



Department Application
Bronze Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver department awards. You should complete each section of the application applicable to the award level you are applying for.

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

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

WC

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended WC</i>		
1. Letter of endorsement	[491] 500	500
2. Description of the department	[501] 500	500
3. Self-assessment process	[1,000] 1,000	1,000
4. Picture of the department	[2,122] 2,000	2,000
5. Supporting and advancing women's careers	[4,517] 6,000	6,500
6. Case studies	n/a	1,000
7. Further information	[0] 500	500

APPLICANT DETAILS

Name of institution	University College London (UCL)
Department	School of Management
Focus of department	STEMM
Date of application	December 10, 2019
Award Level	Bronze
Institution Athena SWAN award	NOT APPLICABLE
Contact for application	Dr Sun Young LEE (SAT-Leader)
Email	sunny.lee@ucl.ac.uk
Telephone	020 3108 6015
Departmental website	https://www.mgmt.ucl.ac.uk/
TOTAL WC	8,631 (pp.7-49) excluding APs

List of Abbreviation Used

Study Programme

BSc- IMB	BSc in Information Management for Business
BSc- MS	BSc in Management Science
MSc-IMB	MSc in Information Management for Business
MSc-MS	MSc in Management Science
MSc-BA	MSc in Business Analytics
MSc-ENT	MSc in Entrepreneurship
MSc-FIN	MSc in Finance
MSc-MM	MSc in Management

Academic and Research Unit

OI	Organisations & Innovation
SE	Strategy & Entrepreneurship
OT	Operations & Technology
MA	Marketing & Analytics
FAE	Finance, Accounting, & Economics

Administrative committees

ECP	Extenuating Circumstances Panel
IP	Irregularities Panel
SSCC	Staff-Student Consultative Committee (UG and PGT)
SEWG	Student Experience Working Group
DELSG	Digital Education and Learning Support Group

Other

AADD	Academic Affairs Deputy Director
AG	Academic Grade
ALLY-Workshop	Ally Workshop (organized by UCL-EDI-TEAM, planned)
AR	Academic and Research
AR-Staff	Academic and Research Staff
AR-Unit	Academic and Research Unit (5 units at the moment see above)
AP	Action Plan
Assist-Prof	Assistant Professor
Asso-Prof	Associate Professor
AS	Athena SWAN (Scientific Women's Academic Network)
AWAM	SOM's Academic Workload Allocation Model
BAS	Business and Administrative Studies
BH	Bullying and Harassment
BME	Black and Minority Ethnicities
BMS	Business and Management Studies
Comm	Committee
Current-SAT	Current SAT (for the School's 2019 AS bronze award application)
CW	Canary Wharf
EDI	Equality, Diversity, and Inclusion
EB	Exam Board
E-EB	Electives Exam Board
EPSRC	Engineering and Physical Sciences Research Council
FOE	Faculty of Engineering Sciences
FOE-EDI-Team	EDI Team for the Faculty of Engineering Sciences
F	Female
FIG	Figure
FT	Full-Time or Full-Timers
Full-Prof	Full Professor
GDPR	General Data Protection Regulation

HESA-Benchmark	It refers to the equivalent HESA benchmark data in Business Management Studies for UG, PGT, PGR, or Staff respectively
HOD	Head of Department
HRM	The School's HR Manager
KIT	'Keeping in Touch' days
M	Male
Max	Maximum
MBS	Manchester Business School
Min	Min
MREs-EB	MREs Exam Board
MSI Dept	Department of Management Science and Innovation
No.	Number
NS	New Starter
New-SAT	New-SAT (to be formed in 2020/21)
PC	Promotion Committee
PCR	Promotion Committee for R-Focused and R-Only Staff
PCT	Promotion Committee for T-Only Staff
PD	Programme Director (in charge of each of UG, PGT, and PGR programmes)
PDRA	Post-Doc/ Research Associate
PGT-EBs	PGT Exam Boards (IMB, MS, MM, ENT, BA, FIN)
PGR	Postgraduate Research (degree or students) (including MRes and PhD students)
PGT	Postgraduate Taught (degree or students)
PM	SOM's PR (Public Relation) Manager
Prof	Professor
PS-Staff	Professional and Support Staff
PS-Unit	Professional and Support Unit
PT	Part-Time or Part-Timers
RA	Research Assistant
RAE	Research Assessment Exercise (2008, it does not apply to us)
RC	Research Committee
REF	Research Excellence Framework
R-Focused	Research-Focused staff with minimal teaching
R-Only	PDRAs
SAT	Self-Assessment Team (for Athena SWAN application)
SAT-FM-Meeting	SAT Full Member Meeting
SAT-Leader	SAT-Leader
SATMA-Survey	SAT Members' Annual Survey
SC	Staffing Committee
SEC	Section (referring to a certain section in the report)
SEO	Student Experience Officer
SEQ	Student Evaluation Questionnaire
SM	School Manager
SMART	Specific, Measurable, Actionable, Relevant, and Time-Bound
SMT	Senior Management Team
SOM	The School of Management (or 'the School')
SOM-EDI-Team	SOM's Local EDI team
SOM-Happiness-Award	SOM's Happiness Award (staff-nominated)
SOM-Meeting	SOM's All-Staff Meeting (Quarterly)
SOM-NS-Moodle	SOM's New Starters' Moodle
SOM-PCR	SOM's promotion committee for R-Focused Staff (AG8 to 10)
SOM-PCT	SOM's promotion committee for T-Only Staff (AG7 to 10)
SOM-SAT	SOM's SAT (usually we use SAT to refer to it)
SOM-TL-Forum	SOM's Annual Teaching & Learning Forum
SOMH-Survey	SOM's All-Staff Surveys (every even year), complementing UCL-AS-Surveys
TA	Teaching Assistant

TC	Teaching Committee
TF	Teaching Fellow
TL-Forum	SOM's Annual Teaching & Learning Forum
T-Only	Teaching only staff
TOR	Terms of Reference
TTL-Workshop	'Taking the Lead' Workshop (organized by UCL-EDI-TEAM)
UCL	University College London
UCL-Academic-Framework	UCL's promotion guideline for R-Focused members
UCL-AS-Manager	UCL's Athena SWAN Manager
UCL-AS-Survey	UCL's All-Staff Surveys (every odd year)
UCL-AS-Team	UCL's Athena SWAN Team
UCL-Bias-Training	UCL's Unconscious Bias Training
UCL-Diversity-Training	UCL's Diversity in the Workplace Training
UCL-EDI-Team	UCL (Central) Equality, Diversity, and Inclusion team
UCL-HR-Team	UCL's Central HR (human resources) Team
UCL-PACT	UCL Parents and Carers Together (PACT)
UCL-Policy	UCL's Key HR Policy, which we abide by
UCL-RS-System	UCL's Report + Support System
UG	Undergraduate (degree or students)
UG-EBs	Undergraduate Exam Boards (IMB, MS)
W	White
WBS	Warwick Business School
WTDL-Workshop	'Where to Draw the Line' Workshop (organized by UCL-EDI-TEAM)
Y	Year

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT [WC: 491/500]

Dear (removed the name of the recipient),

The current application has my utmost support and the full dedication of our SAT members, who has held give full-member meetings and numerous sub-meetings. Learning from the failure of our 2015 Bronze application, we managed to get all our staff and students engaged with the current AS application. For instance, **Athena SWAN is in the agenda of our all-staff meetings and socials**. Our SAT also holds an annual Q&A session to receive feedback from all staff/students.

As a management scientist, I firmly believe that organisations perform better with diverse people and fair systems. Therefore, I have long adhered to diversity and fairness as a key personal philosophy in operating the School. Now to make diversity core to our organisational philosophy, I have **championed three initiatives** for the current application. **First**, this September, I set up SOM's EDI team, a permanent team to address diversity issues on a systematic basis; we will recruit two permanent professional services colleagues to support the team in December. **Second**, in response to some worrying instances about bullying (e.g. around 10% of colleagues reported instances of bullying in the 2018 SOMH-Survey), I have arranged a series of trainings for the past two years, in which already 41% of staff have participated. I aim to have all staff trained by 2021/22 and to reduce witnessed instances of bullying to less than 5% in the 2021 UCL All-Staff Survey. **Lastly**, to encourage female leadership, I have increased the proportion of women in our SMT from 20% to 33% in 2017, with the ultimate aim of having a perfect balance. Also, among all our senior promotion cases to Associate Professor over the last several years, 50% were women.

We have also identified the following areas where we can and must do a lot better. **First**, despite my extant efforts for female leadership, women are absent at the Professor level (Grade 10). We currently have three full professors (including myself), all male. By 2021, we aim to have at least two women full professors through external hiring and internal promotion. **Second**, we recently discovered an area of gender inequality in certain PGT programmes regarding offers and degree attainment. To improve this, we plan of introducing women-targeted scholarships and academic support in all PGT programmes.

Lastly, across gender, we found a need to develop a systematic programme of induction and career development for academic and research staff. We started our efforts to give all staff clear and fair guidance, for example, by updating our ‘New Starters’ Moodle’s’.

With much to do, I am confident that through our dedicated SAT and EDI teams, we will be able to execute the documented actions to embed the ethos of Athena SWAN among all staff and students.

I confirm that the information presented in the application is an honest, accurate, and true representation of the School.

Sincerely,

(Signature removed)

Bert De Reyck

Director, UCL School of Management

University College London

2. DESCRIPTION OF THE DEPARTMENT [WC: 501/500]

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Established as MSI Dep in 2007, we have grown to have 1,168 students, 114 staff (79 AR-Staff), and 2 locations as of 2018/2019. In 2015/2016, we became SOM. We had one failed AS application in 2014/15. Integrating the key feedback (lack of clear APs and staff engagement), this time, with richer data (our own surveys and interviews), we were able to identify clear issues (see [HOD letter](#)) and a set of detailed APs. Now through regular updates and events (e.g. All-Staff meetings, AS Q&A sessions, SOM-Happiness-Award), AS has become a part of all staff/students' everyday life.

A. Students: SOM offers UG/PGT/PGR programmes with a focus on management and innovation, **all on FT-basis** ([FIG2.1a](#)). During assessment-period, only 4 MSc-ENT students (2018/19 graduates, 50% F) held PT status.¹

Among 1,165 students, 52% are female ([FIG2.1b](#)). Females take up 47% of UGs, close to [2017/18-HESA-Benchmark](#) (48% F in BMS UGs) and take up 57% of PGTs, higher than [2017/18-HESA-Benchmark](#) (47% F in BMS PGTs). Males (30%) are underrepresented in PGR against [2017/18-HESA-Benchmark](#)² (50% M in BMS PGRs).

FIG2.1a. All Programmes

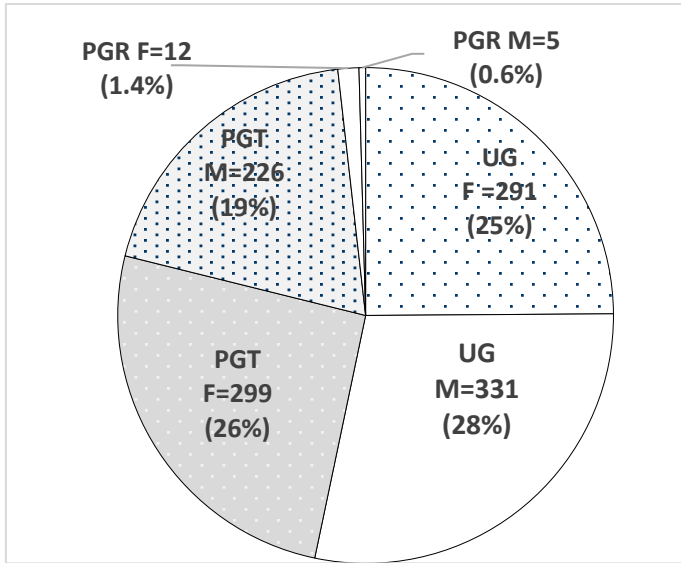
Title/Type	UG	PG	PGR
BSc IMB	x		
BSc MS	x		
MSc IMB		x	
MSc MS		x	
MSc ENT		x	
MSc FIN		x	
MSc BA		x	
MSc MM		x	
PGR			x

Note. From 2019/2020. MSc-IMB programme becomes extinct.

¹ After enrolment, these students applied to be PT. Only from 2019/20, MSc-ENT offers an option of PT at the time of application.

² Unless otherwise specified, '2019-HESA-DATA' refers to the benchmarking data in BMS for corresponding populations (e.g. UG, PGT, PGR or AR-Staff, etc.).

