



**Northumbria  
University**  
NEWCASTLE

# **EQUALITY, DIVERSITY AND INCLUSION**

## **ANNUAL REPORT 2019**





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## Introduction

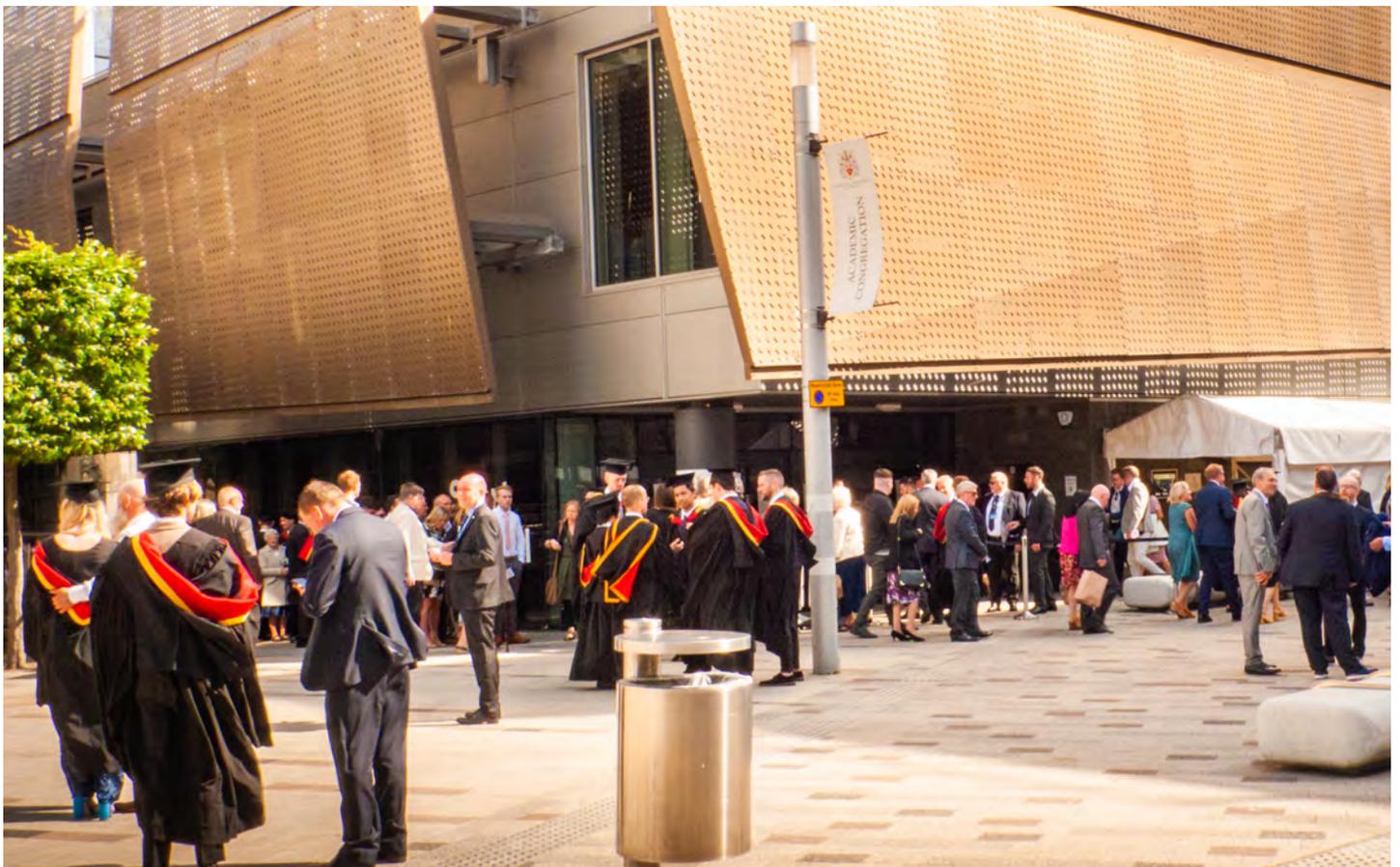
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Northumbria University's vision is to be a research-rich, business-focused, professional university with a global reputation for academic excellence. At the heart of the Strategy is a recognition that 'people' play a crucial role in enabling the University to achieve its ambitions, as clearly outlined in the first strategic objective – 'exceptional people empowered to achieve shared ambitions'.

This means:

- Self-motivated people and teams that are ambitious for their own achievement and that of the University
- A community that supports the wellbeing of its staff, students and stakeholders; and helps them realise the individual and collective benefits of collaboration
- A University that values people, an inclusive environment that attracts and retains talented individuals from a diverse background and supports access to opportunities and development

This report highlights some key work and achievements that have taken place throughout 2019 to advance the Equality, Diversity and Inclusion agenda. This report does not provide new policy recommendations, but it does outline some key priorities for the year ahead.

