

# Institutional Athena SWAN Action Plan (2019-23)

*“Newcastle University is committed to developing a fully inclusive global University community in which staff and students from all sectors of society can thrive equally.”*

Our Equality, Diversity and Inclusion (EDI) vision was developed following consultation with staff and endorsed at a meeting (13/7/2018) of the senior team consisting of the Vice-Chancellor (VC), the three Faculty Pro-Vice-Chancellors (PVCs), Executive Director of People Services (EDPS), the Dean of EDI and the three Faculty Directors of EDI (FDEDI). Our Action Plan seeks to support our vision through the delivery of actions that are aspirational whilst being realistic. To achieve this, we have organised our actions around gender equality into seven themes. Our Action Plan details activities under each of the themes of:

- ✓ Further embedding Athena SWAN and EDI Principles across the whole University
- ✓ Supporting career progression for all staff
- ✓ Supporting a more progressive approach to staff recruitment
- ✓ Intersectionality: consider the intersection of gender and BAME
- ✓ Increasing women in leadership positions
- ✓ Supporting staff who are carers
- ✓ Supporting staff who identify as Trans or Non-binary

Our Action Plan is aligned to our University policy and planning activity. We use a **PINK/AMBER/BLUE** to denote action priority: **PINK** denotes that all activity relating to the action will be completed by the end of the first year (end of Dec 2020), **AMBER** denotes that activities relating to the action will be completed between Jan 2021 and the end of June 2022, and **BLUE** denotes that all activities relating to the action will be completed between July 2022 and the end of Dec 2023.

If a month is given in the Timeframe, we mean the action will be completed by the end of that month.

We give the Role or Team responsible for delivery of the actions.

## Newcastle University Athena SWAN Silver Application Action Plan

| Action Point No.  | Action   | Rationale<br><br>Future Action  | Timeframe  | Role or Team Responsible  | Success measure  |
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| <b>1. Embedding Athena SWAN: To commit to further embedding gender equality and EDI principles across the whole University and supporting units to apply for Athena SWAN awards</b> |  |   |            |   |  |
| <b>1.1</b>  | <b>a) Support our Faculty of Medical Sciences (FMS) to apply for a Silver renewal.</b>   | <p>The FMS was awarded a Faculty Silver award in April 2018. Their date of renewal is April 2022.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Support the FMS to apply for a Faculty Silver renewal award in April 2022.</li> </ul>  | April 2022 | Faculty Director of EDI (FDEDI) (FMS); Equality, Diversity and Inclusion (EDI) Project Officer (FMS); FMS Athena SWAN Project Officer; Unit Self-assessment Teams (SAT) | FMS has submitted an application for a Silver renewal in April 2022. |
|   | <b>b) Support our Arts, Humanities, Social Sciences, Business and Law (AHSSBL) departments to further engage with Athena SWAN.</b> | <p>Six Schools in the Faculty of Humanities and Social Sciences (HaSS) already have Bronze Athena SWAN awards. The remaining three units have plans in place to apply for an award. Ambition is for a School to gain a Silver award and then to apply for a Faculty Athena SWAN award.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Support three remaining Schools to gain a Bronze award.</li> </ul> | April 2020 | FDEDI (HaSS); EDI Project Officer (HaSS); School SATs   | All HaSS units have an Athena SWAN Bronze award by April 2020.       |

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|                   | <p><b>c) Support units in Faculty of Science, Agriculture and Engineering (SAgE) to apply for a Silver Athena SWAN award.</b></p>   | <ul style="list-style-type: none"> <li>• Support the School of English, Literature and Language (SELLS) to gain its next award (Silver or Bronze).</li> <li>• Support the School of Geography, Politics and Social Sciences (GPS) to gain a Silver award.</li> <li>• Faculty application delivered.</li> </ul> <p>Four units in SAgE currently hold a Bronze award. Newcastle University (NU) in Singapore (NUIs) does not currently hold an Athena SWAN award but is engaged with the application process.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Support NUIs to successfully gain a Bronze award.</li> <li>• Two of the four SAgE units to hold a Silver award.</li> </ul> | <p>April 2021</p> <p>Nov 2021</p> <p>Nov 2022</p><br><p>April 2020</p> <p>April 2023</p> | <p>SELLS SAT</p> <p>GPS SAT</p> <p>FDEDI (HaSS); EDI Project Officer, (HaSS); School SATs</p> <p>FDEDI (SAgE); EDI Project Officer, SAgE; School SATs</p> | <p>SELLS successfully awarded their next award by April 2021</p> <p>GPS successfully awarded a Silver by Nov 2021.</p> <p>Application for a Faculty award made by Nov 2022.</p> <p>NUIs holds a Bronze award by April 2020.</p> <p>Two SAgE units awarded a Silver award by April 2023.</p> |
| <p><b>1.2</b></p> | <p><i>Carried over from last application Action Plan and will continue to be until Gold award in place:</i><br/> <b>Establish a ‘Going for Gold’ Working Group and set external engagement goals.</b></p> | <p>We have invited representatives from Gold departments (Univ of York) to speak at NU and have visited Gold departments (Queens Univ, Belfast). The VC hosted a Think Tank on EDI in July 2017 and our Athena SWAN ambitions were discussed. An Athena SWAN Cross Faculty Forum was held in 2018 which focused on sharing learning internally. We will continue to identify best practice from others and continue with our external engagement to demonstrate that we are</p>  |  |   |   |

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|            |   | <p>externally recognised as having expertise in gender equality,</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Work with Gold award holders and Advance HE to understand what is needed to reach Gold award level.</li> <li>• Develop initiatives to underpin a future Gold Athena SWAN application and develop a specific Action Plan around Going for Gold.</li> <li>• Further develop our external engagement with the sector including a plan of activities to be delivered by UEB members to support a Gold application.</li> </ul>   | <p>Ongoing from Jan 2020 - Dec 2023</p> | <p>All: VC; DVC; UEB; Executive Director People Services (EDPS); DEDI; University SAT (USAT)</p> | <p>Work with Gold awardees and Advance HE completed by end 2020, submit a report to UEB on what is needed to reach Gold.</p> <p>Action Plan developed by June 2021. One School or Faculty has submitted a Gold application by 2027.</p> <p>Plan for external engagement activities approved by UEB and being delivered by UEB and USAT members ongoing until Gold application submitted (end 2027) and as part of that application's action plan.</p> |
| <p>1.3</p> | <p><b>Continue to undertake beaconing activities.</b></p> | <p>We are regularly invited to present our gender equality work at other Universities, at conferences and we support Universities with their Athena SWAN work e.g. by acting as a 'critical friend'. NU hosted the Athena SWAN North East Regional Network in Feb 2016 and attend these meetings. NU staff regularly act as Athena SWAN panel members. We presented a poster at the EDI in STEMM conference (Amsterdam, Oct 2018).</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Undertake eight beaconing activities annually.</li> </ul> | <p>All: annual from Jan 2020 - 2023</p> | <p>USAT members; Members of Staff Networks;</p>  | <p>Eight beaconing activities e.g. invited presentations at other Universities, facilitating conference workshops,</p>  |

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|  |  | <ul style="list-style-type: none"> <li>• Work with at least two other Universities per year to support their Athena SWAN applications.</li> <li>• Facilitate two events per year by our colleagues based in our overseas locations to provide expertise in approach to gender equality in these locations.</li> <li>• NU to host a meeting of the Athena SWAN North East Regional Network in 2020.</li> <li>• A NU staff member will be an Athena SWAN panellist for every submission round and include observers from NU to extend learning.</li> <li>• Submit one workshop proposal per year to the Advance HE EDI conference.</li> <li>• Submit at least one abstract to the EDI in STEMM Congress which occurs every two years.</li> <li>• Support the development of guidelines for panels reviewing</li> </ul> | <p>2020</p> <p>Annual from Jan 2020 - 2023</p> <p>Annual 2020 -2013</p> <p>2020, 2022</p> <p>Ongoing Jan 2020 - 2022</p> | <p>EDI Manager; USAT members</p> <p>DEDI; FDEDI; EDI Project Officers; USAT members</p> <p>NUiS SAT; Faculty of Medical Sciences (FMS) SAT (NUMed)</p> <p>EDI Manager; People Services Advisor (PSA)(EDI)</p> <p>USAT members; Unit SAT members</p> <p>USAT members</p> <p>DEDI</p> <p>FDEDI-SAgE; Faculty EDI Project Officer; FDEDI-FMS</p> | <p>completed per year. Feedback and evaluation collected through a questionnaire and acted upon.</p> <p>Two Athena SWAN applications from other Universities supported annually.</p> <p>Two events held, evaluated and learning shared with USAT.</p> <p>An Athena SWAN North East Regional Network meeting hosted by NU by end of 2020.</p> <p>NU representation as panel members or observers during every Athena SWAN submission round. Participation monitored and feedback reported to USAT.</p> <p>One workshop proposal submitted annually. Report into USAT.</p> <p>At least one abstract submitted to every STEMM congress. Feedback from conference into USAT.</p> <p>Guidelines in place hosted on the Advance HE website by 2022; number of downloads recorded.</p> |
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|     |  | applications from overseas departments.  |            |   | Reviewed after 12 months (2023) and amendments made.   |
| 1.4 | <b>Support units applying for Athena SWAN awards through internal review panels.</b> | <p>Athena SWAN application internal review panels have been in place since 2015. Central support is required to continue previous good practice and to support access to data/benchmarking data for applications.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Review what resource is required for this and put in place to ensure continuation and ensure consistency of approach/ feedback to units.</li> </ul>   | 2020       | EDI Manager   | Support in place to support unit applications to access data and to organise internal panels. Internal panel conducted for every Athena SWAN application, feedback provided to unit. Data collected via survey on experience of panels and amendments made to process by end Dec 2020 if deemed necessary. |
| 1.5 | <b>Provide Athena SWAN specific training for staff.</b>                              | <p>Athena SWAN specific training for staff has not been previously offered. Training is needed to increase engagement of staff with gender equality and the Athena SWAN charter. Training for staff in units at different stages of the Athena SWAN journey (Introductory, Intermediate, and Advanced) has been made available from July 2019. Engagement by the USAT and SAT members is required. New staff members joining SATs need to know what is expected of their involvement.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Existing training continues for staff and is adapted if required based on staff feedback.</li> </ul> | March 2020 | All: Assistant Director of People Services - Organisational Development | Training programme on gender equality and Athena SWAN further developed by end March 2020.   |