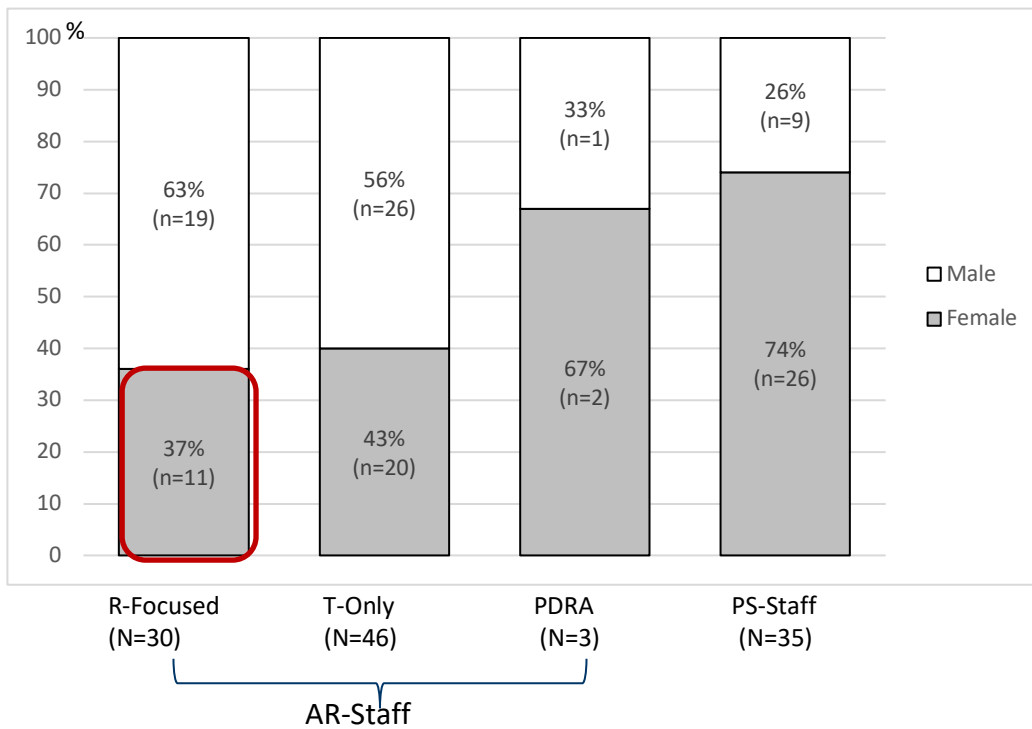
FIG2.1b. Student No. (%) by Level/Gender (2019)



B. Staff: AR-Staffs include T-Only staffs, R-Focused ones, and PDRAs, **all on FT-basis**. Through exceptional transitions, we currently have 10 PT Senior-TFs (AG8, 50% F).³

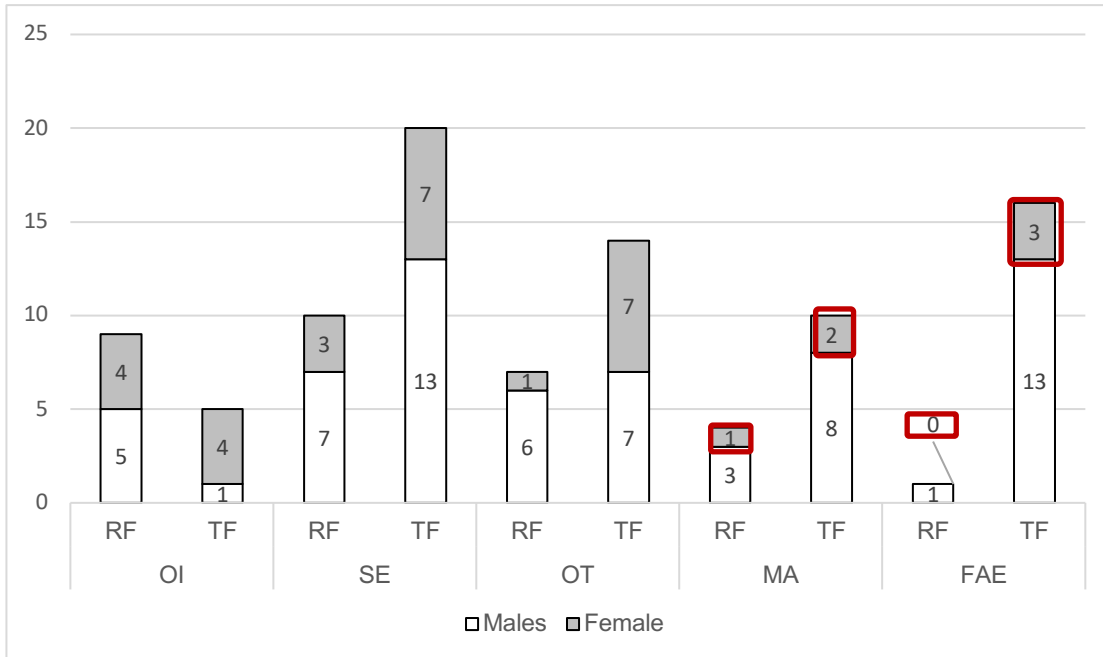
Females are underrepresented in AR-Staff (**42% F**; FIG2.2a), still matching 2017/18-HESA-Benchmark (42% F in BMS AR-Staff). Yet, F-ratios in the MA (21% F) and FAE (21% F) units seem too low (FIG2.2b- see SEC4.2). BME AR-Staff are overrepresented (46%: FIG2.3) given 2017/18-HESA-Benchmark (21% BME).

FIG2.2a. SOM All Staff by Gender in 2018/19



³ All of them transitioned to be PT at AG8 levels. We don't allow this anymore.

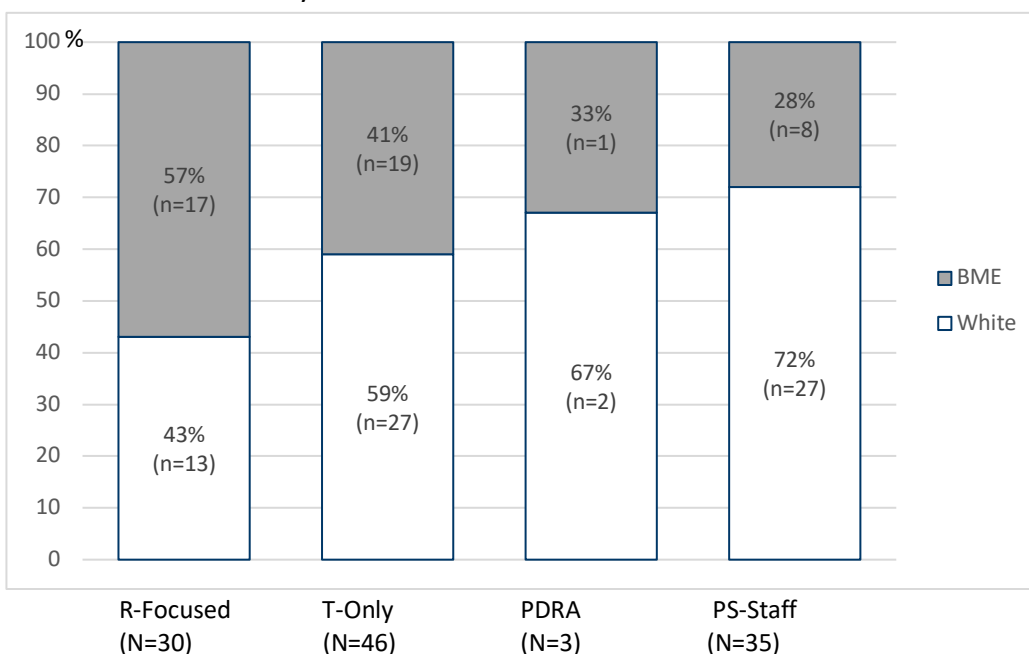
FIG2.2b. SOM AR-Staff by Gender and Unit



Note. RF= R-Focused; TF= Teaching-Only

For our future AS applications, we will formally monitor gender/race issues in PS-Staff ([APs2.5a/2.5b](#)). Males (26%) are underrepresented in PS-Staff ([FIG2.2a](#)), lower against [2017/18-HESA-Benchmark](#) (49% M in BMS PS-Staff). The proportion of non-whites among PS-Staff (28%: [FIG2.3](#)) is not worrisome given [2017/18-HESA-Benchmark](#) (11% BME).

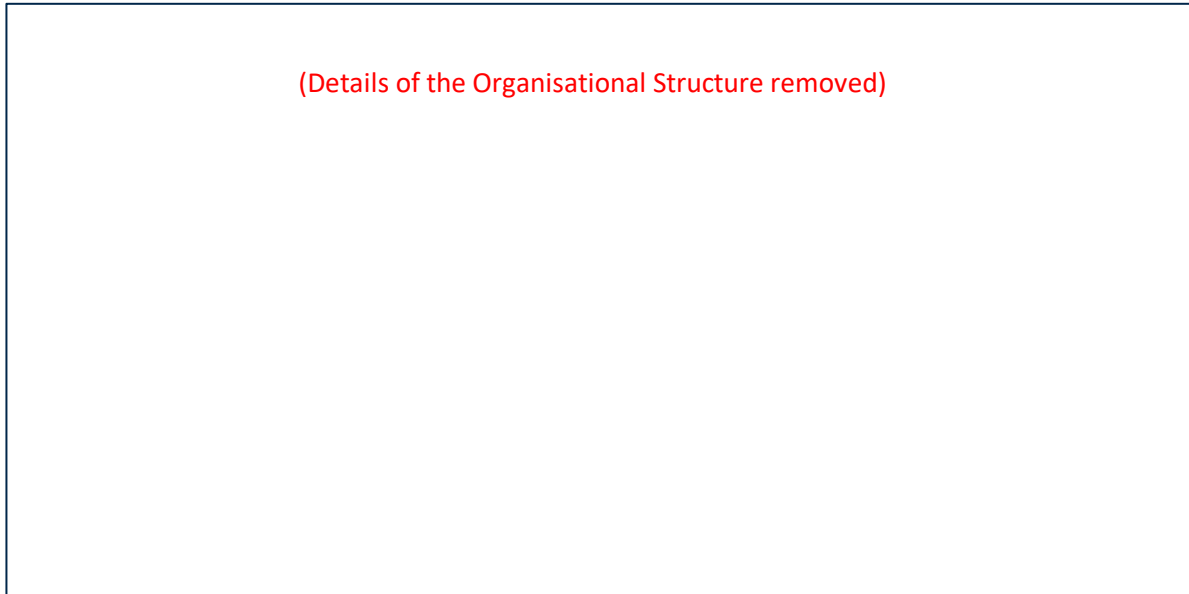
FIG2.3. SOM All Staff by Race



C. Governance and Location: SMT (2 F, 4 M) is SOM’s top decision-making entity, shaping its high-level strategy. HOD is the ultimate line-manager for AR-Staff while SM is for PS-Staff. Both HOD and SM are SAT members to effectively ensure all staff’s engagement in the AS initiative. As seen in [FIG2.4](#), SOM-EDI-Team and SAT (sharing SAT-Leader) will

directly interact with SMT as well as all PS- and AR-units to mainstream EDI in all staff and students' responsibilities.

FIG2.4. SOM Organisational Structure (In relation to the School's EDI and SAT teams)



Boxes in grey: committees; boxes in white: units

Since Term1 2016/17, SOM has been situated across two locations – a base on the Bloomsbury campus and a new main campus in CW (solid circle in FIG2.5a). The expansion to CW was out of a strategic intention to encourage potential research collaboration with top-notch companies and expose our students to their future employers located at Europe's premier business centre. The CW campus includes teaching, research, personal study and social spaces (FIG2.5b).

FIG2.5a. The School of Management Locations: Map

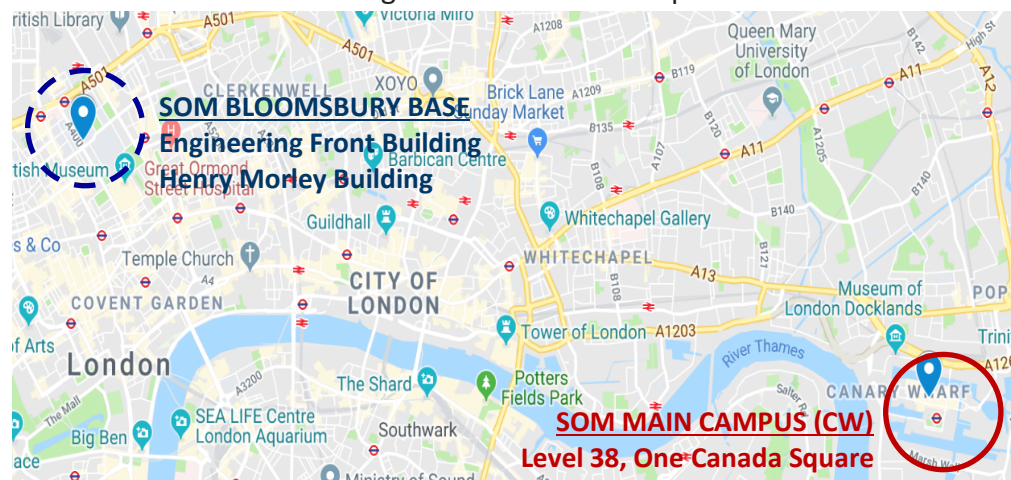


FIG2.5b. The School of Management Locations: Building Images



[SOM Bloomsbury base: Engineering front building and a lecture theatre]



[SOM Main campus: Level 38, One Canada Square and a lecture theatre]

3. THE SELF-ASSESSMENT PROCESS [WC: 1,000/1,000]

(i) A description of the self-assessment team

Our SAT was formed in 2018/19 with 11 members (64% F; 55% BME; 64% AR-Staff, 18% PS-Staff, 9% PGR: [TABLE3.1](#)), representing the intersectional population of the School (50% F, 41% BME, 65% AR-Staff 30% PS-Staff); See [FIG3.1](#) for the rule. To improve the representativeness further, New-SAT (2020/21) will include 1 UG and 1 PGT students ([APs 1.2a/b](#)).

SAT has subgroups focusing on culture, AR-staff, PS-Staff, students, and career support. Dr Lee, SAT Leader, with minority backgrounds, has tried to better understand and reduce inequalities through her research.

FIG3.1. SAT Membership Rule

- **Bi-annual membership** with an opportunity to resume another year
- SAT-Leader(s) automatically joining SOM-EDI-Team during their term
- Decisions on new members/leaders jointly by SOM-EDI-Team and SAT members
- Annual review of membership representativeness (by SOM-EDI-Team)
- Min 30% F, 30% M, 30% BME; 30% R-Focused; 30% T-Only; 15% PS-Staff
- **At least 1 UG and 1 PG student (from 2020/21)**

TABLE3.1 Current-SAT

(The table removed as it contains private information of the SAT members).

(ii) An account of the self-assessment process

As SOM-EDI-Team embeds SAT team (FIG2.4), we first explain the setup of our EDI team.

A. SOM-EDI-TEAM: In September 2019, we finalised the work scope and staffing plan of SOM-EDI-Team. With SAT-Leader as the head, we will hire two FT coordinators (50% F, 50% BME) by Term 1-2 2019/2020. The recruitment message is released in December 2019 (AP2.2).

SOM-EDI-TEAM (permanent membership) and SAT (rotating membership) will be run alongside each other with clearly distinct roles (FIG3.2; APs1.1/2.1). Whereas SAT, clearly aligned with the AS Charter/Principles, **leads the School’s AS applications, SOM-EDI-Team** addresses broader EDI issues such as **race and bullying**. For effective implementation of AS deliverables, SAT-Leader(s) will sit in both teams during their terms.

