**\*\*\* Urgent Actions** ***\*\* Actions to be implemented within 2 years* \* Actions to be implemented over 3-4 years**

**ACHIEVED**

|  | **Issue and area for action identified** | **Actions** | **Timescales** | **Person Responsible**  (+ job title) | **Success Measures** |
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| **3. Self-Assessment Process** | | | | | |
| 3.1 | **Men are under-represented in all staff groups**: 68% F Academic, Research and Teaching Staff and 90% F Professional Service Staff in 2017  **Imbalances in employment of BME staff**: 15.7% BME Academic, Research and Teaching staff and 28.8% BME Professional Service Staff in 2017 | ***\*\* Understand and address gender and minority ethnic imbalances in all staff groups***  ***- Understand men’s views and experiences of work and study at IEHC***  *- IEHC Staff survey*  *- Interviews and focus groups with male staff and students in IEHC*  *- Survey male students and staff who decide not to apply to IEHC*  ***- Revise Action Plan in the light of the findings***  ***Unconscious bias training for all admissions tutors*** | Data collection and analysis by Dec 2020  Review Action Plan in Feb  2021 | *Intersectional Action Group* | \* Collated findings from staff and student surveys, interviews and focus groups (by Dec 2020)  \* Presentation of findings at an open meeting in February 2021  \* Revised Action plan with actions to increase proportion of male staff and students: 2020 and annually  [See also 4.1: Students and 5.1: Recruitment, promotion, retention] |
| 3.2 | Low proportion of male Equality Action Group (EAG) members | **\*\*\* Appoint more male Equality Action Group members**  - Open and targeted invitations to join the team | Annually via EAG team strategic reviews, 2019 to 2022 | **Co-chairs:** Julia Bailey, Richard Marsh | EAG Gender ratio – no fewer than 40% proportion of male to female members (or female/male)  ***35% male in June 2019*** |
| 3.3 | Low proportion of student Equality Action Group (EAG) members | **\*\*\* Appoint more student Equality Action Group members**  - Open and targeted invitations to join the team | Annually via EAG team strategic review, 2019 to 2022 | **Co-chairs**: Julia Bailey, Richard Marsh | **At least 2 PhD student representatives** |
| 3.4 | Low proportion of Professional Services Equality Action Group (EAG) members | **\*\*\* Appoint more Professional Services Equality Action Group members**  - Open and targeted invitations to join the team | Annually via EAG team Strategic Review, 2019 to 2022 | Richard Marsh (Co-chair and IEHC Manager**)**  Madiha Sajid | **\*No fewer than 40% Professional services staff**  ***Achieved by June 2019: 9/18 staff are professional services*** |
| 3.5 | Ensure that the Equality Action Group membership reflects the diversity of IEHC staff, and that minority groups have a voice | ***\*\* Annually review the membership of the Equality Action Group team***  *- Open and targeted invitations to join the Equality Action Group* | Annually via EAG team Strategic Review, 2019 to 2022 | **Co-chairs:**  Julia Bailey, Richard Marsh | \* At least 2 members from each of the four departments  \* At least two named Equality Group representatives for PhD students  \* Ensure that the Group has at least one advocate for BME staff and students; disabled people; sexual minority groups (e.g. lesbian, gay, bisexual); trans and non-binary gendered people; parents and carers |
| 3.6 | Ensure that the Equality Action Group team is committed and productive | ***\*\* Annually review the active involvement of all SAT members****:*  *- Review Equality Action Group adherence to the Terms of Reference;*  *- Review individual roles and responsibilities*  *- Review the membership of members attending fewer than 50% of meetings* | Annually via EAG team Strategic Review, 2019 to 2022 | **Co-chairs:** Julia Bailey and Richard Marsh | **\* Annual report on team constitution and functioning**  **\* Updated ToR and membership, reflecting agreed Equality Action Group member roles and responsibilities**  ***Achieved Feb 2019*** |
| 3.7 | Ensure that IEHC recognises the value of EAG and EDI work in appraisals, promotion and workload | ***\*\* Acknowledge and reward Equality Action Group and citizenship activities******at appraisals and promotions***  *- Ensure that ‘Contribution to EDI at UCL’ is on the agenda for all appraisal and promotion meetings*  *- Offset time spent on EAG activities against teaching load expectations* | Annually - During Appraisal Season (Jan to March), 2019 to 2022 | Andrew Hayward | \* Checklist for appraisal which includes EAG and other EDI work  \* Staff views and experiences of appraisals: survey at the end of appraisal season to a assess whether EDI and citizenship is discussed and rewarded in appraisals and at promotions |
