



UCL ENGINEERING
Change the world

Equality, Diversity and Inclusion Strategy Document

2020-2030

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List of all contributors and acknowledgments at the end

FOREWORD – A Sense of Belonging

The Story of a Process: Meeting People and Learning from Their Experiences

As a Faculty, we started this Strategy document, a Roadmap for EDI in mid-Autumn 2019, after many hours of individual conversations with people within our Faculty and outside, asking, how they felt? What they wanted? What areas they thought needed work in order to change our culture? Did they feel they *belonged*?

Belonging. Such an elusive thing to achieve but, one so important and meaningful. Difficult to capture, ‘belonging’ is how attached we feel about a certain place, a place with which we have deep, emotional connections and that is a place of creation; sometimes of frustration but ultimately, we would hope, a place of growth.

After so many 1-to-1 conversations, group chats and online debates, sometimes late at night, I realised, something which maybe is not too hard to see but definitely difficult to articulate, that a place where we belong is a safe place, where we are able to challenge unwanted and toxic behaviours; where difficult conversations can happen, where there is both institutional and personal responsibility, where we learn and where our contributions are valued. A place where I as an individual, can feel empowered to make a difference. All along, throughout those conversations, the same topics came up: transparency; respect; responsibility; accountability; and empowerment. These emerged as the common denominators for someone to feel they belong, that they were safe and that they have a sense of agency in how things change. We all want to know our opinions and actions matter. All of us. Otherwise, why should we bother?

And so, after more than 900 hours (and counting) of discussions, time that I spent listening to the individual stories, opinions and experiences of people within our Faculty and outside, from Heads of Department to students, to EDI professionals and activists, this Strategy Document emerged. And I decided then, that if this was going to stand the test of time and if we were going to embark on a long journey of cultural change, to become who we want (or need) to be, we needed to focus on values, on principles, and to engage with the long game. We needed senior leadership buy-in to achieve it but I am convinced that this transformation is something that people will embrace if we stick to those values and if ultimately, we make everyone not only feel welcome, but a *part of* the journey, with values we can all share.

Our Context: Engineering for a Better World in a Challenging Environment

Fast forward a few months from October 2019 and now more than ever, we realise that Engineering in the 21st century continues to be tested by many global issues: the world has definitely been turned upside-down by the COVID-19 global pandemic, and we are currently witnessing the consequences of structural inequities for minoritised groups¹, be it for our BAME population and the higher-incidence of COVID, the role of wealth and privilege during the pandemic, the disproportionate toll the lockdown and remote working has taken on women but also, parents and carers. The ongoing events around Black Lives Matter begun in May and June 2020 have also exposed a deep sense of alienation but also a desperate need for social justice to tackle discrimination and racism, for example. The depth of feeling and the emerging collective action to address racism in the US, UK, and everywhere, exposes deep rooted behaviours that are frankly, pervasive, benefits certain privileged groups, poison the lives of so many and ultimately, can kill.

¹ Minoritised groups in any society are those defined as ‘minorities’ by a dominant group that is numerically larger. The relationship between both groups involves a power structure/differential.

As if this were not enough, Engineering as a discipline needs to tackle some of the most pressing -in what is a seemingly endless- list of challenges: privacy concerns and the use of our data; fake news and biased AI; huge migrations and declining natural resources, climate change and attacks on the environment, a plastics deluge and antibiotics resistance, just to name a few. Our commitment to engineer a better future for all, requires that we face such immense challenges, but the prize is well worth our concerted attention and effort. It is also -possibly- the only way forward.

Diversity: All together

For us to meet these challenges, we need a diverse pool of people, with their own lived experiences, knowledge, creativity and ideas. We need to look at these challenges from diverse perspectives. And, of course, we need to support our community by creating an inclusive and equitable working environment: a place where we belong. There is ample evidence that diverse teams perform better and are smarter^{2,3}. Striving to increase diversity within our sector is not a politically correct, empty slogan. A thorough report from McKinsey⁴ reaffirms the positive link between financial performance and diversity. Embracing Equality, Diversity and Inclusion (EDI) is not only fair, it is a good business decision. I would argue that this is even more needed in Academia, where we cultivate ideas and stimulate debate. The positive experience from the business environment is directly translatable to the academic environment and there are well documented, positive experiences that we can learn from⁵.

