



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has acted in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	University College London (UCL)	
<b>Department</b>	The Bartlett, Faculty of the Built Environment	
<b>Focus of department</b>	<b>STEMM and AHSSB</b> The Bartlett works across both areas	
<b>Date of application</b>	27 November 2020	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2015</b>	<b>Level: Silver</b>
<b>Contact for application</b> Must be based in the department	Dr Kamna Patel	
<b>Email</b>	<a href="mailto:Kamna.patel@ucl.ac.uk">Kamna.patel@ucl.ac.uk</a>	
<b>Telephone</b>	020 3549 5099	
<b>Departmental website</b>	<a href="http://www.bartlett.ucl.ac.uk">www.bartlett.ucl.ac.uk</a>	

## LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

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



Athena SWAN Charter Team  
Advance HE  
First Floor, Napier House  
24 High Holborn  
London, WC1V 6AT

27 November 2020

Dear Athena SWAN Charter team,

As Dean of The Bartlett, I endorse this application for an Athena SWAN Silver Award. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Faculty.

I joined The Bartlett in 2019 with a strategic priority to establish a commitment to gender and racial equity in the Faculty that is reflected in our teaching and research, and fair staff and student representation. Our [Commitment to Change](#) articulates a manifesto for future built environment education that highlights the roles gender and race play in shaping our environment. We have invested heavily in producing teaching materials and research workshops that focus on gender and race equity (**Section 5.6**).

For us, fair representation means our staff (academic and professional) and student body reflects the demographics of our London location. We have systematically used intersectional data in this application to understand complex challenges for gender equality and to devise appropriate actions that prioritise BAME women staff (**Action Plan Objectives 5, 6, 7**) and BAME men students (**Action Plan Objectives 2, 3, 4**). This is a **beaconing** approach driven by critical reflection on our gender-only Bronze Action Plan.

I have resourced the Faculty's commitment to gender and race equity through a recurring budget of c. £20,000 and a total of 1.2 FTE annually over four staff across grades 6 to 9, including UCL's first Vice-Dean for Equality, Diversity and Inclusion (EDI); a **beaconing** action that led to replicated posts across UCL. I personally champion Faculty diversity action plans, and embed gender and racial equity in strategic decision-making, such as approving cases for professorial chairs. I dedicated the 2019 Faculty Away Day to gender and race equity, and implemented a series of facilitated staff discussions on race and racism in summer 2020. I co-Chair, with the Vice-Dean EDI, termly EDI meetings open to all staff and postgraduate students, to communicate progress and consult on actions for gender and racial equity.

These deliberate actions embed the core principles of Athena SWAN into the Faculty's policy and everyday practices, as demonstrated by the 2020 Staff Survey results where 41% of women and men equally agree or strongly agree The Bartlett is a more inclusive place than when they first started (47% are neutral).

Demonstrable **impact** on gender equality since the last submission has been:

- **Representation of women in senior academic positions:** our profile of senior women has increased by +7% in 2019 vs. 2016 through targeted initiatives such as *Promotion Surgeries* (**Section 5.1.iii**).
- **Representation of women in leadership roles:** enforcing open recruitment for internal leadership roles, representation of women increased to three women heads of department (of eight) (vs. one of seven in 2016) and four women Vice-Deans (of five) (vs. three of seven in 2016) (**Section 2**).
- **REF 2021:** we have embedded gender and racial equality at all selection stages, producing a +3% shift to gender parity in output selection from REF 2014 (**Section 5.1.iv**).
- **Bartlett Promise Scholarship:** the first of its kind in our field, addresses under-representation in the student pipeline (**Section 4.1**). Our first intake of 10 undergraduate scholars in 2020 comprise 6 BAME men and 4 BAME women.

I am personally committed to continue to resource and champion gender equity initiatives, and role-model best practice in UCL and our industry, with the following targets for 2025, which I am confident will be fulfilled by our **Action Plan**:

- **Grow BAME staff representation** from 8% women and 7% men to an aggregate 25% by 2025, with a target of 40% over 2025-2030, in line with our London location.
- **Grow women in senior academic roles** from 28% to 40% by 2025, with a 50% target over 2025-2030.
- **Grow The Bartlett Promise Scholarship** to 20 scholarships annually introducing new awards for postgraduate programmes.

Yours faithfully,

Christoph Lindner  
Dean, The Bartlett Faculty of the Built Environment  
University College London

[Word count 624]

**FW: UCL: The Bartlett additional word count request**

Coutinho, Kevin <k.coutinho@ucl.ac.uk>

Wed 01/07/2020 09:51

To: Patel, Kamna <kamna.patel@ucl.ac.uk>

Dear Kamna,

Hope you are well.

Please see the e-mail below confirming the additional 1,000 words.

Warmly,

Kevin

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**From:** Athena Swan <Athena.Swan@advance-he.ac.uk>

**Sent:** 30 June 2020 12:17

**To:** Coutinho, Kevin <k.coutinho@ucl.ac.uk>; Athena Swan <Athena.Swan@advance-he.ac.uk>

**Subject:** RE: UCL: The Bartlett additional word count request

Hi Kevin,

Apologies for the delayed response. We are happy to grant an additional 1,000 words to UCL, The Bartlett, for their November 2020 submission due to their faculty-like submission. The additional words are to allow The Bartlett to analyse and reflect on any departmental or discipline-specific differences, and to demonstrate how Athena SWAN principles are embedded in each constituent unit.

Please include this email in your submission as confirmation and state in the submission where the additional words have been used.

With best wishes,

Jess

**Jessica Kitsell**

Equality Charters Adviser

E [jessica.kitsell@advance-he.ac.uk](mailto:jessica.kitsell@advance-he.ac.uk)

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## List of Acronyms

BEAMS	Built Environment, Engineering, Maths and Physical Sciences School
BFO	Bartlett Faculty Office
BSA	Bartlett School of Architecture
BSP	Bartlett School of Planning
BSEER	Bartlett School of Environment, Energy and Resources
CASA	Centre for Advanced Spatial Analysis
CIC	Construction Industry Council
CIOB	Chartered Institute of Building
DPU	Development Planning Unit
EDI	Equality, Diversity and Inclusion
FT	Full-Time
HESA	Higher Education Statistics Agency
HR	Human Resources
IGP	Institute for Global Prosperity
KiT	'Keeping in Touch' days
MAG	Management Advisory Group
MRes	Master of Research
NSS	National Student Survey
PACT	Parents and Carers Together
PI	Principal Investigator
PSS	Professional Services Staff
PT	Part-time
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
RAG	Research Advisory Group
REF	Research Excellence Framework
SAT	Self-Assessment Team
ToR	Terms of Reference
UCL	University College London
UG	Undergraduate
WDYDTL	Where do you draw the line? (Anti-bullying and harassment training)
WG	Working Group
WP	Widening Participation

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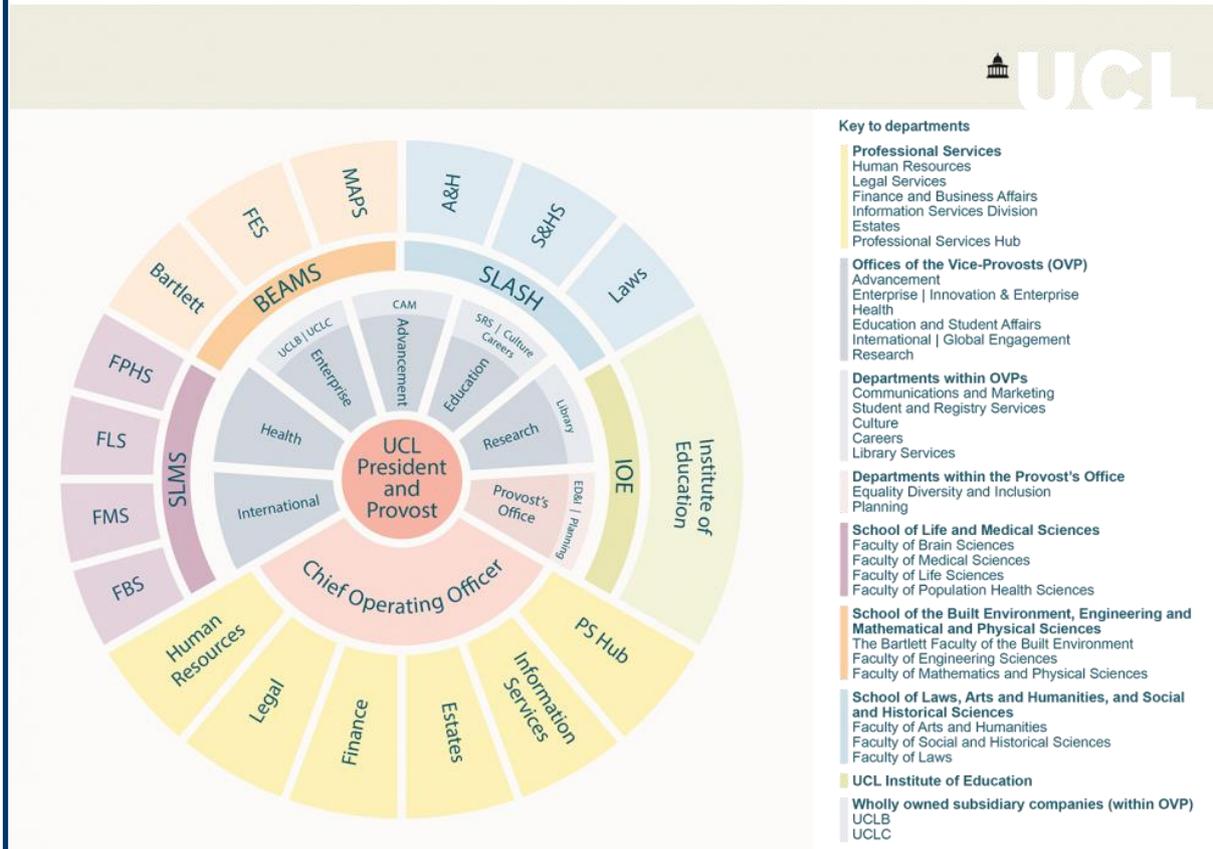
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## SECTION 2 DESCRIPTION OF THE DEPARTMENT

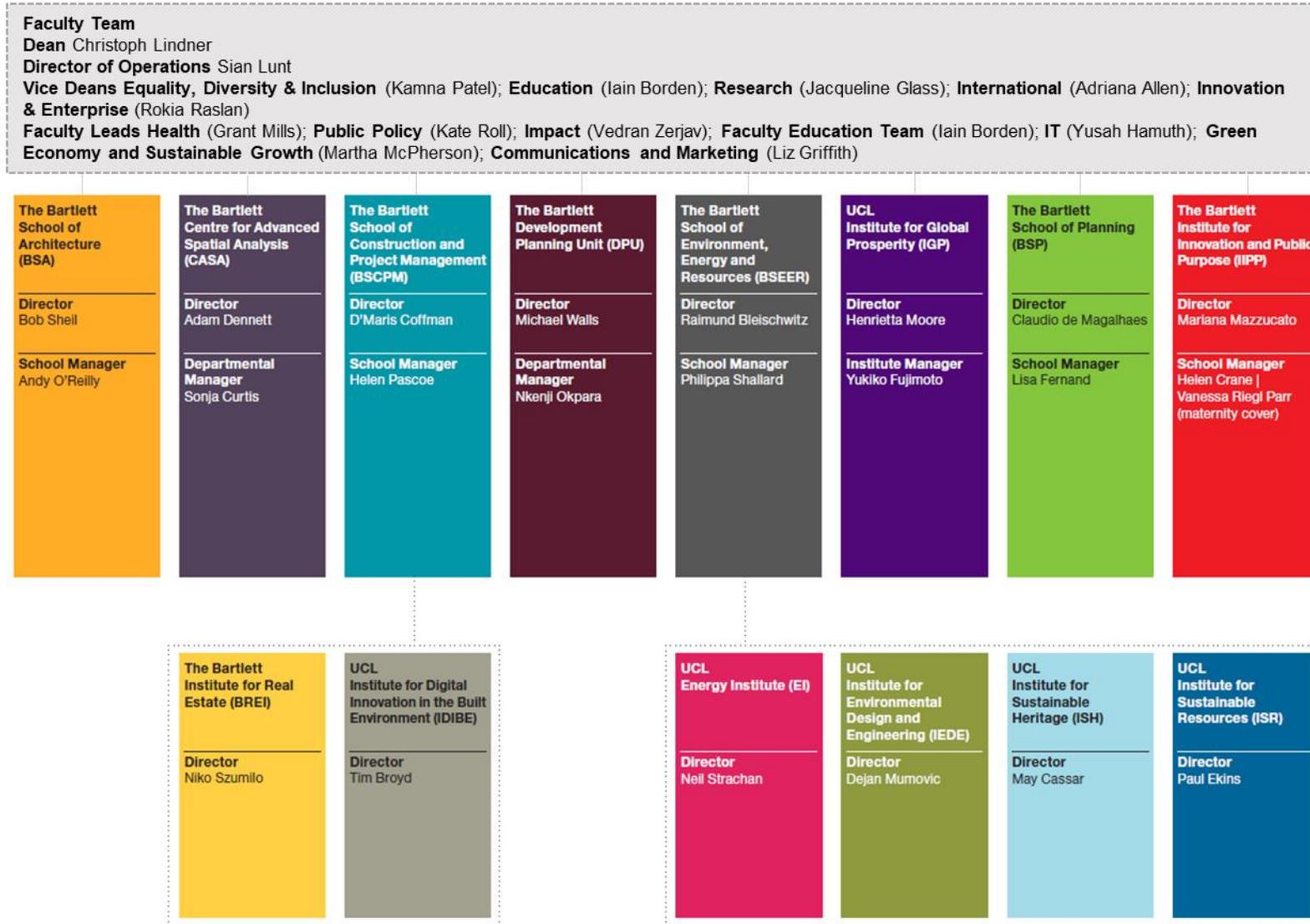
The Bartlett sits within the School of the Built Environment, Engineering, and Mathematical and Physical Sciences (BEAMS), one of four UCL schools (**Figure 2.1**). The schools and faculties represent a devolved structure with autonomy from the centre, with support from central professional services and the offices of the Vice-Provosts, led by UCL's President and Provost.

**Figure 2.1: The Bartlett within UCL**



The Bartlett is UCL's Faculty of the Built Environment and comprises eight academic schools, centres and institutes (for simplicity, we refer to these as 'sections') and a Faculty Office (**Figure 2.2**). We are a comprehensive cross-disciplinary network that researches and teaches challenges unique to the built environment. Each section operates autonomously with the Faculty Office providing strategic overview and support on key areas including gender equality. The Bartlett comprises 729 staff and 3,634 students (**Table 2.1**).

**Figure 2.2: The Bartlett, UCL's Faculty of the Built Environment**



**Table 2.1: Overview of The Bartlett by Gender**

	Number (n)	Women (%)	Men (%)
Academic staff	562	38	62
Professional Services staff*	167	71	29
Undergraduate students	814	53	47
Postgraduate taught students	2,441	57	43
Postgraduate research students	379	53	47

\*This number is inclusive of Technical Staff who number <5 when disaggregated by gender.

Differences in the size and gender composition across sections is presented in **Table 2.2**. Since our last application in 2016 (awarded Bronze), we have grown by two sections - Institute for Innovation and Public Purpose (IIPP) and Bartlett Institute of Real Estate (BREI) - and across the Faculty by 953 students and 193 staff.

**Table 2.2: Bartlett Sections - All Staff and Students by Gender**

Section	Staff (n)	Women (%)	Men (%)	Student (n)	Women (%)	Men (%)
Bartlett School of Architecture	252	39	61	1,369	55	45
Bartlett School of Planning	61	52	48	661	57	43
Bartlett School of the Environment, Energy and Resources	175	43	57	614	58	42
Bartlett School of project and Construction Management	58	48	52	507	47	53
Development Planning Unit	60	55	45	248	65	35
Centre for Advanced Spatial Analysis	57	44	56	116	56	44
Institute for Global Prosperity	19	58	42	53	74	26
Institute for Innovation and Public Purpose	14	57	43	49	43	57
Bartlett Real Estate Institute*	7	71	29	17	59	41
Bartlett Faculty Office	26	58	42	n/a	-	-
Total	729	45	55	3,634	56	44

Staff data on 01/10/19; students on 01/03/20.

\*Since 01/09/20 BREI was incorporated into BSCPM in a minor restructure. Following this table, data on BREI is presented within BSCPM.

We operate across two sites, Bloomsbury and Here East (opened in 2018), and from eight different buildings (**Figure 2.3**). With more specialist equipment and studio space, Here East is flexibly used by staff and students across The Bartlett.

**Figure 2.3: Map of Bartlett Buildings in London**



In 2019, UCL broke ground at a third site, UCL East, where we anticipate hosting 13 new Bartlett programmes with 500+ new students. Embedding gender and racial equality principles into the new site development is a strategic priority.

**Action: 2.1a** Quarterly consultation with the UCL East Implementation Team to embed Bartlett gender and racial equality policies for the recruitment and retention of new staff, student recruitment and the accessibility of facilities. We commit to actively monitor gender breakdown in occupancy and space allocations in new buildings.

We regard ourselves pioneers in built environment education and practice and have taken bold steps to address gender inequality in our sector, starting with our leadership. Our previous application identified the sector was, “disproportionately white, male and able-bodied... [and] has a long way to go to achieve diversity” (CIC, 2009). A state we reflected.

Following our Bronze SWAN action plan, we improved our recruitment practices by enforcing open competition for internal leadership roles. The **impact** is four women Vice-Deans (of five) (vs. three of seven in 2016) - including one dedicated to equality, diversity and inclusion (EDI) - three women heads of academic sections (of eight) (vs. one of seven in 2016), and three women Faculty Leads (of seven) resulting in an overall gender balance of 50:50 across Faculty leadership.

We build on this gender impact and turn to better represent our London location. **Table 2.3** shows the ethnic composition of inner London, UK higher education staff and UCL staff. These data provide context to **Figure 2.4**, which shows that Black, Asian and minority ethnic (BAME) women and men represent 8% and 7% respectively of Faculty staff. While matching the sector average at 15%, it is lower than UCL and in stark contrast to London’s BAME

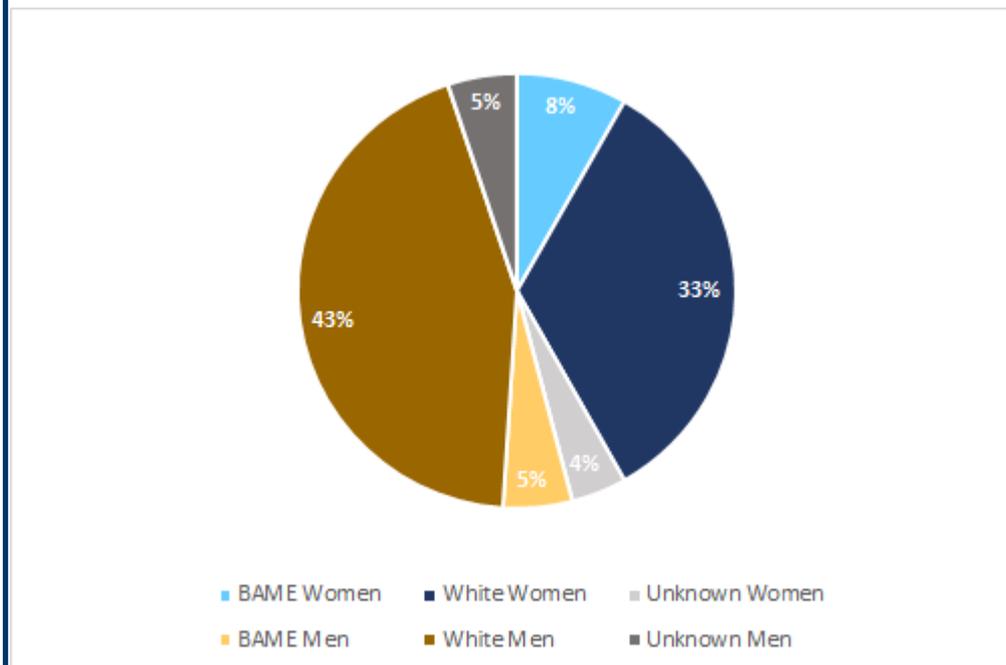
population. Throughout this application, we **beacon** an approach to gender equality by including race.

**Table 2.3: Ethnic Diversity in Context**

Ethnicity	Inner London* %	UK HE staff** %	UCL staff*** % Women	UCL staff*** % Men
White	57	76	36	32
Black	15	2	1	1
Asian	16	9	6	5
Mixed	4	2	2	1
Other	8	2	2	1
BAME Total	43	15	11	8
Not known	0	8	7	6

\*ONS 2016 Mid-Year Population Estimates \*\*Higher Education Statistics Agency (HESA) \*\*\*UCL HR Services 1 Oct 2019.

**Figure 2.4: The Bartlett Staff Profile by Gender and Ethnicity\***



\*N = 729 staff, as on 01/10/19

9% of our staff – 4% women and 5% men - withhold their ethnicity (**Figure 2.3**), higher than the sector average. **Table 2.4** shows that in the newest sections (highlighted) no staff withhold their ethnicity, reflecting more rigorous data collection as staff join UCL.

**Table 2.4: Unknown or Withheld Ethnicity Data by Section**

Section	Women (%)	Men (%)
<b>Bartlett Real Estate Institute*</b>	<b>0</b>	<b>0</b>
Bartlett School Environment, Energy and Resources	5	5
Built Environment Faculty Office	12	0
Centre for Advanced Spatial Analysis	2	2
Development Planning Unit	10	5
<b>Institute for Innovation and Public Purpose*</b>	<b>0</b>	<b>0</b>
The Bartlett School of Construction and Project Management	5	5
The Bartlett School of Architecture	2	6
The Bartlett School of Planning	3	5
Institute for Global Prosperity	11	11

\*New sections highlighted.

**Action 2.1b** In sections where >10% of staff have no ethnicity/race recorded, we will run a local information campaign over 2021/22 on why and how ethnicity/race data is collected and used. This applies to 3 sections: Faculty Office, Development Planning Unit and Institute of Global Prosperity.

For legibility, hereafter we have removed ‘withheld/unknown’ datum from tables. The remainder of our application benchmarks against HESA data for Architecture/Built Environment 2015 to 2019 and UCL in 2019/20.

[Word count 553]

## SECTION 3 THE SELF-ASSESSMENT PROCESS

### Impact since our last application

- Vice-Dean EDI position established and chairing the SAT; **beaconing** for UCL.
- A well-resourced and established SAT, with clear lines of accountability to Bartlett senior leadership.
- Individually tailored time-release for SAT members.
- More men joined SAT after change to perceived value of equality work.
- Raised awareness and engagement with equality work with 584 unique visitors to our new equality webpage.

### New or ongoing issues

Improved gender balance in the SAT since 2016, but need more men and non-binary colleagues represented (**Action 3.1a**).

### (i) Description of the Self-Assessment Team (SAT)

Established in 2016 for our Bronze Athena SWAN application, our SAT matured to an EDI group with a broader remit in 2017. From 2016 to August 2018, the SAT met monthly. Membership was drawn from across the Faculty and meetings were co-chaired by the Faculty Office Manager and Dean. The group substantially raised awareness of gender inequality among staff and students. Their activities included creating an EDI webpage with case studies on flexible working and work-life balance, and hosting events that showcased leadership to women early career staff and doctoral students (**Figure 3.1**).

We thank colleagues involved in our previous application for laying the strong foundation on which we build, and for their ongoing support for our current action plan.

**Figure 3.1: Example activity – Bartlett Networking Lunch for Women tweet**



Improvement in our Faculty is underpinned by staff engagement. Our 2017 staff survey showed staff engagement fell to 78% (vs. 81% in 2015), comprised of 45% of women and men equally. While 8% higher than the UCL average, this shift prompted a review of staff groups. We identified the effectiveness of the EDI group was stymied by its informal membership, governance and reporting, which limited its impact on heads of section. Its modest budget restricted the group to low/no cost activities.

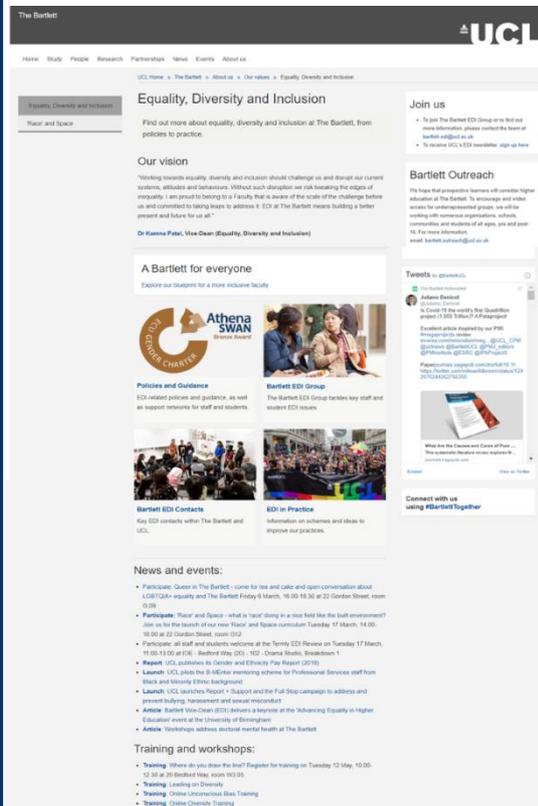
Consequently, we were the first Faculty in UCL to appoint a Vice-Dean for EDI in September 2018. The **impact** of this post is **(1)** formalising the governance and reporting of gender

equality work (**Figure 3.2**); **(2)** attracting an annual budget c. £20,000; and **(3)** senior leadership on piloting equity initiatives. As a large Faculty, our ability to test ideas in sections allows us to build an **evidence base for impact** before cross-Faculty rollout (see **Action Plan**). We **beaconed** the possibilities of a Vice-Dean EDI and shared our approach and job description with other faculties; 10/11 UCL faculties now have a Vice-Dean EDI.



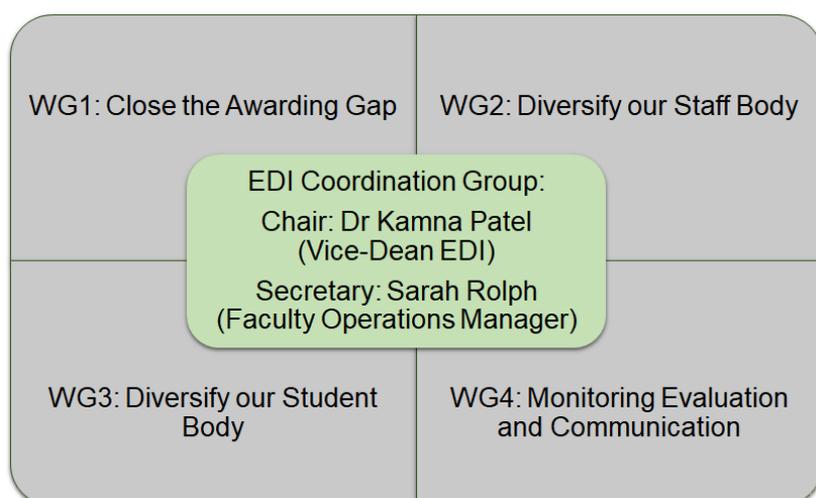
Our strategic priorities and resources for equity are on a Bartlett EDI website: <https://www.ucl.ac.uk/bartlett/about-us/our-values/equality-diversity-and-inclusion> (Figure 3.3), with **impact** on increased awareness. The site attracted 584 unique visitors between November 2019-October 2020 and presented a template for other faculties.

**Figure 3.3: The Bartlett EDI Website**

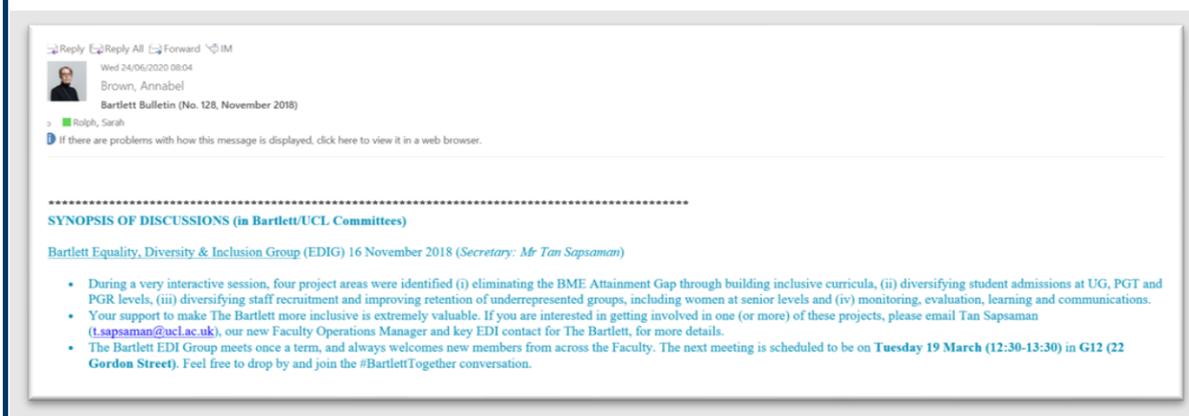


Our work is structured into four Working Groups (WGs) and a smaller coordination group that retains strategic oversight and accountability (Figure 3.4; Table 3.2). We meet monthly and organise via MS Teams channels so each WG is aware of other streams. EDI Termly Review meetings open to all staff and students, are used to communicate progress and consult on actions for gender and racial equity. Termly Reviews highlight one WG to engender buy-in, transparency and accountability for their work. Meetings are well attended and reported via a weekly *Bartlett Bulletin* (Figure 3.5). The Vice-Dean reports monthly to the Dean and Management Advisory Group (MAG) (see Table 5.6.6).

**Figure 3.4: The Bartlett Equality Diversity and Inclusion Working Group Structure**



**Figure 3.5: The Bartlett Bulletin, No. 128, November 2018 – report of the EDI Termly Review Meeting**



Membership is drawn from across the Faculty reflecting different roles, contracts and career stage (**Table 3.1**). Members have diverse caring responsibilities, some identify as LGBTQA+ and disabled/neurodivergent. Members self-appoint to a WG and are encouraged to work in areas aligned to their professional expertise to maximise opportunities to mainstream gender equity initiatives into all parts of our Faculty (detailed in **Table 3.2**).

**Table 3.1: Snapshot of The Bartlett 29-Member SAT**

	Roles			Contract type				Gender	
	Academic*	PSS**	Student	FT	PT	Perman-ent	Fixed	M	W
Student	n/a	n/a	3	2	1		3	1	2
Grades 5&6***		2	n/a	1	1	1	1		2
Grades 7&8		13	n/a	13		12	1	2	11
Grades 9&10	11		n/a	11		11		5	6
Total	11	15	3	27	2	24	5	8	21

\*2 academic members were promoted to Grade 9 from Grade 7/8 in the 2020 promotion round. \*\*Professional Services Staff (PSS). \*\*\*Grades are banded to respect confidence.

Calls for new members are issued via *The Bartlett Bulletin* and at Termly Reviews. We also maintain an inbox, [bartlett-edi@ucl.ac.uk](mailto:bartlett-edi@ucl.ac.uk), so interested members can contact us. Solutions for time release are individually tailored in discussion with line managers and the Vice-Dean. Examples include a reduction in dissertation supervision, formalising EDI into job descriptions/contracts, and financial remuneration for student representatives.

Members are given a document that lists four mechanisms in UCL policy to recognise EDI work, including honoraria and accelerated increments, and are encouraged to discuss these in appraisals. Our approach to membership recognises labour and promotes rewards to make EDI work attractive to all, and to tackle gender imbalance. We thus changed the perceived value of equality work and the **impact** is men on our EDI committee have increased from 5 in 2016, to 8 in 2020, the greatest increase is amongst senior academic men.

**Action 3.1a:** Actively promote EDI committee membership to Professional Service Staff (PSS) men and academics at grades 7&8 through the induction process. Promote as a specific example of demonstrable institutional citizenship, which can form part of a case for promotion.

**Table 3.2: Overview of The Bartlett EDI Committee (Self-Assessment Team)**

Name	Position	Contract type	EDI Role/Expertise
<b>EDI Coordination Group</b>			
Dr Kamna Patel	Faculty Vice-Dean (EDI) Associate Professor, DPU	Permanent Full-time 0.6 FTE for EDI work 2019/20, then 0.4 FTE 2020/21	EDI/SAT Chair; EDI strategic development and oversight; member of Management Advisory Group (MAG); UCL's Provost Inclusion Forum; UCL's Race Equality Steering Group, and Equalities Charters Group.
Sarah Rolph	Faculty Operations Manager	Permanent Full-time 0.5 FTE for EDI work.	EDI Coordinator for The Bartlett, project manager of Athena SWAN submission, member of all working groups, secretary to MAG.
Dr Serina Hayes	Deputy Director Operations	Permanent Full-time 0.2 FTE for EDI work	Project manager of <i>The Bartlett Promise</i> student scholarship scheme, designed to widen participation
Izzie Kpobie-Mensah	EDI Coordinator	Fixed term Part-time – 0.2 FTE for the dedicated to Bartlett	Professional guidance to three faculties (including The Bartlett) on industry-wide EDI best practices.
<b>Working Group 1: Close the Awarding Gap</b>			
Dr Judy Stephenson	Associate Professor, BSCPM	Permanent Full-time	Bartlett Faculty Lead on the UCL BME Award Gap project (UG)
Dr Yasminah Beebeejaun	Associate Professor, BSP	Permanent Full-time	Bartlett Faculty Lead on the UCL BME Award Gap project (PGT). Dr Beebeejaun is the only lead across UCL dedicated to PGT.
<b>Working Group 2: Diversify our Staff Body</b>			

Gemma Andrews	Faculty HR Business Partner	Permanent Full-time	Advice on HR and legal matters.
Tadhg Caffrey	Bartlett Faculty Impact Manager	Permanent Full-time	Developing the Expanding Horizons programme; coordination with our REF 2021 submission and support for EDI practices in the REF process.
Teresa Dawkins	Postgraduate Research Administrator	Permanent Full-time	On secondment from The Bartlett and an active member of our group.
Dr Gesche Huebner	Senior Research Associate, BSEER	Permanent Full-time	EDI co-lead for BSEER and part of EDI group for multi-university research project (UK REDS); leading on <i>Promotion Surgeries</i> project to support academic promotion for underrepresented groups.
Dr Stanimira Milcheva	Associate Professor, BSCPM	Permanent Full-time	Member of our original SAT and involved in our Bronze submission.
Liz Milner	Operations Manager, BSEER	Permanent Full-time	Formerly HR Business Partner (on secondment, until September 2019) advised on HR and legal matters.
Jackie Nelson	HR and Finance Manager for BSP	Permanent Full-time	Inclusion Lead at BSP; leading on appraisal pilot for The Bartlett.
Helen Pascoe	School Manager, BSCPM	Permanent Full-time	Inclusion Lead at BSCPM with interest in recruitment and retention.
Sarah Pepperrell	Faculty REF 2021 Administrator	Fixed term Full-time	Ensures coordination and dialogue with the Research Advisory Group (RAG) and supports action on gender equality in the researcher pipeline and research grant awards.
Dr Nish Rehmatulla	Senior Research Associate, BSEER	Permanent Full-time	Newest member of the EDI SAT (joined 17 <sup>th</sup> March 2020, full involvement restricted due to COVID-19 closures).
Female student	MSc Economics and Policy of Energy and the Environment student	Fixed term Part-time	Bartlett Student Representative (PGT) on working group; data cleansing and analysis.

<b>Working Group 3: Diversify our Student Body</b>			
Prof Iain Borden	Vice-Dean (Education), Professor, BSA	Permanent Full-time	Chair of the Faculty Education Committee, coordination with education initiatives to diversify our student body (including widening participation).
Annabel Brown	Academic Administration Manager	Permanent Full-time	Coordination of EDI initiatives with education initiatives, lead on gender audit of committee membership.
Dr Nick Hughes	Senior Research Associate, BSEER	Permanent Full-time	Inclusion co-Lead for BSEER.
Dr Efrosyni Konstantinou	Associate Professor, BSCPM	Permanent Full-time	Leading on revising admissions process for PGT students to diversify the cohort.
Rebecca Payne	Student Experience Manager	Permanent Full-time	Integration of EDI initiatives with improvements to student experience in The Bartlett.
Dr Steve Ridge	Deputy Academic Administration Manager	Permanent Full-time	Integration of EDI initiatives on student recruitment with current practices; data-led analysis of current student admission practices.
Dr Vedran Zerjav	Associate Professor, BSCPM	Permanent Full-time	Key support to student data analysis, engaged in student admissions at section level.
Female student	BSc Architecture	Fixed term Full-time	Bartlett Faculty Student Representative (UG) on working group.
Male student	MSc Construction Economic and Management student	Fixed term Full-time	Bartlett Student Representative (PGT) on working group; data cleansing and analysis.
<b>Working Group 4: Monitoring, Evaluation, Learning and Communications</b>			
Tadhg Caffrey	Bartlett Faculty Impact Manager	Permanent Full-time	Also in WG 2.
Nicola Dillon	Graduate Teaching Assistant, PhD student	Permanent Part-time	Support to research-led EDI initiatives and methodology design for capturing change.
Maija Powell	Communications and Marketing Manager, BSEER	Permanent Full-time	Inclusion co-Lead BSEER.
Julian Walker	Associate Professor, DPU	Permanent Full-time	Professional expertise in monitoring and evaluation techniques, key advisor and lead to the WG on best practice evaluations.

## (ii) The self-assessment process

In 2019, our Faculty turned 100. At this collective moment of reflection (**Figure 3.6**), in a Termly Review meeting we discussed our future vision for equity and collectively decided to apply for an Athena SWAN silver award.

**Figure 3.6: The Bartlett 100 - 'Diversity is a Structural Issue'**



In preparation for this application, the Vice-Dean observed an Athena SWAN evaluation panel at Advance HE (July 2019) to understand the assessment process. In October 2019, we formed a writing group that met weekly, and engaged WGs in writing sections relevant to their area.

In June and October 2020, our draft application was critically reviewed by six UCL colleagues in two mock panels, leading to some revisions. Our SAT members also review the applications of other departments and assisted with UCL's 2020 Race Equality Charter application.

### **Data and consultation for self-assessment**

We draw on the annual National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES), data from central EDI and Registry on student headcount, recruitment and attainment, HR data on staffing, recruitment and appraisals all between 2014-2019, attendee feedback on Faculty workshops, and biennial UCL staff survey data from 2017. A staff survey planned for 2019 was postponed by the institution to 2020/21. We therefore ran a Faculty-wide pulse survey in September 2020 and a COVID-19 'check-in' survey for staff and doctoral students in May 2020. **Table 3.3** presents the response rate by gender of the surveys we draw on.