| 3.8 | To ensure visibility of the EAG team across sites, to facilitate clear communication of EAG work, and to promote available staff and student support | **\*\*\*** **Named, visible, active Equality Action Group representatives** in each of the four Departments | February 2019 (at Strategic Review meeting) | Julia Bailey | **\* At least one named Equality Group representative in each Department:**  **- Applied Health Research (DAHR),**  **- Behavioural Science and Health (BSH)**  **- Epidemiology and Public Health (EPH)**  **- Primary Care and Population Health (PCPH)**  ***Achieved Feb 2019*** |
| 3.9 | To ensure clear communications to students and staff regarding:  1. Equality Action Group activity  2. Student and staff support and career development initiatives | **\*\*\* Enhance EAG communications** (awareness of the EAG and its purpose)  - Develop an IEHC Equality Action Group logo and motto  - Develop engaging media and communications resource such as flyers, posters, banners, and videos  - Update and redesign the Institute Athena Swan website (information on EDI; EAG work; and staff and student support and career development resources) | April 2019  Action, implementation and review via bi-monthly EAG meetings | Andreas Opitz | \* New Equality Action Group logo and motto,  communications resources such as flyers, posters, banners, and videos  \* Updated and redesigned Institute Athena Swan website (information on EDI; EAG work; staff and student support and development resources  \* Survey question: at least 80% of staff and students aware of the EAG By 2022 |
| ***\*\* Seek and incorporate staff and student views*** *on clarity and appeal of logo and motto, EAG communications materials including EAG website (purposive sample of 30 staff and students who differ in seniority, work location, and professional role)* | June 2019: Staff and student views  August 2019: Revise materials  By Dec 2019 | *Media and Comms Action Group* | By November 2019:  EAG communications materials which incorporate feedback from staff and students |
| **\*\*\* Increase the visibility of EDI principles and of support and career development initiatives**  - Information on EDI and support and career development initiatives on notice boards, posters and flyers in workplaces and student centres | Annual audit each November, 2019 to 2022 | **EAG Dept Reps**:  Orla O’Donnell  Angus Ramsay  Sydonnie Hyman  Aradhna Kaushal | **Annual audit**  \* EDI and EAG visibility on notice boards, posters and flyers in each of the four departments  \* Greater EDI and EAG visibility on notice boards, posters and flyers and across other internal staff & student communications |
| **\*\*\* Enhance EAG communications**  - Include EAG flyers in staff and student induction packs  - Use social media (e.g. Twitter) to advertise EAG activities and initiatives available to staff and students  - EAG activities and available support to be detailed in IEHC newsletters | - For every new starter  - Tweet at least once a month  - Three times a year | *Media and Comms Action Group* | **Annual audit**  - EAG materials to be included in staff and student induction packs  - EAG Twitter activity at least once a month  - EDI activities reported in IEHC newsletters at least 3 times a year  **Staff survey questions 2019 (+10% in 2021)**  >85% of staff to be aware of the range of benefits for staff at UCL (83% in 2017)  >70% of staff to be aware of how to access support from UCL if stressed (55% in 2017) |
| 3.10 | Athena SWAN work currently focuses on gender, and not on other sources of inequality  [See also 9.4 – Data and Supporting Evidence] | **\* Annual strategic review of EAG work to broaden our equality remit, and to become a beacon of good practice**  - Liaise with other groups to share learning  - Invite guest speakers to advise on specific staff and student groups including BME staff; disabled people; sexual minority groups; trans and non-binary gendered staff and students  - Identity, Difference & Unconscious Bias training for EAG members (National Coalition Building Institute) | Annually via EAG team Strategic Review:  February every year, 2020 to 2022 | **Co-chairs:**  Julia Bailey, Richard Marsh | **\* Updated Terms of Reference to reflect a broader remit**  **\* Annual review of Action Plan**  **\* Detailed annual EAG Action Group implementation plans** |
| 3.11 | Ensuring that (gender) equality is considered in all IEHC meetings where policy decisions are made regarding teaching, research or employment | \*\*\* **Equality Action Group representatives** to stand on the following boards: the Faculty HR Network; Department and Institute Boards, UG, PGT, PGR committees  \*\*\* **Maintain Equality, Diversity and Inclusion as a standing item** at every Board meeting | Annually via EAG team Strategic Review:  February every year, 2019 to 2022 | Andrew Hayward,  IEHC Director | Annual audit to check that the EAG is represented on each of the relevant committees  Annual report by EAG reps on EDI work discussed at Board meetings (review of meeting / committee minutes etc.) |
