

Dr Ruth Gilligan  
Interim Athena SWAN Manager  
Athena SWAN Charter  
Equality Challenge Unit  
7th Floor Queen's House  
55-56 Lincoln's Inn Fields  
London  
WC2A 3LJ

**Professor Chris Brink, PhD, DPhil**  
**Vice-Chancellor**

Executive Office  
Newcastle University  
King's Gate  
Newcastle upon Tyne  
NE1 7RU United Kingdom

30 November 2015

Dear Ruth,

I have pleasure in submitting Newcastle University's Athena SWAN Silver Award application.

Since receiving our Bronze renewal in 2012, we have made significant advances in promoting gender equality, progressing women's careers and addressing challenges in different disciplines.

Of our Professorial staff, 24.8% are female, higher than the Russell Group average of 20.8%, and we have more female senior lecturers and lecturers. This is important for succession planning, as it ensures the increase in women in senior positions is sustainable and that we are on target to meet our strategic objective of 30% female professors by 2021. Our commitment to promoting gender equality has been supported by our 2015 review of promotions criteria to clarify the range and level of contributions recognised for promotion, ensuring that periods of leave or part-time working are accounted for.

These facts are very encouraging, but we recognise that there is still much to be done. Our Equality Strategy demonstrates our commitment to developing a fully inclusive University community. Valuing diversity is a core value within the University's strategy document, Vision 2021, embedding Athena SWAN principles at the highest strategic level. Following consultation with staff, together with my Executive Board, we have agreed three priority areas: Leading culture change, Women into leadership, Supporting students and Outreach activity, which we will take forward immediately. This does not diminish the importance of the other areas in our action plan which also have clear timescales for implementation.



CHB:amp

Developing and supporting women to become future leaders is key to addressing gender imbalance. I have sponsored a number of initiatives to underpin this, including the NU Women network, and two successful exhibitions 'Inspirational Women of North-East England' and 'Inspirational Women of the Law', whose impact has been beyond the University. Other specific approaches to supporting career advancement include the introduction of an academic returners' programme, Career Break Fellowships in Computing Science, and the establishment of a parent's network. We regularly host student events including a recent Q&A session by MP Chi Onwurah to our Women in Engineering student network.

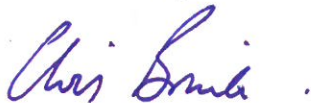
The visibility of women across the University has increased. Recent examples of success include Prof Ruth Plummer who won the North East Woman Entrepreneur of the Year (STEM category) and Dr Paola Crippa who won a L'Oréal-UNESCO Women In Science Fellowship.

Recognising the importance of providing strategic leadership to the diversity agenda, we have created the post of Dean of Diversity. Professor Judith Rankin, who has been working with the Athena SWAN agenda for the past five years, took up the post in 2015. The Faculties of Medical Sciences and of Humanities and Social Sciences are establishing Director of Diversity posts to support this role.

Recently, we were proud to be named by the Times Higher Education as one of eight world-leading universities with a 50:50 gender balance.

I fully support our activities to date and remain committed to ensuring that, as a University, we work together to successfully achieve our ambitious action plan.

Yours sincerely,



**Professor Chris Brink**  
**Vice-Chancellor**



## Athena SWAN Silver University award application

**Name of University:** Newcastle University

**Date of application:** November 2015

**Date of University Bronze award:** 2009, renewed 2012

**Contact for application:** Professor Judith Rankin, Dean of Diversity

**Email:** judith.rankin@ncl.ac.uk

**Telephone:** 0191 208 5267

Applications at Silver University level should demonstrate a significant record of activity and achievement by the University in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze University award application, how the University has built on the achievements of award-winning STEM departments, and what the University is doing to help individual STEM departments apply for Athena SWAN awards.

### Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

#### 1. Letter of endorsement from vice-chancellor: maximum 500 words

An accompanying letter of endorsement from your vice-chancellor (or equivalent) should explain how the University's SWAN action plan and activities in STEM have contributed to the overall University strategy and academic mission. In addition the letter should detail how the University as a whole has benefited from the activities of the award-winning departments.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any women and STEM initiatives that have made a significant contribution to the achievement of the University mission in relation to STEM.

## Table of Abbreviations for Application and Action Plans

Abbreviations	
ARP	Academic Returners Programme
AS	Athena SWAN
ASPO	Athena SWAN Project Officers
BMS	School of Biomedical Sciences
CEGS	School of Civil Engineering and Geosciences
ECR	Early Career Researcher
EOS	Employee Opinion Survey
E&D	Equality and Diversity
EDHR	Executive Director of Human Resources
FEB	Faculty Executive Board
FMS	Faculty of Medical Sciences
FT	Full Time
HoAU	Head of Academic Unit
HESA	Higher Education Statistics Agency
HR	Human Resources
HaSS	Faculty of Humanities and Social Sciences
ICM	Institute of Cellular Medicine
IGM	Institute of Genetic Medicine
IHS	Institute of Health and Society
ION	Institute of Neuroscience
LGBT	Lesbian, Gay, Bisexual and Transgender
MSE	School of Mechanical and Systems Engineering
NU	Newcastle University
NUIS	Newcastle University International Singapore
NE	North East
PIP	Parent Information Pack
PT	Part Time
PDR	Performance and Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PVC	Pro Vice Chancellor
REF	Research Excellence Framework
SAGe	Faculty of Science, Agriculture and Engineering
SAT	Self-Assessment Team
SDS	School of Dental Sciences
SET	Science, Engineering, Technology
SL	Senior Lecturer
ShPL	Shared Parental Leave
SDU	Staff Development Unit
UG	Undergraduate
UEB	University Executive Board
VC	Vice Chancellor
WCHEC	Women and Change in Higher Education Conference

The self-assessment process: maximum 1000 words (945 words)

Describe the Self-Assessment Process. This should include:

- a) A description of the self-assessment team: members' roles (within the University, within the department, and as part of the self assessment team) and their experiences of work-life balance.

The self-assessment team (SAT) has expanded since the Bronze renewal from 10 to 16 members, reflecting wider representation of academic units engaged with Athena SWAN (AS), and includes more male representatives (increase from 20% to 38% in response to renewal feedback). Membership includes representatives from University (UEB) and Faculty Executive Boards (FEB) demonstrating support at the highest levels.



**Table 1: Self-Assessment Team**

<b>SAT Member</b>	<b>Job Title</b>	<b>Area of Athena SWAN responsibility</b>	<b>FT/PT</b>	<b>Experience of work life balance</b>
Professor Judith Rankin	Professor of Maternal and Perinatal Epidemiology, Dean of Diversity	Chair of University SAT and Chair of Institute of Health and Society SAT: Responsible for strategic leadership on AS.	FT (PT until 2010)	Dual career partnership, three school age children.
Mr Luke Allison	Students' Union Welfare and Equality Officer	Students' Union representative: Represents student perspectives.	FT	Experience of balancing part time (PT) work with full time (FT) study.
Dr James Annesley	Senior Lecturer, Head of School of English Literature Language and Linguistics	Lead of first departmental application from HaSS: Sharing good practice and communicate actions with the Faculty.	FT	Dual career partnership, one school age child.
Professor David Burn	Professor of Movement Disorder Neurology	Chair of FMS Fairness and Equality Committee: Embedding and progressing silver AS status in all units in FMS.	FT	Dual career partnership.
Dr Jarka Glassey	Reader in Chemical Engineering Education	Chair of SAgE AS Project Group: Embedding and progressing AS status in all units in SAgE.	FT	Dual career partnership, two children, one school age.
Dr Jonathan Goss	Senior Lecturer	Academic lead of School of Electrical and Electronic Engineering Bronze application: Brings good practice from SAgE.	FT	Dual career family, two school age children.
Mrs Jan Halliburton	Human Resources (HR) Adviser (Equality and Diversity)	University AS co-ordinator: Provides policy, initiative, data and administrative support, and co-ordination for University and academic unit activity.	FT (PT until 2013)	Works compressed hours, two school age children.
Professor Steve Homans	SAgE Pro Vice Chancellor (PVC) Chair of SAgE Diversity Steering Group	Executive Board lead for AS: Embedding AS University wide with aim of institutional Silver status.	FT	Dual career partnership, family based in Leeds, commutes to Newcastle on a weekly basis.

<b>SAT Member</b>	<b>Job Title</b>	<b>Area of Athena SWAN responsibility</b>	<b>FT/PT</b>	<b>Experience of work life balance</b>
Mrs Veryan Johnston	Executive Director of HR	Executive Board lead for Equality and Diversity: Embedding equality and diversity University wide.	FT	Dual career partnership, grown up family. Carer responsibilities.
Mrs Louise Jones	SAgE Faculty Research Administrator (AS Project Officer)	Secretary of SAgE AS Project Group and SAgE AS co-ordinator: Provides support and guidance to units; communication of AS.	FT	Dual career partnership.
Professor Chris Phillips	Head of Academic Operations Newcastle University International Singapore (NUIS)	SAgE NUIS representative: Provides SAgE and international perspective.	FT	Four adult daughters. Based in Singapore, balancing working with colleagues across time zones in Newcastle and Singapore daily.
Miss Nancy Rios	FMS AS Project Officer	Secretary of FMS Fairness and Equality Committee FMS AS co-ordinator: Provides support and guidance to units; communication of AS.	PT	Two school age children, single parent.
Professor Candy Rowe	Professor of Animal Behaviour and Cognition	Chair of NU Women and Academic lead of Institute of Neuroscience Silver SAT: Represents NU Women and develops initiatives, brings good practice from FMS.	FT	Dual career partnership, one school age child.
Mrs Chris Stafford	Director of Faculty Operations, Faculty of Humanities and Social Sciences (HaSS)	HaSS representative: Rolling out expanded charter to HaSS Faculty.	FT	Dual career partnership, two children, one school age.
Professor Selina Stead	Professor of Marine Governance and Environmental Science	SAgE School representative: Provides SAgE senior female perspective.	FT	Dual career partnership, three school age children.
Dr Kirsty Steed	SAgE Faculty Research Manager	SAgE AS co-ordinator and member of Faculty Diversity Steering Group: Provides support and guidance to units; communication of AS.	FT	Dual career partnership, two school age step children.

- b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation processes that were undertaken with STEMM departments that hold and/or are working towards Athena SWAN awards, and how these have fed into the submission

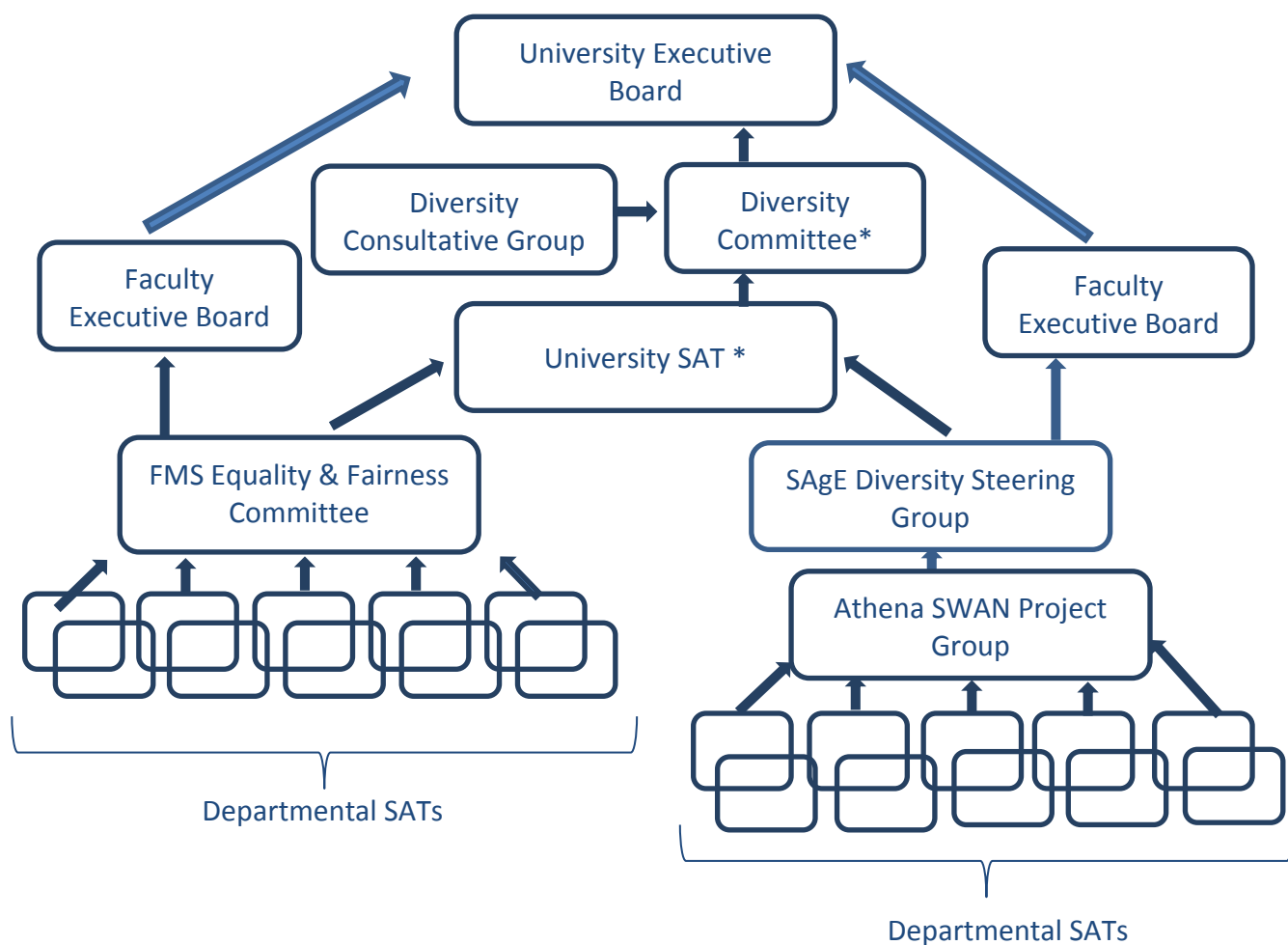
The SAT meets four times a year; increasing to eight meetings in 2015. SAT terms of reference are to:

- develop and implement strategies and policies to meet the University's objective of addressing gender equality
- support a coordinated University approach to the preparation and submission of applications to the AS Charter
- monitor application progress and consistency
- provide a forum for the sharing of best practice from within and outside the University
- develop effective communication and engagement plans to embed AS principles across the University
- measure the effectiveness of University communication and engagement plans and of AS work undertaken

In 2012/13, the Faculties of Medical Sciences (FMS) and Science, Agriculture and Engineering (SAGe) established Faculty level committees. The SAGe AS Project Group co-ordinates departmental applications and shares best practice. The SAGe Diversity Steering Group provides direction on all aspects of diversity. The FMS Fairness and Equality Committee carries out both these functions; their structure will be reviewed on appointment of a Director of Diversity in 2015/16. Chairs and Secretaries of Faculty committees and the University AS co-ordinator are members of the SAT, and of Faculty committees. This structure enables exchange of good practice and identification of issues requiring joint action. Faculty updates and queries are standing items on University SAT agendas. Through individuals' membership on key University committees, there is a clear route for issues identified by the University SAT to be considered by other relevant committees, such as Staff Committee, Student Recruitment and Admissions Monitoring Committees and the HR Excellence in Research Steering Group. Figure 1 shows Newcastle University's AS governance structure.



**Figure 1. Governance Structure for Athena SWAN at Newcastle University**



\* The Faculty of Humanities and Social Sciences (HaSS) are represented on the University SAT and Diversity Committee. HaSS are in the process of establishing Faculty level diversity structures, including a Director of Diversity, which will be incorporated into this governance structure.

The success of the governance structure to support activity is evident from our progress from one departmental Silver award when submitting our 2012 University Bronze renewal to five Silver and 12 Bronze departmental awards currently.

The SAT values the views of staff and students, and actively seeks feedback on AS activities, including this submission. Most (85%) academic unit SATs, include student representation; where there aren't student representatives, SATs ensure student views and issues are addressed through other means, e.g. focus groups. Academic unit SATs have undertaken staff and student consultation; issues relevant beyond the academic unit are raised at Faculty and University level via the governance structure. In SAgE, a Faculty consultation event in 2014 was attended by staff from SAgE, FMS, HaSS and HR. Participants discussed the people pipeline, work-life balance, and sharing good practice. Feedback led directly to new University initiatives, e.g. development of unconscious bias training and the establishment of a Parents Network. In FMS, there has been extensive consultation at unit-level. Following attendance at the 2014 Women and Change in Higher Education Conference (WCHEC), co-organised by Newcastle and Durham Universities, a group of delegates came together to identify areas for change. These were raised at the SAT and

UEB and led directly to, amongst other things, Professor Homans, PVC SAgE, being appointed as UEB academic AS champion.

In July 2015, the SAT organised a consultation event with AS representatives from across the University, allowing 13 (65%) SET units to discuss and give feedback on plans and progress towards this application, HaSS also participated in the consultation. As a result of the consultation, the themes outlined in Sections 3 and 4 (**P32-50 below**) were agreed.

*“The consultation process has been incredibly valuable, a great opportunity to talk to other units about what works and ... what is being done to benefit all staff.”*      **Athena SWAN Academic**

Draft versions of this submission have been distributed amongst AS and Diversity colleagues for feedback. External interaction and consultation has also informed our self-assessment process. Eight members of the SAT (as well as other members of staff) are AS panel members, including two with Chair experience. SAT members are active participants in the North East (NE) Regional AS Network. We hosted 45 regional colleagues for the June 2014 meeting, the second time we have hosted the network.

Table 2 below shows recent external speakers who have been invited to share their experiences of diversity issues.

**Table 2: Invited External Speakers**

Date	Speaker and Topic
May 2013	Professor Paul Walton, University of York Equality for women in higher education: now, sometime, never?
April 2014	Elke Matschke, Equal Opportunity Consultant, University of Hamburg Career development of female medical doctors and scientists.
June 2014	Professor Hilary Lappin-Scott, PVC, Swansea University Personal perspective on Professor Lappin-Scott’s career experiences.
October 2014	Professor Silvia Dorn, ETH Zurich The diversity challenge in science: steps to attract and retain talented women.
October 2014	Professor Jane Hill, University of York Path to Athena SWAN Gold – some reflections from Biology at York.
March 2015	Professor Melanie Welham, Director of Science at BBSRC Personal perspective on pathways to professional success.
April 2015	Professor Averil Macdonald, WISE Board member Discussion around findings of Professor Macdonald’s Report ‘Not for People like Me’.
	Dr Helen Meese, Head of Engineering in Society, Institution of Mechanical Engineers Discussion about Dr Meese’s role in engagement.
November 2015	Chi Onwurah MP, Shadow Minister for Business, Innovation and Skills Q&A with staff and students about women in STEM.

- c) Plans for the future of the self-assessment team, such as how often the team will continue to meet and any reporting mechanisms.

Forthcoming changes to internal structures and staff moves, along with the expansion of the charter, provide an opportunity to strengthen the SAT team and broaden our remit. Planned changes:

- New role of FMS Director of Diversity to lead on Faculty strategy, Chair FMS Equality and Fairness Committee, and be a University SAT member.
- More representatives from HaSS.
- New representatives from Professional Support Staff.
- Staff Development Unit (SDU) representative.

We will continue to invite expert staff to tackle specific issues, e.g. Internal Communications to help ensure we use the most effective communication channels and methods (**Action Plan 7c, P12**); and staff involved in outreach and student recruitment activities to help address areas of under representation (**Action Plan 6, P10-11**). We want to ensure staff who are keen to be involved with AS activities have the opportunity to do so and will facilitate an open invitation for new members during 2015/16 (**Action Plan 8d, P14**).

We will meet bi-monthly; at the commencement of each academic year the membership will be reviewed and reconstituted as necessary to ensure relevant perspectives are represented, and enable new members to shape future activities.

As we embrace the expanded charter, we will ensure academic units who have been active pre-May 2015, and units who now have the opportunity to get involved, are briefed with regard to the requirements of the expanded charter (**Action Plan 8e, P14**).

### Areas for Action

- Work with Internal Communications staff to ensure we use the most effective communication channels and methods (**Action Plan 7c, P12**).
- Work with University and Faculty Marketing and Recruitment colleagues with regard to outreach and student recruitment activities (**Action Plan 6, P10-11**).
- Facilitate open invitation for new SAT members in 2015/16, including members to consider intersectionality and transgender staff and students (**Action Plan 8d, P14**).
- Deliver briefings on the expanded charter (**Action Plan 8e, P14**).

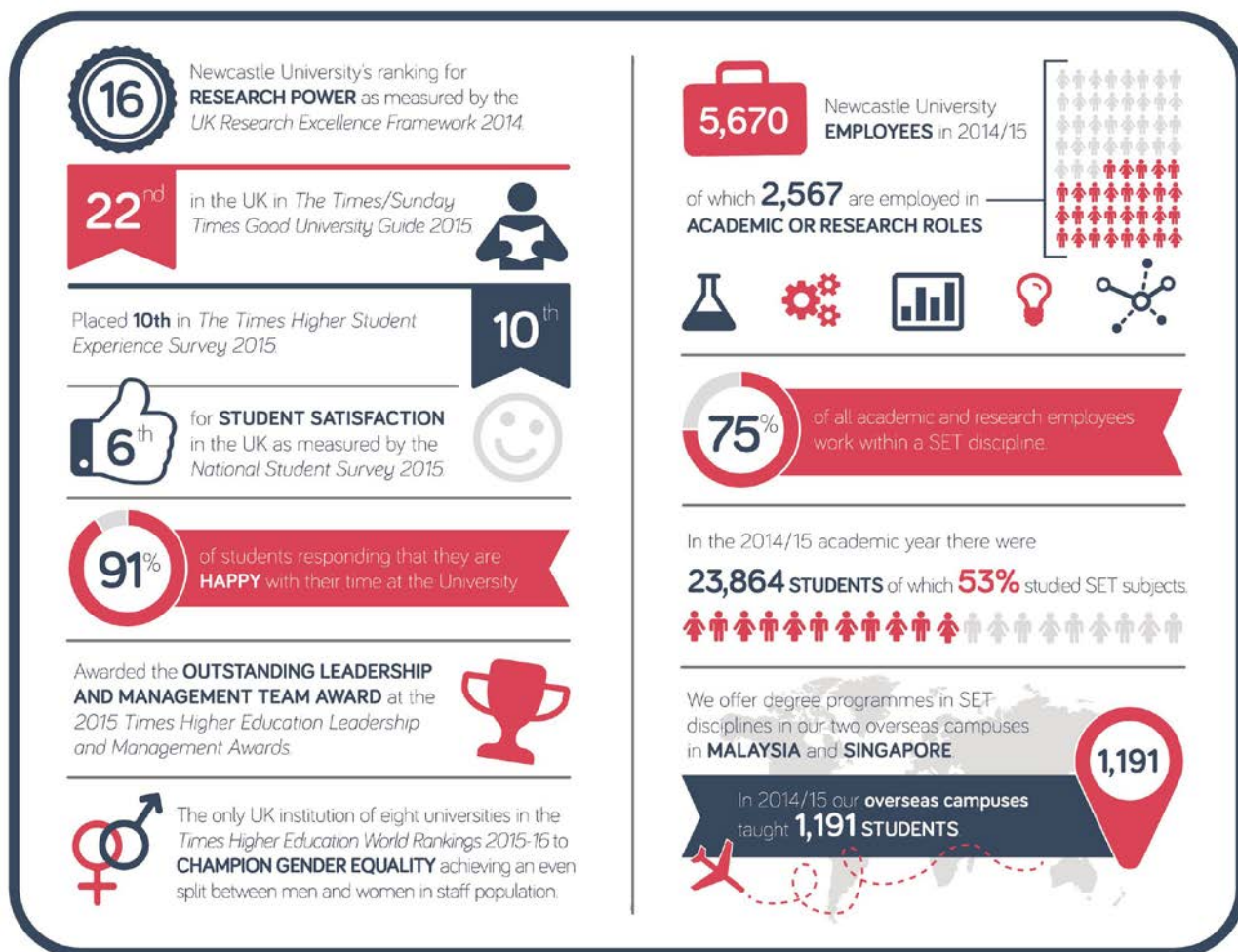
## 2. A picture of the University: maximum 1500 words (1501 words)

- a) Provide a pen-picture of the University to set the context for the application, outlining in particular any significant and relevant features.

