ACTION PLAN

In 2019 a Deputy Head of Department on ED&I was appointed and an ED&I committee was formed. The ED&I Deputy Head and the ED&I committee have taken over many of the actions given in the 2017 ATHENA Swan submission.

Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time frame (start/end date)	Person responsible (include job title)	Success criteria and outcome
1	Baseline Data and Supporting Evidence					
1.1	Provide and monitor staff training related to LGBTQ. Annual report to staff meeting.	The latest PhD/PDRA survey highlighted a need for better support for LGBTQ students.	Make the training mandatory. Collect data and monitor uptake annually. Ensure compliance at appraisals.	Training mandatory in academic year 20/21 Initial training in June 2020 Will roll to the whole Department in academic year 20-21 The others are continuous actions.	Data collection and analysis: EDI committee/ Monitoring: EDI committee. Compliance: HoD. Report at staff meetings: EDI chair	Attain 100% uptake of the LGBTQ awareness training.
1.2	Continue to analyse the performance of our students by gender, ethnicity and fee status. Report at staff meetings and to the relevant departmental committees.	Gender data do not offer a complete picture. Ethnicity and fee status play an important role.	Collect the data and analyse the performance of all students annually. Act to narrow performance gaps, if present, by offering more support to the student groups more in need.	This is happening annually	Data collection and analysis: EDI committee Support: student tutors and course coordinators. Report at staff meetings: EDI Chair. Report at committees: EDI chair and members.	Carry out a detailed analysis of the students' performance. Identify the groups of students that require more support. Provide this information to student tutors and course coordinators.
1.3	Monitor staff appointments and promotion success rates.	No female staff at levels 4 and 5 (see Table 11 for staff codes). The female	Collect and analyse the data annually.	This is happening annually	Data collection: Departmental Manager / EDI committee	Provide report and data to the Departmental Senior

	Annual report to staff meeting and Executive Team.	staff members at level 3 are Teaching Fellows.	Closely monitor and address gender issues in the pipeline.		Data analysis: EDI committee	Management Team to guide and influence its decisions.
					Report at staff meeting: EDI chair.	
1.4	Provide and monitor staff training related to bullying & harassment.	In the Staff Survey 2015, 90% of male and 60% of female staff reported that "I have *witnessed behaviour towards others that I consider to be bullying/harassment in the last two years at UCL*".	Make the training mandatory.	Training made mandatory in 2018.	Data collection and analysis: Departmental Manager , EDI committee	Attain 100% uptake of the bullying & harassment awareness training.
	Annual report to staff meeting.		Collect data and monitor uptake annually.	The others are continuous actions.	Monitoring: EDI committee	
			Ensure compliance at appraisals.	Repeated sessions every year to ensure all new staff attend the training.	Compliance: HoD.	
					Report at staff meeting: EDI chair	
1.5	Continue to hold focus groups for all staff and student subgroups annually.	Online surveys have low return rates, while focus groups are well accepted and offer valuable information.	Obtain feedback from the various staff and student groups annually.	This is happening annually	EDI committee members for different focus groups.	Awareness of present and arising issues.
	Annual report to staff meeting.				Report at staff meeting: EDI chair	
2	**UG and PG Students**					
2.1	Increase number of UG applications and offers for female applicants.	The numbers of applications and offers have been low (30% on average) over the last three years.	In promoting UG programmes, target females. Attract stronger applicants, who are more likely to be offered a place by UCL Admissions.	09/2017 continuous	09-2019 continuous	UG Admission Tutor. Departmental Communications and Marketing Officer.	Increase the numbers of applications and offers for female applicants to 35%. On target: Currently applications and offers to female applicants are about 35%.

2.2	Increase UG number of acceptances for female students. Increase rate of conversion from UG offers to acceptances, for female applicants.	The number of acceptances has steadily decreased since 2012/13. The conversion rate of offers for females has been lower than that for the total (males plus females) over the last years.	Support more female offer holders, e.g. via virtual open days and targeted warmup emails.	09/2017 continuous	09-2019	UG Admission Tutor. Departmental Communications and Marketing Officer.	Raise the number of acceptances to 35%. Achieve an equal rate of conversion from offers to acceptances for males and females. Currently on target. Latest female acceptances at 43% are above the male ones
2.3	Increase the proportion of female white UK UG students.	The number of female white UK UG students is very low and has decreased over the last years.	Render the promotion material of our UG programmes more appealing to female white UK applicants. In promotion material, include statements from female white UK applicants. Ensure presence of UK UG female students at real and virtual open days.	09/2017 continuous	09-2019	UG Admission Tutor. Departmental Communications and Marketing Officer.	Increase the proportion of female to male UK UG students from 18% to 40%. The proportion has been steadily increasing and is currently at 33%