| 3.12 | We wish to know the strength of evidence, and conditions for successful implementation for EDI initiatives | **\* Expand our** **review of evidence and theory** **on what works to address inequality at work**  - Use information on the strength of evidence to help to prioritise IEHC initiatives  - Review and apply evidence on the contexts for successful implementation of EDI initiatives | - Evidence review: Dec 2019  - EAG team Strategic Review:  February every year, 2019 to 2022 | **Evidence Action Group** | \* Completed overview of evidence on what works to address inequality at work, and contexts for successful implementation, published on the IECH website  \* Annual Report on EAG strategic reviews, to consider how evidence relates to Action Plan priorities. Feb/ March annually. |
| **4. Support for students** | | | | | |
| 4.1. | IEHC students are predominantly female (**74% in 2018**: 70% Undergraduate; 85% Post-graduate taught; 62% Post-graduate Research) | **\*\*\* Avoid gender bias in communications with students**  - Ensure the language of advertisements and images in promotional materials is gender neutral  - Include images of male and female students in promotional materials  - Ensure gender balance in speakers at public events such as Open Days | Annually via  EAG team Strategic Review:  February, 2019 to 2022 | Andreas Optiz | Annual audit of student adverts, promotional and recruitment material and events |
| ***\*\* Monitor and analyse gender balance*** *on all courses separately* | Annually, 2019 to 2022 | Shaun Scholes |  |
| *\*\** ***Understand male students’ views and experiences of study at IEHC***  *- IEHC Student survey*  *- Interviews and focus groups with male students*  *- Short survey for male students who decide not to apply to IECH (e.g. after Open Days)*  *- Admissions tutors to undertake unconscious bias training.* | Data collection and analysis by Dec 2019  Review Action Plan in Feb  2020 then annually thereafter (2021 and 2022) | Shaun Scholes  Emma Dunphy | \* Collated findings from student surveys, tutor and student interviews and focus groups (by Dec 2019)  \* Presentation of findings at an open meeting in February 2020  \* Revised Action plan with actions to increase proportion and attainment of male students: 2020 and annually |
| 4.2 | Higher levels of attainment in female compared to male post-graduate taught students: (77% of females and 67% of males received merits or distinctions, 2013-17) | ***\*\*Analyse gender differences in attainment***  *- IEHC Student survey*  *- Interviews and focus groups with male students*  *- Interviews with PGT course tutors* |
| 4.3 | - IEHC students are predominantly female  - Some BME Groups are disadvantaged in higher education | **\*\*\* Ensure that admissions tutors undertake unconscious bias training** | Annually, 2019 to 2022 | George Taskos | \* Annual audit of training completed by admissions tutors: 100% completion  \* Evaluate the impact on recruitment by gender and BME identity (home/overseas students) |
| 4.4 | Students often unclear on maternity /paternity opportunities or associate funding terms and conditions. Only a small proportion of students take maternity or paternity leave | ***\*\* Collate and disseminate PhD funder’s policies regarding parental leave. \*\* Maternity and paternity information*** *to be included in student induction sessions*  **\*\*\*Clear EAG communications re maternity and paternity leave** and support for students with caring responsibilities[see also 3.9]  *\*\* Institute and Department* ***Graduate Tutors*** *session**on offering advice for students taking maternity or paternity leave and students with caring responsibilities* | **Induction materials**: Annually - ahead of induction  **Communications**: Annually - aligned to induction.  **Tutors session:** by Dec 2019 | Kirsty Bennett | \* Maternity and paternity information included in student induction sessions  \* Student survey: > 66% of students to have heard of the UCL Parents And Carers Together networks and other support for parents and carers  \* Institute and Graduate tutors to have all attended a workshop on advising and supporting student parents and carers |
| 4.5 | To support all PhD students in adjusting to expectations of academic life and life in London | **\*\*\* Peer mentoring scheme for PhD students:**  - All new PhD students to be paired up with a peer mentor (a second or third year PhD student)  - Recruit more male mentors | Autumn and Spring terms (or in alignment with intake of new students) | Kirsty Bennett | \* 100% of new doctoral students are allocated a peer mentor  \* Gender balance in volunteer mentors (no fewer than 25% male mentors) |
| **5. Supporting and advancing careers** | | | | | |