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|     |  | <ul style="list-style-type: none"> <li>• Training for SAT members, EDI committees, Executive Boards (EB) is in place.</li> <li>• Develop an Expectations document around SAT membership.</li> </ul>  | <p>Ongoing from April 2020 – June 2021</p> <p>In place by Dec 2020</p>                           | <p>(ADPS-OD); EDI Manager; DEDI; Faculty EDI Officers; NU Information Technology (NUIT)</p>       | <p>All SATs, EDI Committees and EBs trained by end June 2021.</p> <p>Expectations document developed and hosted on our Athena SWAN webpage by Dec 2020.</p>  |
| 1.6 | <p><b>Develop inclusive language training and a gender language glossary and roll out across the University and share with the sector.</b></p> | <p>Staff feedback has identified a need for all staff to be aware of the importance of using inclusive language in all our communication media and in our interactions. An ongoing EDIF funded project on producing an inclusive gender language glossary is at the consultation stage with two workshops planned for Nov 2019. A session on inclusive language has been undertaken with UEB at a UEB EDI away day (4/11/2019) and the glossary launched (20/11/2019).</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Finalise an inclusive language glossary and host on our website.</li> <li>• Finalise translation of glossary into five languages and host on our website.</li> <li>• Develop inclusive language training through consultation.</li> </ul> | <p>Jan - March 2020</p> <p>April - Dec 2020</p> <p>Jan - Dec 2020</p> <p>Jan 2021 - Dec 2023</p> | <p>Research Project Lead; NUIT</p> <p>Research Project Lead; NUIT</p> <p>ADPS-O</p> <p>ADPS-O</p> | <p>Consultation completed and gender language glossary available on the University website.</p> <p>Translations completed and available on the University website.</p> <p>Training developed, strategy for roll out of training in place by April 2020 and roll out has begun.</p> |

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|     |   | <ul style="list-style-type: none"> <li>• Strategy in place for roll out of inclusive language training to all teams and deliver training.</li> <li>• Submit a workshop for the Advance HE conference on Inclusive Language.</li> </ul>   | April 2020  | Research Project Lead   | Conference workshop delivered.   |
| 1.7 | <b>Promote EDI as a global value in our overseas locations and share our experiences with other Universities.</b> | <p>As a University with two overseas locations, we are keen to further extend our Athena SWAN activities across these locations and support them to fully engage with Athena SWAN. EDIF funding provided for NUIS to develop Emotional Intelligence training.</p> <p><b>Actions:</b></p> <p>a) NUIS to deliver Emotional Intelligence Training.</p> <p>b) Work with NUMed to develop local EDI plan: recognising that local actions are required to account for local differences.</p> <p>c) Enable remote access to training: OD team to develop webinar which is easily accessible to satellite locations.</p> <p>d) Work with Advance HE and other Universities with overseas campuses to share our experiences and learning.</p> | <p>2020</p> <p>Jan – Dec 2020</p> <p>Jan – Dec 2021</p> <p>Jan – Dec 2021</p> | <p>NUIS SAT</p> <p>FDEDI-FMS; Athena SWAN Project Officer (FMS)</p> <p>ADPS-OD; EDI Manager</p> <p>EDI Manager; FEDI (SAgE); FEDI (FMS)</p> | <p>Training completed and feedback received and acted on.</p> <p>Local EDI plan developed and being actioned.</p> <p>Webinar developed and launched by end of 2021. Evaluated after 12 months and changes made if needed.</p> <p>Host a meeting in 2021 with Advance HE and other Universities with overseas campuses to share experiences and learning.</p> |
| 1.8 | <b>Address underrepresentation of men on the USAT and engagement with the gender equality agenda.</b>             | Men are under-represented in our USAT; this has recently increased due to the three men stepping down from the USAT in July 2019. Recognising the need to increase the representation of men, and understand how   |   |   |  |



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|     |  | <p>to better engage men in the gender agenda, the University's EDI Fund (EDIF) has supported a research project on this subject to generate evidence-based recommendations.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Address gender balance by appointing more men (representatives from different grades), or by asking some current women members to step down.</li> <li>• Act on recommendations from the EDIF research project.</li> </ul>   | <p>Jan - June 2020</p> <p>Dec 2020</p> | <p>DEDI; USAT chair</p> <p>DEDI; Research Project Lead</p> | <p>40% membership of the USAT are men (increase from 26% Nov 2019) by June 2020.</p> <p>Research project completed and actions in relation to ways of engaging more men in the gender agenda are actioned by Dec 2020.</p> |
| 1.9 | <p><b>Staff time associated with Athena SWAN SAT membership, and the wider work associated with Athena SWAN, is recognised in our Workload Allocation Model (WAM).</b></p> | <p>Current commitment to membership of SATs is recognised in our WAM but not consistently applied University-wide. VC established a WAM working group in July 2019. WAM doesn't apply to Professional Services (PS) staff</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Review workload allocation (WA) for SAT chairs/ members and those undertaking work relating to Athena SWAN, and agree WA and employ consistently University-wide.</li> <li>• Establish how PS roles in SATs should be recognised.</li> <li>• Draft formal guidelines for SATs on recommended WA for Academic and PS staff.</li> </ul> | <p>Jan - Dec 2020</p>                  | <p>All: EDPS; USAT chair</p>                               | <p>Allocations agreed and recorded on WAM from Jan 2021.</p> <p>PS roles recognised and recorded from Jan 2021.</p> <p>Guidelines for SAT on WA agreed and put in place by end of 2020.</p>                                |

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| <p><b>1.10</b></p> | <p><b>Carry out consultation with staff and students on each of the Athena SWAN priority areas.</b></p>                                  | <p>Until 2016, we have used large scale staff surveys to consult with staff. These include EDI questions but are not specific enough to Athena SWAN. Units have carried out their own surveys to inform their Athena SWAN applications. We would like to capture staff/student views and experience and ensure all voice are represented.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Establish a Staff/student experience sub-group of the USAT to undertake annual consultation with staff/students.</li> <li>• Approach to consultation aligned to University approach.</li> </ul> | <p>Annual from Jan 2021</p> | <p>All: USAT Working Group on Staff/student consultation; ADPS- OD</p> | <p>USAT Working Group established and undertaking annual consultation with staff (either survey or focus groups) on issues relevant to Athena SWAN.</p> <p>Approach aligned to and integrated with the overall University approach to colleague engagement.</p> |
| <p><b>1.11</b></p> | <p><b>Engage with our regional partners through the Humanities, Arts and Social Sciences: the Equalities Network:NE (HASTEN:NE).</b></p> | <p>We have established an outward facing network, HASTEN:HE, to promote joined-up working on gender equality and information sharing across the five universities based in the North East of England.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Engage with our regional partners through HASTEN:NE, and more broadly through its online counterpart on Advance HE Connect.</li> <li>• Organise HASTEN events at national conferences.</li> </ul>   | <p>March- July 2020</p>     | <p>Both: HASTEN:NE Steering Group</p>                                  | <p>Engagement with regional partners in place through HASTEN:NE-led events by March 2020.</p> <p>Two events organised by end 2020; at the Advance HE EDI conference, Edinburgh 2020 and the English: Shared Futures conference, Manchester 2020.</p>            |

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| 1.12 | <p><b>Implement recommendations of our internally funded projects.</b></p>  | <p>We introduced the University EDIF in 2017 from strategic funds to generate our own evidence about gender equality issues across NU. The EDIF supports around 20 projects/initiatives annually.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Discuss recommendations from each EDIF project (where relevant) with UEB and develop an action plan.</li> <li>• Produce a dedicated webpage for EDIF projects and related communication plan to raise awareness of outcomes.</li> </ul> | <p>Ongoing from Jan 2020 as projects complete</p> <p>Jan-June 2021</p> | <p>Both: DEDI; EDI Manager; EDIF Project Lead</p>             | <p>Report from each project prepared and recommendations discussed with UEB. Agreed actions implemented.</p> <p>Dedicated webpage for EDIF projects and multiple media communications in place by June 2021.</p>  |
| 1.13 | <p><b>Learning from our externally funded projects is shared across the University and with our networks.</b></p> | <p>Over the past three years, we have been successfully applying for external awards to support our gender equality work. These projects are currently ongoing but the learning needs to be shared.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Share the learning from our externally funded projects within NU and externally to the sector through our dissemination plans to ensure innovative practice is taken up and embedded.</li> </ul>                                       | <p>2020 - 2023</p>   | <p>Research Project Leads; Internal Communication Manager</p> | <p>Current projects completed to time and budget and a summary report produced of the learning and good practice generated. Each report is disseminated University-wide using our established communication channels. A summary report is communicated externally through the Athena SWAN JISC mail and Advance HE Connect to share learning and good practice.</p> |