2.4	Better understand the causes of, and reduce, the gap in attainment among UK UG students of diverse ethnicities.	The attainment gap for male UK UG students is large (35% firsts for BME students versus 64% for white students).	Student tutors to monitor m ore their attainments and offer more pastoral care. Academic staff to monitor their performance and provide support when required.	09/2017 continuous	09/2019	Data analysis: EDI committee and UG Programme Tutor. Support: UG student tutors and course coordinators.	Towards 50/50 in attainment for BME and white male UK UG students. In latest figures more BME students achieved upper second and first class degrees.
2.5	Maintain the proportion of female students on our postgraduate taught programmes.	The proportion of female students has generally increased, its average value over the last three years being above the national one and those of our main competitors.	Monitor the PGT application, offer, acceptance and intake numbers and conversion rates. In promotion material, include statements from female students. Involve female students at real and virtual open days.	Continuous.		PGT Admission Tutor. Departmental Communications and Marketing Officer.	Maintain the percentage of female PGT students close to 42%. Latest percentage of female PGT students equal to 35%

2.6	Increase number of PGT offers and acceptances for female applicants.	After having increased steadily, last year the number of offers (in particular) and acceptances have dropped.	In promoting PGT programmes, target females. Attract stronger applicants, who are more likely to be offered a place by UCL Admissions. Support more female offer holders, e.g. via targeted warmup emails. Involve female students at real and virtual open days.	09/2017 continuous	09/2019	PGT Admission Tutor (. Departmental Communications and Marketing Officer.	Increase the proportion of offers to female applicants to 45%. Latest offers at 58%
2.7	Increase the conversion of offers for PGT female applicants.	The conversion rate from offers to acceptances has decreased over the last three years.	Support more female offer holders, e.g. via targeted warmup emails. Involve female students at real and virtual open days.	09/2017 continuous	09/2019	PGT Admission Tutor. Departmental Communications and Marketing Officer.	Increase the conversion from offers to acceptances for female PGT students to 70%. Latest acceptances at 62%
2.8	Further increase the proportion of female students on our postgraduate research programmes.	The number of PGR female students has increased slightly over the last years; its average is 34%.	Monitor the PGR application, offer, acceptance and intake numbers and conversion rates. In promotion material, include testimonials from female students. Continue to run open research days for UG students. Use UCL Women in Engineering Society to run events to attract female students into research. Continue to provide strong mentorship to UG students.	09/2017 continuous	09/2019	PhD Admission Tutor. Departmental Communications and Marketing Officer. Open research days: academic staff and PhD students. Mentorship: UG student tutors.	Maintain the number higher than that of HEFCE and our main competitors. Increase the proportion; bring it closer to that of our PGT programme (42%). Proportion increased and currently is at 36% (higher than that of HEFCE)

2.9	Increase the number of acceptances for female postgraduate research students.	The acceptances number has decreased in the last three years.	In promotion material, include testimonials from female students. After having made on offer, put in touch the applicant with current female PhD students and provide support.	09/2017 continuous	09/2019	PhD Admission Tutor Prospective primary and secondary supervisors.	Raise the number of acceptances to 35%. Acceptances in the last two years over 30%
2.10	Increase the proportion of female undergraduate students.	The total student numbers have increased over the years; nevertheless, the proportion of female UG students has stagnated.	In promoting UG programmes, target females. Attract strong applicants. Support more offer holders, e.g. via virtual open days and warmup emails.	09/2017 continuous	09/2019	UG Admission Tutor . Departmental Communications and Marketing Officer.	Increase the proportion of female UG students to 35%. Maintain the percentage of female UG students above the national one and those of our main competitors. Percentage increases and is currently 33%, well above HEFCE average of 25%
2.11	Ensure 50% female staff, researchers and students of different ethnicity during open days.	The proportion of female students, in particular of some ethnicities, is not as large as wished. Females of different ethnicity needed to balance equality aspects related to it.	Organize open days supported by female staff, researchers and students of different ethnicity.	09/2017 Currently happening	09/2018	UG and PGT Admission Tutors Departmental Communications and Marketing Officer.	Provision of open days all supported by female staff, researchers and students of different ethnicity.