FIG3.2. SOM-EDI-Team vs. SAT^a

SOM-EDI-Team	SOM-SAT
1. A reliable channel for staff/students to raise BH complaints	1. To monitor the AS APs and make further suggestions.
2. Initiatives on general EDI : e.g. - To improve SOM’s public image on EDI - Informal race equality assessment of the the school’s new policies	2. Initiatives on gender issues : e.g. - Informal gender equality assessment of the school’s new policies
3. A unified channel for communications with UCL-EDI-TEAM and FOE-EDI-TEAM	3a. To lead internal AS communications to ensure all staff/students’ engagement 3b. To lead external knowledge sharing for AS initiative
4. Champion in implementing integrated EDI data management system	4. Champion in managing gender data across the School
5. Joined or co-led by SAT-Leader	5. Led by SAT-Leader

Note. A. Will be formalised in ‘SAT TOR’ and ‘SOM-EDI TOR’.

B. SOM SAT: Current-SAT are distinct from the previous one. **First**, to engage all staff/students in the AS initiative, AS is now *a key agenda item* in all-staff meetings/socials (e.g. SOM-Happiness-Award) (APs1.3a/b). SAT organises regular *sessions* to receive feedback from all staff/students on AS (AP1.3c). The AS/EDI information is included in the ‘SOM-NS-Moodle’ (AP1.3d). Finally, our SOMH-Surveys (our own localised all-staff data collection) have increased staff and students’ awareness of AS/EDI (AP1.4; FIG3.3). Through these APs, we aim to increase staff awareness of the AS initiative to **85%** in 2020-SOMH-Survey (70% in 2018-SOMH-Survey).

Second, to engage all SAT members in AS applications, we set up rules of SAT-FM-meetings (AP1.5a: Min 4 per year), of SAT-subgroup-meetings (AP1.5b: Min 2 per year), and of its external meetings (AP1.5c). Thus far, SAT had 5 FM-Meetings and 25⁴ various meetings (FIG3.4). SAT-Leader’s workload model has reflected her AS work (1-2 units), and from

⁴ 3 meetings * 5 subgroups; our various meetings with SOM’s key units

2020/21, all SAT members' work will be reflected in their workload models (**APs1.6a/b**). The impacts of these APs will be measured through our SATMA-Survey (Term3 2019/20, a survey measuring SAT members' perceptions about their AS application experience (**80% positive responses in engagement questions**) (**AP1.7**).

Third, following UCL's focus on the importance of *interdisciplinary collaboration* in AS applications, SAT members had numerous external meetings: 13 external meetings to collect insights about successful AS applications (**FIG3.5a**), 2019 AS Conference held by WBS (**FIG3.5b**), and 4 UCL-held AS workshops⁵ (**FIG3.5c**). We plan to continue the active outreach with a set of rules (**AP1.5d**).

Finally, given the importance of data management in AS applications, SAT has digitalised data mechanisms. Specifically, SAT members are obliged to record all key AS activities on a shared AS Google Doc (**AP1.8a**). We also share all AS data in a shared DB folder (**AP1.8b**). The impacts of these APs will be measured by positive answers (**80% positive**) about AS data management in our 2020 SATMA-Survey.

FIG3.3. SOMH-Survey: A Sample Open-Ended Essay Question

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree
I have been subject to behaviour that I consider to be bullying/harassment in the past 12 months inside the School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed behaviour towards others that I consider to be bullying/harassment in the past 12 months inside the School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other comments or suggestions about this issue (Optional)?

FIG3.4. Snapshots of SAT Meetings



⁵ UCL AS Forum Event (Nov 2018), UCL AS Surgery Event (Dec 2018/Nov 2019), UCL Multiple Disadvantage Workshop (Jun 2019)



[SAT-FM-Meeting in March 2019 joined by the UCL AS manager]

Two individual photos removed to protect privacy.

FIG3.5a. SAT's Key External AS Meetings (2018/19-up to now): 10 meetings in total

The four head-and-shoulder pictures are removed for the same reason.

FIG3.5b. SAT Participation in the 'Athena SWAN in a Business School Context' Conference Organised by Warwick Business School (September 2019)

The four pictures are removed for the same reason.

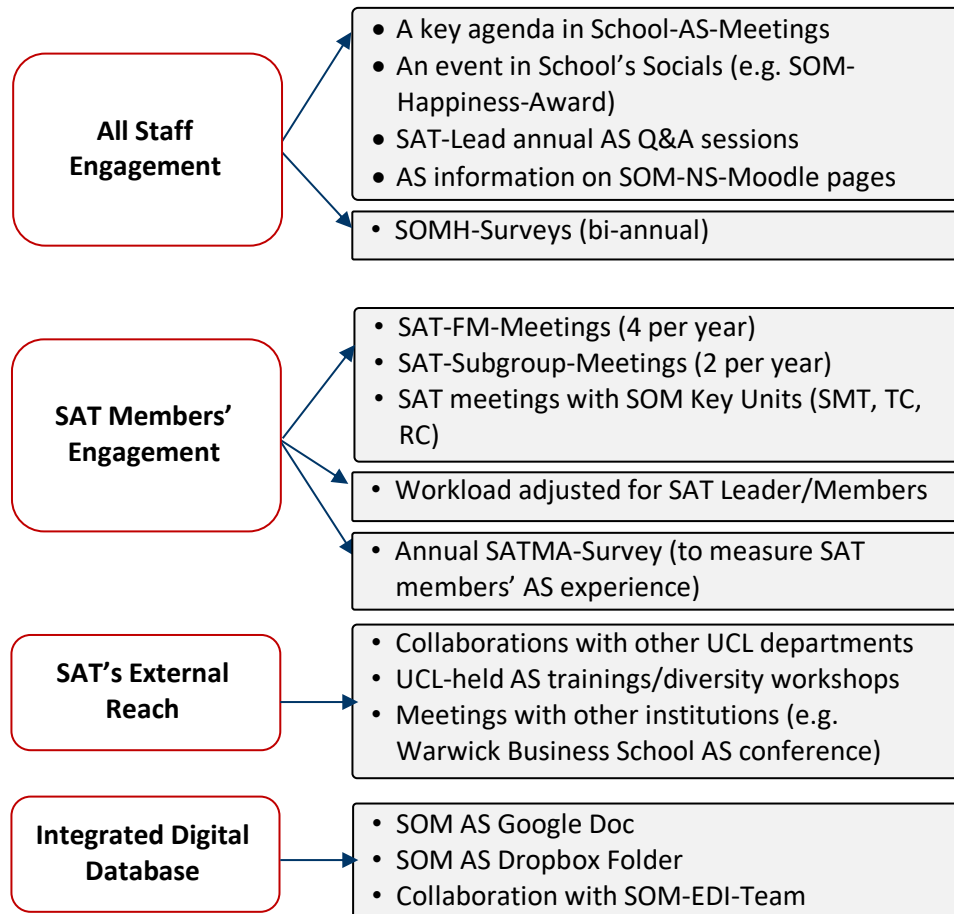
FIG3.5c. SAT Participation in AS-Related Workshops (2018/19-up to now)

The two pictures are removed for the same reason.

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

To ensure the continuity and representativeness of SAT, we will conduct a biannual meeting (e.g. Term 3 in 2019/20) to monitor SAT membership ([FIG3.1 for the rule](#)) and to update SAT membership ([AP1.2a](#)).

FIG3.6. SAT-Focus



The New-SAT (2020/21) will focus on *implementing AS APs* ([APs1.1-1.8b](#)), the current SAT started (p.16-17 and [FIG3.6](#) for details).

In addition, in liaison with SOM-EDI-Team, New-SAT will undertake the following APs from 2020/21:

- NEW-SAT and the fully set up SOM-EDI-Team will finalize their own TORs (respectively) by 2020/21 ([APs2.1/2](#)).
- In 2019/20, we updated SOM's Wikipedia to include the School's commitment to EDI ([FIG3.7](#)). From 2020/21, NEW-SAT ensures that the School's mission statement as well as webpages and PR messages will also promote EDI ([APs2.3a/b](#)).
- We will start investigating broader EDI issues (e.g. gender/race intersectionality), particularly paying attention to PS-Staff, who will be included our future Silver applications ([APs2.4/5](#)).

- SAT/SOM-EDI-Team together will produce an annual written EDI assessment (more comprehensive than the AS reports) to ensure seamless AS implementations between AS applications (**AP2.6**)
- In addition to SAT's current internal and external meetings (**APs1.5a-d**), we start to meet with FOE-EDI-Team on a regular basis (**AP2.7**).

FIG3.7 EDI Statement in the Updated Wikipedia Page for SOM (as of 2019)

https://en.wikipedia.org/wiki/UCL_School_of_Management

The UCL School of Management encourages diversity and a positive culture among all faculty, staff, and students, ...is an Equal Opportunity Employer.

4. A PICTURE OF DEPARTMENT [WC: 2,117/2,000]

4.1. Student Data

All UG/PGT/PGR programmes FT with the exception of 2018/19 MSc-ENT graduates.

(i) Numbers of men and women on access or foundation courses: N/A

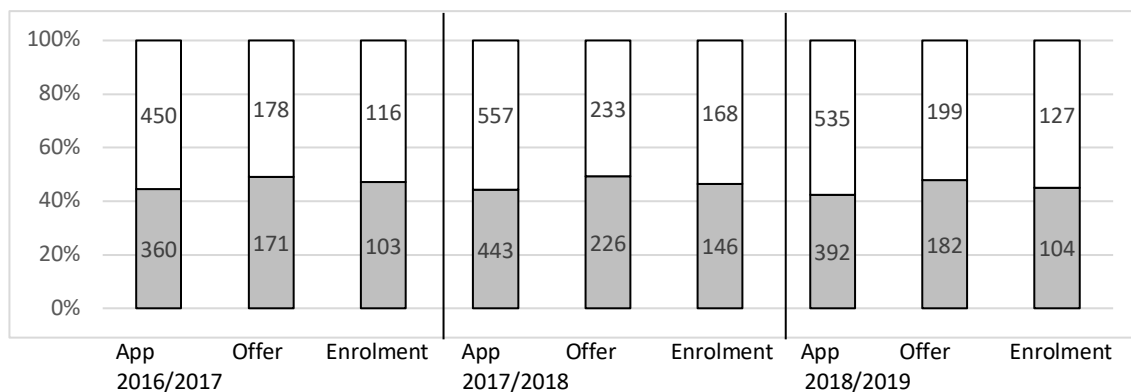
(ii) Numbers of undergraduate students by gender (course applications, offers and acceptance rates and degree attainment by gender)

Among **622 UG students** (FIGs2.1a/b), **47% (n=291) are female**, close to 2017/18-HESA-Benchmark (48% F in BMS UGs).

49%-50% of offers were to females during the period, matching the WBS-Benchmark (50% UG offers to Fs in 2016/17).⁶ **Application success rates are higher for females** (38%: 352 offers out of 1,091 F applications; vs. 34% for Ms in 2018/19). Given WBS-Figures (72% F and 68% M success rates in 2016/17), competition seems stronger in our UG recruitments. Female applications recently increased (e.g. 44% of all applications F in 2017/18 to 48% in 2018/19), exceeding WBS-Figure (42% F in 2016/17).

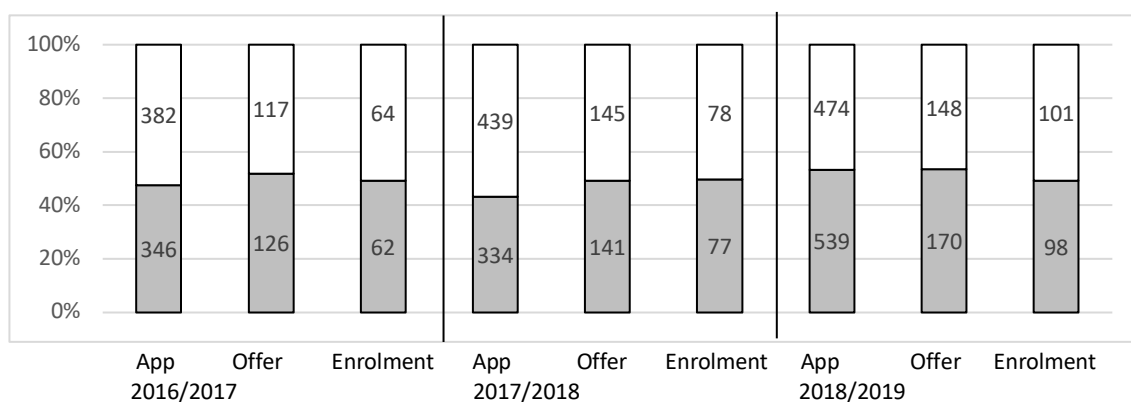
Thus, to maintain current good-practice (e.g. Min 45% F- in offers), SAT/SOM-EDI-Team will conduct an annual gender/race assessment in UG recruitments (**APs3.1a/b**).

FIG4.1a. BSc- IMB



Note. ■ Female; □ Male and numbers in bars in all Figures in this report

FIG4.1b. BSc- MS



⁶ As HESA benchmarking data for programme-specific offers is not available, we refer to the matching statistics of Warwick Business School that received an AS Silver Award.

We found **no significant issues in degree attainment**. During the period, there were **neither drop-outs nor failures**. Among 186 UG graduates in 2018/19⁷: 76 (42%) were female, of which 42 (**79%**) were awarded a 'good' degree' (=first-class/2:1 degree), and 110 were male, of which **78%** were awarded a 'good' degree (TABLES4.1a/b). This compares favourably with the 2019-Advance-HE benchmark (77% of Fs, 68% of Ms with a 'good' degree in BAS across UK). Gender has been balanced among those with a 'good' degree (e.g. IMB: 74% of all Fs and 74% of all Ms; MS: 95% of all Fs and 100% of all Ms in 2018/19). Thus, maintaining good-practice, we will monitor gender in UG degree attainment to maintain min 75% F-/M-ratios in those awarded a 'good' degree (APs3.2a/b).