Our vision is to be a civic University with a global reputation for academic excellence. Institutional highlights are shown in Figure 2. Our mission is to:

- be a world-class research-intensive University
- deliver teaching and facilitate learning of the highest quality
- play a leading role in the economic, social and cultural development of the NE of England.

Figure 2. Overview of Institutional Highlights



We aim to address global challenges by focussing academic work on Societal Challenge Themes, each Faculty-led. (Table 3)

Table 3: Newcastle University's Societal Challenge Themes

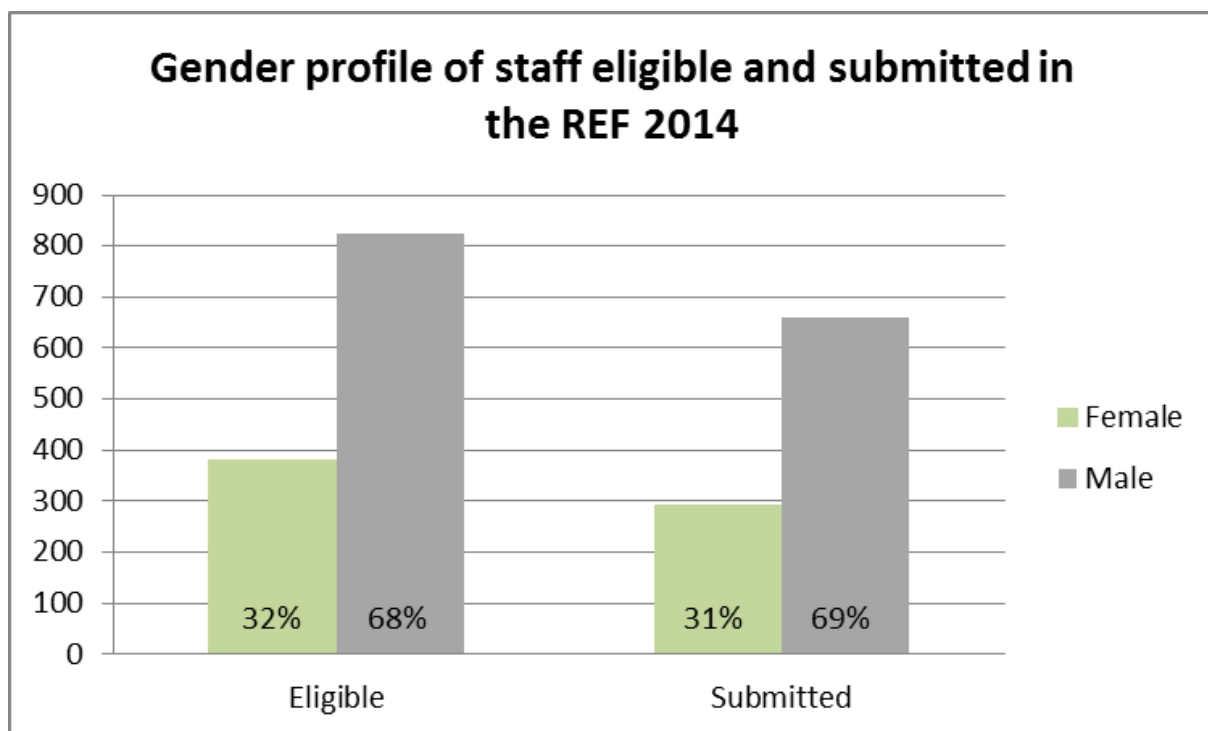
Theme	Faculty	Director
Ageing	FMS	Professor Louise Robinson
Social Renewal	HaSS	Professor Mark Shucksmith
Sustainability	SAGe	Professor Phil Taylor

We operate globally, with campuses in Malaysia and Singapore. While recognising different legislative environments overseas, we share equality and diversity (E&D) perspectives. The Executive Director of HR (EDHR) presented our expectations for dignity and respect at work when visiting Malaysia. We will arrange for Malaysia based staff to share their experiences of working in a diverse environment when visiting Newcastle (**Action Plan 1n, P2**). We are keen to learn from the University of Nottingham’s experience of achieving a Bronze award at their Malaysia campus (**Action Plan 1o, P3**).

In our Equality Strategy we state we value diversity because we are committed to excellence. We put this strategy into action by engaging with initiatives, carrying out awareness raising activities and reporting to UEB and Council. All new employees are directed to complete an online Diversity Induction; University and Faculty AS co-ordinators attend Welcome Events for new staff.

Equality analysis for the Research Excellence Framework (REF) 2014 identified no statistically significant differences with regard to gender or for women who had taken maternity leave. The number of women submitted was proportionate to the number of female academics (Figure 3).

**Figure 3: Gender profile of staff eligible and submitted in the REF 2014**



We are committed to supporting our staff (Figure 4):

**Figure 4. University Staff Awards and Commitments**



Our Employee Opinion Survey (EOS) takes place triennially. After careful review, no key issues for female staff were identified in the last survey as highlighted in Table 4.

**Table 4: 2013 Employee Opinion Survey highlights**

Question	Agree %		Sector norm
The University is a good place to work	92%		89%
	Female 95%	Male 90%	
I feel the University treats people fairly regardless of gender (including transgender)	93%		NA
	Female 92%	Male 94%	
Question	Yes %		Sector norm
Would you recommend the University to a friend as a place to work?	83%		87%
	Female 87%	Male 79%	

### Areas for Action

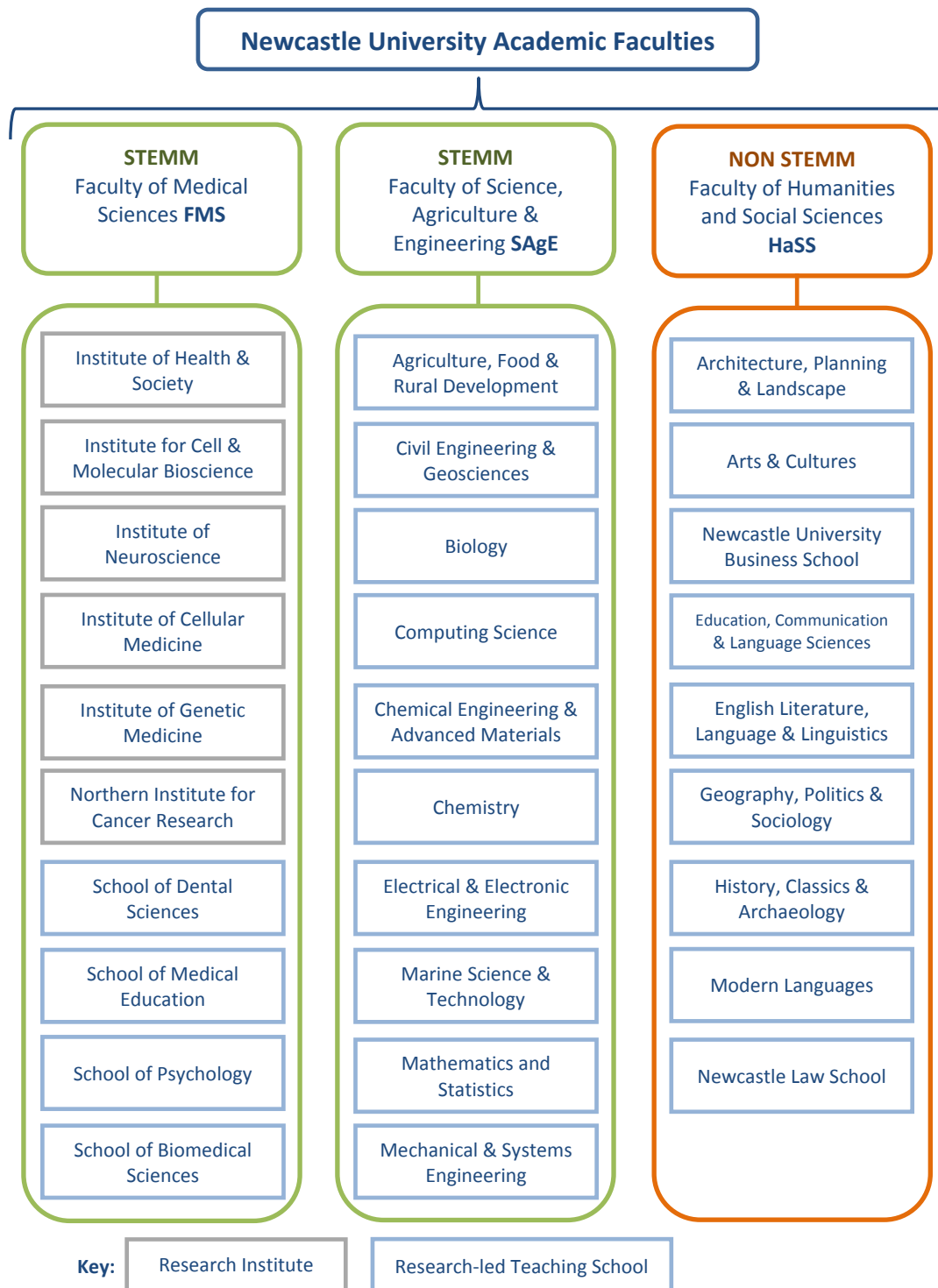
- Arrange event for overseas based staff to share equality and diversity learning **(Action Plan 1n, P2)**.
- Dean of Diversity and Athena SWAN co-ordinator/s meet with the University of Nottingham to discuss their overseas Bronze award **(Action Plan 1o, P3)**.



(i) Structure of SET departments/faculties:

SET research and teaching is carried out in FMS and SAgE. FMS comprises six institutes and four schools; institutes are centres of research excellence focused on a single research theme, schools deliver research-led undergraduate (UG) teaching, professional development and qualifications. Institutes and schools are established differently in SAgE, which comprises ten schools (teaching and research), with two cross-cutting research institutes. In total there are fourteen schools and six institutes (academic units) eligible to apply for departmental awards (Figure 5).

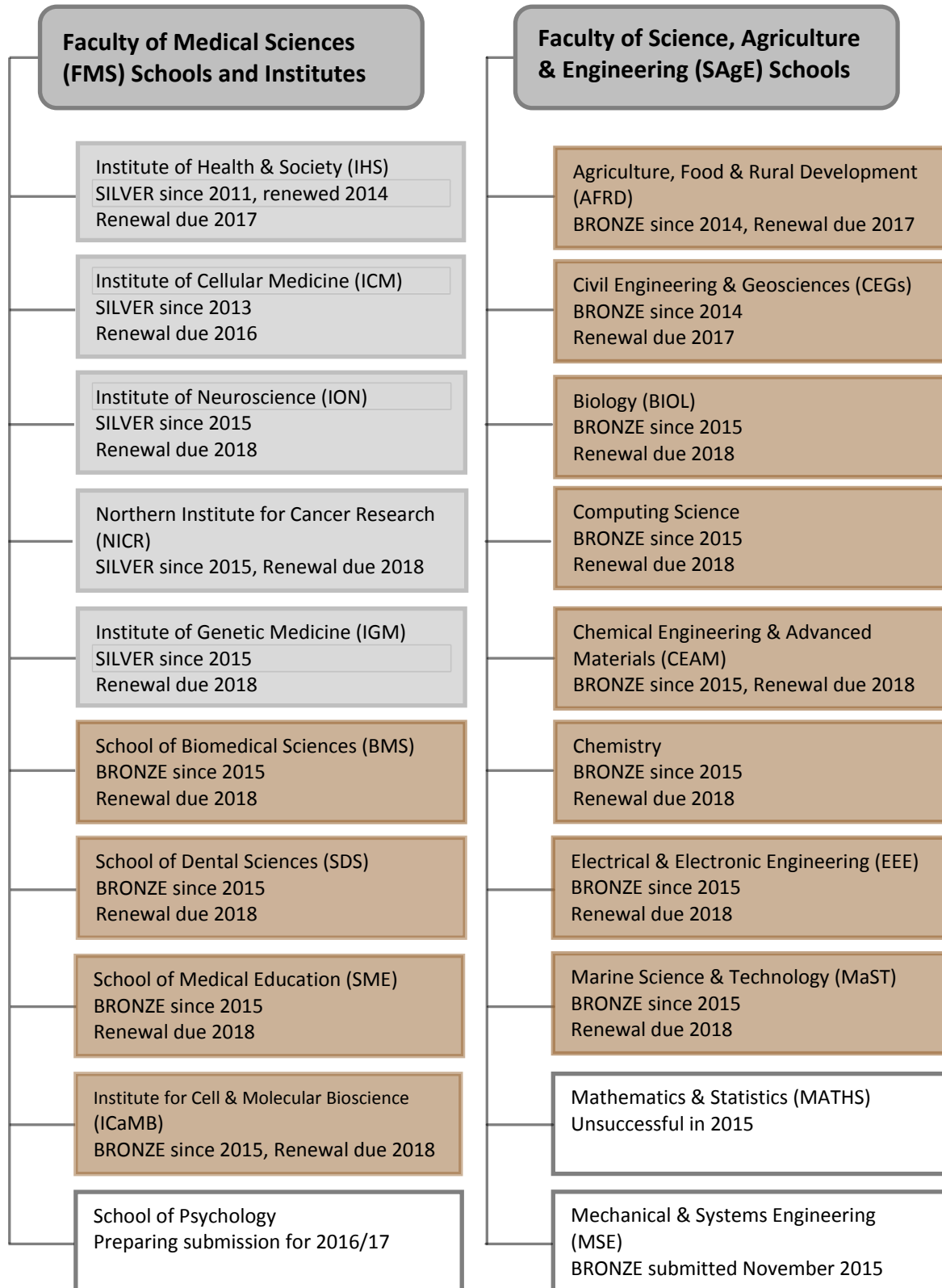
**Figure 5. Newcastle University Faculty Structure**



- (ii) List of SET departments with valid Bronze, Silver or Gold awards. Give dates of each application, the year successful, and the date of renewal:

17/20 (85%) academic units have awards, five Silver and 12 Bronze (Figure 6).

**Figure 6. Academic Unit Award Status**



- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues. Data should be provided for SET departments that hold Athena SWAN awards in comparison with SET departments that do not hold awards, and in context of the University as a whole.

At the time of this University submission being prepared, data was collated in two groups:

1. Units that have awards and have submitted for awards pre-November 2015.
2. Units without an award .

Mathematics and Statistics are presented within 'Awarded and Submitted' as they submitted an application in April 2015 during the preparation of this submission.

The remaining two units without an award, the Schools of Mechanical and Systems Engineering (MSE), and Psychology, are submitting in November 2015 and 2016/17 respectively. These units are very different in size and gender profile; from 2010/11-2014/15 MSE had female populations between 7-25% students and 5-16% staff; Psychology had female populations between 75-90% students and 62-67% staff.

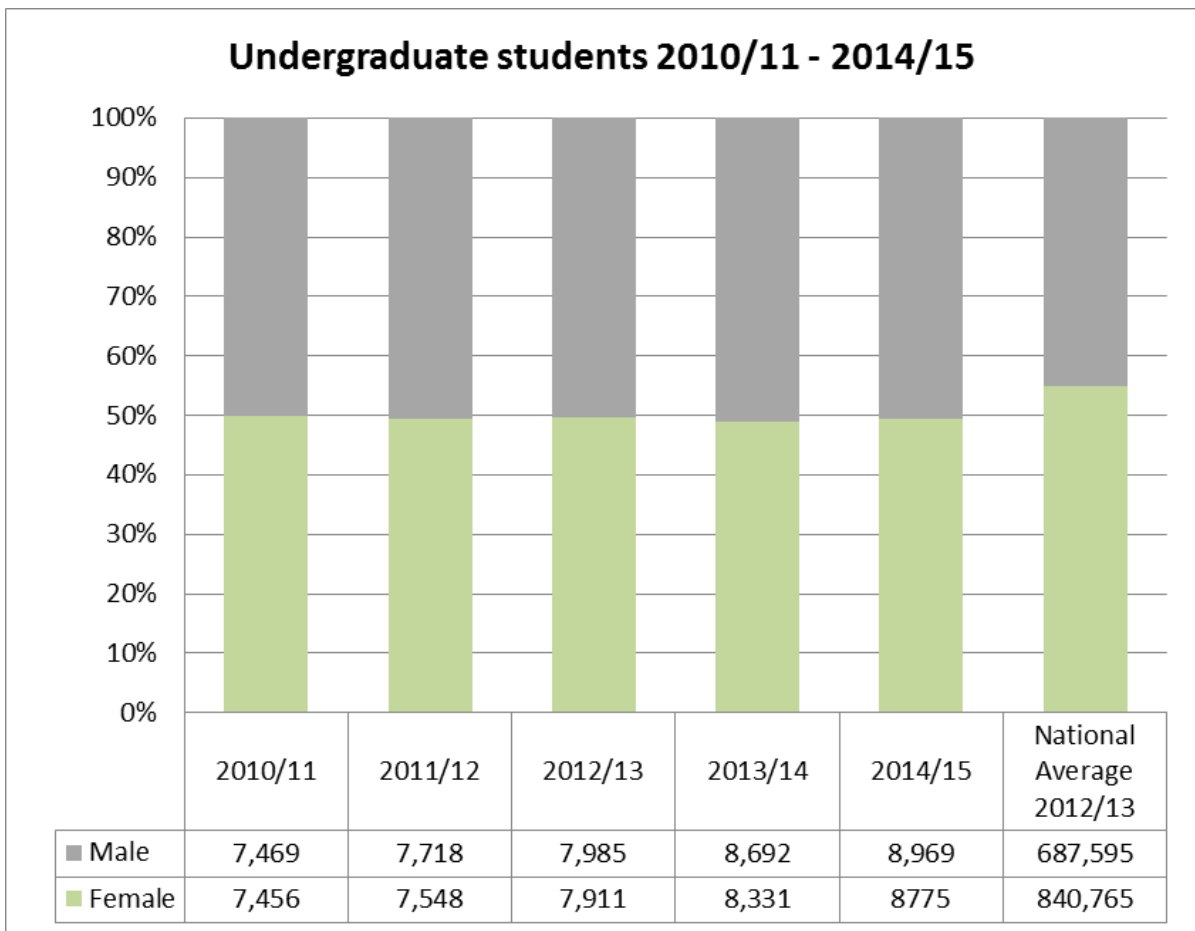
### **Student data**

Student data (2010/11-2014/15) is as at 1 December including students at overseas campuses, which in 2014/15 accounted for <5% of total students. Benchmark data are sourced from the ECU Equality in Higher Education Statistical Report 2014. We present all student data before summarising comments and actions.

- (i) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

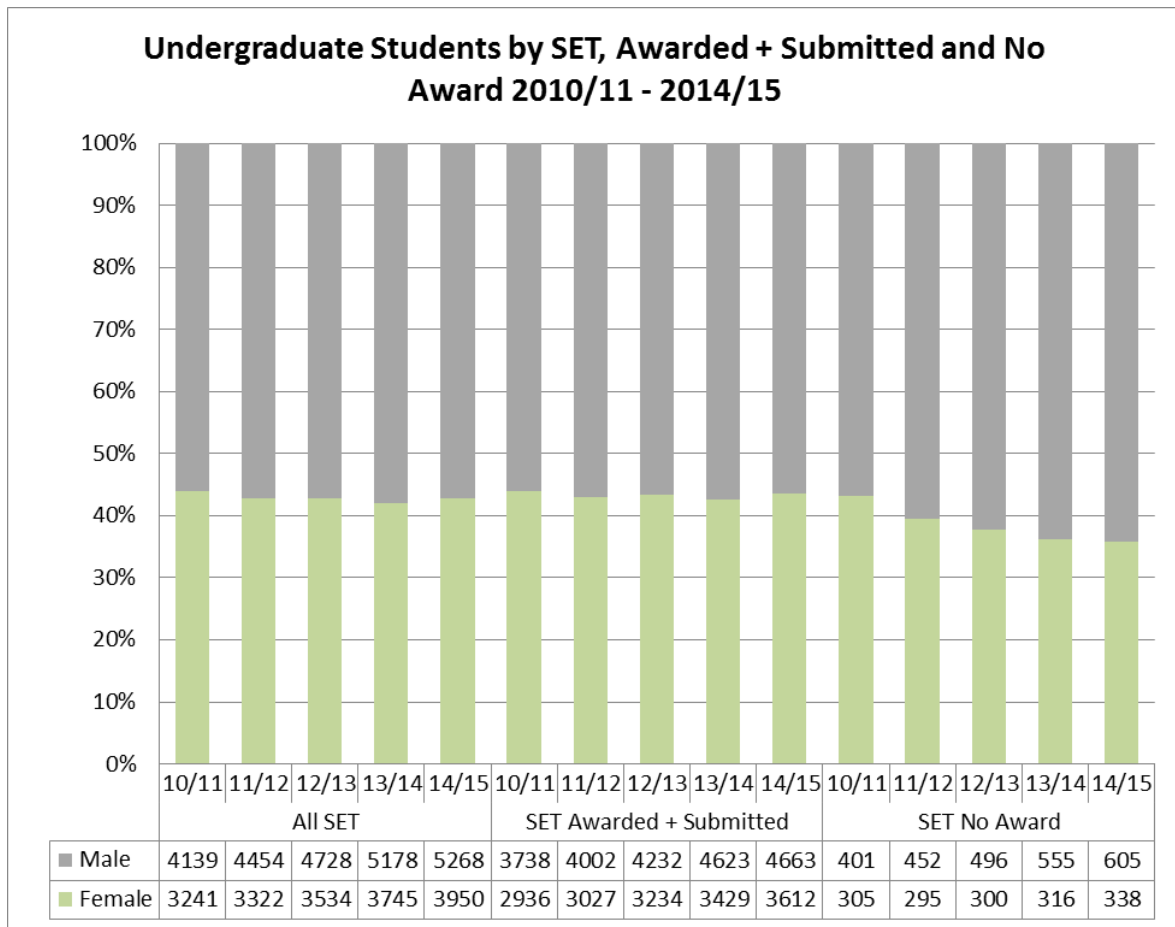
Undergraduates have increased with proportions of females remaining equal, between 49-50% (Figure 7). This is more equally balanced but lower than the 55% national average.

**Figure 7: Number and percentage of Undergraduate students 2010/11-2014/15**



Undergraduates in SET have increased, with 42-44% female, lower than the 48% national average (Figure 8).

**Figure 8: Number and percentage of Undergraduate students by SET, awarded + submitted and no award 2010/11–2014/15**



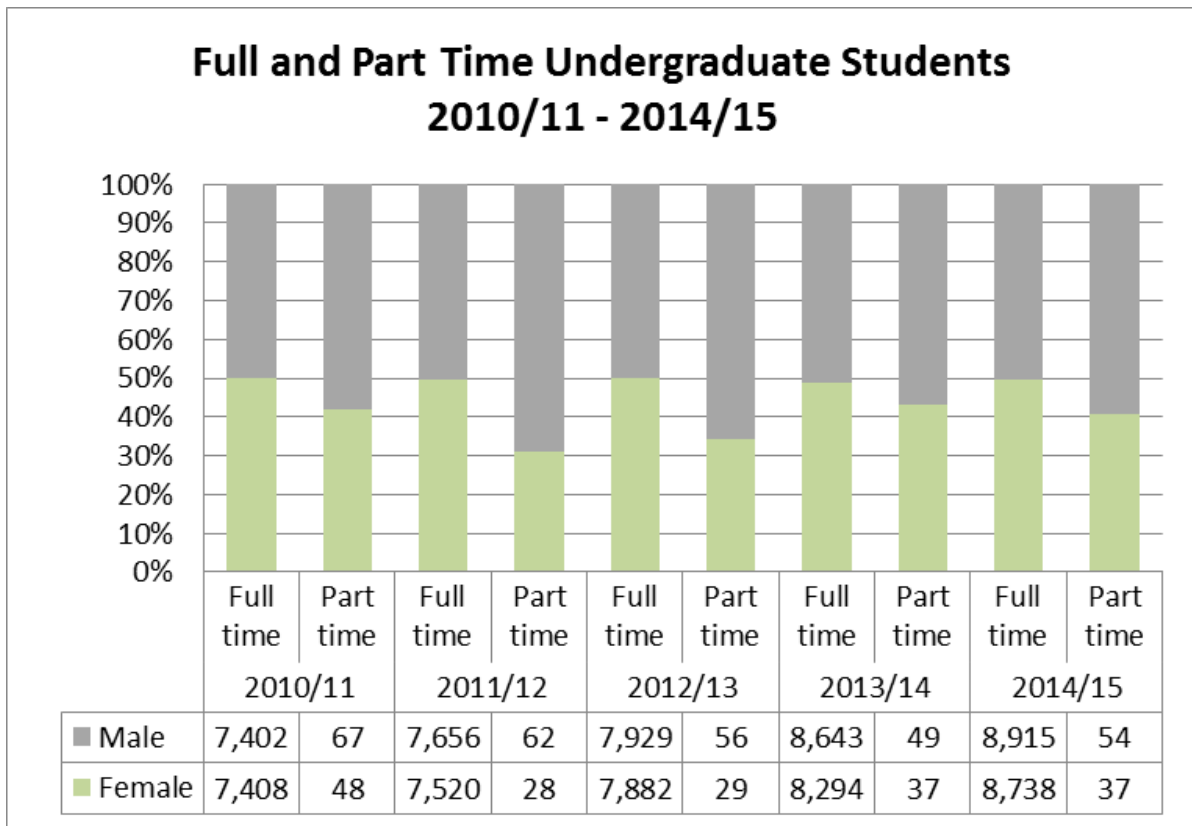
Proportions of females in SET academic units without an award has declined from 43% to 36%. Separated by school MSE have increased to 11% females, above the 10% benchmark; and Psychology are above the 78% benchmark (Table 5).