3	Key Career Transition Points, Appointments and Promotions						
3.1	Attract more applications from females to academic positions.	No female staff at levels 4 and 5 (see Table 11 for staff codes). The female staff members at level 3 are Teaching Fellows.	Improve advertisements, encouraging females to apply through positive statements. When a post is offered to them, provide strong, targeted support to encourage them to take up the post.	Next available vacancy.		HoD.	Increase the proportion of applications from females, at levels 3, 4 and 5, to 30%. Current proportion of female staff to levels 3 and above is 20%
4	Career Advice and Support						
4.1	Continue to ensure that 100% of staff undergo appraisal annually.	The staff focus groups showed that annual appraisals are welcome and deemed beneficial by staff members.	Monitor uptake, to ensure that appraisals are held annually.	Continuous.		Departmental Manager. HoD.	Hold all staff appraisals annually. Currently happening
4.2	Establish mentors for PDRAs beyond primary supervisor.	The PDRA focus group revealed the need for career development support beyond that offered by the primary supervisor.	Develop an independent mentorship programme for all PDRAs to support career development.	09/2017	09/2018	HoD.	All PDRAs to have a mentor in addition to the primary supervisor by 2018. We are working on mentorship for PDRAs
4.3	Encourage and support PDRAs to get involved with teaching activities.	The PDRA focus group identified a desire to gain teaching experience for those interested in an academic career.	Support for PDRAs interested in teaching made available. Teaching opportunities offered to PDRAs interested.	09/2017 This is currently happening - continuous	09/2018	Deputy Head (Education). Primary PDRA supervisors.	Strong support offered. Opportunities identified and offered. Positive feedback from the PDRA focus group.

4.4	Establish mentors for professorial promotion candidates.	The academic staff focus group identified the need for mentors for professorial applications.	Mentors and support for academic staff aiming for a professorship made available.	09/2017 There is informal guidance	09/2018	Departmental Senior Management Team, HoD	Procedure in place to offer mentors to candidates for professorial promotion by 2018.
4.5	Introduce more regular formal group meetings for technical support staff.	The technical support staff focus group identified the need to hold more regular formal group meetings.	Stronger networking opportunities for technical staff. Sharing of best practise.	09/2017 Continuous	09/2019	Departmental Manager	Hold three formal group meetings per year. Provide opportunities for networking and sharing of best practice.
5	**Culture, Communications and Departmental Organization**						
5.1	Address work-life balance for all staff, but in particular, academic staff.	Staff focus groups reported that staff felt under pressure to work extended hours, with only 44% reporting "*I am able to strike the right balance between my work and home life*".	Better assessment of workload. Better provision of resources via employment of necessary staff. Better incentives for overtime work, when this is really needed.	09/2017 Continuous monitoring Workload and duties are assessed annually	09/2019	HoD. Deputy Head (Education).	Better balance evidenced by positive feedback from focus groups.
5.2	Continue to review Working Hours Allocation Model (WHAM) and Staff Duties Model (SDM) annually.	Same as point 5.1.	Review WHAM and SDM to recognise better all contributions and impact of working time.	09/2017 Continuous	09/2019	HoD. Deputy Head (Education). Departmental Manager.	Review annually with input and feedback from all staff.

5.3	Continue 50% female speakers for departmental seminars.	To increase the proportion of female students pursuing a PhD or choosing an academic career.	Ensure that 50% of the speakers invited are female.	Continuous. This is happening	Departmental Seminars Series Leads	Maintain the proportion of female speakers close to 50%.
5.4	Ensure 50% female (different ethnicity) representation on the departmental website.	The proportion of female students, PDRAs and staff members is not as large as wished.	In updating the website, ensure that the 50% female/male balance is maintained.	Continuous.	Departmental Communications and Marketing Officer; Research group leaders	Maintain the 50% female representation in the website.
5.5	Monitor committee membership and mitigate against committee overload.	Ensure committee overload is avoided.	Review committee membership annually.	This is happening annually.	HoD.	Maintain good gender balance on all committees.
5.6	Continue to report news and recognise contributions across a broad range of activities through newsletters.	Weekly newsletters are regarded as an effective tool for communication and recognition.	Continue to use weekly newsletters for dissemination, communication and recognition.	This is happening weekly.	Departmental Communications and Marketing Officer.	Recognise all contributions and make them visible. Continue to provide good communication, dissemination and recognition via newsletters.
5.7	Continue to provide and monitor online training on Challenging Behaviour, in particular in relation to Bullying & Harassment. Annual report to staff meeting.	In the Staff Survey 2015, 90% of male and 60% of female staff reported that "I have *witnessed behaviour towards others that I consider to be bullying/harassment in the last two years at UCL*".	Make the training mandatory. Collect data and monitor uptake annually. Ensure compliance at appraisals.	Training made mandatory by 2018. The others are continuous actions. Repeated sessions every year to ensure all new staff attend the training.	Data collection and analysis: Departmental Manager, EDI committee Monitoring: EDI committee. Compliance: HoD. Report at staff meeting: EDI chair	Attain 100% uptake of the online training on Challenging Behaviour.
5.8	Continue to ensure, via annual	Equality & Diversity is an integral part of	Collect data and monitor uptake annually.	Annually.	HoD.	All staff members involved in Equality &