Realising this is far from straightforward, a recent Royal Academy of Engineering⁶ study shows the stark contrast between the UK population and the Engineering profession: only 8% of professional engineers are women (although they are 51% of the work age population); only 6% of professional engineers are BAME (although currently they are 14% of the population and a projection to 2050 shows this will rise to 20-30% of the population). It is estimated that 16% of the population has a disability (and this might be a gross underestimate since hidden disabilities are widely underreported), but there are no reliable statistics about the numbers of disabled engineers either, which is, by itself, a problem. Some internal reporting from SORAS indicates that up to 24% of our undergraduate population might be neurodiverse⁷, for example.

There is no 'us' vs. 'them'. Justice and equality is not a fixed pie. This is not a zero-sum game. We co-create and expand that pie, as we become inclusive. We improve the lives of everyone, and things improve for all of us.

A Better World

Given all that is going on around us and the immense challenges we face, these moments of crisis are also a moment for reflection. They distinctly present the chance to change things for the better. When I hear people say they long for times to be 'back to normal', sometimes I think 'I hope not'. We have an opportunity to do better. It is heart-warming to hear people

² <https://hbr.org/2016/11/why-diverse-teams-are-smarter>

³ <https://www.pwc.com/gx/en/about/diversity/global-diversity-week.html>

⁴ https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/delivering%20through%20diversity/delivering-through-diversity_full-report.ashx

⁵ <https://www.nature.com/articles/d41586-018-05260-4>.

⁶ <https://www.raeng.org.uk/policy/diversity-in-engineering/business-benefits-key-facts/key-facts>

⁷ Neurodiversity is understood as the diversity of human brains and minds. Neurodiversity is a concept where neurological differences are to be recognised and respected as any other human variation. These differences can include those labelled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others (Definition from 'The National Symposium on Neurodiversity at Syracuse University').

say in many discussions 'let's do what's right, everything is on the table'. Things that were not possible a few months ago definitely seem possible now. I think many of us feel this. Most of us are working flexibly for example, and many with incredible pressures at home due to caring responsibilities or because they are shielding, are among a variety of reasons for this. But there is an element of human value that cannot be lost in all this.

There is also a renewed desire for togetherness. We are in a situation that no one can solve on their own. We have learned the hard way that our wellbeing depends on the wellbeing of others and there is a sense of collective endeavour that I hope is here to stay. I realised that despite many years of being told otherwise, solidarity is a key attribute of who we are and will move mountains. UCL Engineering has produced outstanding work throughout this pandemic that has benefitted many. There are so many examples that it would be unfair to highlight only some of these achievements without mentioning all so I will just say: this is what we do best. We can come together and be proud. Our ethos is to 'change the world', so let's look at the future and think '*how shall we do this?*'.

Co-Creating Cultural Change

In building this, our future, it is essential that we are inclusive and we embed equity in all our processes and structures. And in fact, in everything we do. That we recognise the value of each of us. That we systematically dismantle years of bias and that we afford each one of us the opportunity to achieve. To change us and mould us into who we will ultimately become. A place where we all belong.

This Strategic Plan was created around core values that I hope we will always be able to recognise. It is a strategy that will hopefully stand the test of time. The (necessary) high-level objectives to co-create cultural change are underpinned by actions that can be adjusted or changed. This is not my work. It is yours. This is the result of conversations and feedback from many colleagues and students within the Faculty, UCL and beyond. All I did was to listen, and I hope I gave them a voice in a way that does them justice.

I'm looking forward to imaginative, courageous and principled actions led by outstanding people, surely better than myself. As a starting point, we have a plan centred around values, the self-determination to create a place where we all belong and a direction of travel. I'm really looking forward to that journey and I hope you are too. It's the year 2020 and the most transformative and bold action that we as individuals can take is to demand for ourselves and others to be treated equal. Think about this. Your actions matter.

Professor Vanessa Diaz
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EDI Strategic Plan

2020-2030 Goal and objectives

Our overall goal is to create an equitable, transparent, accountable and inclusive environment in UCL Engineering where everyone is valued, empowered to make an impact, and where they feel they belong.

