions and 2 organisations from other sectors to share best practice M3: Create a firm and clear understanding of the University's approach to 'No Platforming' policy</p>	<p>S1: All colleagues trained and new training piloted S2: Institutions identified and at least 2 best practice sharing opportunities organised S3: EB training on 'No Platforming' undertaken/clear policy on 'No Platforming' approved</p>	<p>S1: Training complete by January 2023. New training Pilot launched by 2024. S2: Institutions identified by December 2022. At least 2 meetings to take place in AY 22/23 S3: Policy Review: December 2022</p>	<p>Director of Communications Head of engagement and Partnerships</p>

<p>CV.2.</p> <p>Through our communications, contribute to creating a brave and inclusive culture across the organisation</p>	<p>CV2.1 For our initiatives to work, we need to use our communication as one of the tools to create a brave and inclusive culture</p>	<p>A1: To ensure that all University Communications reflect our diversity, our values and embedding this in the story and the identity of the institution</p> <p>A2: Create a roadmap for communications including key milestones for reflection and feedback.</p> <p>A3: Create resources to ensuring messaging and vocabulary is consistent across all communications</p> <p>A4: Develop a 'sharing process' and commit to amplifying and highlighting initiatives (such as the 'Decolonisation pledge').</p>	<p>M1: Develop and agree a statement to be embedded in all University publications reflecting NU's diversity and values.</p> <p>M2: Working with EDI colleagues and staff networks develop a Communications roadmap which should include a review of Induction materials to ensure that race equality and intersectionality are covered</p> <p>M3: Create and maintain a briefing for all staff on recommended language (e.g. 'ethnic minorities' instead of BAME).</p> <p>M4: Create and establish a Sharing Process to ensure a range of voices are captured and amplified.</p>	<p>S1: 10% increase in prospective students believing Newcastle offers an inclusive environment for race equality</p> <p>S2: 10% increase in staff positive perception of inclusivity in terms of race equality</p> <p>S3: Briefing delivered on purpose of recommended language statement delivered to colleagues with communication responsibilities throughout the University</p> <p>S4: Sharing process established and clearly understood including framework for celebrating EDI events</p>		<p>Director of Communications / OD Team</p> <p>Communications Team</p>
--	---	---	---	---	--	--

<p>CV.3.</p> <p>To ensure the visibility of our University’s racial diversity through both our communications and our data</p>	<p>CV3.1 We need to ensure that voices are heard and diversity is visible in our communications and our data</p>	<p>A1: Create mechanisms (outside of incident reporting) to feedback thoughts and ideas for improvement. A2: Create more opportunities for colleagues to be visible across the institution and to be a part of the decision-making process A3: Create resources and mechanisms to support colleagues who are ‘brave’ in championing inclusivity and race equality. A4: Address increasing ‘no response’ rates by running more regular data sharing campaigns and provide additional</p>	<p>M1: Schedule annual meetings between EDI Consultative Group and EB to talk through feedback and issues. M2: Feature more stories on the website and visibility of racially minoritized colleagues in different roles. This should show challenges and real stories (not about ‘showcasing’ racially minoritized colleagues as ‘success stories’ despite systemic issues). To feature as part of the Content Strategy. M3: Acknowledge individuals’ contribution of time and innovation in championing EDI initiatives and practices and formally recognise them within career progression</p>	<p>S1: Feedback mechanism in place and regular engagement with EB established. S2: Content strategy to contain specific actions around featuring MEG colleagues S3: Establish workload allocation and visible recognition of contributions to EDI in particular Race Equality including within career progression S4: 5% increase in racially minoritized colleagues on University Committees including, but not restricted to, the core Senate Committees S5 – S7: Reduction in ‘Not Reported’</p>	<p>S1: For AY 23/24 S2: By March 2023 S3: By September 2023 S4: By September 2023 S5: August 2022 S6: September 2022 S7: December 2023</p>	<p>Executive Director External Relations</p> <p>Head of Executive and Governance Office</p>
--	---	--	---	--	---	---

		<p>opportunities to self-report information in relation to protected characteristics.</p>	<p>M4: Work with NU-REN to increase visibility of opportunities and build confidence in members to put themselves forward for University committees</p> <p>M5: Edits made to the current People Systems in August 2022</p> <p>M6: Communications campaign to encourage people to self-report data relating to protected characteristics.</p> <p>M7: More significant expansion to our People System in December 2023, which will allow us to further enhance to our self-reporting data categories in terms of protected characteristics.</p>	<p>categories for ethnicity year on year.</p>		
--	--	---	---	---	--	--

