



**Departmental
Restructuring**
Bronze and Silver Interim
Award Application



ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in departments to ensure that changes to the structure of the original award-holding department(s) do not adversely impact on gender equality in the department or any gender equality initiatives or Athena SWAN activities in place. Interim awards recognise that the department has taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application.

In order to apply for an interim award, the majority of any previous constituent units must hold Athena SWAN awards. Applicants may only apply for a Silver interim award if the majority of the previous constituent units held Silver awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE

This form should be used for applications for Bronze or Silver Athena SWAN interim awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 4.2, 4.4

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	6,500	7,500
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the changes arising from restructure	1,000	1,000
3. Self-assessment process	1,000	1,000
4. Supporting and advancing careers	3,500	4,500
5. Further information	500	500

List of Abbreviations

AFRD	School of Agriculture Food and Rural Development
AP	Action Plan
CEAM	School of Chemical Engineering and Advanced Materials
CEGS	School of Civil Engineering and Geosciences
DELT	Director of Excellence, Learning and Teaching
DoE	Directors of Expertise
ECU	Equality Challenge Unit
EDI	Equality, Diversity and Inclusion
EEE	School of Electrical and Electronic Engineering
FDD	Faculty Director of Diversity
FEB	Faculty Executive Board
HoS	Head of School
HESA	Higher Education Statistics Agency
KIT	Keeping in Touch days
MAST	School of Marine Science and Technology
NUIS	Newcastle University in Singapore
MSE	School of Mechanical and Systems Engineering
PDR	Personal Development Review
PGR	Postgraduate Research
PhD	Philosophy Doctorate
PGT	Postgraduate Taught
PVC	Pro-Vice Chancellor
REF	Research Excellence Framework
SAgE	Faculty of Science, Agriculture and Engineering
SAT	Self-Assessment Team
S&EE	Science and Engineering Excellence
SEDIC	School Equality Diversity and Inclusion Committee
SoE	School of Engineering
SL	Senior Lecturer
SNES	School of Environmental and Natural Sciences
UG	Undergraduate
UoA	Unit of Assessment
WAM	Workload Allocation Model
WISE	Women in Science and Engineering

Date of application	January 2018	
Name of institution	Newcastle University	
Name of department applying for award	School of Engineering	
Interim Award Level	Bronze	Silver
Focus of department	STEMM	AHSSBL
Previously constituted unit(s) holding awards	Civil Engineering and Geosciences (CEGS) Chemical Engineering and Advanced Materials (CEAM) Electrical and Electronic Engineering (EEE) Marine Science and Technology (MAST)	
Details of previous award(s)	Date: September 2014 (CEGS) November 2015 (CEAM/EEE/MAST)	Level: Bronze Bronze
Previously constituted unit(s) not holding awards	Mechanical and Systems Engineering (MSE)	
Contact for application <small>Must be based in the department</small>	Professor Sheng Dai	
Email	sheng.dai@ncl.ac.uk	
Telephone	0191 208 5560	
Departmental website	http://www.ncl.ac.uk/engineering/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included.

Note: Please insert the endorsement letter **immediately after** this cover page.

Ms Sarah Dickinson
Head of Equality Charters
Equality Challenge Unit
London

31 January 2018

Dear Ms Dickinson,

As the new Head of School of Engineering, I am delighted to offer my wholehearted support for this application for an Interim Bronze award. I was appointed as Head of School in March 2017 and since then I have been striving to introduce a new inclusive collaborative culture to ensure that all categories of staff are supported at every stage of their careers. I am dedicated to supporting the development of all staff and in particular, developing high quality engineers for the future as well as improving the experience for all of our students.

With this as a foundational philosophy we are seeking to remove barriers to career progression wherever they are found and, given the poor gender balance for all Engineering disciplines, there is a focus upon establishing a nurturing environment for women engineers. This covers pre-university outreach through taught-programme recruitment and the research culture for PhD students. However there is special emphasis on early career researchers and the promotions system through which we aim to address the unacceptable gender imbalance in the makeup of our academic staff. We are further developing the supportive policies and working practices in training, mentoring and coaching throughout all stages of staff careers.

Four out of five of our former engineering Schools previously held Bronze Athena SWAN awards, and the University has held an institutional Silver award since 2016. The new Vice Chancellor has confirmed his commitment to equality, diversity and inclusion as a core value of the University Strategy and whilst I recognise that there is a lot of work to be done, we aim to establish a new collaborative culture and identity and I believe that we are already starting to make inroads into establishing a collaborative culture and identity.

I have ensured that all staff categories (academic, research, professional support, technical staff and students) have had the opportunity to have input into the School Strategic Plan; I am developing a new Contribution Model to formally recognise and reward good citizenship activities and I have played an active role in the Engineering Working Group which met several times prior to the implementation of the new school structure to discuss how we can address common challenges, such as gender diversity, across engineering units.

I sincerely believe we can play a significant role in increasing gender diversity within engineering, and that we can recruit and retain more women in engineering in order to benefit the profession as a whole.

Yours faithfully,

Professor Phil Taylor
Head of School of Engineering
Newcastle University

2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

Recommended word count: 1000 words

Please provide a detailed description of the changes arising from the restructure – for example, redistribution of staff, change of location, changes to course delivery – including any relevant contextual information. An overview should be provided on high-level staffing changes including the total number of staff affected. Please provide a description of the department pre- and post-restructure, and an indication of how the restructure has impacted each of the previous departments/units.

The **Science and Engineering Excellence (S&EE)** project was conceived as a high level plan to deliver world-class facilities for research, teaching and industrial engagement across the Faculty of Science, Agriculture and Engineering (SAGe). The aim of the reorganisation process was to increase taught student numbers and experience, increase research income, the quality of research outputs, the impact of research, the numbers of Postdoctoral Research Associates and successful PhD students. Whilst the old structure worked well in many areas, there was little or no collaboration between the different disciplines, sharing of laboratory facilities and duplication of teaching.

Under the old structure, five distinct engineering Schools existed as separate units within the SAGe Faculty (Figures 1 and 2). On the 1st of August 2017 these units were amalgamated into the new **School of Engineering (SoE)** (Figure 3).