Our strategic plan will be achieved through a series of objectives:

- **Objective 1:** Foster a Sense of Belonging and a Shared Sense of Purpose Through Core EDI Values
- **Objective 2:** Recognise EDI Values and Rewarding Citizenship
- **Objective 3:** Address Bullying and Harassment Through Leadership
- **Objective 4:** Promote a Healthy and Inclusive Working and Learning Environment
- **Objective 5:** Align Policy, Research and Education with EDI Core Values
- **Objective 6:** Communicate Clearly How a Sense of Belonging and EDI Values are Key for Growth, Impact and Excellence

Each one of these objectives will have an action plan that will be adjusted and evolved according to our needs and revised bi-annually.

Objective 1: Foster a Sense of Belonging and a Shared Sense of Purpose Through Core EDI values

Our Aspiration: To foster a sense of belonging for all staff and students. We want to set a standard and become international best practice for Equality in the sector, through a vigorous programme to increase diversity and inclusion for students and staff. We want to create a sense of belonging through structural changes based on our core EDI values (transparency, respect, responsibility/accountability, and empowerment) and effective storytelling.

For this, we will:

1.1 Embed EDI values of transparency, respect, responsibility and accountability, and empowerment in the core expansion plan of the Faculty and create an ambitious action plan to reach minoritised groups (staff and students) in a tailored approach for each Department.

1.2 Investigate via commissioned work, what are the barriers minoritised groups (staff and students) face in terms of recruitment and retention and provide recommendations to the Faculty to continuously inform our strategy, and build real life case-stories around them.

1.3 Re-evaluate our student recruitment and retention strategy and via a tailored approach for each Department, devise new approaches to encourage minoritised groups to apply and stay.

1.4 Close the BME attainment gap by developing a sense of belonging, through well-targeted actions to attract and retain BME students.

1.5 **Create a sustainable strategy for our widening participation ambition** through work with donors and funders.

1.6 **Acknowledge and address the concerns of disabled students and staff.**

1.7 **Prepare and better equip line managers to deal with a diverse workforce.**

1.8 Support the Dean and Heads of Departments in **diversifying the Leadership at Faculty and Departmental** level, with an approach based on our EDI values.

1.9 Create **Faculty-level processes** to support and encourage Academic, Teaching, Research and Professional Services career progression and **empower individuals** to better manage their own careers.

1.10 **Create more pathways to allyship**, i.e, processes for people in our Faculty to actively promote and advance a culture of inclusion through intentional, positive and conscious efforts to support and amplify the voices of minoritised groups.

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) **Mandate for 'Best recruitment practices'** as per Central EDI guidelines to be **implemented** widely and report periodically to the Faculty Director of Operations.

(M) Through expert, external consultancy work, **develop 'widening participation metrics'** that are rich and all-encompassing and support Departments in tailoring these to their individual needs.

(S) **Use of Fair Recruitment specialists for all staff grade 8 and above**, including internal positions. Encourage departments to share best practice in the search for a diverse pool of applicants.

(S) Work side-by-side with and **support the Academic Director of UCL East as well as the Equality, Diversity and Inclusion Manager of UCL East** to help plan for recruitment of key personnel, feedback and enrich widening participation programmes for the Engineering presence and activity at UCL to become a beacon of EDI for the Faculty and exemplar of National and International Best Practice.

(M) **Aim to ambitiously increase the racial and ethnic diversity of our staff (in grades 8,9,10)** by following specific action points highlighted by UCL's 'Race Equality Charter Mark action plan'.

(S) **Implement best practice guidelines for inclusive interviews -including diverse interview panels-** (also to be also included in existing interview packs) as well as the **training of interview panels** for all positions in the Faculty, provided by HR.

(M) **Identify the barriers faced by our staff focusing on the result of intersectionality⁸** (multiple differences) in the careers of Engineering staff in order to provide evidence and recommendations to the Faculty for actions regarding recruitment, retention and promotion (e.g., via surveys or face to face interviews).

⁸ Intersectionality is defined by Merriam-Webster as "the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect".

(S) **Identify a single point of contact for the Faculty to provide 'best practice' examples and clear guidance and support for disabled students, staff and their line managers,** and to provide clear **guidance for the access to work scheme** (and reasonable adjustments/other potential support), to potential supervisors and employees. Report to the Dean quarterly.

(M) Provide Faculty support and advice to **improve working conditions and standardise good experience** (and remove reliance on an understanding boss/team) for new starters with disability requirements **-through designated contact-**. Provide improved support for defining office/environment set up.