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| <p><b>1.14</b></p> | <p><b>Refresh the USAT membership.</b></p> | <p>USAT membership was updated following feedback from our previous Silver application to include clinical and early career researchers. Further review is needed as we recognise that Black, Asian and Minority Ethnic (BAME) individuals and representatives from our two overseas locations are under-represented in the USAT. We want to ensure broader membership and provide the opportunity for those individuals with an interest in Athena SWAN to get involved and that new ideas and perspectives are encouraged. Three members of the USAT are also members of our REC SAT.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>a) Review USAT membership annually at start of academic year (October).</li> <li>b) Identify new USAT representatives to enable broader membership.</li> <li>c) Invite a member of BAME staff network to become a member of the USAT.</li> <li>d) Invite representatives from Singapore and Malaysia locations to join the USAT and input remotely.</li> <li>e) Seek a USAT member from outside the Higher Education (HE) sector to support learning and adoption of best practice to input to meetings remotely.</li> </ul> | <p>Annually<br/>2020 - 2023</p> <p>In place by<br/>April 2020</p> <p>In place by<br/>Feb 2020</p> <p>In place by<br/>Feb 2020</p> <p>In place by<br/>June 2020</p> <p>Annually<br/>2020 - 2023</p> | <p>All: USAT chair; USAT members</p> <p>USAT Chair; Chair, University EDI Committee</p> | <p>Review of USAT membership takes place annually (in Oct) and any changes needed are implemented within two months of the review (by Dec).</p> <p>Representatives of: BAME staff, from our overseas locations and an external non-HE person are members of the USAT by July 2020.</p> |
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|      |   | <p>f) Continue to ensure senior level support for our Athena SWAN activities by including a standing agenda item on Athena SWAN on the University's EDI Committee.</p> <p>g) USAT will meet bi-monthly to implement and monitor Action Plan, support units with their applications, consider gender and its intersection with other characteristics.</p> <p>h) Continue to make USAT meeting agendas and minutes available on our Athena SWAN webpage.</p> <p>i) Continue to place all successful unit Athena SWAN applications on our website to enable sharing of good practice and to celebrate our successes.</p> | <p>Bi-monthly from Jan 2020 - 2023</p> <p>Ongoing from Jan 2020 - 2023</p> <p>Ongoing from Jan 2020 - 2023</p> | <p>USAT members; Staff Network chairs</p> <p>USAT chair; People Services Adviser (PSA)(EDI)</p> <p>USAT chair; PSA(EDI); Internal Communications Manager</p> | <p>Update on Athena SWAN provided and discussion around relevant points at each University's EDI Committee meeting. Discussion recorded in minutes and actions fed back to USAT.</p> <p>Meetings held bi-monthly, action points implemented and on time, work closely with our Race Equality Officer (REO) and the chairs of our staff networks.</p> <p>Meeting agendas and meeting minutes placed on the Athena SWAN webpage of the University's EDI website.</p> <p>Athena SWAN successful applications placed on the Athena SWAN webpage of the University's EDI website.</p> |
| 1.15 | <p><b>Relaunch the SAT Action Plan Working Group (APWG) and establish other USAT subgroups.</b></p> | <p>USAT working groups were set up as an action from our previous action plan, some worked more effectively than others due to access to data issues and need for further expertise in the group.</p> <p><b>Actions:</b></p> <p>a) Relaunch the APWG to monitor the implementation of our Action Plan and report to the USAT.</p>   | <p>From April 2020</p>   | <p>All actions:<br/>USAT chair; USAT members</p>   | <p>APWG established and monitoring the Action Plan, reporting into each USAT meeting, to ensure delivery of</p>  |

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|      |  | <p>b) Establish new USAT working groups informed by a dedicated USAT meeting to decide on working groups. Each group will be chaired by a USAT member but membership drawn from staff across the University.</p> <p>c) Each group is responsible for delivery of their section in the next Athena SWAN application.</p>  | From Jan 2021   |  | <p>completed actions by time of our next Athena SWAN application (Nov 2023). Working groups established, working effectively by 2021 and reporting into USAT meetings.</p> <p>Each group delivers their area of next Athena SWAN application.</p>                          |
| 1.16 | <b>Implement recommendations from newly developed University EDI communication strategy.</b> | <p>Following staff feedback suggesting a more joined up approach to communication around Athena SWAN and our EDI work was needed, we have developed a University level EDI communication strategy to promote University-wide sharing of information and good practice.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Implement the recommendations of the strategy including developing outputs e.g. online toolkit, email templates, to be used by the EDI team to ensure consistency in messaging.</li> <li>Develop Faculty/unit communication plans with join up to the University communication strategy.</li> </ul> | <p>Jan - July 2020<br/>Evaluated<br/>June - July 2021</p> <p>Aug – Dec 2020</p> | Both: Internal Senior Communication manager; DEDI; Faculty EDI Officers; FMS Athena SWAN Officer | <p>Process of developing a communication strategy including stakeholder consultation is completed and strategy adopted. Evaluation of strategy completed by end of July 2021 and any identified changes made.</p> <p>Faculty communication plans in place by Jan 2021.</p> |
| 1.17 | <b>Continue to support NU Women, NU Women Professors and NU Women Professional,</b>          | Continued support and development of NU Women, NU Women Professors and NU Professional Network as well as our recently formed other staff networks (Rainbow@Ncl,   |   |  |  |

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|  | <p><b>and the newly created other Staff Networks (Rainbow@Ncl, BAME, Disability Interest Group (DIG), NU Parents) and Staff Networks working together.</b></p> | <p>BAME, DIG, NU Parents (relaunched)) to provide peer support to women and stimulate strategic institutional change. University funds are provided annually to support the running of these networks.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide financial support to our staff networks (£10K NU Women, £1,500 NU Women Professors &amp; NU Women Professional; £2,000 for the other staff networks) in place annually, and support for event organisation.</li> <li>• NU Women host 12 events annually including career conversations and NU Women Professors/NU Professional each host three events held annually.</li> <li>• Times and location of NU Women’s Writing Club (providing protected writing space) advertised via NU Women network and webpages and expanded to include PS staff.</li> <li>• Each staff network hosts three events annually.</li> <li>• Joint staff network events are held showing our intersectional approach.</li> </ul> | <p>All:<br/>Ongoing<br/>Jan 2020</p> | <p>DEDI</p> <p>NU Women, NU Women Professors, NU Women Professional</p> <p>NU Women</p> <p>Chairs and members of Staff Networks</p> <p>Chairs and members of Staff Networks</p> | <p>Financial support in place annually.10% annual increase in membership of each staff network.</p> <p>Events held, feedback received and visible activity stemming from events. Network reviewed annually through member’s online survey, and feedback incorporated.</p> <p>Writing club meets four times a year and is expanded to include PS women.</p> <p>Three events delivered per year by each staff network, with evaluation reviewed and acted upon.</p> <p>One joint staff network event is held annually.</p> |
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| 1.18 | <p><b>Include information on staff networks at induction, further develop EDI and Unconscious Bias training (UBT) at induction and actively monitor number of new staff taking up the training.</b></p> | <p>We are proud of the development of our staff networks over the past two years and will aim to raise awareness of our staff networks where possible. New appointees are invited to take EDI and UBT at induction but we don't currently monitor the uptake.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Add information on all our staff networks in induction to raise awareness and engagement.</li> <li>• Actively monitor the uptake of EDI and UBT at induction; undertake staff survey if uptake is low.</li> </ul>   | Jan - Dec 2020                             | Staff Network Chairs: NU Women/BAME/Disability Interest Group/NU Parents/NU Carers ADPS - OD | <p>Information on staff networks included at induction. Annual increase of 10% in staff contacting the staff networks.</p> <p>Monitor update of EDI and UBT taken at induction; if low, undertake staff survey to understand reasons why and implement actions.</p> |
| 1.19 | <p><b>Increase internal engagement of PS staff with gender equality.</b></p>  | <p>While there has been engagement of PS staff in the faculties with Athena SWAN, there has been limited engagement from PS staff in Central Services and in particular from male PS staff. We held our first International Men's Day event in 2018 with an invited speaker (Professor Ian Banks, the British Medical Association official spokesman on men's health issues).</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Establish a PS EDI Forum and support a forum for staff in Central Services, which mirrors the support available in the Faculties.</li> <li>• Further develop and hold International Men's Day events</li> </ul> | <p>By end 2012</p> <p>From 2020 - 2023</p> | <p>EDI Manager; NU Women (Professional)</p> <p>Engagement Champion</p>                       | <p>PS EDI Forum established and hosting events on a quarterly basis.</p> <p>Male engagement champion in post, two events for men held annually</p>  |



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|      |  | annually inviting guest speakers to help improve male engagement facilitated by appointing a male engagement champion.  |                        |                   | and International Men's Day celebrated annually.  |
| 1.20 | <b>Create an induction for new managers.</b>                 | <p>There is no current induction for new managers. Staff feedback suggests this is leading to inconsistency in the application of policies and behaviour.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Devise an induction programme for new managers.</li> <li>• Evaluate programme after 12 months.</li> </ul>  | Sept 2020<br>Sept 2021 | Both: ADPS-OD     | <p>Induction for new managers in place by Sept 2020.</p> <p>Evaluation undertaken in Sept 2021 and any changes implemented within three months.</p>   |
| 1.21 | <b>Implement Equality Analysis (EA) on all new policies.</b> | <p>We have developed online tools to support the implementation of EA: online decision tool, online form, dedicated webpage highlighting groups to consult with and sources of data.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• EA tools, access to information, training etc. to be provided to support this process and be available on the website.</li> </ul> | Jan – Dec 2020         | EDI Manager; NUIT | Course overview developed and made available on the Learning Management System. Two staff training sessions to be held and a further training session with UEB members completed by April 2020. |
| 1.22 | <b>Improve the diversity of our image library</b>            | Through staff feedback, we recognise that the diversity of the images held within our image library needs improving. Images produced through an EDIF project led by our Disability Interest Group to increase the number of images of individuals with a disability, have   |                        |                   |   |

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|   |  | <p>been included in the University's image library.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of diverse images held in the library which can be used by all staff so that appropriate imagery is embedded in all our communication activities.</li> </ul>   | Jan – June 2020  | Marketing Team | Increase the number of diverse images held by the University's image library by 50% from current 25%.   |
| 1.23  | <b>Engage more staff with EDI issues.</b>      | <p>EDI is a core value within our University Vision and Strategy. Staff feedback suggests that staff are unsure how to live our values and would like support with this. A Behaviour Framework has been drafted.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Develop a suite of EDI training materials and workshops designed to embed EDI in research, teaching etc, staff feedback on resources taken before finalising.</li> <li>• Make training available to all staff through the University's Open Learning Programme (OLP).</li> <li>• Roll out of our Behaviour Framework.</li> </ul> | <p>Jan - Dec 2020</p> <p>From Jan 2021</p> <p>Dec 2021</p> | ADPS-OD; EDPS  | <p>Suite of EDI training materials and workshops prepared, feedback from staff through focus groups received and resources finalised by Dec 2020</p> <p>Training available on our OLP from Jan 2021, uptake monitored and Programme evaluated after 12 months.</p> <p>Behaviour Framework finalised, rolled out by Dec 2021 and evaluated by June 2022.</p> |
| <b>2. Supporting Career Progression: To identify issues in the career progression of Academic and Professional Services staff and implement actions to remove barriers and facilitate progression</b> |  |   |  |                |   |
| 2.1   | <b>Increase the proportion of women in our</b> | Our target of 30% of our professoriate being women by 2021 set in our previous  |  |                |   |