Figure 1: Old Faculty structure

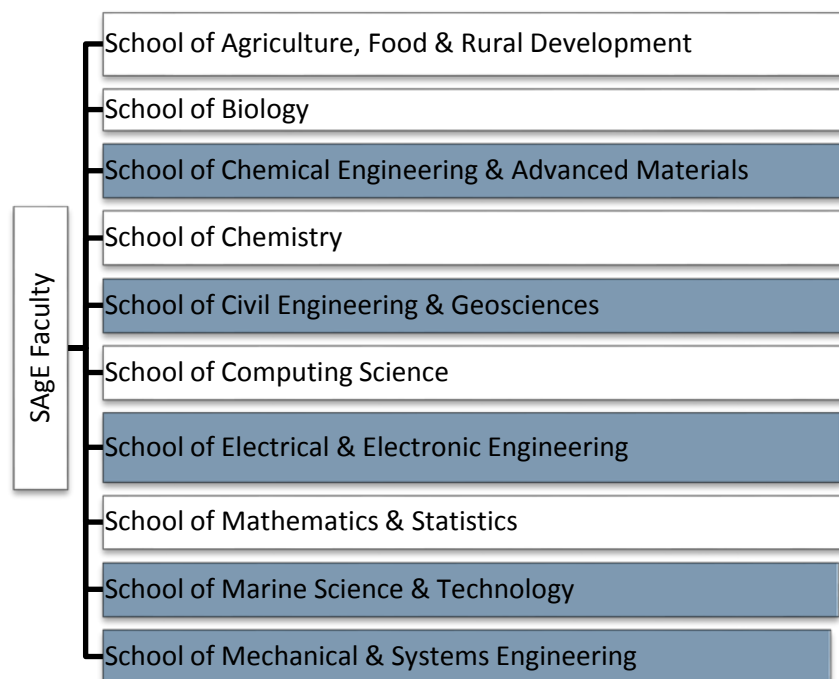


Figure 2: New Faculty structure

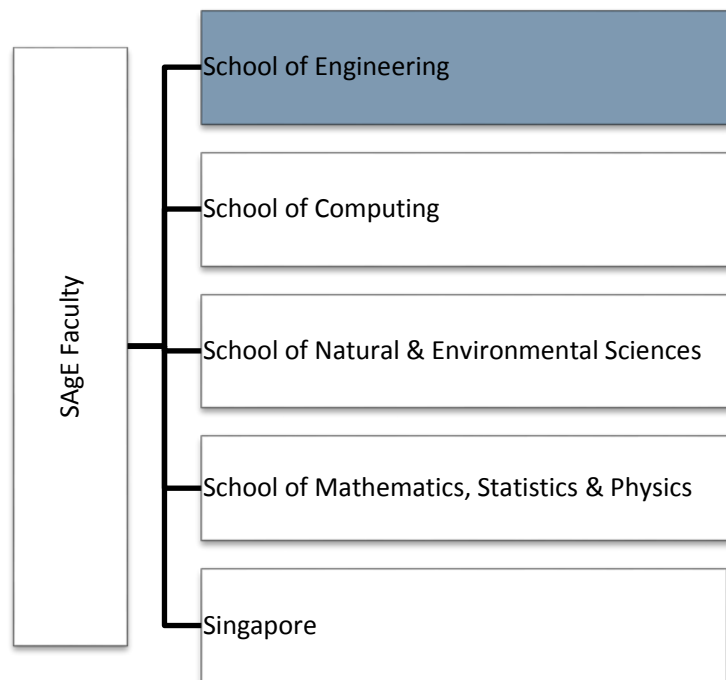
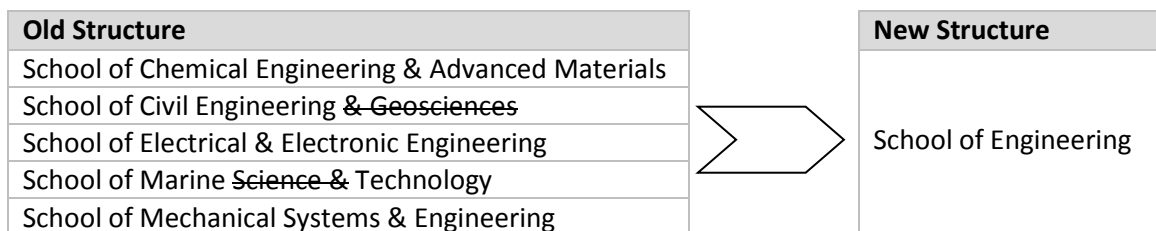


Figure 3 3: Amalgamation of academic units to create new department



Two units were split during the restructure, with Geosciences and Marine Science moving to the new School of Natural and Environmental Sciences.

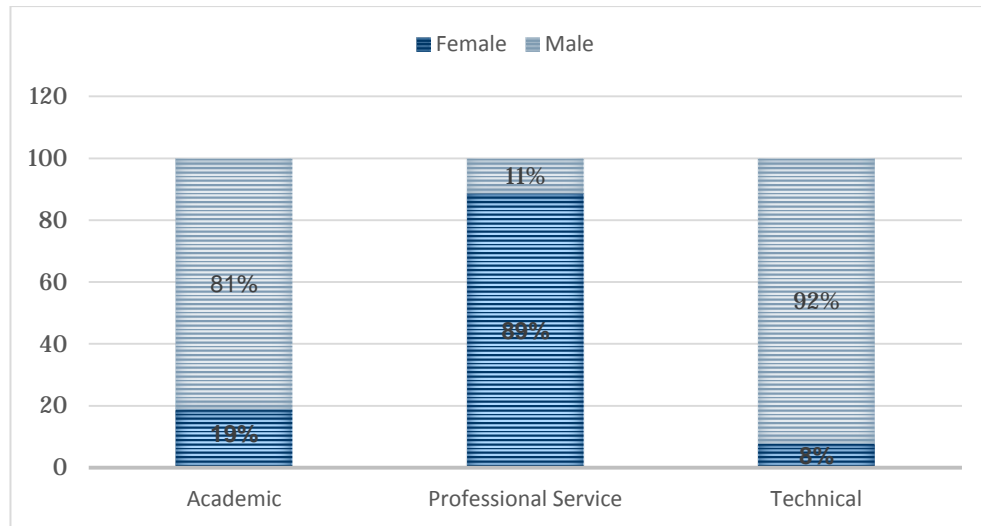
The HoS has already made improvements to discipline collaboration. Three Areas of Expertise (Infrastructure, Bioengineering and Manufacturing) have been formed. Research Group Heads and members were consulted and aligned to the most appropriate Area(s) of Expertise, and the DoEs manage each of the areas to ensure collaboration and consistency of group objectives and the School Strategy.

With regard to Professional Service (PS) and Technical Staff, overarching Research/Teaching Administration and Technical forums have been formed to encourage sharing of best practice.

In addition to the four UK based Schools, **Newcastle University in Singapore (NUIS)** has also become a separate School within the Faculty. Staff and students in Singapore have previously been included in departmental submissions for AFRD, MAST, SEEE and MSE. Singapore intends to apply for its own departmental award as an overseas campus in due course.

A total of 321 academic, research, professional service and technical staff were located in the old engineering units and were supported through the SoE restructure. Figures 4 and 5 show the gender profile of SoE staff is predominantly male in academic and research (81% M, 19% F) and technical staff (92% M, 8%F) groups; but predominantly female within professional services (89% F, 11% M).

Figure 4: Gender profile of staff by percentage *



*August 2017

Table 5: Gender profile of staff by total numbers August 2017

Staff group	Female	Male	Total
Academic	37	159	196
Professional Service	47	6	53
Technical	7	82	89

HESA benchmarking data from the **ECU Equality in Higher Education: staff statistical report 2017** shows that the proportion of female academic and research staff in General Engineering is better across the UK Higher Education sector as a whole (79.3% M, 20.7% F). Increasing the number of female applicants is therefore a key priority for the School (AP5.1, 5.2). HESA benchmarking data for professional and support staff is more equally balanced (53% M, 47% F). This data combines both administrative and technical staff roles. Overall the combined gender profile for professional and technical staff in SoE is better (50.5% M, 49.5% F) than the benchmark. However once separated it is clear that there is a significant amount of work to be done.

The location of academic/research staff and the delivery of teaching programmes have remained unchanged. However two new main School offices have been established in a more centralised location, one office is the central point students and visitors, the other for staff. The majority of professional service staff have been relocated to these offices to support School operations however a small number of staff have been retained in 'local' offices to answer discipline specific queries from students and staff.

As part of the restructure PS job families, roles and responsibilities have been updated to ensure consistency across the Faculty as a whole. Job Descriptions have become generic, and role descriptors for each of the Learning and Teaching and Operations roles have been established by Schools to

ensure staff know their individual responsibilities. Job Descriptions and role descriptors will be reviewed after Year One (AP5.3).

Existing professional service staff were redeployed to these new positions in line with the University's **Redeployment Policy and Procedure**. There were no redundancies during the restructure although a number of professional service staff moved between Schools or decided to leave the Faculty to take up new posts elsewhere in the University. Current policy is for exit interviews to take place when staff leave the University, but not when staff transfer between Schools/Faculties. This will be rectified (AP 5.4). Nine vacancies within the SoE were filled following the University's standard recruitment procedure, both internally and externally (four male and five female). All posts were advertised using the University standard recruitment procedures, local press and by word of mouth. Adverts were worded to particularly encourage male applicants. To ensure that recruitment process was fair and transparent, at least one member of the each of the shortlisting/interview panels had already undertaken Unconscious Bias training and the panel consisted of a mixture of School/Faculty staff where possible.

In terms of high-level staffing changes, applications were invited from across the SoE for a new **School Executive Board**. All Interviews for senior management and School Executive positions included a section on embedding a culture of inclusivity. The aim was to have representation from across all of the previous disciplines and academic staff at different stages of their career. See Table 6 below.

The above has resulted in new leadership and professional support teams, plus a larger academic and research community within three broad areas of expertise: **Materials and Manufacturing, Infrastructure, and Bio and Environmental Engineering**.