| 5.1 | **Gender imbalance** - 68% of Academic, Research and Teaching Staff, and 90% of Professional Service Staff are female. | **\*\*\* Address gender bias in communications with prospective staff**  - Ensure the language of advertisements and promotional materials is gender neutral  - Include images of male and female staff in promotional materials | Initially by December 2019 and then annually, 2020 to 2022 | Richard Marsh | Annual audit of job advertisements and communications images; Evaluation of appointments (gender of new staff by role) |
| 5.2 | **Promotions processes**  In the 2017 Staff Survey:  - Only 52% of staff agreed that promotions criteria are clear  - Only 37% of staff think UCL’s promotions process is fair | ***\*\* Clear criteria, transparent and fair promotions for all UCL staff***  *- Distribute promotion criteria information before promotion rounds*  *- Offer and promote promotion workshops*  *- ‘Aide memoir’ to be attached to the formal appraisal form*  *- Require line managers to discuss plans for career progression and promotion, concerns for work-life balance or plans for contract extension at appraisal meetings*  *- Improve appraisal quality through appraise feedback*  *- Invite staff with experience of sitting on promotions committees to present at promotions workshops* | Staff survey 2019  Staff survey 2021  Staff appraisal evaluation survey May 2019 (after the appraisal season) and annually 2020 to 2022 | *Career Progression Action Group* | **Promotion workshops** held annually;  **Staff survey and staff appraisal evaluation survey questions**:  >70% of staff agree that promotions criteria are clear  >50% of staff thinking UCL’s promotions process is fair (in 2019, rising to 70% in 2021)  >95% of staff to have completed an appraisal in the last year  > 90% awareness of the existence of UCL promotion criteria  > 90% of appraisal meetings to cover career development and promotions  > 80% of staff to agree that appraisal helped to identify opportunities for personal development  **Annual review of appraisee views** of appraisal processes and Review Action Plan |
| 5.3 | Gender inequality in academic and research promotion results, particularly at senior clinical staff level | ***\*\* Review gender balance of people sitting on IEHC promotion and reward panels;***  ***Focus groups or interviews with female clinical staff to identify potential barriers, and additional development opportunities.*** | Annually, 2019 to 2022 | *Career Progression Action Group* | Annual audit of promotion /rewards outcomes to identify improvements in gender balance |
| 5.4 | Gender inequality in professional services promotions | ***\*\* Professional Services Staff Reward and Career Development***  *- All staff to be encouraged to choose a mentor*  *- Promote Professional Services Career pathway initiative*  *- Encourage professional services promotion and reward applications*  *- Encourage promotion applications from part-time staff*  *- Recognise enabling activities in promotions criteria* |  | Orla O’Donnell |  |
| 5.5 | **Loss of talented women** between PGT and PGR; and Researcher/RA/lecturer and Senior lecturer/Reader/Professor | *\*\** ***Academic and Research Promotions: Establish formal support for Academic/ Research staff for transition to independent research, management and leadership***  *- Establish a library of successful fellowship and grant applications*  *- Extend grant and fellowship review scheme to all departments*  *- Promote application review opportunities to staff in all departments (prospective applicants and volunteer reviewers)*  *- Promote and encourage protected time for writing manuscripts and grant applications*  *- Develop and implement an ‘aide memoir’ to remind line managers to discuss mentoring and promotion at each appraisal*  *- Promote senior promotion workshops (UCL workshops for all staff and women-only workshops)* | EAG website: April 2019 | Andrew Hayward | **Information on ECR and EAG websites** (by April 2019)  - Grant and fellowship review scheme details  - Library of successful fellowship and grant applications  - Details of promotion workshops for staff at all levels  **Line manager training and resources**  Policy on promoting protected time for writing manuscripts, grants and fellowships  **Appraisals**  ‘Aide memoir’ to be attached to the formal appraisal form  **Staff survey questions**  >80% agreeing that ‘my last appraisal helped identify opportunities for personal development’ (71% in 2017) |
| 5.6 | **Loss of staff after having children** (especially female staff) | **\*\*\* Support for research staff following parental leave**  - Advertise fellowships which are appropriate for those returning from career breaks (e.g. NIHR Advanced fellowships, Wellcome Career re-entry fellowships)  - Encourage uptake of parental leave mentoring, flexible work patterns etc | April 2019 | Madiha Sajid | **Information on EAG website** (by April 2019)  - Details of fellowships appropriate for people returning from career breaks |