**Table 3.3: Key Staff and Student Surveys – Bartlett Response Rate by Gender**

Survey	N	Response rate %	Respondents		
			W%	M%	Withheld %
NSS (2020)*	767	71.8	-	-	-
PTES (2020)	2,222	33	56	39	4
PRES (2020)	371	55	48	43	9
UCL Staff Survey**(2017)	311	60	40	52	8
Bartlett Staff Survey*** (2020)	307	38	51	44	5
Bartlett COVID-19 check-in (2020)	236	21	45	36	19
UCL baseline COVID-19 check-in (2020)	3374	24	52	32	16

\*NSS response rate data is not available to us by gender. Hereafter responses by gender are for individual NSS survey questions. \*\*An institution-wide survey, Bartlett-only responses are shown here \*\*\*Faculty-wide survey only.

These data are augmented by five in-depth case studies (3 women/2 men) on the impact of Bartlett policies and practices on gender equality (two were further developed for **Section 6**); eight semi-structured interviews with section managers (7 women/1 man) to capture localised practices; two purposive interviews with colleagues who had taken parental leave (2 women); and group discussions with section Inclusion Leads (10 women/1 man). The Dean and heads of section input into the action plan via the Vice-Dean EDI who provided progress updates at MAG.

**COVID-19 update**

In April 2020, we planned a four-day exhibition of data in this application in a public consultation and walk-through with students and staff. Simultaneously, we planned three focus group discussions with early career researchers, working with Vice-Dean Research to identify gender equality initiatives. The exhibition was cancelled as the university closed in response to COVID-19. In lieu, we ran a staff survey in September 2020.

### (iii) Plans for the future of the self-assessment team

Our SAT is well established, resourced and operates within a clear governance and reporting structure. We have good communication streams and will continue to use termly meetings, *The Bartlett Bulletin* and EDI webpages to keep staff and students updated on progress. We will continue to report to the Dean and MAG. Vice-Deanship runs on a three-year basis (to August 2021) allowing for Chair's succession, other positions are voluntary or written into job descriptions.

Following this submission, we will reflect and review our processes, working practices and membership, and anticipate the following actions: (1) SAT to co-produce terms of reference for each WG to incorporate relevant elements from our new Action Plan; (2) through a recruitment drive, better connect the SAT to Bartlett members in UCL networks including Out at UCL (LGBTQA+), Enable (disability), Racematters and PACT (carers); and (3) consideration of a split-site SAT across Bloomsbury and UCL East or a sibling UCL East EDI group.

The EDI Coordination Group will drive implementation of Faculty-level planned actions in collaboration with WG members. All members will support named persons to implement actions as identified in the **Action Plan**.

**Action 3.1b** SAT to undertake a period of critical reflection from November 2020 to March 2021 to review and revise WG terms of reference in the context of the submission and action plan priorities.

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## SECTION 4 A PICTURE OF THE DEPARTMENT

### 4.1 STUDENT DATA

#### Impact since our last application

- High visibility of women role models in senior leadership and gender-mindful students recruitment materials have resulted in:
  - Sustained increase in applications and accepts from women undergraduates, up from 49% in 2014/15 to 54% 2018/19, greater than HESA benchmark of 36%.
  - Sustained gender parity (50%) of PGR students over a 5-year period.
- **Beaconing** for industry and UCL with *The Bartlett Promise* - a comprehensive scholarship to widen participation and support a diverse student body (**Action 4.1d**).
- Improved representation of UK BAME women and men on UG programmes from 31% in 2014/15 to 43% in 2018/19; incremental improvements in BAME degree awards.

#### New or ongoing issues

- Risk of underrepresentation of men on UG and PGT programmes based on 5-year trends (**Action 4.1a**)

We host a portfolio of programmes from traditional architecture and planning to innovative social and environmental programmes. We benchmark against data subjects allied to our core disciplines of architecture, planning and building (HESA classifications KO, K1, K2, K4 and K9); Advance HE's 'Equality in higher education: statistical report 2019 (architecture, building and planning)'; and benchmark student and staff population against London and Russell Group universities.

#### (i) Numbers of men and women on access or foundation courses

N/A

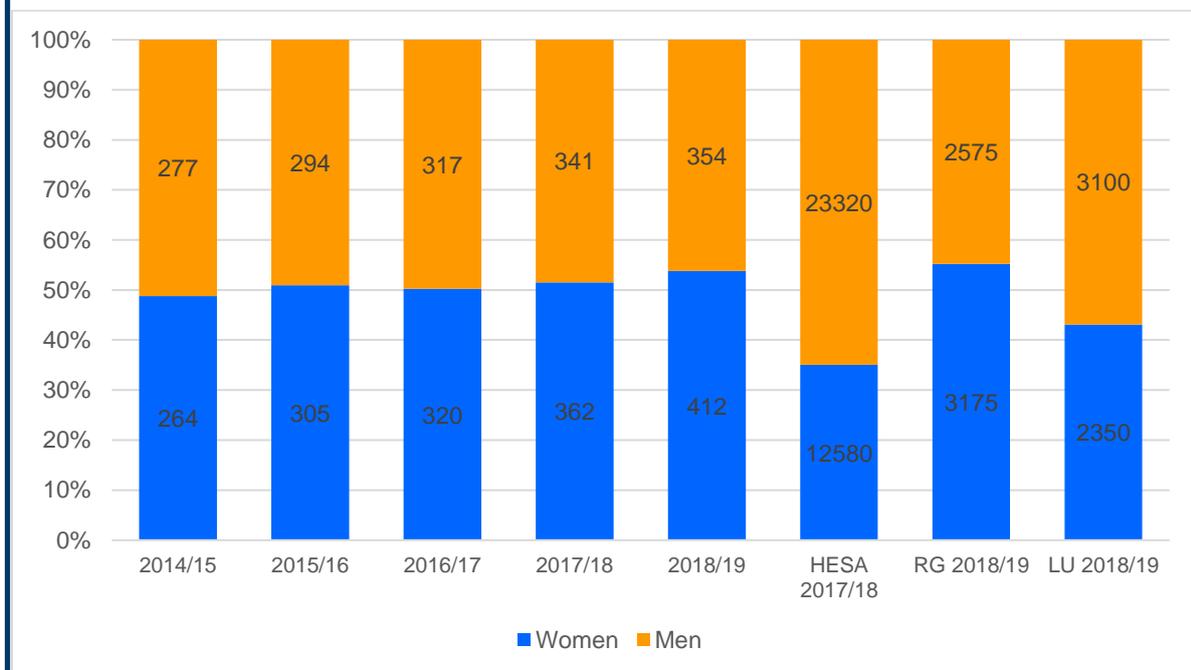
#### (ii) Numbers of undergraduate students by gender

Since 2016, we have increased our offer of undergraduate (UG) programmes from 5 to 10 (**Table 4.1.1**) and the number of women undergraduate students from 49% (264) in 2014-15 to 54% (412) in 2018-19, well above the HESA average of 36% (**Figure 4.1.1**).

**Table 4.1.1: UG Programmes Offered in 2019**

Section	Programme Title
Bartlett School of Architecture (BSA)	BSc Architectural and Interdisciplinary Studies BSc Architectural and Interdisciplinary Studies with Year Abroad BSc Architecture MEng Engineering and Architectural Design MSci Architecture
Bartlett School of Planning (BSP)	BSc Urban Planning and Real Estate BSc Urban Planning, Design and Management BSc Urban Studies
Bartlett School of Construction and Project Management (BSCPM)	BSc Project Management for Construction BSc Project Management for Construction (Sandwich)

**Figure 4.1.1: All Bartlett UG Students by Gender, 2014/15 to 2018/19\***



\*Benchmarking data RG = Russell Group; UG = London Universities.

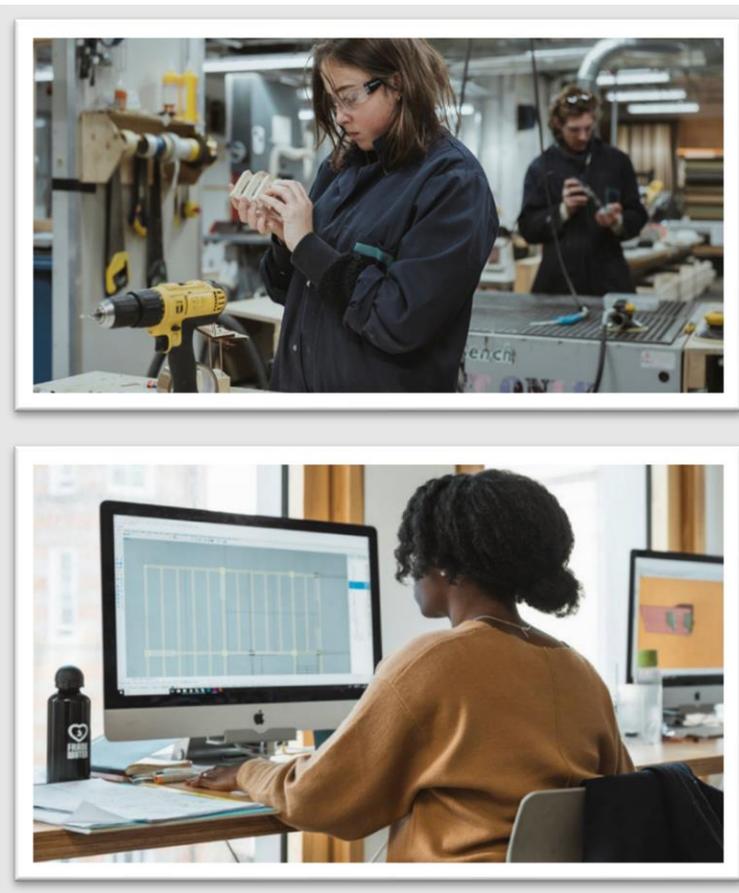
Broken down by section, in BSA and BSP there is a 5-year average of 55% women students. In BSCPM, there is a 5-year average of 29% women; construction is traditionally heavily male dominated (**Table 4.1.2**). Based on 5-year trends, there is a risk of underrepresentation of men UG in BSA and BSP, and continuing need to attract women to BSCPM (**Action 4.1a**).

**Table 4.1.2: Percentage of UG Students by Section and Gender**

		2014/15 (%)	2015/16 (%)	2016/17 (%)	2017/18 (%)	2018/19 (%)
BSA	Women	54	55	56	58	60
	Men	46	45	45	42	40
BSP	Women	51	55	55	53	58
	Men	49	45	45	47	42
BSCPM	Women	31	34	26	28	25
	Men	69	66	74	72	75

The visibility of women role models in senior leadership (**Section 2**), in our recruitment materials (**Figure 4.1.2**), and visibility of our Bronze Athena SWAN award displayed on our webpage, has sustained and attracted women students.

**Figure 4.1.2: Images of Bartlett Students Used in Student Recruitment Materials**



The number of students studying part-time is small ranging from 10 in 2014 to 4 in 2019, around 0.5% of our UG student body - in line with the Russell Group; there is no observable gender trend by mode of study (**Table 4.1.3; Action 4.1b**).

**Table 4.1.3: Number of UG Students by Mode of Study (FT/PT) and Gender**

	Mode of Study: Women			Mode of Study: Men		
	FT	PT	PT (%)	FT	PT	PT(%)
2014/2015	263	1	0.4	268	9	3.4
2015/2016	300	5	1.6	293	1	0.3
2016/2017	320	0	0	312	5	1.6
2017/2018	358	4	1	336	5	1.5
2018/2019	412	0	0	350	4	1.1
HESA 2017/18	11,050	1,530	14	17,195	6,125	36
HESA RG* 2018/19	3,145	30	0.9	2,530	40	1.5
HESA LU** 2018/19	1,990	360	15	1,950	1,150	37

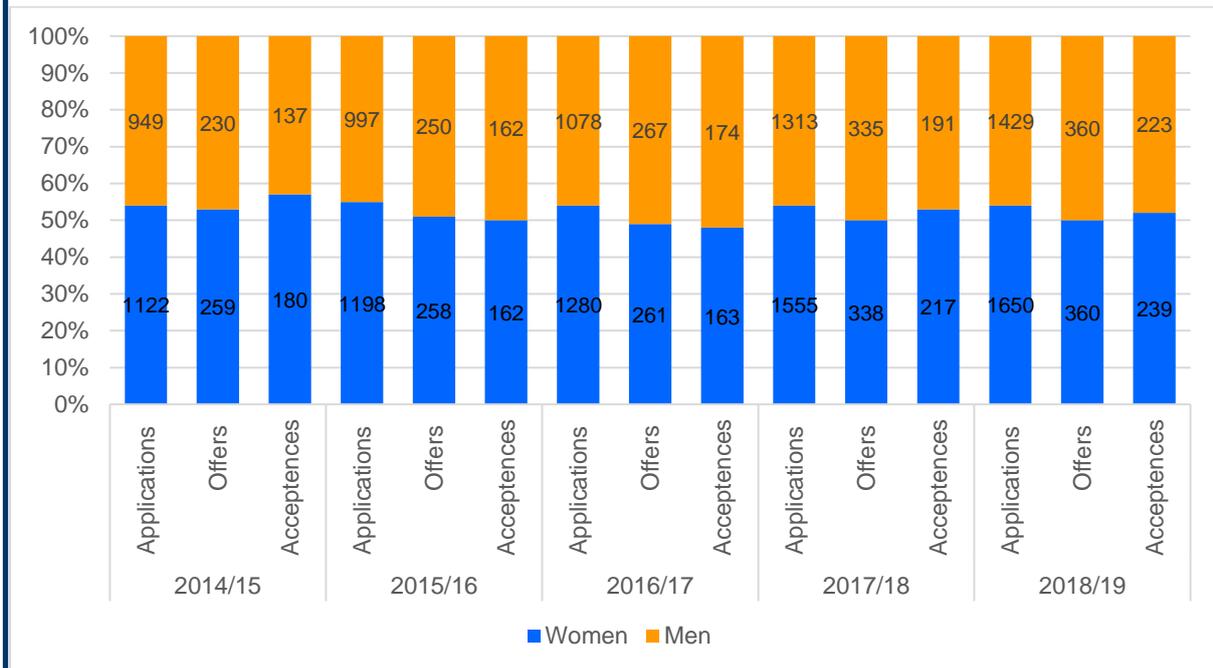
\*Russell Group \*\*London Universities.

**Action 4.1a** Conduct a gender audit of Faculty and section communications sent to all offer holders for the 2021/22 UG and PGT recruitment cycle. Identify any gender bias, particularly against men, and address them. Employ the principles developed as part of **Action 5.6j**.

**Action 4.1b** Conduct a survey with current part-time students (at UG and PGT) to enquire what attracted them to study at UCL part-time. This work will be part of ongoing student marketing and recruitment research.

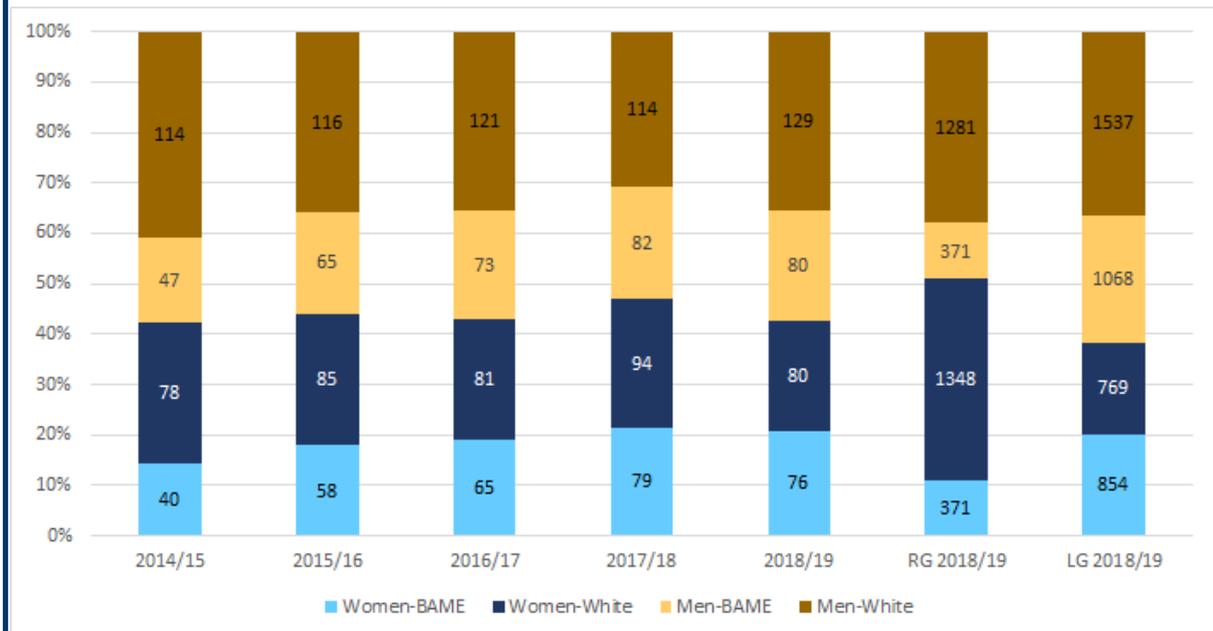
In 2018/19, we received 3,113 applications, of which 463 converted to acceptances (**Figure 4.1.3**). There were consistently more applications from women than men over a five-year period. With a deliberate view to achieve gender parity in admissions, between 2017 and 2019 more men (relative to their application numbers) were given offers. In that time period, more women accepted their offers than men (**Action 4.1a**).

**Figure 4.1.3: UG Student - Applications, Offers and Acceptances by Gender, 2014/15 to 2018/19**



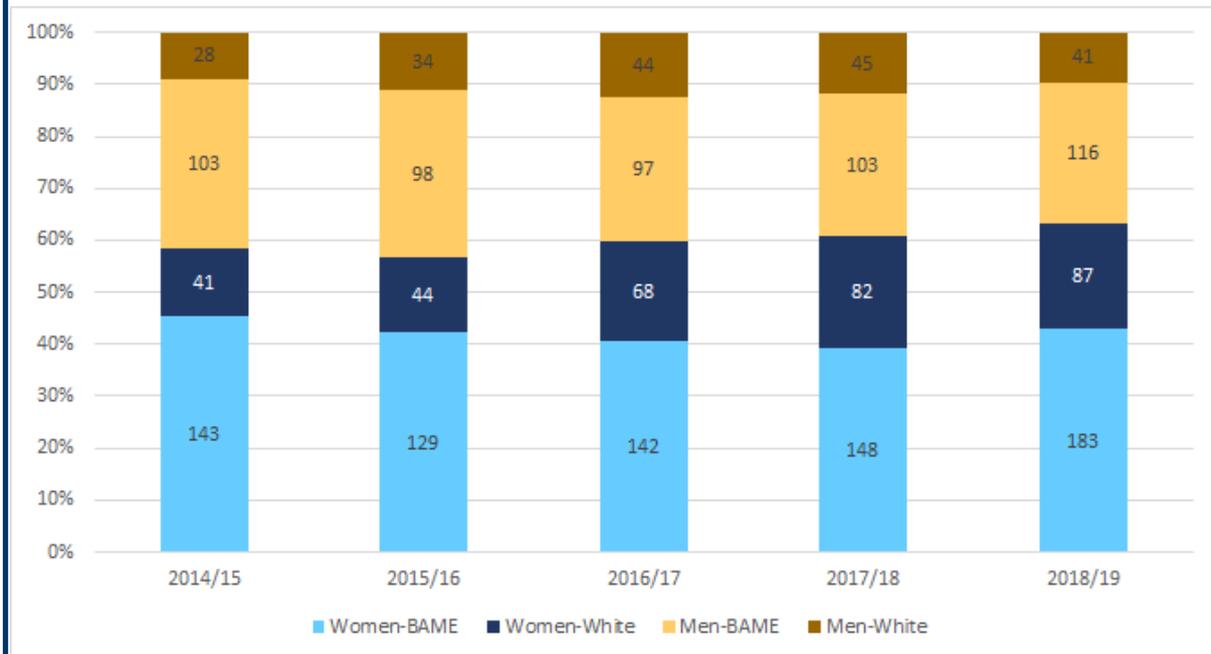
When we analyse UG student numbers by ethnicity and gender, we observe an increase in BAME men and women over the reporting period. However, we are mindful that international student numbers can mask a lack of diversity among UK-domiciled students and so present this data by domicile (**Figures 4.1.4 and 4.1.5**).

**Figure 4.1.4: UK Domiciled UG Students by Gender and Ethnicity, 2014/15 to 2018/19\***



\* Benchmarking data RG = Russell Group; UG = London Universities; unknown data excluded.

**Figure 4.1.5: Non-UK Domiciled UG Students by Gender and Ethnicity, 2014/15 to 2018/19\* \*\***

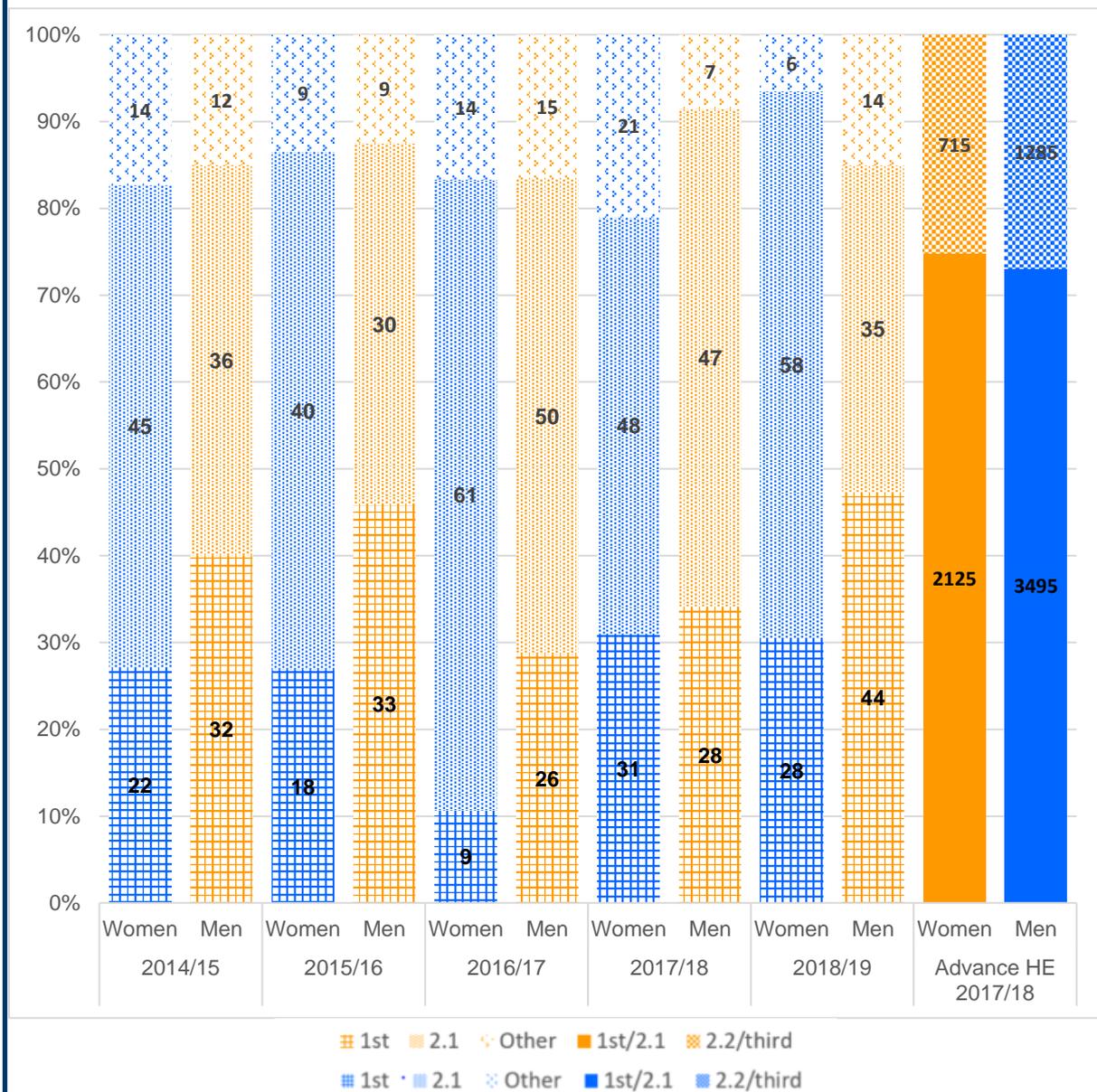


\*Unknown/withheld data excluded. \*\* Appropriate benchmarking data not available.

For UK-domiciled students, over the past 5-years, we have achieved a more equal distribution by gender and ethnicity. However, we note that Black British students are underrepresented within the ‘BAME’ typology. Thus, in 2020 we launched a comprehensive scholarship scheme (fees plus £15000 p/a stipend) – *The Bartlett Promise* – to target financial support to economically and racially disadvantaged UK and EU UG students. 10 awards were made in August 2020 to 6 BAME men and 4 BAME women, three identified as Black British. *The Promise beacons* excellent practice for the sector and UCL.

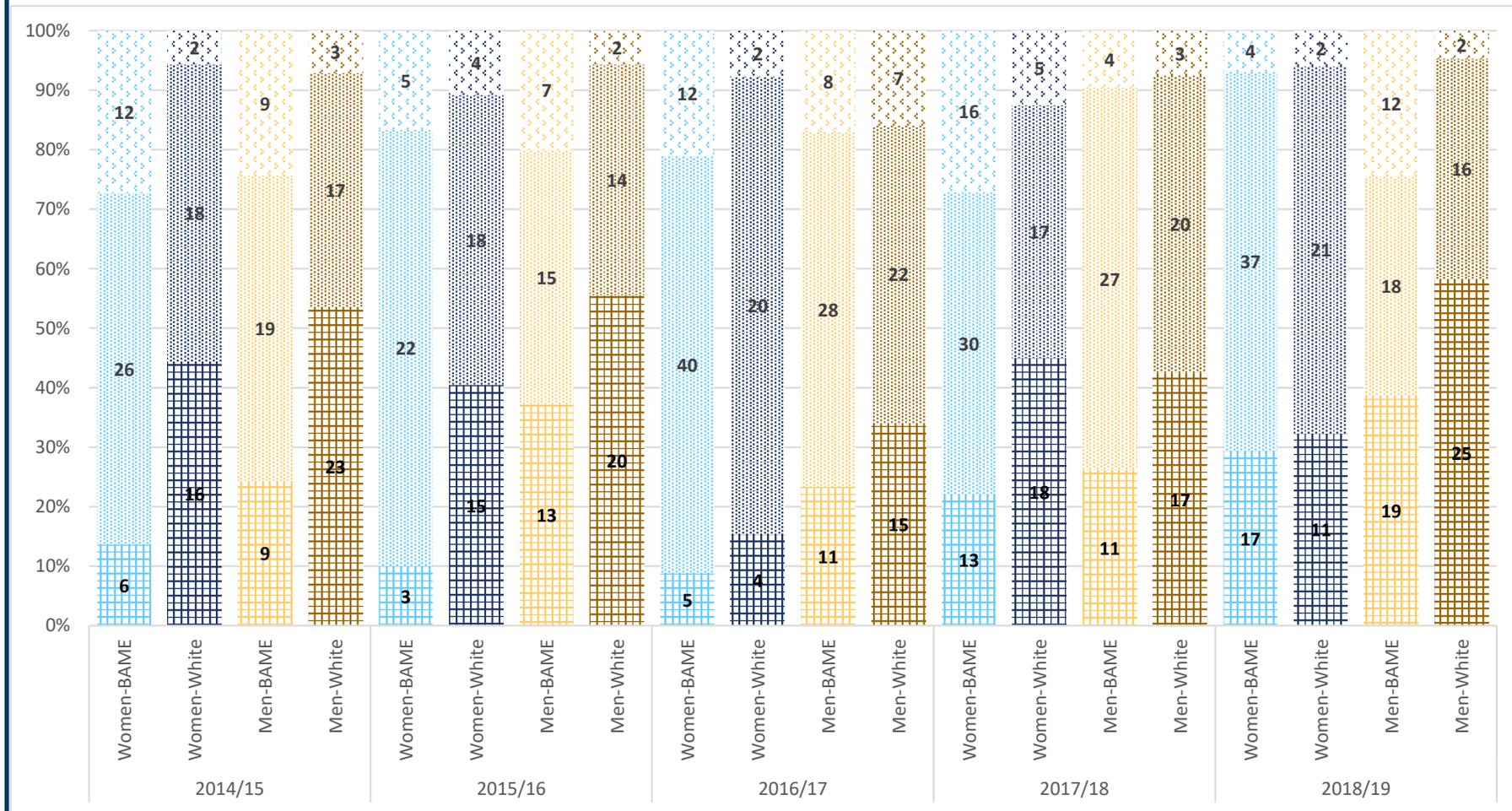
Across all Bartlett UG degree programmes, most of our students achieve a ‘good’ degree (1<sup>st</sup> or 2.1) (**Figure 4.1.6**). Over the reporting period, the proportion of women achieving a good degree has risen to 93% in 2018/19 (vs. 82% in 2015/16); this is above Advance HE national data where only 38% of women achieved a good degree. This rise correlates with a growing number of academic women (**Section 4.2**) and a cultural shift (**Section 5.6.1**) that builds inclusivity into curricula, which **impacts** on the success of women students. There is no identifiable trend by gender in good degree outcomes. Disaggregating ‘good’ degree by gender, men are more likely to achieve a 1<sup>st</sup> than women, and white men tend to perform better than all other groups and BAME women the worst (**Figure 4.1.7; Action 4.1c**).

**Figure 4.1.6: All Bartlett UG Award Classification by Gender, 2014/15 to 2018/19**



However, by ethnicity, over a five-year average, BAME men and women are less likely than white students to achieve a good degree (**Figure 4.1.7**). Our work on UCL’s Awarding Gap project is designed to address this disparity and we are making observable progress. We supported all sections to complete an ‘Inclusive Curriculum Health Check’ to audit and remedy consideration of BAME students in assessments, pedagogy and curriculum content. In 2020, we launched a new curriculum on ‘Race’ and Space (see **Section 5.6.1**) for Faculty teachers and students to address a knowledge gap on race and its relationship to the built environment.

**Figure 4.1.7: All Bartlett UG Award Classification by Gender and Ethnicity, 2014/15 to 2018/19\***



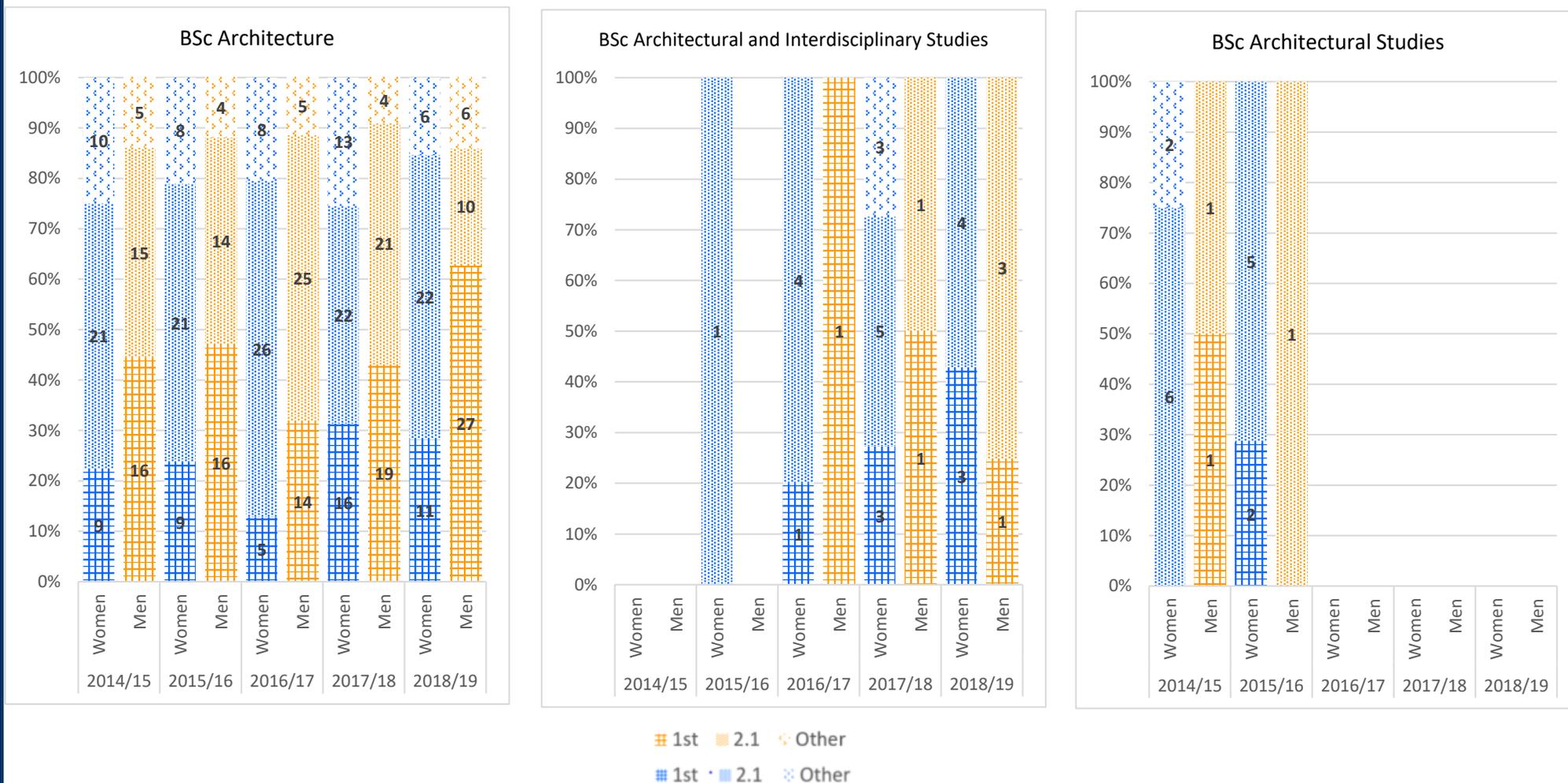
■ Other    ■ Other    ■ Other    ■ Other  
■ 2.1    ■ 2.1    ■ 2.1    ■ 2.1  
■ 1st    ■ 1st    ■ 1st    ■ 1st

\*Appropriate benchmarking data not available.

**Action 4.1c** Renew our commitment to the Awarding Gap Project and increase resources dedicated to this work. Namely, fund from the EDI budget a student-led research project that explores in greater depth gender and racialised experiences of teaching and learning in the Faculty. The scope of the study will be set in discussion with the relevant EDI WG leads and may include assessments of reading list content, lecture content, studio culture, and specific pedagogical approaches like crits or tutorials. Project outcomes to include recommendations to the EDI SAT.

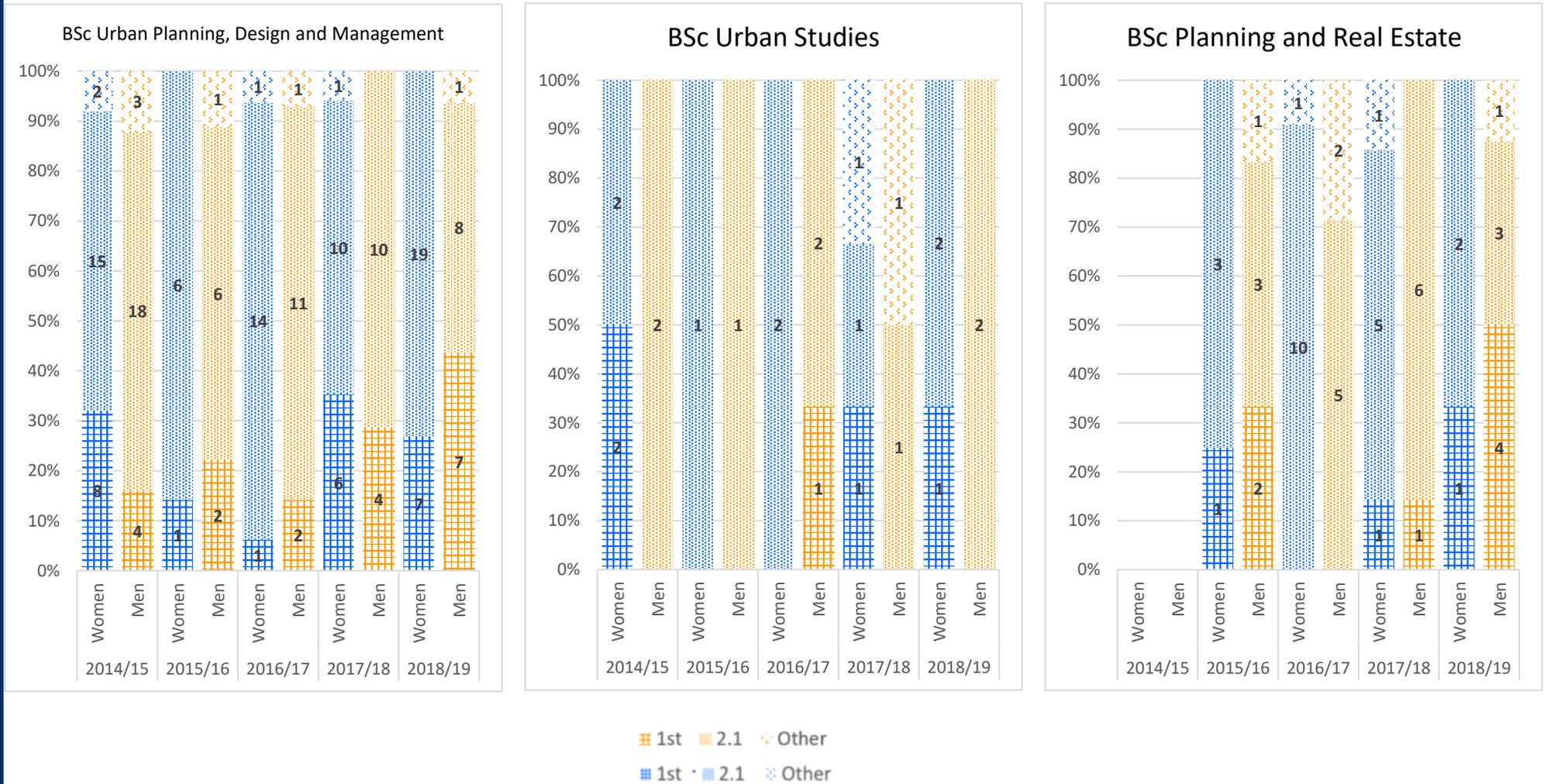
UG programmes offered by BSA, BSCPM and BSP have different assessments, pedagogies and student profiles, we therefore consider the degree classification outcomes by programme and section (**Figures 4.1.8 - 4.1.10**). There is no deviation from the aggregate trend.