Table 6: Gender profile of new School Executive Board

Position	Name	Gender	Group
Head of School (SEEE)	Professor Phil Taylor	Male	Academic
Deputy Head of School (CEAM)	Professor Sheng Dai	Male	Academic
Director of Expertise (Materials & Manufacturing) (CEAM)	Professor Steve Bull	Male	Academic
Director of Expertise (Infrastructure) (MSE)	Dr Sara Walker (SL)	Female	Academic
Director of Expertise (Bio & Environmental Engineering) (SEEE)	Dr Kianoush Nazarpour (SL)	Male	Academic
Director of Excellence, Learning and Teaching (DELT)	Professor Graham Coates	Male	Academic
Director of Postgraduate Studies (CEGS)	Dr Colin Davie (SL)	Male	Academic
Director of Business and Engagement (MSE)	Professor Brian Shaw	Male	Academic
School Manager	Laura Thomson	Female	PSS
Technical Manager	Paul Simpson	Male	Technical

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) details of how the self-assessment team has changed over the restructuring

Prior to the restructure, each academic unit had a SED&IC and an Athena SWAN SAT led by an academic champion and supported by an administrative lead. The composition of each unit level SAT included representation from School Executive Teams (usually the Head of School), academic (including early career academics), research and teaching staff, Professional Services and Technical staff, plus Undergraduate and Postgraduate students. The overall gender ratio across the five engineering units was 36% male and 64% females.

The academic and administrative leads in each unit were active members of the **Faculty Athena SWAN Working Group** and wider University networks, eg the academic lead in the SEEE, Jon Goss, is a member of the University level SAT and has participated in both internal and external Athena SWAN assessment panels. SAT members in Engineering Schools have also been actively involved in activities and events such as **International Women's Day** (Figure 7) and annual diversity events such as **International Women in Engineering Day** (Figure 8). We will continue to support these events (AP2.10,2.11).

Figure 7: Media screen image used to celebrate International Women's Day 2017



Figure 8: Social media campaign celebrating International Women in Engineering Day 2017



The Faculty Director of Diversity (FDD) invited representatives from each of the engineering Schools to join an **Engineering Working Group** in December 2016 to support the development of the Interim Action Plan. The gender ratio was 45% male 55% female as outlined in Table 9.

Table 9: Engineering Working Group membership

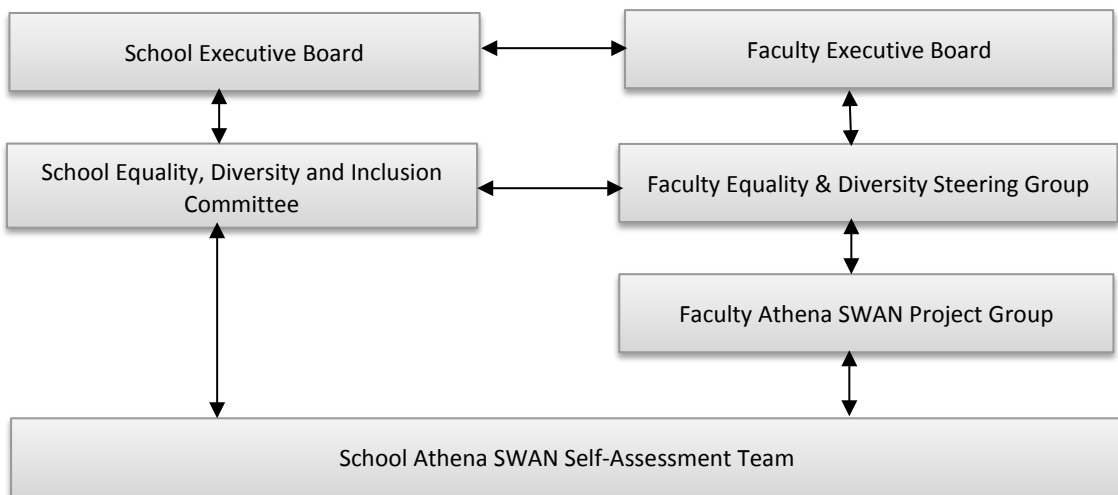
Dr Rachel Gaulton	School of Civil Engineering & Geosciences	F
Prof Jarka Glassey	Chair of Faculty Athena SWAN Group	F
Dr Jon Goss	School of Electrical & Electronic Engineering	M
Louise Jones	Faculty Athena SWAN Project Officer	F
Susan Lawson	Operations Manager, School of Engineering	F
Jayne Masterson	School of Marine Science & Technology	F
Dr Alan Murphy	Science & Engineering Excellence Steering Group	M
Prof Chris Phillips	Faculty Director of Diversity	M
Prof Phil Taylor	Head of School of Engineering	M
Dr Sharon Velasquez-Orta	School of Chemical Engineering & Advanced Materials	F
Dr Sara Walker	School of Mechanical & Systems Engineering	M

The **Engineering Working Group** met regularly between December 2016 and June 2017 to determine common challenges across engineering units, discipline specific issues and key priorities such as increasing female Undergraduate student recruitment. Following their appointment, the new Head of School and Operations Manager in the SoE also participated in the Working Group meeting which finalised the Interim Action Plan.

The Working Group also carried out consultation with the **Women in Engineering** and **Engineers without Borders** student networks in January 2017. Due to a low response rate (5, all female), we met with the President of the 'Engineers without Borders' network in February 2017 to discuss student engagement. As a result, a representative from the **Engineers without Borders** network will be invited to join the SAT to promote joined up communications (AP2.2). The **Women in Engineering** student network is being relaunched in February 2018 and will receive dedicated administrative support from the School (AP4.1).

Following the implementation of the new structure, the School is actively seeking to recruit to the **SED&IC** and **Athena SWAN SAT** with representation from existing and new members across all categories of staff and all engineering disciplines. The SED&IC will be responsible for taking action to improve all areas of Equality Diversity and Inclusion across the School, with the SAT being a subgroup focussing on the implementation of the Interim Action Plan and the development of the AS application for a Silver award. Progress will be reported upwards to the ED&IC.

Figure 10: Diversity reporting lines



As Figure 10 shows, Faculty level issues will be reported to the **Faculty Athena SWAN Project Group**, which acts as forum for tackling common challenges and sharing best practice across the Schools.

A number of staff who were previously involved in Athena SWAN activities under the old Faculty structure have expressed an interest in joining the new School SAT. The current membership is 72% female, 28% male as outlined in Table 11 below.

Table 11: Emerging School SAT membership

Dr Amy Bell	Chemical and Biological Technician	F
Dr Emma Brunton	Research Associate	F
Professor Sheng Dai	Interim Chair / Academic lead	M
Dr Sarah Dunn	Lecturer in Structural Engineering	F
Professor Jarka Glassey	Professor of Chemical Engineering Education	F
Dr Jon Goss	Senior Lecturer	M
Dr Harriet Grigg	Lecturer in Mechanical Engineering	F
Dr Maryam Haroutunian	Lecturer in Marine Technology	F
Hannah Jones	Research Project Manager	F
Louise Jones	Faculty Equality & Diversity Advisor	F
Susan Lawson	Operations Manager / Administrative lead	F
Professor Barrie Mecrow	Professor of Electrical Power	M
Lianna King	EngD Student	F
Warm Ng	PGR student	F
Dr Sharon Velasquez-Orta	Lecturer in Chemical Engineering	F
Dr Neal Wade	Lecturer in Power Systems	M
Dr Sara Walker	Director of Expertise (Infrastructure)	F
Dr Mark Willis	Senior Lecturer	M

All engineering disciplines are represented in the new SAT, and we are targeting additional recruitment from **Technical** and **Professional Service** staff groups (AP2.1) we will also ensure

representation from the **Undergraduate** and **Postgraduate Taught** community. A series of focus groups, interviews and questionnaires will be undertaken with staff and student groups in advance of the School applying for a Silver award ([AP2.5](#)).

(ii) details of any equality impact assessment undertaken

An equality impact assessment was carried out in line with the University's **Policy for Equality Analysis and Decision Making** in order to evaluate the potential impact (direct and indirect) of the proposed structure changes on specific groups. The FDD was also invited to join the SEE Steering Group to support this process.