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|     | <b>Professoriate and overall in academic posts.</b>                      | <p>Institutional Silver Action Plan, has almost been met (29% in 2019). We have set a new target of 35% by 2023. Increase the number of women academics from 41% to national benchmark (currently 46%) by 2023.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Year-on-year increases of women Professors with annual review to actively monitor and understand why if this isn't the case.</li> <li>• Year-on-year increases of the proportion of academics who are women.</li> </ul>                                     | 2020 - 2023      | EDPS | Annual increases continue towards reaching the target of 35% of our Professoriate being women by 2023, and overall proportion of women academics matches national benchmark (currently 46%); annual review of data to understand trajectory and any causes for concern for both targets. |
| 2.2 | <b>Raise awareness of part-time (PT) working to men.</b>                 | <p>11% of research staff and 12% of Academics who are men currently work PT. This under-representation in PT working may be a result of a lack of awareness of PT working opportunities or that men find this way of working challenging.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Increase visibility of PT working by placing case studies on our website and career conversations with men who work PT.</li> <li>• Hold a focus group with men working PT to understand what the challenges might be.</li> </ul> | 2020 – June 2021 | EDPS | Increase in the proportion of men working PT, any challenges in doing so identified and actions to address these developed and implemented.  |
| 2.3 | <b>Identify whether the FMS Bridging funding scheme could be a model</b> | <p>FMS provide bridging funds to bridge researchers to their next grant or fellowship. This scheme is not currently used in HaSS or SAgE.</p>  |                  |      |  |

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|            | <p>replicated in HaSS and SAgE.</p>                                     | <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Scope the feasibility of extending the Bridging Scheme to HaSS and SAgE.</li> <li>• If feasibility proven, develop guidelines for Principle Investigators and researchers and introduce the scheme.</li> </ul>   | <p>Jan – Dec 2020</p>  | <p>Both: PVC HaSS; Directors of Faculty Operations (DoFO) HaSS; PVC SAgE; DoFO SAgE</p>   | <p>Feasibility of extending this scheme to HaSS and SAgE worked out.</p> <p>If feasibility proven, produce guidance and implement scheme by Jan 2021.</p>   |
| <p>2.4</p> | <p><b>Ensure a joined up approach to embedding EDI in research.</b></p> | <p>Research funders are increasingly requesting EDI statements in their applications. We would like to ensure a joined up approach across the University to support this important work to embed EDI in research.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Build on existing good practice in SAgE, which has been driven by funder expectations, ensure that there is a joined up approach across the University to embedding EDI in research.</li> <li>• Collate and host EDI statements in a cross-Faculty repository to share good practice and produce joint outputs to demonstrate ‘beaconing’ activity.</li> <li>• Develop a list of FAQs to be placed on our website.</li> <li>• Develop and provide training for researchers and Faculty Research Officers on EDI in research as part of our OLP.</li> </ul> | <p>Jan – March 2020 and renew annually</p> <p>April – July 2020 and renew annually</p> <p>Ongoing from Sept 2020</p> <p>Ongoing from Sept 2020</p> | <p>Faculty Research Managers; Faculty EDI Officers</p> <p>Faculty Research Managers</p> <p>Faculty EDI Officers; NUIT</p> <p>ADPS-OD; Faculty Research Managers</p> | <p>Existing good practice shared with other Faculties.</p> <p>EDI statements hosted in a cross-Faculty repository.</p> <p>List of FAQs prepared and hosted on intranet.</p> <p>Training developed and is part of our OLP.</p> |

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|     |  | <ul style="list-style-type: none"> <li>Share good practice at our annual EDI Research conference.</li> </ul>  | Oct 2020 and annually | DEDI; PSA (EDI)  | Presentation on good practice at the 2020 EDI Research Conference.   |
| 2.5 | <b>Align progression routes from Grade F to G for Teaching and Scholarship colleagues to gain consistency with Teaching and Research colleagues.</b> | <p>Lack of consistency identified between progression routes for colleagues on Grade F to G of Teaching and Scholarship contracts with those on Teaching and Research contracts. Recommendation were made by Academic Promotions Review Steering Group following feedback from the various forums. Their proposal agreed by UEB and Senate (2019).</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Consider proposal by Council and agreement reached.</li> <li>Draft criteria to be developed by the Academic Promotions steering group and senior leaders and academic colleagues consulted on the draft criteria/guidelines. Criteria/guidelines finalised and implemented.</li> </ul> | By end 2021           | Both: Chair of Academic Promotions Review Steering Group; ADPS-O | Both: Teaching and Scholarship colleagues successfully progressing through the grade boundary and reducing barriers impacting on their career progression. |
| 2.6 | <b>Collect qualitative data on why staff choose to leave the University.</b>   | <p>The data currently collected on the reasons why academic and PS choose to leave the University and whether these reasons are linked to culture / environment, does not have sufficient granularity to provide information that can be used to develop actions.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Develop a standard Leavers Survey for all staff groups, which captures key</li> </ul>  | By Jan 2022           | ADPS-Modernisation; ADPS-OD; PSA (EDI)                           | Leavers' survey developed, implemented and reviewed annually. Equality monitoring data analysed  |

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|     |   | information and equality monitoring data.  |   |  | annually, reported to University EDI Committee and action plan developed.   |
| 2.7 | <b>Proactively review all staff grades to identify any gender pay gaps (GPG).</b>     | <p>Reducing our GPG is a strategic priority for UEB. The VC established a Pay Equality Task &amp; Finish Group. Our actions over the past 18 months (section 4 (v)) have resulted in a reduction in our GPG.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Review all other grades to identify if there are GPGs. If pay gaps are identified, actions will be developed and presented to UEB.</li> <li>Actions implemented once approved by UEB and actively monitored.</li> </ul> | <p>Ongoing from Jan 2020</p> <p>Annually from 2020 - 2023</p>         | All: PDA (EDI); PS Business Partner (Reward)               | <p>Review of all staff grades pay completed, actions formulated if any gaps identified by March 2020.</p> <p>Action plan implemented and gaps reduced. Actively monitored after every pay round and actions taken where required.</p> |
| 2.8 | <b>Analyse and report pay by disability to identify pay gaps and develop actions.</b> | <p>As well as analysing and reporting our pay by gender, and BAME/non-BAME, we will do so by disability and report annually.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Pay will be analysed by disability to identify any disability pay gaps and report this analysis annually. If pay gaps are identified, actions will be developed and presented to UEB.</li> <li>Actions implemented once approved by UEB.</li> </ul>   | <p>Analysis completed and reported March of each year (2020-2023)</p> | Both: PSA (EDI)/ People Services Business Partner (Reward) | <p>Annual reporting of pay by disability completed, actions developed if disability-pay gap is identified for any staff grades.</p>   |
| 2.9 | <b>Examine recruitment practices with regard to pay.</b>                              | Our GPG may result from importing pay differentials on appointment which then persist.   |   |  |   |

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|      |  | <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Examine recruitment practices to minimise the risk of importing gender pay differentials.</li> </ul>  | Ongoing<br>2020-2023   | Head of Talent Acquisition;<br>People Services Business<br>Partner (Reward)                                  | Recruitment practices around pay examined and recommendations implemented by June 2020. Ongoing review of practices throughout award period.                                    |
| 2.10 | <b>Address the under-representation of women in mid-career PS staff roles.</b> | <p>PS staff report issues with career progression<br/>We held a career conversation event where three senior PS women spoke of their career.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Increase the presentation of women in mid-career and senior PS roles by including profiles of mid-career/senior PS women on our website to increase awareness and visibility.</li> <li>Post two new blogs written by senior PS women on our website annually.</li> <li>Organise two career conversation events annually.</li> </ul> | <p>Jan 2020 -<br/>Dec 2020</p> <p>Annually<br/>2020 - 2023</p> <p>Annually<br/>2020 - 2023</p> | All: Assistant Director<br>People Services -<br>Leadership Talent (ADPS –<br>LT); NU Women<br>(Professional) | All: Profiles of mid-career/senior PS women are on our website; two new blogs posted annually and two career conversation events held annually.                                 |
| 2.11 | <b>Raise awareness of and opportunities for secondments for PS staff.</b>      | <p>2% of PS staff have undergone a secondment. Recognising the value of secondments, but that some roles may not lend themselves to a secondment, we need to understand why this opportunity is not taken up by more PS staff.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Undertake focus groups with PS staff to understand the opportunities and challenges to secondments and what organisational changes need to be made to accommodate.</li> </ul>   | 2021   | DoFOs (FMS, HaSS, SAgE)  | Increased understanding of the organisational and other challenges to taking a secondment. An increase to 5% of PS staff are in the process of taking a secondment by Dec 2021. |

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|      |  | <ul style="list-style-type: none"> <li>• Prepare case studies on those who have undergone a secondment.</li> </ul>  |                                       |  | Two case studies placed on intranet.   |
| 2.12 | <b>Deliver recommendations of the Academic Promotions Review Steering Group.</b> | <p>We undertook a comprehensive review of our promotion procedures during 2018/19 following staff feedback and involving staff consultation. The Academic Promotions Review Steering Group has made a number of recommendations around promotion criteria, governance structures for promotion and mechanisms for linking promotions to PDR.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Redesign of Promotions Criteria/guidance to receive feedback on draft criteria and confirm a final version for approval.</li> <li>• Develop clear and tangible criteria for citizenship developed.</li> <li>• Implement new processes and refreshed governance structures for Academic Promotions.</li> <li>• Develop clearer mechanisms for feedback and linking promotions to PDR.</li> <li>• Deliver a new modernised application process reducing the volume of paperwork, offering digital solutions where possible.</li> </ul> | All actions from Jan 2020 – June 2021 | <p>ADPS-O; Chair of Faculty Promotions Committees and People Services Business Partners</p> <p>Academic Promotions Review Steering Group; ADPS-O</p> <p>All: ADPS-LT; Engage and Aspire Working Group (chaired by DVC)</p> | <p>Final guidance documentation provides opportunity for all applicants to draw on evidence and metrics that do not infer bias to certain groups.</p> <p>Citizenship is formally recognised as a high valued activity within promotions criteria and documentation.</p> <p>New streamlined application process providing opportunity for all disciplinary backgrounds to showcase their applications.</p> <p>Feedback mechanisms in place.</p> <p>Modernised application process in place.</p> |