**Table 5: Undergraduate numbers and percentages, Schools of Mechanical and Systems Engineering and Psychology, 2010/11–2014/15**

School	Mechanical and Systems Engineering				Psychology			
	Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%
2010/11	38	10.0	342	90.0	267	81.9	59	18.1
2011/12	43	9.8	398	90.2	252	82.4	54	17.6
2012/13	56	11.4	435	88.6	244	80.0	61	20.0
2013/14	66	11.7	500	88.3	250	82.0	55	18.0
2014/15	68	11.1	544	88.9	270	81.6	61	18.4

Numbers of students electing to study part time (PT) are small, averaging 0.6% of total students; female students are less likely to study PT (Figure 9).

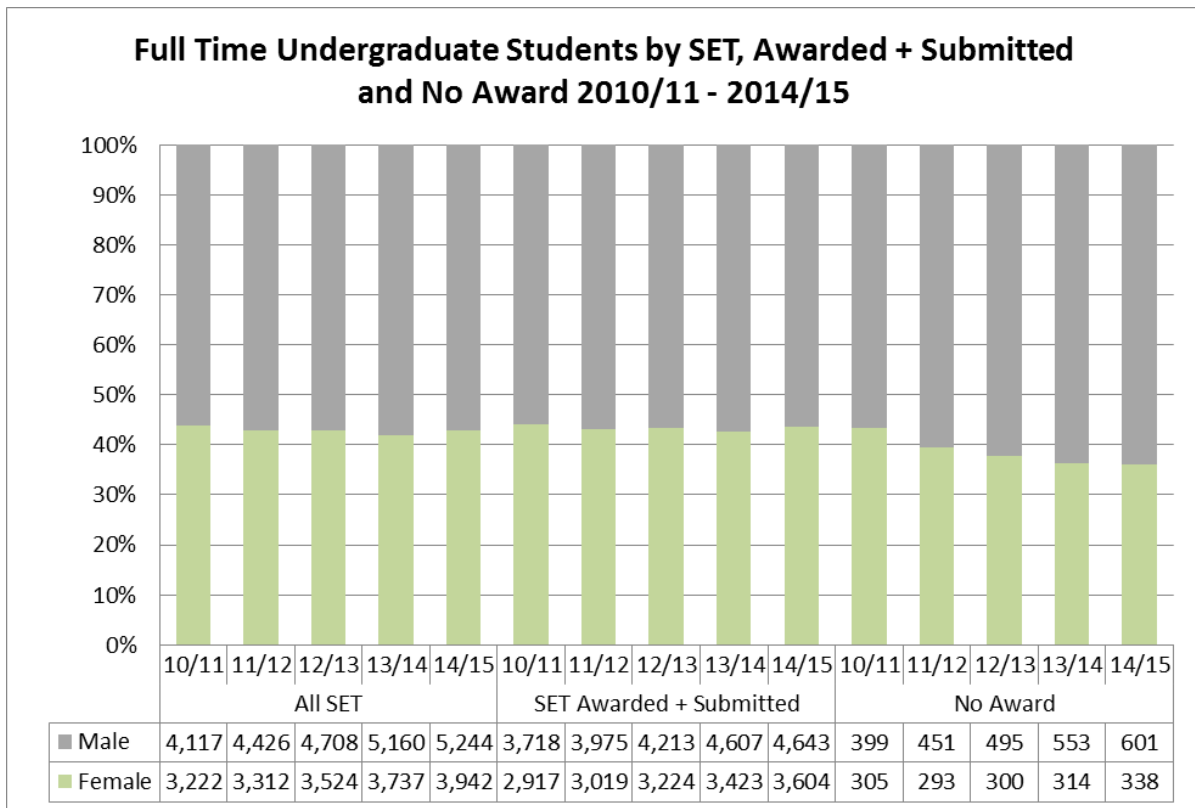
**Figure 9: Number and percentage of Full and Part Time Undergraduate Students 2010/11-2014/15**





Proportions of full time (FT) students have remained steady in most SET academic units, with increased variability in units without awards (Figure 10).

**Figure 10: Number and percentage of Full Time Undergraduate students by SET, Awarded + Submitted and No Award 2010/11–2014/15**

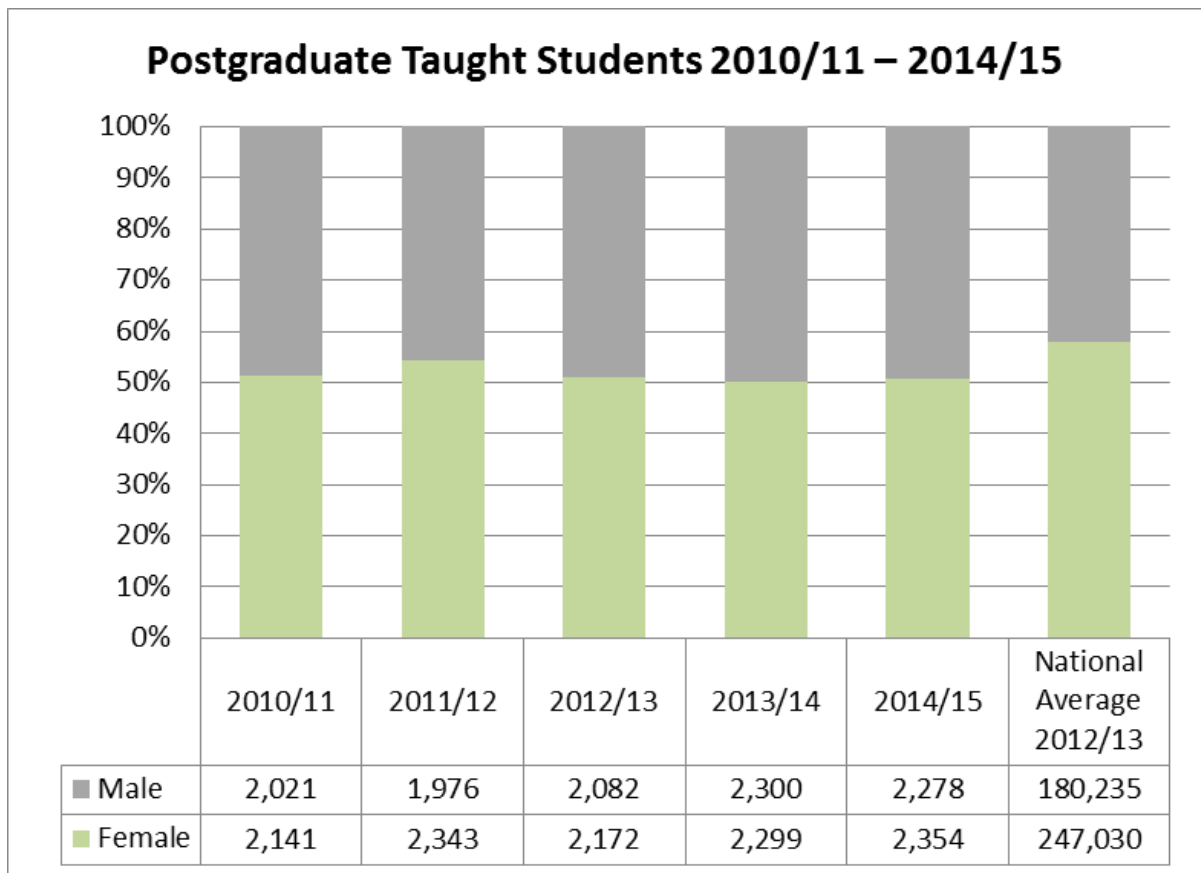


Numbers of PT SET students are small, averaging 0.4% of all SET students. With such small numbers it is not meaningful to compare units with and without awards.

- (ii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

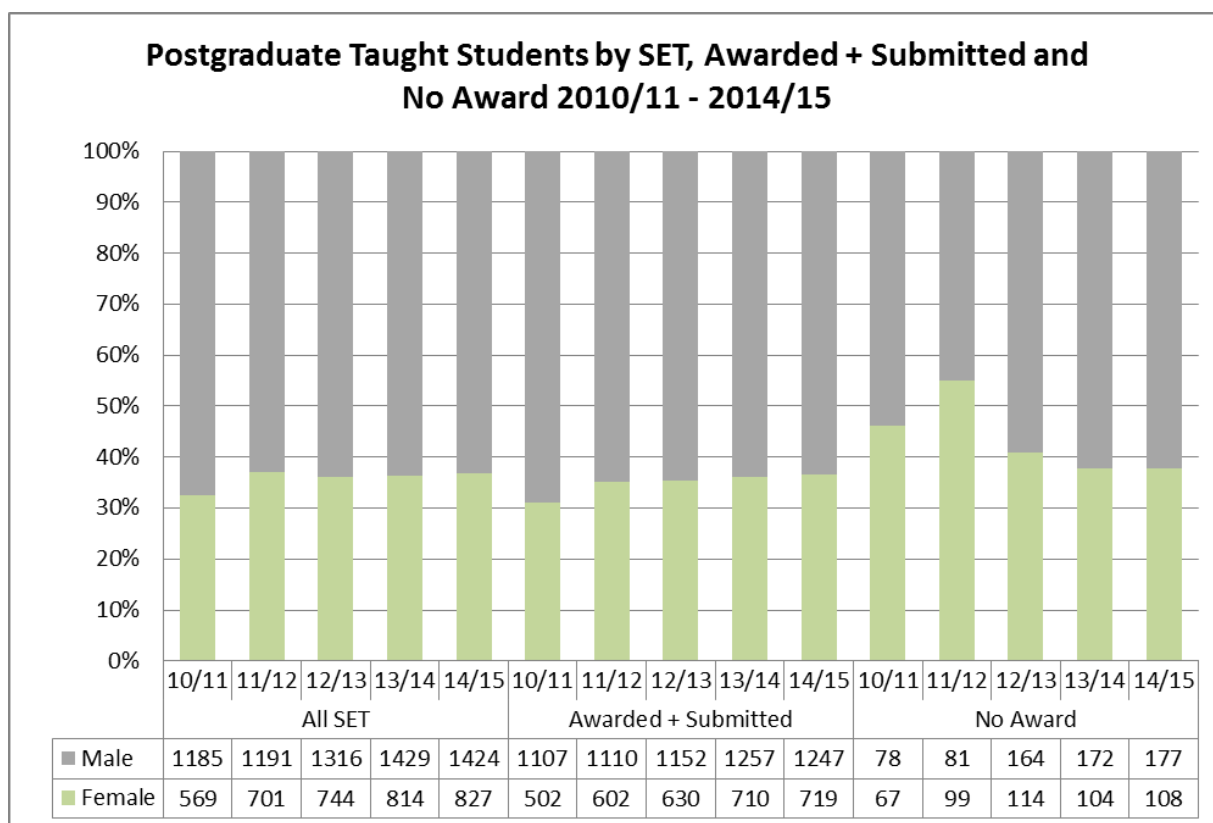
Female postgraduate taught (PGT) numbers range between 51-54% (Figure 11). This is more equally balanced but lower than the 58% national average.

**Figure 11: Number and percentage of Postgraduate Taught Students 2010/11–2014/15**



PGT numbers have increased, the proportion of females increased from 32-37% in SET, this remains below the 54% national average (Figure 12). FMS offer 15% of PGT courses, the majority (60%) of which are taken up by females, remaining courses in SAgE are 68% male. In recognition of this, we introduced Women into PG Engineering and Science Scholarships (2015 entry) targeted at subjects where women are underrepresented, there will be an analysis of the scholarships success (Action Plan 6c, P10).

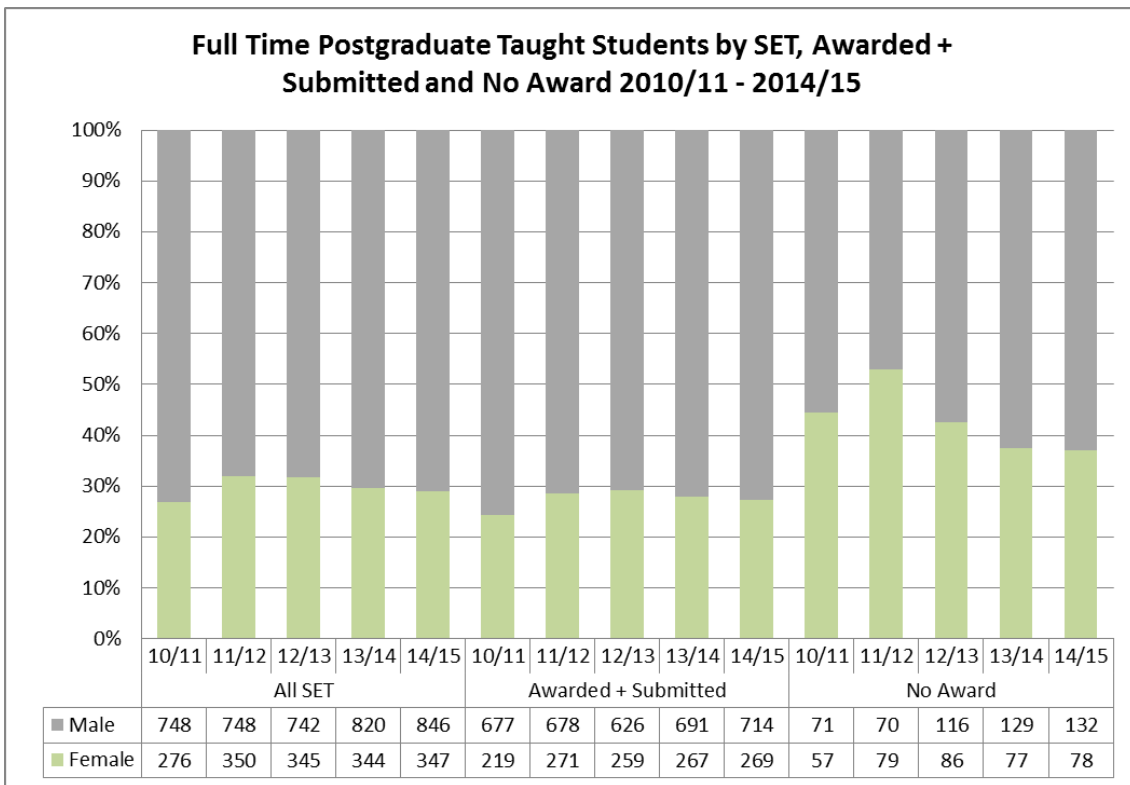
**Figure 12: Number and percentage of Postgraduate Taught students by SET, awarded + submitted and no award 2010/11–2014/15**



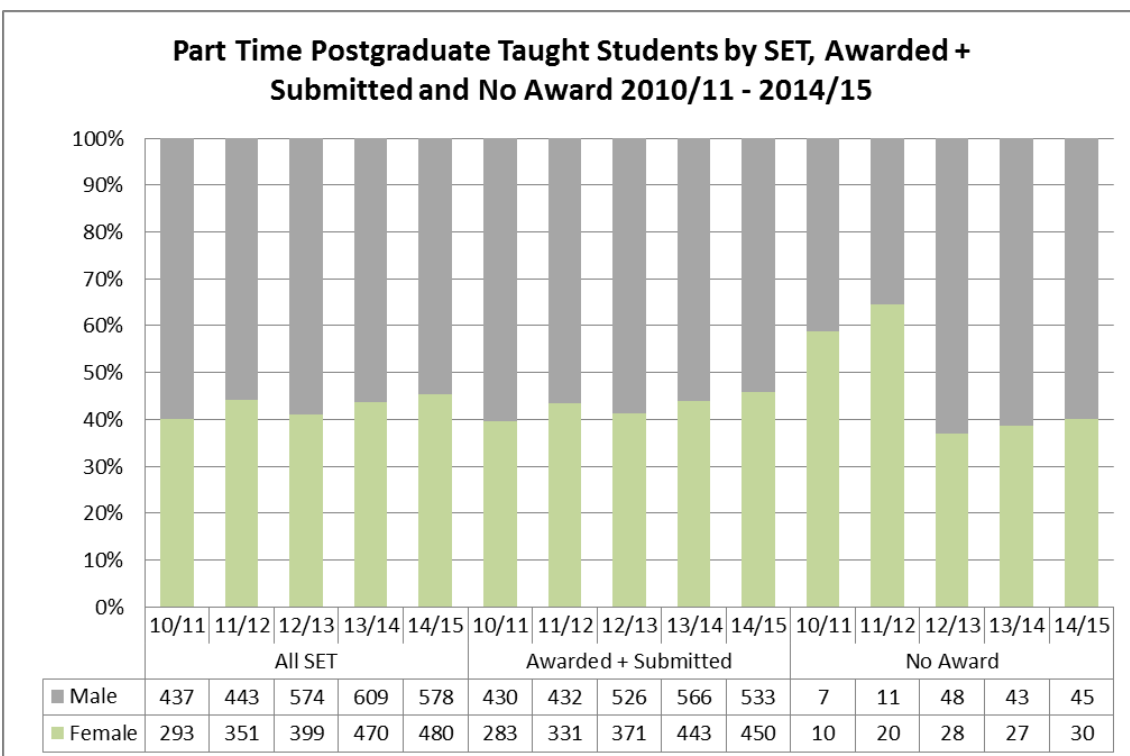
In academic units without an award, MSE have increased their PGT females to 14.9%, above the 10% national average, partly due to the transfer of Renewable Energy, and the introduction of Biomedical Engineering programmes which have a higher proportion of female students. Psychology's proportion of females ranges from 71-85%, in 2014/15 their 75% proportion is in line with the 78% national average.

Proportions of FT and PT students have remained relatively stable. Proportionately fewer females study PT (Figures 13 & 14).

**Figure 13: Number and percentage of Full Time Postgraduate Taught students by SET, Awarded + Submitted and No Award 2010/11–2014/15**



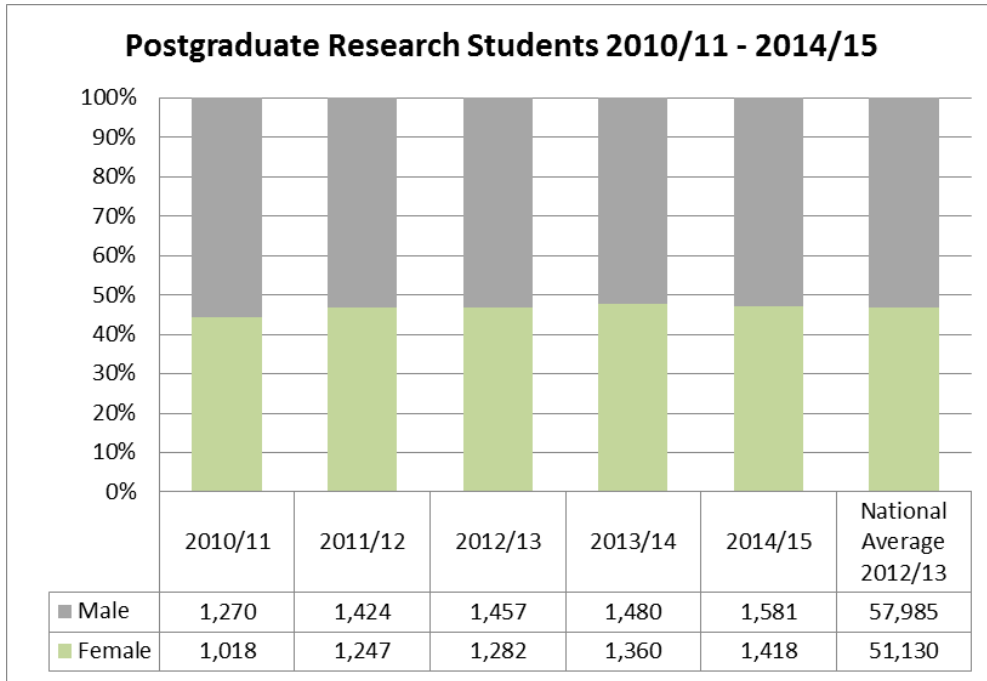
**Figure 14: Number and percentage of Part Time Postgraduate Taught students by SET, Awarded + Submitted and No Award 2010/11–2014/15**



- (iii) **Postgraduate male and female numbers on research degrees – full and part-time –** comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

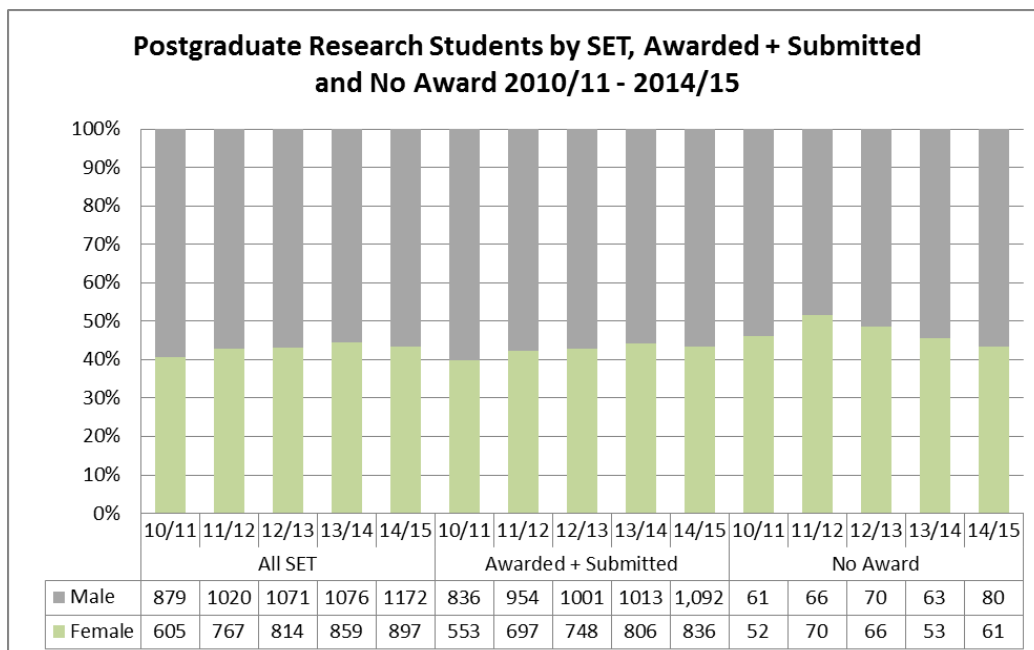
Female student numbers have increased, ranging between 44-48% in line with the 47% national average (Figure 15).