TABLE4.1a. BSc-IMB

	2016/2017		2017/2018		2018/2019	
	F	M	F	M	F	M
First-Class(1)	27(73%)	10(27%)	38(63%)	22(37%)	22(40%)	33(60%)
2:1	19(50%)	19(50%)	17(50%)	17(50%)	20(36%)	35(64%)
2:2	19(51%)	18(49%)	16(64%)	9(36%)	15(43%)	21(57%)
Ordinary	1(50%)	1(50%)	0(0%)	1(100%)	0(0%)	3(100%)
Total	66	48	71	49	57	92

TABLE4.1b. BSc-MS (no ordinary)

	2017/2018		2018/2019	
	F	M	F	M
First-Class(1)	12(52%)	11(48%)	12(57%)	9(43%)
2:1	4(40%)	6(60%)	6(40%)	9(60%)
2:2	5(50%)	5(50%)	1(100%)	0(0%)
Total	21	22	19	18

(iii) Numbers of men and women on postgraduate taught degrees (*course application, offers and acceptance rates and degree completion rates by gender*).

Among **525 PGT students in 6 programmes (FIGS2.1a/b)**, **57% (n=299) are female**, higher than 2017/18-HESA-Benchmark (45% F in BMS PGTs). From 2019/20, MSc-IMB program becomes extinct.

51%-52% of offers were to females. Female applications have taken larger proportion (e.g. 63% F in 2018/19), close to WBS-Figure (62% in 2016/17).

TABLE4.1c. Application Success Rates (2018/2019)

	Female	Male
MSc-IMB	32%	43%(41/96)
MSc-MS	26%(25/98)	19%(20/105)
MSc-MM	14%(315/2224)	24%(252/1049)
MSc-ENT	23%(53/235)	24%(55/231)
MSc-FIN	6%(54/988)	12%(89/732)
MSc-BA	7%(58/898)	13%(54/428)

⁷ In UGs, recruitment and degree attainment data do NOT overlap as UG programmes take 3 years.

However, **application success rates are lower for females** (12%) than for males (19%) in 2018/19, with a salient gap (7%) compared with WBS-Figures (51% F and 49% M in 2016/17). MSc-FIN and BA trends (6-7% F success rates) drive this gap ([TABLE4.1c](#)).

Relatedly, in 2018/19, despite large female applications (n=988, 68% of all offers), **F-ratio in offers (n=54, 34% of all offers: FIG4.1d) was low exceptionally in MSc-FIN**, a 7% drop from 2017/18. An interview with FIN-PD suggests that this low F-ratio was ‘exceptional’ and largely because female applicants were variant in their quality (compared with generally high-quality male applicants).

Still, we set up a target of *Min 40% F-Ratio* in MSc-Fin offers and all PGT offers ([AP4.1a](#)). To attract high-quality female participants, FIN-PD plans to introduce gender-/merit-based scholarship from 2020/21 and highlight it at the stage of advertisement ([AP4.1b](#)). Moreover, SAT will independently monitor gender issues in PGT recruitment as well as meeting all PGT PDs regularly paying particularly attention to MSc-FIN programme ([APs4.2a/b](#)).

Please note except the 2018/19 FIN case, all programmes have achieved better gender parity for the past three years. For example, finding a huge gender-disparity in applications (39% F) and offers (31% F) in 2016/17 ([FIG4.1f](#)), ENT-PD has actively advertised the programme in female-popular platforms and updated the images of their webpages to be more inclusive ([FIG4.1j](#)), achieving 50% F-Ratios in 2018/19 applications and offers. Thus, APs across PGT programmes are minimal as SAT’s annual monitoring and report ([APs4.2a/b](#)).

FIG4.1d. MSc-FIN

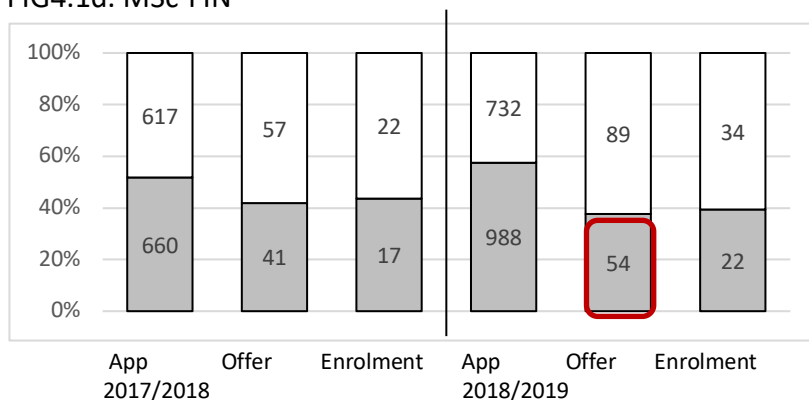


FIG4.1e. MSc-BA

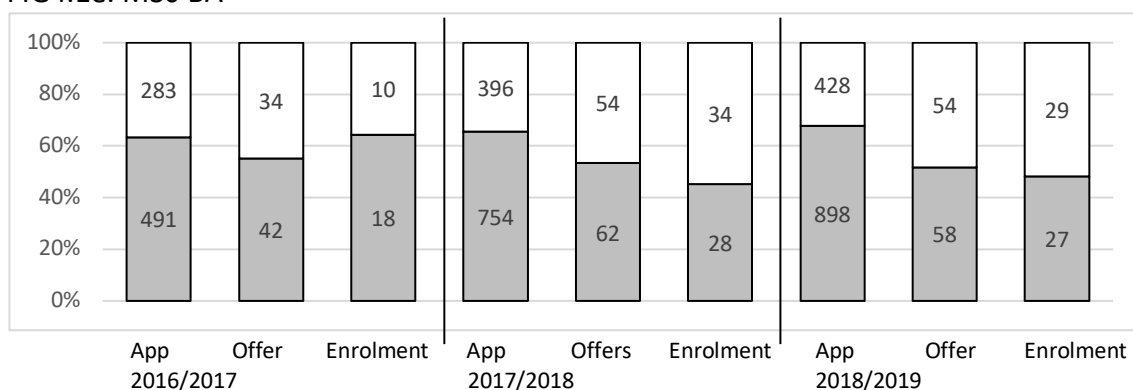


FIG4.1f. MSc-ENT



FIG4.1g. MSc-MM

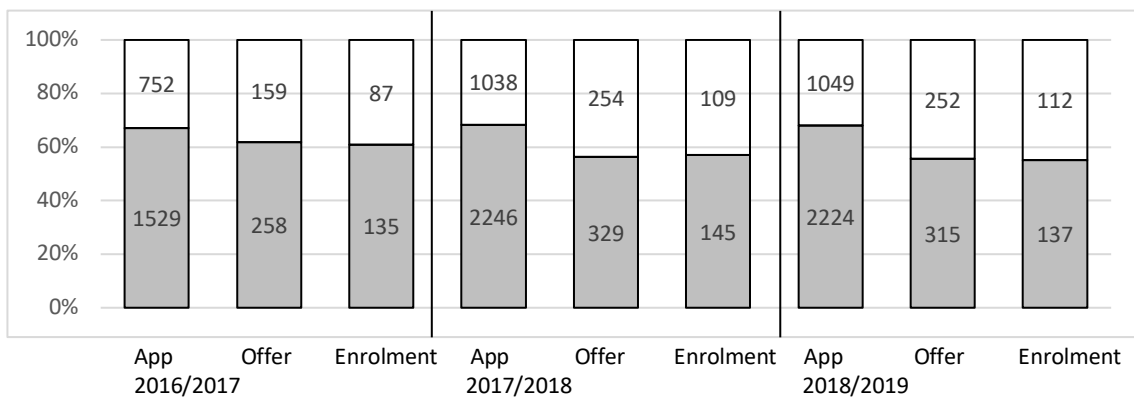


FIG4.1h. MSc-MS

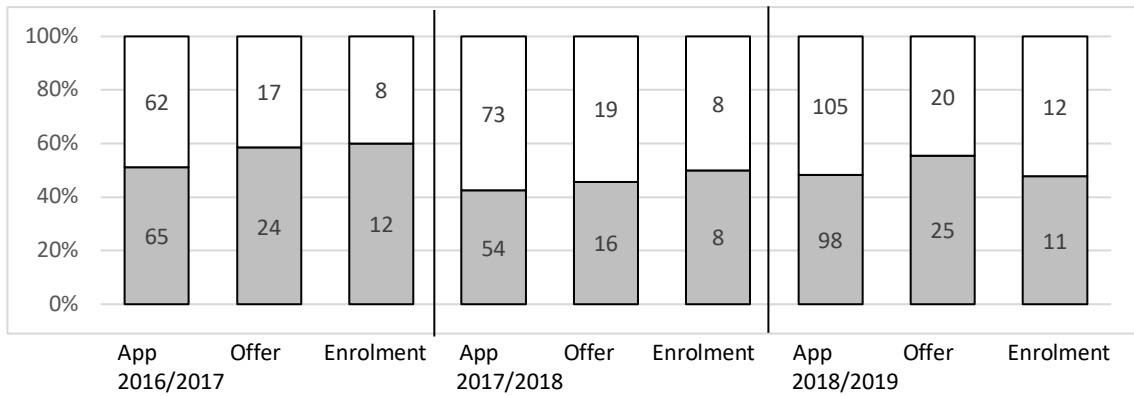


FIG4.1i. MSc-IMB

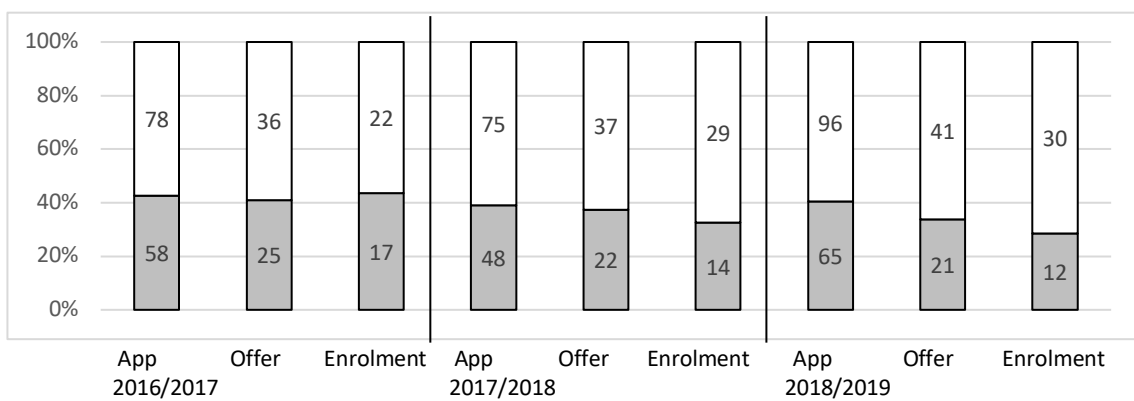


FIG4.1j. Gender-balanced/inclusive images in the new websites for MSc-ENT



We found **no gender issues in degree attainment**. There were **no failures**, and among **6 dropouts**, 50% were F. Among 477 PGT graduates in 2018/19: **165 (70% of all Fs) Fs and 173 Ms (72% of all Ms) were awarded a 'good' degree**, comparing favourably with the 2019-Advance-HE-Benchmark (73% of Fs and Ms with a 'good' degree across UK).

However, at programme level, **the proportion of Fs with a 'good' degree was low** in 2018/19 (52% of all Fs) and 2017/18 (62%) among **MSc-ENT graduates** (TABLE4.1f). Thus, we set up a target (Min 70% of all F and all M receiving a 'good' degree) for MSc-ENT graduates and also for the other PGT graduates (AP4.3a). To achieve this target, ENT-PD will internally investigate sources of this parity (AP4.3b), and SAT will independently monitor gender issues in MSc-ENT and other UGT degree attainment (APs4.4a/b).

TABLE4.1d. MSc-FIN

	2018/19	
	F	M
First-Class(1)	5(31%)	11(69%)
2:1	7(44%)	9(56%)
2:2	5(71%)	1(29%)
Ordinary	0	0
Dropout	0(0%)	1(100%)
Total	17	22

TABLE4.1e. MSc-BA

	2017/18		2018/19	
	F	M	F	M
First-Class(1)	8(67%)	4(33%)	6(30%)	14(70%)
2:1	9(60%)	6(40%)	14(48%)	15(52%)
2:2	0	0	5(56%)	4(44%)
Ordinary	0	0	0	0
Dropout	1(100%)	0(0%)	1(0%)	1(100%)
Total	18	10	28	34

TABLE4.1f. MSc-ENT

	2016/17		2017/18		2018/19	
	F	M	F	M	F	M
First-Class(1)	8(32%)	17(68%)	10(34%)	19(66%)	7(23%)	10(77%)
2:1	7(44%)	9(56%)	8(47%)	9(53%)	5(41%)	17(59%)
2:2	3(33%)	6(67%)	7(41%)	30(59%)	11(23%)	11(87%)
Ordinary	0	0	0	0	0	0
Total	18	32	29	58	23	36

PT Students

	2018/19	
	F	M
First-Class (1)	1(50%)	1(50%)
2:1	1(50%)	1(50%)
2:2	0	0
Ordinary	0	0
Total	2	2

TABLE4.1g. MSc-MM

	2016/17		2017/18		2018/19	
	F	M	F	M	F	M
First-Class(1)	27(66%)	14(34%)	33(58%)	24(42%)	34(51%)	33(49%)
2:1	38(61%)	24(39%)	69(62%)	42(38%)	70(58%)	50(42%)
2:2	21(62%)	13(38%)	28(64%)	16(36%)	33(60%)	22(40%)
Ordinary	5(50%)	5(50%)	5(50%)	5(50%)	6(67%)	3(33%)
Dropout	0(0%)	1(100%)	0	0	0(0%)	1(100%)
Total	91	57	135	87	145	109

TABLE4.1h. MSc-IMB

	2016/17		2017/18		2018/19	
	F	M	F	M	F	M
First-Class(1)	4(57%)	3(43%)	3(60%)	2(40%)	3(60%)	2(40%)
2:1	8(47%)	9(53%)	4(57%)	3(43%)	4(33%)	8(67%)
2:2	2(100%)	0(0%)	0(0%)	2(100%)	0	0
Ordinary	0	0	10(40%)	15(60%)	7(27%)	19(83%)
Failure	0	0	0	0	0	0
Total	14	12	17	22	14	29

TABLE4.1i. MSc-MS

	2018/19	
	F	M
First-Class(1)	4(83%)	1(17%)
2:1	3(80%)	1(20%)
2:2	1(0%)	6(100%)
Ordinary	0	0
Failure	0	0
Total	8	8

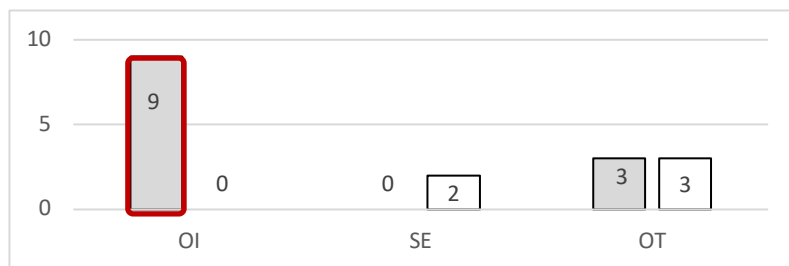
(iv) Numbers of men and women on postgraduate research degrees (*course application, offers and acceptance rates and degree completion rates by gender*)

Among **17 PGR students, 70% (n=12) are female, higher than 2017/18-HESA-Benchmark** (50% F in BMS PGRs). OI trends (100% F), higher than the LBS benchmark (81% F in **OI PGRs** in 2018/19), drive this disparity (FIG4.1K).