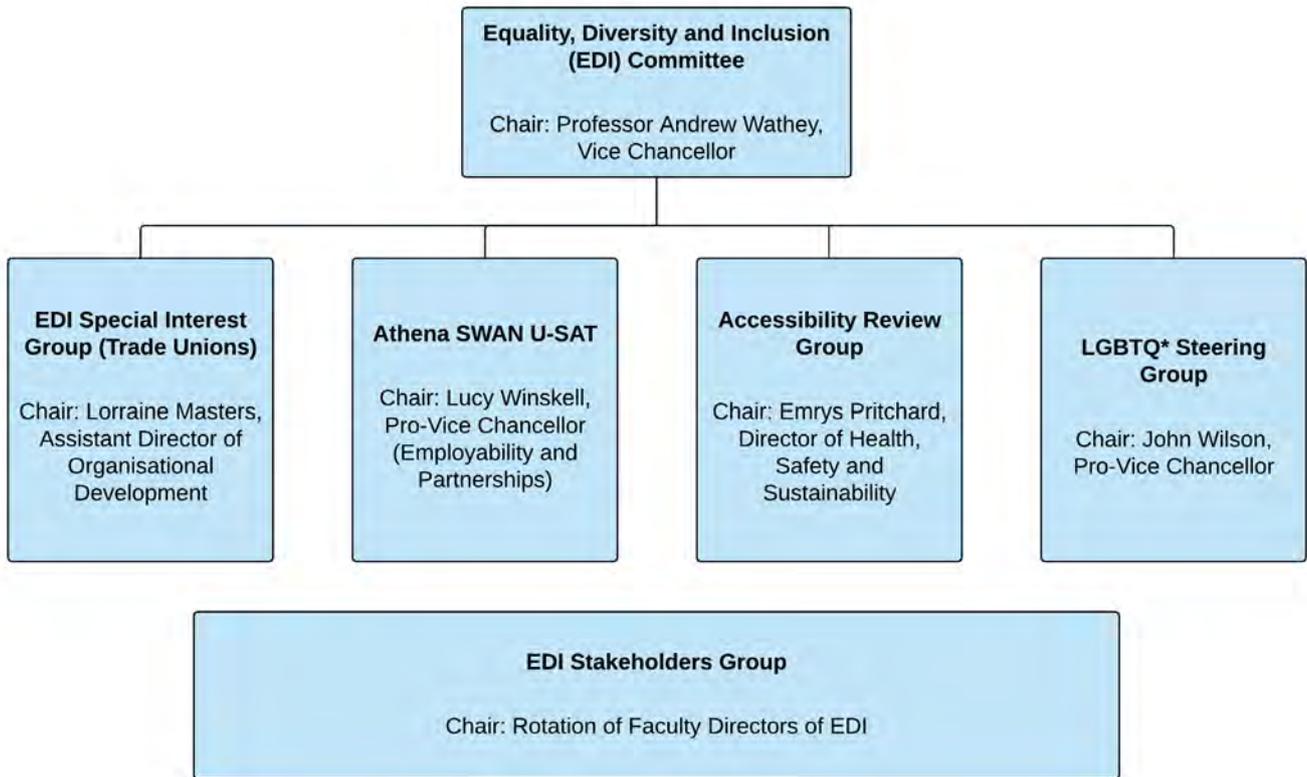


# Equality, Diversity and Inclusion Structures and Committees

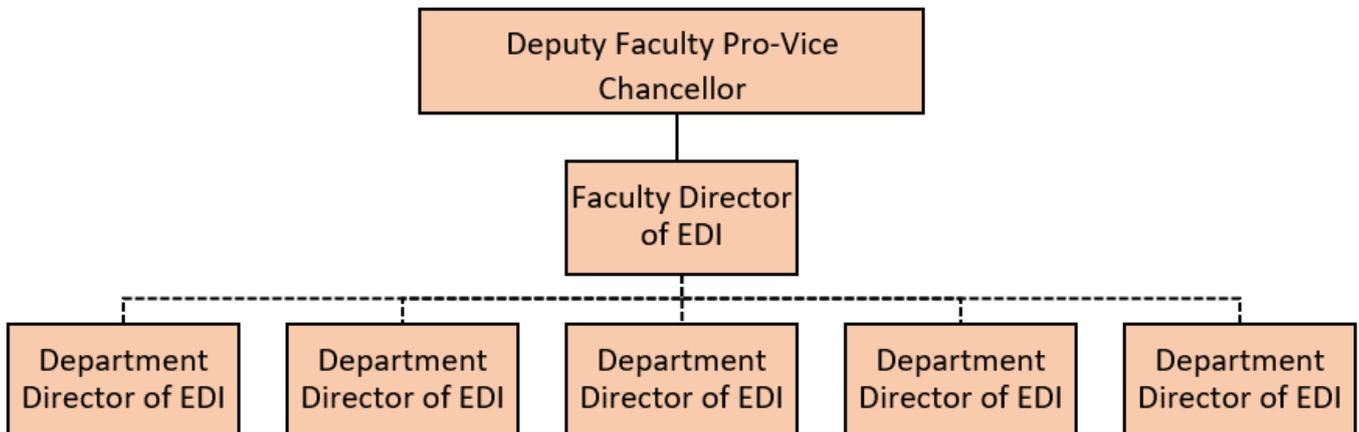
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The Vice-Chancellor chairs the EDI Committee, which has overarching responsibility for all EDI activity and whose work is supported by four EDI subgroups. In addition, the University has an EDI Stakeholder Group, chaired by the Faculty Directors of EDI, who feedback into the relevant EDI subgroup or EDI Committee when appropriate.

## EDI Committee and EDI Subgroups



In October 2019, the University commenced consultation on the new Faculty leadership structure and portfolios of responsibilities within faculties. The new structure aims to clarify the reporting structure and responsibilities of EDI portfolios.



## Staff Profile

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Detailed below is the staff profile as at 31 December 2019. Collection of sexual orientation and religious belief data from new starters has commenced, however, data collection for existing staff will commence with the introduction of the new HR System.

### Academic / Professional Support Split

	Headcount	Headcount %	FTE	FTE %
Academic	1471	49.6	1390.17	51.9
Professional Support	1493	50.4	1285.84	48.1
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

### Age

	Headcount	Headcount %	FTE	FTE %
16 to 24	84	2.8	71.95	2.7
25 to 34	576	19.4	541.67	20.2
35 to 44	863	29.1	797.46	29.8
45 to 54	801	27.0	734.46	27.4
55 to 64	556	18.8	468.67	17.5
65+	83	2.8	61.8	2.3
Unknown	1	0	-	-
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

### Sex

	Headcount	Headcount %	FTE	FTE %
Female	1624	54.8	1401.7	52.4
Male	1340	45.2	1274.31	47.6
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

### Ethnicity

	Headcount	Headcount %	FTE	FTE %
BME	257	8.7	245.96	9.2
Unknown	48	1.6	42.26	1.6
White	2659	89.7	2387.78	89.2
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

### Disability

	Headcount	Headcount %	FTE	FTE %
Disabled	65	2.2	55.72	2.1
Not Disabled	2811	94.8	2549.88	95.3
Unknown	88	3	70.41	2.6
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

## Nationality

	Headcount	Headcount %	FTE	FTE %
UK	2616	88.3	2344.35	87.6
International	176	5.9	168.89	6.3
EU	149	5	141.41	5.3
Europe (Non-EU)	13	0.4	13	0.5
Unknown	10			
<b>Grand Total</b>	<b>2964</b>	<b>100</b>	<b>2676.01</b>	<b>100</b>