**Figure 15: Number and percentage of Postgraduate Research Students 2010/11–2014/15**



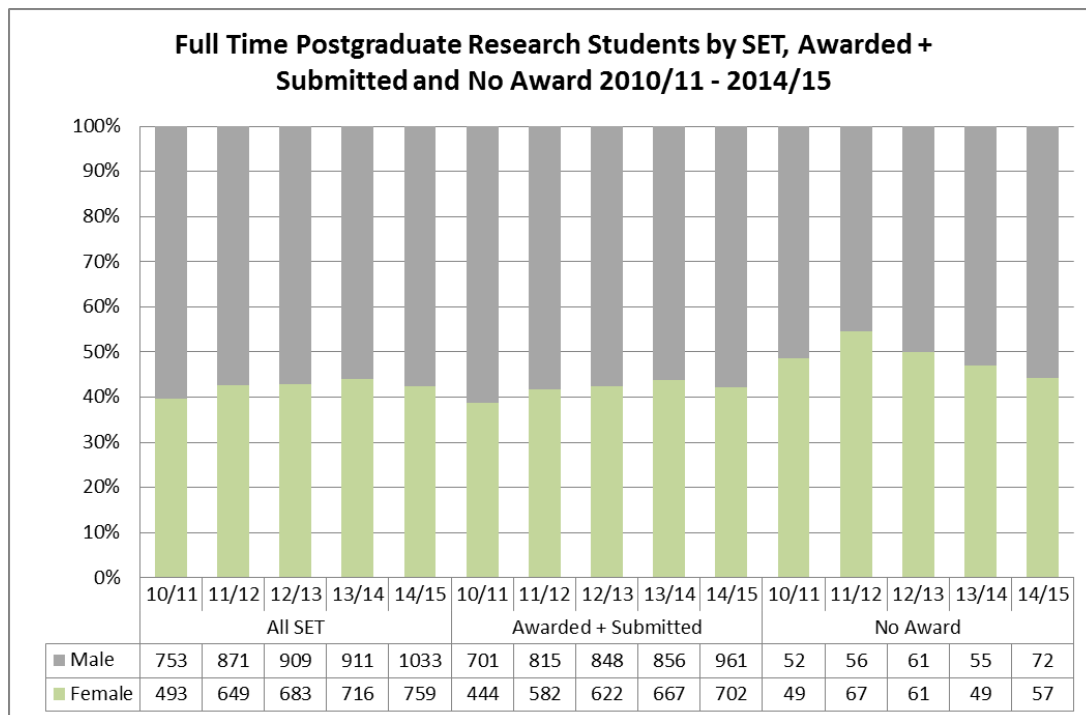
Female students have increased, averaging between 40-44%, in line with the 43% national average (Figure 16).

**Figure 16: Number and percentage of Postgraduate Research students by SET, awarded + submitted and no award 2010/11–2014/15**

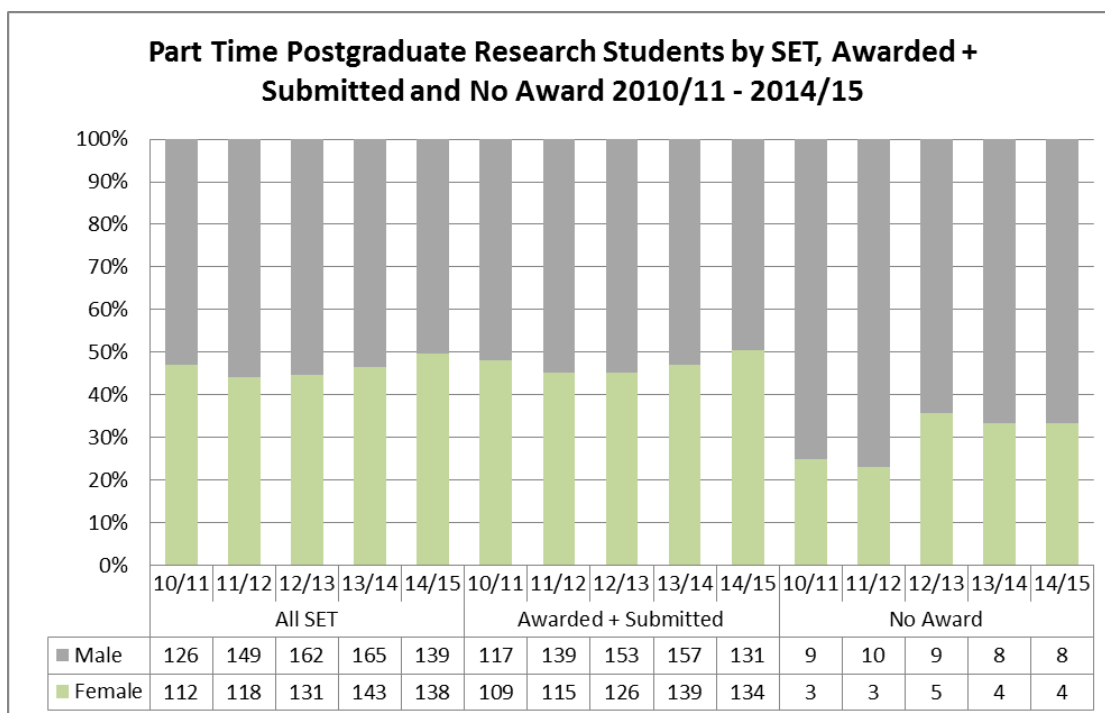


Proportions of FT and PT students have remained relatively stable (Figures 17 & 18). There are currently no postgraduate research (PGR) students in Psychology, the Doctorate in Clinical Psychology is for trainees employed by a NHS Trust for the duration of study and is currently not available PT.

**Figure 17: Number and percentage of Full Time Postgraduate Research students by SET, Awarded + Submitted and No Award 2010/11–2014/15**



**Figure 18: Number and percentage of Part Time Postgraduate Research students by SET, Awarded + Submitted and No Award 2010/11–2014/15**





## Student data summary

In areas of female underrepresentation in our SET UG and PG population, actions are targeted at subject level in departmental action plans, as described in **Section 3a.6, P39 and Section 3b Table 10, P41**. The data shows that numbers of PT students are small, we will investigate this further.

### Areas for Action - Students

- Assess the effectiveness of subject level actions to address female underrepresentation **(Action Plan 6a & 6b, P10)**.
- Investigate why people study PT, if there are barriers to choosing PT study and explore if PT options need to be more effectively marketed to applicants **(Action Plan 6d, P10)**.
- Analyse the success of Women into PG Engineering and Science PGT Scholarships **(Action Plan 6c, P10)**.

## Staff data

Staff data (2010/11-2014/15) is as at 31 July, and includes University employed staff based overseas. Benchmark data are sourced from HESA for 2013/14. We present all staff data before summarising comments and actions.

- (iv) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action is being taken to address any under representation at particular grades/levels.

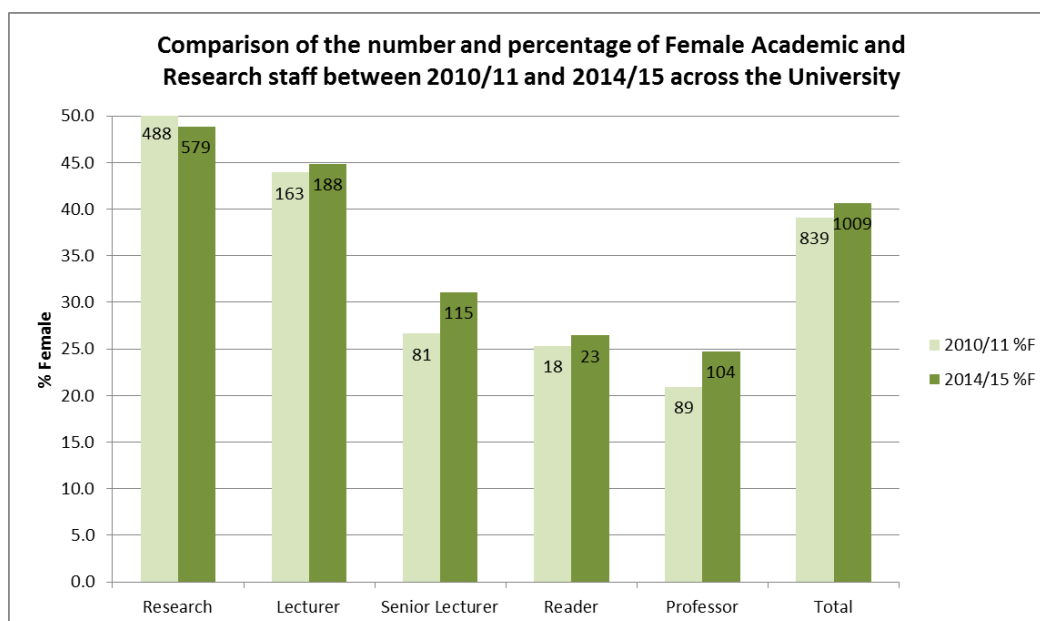
Table 6 shows staff categories used at the University.

**Table 6: Staff categories**

Grade	Academic Staff	Research Staff
I	Professor	N/A
H	Reader and Senior Lecturer	Principal Research Associate
G	Lecturer	Senior Research Associate
F		Research Associate (post doc)
E	N/A	Research Assistant

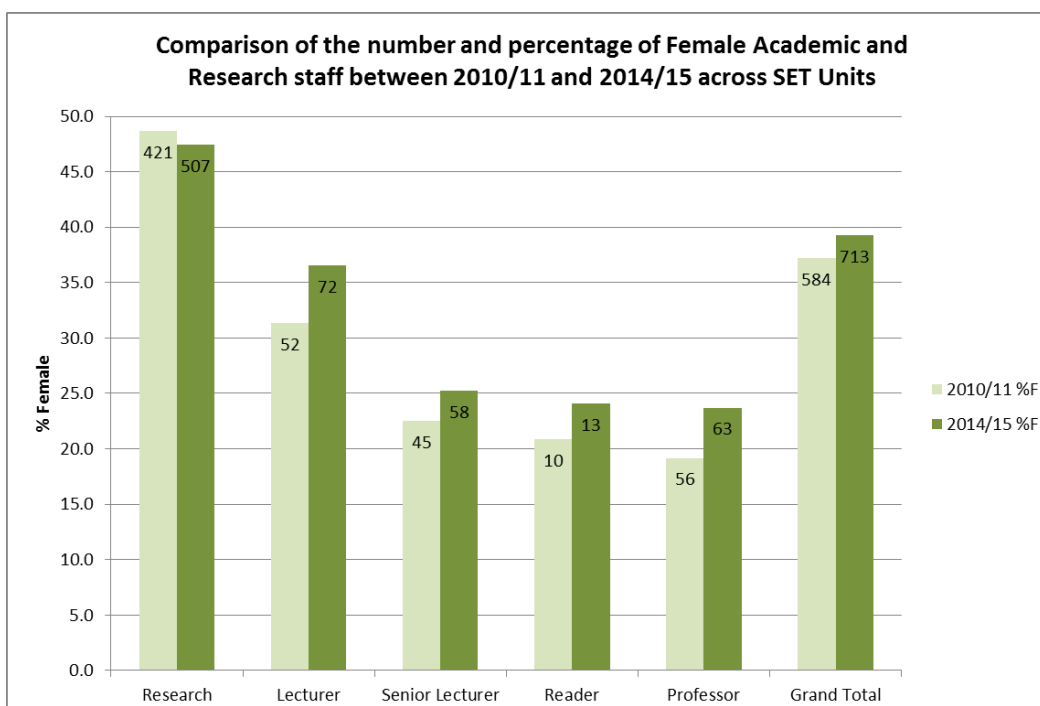
In 2014/15, females made up 41% of academic and research staff, up from 39.5% in our 2012 Bronze renewal, but lower than the 44.6% national average (Figure 19).

**Figure 19: Comparison of the number and percentage of female academic and research staff between 2010/11 and 2014/15 across the University**



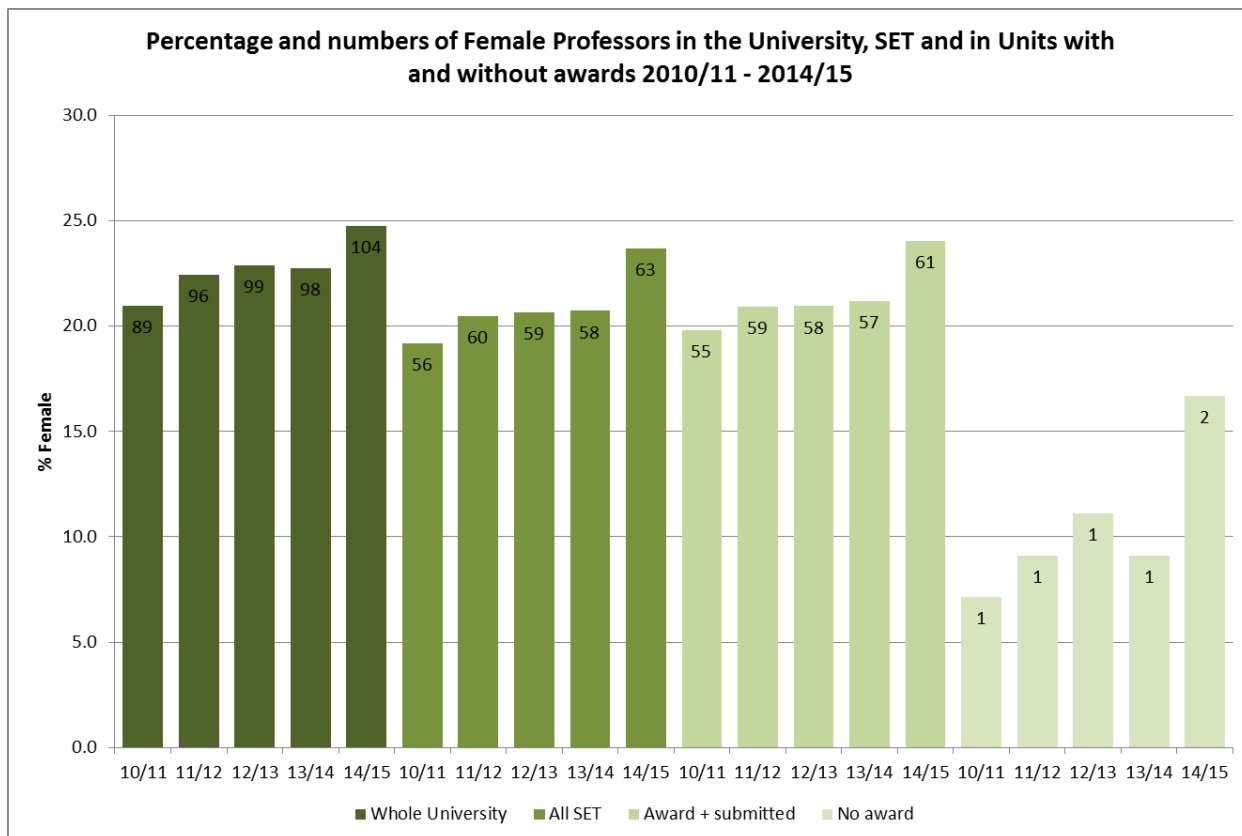
From 2010/11-2014/15, numbers of female academic and research staff increased across the University and in SET, proportions of female staff increased in all areas except Research staff which remained largely constant (Figures 19 & 20). These increases demonstrate our success in supporting career progression, recruitment and retention of female staff through activities described in **Section 3a.2, 3 and 5, P34-38 and 3c, P42.**

**Figure 20: Comparison of the number and percentage of female academic and research staff between 2010/11 and 2014/15 in SET academic units**



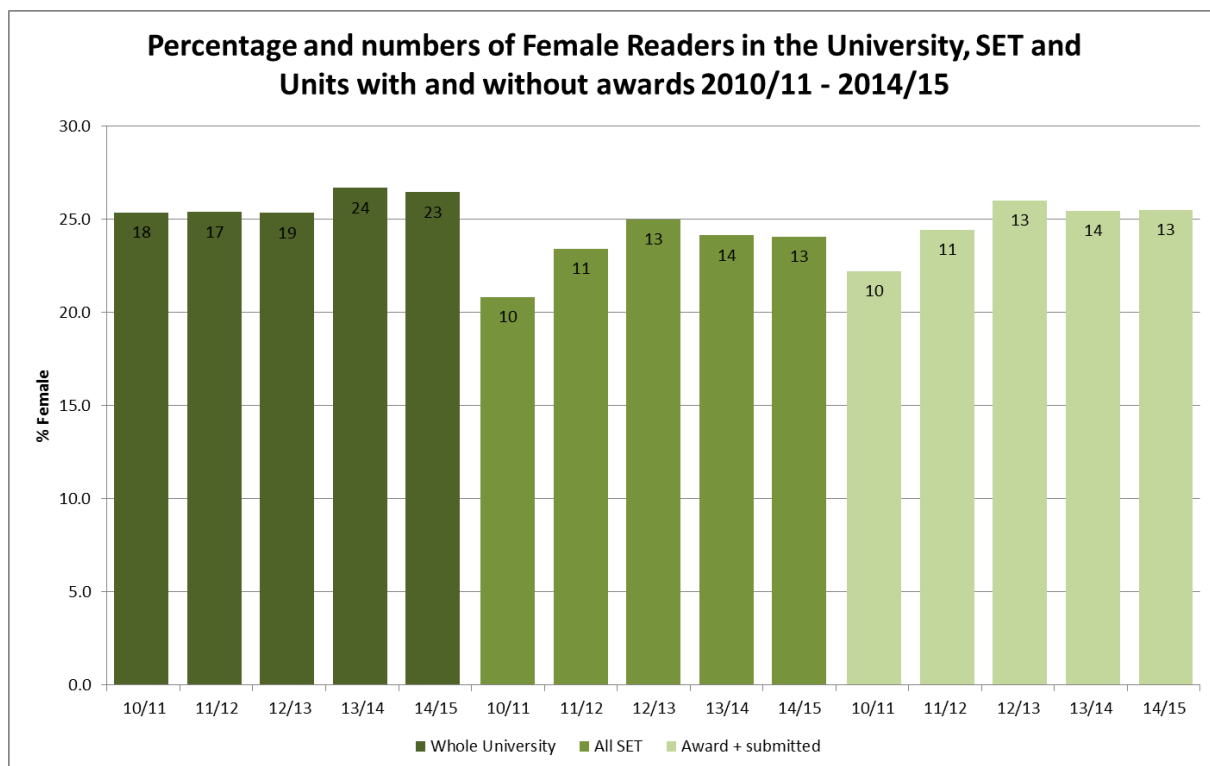
Proportions of female Professors have increased from 20.9%-24.8% from 2010/11-2014/15 (Figure 21), which is above the 2013/14 Russell Group 20.8% average. In SET, we have 23.7% female Professors, above the Russell Group 18.1% SET average. Activity to support women in senior roles is described in **Section 3a.2 and 3, P34-37**.

**Figure 21: Percentage and numbers of Female Professors in the University, SET and Units with and without awards 2010/11 - 2014/15**



From 2010/11-2014/15, the proportion of female Readers has increased in all areas. Academic units without awards had no Readers during this time (Figure 22).

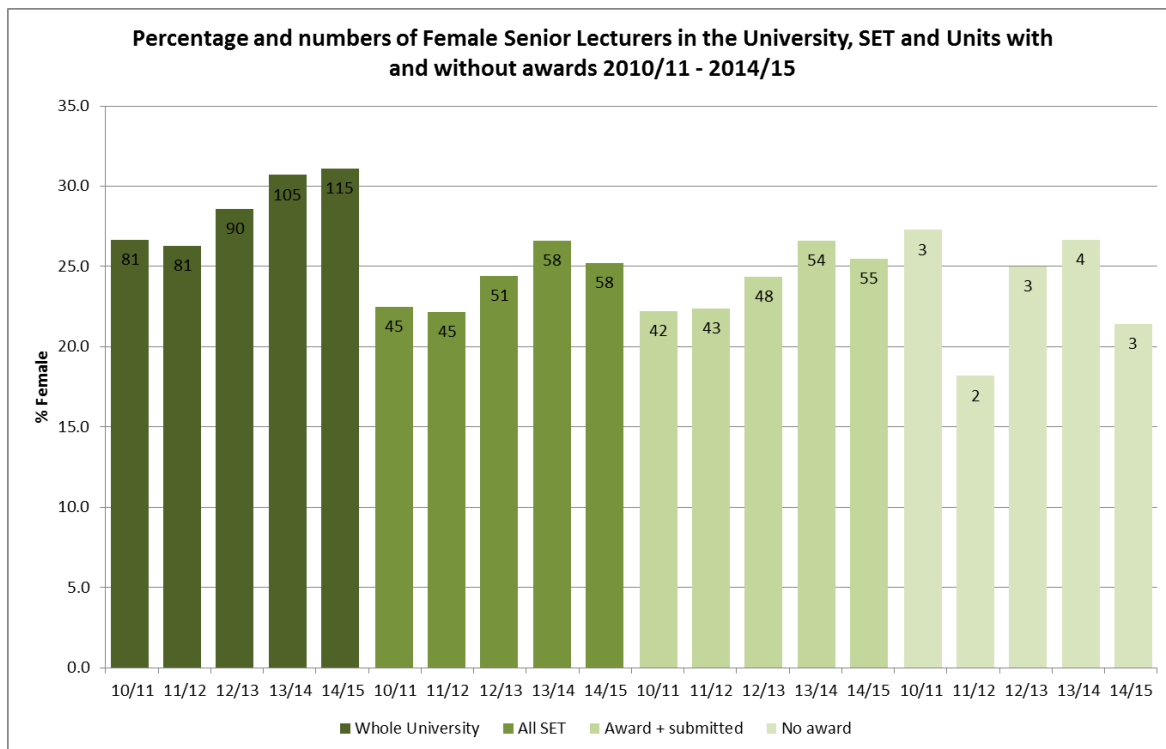
**Figure 22: Percentage and numbers of Female Readers in the University, SET and Units with and without awards 2010/11-2014/15**



During 2014/15, the University undertook extensive consultation about the Reader grade which was a separately defined role with the same salary as Senior Lecturer (SL). From 2015/16, Reader has been redefined and introduced as a separate grade and pay scale between SL and Professor. A review process via Promotions Committees will manage the transfer of existing Readers to the new grade. HR will carry out an equality analysis of the transfer, and of promotions through the new career structure (**Action Plan 3e, P5**).

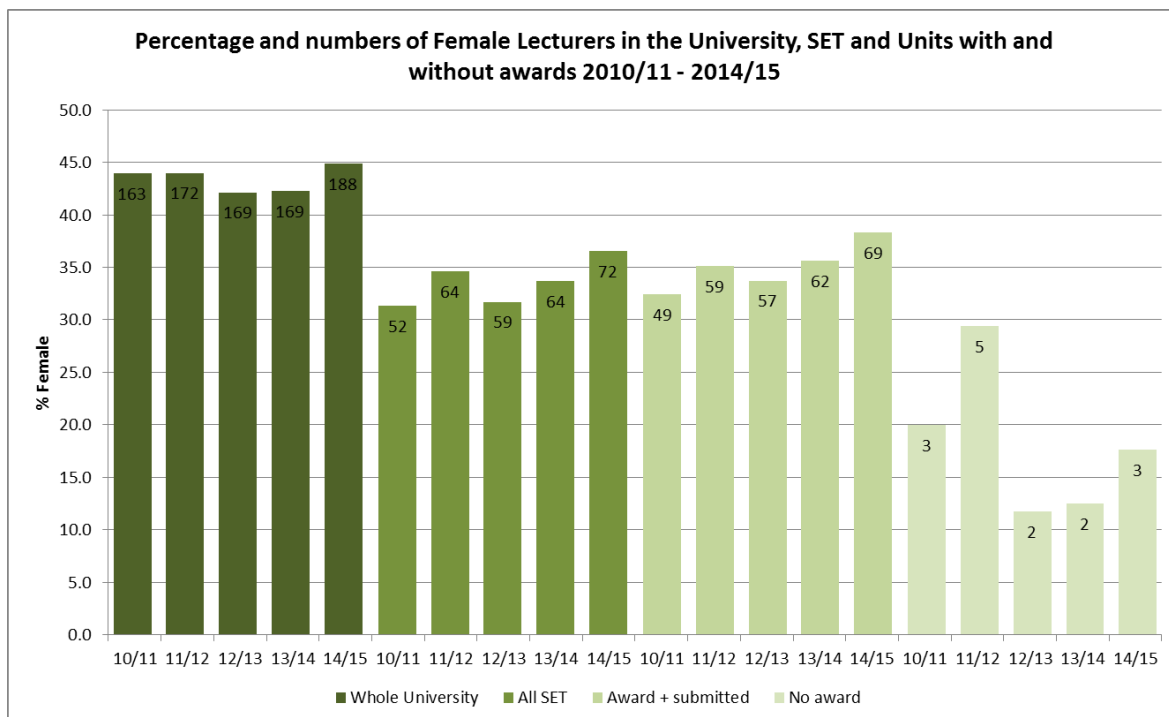
The proportion of female SLs has increased in all areas (Figure 23).