During the period, more than half offers were to females, beating WBS-benchmark (45% offers to Fs in 2016/17). In line with these ratios, **F-ratios in applications have been high** (50% in 2016/17; 61% in 2017/18; 60% in 2018/19). Application success rates are similar between Fs and Ms (5% in 2018/19). Given WBS-Figures (23% F and M success rates in 2017/17), competition seems stronger in our PGR recruitments. So, our AP is to maintain gender-balance in offers (**AP5.1: e.g. Min 45% F in offers**).

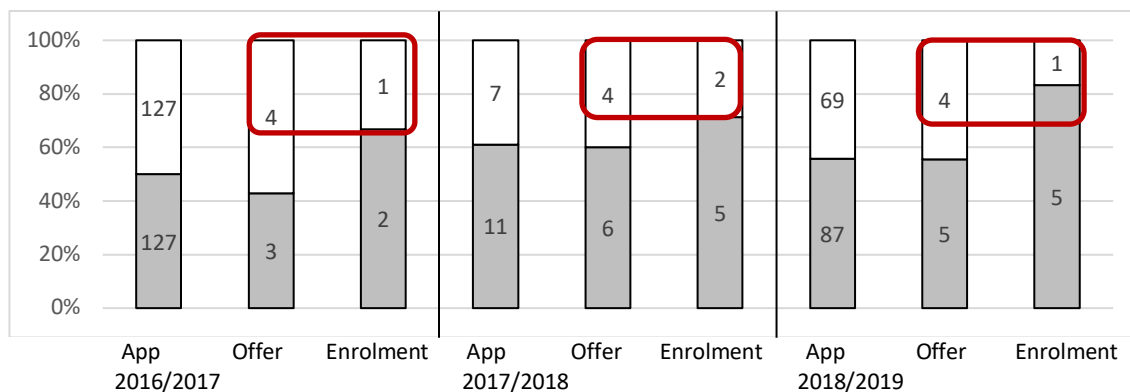
However, **enrolment rates** (enrolment divided by offers) were **lower for males (25%-50%)** than for females (67-100%) (FIG4.1I). To achieve **Min 30% enrolment rates** for Ms (**AP5.1**), we will seek feedback from those who reject our offers (**AP5.2a**), check whether our PGR programme is competitive compared to domestic and global competitors (**APs5.2b/c**), and strengthening our monitoring on PGR recruitment (**AP5.3**).

FIG4.1k. PGR by AR-Unit



Note. Female; Male in the all figures in this document

FIG4.1I. PGR



We found no serious gender issues in degree attainment (TABLES4.1j/k). ‘Upgrade to MPhil’ is a key measure of PGR degree attainment.⁸ As seen below, 100% of all Fs and of all Ms were successfully upgraded. Moreover, 100% of all Fs and of Ms received PhD degree and were placed in prestigious research-focused universities. Thus, AP is minimal (AP5.4).

TABLE4.1j. PGR

	2017/18		2018/19	
	F	M	F	M
Continued to MPhil/PhD	2(66%)	1(33%)	3(60%)	2(40%)
Failed	0	0	0	0
Total	2	1	3	2

TABLE4.1k. PGR

	2016/17-2018/19	
	F	M
Successful PhD degree	1(25%)	4
Academic-job	1(25%)	4 (1: industry-job)

(v) Progression pipeline between undergraduate and postgraduate student levels(Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.)

Only a handful of students progressed from UG to PGT/PGR programmes (no exact data available). To address this, we start recording the relevant data with an aim of increasing the number of students applying from UG to PGT (5% of all UG graduates) and from PGT to PGR (2% PGT graduates in applications) (AP5.5).

⁸ In PGRs, recruitment and degree attainment data do NOT overlap as the programme takes 5 years.

4.2. Academic and Research Staff Data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only. Look at the career pipeline and comment on and explain any differences between men and women.

SOM has **79 AR-Staff** (38% R-Focused; 58% T-Only, 3% PDRAs), out of which **42% (n=33) are female**, matching 2017/18-HESA-Benchmark (42% F in BMS AR-Staff).

However, **F-Ratio among R-Focused Staff (37%; n=11, TABLE4.2a) was low, below the HESA-benchmark** (40% F in BMS R-Focused Staff) whilst T-Only Staff figure (44% F; n=20) matches the benchmark (43% F in BMS T-Only Staff). To improve F-Ratios further by 2020/21(40% F for R-Focused; 45% for T-Only), we start with active gender monitoring in AR-Staff recruitment as well as with building up local data split by each AR-Unit (**APs6.0a/b**).

TABLE4.2a. All AR-Staff by Title, Job-Type, Grade, and Gender 2018/19

Title	Grade	Job-type	F	M	F%
PDRA	AG7*	R-Only (n=3)	2	1	66%
Assist-Prof	AG8	R-Focused (n=30)	6	10	38%
Asso-Prof	AG9		5	6	46%
Full-Prof	AG10		0	3	0%
TF	AG7	T-Only (n=46)	1	3	25%
Senior-TF	AG8		16	20	44%
Principal-TF	AG9		3	1	75%
Professorial-TF	AG10		0	3	0%
Total			33	46	42%

We did not find historical gender patterns (trends similar between years: [FIGs4.2b/c](#)), but rather found the following grade-specific gender issues.

- The most critical issue is **the absence of female at AG10 levels** (3 Full-Profes and 3 Professorial-TFs are all male), comparing against 2017/18-HESA-Benchmark (22%F in AG10 in BSM areas), Russell Group Average of 20% (ECU 2018/19), or our competitor's recent figure (WBS: 14%).

Hiring and promotion can be two routes to achieve a target of Min 20% F among AG levels. To hire more females to AG10 positions (**AP6.2**), we focus on **developing our application pool** (**APs6.2a-c**; see [SEC5.1\(i\) for their details](#)). To promote Fs in AG9 to AG10 levels (**AP6.4**), we will provide all AG9 female staff with a system of support for their promotion (**APs6.4a**) such as '**AG9 to 10 promotion mentoring scheme**', '**career reviews directly with HOD**', and '**Female AR-Staff Day**' (where we invite AG10-level female staff from outside). Besides, we will interview all AG9 female staff to understand their challenges in progression to AG10 (**AP6.4b**).

- **At AG9 level**, our figures (**46% F in Asso-Profes; 75% F in Principal-TFs**) are more balanced than HESA-Benchmark (25% F in AG9 in BMS) and WBS-Figure (15% F in AG9).

- Also, at AG8 level, our figures (**38% F in Assist-Profes; 44% in Senior-TFs**) match HESA-Benchmark (30% F in AG8 in BMS) and WBS-Figure (38% F in AG8).

- At AG7 level, we looked at PDRAs and TFs separately as benchmark data are distinct.

- F-ratio in PDRAs is high (66%), in line with 2017/18-HESA-Benchmark (76% F among BMS PDRAs). We rarely recruit PDRAs, and their size has been small. PDRA to Assist-Prof transition is not possible following the practice of global business schools.

- **F-Ratio of AG7 TFs (33%) is lower** than HESA-Benchmark (40%F in AG7 or equivalents) and WBS-Figures (33% F in AG7). Yet, the sample is too small to make certain conclusion.

Thus, Regarding AGs7/8/9, our APs are minimal: **To keep our target F-Ratios (Min45% among AG7, 40% among AGs8/9)**, SAT/SOM-EDI-Team will actively monitor gender and race patterns in our AR-Staff compositions producing annual assessment against our own target F-ratios and up-to-date sector-averages ([APs6.0a/b](#)).

FIG4.2b. R-Only/Focused Staff by Grade and Gender (G7* = PDRAs)

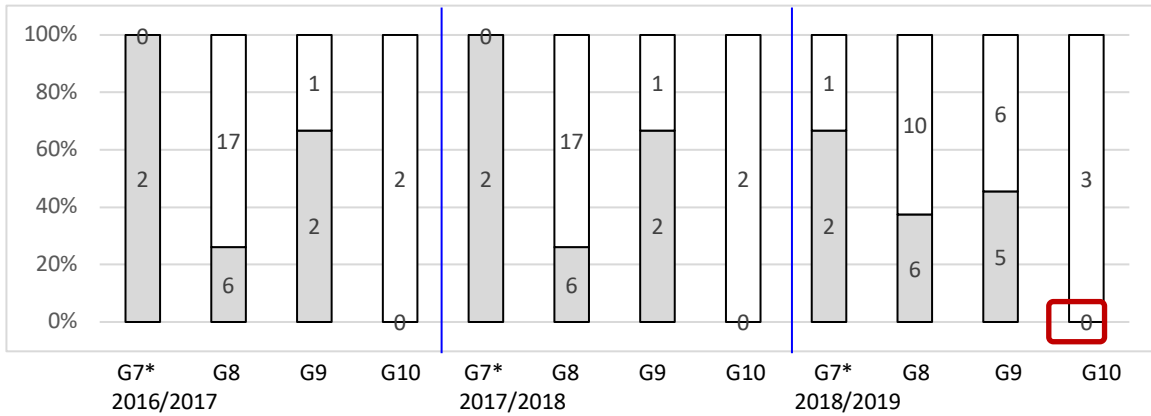
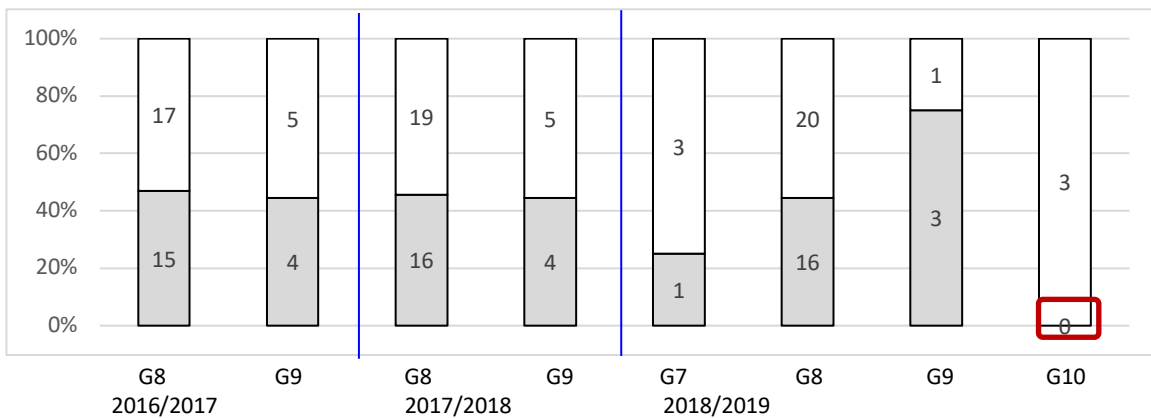


FIG4.2c. T-Only Staff by Grade and Gender



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

All AR-Staff (T-Only, R-Focused, R-Only=PDRAs) are on open-ended/permanent contracts, none of whom are subject to funding. Thus, we cannot identify further issues here other than what we identified in [SEC4.2\(i\)](#).

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting these data.

As [TABLE4.2c](#) shows, SOM had **no compulsory redundancies or dismissals** during the period. Moreover, we found no systematic gender patterns: **Among 17 leavers (all FT), 42% were F** ([TABLE4.2b](#)). Gender-ratios are balanced in each AG except in AG9.

Slightly problematically, the reasons for 4 leavers (25% F) are unknown. Given that our competitors (e.g. WBS, Manchester Business School) have locally recorded the detailed reasons for leaving, our APs start with locally monitoring the details of academic leavers and conducting exit interviews at the School level to check whether women and men have different reasons ([APs6.8a/b](#)).

TABLE4.2b. Leavers by Gender and AG

Grade	F	M	Year
AG7	2(50%)	2(50%)	2016/17
AG8	4(33%)	8(66%)	Aggregated
AG9	1(100%)	0(0%)	2017/18
Total	7	10	

TABLE4.2c. Leaving Reasons by Gender and AG

Grade		F	M
AG7	Resignation	2(50%)	2(50%)
AG8	Other	0(0%)	3(100%)
	Resignation	4(44%)	5(56%)
AG9	Other	1(100%)	0(0%)
Total		7	10

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS [WC: /6,000]

5.1. Key Career Transition Points: Academic Staff (1,194)

(i) Recruitment

Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Our AR-recruitment processes, in accordance with UCL-Policy, are designed to ensure fair treatment at each stage.

- From 2019/20, we started to highlight our EDI focus in all AR-recruitment adverts (e.g. a statement encouraging women and BME staff to apply for posts)([AP6.2c](#)).
- Online application forms as well as structured interviews (during the period) do not have any biased wordings/questions.
- We have followed UCL-Policy in organizing recruitment panels (at least 3; Min 30% F; with UCL-Bias/Diversity-Training) and will continue monitoring our recruitment panels ([AP6.1a](#)). Moreover, by 2023/24, we aim to create SC overseeing all major staffing decisions ([AP6.1b](#)).
- To strengthen our assessment, we will locally compile unit-level recruitment data and set up benchmark-driven targets ([APs6.0c/d](#)).