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|      |   | <ul style="list-style-type: none"> <li>Integrate promotion discussions into PDR/career conversations.</li> </ul>  |                                     |   | Regular conversations to plan and prepare for promotion applications. Increasing the pool of applicants for promotion.   |
| 2.13 | <b>Integrate the Head of Academic Unit (HoAU) into any unsuccessful feedback for substantive promotion.</b> | <p>The HoAU has not always provided unsuccessful applicants with feedback on their promotion application.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>HoAUs to provide unsuccessful applicant feedback sessions at the start of every promotions round.</li> <li>PVC (SAgE) and HoAU to develop system to provide timely feedback to NUIS colleagues.</li> </ul>   | <p>Nov 2020</p> <p>Nov 2020</p>     | <p>Chair of Faculty Promotions Committees; People Services Business Partners; HoAUs</p> <p>PVC (SAgE); HoAUs (SAgE)</p> | <p>HoAUs to attend feedback sessions and provide an ongoing supportive framework for applicants to develop successful applications in the future.</p> <p>System in place and NUIS report satisfaction with feedback process.</p> |
| 2.14 | <b>Ensure process for submitting staff to REF 2021 is equitable and transparent.</b>                        | <p>Our approach to our REF2021 submission is to be as inclusive as possible; we refer to 'collective excellence'. All eligible staff must be returned, but this is about ensuring that women researchers are in a strong position, and that collaborative outputs are allocated fairly. Our Code of Practice has been agreed by Research England and circulated University-wide and published on our website.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop and implement an institutional submission strategy which reflects a fair and transparent process, inclusive of all eligible staff.</li> </ul> | <p>All actions: Jan – Sept 2020</p> | <p>PVC Research &amp; Innovation; University REF Steering Group; Univ REF Co-</p>                                       | <p>Strategy in place and all eligible staff are included in submission.</p>  |

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|      |  | <ul style="list-style-type: none"> <li>EA to be carried out at key stages in the preparation of the submission baseline to identify and act on any EDI issues.</li> <li>Circulate staff circumstances process to all staff and ensure process is open, transparent and confidential as set out in our Code of Practice.</li> </ul>  |                     | <p>ordinator; Faculty Deans of Research &amp; Innovation</p> <p>Univ REF Co-ordinator</p> <p>REF Co-ordinator; PSA (EDI); DEDI</p> | <p>EA undertaken at baseline and key stages during the preparation of the REF submission and results published on our internal REF website.</p> <p>Outcome of review of individual staff circumstances is completed and all applicants informed of decision.</p>   |
| 2.15 | <b>Increase awareness and transparency of career development opportunities for PS staff.</b> | <p>PS staff feedback via various mechanisms e.g. NU Women Professional focus groups, NU Women, suggests a lack of visible career development pathways for PS staff. Initial work has been carried out on the development of a career development framework for PS staff, but this now needs to be formalised and prioritised.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Business case to be developed setting out the key features of a newly constituted PS Career Development programme. This proposes an outline plan for taking the project forward and seeks investment to properly resource with appropriate skills and expertise.</li> </ul> | Jan 2020- June 2021 | EDPS/ Project Manager (once appointed); UEB  | <p>Career framework outlining the job profiles across the University that is transparent, fair and demonstrates equality of opportunity, offering clear sign posts for career progression, is created.</p> <p>Provision of job family profiles which define groups of roles which share similar characteristics and undertake similar work.</p> <p>Provide Guidelines for Line Managers who may not be aware of career</p> |

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|  |   | <ul style="list-style-type: none"> <li>Progress to be shared with PS colleagues at the PS Conference on 1 July 2020.</li> </ul>   |   | Project Manager   | <p>development opportunities for staff they manage, or how they can support them to fulfil their potential.</p> <p>Feedback from PS staff (focus groups) shows increased satisfaction with career development opportunities offered at NU.</p> <p>Progress shared at PS Conference, July 2020.</p> |
| <b>3. Supporting a more Progressive Approach to Staff Recruitment: To ensure our approach to recruitment is fair and transparent for all staff and supports increasing numbers of women to apply for positions</b> |   |   |   |   |  |
| 3.1  | Evaluate progressive EDI recruitment practices. | <p>Women Academics are underrepresented in SAgE and the there is a gap in the proportion of women Academic staff to students in HaSS. We have put several actions in place since our last application to increase representation. We are extending this by investing in our recruitment processes, working with external providers to trial new recruitment approaches.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Complete current trials of new approaches to recruitment, evaluate and report to UEB.</li> <li>Best practice from trials shared University-wide by Dec 2021.</li> </ul> | <p>Jan – Dec 2020</p> <p>Jan – Dec 2021</p> | <p>PVC (SAgE); DoFO (SAgE); PVC (HaSS); DoFO (HaSS)</p> | <p>Trials and evaluation completed. Report presented to UEB and recommendations approved.</p> <p>Best practice shared University-wide and measurable improvement in recruitment practices evidenced by an increase in gender of successful applicants.</p>   |

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| 3.2 | <p><b>Build the University values into our recruitment processes.</b></p>  | <p>To ensure staff are aware of the University values and are supported to live them from when they start working with us, we will build our values into our person spec/recruitment/selection process via the finalising of our Values/Behavioural framework.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Finalise the Behavioural Framework.</li> <li>• Include the University's values in person spec/recruitment/selection process.</li> <li>• Include feedback in future development of the approach.</li> </ul> | <p>Jan 2020</p> <p>From March 2020</p> <p>Sept 2020</p> | <p>ADOD-O; EDPS</p> <p>Recruitment Team; Recruitment Managers</p> <p>Recruitment Team; Recruitment Managers</p> | <p>Behavioural Framework finalised by end of Jan 2020.</p> <p>University's values included in recruitment process from March 2020.</p> <p>Feedback from those who have gone through the new recruitment processes after six months (Sept 2020) and any adaptations made.</p> |
| 3.3 | <p><b>Provide UBT and interview skills training for all recruiters on selection panels for leadership roles.</b></p> | <p>Over 800 members of staff have taken UBT since our last application. We need to ensure that this training is extended to all recruiters on panels for all internal leadership roles. Another key aspect is that feedback is given to candidates who are not successful and that the feedback is constructive.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Provide UBT and interview skills training for all recruiters who sit on selection panels for leadership</li> </ul>                                       | <p>From April 2020 -</p>                                | <p>Both: ADPS-OD; Head of Talent Acquisition</p>  | <p>Those on selection panels for leadership opportunities have</p>   |

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|     |   | <p>roles/opportunities, including training on how to give feedback to candidates who are unsuccessful.</p> <ul style="list-style-type: none"> <li>Feedback on applicants experience captured and acted on.</li> </ul>   |   |  | <p>undergone UBT and interview skills training.</p> <p>Feedback on applicants experience captured after six months (via survey) and amendments made.</p>   |
| 3.4 | <b>Review the need to include prefixes and decide if continuing with their use.</b> | <p>Staff have queried the need to include prefixes (Mrs, Ms, Miss, etc.) on applications and university forms in general, when marital status is irrelevant.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Review the need to include prefixes on applications and decide if continuing use or not.</li> </ul>   | March 2020                                  | UEB decision, EDPS to enact                  | Review complete and decision made whether to continue using or not by end of March 2020.   |
| 3.5 | <b>Develop a system to collect offer data.</b>                                      | <p>We currently don't collect data on offers so are unable to calculate acceptance rates or equality data on our offers.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop new system to capture information on offers and acceptances including equality monitoring data. Data collected on why offers not taken up.</li> <li>Discuss offer data and review by the USAT Data Working Group.</li> </ul> | <p>In place by 2022</p> <p>2022 onwards</p> | Both: ADPS- M/Chair; USAT Data Working Group | <p>Monitoring data on offers and acceptances collected, analysed and used to inform actions. Reason why offers not taken up analysed and reported into People Matters Group comprising senior leaders of primary business units) to develop actions.</p> <p>Data reviewed annually and reported to ADPS-M to report into People Matters Group.</p> |

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| 3.6 | For All Staff (academic and PS) increase transparency and fairness in our recruitment processes. | <p>Supporting and encouraging women in their work and careers depends on our ability to successfully attract and recruit women into the University at all levels (and men where they are under-represented). We have recently launched our new e-recruitment solution to collect better quality and depth of data.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Seek to develop enhanced, more robust and targeted reporting on our recruitment activity.</li> <li>• Review recruitment activity annually and to enable greater intersectional analysis.</li> </ul> | <p>Jan - Dec 2020</p> <p>Annually from 2020-2023</p> | <p>All: Head of Talent Acquisition; Head of Digital Systems and Information (People Services)</p> | <p>All hiring units and People Services Business Partners to be provided with regular reports, at intervals to be agreed, providing details of their recruitment activity including EDI information overview. Annual recruitment reports to be presented at People Matters Group.</p> |
|     |  | <p>We recognise that our recruitment processes need to be refreshed to ensure that they are as inclusive as possible, taking into account new and innovative approaches and we want to ensure that best practice is embedded into our hiring processes.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Reflect on outputs from recruitment pilot activities with external providers and NUAcT Fellowship recruitment and consider elements to be embedded in University recruitment processes.</li> </ul>   | <p>2020-June 2022</p>                                | <p>Head of Talent Acquisition</p>   | <p>Recruitment processes updated to include best practice elements from pilot exercises.</p>  |