Consultation was carried out with the Trade Unions, academic and professional service staff groups. For example, a series of '**Helping to Shape the Future**' workshops (attended by 96% of PS staff and representatives from the academic community) were held in March 2017 to collate feedback on the proposed PS job families. A number of academic Working Groups were also established to support strategic planning in areas such as Learning and Teaching, Research and Innovation, and to ensure that a wide range of voices were heard. Staff on maternity and sick leave were invited to feed into these discussions by email or postal communication. Feedback was then used to inform the decision making process.

A formal review of the restructure will take place by FEB in August 2018 to **monitor the impact on different groups**. We recognise that it is important to record the lessons learnt (both positive and negative) and use this information to improve future restructuring exercises.

The restructure has given the School the opportunity to fully exploit flexible working patterns, details of which are given later in this application.

(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

The principles of the Athena SWAN Charter have continued to be championed at both Faculty and School level during the restructuring process through positive actions to advance gender equality.

To promote senior level engagement, **formal responsibility for equality, diversity and inclusion** was written into the job descriptions for the new Deputy Head of School and School Operations Manager roles. Responsibilities include co-ordinating the business of the School Diversity Committee and the delivery of the Athena SWAN Action Plan. Other actions include broadening the eligibility criteria for School Executive Board roles to include Senior Lecturers (see Section 4.1(i)).

The changes in governance structures provide an opportunity to promote cultural changes. For example, by **establishing new School policies** based on existing best practice ([AP6.1](#)) and hosting a **series of social events** to reinforce positive values and behaviours from the outset ([AP1.1](#)). The HoS is committed to embedding a culture of inclusivity in all aspects of School Management. Whole school meetings are held twice on different days/times and made available via Recap. The HoS has held consultation meetings with academic, technical and professional support staff; and separate meetings for research staff and for students, regarding School strategy. At all meetings all attendees were asked to anonymously vote on school priorities for Values and Metrics. Both lists featured ED&I strategic objectives and feedback

was invited before and after the events (online, line managers, Directors of Expertise or email to HoS/School Manager directly).

The School has also adopted a policy of Annual Research Group Review meetings to ensure that all group strategies are inclusive and in line with School Strategy. These Group Reviews will be encouraging and supportive particularly to members of the group who need assistance with reaching and maintaining outputs.

The HoS is keen to host and promote a calendar of social events including an afternoon whole-school subsidised School Christmas Party. He has instigated a weekly academic collaborative coffee afternoon and is prioritising the provision of staff and student social/collaborative space in the School Estates Plan.

(iv) plans for the future of the self-assessment team

Whilst the new SAT membership is being established, members of the previous discipline teams have met to agree the interim action plan proposed by the Faculty Athena SWAN Working Group. The new SAT and ED&IC will each meet on a monthly basis during 2018/19. Meetings will be based on a **specific theme** such as academic promotions or student recruitment, and led by members of the group who have an interest in that topic. The Deputy Head of School is currently acting as Interim Chair, although a campaign to recruit a new **Athena SWAN Champion** is taking place. Applications are being invited and will be considered on the basis of experience, overall knowledge and commitment to AS Principles. The successful candidate will lead the Silver submission. Feedback from the Engineering Working Group highlighted the need to establish **formal succession plans**. A Deputy Chair will therefore be appointed in the second year, who will take over the role after a period of 12 months ([AP2.3](#)).

We are committed to ensuring that the core SAT will include representatives all staff groups plus Undergraduate and Postgraduate students. There will be a maximum of 20 core members, and members will have ownership of projects and decision making. We will establish **sub-groups to focus on specific themes**, carry out projects and report back to the SAT. Members of the wider School will be co-opted to engage with these sub groups and be involved in consultation exercises, activities and events. We will also regularly communicate progress and achievements through the new **School Newsletter** and **Diversity web pages** ([AP2.12](#)).

One of the main priorities for the SAT will be to review existing best practice to inform the **development of new School policies** during 2018 ([AP2.6](#)). We will also analyse the combined data for the old engineering schools to ascertain key trends ([AP2.4](#)).

Internal engagement will continue through participation in the University's **Athena SWAN Cross Faculty Forum** (eg the Going for Gold workshop to be held in March 2018) and the **Faculty Athena SWAN Working Group**.

We will also actively engage with external stakeholders such the **Athena SWAN North East Regional Network**, **Women in Science and Engineering (WISE)**, **Women's Engineering Society (WES)**, professional and degree accreditation bodies, and other Engineering departments which hold Athena SWAN awards to identify best practice and inform the development of our Silver Action Plan ([APs2.7,2.8,2.9](#)).

- (v) plans for future Athena SWAN award applications

Under the old Faculty structure, four out of five academic units were successful in achieving a **Bronze Athena SWAN award**, as shown in Table 12 and Figure 13.

Table 12: Existing Athena SWAN awards

Department	Level	Date of award	Renewal date
School of Chemical Engineering & Advanced Materials	Bronze	November 2015	November 2018
School of Civil Engineering & Geosciences	Bronze	September 2014	November 2017
School of Electrical & Electronic Engineering	Bronze	November 2015	November 2018
School of Marine Science & Technology	Bronze	November 2015	November 2018
School of Mechanical Systems & Engineering	N/A	N/A	N/A

Figure 13: The academic lead in the School of Marine Science & Technology collecting their Bronze award



Unfortunately, the application by MSE was not successful on the grounds that Singapore and staff data was not sufficiently explained. However, there is a lot of good practice within the department which will be carried forward. For example, to mark International Women’s Day March 2017, as well as Dr Helen Meese from IMechE giving a seminar on **Being Bold for Change** they hosted a **‘Meet Your Futures’** event for current students where female staff, Alumni and local businesswomen were invited to hold ‘speed dating’ Q&A sessions to encourage and inspire UG, PGT and PGR students, see Figure 14.

Figure 14: 'Meet Your Futures' event, School of Mechanical Engineering, March 2017



The SoE is committed to applying for a **Silver award** within the next two years. To achieve this aim, we will combine resources across engineering units to increase the impact of our activities. Good practice will be extended across the SoE, to include telephoning female applicants and addressing any concerns they may have prior to visit days; thereby establishing Newcastle as a friendly and welcoming place to study (AP3.1). This practice resulted in an increase in female acceptances in both Marine Technology and Mechanical and Systems Engineering during 2015/16 and 2016/17. We will invite representatives from Engineering departments to visit Newcastle to discuss their experience of applying for an Athena SWAN Silver award (AP2.7).

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 3500 words; Silver: 4500

4.1. Key career transition points: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Recruitment

The reorganisation process has involved the appointment of existing staff to managerial roles within the new **School Executive Board**. Given that engineering is a male-dominated subject, it was important to consider gender equality as part of the recruitment and selection process.

The **Head of School** and **Executive Board** positions were advertised openly through emails, staff newsletters, briefing sessions and formal Committee meetings. The wording of job adverts was considered in order to attract both male and female applicants. Department Heads approached female staff directly and encouraged them to apply. Whereas previously only staff at Professor / Reader level were able to apply for School Executive Board positions, staff at Senior Lecturer grade and above were encouraged to apply in order to attract a more diverse talent pool. The closing date for applications was also set during term time to avoid a negative impact on staff with caring responsibilities.

In spite of these measures, only a small proportion of female academic staff applied for the positions, as outlined in Table 15 below.

Table 15: Application, shortlisting and appointment data for School Executive Board roles

	Male	Female	Total	%
Applications	15	2	17	11.7%
Shortlisted	11	2	13	15.3%
Appointed	7	1	8	12.5%

To address potential bias, all of the staff involved in shortlisting and interviewing received **Recruitment and Selection** and **Unconscious Bias training**. At least one female member of staff also took part in the interview panels for all School Executive Board appointments.

A working group is being established to implement innovative staff recruitment strategies based on best practice in other departments, including direct approach and the wording and placement of job adverts. The School aims to have a gender balance across Academic, Research, PS and Technical staff categories. Practices that have already been adopted are to ensure that all staff involved in the recruitment process complete **unconscious bias training**, and shortlisting/interview panels for all categories of staff will have both female and male representation (from outside the SoE if necessary)([AP5.2](#)).