	appraisals, that staff members contribute towards Equality & Diversity within the department and beyond. Annual report to staff meeting.	our culture. This can only remain true if all staff members are actively involved in E&D activities and share a common vision and goal.	Ensure compliance at appraisals.		Departmental Manager Report at staff meeting: EDI chair.	Diversity activities within the department and beyond.
6	**Career Breaks and Flexible Working**					
6.1	Ensure staff know the opportunities and support available to them when they need to take maternity or paternity leave.	This support and transparency are defining traits of the culture at UCL and in our department, which we intend to preserve and foster.	Publicise the support and the opportunities available for maternity or paternity leave, e.g. on the website of the department and in newsletters.	Continuous. Launch of new ED&I web site in early 2020 where information is clearly documented and links are provided	EDI committee Departmental Manager	Ensure all staff are fully aware of the policies and culture at UCL and in the department in relation to maternity and paternity leave.
6.2	Continue to provide support to women returning from maternity leave and monitor evolving needs.	Same as point 6.1.	Ensure a staged and supported return to work following maternity leave and provide mentoring when required.	Continuous.	HoD. Departmental Manager	Create the conditions for a smooth handover and for flexible working to ease the transition.
6.3	Continue to consider and feed into the IEP formulation to take into account	The timetabling of teaching activities has always taken into account	Ensure feedback in terms of flexible working and timetabling is provided to the IEP.	Continuous. Flexible working was made available to all staff during the	HoD Deputy Head (Education).	Maintain as family-friendly as possible the timetabling. Preserve flexible working conditions.

	flexible working from the perspective of the department.	nursery and school drop offs/pick-ups. With the introduction of IEP and a Common Timetable within College, this may no longer be possible.		COVID lockdown and is constantly being reviewed.		
7	*Beacon* **Activities**					
7.1	Continue to act as *Beacon* within UCL and the chemical engineering community.	*Beacon* activities commended by beneficiaries. Very positive feedback received.	Continue to offer support to the departments working towards Bronze and Silver awards.	Continuous. In the last year emphasis was given to internal activities to ensure wellbeing of staff	EDI committee members	Continue to run the events already established. Increase their visibility and uptake. Consider opportunities to introduce new events.
7.2	Continue *"From PhD/Postdoc into academia/industry events"* as part of *Beacon* activities.	Our *Beacon* activities have been commended and have received very positive feedback. Focus groups for PhD students and PDRAs have shown that there is great uncertainty around career progression and what is involved in an academic or industrial role for PhD holders.	Continue to run annually these two events. Capture some of the talks for our Athena SWAN website. Offer more places to external delegates to form networks with colleagues in other institutions.	Annual	EDI committee.	Events run annually. Increase its visibility. Increase the presence of external delegates.

7.3	Continue to run ChemEngDayUK workshops in collaboration with HCEUK and IChemE.	This initiative is highly valued by all UK chemical engineering departments, but in particular by those having no award or bronze awards. We have identified a number of common issues that all departments are struggling with.	Annual workshop at the ChemEngDayUK conference.	Annual.	Staff members	Run event annually. Increase its visibility. Share ideas to address and overcome common E&D issues.
7.4	Organise and run one-day seminars with IChemE for SAT members.	Need to support the departments who currently do not hold an award, and to gradually move as many as possible towards Silver awards.	Share examples of both successful and unsuccessful actions and advice on preparing Athena SWAN applications.	Annual.	Staff members.	Increase the number of departments with Bronze and Silver awards.
7.5	Continue to involve a cross-section of departmental staff and students directly in *Beacon* activities.	We believe that successful *Beacon* activities involve a broad and representative part of the department.	*Beacon* activities included in the workload of each staff member. Student participation encouraged and supported.	Continuous.	HoD. Deputy Head ED&I committee.	All staff and some students involved in *Beacon* activities.