## Starters

Academic		Headcount	Headcount %	FTE	FTE %
<b>Gender</b>	Female	89	48.4	77.64	47.2
	Male	95	51.6	86.77	52.8
<b>Ethnicity</b>	BME	35	19.0	32.11	19.5
	Unknown	7	3.8	5.20	3.2
	White	142	77.2	127.10	77.3
<b>Disability</b>	Disabled	3	1.6	1.66	1.0
	Not Disabled	166	90.2	148.65	90.4
	Unknown	15	8.2	14.10	8.6
Professional Support		Headcount	Headcount %	FTE	FTE %
<b>Gender</b>	Female	102	50.7	83.48	49.0
	Male	99	49.3	86.99	51.0
<b>Ethnicity</b>	BME	14	7.0	10.35	6.10
	Unknown	5	2.5	4.34	2.50
	White	182	90.5	155.77	91.4
<b>Disability</b>	Disabled	7	3.5	6.10	3.60
	Not Disabled	181	90.0	156.39	91.70
	Unknown	13	6.5	7.97	4.70

## Leavers

Academic		Headcount	Headcount %	FTE	FTE %
<b>Gender</b>	Female	68	47.2	58.19	48.9
	Male	76	52.8	60.84	51.1
<b>Ethnicity</b>	BME	27	18.8	22.01	18.5
	Unknown	6	4.2	4.5	3.8
	White	111	77.1	92.52	77.7
<b>Disability</b>	Disabled	1	0.7	1	0.8
	Not Disabled	140	97.2	115.79	97.3
	Unknown	3	2.1	2.24	1.9
Professional Support		Headcount	Headcount %	FTE	FTE %
<b>Gender</b>	Female	121	57.3	98.94	55.8
	Male	90	42.7	78.42	44.2
<b>Ethnicity</b>	BME	13	6.2	12.20	6.9
	Unknown	3	1.4	3.00	1.7
	White	195	92.4	162.16	91.4
<b>Disability</b>	Disabled	4	1.9	3.50	2.0
	Not Disabled	201	95.3	169.12	95.4
	Unknown	6	2.8	4.74	2.7

## Charter Marks and Programmes

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### Athena SWAN



Athena SWAN is a charter that recognises work undertaken to address gender inequality. We have held an Athena SWAN Bronze award since 2015. In December 2019, we submitted a successful renewal application allowing us to retain the Bronze award for a further 3 years. The University's ambition is to achieve an Institutional Silver award by 2023.

In November 2019, two departmental Athena SWAN applications were also submitted (Geography and Environmental Sciences and Business and Law). Both applications were successful in obtaining an a Bronze Award. Academic departments are empowered to identify the timescale for submission of a departmental application. The table below identifies the proposed dates.

Faculty	Department	Proposed submission
<b>Business &amp; Law</b>	One Faculty submission to cover Business and Law	November 2019 - Bronze Award
<b>Health &amp; Life Sciences</b>	Applied Sciences	April 2021
	Psychology	April 2020
	Nursing Midwifery and Health	April 2020
	Sport Exercise and Rehabilitation	November 2020
	Social Work, Education and Community Wellbeing	November 2020
<b>Engineering &amp; Environment</b>	Architecture and the Built Environment	November 2021
	Geography and Environmental Sciences	November 2019 - Bronze Award
	Mathematics, Physics and Electrical Engineering	November 2021
	Mechanical and Construction Engineering	November 2021
	Computer and Information Sciences	November 2021
<b>Arts, Design &amp; Social Sciences</b>	Arts and Design	2022
	Humanities	2022
	Social Sciences	2022

## Stonewall



The University's LGBTQ\* Steering Group works closely with Stonewall; Stonewall is a lesbian, gay, bisexual and transgender (LGBT) rights charity based in the UK. The Stonewall Diversity Champion Programme provides the University with the expertise, support, and guidance to help us work towards being a truly inclusive workplace for all our employees. We have carried out an initial self-assessment against the Stonewall Workplace Index to identify priority areas.

Awareness raising is an important part of the initial work that we have undertaken. In February 2019, we were loud and proud when it came to marking LGBT+ History Month. Working with the LGBTQ\* network and the Students' Union we delivered a programme of LGBTQ\* events which included workshops, speakers, taster sessions, internal awareness communications, and a student careers event.

In February 2019, we introduced Northumbria branded Rainbow Lanyards. The demand for these significantly exceeded our expectations with over 1000 staff requesting them. Ally cards were also introduced which clearly outlined the role of an LGBTQ\* ally.

A review of gender-neutral toilets across campus has led to nine additional neutral toilets with an overall aim to have at least one gender-neutral toilet in every building.



## Time to Change



Time to Change is a mental health charity based in England that has the objective of reducing mental health-related stigma and discrimination. In September 2018 Professor Andrew Wathey, CBE, Vice-Chancellor and Chief Executive, signed the Time to Change Pledge to demonstrate the University's commitment to change how it thinks about, and act towards mental health in the workplace. We now have 40 colleagues trained as Mental Health First Aiders and have trained over 150 staff in mental health awareness.

We celebrated Mental Health Awareness week (13-19 May) with 42 colleagues attending a range of bite-size training sessions delivered by MIND to include: Anxiety; Psychosis; Bipolar Disorder, Suicide Prevention and Panic Attacks.

We actively promoted [Shout](#), a free 24/7 'text messaging service' that connects people experiencing mental health crisis to trained volunteers who provide help at a time when it is most needed. This new service was launched by [Heads Together](#), a national mental health initiative spearheaded by the Duke and Duchess of Cambridge.



## Staff Networks

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### LGBTQ\* Staff Network

Northumbria University's LGBTQ\*<sup>1</sup> Network was established in March 2018 and is a fully inclusive community for staff and postgraduate researchers. The Network supports and welcomes all staff at the University who identify as Lesbian, Gay, Bisexual, Transgender, Non Binary, other sexualities and gender minorities, as well as any staff members who may wish to support their colleagues who identify as LGBTQ\*.

The main purpose of the group is to create and support an LGBTQ\* staff community to work with the University to ensure all policies in place are inclusive and to ensure LGBTQ\* visibility across all our campuses.

In February 2019, the network worked closely with the University and Student Union to arrange and deliver an engaging programme of workshops, films and seminars for LGBT+ History Month. The key event was the 'Out Beyond University' event that was run in conjunction with the Student Union, it was a night time event that celebrated LGBTQ+ inclusivity in the workplace with a panel of diverse employers. Northern Proud Voice, the largest LGBTQ community choir in the North East of England, closed the event.