TABLE5.1a. R-Focused Recruitment

		Application		Shortlisted		Offer		Accept	
		F	M	F	M	F	M	F	M
2018/19	AG10	2(15%)	11(85%)	1(50%)	1(50%)	1(50%)	1(50%)	0(0%)	1(100%)
	AG8	82(41%)	120(59%)	6(46%)	7(54%)	2(33%)	4(67%)	2(40%)	3(60%)
2017/18	AG8	17(29%)	42(71%)	7(47%)	8(53%)	1(50%)	1(50%)	1(50%)	1(50%)
2016/17	AG9	1(33%)	2(67%)	2(67%)	1(33%)	1(100%)	0(0%)	0	0
	AG8	24(35%)	44(65%)	6(50%)	6(50%)	3(43%)	4(57%)	2(40%)	3(60%)
Total		126(37%)	219(63%)	22(49%)	23(51%)	8(44%)	10(56%)	5(39%)	8(61%)

- Among 18 R-Focused offers, 44% ([TABLE5.1a](#)) were to females, favourably comparing with HESA-benchmark(42% F in AR-Staff composition) and WBS-figure(33% F in AR-offers in 2016/17).
- Overall fewer female apply for the positions (37% F), similar to the section average (35% F in 2017/18) and our competitors (WBS: 33% F; MBS: 36%-2016/17). Despite fewer applications, Fs were more successful at shortlisted (18% of Fs [22/126] vs. 11% of Ms) and similarly successful in offers (6% of F vs. 5% M applicants), *all favourably comparing with WBS-Figures* (shortlist: 13% of Fs, 10% of Ms; offers: 2% of Fs, 3% of Ms).
- However, **the low F-ratio in AG10 applications (15%) seems problematic**. Given the sector-population (20% F in AG10 R-focused staff in BMS; see [p.30](#)), we might have not reached a full female pool eligible for AG10 positions. Thus, to increase our senior female application pool (so to eventually hire more females to AG10 positions: [AP6.2](#)), we will establish the 'Extended Network of UK/European Female Scholars', directly approach them for research visits or job vacancies ([AP6.2a](#)). We'll also **sponsor UK/global**

management forums to expose our School to a wider range of quality female scholars(**AP6.2b**). Also, we maintain highlighting our **EDI commitment** (as in our [Wikipedia: FIG3.7 on p.20](#)) in our recruitment **advertverts**(**AP6.2c**).

TABLE5.1b. T-Only Recruitment

		Application		Shortlisted		Offer		Accept	
		F	M	F	M	F	M	F	M
2018/19	AG8	15(33%)	30(67%)	1(33%)	2(67%)	0	0	0	0
2017/18	AGs7/8	79(30%)	185(70%)	3(13%)	20(87%)	1(10%)	9(90%)	1(12%)	7(88%)
2016/17	AG8	49(68%)	23(32%)	5(56%)	4(44%)	1(33%)	2(66%)	1(33%)	2(66%)
Total		143(38%)	238(62%)	9(35%)	26(65%)	2(18%)	11 (82%)	2(22%)	9(78%)

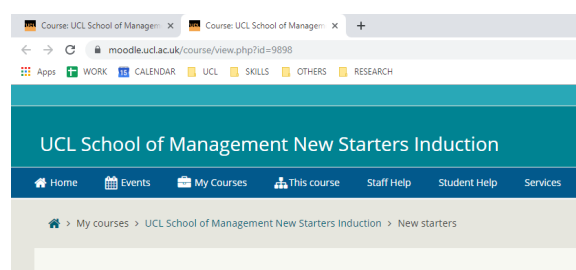
- Among 18 T-Only offers, **only 18% (TABLE5.1b)** were to females, much lower than HESA-benchmark (42%). This was because of exceptional disparities in 2017/18 (details unknown). Thus, we set up a target of *Min 30% F-ratio* particularly in T-Only offers and focus on finding any AR-Unit specific sources of gender-disparity in offers (**APs6.0c/d**).
- Relatedly, given F-Ratio in applications (38%, similar to the sector-average of 35%), **Fs were less successful at shortlisted** (6% of F vs. 11% of M applicants) **as well as at offers** (1% of F vs. 5% M applicants). This suggests that the extant female applicants might not have been of high-quality. Thus, to improve the quality of female applicants for AG7/8 positions (30% F in offers), we will establish the '**Extended Network of UK Female teachers**', encouraging them to apply for SOM (**AP6.3a**). We also explore alternative advertising avenues beyond 'jobs.ac.uk' (**AP6.3b**).

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Each year, 8-10 AR-staff members join SOM. Inductions are organised at UCL and SOM levels in Term 1. We've run one-day inductions (**100% uptake rate** during the period), when new staff visit the School to have sessions with SM and their line managers. Besides, developing 'SOM-NS-Moodle' (**FIG5.1a**), we've **digitalised key information for easy access**.

FIG5.1a. Snapshot



Nevertheless, in **2018-SOMH-Survey**⁹, only **29% of AR-Staff** (26% of Fs, Ms respectively) find inductions clear, and **only 35%** (39% of Fs, 40% of Ms) were satisfied with them. To improve this:

-We are developing **separate Moodles for R-Focused/T-Only Staff with distinct 'promotion-factsheets' and 'training resources (both UCL/SOM levels)'** (**AP7.1a**; also see **APs6.6a/1.3d**).

-Benchmarking AS winners (e.g. UCL Geography), we aim to introduce **1:1 'NS-Mentoring Scheme'** as a part of AR inductions (**AP7.1b**).

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The annual **R-Focused promotion cycle (AG8-to-10)** starts when SOM-PCR (F3, M5; with UCL-Bias/Diversity-Training) evaluates applicants. Then applicants submit their materials to FOE-PC/UCL-PC, who make a final decision based on research/teaching/service ('UCL-Academic-Framework'). The **promotion cycle for T-Only(AG7-to-10)** is also annual, and SOM-PCT (F2, M2; all with trainings) and line-managers make a final decision focusing on teaching/service. Across all AR-promotions, **consideration is given to the impact of significant career breaks** (e.g. pregnancy, illness) and, it typically takes 5-8 years to move to next AGs (including 3-year probation).

In **2018-SOMH-Survey**, only **60%** of AR-Staff (**53% of Fs**; 72% of Ms) find the promotion processes clear. Besides, **only 58%** of AR-Staff (40% of all Fs and all Ms) found the promotion fair. To improve this perception:

-We now include **'promotion-fact-sheets' in 'SOM-NS-Moodles' for AR-Staff and plan to organize 'promotion workshop'**, complementing the UCL-workshops that are broad (**AP6.6a**).

-We aim to improve objectivity in promotion criteria for both R-Focused/T-Only (**AP6.6b**).

-To improve candidate identification and support, **PCR/PCT provide targets with two consultations (2nd/4th year in each AG). Particularly in 4th-year consultation (close), targets' AWAMs will be tightly controlled to prevent allocation of extra administrative tasks (AP6.6c)**--See **AP6.4a for A9-to-A10 promotion support**.

-To strengthen our assessment, we will locally compile unit-level promotion data and set up clear targets of application and success. E.g. as we have a few PT Senior-TFs (AG8), who might soon progress to AG9 (**APs6.5a/b**).

Among 24 promotions (Tables below; all AG8-to-AG9), 46% were females, favourably comparing WBS-Figure (33% on average for AG8-to-AG9). Positively, in 2018/19, **17% of AG8 females (6% for AG8 Ms)** applied for promotions in R-Focused Staff; in T-Only Staff,

⁹ N=85: 31 F AR-Staff, 27 M AR-Staff; 27 PS-Staff

these rates were identical (**31% of all AG8 Fs and Ms**). Positively, success rates were 100% for all applicants. Thus, we aim to maintain the current good-practices.

TABLE5.1c. R-Focused Promotions

		Application		Promotion		AG8-Pool	
		F	M	F	M	F	M
2018/19	AG8 to AG9	1(50%)	1(50%)	1	1	6	17
2017/18		1(33%)	2(100%)	1	2	6	17
2016/17		1(100%)	0	1	0	N/A	N/A
Total				3(50%)	3(50%)		

TABLE5.1d. T-Only Promotions

		Application		Promotion		AG8-Pool	
		F	M	F	M	F	M
2018/19	AG8 to AG9	5(46%)	6(54%)	5	6	16	19
2017/18		0	2(100%)	0	2	16	19
2016/17		3	2	3	2	N/A	N/A
Total				8(44%)	10(56%)		

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

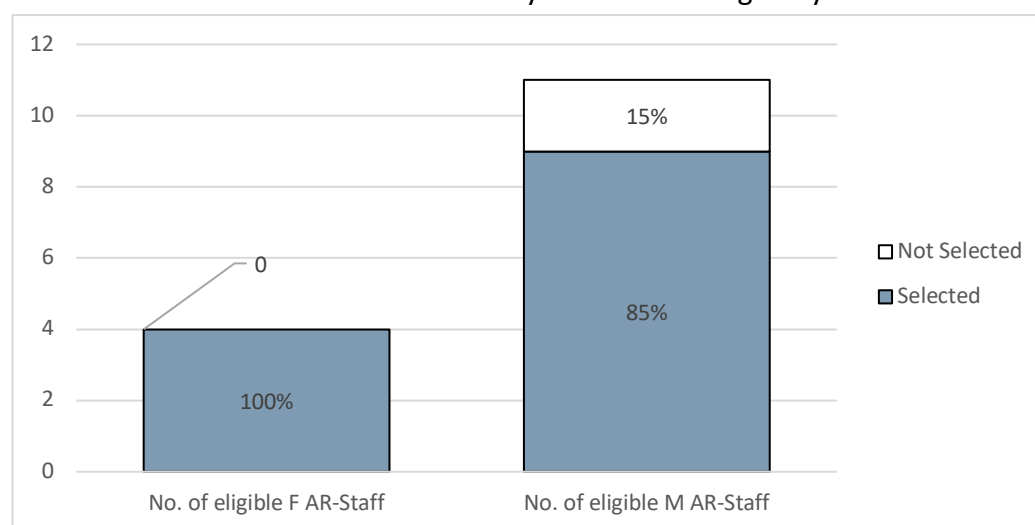
Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

As we did not exist as a department before 2007, data don't exist for 2008-RAE. In 2014-REF, we achieved an excellent performance (1st rank in no. of 4-star publications per staff), and now we are preparing for the 2021-REF.

As seen in FIGs5.1b/c, we found *no* gender-disparities.

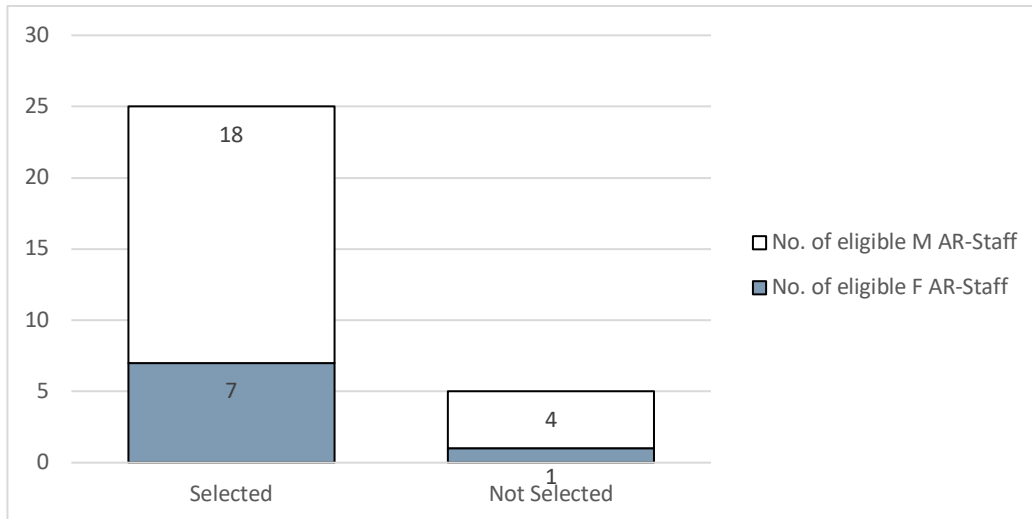
- 100% of eligible Fs and 85% of eligible Ms were submitted to the 2014 REF.
 - 85% of eligible Fs and 82% of eligible Ms are planned to be submitted to the 2021 REF.
- Thus, we will keep monitoring gender-/race-ratios in further REF submissions (**AP6.7**).

FIG5.1b. REF 2014 Staff of Submission by Gender and Eligibility



Note: Y-Axis=No. Percentages inside bars by within-gender comparison.

FIG5.1c. REF 2021 (Planned) Staff of Submission by Gender and Eligibility



5.2. Key Career Transition Points: Professional and Support Staff [N/A]

5.3. Career Development: Academic Staff (670)

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

UCL arranges a set of trainings for AR-Staff. Staff are kept informed of these trainings through emails from UCL-HR-team. **UCL’s Mandatory AR-trainings** (‘Provost-Welcome-to-New-Staff’, ‘Diversity-in-the-Workplace’, and ‘Using- Recruitment-Essentials’) are a part of our induction, and **100%** of the newly hired during assessment-period completed these trainings.

Among participants of **UCL’s optional AR-trainings** (e.g. ‘Connected-Curriculum-Design’, ‘PGR-supervision’), **around 50% were female**, comparing the competitor’s figures (MBS: 45% F in uptakes; WBS: no data).

Considering the AR-Staff pool (last-column in [TABLE5.3a](#)), **females were more active in taking optional trainings (47% of all F staff vs. 33% of M)**. Relatedly, **2017-UCL-AS-Survey** revealed 74% of females (vs. 63% of Ms) were satisfied with training opportunities existing at UCL (“sufficient opportunities for training and development ...”). To encourage further participation (Min 50% of all F/M respectively), we will advertise UCL’s optional trainings through ‘**SOM-NS-Moodles**’ and ‘**NW-Mentors**’ ([APs7.1a/b](#)) as well as strengthening our local monitoring ([AP7.2](#)).