(M) In consultation with the neurodiverse staff network, we will **support the creation of a specific, comprehensive programme of training for line managers and key personnel** to address inclusivity and equality at work for staff with protected characteristics, in particular **targeting neurodiverse staff.**

(M) **Support Doctoral Programmes within UCL Engineering to promote and increase diversity in intake,** and examine their recruitment practices in order to identify structural biases, address them and create a community of best practice.

(S) Work with Central EDI services to support individual Departments in the flexible provision of **support with possibility of costing for Disabled Students Allowance.** (eg. extra workshop support for practical labs/projects)

(L) Work together with legal services, student and staff groups, senior/key representatives in the Faculty, HR and the central EDI team to **improve our data collection/capture in order to build a clearer and richer picture of who we are** in order to support key minoritised groups.

(L) Work with HR and central EDI to develop **mandatory management training informed from identified barriers faced by staff** originating from visible and invisible disabilities and intersectionality.

(M) Work closely with the Access and Widening Participation Office in Registry in **supporting the "Access UCL Scheme"**, tailored to Engineering and build a community for the students entering under this scheme.

(M) Work with and **support the Black and Minority Ethnic Student Attainment Lead** in order to **assess the progress of the 'Inclusive Curriculum Health check'** and the impact of the activity.

(S/M/L) **Develop a specific plan to widen participation and increase the diversity of our student population** by setting appropriate targets for the short (2023), medium (2026) and long term (2030).

(M) Work with Donors and Funders to **create a UCL Engineering 'inclusion' programme,** with studentships for minoritised groups.

(S) Create **specific support mechanisms (The 'Equity Fund')** for PhD students and staff that **experience disadvantages** due to disability or caring commitments to attend work-related events

(M) Work with the Director of Operations to **create initiatives**, closely aligned to Organisational Development, to **support career progression for PS staff**

(M) Pilot a **scheme to ‘shadow’ current leadership**, open to Academics, Professional Services and Research Staff. Actively encourage participation (via annual appraisals, for example).

(M) Pilot a **job mentoring scheme to allow more junior staff to gain insight into middle management roles**.

Objective 2: Recognise EDI Values and Rewarding Citizenship

Our Aspiration: For our Faculty to recognise and reward individual and Departmental efforts towards our EDI goals. Inclusiveness emerges when people are asked to contribute and we will aim to create a community of best practice with shared EDI values.

For this, we will:

2.1 **Create transparent and inclusive mechanisms to solicit input**, for staff to directly communicate concerns and hear, from those in positions of leadership, how things are changing, and **what progress has been made**.

2.2 Work with line managers and HR to **make sure the link between what an employee does and what the bigger picture is, is clear and valued**, so that our people feel a true sense of purpose

2.3 **Use recognition and reward as powerful motivators**, which foster an important emotional connection to the work, the team, and the Faculty

2.4 **Encourage and reward best practice** including team effort, community building and EDI citizenship

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) Create a **Faculty-Level Promotions Committee** to support research, teaching and academic staff in their careers. Align academic appraisals with UCL’s promotions guidelines.

(S) **Provide clear guidance to line managers** to conduct appraisals, **focusing on career development and mentoring**, aligned to UCL’s promotions framework.

(M) In close collaboration with HR and in cooperation with the VD Impact, **establish yearly appraisals for all academic, research and teaching staff and ensure this measure is included as part of each Department’s KPIs**. This needs to incorporate full recognition and reward for all roles, including non-research/teaching roles as well as work-life balance.

(M) **Annual appraisals for all Professional Services staff and embed work on career pathways and Communities of Practice** (both linked to TOPS) to establish and publicise clear routes for progression for PS staff, aligned with initiatives in Organisational Development and recognising citizenship in terms of EDI.

(S) Request **departmental implementation of the Inclusive Advocacy Scheme** for BME staff⁹ and report directly to Dean to be included in each Departments' Key Performance Indicators.

(S) **Reward** those **individuals and Departments who are doing well** / promoting 'best practice' through an 'equity' mark

(S) Work with the communications team to **make visible our responsiveness and 'can do' attitude to EDI issues -in consultation with HR where appropriate-**, in order to address any worry proactively. All to report to Dean quarterly.