ED&I is a standing item on SEB which has a stated commitment to improving female representation to significant leadership roles. SEB has committed resource and support to in the following areas:

- Promotions workshops to focus on qualities of successful leadership in research, learning and teaching and engagement. ([AP7.8](#))
- Female only focus groups to ascertain why there is such a low number of female applicants for key roles and how this can be resolved. ([AP7.9](#))

Although the proportion of female staff on the new School Executive Board is 17%, only one member of academic staff (8%) is female. As this figure is lower than the overall proportion of female academic staff within SoE (19%), further positive action will be taken to increase female participation in decision-making roles through the use of deputies ([AP9.1](#)). Succession planning will also be considered as all Executive Board posts are tenable for 5 years. All Executive Board appointments were recruited internally apart from the Director of Excellence, Learning and Teaching (DELT). Given that the SoE is now the largest department in the University, the decision was taken to recruit externally for the DELT post with previous experience of managing a similar role within a large department.

(ii) Induction

The School is committed to providing a robust **Induction Process** for all staff groups to promote a sense of belonging to the School. Feedback from new staff who completed the **Faculty Online Induction Questionnaire** suggested that staff benefited from scheduled **meetings with key stakeholders** and an informal **Induction Buddy**. The Operations Manager is currently collating best practice from the induction procedures within the old engineering units, and a new School standard will be produced by end of Spring Term 2018 and routinely implemented across the School. We will also continue to collate feedback from new staff as part of a process of continuous improvement ([AP6.4](#)).

(iii) Promotion

Identifying female academic staff who are eligible to apply for promotion and encouraging them to apply is a key priority for the School. Raising awareness of internal processes will also benefit male academic staff too. A **Promotions Sub Group** will be established to consider best practice within the old engineering units, such as one-to-one support and pre-application feedback ([AP8.2](#)).

The School is also planning a series of **events and workshops** for academic staff on a wide range of subjects including applying for research grants, publishing academic papers and supervising PhD students. We will also encourage all staff to engage with the **University Mentoring Scheme** ([AP7.8](#)).

The Sub Group will also consider the need to raise awareness the **Pay Review Process** for non-academic staff and career development opportunities ([AP8.1, 8.3](#)).

The FDD is currently taking part in a University wide **Equal Pay Review Working Group**, which will consider the gender pay gap at different grades. The recommendations will be adopted by the School of Engineering ([AP6.2](#)).

(iv) Department submissions to the Research Excellence Framework (REF)

One of the aims of the restructure was to combine the research strengths of separate engineering units within a larger, more cohesive school. Departments submitted to the following Units of Assessment (UoAs) for **REF 2014**:

- UoA 12 – Aeronautical, Mechanical, Chemical & Manufacturing Engineering
- UoA 13 – Electrical and Electronic Engineering, Metallurgy & Materials
- UoA 14 – Civil and Construction Engineering

The intention is for the School of Engineering to submit to the **Engineering UoA** for REF 2021. Therefore the restructure to bring academic researchers together has placed us in a position of strength. Support will be given by Research Group Heads and the School UoA Co-ordinator to ensure that all eligible staff are submitted to **REF 2021**.

The HoS has already held REF specific School Meetings and set up working groups in each of the Areas of Expertise to identify what support can be given to staff at risk of not reaching required outputs (eg minimum of one 4* paper). The working groups have specifically been tasked with supporting staff who have been on career breaks.

SILVER APPLICATIONS ONLY

4.2. Key career transition points: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

- (i) Induction
- (ii) Promotion

4.3. Career development: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

- (i) Training

Training is key to the success of the restructure and the ability of staff to carry out their new roles. A **Faculty Organisational Development Manager** has been appointed to support training and development needs following the implementation of the new structure. Local level support, training and development has also been provided for Professional Service and Technical staff moving into new roles. This included an initial meeting with their new line manager to agree objectives and ascertain personal and professional training needs. The Faculty is also holding a number of training programmes including Line Management for staff new to line management and Effective Management of Meetings. Staff training will be an ongoing action ([AP7.4](#)).

Specific workshops and training programmes are available for academic female staff, who may find it difficult to make their voices heard in male-dominated staff meetings and Committees. For example, Dr Sara Walker (Director or Expertise: Infrastructure) successfully completed the **Aurora Leadership Programme** in 2015/16. The School also signposts female academic staff to support available through the **University Mentoring Scheme, NU Women network and Career Conversations Scheme** through our Staff Newsletter and Diversity web page ([AP7.2](#)).

Promotions Workshops will also be held for Professional Service and Technical staff to engage with career development opportunities as part of our ambitions to work towards a Silver award ([AP7.2,7.4,7.5](#)).

- (ii) Appraisal/development review

Personal and professional training needs will be addressed through the annual **Performance Development Review (PDR)** process. The PDR process began in January 2018 with the Head of School, School Manager and Technical Managers, and is now being cascaded throughout the School as illustrated in Table 16.

Table 16: List of PDR reviewees and reviewers

Reviewee	Reviewer
Head of School	Faculty Pro-Vice Chancellor (PVC)
Deputy Head of School	Head of School
Directors of Expertise	
Director of Business Engagement	
DELT	
Director of PG Studies	
Group Heads	Directors of Expertise
Academic staff	Group Heads
Research Associates	Principal Investigators
School Manager	Director of Faculty Operations
Deputy School Manager	School Manager
Learning and Teaching Manager	
Professional Service staff	Line Managers
School Technical Manager	Faculty Technical Manager

The School has set a target to complete 100% of staff appraisals by the end of 2018 (AP7.6). Human Resources produce a regular report detailing who has not received a PDR to support this process.

The School will also build on practice within some of the previous Engineering disciplines by implementing a system of **Group Reviews (PDRs)** to encourage collaborative working through group targets and peer support, particularly for staff who have returned from a career break (AP7.7). Targets and aspirations will feed into the annual **School Strategic Planning** process.

(iii) Support given to academic staff for career progression

The HoS is keen to identify and support academic staff who have not been successful in achieving research grant funding or publishing journal papers. A Knowledge Transfer Partnership workshop has already taken place and other workshops scheduled throughout 2018 include topics such as Global Challenges, writing and sharing the learning from successful bids (AP7.8).

The **Engineering Working Group** also recommended appointing an **academic champion for Early Career Researcher** within the School. The role of the academic champion is to consider issues such as peer support, networks, mentoring, and skills development as well as helping researchers to identify funding opportunities and bridge funding for gaps in employment between fixed term contracts. This has now been approved by the School Executive Board and a role descriptor is currently being drawn up. (AP7.3).

(iv) Support offered to those applying for research grant applications

The Faculty carried out consultation with both academic and Professional Service staff as part of the 2016 **Research Process Review**. The recommendations from which informed the development of a new research support service, which aims to be consistent, flexible and responsive across academic units. For example, the costing and pricing of research proposals was previously carried out locally by School Research Administrators. However, the volume of applications resulted in limited time for other activities, such as supporting academics to develop a robust case for support. Within the new structure, this activity has been transferred to the **Faculty Finance Team**. This has received many positive comments from many academics, particularly those from smaller disciplines who felt they didn't have sufficient dedicated research support prior to the restructure.

School Research Administrators were previously managed locally by engineering units. Following the restructure, support for research grant applications is now managed by the **Faculty Research Support Team**, with a dedicated member of staff aligned to the School of Engineering. The benefits of this change include: flexible cover for staff absences, increased peer support, career development and access to training. However, academic staff have expressed concern regarding the loss of a single point of contact within their department. To address this concern, we have implemented a communications strategy which includes clear signposting to sources of support from the updated School website. The **Research and Impact Co-ordinator** aligned to the School of Engineering spends the majority of their time within the School. They are also invited to join **School Research Committee** meetings, Away Days and other social activities to ensure that they are embedded in the School community.