TABLE5.3a. Training Uptake

		R-Focused	T-Only	Total (F%)	<i>AR-Staff Pool</i>
2016/17	F	6	8	14(61%)	F=27
	M	5	4	9	M=42
2017/18	F	4	8	12(48%)	F=28
	M	6	7	13	M=44
2018/19	F	6	9	15(50%)	F=32
	M	7	14	15	M=45

Moreover, interview suggests that there is a lack of research/teaching trainings at UCL-levels. To support staff in developing teaching skills, we have run one-day ‘**SOM-TL-Forum**’ and developed ‘**1:1 peer-review for teaching**’ ([AP7.3b](#)). For further support for researchers, we plan to offer research-oriented staff (open to PGRs too) the following trainings ([AP7.3a](#)):

- **One-day research-forum**
- **1:1 peer-review for research**
- **Publishing/presentation workshops**

SOM also offers AR-Staff (R-Focused) research-budget (10K/1year, comparable to UK/global best-practices) and one-term’s sabbatical leave every 3-year: As the uptake is

not high (1F, 1M during the period), we plan to encourage staff to use sabbatical to boost their research([AP7.4](#))

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers, and provide data on uptake by gender.

Our annual/written appraisal, in accordance with UCL-Policy, aims to facilitate AR-Staff’s career development in a fair way. With that aim, appraisers have focused on assessing staff’s research/teaching performance against *objective* reference (e.g. REF, SEQ, goals set by appraisees) ([AP7.5a](#)). Also, for accurate/fair judgments, we’ve increased the number of appraisers (2F, 5M), and we plan to improve **gender-balance among appraisers** (target 30% F) ([AP7.5b](#)). To encourage sustainable/systematic career development, we will **include work-life balance and AWAMS** as a key discussing-point in all appraisal ([AP7.5c](#)).

in 2018/19 ([TABLE5.3b](#)), 81% of all F (80% of Ms) find appraisal useful; However, we found a gender-gap (*70% of Fs vs. 74% of Ms*) about interim feedback. To address this (a target of 80% of all F/M with agreement), appraisers will have 1 informal meeting in Term1/2 for interim feedback ([AP7.5d](#)). See FIG5.3a for a system of ongoing feedback combining appraisers and mentors.

FIG5.3a. System of Ongoing Feedback/support

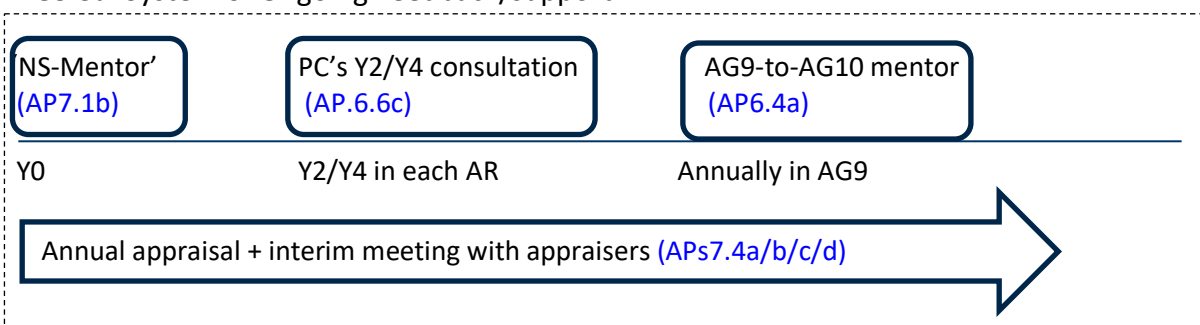


TABLE5.3b. 2018-SOMH-Survey: those who agreed

	F	M
My last appraisal helped my career development.	24(55%)	22(45%)
I receive constructive feedback between appraisals.	20(50%)	20(50%)
Total	30	27

n=58 (N= 85 including 27 PS-Staff)

The assessment-period saw **100% uptakes of appraisals** (with several late cases; [FIG5.3b](#)); HRM’s highly disciplined scheduling contributed to 100% completion (e.g. central scheduling via Outlook invitations/reminders; [AP7.5e](#)).

FIG5.3b. Appraisal uptake

	2016/17	2017/18	2018/19
R-Focused	28/28(1F late)	28	30
T-Only	41	44	46 (3F, 3M late)
PDRA	3	3	3

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

PDRAs(AG7) don't progress within SOM, similar to the practice of UK/global business schools (e.g., WBS). To help PDRAs getting assist-prof positions in other institutions (in case they want), we provide them with similar support to what R-focused receive such as:

- Membership to AR-units (2: OI, 1: SE)
- 'SOM-NS-Moodle' for PDRAs (e.g. 'UCL-Postdoc-Appreciation-Week')
- 'NS-Mentor'
- Career trainings by UCL/SOM (p.37) and research-seminar-series
- Annual appraisal/interim feedback
- AWAM objectively setup by AADD with annual individual consultation
- Research-budget (£4K/1year)

We plan to interview them to understand further needs ([AP7.6](#)).

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

SOM has provided a set of support for PGR students' academic career ([AP7.7a](#)):

- Membership to AR-units
- 1/2 academic supervisors from Y1 to Y5
- Career trainings by UCL/SOM (p.37) and research-seminar-series
- Research-budget (£2K/1year): During the period, all budget was annually utilized by all PGRs (F=12,70%).

Recently, reflecting PGRs' requests, we provided additional academic trainings such as 'two-day research camp'. We plan to include some of pilots in regular packages for PGRs as well as monitoring the details of uptakes in trainings ([APs7.7b/c](#)).

SOM has a system of general career support for our UG/PGT students with 10 PS-Staff committed to the initiatives:

- 1:1-meetings with careers consultants
- Regular job-application-workshops
- Regular career events organized by SOM UCL.

However, given that our support for UG/PGTs' **academic** career was overall lacking, we need to organise a set of interviews to get some ideas ([AP7.8](#); also see [AP5.5](#)).

(v) Support offered to those applying for research grant applications (28)

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

None of AR-Staff are subject to funded research, and during the assessment-period, there was no grant funding. In 2015/16, there was once grant case (M, AG9) from EPSRC.

5.4. Career Development: Professional and Support Staff [N/A]

5.5. Flexible Working and Managing Career Breaks (815)

(i) Cover and support for maternity: before leave

SOM support (before/during/after maternity leave) follows UCL-Policy and UK legislation. For all **AR-Staff (all same contract:p.31)**, eligibility/support are identical with the following procedure:

- Focal-staff inform line-managers of their pregnancy
- Upon line-mangers' approval, focal-staff receive the details of policy/support such as '**UCL-KIT-Days**' and '**UCL-PACT**'
- Then focal-staff and line-managers discuss the duration considering accrual of annual leave; for R-focused staff, 1-term '**sabbatical leave**' is offered after maternity/paternity (of more than 3 months duration)/adoption leave based on UCL-Policy.
- Line-mangers make work arrangements ([see the next section](#)).
- Before leave, pregnant staff can have a paid time off to attend medical appointments.

(ii) Cover and support for maternity leave: during leave

SOM provides 18 weeks of full-paid maternity leave. While AR-Staff take maternity-leave:

- Their teaching/research duties (including upcoming conference, PGR supervision) are covered by members in their AR-Unit with a possibility of bought-in teaching (no such case between 2016/17-2018/19).
- For fairness, Line-managers, in consultation with AADD, **adjust AWAM of the staff affected by arrangements (AP8.1a)**.
- UCL-policy allows line-managers keep the focal-staff informed of any relevant and important news.

Based on all-staff survey and interviews, we did not find any issues. According to 2018-SOMH-Survey, **all those (2 AR-Staff, 5 PR-Staff)** who took maternity-leave (in the past-5-years) found **their specific needs were met** before/during/after the leave. Thus, for prevention and to find best-practices, we will compile the detailed data (e.g., specific arrangements) for maternity leave (**AP8.1b**).

(iii) Cover and support for maternity leave: after leave (85)

When AR-Staff returns from the leave,

- Focal-staff meet line-managers who typically prepare a check list. In addition, we plan to arrange additional meetings with HRM and AADD to further support the focal-staff in the transition back to work (**AP8.1c**).
- As seen on p.42, **only 50% of 2 F returners** used PACT, and thus we plan to highlight PACT and its workshops to staff before and after maternity leave. Besides, in extension of UCL-PACT, we plan to organise a peer-support group at the local level (**APs8.1d/e**).

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity-leave should be included in the section along with commentary.

During the assessment-period, 2 AR-Staff took maternity-leave (TABLE5.5a), all returning to work (CF. 5 PS-Staff took, also all returning to work). Thus, we focus on implementing APs we set on p.41 (APs8.1a/b/c/d/e).

TABLE5.5a. Maternity Return-Rate

	Job-Type	AG	Length	Sabbatical	KIT	PACT	Return
2016/17	R-Focused	9	30-week (Yes)		No	No	Yes
2018/19	T-Only	8	18-week	N/A	No	Yes	Yes

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage the take-up of paternity leave and shared parental leave.

UCL and SOM actively encourage paternity/shared-parental/ adoption-leave to support work-life balance and long-term productivity. However, during the assessment-period, none of AR-Staff took any of paternity/shared-parental/ adoption-leave (only one male PS-Staff took paternity leave). Interviews suggest that there might be a **lack of awareness of or even a negative association (e.g., performance drop)** with these leaves. We plan to investigate this further through our SOMH-Surveys and more interviews (AP8.2).

(vi) Flexible working

In line with UCL-Policy , SOM arranges a set of flexible working arrangements mainly about **varying work patterns** (while keeping the number of work hours defined by AWAMs and contract) such as planned remote working, flexitime, and compressed hours. Any AR-Staff who worked continuously at SOM for min 26 weeks are qualified to make a request for such arrangements as long as the arrangements do not interfere with their core duties and research/teaching goals they set up in appraisals.

Surveys suggest that the majority of staff used flexible working (TABLE5.5c: 2017: 83% of all F; 84% of M; 2018: 90% of F; 89% of M). However, for accurate assessment, we need to locally compile the detailed data (no thus data, but we know that none of the requests were refused during assessment-period) on requests and uptakes of flexible working (AP8.3)

TABLE5.5b. 2017/2018-Surveys: Those who agreed

	2017-UCL-AS-Survey		2018-SOMH-Survey	
	F	M	F	M
As long as I get the job done, I have freedom to work in a way that suits me.	29(52%)	27(48%)	35(53%)	33(47%)
Total	35	32	39	37

(vii) Transition from part-time back to full-time work after career breaks (75)

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

As an 'exception', 10 Senior-TFs transitioned into PT at AG8 levels (50% F). We don't allow this exception anymore, and transition from PT back to FT is not possible. We individually interviewed all PT TFs, finding that they are satisfied with this arrangement. We are now in the process of checking whether our policy is compatible with UCL-Policy (AP8.4).

5.6 Organisation and culture (1,738)

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

SOM-EDI-Team (in liaison with SAT), sitting at the core of SOM organisational structure (see FIG2.4 on p.12), aims to mainstream the idea of equality, diversity, and inclusion in all staff and students' core values and responsibilities.

- As highlighted in our Wikipedia, our websites, and key PR messages, SOM will be further positioned to **external stakeholders as employer and workplace of equal opportunities embracing all students/staff with varying backgrounds**. Following best-practices of other AS winners (e.g., WBS), we plan to include AS principles in 4-5 core values that will compromise our mission statement (APs2.3a/b).
- To make **Athena SWAN principles and EDI as our core internal culture**, SOM-EDI-Team/SAT will be involved in each of SOM's new policies by monitoring gender/diversity-issues in them (FIG3.2 on p.16; APs1.1/2.1/2.2).
- To ensure the effective implementation of the AS action plans, SAT-Leader/SOM-EDI-Team termly reports via **SOM's all-staff meetings** and **our annual Athena SWAN Q&A session** targeting all staff and students. At the annual all-staff socials, we started to award '**SOM-Happiness-Award**' to those who receive nominations (peer-nominations) for their efforts to make other colleagues feel included and fairly treated. Over 50 staff participated in nominations, and 5 awardees (40% F, 3 AR-Staff, 1 PS-Staff, 1 PGR) received certificated and gift cards in our recent Year-End Dinner). Besides, to effectively familiarise our new staff, AS principles and our AS progress will be included in **our online induction mechanism, 'SOM-NS-Moodles'** (APs1.3a-d).

On top of this APs we had developed, we have the following plans to embed EDI into the culture/working of the School.

- As an effort to encourage all staff/students to frequently mingle with one another, our common lounge (CW-Campus) provides them free coffees. The EDI noticeboard (e.g. FIG5.6b) in the same space is updated regularly with our AS progress or other resources useful to help staff/students' well-being (AP9.1a).
- We also plan to make our teaching portfolio include modules that motivate and train our UG/PGT/PGR students to promote equality and diversity in organisations in the long term. For example, top UK/global business schools have included EDI contents in the modules such as 'managerial organisational behavior' or 'managerial ethics' (AP9.1b).

Surveys (TABLE5.6a) suggest that the majority of staff (**89% of all Ms; 90% of all Fs**) experienced fair treatment in general.

TABLE 5.6a. 2017/2018-Surveys: Those who agreed

	2017-UCL-AS-Survey		2018-SOMH-Survey	
	F	M	F	M
I am treated with fairness and respect	31(49%)	32(51%)	35(52%)	33(48%)
Total	35	32	39	37

Regarding gender-equality in **recruitment/appraisal** (TABLE5.6b), females had more positive views (**74% of Fs; 68% of Ms**); for gender-equality in promotion, views were similar (**62% of all F/Ms**; also compare this to a similar question in 2018-SOMH-Survey on p.34). We expect that a set of APs we set in SECs5.1/5.2 will improve this perception in **2020-SOMH-Survey (target: 80% of all Fs/MS with agreement)**.