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|     |  | <ul style="list-style-type: none"> <li>Develop and deliver a new suite of blended face-to-face and online recruitment and selection training and associated materials for Hiring Managers and Panel Chairs with a strong emphasis on EDI throughout the recruitment process.</li> </ul>   |                 |   | New training launched and 90% of all Hiring Managers and Panel Chairs to have been re-trained by June 2022.   |
| 3.7 | Attract more women applicants to apply for academic roles.   | <p>Increase the number of women applying to academic roles through inclusive advertising strategies.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Deliver inclusive advertising using social media and established platforms e.g. WISE.</li> </ul>  | From Jan 2020   | ADPS-Modernisation (ADPS-M); Head of Talent Acquisition; DEDI | Increase in women applicants for academic posts and feedback confirms advertising campaign is effective.  |
| 3.8 | For academic staff<br><br>Increase the proportion of women applicants for Academic roles at Grade G and above. | <p>Whilst women applicants are proportionately more successful than male applicants at shortlisting and hired stages, we recognise the need to increase our female applicant pool.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Review our advert wording to further highlight flexible working opportunities and seek to offer all Professorial posts as PT full-time or job share.</li> <li>Highlight our new package of Family Friendly policies to prospective applicants providing enhanced support for colleagues with family responsibilities.</li> </ul> | Jan – June 2020 | Both: EDPS  | <p>Actions result in: Proportion of applications from women for academic positions at Grades G and H to be consistently above 35% of all applicants.</p> <p>Proportion of applications from women for Professorial Grade I positions to be consistently above 30% of all applications.</p> <p>Information on our Family Friendly policies available on all recruitment documentation.</p> |

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| <b>3.9</b>   | <b>Address under-representation of men in PS staff roles.</b>   | <p>There is under-representation of men in PS staff roles and especially of men from BAME backgrounds. We can address this by establishing ways of attracting more men to apply for and thrive in these roles. All actions below will take an intersectional approach.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Use online gender decoder to reduce the use of feminine language in our recruitment adverts.</li> <li>• Include profiles of male PS staff on our website to increase awareness and visibility of PS men.</li> <li>• Post two new blogs written by men in PS roles on our website annually.</li> <li>• Organise two career conversation events annually for men in PS roles.</li> <li>• Flag opportunities through our apprenticeships campaigns and through our signing up to the Armed Forces Covenant.</li> </ul> | All: From Jan 2020 - 2023 | All: ADPS – LT; Head of Talent Acquisition; NU Women Professional | <p>Online gender decoder used for all adverts.</p> <p>Profiles of PS staff who are men are on our website.</p> <p>Two new blogs posted annually.</p> <p>Two career conversation events with male PS staff held annually.</p> <p>Opportunities to work at NU included in apprenticeship campaigns and through our involvement with the Armed Forces Covenant.</p> |
| <b>4. Intersectionality: To consider the intersection of gender and ethnicity to support our women BAME colleagues</b> |   |  |                           |   |  |
| <b>4.1</b>   | <b>(a) Analyse the data from our 2019 REC staff survey to develop and implement an action plan and to support our</b> | <p>With full UEB support, NU joined the REC in April 2019. We launched our Staff survey in July 2019.</p> <p><b>Actions:</b></p>   |                           |   |  |



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|     | <p><b>intersectional approach to gender equality.</b></p> <p><b>(b) Launch our REC Student survey to gather Student's view and experience relating to Race Equality and to support our intersectional approach to gender equality.</b></p> | <ul style="list-style-type: none"> <li>Analyse the data from the Staff survey and develop an Action Plan taking an intersectional lens.</li> <li>Present report and Action Plan to UEB for approval.</li> <li>Implement Action Plan.</li> </ul> <p>We launched our Student REC survey in Nov 2019.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Analyse the data from the Student survey and develop an Action Plan taking an intersectional lens.</li> <li>Present report and Action Plan to UEB for approval.</li> <li>Implement Action Plan.</li> </ul> | <p>Ongoing<br/>Jan 2020</p> <p>May 2020</p> <p>June 2020 - Dec 2021</p> <p>May 2022</p> <p>Jan – April 2020</p> <p>April 2020</p> <p>June 2020 – Dec 2021</p> | <p>All: DEDI; REO; DVC; REC SAT</p> <p>DEDI; REO; DVC; REC SAT members</p> | <p>Staff data analysed, report approved by UEB and Action Plan implemented.</p> <p>Application for a Bronze REC award submitted by May 2022.</p> <p>Student data analysed, report approved by UEB and Action Plan implemented.</p> <p>Student data and related actions included in Bronze REC application.</p> |
| 4.2 | <p><b>Undertake focus groups with BAME researchers and teaching fellows.</b></p>   | <p>Analysis of our research staff data shows that there is a higher staff turnover rate for BAME researchers. We need to understand the reasons for leaving and whether these are linked to culture / environment.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Undertake two focus groups with BAME researchers to understand the</li> </ul>  |   | <p>BAME Staff Network; REO</p>   |  |

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|   |   | <p>reasons why more are leaving the University</p> <ul style="list-style-type: none"> <li>Develop and implement actions which come out of the focus groups.</li> </ul>   | April – July 2020  |   | Analyse themes that emerge from the focus groups and use these to develop and implement an Action Plan.                    |
| 4.3   | <b>Lead and organise the first regional meeting of BAME staff networks in the North East.</b>     | <p>Our BAME staff network was established in 2018. The network is keen to lead the first meeting of regional BAME staff networks.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Hold a one day meeting with representatives from BAME staff networks from across the region to facilitate joint working.</li> </ul>                             | 2021   | BAME staff network; REO                       | Local network established, meeting held and positive feedback received through on-line survey to participants.             |
| 4.4   | <b>Analyse and report pay by BAME to identify pay gaps and develop actions.</b>                   | <p>As well as analysing and reporting our pay by gender, we report pay by BAME/non-BAME annually.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Continue to analyse pay by BAME/non-BAME to identify any ethnicity pay gaps and publish data annually.</li> <li>Actions will be developed and delivered if pay gaps are identified.</li> </ul> | Analysis completed and reported March of each year (2020-2023) | Both: PSA (EDI); PS Business Partner (Reward) | Annual reporting of pay by ethnicity completed, actions developed if ethnicity-pay gap is identified for any staff grades. |
| <b>5. Women into Leadership: To support the progression of more women into leadership roles</b> |   |  |  |   |  |
| 5.1   | <b>Support the career development of existing women to move into senior leadership positions.</b> | We undertook two 'Women into Leadership' workshops (Nov 2018) with women on their experiences and recommendations about moving into senior leadership roles. One recommendation was to improve access to senior leadership development programmes.   |  |   |  |

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|     |   | <p>We have recently reviewed our process for nominating candidates for the Aurora programme.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Complete the ongoing review of leadership and management development offer and implement recommendations.</li> <li>• Review our new approach for nominating to the Aurora programme to ensure it is effective.</li> <li>• Share learning with OD from our leadership of a workpackage in the EPSRC Inclusion Matters project which relates to leadership development opportunities and implement effective practice.</li> </ul> | <p>Jan 2020</p> <p>April 2020</p> <p>Dec 2020</p> | <p>ADPS-OD</p> <p>ADPS-OD</p> <p>ADPS-OD; FDEDI (SagE); DEDI</p> | <p>Recommendations turned into an action plan and implemented.</p> <p>Review completed and recommendations implemented.</p> <p>Project completed and learning shared internally and externally.</p> |
| 5.2 | <b>Ensure leadership roles are advertised.</b>                      | <p>Currently not all internal leadership roles are advertised and this prevents a truly transparent and open approach.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Advertise internal leadership roles (including interim).</li> </ul>   | <p>From Jan 2020</p>                              | <p>Head of Talent Acquisition; Recruiting managers</p>           | <p>All internal leadership roles advertised.</p>  |
| 5.3 | <b>Advertise more in-house job sharing/shadowing opportunities.</b> | <p>To encourage more women to move into leadership roles, we need to make it clearer what the role involves.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create/ advertise more in-house job sharing opportunities /projects/taster</li> </ul>  | <p>Jan 2020 onwards</p>                           | <p>EDPS</p>  |   |

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|     |   | opportunities/shadowing for development and leadership roles.  |                            |                       | Job-sharing and shadowing roles identified and advertised internally to attract more women to apply.  |
| 5.4 | <b>Leadership Succession Strategy Group (LSSG) to identify staff with leadership potential.</b> | <p>We have a LSSG Group (chaired by the DVC/EDPS) whose role it is to identify staff with leadership potential. Consideration of gender balance is integral and PVCs are actively encouraged to ensure women have the opportunity to develop their leadership skills.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• LSSG to suggest interim opportunities and ways to get more women into leadership roles.</li> <li>• LSSG to take responsibility for cascading succession thinking throughout the organisation.</li> </ul> | Ongoing<br>Jan 2020 - 2023 | ADPS-LT               | <p>Interim opportunities identified and promoted across the Faculties/Services.</p> <p>Succession planning into leadership roles becomes embedded.</p>  |
| 5.5 | <b>Showcase role models who combine leadership roles and caring responsibilities.</b>           | <p>To increase the number of women interested in moving into a leadership position, we would like to showcase more role models who combine leadership and caring responsibilities.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• To showcase more role models who combine leadership roles and caring responsibilities for instance through our media channels e.g. talking heads videos and posters.</li> </ul>   | By June 2020               | ADPS – LT; Comms Team | Ten role models identified and resources produced to showcase their career progression through different media channels and hosted on internal website. |
| 5.6 | <b>Continue to increase visibility of role models from across the University.</b>               | We promote successes of our women role models in NU Connection articles, Twitter and NU Women blogs. We hold events annually for International Women’s Day (IWD) to  |                            |                       |   |