| 5.7 | Mechanisms are needed to ensure that interview panels are balanced in terms of gender and BME representation | \*\*\* **Balanced interview panels**  - Promote awareness of policy on gender balance and BME representation on interview panels  - Monitor interview panellists’ gender and BME identity through Equal Opportunities forms submitted to HR  - Promote policy that no panels are male only or female only, and for BME representation on all panels | April, annually, 2019 to 2022 | Aradhna Kaushal | **Annual audit of recruitment panel composition.**  - No recruitment panels to be male only or female only  - BME representation on all panels  - Evaluate the impact of these policies on recruitment outcomes (by gender and BME) |
| 5.8 | **Promotions process perceived to be unfair** (In 2017, 37% agreed that UCL’s promotions process was fair; 29% felt that grading review process at UCL is applied fairly) | **\*\*\* Increase the transparency of promotions processes**  - Promote staff and line manger awareness of promotions criteria  - Liaise with the IEHC board members to create opportunities for (female) mid-career staff to be involved in promotion processes  - Clear criteria and widely advertised, open nominations for recognition awards | By June 2019 | George Tsakos | **Annual audit of promotions panel membership**  **Staff survey questions**  > 80% agreeing that UCL’s promotions process is fair  > 80% agreeing that grading review process at UCL is applied fairly |
| 5.9 | **Small numbers of staff applying** for accelerated increments, discretionary spine point increases,  contribution points and special contribution awards | ***\*\* Encourage more applications for reward and promotions***  *- All staff to be encouraged to choose a mentor via induction and appraisal*  *- Professional Services Career pathway initiative (incl. secondments)*  *- Promote professional services reward application opportunities*  *- Recognise enabling activities in reward and promotion criteria*  *- HR alert for staff and line mangers when staff become eligible for reward or promotion* | Annually: aligned to the timing of each promotion or reward scheme, 2019 to 2022 | *Career Progression Action Group* | **Annual audit**  Monitor requests and awards of increments or promotion or rewards across all staff groups.  Review success of interventions for overall increase in application and success rates; assess gender balance and success of BME staff |
| 5.10 | Improve recognition, reward and career development opportunities for Professional Services staff | **\*\*\* Encourage and promote professional services reward applications and career development opportunities** (e.g. development and job opportunities and secondments) through:  - Mentoring;  - Career development appraisal discussions;  - Leadership and career development training  - Peer support (e.g. Staff conference; PS Networks) | **Monthly**: Promotion of career development opportunities. **Annual audit**, 2019 to 2022: after promotion or reward scheme rounds | Kelly Seenundun  Sydonnie Hyman | **Annual audit**  - Monitor uptake of PS secondments  - Assess requests and awards of rewards (e.g. increments), to show increase in uptake and success year on year. |
| 5.11 | **Appraisal completion:**  94% of female staff and 90% of male staff were appraised in 2017/18 | **\*\*\* Promote appraisal season for all staff**  **-** Implement appraisal checklist for appraisal discussion topics(covering promotion and reward, career development, training, objective setting) | Annually, before and after each appraisal season (Jan-March) , 2019 to 2022 | Noriko Cable | **Staff appraisal survey:**  **-** Review staff views on quality of appraisals  **> 95% annual appraisal completion rates and evaluate adherence to appraisal checklists** |
| 5.12 | **Poor uptake of PS Career’s Advice Surgeries** (4 female and 1 male staff members 2014/5 - 2016/17)  **Institute Careers advice surgeries for Research /Academics oversubscribed** | ***\*\* Promote greater uptake of Careers Advice Surgeries*** *(especially amongst male staff) through an email and newsletter campaign and appraisal*  **\* Evaluate staff views of the usefulness of careers advice surgeries** | **Monthly** internal communications  By end 2020 | *Professional Services Action Group* | **Information on EAG website** (by April 2019)  **Evaluation form questions:**  Collated staff views and experiences of career’s advice surgeries  Review staff views and modify IEHC Actions if necessary (Feb 2021) |
