REVISED ACTION PLAN (NOVEMBER 2020)

The department leadership changed in 2019 and the action has been revised qualitatively and to update the deadlines.

| Reference | Planned action / objective | Rationale | Key outputs and milestones | Ongoing/Completed | Success criteria and outcome |
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| 3.1 | Implement Athena SWAN Surveys | The UCL Staff Survey is typically run every 2 years and does not contain sufficient detail on issues that are important to CEGE staff. | * Design, run, and analyse surveys (climate, EDI)
 | Completed (Climate)Ongoing (EDI) | Improved identification and awareness of issues85% response rate at all staff grades |
| * Bring data to general staff meeting
 | Ongoing |
| 3.2 | Expand our activities to monitor other protected characteristics such as ethnicity, age, disability and sexuality. | We collect data on gender but not on other protected characteristics. Colleagues have stated support for the DEC to explore issues beyond gender. We would like to support the implementation of UCL equality objectives, such as supporting the UCL Race Equality Charter Mark action plan. | * Amendment of action plan to include other protected characteristics including incorporation of the Race Equality Charter
 | Ongoing | Other protected characteristics are included in next Athena SWAN application.Relevant questions are included in the CEGE Athena SWAN survey |
| * Discussion of plans in staff meetings
 | Ongoing |
| 4.1 | Maintain the number of female UG students above national average | CEGE has on average 30% female undergraduate students which is well above the national average (Figure 2).The proportion of offers made to female applicants are always at or above the proportion of female applications. | * Development of outreach/widening participation activities
 | Ongoing | Percentage of female students to remain at or above 30%.Proportion of offers made to female applicants to remain at or above the proportion of female applications. |
| * Publish the percentage of female students and staff on our website and student prospectus
 | Ongoing |
| 4.2 | Understand why CEGE has a higher female proportion at PG level than UG level. | Around 30% at UG level and >30% at PG level.Proportion of PGT students has fallen in the past two years. | * Regular meetings with PG students and department leadership
 | Completed | PG female enrolments return to 2013/14 level by 2018/19 |
| * Actions developed in response to feedback from students
 | Completed |
| * Monitor downward trend in female PGT students
 | Completed |
| 4.3 | Investigate the research degree submission time | Our data (Figure 13) shows that on average the thesis submission time is decreasing and that there is no difference from female and male | * Record thesis submission by gender and time
 | Completed | Submission time around 3.5-4.0 years for both male and female. Gender gap is among the smallest in the College. |
| 5.1 | Monitor the composition of interview panels, and ensure the proportion of female/male interviewers is at least 25%. | Interview panels comprise at least 25% female staff at CEGE, but this is not formally recorded | * Record panel composition
 | Completed | 100% of panels recorded as having representation from men and womenAt least 50% of eligible department staff have attended fair recruitment training by 2018. 90% by 2019. |
| 5.2 | Form mentoring scheme as part of engagement committee.Monitor and evaluate the academic mentoring scheme. | The uptake of the scheme is not 100%The scheme is not formalised and its efficacy is uncertain. | * Survey to be run with probationary staff to assess uptake and usefulness of mentoring scheme.
 | Ongoing | Mentoring to be made available to 100% of new starters in CEGE.A section will be added to the departmental Athena SWAN survey.All probationary staff recorded in database. |
| * Survey good practice from around the department to collate advice on successful mentoring relationships. Encourage senior management to become mentors.
 | Ongoing |
| * Appoint an academic member of staff to coordinate the mentoring scheme
 | Completed |
| * Set up mentoring database
 | Ongoing |
| 5.3 | Understand why female staff may be more optimistic about their career development than male staff.Improve optimism about career development among male staff. | According to the 2015 staff survey, 75% of female staff believe that they have the opportunity for personal/career development at UCL, compared with 37% of male staff. | * Focus group with male and female staff at all levels to focus on career development and identify key issues and who is affected (i.e. which roles).
 | Ongoing | Two workshops on career development and promotions conducted (2019/2020)Promotions committee (50% male, 50% female) formed as a function of staff feedback in 2019; regular outreach to all staff.Improvement of this outcome based on similar questions in new staff survey. |
| * Put actions in place in response to staff feedback
 | Completed |
| 5.4 | Enhance understanding of the UCL promotion criteria. | According to the 2015 staff survey, 35% of staff (male and female equal) think UCL’s promotions criteria are clear. | * Run promotions committee to promote equity
* Run workshops on promotion to all staff wishing to apply for promotion.
* Publish specific guidelines/rules
 | Completed | Improvement of this outcome based on similar questions in new staff survey.All staff applying for promotion assigned a mentor by Term 1 2021. |
| * Ensure mentoring scheme is available to staff at all levels.
 | Ongoing |
| 5.5 | Approach UCL HR in order to discuss the possibility of developing support for professional and support staff wishing to apply for regrading. | Feedback from CEGE suggests that professional and support staff are unhappy with the current system of regradingInternal or sideways promotions, not formal enough according to Athena Staff Workshop on 13/04/2016 | * Identify best-practice from other HE institutions
 | Completed | Potential increase in PASS promotionsImprove positive response to related questions on survey. |
| * Liaise with other departments within UCL who may be considering similar actions or already developing them (e.g. Institute of Clinical Trial and Methodology)
 | Completed |
| * Run focus group to discuss issues specific to PASS and set up a support group for PASS
* Publication of a clear promotions process for PASS (on the departmental intranet)
 | CompletedOngoing |
| * Discussion with UCL-level AS panel about clarification of a procedure for applications for the award of increments/contribution points
* Job descriptions reviewed for staff when they are regraded or they change roles, e.g. PhD to Researcher; also having an induction
 | CompletedCompleted |
| * Encourage PASS to become members of the Astrea networking group
* Enforce formal promotion procedure in place of informal internal procedures for PASS
 | CompletedCompleted |
| 5.7 | Increase number of staff at all levels up taking HR training courses | UCL policy states that staff should attend at least 2 training courses per year, but only a small number of staff are attending HR training courses (Table 18). | * Discuss with Section Heads
* Promote training opportunities via email and web page.