Support for large scale bids and Fellowship applications is also available from the **Faculty Research Support Team**, including delivering workshops, sandpit events, internal assessment panels and mock interviews. Feedback forms are used to evaluate and improve research support services. As academic staff within the new SoE are based in different locations, we recognise the need to bring people together following the restructure and encourage collaboration across different strands. This will be supported by Group reviews ([AP7.7](#)).

SILVER APPLICATIONS ONLY

4.4. Career development: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

- (i) Training
- (ii) Appraisal/development review
- (iii) Support given to professional and support staff for career progression

4.5. Flexible working and managing career breaks

- (i) How has the restructure been communicated to those on a career break and what support will be available to them on return.

At the commencement of the reorganisation, all staff on **long term leave** (maternity, sickness, sabbaticals and career breaks) were contacted to confirm their preferred method of communication during the process, eg post, personal or work email. Staff on longer term leave were contacted by their preferred method whenever developments/decisions were communicated to ensure that **all** members of staff were informed of developments and invited to attend briefing sessions. In accordance with the University's **Reorganisation Procedure**, staff on long term leave will be fully supported on return to work, and fully appraised of the new structure and their role in the organisation. The restructure process provided the opportunity to accommodate almost all staff requests for flexible working patterns, e.g. out of four

members of PS staff returning from maternity leave, three wished to reduce their hours and one wished to have a phased return to work over three months, all of which were accommodated.

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(ii) Cover and support for maternity and adoption leave: before, during and after leave

There are currently two members of Professional Service staff and one member of academic staff on **maternity leave**, plus one member of technical staff on **adoption leave**. All individuals will discuss their specific needs with their line managers before their return, which will be accommodated as far as possible in line with University policy. We will update staff on key developments in the School through their preferred method of communication, and through **Keeping in Touch (KIT)** days for staff on maternity leave.

The University has recently launched a new **Returners Support Programme**, which provides funding to support academic staff to return to work following a period of 6 months' leave for caring responsibilities. The funding can be used to cover a wide range of activities such as teaching or administrative cover, or childcare costs to attend conferences. We will actively promote this scheme throughout the School and support eligible staff to apply. In addition, the School is continuing to support the SEEE Daphne Jackson initiative which is being re-advertised in January 2018. (AP6.6,5.5).

The **Engineering Working Group** also identified the need to support staff returning from maternity and adoption leave following the implementation of the new structure as part of a modified induction programme. This will be considered alongside the development of a standard **Induction Process** (AP6.4).

(iii) Flexible working

Under the University's **Flexible Working Policy**, all staff are entitled to request flexible working arrangements not only to accommodate caring responsibilities but staff at different stages of their career and with differing personal circumstances. Staff at Grade F and above are also able to work from home on occasion.

Because the restructure has concentrated processes and amalgamated teams of staff, all members of staff who requested flexible working prior to the structure being finalised have been accommodated. As a result, five full time positions within the PS team have been filled as part of a formal **job sharing arrangement**. This includes one individual who was unable to secure a part-time position in another School.

It has been more difficult to accommodate those who have requested flexible working since the structure was finalised. A formal review will be undertaken after 12 months and requests will then be revisited.

The results of the 2016 NU Staff Engagement Survey exposed a weakness in that not all staff are aware of the Flexible Working Policy or feel that it isn't being applied consistently. The School will publish a 'You Said We Did' document by September 2018 detailing what steps have

been taken to improve systems/processes, what is still to be achieved and what couldn't be accommodated (with reasons).

4.6. Organisation and culture

(i) Culture

Comment on how the culture of the department has been affected by the restructure and how the Athena SWAN Charter principles will continue to be embedded into the culture and operation of the department.

The main **challenge** for the School is to bring people together within a large department and create a culture of belonging. However, this can also be viewed as an **opportunity** to address the cultural issues that existed within the old School structures through the implementation of new policies, procedures, values and behaviours. The aim of which is to promote a positive and inclusive culture within a School where everyone feels valued.

A programme of **social and networking activities** is scheduled, ([AP1.1](#)). Events which have already taken place held include a charity cake sale, Christmas Jumper Day; informal coffee mornings for new teams a Christmas buffet lunch/ quiz for PS staff plus a whole-School Christmas Party. The events have been well supported with over 90% of PS staff attending events as well as raising money for charity. The School-wide Christmas party was attended by over 50% of the School staff.

The HoS invited academic, research, professional service and technical staff to attend open meetings to identify priorities for the first **School Strategic Plan**. Staff who were unable to attend were invited to submit comments using an online form, via their Line Managers or directly to the School Manager or Head of School. This feedback was then incorporated in to the final version.

We will promote our commitment to equality, diversity and inclusion as a formal strand of the **School Strategic Plan**. To raise awareness of gender equality issues, we will commit resources to hosting an event to celebrate **International Women's Day** in March 2018 ([AP2.10](#)). We will lead on a collaborative activity to mark **International Women in Engineering Day** in June 2018 ([AP2.11](#)). We will also invite staff and students to engage in consultation exercises and communicate progress against the School's Action Plan ([AP2.5,2.12](#)).

(ii) HR policies

How have changes to policies and procedures been communicated to staff, how will the department ensure that staff are able to locate and understand these policy changes. How will the department ensure HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes are consistently applied and monitored during the restructure.

The SAT will carry out a **review of previous unit level policies** in Spring Term 2018 to inform the development and implementation of new School policies. A formal Business Process Mapping process will be carried out by teams of staff from each of the disciplines to ensure that good practice is maintained and developed ([AP6.1](#)).

The School promotes the University's **Equality and Diversity** and **Grievance** policies, and as well as providing a signpost to these policies from the School website, line managers are instructed

to ensure that it is actively promoted at team meetings, one to one meetings etc. A new version of the **Dignity and Respect Policy** has recently been launched, which states that a zero tolerance approach will be taken to bullying and harassment on the grounds of gender or any other protected characteristic. To support the implementation of this policy, we will set out formal expectations on practices and behaviour through the development of a **School Code of Conduct** for staff and students ([AP6.3](#)).

(iii) **If applicable, how was gender equality considered in any redundancies**

Academic staff roles have not been affected by the restructure, and there have been no redundancies of Professional Services or Technical staff.

Comment on how the following have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(iv) **Representation of men and women on committees**

The composition of the new **School Executive Board** is shown in Table 6. Membership of this committee is based on role. Consideration will be given to the gender balance of the new Research and Learning and Teaching and Operational Management Committees; which will be established during Spring Term 2018. These committees will include a representative sample from each of the engineering disciplines. **Deputies** will be also be appointed to attend School Committee meetings on a rota basis to help increase representation and succession planning and promote engagement across the School as a whole. ([AP9.1](#)).

(v) **Workload model**

The old Workload Allocation Model (WAM) is currently being remodelled as a **Contribution Model**, which will take into account staff contributions to the strategy, vision and values of the School, rather than hours ([AP6.5](#)). Outreach and engagement activities will be formally recognised in the new Contribution Model, as well as activities to promote equality, diversity and inclusion (EDI) and significant wider citizenship activities such broader outreach recruitment activities, significant mentoring or training of new staff etc. The Contribution Model will recognise that workloads will vary depending on individual staff contribution to the School and will change year upon year depending on School priorities. We will also recognise and reward staff who take innovative action through the University's annual **Vice Chancellor's Celebrating Success in EDI** awards ([AP2.14](#)).

(vi) **Timing of departmental meetings and social gatherings**

The School adheres to the **Faculty Core Hour Guidelines** of 9.30 am – 3.00 pm for departmental meetings and social gatherings. However it is recognised that not all staff will be able to attend due to teaching commitments, office/workshop cover etc. The HoS has therefore taken the decision that all whole-school meetings are held twice, recorded and published via Recap to ensure as many staff are involved as possible. All meetings are scheduled from at the beginning of the academic year September to July to avoid peak childcare periods during the summer.

(vii) Visibility of role models

The School is currently working with the **Faculty Marketing and Recruitment Team** to review the use of diverse images in marketing and publicity materials (AP3.4). We will also increase the visibility of female role models at **Open Days**, including female-only Open Days to create a sense of belonging in subject areas in which female students are particularly under-represented such as Electrical Engineering (AP3.2). We will ensure that all protected characteristics are taken into account when inviting **external speakers**.