### Northumbria Women's Network

In May 2019, a Women's Staff Network was established. Its aim is raise the profile of women, create a supportive and collaborative network, be a forum for discussion, a voice to raise issues, provide informal mentoring and networking opportunities, and consider ways to promote and support career development. A steering group, made up of volunteers from both academic and professional support areas, run the network. Events organised so far have included:

- Imposter Syndrome awareness
- Q&A panel event with four senior female colleagues on 'How we advanced our careers'
- Confident Communicator training
- Listening groups on topics selected by network members: Family friendly leave, flexible working and academic promotions

Future activity planned includes:

- Understanding the Menopause
- What is your Superpower? A session on Personal Branding

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<sup>1</sup> LGBTQ\*, LGBT+, LGBT\* - The acronym LGBT stands for lesbian, gay, bisexual and transgender; over the years these four letters have expanded to become more inclusive. A popular variant adds the letter Q for 'queer or 'questioning', the addition of the '+' or '\*' is to show that it also encompasses other spectrums of sexuality and/or gender. The acronyms selected by each group/network or society are reflected within this report and all vary.

## Gender Pay

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The gender pay gap shows the difference in average earnings between men and women working at Northumbria. With an ambition to grow our international and global presence and reputation, we know how important it is to understand the root cause of any pay gap and remove barriers that may affect our ability to attract and retain high quality staff, representative of our diverse communities.

Included in this report is summary information for:-

- A. Northumbria University Staff
- B. Northumbria University Services Limited

### A. Northumbria University Staff

Year	Mean %	Median %
2017	16.38	22.74
2018	14.16	19.81
2019	14.73	20.51

Although our current gender pay gap is lower than it was in 2017, the mean and median pay gaps have increased by 0.57% and 0.7% respectively between 2018 and 2019. At 14.73%, our mean gender pay gap is 1.17% lower than the HE sector average of 15.9% and 1.47% lower than the UK average for all industries.

Source: ONS – ASHE Survey 2019.

Our median gender pay gap is above the HE sector average of 15.5% and the UK average for all industries which is 17.3%. The 2019 gender profile at each quartile has remained broadly similar to the gender profile in 2018.

Category	March 2018		March 2019		Difference 2019 / 2018	
	Male %	Female %	Male %	Female %	Male %	Female %
Lower Quartile	33.73	66.27	33.43	66.57	-0.30	0.30
Lower Middle	43.74	56.26	41.61	58.39	-2.13	2.13
Upper Middle	50.25	49.75	49.63	50.37	-0.62	0.62
Upper Quartile	54.59	45.41	54.06	45.94	-0.53	0.53
<b>Total</b>	<b>45.75</b>	<b>54.25</b>	<b>44.97</b>	<b>55.03</b>	<b>-0.78</b>	<b>0.78</b>

## B. Northumbria University Services Limited (NUSL)

NUSL is a wholly owned subsidiary of Northumbria University, which employs operational, administrative and supervisory Professional Support Staff. This is the first year that information on gender pay has been published.

Year	Mean %	Median %
2019	0.14	0.00

The mean gender pay gap for NUSL is negligible and there is no median gender pay gap. The job evaluation process, which is neutral by design, is in place for all roles within NUSL.

Within each grade, there are also only a small number of pay increments.

The proportion of males and females when divided into quartiles ordered from the lowest to highest pay are:

Category	March 2019	
	Male %	Female %
Lower Quartile	45.00	55.00
Lower Middle	38.10	61.90
Upper Middle	39.73	60.27
Upper Quartile	42.70	57.30
Total	41.41	58.59

### Taking action to address the gender pay gap

While there is no gender pay gap issue to address within NUSL, Northumbria University monitors the gender pay position across both organisations and notes a combined gender pay gap of 14.51%, caused by occupational segregation in the lower and upper quartiles.

The lowest pay award implemented for staff following the 2019/20 national pay round was 1.8%, however, senior roles, with salaries higher than £100k, were limited to a 1% increase. This is expected to impact positively on the 2020 gender pay gap.

The Athena SWAN Action Plan outlines several actions that have been identified to help reduce the gender pay gap, as outlined below:

#### a. Recruitment

We will promote the availability of part-time and flexible working throughout the recruitment

process. The wording in job advertisements and job descriptions will be reviewed to ensure that they are gender-neutral. Recruitment panels will be audited to check for gender balance.

### **b. Progression**

A new promotions process is due to be trialled. This will include: initiatives to encourage promotion applications from individuals working part-time; training of Appointment Board members in unconscious bias; review of resources and support for colleagues preparing for promotion, and updated PDA guidelines to cover the need for discussions to include preparation for promotion.

### **c. Pay**

Pay policies and practices will be audited to ensure they are fair and transparent (i.e. starting salaries, market supplements, recruitment supplements, and retention supplements, pay protection and eligibility for bonuses and allowances).

### **d. Training**

Recruitment and Selection training for recruitment panel members will include a section on unconscious bias. The revised online mandatory Equality, Diversity and Inclusion training includes a section on unconscious bias.



## Training and Development

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### Mandatory EDI e-Learning

In 2019, the proportion of staff who had completed the EDI e-learning increased from 95% to 99%. Non-core staff were issued with an Essential Information Pack that contained all the relevant information.

### Mandatory EDI e-learning module completion rates (July 18)

Date	Staff With Training	Complete	Completion Rate %
30/07/2018	2613	2611	99

A new Equality, Diversity and Inclusion e-learning module has been developed, incorporating a section on unconscious bias. This module will be rolled out in 2020.

### Recruitment and Selection (including unconscious bias)

Recruitment and Selection training is ongoing throughout the year and incorporates a section on unconscious bias to raise the awareness of the impact this can have on decision-making.

### Aurora

Aurora is Advance HE's leadership development initiative for women. It is a unique partnership bringing together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Participation embeds strong networks of early career women across the sector to share best practice, insights and experiences. In September 2019, we supported 11 female colleagues to participate in the Aurora programme and matched them with a mentor from our senior leadership or management team.

### Unconscious bias

We delivered unconscious bias awareness session throughout the year and additional sessions were organised, upon request, within departments.

### REF - Equality, Diversity and Unconscious bias training

All individuals involved in the REF committees or in REF decision-making have undertaken training to update their awareness of EDI, and the impact of unconscious bias.