(S) **Revise language** (with responsibility at Departmental level) **for job adverts** and include provision for flexible working, part-time arrangements and other good practice examples, for example, **DORA**¹⁰ principles, to encourage applications from minoritised groups.

(M) Request that **departments and faculties report their widening participation efforts publicly on Faculty and Departmental websites** for increased visibility and transparency.

(S) **Support and promote** the different **'ally' training programmes at UCL**, advertise appropriately and widely.

(M) **Provide training through mentorship from those seeking career progression**, to improve chances of success at the application stage for the 'next level' job. **Recognise this mentorship and reward it** as part of 'citizenship' or other mechanisms.

Objective 3: Address Bullying and Harassment Through Leadership

Our Aspiration: To tackle and eradicate bullying and harassment within the Faculty. We will seek to create cultural change by embedding a clear set of behavioural expectations for all staff and students as well as clear pathways and guidelines that align with UCL-wide initiatives, such as 'Report and Support'.

For this, we will:

3.1 Support/Develop **appropriate induction programmes** for all staff and students

3.2 Open a **Faculty-wide conversation** around the subject of **bullying, harassment and cultural change**.

3.3 Create **effective signposting mechanisms** and work with relevant stakeholders -i.e. the central EDI team and HR- to **provide clear guidelines, demystify the complaints process, and clarify the potential outcomes**.

3.4 **Revise the processes and mechanisms that underpin the relationship between supervisors and students**, in collaboration with key stakeholders.

⁹ <https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/inclusive-advocacy>

¹⁰The San Francisco The Declaration on Research Assessment (DORA). DORA recognizes the need to improve the ways in which the outputs of scholarly research are evaluated

3.5 **Reward and promote examples of good practice in the Faculty** in addressing bullying and harassment at Department and individual level

3.6 Effectively and decisively **communicate the consequences of undesirable behaviour**.

3.7 **Use storytelling as an effective mechanism to build trust** and relay information about 'real life' cases, giving visibility to examples of good practice to help shape the environment.

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) **Create Faculty-wide, bespoke events around the issues of bullying and harassment**, in cooperation with other VDs EDI, HR and the central EDI team.

(M) Work with the Director of Operations, the central EDI team, and other relevant stakeholders to **develop a mandatory induction programme for all staff and students** to be run several times per year to set expectations for all new members of staff/students.

(S) Work together with the relevant stakeholders including the VD Education, the Faculty Tutor, the Faculty Director of Operations, HR and the UCL Graduate School in **developing clear and transparent pathways for Report and Support** for students (especially PhD students) and staff, as well as appropriate signposting.

(M) **Distinguish forms of support at various stages** before, during and after the request of help against harassment and misconduct.

(S) Encourage and support **access to therapy** for survivors of bullying/harassment.

(S) Create opportunities **for PhD students to interact with other research groups**, to learn about different approaches to research and the reality outside of their own group. A reduced tolerance to bullying and harassment starts from learning about different realities.

(S) Make compulsory the **attendance of 1st year PhD students** in the Faculty to **'Getting the Most Out of Your Supervisory Relationship'** offered by UCL.

(S) **Use effective storytelling** through anonymised stories **to exemplify the actions: 'this happened-we did'**

(M) **Revise the PhD supervision/mentorship structure within the Faculty** and create 'supervisory committees'.

(M) **Support the Faculty Tutor** in order to **action available and permissible local procedures** to address bullying and harassment in cases where students are involved.

(M) **Revise the mechanisms for mentorship of Early Career Researchers/Junior Staff** within each Department and the Faculty as a whole and create cross-departmental mentorship groups to foster integration and dissemination of best practice.

(M) Recognise in the development plans for the Faculty the **strategic role of 'where' students sit** to carry out their work and what **spaces they have for shared interactions**.

(S) Work with the central EDI team to **roll out additional sessions on bullying, harassment and sexual misconduct training** (eg. Where Do You Draw the Line and Taking the Lead), making it compulsory and ensuring sufficient for full coverage in departments.

(S) Encourage and resource **active bystander/ally training**.

Objective 4: Promote a Healthy and Inclusive Working and Learning Environment

Our Aspiration: To foster a healthy and inclusive working environment, centred around belonging, where students and staff can thrive, they feel they are supported in their unique circumstances and their contributions are valued.