**Figure 4.1.8 BSA UG Degree Classification by Gender, 2014/15 to 2018/19\***

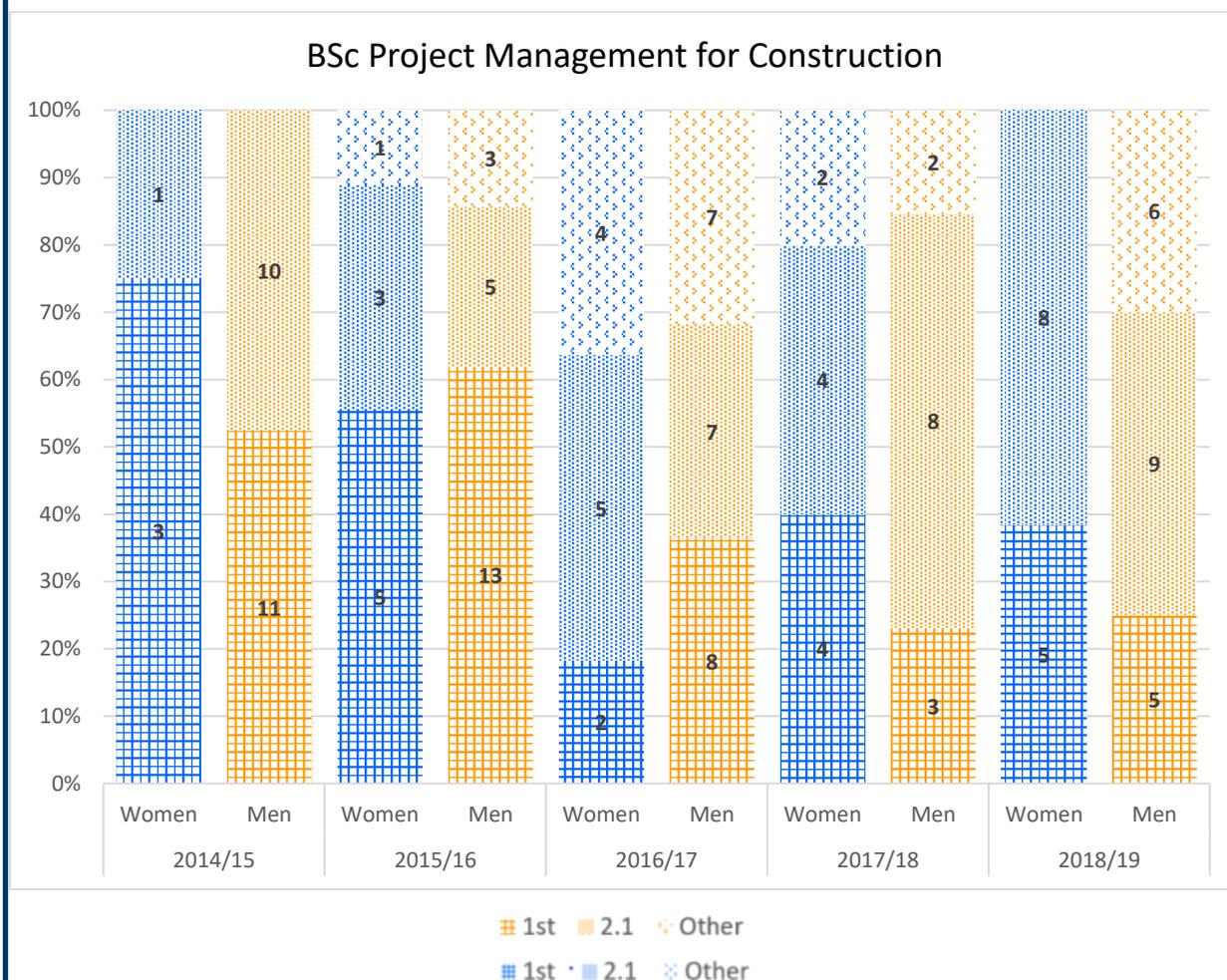


\*Students have not yet completed MEng Engineering and Architectural Design (launched in 2017/18) and MSci Architecture (will launch in 2020/21). Degree classifications for BSc Architectural and Interdisciplinary Studies with Year Abroad are included within the classifications for BSc Architectural and Interdisciplinary Studies above.

**Figure 4.1.9 BSP UG Degree Classification by Gender, 2014/15 to 2018/19**



**Figure 4.1.10 BSCPM UG Degree Classification by Gender, 2014/15 to 2018/19\***

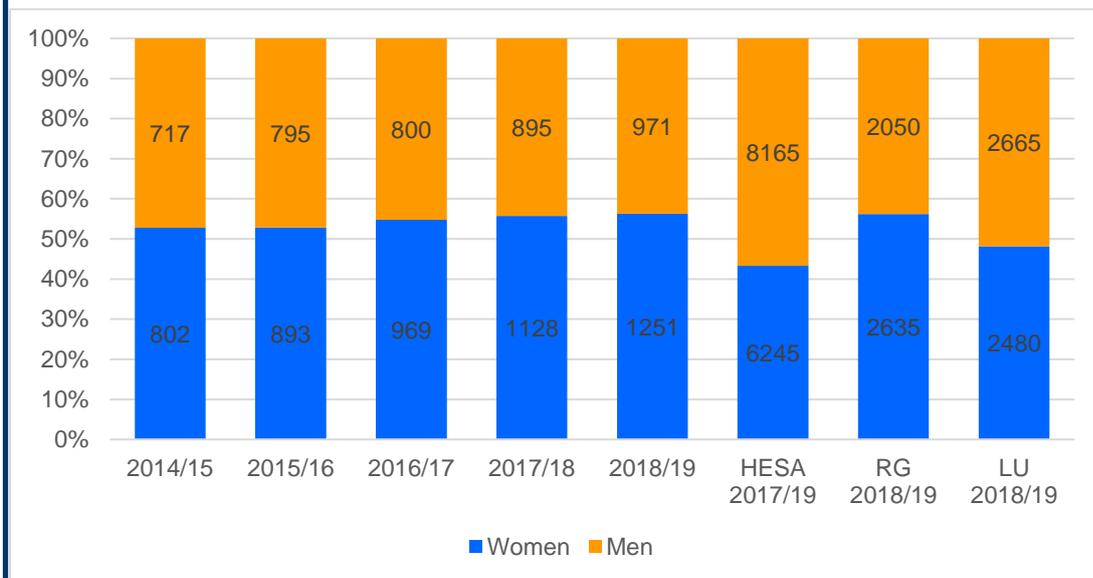


\*includes degree classification for BSc Construction Management, an unaccredited version of BSc Project Management for Construction, which students transfer to if they do not pass specific modules required for the accredited course. Degree classifications for BSc Project Management for Construction (Sandwich) are included within the above.

### **(iii) Numbers of men and women on postgraduate taught degrees**

We have 61 postgraduate programmes that offer MA, MSc, MPA, MArch, MLA and MRes degrees; all are available either full-time or part-time. We have 2,222 students, 56% are women, above the HESA average of 43% (**Figure 4.1.11**). Whilst we note the risk of gender imbalance within our Faculty, we remain mindful of a sector-wide deficit of women in built environment professions and recognise that success of our women graduates will contribute to sector-wide gender equality.

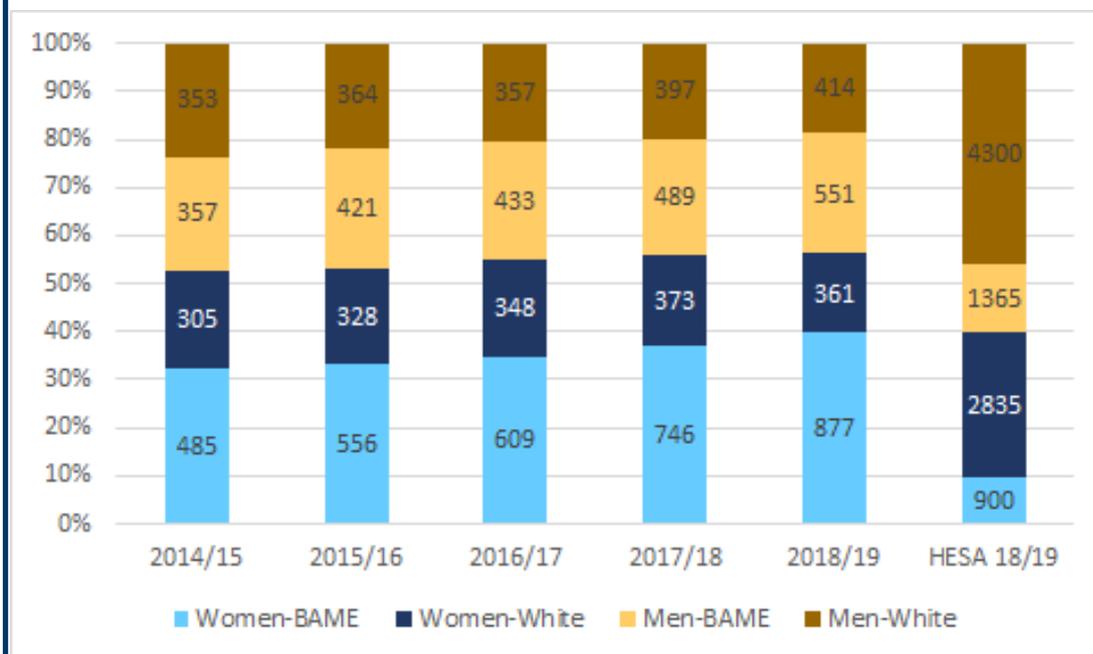
**Figure 4.1.11 PGT Students by Gender, 2014/15 to 2018/19\***



\*Benchmarking data RG = Russell Group; LU = London Universities.

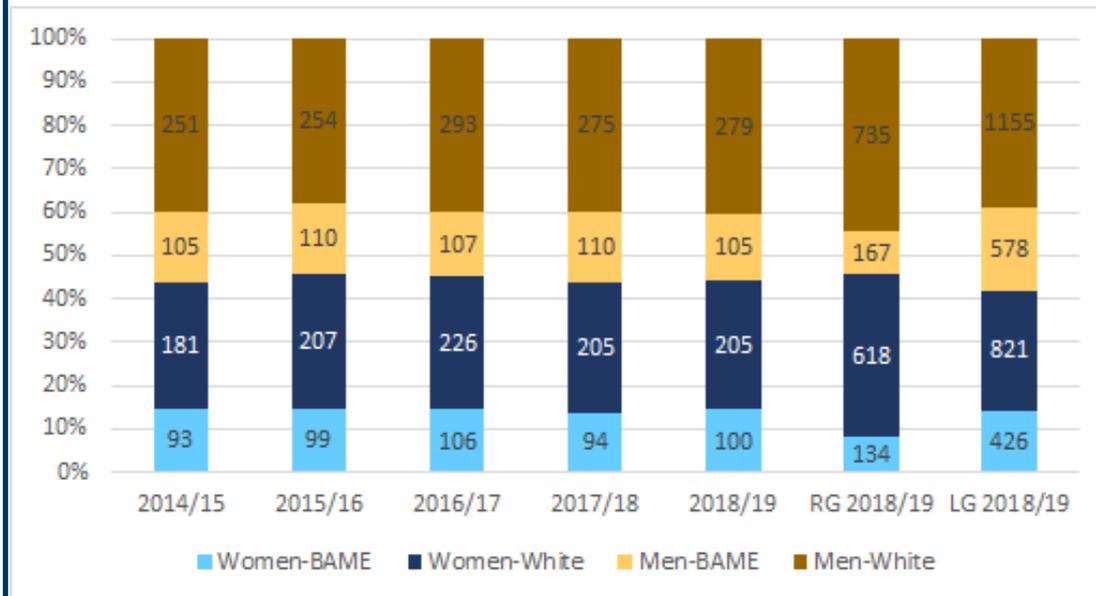
By gender and ethnicity, we note a year-on-year increase of PGT BAME women and men (**Figure 4.1.12**). However, as with UG student numbers, international students can mask a lack of UK ethnic diversity (**Figure 4.1.13**).

**Figure 4.1.12: PGT Students by Gender and Ethnicity, 2014/15 to 2018/19\***



\* Unknown data excluded.

**Figure 4.1.13: UK Domiciled PGT Students by Gender and Ethnicity, 2014/15 to 2018/19\***



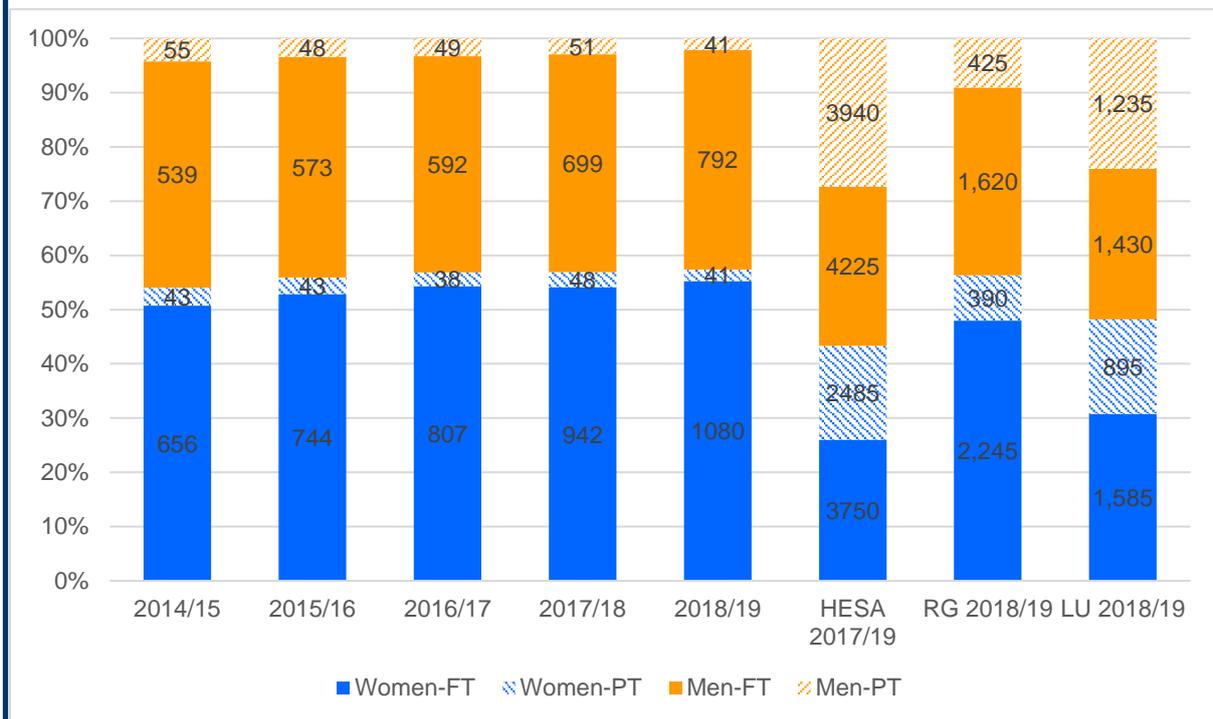
\* Benchmarking data RG = Russell Group; LU = London Universities; unknown data excluded

Viewed by domicile, UK BAME women and men are underrepresented in our PGT cohorts over a 5-year period. In 2018/19, BAME men and women represented 29% of PGT students; in the context of our London location where BAME populations are 43% (**Table 2.3**) and a Faculty-wide UG UK BAME population of 42% (**Figure 4.1.4**) (**Action 4.1d**).

**Action 4.1d** Based on the results of the pilot *The Bartlett Promise*, expand the pilot by 2022/23 to PGT and PGR programmes with an award of 15 PGT scholarships per annum and 5 PGR scholarships per annum. The *Promise* includes bespoke academic and career support to award holders.

6% of PGT students are part-time over a five-year average, higher than UG students (**Figure 4.1.14**). There is no observable gender difference in preferences for part-time or full-time mode of study (**Action 4.1b**).

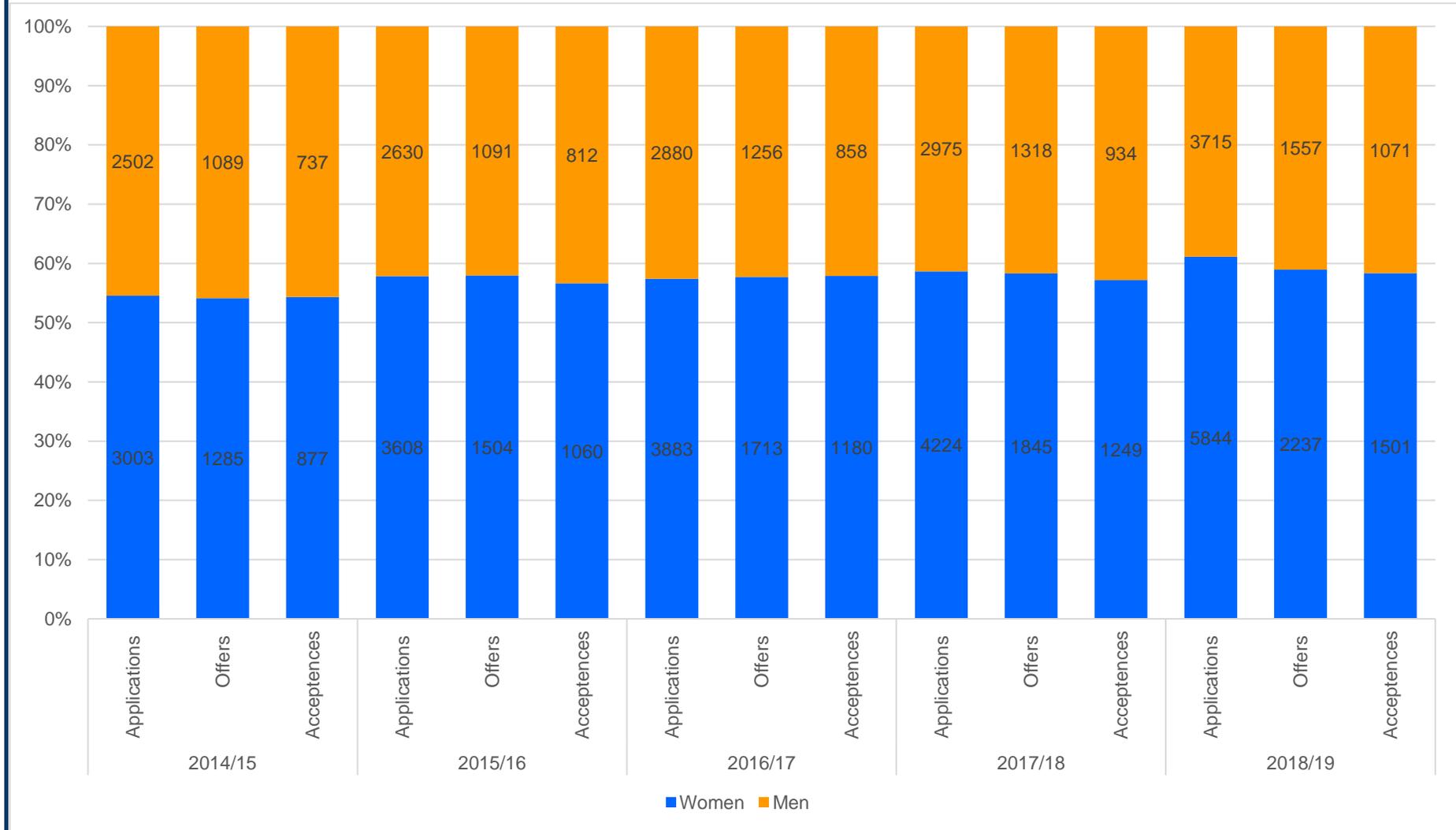
**Figure 4.1.14: PGT Students by Gender and Mode of Study (FT/PT), 2014/15 to 2018/19**



\*Benchmarking data RG = Russell Group; LU = London Universities.

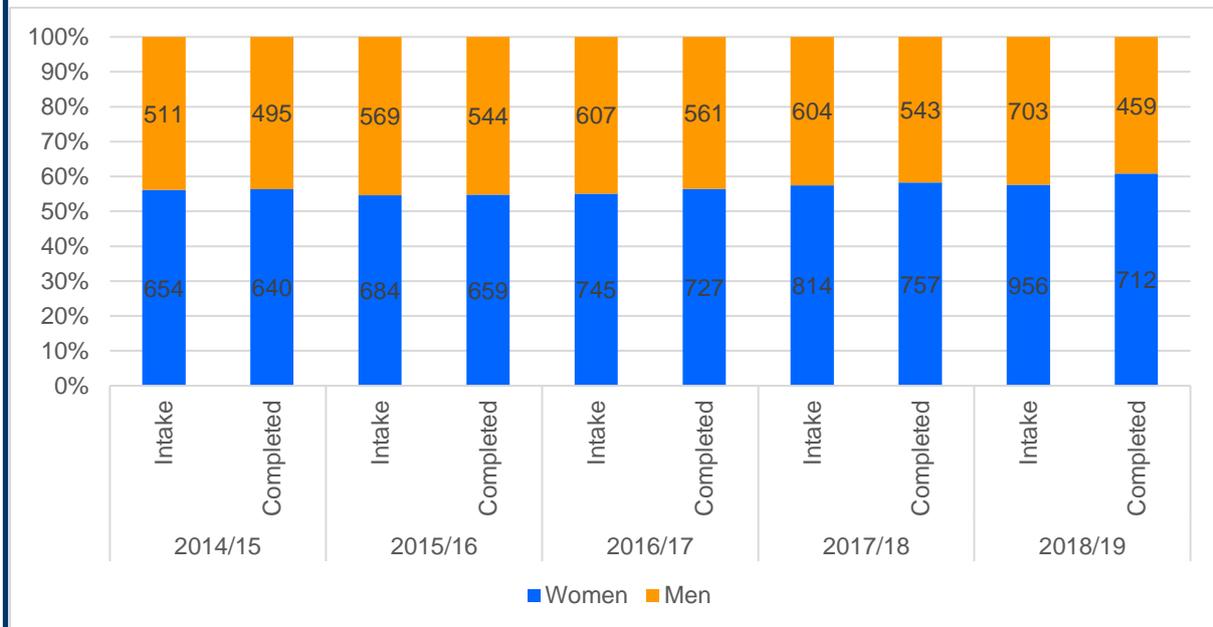
Over the past five-years, the proportion of applications, offers and acceptances by gender remain consistent (**Figure 4.1.15**).

**Figure 4.1.15: PGT Student Applications, Offers and Acceptances by Gender, 2014/15 to 2018/19**

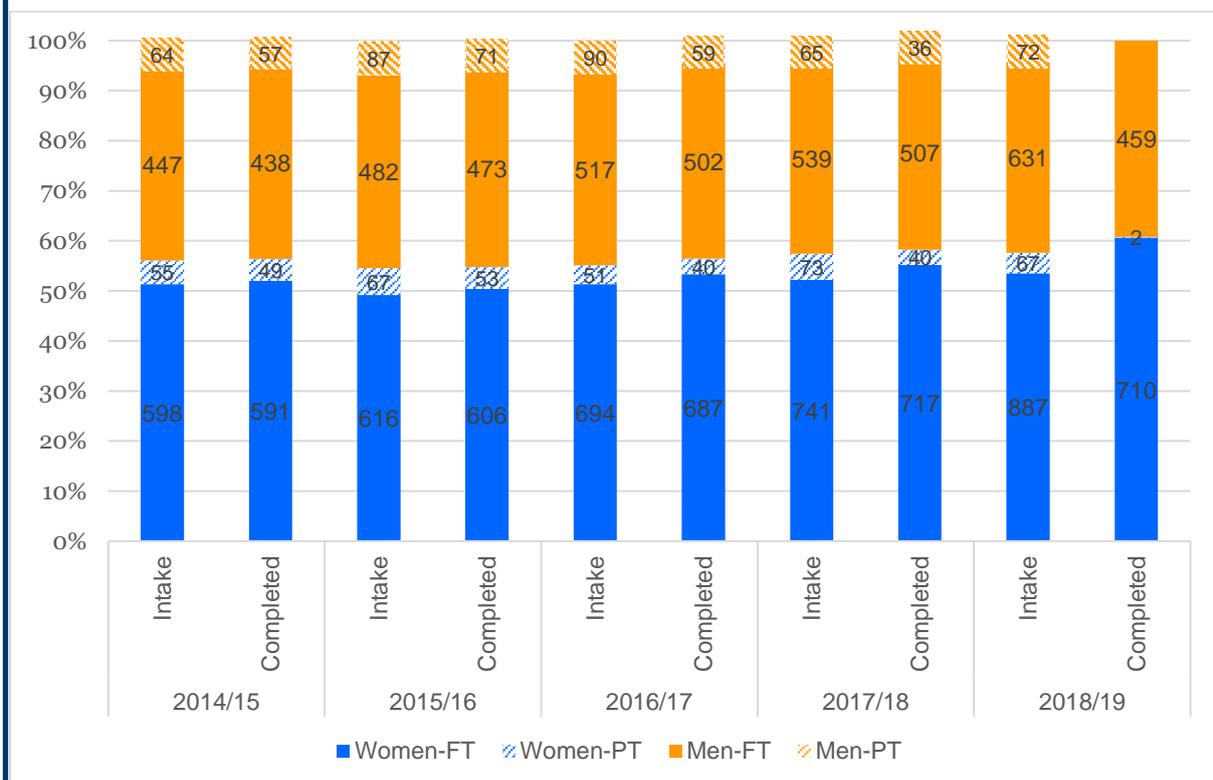


Over five-years, the PGT student completion rate is 90%, with no discernible gender difference between 2013/14 and 2016/17 (**Figure 4.1.16**). However, from 2017/18 completion rates for men have fallen. Examined further by gender and mode of study (**Figure 4.1.17**), low completion rates for 2017/18 are pronounced for part-time students (affecting overall data in **Figure 4.1.16**) (**Action 4.1e**).

**Figure 4.1.16: PGT Intake and Completion by Gender, 2014/15 to 2018/19**

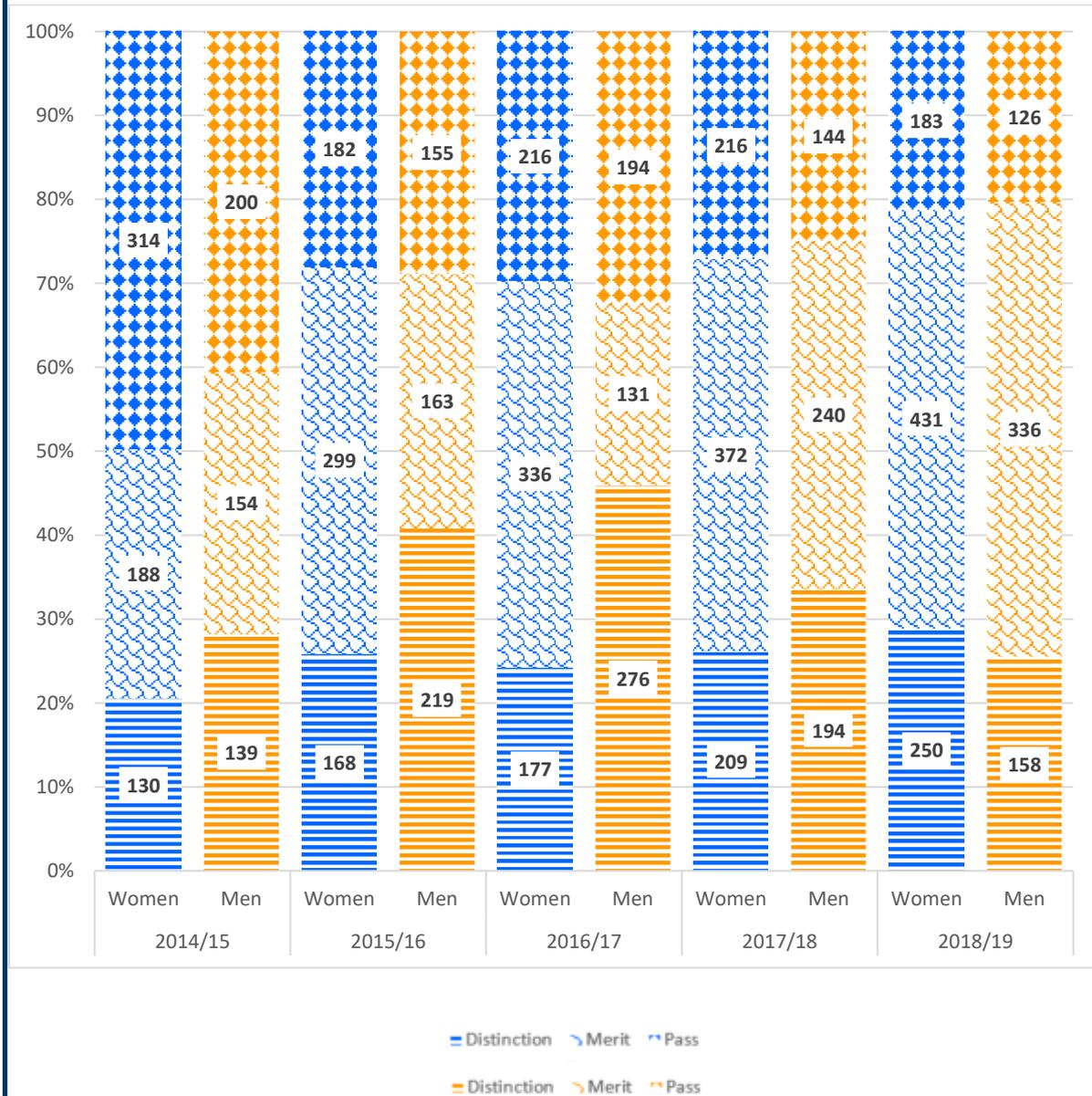


**Figure 4.1.17: PGT Student Intake and Completion (FT/PT) by Gender, 2014/15 to 2018/19**



Over five-years, in relation to the number of women on our PGT programmes, we have improved the proportion awarded a distinction to 29% in 2018/19 (vs. 21% in 2014/15) (Figure 4.1.18). This improvement correlates with a growing number of academic women (Section 4.2) and a cultural shift to foreground gender and racial equity in curricula (Section 5.6.1)

**Figure 4.1.18: PGT Degree Classification by Gender, 2014/15 to 2018/19**

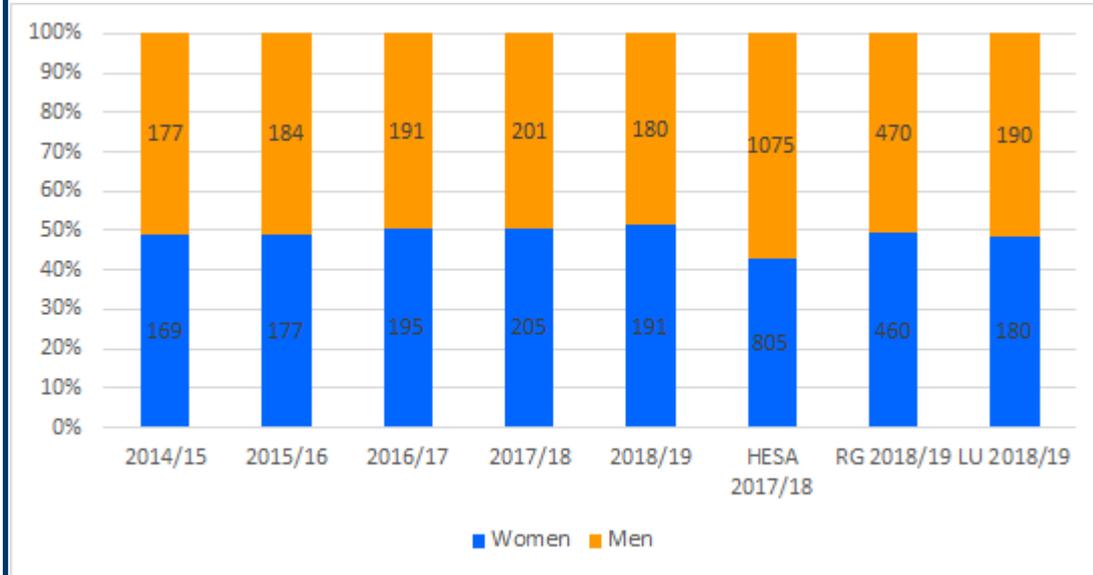


**Action 4.1e** SAT EDI to resource and develop a terms of reference for a scoping study into part-time student experiences at PGT to identify reasons for low completion rates. The study will be completed by 2024.

#### (iv) Numbers of men and women on postgraduate research degrees

We offer 14 PGR degrees, with an MPhil and PhD route and have sustained gender parity in our PGR student body. This outperforms HESA by 8% (Figure 4.1.19).

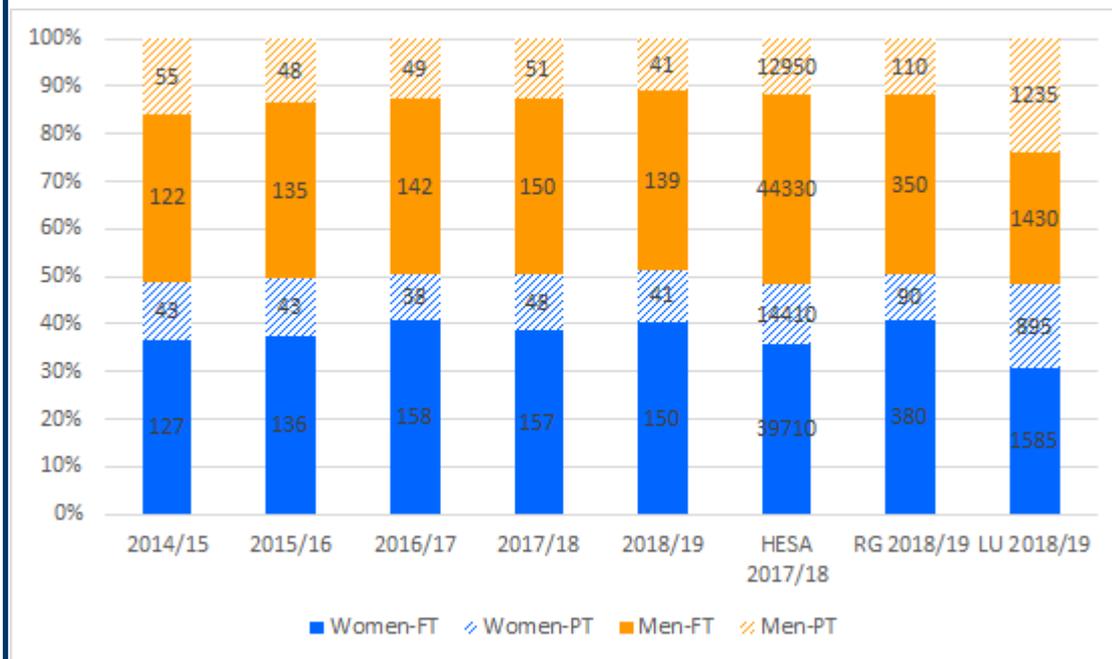
**Figure 4.1.19: PGR Students by Gender, 2014/15 to 2018/19\***



\*Benchmarking data RG = Russell Group; LU = London Universities.

The number of students studying PGR programmes part-time is 24% over a five-year average (Figure 4.1.20). There is no discernible gender difference in preference for mode of study.

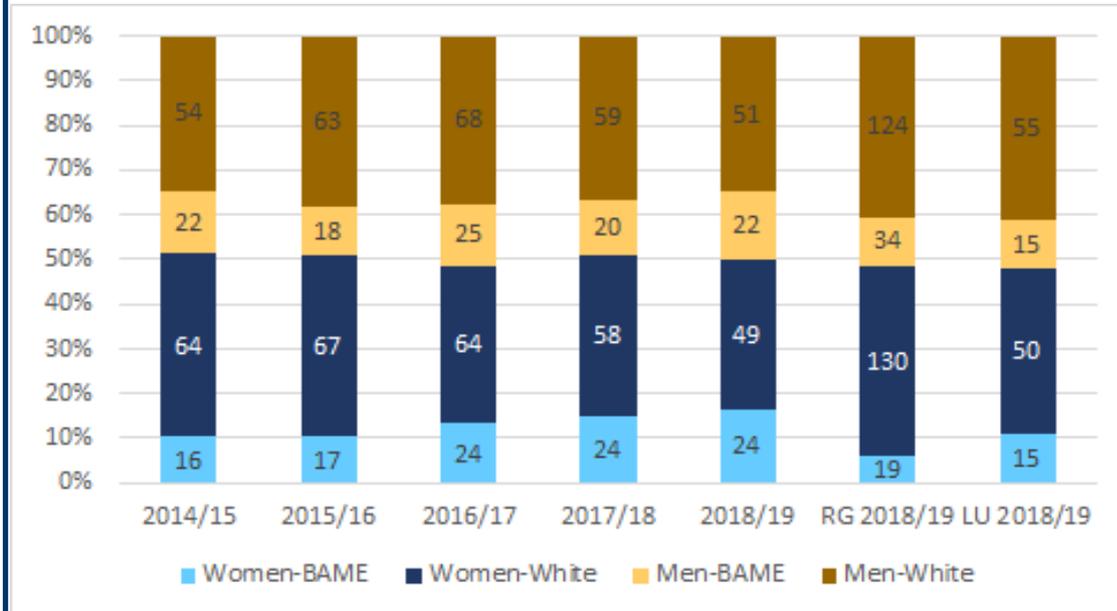
**Figure 4.1.20: PGR Students by Mode of Study (FT/PT) by Gender, 2014/15 to 2018/19\***



\*Benchmarking data RG = Russell Group; LU = London Universities.

Viewed by ethnicity, our UK-domiciled PGR students are predominately white women and men, with BAME women and men accounting for only 32% of our UK PGR cohort in 2018/19. This is slightly up on our PGT numbers (**Figure 4.1.13**), but still indicates we need to strength the pipeline for BAME women and men from UG through to PGR (**Action 4.1d**).