Workstream:		Campus and Estates				
Broad objectives:		1. To make our campus and our estate safe spaces free from racially motivated hate crime and aggressions				
		2. To improve facilities and spaces on our campus and estate to make them more welcoming to students, colleagues and visitors from all cultures and faiths				
		3. Work towards our campus and estate promoting and celebrating the diversity of our institution				
Reference	Issue Identified	Actions	Milestones	Success Measures	Timeline	Lead
CE.1. To make our campus and our estate safe spaces free from racially motivated hate crime and aggressions	CE 1.1 As a city centre campus, our estates need to be safe spaces free from racially motivated hate crime and aggressions	A1: Promote Report+Support in easily accessible formats and visibly in all spaces to ensure any/all forms of discrimination and hate crime are addressed promptly. A2: Work with C&V worksteem to run awareness campaigns to promote increased cultural awareness through a sense of belonging and the idea “this is everyone’s responsibility” A3: Survey students,	M1: Active promotion of the Report+Support tool M2: Surveys completed and data analysed M3: Surveys successfully run and areas for improvement identified and actioned M4: Action Plan developed and actioned M5: Training programme agreed and all front line colleagues trained successfully in	S1: Increased use of Report+Support system allowing for better visibility and opportunity to address racially motivated hate crime and aggression S2: Areas for improvement identified and addressed S3: Increased feeling of safety and belonging on campus (measured through surveys) S4: Collaboration with Unite results in higher levels of satisfaction from Black students in University accommodation S5: All colleagues trained in EDI and Active Bystander	M1: Report+Support implemented 2019. Increases in reporting to be considered annually 2022 – 2026 M2: By Summer 2023 M3: September 2023 M4: End of academic	Owen Seth and TBC

		<p>colleagues and, where appropriate, visitors to identify areas of improvement</p> <p>A4: Liaise with Unite Student to develop an action plan following the Black Living report</p> <p>A5: EDI training for all front facing colleagues throughout the University</p> <p>A6: Continue and develop relationships with NCC and Northumbria Police to gain forward intelligence of and combat any racially motivated activity affecting the campus</p>	<p>EDI and Active Bystander</p> <p>M6: Processes established for sharing of ongoing intelligence of protests and other provocative activities so additional security can be put in place on campus.</p>	<p>S6: Stronger security presence when needed resulting in increased feeling of safety and belonging on campus (measured through surveys)</p>	<p>year 22/23 for first measure and additional improvements to be implemented in academic year 23/24</p> <p>M5: By July 2023</p> <p>M6: By January 2023</p>	
--	--	---	--	--	---	--

<p>CE.2.</p> <p>To improve facilities and spaces on our campus and estate to make them more welcoming to students, colleagues and visitors from all cultures and faiths</p>	<p>CE2.1 Work towards our campus and estate promoting and celebrating the diversity of our institution</p>	<p>A1: Audit carried out across campus of symbols of colonialism and imperialism. A2: Acknowledge symbols of “difficult” history through signage and digital contextualisation A3: Create a programme of art, performing art and cultural events on campus that promote and celebrate the diversity of our community</p>	<p>M1: Provide and promote space/opportunities for activities identified above, combined. M2: Ensure all estate developments consider and, where possible, enhanced opportunities for cultural diversity M3: Following the ARG Report consider other spaces on campus where similar thinking can be applied M4: Deliver at least 3 cultural events or exhibition on campus in 2022/23</p>	<p>S1: Completed Audit of campus S2: Introduce a process for including inclusivity and space for cultural events as a key consideration in space development S3: Design of presentation/contextualisation features S4: Installation of initial feature for comment on final design S5: Completion of the Art and Heritage Representation report</p>	<p>S1: September 2022 S2: Campus of the Future report November 2022 S3: October 2022 S4: By June 2023 S5: January 2023</p>	<p>Culture Campus Group</p> <p>Capital and Improvements design teams</p>
<p>CE.3.</p> <p>Work towards our campus and estate</p>	<p>CE.3.1. To ensure feelings of community and belonging, we need to continue to</p>	<p>A1: Utilise our grounds and the seasons to promote cultural diversity</p>	<p>M1: Japanese garden and tree planting to support Memory Day</p>	<p>S1: Successful Memory day planting and associated campaign, future similar activities planned in consultation with NU-REN</p>	<p>S1/2: AY 2022/23</p>	<p>Grounds Manager</p> <p>Faith Facilities and</p>

<p>promoting and celebrating the diversity of our institution</p>	<p>improve facilities and spaces on our campus and estate to make them more welcoming to students, colleagues and visitors from all cultures and faiths</p>	<p>A2: Review Faith spaces on Campus</p>	<p>M2: Full review of faith spaces and recommendations for improvements</p>	<p>S2: Review completed and initial improvements to spaces delivered - positive feedback from Faith Societies via survey</p>		<p>Operations Manager</p>
--	---	---	--	---	--	---------------------------