**Figure 23: Percentage and numbers of Female Senior Lecturers in the University, SET and Units with and without awards 2010/11-2014/15**



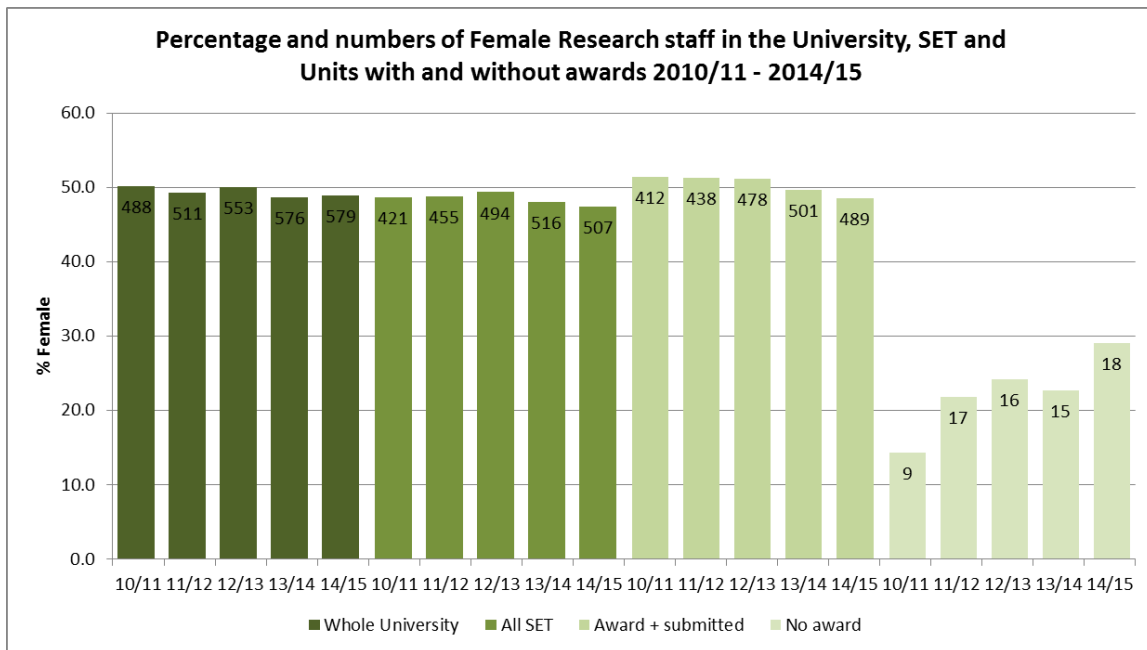
Female Lecturers have increased in all areas apart from in academic units without an award, however small numbers leading to large fluctuations should be noted in these areas (Figure 24).

**Figure 24: Percentage and numbers of Female Lecturers in the University, SET and Units with and without awards 2010/11-2014/15**



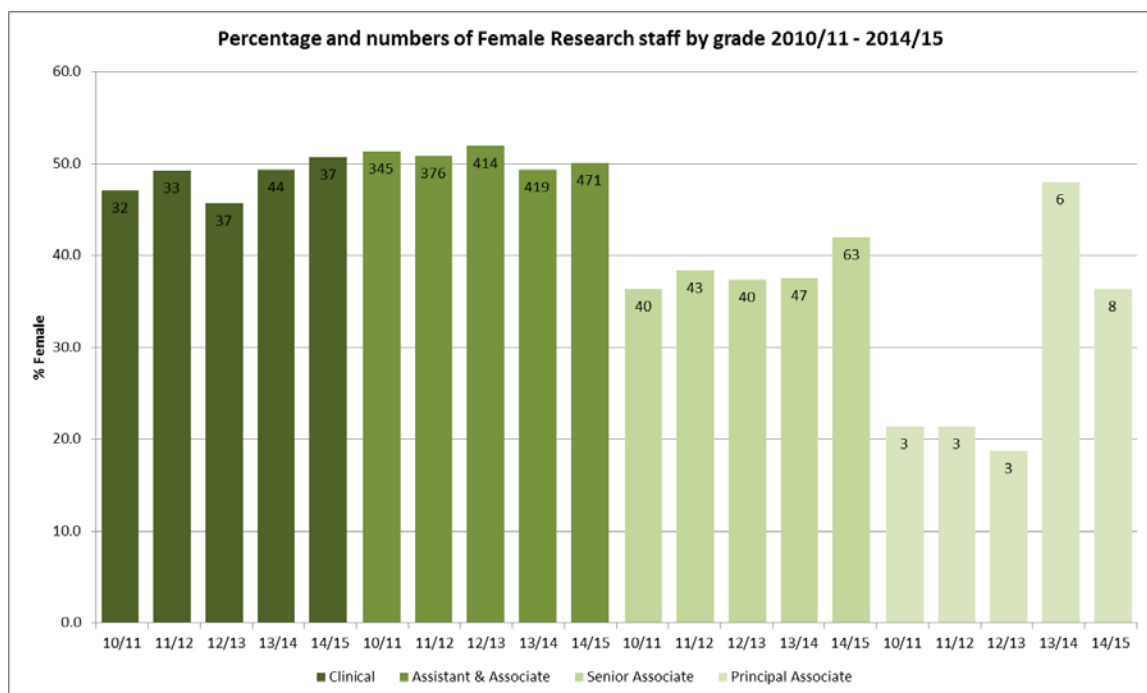
Female Research staff remains close to 50% in all areas except academic units without an award. Numbers of female staff in these units have doubled since 2010/11 (Figure 25).

**Figure 25: Percentage and numbers of Female Research staff in the University, SET and Units with and without awards 2010/11-2014/15**



Further analysis shows that Clinical roles and Assistant/Associate roles are close to 50% females. For Senior and Principal roles the proportion of females is lower, but has improved since 2010/11 (Figure 26).

**Figure 26: Percentage and numbers of Female Research staff by grade 2010/11-2014/15**

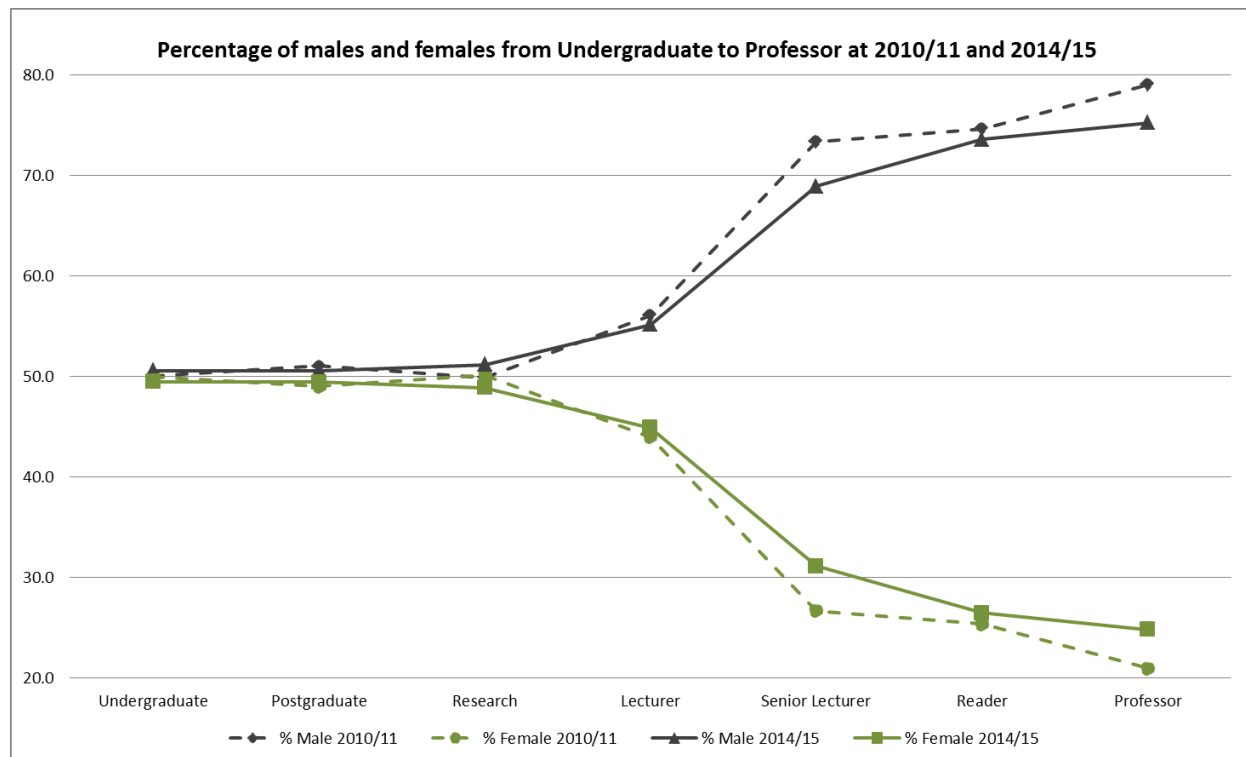




Career progression support is outlined in **Section 3a.3, P36-7**. We will carry out further analysis of female research staff to determine where they are progressing to after the Assistant/Associate role (**Action Plan 3j, P6**).

The pipeline from UG to Professor at 2010/11 and 2014/15 demonstrates progress from Lecturer onwards (Figure 27). While the gap is narrowing, we acknowledge it is still too wide and aim to address this through our activity described in **Section 3, P32-42**.

**Figure 27: Percentage of males and females from Undergraduate to Professor 2010/11 and 2014/15**



### Staff data summary

We will ensure gender analysis with regard to the new Reader grade (**Action Plan 3e, P5**), and analyse further the destination of female Research staff (**Action Plan 3j, P6**). We will address a range of recruitment actions with the aim of increasing female staff (**Action Plan 5, P9**).

### Areas for Action - Staff

- Analysis of transfer process to the new Reader grade (**Action Plan 3e, P5**).
- Build analysis of promotion to the new Reader grade into the annual equality analysis of academic promotions (**Action Plan 3e, P5**).
- Further analysis of research staff and what roles they are progressing to after Assistant/Associate role (**Action Plan 3j, P6**).
- Assess the effectiveness of recruitment actions to increase the proportions of female staff (**Action Plan 5, P9**).

### 3. Evidence of the impact of University and department good practice: maximum 2000 words (2000 words)

Provide evidence below on the evaluation and impact of University and department good practice initiatives on the following:

- a) The University as a whole, its ethos and working environment

**We embrace diversity as a core value.** The VC, Professor Chris Brink, is actively engaged with the E&D agenda (Co-Chair of ECU until 2013). In 2008, Professor Brink led a 'Gender Think Tank' to explore issues relating to academic careers. Subsequently, the University signed up to the AS Charter, and engaged SET academic units to work towards awards. Professor Brink speaks internally and externally about the importance of diversity (speaking at an NU Women event, right) and was a case study in the ECU report: 'The rationale for equality and diversity: How vice-chancellors and principals are leading change'.

Key changes introduced under his leadership are grouped into seven themes below:

1. Leading culture change
2. Women into leadership
3. Career progression
4. Flexible working and support for parents
5. Recruitment
6. Supporting students and Outreach activity
7. Communication



#### 1. Leading culture change

- ✓ **We set an ambitious target in 2008: 30% of the professoriate to be women by 2021.** We have demonstrated year-on-year increases, and are on target.
- ✓ **The Chair of Council (Mr Mark I'Anson) signed up to the 30% Club** on behalf of the University, demonstrating commitment to increasing diversity in senior management. Three of four main University decision-making committees already meet this goal (UEB 33%, Court 32%, Senate 35%, Council 23%). We will work towards all key committees having 30% female representation by 2018 (**Action Plan 2c, P4**).

- ✓ **In recognition of the need for additional capacity to lead on Diversity we created a Dean of Diversity, Professor Judith Rankin** (announcement of 2015 appointment pictured). This allows us to provide focussed strategic leadership, better address issues, and deliver new initiatives based on best practice.

## NU Connections

Fortnightly news, views and discussion for staff across Newcastle University

### New Dean of Diversity

Congratulations to Professor Judith Rankin who has been appointed Dean of Diversity.

This new post was created by Executive Board as a result of the University's ambition to create a more inclusive and diverse environment for students and staff at all levels. The University has embraced the concept of diversity as one of its core values and wants to ensure a common vision where diversity is valued by all.



- ✓ **We co-organised the first international WCHEC** with Durham University (2014), with >100 delegates. WCHEC examined issues around gender, equality and progression, and inspired a Newcastle ‘Going for Silver’ meeting to evaluate current progress and consider how to implement sustainable change. This led to new initiatives, including increased funding for the NU Women network. We will host the second WCHEC (2016) (**Action Plan 1b, P1**).
- ✓ **We actively co-ordinate and support regionally and nationally**, including: organising two regional AS meetings (2012 and 2014, and will organise a 2016 meeting) (**Action Plan 1k, P2**); speaking at the launch of Northumbria University’s women’s network (2014); being a ‘critical friend’ to AS submissions from other Universities (Leicester 2013, Institute of Psychiatry, Psychology and Neuroscience, King’s College London 2014).
- ✓ **We engage with external bodies about issues and embedding diversity**: Research Councils- Engineering and Physical Sciences, and Biotechnology and Biological Sciences, Institutions- Engineering and Technology, and Chemical Engineers; and the Royal Academy of Engineering (**Action Plan 1m, P2**).
- ✓ **We have successfully increased visibility of female role models** (Table 7) (**Action Plan 2d, P4**).

**Table 7: Events in 2015 to increase visibility of women at Newcastle University**

Event	Purpose	Success measure
<b>‘Inspirational Women of the Law’ (Public photography exhibition)</b>	Celebrate the achievements of inspirational women who have worked with the law to make a significant contribution to society.	Student comments included: <i>“I was feeling like my dreams were unachievable, but after attending...I have certainly been empowered.”</i>
<b>‘Inspiring Women’ (One-day student conference)</b>	To inspire students to achieve their full potential, through training workshops, panel discussions, and keynotes.	>150 attendees. Feedback included: <i>“Today I am empowered. My goal: to be an inspiring woman ... in the field of chemistry/science.”</i>
<b>Diversity Season (biennial 1-2 weeks of events)</b>	Programme of events to celebrate and promote equality and diversity for staff and students.	Over 100 people attended bookable events, with more accessing drop ins.
<b>‘Careering Around’ (NU Women Annual Lecture)</b>	Talk by Dame Vicki Bruce OBE to inspire women across the University to fulfil their potential.	Largest registration for an NU Women event (>120); attendees rated it 4.6/5, feedback included: <i>“Her level of success was inspirational.”</i>
<b>‘Everyday Sexism’ (Public Lecture)</b>	Talk by Laura Bates, founder of the Everyday Sexism Project, to involvement in the fight against sexism.	Record Public Lecture attendance >800 attendees from the University and the public. Laura said it was the largest audience she had experienced.
<b>‘Soapbox Science’ (Science Roadshow) (photos below)</b>	Raising the profile of women in science and bringing science to the public on the streets in Newcastle City Centre.	The event featured 12 women scientists and had the highest footfall (19,000 people) of all Soapbox Science events nationally.



## Publicity material and photos from Soapbox Science 2015



## 2. Women into leadership

- ✓ **Our Leadership Succession Strategy Group** (chaired by the VC) identifies staff with leadership potential. Consideration of gender balance is integral, PVCs are actively encouraged to ensure women have the opportunity to develop their leadership skills. Over the last three years, 334 individuals (43% women) have been highlighted for development opportunities.
- ✓ **We won the Outstanding Leadership and Management Team Award (THELMA Awards 2015)**, which praised our innovative leadership development programmes aimed at increasing diversity in senior teams.
- ✓ **We are setting up a Women into Leadership Working Group** to explore making leadership roles more attractive for women to address low numbers (e.g. 4/34 Heads of Academic Unit (HoAU) are female) (**Action Plan 2a, P4**). Recruitment and selection processes will be revisited to ensure they are bias free.
- ✓ **We have developed a range of leadership development programmes**, with the aim of maintaining a gender balanced talent pipeline (Table 8).

**Table 8. Staff in Leadership Development Programmes 2012-15**

<b>Programmes for in-post leaders</b>	<b>2012-15 F</b>	<b>2012-15 M</b>	<b>% F</b>
<b>Academic Leaders Programme:</b> 6-month leadership programme for new Heads, Directors and Deans.	6	22	21%
<b>1-2-1 Coaching:</b> 9-month coaching for Heads, Directors, Deans and Deputies.	36	49	42%
<b>Leadership Masterclass:</b> a series of 2-hr events designed to promote innovative approaches to leadership.	27	29	48%
<b>Total</b>	69	100	41%
<b>Programmes for emerging leaders</b>	<b>2012-15 F</b>	<b>2012-15 M</b>	<b>% F</b>
<b>Faculty Futures (2013-):</b> 8-month programme to develop young talent, and provide support for early career staff identified as having leadership potential.	29	17	63%
<b>PI Development Programme:</b> 4-month programme to help develop young PIs to their full potential.	52	43	55%
<b>Chameleon Programme:</b> 6-month programme to help staff with line management responsibility be more resilient, adaptable, influential and creative.	39	8	83%
<b>Butterfly Programme (Women only):</b> 4-week programme to develop confidence and leadership skills in women.	106	0	100%
<b>Managing Your Academic Career for Women (2013-):</b> 1-day workshop to enable women to consider and plan their next career stage.	34	0	100%
<b>Aurora Programme (Women only; 2013-):</b> National programme to develop leadership potential in women.	5*	0	100%
<b>Leadership Development Centres:</b> 2-day event aimed at identifying and developing potential leaders for the future.	6	12	33%
<b>1-2-1 Coaching:</b> 9-month coaching for senior staff with anticipated leadership potential.	7	28	20%
<b>Leading through Complexity and Change (2015 only):</b> 5-month programme to develop potential leaders.	8	8	50%
<b>SAGe Leadership Course (2015-):</b> 2-day residential course to develop future research leaders.	16	39	29%
<b>Total (excluding women-only programmes)</b>	302 (157)	155	66% (50%)
*The numbers are rapidly increasing: there will be nine women attending in 2016			

### 3. Career Progression

- ✓ **Faculty PVCs run Promotions Workshops** (since 2009). Female-only workshops were planned, but consultation with females determined preference for open workshops. Since 2013 workshops are videoed and made available online.
- ✓ **We made case studies available online** showing examples that characterise successful promotions applications.
- ✓ **We reviewed and changed promotions criteria** (2015) to clarify range and level of contributions recognised for promotion, and ensure that periods of leave or PT working are accounted for.
- ✓ **The EDHR attends FEBs** prior to annual promotions exercise and discusses the importance of diversity.
- ✓ **HoAUs must proactively review all academic staff** and consider suitability for promotion.
- ✓ **New members of Promotions Committees receive HR briefing**, including information about E&D in decision making.
- ✓ **Annual analysis of promotion success rates by gender**, is reported to Faculty and University Promotions Committees; Diversity and Staff Committees, UEB and Council.
- ✓ **Women are more successful in promotion exercises**, although fewer women apply in proportion to staff population (Table 9).

**Table 9. Academic promotion success rates 2010/11–2014/15**

Year	Applications					Successful Applications					Successful Female Applications compared to Total Female Applications			Successful Male Applications compared to Total Male Applications		
	Total	F		M		Total	F		M		F			M		
		No	%	No	%		No	%	No	%	Total	Successful	%	Total	Successful	%
2014/15	186	64	34	122	66	107	43	40	64	60	64	43	67	122	64	53
2013/14	210	87	41	123	59	128	59	46	69	54	87	59	68	123	69	56
2012/13	198	71	36	127	64	134	54	40	80	60	71	54	76	127	80	63
2011/12	174	57	33	117	67	108	34	31	74	69	57	34	60	117	74	63
2010/11	143	57	40	86	60	102	41	40	61	60	57	41	72	86	61	71

- ✓ **We introduced PDRs in 2002**; 89.8% compliance currently, improved from 74.1% at Bronze renewal (2012) (**Action Plan 3f, P5**).
- ✓ **We have established mentoring schemes**. Recent feedback from an NU Women event indicated matching times need improved, and schemes better communicated (**Action Plan 3b & 3c, P5**).
- ✓ **We run a ‘Senior Women in Academia Coaching and Mentoring Programme’** in collaboration with Durham University (launched 2013). Aims: develop self-confidence and self-efficacy of senior women as mentors and coaches; increase women in senior positions (attendees: 2013/14 – six, 2014/15, nine; 13 now mentoring). Anonymous feedback:

*“The programme has helped to make the mentoring much more professional”*

*“It really was an excellent experience that changed my outlook, particularly on my own research”*



- ✓ **We are launching a ‘Career Conversations’ scheme** (January 2016) to provide opportunities to discuss career planning with senior staff outside individuals immediate area (**Action Plan 3a, P5**).
- ✓ **Research staff support:**
  - Career Pathways Framework to support planning along one of four pathways: Academic, Fellow, Associate, Alternative Career.
  - Faculty and University Fellowship schemes offering two and five year funding, mentoring, and support for external fellowship applications.
  - Enterprise development initiatives.
- ✓ **NU Women**
  - **Renewed investment** with University funding commitment of £10K p.a. from 2015. The network addresses issues raised by members, provides inspirational speakers, training, and networking (12 events p.a.). It leads change through membership of University SAT and Diversity Consultative Group. Since 2014/15, membership has grown (256 to >450) (**Action Plan 3h, P5**).
  - **Launched the NU Women Professors Network**, which will meet three times p.a., to provide peer support, stimulate institutional change, and increase senior women’s profiles. The 2015 launch attracted 28 attendees (**Action Plan 2e, P4**).
  - **Women’s Writing Club**, launched 2014 following suggestion at a network event, provides protected writing space (numbers fluctuate around core membership of eight). Times and location advertised via network and AS contacts and webpages (**Action Plan 3g, P5**).

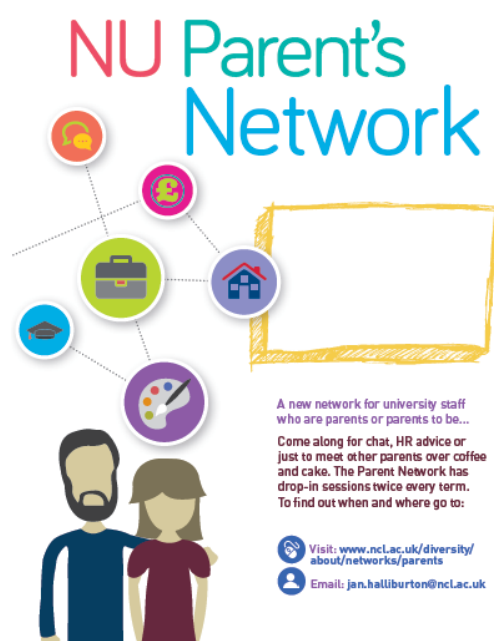


#### 4. Flexible working and support for parents

- ✓ **We introduced ‘Guidance for Managers’ (2012)** to support women planning maternity leave. RCUK highlighted our guide as good practice in their parenting leave and pay briefing (2014). In the last five years academics and researchers took 228 episodes of maternity/adoption leave (93% return rate). Those who resigned gave reasons including career development, moving away and returning to clinical roles.
- ✓ **We implemented Shared Parental Leave (ShPL) with enhanced pay**, and have already processed five requests. We actively promote ShPL e.g. presentation at Parent’s Network, emails to Managers, prominence on AS webpages.