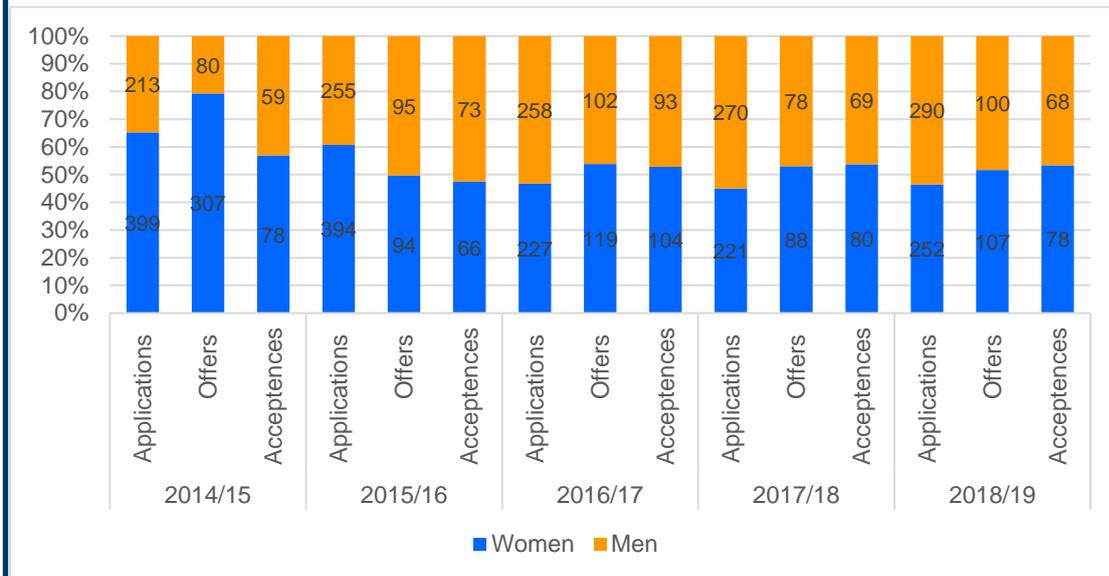
**Figure 4.1.21: UK Domiciled PGR Students by Gender and Ethnicity, 2014/15 to 2018/19\***



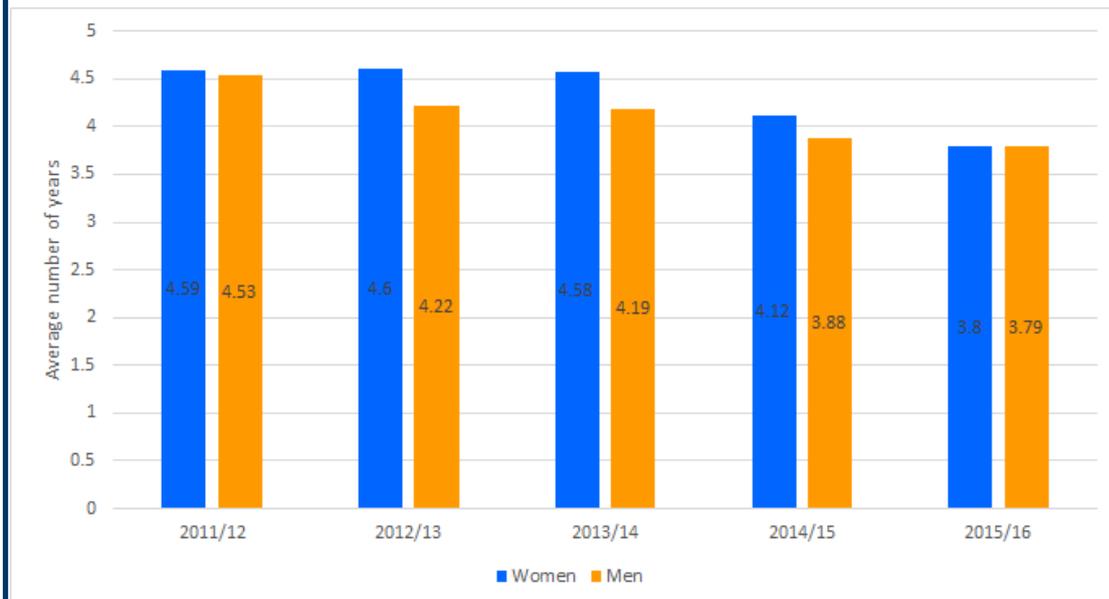
\* Benchmarking data RG = Russell Group; UG = London Universities; unknown data excluded

Over the past five-years, while fewer women apply to PGR programmes than men, women are far more likely to convert their offer to acceptance (**Figure 4.1.22**) to produce a 50:50 gender ratio in our PGR cohorts. There is no meaningful gender difference in PGR applications, offers and acceptances, nor in completion rates (**Figure 4.1.23**).

**Figure 4.1.22: PGR Applications, Offers and Acceptances by Gender, 2014/15 to 2018/19**



**Figure 4.1.23: Average PGR Completion Rates by Gender, 2011/12 to 2015/16\***



\* Appropriate benchmarking data not available

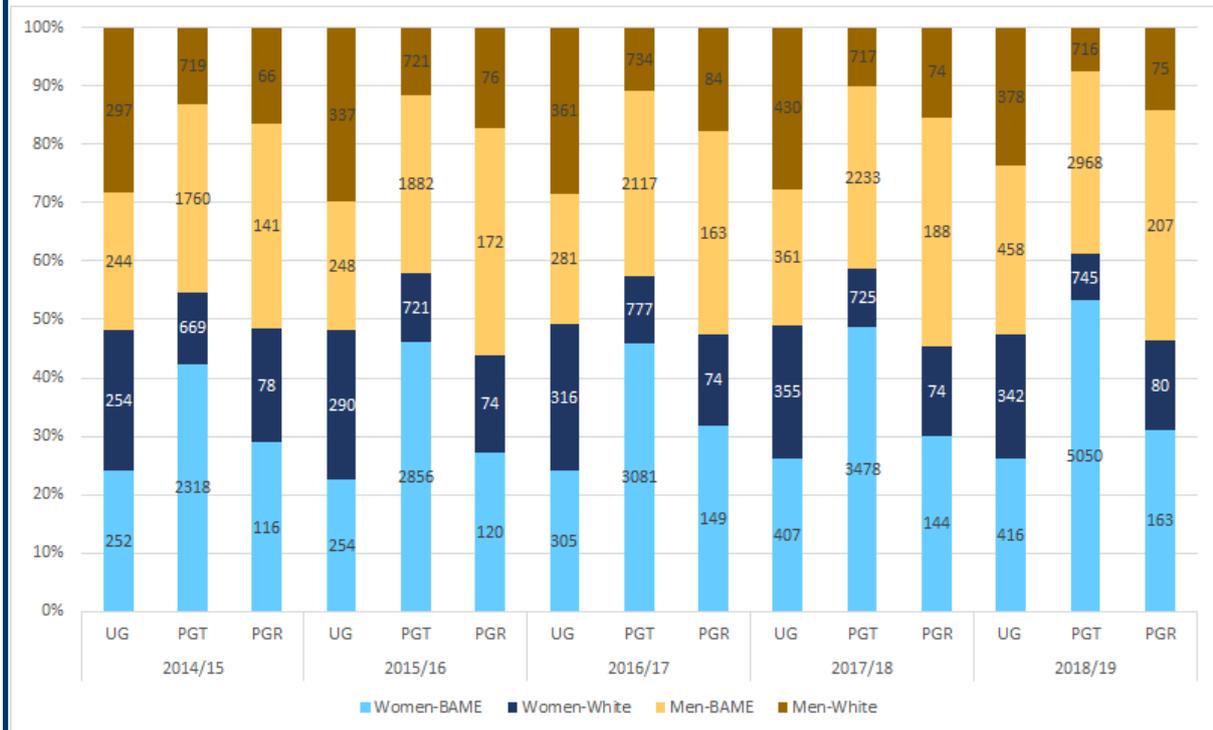
### (v) Progression pipeline between undergraduate and postgraduate student levels

Pipeline data from UG to PGR on applications (**Figure 4.1.24**), offers (**Figure 4.1.25**) and acceptance (**Figure 4.1.26**) by gender, suggests an even distribution of applications and offers at UG and PGR over the past five-years. At PGT, the number of women applicants and offer holders is 10% higher than men. This does not suggest a gender issue for our pipeline as PGR numbers recover, but does support targeted interventions at PGT to increase men applicants and offer holders. Across UG, PGT and PGR, more women accept

their offers than men and we will take action that aims to increase conversion rates of men (**Action 4.1a**).

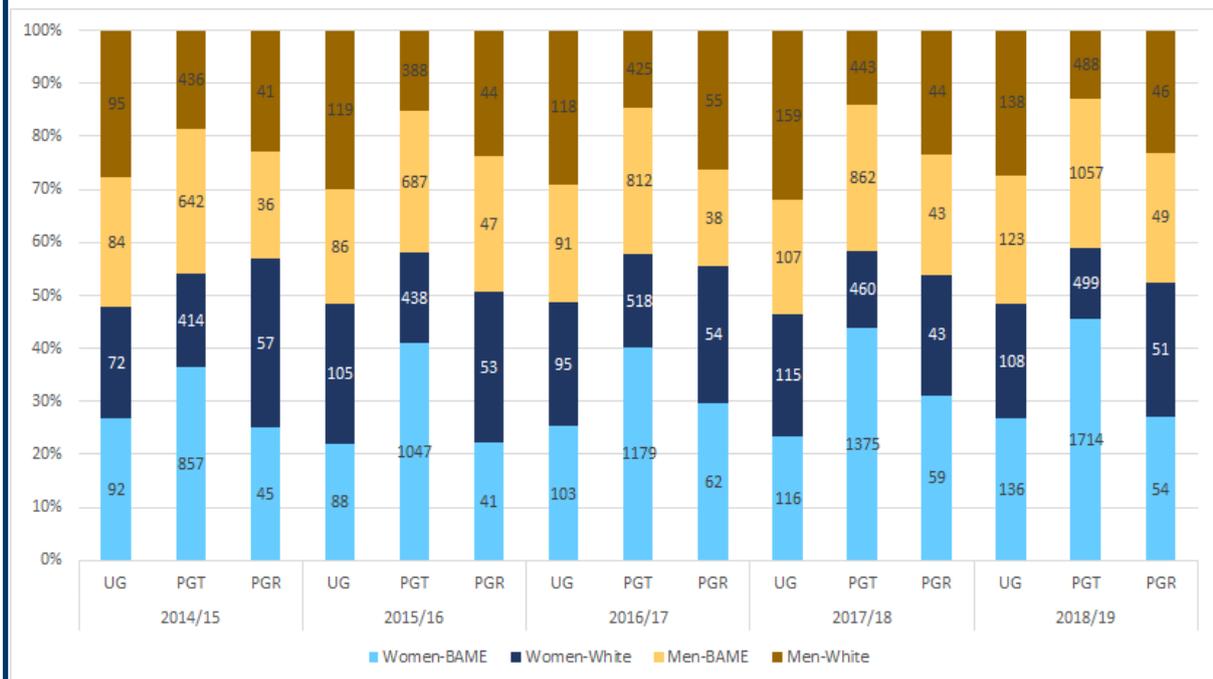
By ethnicity, we see a significant drop in BAME women and men from UG to PGT at application, offer and acceptance. Expanding *The Bartlett Promise* aims to address these pipeline issues (**Action 4.1d**).

**Figure 4.1.24: Faculty Pipeline - Applications by Gender and Ethnicity, 2014/15 to 2018/19\***



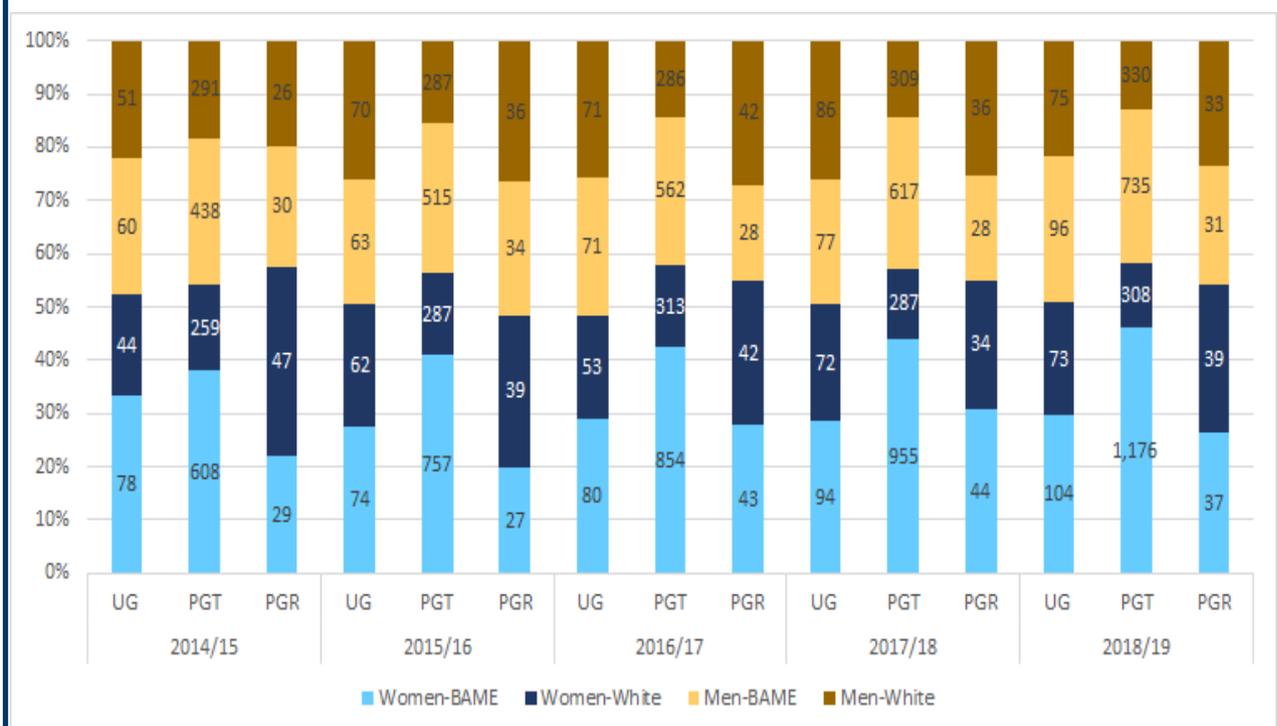
\*Unknown/withheld data excluded.

**Figure 4.1.25: Faculty Pipeline - Offers by Gender and Ethnicity, 2014/15 to 2018/19\***



\*Unknown/withheld data excluded.

**Figure 4.1.26: Faculty Pipeline - Acceptances by Gender and Ethnicity, 2014/15 to 2018/19\***



\*Unknown/withheld data excluded.

[Word count 1460]

## SECTION 4.2 ACADEMIC AND RESEARCH STAFF DATA

### Impact since our last application

- Women academics number 38% in 2019 (vs. 35% in 2015), +1% above HESA benchmark.
- Appointment of first BAME woman professor in 2017.
- 28% of professors are women in 2020 (vs. 18% in 2016), **impact** of targeted initiatives like *Promotion Surgeries*.

### New or ongoing issues

- BAME women underrepresented in senior academic posts across all contract function (**Action 5.1i**; **beaconing** locally developed and implemented diversity action plans).
- Limited data on contract type and on academic leavers (**Action 4.2a**).

### (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Academic staff constitute research and teaching (hereafter Academic R&T), research-only (Research) or teaching-only (Teaching) staff. **Table 4.2.1** illustrates career pathways.

**Table 4.2.1: All Academic Pathways by Grade**

Research & Teaching route	Grade	Research-only route	Grade	Teaching-only route	Grade
				PGTA	5
		Research Assistant	6	Tutor	6
Lecturer	7	Research Associate/ Fellow	7	Teaching Fellow	7
Lecturer	8	Senior Research Associate/Fellow	8	Senior Teaching Fellow	8
Senior Lecturer/ Associate Professor	9	Principal Research Associate/Fellow	9	Principal Teaching Fellow	9
		Reader (rarely used)	9		
Professor	10	Professorial Research Fellow	10	Professorial Teaching Fellow	10

Over the past five-years, growth of women academic staff has been in Research and Teaching pathways; up by 5% in each stream (**Table 4.2.2**). Recruitment in these areas is a result of greater success in research awards and a growth in student numbers since 2016. All academic pathways are equally valued with clear criteria for promotion under UCL's Academic Promotions Framework. Over this period, we track +1% above the HESA benchmark for women academics and are closing the gap to Russell Group.

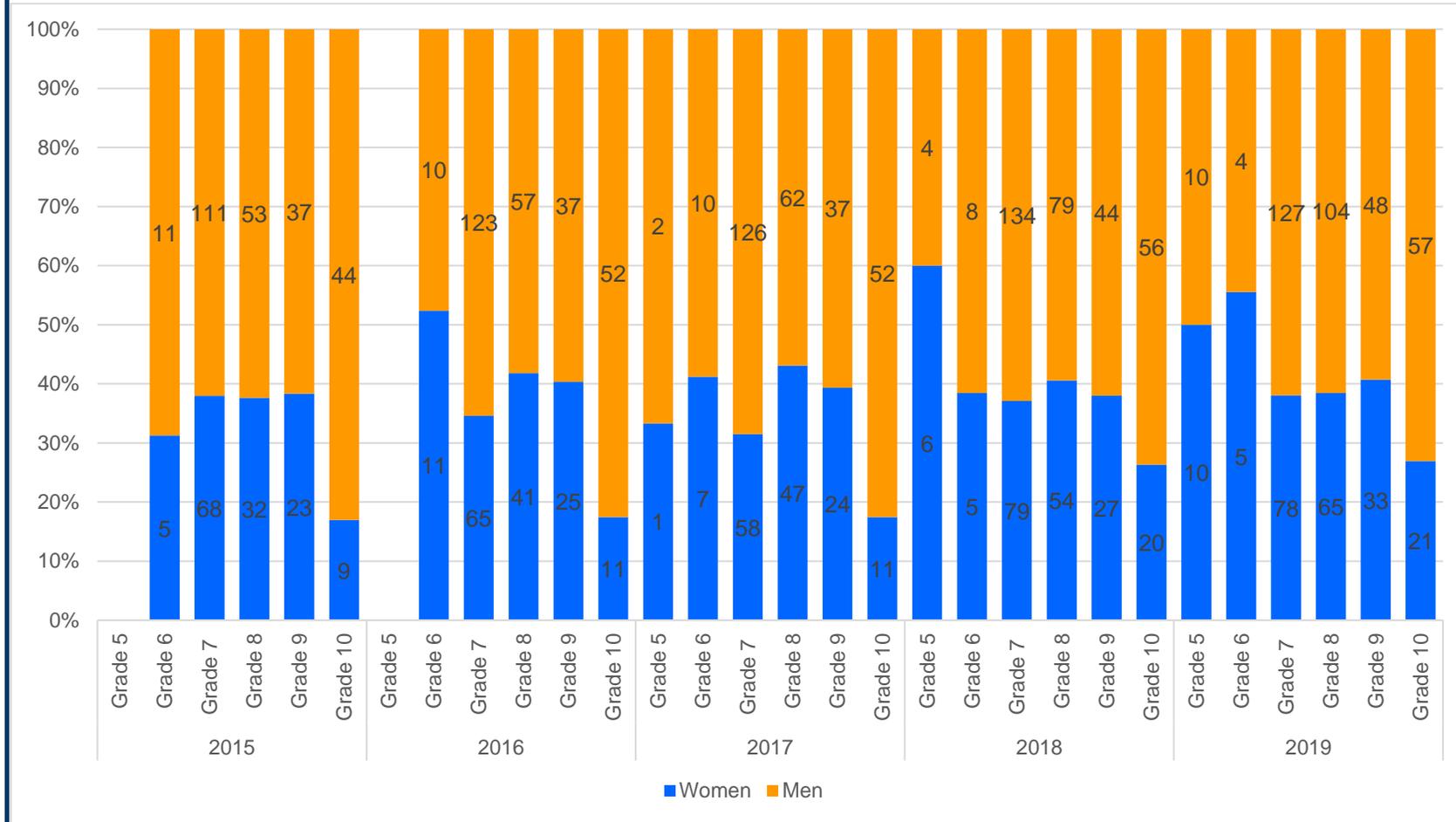
**Table 4.2.2: Number of Academic (R&T), Research and Teaching Staff by Gender, 2015 to 2019\***

Year	Academic (R&T)			Research			Teaching			Total				
	W	M	% W	W	M	% W	W	M	% W	All staff	All W %	HESA % All W	RG** % All W	LU*** % All W
2015	56	104	35	39	73	35	42	79	35	393	35	34	38	40
2016	58	120	33	53	82	39	42	77	35	432	35	33	37	40
2017	63	130	33	43	82	34	42	77	35	437	34	35	39	40
2018	71	137	34	51	77	40	69	111	38	516	37	n/a	39	42
2019	82	149	35	51	78	40	79	123	39	562	38	n/a	n/a	n/a

\*All data as of 1 October each year. \*\*Russell Group. \*\*\*London Universities.

Since 2016, we have engaged in major projects of culture change to create a positive working environment for all staff (see **Section 5.6**). We have implemented ‘dignity at work’ awareness; inductions that stress employee entitlements; an institutional shift in academic promotions and value of different academic career pathways; better recruitment practices following the Faculty’s mandatory requirement to use Fair Recruitment Specialists (see **Section 5.1.i**); and 1:1 *Promotion Surgeries* (see **Section 5.1.iii**). Collectively, these initiatives have made The Bartlett more attractive for women with **impact** on 28% of professors are women (vs 18% in 2016) (**Figure 4.2.1**).

**Figure 4.2.1: All Academic Staff Pipeline by Gender and Grade, 2015 to 2019**



\*All data as of 1<sup>st</sup> October each year.

By ethnicity, the proportion of BAME women academics is static at 6% (**Table 4.2.3**). Largest growth is white women academics at 38% (up from 35% in 2015, and higher than HESA benchmarks).

**Table 4.2.3: All Academic Staff by Gender and Ethnicity, 2015 to 2019**

Gender / Ethnicity	2015		2016		2017		2018		2019		HESA RG 2018/19*		HESA LU 2018/19**	
	No.	%	No.	%	No.	%								
<b>Women</b>	137	35	153	35	148	34	191	37	212	38	785	45	575	41
BAME	22	6	20	5	20	5	29	6	32	6	105	6	95	5
Unknown/ Withheld	12	3	16	4	15	3	17	3	19	3	55	3	65	4
White	103	26	117	27	113	26	145	28	161	29	625	36	415	24
<b>Men</b>	256	65	279	65	289	66	325	63	350	62	960	55	815	59
BAME	30	8	31	7	33	8	37	7	48	9	115	7	115	7
Unknown/ Withheld	32	8	34	8	31	7	28	5	31	6	85	5	95	5
White	194	49	214	50	225	51	260	50	271	48	760	44	605	35
<b>Total</b>	393	-	432	-	437	-	516	-	562	-	1745		1390	

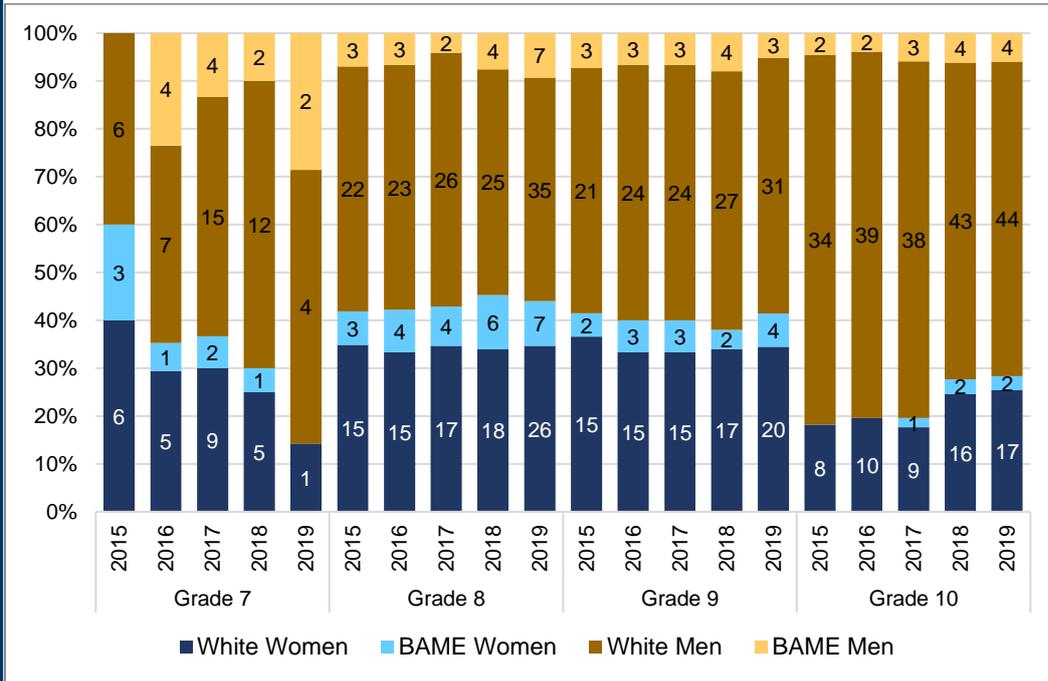
\*Russell Group universities \*\*London Universities.

Examined by grade, contract function, gender and ethnicity (**Figures 4.2.2 - 4.2.4**), we observe the following:

- Though the proportion of BAME women is static, we appointed our first BAME woman professor in 2017, and our second in 2018 (**Figure 4.2.2**).
- Senior research staff are disproportionately white men (**Figure 4.2.3**). Supporting the promotion track of women on research contracts is a priority (**Action 5.1.i**).
- Senior teaching staff lack any representation of BAME men (**Figure 4.2.4; Action 5.1i**).

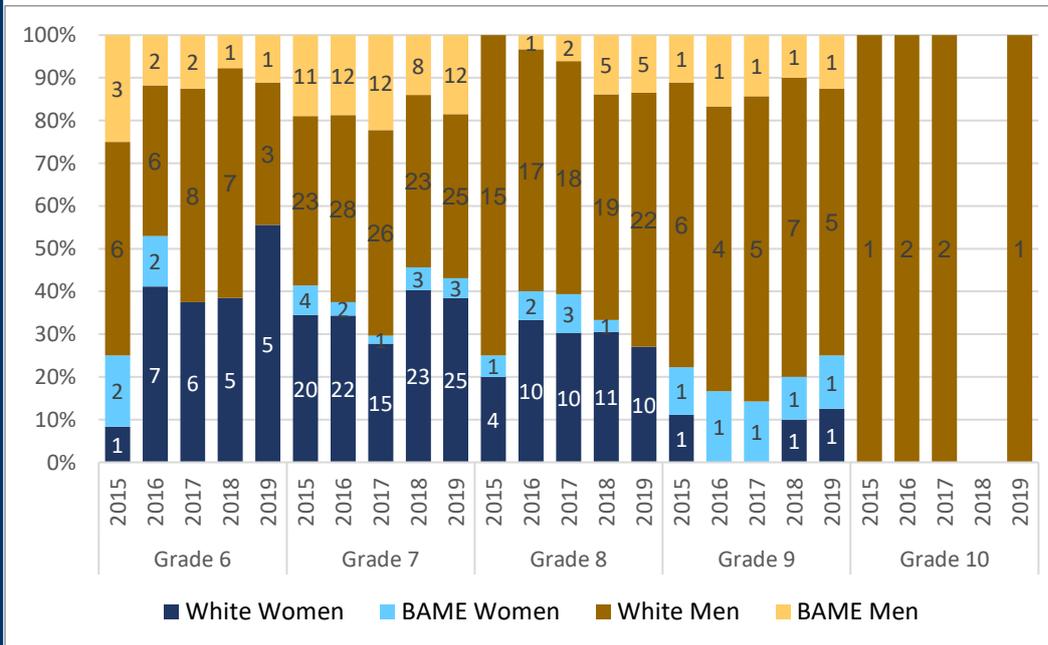
Across all these pathways, representation at senior levels of BAME women and men is low. In March 2020, all sections developed diversity action plans for local staff recruitment and promotion (**Figure 4.2.5**). The action plans work in complement to Faculty-level initiatives (see **Action Plan**). We are **beaconing** their use and have fielded >10 requests from other parts of UCL to share our practices and plans.

**Figure 4.2.2: Academic (R&T) Staff Pipeline by Gender, Ethnicity\* and Grade, 2015 to 2019**



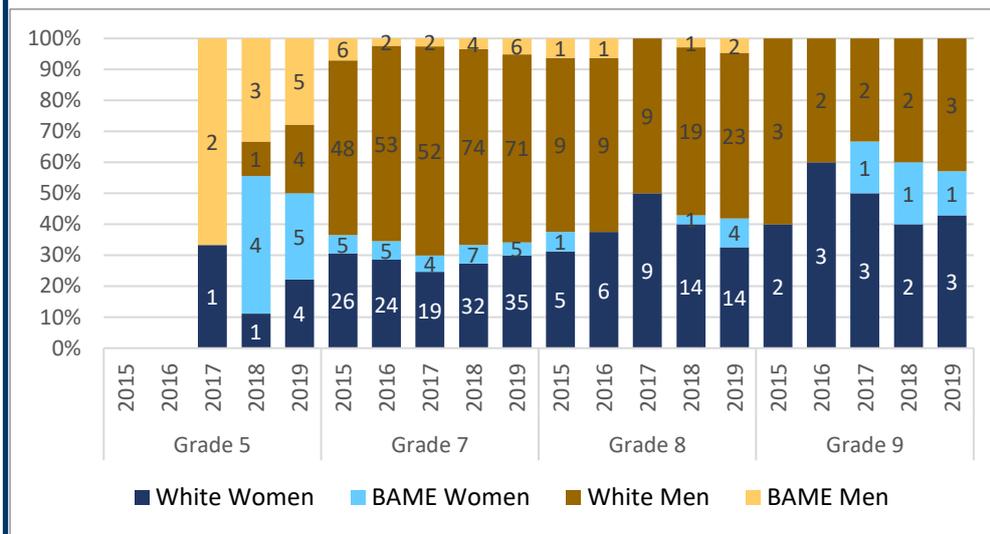
\*Unknown/withheld data excluded.

**Figure 4.2.3: Research Pipeline by Gender, Ethnicity\* and Grade, 2015 to 2019**



\*Unknown/withheld data excluded.

**Figure 4.2.4: Teaching Pipeline by Gender, Ethnicity\* and Grade, 2015 to 2019**



\*Unknown/withheld data excluded.

**Figure 4.2.5 Example of a Diversity Action Plan**

Topic	Action	Level of intervention	Who else involved	Resources required	Timeframe: achieved at	Success criteria
Recruitment – Inclusive Recruitment Policy is on the IGP website containing most of these elements	Use different external platforms and also our own networks for job adverts including overseas partners, expanding on the work we have been doing for the RELIEF Centre	Deputy Director (DD)IM	HR	Funds for advert fees	12-18 months	increased in number of BME staff recruited
	Standardised Interview Process. Use interview and scoring template. Employing the same interview process – i.e. ensuring uniformity in shortlisting procedures, interviews, exercises and questions – for every job candidate is a key way to ensure equity and fairness throughout all hiring processes.	IM/Staff Leading Recruitment & Interview Panel.		Fair Recruitment Specialist	Immediately	increased in the number of BME staff recruit Use of personal networks isn't necessary a thing, but if it is the main route from which all candidates achieve posts at the IGP this needs to be reviewed.
	Racially Diverse Interview Pools. The IGP believes that there are qualified BME candidates for every position we're looking to fill. Many different kinds of racism—structural, interpersonal, etc.—have enacted barriers to employment for BME candidates. We have so far managed to achieve 50% shortlisting of BME candidates in our interview pool, but the rate of hire, has resulted in nearly no new BME hires in the past year. Importantly, many forms of preferential treatment also privilege white candidates who come from elite universities and naturally surround us in an elite university ourselves. To combat this unconscious bias and preferential treatment, and recognizing that a more diverse staff is a stronger staff, IGP would like to ensure that there is never an all-white pool however we do not have that information at shortlisting stage. Administrative staff will continue to individualise targeted ads for every post that is advertised and to reach out to organisations and headhunters that can cater to and access BME networks.	IM/DD		Time	3 months	increased in number of BME staff recruited
	Regular review of the IGP recruitment data and stats	HoD	IM/HR/Faculty	Time and access to data	12 months	

Over the reporting period, the proportion of women working part-time has increased from 12% to 15%; equal to HESA reporting (**Table 4.2.4**). This shift correlates to greater awareness and support from managers for flexible working (**Section 5.5.vi**).

**Table 4.2.4 All Academic Staff by Gender and FT/PT, 2015/16 to 2018/19**

Year	FT/PT	Women	Men	% Women	% Men	Subtotal	Total
2015/16	FT	89	152	23	39	241	393
	PT	48	104	12	26	152	
2016/17	FT	92	157	21	36	249	432
	PT	61	122	14	28	183	
2017/18	FT	88	171	20	39	259	437
	PT	60	118	14	27	178	
2018/19	FT	111	186	22	36	297	516
	PT	80	139	16	27	219	
2019/20	FT	125	200	22	36	325	562
	PT	87	150	15	27	237	
HESA 2017/18	FT	n/a	n/a	19	40	n/a	n/a
	PT	n/a	n/a	15	27	n/a	

**(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender**

UCL do not employ staff on fixed-term contracts less than 9 months unless they undertake work on a specific project, are on secondment or maternity leave cover. We do not use zero-hour contracts. Academic contracts are all open-ended/permanent. Research staff on fixed-term contracts are eligible for redeployment - into fixed-term or open-ended contract - under UCL HR policy.

Limitations to our HR system means it is not possible to accurately present data on fixed-term and open-ended contracts at faculty-scale. A new HR system introduced in January 2020 can track these contracts. We will draw on this data in future submissions, using 2020 as a baseline.

**(iii) Academic leavers by grade and gender and full/part-time status**

Between 2015 to 2019, 194 academic staff have left (Table 4.2.5). Men are more likely to leave than women, on both FT and PT contracts, and equal proportion of men and women likely to leave irrespective of contract type.

**Table 4.2.5: All Academic Leavers (FT/PT), 2015 to 2019**

Gender	FT leaver (%)	PT leaver (%)
Women	29 (33)	36 (34)
Men	60 (67)	69 (66)
Total	89 of 1371 (6)	105 of 969 (11)

Most academic staff resign their posts, congruent with being on open-ended contract (Table 4.2.6). Data on academic leavers is from central HR and lacks sufficient detail and nuance to

understand whether gender inequality in driving leavers (**Action 4.2a**). Leaver data is not presently available by grade but will be under our new HR system. We will use 2020/21 as a baseline for annual monitoring.

**Table 4.2.6: Academic Staff: Reasons for Leaving, 2014 to 2019**

Gender	Reason for leaving			
Gender/Reason for leaving	Resignation (%)	End of contract (%)	Other* (%)	Total (%)
Women	41 (40)	6 (40)	18 (27)	65 (34)
Men	70 (60)	9 (60)	50 (73)	129 (66)
Total	111	15	68	194

\*This includes retirement, voluntary severance and redundancy (due to end of funding). Data is aggregated due to low numbers in each sub-category.

**Action 4.2a** Institute an exit questionnaire for all academic leavers to capture nuanced reasons for leaving. To be developed with our HR Business Partner, Director of Operations and section managers. A first pilot will run in 2021/22 with a view to roll out by 2024/25.

[Word count 695]

## SECTION 5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

### SECTION 5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

#### Impact since our last application

- Proportion of women appointed into academic roles has increased to 36% (vs. 27% in 2016) and aligns with numbers applying.
- Proportion of successful promotions for women to professor increased to 46% (vs 43% in 2016).
- Embedded EDI into REF 2021 selections with targeted and bespoke training to affect +3% to gender parity from REF 2014.

#### New or ongoing issues to address

- BAME women are disadvantaged at every stage of recruitment with an application to appointment ratio of 3.3% compared to 9.6% for white women (**Actions 5.1d; 5.1e**).
- Data incompleteness especially relating to shortlisting, staff grades and withheld ethnicity hinders accurate analysis (**Actions 5.1c; 5.1f; 5.1g**).

#### (i) Recruitment of academic staff

We are an attractive employer and between 2014-15 and 2018-19 received 7,139 applications, shortlisted 1,038 and appointed 505 academics (research and teaching, research-only and teaching-only), a 7% appointment rate (**Table 5.1.1**).

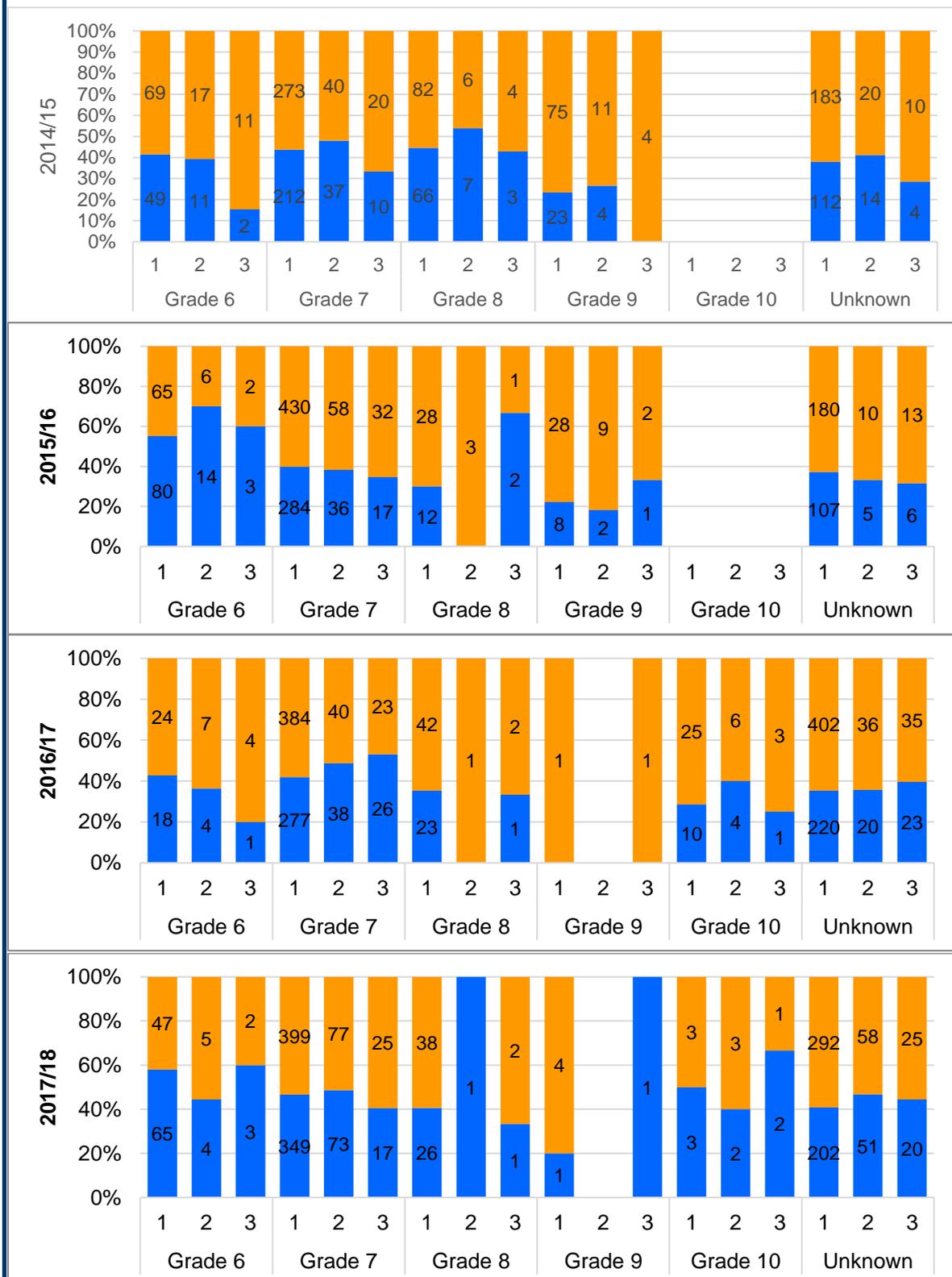
**Table 5.1.1: Overview of All Academic Recruitment by Gender**

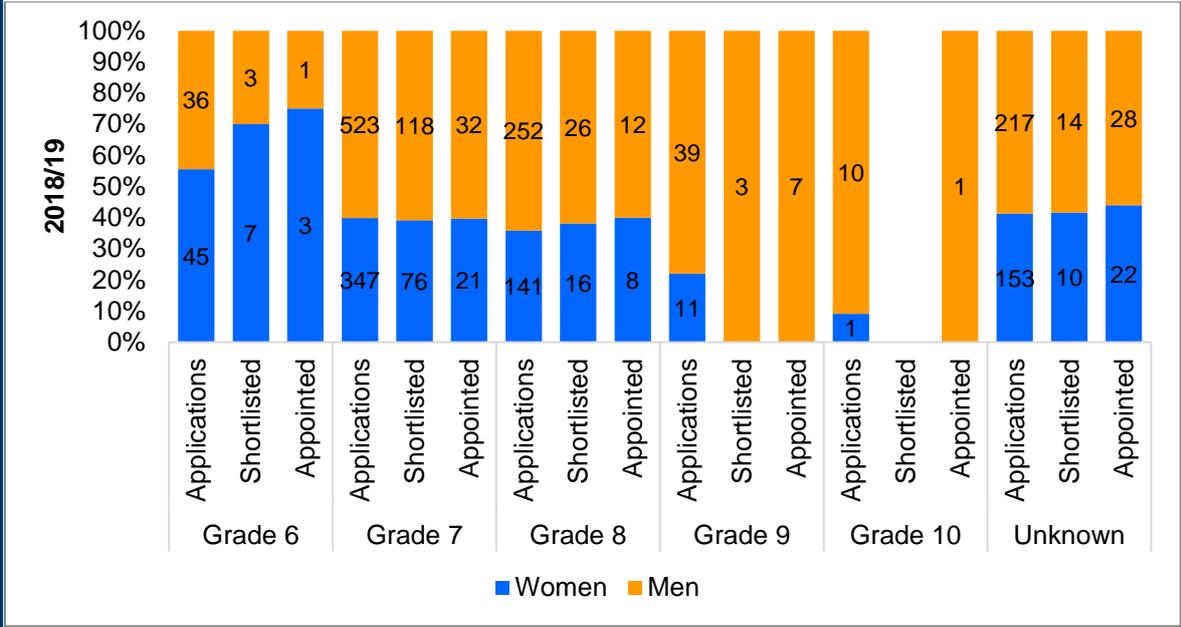
Year	Stage	Women	W%	Men	M%	Withheld	Withheld %	Total
2014/ 15	Application	462	40	682	59	16	1	1160
	Shortlisted	73	43	94	56	2	1	169
	Appointed	19	27	49	70	2	3	70
2015/ 16	Application	491	40	731	59	9	1	1231
	Shortlisted	57	40	86	60	1	1	144
	Appointed	29	37	50	63	0	0	79
2016/ 17	Application	552	38	880	61	21	1	1453
	Shortlisted	67	42	90	57	1	1	158
	Appointed	53	43	68	55	2	2	123
2017/ 18	Application	646	44	783	54	26	2	1455
	Shortlisted	131	47	143	51	7	1	281
	Appointed	44	44	55	55	1	1	100
2018/ 19	Application	702	38	1085	59	53	3	1840
	Shortlisted	110	38	170	59	6	2	286
	Appointed	44	36	78	63	1	1	133

We have increased the proportion of women appointed to academic roles from 27% in 2014/15 to 36% in 2018-19, which aligns with the rate women apply and are shortlisted. This is **impact** from actions in our Bronze Action Plan to use standardised person specification templates; issue guidance on non-biased language; all advertisements at grade 8+ include a positive action statement; below grade 7 name and gender are redacted before seen by shortlisting panels; and recruiting managers ensure a minimum 25% interview panel is of a different gender. Additionally, since 2018, all staff involved in recruitment are mandated to complete online *Diversity in the Workplace* and *Unconscious Bias* training.