### Mental Health Awareness

We delivered six Mental Health Awareness sessions throughout the year. During Mental Health Awareness Week 2019, MIND delivered bite-size training session on the following mental health topics: Anxiety, Bipolar, Depression, Suicide Prevention, Panic Attacks and Psychosis.

## Dealing with Disclosure of Sexual Violence

Northumbria University was invited by York University to be a partner, along with Leeds and Bradford, in an action-research project to develop innovative training for colleagues who receive disclosures of sexual violence. Associate Professor Ruth Lewis (ADSS) lead the work at Northumbria. The training has been evaluated at each partner institution and the learning has been disseminated in the sector and related organisations.

In 2019, 219 of our staff attended the training (with more sessions taking place in 2020). The training raises understanding and awareness on how to deal with disclosures. It has received overwhelmingly positive evaluations from participants: 82% said that they felt more confident about responding to disclosures of sexual violence after the training. Their comments included:

*'This type of practical training is so valuable and should be part of compulsory induction training for support staff and academics.'*

*'Excellent course. It gave me the reassurance that my response would be helpful and not harming'*

*'Training was the best I've been on at the University by far'*

*'I would recommend this training, as it makes you think about other interactions with students, not just disclosures of sexual violence'*

## Promoting Equality, Diversity and Inclusion at Northumbria

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### Engineering and Physical Science Research Council – Inclusion Matters Project (2019)

We are one of eight northern universities and eight industrial partners who received EPSRC funding through the Inclusion Matters Project to create an inclusive culture in the Engineering and Physical Sciences community. The Project identifies seven critical challenges: lack of role models; a leaky pipeline; inequity in opportunities; lack of synergy in initiatives; lack of understanding of barriers by some senior leaders; poor data, and poor analysis of progress. Six activities have been identified to address them:

- shared-characteristic/interest mentoring
- reverse/reciprocal mentoring
- on-line networking;
- leadership and networking development
- industry collaboration
- data capture and analysis

It draws together resources, opportunities, experience and best practice to influence change and bring about improvements in practices and policies. In December 2019, we hosted the EDI Conference covering topics on: Imposter Syndrome; Active Bystander; impact of privilege, and personal stories of career development.

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## Regional Cross-Institutional Action Learning for Women

This is a collaborative project with partners across the North East and Yorkshire (University of Leeds, Sheffield Hallam, Leeds Beckett, Leeds Trinity, York St John and Huddersfield University).



Utilising Action Learning Sets, the Programme is providing women in middle and senior academic and professional services roles a space to focus on their career development and broaden their professional networks across the sector. Four women from the University participated in the Programme in 2019.

## VC Diversity Fund

The VC Diversity Fund was introduced in 2019 to provide funding for initiatives and activity that will contribute to a culture of equality, diversity and inclusion across the University. In total 19 projects were successful and collectively awarded £54,000. A summary of the wide-ranging projects supported:

1. Student exodus - looking at student drop out (neurodiversity and gender)
2. 2A student poster competition - celebrating diversity and inclusion
3. Supporting Parental Leave through computer-mediated communication
4. NU Connect - implement additional accessibility features within the mobile app
5. A wider exploration of male students experiences in Nursing, Healthcare, Social Work and Education
6. Supporting women to attend the Aurora programme
7. The Rainbow Project - create an educational interactive resource to raise awareness of LGBTQ\* inclusion for students
8. Guest Speakers programme on EDI
9. Supporting female employees in engineering – community building workshops, network building and identifying role models
10. Autism Friendly initiative - widen access and participation for autistic students and staff
11. LGBTQ+ travel policy - researching travel advice for LGBTQ+ people travelling internationally
12. Active Bystander Training - challenging unacceptable behaviours
13. Borrow a Living Book - to hear stories from and ask questions of those fighting prejudices and discrimination
14. Teaching Inclusively - evaluate the inclusivity of the Humanities curriculum
15. Inclusive assessment - identifying barriers and design solutions to create an inclusive assessment design
16. Leading effective equality, diversity and inclusion workshops
17. EDI Matters Posters - individual portraits with a quote on why EDI matters to them
18. Black Leaders Academy - leadership and mentoring programme for black Northumbria University students
19. LGBTQ Network - a mixture of initiatives that support and encourage the presence and understanding of LGBTQ\* culture

## Faculty EDI Key Updates

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### Health and Life Sciences

- Athena SWAN self-assessment teams established for each department
- In June 2019, the faculty carried out a Working Culture Survey, with results disseminated for each department and follow-up focus groups/ World Café events held
- Unconscious bias training delivered to trainee teachers and doctors
- Students helped to generate EDI focussed outreach/work placement resources (i.e. diverse Scientist Top Trumps cards used in local schools)
- Equality, Diversity and Inclusion included as an agenda item in Departmental Management Group meetings and on staff-student liaison committees
- Department of Sports, Exercise and Rehabilitation celebrated EDI related successes of Department colleagues (e.g. presentations at the Women in Adventure Sport Conference 2019, North East "Rising Stars of STEM nominee")
- Established Equalities Matters seminar series at Coach Lane Campus: Prof Khalwant Bhopal speaking about her research on White Privilege and Higher Education; Sexual and Domestic Violence
- Delivering training on Dealing with Disclosures of Sexual Violence across the University
- VC Diversity and Inclusion Fund awarded to study male student experiences at Coach Lane. The research will look at why Social Work and Nursing male students have a less positive experience than male students studying Education
- Discussions with the LGBT+ training group at Northumberland and Tyne and Wear Trust to write new learning and teaching materials for the recently approved 2019 Nursing Curriculum

### Business and Law

- Teachable Moments Workshop (hidden disabilities)
- Sharing learning from student-led curriculum audits
- Student Diversity & Inclusion Poster Competition arising from image audit in the faculty
- Identity spaces on office doors arising from the LGBTQ\* focus group and individual interviews
- Workload audits to raise awareness of any existing inequity and reports to departments
- Multiple outreach workshops delivered by members of the Equity Challenge Project
- Parenting Network and Part-Time Policy workshop held