| 5.13 | Lost opportunities to support, learn and improve from staff who are leaving | *\*\* Increase awareness and uptake of exit interviews:*  *- Leavers to be informed about career opportunities*  *- Collect data and reflect on leavers’ experiences whilst employed, and reasons for leaving* | Annually, 2019 to 2022 | *Career Progression Action Group* | **Annual audit**  Achieve exit interview uptake to at least 50% by end 2019, with 10% year on year increases |
| **6. Support for staff at key career transition points** | | | | | |
| 6.1 | More staff could benefit from having a mentor  [low uptake of formal uMentoring scheme: 10 mentors and 51 mentees 2013-16) | ***\*\* Promote uptake of career mentoring***  *- Promote awareness of the benefits of mentoring****:*** *EAG communications online, via email and dept reps (see Section 3)*  *- Encourage senior male and female staff to volunteer to be mentors*  *- Identify mentors for under-represented groups, including parental leave mentors and Inclusive Advocates]*  *- Coaching and mentoring training for volunteer mentors*  *- Encourage all staff at any level to select a mentor*  *- Ensure mentoring responsibilities are discussed in senior staff appraisals* | Dec 2020 | Andrew Hayward | \* Staff survey questions to assess participation in UCL or other mentoring  > 30% male and female senior staff are mentoring junior staff (by Dec 2020)  > 80% of all staff have a mentor if they would like one (by Dec 2020) |
| **\* Explore mentor and mentee views on the usefulness and impact of mentoring**:  - Interviews or focus groups with sample of mentors and mentees | Dec 2021 | George Tsakos | - Analysis of mentors and mentees views  - Presentation to Open meeting Feb 2022  - Recommend amendments to the scheme if required |
| 6.2 | Induction is a key time to explain support for staff and students and convey organisational culture | **\* Evaluation of staff and student induction programmes**  - Annual feedback from new starters to assess their needs, and to assess the impact of initiatives (e.g. Guidance for Managers and Group Leads) | By Dec 2019 and annually, 2020 to 2022 | Sydonnie Hyman | **Annual evaluation of induction programme and supporting materials**  - Analysis of staff and student views of induction programmes  - Presentation to Open meeting in Feb 2022  - Recommend amendments to the scheme if required |
| 6.3 | Early career researchers need support in becoming principal investigators | *\*\* Appoint Institute Director of research with responsibility to improve grant and fellowship success rates.*  *- Promote the uptake of available advice and support for junior researchers applying for research grants (see also 5.5)*  *- Promote Institutional Guidance: ‘Expectations for Group leads in supporting early career researchers’*  *- Promote policy on protected time for writing manuscripts, grants and fellowships* | by June 2019  by April 2019  by April 2019 | Andrew Hayward, Institute Director | **Institute Director of Research in post** (by June 2019)  **Information on ECR and EAG websites** (by April 2019)  - Grant and fellowship review scheme details  - Library of successful fellowship and grant applications  - ‘Expectations for Group leads in supporting early career researchers’  - policy on promoting protected time for writing manuscripts, grants and fellowships |
| 6.4 | Limited availability of leadership training vs potential demand | *\*\* Lobby the University (via Faculty, School and HR leadership) to make more places available on leadership training courses* | Annually, commencing 2019 | Andrew Hayward | Increase in staff numbers attending leadership courses such as UCL Leadership in Action Programme; UCL Management and Leadership Programme; Women in Leadership |
| 6.5 | **Job insecurity:**  Loss of staff, and stress of short term contracts  (in 2016/7, 70% of academic and PS staff said their contracts were due to end within two years) | ***\*\* Timely entry into UCL staff redeployment pool and promotion of alternative opportunities (vacancies , secondments)***  *- Promotion of employment opportunities via internal communications (email and Newsletter)*  *- Ensure that junior staff promotion and potential career downgrading through UCL redeployment are standing items at Faculty HR network meetings* | Monthly | Nicola Shelton | Improvement in numbers of successful alternative appointment, redeployments or secondments |
| 6.6 | Poor employment continuity within/outside UCL and loss of salary or seniority | ***\*\* Career support on leaving UCL***  *- Line managers/supervisors to organise a career strategy meeting (i.e. to discuss extending contract/employment opportunities) with staff/students at appraisal, one year before funding /studentships expire*  *- Implement an email alert system prompting line managers/supervisors and fellows/staff* | Annually, 2019 to 2022 | *Career Progression Action Group* | All eligible staff are on an emailing alert list  Record the numbers and gender of staff who secure a contract extension or a new job |

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| **7. Career breaks, workload and flexible working** |