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|     |   | <p>celebrate the achievements of women academics and researchers within the University.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Continue to promote women role models through all our publicity channels and increase use of blogs. Promote diversity of role models both internally and those we invite to events at NU.</li> <li>• Public Lecture Series: continue monitoring of speakers to ensure representation from all groups.</li> <li>• Produce guidelines for Public Lecture Series and other conference/events.</li> <li>• IWD: continued commitment to host well-publicised events annually. Post-event feedback taken.</li> </ul> | <p>2020 – onwards</p> <p>Ongoing<br/>Jan 2020</p> <p>June 2020</p> <p>March, 2020, 2021, 2022, 2023</p> | <p>NU Women; NU Women Professors; NU Women Professional; Internal Communications Manager</p> <p>Chair and members of the Public Lectures Steering Group</p> <p>Chair and members of the Public Lectures Steering Group; Conference Team</p> <p>NU Women; EDI Manager</p> | <p>No gender bias in our publicity materials, news items or public lecture series. Four blogs per year on women role models hosted on the staff website.</p> <p>If required, any EDI issues raised through active monitoring of Public Lecture Series speakers is addressed through identifying and implementing actions to increase diversity.</p> <p>Guidelines produced and being implemented by June 202.</p> <p>Programme of IWD events held annually across the University including in both overseas campuses during each year of this Action Plan. Feedback (online survey) is positive.</p> |
| 5.7 | <b>Develop and deliver Values-led leadership.</b> | Gender equality (as part of our EDI work) is a core value in the University’s Vision and Strategy. We will develop and deliver Values-led leadership to support all staff to live our values.  |   |  |  |

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|   |   | <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>To develop and deliver Values-led leadership to include career conversations, coaching and feedback skills.</li> </ul>   | Sept 2020-<br>Dec 2022                | ADPS-OD                            | Values-led leadership developed and implemented from Sept 2020. Positive feedback (focus group) received.  |
| 5.8   | <b>Introduce Bystander Training.</b>  | <p>Staff have indicated the need to have strategies to challenge inappropriate behaviour.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Pilot the Bystander training and evaluate its application.</li> <li>Agree model for roll out.</li> </ul>  | Jan 2020<br><br>From Sept 2020 - 2023 | EDI Manager                        | Bystander Training approved, in place by Sept 2020, evaluated (survey) after 12 months (Sept 2021) and any changes made. Roll out of training from Sept 2020 as an ongoing offer.      |
| <b>6. Supporting Staff who are Carers: To ensure we provide a flexible, supportive, Family-friendly environment to all staff with caring responsibilities</b> |   |   |                                       |                                    |  |
| 6.1   | <b>Newcastle University works towards becoming a Family Friendly Institution.</b> | <p>A considerable amount of work has been done since our NU Parent and Childcare Review (NUPCR) in 2017 which has transformed how we approach caring at NU but we recognise there is further work to be done.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Undertake another NUPCR to compare results with 2017 survey.</li> <li>NU is awarded Family-Friendly University status.</li> </ul> | Dec 2021<br><br>Dec 2023              | Both: 'For Parents' Steering Group | <p>Results of follow up survey demonstrates improved reported experiences and further evidence of impact since 2017 survey.</p> <p>NU has achieved Family-Friendly status by 2023.</p> |

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| 6.2 | <b>Work with HoAUs to simplify the process of cover provision.</b>                       | <p>Staff feedback has indicated that the process of arranging teaching cover for those taking extended parental leave is complex and there is a desire to simplify.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Undertake focus groups with HoAUs.</li> <li>• Make funds automatically available to cover locally generated solutions for teaching cover.</li> <li>• Establish a working group to develop best practice guidelines and identify what funds would be needed to support teaching cover in all cases of extended parental leave.</li> </ul> | Dec 2021       | All actions: Faculty Business Partners; HoAUs                         | Actions result in: Guidelines developed, funds made available, fully disseminated and cover provided for those taking extended parental leave by Dec 2021. Feedback captured (focus groups) from managers and leave takers and is positive. |
| 6.3 | <b>Conduct a detailed consultation with adoptive and potential adoptive parents.</b>     | <p>Staff feedback through the NUPCR highlighted specific needs for adoptive and potential adoptive parents.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Undertake focus groups with adoptive parents to understand their specific needs and feed this into a review of our Adoption policy.</li> <li>• New Adoption Policy encompassing all stages of the adoption journey developed.</li> <li>• Resurvey staff to gather views of new arrangements.</li> </ul>  | Jan – Dec 2020 | All actions: FDEDI (HaSS); PS Administrator (For Families); PSA (EDI) | New adoption policy agreed, disseminated and positive feedback received through a resurvey of adoptive parents completed by Dec 2020.   |
| 6.4 | <b>Increase awareness and update of Returners Programme (RP) and extend to PS staff.</b> | <p>Our RP was introduced for academics in 2017 as an action from our previous Athena SWAN application. Feedback from those who have accessed it has been very positive but we have identified that not everyone knows about it. Staff feedback has also raised the need to</p>   |                |   |   |

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|     |   | <p>consider the feasibility of extending the scheme to PS staff.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Undertake a marketing campaign to increase awareness of the RP and aim to increase numbers of applications by 50% by Dec 2020.<br/>Adoption</li> <li>• RP is reviewed and made relevant for PS staff.</li> <li>• Produce case studies to highlight support provided to applicants.</li> </ul>  | Dec 2020       | <p>'For Families' Steering Group; NU Parents Staff Network</p> <p>DoFOs; 'For Families' Steering Group</p> <p>For Families' Steering Group</p> | <p>Marketing campaign delivered and the number of applications has increased by 50% by the end of 2020.</p> <p>RP is extended to PS staff by Dec 2020.</p> <p>Case studies to highlight support provided on the 'For Families' webpages. Feedback captured through a survey to all those who apply to the scheme show a high level of satisfaction.</p> |
| 6.5 | <b>Increase the number of rooms used for breastfeeding/expressing milk.</b> | <p>We have increased the number of rooms suitable for breastfeeding/expressing milk in some units, with further rooms across campus and an online booking system planned.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Further rooms identified for breastfeeding/expressing milk. Rooms to be fully equipped, comfortable and fit for purpose.</li> <li>• Online booking system developed.</li> <li>• Focus group undertaken with those who have used the rooms.</li> </ul> | Jan - Dec 2020 | All : Head of Strategic projects (Estates); NUIT; EDI Manager  | <p>One room per building is allocated as a nursing room.</p> <p>Online booking system in place.</p> <p>Feedback from users via a survey shows high satisfaction.</p>  |



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| 6.6 | <p><b>Provide additional support for care provision (not just childcare) for academics to attend conferences on behalf of Newcastle University.</b></p> | <p>We have identified a need for support with care provision for academics attending conferences. FMS has developed a local policy, the Parents and Carers fund.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Review FMS scheme and make recommendation on how this can be rolled out across the University.</li> <li>Funding implications determined and discussed with Faculty Executive Boards (FEBs).</li> </ul>   | July 2020   | All: FMS EDI Project Officer; Faculty DoFOs; FPVCs  | <p>Approval of a Parents and Carers fund and rolled out across the University. Monitor update including gender breakdown and feedback to ensure fit for purpose.</p> <p>Paper taken to FEBs and decision in place by July 2020.</p>  |
| 6.7 | <p><b>Amend University policy to allow additional childcare expenses to be included in grant costings.</b></p>  | <p>Current University policy excludes additional childcare costs (e.g. associated with research travel) from grant applications, limiting research opportunities for people with caring responsibilities.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Align policy with recently altered UKRI policy, which allows additional childcare expenses to be included in directly incurred costs.</li> <li>Lobby UKRI for extension of all additional caring expenses.</li> </ul> | By Nov 2020 | Both: Director of Research Strategy and Development | <p>5% increase in applications by colleagues with childcare responsibilities. Improved satisfaction and confidence in the University's Family Friendly policies (measured in follow-up survey). Additional caring expenses included by end Nov 2020.</p> <p>Ongoing discussions with UKRI.</p> |

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| 6.8  | <b>Increase awareness of Shared Parental Leave (SPL) to increase uptake.</b>   | <p>There is a low uptake of SPL and staff feedback suggests that there is a lack of awareness.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Raise awareness of SPL through case studies available on our website and blogs from those who have taken up SPL.</li> </ul>   | Dec 2020       | PSA (For Families); People Services Business Partners | Two case studies and a blog developed and hosted on our For Families webpage with a new case study and blog added annually.   |
| 6.9  | <b>Work with local People Services teams and school managers to explore offering one-to-one meetings to all staff planning any kind of parental leave.</b> | <p>Staff feedback through the NUPCR suggested that staff would benefit from a one-to-one meeting with their manager before going on parental leave to ensure they understand their entitlements and support them to manage their leave effectively.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Assess feasibility of having 1:1 meeting with staff planning parental leave.</li> <li>• Develop resources for all types of parental leave for those going on leave.</li> <li>• Undertake a focus group with those going on parental leave.</li> </ul> | Jan - Dec 2020 | All actions: PS Business Partners; School managers    | <p>Resources developed and being used, 1:1 meetings arranged for those staff who request.</p> <p>Positive feedback captured through a focus group with those going on parental leave.</p> |
| 6.10 | <b>Undertake a promotional campaign around flexible working options and develop a robust recording system of flexible working requests.</b>                | <p>We offer flexible working but this is taken up on an ad hoc basis. There is no system of recording take-up.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Campaign to raise awareness around flexible working options, case studies placed on website.</li> </ul>  | Jan - Dec 2021 | Internal Communication Manager; EDI Manager           | Promotional campaign developed and in place; case studies on website.   |