## **Engineering and Environment**

- Working with the Faculty of Business and Law to develop 'user-friendly' guidance for PGR students who face supervision related challenges
- Staff sitting on external equality related advisory groups e.g. North East Tell MAMA (Measuring Anti-Muslim Attacks)
- Staff advising professional bodies on equality (EDI champion on the Geological Society of London's council)
- Staff research, publication and other activities focus on issues of equality (e.g. water sanitation in Uganda, politics of fertility for ECRs, disaster risk education)
- Research around male achievement/engagement has informed a University-wide task and finish group. This has led to new work exploring LGBTQ+ students' experiences of lad culture
- Inclusive day-time social events arranged e.g. Bake-Off, Friday Social in the Hub, Film Club
- Lead for the EPSRC Inclusion Matters project, working in partnership with eight northern universities and several businesses
- EDI paper presented at the UK & Ireland Engineering Education Research Network Annual Symposium

## **Arts, Design and Social Sciences**

- Organised a series of workshops, funded by the VC's Diversity and Inclusion Fund, on 'Leading Effective EDI Change' and embedding effective EDI practice across the Faculty
- ADSS Athena SWAN Away Day, Jan 2019, for all Department Self-Assessment Team members, aimed at building knowledge of the Athena SWAN process
- Co-founding of HASTEN Advance HE Connect network across the 5 regional universities (Humanities, Arts and Social Sciences Equalities Network <https://connect.advance-he.ac.uk/topics/14283/feed>)
- Dealing with Sexual Disclosure workshops delivered and subsequently rolled out across the University, with excellent feedback from participants
- Launch of 'Teaching Inclusively' decolonising the curriculum project in Humanities, led by Dr Clare Elliott and funded through the VC's Diversity and Inclusion Fund

## **Students' Union**

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### **Global Integration Week**

In November 2019, a week of activities took place to bring Northumbria students from across the world together. Highlights included an international food fest with different Student Union societies getting involved, as well as an inter-faith discussion in collaboration with the University's chaplaincy.

### **Hate Crime Champions Society**

Hate Crime Champions Society student committee and members are trained by Northumbria Police to be hate crime champions to support students who may wish to report a hate crime. Hate Crime Champions also provide support, advice and awareness of hate crime in any form. Northumbria University is the first university in the UK to have such an initiative.

### **Mentoring**

The Students' Union has launched mentoring programmes aimed at empowering students to achieve their goals. The scheme is particularly aimed at:

- students who are the first in their family to come to university
- women, through the Women in Leadership Development Programme (WILD), which aims to create a network where female students feel empowered and supported to undertake leadership opportunities within the Students' Union and confident in their abilities. It's an opportunity to discover their leadership identity and develop key skills that will support them with future goals and plans

### **NSU Student Foodbank**

The Student Foodbank at the Students' Union is a new scheme that provides short-term support to students facing financial difficulties by providing them with a basic food parcel to last three days. We believe no student should go hungry, which is why any Northumbria student can use our service. Students and staff have been very generous since the foodbank launched, donating items and students volunteering their time to help organise items and pack food parcels.

### **Period Poverty**

The Students' Union highlighted that menstrual products are a necessity and an accessibility issue for many students and staff. We are working with the University towards improving access to menstrual products.

### **Pride Breakfast**

In collaboration with the University, the Students' Union hosted a breakfast for students and staff attending the Pride March and Northern Pride Festival in July. The event was very well attended and had a fantastic atmosphere. SU staff and students also helped everyone get into the spirit with lots of face paint and glitter!

## **Societies Fair Quiet Hour**

During our Societies Fair in Freshers Week, we held a quiet hour at the start of the fair to help students with accessibility needs. Student leaders also assisted with a 'meet-and-greet' service for students who may benefit from a helping hand in a potentially busy environment.

## **This Girl Can Week**

Aimed to empower those who don't usually get involved to find a particular hobby or interest, arranging a variety of activities for all staff and students, as well as the opportunity for student groups to lead their own events. Physical activity is good for your wellbeing and helps to combat loneliness, which is why it is a key campaign for the Students' Union.



## **Inclusive Sport**

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### **Engaging Women in Sport**

Building on the successes of last year, Northumbria Sport in partnership with the Students Union were delighted to promote 'This Girl Can' Week (24-30 November). We focused on our female athletes on British University and Colleges Sports (BUCS) Wednesday, promoting their amazing ability and success over the 18/19 academic year. We delivered free sessions for female students that focused on how sport at Northumbria is for everyone and delivered in a non-judgemental environment. Sessions included yoga, karate, a Women Leadership workshop, and engaging with female students who had not yet been involved with sport at the University.

The FA Wildcats sessions have continued to take place at Coach Lane 3G in partnership with Northumberland FA, engaging with over 20 girls, aged 5-11, from Newcastle and surrounding areas.

These initiatives, alongside the provision of a participation pathway ranging from social leagues to high performance representative sport, sport, has resulted in Northumbria Sport regularly engaging with over 2,000 female students (44.54%).

### **Activities promoting good mental health**

Northumbria Sport has tackled the issues presented with the mental health agenda positively and proactively. We have appointed an in-house mental health trainer who has run several 'Mental Health in Sport Workshops' for sport development staff, sports coaches and other support staff. In addition, we introduced Mental Health Awareness training for over 150 committee members; providing participants with information on how to spot signs of poor mental health, becoming an inclusive provider, and supporting those with poor mental health

Student Sports Clubs attended CHANGES (Challenging Hazing and Negative Group Events in Sport) interactive workshops around promoting responsible behaviour and offering a positive and inclusive environment. Student Sport Clubs also supported World Mental Health Day by using the hashtag #ASKTWICE.

In March 2019, Northumbria Sport worked with Student Support and Wellbeing to launch the NU Thinking programme that looks at the use of sport to improve mental health and wellbeing. Student Support and Wellbeing refer students to the programme which offers opportunities including free club membership, a free ten-week gym membership, and participation in our award-winning volunteering programme. Support for students is available at the sign-up stage and throughout the programme. In 2019, seven students positively benefited from the NU Thinking programme.

### **Disability Sport Access**

In conjunction with Northumbria Sport Foundation, the University has continued to work closely with LD North East, a community-based organisation that offers support to residents with learning difficulties/disabilities and autism. We ran two sessions each week, delivered by Northumbria Students, to support adults with learning difficulties to engage in regular sport and

activity. This directly led to two students gaining employment. We also support the Siblings Project with LD North East, where children who have a sibling with a disability or complex needs attend our Kids Camps.