- ✓ **We are introducing an Academic Returners' Programme (ARP) in 2015/16** (up to £10K per staff member) to fund tailored support for staff to reduce the impact of long term leave. **(Action 4a, P7)**
- ✓ **We have funded two Daphne Jackson Fellows** who have made successful transitions into academic careers. One of the fellow's experiences highlights ongoing challenges (right). We will analyse PT staff experiences, and identify actions to address if necessary. **(Action 4f, P7)**
- ✓ **Computing Science are introducing fellowships** aimed at returners from career breaks and enabling breaks during the fellowships.
- ✓ **We provide a childcare voucher scheme, and our Parent Information Pack (PIP)** contains childcare information, including a co-operative nursery adjacent to campus. One issue raised by parents via consultation and networks, is the lack of on-campus nursery facilities. We will determine what childcare parents need, and develop a business plan to assess whether we can work with external providers to meet needs **(Action Plan 4b, P7)**.
- ✓ **We launched a Parents Network** for parents and parents-to-be which meets twice termly, providing a social environment, HR advice and themed talks of interest to members (network flyer, right) **(Action Plan 4d, P7)**.
- ✓ **We are expanding an FMS initiative** to ensure women have access to rooms to express milk or breastfeed on return from maternity leave. FMS also worked with the NHS to enable staff based in hospital premises use NHS facilities **(Action Plan 4c, P7)**.

*"It is a challenge to juggle family life with an academic career, the hours required to carry out research, maintain paper output and obtain further funding."*



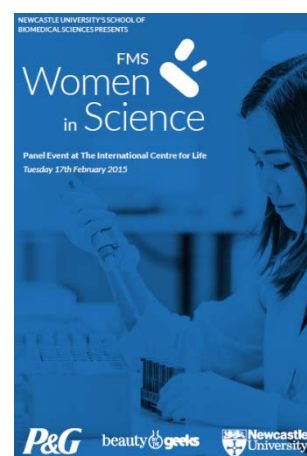
## 5. Recruitment

- ✓ **We produced guidance stating that recruitment panels 'should reflect diversity**, e.g. ensuring there are males and females represented' (2013). HR monitors compliance, challenging proposals for single gender panels.
- ✓ **We require search consultants, used for senior appointments, to sign up to a Code of Conduct**, which addresses gender diversity and best practice for searches. In response to feedback from SATs and NU Women, the network held an event at which the EDHR and PVC HaSS spoke about 'Gender and Recruitment' **(Action 5a, P9)**.
- ✓ **We have recognised the potential impact of unconscious bias**. UEB and FEBs have already received training now being rolled out University-wide **(Action Plan 5c, P9)**.



## 6. Supporting students and Outreach activity

- ✓ **We encourage females to apply to study at Newcastle**, e.g. ensuring female representation in recruitment literature and at Open Days, trialling female-only events (**Action Plan 6a&b, P10**).
- ✓ **We engage with outreach aimed at girls**, e.g. Engineering Development Trust initiatives:
  - Headstart Inspire residential summer school (year 11 girls), currently reviewing participation with aim of replacing with a programme yielding more recruitment at Newcastle (**Action Plan 6g, P10**).
  - Dragonfly day courses (year 9 students).
- ✓ **Graduate and Student Ambassadors** (66% female) work with schools and colleges to inform, enthuse and inspire prospective students.
- ✓ **SAGe are reviewing future student recruitment activity**. Options being considered include: online profiles of female staff and students, events for mothers and daughters, female-only International Women's Day (IWD) newsletter delivered to STEM teachers (**Action Plan 6h, P11**).
- ✓ **SAGe created a Women in Engineering Network** to provide support and inspiration for female engineering students (**Action Plan 6i, P11**).
- ✓ **Street Scientists** are teams of UG and PG students who engage the public with science by demonstrating projects using household objects.
- ✓ **We work with networks and communities whose aim is to develop females in STEM**, e.g. University start-up Beauty by the Geeks launched first UK Scientista STEM network at FMS Women in Science Panel Event (promotional brochure, right); a Newcastle Graduate founded Girl Geeks, a professional female STEM support community.
- ✓ **Professor Rankin, SAT Chair, was an invited panel member in a Houses of Parliament outreach event** (2014), the public questioned the panel on 'How can more women be encouraged to develop careers in STEM?'
- ✓ **We provide training to help PG students be job ready**: completing the nationally accredited course 'Introduction to Learning and Teaching in Higher Education', provides teaching confidence and experience.
- ✓ **Participation in the Think Future Study, run by the 30% Club**, providing insight into how students feel university shapes and influences aspirations (**Action Plan 6k, P11**).
- ✓ **Following feedback from student parents, a Mature Parents and Carer Community** created for FMS students.
- ✓ **Student Parent Working Group set up to address issues raised by student parents (2013)**, led to: formalised student maternity/adoption/paternity policies; improved access to funds



assisting students with childcare (2010/11–2014/15: £32,458 has been accessed); PIP made available to students; campus baby changing facilities identified and advertised.

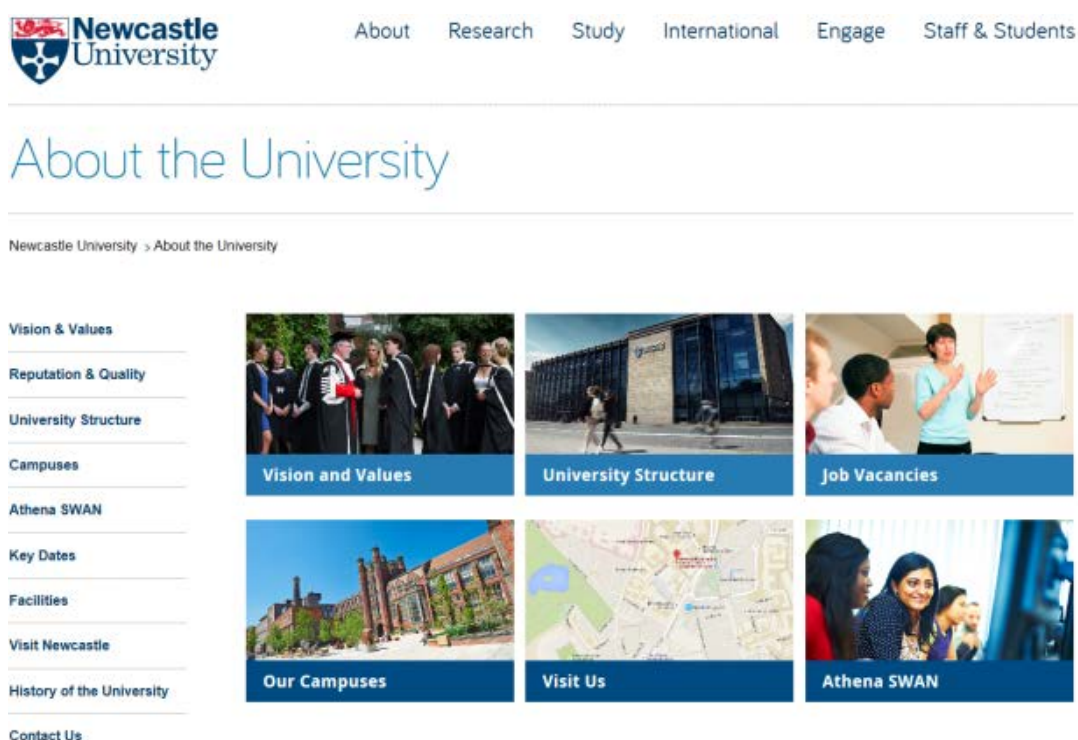
- ✓ **Students' Union organised a NE Summit**, aimed at tackling lad culture, in conjunction with regional colleagues (**Action Plan 6e, P10**).

- ✓ **Supported Students' Union 'Inspiring Women Conference'**: enabling female students to achieve their full potential (screenshot of conference advertising, left).

## 7. Communication

Our 2013 EOS (response rate 61%) showed 70% of staff felt communication was effective. In response, we appointed an Internal Communications Officer, who has developed innovative new communication platforms:

- ✓ **Monthly catered events** for 15-20, hosted by a UEB member to informally discuss topics (2014/15: >200 attended).
- ✓ **Annual series of Q&A 'Town Hall' events:** VC presents opportunities and challenges facing the University, staff can raise concerns and issues. (2014/15: 700 staff attended, 91% attendees agreed they were a good way of receiving information.)
- ✓ **Video Blogs:** UEB members post a topical blog on University website.
- ✓ **New University website**, including AS link from homepage (screenshot below) (**Action Plan 7a, P12**).



### b) SET departments management and culture

**AS is managed as a strategic priority** by the Dean of Diversity. There has been significant impact on management and culture in *all* SET units (see Table 10 for examples).

- ✓ Holding meetings where possible in core hours set at unit and Faculty level (common sense approach taken – exceptions made for meetings involving colleagues with clinical commitments, or overseas) (**Action Plan 4e, P7**).
- ✓ Supporting student initiatives (**Action Plan 6i, P11**).
- ✓ Conducting exit questionnaires (all SET units) and interviews (8/20 SET units).
- ✓ Committing to unconscious bias training for staff involved in selection (**Action Plan 5c, P9**).
- ✓ Promoting commitment to diversity in vacancy advertising and recruitment events.
- ✓ Ensuring AS is a standing item at SET unit management board meetings.

**Table 10. Examples of Initiatives**

Objective	Initiative	Impact
<b>Career Progression</b>	FMS Institutes set up the Early Career Researcher Mentoring Network for PGRs and Research Associates to discuss career issues with experienced staff.	24 Researchers received mentoring since launch (November 2014). The scheme is now extended to the whole Faculty.
	There is a mentoring scheme for FMS Fellows.	69 Fellows have mentors.
	The School of Computing Science introduced a Career Research Fellowship scheme aimed at returners, and enabling career breaks.	Recruitment ongoing.
	BMS actively promote opportunities for RAs to gain teaching experience, finding suitable opportunities within their subject area.	In 2013-14 seven RAs were supported with requests to help build their teaching portfolio.
	IGM have instigated a mentoring scheme specifically for female clinicians.	Six female clinicians gained additional support in the last 3 years.
	Institute for Sustainability allocate funding where the PI is an ECR or returning from a career break.	In place since March 2015, analysis of funding allocation will be monitored.
	The FMS Bridging Funding Scheme supports the salaries of research staff between contracts.	69 Researchers received funding between 2011 - 14, 61% of whom were women.
	IHS pools all non-allocated funds to finance internal redeployment which increases job security for research staff and allows ongoing investment.	Only one member of Research staff was made redundant in previous three years due to the end of a project.
<b>Supporting students</b>	In response to low female numbers, Engineering students in SAgE set up the Women's Engineering Network, an informal student network.	100 members signed up. Faculty funding of £1,500 to support regular events throughout 2015/16.
	Volunteers contact female applicants to provide information and encouragement before and after open days.	Feedback from applicant: <i>"I wasn't going to come along to the Open Day but talking to Naomi persuaded me."</i>
<b>Support for parents</b>	Funding is available within the School of Biology to enable a partner to attend a conference to provide childcare.	Funding not been accessed to date.
	SDS have a fund that supports students who are in financial difficulty.	The fund has enabled 4 students (2F) with young families to continue their studies.
	BMS have planned confidence training sessions open to all female UG and PG students.	This is a new action and the first session (November 2015) will be evaluated.
<b>Outreach</b>	ION employs a FT External Liaison Coordinator and invests in Outreach training for PGRs through an Ambassador programme.	Extensive ongoing programme of engagement, e.g. ambassadors recently ran a workshop with 220 Year 9 pupils.
	Helen Arthur speaks nationally about women in science and features in the booklet 'Mothers in Science; 64 ways to have it all.'	Meetings include: NU Women (Newcastle 2012); Wellcome Trust Fellows Meeting (London 2012); International Women's Day (Newcastle 2014).
	Computing Science sponsored six students to attend the first ACM_W Europe womENcourage Celebration of Women in Computing conference in 2013.	Feedback from participants: <i>"insight into career opportunities .. motivate my career aspirations"</i> <i>"inspiring to see so many women in technology."</i>

c) Individual staff working in SET

Figure 28 summarises examples of good working practices impacting on individuals.

**Figure 28: Evidence from staff about the impact of good practice in their environment**





#### 4. Embedding Athena SWAN: maximum 2000 words (1928 words)

Explain how Athena SWAN has been embedded within the University, with particular reference to all SET departments, including:

- a) Describe the steps taken to encourage all SET departments, including those less advanced, to apply for Athena SWAN department awards?
- ✓ **In 2013, we appointed two AS Project Officers (ASPOs) at Faculty level**, who along with the University's HR Adviser (E&D), play an active role in supporting academic units to apply for awards. ASPOs work closely with academic unit SATs to ensure that all units have the knowledge, resources and support to develop successful submissions.
  - ✓ **We have made rapid strides** towards our goal of all SET academic units having an award. In 2010/11 just 5% of our SET academic units held an award. We now have 95% of SET academic units who have submitted an application, with 85% in receipt of an award (successful SAT members attending an AS awards ceremony in 2015).



- ✓ **We strongly encourage and support academic units to apply for awards.** The timeline below (Table 11) shows the steps taken and achievements made since 2008 (**Action Plan 8, P14-15**).
- ✓ **We will support academic units in HaSS to apply for awards** under the expanded Charter over the next three years. Our experiences in other Faculties make us confident that we can engage HaSS and support their applications, the first of which from the School of English Literature, Languages and Linguistics is planned for 2016 (**Action Plan 8a, P14**).
- ✓ **We support academic units to progress to Silver awards.** We will establish Cross-Faculty 'Going for Silver' group to work with academic units working towards Silver (**Action Plan 8b, P14**).
- ✓ **Our future targets will embed the principles of AS across the entire University.** As good practice continues to be more widely embedded, we will also consider Faculty Silver applications (**Action Plan 8b, P14**).

**Table 11. Athena SWAN Timeline at Newcastle University**

<b>Year</b>	<b>Activity</b>
<b>2008</b>	VC leads 'Gender Think Tank' and sets a target of 30% female professoriate by 2021.
<b>2009</b>	The University signs the AS Charter and successfully gains a Bronze Award.
<b>2011</b>	The Institute of Health & Society gains our first departmental award at Silver level.
<b>2012</b>	VC sets the target of engaging all SET Schools and Institutes with AS by 2015.
	University SAT members attended both FMS and SAgE FEBs to give support and encouragement to apply for awards.
	FMS sets up Equality & Fairness Committee to support academic unit activity. Members include academic and administrative leads from each unit.
	FMS hosts the first AS NE Network meeting, promoting further engagement across units.
<b>2013</b>	University Bronze successfully renewed.
	FMS and SAgE both appoint 0.5 FTE ASPOs who became members of the University SAT.
	The Institute of Cellular Medicine gains a Silver award, the second departmental Silver award in FMS.
	SAgE sets up Diversity Committee to support departmental applications.
	Faculties allocate time in workload models for AS leads.
	ASPOs attend Staff Induction events and disseminate AS publicity materials for induction packs, reception areas etc.
<b>2014</b>	First Silver departmental award successfully renewed, and three Bronze awards successful, including the first two awards in SAgE.
	VC provides £10,000 for NU Women relaunch.
	SAgE PVC, Professor Steve Homans, becomes UEB academic lead for AS.
	SAgE hold AS consultation event chaired by PVC to facilitate and focus Faculty activity.
	University SAT runs an Action Plan Workshop for AS leads.
	University hosts NE Regional AS meeting for second time, and is attended by representatives from all SET academic units.
	Internal review process established involving AS panellists, internal award holders and ASPOs to review and approve applications prior to submission.
	AS internal drive set up with tools and resources for staff working on applications.
<b>2015</b>	Three Silver and seven Bronze departmental awards successful.
	Dean of Diversity appointed to provide future strategic leadership.
	SAGE restructures Diversity Committee chaired by Faculty PVC to enable effective decision-making.
	SAGE and FMS commit annual budgets to support academic unit and Faculty level AS activity.
	Director of Diversity appointed in FMS.
<b>2016-18</b>	<p>PVCs of Faculties commit to the following 3-year targets:</p> <p>FMS: sustained activity to achieve and maintain Silver Awards across all Institutes and Schools by 2017, with Faculty Silver submission to be considered in 2017/18.</p> <p>SAgE: continued progress towards all Schools having an AS Award by 2016, with at least two Schools holding Silver Awards by 2018.</p> <p>HaSS: all Schools to be engaged in the AS process, and have applied for an award by 2018.</p> <p>We also aim to have our first Gold Departmental Award by 2018.</p>

- b) What resources, skills and support does the University offer to assist SET departments with their submissions?

**The Dean of Diversity, ASPOs and HR Adviser (E&D) work as a team to provide dedicated support** for activity at Faculty and academic unit-level.

- ✓ When an academic unit starts to prepare for an award application, an initial meeting is held between the academic and administrative leads, the ASPO and the HoAU to discuss:
  - sourcing data
  - how to set up a SAT
  - carrying out staff and student consultation
  - the process of applying for an award.
- ✓ The Dean of Diversity speaks to units considering applying for an award.
- ✓ Resources such as good practice guides, examples of successful submissions, panel feedback and example staff questionnaires are shared.
- ✓ ASPOs offer valued advice and guidance when SATs encounter difficulties, e.g. the ASPO in SAgE drew up a role descriptor for an AS lead, which outlines remit, duties and suggested workload allocation. This was used as the basis for a University-wide role descriptor.
- ✓ Academic and administrative leads are added to University and Faculty mailing lists and become members of their Faculty AS committee.
- ✓ ASPOs attend the first SAT meeting, and frequently become members of SATs.
- ✓ ASPOs are the point of contact for queries, can identify common areas of concern, and escalate ideas or issues to Faculty or University level.
- ✓ We have made investment at University and academic unit-level as shown in Table 12.

**Table 12. Summary of Financial Investment at University level**


<b>Training / Staff Support</b>	<b>Investment per annum</b>
Academic and Research Returners Programme	£150,000
Unconscious Bias Training	£10,000
Managing Your Academic Career for women workshops	£2,100
Aurora Leadership Training for Women	£4,000
<b>People</b>	<b>Investment per annum</b>
Dean of Diversity, 20% of salary + research backfill	£19,000
2 x 0.5 FTE ASPOs	£35,000
Equality & Diversity Adviser	£35,000
<b>Events</b>	<b>Investment per annum</b>
NU Women	£10,000
Conference and coaching/mentoring collaboration with Durham	£5,000
Faculty Budgets for AS events and activity	£22,000
<b>Examples of ad-hoc investment based on 2015</b>	<b>Investment</b>
Laura Bates Public Lecture	£1,200
Inspirational Women of the Law Exhibition	£3,500
Soapbox Science public engagement event	£1,000

**The ASPOs and the HR Adviser E&D have a wide range of knowledge, skills and experience** in relation to E&D frameworks, project management and data analysis; and support academic units in many ways:

- ✓ Providing staff, student and benchmarking data and assisting with analysis and presentation of data.
- ✓ Developing relevant policies and initiatives in response to consultation and in conjunction with other departments such as HR and SDU.
- ✓ Providing detailed feedback on draft submissions.
- ✓ Managing the AS website and internal shared drive.
- ✓ Developing an AS newsletter (**Action Plan 7b, P12**).
- ✓ Managing internal mailing lists.
- ✓ Disseminating relevant information including external reports, internal policies, details of events and funding opportunities.
- ✓ Managing relevant projects and events, e.g. the WCHEC and the Soapbox Science event.
- ✓ Facilitating the sharing of best practice and collaborations between academic units and across faculties via Faculty level committees, organising AS workshops, training, internal and regional networking events.
- ✓ Providing briefing sessions on gender inequalities.

**In order to ensure the quality of our submissions we implemented an internal review system** for departmental AS applications in 2014, which provides feedback and advice on draft applications:

- ✓ Each internal review panel is made up of three experienced AS panellists from within the University.
- ✓ Two months prior to submission deadline, academic units submit draft applications.
- ✓ Drafts are then discussed at an internal review panel with the academic and administrative leads, and HoAU to advise how the application can be strengthened.
- ✓ **The dedicated support has resulted in a high success rate.** In the last two application rounds, 14 submissions resulted in 13 awards.



*“The University internal review system is excellent. We gained a lot from our formal review. The system also facilitates sharing of good practice.”*  
**Athena SWAN Academic Lead**

Other specialist skills and expertise providing support are also available within the University:

- ✓ **HR data systems:** we are currently working closely with HR to develop our information systems to ensure that we can directly access reports that will map on to AS requirements in the future. This will allow us to streamline the application procedure, more clearly measure our successes, and highlight potential future actions (**Action Plan 8g, P15**).
- ✓ **Internal Communications:** the Internal Communications Officer and her team have played a crucial role in increasing the visibility of our AS activities, including guidance with regard to developing our website and ensuring its prominence in the University’s main webpages.
- ✓ **SDU:** We have worked with SDU to develop a comprehensive Unconscious Bias training programme for staff available from October 2015, and are working together to harmonise, improve and promote our mentoring schemes (**Action Plan 5c, P9; 3b&c, P5**).



- ✓ **Following consultation with academic unit SATs**, we have agreed actions aimed at increasing support to academic units:
  - Establishing a Cross-Faculty Forum to share best practice (**Action Plan 7d, P12**).
  - Raise awareness of initiatives and resources through the AS newsletter and webpages (**Action Plan 7a&b, P12**).

c) The framework in place within the University that provides access to tools and processes for the self assessment process.

As described in **Section 1b, P6-8** we have established a governance structure that enables academic unit and Faculty issues to be progressed to relevant University level committees to enable issues to be addressed in a co-ordinated manner.

SAT teams can access support for the self-assessment process in a number of ways:

- ✓ **ASPOs and the HR Adviser (E&D)** are the key points of contact for support.
- ✓ **Academic and administrative leads are required to be members of their relevant Faculty committees**, enabling them to remain engaged and up to date.
- ✓ **The University's AS webpages** provide resources for self-assessment teams in terms of E&D news, events, funding opportunities, external reports and examples of best practice.
- ✓ **An internal shared drive** for SAT members includes other resources such as copies of applications, and associated feedback. ECU reports, HESA data, examples of consultation questionnaires and guidance from professional organisations is also available.
- ✓ **Share internal and external good practice initiatives** with SAT teams.

We are continually improving tools available:

- ✓ **We have identified that units require more support with data analysis and presentation.** To address this issue, we will review the tools developed and used by other universities for consideration of use at Newcastle (**Action Plan 8g, P15**).
- ✓ **Working with HR to develop more effective staff data provision** to be in place in 2015/16 (**Action Plan 8g, P15**).
- ✓ **We implemented a new e-recruitment system** in June 2015 which includes enhanced reporting functionality which will aid future analysis (**Action Plan 5e, P9**).

We recognise consultation as key to progress and ensure it is embedded within our AS framework. Consultation underpins and informs activity to ensure we address issues highlighted by those facing them.

- ✓ **Unit-level consultation provides a valuable platform to enable change**, e.g. proposal for University funded ARP came from FMS Faculty Equality & Fairness Committee following staff consultation (**Action Plan 4a, P7**).
- ✓ **Types of consultation with staff and students** include surveys, focus groups, themed coffee mornings and meetings using 'turning point' technology, which allows participants instantly answer multiple choice questions on screen; and via staff networks, who are encouraged to bring forward issues or suggestions, which are then fed into the University SAT.
- ✓ **We will ensure University-wide consultation via the 2016 EOS** which will incorporate questions to measure the awareness and impact of AS.

d) How does the University recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?

- ✓ **We formally recognise work by AS leads** in the workload allocation model. 150 hours are allocated for years including new and renewal applications, and up to 88 in maintenance years. We will explore workload allocation for SAT membership going forward (**Action Plan 8f, P14**).
- ✓ **In 2013, the VC invited staff involved in AS to a celebratory and networking dinner at his home.** He also invites academic and administrative leads with new awards to attend 'Celebrating Success' events which take place three times a year to celebrate the work and achievements of University staff.
- ✓ **The achievements of women in SET and AS awards are publicised** on-campus display screens, and in 'NU Connections', our fortnightly online publication. Screenshot below from November 2015 celebrating Professor Ruth Plummer, one of the two academic leads for the Northern Institute for Cancer Research's successful 2014 Silver Athena SWAN application, winning the inaugural STEM NE Woman Entrepreneur of the Year award.



#### Woman of the Year award for NICR academic

Professor Ruth Plummer from our [Northern Institute for Cancer Research](#) (NICR) won the STEM category of the North East Woman Entrepreneur of the Year.