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| 7.1 | **Work-related stress**:  (2017 Staff Survey)  - 40% felt that levels of job stress had a negative impact on wellbeing  - 55% were aware of how to access support from UCL for stress | **\*\*\* Wellbeing support**  - Promote IEHC email etiquette guide including not expecting responses to out-of-hours emails  - Promote bite-size / lunch time sessions and online sessions for staff on managing workload pressures  - Advertise wellbeing opportunities (e.g. staff lunchtime yoga, gym membership etc.)  - Encourage HORD and Group Leads to lead by example, e.g. minimising out of hours emails, encouraging staff not to regularly work out of hours, and encouraging time off in recognition of excess work conducted in run up to deadlines | EAG website: April 2019  IEHC monthly Newsletter , 2019 to 2022 | Orla O’Donnell  Sydonnie Hyman | 2019 and 2021 Staff Survey responses:  < 35% agreeing that job stress has a negative impact on wellbeing  *>* 65% aware of how to access support from UCL for stress |
| 7.2 | **Career progression impeded by care responsibility**  Almost no male staff taking paternity leave (1 in 2017/18)  Little data available on number of recorded requests for flexible working  Poor uptake of sabbaticals (e.g. from teaching duties) when returning from parental leave | **\*\*\* Increase staff awareness and uptake of parental leave, flexible working and sabbaticals after parental leave**  - Continue to promote IEHC family-friendly support, policies and benefits regarding maternity, paternity and shared parental leave  - Include details regarding maternity, paternity and shared parental leave in student and staff induction materials  - Advertise support for carers, e.g. leave entitlement, flexible working | April 2019 | Madiha Sajid  Andrew Hayward | \* **Named IEHC contact** for training and staff queries on parental leave and flexible working policies and guidance (by April 2019)  \* Staff survey questions (2019 and 2021)  - Achieve 70% of staff ‘Aware of UCL benefits for parents and carers’  - Achieve 70% of line managers ‘Aware of how to advise staff and students on entitlements as parents or carers’.  - Achieve 70% of parents or carers ‘Happy or very happy with the support I receive as a parent or carer’  \* Increase in uptake of paternity leave  \* Increase in awareness of flexible working  \* Increase awareness and uptake of sabbaticals |
| \*\*\* Compulsory training for HoRD, PI’s and Line Managers on key HR issues on parental leave and return to work (e.g. flexible working, sabbaticals, work-life balance).  - IEHC to assign a key person to lead training for managers and staff on parental leave policies and guidance, and to be a point of contact for staff queries |
| 7.3 | Need to understand the experiences of staff wishing to work full time after part-time work and/or career breaks | **\* Understand the views and experiences of staff transitioning to full time work** **after part-time work and/or career breaks**  - Gather data through staff survey, interviews or focus groups with staff who have transitioned to full time (or plan to)  - Revise Action Plan in the light of the findings | Data collection and analysis by Dec 2020  Review Action Plan in Feb  2021 & 2022 | *Not yet allocated* | \* Collated findings from staff surveys, interviews and focus groups (by Jan 2021)  \* Presentation of findings at an open meeting in February 2021  \* Revised Action plan with actions to increase proportion of male staff and students: 2021 and annually |

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| **8. Organisation and culture** |

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| 8.1 | **Parents and carers** may be unable to attend meetings early or late in the day | \*\*\* **Promote IEHC policies on family-friendly meeting scheduling**  - Meetings to adhere to core working hours policy of 10-4  - Recurrent meetings to be held on different days of the week so more part-time staff can attend  - Committees to have policies on active pre/post-engagement with people who cannot attend to ensure they can contribute | Annual audit in July, 2019 to 2022 | Madiha Sajid | Annual audit of a random sample of meeting minutes (20 meetings in each department annually) |
| 8.2 | **Part-time workers** will miss meetings which are held on days they do not work |
| 8.3 | **Bullying and harassment** reported by 16% of IEHC staff.    Only 58% of staff felt able to report bulling and harassment  (Staff survey 2017) | *\*\* ‘Where do you draw the line’ (WDYDTL?) workshop attendance expected for all staff*  *\*\* Invite UCL Dignity at Work Advisors to present at IEHC / Research Department meetings* | By end 2020 | Andrew Hayward | \* Information from UCL Dignity at Work Advisors to be available on the IEHC EAG website;  \* Increase attendance at *WDYDTL?* Events to 90% of staff by 2020  \* > 90% of staff aware of Bully Buster reps in their department (staff surveys)  \* Increased confidence to report bullying and harassment: (targets 70% in 2019; 80% in 2021 Staff surveys). |