Northumbria Sport Foundation has continued its strong relationship with Benton Dene Special School. Different groups of children from the school take part in weekly sport and activity in Sports Central.

Northumbria's Student Athlete Scholarship Programme has seen the University support five Paralympic Swimmers:-

- Taka Suzuki (five-time medallist at World Champs in September 2019 and ambassador for Tokyo 2020)
- Phelipe Rodrigues (three-times World Champion 2017, ten Paralympic medals),
- Claire Cashmore (current ITU World Champion for Para Triathlon)
- Dave Ellis (three-time World and European Para Triathlon Champion)
- Josef Craig MBE (Paralympic Champion 2012 and BBC Young Sports Personality of the Year)

### **Engaging people from LGBT+ backgrounds in sport**

We supported Northern Frontrunners (the North East's only LGBT+ friendly running club) who benefited from discounted hire of our facilities. Sports Central hosted its strength and conditioning sessions.

We supported LGBT+ History Month, through social media promotion of inclusiveness and hosting open sessions. Rainbow laces were sold, with all money raised donated to Stonewall. Sports teams and athletes were encouraged to wear the rainbow laces around their wrists or to tie boots/ trainers whilst they performed to show their support of LGBT+ inclusion.

### **Engaging people from BAME backgrounds in sport and activity**

Northumbria Sport Foundation built upon their relationship with local Charity EMTEP (Ethnic Minorities Training and Education Project). This came through sustaining the extremely popular Knockout Sisters Project that featured on the BBC. One of our female boxers coached 30 Muslim women each week at the Nunsmoor Centre in the West End of Newcastle.

Northumbria Sport worked with the Students Union to offer a BAME sports day. This involved engaging with different societies from BAME backgrounds to offer free sporting provision, including cricket, table tennis and badminton.

## Supporting Students

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The University has made significant progress in developing its work around student equality, diversity and inclusion. We continue to provide a comprehensive package of support for disabled students, including investment in the Counselling and Mental Health Team to enhance the offer for students, targeted support for student groups including student carers, care leavers and estranged students, and significant financial support for students in hardship.

Within the 2018 Annual Report, we outlined specific actions aimed at:

- providing inclusive learning, teaching and assessment
- improving pre-entry engagement
- improving personal tutoring, peer support, and on-course support for students

We have made great progress against these actions:

### **Providing Inclusive learning, teaching, and assessment**

We have improved our focus on reviewing outcomes data (TEF split metrics in particular) to review gaps in performance and identify targeted approaches or actions which could help address gaps. Examples include aligning work across teams, ensuring a central data source exists and providing data collection and analysis support.

We have further promoted Unconscious Bias training and developed CPD resources for staff to support inclusive teaching and learning.

The Vice Chancellor signed the UUK and NUS 'Closing the BAME Attainment Gap' pledge in May 2019. Work to address the barriers to success which our BAME students face is ongoing and aligned to our Access and Participation Plan and broader Inclusive Learning and Teaching work.

### **Improving pre-entry engagement**

We have delivered a programme of activity that engages with schools to enhance the confidence and resilience of students within key groups such as low participation neighbourhoods. This has been developed in alignment with the outreach work in student recruitment and a Literacy Attainment Programme within HLS.

We have piloted a Neurodiversity Access Programme for neuro-diverse students to support with orientation and transition into higher education at Northumbria.

An online Student Transitions module is now embedded as a core activity to enable all new students to make a seamless and successful transition to higher education at Northumbria and to contribute to improving the student experience, retention, progression, and attainment.

### **Improving personal tutoring, peer support, and on-course support for students**

The Personal Tutoring Policy has been reviewed and updated. It includes enhanced student facing support and aims to ensure consistent practice across the institution. The primary change

is that personal tutors now meet with their tutees face-to-face three times per semester for all levels.

A new Career Readiness Guide for Personal Tutors has been developed and is available from the Careers Intranet and Academic Registry pages.

In 2018/19, the Educational Analytics project saw a timeline of supportive communications or “nudges” developed for all our students. Communications came from the Deputy Vice Chancellor, Student Progress Team, Heads of Department and Programme Leaders.

We have made it easier for students to access mental health support with a new online platform called Kooth. Kooth offers free, safe and anonymous online counselling and emotional wellbeing support that students can access on their mobile, tablet or desktop.

### **Additional EDI work to support students**

A new wellbeing collection has been developed within the library to support student wellbeing and resilience. This scheme has received positive feedback and will be expanded in 2020.

Work has been undertaken to understand the gaps in graduate outcomes, particularly in relation to male students, young students, black and Asian graduates, and disabled students. The Careers and Employment Service monitors attendance at events and engagement with different support activities against these criteria (where the data is available) and seeks to provide targeted messaging and support to students to ensure appropriate take-up of help and support.

A LGBTQ\* Cabaret and Careers event was held in February 2019, delivered in partnership with the Students’ Union, the Northumbria LGBTQ\* network and employers.

An Employability Learning Fund has been piloted to support students to overcome financial barriers that make accessing experiential employability opportunities difficult.

We were successful in becoming lead partners for an OfS funded, sector changing project, using advanced data capture and student facing educational analytics to generate early warning signs for students’ mental health and wellbeing. This project runs from 2019 to 2021.

We have supported research into the experience of students from Gypsy, Roma, and Traveller communities to build a broader understanding of the barriers and support needs of these students at Northumbria. We are working in partnership with the lead academics in HLS to implement the recommendations from this research.

The first Student Hate Crime Champions Society in the country was established at Northumbria. Students are trained as Hate Crime Champions, recognised by Northumbria Police, and provide advice and guidance to those who have experienced hate incidents.