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|      |  | <ul style="list-style-type: none"> <li>Staff survey on awareness and experience undertaken.</li> <li>Develop a system to monitor take-up of flexible working and how decisions are made.</li> </ul>   | <p>Dec 2022</p> <p>Dec 2023</p>     | <p>EDI Manager</p> <p>People Services<br/>Employment Solutions Team<br/>Manager</p> | <p>Survey of awareness 12 months after campaign shows an increase in awareness and positive experience reported.</p> <p>New system in place, number of requests recorded annually and record of how decisions on requests are made, leading to a review of how decisions are made if found to be inconsistent.</p> |
| 6.11 | <p><i>Carried over from last application Action Plan:</i></p> <p><b>Conduct nursery feasibility study.</b></p> | <p>Staff feedback through the NUPCR demonstrated demand would be there for an on-site nursery.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Resource identified to undertake nursery feasibility study.</li> <li>Feasibility study completed and decision made to develop a business plan for on-site nursery if study demonstrates demand warrants this.</li> </ul> | <p>June 2020</p> <p>By Dec 2022</p> | <p>All actions: 'For Families' Steering Group; EDPS; UEB</p>                        | <p>Resource identified and in place.</p> <p>Feasibility study complete, business plan in place if demand warrants it, decision taken by UEB.</p>   |
| 6.12 | <p><b>Increase partnering with existing childcare providers.</b></p>   | <p>We have an existing partnership arrangement with South Tyneside &amp; Sunderland NHS Foundation Trust but similar arrangements are required with other childcare providers.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Increase partnering with existing childcare providers across Newcastle city.</li> </ul>   | <p>Dec 2020</p>                     | <p>'For Families' Steering Group/EDPS</p>   | <p>Additional partnering with three childcare providers in place by Dec 2020, uptake is monitored and satisfaction of those using them is high as assessed by annual survey.</p>   |

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| 6.13   | <b>Identify the needs of Carers, develop and implement actions to enhance support.</b> | <p>There is an absence of data on staff and students with unpaid caring roles. We established a Carers Task &amp; Finish Group in March 2019 and undertook a Carers' survey in July 2019.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Analysis of Carers survey and follow up with focus groups in Nov 2019.</li> <li>• Report to UEB and actions implemented once approved.</li> <li>• Consideration of how to capture Carer status, and how to use this data to enhance internal support mechanisms.</li> </ul> | <p>Jan 2020</p> <p>March 2020</p> <p>Dec 2020</p> | <p>DEDI as chair of Carers' Task &amp; Finish Group; Faculty EDI Officer (HaSS)</p> <p>DEDI; Faculty EDI Officer (HaSS)</p> <p>Payroll; NUIT; People Services Systems Team</p> | <p>Analysis of survey and focus groups completed Jan 2020.</p> <p>Report submitted to UEB March 2020.</p> <p>Carer data being captured by end Dec 2020.</p> |
| 6.14   | <b>Apply guidance on inclusive meetings.</b>   | <p>We have developed guidance to ensure all colleagues have the opportunity to participate in meetings and are not excluded by the timing of when meetings are held.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Ensure visibility of new guidance across the University by including it on the For Families webpage, write an NU Connections article on them and including two case studies of the experience of using the guidance.</li> </ul>   | <p>June 2020</p>                                  | <p>'For Families' Steering Group; DoFOs</p>  | <p>Guidance on webpage, NU Connections article published and two case studies on webpage, all by end June 2020.</p>   |
| <p><b>7. Supporting Staff who Identify as Trans and non-binary: To commit to ensuring that staff are not discriminated against on the basis of being Trans or Non-binary</b></p> |  |   |   |  |   |
| 7.1  | <b>Show commitment to raising visibility and</b>                                       | <p>NU funded 10 staff to attend the Trans Lives North-East multi-agency Conference in 2018.</p>   |   |  |   |

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|            | <p><b>supporting trans and non-binary identities in the North East of England.</b></p> | <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• NU to host the Trans Lives North-East multi-agency Conference, 2020.</li> <li>• Host a further Stonewall Lunch &amp; Learn session.</li> </ul>  | <p>Nov 2020</p>                        | <p>Dean of Social Justice;<br/>Conference Steering Group;</p> <p>EDI team</p>   | <p>Conference attracts increasing numbers of national and international delegates, and leads to specific outcomes for NU to take forward.</p> <p>Stonewall Lunch &amp; Learn session delivered.</p>                                  |
| <p>7.2</p> | <p><b>Continue our commitment publicly to being a LGBT+ inclusive university.</b></p>  | <p>NU became a Stonewall Diversity Champion in Aug 2016.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Recommendations from the University-funded Contested Spaces of Diversity report and subsequent consultation process approved by UEB. <ul style="list-style-type: none"> <li>○ Revise University Trans and Non-binary (T/NB) policy in consultation with Rainbow@Ncl and conduct an awareness raising campaign around its publication.</li> <li>○ Ensure provision of high quality, appropriately-signed gender-inclusive bathrooms in all campus buildings.</li> <li>○ Identify a single named contact to ensure a joined-up approach to providing visible, expert support for staff.</li> </ul> </li> </ul> | <p>All actions:<br/>Jan - Dec 2020</p> | <p>DVC, as EDI lead on UEB;<br/>DEDI</p> <p>PSA (EDI)</p> <p>Head of Estates</p> <p>EDI Manager</p> <p>Director of NUIT</p> | <p>Recommendations approved and implemented by Dec 2020.</p> <p>Publish new T/NB policy and awareness raising completed by April 2020.</p> <p>Signage in place by June 2020.</p> <p>Named contact in place and staff contacting.</p> |

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|     |   | <ul style="list-style-type: none"> <li>○ Ensure that appropriate flexibility with respect to gender identification and naming practices is integrated into current redesign of University information systems.</li> <li>○ Embed an awareness-raising and information element on T/NB issues and experiences in induction for staff and students.</li> <li>○ Celebrate a LGBT+ event each year.</li> </ul> <ul style="list-style-type: none"> <li>● Repeat consultation exercise at 2 yearly interviews to measure impact of actions and continue to feed views of T/NB staff and students into developing practice.</li> </ul> <ul style="list-style-type: none"> <li>● Continue to work with LGBT+ Network of Networks in Higher Education to identify/ adopt best practice.</li> </ul> |  | <p>ADPS - OD</p> <p>EDI Manager; PSA (EDI)</p> <p>Rainbow@Ncl</p> <p>Rainbow@Ncl network</p> | <p>Gender identity questions developed with consultation with members of staff who identify as Trans and included in University information systems.</p> <p>Staff and student induction included information on T/NB issues; feedback asked for from staff/students (online survey) and any issues acted upon. At least one LGBT+ event held annually.</p> <p>Consultation repeated at 2 yearly intervals:</p> <ul style="list-style-type: none"> <li>● Impact of actions measured (survey)</li> <li>● Increase in positive sense of being included and valued among T/NB staff and students (focus groups)</li> <li>● Views of T/NB staff and students feeding into developing practice.</li> </ul> <p>Ongoing working with LGBT+ Network of Networks.</p> |
| 7.3 | <p><b>Promote awareness and understanding of Trans non-binary identities.</b></p> | <p>Members of the EDI team already attend Stonewall conferences and Stonewall have facilitated two Lunch &amp; Learn events.</p> <p><b>Actions:</b></p>  |  |  |   |

|     |   |  |                                 |  |  |
|-----|---|--|---------------------------------|--|--|
|     |   | <ul style="list-style-type: none"> <li>• Increase opportunities for staff and students to attend Stonewall conference.</li> <li>• Integrate T/NB issues into events, workshops and seminars and ensure these fairly reflect gender diversity.</li> </ul>   | 2021 onwards                    | <p>EDI team; Rainbow@Ncl network</p> <p>Rainbow@Ncl network</p>  | <p>An additional two members of staff/students attend Stonewall conferences each year and share learning on return with the EDI Leads.</p> <p>Two events/workshops/seminars addressing T/NB issues to be held each year.</p> |
| 7.4 | <b>Apply to the Stonewall Workplace Equality Index (WEI).</b> | <p>Building on our Stonewall Diversity Champion status, apply to the Stonewall WEI to benchmark University policies and practice against existing good practice elsewhere.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Set up a WEI Working Group to establish institutional commitment to applying to the Stonewall WEI.</li> <li>• Prepare the application.</li> </ul> | <p>Jan 2021</p> <p>Dec 2023</p> | <p>Both: Chair, WEI Working Group; FDEDI (HaSS); EDI Manager</p> | <p>WEI Working Group convened and UEB support in place.</p> <p>Application to the Stonewall WEI submitted by Nov 2023.</p>   |

#### Abbreviations used in Action Plan

ADPS-OD: Assistant Director of People Services, Organisational Development  
ADPS-M: Assistant Director of People Services, Modernisation  
ADPS-O: Assistant Director of People Services, Operations  
ADPS-LT: Assistant Director of People Services, Leadership Talent  
AHSSBL: Arts, Humanities, Social Sciences, Business, Law  
APWG: Action Plan Working Group  
BAME: Black, Asian and Minority Ethnic  
DEDI: Dean of Equality, Diversity and Inclusion  
DIG: Disability Interest Group  
DoFO: Director of Faculty Operations  
DVC: Deputy Vice-Chancellor

LSSG: Leadership Succession Strategy Group  
NU: Newcastle University  
NUS: Newcastle University in Singapore  
NUIT: Newcastle University Information Technology  
NUMed: Newcastle University Medicine in Malaysia  
NUPCR: Newcastle University Parent and Childcare Review  
OLP: Open Learning Programme  
PSA: People Services Adviser  
PS: Professional Services  
PT: Part-time  
PVC: Pro-Vice-Chancellor

EA: Equality Analysis  
EDI: Equality, Diversity and Inclusion  
EDIF: Equality, Diversity and Inclusion Fund  
EDPS: Executive Director People Services  
FDEDI: Faculty Director of EDI  
FEB: Faculty Executive Board  
FMS: Faculty of Medical Sciences  
FPVCs: Faculty Pro-Vice-Chancellor  
GPG: Gender Pay Gap  
GPS: School of Geography, Politics and Social Sciences  
HaSS: Faculty of Humanities and Social Sciences  
HASTEN:NE: Humanities, Arts and Social Sciences: the Equalities Network: North East  
HE: Higher Education  
HoAU: Head of Academic Unit  
IWD: International Women's Day

REC: Race Equality Charter  
REO: Race Equality Officer  
RP: Returners Programme  
SAGE: Faculty of Science, Agriculture and Engineering  
SAT: Self-assessment Team  
SELLS: School of English Literature and Language  
SPL: Shared Parental Leave  
T/NB: Trans and Non-binary  
UBT: Unconscious Bias Training  
UEB: University Executive Board  
USAT: University Self-assessment team  
WA: Workload Allocation  
WAM: Workload Allocation Model  
WEI: Workplace Equality Index  
VC: Vice-Chancellor