For this, we will:

4.1 **Make clear behavioural expectations** and University policy and **ethos in terms of a healthy, kinder work culture**

4.2 Expect **Departments to support and promote responsible research metrics** and DORA principles

4.3 **Devise a communication and education campaign** to make clear behavioural and professional expectations about what constitutes best practice in order to create an inclusive work environment.

4.4 **Encourage and promote discussions around healthy and inclusive working environments** and address toxic work culture.

4.5 **Open inclusive and transparent communication channels** (including regular liaison with staff and student groups) **within the Faculty to discuss broader EDI issues** and respond in a timely manner to concerns from staff and students.

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) Establish mandatory **EDI Departmental Committees**, comprised of inclusion leads, staff and students, and led by the Deputy Head for EDI for each Department.

(S) **Create an 'EDI Forum'** with accountable actions and transparency at the core, to be held every 4 months, creating a **direct communication channel with the Dean**.

(S) **Visibly promote UCL policy in terms of behaviour, core hours, work culture and responsible research metrics** (including DORA) via comms, posters, e-mail and other communication tools.

(S) Work with key stakeholders to **better define expectations and responsibilities for PhD supervisors** and **establish a single source of key information** (e.g., leave days); intellectual property; responsibilities; decision making and ownership of research; as well as appropriate forms of supervision

(L) Work with OD on **extending the Ways of Working to academic staff** (already in place for PS staff)

(M) **Make expectations clear in our induction programmes**, encourage case studies of promotion via flexible working, for example.

(M) **Create a 'Community of Practice' and peer-to-peer mentoring** -in cooperation with the central EDI team- **to support Departments in their Athena Swan applications** and set clear expectations about group composition and Athena Swan leadership at Departmental level.

(S) Create a **Faculty-level Wellbeing champions' network** for mutual support and coordinated activities.

(S) **Liaise with Central EDI and UCL wellbeing to provide guidance/support** for Departments requiring a more tailored approach.

(S) Request that **activities related to Wellbeing and Mental Health be actively displayed in Departmental websites** and advertised widely.

(M) Create **efficient and transparent feedback mechanisms** to be acted upon and fed back to the Central UCL EDI/Wellbeing team.

(M/L) **Create Faculty Post-Break award** in order to help academic and research staff to get back up to speed with research after larger career breaks (e.g., parental leave, medical absences or periods away from work due to caring responsibilities).

Objective 5: Align Policy, Research and Education with EDI Core Values

Our Aspiration: To embed EDI principles of equity and inclusiveness in all our activities, working on Policy, Education and Research, contributing to UCL and the Faculty's overall goals.

For this, we will:

5.1 Work with the Central EDI team **in advancing the UCL-wide EDI agenda**, exchanging best practice and **piloting new initiatives in UCL Engineering**.

5.2 **Promote a healthy education and research culture**, redefining excellence and building evidence of EDI impact in education, research and the research environment, through data gathering and case studies

5.3 **Promote a more inclusive Engineering education**, by taking into account needs of diverse students and staff around assessment, group work and lecturing style

5.4 **Promote an inclusive approach to our research and education thinking**, in order to provide future innovations able to address the needs of all.

5.5 **Work on Policy and practical recommendations to minimise the impact of bias** in our processes related to research opportunity and funding.

5.6 **Promote role models** who demonstrate excellent professional skills and can champion EDI principles

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) **Pro-actively engage with internal and external stakeholders** to enable UCL Engineering **to lead internationally** in how we embed EDI core values in our education and research, in collaboration with the VD Education and VD Research,.

(S) **Proactively engage with external research stakeholders** with the objective **to keep abreast of changes** in the funding landscape regarding EDI.

(S) **Create a 'Code of Conduct' and establish a clear set of expectations** for everyone in the Faculty and those who work with us, be it in research, events organisation or teaching.

(S/M) Support the Faculty in **gathering evidence of best practice for the REF, TEF and KEF**

(S) Work with the VD Research and the VD Impact on **changing our research culture and redefining 'excellence' for impact**, through targeted actions (e.g, Fellowship applications to any given funder)

(S) **Seek and promote excellent role models for Education and Research** within our Faculty. Recruit colleagues who are also very engaged on the EDI front, whether it is through activities, behaviour or e.g. the type of mentorship they provide to show a different, more human and effective way of doing research, administration or teaching, promoting a kinder and different working culture (e.g, the 'kindness agenda').