* Remind appraisers to discuss training and development in every appraisal meeting
 | Ongoing | 100% of staff recorded as having attended 2 HR training courses per year by Term 1 2021.  |
| 5.8 | Increase number of staff at all levels doing annual appraisals | Not all staff are having appraisals. This is reflected in poor responses to the UCL Staff Survey regarding appraisals. | * Discuss with Section Heads
 | Ongoing | Staff better prepared for promotions80% of staff being appraised each year by Term 1 2021 |
| 5.9 | Improve career support for researchers at CEGE | Results from survey “Career development for postdoctoral researchers” which was run at UCL CEGE in 2016 | * Organise a community (group) of post-doctoral researchers at UCL CEGE
 | Completed | Improvement of this outcome based on related questions in new staff survey. |
| * Implement survey of research staff
 | Ongoing |
| * Organise seminars on Career support for researches at UCL CEGE; specifically focusing on opportunities for funding, training and fellowship applications.
 | Ongoing |
| * Publicise promotion routes for researchers
 | Ongoing |
| 5.10 | Monitor the gender split of successful and unsuccessful grant proposal applicants. Improve support for all applicants. | Lack of data Lack of support and helpfulness (Staff Athena Swan workshop 13/04/2016) in putting grant applications. | * Record successful and unsuccessful proposal applications
 | Ongoing | Monitoring over time demonstrates no gender relationship |
| * Discuss with UCL Finance to report on applications
 | Completed |
| * Increase awareness of proposal writing training and workshops around UCL.
* Implement a proposal sharing scheme.
 | Ongoing |
| 5.11 | Promote the Maternity Leave and Shared Parental Leave policy | No central place to correct and record dataThere is no history of shared parental leaveTo enhance promotion within department | * Collect maternity leave & Shared Parental Leave data within department
* Promote conversations with line managers
 | Ongoing | Monitoring of newsletter content show commitment to leave policy information.Improvement of related outcomes on staff survey.New departmental sabbatical policy has constructed and published. |
| * Include information on CEGE newsletter
* Encourage staff to take advantage of sabbatical policy
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| * Promote PACT among our staff with caring responsibilities
 | Ongoing |
| 5.12 | Monitor and promote options for flexible working | While 88% of CEGE staff responded positively to the question: “As long as I get my work done, I have a choice deciding how I do my work” in the 2015 staff survey, data are not currently collected on uptake of flexible working (Athena Swan Application 2015). | * Instruct line managers to promote this with their staff
 | Ongoing | Evidence of data recordingImprovement of this outcome based on related questions in new staff survey. |
| 5.13 | Increase female staff participation on influential external committees | 20% of academics participating in external committees are female (Figure 27) | * Run survey on participation and identify barriers to female participation.
 | Completed | Evidence of data recordingProportion of female participating in external committees to be in line with proportion of female staff at each academic grade (+-5%). |
| * Encourage female staff to participate on external committees
 | Ongoing |
| 5.14 | Enhance staff work-life balance | The UCL Staff survey 2015 shows only 15% of academic staff believe they can meet the requirements of their job without regularly working excessive hours. | * Collected data on workload and ways to improve work-life balance.
* Engagement committee activities
 | Ongoing | Enhanced understanding of methods to improve quality of work- life balance.Successful introduction of an Engagement Committee that promotes social activities, wellbeing, work/life balance and engagement among all sectors of the departmentActive interaction with CEGERS a PGR organization that promotes work/life balance and career opportunities among post-graduate students and post-doctoral researchers.Improvement in answer to the UCL staff survey questions. |
| * Raise awareness of UCL core hours with line managers
* Stop all formal meetings after 4pm
* Encourage and arrange more social gatherings in the department
 | Ongoing |
| * Create a pop-up warning message for CEGE room bookings out of core hours, not including weekends.
 | Ongoing |
| * Determine mechanism for staff with caring responsibilities to request change to timetabled module hours when those do not fall within core hours, if necessary
 | Completed |
| 5.15 | Monitor gender split of speakers and chairpersons in seminars and workshops | Lack of data (Athena Swan application 2015) | * Ask seminar & workshop organisers to record seminar speakers
* Implement actions if necessary to improve gender balance
 | Ongoing | Each seminar series has a page on the departmental website (or other agreed online presence)At least 30% of invited speakers are female by Term 1 2021, in line with the proportion of female staff in the department and above the HESA average. |
| 5.16 | Monitor gender participation in outreach and engagement activities | CEGE has not recorded the gender split of staff and students involved in outreach and engagement activities (Athena Swan application 2015)There are more female than male staff helping with outreach activities | * Record data on gender helping with outreach activities
 | Ongoing | 50% female participants over the course of each year50% female staff participating in outreach by Term 1 2021 |
| * Encourage male staff to participate in outreach by raising awareness
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