## Student Data

		Entry					Continuation %	Good Honours %	Positive Graduate Employment %
		UG			PGT	PGR			
		Apps	Offers	Enrolled					
Gender	Male	11677	10019	2693	1390	112	85.5	75.8	72.4
	Female	14945	12120	3216	987	98	89.9	78.6	77.5
	Other	0	0	0	0	0	-	-	-
Age	18-20	22037	18909	4570	1	0	87.9	81.6	66.7
	21-24	2326	1684	629	1185	48	85.8	70.5	76.8
	25-29	899	593	280	432	53	89.7	71.4	91.7
	30+	1179	821	425	745	109	92.2	65.8	86.0
Ethnicity	White	21129	17797	5258	1580	142	88.3	82.5	75.7
	Black	575	386	115	101	14	78.9	57.3	71.0
	Asian	1139	915	279	558	30	85.6	58.8	72.0
	Other	801	653	196	121	20	87.2	65.3	72.5
Disability	No Known Disability	23835	19855	5137	2126	181	87.7	78.6	75.9
	Disabled	2787	2284	772	251	29	90.2	76.8	71.3

### Sources:

- UG Applications, Offers and Enrols from Transparency return 2019 (2018/19 full year applications)
- Applicants with no ethnicity recorded are excluded from the Ethnicity figures
- Applicants with no date of birth recorded are excluded from the Age on Entry figures
- PGT and PGR enrolments from SITS (2018/19 entry for courses delivered on campus only)
- Continuation: based on HESA PI T3 definition: UK domiciled full-time undergraduate entrants. Excludes continuation of those who have transferred to another HE provider. 2017/18 entrants
- Good Honours: 2018/19 First degree awards (HESA countable)
- Positive graduate employment from the 2016/17 DLHE Survey

## Campus Accessibility

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The Accessibility Review Group continues to be an effective mechanism for the advancement of accessibility improvements in both internal and external environments. The group develops existing procedures and policies to ensure a safe and accessible working environment for people with a disability.

During the past 12 months, a number of key initiatives have been undertaken including:

- Working in partnership with 'Access Able', new campus maps have been produced for City, Coach Lane and London Campuses that identify accessible routes into each building. These include defibrillator locations, accessible parking locations and baby changing facilities. The 'Access Able' links have now been included in the 'NU Connect' app and on the University website
- A full review of all emergency call points including fire refuge two-way communication devices and call points in student accommodation
- Evacuation chair training carried out for designated staff
- A series of programmed inspections by Tyne and Wear Fire and Rescue Service resulting in positive feedback
- A review of the disabled and gender-neutral toilets
- Completion of a lift breakdown analysis
- The installation of new door opening devices
- Purchase of an electronic stair climber for wheelchair users in the event of lift failures
- Engagement with Changing Places Consortium to promote and advertise the University's new changing places in Student Central and CLC
- Increased engagement with Student Welfare Services to ensure more adequate provision of accessibility equipment



# Equality, Diversity and Inclusion Priorities for the Next 12 Months

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The priorities for the next 12 months have been identified from discussions that have taken place with, and the work undertaken, by the Equality, Diversity and Inclusion Committee sub groups.

## Key priorities for Staff

### 1. Athena SWAN Charter

- Implementation of the Institutional Athena SWAN Action Plan – year one actions.
- Submission of four departmental Athena SWAN applications:
  - Psychology
  - Nursing, Midwifery and Health
  - Sports, Exercise and Rehabilitation
  - Social Work Education and Community Wellbeing

### 2. Race Equality Charter

- Appoint an UE lead to progress the University's work on race equality
- Sign up to be a member of the Race Equality Charter and commence work on developing an action plan to apply for a Bronze Award by 2023
- Establish a BAME staff network

### 3. LGBTQ+ (Stonewall's Workplace Equality Index)

- Self-assess against the Index
- Develop an action plan to address LGBTQ\* Inclusion across the University including participation in LGBT+ History Month and Northern Pride

4. Roll out the updated EDI and Unconscious Bias online mandatory training

5. Support the LGBTQ+ Staff Network and Northumbria Women's Network to deliver a programme of activities for their members

6. Tackle the University's gender pay gap by implementation of agreed actions around recruitment, progression and pay policies/practices

7. Evaluation of the VC Diversity and Inclusion projects and consideration of next roll out

8. Simplify the University's equality analysis process and develop supporting guidance

9. Develop and roll out 'Active bystander training'

10. Introduce a Carers Support Fund to give help towards additional caring costs while colleagues undertake development

11. Increase in number of gender-neutral toilets across campus

12. Development of accessible guidelines for training events

13. Work with the Digital Accessibility Board to

- Identify staff training needs
- Increase staff awareness across the University
- Provide resources and/or create guides that help staff to navigate the requirements

## **Key priorities for students**

Collaborative activity between key teams such as Student Recruitment, Teaching Excellence, and Student Life and Wellbeing will see alignment of the EDI work with the Access and Participation Plan to support cross-university working and effectiveness of monitoring activity that underpins both. To support this work, a new student facing Inclusion Team has been established.

### **Supporting Student Continuation**

- Embed the Neurodiversity Access Programme as a key induction activity to support disabled student transition
- Review induction for all students to ensure inclusivity at institution, programme and module levels. This project will focus on student groups identified with lower continuation and attainment rates
- Pilot 'Enlightened', a new platform to enhance student wellbeing that offers students regular opportunity to feed back on their university experience
- Introduce and support existing peer support schemes where data and/or staff and student feedback highlight there may be a need. Support the peer mentoring scheme led by the Students' Union to enhance the transition of students who are the first in their family to attend Higher Education
- Develop staff training toolkits to support student EDI and resilience
- Undertake a review of our Gender-Based Violence protocol and embed recommendations ahead of September 2020
- Undertake a review of student facing EDI guidance, particularly focused on trans students, new student parents, academic support for disabled students and religious adjustments
- Undertake research into the University Library's impact on student wellbeing and how this contributes to a positive student experience

### **Supporting Student Attainment**

- Deliver an Inclusive Learning and Teaching conference that will take a co-design approach to defining Northumbria University's understanding of inclusivity, as related to each of the Programme Framework for Northumbria Awards (PFNA) pillars
- Embed Inclusivity within the curriculum and assessments by adopting a practice of Inclusivity by Design and ensuring that this is part of Education Strategy
- Develop materials around decolonising the curriculum in consultation with the Students' Union and student support services, in order to raise awareness among academic and support staff around inclusivity for all students
- Design specific interventions, based on best practice across the sector, to address educational factors influencing differential attainment at Northumbria (pedagogy, curriculum, environment, and regional context)
- Promote Unconscious Bias training and develop CPD resources for staff to support inclusive teaching and learning

- Ensure that the current reviews of both the Programme Framework for Northumbria Awards and programme governance and performance identify inclusivity and diversity as a priority area for action and monitoring

### **Supporting Positive Graduate Outcomes**

- Roll out the Employability Learning Fund pilot to a wider group of students
- Introduce targeted internships and shadowing schemes for specific student groups to enhance graduate outcomes



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