(M) **Support the establishment of a Forum** for diverse groups of students and staff to regularly revise best practice and **harmonise practice within the Faculty, providing guidelines** that are up-to-date and inclusive, in collaboration with the VD Education and the Faculty Tutor.

(S) Make our **curriculum delivery disability friendly**, for example, via mandatory lecture capture with closed captions.

(L) **Revise all our curriculum for inclusive teaching, incorporating an EDI perspective.** In cooperation with the VD Education and the IEP Director, we will model our approach on the IEP, transform our teaching practice at Departmental level by embracing diverse approaches to be able to address engineering challenges with an EDI perspective (and background) at the core. This is essential for diverse innovations in future, addressing the needs of all (e.g. supporting Paralympic team, solving poverty issues globally or social housing and more) for all UG and PGT Programmes.

(M) **Support the implementation of key EDI policy related to PI-led research applications involving UCL Engineering and which require Institutional support**, in cooperation with the VD Research, the Office of the VP Research, the BEAMS Research Coordination Office and the VP Enterprise

(S) **Support strategic discussions to minimise the risk and impact of bias** in internal funding distribution processes, triage processes and any processes that require managed calls and internal applications. In cooperation with the VD Research and VD Enterprise, actively support the Office of the VP Research, the BEAMS Research Coordination Office and VP Enterprise

(M) Work with all UCL Engineering Departments/Centres/Institutes and Hubs to **assess their alignment to our strategy and core values** and support them to produce an EDI action plan based on these. Incorporate **their assessment as part of their KPIs**.

Objective 6: Communicate Clearly How a Sense of Belonging and EDI Values are Key for Growth, Impact and Excellence

Our Aspiration: For core EDI values and our goal of belonging to be visible and easily recognisable. We aspire to normalise EDI values via effective communication and storytelling and for them to be seamlessly embedded in our day-to-day practice, presenting EDI as a key issue for growth, excellence and impact.

For this we will:

6.1 Understand what matters to our staff and students to enable us to foster a sense of belonging in our workplace through surveys, focus groups and open-house meetings in order to encourage continuous engagement whilst keeping our work relevant.

6.2 Develop and sustain grassroots initiatives empowering students and staff to address EDI issues in UCL Engineering by focusing on 1 or more of our Core EDI Values.

6.3 Work with specialists to clearly define the cultural change we seek based on EDI values of transparency, accountability and responsibility, and empowerment, in order to provide recommendations for adoption Faculty-wide.

6.4 Promote the use of Transparency, Accountability & Responsibility, Empowerment and Belonging metrics.

ACTIONS (Short (S)/Medium (M)/Long-term(L))

(S) Relying on our communications' team, **we will develop a coherent communications strategy** (including video and other materials) around belonging, defining our values, expectations, and aspirations, as well as training to support the development of our staff and students.

(S) Create an **EDI website, making clear our faculty goals and what they mean.** The website will also provide clear information on EDI in practice as well as UCL EDI events and initiatives.

(M) Work with HR, the Director of the IEP, the Faculty Director of Operations and other stakeholders (including line managers) to **develop a coherent plan that creates opportunities and incentivises and rewards staff and students for EDI-related work** and include EDI work in work allocation models.

(S) Make clear and visible commitments to advance our EDI agenda and holding **Departments and Centres accountable by appointing a Deputy Head for EDI or equivalent**

(S) Create Faculty and Departmental **Action Plans to be clearly visible** on our website(s) and revised yearly

(M/L) Lead to cultural change by **creating and running faculty-wide events** around the subject of the protected characteristics from the Equality Act, intersectionality, disclosure, wellbeing, stigma and ableism, informed through all the other activities in objectives 1 through 6 that engage with students and staff to identify needs and priorities.

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Acronyms list

BAME/BME – Black and Minority Ethnic
DORA – San Francisco Declaration of Research Assessment
EDI – Equality, Diversity and Inclusion
KEF – Knowledge Exchange Framework
KPI – Key Performance Indicators
PGR – Post-graduate Research
PGT – Post-graduate Teaching
REF – Research Excellence Framework
TEF – Teaching Excellent Framework
TOPS – 'Transforming our Professional Services' Programme at UCL.
UG – Undergraduate
UKRI – UK Research and Innovation