Looking at recruitment by gender and grade, we note data on shortlisted applicants is incomplete, though are confident in appointment data. Gender balance at appointment has improved at grades 6 to 8 over the reporting period (**Figure 5.1.1; Actions 5.1a-5.1b**).

**Figure 5.1.1: All Academic Recruitment by Grade and Gender, 2014/15 to 2018/19**



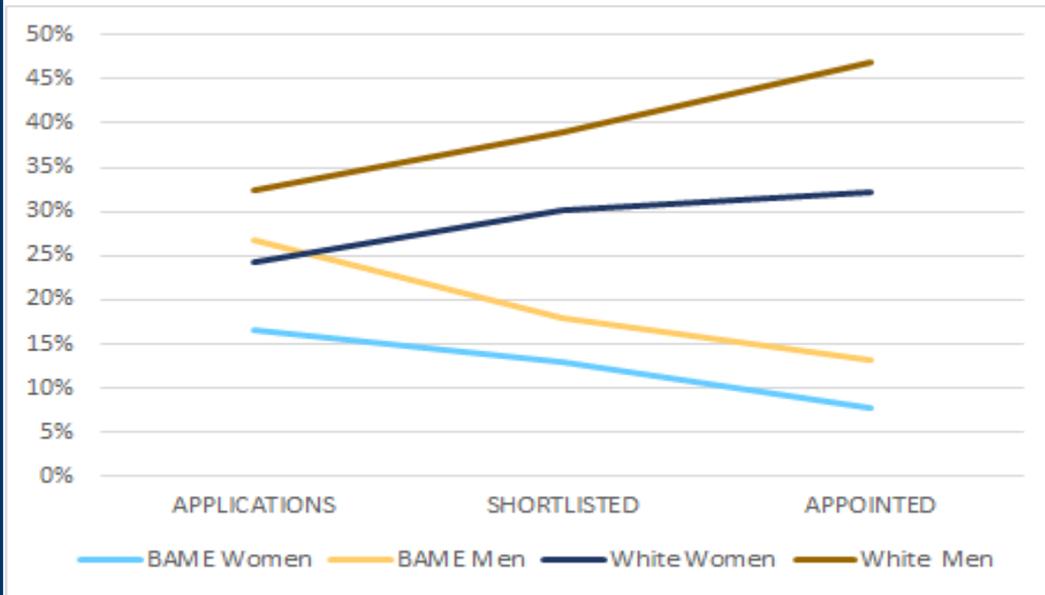


**Action 5.1a** Pilot the redaction of names/gender of applicants and referees from academic applications at grades 7 and 8 for ten posts from September 2021 to September 2020 across at least two difference sections to increase the proportion of women shortlisted and appointed to 50%. Adjust or expand the pilot based on results (contingent on UCL's recruitment freeze lifting).

**Action 5.1b** Establish a task and finish group to investigate the causes of gaps in recruitment data and makes recommendations to plug the gap locally, until a new central recruitment system is in place (projected start date of new system is 2021/22).

To build a fuller picture of our recruitment challenges, we reviewed recruitment by ethnicity and gender over the reporting period (**Figure 5.1.2; Tables 5.1.2-5.1.3**). The data indicate ethnicity has a greater impact than gender on a candidate's success.

**Figure 5.1.2: Academic Recruitment Stages by Gender and Ethnicity, Trend Between 2014/15 and 2018/19**



**Table 5.1.2: Candidates by Gender and Ethnicity at Each Stage of Recruitment, 2014/15 to 2018/19**

Ethnicity/ Gender*	Application		Shortlisted		Appointed	
	No. of candidates	Percentage of candidates (%)	No. of candidates	Percentage of candidates (%)	No. of candidates	Percentage of candidates (%)
<b>BAME</b>	<b>2973</b>	<b>42</b>	<b>309</b>	<b>30</b>	<b>104</b>	<b>21</b>
Women	1136	16	129	12	38	8
Men	1837	26	180	17	65	13
Gender withheld	10	0	-	0	1	0
<b>White</b>	<b>3885</b>	<b>55</b>	<b>69</b>	<b>68</b>	<b>393</b>	<b>79</b>
Women	1665	24	302	30	160	32
Men	2220	32	390	38	233	47
Gender withheld	10	0	1	0	1	0
<b>Ethnicity Withheld</b>	<b>261</b>	<b>4</b>	<b>36</b>	<b>3</b>	<b>7</b>	<b>1</b>
Women	52	1	7	1	1	0
Men	104	1	13	1	2	0
Gender withheld	105	1	16	2	4	1
<b>Total</b>	<b>7139</b>	<b>100</b>	<b>1038</b>	<b>100</b>	<b>505</b>	<b>100</b>

**Table 5.1.3: Likelihood of Shortlisting and Appointment by Ethnicity and Gender, 2014/15 to 2018/19**

	Percentage of applications shortlisted (%)	Percentage appointed from shortlisted (%)	Percentage appointed from application (%)
<b>BAME</b>	10.4	33.3	3.5
Women	11.4	29.5	3.3
Men	9.8	36.1	3.5
<b>White</b>	17.8	56.8	10.1
Women	18.1	53.0	9.6
Men	17.6	59.7	10.5
<b>Withheld</b>	12.8	15.0	1.9
Women	13.5	14.3	1.9
Men	12.5	15.4	1.9
<b>Average</b>	14.6	48.9	7.1

The gender gap is stark between BAME women and white men, with an appointment success rate from shortlisting of 30% vs 60% respectively (**Actions 5.1c-5.1g**). To address this, in 2018 The Bartlett mandated the use of Fair Recruitment Specialists (FRS), a UCL EDI initiative of a voluntary cadre of highly trained BAME staff who participate in recruitment rounds. The Bartlett made 40 requests from September 2018 to January 2020 for an FRS. Demand far exceeds supply. 26 FRS requests were matched (**Table 5.1.4**). 4 interviews failed to appoint a candidate, 6 BAME women were appointed in contrast to 4 white men, indicating **impact** for targeted protected groups.

**Table 5.1.4: Gender and Ethnicity of Candidates Appointed with FRS on Recruitment Panel**

	White Women	BAME Women	White Men	BAME Men	Total
Academic	3	2	1	1	7
PSS	8	4	3	-	15

**Action 5.1c** Set up a procedure and system for the mandatory reporting of recruitment panels by gender and ethnicity to ensure that the 25% gender diversity rule is adhered to and to monitor the presence of ethnic minority panellists. Year 1 (2021/22) will set a benchmark, with appropriate targets agreed for subsequent years to reach 25% gender and 25% ethnic diversity by 2025.

**Action 5.1d** Increase the use of FRS by agreeing Faculty wide package of support for academic and PSS staff who agree to take on these roles including time release. Aim to increase the pool of FRS by 16 staff by encouraging Section Heads to support 2 FRS from their teams. Aim to triple the use of FRS to academic recruitment panels by January 2023.

**Action 5.1e** Develop an unconscious bias checklist (e.g. pre-interview reminder of gender and racial bias) for panel chairs to use when an FRS is not available.

**Action 5.1f** Vice-Dean EDI to present recruitment data by grade, section, gender and ethnicity annually at the Management Advisory Group. Section Heads agree further actions for their sections as appropriate and with reference to their local diversity action plans.

**Action 5.1g** Agree a system to collate locally the outcome of a recruitment process by gender and ethnicity of appointees for all interview panels where an FRS is used. Analyse data after two years to evaluate the local advantage of the scheme.

**COVID-19 update**

Effective from 17 March 2020, we have a hiring freeze. We have adjusted actions on recruitment to begin once the freeze is lifted.

**(ii) Induction**

100% of staff have an induction. On appointment, all staff are directed to UCL's *Welcome Space* website and to comprehensive information on employee benefits (including work-life balance policies), links to staff support networks, and to mandatory training (**Table 5.1.6**). The training must be completed within 6 months and are tied to successful probation. Completion is monitored by Section Managers who report 100% completion since 2016.

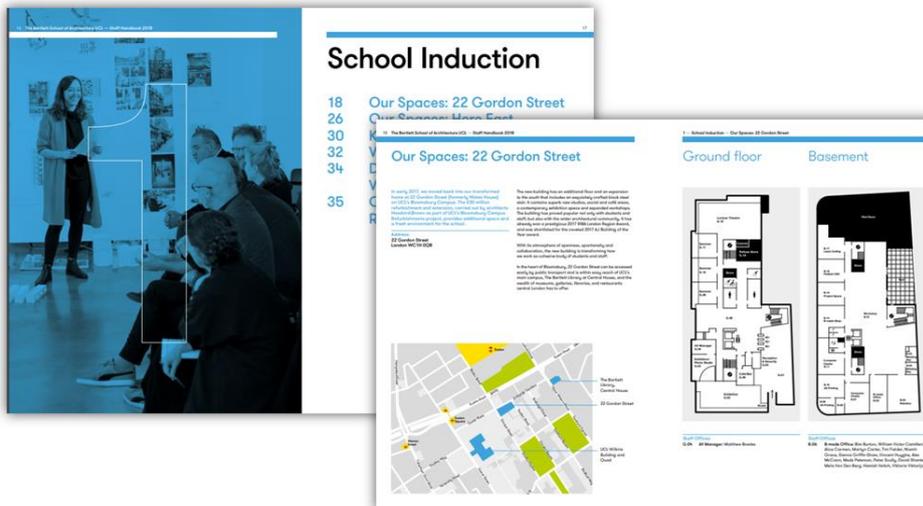
**Table 5.1.5: Mandatory Training for New Starters**

Staff (all contract types)	Academic, teaching and research staff (as relevant and identified by line managers*)
<ul style="list-style-type: none"> <li>• Diversity in the workplace</li> <li>• Unconscious Bias</li> <li>• UCL Safety Induction</li> <li>• Information Security</li> <li>• Freedom of Information</li> <li>• UCL's GDPR</li> <li>• UCL's Fire Safety module</li> <li>• Prevent Training</li> <li>• Change is possible: be part of a sustainable UCL</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Research Supervision</li> <li>• Developing as a UCL Research Supervisor</li> <li>• Enhancing Your Supervisory Practice</li> <li>• E-learning training for staff</li> <li>• Supporting students (personal tutoring)</li> <li>• Arena pathways to Fellowship of the Higher Education Academy (Arena 1 for PGTAs; Arena 2 for lecturers and teaching fellows on probation; Arena 3 for all teachers)</li> <li>• Fair recruitment practices and policy</li> </ul>

\*Some requirements may be suspended if the new starter has evidence of completion elsewhere.

Additionally, larger sections of The Bartlett (BSA and BSEER) have developed their own handbooks to orientate new staff. In BSA this was based on feedback from new staff on the UCL induction. Handbooks includes who's who, site maps, governance structures, committees and section practices on e.g., room bookings; they are locally evaluated (**Figure 5.1.3**).

**Figure 5.1.3. Excerpts of the BSA Staff Handbook**



Despite these efforts, 2020 staff survey data records an overall fall in awareness of UCL benefits and policies (**Table 5.1.7**). While men are more likely to agree they are aware of the benefits, an equal number of women and men disagree, and more women report a neutral position (**Action 5.1h**).

**Table 5.1.6: Awareness of UCL Benefits and Policies, Staff Surveys 2017 and 2020**

'I am aware of UCL's range of benefits for its staff (e.g. pension, childcare vouchers, employee assistance scheme)'	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
2017 Respondents	7203	311	161	124	1	-
2017 % Agree	85	79	71	76	-	-
2020 Respondents	n/a	307	135	156	3	13
2020 % Agree	n/a	67	73	64	-	54

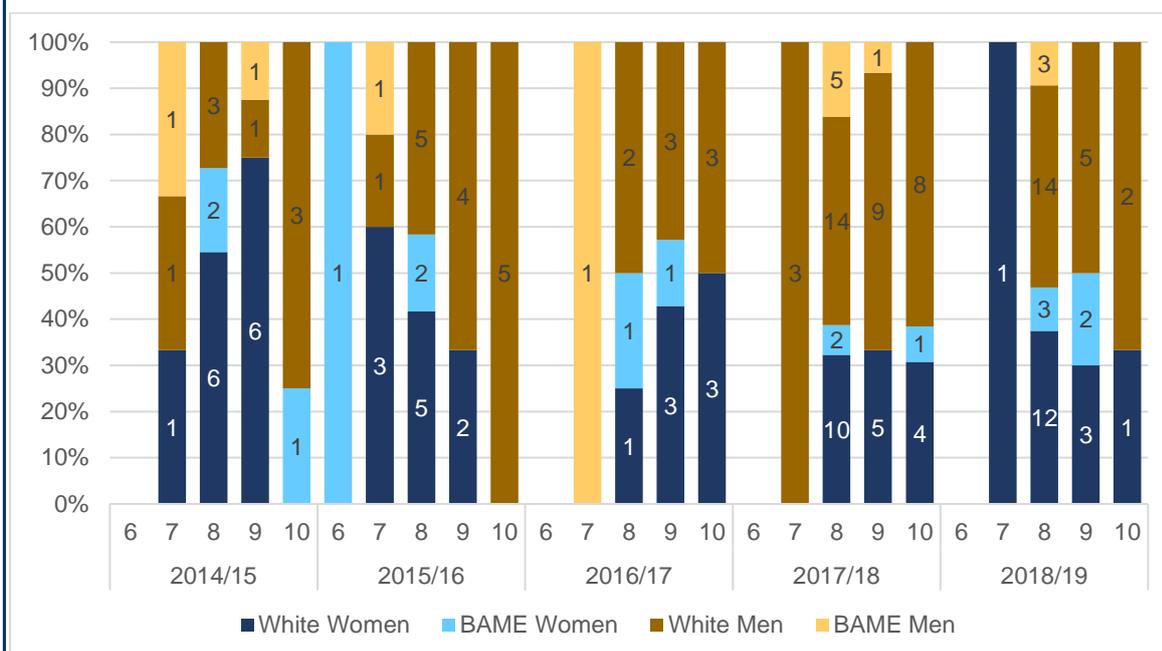
**Action 5.1h** Evaluation of local inductions to be shared across the Faculty to identify opportunities to reverse the downward trend in awareness of UCL policy and benefits, particularly among women. SAT to lead an information sharing event in 2022/23 with all Section Managers with presentations from BSEER and BSA on their handbook/induction evaluations, with a view to highlight information valued by new starters and for other Section Managers to assess any local induction gaps.

### (iii) Promotion

Academic promotion to grade 8 is via line managers and successful appraisals/probation. Senior promotions (grades 9&10) are via nomination from the Head of Section or through self-nomination. All promotion candidates are identified through annual appraisals with line managers. Unsuccessful candidates are given written feedback by the UCL promotion committee for senior roles, and by line managers below grade 8. All promotion cases consider the impact of career breaks.

Our previous submission reported that across grades 6 to 10 there were no distinct gendered patterns to promotions from 2012 to 2015. Since 2017, we observe substantially more women (in actual numbers) are promoted than before 2017 (**Figure 5.1.4**). This aligns with substantial revision to UCL's academic promotions criteria in 2017, including the addition of 'Institutional Citizenship' which broadened categories valued for promotion, and policy change so unsuccessful staff can re-apply after one year instead of two. The **impact** of this, together with greater visibility of senior academic women (**Section 2**), is increased numbers of women applying. BSCPM report that following the recruitment of two senior academics to leadership roles (Head of Section and Vice-Dean Research), there is **impact** on more women applying for promotion and their senior academic staff profile has moved from 26% to 33% women.

**Figure 5.1.4: All Academic Staff Promoted by Gender, Ethnicity\* and Grade, 2014/15 to 2018/19**



\*Unknown/withheld data excluded.

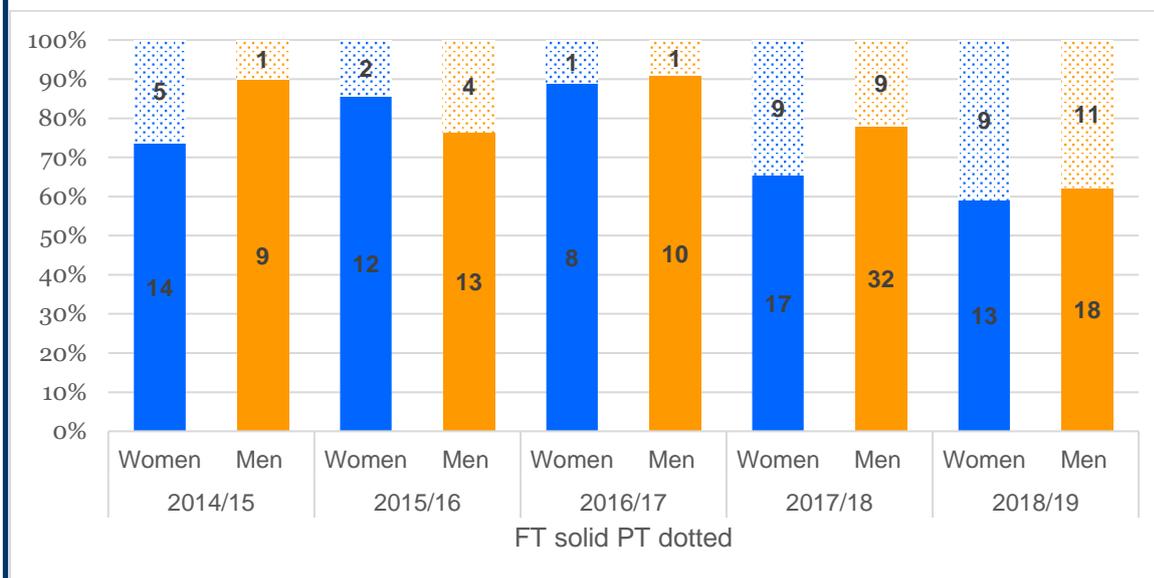
Promotion for BAME women and men at senior levels is a major concern (**Figure 5.1.4**) (**Actions 5.1i; 5.1j**). In December 2019, we piloted a cross-Faculty senior *Promotion Surgery* for academics from underrepresented groups (self-identified BAME, women, disabled, LGBTQA+). The surgery was a 1:1 with former Dean Alan Penn to discuss ‘readiness’ and cases for support. Eight academics attended (maximum capacity), all were promoted in 2019/20. Feedback was excellent (**Table 5.1.7**)

**Table 5.1.7: Feedback on Promotion Surgery**

BAME woman academic, applied to grade 9	<i>“BAME and/or female staff often suffer from feeling slightly inadequate or not having the courage to go for promotions, and hence to be able to discuss individually and privately was particularly useful. This is simply not possible in a general workshop type scenario, even if that’s along with other BAME/ female colleagues. I also found the personalised, caring element no less significant than the informational and logistical aspect of the advice. This is a great mechanism to instil confidence and for us to feel nurtured”</i>
Woman academic, applied to grade 9	<i>“I found the session with [...] extremely useful and the initiative invaluable... I was strongly considering applying but after meeting with [...] I knew it was the right thing to do. He helped frame my application within the context of both the process and the competition”</i>
Woman academic applied to grade 10	<i>“The surgery was very important for me: it gave me the chance to identify weaker parts of the application and re-construct the personal statement narrative to strengthen and highlight my stronger achievements.”</i>
Academic, applied to grade 9	<i>“I found the promotion surgery very useful. If anything, it reassured me that I am ready to apply for the promotion.”</i>

There is no observable gender trend between full-time and part-time staff and success rates over time (**Figure 5.1.5** and **Table 5.1.8**). Perception of the fairness of the promotion process is high, especially among women at 74% (**Table 5.1.9**).

**Figure 5.1.5: Promotion of Academic Staff, FT/PT by Gender, 2014/15 to 2018/19**



A formal application process for promotion exists only for grades 9 and 10, allowing us to measure these success rates (**Table 5.1.8**). There is gender parity over time at grade 9 and improved representation of women at grade 10. The only unsuccessful applications have been one man (FT) in 2016 and one woman (FT) in 2017.

**Table 5.1.8: Success Rate of Academic Promotion to Grades 9 and 10 by Gender and Grade, 2014/15 to 2018/19**

	2014/15		2015/16		2016/17		2017/18		2018/19	
	M%	W%								
N 77										
Grade 9	25	75	67	33	43	57	67	33	50	50
Grade 10	75	25	100	0	50	50	62	38	67	33

**Table 5.1.9: Perception of Promotion by Gender, Academic Staff, Staff Survey 2020**

'The Promotions Process at UCL is Fairly Applied'	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
2017 Respondents	7203	311*	161	124	1	21
2017 % Agreed	36	38	40	37	-	23
2020 Respondents	n/a	158	78	72	3	8
2020 % Agreed	n/a	51	60	74	-	-

\*Data for the UCL-led survey in 2017 is not available disaggregated by academic and PSS by gender.

**Action: 5.1i** Conduct a 2<sup>nd</sup> phase pilot of the *Promotion Surgery* targeting BAME women and men, LGTBQA+ staff and staff with disabilities. Grow capacity in this phase to 2 advisors and 14 participants.

**Action 5.1j** HR Business Manager to hold a coaching conversation with the 10 line managers of the 17 women BAME academics grade 8 and 9 to aid line managers support their direct reports through the promotion process.

**COVID-19 update**

Promotion cases for 2020/21 will include space to document the impact of COVID-19 so the UCL Promotion Committee can consider adjustments. The Bartlett Vice-Dean EDI co-presented and co-authored a paper to senior UCL staff in May 2020 on the gendered impact of COVID-19. It included a recommendation to adjust the promotion process to recognise its disproportionate impact on women’s academic careers.

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

The UCL Code of Practice for REF 2021 requires those making decisions about staff selection to undergo EDI training before joining a Review and Selection Group (RSG) (**Table 5.1.10**). For The Bartlett RSG, we made the decision to broaden this from a small number of key academics (typically 5-10), extending the training and decision-making process across the Faculty to include representatives of each section and across career levels. We ran two workshops for 30 staff (16 men; 14 women) and encouraged remaining RSG colleagues (count: 9) to join other sessions and complete online versions of the training.

**Table 5.1.10 Feedback on REF 21 EDI Training**

Faculty Impact Manager, PSS Man	<i>“This training has affected our decision-making processes and has been brought up during conversations within RSG on how to make selection decisions. This has ensured that EDI issues are a factor for selection, along with all other factors, rather than an additional element to consider after decisions have been made. In an RSG meeting, colleagues were encouraged to consider broadening their selection of staff for inclusion in the REF, and subsequently put forward more candidates that were not previously considered: EDI was a factor in these decisions.”</i>
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The **impact** of the training is reflected in selection for REF 2021, by gender, this is currently 38% women and 62% men which is a small swing (of +3%) towards gender parity (**Table 5.1.11**), and equal to our profile of academic women (see **Section 2**). Data for 2021 does not indicate selection issues for women.

**Table 5.1.11 REF Submissions by Gender 2014 and 2021\***

		Women	Women %	Men	Men %	Total
REF 2021**	Staff eligible	132	38	212	62	344
	Staff submitted	108	38	178	62	286
	Staff not submitted	24	41	34	59	58
REF 2014	Staff eligible	55	34	106	66	161
	Staff submitted	53	35	98	65	151
	Staff not submitted	2	20	8	80	10

\*RAE (2008) equality statistics were recorded by a panel rather than by individual Units of Assessment (there were 64 Units of Assessment and 15 panels). The Bartlett was in Panel H with Geography and Archaeology, so numbers for The Bartlett alone are therefore not available and not comparable to REF. \*\*Final numbers may be adjusted prior to submission in 2021, data as of August 2020.

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## SECTION 5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

### Progress since our last application

- Increased number of women in senior PSS roles to 50% (vs. 33% in 2015) through promotion.
- 100% induction uptake by PSS staff and positive reflections on the process.
- **Beaconing** innovative Faculty-led model for career paths for PSS (**Action 5.2d**).

### New or ongoing issues to address

- Barriers to recruitment of BAME men in PSS careers (**Actions 5.2b-c**).
- Data on regrading is not systematically collected (**Action 5.2a**).

### (i) Induction of PSS

PSS follow the same induction procedure as academic staff (**Section 5.1.ii**), complete the same training (**Table 5.1.6**) and report a slight downturn in knowledge of UCL benefits and policies (**Table 5.1.7; Action 5.1h**). Induction is tied to successful probation and stands at 100% completion. Additionally, large Bartlett sections have local inductions e.g. BSCPM identify a mentor for PSS from outside the section (5 mentors have been assigned in the last 2 years) and staff take a 'sustainability induction' walkabout their building (also see **Figure 5.1.3**). Reflecting on her induction, a PSS woman said,

*"I am impressed by the support received on arrival here. Particularly, the warmth of colleagues and their helpfulness, and the wealth of resources to help me acquire the skills I need for my role. I attended in person and online training, LinkedIn training, briefings with colleagues and took part in a wide range of Bartlett and UCL wide events."* (PSS woman, grade 7/8, 2019)

### (ii) Promotion of PSS

For PSS there are two routes to promotion: regrading of existing roles or open recruitment within UCL (see **case study 2**). Notoriously at UCL, career paths for PSS are poorly articulated; however, The Bartlett is an exception. During 2015 to 2019 the Faculty grew substantially (**Tables 5.2.1 and 5.2.2**), and the number of PSS roles increased by 65 posts. We supported (via appraisals and line manager encouragement) cross-Faculty 'stepping-up' by our PSS staff with **impact** on role regrading (**Table 5.2.3**). This is **beaconing** for meso-level organising to promote PSS (**Action 5.2c**).

**Table 5.2.1 PSS Profile by Gender, Grade and FT/PT Status\*, 2015 to 2019**

	2015			2016			2017			2018			2019		
<b>Full-Time</b>															
Grade	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W
1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
3	-	-	-	-	-	-	-	-	-	-	2	-	-	2	-
5	5	2	6	6	5	6	3	3	3	10	1	8	11		8
6	21	9	25	16	10	17	24	10	25	28	15	22	32	15	24
7	16	10	19	20	12	22	19	14	30	25	12	20	30	7	23
8	12	2	14	10	7	11	10	7	20	13	13	10	18	9	14
9		4	0	2	3	2	3	2	3	3	2	2	3	3	2
10	2	-	2	2	-	2	2	-	2	1	-	1	-	-	-
<b>Total</b>	<b>56</b>	<b>27</b>	<b>-</b>	<b>56</b>	<b>37</b>	<b>-</b>	<b>61</b>	<b>36</b>	<b>-</b>	<b>80</b>	<b>45</b>	<b>-</b>	<b>94</b>	<b>38</b>	<b>-</b>
<b>Part-Time</b>															
Grade	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W
2	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-
5	1	-	5	-	1	-	1	1	5	1	3	12	1	1	3
6	6	2	32	8	4	35	3	3	16	5	1	4	10	3	29
7	5	2	26	5	2	22	7	2	37	8	4	16	11	4	31
8	2	-	11	2	-	9	-	-	-	1	-	-	2	-	-
9	-	-	-	-	-	-	1	-	-	1	-	-	1	1	-
<b>Total</b>	<b>14</b>	<b>5</b>	<b>-</b>	<b>15</b>	<b>8</b>	<b>-</b>	<b>12</b>	<b>7</b>	<b>-</b>	<b>16</b>	<b>9</b>	<b>-</b>	<b>25</b>	<b>10</b>	<b>-</b>

\*Data as of 1 October each year.

**Table 5.2.2: Growth in PSS, 2015 to 2019**

Growth	Change in headcount	Growth in headcount since 2015 (%)	2015 proportion of PSS (%)	2019 proportion of PSS (%)	Change in proportion (%)
Women	49	70	69	71	3
Men	16	50	31	29	-3
Total	65	64	-	-	-

**Table 5.2.3: Number of PSS Roles Regraded, 2015 to 2019**

Regrade	Women	% of PSS women pool	Men	% of PSS men pool
5 to 6	2	26	2	59
6 to 7	10	33	2	14
7 to 8	6	21	1	7
8 to 9	3	21	0	-
9 to 10	0	-	0	-
Total	21	24	5	11

The 26 staff (22 FT and 4 PT) promoted via regrading, represent 16% of PSS staff over 5-year average. All regrading requests were successful. Data on post regrading is not systematically collected across the Faculty, we obtained the data by manual checking against gender, it does not account for length of service.

**Action 5.2a** Establish the feasibility of Faculty-level record keeping on successful and unsuccessful PSS regrading, including gender, ethnicity and length of service in a specified grade as data points. **Table 5.2.3** will serve as a baseline for 2020-2025.

Despite the relative regrading success of women, our 2020 staff survey reports 11% difference between PSS men and women on confidence in the regrading and promotion process (**Table 5.2.4**). c. 33% of women and men were neutral.

**Table 5.2.4: Bartlett PSS Perceptions on Regrading and Promotion by Gender, Staff Surveys 2017 and 2020**

Question	UCL Overall	Bartlett	Men	Women
'The grading review process is applied fairly at UCL', 2017 Staff Survey (n)	7203	76	48	27
2017 % Agree	22	28	29	28
'The promotions process is applied fairly at UCL' 2020 Staff Survey (n)	n/a	75	20	51
2020 % Agree	n/a	28	35	24

\*Excludes unknown/withheld gender data.

In recruitment between 2014-15 and 2018-19, women consistently accounted for 66% of applications and 65% of those shortlisted (**Table 5.2.5**). As with academic recruitment (**Table 5.1.3**), ethnicity appears a greater influence than gender in application to appointment success rate (**Table 5.2.5**), with BAME men the least likely appointed from shortlist (at 9%) and white women the most likely (at 25%) (**Actions 5.1d-f**).

**Table 5.2.5: Percentage Application Success Rates for PSS by Gender and Ethnicity, 2015 to 2019**

	Application	Shortlist	Appoint	Application to shortlist %	Shortlist to appoint %	Application to appoint %
<b>BAME</b>	<b>2949</b>	<b>371</b>	<b>60</b>	<b>12.6</b>	<b>16.2</b>	<b>2.0</b>
Women	1973	247	49	12.5	19.8	2.5
Men	972	123	11	12.7	8.9	1.1
Withheld	4	1	-	25.0	0.0	0.0
<b>White</b>	<b>3203</b>	<b>687</b>	<b>160</b>	<b>21.4</b>	<b>23.3</b>	<b>5.0</b>
Women	2074	436	108	21.0	24.8	5.2
Men	1114	247	51	22.2	20.6	4.6
Withheld	15	4	1	26.7	25.0	6.7
<b>Withheld</b>	<b>185</b>	<b>27</b>	<b>4</b>	<b>14.6</b>	<b>14.8</b>	<b>2.2</b>
Women	62	9		14.5	0.0	0.0
Men	52	7	2	13.5	28.6	3.8
Withheld	71	11	2	15.5	18.2	2.8

To improve representation of BAME men and women, we are trialing advertising roles in *Total Jobs* and *Reed* (rather than jobs.ac.uk). Since 1<sup>st</sup> January 2020, only two posts have been advertised; it is too soon to drawing meaningful conclusions. The trial will resume post-recruitment freeze.

In 2017, UCL launched *Transforming Our Professional Services (TOPS)* to develop career frameworks for PSS. The TOPS ethos is to develop competency skills to enable PSS transitions across grades into other roles. In complement, our SAT planned a series of events for PSS staff titled *Exploring Our Horizons*. Led by PSS members, the events aimed to give insider knowledge on the unique roles found in universities (e.g. 'impact management'), so PSS can explore the widest range of career routes in The Bartlett and beyond. Postponed due to COVID-19.

**Action: 5.2b** Trial advertising grade 8 jobs on up to three local recruitment sites for 6 months. Assess application numbers from these recruitment drives against previous ad locations.

**Action 5.2c** Under a positive action waiver, pilot automatic shortlisting of UK BAME job applicants for PSS roles who meet all essential criteria. Timeline for action will adjust to recruitment unfreeze. Pilot likely to be in the Faculty Office.

**Action 5.2d** Under UCL Community of Practice, Director of Operations to present The Bartlett model to UCL for a meso-level approach to support PSS promotion identifying

replicable factors. To date, pathways have focused on smaller-scale sections and the larger institutional scale.

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## SECTION 5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

### Impact since our last application

- In response to continually declining satisfaction with appraisals, we changed the system to *developmental conversations*, an approach with **beaconing** potential.
- Uptake in equality training by academics; second most popular training after leadership, following concerted push from SAT.

### New or ongoing issues to address

- Relatively low uptake of leadership and management training by women academics (**Action 5.3a**).
- No systematic data collection of research grant holders by gender and ethnicity (**Action 5.3h**).

### (i) Training

All new starters are required to take *Diversity in the Workplace* training (**Table 5.1.6**) and we have 100% uptake of this. Accordingly, 75% of our staff feel individual differences in background and working style are respected at work (**Table 5.3.1**). This is a decline from 79% in 2017, though we note there were 53 BAME staff in 2017 and 80 in 2019 (**Table 4.2.3**), and that BAME colleagues are most likely to disagree that UCL respects difference.

**Table 5.3.1: Staff Perceptions on Respect for Difference, Staff Surveys 2017 and 2020**

'I think UCL respects individual difference (e.g. cultures, working styles, background, ideas)'	UCL Over all	Bartlett	Men	Women	Non-binary	Withheld
2017 Respondents	7203	311	161	124	1	21
2017 % Agreed	80	79	84	77	-	57
2020 Respondents (all)	n/a	307	135	156	3	13
2020 % Agreed (all)	n/a	75	80	73	-	39
2020 White Respondents	n/a	228	109	113	2	-
2020 % White Agreed	n/a	79	83	74	-	-
2020 BAME Respondents	n/a	56	22	33	1	-
2020 % BAME Agreed	n/a	66	68	67	-	-

Training is systematically identified through annual appraisals and career conversations between appraisals. The effectiveness of training is reviewed systematically and routinely through appraisals, with further action is taken as necessary. While this is done individually, we also commit to institution-wide monitoring (**Action 5.3aa**).

**Action 5.3aa** The SAT will conduct a biennial progress review based on data collected from UCL's staff survey, disaggregated by gender, ethnicity and role. We will add a new

question on perceptions of workload allocation models (**Section 5.6 (v)**). We will update the Action Plan accordingly. The first review is scheduled for around June 2022.

Staff are kept informed of equality-related training activities via the SAT who cascade through Section Managers and *The Bartlett Bulletin*. The **impact** of this approach is high levels of EDI trained men and women, equally (**Table 5.3.3**). All staff are required to complete three development activities annually, which are logged in a central HR system, monitored and reviewed with line managers. There is good knowledge of training opportunities and uptake amongst staff (**Tables 5.3.2-5.3.3**). Low uptake is discussed with line managers and redemptive action noted in appraisals. In 2020, a key reason for low uptake is COVID-19 (**Table 5.3.4**), which is likely to have affected perceptions of training opportunities, as they have been recently postponed/cancelled. In response, we commit to accelerating a carer's fund across the Faculty as part of efforts to ameliorate the gendered impact of COVID (**Action 5.5b**).