The North East Woman Entrepreneur of the Year Awards recognise, reward and promote the achievement of women in business in the North East and have been running for 16 years. There are twelve different categories such as best small business, best sole trader, best creative business woman. This was the first year for the STEM category, which recognises exceptional women in the fields of Science, Technology, Engineering and Mathematics who have pioneered new discoveries and/or been instrumental in bringing the benefits of those discoveries to market for economic and social impact.

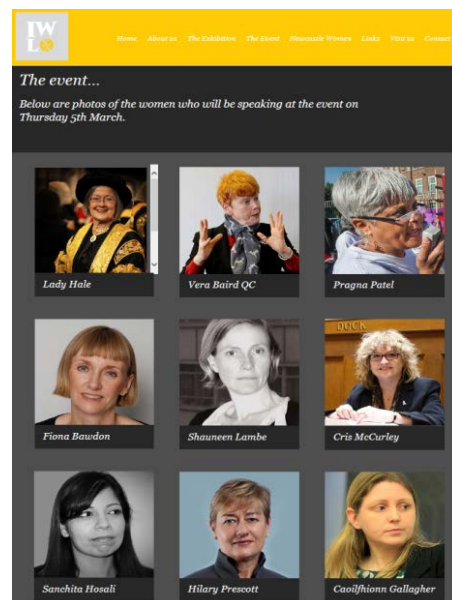
The judges were looking for persistence and tenacity in pursuing scientific excellence of truly world-class quality, whether in academia or in business together with a significant track record of discovery, research and development.

- ✓ **SAGe and FMS have held AS celebratory events** attended by academic unit SAT members, which enable Faculty PVCs and other FEB members to acknowledge and thank staff for their work on self-assessment teams.
- ✓ **NU Women profiles successful women** across its annual programme of activities. For example, in 2015, they held a 'Women in Leadership' event where three senior female staff spoke (attended by >100 women), and the first NU Women Annual Lecture celebrating Professor Vicki Bruce OBE being made a Dame in the 2015 Queen's Birthday Honours list for services to Higher Education and Psychology. An NU Women blog is being developed, with contributions from our members, including highlighting successes.
- ✓ **We celebrate IWD.** In 2015, we had several events on the theme of 'Making it Happen' from lunch events with PowerPoint slide shows of 'Inspirational Women' to training events on goal setting, and a celebration of our region's business women at our Business School.

- ✓ **Our INSIGHTS Public Lectures** seek to ensure the programme is diverse and representative, including aiming for gender balance of speakers.
- ✓ **We bestow honorary degrees on high-profile women.** Since 2010 this has included Dame Joan Bakewell, Olivia Grant, Dianne Nelmes, Professor Martha Nussbaum, Professor Dame Sally Davies and Professor Dorothy Bishop, who among their many other accomplishments, were recognised for their work supporting women. We encourage those who nominate recipients for honorary degrees to actively consider diversity, and from 2015, NU Women annually nominate female recipients.



✓ **We have held two well-received public photography exhibitions** in the Hatton Gallery, the University's art gallery on the main campus: 'Inspirational Women of North-East England' (2013) (left) and 'Inspirational Women of the Law' (2015) (right). Both exhibitions included current and former Newcastle University employees.



e) How does the University coordinate, report and monitor progress on action plans across SET departments?

The need to monitor progress on action plans and support academic units in preparing for renewals has grown in line with our increased number of departmental awards. We recognise that rigorous monitoring is necessary at Faculty and University level (**Action Plan 8h, P15**).

- ✓ **SAGe have introduced an Annual Monitoring Form** for academic units holding awards to report on progress to the Faculty committee.
- ✓ **FMS are currently discussing the procedural format for monitoring** at Faculty level.
- ✓ **Faculty level monitoring will be fed into University level committees** with authority to enforce accountability for actions.

f) How does the University share good practice among SET departments and across the University?

As the gender balance varies across different academic disciplines, each SET academic unit faces different challenges and issues. However, there are a number of ways that good practice is shared:

- ✓ **Faculty Committees provide a forum** for academic units to share good practice and learning from their experiences of applying for awards.
- ✓ **The ASPOs and HR Adviser (E&D) attend Faculty committees** to disseminate information and update about successful initiatives.

- ✓ **The University's AS webpages have been updated** to include examples of best practice from applications.
- ✓ **The University AS mailing list** is used to disseminate reports, notes from network meetings, notes from conferences and relevant articles.
- ✓ **Feedback from a SAT organised consultation event** with AS representatives in summer 2015 suggested that more can be done to share best practice between academic units and Faculties. To address this issue, we will establish a Cross-Faculty Forum to promote discussion of local practices (**Action Plan 7d, P12**).

**5. Any other comments: maximum 500 words (484 words)**

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Under the enhanced criteria AS is changing. We are supporting units to understand these changes, such as addressing intersectionality and preparations to extend the expanded AS charter to non-SET departments and in our Professional Support Services. This expansion is a two way process, as we are listening to the experiences of our departmental SATs who are evaluating and adapting their approaches and offering steer and support at the University level.

- ✓ **The new PVC of HaSS, Professor Julie Sanders, is committed to the new expanded charter**, and the University SAT is supporting the first AS application from the Faculty (**Action Plan 8a, P14**).
- ✓ **We are holding a Cross-Faculty workshop** (January 2016) to provide support and resources for departments planning their first application.
- ✓ **Many of our departmental SAT groups are broadening their remits to consider wider Diversity issues** including intersectionality. We will support this by providing advice and guidance from the E&D team.
- ✓ **The new Dean of Diversity will talk to a broad audience** about the expanded charter (NU Women, February 2016), and ensure new SAT members in 2015/16 include members to consider intersectionality and transgender staff and students. The Dean will also ensure closer alignment of the University SAT and Diversity Committee to better address issues of intersectionality.
- ✓ **NU Women** now has more than 450 members from across all three faculties and support services. This provides a solid platform to discuss, promote, and influence change across the University (e.g. evaluate and improve mentoring provision and recruitment processes).
- ✓ **Our Parents' Network is holding themed events that look at parenting issues from a variety of perspectives** e.g. we held a talk on ShPL and we have an event planned that focusses on adoption and the experience of Lesbian, Gay, Bisexual and Transgender (LGBT) parents.
- ✓ **'SAgE Professional' will be launched at our first 'Administrative Conference'** (December 2015) to provide advice and guidance for professional support staff in SAgE. The launch of this scheme will be evaluated and rolled out to other faculties in the next three years (**Action Plan 1g, P2**).

**Thinking Gold.** We continue to aspire towards AS Gold awards by:

- ✓ **Inviting speakers who have won Gold awards** to learn from their achievements and inspire staff (Paul Walton, 2013; Jane Hill, 2014).
- ✓ **Establishing a 'Going for Gold' Think Tank led by the VC** (2016) to deliver new ideas and novel initiatives to sustain our momentum and progress (**Action Plan 8b, P14**).
- ✓ **Committing resources to support departments working toward Gold Awards**, including: additional events/consultancy budget, committed ASPO time prior to submission (**Action Plan 8i, P15**).
- ✓ **Emphasising the value of diversity to staff and students.** Our biennial 'Diversity Season' celebrates and promotes equality and diversity. In 2015, we held events around being LGBT+, launched our Parents Network, and celebrated our multi-national community. The keynote event was the VC speaking on 'Making the Business Case for Diversity'. We will build on these successes to deliver a coherent programme of events (2016-18) for staff and students to communicate why diversity matters and is valued by the University (**Action Plan 1c, P1**).

#### **4. Action plan**

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations **for the next three years**.

The action plan should demonstrate how Athena SWAN Charter principles will be sustained and implemented in all the University's STEMM departments. It may include elements from individual

## Appendix: Newcastle University Athena SWAN Action Plan 2015 - 2018

Our Action Plan details planned activity under the themes of:

- ✓ Leading culture change
- ✓ Women into leadership
- ✓ Career progression
- ✓ Flexible working and support for parents
- ✓ Recruitment
- ✓ Supporting students and Outreach activity
- ✓ Communication
- ✓ Supporting units to apply for Bronze, Silver and Gold awards

1. Leading Culture Change					
Objective – to continue to lead culture change across the University and be a beacon for equality and diversity.					
Action	Progress achieved to date	Responsibility	Target date	Success Measure	
<b>1a</b>	Establish a 'Going for Gold' think-tank, which is creative and ambitious in its thinking about how to develop initiatives that address fundamental challenges, and underpin our future Gold Athena SWAN activity.	New action.	VC	2016 onwards	Establish a 5-year action plan for working towards institutional Gold. At least one academic unit to submit a Gold application by 2018.
<b>1b</b>	Continue to deliver biennial 'Women and Change in Higher Education' conference collaboratively with Durham University to be at the forefront of current thinking, debate and activities.	First conference in Durham (2014) had over 100 delegates; planning in progress for Newcastle 2016.	Newcastle and Durham Conference Steering Group	2016, 2018	Conference attracts increasing numbers of national and international delegates, and each year leads to specific outcomes for Newcastle to take forward.
<b>1c</b>	Engage more staff and students with equality and diversity issues through emphasising the value of diversity to the institution.	NU Women blog in progress, 'Why Diversity Matters' initiative in planning stages.	Dean of Diversity, NU Women	2016 onwards	NU Women blog launched 2016 including 10 invited blogs on topical issues p.a., 'Why Diversity Matters' initiative developed and delivered, increase Diversity Season participation by 50% in 2017 by staff and students.
<b>1d</b>	Maintain our trajectory towards achieving 30% of the professoriate being women by 2021.	Year-on-year increases.	Executive Director of HR	2016 onwards	Continued annual increases towards the target.
<b>1e</b>	Further increase the visibility of female role models through a variety of University-wide and public events.	Examples of events held in 2015 can be found in Table 8, P32.	Dean of Diversity	2016-	Four events across each year.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>1f</b>	Continued improvement of reporting structures through the establishment of new diversity leads at University and Faculty levels.	Dean of Diversity established (Aug 2015), FMS Director of Diversity appointment in process.	Dean of Diversity	2016	University and Faculty appointments made by 2016 leading to more co-ordinated activity across the University.
<b>1g</b>	Launch and evaluate the "SAgE Professional" initiative to provide advice and guidance to professional support staff, with the aim of developing a University-wide scheme.	Launch Dec 2015.	Directors of Faculty Operations and Registrar	2015 onwards	Initiative expanded University wide and well-received by support staff.
<b>1h</b>	Promote the principles of the expanded charter to Professional Support Services, and ensure that all units are aware of the new charter.	Workshop hosted by SAgE for all faculties (Jan 2015), NU Women event (Feb 2015).	Dean of Diversity	2016 onwards	2 workshops p.a., unconscious bias training delivered, measured using Employee Opinion Survey.
<b>1i</b>	Invest in an annual Vacation Scholarship to fund an UG student to conduct research on a diversity issue using data collected at Newcastle.		FMS Director of Diversity	Annually	3 trained Vacation Scholars whose research projects have helped us develop better targeted initiatives.
<b>1j</b>	Increase the number of units engaged with Athena SWAN, and use the knowledge and expertise developed in FMS and SAgE to support new Athena SWAN activity in HaSS.	School of English Literature, Languages and Linguistics applying for an award in 2016.	PVC and Director of Faculty Operations, HaSS	2016 onwards	Successful applications from HaSS at Bronze and Silver.
<b>1k</b>	Organise at least one Athena SWAN regional network event every two years.	Hosted two well-attended network meetings in 2012 and 2014.	Athena SWAN Project Officers and HR Advisor (E&D)	2016, 2018	Network events hosted every two years, with the aim of sharing learning and good practice.
<b>1l</b>	Lead and organise the first regional meeting of Women's Networks in the North East.	Local networks contacted and positive responses received.	NU Women	2016	Development of sustained regional networking activity, allowing networks to collaborate on voicing joint areas of concern.
<b>1m</b>	Continue to initiate dialogue with external funding bodies and learned societies when we identify issues of concern, e.g. lack of flexibility in fellowships, development of external diversity policies.	Ongoing discussions with Research Councils and Institutions.	Athena SWAN Project Officers to liaise with individuals involved in dialogue.	2015/16	Measurable influence on external bodies' approach to embedding diversity in their workings.
<b>1n</b>	Arrange event for overseas based staff to share equality and diversity learning.	Executive Director of HR presented expectations for dignity and respect in the workplace.	HR Adviser (E&D)	2015/16	Event takes place.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
1o	Dean of Diversity and Athena SWAN Co-ordinator/s meet with the University of Nottingham to discuss their overseas Bronze award.		Dean of Diversity	2015/16	Meeting aids understanding of overseas awards and informs future direction at Newcastle.



## 2. Women into Leadership

**Objective – to increase the number of women in leadership positions across the University.**

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>2a</b>	Examine differences in women in leadership roles (e.g. across management levels and faculties) through focus groups to explore reasons for disparity of representation across faculties, and identify actions to address differences.	Review has identified disparities (e.g. low numbers in HaSS/SaGE relative to FMS).	Leadership Succession Strategy Group	2017	Creation of Women in to Leadership Working Group leading to informed and targeted actions that increase numbers of women in leadership roles across the University.
<b>2b</b>	Revisit selection processes for leadership programmes to ensure that they are free from gender bias, and annually monitor numbers of men and women in our leadership programmes.	Numbers of men and women on leadership courses recorded annually.	Assistant Director Leadership and Talent	2016	Selection processes re-evaluated, gender balance monitored annually and any imbalances addressed.
<b>2c</b>	Consider the use of faculty targets in line with our aspirations to have 30% women in our governance structures, to ensure that gender and equality become embedded in our leadership teams, and also in succession planning.	Chair of Council has signed up to the 30% Club.	Dean of Diversity	2017	Realistic targets introduced, and increasing numbers of women in leadership roles across the University by 2018.
<b>2d</b>	Continue to increase the visibility of women leaders across our publicity materials.	Internal Communications Officer annually reviews publicity materials/news, 'Leadership Conversations' planned for NU Women blog.	Internal Communications Officer	All years	No gender bias in our publicity materials or news items, perceived increase in visibility of women (assessed by questionnaire in 2016 and 2018).
<b>2e</b>	Continued support and development of NU Women Professors' Network to provide peer support to senior women and stimulate strategic institutional change.	Professors' Network established (Jun 2015), first event Dec 2015.	NU Women	All years, reviewed annually	Increase membership of the network by 10% each year, and visible activity stemming from events held 3 per year.
<b>2f</b>	Evaluation of the "Academic Leadership in HaSS" initiative to provide advice and guidance to potential Faculty level academic leaders.	Launch semester 2, 2015.	HaSS Director of Faculty Operations	2017	Evaluation report including recommendations.

### 3. Career Progression

**Objective – to ensure that all staff have access to effective career development opportunities and support.**

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>3a</b>	Introduce a University-wide 'Career Conversations' scheme, giving all staff access to a one-off advice session with a more senior member of staff.	FMS has Faculty-wide conversations scheme for ECRs, NU Women to launch scheme for all other staff categories in 2016.	NU Women, SDU	2016	At least 20 conversations to have taken place in 2016, with year on year increase. Positive feedback from evaluations.
<b>3b</b>	Continue to improve the communication of our mentoring programmes across the University, and create a 'one-stop shop' website for all our mentoring schemes.	We have established mentoring programmes for all staff to access trained mentors, review underway to examine how to streamline and communicate schemes.	Assistant Director Organisational Development (role to be filled 2016)	2016	Creation of a 'one-stop shop' website for all our mentoring schemes. Survey staff to determine whether mentoring needs are met.
<b>3c</b>	Implement new online systems to support mentoring, particularly searchable databases, ways to record and evaluate mentoring, develop new training materials for mentors and mentees.	New online mentoring materials in development.	Assistant Director Organisational Development (role to be filled 2016)	2016/17	New online resources, increased numbers of mentoring relationships and excellent feedback from staff.
<b>3d</b>	Annual review of academic promotions procedures to ensure transparency of criteria and decision making.		HR	Annually	Staff that agree that the promotions process is fair and transparent as measured by staff survey.
<b>3e</b>	Annual review of academic promotions applications and outcomes, including analysis of transfer to the new Reader grade.		HR	Annually	Evaluation report including recommendations.
<b>3f</b>	Achieve and exceed target of 90% completion rate for PDR.	November 2015: 89.8% completion.	Executive Director of HR	2016/17	90% or higher PDR completion rate achieved every year.
<b>3g</b>	Continued support for the Women's Writing Space.	Administrative and financial support in place since 2015.	NU Women	Ongoing	Weekly meetings every term, with positive feedback and increased outputs from attendees.
<b>3h</b>	Ongoing support for NU Women and NU Women Professors to ensure their continued success.	£10k p.a. funding, HR support with event organisation.	NU Women	Ongoing, review annually	3 events p.a. for NU Women Professors, and minimum 12 events p.a. for NU Women.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
3i	Complete 4 yearly Equal Pay Review.	Initial analysis of data complete.	HR	2015	Determine if and why there are pay inequalities, and identify potential remedial actions.
3j	Analysis of what roles female Research staff are progressing to after Assistant/Associate role.	Exit survey and interviews.	Faculty Committees	2015/16	Understanding of where female Research staff progress to, targeted actions will be identified as appropriate.
3k	<b>Carried over from 2012/15 Action Plan</b> Review REF 2014 submission by gender compared to whole academic pool, including gender equality analysis of staff in all academic career pathways (Teaching and Research, Teaching and Scholarship; and Research and Innovation).	Transition and appointment to specific academic career pathways ongoing 2012-15.	HR Adviser (E&D)	2016	Evidence of analysis undertaken and subsequent actions identified in future action planning.

#### 4. Flexible Working and Support for Parents

Objective – to ensure that we provide a flexible, family friendly working environment.

Action	Progress achieved to date	Responsibility	Target date	Success Measure
<b>4a</b> Roll out the Academic Returners' Programme: Publicise to managers and HR staff as well as to all academic staff on research contracts. Evaluate effectiveness, uptake and awareness of programme.	Programme has been designed and approved at Staff Committee.	Executive Director of HR	Roll out 2015/16 Evaluation by end 2018	Uptake of the programme, increasing between 2016 – 2018. Evaluation exercise in 2017.
<b>4b</b> Determine what childcare parents need, develop a business plan with the option of working with external providers to provide childcare facilities to meet these needs.		Dean of Diversity	2016	Business plan including recommendations produced.
<b>4c</b> Expand FMS scheme to make rooms available to express or breastfeed so that all University staff have access to a suitable room. Identification of suitable rooms University wide. Effective communication of rooms, working with Internal Communications. Work with IT to enable facilities to be identified on University app.	Scheme has been implemented in FMS (2015).	HR Adviser (E&D) Estates	End 2016  2016/2017  2018	Rooms identified across the University.  Communication campaign.  Search facility incorporated in University app.
<b>4d</b> Deliver two Parents Network events per term and gradually increase membership.	Two events delivered in 2015, 12 participants registered for first event, and 29 for second.	NU Women	Two events annually	Increased membership of the network (100% increase by 2018), positive feedback from members.
<b>4e</b> As part of roll out of Athena SWAN in HASS, develop core hours guidelines and disseminate across the University to ensure that there is a common understanding of the principles of core hours.	FMS statement 2013. SAgE guidance 2015.	Executive Director of HR	2017	Production and dissemination of core hours guidelines.
<b>4f</b> Analysis of how many academic and research staff work part time, compared to benchmark figures.	Indication that academic and research staff find part time work can be challenging.	Dean of Diversity	2017	Determine levels of part time working compared to benchmark, and identify actions to address if necessary.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>4g</b>	<b>Carried over from 2012/15 Action Plan</b> Implementation of University wide unit level risk assessments for pregnant and breastfeeding staff including guidance for laboratory workers.	Process developed and piloted in 2015.	Occupational Health and Safety Service	2016	Process implemented and record of risk assessments completed.
<b>4h</b>	<b>Carried over from 2012/15 Action Plan</b> Assess need for University level guidance for funding to assist parents/carers to pay for additional care associated with conference attendance.	Funding available at unit level in some units as part of departmental actions.	HR Adviser (E&D)	2016	Guidance available for allocation of funding.

## 5. Recruitment

**Objective – to ensure that our appointment processes are fair and free from bias.**

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>5a</b>	Deliver information sessions to inform staff about policies around using search consultants – from sessions determine if more communication is necessary.	Session November 2015 run by Executive Director of HR and PVC HaSS (47 attendees).	Executive Director of HR	2016	3 sessions delivered with further guidance and communication if identified as necessary.
<b>5b</b>	Analyse gender balance of applicants identified via search consultants annually and if below benchmark, develop actions to address.		HR Advisers (E&D)	2016	Gender balance of applicants in line with or better than national benchmarks.
<b>5c</b>	Roll out Unconscious bias training for staff across the University. Ongoing evaluation of training workshops including evaluation forms on the day of training as well as follow up evaluation forms sent to trainees 3-6 months after attendance at training. Produce evaluation report in 2017 to look at how well training has been received, and what impact it's made to working practices.	External training providers appointed and suite of workshops developed. Training programme rolled out from October 2015 onwards.	Assistant Director Organisational Development (role to be filled 2016)	Six workshops per year, starting 2015. Evaluation report in 2017.	Minimum 120 people trained per year. Departmental Athena SWAN action plan commitments met for training, staff involved in recruitment and progression trained. Training made openly available to all staff.
<b>5d</b>	Widening scope of vacancy information.	Corporate membership of WISE.	SAGe and FMS HR admin teams	Ongoing	Increasing number of applications from females.
<b>5e</b>	Analyse data from new e-recruitment system to see whether any issues regarding gender exist at the shortlisting stage.	New e-recruitment system launched June 2015.	Assistant Director of HR (Operations)	Collection of data 2016 onwards, analysis by 2017.	Analysis carried out when there is sufficient data. Analysis will highlight any issues or areas of concern. If required, a new suite of actions which address concerns will be incorporated into this action plan.

<b>6. Supporting students and Outreach activity</b>				
<b>Objectives – Increase and improve our outreach activity to encourage a diverse pool of students. Ensure all students supported to reach their full academic potential.</b>				
<b>Action</b>	<b>Progress achieved to date</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Success Measure</b>
<b>6a</b> Assess effectiveness of subject level actions to address female undergraduate under representation against benchmarks.		UG Recruitment and Admissions Monitoring Committee	2017 intakes onwards	Maintain gender balance, or move to parity with national averages.
<b>6b</b> Assess effectiveness of subject level actions to address female postgraduate taught under representation against benchmarks.		PG Recruitment and Admissions Monitoring Committee	2017 intakes onwards	Gender split more in line with national averages.
<b>6c</b> Analyse the success of Women into Postgraduate Engineering and Science Postgraduate Taught Scholarships.	Scholarships introduced for 2015 entry	PG Recruitment and Admissions Monitoring Committee	2016 onwards	High completion rate of postgraduate study.
<b>6d</b> Investigate why people study part time, through focus groups and surveys, to determine if there are barriers to choosing part time study.		UG and PG Recruitment and Admissions Monitoring Committees	2015/16	Focus groups and surveys carried out, identify actions to address any barriers identified and effective communication of part time study options.
<b>6e</b> Tackling lad culture and sexual harassment: Embedding of Students' Union Societies Officer training. Roll out of vulnerability and consent messages to student body. Explore how to best communicate about behaviours for students and staff.	Programme of training implemented for 2015 intake. Vulnerability and consent messages incorporated in school Freshers' inductions.	Students' Union, Lad Culture and Sexual Harassment Task and Finish Group	2015 - 2018	All Students' Union Societies Officers trained. Expansion to school Freshers' inductions including vulnerability and consent messages. Introduction of new methods of communication.
<b>6f</b> Share learning from departmental applications by publishing examples of good practice in student recruitment on the University's Athena SWAN web pages.	Revised webpages launched September 2015.	Athena SWAN Project Officers and HR Adviser (E&D)	Ongoing	Evidence of cross school and Faculty working to implement and share good working practices.
<b>6g</b> Implement new outreach activity to replace Headstart Inspire.		SAgE Marketing and Student Recruitment Manager	2015/16	Implementation of a scheme that yields more recruitment at Newcastle.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>6h</b>	SAgE review of outreach/recruitment activity.		SAgE / University Marketing and Student Recruitment	2015/16	Evaluation of outreach and recruitment activity and where appropriate new actions to improve/expand activity.
<b>6i</b>	Support the development of academic unit / Faculty student support initiatives such as the Women in Engineering network.		Faculty administration	Ongoing	Increasing number of initiatives supported, particularly in academic units with lowest female representation. Positive feedback from participants of Unit / Faculty level initiatives.
<b>6j</b>	Work with Students' Union to build on work started with their 2015 "Inspiring Women" conference.	"Inspiring Women" conference 2015.	Students' Union Welfare and Equality Officer	2017	Initiatives established based on demand driven by student population.
<b>6k</b>	Participation in the Think Future Study, run by the 30% Club, to provide insight into how students feel University shapes and influences their aspirations.	Survey opened October 2015.	Director of Academic Services and Students' Union	2015/16	Responses contribute to future opportunities for students.