(viii) Outreach activities

The management of outreach activities has changed as a result of the restructure, and is now coordinated by **Faculty Outreach Team** in order to provide a joined-up approach across Schools. However, academic staff in the School of Engineering will continue to participate in **outreach and engagement activities** to encourage more females to study engineering such as the annual Motivating, Inspiring and Nurturing Talent (MINT) Day for Year 9 girls. We will record this data locally for inclusion in our application for a Silver Athena SWAN award (AP3.3).

“A really positive experience, and a number of girls said they would certainly consider engineering in future.”

Teacher from Berwick Academy who attended MINT Day

5. FURTHER INFORMATION

Recommended word count: 500 words

Please comment here on any other elements that are relevant to the application.

The School of Engineering is now the largest school within Newcastle University and our disciplines are extremely diverse. There is already good practice across all units including dedicated outreach to female A-level students and the appointment of a Daphne Jackson Fellow. We are also supporting Women in Engineering network actions and ensuring that all recruitment practices take into account personal circumstances such as career breaks. Unconscious bias is also being challenged at all levels.

We understand that the leadership and management of both Equality, Diversity and Inclusion and Athena SWAN can be challenging but we are committed to identifying strategies and KPI's through our EDI Committee and Athena SWAN SAT. We are currently actively recruiting the best and most appropriate people to take these Committees forward.

Careful thought needs to be given to how we resource initiatives, activities and events given that student admissions are down and the operating budget is currently in a deficit position. However, this does not alter our commitment or support for Athena SWAN nor will it stop us taking positive steps to promote gender equality in engineering.

From previous experience we have learnt that posters, social media campaigns and displaying messages on campus media screens can have a powerful impact; these also require a time, rather than a financial commitment. We also have University initiatives such as the **Equality, Diversity and Inclusion Fund** which we can use to assist with local projects. When it comes to recognising and

rewarding staff and students who play an active role in promoting gender equality we will nominate them to receive an award at the University's annual Vice Chancellor's **Celebrating Success EDI awards**.

Whilst recognising that this is an interim submission we are fully committed to building on existing best practice with an aspiration to **applying for a Silver award** in 2019/2020. As a part of our School SAT strategy we will engage with other departments, both internally and externally, that hold Silver awards to identify areas in which we can improve.

6. ACTION PLAN

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process (s) and any issues identified during restructuring.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next three years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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Priority area	Ref	Description	Outcome Measure	Timescale	Owner
1. Bringing people together	1.1	To cement a positive and inclusive culture within the new school of Engineering by establishing an annual programme of social activities .	Programme of activities scheduled. Attendance recorded locally to measure engagement.	Ongoing to July 2018	Head of School / Operations Manager
2. Self-assessment process	2.1	To review the membership of the SAT and ED&IC following submission of the application for an Interim Award to include representative proportion of male and female participants from a broad range of staff and student groups and subjects. Referring to Contribution Model to ensure that individual staff aren't overloaded.	Additional SAT members appointed and actively contributing to the process prior to the submission of an application for a Silver award.	Spring Term 2018	Deputy Head of School / Operations Manager
	2.2	To promote joined up communications with student networks by inviting a representative of the Engineers without Borders student network to join the SAT.	Additional student representative	Spring Term 2018	Deputy Head of School / Operations Manager
	2.3	To appoint a School Athena SWAN Champion who will Chair the SAT and oversee the submission for a Silver award. To promote succession planning, a Deputy will also be appointed who will take over the role of Champion after a maximum of 3 years.	Athena SWAN Champion and Deputy appointed.	Summer Term 2018	Deputy Head of School
	2.4	To combine current staff and student data from disciplines in Year 1 in order to understand the current position and inform future initiatives to address the key issues in the student pipeline.	Retrospective data produced for all engineering units. Analysis, reflection and action planning completed. Process repeated for 2017/18 staff and student data.	January 2018 August 2018 2018/19	Faculty E&D Advisor SAT
	2.5	To carry out consultation with staff and student groups in Year 2 to inform the development of the Silver Action Plan. To include surveys and focus groups to drill down into specific issues. Staff and students will also be asked to contribute towards solution planning, to embed benefits from promoting culture change.	Surveys and focus groups completed. Results analysed and findings reported to SAT.	Autumn Term 2018 Spring Term 2019	SAT

Priority area	Ref	Description	Outcome Measure	Timescale	Owner
2. Self-assessment process (continued)	2.6	To carry out a more in-depth analysis of the previous engineering Action Plans within the next 3 months to identify current areas of best practice which can be implemented within the new School. To include an assessment of progress made against activities listed on the previous Action Plans.	Sub group established to review Action Plans. SAT meeting held to discuss findings. Summary of findings presented to Faculty Athena SWAN Working Group when the School hosts the meeting in April 2018.	February 2018 March 2018 May 2018	AS Champion
	2.7	To carry out a review of other Engineering departments which hold Athena SWAN awards to consider the presentation of data, activities and targets. In order to learn and share best practice, Athena SWAN SAT members in other Engineering departments will also be invited to visit Newcastle to discuss their experience of applying for an Athena SWAN award.	Review completed and examples of best practice noted by the SAT. At least one external speaker invited to visit Newcastle during Year 1.	August 2018	SAT
	2.8	To actively engage with other colleagues involved in Athena SWAN within the University through the Faculty Athena SWAN Working Group and Cross Faculty Forum meetings in order to network, learn and share best practice.	At least one member of the SAT will attend each internal meeting and report back to the SAT.	Ongoing to April 2020.	SAT
	2.9	To continue to engage with external stakeholders during the interim period such as the Athena SWAN North East Regional Network, Women in Science and Engineering, Women's Engineering Society, professional and degree accreditation bodies in order to identify areas for improvement in School practices.	Individual SAT members to engage with groups and report back to the SAT. Details to be locally recorded.	Ongoing to April 2020.	SAT

	2.10	To raise awareness of gender equality issues by hosting an activity or event to celebrate International Women's Day on an annual basis.	Activity or event held. Impact of School activities recorded locally.	March 2018 March 2019 March 2020	SAT
2. Self-assessment process (continued)	2.11	To raise awareness of the under-representation of women in engineering by actively promoting International Women in Engineering Day on an annual basis. Including, but not limited to, the continuation of the 2016 and 2017 media campaigns.	Activity or event held. Impact of School activities recorded locally.	June 2018 June 2019	SAT
	2.12	To regularly communicate progress and achievements through the School Newsletter, Diversity web pages, School and Group Meetings. Ensure that ED&I continues to be a standing item on all meeting agendas and that an update on the AS process is featured at least once per month at SEB	Regular news items posted.	Ongoing to 2019/2020	Operations Manager
	2.13	To develop a list of potential School projects to promote gender equality which require additional funding in preparation for applying to the next round of the University's Equality, Diversity and Inclusion Fund .	At least one application submitted to each funding round. Impact of School activities recorded locally.	November 2018 November 2019	Athena SWAN Champion
	2.14	To promote the formal reward and recognition of staff who play an active role in promoting gender equality by nominating them to receive an award at the University's annual Celebrating Success EDI awards .	At least one nomination submitted annually.	December 2018 and annually thereafter.	Athena SWAN Champion

Priority area	Ref	Description	Outcome Measure	Timescale	Owner
3. UG recruitment	3.1	To extend the best practice in UG student recruitment in Marine Technology and Mechanical Engineering by telephoning female applicants and answering any questions; thereby promoting Newcastle as a caring, welcoming and friendly place to study and live.	System implemented across the new School during Spring Term 2018. 10% increase in female acceptances prior to the submission of application for a Silver award.	Spring Term 2018 onwards 2019/2020	DELT
	3.2	To consider the benefits of providing female-only Open Days to promote a sense of belonging in subject areas in which female students are significantly under-represented.	Discussion held during Year 1. If supported, female-only Open Day held in Year 2. Data on participation and feedback from attendees recorded locally.	2017/18 2018/19	SAT
	3.3	To work with the Faculty Outreach Team to provide continued support for outreach and engagement activities such as the annual Motivating, Inspiring and Nurturing Talent (MINT) Day for Year 9 girls.	Programme of activities supported by the School during 2018-2020. Data on participation recorded locally.	Ongoing to 2019/2020.	SAT Faculty Outreach Team
3. UG recruitment (continued)	3.4	To feed into the development of new marketing and publicity materials during Spring Term 2018, including School web pages and posters. Consideration of all ED&I issues will be given to the use of language and visual images, with expert advice from the Faculty Marketing & Communications Team.	Revised marketing and publicity materials produced by the end of Year 1.	August 2018	SAT Faculty Marketing & Communications Team
	3.5	To carry out a curriculum review starting in Year 1. To include a review of engineering programmes which attract female students in other engineering departments and the consideration of a new General Engineering programme.	Review completed and recommendations implemented.	2017-2019	SAT / DELT