**Table 5.3.2 Perceptions of Training Opportunities by Gender, All Staff Survey 2020**

'There are sufficient opportunities for training and development to improve my skills in my current job'	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
2017 Respondents	7203	311	161	124	1	21
2017 % Agreed	62	62	57	69	-	48
2020 Respondents	n/a	307	135	156	3	13
2020 % Agreed	n/a	59	65	57	-	46

**Table 5.3.3 Types of Training Undertaken by Academics by Gender, Staff Survey 2020**

Area of Training	Men % N=78	Women % N=72	Withheld % N=8
Leadership and management	25	17	-
EDI training	20	19	-
Other	10	15	-
Communication skills	15	4	-
Recruitment skills	-	10	-
Appraisal skills	5	6	-
Finance skills	5	-	-

**Table 5.3.4 Top Three Reasons for Not Meeting Target of 3 Training/Learning Events by Gender, All Staff Survey 2020**

Reasons	Men % N=51	Women % N=60	Withheld % N=5
Lack of time	29	20	-
COVID related issues	16	25	-
Workload	16	12	-

To support the development of leadership skills, UCL offers a Future Leaders Programme (open to grades 9-10), Self-Managing Leadership Programme (open to grades 8-9), the Provost's Leadership Programme (for Heads of Section only), and a Women in Leadership programme. In 2020, UCL launched Emerging Leaders, a new leadership programme for BAME-only staff at grades 5-7. These are by nomination and paid through Faculty budgets. They represent significant investment in our leadership pipeline (Table 5.3.5). Uptake shows underinvestment in academic women (Action 5.3a).

**Table 5.3.5: The Bartlett Uptake of UCL Leadership Programmes by Gender (All Staff\*)**

Leadership Training	2015-16			2016-17			2017-18			2018-19			2019-20		
	M	W	T**	M	W	T	M	W	T	M	W	T	M	W	T
Future Leaders	-	-	-	1	0	26	1	0	29	1	0	31	(1)	1	29
Self-Managing Leadership	-	-	-	-	-	-	-	-	-	0	0	10	1	0	31
Women in Leadership	0	1	12	0	0	25	0	1 (1)	29	0	0	53	0	(3)	78
Emerging Leaders	-	-	-	-	-	-	-	-	-	-	-	-	(2)	(6)	35
Total	0	1	-	1	0	-	1	2	-	1	0	-	4	10	-

\*Professional services staff appear in brackets \*\*T = total of all cohort participants across UCL.

**Action 5.3a** Section Heads and Senior Faculty to prioritise suitable nominations from BAME academic women in 2021/22 and 2022/23 for all leadership programmes (not just BAME specific programmes). Leadership nominations by gender and ethnicity to be reported annually at MAG.

Additionally, each Bartlett section has a budget to meet local training needs e.g. DPU run international fieldtrips so organise regular *First Aid* training (to date, more than 12 academic staff trained). BSCPM organised bespoke *How to Give Feedback to Students* training for all teaching staff. Cross-Faculty, The Bartlett HR business partner and SAT member, developed *Effective People Management* training following a discussion led by PSS SAT members and ran a pilot workshop in February 2020. Demand exceeded available spaces; a second workshop was postponed due to COVID-19 (Figure 5.3.1; Action 5.3b).

**Table 5.3.6 Feedback on Effective People Management Training**

Woman, PSS	<i>"I think the training is very good and the scenarios were useful exercises"</i>
Man, PSS	<i>"I have a better understanding of the various issues raised e.g. grievance, flexible working, promotion, termination etc. so will be more prepared if anything arises... [this] makes me feel more confident managing people and knowing where certain lines and boundaries are"</i>
Woman PSS	<i>"In general, it was perhaps the first really useful formal training I have done in a while."</i>

**Action 5.3b** Effective People Management training to be run once a term and included in the Faculty calendar of events from 2020/21. Uptake to be monitored by gender.

## (ii) Appraisal and development review

From 1 October 2017, UCL's appraisal system changed from biennial to annual. Appraisers must complete relevant training before conducting appraisals. Both parties complete a standardised form that discusses work-life balance, reviews the past year against previously agreed targets, and next steps for promotion (e.g. training needs, refreshed targets). A record of the appraisal is kept by HR.

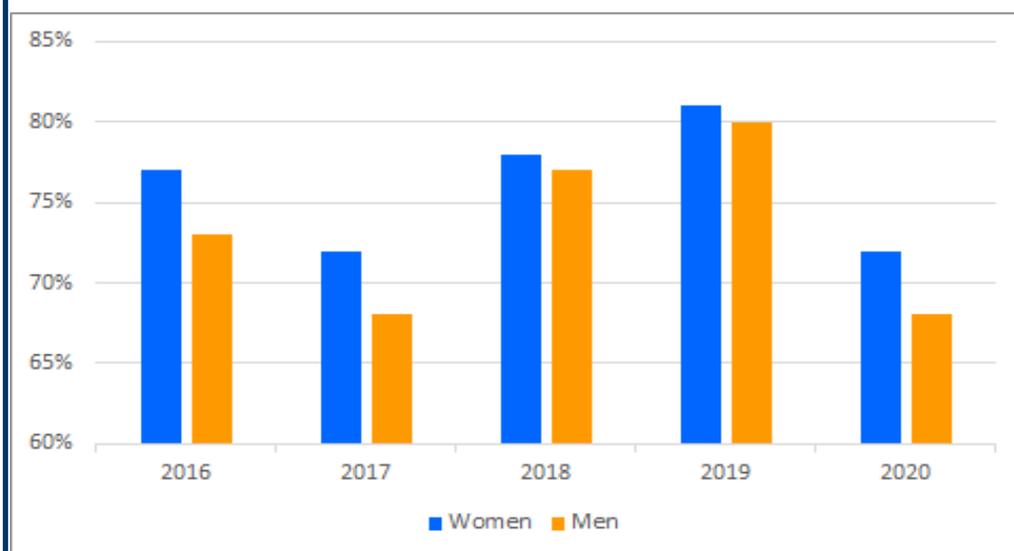
Our Bronze submission showed low appraisal completion, which did not tally with manager-reported completion. We therefore ran continual campaigns from 2018 to improve appraisal record keeping. The **impact** is 81% of appraisals are recorded vs. 23% in 2015 (**Table 5.3.7**).

**Table 5.3.7 Percentage of Staff Whose Appraisal Appears on HR System**

Year	% Appraisals recorded on HR system
2015	23%
2016	23%
2017	24%
2018	53%
2019	<b>81%</b>

As appraisals can take place throughout the year, we have taken snapshots on 1 October, which may give an incomplete picture in any one year (**Figure 5.3.1**). We observe a steady increase in recorded appraisals and, broadly, there is gender parity (2020 is an anomaly due to COVID-19 related pressures). An appraisal rate of 81% is below UCL's target of 95%. We are unlikely to meet this as substantial growth in staff, mainly at junior levels (**Figure 4.2.1**), affects the appraiser-appraisee ratio e.g. BSA have gone from 27 appraisals in 2015 to 216 by 2019. Satisfaction with appraisals had been above UCL average, though fell in 2020 (**Table 5.3.8**). We are tackling systemic issues with conventional annual appraisals held by Section Heads with a move to agile *developmental conversations* held throughout the year with line managers, distributing the task. We piloted this approach for UCL in 2019/20 and it is now policy. Online training is being rolled out for both appraisers and appraisees. We are unable to report on uptake as COVID-19 has meant appraisals and *developmental conversations* are currently optional; we recognise its **beaconing** potential (**Action 5.3c**).

**Figure 5.3.1: All Staff\* Percentage of Appraisals Completed by Gender, 2016 to 2020**



\*On HR system, as of 1 October each year.

**Table 5.3.8: Satisfaction with Appraisals and Career Development by Gender, Staff Surveys 2017 and 2020**

Question	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
<b>My last appraisal helped identify opportunities for personal development</b>						
2017 Respondents	7203	311	161	124	1	21
2017 % Agree	56	61	60	61	-	62
2020 Respondents	n/a	233	98	123	1	11
2020 % Agree	n/a	55	59	51	-	55
<b>I receive constructive feedback on my performance between appraisals</b>						
2017 Respondents	7203	311	161	124	1	21
2017 % Agree	54	52	50	53	-	52
2020 Respondents	n/a	233	98	123	1	11
2020 % Agree	n/a	49	53	47	-	36

**Action 5.3c** Develop a framework for assessing *Developmental Conversations* quality by gender and ethnicity, in consultation with Section Managers, central EDI and the HR Business Partner.

### (iii) Support given to academic staff for career progression

We have two mechanisms, in addition to training and appraisals, to support academic career progression:

- 1) Mentoring: All academic staff and post-docs at <Grade 7, are offered a mentor from within their section. For post-docs this is typically their PI. Mentoring is an informal arrangement with Section Managers only helping to identify a mentor, thus we do not systematically collect gender data. Additionally, BAME academic staff are

encouraged to join a tri-university scheme called BMentor, via Heads of Section who are regularly kept informed of UCL EDI schemes by the SAT and the Dean. Over the reporting period, 1 male academic actively mentored on BMentor annually.

2) 1:1 meetings with BEAMS Research Facilitators: as a research-intensive university, research success is important for individual career progression at UCL. The BEAMS (**Figure 2.1**) research office provides bookable 1:1s with staff at any stage in a research application process and at any grade, including post-docs. At any one time this is +1000 colleagues. Supplementary support is currently under development with The Bartlett Research Advisory Group (**Action 5.3d**).

Considering a poor pipeline of BAME academic women and men, from 2021, we will add a new mechanism of support: coaching line managers to support academic staff (**Action 5.1j**)

**Action 5.3d** In preparation for REF 2021, SAT and RAG will co-develop a research support action plan that targets ERCs by March 2021. This will include monitoring up take of research support by gender and ethnicity.

#### (iv) Support given to students (at any level) for academic career progression

PGR students are supported through The Bartlett Doctoral Hub (<https://www.ucl.ac.uk/bartlett/study/mphil-phd-and-engd/bartlett-doctoral-hub>) – foci of news, funding and networking opportunities. There are 11 networks to foster collaboration between doctoral students and staff on cross-cutting themes related to the built environment. Outputs of networks include conferences, workshops and publications, all essential for building an academic profile (**Figure 5.3.2**). New network themes are suggested by students continually.

**Figure 5.3.2: A Collaborative Staff/Student Conference, ‘Transforming Informality,’ from The Bartlett Informality Network**



The Faculty also commits to paid teaching opportunities for PGRs through the *PGTA Programme*. Annually, c.30 PGTA posts are funded by the Faculty, who are further supported through teacher-training via UCL’s Arena Centre. No gender bias is apparent in the allocation of teaching opportunities (**Table 5.3.9**). While men report less guidance on their teaching than women, they report higher levels of formal training (**Action 5.3e**).

**Table 5.3.9: PGR Teaching Opportunities and Training, PRES 2019\* Survey by Gender\*\***

	Bartlett	Men	Women
Respondents	204**	98	88
Taught (or demonstrated) at your institution during your research degree programme. % Agree	n/a	47	48
Received formal training for your teaching. % Agree	n/a	73	67
Given appropriate support/guidance for your teaching. % Agree	n/a	53	73

\*The 2020 PRES survey was shortened and did not ask these questions. \*\*18 withheld their gender.

Additionally, all students can freely access UCL’s range of careers support, training and student funding. Locally, each section embeds PGR students into research life. DPU extends membership to its research clusters and maintains a generous conference allowance for PGR students to present their work internationally.

All PGT and UG students are allocated an academic personal tutor who provides pastoral and career support. Bartlett teaching is research-led, and all students are taught discipline-relevant research methods. All students undertake a research project at one point in their PGT studies, this might be primary research for their dissertation (in IGP), or fieldtrips where students conduct primary research within a taught module (DPU and BSP, **Figure 5.3.3**). The research skills they develop are highly valued (**Table 5.3.10**).

UG students undertake an independent research or design-led final project, developing the skills necessary for advanced study. All final year UG students are invited to attend graduate open days to learn about PGT study. Within BSA, BSP and BSCPM, dedicated Careers Tutors (an academic role) have arranged sessions from alumni and current PGT to UG students. A dedicated faculty Student Success Advisor also supports UG students with information on post-study options (**Action 4.1d**).

**Figure 5.3.3. DPU PGT Students Publish Distinction-Worthy Dissertations in the DPU Working Paper Series**



**Table 5.3.10: PGT Perceptions on Academic and Research Skills Gained, PTES Survey by Gender, 2020**

	Bartlett	Men	Women
Respondents	776	304	437
The course has enhanced my academic ability. % Agree	85	87	85
My research skills have developed during my course. % Agree	84	87	82

**Action 5.3e** Ensure compliance with college mandate of formal training for all PGRs who teach/demonstrate through appropriate Arena Centre course. Action to be monitored on PGR development plans.

**COVID-19 update**

To support online teaching from September 2020, and to afford more teaching opportunities to students, the Faculty financed 65 PGTA positions for 33 hours each.

**(v) Support offered to those applying for research grant applications**

Research support for Bartlett academics is via the BEAMS Research Coordination Office, a team of seven specialists who offer a range of support services (**Table 5.3.11**). This is supplemented by section research coordinators (see **case study 1** for an illustration of research support to women academics).

**Table 5.3.11: Specialist Research Support for Different Career Stages**

ECRs	<ul style="list-style-type: none"> <li>• Grant writing workshops</li> <li>• 1:1 clinic on draft applications and/or advice on funding streams</li> <li>• Advice on post-doctoral fellowships</li> </ul>
Mid/ Established career	<ul style="list-style-type: none"> <li>• Feedback on fellowship and large grants applications</li> <li>• 1:1 clinic</li> <li>• Mock interview/panel practice</li> <li>• Guidance to PIs responding to reviewer comments</li> <li>• Provide UCL letters of support for applications</li> <li>• Support for budget writing</li> <li>• Support for impact statements</li> </ul>
All	<ul style="list-style-type: none"> <li>• Monthly newsletter on latest external funding opportunities, knowledge exchanges and enterprise grants</li> </ul>

As a result of significant investment in researchers, in The Bartlett we have seen an increase in successful research awards from £17.38m in 2016/17 to £38.32m in 2019/20.

We are trialing an approach to offer formal support to the leads of unsuccessful research bids. In 2021, UCL developed a pilot PI Leadership Development programme allocating The Bartlett one place. Implementing **Action 5.3a**, we will apply criteria to address under-

representation to a pool of unsuccessful applicants to the UKRI Future Leaders scheme. Additionally, we await the results of an ECR survey (**Action 5.3d**) and commit to implementing subsequent recommendations including further support to unsuccessful researchers.

We do not systematically collect data on research applications or awards by gender or ethnicity but commit to doing so (**Action 5.3f**). For this submission, we manually compiled data on research awards by gender for 2018/19, which will serve as a baseline to measure future actions (**Table 5.3.12**). These grants relate to 231 research active staff (149 men; 82 women).

**Table 5.3.12: Bartlett Research Grant Successes by Gender of Principal Investigator, 2018/19**

	Men	Women	Total
Number of applications	150	71	221
Number of successful applications	56	27	83
Success rate by gender	37%	38%	-
Percentage of awards given to men/women	67%	33%	-
Total lifetime value of awards	£25,915,280	£8,174,009	£34,089,289
Percentage value of awards to men/women	67%	33%	-
Average individual award	£462,722	£302,741	-

**Action 5.3f** Identify and agree a data collection system for successful and unsuccessful research grants by gender and ethnicity of PI and Co-I. Record and review data annually.

[Word count 1348]

## SECTION 5.4 CAREER DEVELOPMENT: PROFESSIONAL SERVICES AND SUPPORT STAFF

### Impact since our last application

- Leadership investment in PSS **impacts** strong representation of Bartlett PSS leadership of UCL's *Communities of Practice*.
- **Beaconing** section budgets for PSS external and leadership training (**Action 5.4a**).

### New or ongoing issues to address

- Need for a code of practice on secondments to standardise good secondee management (**Action 5.4b**).

### (i) Training

As with academic staff (**Section 5.3.i**), PSS take *Diversity in the Workplace* training, and we have 100% uptake among new starters and 20% of women and men equally report EDI training in the last year, the second highest type of training after leadership (**Table 5.4.1**).

PSS are required to participate in at least three training activities annually, and these are agreed and their effectiveness on individual performance is reviewed with line managers through the appraisal process. In preparation, PSS are encouraged to review available training opportunities. The effectiveness of training on the whole institution will be monitored biennially (**Action 5.3aa**).

**Table 5.4.1 Types of Training Undertaken by PSS by Gender, Staff Survey 2020**

Area of Training	Men % N=20	Women %N=51	Non-binary N=1	Withheld N=3
Leadership and management*	15	36	-	-
EDI training	20	20	-	-
Communication skills	15	8	-	-
Other	10	5	-	-
Finance skills	5	8	-	-
Appraisal skills	5	2	-	-
Recruitment skills	0	2	-	-

\*Read alongside **Table 5.3.5** which shows high investment in PSS women.

Locally, some Bartlett sections ring-fence training budgets to fund PSS staff on external courses, **beaconing** an approach for others. E.g. BSP has an annual allowance of £1,000 per staff member, BSEER up to £1,500 and BSCPM up to £2000. In 2019-20, BSCPM PSS (20 women/ 3 men) used their allowance on:

- 2 planned to attend the 2019/20 Association of University Administrators conference (cancelled).

- 2 completed a mini-MBA – one is now on secondment.
- 5 undertook 360 feedback and coaching – one is now at another institution at a higher grade.
- 1 undertook a management and leadership programme - now chairing a Community of Practice Committee within UCL.
- 1 attended CIPD HR in practice course – he now has a new role, still within BSCPM.
- 1 undertook a project management programme.

**Action 5.4a** In consultation with Section Managers, set a Faculty expectation for a designated budget for PSS development in each section. Robust and routine collection of data on the effectiveness of the training (including career progression), by gender and ethnicity, to continually inform budget expectations.

## (ii) Appraisal/development review

Trained appraisers undertake annual appraisals; UCL staff training records are not made available to faculties for analysis. Both parties complete a standardised form that includes discussion of work-life balance, reviews the past year against previously agreed targets and includes next steps for career development (including training needs). A record of the appraisal is kept by HR (**Table 5.3.2**).

Our 2020 staff survey shows perceptions on the effectiveness of appraisals has declined over time (no gender difference) (**Table 5.4.2**). Our potential **beaconing** of *Developmental Conversations*, which institutes regular 1:1s that are purposefully structured to review progress against goals, share lessons learned and discuss longer-term career progression (**Action 5.3e**), aim to address systematic disaffection with our appraisal system. Training is via an e-learning module for both parties. Early feedback on the process is positive and indicative of effective training (**Table 5.4.2b**).

**Table 5.4.2. PPS Satisfaction with Appraisals and Career Development by Gender, Staff Surveys 2017 and 2020\***

Question	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
<b>My last appraisal helped identify opportunities for personal development</b>						
2017 Respondents	7203	311	161	124	1	21
2017 % Agree	56	61	60	61	-	62
2020 PSS Respondents*	n/a	75	20	51	1	3
2020 PSS % Agree*	n/a	52	45	51	-	-
<b>I receive constructive feedback on my performance between appraisals</b>						
2017 Respondents	7203	311	161	124	1	21
2017 % Agree	54	52	50	53	-	52
2020 PSS Respondents*	n/a	75	20	51	1	3
2020 PSS % Agree*	n/a	49	50	47	-	-

\*We can only disaggregate 2020 data by PSS and gender. **Table 5.3.7** presents all staff data for ease of comparison with 2017.

**Table 5.4.2b. PPS Satisfaction with Developmental Conversations**

Line Manager Woman, PSS	<i>“I just had my first MS Teams development conversation and it went really well! I was still able to guide the reflective conversation and in some ways it felt more comfortable, with the physical distance. I asked open questions about his self-assessment and draft goals as we went through and then asked him to capture his thoughts on the feedback form. We will have a follow-up MS Teams video call in a couple of weeks’ time. I now feel more confident in having regular 1:1 developmental conversations remotely.”</i>	PSS interview, 2021
Direct Report Woman, PSS	<i>“I found the Developmental Conversation format to be collaborative. I had the opportunity to contribute fully to the process and the questions enabled me to reflect on my achievements and work in a more comprehensive way, compared to previous appraisals. Also, [the line manager] allowed sufficient time both for me to complete the form and for us to discuss it. For me, this was a qualitative improvement on previous appraisal conversations.”</i>	PSS interview, 2021

**(iii) Support given to professional and support staff for career progression**

We have three mechanisms to support PSS career progression, in complement to training and investment in leadership (**Tables 5.3.4 and 5.4.1**).

1) Mentoring: line managers act as informal mentors for all PSS (equal to 115 women; 39 men). Additionally, we have enthusiastically campaigned to raise awareness of the BMentor scheme for PSS launched in 2019. one woman joined the scheme as a mentor, and four (1 man; 3 women) joined the scheme as mentees. This is the highest number of participants across UCL faculties.

2) Secondments: opportunities are openly advertised on a UCL-wide platform with good uptake from Bartlett PSS (**Table 5.4.3**). However, Section Managers’ report secondments can leave home sections short-staffed and affect line management structures (**Action 5.4b**). To support BAME PSS, we will support UCL’s new programmes *Accelerate to Leadership* – a work placement scheme for BAME PSS at grades 8 and 9, and *Emerging Leaders* at grade 5-7. All Heads of Section are aware of these following a communication campaign and have incorporated this option in their local diversity action plans. We will monitor uptake (**Action 5.4c**).

**Table 5.4.3 Bartlett PSS Experiences of Secondment**

PSS BAME woman	<i>“There are constant challenges faced by women in UCL but with emphasis on the deeper challenges of Black women, I am fortunate now to be on my third secondment, based on skills acquired during my second secondment, which gave me the confidence to apply for a higher grade. With the continual support of my home Section Manager, although she was no longer my direct line manager, I have been assisted and equipped to progress to the next level.”</i>	PSS case study, 2020
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PSS White woman	<i>"I had no line manager or appraisal while on secondment."</i>	PSS interview, 2020
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3) Acting up: PSS can temporarily 'act up' to a higher grade for a maximum of 6 months? This allows sections to utilise in-house talent and enables PSS to build evidence-based case for promotion.

**Action 5.4b** Develop a code of practice for secondees, original and secondment line managers, to manage expectations and standardise the requirements for secondments. This should include a checklist of essential tasks (induction, appraisal, exit interview) and accompanying timeline, to be signed off by all three parties.

**Action 5.4c** Prioritise BAME PSS men from The Bartlett for the UCL *Emerging Leaders* programme with minimum of one nominated annually and their place paid for from the Faculty budget. Low uptake to be addressed through expanding **Action 5.1j (Section 5.1.iii)** on coaching line managers of BAME academics. Follow on training is discussed in **Action 5.6g**.

Additionally, UCL is developing PSS career frameworks under *TOPS*, which has 20 Communities of Practice, the **impact** of investment in PSS women's careers is that Bartlett are leading three (**Table 5.4.4**).

**Table 5.4.4 Bartlett PSS Feedback on CoP Leadership and Career Development**

PSS woman, Grade 7/8, Student Recruitment CoP lead	<i>"I find [CoP leadership] very valuable in terms of sharing best practice, disseminating messages and escalating concerns. [...] We are also provided regular training to enhance practice'. [I feel] CoP has enabled me to build networks and relationships with recruiters across the institution which have certainly been helpful in gaining experience and [career] opportunities"</i>	PSS interview, 2020
PSS woman, Grade 7/8, Procurement and Purchasing CoP lead	<i>"leading a CoP means you gain experience in group work, guiding and supporting colleagues and learning to become a service leader. All useful skills in developing your own role. I found the UCL Ways-of-Working developmental behaviours are directly linked to the activities of the CoP providing me with evidence to support my career progression"</i>	PSS interview, 2020

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## SECTION 5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

### Impact since our last application

- 100% maternity return rate for academic women since 2015/16 after formalising teaching contracts.
- High awareness of UCL’s package of parental support enabling highly supportive line managers with further **impact** on uptake of paternity leave every year.

### New or ongoing issues to address

- No systematic data collection on the number of cases of flexible working.

### (i) Cover and support for maternity and adoption leave: before leave

The Bartlett adheres to UCL’s comprehensive package of family-friendly support before, during and after pregnancy and the adjustment period for parents who adopt, regardless of length of service. Academic staff and PSS are made aware of these at induction and all information is on UCL’s website (intranet and externally). Every Bartlett section has an active Inclusion Lead who shares notices of UCL staff network events including Parents and Carers Together (PACT). PACT events are filtered to all staff who may have deleted them previously but are now reminded of a relevant support network.

On learning of a pregnancy, the line manager and/or Section Manager will conduct a risk assessment and make adjustments as necessary (**Table 5.5.1**).

**Table 5.5.1 Support to Staff Prior to Parental Leave**

Academic woman, Grade 9	<i>“On notifying colleagues of my pregnancy, our Section Manager conducted a risk assessment with me and made immediate adjustments that meant I did not go on a student fieldtrip to ... that I was responsible for leading. Instead, knowing I was concerned by now overburdening my colleagues, she reassured me and followed through with extra departmental funds to pay for a teaching assistant to attend in my place.”</i>	Case study, 2020
Academic woman, Grade 8	<i>“[When I found out I was pregnant] I googled UCL pages for MAT rights and entitlements and found out everything from there. Any specific questions, I asked my department [section] manager and got the answers I needed straightaway”.</i>	Interview, 2020
PSS woman, as reported by Section Manager	<i>“I had a new starter, a woman who joined the HR department while already pregnant and she received her full maternity pay, as any other staff member would”</i>	Section Manager interview, 2019

### **COVID-19 update**

Under UCL policy, cover for maternity leave and parental adoption leave are exempt from the recruitment freeze.

## **(ii) Cover and support for maternity and adoption leave: during leave**

Since 2016, we have had an 800% uptake of parental leave across The Bartlett, with all Section Heads fully supportive of parental leave. This is **impact** from cultural change in attitudes towards parental leave from parents and their line managers, and a shift from imagining a burden on colleagues to grounded efforts to appropriately resource cover for periods of leave.

We follow UCL policy on cover and support during parental leave, which continually improves in its provision to parents. Notably, flexible parental pay options, extended leave for premature babies (planned), women on maternity leave are entitled to ten 'keeping in touch' (KiT) days, shared parental leavers can request up to 20 KiT days. Unused days convert to annual leave when back at work. The parent/carer determines how and when KiT days are used, recording them directly into a central HR system (**Table 5.5.2**).

There is considerable flexibility for academics at the local level with sabbaticals and term time annual leave used by parents (outside of KiT days), with full support from Section Heads and colleagues covering their work. PSS also avail annual leave to supplement parental leave arrangements, with full support from colleagues.

**Table 5.5.2 Support to Staff During Parental Leave**

PSS woman	<i>"I used my KiT days for team catch up meetings, which was valuable for when I came back"</i>	Interview, 2020
Academic woman, Grade 8	<i>"[KiT days are used to] supervise my PhD students, I'm on 2 committees, and involved in a research project [while on leave]"</i>	Interview, 2020
Academic man, Grade 9, reported by Section Manager	<i>This academic, for whatever reason, did not take shared parental leave. Instead, he was fully supported by colleagues to take a sabbatical in term 3, straight after paternity leave, so he could spend more time at home with his family.</i>	Section Manager interview, 2019

All staff on parental leave are auto-enrolled on Faculty mailing lists so that they remain connected to us, though can choose to opt out, resuming normal communications only when they return to work. They can also choose whether to be invited to Faculty events during their leave.

**Action 5.5a** As policy from September 2020, Section Managers to direct known pregnant women to PACT and their ‘Maternity Coaching’ workshops for those about to take maternity leave and those returning from it and to the Toolkit for Parental Leave. These 2-hour workshops provide support to expectant and new mothers, discuss shared concerns, boost confidence and knowledge about their rights and how to develop a good work-life balance.

### (iii) Cover and support for maternity and adoption leave: returning to work

In line with UCL recommendations, all research-active academic staff are offered a one term sabbatical, without teaching commitments, directly upon their return to enable staff to re-establish their research activity. Data on uptake is collected centrally and not shared with faculties due to overall small numbers (**Table 5.5.3**). We are confident parental leave is considered and appropriate allowances are made in two important areas: promotion cases and REF selection, where the number of expected outputs are downwardly adjusted. There have been no recorded complaints in the Faculty that promotion was denied because of a decrease in productivity caused by parental leave.

Returning PSS tend to opt for reduced or compressed hours, following UCL policy on *Dignity at Work* (including work-life balance). Line managers are supportive of the flexible use of annual leave to aid transition back to full-time work. Academic and PSS women returning from parental leave report accommodating line managers (**Table 5.5.3**).

**Table 5.5.3 Reflections on Uptake of Sabbatical Following Maternity Leave**

Academic woman	<p><i>"I took a sabbatical, but not until the following year as I was asked to fill in on the Departmental Tutor role ... The sabbatical was helpful in giving me time to catch up on reading and on starting to write some papers.</i></p> <p><i>I have had two periods of maternity leave, and I can say that returning to work after maternity leave is very difficult, as it is hard to leave the child, have the right child-care arrangements (as it is very expensive in London) and also dealing with pressures at work. So, the support of my line-manager and HR and particularly them not placing too much pressure on me at this time was very much appreciated."</i></p>	Interview 2020
Academic woman	<p><i>"I took a sabbatical right after I returned from maternity leave. I had been awarded a research grant and delayed the start date to coincide with my sabbatical. This time away from teaching allowed me to focus on re-thinking about the research and reviving my networks. I also valued the opportunity to revise and thoroughly update all my lecture notes. It was a very productive sabbatical, and my colleagues were great in continuing to pick up some of my tasks, which they volunteered to do whilst I was on maternity leave."</i></p>	Interview 2020

PSS woman	<i>"I agreed a phased return with my line manager. For my first month back, I worked 3 days a week and then I moved to a 4-day week, in both cases using my holiday to take the other days off. This phased return has enabled me to manage my child-care and work/life balance."</i>	Interview 2021
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There are 14 rest/expressing rooms across UCL to support nursing women and seven baby changing rooms. While these room are open to all UCL staff and students, four of the 14 rest rooms are within Bartlett buildings including a room at our Here East site.

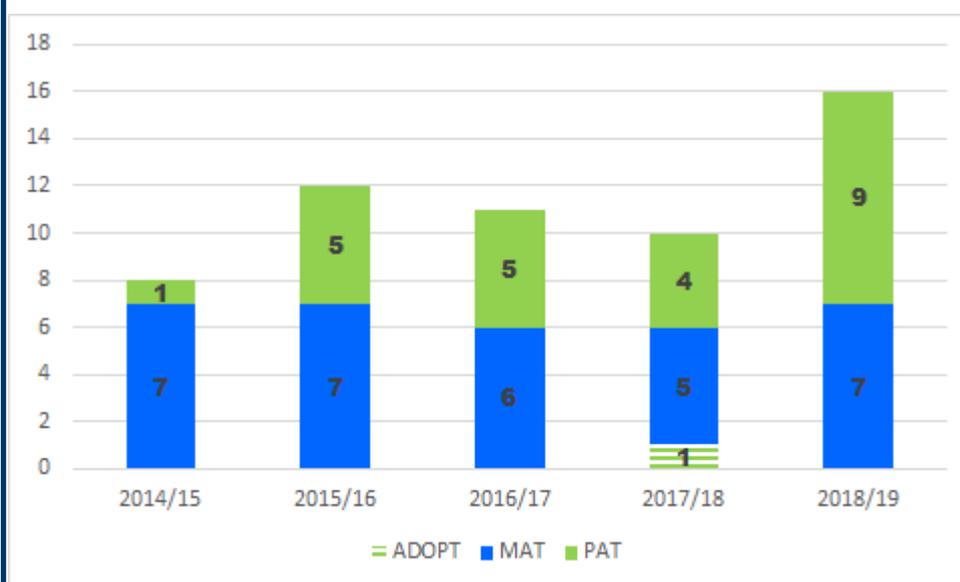
Locally, the DPU runs a carers fund of up to £200 per year, per staff member to support childcare costs while on overseas fieldtrips (a mandatory teaching element). The funds come from a discretionary budget of c.£4,000 (**Action 5.5b**).

**Action 5.5b** SAT to facilitate a best practice information exchange with all Section Managers on a carers fund, spotlighting the scheme in one section (DPU), with a view to replicate across the Faculty by 2025.

#### (iv) Maternity return rate

Over the last 5 years, the actual number of women taking maternity leave is steady despite a 15% increase in women staff overall. In total, 32 academic staff took maternity leave with a 100% return rate, except in 2015/16 when 1 out of 7 women did not return (**Figure 5.5.1**).

**Figure 5.5.1: Uptake of Maternity, Paternity and Adoption Leave by Academic Staff, 2014/15 to 2018/19**



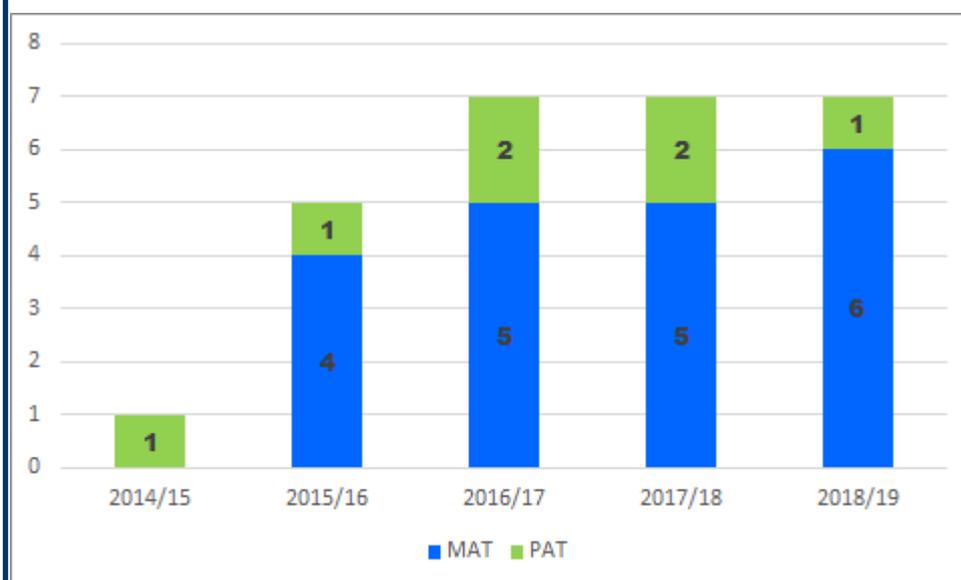
However, between 2014-2016, five women left employment after returning to work (**Table 5.5.4**). Of these, four were grade 7 Teaching Fellows. Recognising inequality arising from contracting practices for teaching fellows, we formalised all teaching contracts to embed the same entitlements and benefits as other academic staff. The **impact** is no academic women have left their employment since the 2015-16 cohort.

**Table 5.5.4: Academic Women Who Left Employment After Returning from Maternity Leave**

Year	Staff role	Grade	Time to departure	FT/PT
2014-15	Teaching	7	≥ 6 months after return	FT
	Teaching	7	≥ 6 months after return	PT
2015-16	Research	8	≥ 18 months after return	FT
	Teaching	7	≤ 6 months after return	FT
	Teaching	7	≥ 18 months after return	FT

For PSS, the number of women taking parental leave has also remained consistent (**Figure 5.5.2**).

**Figure 5.5.2: Uptake of Maternity, Paternity and Adoption Leave by PSS, 2014/15 to 2018/19**



Over 5 years, HR records show 1 woman left on her return date and 4 women left after returning to work (**Table 5.5.5**).

**Table 5.5.5: PSS Women Who Left Employment After Returning From Maternity Leave**

Year	Grade	Time to departure	FT/PT
2016-17	6	≤ 6 months after return	PT
2016-17	6	≥ 6 months after return	FT
2016-17	7	≥ 18 months after return	FT
2017-18	6	≥ 12 months after return	FT

### (v) Paternity, shared parental, adoption, and parental leave uptake

There is a growing normalisation of parental leave, especially paternity leave across the Faculty (**Tables 5.5.6 and 5.5.7**). This is a direct result of awareness raising exercises over

the past 5 years with Section Heads and deliberate cultural change that foregrounds equality (Section 5.6).

**Table 5.5.6: Aggregated Academic and PSS Maternity, Paternity and Adoption Leave, 2014/15 to 2018/19**

	2014/15	2015/16	2016/17	2017/18	2018/19
ADOPT				1	
MAT	7	11	11	10	13
PAT	2	6	7	6	10
Total	9	17	18	17	23

\*See Figures 5.5.2 and 5.5.1 for disaggregated data.

**Table 5.5.7 Localised Parental Leave Experiences and Practices**

Shared parental leave (male academic)	<ul style="list-style-type: none"> <li>20 days of shared leave over 2 days a week to balance work-childcare needs.</li> </ul>	Section Manager interview, 2019
Paternity leave (2 male academics)	<ul style="list-style-type: none"> <li>Both took full 4-week entitlement to paternity leave.</li> </ul>	Section Manager interview, 2019
Paternity leave	<ul style="list-style-type: none"> <li>4 months shared parental leave.</li> <li>Championed change in working culture through local EDI awareness raising.</li> <li>As a result, men in this section less concerned paternity leave will be detrimental to academic careers.</li> </ul>	Section Manager interview, 2019
Male academic	<ul style="list-style-type: none"> <li>Agreed condensed working hours to support childcare duties.</li> </ul>	Section Manager interview, 2019
Male academic	<ul style="list-style-type: none"> <li>Paternity leave followed up sabbatical to extend home-based support for newborn.</li> </ul>	Section Manager interview, 2019
Woman academic parental leave*	<ul style="list-style-type: none"> <li>Same-sex couple provision of parental leave.</li> <li>4 weeks leave taken.</li> </ul>	Section Manager interview, 2019
Male academic*	<ul style="list-style-type: none"> <li>Reduced contract to 80% to support childcare duties.</li> </ul>	Section Manager interview, 2019

\*Naming the section may identify the staff member.

These examples illustrate the depth and breadth of parental leave uptake and local flexibility to support leave and childcare arrangements.

## (vi) Flexible working

All UCL staff have the right to request flexible working as part of our *Dignity at Work* policy. In The Bartlett, options for flexible working include condensed working hours, early/late starts/finishes, job shares, annualised contracts and increased working from home (Table 5.5.8); these span formal and informal arrangements, so we do not systematically collect data on applications and success rates. We endeavour to support creative local solutions.

**Table 5.5.8 Examples of ‘Formal’ Local Flexible Working Practices over the Reporting Period**

BSEER Job share	A returning mother moved part-time to a 0.6 FTE contract. Another 0.6 FTE was recruited to share the role. The extra 0.1 enabled the shared role holders to have some handover time each week. The Section Manager reflects, “a job share actually produces more outputs than one person working 1.0FTE... working mothers ...are very good at planning their workload to get tasks done”. Job shares are recognised and valued by section leaders.	Section Manager interview, June 2020
CASA Annualised-hours contract	CASA have agreed an annualised-hours contract (40% role) for a woman academic to enable her to manage a successful broadcasting career promoting science with her UCL commitments.	Section Manager interview, 2019

All sections allow staff to change to their working patterns (starting/finishing work later/earlier to avoid rush hour) and permit increased working from home, as default. In addition to individual cases of flexible working, we have taken more wide-reaching action to support flexible working. E.g. the DPU has aligned term 1 reading week with primary/secondary schools’ half term, shifting away from UCL’s dates, to allow staff to balance childcare duties with work. This example of good practice will be shared across the Faculty for wider uptake (**Action 5.5b**).

**COVID-19 update**

As UCL gradually transitions to office-based work, since March 2020, we have championed an inclusive ‘opt-in’ policy in our return to work planning, so no staff member feels peer or management pressure to return to the office.