<b>7. Communication</b>						
<b>Objectives</b>						
<ul style="list-style-type: none"> <li>• to raise awareness of Athena SWAN and to promote good working practices across the University</li> <li>• to raise the profile and celebrate the success of women in the University</li> </ul>						
<b>Action</b>	<b>Progress achieved to date</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Success Measure</b>		
<b>7a</b>	Actively manage the University's Athena SWAN web pages to provide a central source of information and best practice during the next three years. Monitor the impact of this resource by using analytics to measure website hits.	Revised webpages launched September 2015, with a direct link via Athena SWAN logo on external homepage. Consultation with academic units regarding content.	Athena SWAN Project Officers and HR Adviser (E&D)	Ongoing  2018	Webpages remain current and up to date.  Increasing access of website materials as shown by analytics.	
<b>7b</b>	To produce and circulate a quarterly Athena SWAN newsletter to inform staff of news, events and funding opportunities, and promote awareness of existing networks, training and good practices. Newsletter will also be available to download from the University's Athena SWAN webpages.	Information is communicated via Athena SWAN mailing lists and verbally at Faculty meetings. Funding opportunities are advertised on the Athena SWAN webpages.	Athena SWAN Project Officers and HR Adviser (E&D)	Spring 2016 onwards  Spring 2017 onwards	First newsletter produced and circulated in Spring Term 2016.  Evaluation of effectiveness carried out in consultation with staff in Spring Term 2017 and annually thereafter.	
<b>7c</b>	Promote joined-up communications between Faculties and Professional Support Services by meeting with colleagues across the University who are involved in events, PR and communication during Spring Term 2016 to ensure news, events and achievements are well publicised throughout the University.	Events organised by different academic units and services are advertised separately.	Athena SWAN Project Officers and HR Adviser (E&D)	Spring 2016  2016	Meetings held with internal stakeholders during Spring Term 2016.  Evaluation of internal and external communications carried out as part of the next Employee Opinion Survey in 2016.	
<b>7d</b>	Establish a Cross-Faculty Forum 2016 to encourage sharing of learning and best practice. Examples of best practice will be routinely added to the 'Resources' section of the University's Athena SWAN webpages.	Consultation event held in July 2015 promoted discussion between staff and students in different units. Internal review panel members offer advice to academic units.	Athena SWAN Project Officers and HR Adviser (E&D)	Spring 2016  Ongoing	Cross-Faculty Forum established.  Examples of best practice to be added to the 'Resources' section on the University's Athena SWAN webpages.	
<b>7e</b>	Annual NU Women International Women's Day event to celebrate the achievements of female academics and researchers within the University.	Achievements highlighted in University e-newsletter, NU Connections, and on campus media display screens.	NU Women	2016 onwards	Well publicised celebration of female successes.	

Action		Progress achieved to date	Responsibility	Target date	Success Measure
7f	Promote the values of the Athena SWAN Charter by establishing an annual public lecture linked to gender equality.	Laura Bates 'Everyday Sexism' Public Lecture held in 2015.	Dean of Diversity	2017 onwards	First Athena SWAN annual lecture held.
7g	Continue to hold a Diversity Season every two years delivering a programme of activities about "Why Diversity Matters" to staff and students.	Diversity Season held in 2011, 2013 and 2015. Planning in progress (involving external E&D consultant), provisional date: May 2016.	Dean of Diversity	2016 / 2018  2017	Evaluation of the impact of previous events to inform future planning.  Diversity Season held in 2017. Improved awareness of why diversity and equality is important to staff and student populations (measured by questionnaire).
7h	Complete Cross-Faculty project to promote interactions between science and the arts. The project will culminate in an event in 2017 to showcase the impact of research by female scientists in a cultural and creative presentation for a general audience.	Project has been publicised within FMS and SAgE. Project team seeking funding for a regional event.	Dr Paul Fleet Lecturer in Music	2017	Showcase event held.
7i	Actively recognise and reward the work of individuals working on gender equality as part of the University's Celebrating Success events.	Athena SWAN leads have been recognised at these events since 2014.	VC and Internal Communications	2015/16	Recognition of gender equality activity with relevant staff routinely invited to University Celebrating Success events.
7j	Regular consultation events held with staff and students during Years 1, 2 and 3 to ensure ongoing activity meets needs and expectations. Actions identified from consultation events to be reported to University SAT and followed up in a timely manner.	Consultation event held with staff in July 2015.	Athena SWAN Project Officers and HR Adviser (E&D)	2015-2018	Regular consultation events take place annually.
7k	Improve communication about ensuring effective Equality Analysis takes place on policies and procedures.	Introduction of revised Reader grade underwent equality analysis (2015), no concerns raised.	HR	2016	All proposed changes comply with Equality Analysis guidelines, and any biases addressed.

8. Supporting Units to apply for Bronze, Silver and Gold awards					
Objectives		<ul style="list-style-type: none"> <li>FMS: achieve and maintain Bronze and Silver Awards across all academic units 2017, Faculty Silver submission to be considered in 2017/18.</li> <li>SAGe: all academic units achieve an Athena SWAN Award by 2016, two Silver Awards by 2018.</li> <li>HASS: all to have submitted or be working towards submission for an award by 2018.</li> <li>Gold Departmental Award by 2018.</li> </ul>			
Action	Progress achieved to date	Responsibility	Target date	Success Measure	
<b>8a</b>	Actively identify resources for supporting Athena SWAN in HaSS in order for all units to have submitted or be working towards submission for an award by 2018.	HaSS representative sits on University SAT and has been involved in the preparation of the institutional application. Dean of Diversity, Athena SWAN Project Officer (SAGe) and HR Adviser (E&D) have held initial discussions HaSS.	PVC and Director of Faculty Operations, HaSS	2016  2018	Dedicated Faculty resource established in HASS during 2016.  All academic units to have submitted or be actively working towards submission by the end of Year 3.
<b>8b</b>	Establish a cross-Faculty 'Going for Silver' group in 2016 to share learning and best practice to enable departments with Bronze awards progress successfully to Silver.	5 Silver and 12 Bronze awards currently achieved.	Athena SWAN Project Officers and HR Adviser (E&D)	2018	FMS Institutes all Silver by 2017. SAGe all awards, including two Silver by 2018. HaSS submission of Silver application/s.
<b>8c</b>	Actively engage with external departments with Gold awards to learn from their experience and encourage ambition amongst Silver award holders.	Engagement with the Schools of Chemistry and Biology at the University of York.	Athena SWAN Project Officers and HR Adviser (E&D)	2018	External departments with Gold awards engaged with.
<b>8d</b>	Facilitate open invitation for new SAT members in 2015/16, including members to consider intersectionality and transgender staff and students.		SAT Chair	2015/16	Expanded SAT membership.
<b>8e</b>	Deliver a cross-Faculty workshop in 2016 to promote awareness of the guidelines, application criteria and data requirements under the expanded Charter.	Engagement with ECU to learn about the expanded Charter. SAT members to act as Athena SWAN Panellists to review applications under the new scheme.	Athena SWAN Project Officers and HR Adviser (E&D)	2016	Delivery of workshop. Reference materials circulated to departmental SATs and posted on Athena SWAN website.
<b>8f</b>	Explore agreeing a workload allocation for SAT membership.	Allocation for leads in place.	Chairs of Faculty committees	2015/16	Agreement on which roles require a workload allocation.

Action		Progress achieved to date	Responsibility	Target date	Success Measure
<b>8g</b>	Create a robust central data reporting system during 2015/16 to support departments preparing applications and to ensure departments with awards receive data in a timely manner to support annual monitoring.	Consultation with staff regarding requirements. Review of the tools developed by other universities to support data analysis. Mapping exercise completed to identify sources of data under the expanded Charter.	HR for staff data, Planning Office for student data.	2015/16	Central system in place. Positive feedback received from departments.
<b>8h</b>	Introduce clear and consistent annual monitoring system during 2016 to support departments with awards to progress against their Action Plans.	Monitoring form trialled in SAgE to identify potential issues and the need for additional resources.	Faculty committee Chairs	2015/16	Annual progress reports brought forward to University SAT to promote accountability for actions.
<b>8i</b>	Provide additional support to units who are preparing Gold submissions by providing additional ASPO time in the year prior to submission and providing a budget to support events or consultation activities.		Athena SWAN Project Officers and HR Advisor (E&D)	As and when units notify of plans to submit Gold award.	At least one gold application submitted by 2018.

**Newcastle University Athena SWAN Action Plan 2012-15** – updated to show Progress by November 2015

The action plan will address five main areas: Support structures, Career Advice and Support, Communication, Key Transition Points, Appointment and Promotion and Policy and Procedures.

	Action completed
	Action superseded by alternative activity
	Action partially complete / action completed with additional aspects being explored in 15/16 – 17/18 Action Plan
	Action incomplete

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
<b>1. Support Structures</b>							
a	Support and encourage more departments to apply for an Athena SWAN Silver Award with a view to the University achieving Silver status by 2015.	Silver Award for IHS. ICM applying for Silver November 2012. SAT rep attended FMS Faculty Executive Board. Discussions of Athena SWAN at University Executive Board – given full support and encouragement to all academic departments to apply for Silver status. Creation of Athena SWAN Co-ordinator role in FMS to support applications.	SAT rep to attend SAgE Faculty Executive Board in November 2012.  Develop & deliver masterclasses for departments wishing to apply (with support from in-house experts).	SAT  HRPPT/SDA/A-SC (with input from IHS & ICM)	Nov 2015	Nov 2012  Nov 2013	A marked increase in the number of University departments with Silver Athena SWAN awards by 2015.  We hold 17 departmental awards (5 Silver and 12 Bronze), and increase of 16 awards from 2012.  Application for institutional Silver Nov 2015.  Appointment of ASPOs and budgets for departmental support and activities.
b	Review composition of Self Assessment Team.		Maximise engagement with SET Departments. SAT members to actively cascade messages between SAT and constituencies.	SAT	Nov 2013	Feb 2013	An increase in University departments applying for Athena SWAN Silver by 2015.  SAT expanded to reflect increased Athena SWAN activity across Faculties and to address feedback on 2012 application.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
<p>c Further develop mentoring scheme to increase participation rates among research staff, and to extend to academic staff.</p>	<p>Previous action 1e in 2009-12 plan.</p>	<p>Develop communications mechanisms to publicise the scheme more widely. Identify and train volunteer mentors and coordinators of the scheme.</p>	<p>SDA</p>	<p>June 2013  <b>In 15/16 – 17/18 Action Plan (3b&amp;c, P5)</b></p>	<p>Mar 2013</p>	<p>Evidence events have taken place. Numbers engaging with the scheme.</p> <p>Evaluation</p>	<p>Mentoring scheme roadshow and launch in SAgE in 2013. Online recording/matching system implemented Nov 2013. 53% increase in mentees from 2014. New schemes launched to target groups: FMS ECR (2014, 84 trained mentors (40F, 44M) 24 mentees to date) and FMS Fellowship schemes (69 Fellows with mentors); Senior Women in Academia Coaching and Mentoring Programme (2013, 13 current mentoring matches).</p> <p>NU Women mentoring questionnaire highlighted need to improve communication (60% knew where to find information about mentoring) <b>Activity to improve communication about mentoring available, matching times and materials in 15/16 – 17/18 Action Plan (3b&amp;c, P5).</b></p>

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
d	Roll out Career Pathways Framework for researchers in Faculty of SAgE.	Four SAgE Faculty Research Fellowships awarded March 2012.					
		Develop publicity information, train advisers and hold introductory workshops for researchers and PIs in SAgE to launch the framework.			Jan 2013	Nov 2012	Number of researchers engaged with events. Number of career pathway reviews. Evaluation.
		Send out first annual call, hold career development workshops and arrange career pathways reviews as appropriate.			March 2013		
		Advertise for the next round of SAgE Faculty Research Fellows.			Jan 2013		
e	Continued involvement in North East Athena Swan Network. Using network as a resource for best practice and innovation.	Hosted first North East Regional event in August 2012.	SAT		Nov 2015	Nov 2012	Attendance at events. Dissemination of best practice and innovation.
		Identify most appropriate representatives to attend regional meetings.					June 2014 hosted event for second time, hosting again 2016. Academic and administrative leads attend with at least one SAT member. Dissemination co-ordinated via ASPOs, e.g. approach to unconscious bias discussed at May 2015 informed development of our training.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015	
<b>2. Career Advice &amp; Support</b>								
a	NU Women to continue to provide 2-3 events per year with networking opportunities for female staff.	NU Women created and developed during last AS action plan period.	Active programme of events planned including International Women's Day event in 2013. NU-Women event to raise aspirations and opportunities to increase academicians.	NUC/HRPPT	Nov 2013 to Nov 2015	Nov 2013	Evidence of 2-3 events hosted each year. Evaluation from events.	NU Women relaunched 2014, now organises approx. 10 events per year, increased membership from 256 to >450 since relaunch. Excellent evaluations of events (>93% surveyed attendees would recommend events to a colleague). Actions taken forward based on evaluation of events, e.g. development of mentoring (1c).
b	SAgE Faculty to hold a biennial event for academic staff (grades F/G) hosted by senior staff. Issues to cover include retention, working conditions, promotions criteria and support for working parents/carers.	Event held in November 2009 but not repeated due to capacity issues and staff changes.	To hold events in 2013 and 2015.	PVC SAgE/DFG/SDA	Biennially from 2013	2013	Attendance at event. Feedback from event leads to action/changes.	SAgE decided an open consultation event, capturing grade F – I (from Researcher to Professor) would be more appropriate, took place February 2014 (30 attendees), led directly to
c	SAgE Faculty to hold a biennial event for academic staff (grades H/I) hosted by senior staff. Issues to cover include leadership and retention.	Event held in November 2009 but not repeated due to capacity issues and staff changes.	To hold events in 2014 and 2016.		Biennially from 2014	2014	Attendance at event. Feedback from event leads to action/changes.	University activity, e.g. development of unconscious bias training and the establishment of a Parents Network. Ongoing consultation at academic unit and Faculty level now integral to the AS governance structure.



Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
d	Develop a workshop or programme for women in academia focused on career development that will attract female participants from SET departments.	Women's development programme on the SDU open programme attracts few women in SET and even fewer academics/researchers in SET.	SDA	March 2013  August 2013	Nov 2012	Attendance and feedback.	Workshop piloted 2013, received very good feedback.  Workshop included in the SDU open programme from 14/15 onwards (34 attendees to date).
e	Investigate rolling out "Unpacking Your Chair" for FMS and SAgE.	Piloted in HASS in 2011.	SDA	Nov 2015	Nov 2013	Programme extended to FMS and SAgE.	Unpacking Your Chair (UYC), programme for new professors (awarded the 2012 Times Higher Education Award for Outstanding Contribution to Leadership Development), delivered in HASS in 2011 with 7 participants (3F, 4M), and in 2013 with 11 participants (3F, 8M). Faculty Futures, programme to develop talent, and support those with leadership potential, delivered University wide in 2014 with 22 participants (13F, 9M), and in 2015 with 25 participants (16F, 9M). Plan to run the programmes on alternate years going forward.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015	
<b>3</b>	<b>Communication</b>							
a	Provide visible role models across a broad range of disciplines and career stages.	PR department supportive of reflecting diversity of staff. Visible change in news reports from 2011 showing more stories about successful women.	To have at least 3 major news stories featuring inspiring Newcastle University women in PR/News articles and on institutional webpages e.g. Faculty, School/Institute, careers, SDU.	DPR/SAT/SDA	From Nov 2012	Nov 2012	Evidence of news stories and career pathways case studies featuring women.	2014/15 saw female academic and research staff highlighted every month in internal and external news articles, e.g. in 2015 Professor Ruth Plummer - STEM North East Woman Entrepreneur of the Year award, Professor Vicki Bruce OBE - Dame for services to Higher Education and Psychology. Research staff support materials available online include career profiles of female PI, academic and research staff, and successful promotions case studies include female staff. NU Women networks and events provide an opportunity for raising the profile of female staff.
b	Survey of NU-Women members to ensure the network is providing what is needed/wanted.	Survey carried out in 2012 – feedback will guide future events.	Survey results will also inform AS Action Plan between 2012 and 2015. Further survey planned for 2015.	HRPPT	From Nov 2012	Nov 2012	Evidence of surveys conducted. Associated actions added to original plan by 2015.	Survey completed (July 2014), NU Women relaunched, now organises approx. 10 events pa based on members requests. NU Women activity also informed 15/16 – 17/18 Action Plan.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015	
c	Effective use of Employee Opinion Survey.	Surveys conducted in 2007 and 2010 but nothing specific to Athena SWAN.	Explore how EOS 2013 can support Athena SWAN by SAT members liaising with project lead.	HRPPT/SAT	Autumn 2013	Nov 2012	Athena SWAN or more gender specific questions embedded in survey.	Consultation with E&D incorporating consideration of gender when planning 2013 survey. Results identified no key issues for females.
d	Improve communication about Leadership Development Centres and other development opportunities.			Leadership Development Manager/SDA	Nov 2015	Nov 2012	Evidence of higher proportion of women attending centres. Cohort analysis of attendees.	Proportion of women increased from 17% (12/13) to 50% (13/14), 33% (14/15). Increase across all programmes from 45% in 12/13 to 50% in 14/15 (excluding women-only courses), 54% (12/13) to 62% (14/15) (including women-only courses). Gender analysis of nominations and attendees takes place.
e	Improve communication around Athena SWAN related activities and consultation on new initiatives.	Update webpages regularly and use the most effective channels.	Explore methods for promoting Athena SWAN in all activities.	SAT Team, DPR	Nov 2015	Nov 2013	Staff identifying with Athena SWAN logo and understand its significance.	New AS webpages promote activities, also highlighted organisation-wide via different media. AS engagement of all SET units raises profile and allows consultation with staff and students to inform activities. Logo in advertising and on University homepage. ASPOs and HR (E&D) attend University-wide staff inductions.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015	
<b>4 Key Transition Points, Appointments and Promotion</b>								
a	Explore options for providing peer support for maternity returners e.g. buddying scheme or maternity returners group.	Maternity survey conducted in 2011. Maternity guidance for managers launched in 2012.	Further exploration of which peer support tool would be most effective for our employees and implement.	HRPPT	Nov 2015	Nov 2012	Peer support mechanism in place by 2015.	Peer support has been most effectively implemented at Unit level e.g. >50% units in FMS have buddying schemes in place, those that don't have other mechanisms to support maternity returners e.g. specific meetings to discuss support requirements and signposting to Parents Network. Parents Network established 2015, support for parents and parents to be, meets twice every term, two meetings to date (41 attendees) with third planned for Nov 2015.
b	Investigation of local crèche facilities for use by University students and staff.	Childcare information is now in one place on our website.	Providing clear information on what services are available locally. Explore corporate discount options.	HRPPT	Dec 2013	May 2013	Crèche facilities included in parental information for students and staff.	Parent Information Pack, signposted to staff and student parents online, and highlighted in maternity, adoption, paternity and shared parental leave correspondence. Includes information about regional services identifying childcare, and to specific nurseries near campus.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
c	Giving women the confidence to apply for promotion. Content of promotions workshops reviewed to include information about promotions from teaching and learning careers pathway. Leadership development centres available to academic staff.	Ensuring career development and promotion opportunities are discussed in PDRs.	HoAU/EDHR	Nov 2015	Nov 2012		Promotions workshops recorded and made available online since 2013 - accessible to more potential applicants. Since Bronze renewal, women have been more successful than men in promotions exercises.
d	Develop specific maternity guidance for women working in laboratories. General managers guidance already published.	Specific guidance for those working in laboratories and thinking about getting pregnant or are already pregnant.	HRPPT/OH	May 2014 <b>In 15/16 – 17/18 Action Plan (4g, P8)</b>	Nov 2013		Occupational Health and Safety Service (OHSS) carry out risk assessments for pregnant and breastfeeding staff, developed guidance and unit level risk assessment process including guidance for laboratory workers. Piloted 2015, implementing University wide 2016.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
<b>5 Policies and Procedures</b>							
a	Remove barriers to parents/carers being able to attend conferences.		Explore funding options to assist parents/carers to pay for respite or additional childcare costs associated with attending conferences e.g. review boundaries of use for Personal Research Accounts.	FIN/HRAO	Oct 2013  <b>In 15/16 – 17/18 Action Plan (4h, P8)</b>	Mar 2013  New policy in place regarding attendance at conferences for parents/carers.	Funding available at unit level in some units will assess need for University level guidance.
b	Review REF submissions by gender compared to whole academic pool (i.e. not just REF eligible).	Equality Analysis on REF undertaken in April 2012.	Further analysis due Nov '12 and July '13. To include analysis of whole academic pool to better understand the career choices of men and women.	HRPPT	Mar 2014  <b>In 15/16 – 17/18 Action Plan (3k, P6)</b>	Nov 2013  Evidence of analysis undertaken and subsequent actions identified and included in action plan.	Analysis showed number of women submitted in REF 2014 was proportionate to number of eligible female academics. Analysis compared to whole academic pool not completed. In order to allow for the current career pathways (introduced 2012) to become populated through transfer of existing staff and new appointments, action carried over to 15/16 – 17/18 action plan.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015	
c	Examine exit data on women leavers and conduct sample exit interviews, including non-returners from maternity leave.	Work on developing a system for conducting exit interviews is underway.	On-line system for collecting data is planned for 2012/13. Face to face interviews to be held for targeted groups. E.g. Female academic leavers at grade H.	ADHR/HRIS	On-going from May 2013	May 2013	Evidence of number of exit interviews completed on line. Number of targeted face to face interviews conducted.	Online questionnaire implemented 2014, 94 completions over 16 months. The leavers process is being reviewed with the aim of achieving a higher level of completions. HR review completed questionnaires and follow up areas of concern. Of 20 SET units 8 carry out exit interviews, 5 are implementing exit interviews as part of their action plans, the remaining 7 utilise the University questionnaire.
d	Design and implement Guidance for Managers of staff who have caring responsibilities.	Carers' Network established, research regarding provision in other Universities undertaken.	Guidance to be written and communicated to all staff via the HR website.	HRPPT	Dec 2013	Sept 2013	Guidance approved and available on website. Feedback via Carers' Network and EOS.	Guidance available since 2013, alongside signposting to external support. No specific feedback from Network or EOS identified. Plan consultation with members in 2015/16 to ensure network develops to meet members' needs.

Action	Action taken already and outcome at November 12	Further action planned at November 2012	Responsibility	Timescale	Start date	Success Measure	Progress by November 2015
e	Encourage a culture where researchers and academics take their full annual leave entitlement (and as much of their parental leave entitlement as they really want to) without fear of falling behind or being discriminated against.	Accurate recording of annual leave to be reinforced by senior managers.	ADHR	Nov 2015	Nov 2013	CROS Survey results for work-life balance improved.	Leave Policy updated and communicated in July 2013. Consideration of exceptional circumstances in the REF process highlighted importance of staff recording all leave accurately to enable fair analysis of the impact of absences. Currently developing online leave recording for all staff to use to enable ease of recording.

**Key to Action Plan** (in addition to key on P2 of application)

1. HRAO = Human Resources Adviser (Operations)
2. NUC= Chair of NU-Women
3. SDA = Staff Development Adviser
4. A-SC= Athena SWAN Coordinator for FMS
5. ADHR= Assistant Director of HR
6. HRIS = HR Information Systems Adviser
7. HRPPT= HR Policy and Projects Team
8. DFG = SAgE Faculty Dean for Gender
9. DPR= Director of PR
10. FIN= Finance (Deputy Director of Finance and Planning)