| \*\*\* Visible, named, trained ‘Bully Buster’ reps in every department (to coincide with the launch of UCL Full Stop Campaign Roadmap) | June 2019 | Orla O’Donnell Sydonnie Hyman |
| *\*\** ***Understand staff views and experiences of bullying and harassment***  *- Free text comments on staff surveys*  *- Interviews and focus groups with a diverse sample of staff at all levels and roles, to understand the issues and how best to tackle bullying and harassment* | By Dec 2020 | Julia Bailey | \* Collate findings from staff survey 2019, staff interviews and focus groups (by Dec 2020)  \* Present findings at an open meeting in February 2021  \* Revised Action plan: 2021  \* Review 2022 |
| 8.4 | To ensure a reasonable male/female balance on IEHC committees | *\*\** ***IEHC Internal committee membership***  *- To raise awareness (through EAG communications) of the value of sitting on committees*  *- Annual request to committee chairs to review the membership gender balance* | Annual audit in July, 2019 to 2022 | Angus Ramsay | \* Annual audit of gender balance on IEHC committees  \* Feedback to committee chairs – aiming for no more than 40/60 men/women or women/men |
| 8.5 | To ensure a reasonable representation of male/female IEHC staff on external committees | ***\*\* External committee membership***  *- To raise awareness (through EAG communications) of the value of sitting on external committees*  *- Collect and analyse data on the gender balance of staff involved in external committees*  *- Promote more involvement if there is unbalanced involvement* | Annual audit in July, 2019 to 2022 | Angus Ramsay | \* Annual audit of staff involvement in external committees  Aim for no more than 40/60 men/women or women/men |
| 8.6 | Maintain a gender balance in invited event and seminar speakers | ***\*\* Invited speakers***  *- To encourage event and seminar organisers to actively consider gender balance when planning programmes* | Annual audit in July, 2019 to 2022 | Angus Ramsay | \* Annual audit of gender balance of invited speakers  \* Aim for no more than 40/60 men/women or women/men |
| 8.7 | **Poor representation and of BME people** in research, academic, professional services | ***\*\* Address unconscious bias***  *- Promote unconscious bias and diversity training for all line managers*  *- BME representation on recruitment panels*  ***(See also 4.3; 5.7)*** | To offer to all line managers by Dec 2019 | *Intersectional Action Group* | \* > 50% of line managers to have completed unconscious bias and diversity training by Jan 2021 rising to 70% by Jan 2022  \* 100% of interview panellists to have completed unconscious bias training  \* Evaluate the impact on recruitment and progression of BME Staff |

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| **9. Baseline Data and Supporting Evidence** |

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| 9.1 | Potential to further increase staff survey response rate (74% in 2017) | ***\*\* Encourage staff survey response****, reminding people by email, at events, and with personal encouragement through Department EAG reps* | Staff Survey: every 2 years: 2019 and 2021 | Department Equality Group reps | \* Staff survey response rates > 80% in 2019 and 2021 |
| 9.2 | Need to understand staff views and experiences of appraisal processes and how they can be improved | ***\*\* Annual staff survey on appraisals****, support for career progression, training, and employment* | Data collection: after appraisal season (April annually) , 2019 to 2022 | Shaun Scholes  George Tsakos | \* Annual analysis of appraisal survey data by Recruitment and Appraisal Action Group (May/June annually)  \* Presentation of findings to main EAG, and discussion of implications for the Action Plan (July annually) |
| 9.3 | Inequality and unfairness affects many social groups, and people are affected by multiple disadvantages. We need an accurate picture of intersectional disadvantage | **\*\*\* Develop an intersectional understanding of inequality at IEHC**:  - Collect and analyse data on race/ethnicity, disability, sexuality, non-binary and trans identities, caring roles  - Finer-grained analysis of Staff Survey and employment data  *\*\* Interviews and focus groups with staff from disadvantaged groups* | - Plan data collection Feb 2019  - Analysis of Staff Survey and employment data every 2 years | Shaun Scholes  and Data Action Group | \* Data collection and analysis plans approved by the EAG (Feb 2019)  \* Presentation of findings at the EAG annual Strategic Review (February 2020)  \* Action plan which addresses inequality at IEHC from an intersectional perspective by 2021 |