Our 2020 COVID-19 check-in survey reports that in recent months most of our staff are now working flexibly and a majority feel supported by their line managers (**Table 5.5.9**). This is a strong foundation for COVID-19 effected working patterns.

**Table 5.5.9 Flexible Working and Line Manager Support by Gender, 2020 COVID-19 Check-in Survey**

	UCL Overall	Bartlett	Men	Women	Withheld
Respondents	3374	236	84	107	45
I am working flexibly according to other responsibilities. % Agree	-	-	73	58	-
I feel supported by my line manager. % Agree	-	-	72	78	-

## **(vii) Transition from part-time back to full-time work after career breaks**

Transitions from part-time to full-time work are supported through individual appraisals. Quantitative data on parental leave uptake and return rates, alongside qualitative data on flexible working (**Section 5.5.vi**), shows after maternity leave most women return full-time and following parental leave (or any other career break) all staff can access localised flexible working arrangements to suit them while they have caring responsibilities and once these reduce. Arrangements include gradually increasing workload (see **Table 5.5.3**). Bespoke arrangements to support return to full-time work, including training or coaching, are discussed during appraisals (**Sections 5.3(ii)** and **5.4(ii)**).

[Word count 1041]

## SECTION 5.6 ORGANISATION AND CULTURE

### Impact since our last application

- Embedding gender equality and inclusion in our research and teaching activities, alongside processes and policies with **impact** on faculty culture.
- Launch of a new LGBTQA+ group for staff and students – *B. Queer* – to think beyond gender binaries for gender equity.
- Continuous provision of anti-bullying and harassment training workshops for staff and PGR students.
- +17% more women represented in external speaker series since 2016 following targeted actions.

### New or ongoing issues to address

- More sophisticated principles on visual and textual representation of women and other underrepresented groups in publicity and communications (**Action 5.6b**).
- Widespread adoption of good workload modelling (**Action 5.6i**).

### (i) Culture

We intend to make EDI a lived experience in The Bartlett by adequately resourcing this work, with **impact** that in 2020 only 11% of women and men equally felt The Bartlett was *not* a more inclusive place than when they started (**Table 5.6.1**). We are embedding gender and racial equity in teaching and research content, alongside operational processes. Examples include, in 2020, a cross-Faculty group of academic, PSS and PGR students, published an open access curriculum on *'Race' and Space* (**Figure 5.6.1**) as a learning resource for our community. It states,

*“In The Bartlett, we are engaged in a concerted effort to see ‘race’, to articulate its effects and take steps to undo the damage of racism through our educational offering”* (p.11)

750 books were printed and distributed to all teaching staff to drive critical engagement with race and gender in our curricula.

**Figure 5.6 1: *Race and Space* Book**



**Action 5.6a: Section 4.1** identified comparatively lower attainment amongst UG BAME men; we will review uptake of the *'Race' and Space* curriculum by December 2021 to assess its impact on the attainment of UG men and women with a view to **beacon** the curriculum across UCL and spatial disciplines in our sector.

In 2019, for our centenary celebrations headed 'Bartlett 100 Build a Better Future', Our Research Fund supported a conference on gender-neutral toilets, their politics and inclusive design (**Figure 5.6.2**).

**Figure 5.6.2: Stalled! Conference Webpage**



In 2020, we launched *B.Queer* - an LGTBQA+ staff and student group (**Figure 5.6.3**) and are supporting colleagues in a cross-Faculty *Queering the Curriculum* project.

**Figure 5.6.3: Poster Invitation to Join *B.Queer* for an Open Conversation**



**Action 5.6b** Run a consultation on queering approaches to gender equity focused on 'thinking beyond gender binaries', in collaboration with *B.Queer*, in accordance with their schedule of work though by September 2021.

**Table 5.6.1 Staff Perceptions of Inclusivity in The Bartlett, Staff Survey 2020**

Question	Bartlett	Men	Women	Non-binary	Withheld
<b>I feel The Bartlett is a more inclusive place to work than when I first started</b>					
2020 Respondents	307	135	156	3	13
2020 % Agree*	42	42	42	-	23
<b>I think The Bartlett takes issues of equality, diversity and inclusion (EDI) seriously</b>					
2020 Respondents	307	135	156	3	13
2020 % Agree**	67	70	67	-	39

\*47% of women and men equally were neutral on this statement.

\*\*22% of women and 20% of men were neutral on this statement.

Operationally, we implemented all three actions identified in our previous application to build a more respectful, supportive and welcoming culture: training on ‘Creating a Respectful Workplace’; communication of a newly appointed ‘Dignity at Work’ advisor; and guidance on bullying and harassment procedures.

With greater awareness of bullying, harassment and expectations of dignity at work, we track an overall increase in perceived bullying and harassment, 5% above the UCL baseline, and greater reporting of it compared to UCL (Table 5.6.2).

**Table 5.6.2: Perceptions of, and Actions on, Bullying and Harassment, Staff Surveys 2017\* and 2020**

Question	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
<b>I have been subject to behaviour that I consider to be bullying/harassment in the last two years at UCL</b>						
2017 Respondents	7203	309	161	124	1	21
2017 % Agree	16	20	n/a	n/a	n/a	n/a
2020 Respondents	n/a	307	135	156	3	13
2020 % Agree	n/a	20	16	23	-	46
<b>Did you report bullying and harassment of yourself or as witnessed to others?</b>						
2017 Respondents	7203	100	161	124	1	21
2017 % Agree	29	34	n/a	n/a	n/a	n/a
2020 Respondents	n/a	64	21	36	1	6
2020 % Agree	n/a	34	38	33	-	-

\*2017 survey data on these questions are not made available to Faculties by gender.

Worryingly, there is a decrease in staff feeling able to report bullying and harassment without concern for their career (Table 5.6.3).

**Table 5.6.3: Staff Perceptions on Reporting Bullying and Harassment, Staff Surveys 2017 and 2020**

Question	UCL Overall	Bartlett	Men	Women	Non-binary	Withheld
<b>I would feel able to report bullying and harassment without worrying that it would have a negative impact on me</b>						
2017 Respondents	7203	311	161	124	1	21
2017 % Agree	60	58	70	48	-	33
2020 Respondents	n/a	307	135	156	3	13
2020 % Agree	n/a	56	69	46	-	31

In 2017, there was a 12% difference between men and women feeling able to report bullying and harassment. We therefore championed anti-bullying and harassment training tailored for universities called *Where do you draw the line?* (WDYDTL), a three-hour workshop co-facilitated by the Dean or Vice-Dean EDI. We have run seven workshops since March 2019 (the highest in UCL) and requested more, training 160 staff and PhD students across the Faculty (15% overall, gender breakdown is not locally available, **Action 5.6c**). High demand for WDYDTL across UCL has limited the number of workshops we can offer (**Action 5.6d**).

**Action 5.6c** Devise a local data capture system to record Bartlett attendance on centrally run-locally delivered EDI training by gender and ethnicity. Currently this data is aggregated at UCL level. This will be augmented by Faculty staff survey data on uptake of EDI training by gender and ethnicity. Both data points will shape follow on actions around targeting, as required.

**Action 5.6d:** Offer WDYDTL workshops once a term and drive uptake by offering lunch/refreshments to attendees (adjusted incentives if run online only). Target: 50% of Faculty have attended WDYDTL by September 2025.

Attendees of WDYDTL say the training gave space to articulate their concerns and clarify 'inappropriate behaviour'. 82% of attendees said that their confidence to intervene in issues of bullying and harassment had increased (**Table 5.6.4**).

**Table 5.6.4 WDYDTL Attendee Feedback\***

*"[I am now] in a position to recognise blurred boundaries and inappropriate behaviour"*

*"Become more pro-active in voicing my personal concerns [and to] utilise the resources at my disposal".*

*"These scenarios didn't address the kind of everyday bias and harassment we see around the way staff talk about Chinese students, for example".*

\*We present this feedback with respect for full anonymity and do give any breakdown by protected or identifiable characteristics.

Critical feedback on WDYDTL, highlighted inadequate coverage of racism and transphobia in causing bullying and harassment in academia. Thus, we piloted *Racialised Biases in Higher Education* workshop for 16 staff including two Heads of Section and our HR Business Partner. One attendee stated,

*“It was helpful to hear more about concepts such as white privilege and white fragility... and the bearing this might have on the use of stereotypes”.*

Feedback was mixed for this challenging workshop, though there was consensus for more.

**Action 5.6e** Run a 2<sup>nd</sup> pilot (revised workshop) on racialised bias in higher education in 2021/22 for Faculty roll out.

In complement, we held *Taking the Lead* workshops for managers to create positive working environments and eliminate spaces for bullying and harassment. To date, 16 academic and PSS with line management responsibilities have attended.

**Action 5.6f** Offer Taking the Lead workshops once a term and drive uptake by offering lunch/refreshments to attendees (adjusted incentives if run online only). Target: 20% of Faculty with line management duties have attended Taking the Lead by September 2025.

We are enthusiastic promoters of UCL’s new *Report and Support* function for anonymous reporting of bullying, harassment and sexual misconduct. *Report and Support* posters are displayed in toilets of every Bartlett building, ensuring high visibility. Our Vice-Dean EDI appears in the UCL video conveying The Bartlett’s commitment. It is included in our Faculty Handbook to students and in staff inductions.

#### **COVID-19 update**

Our COVID-19 check-in survey (see **Section 3(ii)**) raised key gendered issues - listed below alongside [actions taken](#):

- Support for carers - [reinforce flexible working](#); at least two senior academics took carers leave and temporarily reduced their working hours.
- For BAME and disabled staff, reopening buildings and concerns for their health – [adopted an opt-in policy to enact principle of inclusivity](#).
- Negative impact on promotions – [lobbied for change to UCL’s 2020 promotion round](#).
- Unequitable workload distribution - [closely monitor gendered divisions of labour using workload models](#).

Our EDI strategy for 2020/21 institutes *an ethic of care*. Substantively, this means communication from the Dean and Section Heads of a flexible and empathetic approach to issues including productivity loss among staff, reduced availability and challenges to working from home. On 27<sup>th</sup> March, a week after our campus closed, the Dean wrote to all staff,

*“I think it is worth taking a moment to pause, as we start to acclimatise to remote working, and adjust our expectations of what “productivity” looks and feels like during this pandemic... In short, let’s cut ourselves and each other some slack and remember that some things will take longer than we are used to.”*

This set the tone for the Faculty and guided follow up actions.

## (ii) HR Policies

UCL HR policies are available to all staff via secure log in. Staff are encouraged to raise HR concerns with line managers and/or Section Managers in the first instance and we aim to resolve issues informally. Data is not collated on informally resolved/raised issues. Heads of Section and Section Managers receive continual training in HR policies and their implementation. They take the lead communicating latest or updated HR policies to staff in each section, tailoring their approach to different staff, e.g. part-time staff or teaching fellows who may not regularly attend staff meetings are informed via email, intranet boards, telephone or written letters. Heads and managers are supported by a dedicated HR Business Partner and the Faculty Director of Operations, who meets weekly with Section Managers. The Dean, Faculty Director of Operations and HR Business Partner meet weekly to discuss staffing issues including *Report and Support* data and formal complaints, they direct subsequent actions. We are committed to doing more to prevent bullying, harassment and sexual misconduct and empowering active bystanders (**Actions 5.6d-f**).

Annual appraisals identify staff with management responsibilities, their training needs and uptake of training. Our Faculty-wide appraisal rate is 82% with actions to increase this substantially (**Action 5.3c**).

Locally, implementing **Action 5.3b**, the HR Business Partner evolved *Effective People Management* training (**Section 5.3(i)**) into bitesize sessions on Managing Probation, Performance, Behaviour and Sickness for online working based on feedback. More topics will be added following feedback/demand. Since January 2021, 49 women have attended (69%) and 22 men (31%), proportionate to PSS, who are most likely to coordinate implementation of HR policy (**Table 2.1**).

## (iii) Representation of men and women on committees

Since 2016, we have conducted a biennial gender audit of committee leadership, going further than the single audit in our Bronze Action Plan.

Membership to one of 48 formally mandated committees depends on specific roles within each section. Committees include: Chair, Deputy, Secretary, student representatives and a combination of Heads of Sections, programme leaders and PSS. Membership extends to 463 staff. We report on leadership roles in committees and the three most senior committees to focus on gendered power and influence in the Faculty.

From our Bronze Action Plan, Chairs targeted a minimum 35% women academic membership to reflect the gender profile of the Faculty and introduced a 50:50 deputy system - each committee with a male academic chair has a female academic deputy (and vice versa). The **impact** is that in 2019/20, 22 committees (of 48) are led by a Chair and Deputy of opposing genders, 13 committees have either the position of Chair or Deputy unfilled (of these six are led by women and seven by men), of the remaining 13 committees seven are led by a male pairing and six by a female pairing (**Table 5.6.5**). Gender representation on all committees is proportionate to our staff and student profile (see **Table 2.1**) with staff well represented across grades 7-10 (**Tables 5.6.5b-d**).

**Table 5.6.5a: The Bartlett Formal Committees Chair and Deputy by Gender, 2019/20**

<b>Committee / Board of Examiners</b>	<b>Chair</b>	<b>Deputy Chair</b>
<b>Staff Student Consultative Committee (SSCC) (UG &amp; PG)</b>		
Architecture (BSA)	M	F
Environment, Energy & Resources (BSEER)	Unfilled	F
Centre for Advanced Spatial Analysis (CASA)	M	M
Construction & Project Management (BSCPM)	M	Unfilled
Development Planning Unit (DPU)	M	M
Planning (BSP)	M	M
Institute for Innovation & Public Purpose (IIPP)	M	F
Real Estate Institute (BREI)	M	F
Institute for Global Planning (IGP)	M	M
<b>Departmental Teaching Committee (DTC: Undergraduate)</b>		
Architecture (BSA)	F	Unfilled
Construction & Project Management (BSCPM)	M	Unfilled
Planning (BSP)	F	F
<b>Departmental Teaching Committee (DTC: Postgraduate)</b>		
Architecture (BSA)	F	Unfilled
Environment, Energy & Resources (BSEER)	M	F
Centre for Advanced Spatial Analysis (CASA)	M	M
Construction & Project Management (BSCPM)	M	Unfilled
Development Planning Unit (DPU)	M	F
Planning (BSP)	F	F
Institute for Global Planning (IGP)	M	M
Cross-Faculty (IIPP, BREI, Urban Lab)	In rotation	In rotation
<b>Faculty Committees</b>		
Faculty MRes Committee	M	F
Undergraduate Programmes Committee (UPC)	F	Unfilled
Postgraduate Programmes Committee (PPC)	M	Unfilled
Student Recruitment, Admissions & Funding Cttee (FStRAFC)	M	Unfilled
Faculty Teaching Committee (FTC)	M	F
Faculty Research Degrees Committee (FRDC)	M	F
Faculty Library Committee (FLC)	Unfilled	Unfilled
Bartlett Student Experience Committee	F	Unfilled
<b>Boards of Examiners</b>		
Faculty Board of Examiners (FBoE) (UG & PG)	M	F
BSc Architecture/Architectural & Interdisciplinary Studies	M	F
BSc Planning Programmes	F	F
BSc Project Management for Construction	M	M
MEng Engineering & Architectural Design	M	F
MSc Built Environment	M	Unfilled
MSc Environment, Energy & Resources	M	F
MSc Development and Planning	F	M
MSc Planning Programmes	F	F
MRes Programmes	F	Unfilled
MPlan City Planning	F	F
MSc Construction & Project Management	M	F
Historic Urban and Architectural History and Space Syntax	F	M

<b>Boards of Examiners</b> ( <i>continued</i> )		
MArch Architecture (RIBA Part II)	F	M
MArch Architectural Design	M	F
MArch Urban Design	M	F
15-Month Masters and PgCert AAR Programmes	M	F
Architectural Computation & Digital Theory	F	M
Landscape Architecture	F	M
BSA Examinations in Professional Practice in Architecture	F	F

**Table 5.6.5b The Bartlett Formal Committee Membership by Academic Staff, Gender and Grade, 2019/20 (aggregated by committee heading\*)**

	<b>Women</b>	<b>Men</b>	<b>Withheld</b>	<b>Total</b>
<b>Boards of Examiners</b>	<b>221</b>	<b>311</b>	<b>1</b>	<b>533</b>
Grade 1-6	17	16		33
Grade 7-8	109	160		269
Grade 9-10	93	134		227
Withheld	2	1	1	4
<b>Departmental Teaching Committee (DTC) PG</b>	<b>27</b>	<b>42</b>		<b>69</b>
Grade 7-8	14	10		24
Grade 9-10	13	32		45
<b>Departmental Teaching Committee (DTC) UG</b>	<b>4</b>	<b>4</b>		<b>8</b>
Grade 7-8	3			3
Grade 9-10	1	4		5
<b>Departmental Teaching Committee (DTC) UG/PG</b>	<b>6</b>	<b>10</b>		<b>16</b>
Grade 1-6	1			1
Grade 7-8	1	2		3
Grade 9-10	4	8		12
<b>Faculty Committees</b>	<b>36</b>	<b>87</b>		<b>123</b>
Grade 7-8	7	11		18
Grade 9-10	29	76		105
<b>Staff Student Consultative Committee (SSCC)</b>	<b>19</b>	<b>31</b>		<b>50</b>
Grade 1-6	1			1
Grade 7-8	8	10		18
Grade 9-10	9	21		30
(Withheld)	1			1
<b>Grand Total</b>	<b>313</b>	<b>485</b>	<b>1</b>	<b>799</b>
<b>Grand Total (%)</b>	<b>39</b>	<b>61</b>		

\*For presentation purposes only, the committees in **Tables 5.6.5b-d** are aggregated by committee-type. All analysis of committee membership is based on disaggregated data. The committees are disaggregated in **Table 5.6.5a**.

**Table 5.6.5c The Bartlett Formal Committee Membership by PSS, Gender and Grade, 2019/20 (aggregated by committee heading)**

	Women	Men	Total
<b>Boards of Examiners</b>	<b>37</b>	<b>32</b>	<b>69</b>
Grade 7-8	21	23	44
Grade 9-10	16		16
Withheld		9	9
<b>Departmental Teaching Committee (DTC) PG</b>	<b>15</b>	<b>3</b>	<b>18</b>
Grade 7-8	9	2	11
Grade 9-10	6		6
Withheld		1	1
<b>Departmental Teaching Committee (DTC) UG</b>	<b>2</b>	<b>1</b>	<b>3</b>
Grade 7-8	2	1	3
<b>Departmental Teaching Committee (DTC) UG/PG</b>	<b>6</b>	<b>1</b>	<b>7</b>
Grade 7-8	4	1	5
Grade 9-10	2		2
<b>Faculty Committees</b>	<b>73</b>	<b>23</b>	<b>96</b>
Grade 7-8	49	17	66
Grade 9-10	23		23
Withheld	1	6	7
<b>Staff Student Consultative Committee (SSCC)</b>	<b>21</b>	<b>12</b>	<b>33</b>
Grade 1-6		1	1
Grade 7-8	21	11	32
<b>Grand Total</b>	<b>154</b>	<b>72</b>	<b>226</b>
<b>Grand Total (%)</b>	<b>68</b>	<b>32</b>	

**Table 5.6.5d The Bartlett Formal Committee Membership by Student by Gender, 2019/20 (aggregated by committee heading)**

	Women	Men	Withheld	Total
Boards of Examiners	23	18	1	42
Departmental Teaching Committee (DTC) PG	2			2
Departmental Teaching Committee (DTC) UG/PG	1	2		3
Faculty Committees	7	3		10
Staff Student Consultative Committee (SSCC)	40	26	3	69
<b>Grand Total</b>	<b>73</b>	<b>49</b>	<b>4</b>	<b>126</b>
<b>Grand Total %</b>	<b>58</b>	<b>39</b>	<b>3</b>	

The three most senior cross-Faculty groups are the Management Advisory Group (MAG), Faculty Teaching Committee (FTC) and the Research Advisory Group (RAG). The Chairs of MAG and FTC are men academics, and RAG is Chaired by a woman academic. Women academics constitute 24% of MAG, 24% of the FTC and 20% of RAG (an average of 23% across all these committees, **Table 5.6.6**). This is **impact** from senior promotions for women (**Section 4.2.ii**) and constitutes +8% women's representation in decision making (vs 15% of women academics in 2016).

**Table 5.6.6: Cross-Faculty Committee Membership by Gender and Role Type, 2019/20**

	Women				Men			
	Academic	PSS	Total	% of group	Academic	PSS	Total	% of group
MAG	12	18	30	59	14	7	21	41
FTC	7	5	12	41	15	2	17	59
RAG	4	5	9	45	10	1	11	55
Total	23	28	51	51	39	10	49	49

**Action 5.6g** PSS men constitute 29% of the Faculty and are underrepresented in MAG, FTC and RAG at 10% (on average). Prioritise BAME PSS men from The Bartlett for the UCL Accelerate to Leadership programme, which offers leadership placements at grades 9 and 10 to BAME PSS at grades 8 and 9, once our staffing profile has BAME PSS men at grade 8. Placements from *Accelerate to Leadership* posted within The Bartlett will attend MAG at a minimum.

In Autumn 2018, we conducted a cross-Faculty audit to map gender balance and test whether academic staff of either gender were being over-burdened with committee work (**Table 5.6.7**). Committee membership was 272 (59%) men and 191 (41%) women and found that the balance of men and women serving on 1, 2, or 3 committees was broadly equivalent. There was wider variance for those serving on 4 or more committees which relates to the fact that the most senior staff tend to serve on multiple committees and overall, there are more men in these posts than women.

**Table 5.6.7: Number of Committee Memberships by Gender, 2018/19**

	1 committee	2 committees	3 committees	4 or more	Total
Women	116 (61%)	34 (18%)	18 (9%)	23 (12%)	191
Men	162 (59%)	47 (17%)	21 (8%)	42 (15%)	272

There is widespread adoption of the principle of fair gender representation in all committees. So from 2020, we are focusing on the gender composition of our Boards of Examiners and the appointment of external examiners to Bartlett degree programmes (**Table 5.6.8**). All Programme Leaders have been tasked to exercise preferential appointments of women and BAME external examiners, following the recruitment principles of positive action waivers in tie-breaks. The overall impact will be known in 3-4 years, as terms end of current appointments.

**Table 5.6.8: The Bartlett External Examiners by Gender and Section, 2019/20**

Section*	Women External Examiners	Women % of Section total	Men External Examiners	Men % of Section total
BSA	18	46	21	54
BSP	2	15	11	85
BSCPM	0	0	7	100
BSEER	3	27	8	73
CASA	2	40	3	60
DPU	1	17	5	83
Total	26	n/a	55	n/a

\*Sections with one or two programmes tend not to have their own Board of Examiners but join others.

**Action 5.6h** Issue guidance on positive action regularly to Examination Board Chairs on external examiner appointment, as terms end of current examiners.

#### **(iv) Participation on influential external committees**

Many of our 562 academics sit on editorial boards, research funding committees, government and international advisory panels related to aspects of the built environment. The scale of our Faculty means we do not routinely collect information on membership of external committees. Instead, we focus on public profile raising of women academics highlighting their influence (**Section 5.6.vii**) and encourage participation on external committees through the annual appraisal and direct discussion with line managers (**Action 5.3c**). External committee membership is linked to the Academic Promotions Framework.

#### **(v) Workload model**

Three of eight sections have a workload contribution model (CASA, BSP, BSA), two are developing one (BSEER, BSCPM), an increase from one section since 2016, and **impact** from awareness raising exercises led by the SAT on the value of workload models. These five sections represent 86% of Faculty staff.

The type of workload model used by sections varies though all factor teaching, research, enterprise/engagement and institutional citizenship (headings in UCL's Academic Promotions Framework thereby linking activities with promotion criteria). The workload models in use govern all academic staff and are managed by Section Heads (**Table 5.6.9**). They are reviewed annually for fairness and transparency by all staff in a section staff meeting, typically resulting in minor modifications. BSA's workload model less than a year old and pending review. CASA and BSP have an established review mechanism (**Action 5.3aa**).

**Table 5.6.9: Feedback on, and Impact of, Workload Models**

Interview with Section Head of BSP, May 2020	<i>"The main objective [of workload models] is to ensure that everyone in the department, no matter how senior or what type of contract they have with us, is putting similar amounts of effort in delivering our teaching and admin responsibilities and has</i>
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	<p><i>similar proportion of time freed for research so they have equal opportunities to develop their careers. Moreover, the workload spreadsheet is entirely transparent, accessible by all members of staff and therefore open to scrutiny.</i></p> <p><i>The overall result, after almost 20 years of using the workload system, should be that younger colleagues, especially female colleagues who in the past might have been overloaded with the less glamorous components of the academic job feel supported in developing their careers. On the whole I think we have achieved that result.”</i></p>
<b>Impact in BSP</b>	<b>Since 2015, the number of senior women academics in BSP has almost doubled from 6 to 11 in 2019.</b>

### **COVID-19 update**

Our COVID-19 check in survey reports 32% of women are working fewer hours because of other responsibilities including caring (vs 19% of men). We have reemphasised the value of workload models for fair and transparent contributions that consider our differential abilities to contribute to the university currently. This has resulted in the DPU and the IGP (two sections that do not have a workload model) to hold consultative dialogue with their staff on trialling, and subject to review, adopting a workload model.

**Action 5.6i** Share evidence on the positive impact of workload contribution models to other UCL departments and to Faculty sections that do not have one. Flexibility needs to be maintained though as some sections are still very small and can operate with considerable transparency without a formal model in place. Develop a workload model case study and feature on The Bartlett EDI webpage.

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

100% of section and Faculty meetings are held within UCL’s core hours of 10-4pm (vs. 89% in 2016). Major meetings and away days are planned in the preceding academic year. There is acute awareness of core hours arising from the work of Inclusion Leads within sections and the Faculty Director of Operations who scheduled MAG within core hours (from 9:30-11:30 previously) establishing commitment.

All social activities are considerate of staff with caring responsibilities, different cultural norms around alcohol/food and offer a range of activities within and outside of core hours. BSCPM host a monthly brunch open to all staff and PGRs. IGP host a non-compulsory Breakfast Club every Wednesday morning. BSEER host an annual summer party for from 12 noon into the evening, explicitly so that parents can choose to attend parts of the party with or without their children. DPU moved their evening Christmas party to lunch within the working day to enable all staff to attend.

### COVID-19 update

Working from home while staff balance childcare and domestic responsibilities, has reinforced the importance of core hours, with flexibility. Within the DPU, staff meetings moved from their regular slot to 12-1pm after consultation with staff and consideration of caring work. They were recorded so all staff had access to vital information, could stay informed and feel included.

## (vii) Visibility of role models

We previously identified three actions to **impact** the visibility of women role models in The Bartlett:

(1) Audit the flagship lecture series of each section to achieve a gender balance of 50% women (Table 5.6.10 - 5.6.11). The **impact** is in 2019-20, 162 speakers presented at flagship lectures - 65 are women (40%), up from 23% in 2015/16, though below our target. We retain this action in our new plan with renewed emphasis on diverse ethnic/racial representation (Actions 5.6j-k).

**Table 5.6.10: The Bartlett Flagship Lectures Series\* Speakers by Gender and Section, 2015/16 to 2019/20**

	2015/16		2016/17		2017/18		2018/19		2019/20		Total 5 yr average	
	W	Men	W	Men								
BSP	2	3	3	2	2	2	2	3	2	4	11	14
DPU	3	7	4	6	1	4	1	11	2	2	11	30
IIPP					14	12	23	29	23	18	60	59
BSA					13	14	14	10	7	12	34	36
IGP			8	5	8	13	13	15	7	11	36	44
BSEER	2	9	34	52	25	57	24	43	16	41	101	202
CASA			4	4	5	11	5	21	7	7	21	43
BSCPM			0	7	1	5	3	2	1	2	5	16
Total	7	19	53	76	69	118	85	134	65	97	279	444
Total (%)	27	73	41	59	37	63	39	61	40	60	39	61

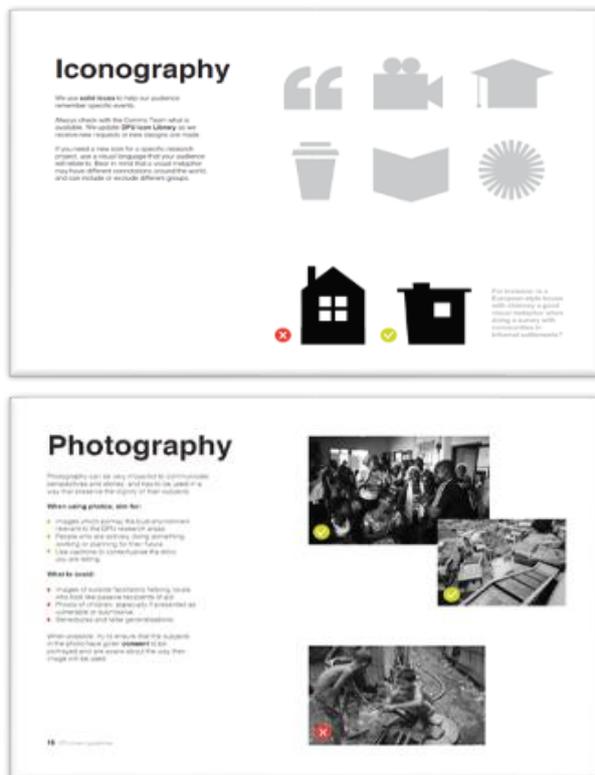
\*Talks cancelled due to strike action or COVID-19 are not included.

**Table 5.6.11: Reflections on Actions for Fair Gender Representation**

<p>Interview with Communications Manager, BSCPM, March 2020</p>	<p><i>“The increase in women speakers has been a deliberate strategy. When I joined the School in 2017, I was pretty shocked to see that the series included no women, and that all but one of the speakers was 50+, British and white. I set a target with the lead academic to invite at least 50% women speakers - it ended up that only one was able to accept in 2017-18, but we met our target in 18-19”</i> She added, <i>“We’ve also worked with event chairs to make sure we’re prioritising taking questions from a representative sample of the audience. We’ve found that this approach has really improved the Q&amp;A.”</i></p>
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**(2)** We issued Faculty guidance on 50/50 gender balance in imagery on Faculty webpages. Webpage visitor numbers suggest a higher traffic flow to section over Faculty webpages. To generate greater impact, we revised this action to co-develop with section communication leads Bartlett guidance on inclusive representation in imagery and iconography, building on guidance developed by the DPU in Spring 2020, which aimed to disrupt the use of Eurocentric icons as the norm (**Figure 5.6.4**) and dignified representations in the use of all photographs of people.

**Figure 5.6.4: DPU Guidance on Iconography and Photography**

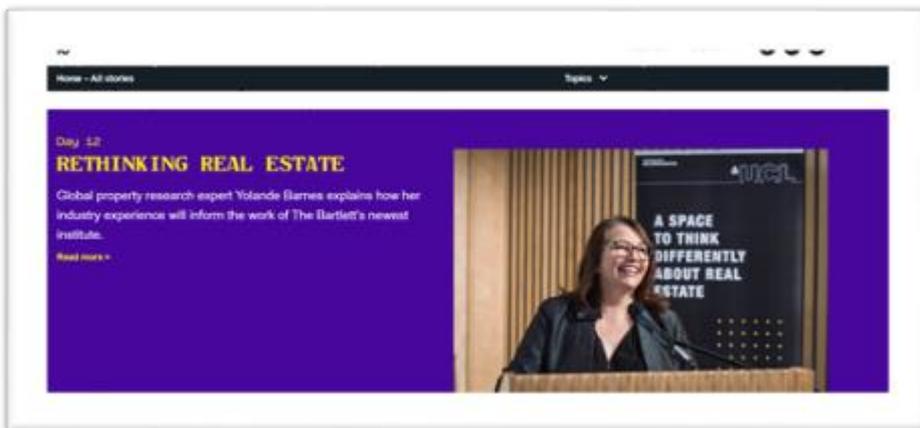


**Action 5.6j** Issue Faculty protocol on inclusive and diverse imagery and iconography co-produced with communication leads in sections and the Faculty office communication team.

**Action 5.6k** Commit to section-level collection of speaker data by self-declared gender and ethnic identity. A new data collection form and process will be trialled in 2020/21 for modification and roll out from 2021/22 with appropriate targets discussed with section communication leads.

(3) We created 'staff showcases' to highlight women academics. The Bartlett's centenary celebration were the highest profile events ever run by the Faculty. Our 'Discover 100 stories' series, prominently featured 44 women academics' stories past and present (**Figure 5.6.5**), 53 men and 17 stories about Bartlett building and notable events.

**Figure 5.6.5: The Bartlett Discover 100 Stories webpage**



### (viii) Outreach activities

Our flagship **beaconing** outreach activity is *The Bartlett Promise*, an industry changing scholarship scheme that aims to award full fees and stipend to 10% of all UG, PGT and PGR students, targeting underrepresented groups. Our first intake of *Promise* students started in September 2020 with ten scholarships initially for UK/EU UG. Awards were made to 6 BAME men and 4 BAME women from non-selective state schools. *The Promise* design and delivery group is comprised of one man and three women (**Table 5.6.12**).

**Table 5.6.12 Reflections on *The Bartlett Promise***

Vice-Dean Education (m)	<p><i>“The Bartlett Promise is the first scholarship programme in the UK which is focused on underrepresented students taking university programmes in the field of the built environment. Its ambitious aims are to increase the numbers of students from a diverse range of backgrounds, to aid them financially and in other ways through their course of study, and ultimately to grow their presence in the built environment professions. It began in September 2020 with 10 fully-funded (fees, living and study costs) scholarships for undergraduate students, and is now developing into postgraduate studies. I have personally benefitted from this kind of support in my own education, so I am delighted to see The Bartlett now offering substantial backing to students who otherwise would be unable to pursue this professional path.”</i></p>
Vice-Dean EDI (w)	<p><i>“The Promise represents a fundamentally different approach to outreach and engagement. It is part of a comprehensive strategy to link with underrepresented people and provide access to excellent education from Year 6 all the way through to undergraduate years and, eventually, beyond to a PhD. We are committed to achieving equity in our sector and The Bartlett Promise is a concrete way forward.”</i></p>

Concurrent activities include: LOOK/THINK/DO a ten-week after school club at Mossbourne Academy in London for 12-13 years old who receive a pupil-premium; bespoke visits to The Bartlett; and visits to eligible schools from paid student ambassadors for Years 6-9 (**Table 5.6.13**) and from academic staff for older students. Staff visits were undertaken on an ad hoc basis and not routinely captured. The appointment of an Outreach Officer in November 2019 means we can establish a systematic approach to school visits and formally monitor staff engagement. Outreach activities are recognised in UCL’s Academic Promotions Framework and are thus recorded and rewarded by UCL.

**Table 5.6.13: Student Outreach Ambassadors by Gender, 2019/20**

Women	6
Men	6

**Action 5.6I** Establish the routine monitoring of staff school visits by gender and grade. Data driven targeted campaign to increase gender parity in outreach work.

[Word count 2106]

[Section 5 word count 6834]

[COVID-19 word count 513]

SILVER APPLICATIONS ONLY

## CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

### Case study

### Redacted

## FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

Our application and our planned EDI activities have been affected by two major events during the reporting period: the first, ongoing UCU strike action since February 2018 and calls to work to contract (Action Short of Strike, ASOS) since December 2019. For at least two members of our EDI team, ASOS has meant not participating in planned EDI work, including contributing to this application. We recognise the strike action and ASOS as a complementary strategy to planned EDI activities that together augment positive change in our institution and escalate demands for gender equality. This means that although certain planned activities have been delayed and contributions to this application have had to be moved around, the influence of our work is evident in new and powerful spaces.

Furthermore, the demands of the strike to eliminate the gender and race pay gap, address the working conditions of staff on fixed term contracts (who sector-wide are disproportionately women and racialised minorities), and raise awareness of the pay and conditions of marginalised staff whose experiences may not be captured in formal staff surveys (because they are not employed at the time of the survey) or may not attend EDI/Athena SWAN focus groups (because their attendance is not paid), has created and reinforced the importance of spaces for ally-ship between formal EDI structures in The Bartlett, university union members and staff and student activists. We recognise the importance of maintaining and continuing productive dialogue for sustainable change and are actively exploring mechanisms for this.

**Action 7a:** Hold a meeting by September 2021 with the EDI SAT, UCU and UNISON representatives in The Bartlett to discuss complementary actions for gender and race equality and to foster an open dialogue. At this meeting, collectively, we will determine dates and content of future workshops/meetings between us, content may include progress updates and strategies to work better together.

The second event was the partial closure of the university following COVID-19 and we have made references throughout our application to the effects of COVID-19 on our application and engagements with gender and race equity.

