

# The Engineering Inclusion Healthcheck



Supporting engineering departments to  
advance inclusion and engagement across  
taught courses

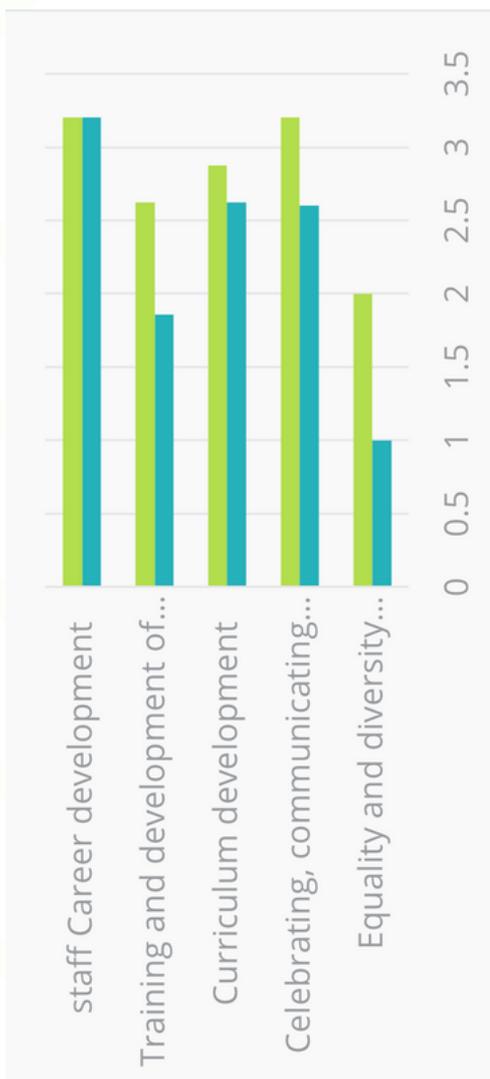
January 2023  
UPDATE

Inclusion and diversity are so integral to engineering, it's too important to be left to chance

## Purpose

The Inclusion Healthcheck Tool allows you to:

- Explore how far your diversity, equity, and inclusion efforts have permeated through your faculty or department.
- Add ideas for your current activity
- Kickstart your strategic planning
- Set priorities and goals
- Explore ideas to extend or broaden your vision of what you can do
- Goal setting and action planning

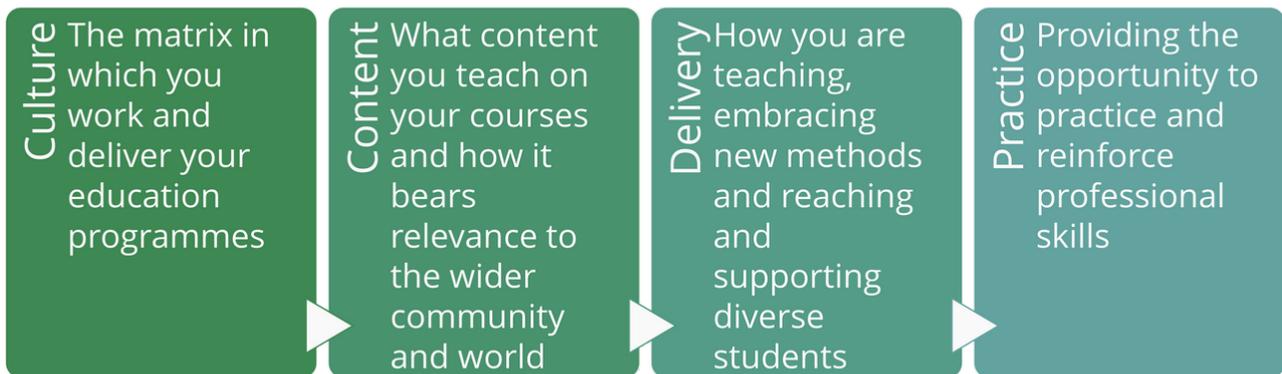


+44 (0) 7974 011278



# The Healthcheck Process

The Healthcheck is based on the Four Pillars framework from the Designing Inclusive Engineering Education report\* (2018).



1.

Briefing meeting to define your objectives and focus

2.

Complete the setup form to define reporting structure (eg course references, sections/teams/, and faculty/school or department structure and staff roles.) Sign off.

3.

Introductory workshop with staff. Internal launch of assessment

4

Analysis and reporting. Debrief with leaders

5

Action planning workshop open to staff, final report

6

Final report and action planning debrief call.





# Features

The Inclusion Healthcheck Tool is online and produces a digital outcome. Facilitated workshops enable structured conversations that build comprehension of how DEI can be threaded through engineering course professional skills, design, and technical modules.

- Anonymised digital reporting
- Facilitated conversations develop understanding and learning
- Captures examples and relative engagement
- Allows prioritisation and action planning
- Demonstrates progress overtime
- Reporting and feedback



This Inclusion Healthcheck Tool has been developed by Katalytik with Oxford Research & Policy. Specific additional input has come from Sarah Wilson-Medhurst, HE Consultant and Researcher, and Emanuela Tilley, Director of the UCL Integrated Engineering Programme.



+44 (0) 7974 011278



jan.peters@katalytik.co.uk



## Engagement levels

Achieving	All the elements of the Statement (practices, processes, systems, arrangements) are well established, measured, and monitored across the department's disciplines, groups/units.
Progressing	Most elements of the Statement are in place, in the majority of department disciplines, groups and units, and are regularly reviewed and reported on.
Developing	Some elements of the Statement are in place in some department disciplines, groups and units. Supporting structures, systems, and resources maybe lacking to underpin them and/or may be fragile.
Initiating	A few elements of the Statement may be inconsistently applied in parts of the department. They may depend on individuals' interests and goodwill.
Idling	Not in place, of little interest to the department /its management, not on their radar & not seen as relevant to future.



+44 (0) 7974 011278



jan.peters@katalytik.co.uk



inclusion healthcheck



# Outcomes and benefits

Our work is focused on inclusive conversations and helping you catalyse a shift in how DEI are understood and appreciated.

## Buy-in

- Engagement of **STAFF** in shaping your action plan
- Engagement of **STUDENTS**, knowing you take DEI seriously and are undertaking a rigorous approach

## Practical steps

- Structured approach to diagnosing areas to focus on
- An interactive, hands-on workshop. Less talking at and more creating shared understanding
- Save money on fewer marketing initiatives and more on building an inclusive culture.

## Outcome focus

- Clarity on where to invest time and money
- A framework to share progress with peers
- Progress checking for reporting

## The value you get

- Live sessions
- Re-cap report
- Pdf resources
- Check-in and support
- Discount on Engineering Forum
- Discount on Momentum coaching
- A tangible awareness of DEI
- Prioritised action plan

# The Tool Story

Katalytik was founded by Jan Peters in 2004 and started exploring engineering cultures in earnest in 2010. The catalyst was a report from UKRC/WISE showed men transitioned into technical STEM jobs at twice the rate of women. This catalysed the Set to Lead project with UCL Engineering.

An intersectional analysis of the updated Set to Lead dataset in 2015 showed further disadvantages for Black, Asian and 'first to university' students.

Why was this? Did it matter?  
What were the reasons?

The Tool maps areas for focus  
and development.

## Our Team



Jan Peters  
Founder, Facilitator, and  
Inclusion Ideator



Helen Shipton  
Community Manager



Sean McWhinnie  
Researcher, Facilitator

It's now time to take an intentional approach and strategise to reach your equity outcomes through targeted action



+44 (0) 7974 011278



jan.peters@katalytik.co.uk



inclusion healthcheck