Priority area	Ref	Description	Outcome Measure	Timescale	Owner
4. Student support	4.1	To consider the financial and administrative resources required to support the Women in Engineering student network .	Network relaunched. Impact measured by number of members and engagement during Year 1.	August 2018	SAT School Executive Board
	4.2	To establish an annual School PGR Conference in 2019 to encourage student integration and networking across different engineering strands.	Conference held. Feedback from participants recorded and used to inform future events.	January 2019 January 2020	Director of Postgraduate Studies
5. Staff recruitment	5.1	To establish a Staff Recruitment Sub Group to improve gender balance in applications. Consider innovative staff recruitment strategies based on best practice in other departments; including direct approach and the wording and placement of job adverts.	10% increase in female applications and appointments prior to submission of application for a Silver award.	2019/2020	SAT / Recruitment Sub Group
	5.2	To tackle potential bias in staff recruitment during the period covered by this Action Plan by introducing mandatory Unconscious Bias training for staff involved in shortlisting and interview panels. To ensure that there is a mix of male and female staff on shortlisting and interview panels, whilst ensuring that this does not place an excessive burden on existing staff.	100% of staff involved in shortlisting and interview panels complete online Unconscious Bias training. Local records show that there is a gender mix of staff participates on all interview panels.	Ongoing to April 2019	Operations Manager
	5.3	Review and update job descriptions and role descriptors for PS staff.	Accurate job descriptions and role descriptors for PS staff	September 2018	
	5.4	Introduce exit survey for staff transferring to other Schools/Faculties within the University.	Accurate information on reasons for staff leaving SoE	August 2019	
	5.5	To carry forward the commitment to support a Daphne Jackson Fellowship in Electrical Engineering over the next 2 years in order to address the under-representation of female academic staff in this area.	Fellowship successfully appointed to..	2018-2020	School Executive Board
5. Staff recruitment (Continued)					

Priority area	Ref	Description	Outcome Measure	Timescale	Owner
6. Policy & Procedure	6.1	To carry out a review of unit level policies to inform the development of implementation of new School policies during Year 1. Including flexible working arrangements and support for staff returning from long term leave. Where good practice currently exists informally, this will be developed into formal guidelines .	Implementation of new School policies.	August 2018	SAT / School Executive Board
	6.2	To adopt the recommendations of the University's Equal Pay Review Working Group to tackle the gender pay gap at different grades.	Recommendations implemented.	December 2018	Head of school
	6.3	To promote the implementation of the University's Dignity and Respect Policy by setting out formal expectations on practices and behaviour through the development of a School Code of Conduct for staff and students. Survey staff to identifying the extent to which the Policy is known and repeat survey at a later date.	Code of Conduct developed and implemented across the School. Survey shows that staff know about the survey and how to report any breaches.	2018	Head of School
	6.4	To improve the experiences of new staff entering the department by developing a new Induction Process , which will form the standard for all staff groups. Consideration will also be given to staff returning from long term leave. Staff feedback to be incorporated into the process of continuous improvement .	New Induction Process implemented by Summer 2018. Positive feedback received from new staff completing the online Faculty Induction Questionnaire.	Ongoing to 2019/20	Operations Manager
	6.5	To develop a new Contribution Model to replace the old Workload Allocation Model, and which takes into account citizenship roles such as outreach, engagement and activities to promote equality and diversity.	Contribution Model developed and implemented across the School.	2017/18	Head of School
	6.6	To actively promote the University's Returners Support Programme and encourage eligible staff to apply.	Link posted to School Website. Positive feedback from staff supported.	Ongoing to 2019/20	Operations Manager
7. Training & Development	7.1	To ensure all members of the School Executive Board and staff involved in key decision making roles such as student recruitment complete the Overcoming Unconscious Bias training.	100% of staff identified as requiring training will have completed the online training module during Spring 2018.	Spring Term 2018	Head of School / Operations Manager
7. Training & Development (continued)	7.2	To raise awareness and promote engagement with the University Mentoring Scheme and other internal	Data on uptake to be recorded locally. Levels of	Ongoing to 2019/2020.	Operations Manager

		training and development opportunities through the School Newsletter, website and Line Manager briefings.	awareness measured in response to staff survey.		
	7.3	To appoint an Academic Champion for Early Career Researchers to promote networking, peer support, skills development and career development opportunities within this staff group.	SAT meeting held during Spring Term 2018 to discuss scope. Appoint an Academic Champion by the end of 2018.	2017/2018	SAT / School Executive Board
	7.4	To provide local level support, training and development for Professional Service and Technical staff moving into new roles within the department as a result of the reorganisation process. To include an initial meeting with their new Line Manager to agree objectives and ascertain personal and professional development needs.	Staff survey results.	2017/18	Operations Manager / Technical Manager
	7.5	To actively engage with the University's network for Technical Staff, NU-TECHNET , to raise awareness of the career development pathways and professional development opportunities for this staff group.	. Initial meeting held in Spring Term 2018. Engagement activities held, data on participation recorded locally. 100% of female technicians actively involved	2017/18	Operations Manager / Technical Manager
	7.6	To complete individual staff appraisals for all staff groups within the School by the end of 2018 to agree objectives and ascertain training and development needs.	100% of appraisals completed.	December 2018	Head of School / Research Group Heads
	7.7	To build on existing practice by implementing a School-wide system of Group Reviews (PDRs) . The aim is to encourage peer support, (particularly with staff who returning from a career break) collaborative working by setting group targets.	System implemented by the end of Year 1 and completed annually thereafter.	Ongoing to 2019/2020	Head of School / Research Group Heads
	7.8	To host a series of workshops to support academic staff on subjects including tips for applying for research grants and submitting journal papers, successful leadership.	Data on participation collected locally. Positive feedback from staff.	Ongoing to 2019/2020	Head of School
	7.9	To hold female only focus groups to determine why more females don't apply for key roles.	20% increase in females applying for key roles in the School.	September 2018	Deputy Head of School.

Priority area	Ref	Description	Outcome Measure	Timescale	Owner
8. Promotion	8.1	To raise awareness of both the academic and non-academic promotions processes by signposting staff to relevant information on the School's web pages. As well as highlighting forthcoming submission deadlines in the School Newsletter. Line Managers to be informed during weekly meetings of upcoming dates in time.	Web pages updated during Spring Term 2018. Submission deadlines regularly promoted in a timely manner. Positive feedback obtained from staff consultation.	Ongoing to 2019/2020.	Operations Manager
	8.2	To establish a Promotions Sub Group to consider existing best practice within academic units in relation to identifying talented female staff who are eligible to apply for promotion and encouraging them to apply. To include mentoring support within the School and pre-application feedback.	20% increase in applications for academic promotion from female staff prior to submission of application for a Silver award.	2019/2020	SAT / Promotions Sub Group
	8.3	To invite a member of the Faculty HR Team to give a presentation on the Pay Review Process for Professional Service and Technical staff at a school coffee morning or lunchtime event.	Positive feedback from staff who attended the event.	2019/2020	SAT / Promotions Sub Group
9. Committees	9.1	To increase female representation on key decision making boards by openly advertising vacancies and encouraging staff at Senior Lecturer level and above to apply. Female participation on School Committees will also be supported through the use of deputies, rotation and succession planning as well as the establishment of Sub Groups focused on specific themes.	20% increase in female representation on School Committees prior to submission of application for a Silver award.	2019/2020	School Executive Board