We have used the additional 1000 words granted by Advance HE in the submission thus:

- Section 1: +124
  - Section 2: +53
  - Section 3: +244
  - Section 4: +155
  - Section 5: +334
  - COVID-19 boxes: +77
- Total = 987

[word count 319]

## ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

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

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

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



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## The Bartlett Athena SWAN Action Plan

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
<b>Objective 1: Maintain a Diverse and Effective Athena SWAN Action Plan Implementation Team</b>							
1.1 Increase the representation of men (especially PSS) and non-binary colleagues on the EDI Working Groups (WG) to at least 30% of membership by Sept 2021 and maintain or increase up to 50% by 2025.	Men and non-binary colleagues are currently fewer than 25% across our four existing WGs.	<p><b>3.1a</b> Actively promote EDI WG membership to PSS men and academics at grades 7&amp;8 through the induction process. Promote as a specific example of demonstrable institutional citizenship, which can form part of a case for promotion.</p> <p>Send targeted invitations to relevant LGTBQA+ networks to attract staff to join the working groups annually.</p>	<p>Communication text and schedule agreed.</p> <p>Communications are sent at regular intervals every year.</p> <p>Targeted emails are sent annually.</p>	Nov 2020 to Oct 2025	Section Managers, Faculty Operations Manager	<p>The representation of men and non-binary colleagues is 30% of membership by Sept 2021.</p> <p>This is maintained or increased to 50% by 2025 in line with our population of staff who are men (based on 2020 data).</p>	MEDIUM
1.2 Ensure an effective transition from submission to action plan delivery.	Current scope of work for the four WGs needs to include actions presented here.	<b>3.1b</b> Undertake a period of critical reflection to review and revise WG ToRs in the context of the submission and action plan priorities and devise a SAT WG recruitment campaign.	<p>Co-produced ToR for each WG.</p> <p>Agreed recruitment campaign where diversity gaps have been identified.</p>	<p>March 2021</p> <p>March 2021</p>	Vice-Dean EDI, EDI WGs	SAT WG members actively engaged in monitoring the action plan delivery with minimum attendance for	HIGH

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
			Recruitment plan delivered and membership enhanced.	Ongoing		each member 60% over the year.	
		<p>Annually recruit two students to sit on EDI SAT (paid positions) to represent PGT and UG programmes. At least one student must be present at each termly meeting.</p> <p>Annually confirm that members wish to continue and send termly invitation to The Bartlett community to attract new members.</p>	<p>Two student members on EDI SAT.</p> <p>Active membership levels are maintained.</p>	Oct every year	Faculty Operations Manager	<p>Two students on EDI SAT recruited and attend meetings, with at least one student representative at each termly meeting.</p> <p>A membership of around 25 staff members that reflect the Faculty in terms of its 8 sections, contract type, PT/FT status, gender, ethnicity and disability.</p>	HIGH
1.3 Ensure UCL East – a third site for The Bartlett - embeds gender, racial and intersectional equality principles into the new site	Need to establish good working practices across the whole of The Bartlett and across new sites as they come online.	<b>2.1a</b> Quarterly consultation with the UCL East Implementation Team to embed Bartlett EDI policies for the recruitment and retention of all new UCL staff, student	Input into quarterly planning meetings.	From 2020 through to 2025, quarterly	UCL East Faculty Lead, Dean	A site plan and suite of policy documents that embed EDI principles of gender and racial equity and access throughout UCL East site, signed	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
development as a strategic priority.		recruitment and the accessibility of facilities. This will include a commitment to actively monitor gender breakdown in occupancy and space allocations in new buildings.				off by EDI representatives in the UCL East Governance Group.	
<b>Objective 2: Address the Underrepresentation of UK BAME Men in PGT and PGR cohorts</b>							
2.1 Increase the representation of UK BAME men and women in PGT and PGR cohorts to an aggregate of 25%.	<p>UK BAME men are the most underrepresented group at PGT and PGR, closely followed by UK BAME women Data for 2019 shows:</p> <p>UK PGT: White women 30% White men 40% BAME women 15% BAME Men 15%</p> <p>UK PGR: White women 34% White men 35% BAME women 16% BAME Men 15%</p> <p>Benchmark: 43% of inner London is BAME.</p>	<b>4.1d</b> Expand the pilot scholarship programme aimed at UK BAME men and women – <i>The Bartlett Promise</i> - to PGT and PGR programmes with an award of 15 PGT scholarships and 5 PGR scholarships per annum	<p>Philanthropic funding secured.</p> <p>Outreach programme is in place.</p> <p>Support system for scholarship holders functioning effectively.</p>	By 2022/23	Bartlett Promise delivery team (Vice Dean EDI, Vice-Dean Education, Faculty Operations Manager)	15 UK BAME women and men are studying PGT and 5 PGR on Bartlett Promise scholarships in 2022/23, with at least 8 scholarships awarded to BAME men.	<b>HIGH</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
<b>Objective 3: Address the UG Awarding Gap for BAME Men</b>							
3.1 Reduce the UK UG awarding gap to 0% by 2025 (UCL target)	In 2019, 25% of UK BAME men at UG do not achieve a 'good degree' vs. 5% of UK white men and 6% of UK BAME women.	<p><b>4.1c</b> Fund from the EDI budget a student-led research project that explores in greater depth gender and racialised experiences of teaching and learning in the Faculty. The scope of the study will be set in discussion with the relevant EDI WG leads and may include assessments of reading list content, lecture content, studio culture, and specific pedagogical approaches like crits or tutorials.</p> <p>This action is in complement to the ongoing work schedule of the WG: Eliminate the Awarding Gap. The actions of the WG are extensive. This action should be seen as a renewed commitment to this work.</p>	<p>Report completed.</p> <p>Recommendations for action reviewed by the EDI WG.</p> <p>Actions agreed and implemented.</p>	2020/21	EDI WG 'Eliminate the Awarding Gap' leads.	<p>Actions resulting from the student-led research project are incorporated into this (revised) Action Plan with SMART indicators.</p> <p>Success is eliminating the UG awarding gap by 2025.</p>	<b>HIGH</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
<b>Objective 4: Pre-empt the Risk of Underrepresentation of Men in UG and PGT Cohorts</b>							
4.1 Ensure that representation of men in UG and PGT studies around 50% +/- 10% every year.	Over 5-years, representation of men on UG programmes has dropped from 52% to 46%, and on PGT programmes from 47% to 44%.	<p><b>4.1a</b> Conduct a gender audit of Faculty and section communications sent to all offer holders for the 2021/22 UG and PGT recruitment cycle. To identify any gender bias (particularly against men). Update communications to address issues identified. Employ the principles developed as part of <b>Action 5.6j</b>.</p> <p>Run the audit annually to monitor for fair representation.</p>	<p>Report identifying gender bias issues produced.</p> <p>Recommendations to address issues have been actioned.</p> <p>Annual confirmation from Comms Team that an audit of imagery has taken place using the agreed principles and issues addressed.</p>	<p>Aug 2021 to Aug 2022</p> <p>Monitored annually in August.</p>	Student Recruitment Marketing Manager, Section Leads	<p>All examples of identified bias in communications have been addressed.</p> <p>Over a 5-year period (2020-2025), the average number of men on UG and PGT programmes is around 50%.</p>	LOW
4.2 Ensure that part time (PT) PGT and UG offers a viable and effective study route for men.	Over 5 years, the non-completion rate for men studying PGT PT has remained static at around 5% (3% for PT women).	<b>4.1e</b> SAT EDI to resource and develop ToR for a scoping study into PT student experiences at PGT to identify reasons for low completion rates. The study will be completed by 2024.	<p>ToR developed by Sept 2023.</p> <p>Study completed by March 2024.</p>	Sept 23 to Sept 2024	EDI WG 'Diversify Student Body' leads	Report with recommended actions delivered by March 2024	LOW

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	0.5% of UG student body is PT (lower than HESA benchmark at 14% women and 36% men), and 2% of PGT student body is PT (lower than HESA benchmark 15% women and 28% men).	<b>4.1b</b> Conduct a survey with current PT students at UG and PGT level to enquire what attracted them to study at UCL part time. This work will be part of ongoing student marketing and recruitment research.	ToR developed by September 2022.  Study completed by December 2023.	Sept 2022 to Dec 2023	EDI WG 'Diversify Student Body' leads, Student Marketing and Recruitment Manager	Report into PT student experience that identifies any barriers to PT study and recommended actions. These may include a revised marketing strategy and may result in an increase to PT students in line with wider student recruitment objectives.	LOW
<b>Objective 5: Increase the Recruitment* of Women and BAME Candidates to Academic (Academic, Teaching and Research) Roles</b> *NB all recruitment objectives are dependent on the removal of a current recruitment freeze							
5.1 Increase the overall number of women academics by 5%.	As of Oct 2019: 38% of academics are women 6% are BAME women 9% are BAME Men	<b>5.1a</b> Pilot a redaction of names/gender of applicants and referees from academic applications at grades 7 and 8 for 10 posts from Sept. 2021 to Sept 2022 across different sections (at least 2 sections).	2 sections have agreed to run the pilot.  The shortlisting for 10 posts uses redacted application forms.	Sept 2021 to Sept 2022	Director of Operations, Heads of Section and Section Managers for the pilot (Sections tbc.)	50% of academics shortlisted for roles at grade 7 and 8 are women by 2025.	HIGH
5.2 Increase the number of BAME women academics by 5%.	Application to appointment rates are: White men: 10.5% White women 9.6% BAME men 3.5% BAME women 3.3%	Evaluate the pilot and adjust or expand based on results.	An evaluation of the pilot has taken place and been.			25% of the academic profile are BAME women and men by 2025, with a further target of 40%	

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
Increase the number of BAME men academics by 5%.	The recruitment process has many opportunities for bias.		communicated to all sections.			over 2025-2030, in line with our London location.	
	Women and ethnic minority applicants perform better when a woman or ethnic minority member of staff is present in the recruitment panel.	<b>5.1d</b> Agree a Faculty wide package of support for academic and PSS staff who agree to take on FRS roles including time release.  Agree that each Section Head will support an additional 2 FRS.	Staff release agreed with Section Heads.  16 FRS trained.  16 FRS active.	May 2021  Jan 2022  April 2022	Heads of Section	Pool of FRS increased by 16 staff by April 2022.  Triple the number of academic recruitment exercises include a FRS (Jan 2023).	HIGH
	There are insufficient number of Fair Recruitment Specialists (FRS) to meet demand.	<b>5.1e</b> Develop an unconscious bias checklist (e.g. pre-interview reminder of gender and racial bias) for panel chairs to use when a FRS is not available  Every interview in all sections to use the checklist and iteratively develop the checklist through feedback on its usage.	Checklist developed.  Checklist in routine use across the Faculty.	June 2021  Sept 2021	HR Business Partner, Faculty Operations Manager, EDI WG 'Diversify Staff Body'	Checklist is embedded in Faculty recruitment processes and their use is reported on by Section Managers to the Director of Operations in 2022.	HIGH
	We have no data on compliance with the requirement to have a	<b>5.1c</b> Set up a procedure and system for the mandatory reporting of	A procedure and system for reporting has been set up.	Jan 2022	Deputy Director of Operations,	Data on gender and diversity of panels is routinely	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	<p>25% minimum gender diversity on recruitment panels and no record of the ethnic diversity of recruitment panels.</p> <p>Data on use of FRS and their impact is not systematically collected or evaluated locally.</p>	<p>recruitment panel makeup by gender and ethnicity.</p> <p>Identify at least 3 sections to pilot the procedure.</p> <p>Review and revise the pilot and monitor data entry for any gaps.</p> <p>Expand pilot to include all sections.</p>	<p>3 sections have agreed to pilot.</p> <p>Data has been reviewed and gaps addressed.</p> <p>All sections participating.</p>	<p>March 2022</p> <p>Jan 2023</p> <p>March 2023</p>	<p>Heads of Section, Section Managers for the pilot (Sections tbc)</p>	<p>(monthly) and accurately collected by all sections by 2025.</p> <p>Pilot sections have achieved 25% gender and 25% ethnic diversity in recruitment panels by 2025 (depending on the pool of BAME staff increasing over this period).</p>	
		<p><b>5.1g</b> Agree a system to collate locally the outcome of a recruitment process by gender and ethnicity of appointees for all interview panels where a FRS is used.</p> <p>Analyse data after two years to evaluate the local advantage of the scheme.</p>	<p>System is set up</p> <p>Data entry is happening consistently</p> <p>Data has been evaluated resulting in either a drive to increase FRS or consideration of other approaches to tackle barriers to appointment of BAME candidates.</p>	<p>July 2021</p> <p>Oct 2021</p> <p>July 2022</p> <p>Oct 2022</p>	<p>Director of Operations</p>	<p>Data on outcomes where FRS are used have been collected and evaluated, with subsequent actions identified with new SMART indicators in this revised Action Plan.</p>	<p><b>MEDIUM</b></p>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	Bartlett senior management will be better able to support gender and ethnicity initiatives if they are aware of progress in recruitment and able to benchmark against other sections within the Faculty	<b>5.1f</b> Present recruitment data by grade, section, gender and ethnicity annually at the Management Advisory Group  Section Heads agree further actions for their sections as appropriate and with reference to their local Diversity Action Plans.	Data presented annually  Section Heads commit to further actions	Every Dec from 2021	Vice-Dean EDI	Accurate recruitment data has been presented at the Management Advisory Group (MAG). Diversity Action Plans are adjusted, as necessary.	MEDIUM
<b>Objective 6: Increase the Recruitment* of BAME Men and Women Candidates to PSS roles</b> *NB all recruitment objectives are dependent on the removal of a current recruitment freeze							
6.1 Increase the application to shortlist rates of BAME men and women to 25%.  Increase the application to appointment rates of BAME men and women to 5%.	PSS staff are predominantly women:  71% women 29% men  BAME staff are highly underrepresented and BAME men especially:  BAME women 17% BAME men 3%  The rates from <b>application to shortlist</b> are: White women 21%	<b>5.2b</b> Trial advertising grade 8 jobs on up to three local recruitment sites for 6 months.  Assess application numbers from these recruitment drives against previous ad locations.  Revise the pilot or adopt the pilot as practice.	Adverts have been run.  Report comparing effectiveness of different sites has been written.  Next steps have been agreed.	Jan 2021*  July 2021*  Sept 2021	Director of Operations, HR Business Partner	Application to shortlist of BAME men increased by 5% to 17.7% and for BAME women by 5% to 17.5%.	HIGH
		<b>5.2c</b> Under a positive action waiver, in two sections pilot automatic	2 sections have agreed to do the pilot.	April 2021*	Director of Operations,	Application to shortlisting rate for BAME	HIGH

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	White men 22.2% BAME women 12.5% BAME men 12.7%  The rates from <b>application to appointment</b> are: White women 5.2% White men 4.6% BAME women 2.5% BAME men 1.1%	shortlisting of UK BAME job applicants for PSS roles who meet all essential criteria.	The pilot has taken place.  The pilot has been evaluated.  Further action has been agreed.	Dec 2021*  March 2022*  May 2022*	HR Business Partner	candidates has reached 25% (in the sections taking action).	
<b>Objective 7: Increase the Promotion of Women, especially BAME Women, Academics</b>							
7.1 Change the profile of grade 9 and 10 academics to 50% women and 40% BAME over 2025-2030.	In the two latest promotion cycles since 2018, successful promotion at grades 9 and 10, is evenly split between men and women. In these cycles, no BAME men were promoted at senior grades and only 2 BAME women academics.  In a pilot <i>Promotion Surgery</i> launched in 2019, 8 slots were available to self- identified underrepresented staff thinking of promotion (women, BAME,	<b>5.1i</b> Conduct 2 <sup>nd</sup> phase pilot of <i>Promotion Surgery</i> targeting BAME women and men, LGTBQA+ staff, and staff with disabilities (who are also underrepresented). Grow capacity in this phase to 2 advisors and 14 participants.  Evaluate participant satisfaction.  Evaluate promotion success rate.	Pilot completed.  Participants surveyed.  Promotions data collected.  Revised process agreed.	Nov – Dec 2020  Jan 2021  Oct 2021  Dec 2021  Oct 2022  By Dec 2024	EDI WG 'Diversify Staff Body' lead	Increase in BAME women securing promotion at grades 9 and 10 to 25% of the total pool of candidates by 2025.  Increase in BAME men securing promotion at grades 9 and 10 to 25% of the total pool of candidates by 2025.	<b>HIGH</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	disabled, LGTBQA+). All 8 staff were successfully promoted.	<p>Revise process as necessary for following year.</p> <p>Embed the <i>Promotion Surgery</i> in the annual programme of Faculty events/workshops for academic staff.</p> <p>Increase the pool of advisors to 6 and capacity to 30 slots.</p>	Target number of advisors and participants achieved.				
	Recognising the role of line managers in encouraging staff for promotion, line managers also need encouraging.	<p><b>5.1j</b> HR Business Partner to hold a coaching conversation with the 10 line managers of the 17 women BAME academics at grade 8 and 9 to aid line managers to support their direct reports through the promotion process.</p> <p>Assess the impact of the initiative on line managers.</p>	<p>HR Business Partner has met all 10 line managers.</p> <p>A review of the feedback from line managers has been conducted.</p>	<p>2020/21</p> <p>Dec 2021</p> <p>Dec 2021</p>	HR Business Partner	The line managers and the 17 BAME women academics report increased satisfaction with the support they have received via staff survey questions on line management support, disaggregated by academic, gender and ethnicity.	HIGH

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
		Assess the impact on the 17 BAME women academics.					
	<p>BAME academic women are underrepresented on flagship leadership programmes.</p> <p>Between 2015-2020, participation in leadership programmes stood as:</p> <p>Academic women: 3 Professional services men: 3 Academic men: 4 Professional services women: 10</p> <p>Ethnicity data is not locally collected for leadership programme attendance, though BAME academic women are a known demographic gap in The Bartlett (in line with Objective 5).</p>	<p><b>5.3a</b> Section Heads and Senior Faculty to prioritise suitable nominations from BAME academic women in 2021/22 and 2022/23 for all leadership programmes (not just BAME specific programmes).</p> <p>Leadership nominations by gender and ethnicity to be reported annually at MAG.</p>	<p>Request communicated to Heads of Section by Dean and Director of Operations.</p> <p>Reminder sent.</p> <p>Data reported at MAG.</p>	<p>Jan 2021</p> <p>March 2022</p> <p>Dec 2021</p>	<p>Director of Operations, Vice-Dean EDI for reporting</p>	<p>1 BAME academic woman is nominated for a senior leadership programme every year and takes up the nomination.</p>	HIGH
	Excellent feedback on the pilot <i>Effective People Management</i> training in	<b>5.3b</b> <i>Effective People Management</i> training to be run once a term and	1 Training session delivered each term.	2020/21 (if online delivery is	HR Business Partner	Participant feedback self-reports increased	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	February 2020 and a demand to scale up the initiative. This workshop is designed to address uneven line management skills for staff and create a more productive environment to discuss future goals and promotion particularly for women.	included in the Faculty calendar of events from 2020/21. Uptake monitored by gender.		possible; 2021/22 for face-to-face)		confidence and knowledge of processes.  50:50 attendance by gender.	
	The Faculty's adoption of <i>Developmental Conversations</i> to address structural issues with appraisals does not have a comprehensive monitoring and evaluation framework to assess its impact.	<p><b>5.3c</b> Develop a framework for assessing <i>Developmental Conversations</i> quality by gender and ethnicity, in consultation with Section Managers, central EDI and the HR Business Partner.</p> <p>Evaluate the framework and the data.</p> <p>Discuss next steps with Faculty leadership and UCL Organisational Development.</p>	<p>Framework for monitoring <i>Developmental Conversations</i> devised.</p> <p>Analysis of quality data.</p> <p>Next steps planned.</p>	2022/23	Faculty Operations Manager, Vice-Dean EDI, HR Business Partner	<p>90% of <i>Developmental Conversations</i> completed, across The Bartlett with no discernible gender and ethnic difference in completion and quality. This target carries over the UCL target for appraisal completion.</p> <p>The quality of the conversations will be verified by staff survey questions on satisfaction with appraisals with an increase on 2020 reporting</p>	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
						of 51% women satisfied with appraisals vs. 59% of men.	
<b>Objective 8: Improve Induction for Women Staff</b>							
8.1 Reverse the downward trend among women staff in awareness of UCL policy and benefits, which has occurred despite 100% completion of online induction for all new starters.	In 2020, 64% of women and 73% of men report awareness of benefits for staff (vs. 76% of women and 71% of men in 2017).	<b>5.1h</b> SAT to lead an information sharing event in 2022/23 with all Section Managers to review local induction procedures, which in some sections includes bespoke handbooks, with a view to highlighting information valued by new starters and for Section Managers to assess any local induction gaps.	Event is held.  A summary of findings is shared.  Section Managers report key changes that they have made.	2022/23	Section Managers, Faculty Operations Manager, Director of Operations	All Section Managers confirm upgraded induction processes and the trend in awareness among women staff is reversed in the following biennial staff survey following this action (scheduled for 2023).	LOW
<b>Objective 9: Strengthen Career Support to Early Career Researchers</b>							
9.1 Develop a sufficient data bank on the research environment by gender and ethnicity.	Insufficient data is centrally collected and made available for local analysis on the research environment by gender and ethnicity, stymieing evidence-based approaches to support early career researchers	<b>5.3d</b> In preparation for REF 2021, the SAT and Research Advisory Group (RAG) will co-develop a research support action plan that targets ECRs by March 2021. This will include monitoring up take of	ERC action plan.	Sept 2020 to March 2021	Vice-Dean Research, Faculty Impact Manager, Vice-Dean EDI	Action plan developed with REF 2021 (submitted March 2021) that articulates targets to support ECRs.	HIGH

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	(ECRs) and their development through the research pipeline.	research support by gender and ethnicity.					
		<b>5.3f</b> Identify and agree a data collection system for successful and unsuccessful research grants by gender and ethnicity of PI and Co-I. Record and review data annually.	Data collection system established.  Annually review data and revise ECR Action Plan, as necessary.	Sept 2020 to March 2021  Annually from March 2021	Vice-Dean Research, Faculty Impact Manager, Vice-Dean EDI	Production of annual report.  Report used as a basis for revisiting and revising ECR Action Plan.	MEDIUM
	Postgraduate research (PGR) students need better support for any teaching they undertake. The 2019 PRES survey shows that 53% of men and 73% of women agree that they have received appropriate support for their teaching.	<b>5.3e</b> Ensure compliance with college mandate of formal training for all PGRs who teach/demonstrate through appropriate Arena Centre course.  Action to be self-reported through PRES.	Successful completion of relevant Arena Centre courses on teaching, in agreement with the PGR student's supervisors.	Jan 2021 onwards	Vice-Dean Education	PRES surveys in 2021 and 2022 show a narrowing of the gap between men and women to within 10% agreeing that they have been given appropriate support for their teaching, and both genders report 75% agreement with appropriate support for their teaching.	LOW

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
<b>Objective 10: Invest in PSS Career Development</b>							
10.1 Ensure equality of access to career development across the faculty between academic and PSS staff.	The budget for PSS development varies by section with some sections having historically low levels of investment.	<b>5.4a</b> In discussion with Section Managers set a Faculty expectation for a designated budget for PSS development in each section.	All sections report budgets annually, with a budget line for PSS training and development.	2021/22	Director of Operations, Section Managers	Collectively agreed level of investment in PSS training and development is made and maintained in subsequent years across all sections.	<b>HIGH</b>
10.2 Ensure that underrepresented PSS groups receive high quality professional development.	There is no assessment of the effectiveness or impact of training on PSS careers.	Set up robust and routine collection of data on the effectiveness of the training (including career progression), by gender and ethnicity, to continually inform budget expectations.				Biennial staff survey data on the effectiveness of PSS training is collated and analysed by gender and ethnicity, and reported by the Director of Operations to MAG in 2023 and 2025.	
	Secondment is a key development tool for PSS staff but support and procedures for managing the secondees are inconsistent across the Faculty resulting in	<b>5.4b</b> Develop a code of practice for secondees, original and secondment line managers, to manage expectations and standardise the requirements for	Code of practice agreed and signed off by all Section Managers and Director of Operations.	Code of practice finalised by August 2022.	SAT, Faculty Director of Operations, Section Managers	A survey of PSS seconded into a Bartlett positions confirms use of the code of practice and 70% report satisfaction	<b>MEDIUM</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	some reported negative experiences for the secondee and the host section, as reported by Section Managers.	secondments. This should include a checklist of essential tasks (induction, appraisal, exit interview) and accompanying timeline, to be signed off by all three parties.	All Section Managers commit to monitoring the implementation of the code of practice.			with the system. The survey will run at the end of Y1 of the code of practice being implemented.	
	PSS Men are underrepresented at senior levels. 29% of PSS are men and 3% are BAME men. There are currently no BAME men above a grade 7.	<b>5.4c</b> Prioritise BAME PSS men from The Bartlett for the UCL <i>Emerging Leaders</i> programme with minimum of 1 nominated annually and their place paid for from the Faculty budget.	1 BAME man nominated for the <i>Emerging Leaders</i> programme annually.	From 2020/21 onwards.  Scheduled review in 2022/23.	Deputy Director of Operations	1 BAME PSS man is nominated for and completes the <i>Emerging Leaders</i> programme every year.	HIGH
		<b>5.6g</b> Prioritise BAME PSS men from The Bartlett for the UCL <i>Accelerate to Leadership</i> programme, which offers leadership placements at grades 9 and 10 to BAME PSS at grades 8 and 9, once our staffing profile has BAME PSS men at grade 8.	A pool of candidates for <i>Accelerate to Leadership</i> is available.  One Bartlett staff member is supported through the scheme.  The Bartlett hosts one UCL colleague through this scheme.	2021 to 2025	Director of Operations	1 BAME PSS man is hosted by The Bartlett.  1 BAME PSS man from The Bartlett takes part in the programme.	HIGH
10.3 <b>Beacon</b> The Bartlett's meso-level approach to	Capitalising on a period of growth in the faculty, the largest proportion of	<b>5.2d</b> Under UCL Community of Practice, Director of Operations to	Presentation to UCL under Community of Practice.	2022	Director of Operations	Future uptake of The Bartlett model to other	LOW

<b>Objective</b> (In priority order)	<b>Assessment</b>	<b>Action</b>	<b>Key outputs/ milestones</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Success criteria</b>	<b>Priority</b>
PSS career pathways	PSS promotion and career progression in UCL and in the history of the faculty took place between 2015-2019. Our size and scale allowed us to develop a meso-level approach to support PSS promotion.	present The Bartlett model to UCL for a meso-level approach to support PSS promotion identifying replicable factors.				facilities of a similar size and scale, as conditions for growth allow.	
<b>Objective 11: Enhance Support to Women On/Returning from Maternity Leave and Men and Women On/Returning from Parental or Carers Leave</b>							
11.1 Sustain and continue to grow high levels of awareness of parental and maternity rights and entitlements, and create further provision of support for carers returning to work.	There is a high level of awareness of maternity/parental/carers rights and entitlements evidenced by uptake by staff.  In 2014, 2 people took paternity leave; by 2019 this figure was up five-fold.	<b>5.5a</b> As policy from September 2020, Section Managers to direct known pregnant women to the Parent and Carers Together network (PACT) and their 'Maternity Coaching' workshops for those about to take maternity leave and those returning from it and to the Toolkit for Parental Leave.	Pregnant staff directed to PACT.	Sept 2020 onwards	Section Heads, Section Managers	Staff survey in 2023 confirms that 100% of staff who have taken MAT/PAT/carers leave since September 2020 were made aware of the 'Toolkit for Parental Leave'	<b>MEDIUM</b>
	Innovative section-level practices that support carers need to be shared across the Faculty to support wider uptake.	<b>5.5b</b> SAT to facilitate a best practice information exchange with all Section Managers on a carers fund, spotlighting the scheme in one	Information exchange event takes place.  All sections have established a carer's fund.		DPU Section Manager, Faculty Operations Manager	All sections have an annual resourced carers fund by 2025.	<b>LOW</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
		section (DPU), with a view to replicate across the Faculty by 2025.					
<b>Objective 12: Sustain Athena SWAN Principles in our Working Culture including our Teaching, Research and Day-to-Day Activity</b>							
12.1 Our Faculty aim is “ <i>To make equality, diversity and inclusion a lived experience</i> ”.	More than 50% of our students are BAME so it is essential that our curriculum speaks to concepts, ideas and theories that engage and relate to the experiences of BAME women and men students.  We have a 7% awarding gap for UG BAME women and men students in 2019.	<b>5.6a</b> Review uptake of the ‘ <i>Race</i> ’ and ‘ <i>Space</i> ’ curriculum by December 2021 to assess its impact on the attainment of UG men and women with a view to <b>beacon</b> the curriculum across UCL and spatial disciplines in our sector.	Finalise a monitoring and evaluation schedule by Sept 2021.  Incorporate lessons learnt into Objective 3 in this Action Plan.	Sept 2021  Sept 2021 – Nov 2025	Vice-Dean EDI, EDI WG ‘Awarding Gap’ Leads	The awarding gap for UG BAME students in The Bartlett is eliminated by 2025 (a UCL target).  All sections report via Annual Student Experience Reviews (ASERs) a year-on-year self-assessment improvement in engagement with race and ethnicity in programme curriculum.	MEDIUM
	There is a need to develop Faculty-wide understanding of gender and gender inequality that goes beyond gender binaries.	<b>5.6b</b> Run a consultation on queering approaches to gender equality focused on ‘thinking beyond gender binaries’, in collaboration with B.Queer - the queer	Consultation has taken place with B.Queer and strategic direction agreed on revising or developing approaches of gender equality	2021 for initiative consultation	Vice-Dean EDI; Leads of the B.Queer group	Strategic direction agreed with B.Queer, for equalities work at all Bartlett sites (UCL East and Bloomsbury).	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	<p>In The Bartlett 2020 staff survey, 3 people identified as non-binary. The survey was a deliberate effort to give a wide range of identity options for people to self-identify.</p>	<p>in The Bartlett student and staff group, in accordance with their schedule of work by September 2021.</p>	<p>cognisant of a range of gender identities.</p>			<p>2021 staff survey maintains gender identity options for respondents and data analysed by different genders, where response rates are above 10 across the Faculty.</p>	
	<p>In 2020, 16% of men and 23% of women still report being subjected to bullying and/or harassment, after a sustained period of anti-bullying and harassment activities (2017 Staff Survey data on this question is not available by gender. 20% across The Bartlett reported being subject to bullying and/or harassment).</p> <p>As of September 2020, 15% of staff and PGR students across the Faculty had completed anti-bullying and</p>	<p><b>5.6d</b> Offer WDYDTL workshops once a term and drive uptake by offering lunch/refreshments to attendees (subject to in person attendance).</p>	<p>Termly WDYDTL sessions.</p>	<p>Jan 2021 onwards</p>	<p>Faculty Operations Manager</p>	<p>50% of Faculty staff and PhD students have attended WDYDTL by Sept 2025.</p> <p>Annual targets are: 25% by Sept 2021 35% by Sept 2022 40% by Sept 2023 45% by Sept 2024 50% by Sept 2025</p>	<p><b>HIGH</b></p>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	harassment training, <i>Where do you draw the line?</i> (WDYDTL).	<b>5.6e</b> Run a 2 <sup>nd</sup> pilot of <i>Racialised Bias workshop</i> for rollout across the Faculty.	A 2 <sup>nd</sup> pilot workshop has taken place in 2021/22.  The workshop has been evaluated and a revised (final) version agreed for roll out.	2021/22	Faculty Operations Manager	A 2 <sup>nd</sup> pilot of the <i>Racialised Bias workshop</i> has been developed and delivered in 2022/23, with favourable participant feedback. Termly rollout after the pilot phrase.  20% of staff have attended the workshop in Y1 of roll out and based on post-event feedback 75% found it valuable.	HIGH
		The <i>Racialised Bias workshop</i> is held biannually.	A biannual <i>Racialised Bias workshop</i> is held from September 2022.	From 2022/23 onwards			
		<b>5.6f</b> Offer <i>Taking the Lead</i> workshops (designed for line managers to tackle bullying and harassment) once a term and drive uptake by offering lunch/refreshments to attendees (subject to in person attendance).	Termly <i>Taking the Lead</i> workshop is held.	Jan 2021 onwards	Faculty Operations Manager	20% of Faculty staff with line management duties have attended TTL by Sept 2024  75% of attendees based on post-event feedback found it valuable.	HIGH
	35% of external examiners are women.	<b>5.6h</b> Issue guidance on positive action regularly to Examination Board	Guidance on external examiner selection	Oct 2024.	Secretary to the Board of	Profile of the board of external	MEDIUM

<b>Objective</b> (In priority order)	<b>Assessment</b>	<b>Action</b>	<b>Key outputs/ milestones</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Success criteria</b>	<b>Priority</b>
	This is a highly respected position and we aim for gender parity.	Chairs on external examiner appointment, as terms of current examiners end.  VD Education, in collaboration with Heads of Section, reviews external boards and reports to MAG on gender and ethnicity annually.	issued to relevant Chairs as terms of current examiners end.  VD Education, in collaboration with Heads of Section, have reviewed external boards and report to MAG annually.		Examiners/ Academic Administration Manager, Vice-Dean Education	examiners is 50% women and 40% BAME by 2025.	
	86% of Faculty staff (representing 5 sections), have a workload model. The section with the longest sustained use (BSP) links the adoption of workload models to doubling the number of senior women academics from 6 in 2015 to 11 in 2019.	<b>5.6i</b> Share evidence on the positive impact of workload contribution models to the three Faculty sections that do not currently have one.  Develop a workload model case study and feature on The Bartlett EDI webpage.	Case study prepared and published.	Aug 2022	Head of Communications and Marketing, BSP Section Head	Case study published on webpages by Aug 2022.  One additional section implements a workload model that had not previously by 2024.	LOW
	Negative or stereotypical imagery has a detrimental impact on minority staff and students. We need to set high standards for representations and ensure that these are monitored.	<b>5.6j</b> Issue Faculty protocol on inclusive and diverse imagery and iconography co-produced with Communication Leads in sections and the faculty office Communication Team.	New protocol issued and followed.	Jan 2021	Head of Communications and Marketing	Protocol issued and agreed by Communication Leads across the Faculty, following sign off from the Faculty Head of Communications and Marketing.	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
		Agree system of annual checking in with communication leads in section to identify and solve issues arising.	Annual review with section communication leads to discuss the protocol and any adjustments needed.	Annually from Dec 2021		Annual check-ins show increasing use of images and iconography showcasing diversity of thought and representation.	
	Women are 40% of our speakers at public lectures.  We have no data on the ethnicity of speakers.	<b>5.6k</b> A system for section-level collection of speaker data by self-declared gender and ethnic identity is developed and agreed by section events teams.	Data collected by all sections in 2020/21 is set as a benchmark for progress on representation by gender and ethnicity.  Reporting form and process in place for data capture.	Jan 2021	Head of Communications and Marketing	Annual report from sections to Faculty Head of Communications and Marketing on gender and ethnicity of external speakers at public lectures to show 50% of speakers are women, and 50% of speakers are ethnically diverse (international and UK).	LOW
	No data routinely or systematically collected on the gender or grade of staff involved in Outreach work. Knowing this information may support cases for	<b>5.6l</b> Set up system to ensure the routine monitoring of staff outreach activities by gender and grade.  Data is reviewed by sections annually to	System for recording Outreach staff gender and grade set up and managed by the Faculty Outreach Officer.	August 2021	Faculty Outreach Officer	Monitoring system in place that accurately captures data on staff engaged with Outreach.	MEDIUM

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
	<p>promotion among target academic groups (Objective 7)</p> <p>Monitor effectiveness of actions via institution-wide staff survey to ensure objectives are on track and impact on gender and race equality.</p> <p>Baseline is the Bartlett Staff Survey 2020.</p>	<p>support underrepresented colleagues to take part in outreach work.</p> <p><b>5.3aa</b> The SAT identify key questions for inclusion in future surveys (including on the perception of workload models).</p> <p>The SAT will conduct a biennial progress review based on data collected from UCL's staff survey, disaggregated by gender, ethnicity and role. We will update the Action Plan accordingly.</p>	<p>Identified monitoring points from the Bartlett Staff Survey 2020 to influence the UCL Staff Survey.</p> <p>Review data from UCL staff survey</p> <p>Update Action Plan</p>	<p>October 2021</p> <p>The first review is scheduled for around June 2022. Then 2024, 2026, 2028 etc.</p>	<p>VD EDI as SAT Chair</p>	<p>Annual data is reviewed by Outreach Officer who reports back to the Faculty Student Recruitment, Admissions and Funding Committee.</p> <p>Biennial data is reviewed by the SAT and the Action Plan is subsequently updated every two years based on latest available data.</p> <p>Progressive and sustained reductions in gender and race inequalities.</p>	<p>MEDIUM</p>
<b>Objective 13: Reduce Data Inaccuracies and Incompleteness</b>							
13.1 Increase the completeness of data and reduce	10% or more of staff in the Faculty Office, DPU	<b>2.1b</b> Run a local information campaign in the 3 sections to explain	Campaign developed and run.	2021/22	Relevant Section Communic-	The 3 sections have less than 5%	MEDIUM

<b>Objective</b> (In priority order)	<b>Assessment</b>	<b>Action</b>	<b>Key outputs/ milestones</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Success criteria</b>	<b>Priority</b>
inaccuracies to improve analysis of issues and the effectiveness of subsequent interventions for gender and racial equality.	and IGP, do not self-report ethnicity.	why and how ethnicity/race data is collected and used.	New data collected.		ation Leads, Section Managers	'unknown/prefer not to say' in their gender and ethnicity staff profile.	
	Absence of nuanced information on reasons why academics leave, which affects gender analysis and targeted interventions.	<b>4.2a</b> Institute an Exit Questionnaire for all academic leavers to capture nuanced reasons for leaving.  Reasons for leaving reviewed annually by Dean, HR Business Partner and Faculty Director of Operations and appropriate actions determined and implemented.	GDPR compliant Exit Questionnaire developed.  Pilot run in 2021/22.  Revised Exit questionnaire rolled out 2024/25.  Dean, HR BP and Director Operations have reviewed the data and agreed actions.	2021 to 2024	HR Business Partner, Faculty Director Operations, Section Managers	Pilot completed by Sept 2022.  Final version Exit questionnaire rolled out by Sept 2025  Annual review has taken place.	<b>MEDIUM</b>
	Significant gaps in staff recruitment data especially at shortlist stage e.g. in 2018/19 370 (21%) applications, 24 (9%) shortlisted and 50 (37%) appointed candidates. Current records do not have record the grade of the post, as standard.	<b>5.1b</b> Establish a task and finish group to investigate the causes of gaps in recruitment data and make recommendations to plug the gaps locally, until a new central recruitment system is in place (projected start date of new system is 2021/22).	Report on causes of gaps with recommendations.  New procedures to limit gaps are implemented.	2021-2022 (end date is contingent on central system roll out)	HR Business Partner, Faculty Director of Operations, Section Managers	No more than 10% of staff recruitment data is missing.	<b>MEDIUM</b>

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
		<p>Agree acceptable % of missing data with Section Managers.</p> <p>Agree new recording procedures and implement.</p>					
	Data by gender and ethnicity of attendees on EDI training that is centrally run, but locally delivered is not available locally. This limits any targeting efforts that may be required to steer underrepresented groups to relevant training.	<b>5.6c</b> Devise a local data capture system to record Bartlett attendance on centrally run-locally delivered EDI training by gender and ethnicity by February 2021.	A data collection system that routinely captures equality data accurately and in which respondents have confidence.	Feb 2021	HR Business Partner, Faculty Deputy Director of Operations	<p>A robust data set that allows analysis of attendance at EDI workshops by gender and ethnicity.</p> <p>The generated data will be reviewed annually and inform the targeting of EDI training set out in Objective 12.</p>	MEDIUM
	Data on post regrading is not systematically collected across the Faculty, which means we cannot analyse PSS regrading by gender, ethnicity and length of service to identify suitable targeted actions.	<b>5.2a</b> Establish the feasibility of Faculty-level record keeping on successful and unsuccessful PSS regrading, including gender, ethnicity and length of service in a specified grade as data points. <b>Table 5.2.3</b> will	A feasibility study into Faculty-level records of PSS regrades by gender, ethnicity and length of service.	2021	Faculty Operations Manager	A feasibility study report on recording keeping for PSS regrades including model options for Section Managers to discuss.	LOW

Objective (In priority order)	Assessment	Action	Key outputs/ milestones	Timeframe	Lead	Success criteria	Priority
		serve as a baseline for 2020-2025.					
<b>Objective 14: Build Spaces for Ally-ship for Gender Equality</b>							
14.1 Responsibility for gender equality is held broadly across the Faculty and by a wide range of interest groups dedicated to institutional improvement.	A joined-up approach to gender and race equality would benefit concerted impact in this area.	<p><b>7a</b> Hold a meeting by September 2021 with the EDI SAT, UCU and UNISON representatives in The Bartlett to discuss complementary actions for gender and race equality and to foster an open dialogue centred on a common set of values to eliminate inequity.</p> <p>Collectively, determine dates and content of future workshops/meetings. Content may include progress updates and strategies to work better together.</p>	<p>Initial meeting held by September 2021</p> <p>Future meetings and agenda agreed.</p>	Sept 2021	Vice-Dean EDI	The meeting has been held with open discussion and resulting in a commitment to work productively together.	LOW

[End]