TABLE 5.6b. 2018-Survey: Those who agreed

	2018-SOMH-Survey	
	F	M
SOM's recruitment ensures gender equality.	29(54%)	25(46%)
SOM's appraisal ensures gender equality.	28(54%)	25(46%)
SOM's promotion ensures gender equality.	24(51%)	23(49%)
Total	39	37

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Through 2017-UCL-AS Survey, we started to recognise bullying cases (n=8/71, 11%). Partially due to increased attention, the reported number increased in 2018-SOMH-Survey (n=12/85, 14%) (TABLE5.6c). Also, More Fs (e.g. **18% F vs. 14% M in 2018-Survey**) agreed with the item in 2018-Survey. Essay-questions revealed that **some reported cases were not bullying** (e.g. complaints about SEQ assessment)¹⁰ and that **staff need to have a safe and systematic reporting tool** in case of experiencing or witnessing bullying.

TABLE5.6c. 2017/2018-Surveys: those who agreed

	2017-UCL-AS-Survey		2018-SOMH-Survey	
	F	M	F	M
I experienced or witnessed bullying.	6 (75%)	2 (25%)	7(58%)	5 (42%)
Total	35	32	39	37

¹⁰ A SMT member also stated: 'Some of the reported cases do not seem like bullying... a person (ostensibly reporting bullying) was complaining to me about how her supervisor was assertive in annual evaluations'

To encourage more inclusive/positive culture and to address the above issues, we develop the following APs:

- HOD has been championing in having **all staff (both AR-/PS-Staff) complete BH workshops** to provide them with the right definition/scope of bullying as well as localised support ([AP9.2](#)).

As seen in [FIG5.6a](#), for the past 2 years, 41% of staff (**47/114**) have completed BH workshops (34 WDTL, 13 TTL), and we booked 2 more WDTL-Workshops to train the remaining **67 Staff and new-hires** who never took any BH workshops.

FIG5.6a. BH Workshops

WDTL-Workshop <u>Round 1</u> (Term 3, 2017/2018)	-Focused on informal resolution framework -N=34 (56% F, 40% AR-Staff ; 60% PS-Staff)
TTL-Workshop (Term 3, 2018/2019)	-Focused on informal resolution framework -N=13 (40% F, 90% AR-Staff , 3 SMT)
WDTL-Workshop <u>Rounds 2/3</u> (Term 2, 2019/20) (Term 1, 2020/21)	To engage the remaining 67 staff and new staff hired from 2019/20

- We will develop '**HB-factsheet**', summarising the key guidelines from UCL-EDI/HR-resources to reduce inaccurate reports and encourage appropriate reports ([AP9.3a](#)). This factsheet, including the definitions/scopes of BH and related behaviors, will be included in our annual 'AS Q&A Session' and in 'SOM-NS-Moodle'.
- Since its launch in 2018/19, we've encouraged all staff/students to use UCL-RS-System ([FIG5.6d](#)). But as the system cannot identify the details of BH thus not providing support to victims, SOM-EDI-Team will work as interim advisors to help affected BH victims ([AP9.3b](#)).

FIG5.6b. Advertisement of UCL-RS-System in the Common Lounge



(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

SOM has 18 committees (TABLES 5.6d/5.6e). SMT/RC/TC/PTR/PCT are key ones mainly including AR-Staffs, and their membership renews every other year.

TABLE5.6d. 2017/2018--2018/2019

Name	Chair	Members	
		F	M
<i>KEY</i>			
SMT	White/M	2(40%)	3(60%)
RC	White/M	2(22%)	7(78%)
TC	White/M	5(29%)	12(71%)
PCR	White/M	3(38%)	5(62%)
PCT	White/F	2(50%)	2(50%)
<i>EBs</i>			
BSc-/MSc-IMB	White/M	7(44%)	9(56%)
BSc-/MSc-MS		3(27%)	8(73%)
Electives		11(55%)	9(45%)
MSc-MM		13(43%)	17(57%)
MSc-ENT		9(43%)	12(57%)
MSc-BA		2(18%)	9(82%)
MSc-FIN		6(31%)	13(68%)
PGR Exam Board		BME/M	2(20%)
<i>Administrative (PS-Staff only)</i>			
ECP	White/F	6(60%)	4(40%)
IP	White/F	3(75%)	1(25%)
SSCC	White/M	8(62%)	5(39%)
SEWVG	White/M	3(75%)	1(25%)
DELSG	White/M	3(50%)	3(50%)

TABLE5.6e. 2016/2017 (missing data)

Name	Chair	Members	
		F	M
SMT	White/M	1(20%)	4(80%)
RC	White/M	2(25%)	6(75%)
TC	White/M	4(29%)	10(71%)
PCR	White/M	2(40%)	3(60%)
PCT	White/M	1(33%)	2(67%)

Note: Missing data for the remaining comms.

Based on data/interviews, we identified three issues and relevant APs:

- **Lack of monitoring:** Overall, gender or diversity was not monitored except in SMT (20% F in 2016/17 → 40% F in 2017/18). To actively monitor gender-/race-ratios, SAT/SOM-EDI-Team make assessments on the committee data on an annual basis (AP9.4a).
- **Gender-disparity in membership:** Fs' underrepresentation (e.g. RC TC) needs attention (e.g. 22%–29% in RC/TC) **given the pool of eligible members (33% AR-Staff is F)**. To address this, we set target F-ratios in all key committee (**30% F**) (APs9.4b).
- **Gender-disparity in chairmanship:** Fs' underrepresentation is even severer (13% of all chairs are white male) with greater potential impacts. To address this, we will introduce a gender-balanced co-chair system in SMT (by 2021), TC (2023), and RC (2023) (APs9.4c).
- **Finally, race-disparity was severe in both chairmanship (6%= 1 out of 18 BME)**. Thus, in our monitoring, we will start to assess race-issues in committee data (AP9.4d).

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

SOM has not compiled the relevant data. Thus, we were not able to present a detailed analysis in the current application. Thus, an important AP is to compile and analyse data of staffs' participation in external committees for any gender issues (AP9.5).

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is considered at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The current AWAM has been effective from 2017/18, improving the previous ones in two ways:

- Introducing a gender-balanced decision-making entity: The current AWAM was developed by AADD (female) in consultation with HOD (M) whereas the previous model was developed largely by two male decision-makers.
- On annual basis, AADD has organized 1:1 meetings with all AR-Staffs to enhance fairness and detect any issues. Without gender specific issues raised in these meetings, we have not actively monitored EDI issues in AWAM for the past two academic years.

Nevertheless, we identified three areas for improvement:

- **Lack of gender-monitoring in AWAM:** Although the 2018/19 post-hoc analysis¹¹ revealed no gender issues (27 units of citizenship were carried out by Ms compared with 27.5 units by Fs and that all units in teaching and research are similar between Ms/Fs) ,

¹¹ The SAT-driven post-hoc analysis revealed that in 2018/19, 27 units of citizenship were carried out by Ms compared with 27.5 units by Fs and that all units in teaching and research are similar between males and females.

the passive nature of gender-/diversity-monitoring is problematic. The new online system we are implementing now ('Interfolio') will automatically manage gender-monitoring from 2020/21 (AP9.6a), and we will independently make annual assessment (AP9.6b).

- The need to consider AWAM in appraisal and promotions: For systematic/sustainable career progression, AWAMs will be included in all appraisal/promotion discussions for AR-Staffs (AP9.7a; also see APs6.6c/7.5c).
- From 2020, our SOMH-Surveys will measure staff perceptions of the model as well as collecting qualitative (AP9.7b).

(vi) Timing of departmental meetings and social gatherings (WC: 126)

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

SOM has held its **all-staff meetings/committee meetings/research seminars** during UCL-Core-Hours (100% during assessment-period) as well as SAT's all internal/external meetings. Thus, our APs are minimal:

- To maintain the current practice, SM regularly communicates to all staff the importance of UCL-Core-Hours (AP9.8a).
- From 2021, SOM-EDI-Team will keep track of the timings of major changes in the main meetings on an annual basis (AP9.8b).

Regarding socials, we identified the following two issues:

- 1) In 2016/17, our year-end gatherings occurred between 18:00–20:00. From 2018/19, we fixed it to occur between 12:00–17:00 with an option to leave early (AP9.8a).
- 2) During assessment-period, our year-end gatherings were titled as 'Christmas Dinner [Lunch]'. But, given the diverse religious orientation among staff, we have changed it to 'SOM-Year-end-Gathering' from 2019 onwards (AP9.8c).

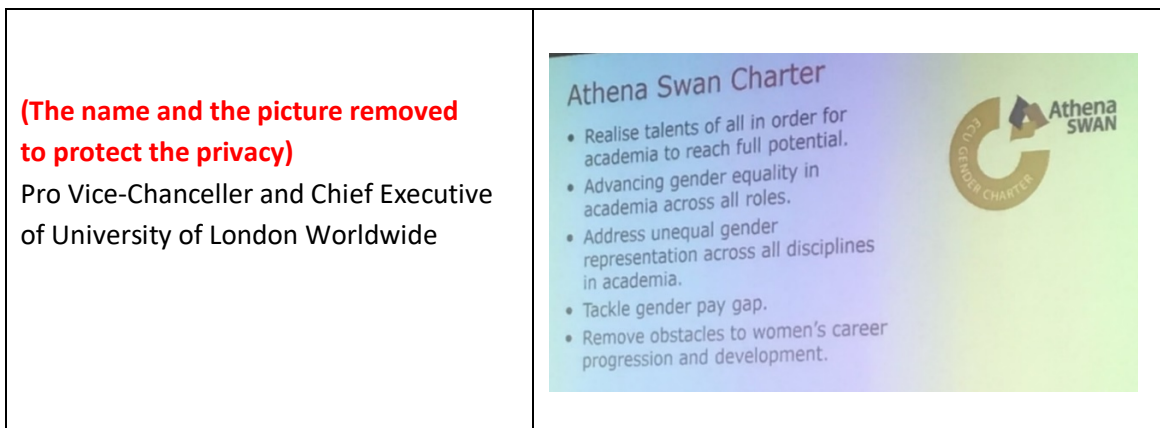
(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The key seminars/workshops include UCL-TL-Forum and research-seminar-series. Focusing on gender-/race-patterns, SAT/SOM-EDI-Team will lead local data build-up and analyses (AP9.9) with an aim of inviting M 40% F and Min 40% BME speakers in all events.

- UCL-TL Forums: During assessment-period, four keynote speakers were **all White M**. In 2018/19-Forum, we fixed this problem by inviting 2 F and 1 M speakers: One female speaker introduced the AS principles in her opening speech (FIG5.6c).
- Research-Seminar-Series: Among 77 speakers (for 3 years), 70% were M (no data about the race of speakers).

FIG5.6c. 2018/18 'SOM=TL-Forum's Keynote Speaker



Across SOM's web-pages and public materials, female academic role models (e.g. Asso-/Full-Professors) are missing. To motivate junior female academics, we plan to:

- Develop a PR story for a female Full-professor to include in SOM's blog ([AP9.10a](#); see also [AP6.4](#)).
- Develop PR stories for four of our female Asso-Professors to include in SOM's blog ([AP9.10b](#))

(viii) Outreach activities (WC: 36)

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Without the necessary, we were not able to present a detailed analysis on this topic. Thus, our AP is for SOM-EDI-Team to compile and analyse data on staffs' in outreach activities for any gender issues ([AP9.11](#)).

6. Action Plans

-1st-Rank Issues (4 out of 9) are highlighted in yellow (see the summary below).

-1st-Rank Action Plans (within each issue) are highlighted in grey.

-APs are listed in the order of logic (particularly within Issue 6: Increase in female representation among high academic grades)

Summary of key Issues

Issues	Issue-Rank	HOD Championship	HOD Letter
1. SAT: Systemising SAT Processes and Roles /2. Collaboration between NEW SATs and SOM-EDI-Team	1	YES	YES
3. UG students: Maintenance of current good gender balance	3	NO	NO
4. PGT students: Improvement of gender disparities in offers (MSc-FIN) and degree attainment (MSc-ENT)	2	NO	YES
5. PGR students: Increase of males' proportion among PGRs 3	4	NO	NO
6. AR-Staff: Increase in female representation among high academic grades	1	YES	YES
7. More systematic support for academic career development	2	NO	YES
8. Maintenance of a good practice of flexible working arrangements	4	NO	NO
9. EDI as Core Culture: Reduction in bullying experience	1	YES	YES

AP [Rank]	Page No.	Objective	Detailed Actions and Rationale	Led by	Timeframe			Success Criteria (quantitative metric; qualitative metric)	Rank
					Start	End	Frequency		
1. SAT: Systemising SAT Processes and Roles									
1.1	p.16 An	To establish formal 'SOM-SAT TOR'	<p>In the process of preparing for the current application, details of the current and future SATs were discussed, agreed, and started to be implemented.</p> <p>However, for 'seamless' delivery of AS action plans between each application (4-year gap) and each SAT membership (2- year update), the work scope, workload, and membership rule of SAT need to be formally documented and shared among SAT members through multiple lifecycles.</p> <p>Thus, by 2020/21, we will finalise the TOR of SAT.</p>	SAT+EDI SM SMT	→	Term 1 2020/21	Once	SOM-SAT TOR (base: N/A)	1
1.2a	p.14 p.19	To improve intersectional representativeness of SAT membership hold SAT membership meetings to monitor and update its membership	<p>We spent a lot of time in organizing the current SAT to include diverse members from the School – intersectional representation considering gender, race, job-type, grade.</p> <p>Below are the APs1.2a/b to maintain SAT representativeness.</p> <p>a) Biannual SAT Membership meetings (review and renewal)</p> <p>SAT+EDI will conduct a biannual review of SAT membership.</p>	SAT+EDI	Term 3 2019/20	→	Biannually (Term 2 or 3 to ensure have updated membership in the new year)	<p>1) Biannual review of SAT membership (base: the current membership meeting the rule except UG/PGT requirement)</p> <p>2) Formation of new SAT members at least by Term 3 (every odd academic year)</p>	3

			In this review, we will also prepare to form the next SAT members (note: our SAT rotates on a bi-annual basis).						
1.2b [3]	p.14		b) Inclusion of more students in SAT For SAT's better representation of the School, the new SAT (to be formed Term 3 2019/2020) and future SATs will include 1 UG and 1 PGT students.	SAT	Term 1 2020/21	→	Ongoing	1 UG and 1 PG Students in the new SAT (base: 0)	3
1.3a	p.16 p.43	To increase all staff/students' awareness of and engagement in AS initiative	The 2015 AS application did not receive wide support from all staff/students. Thus, mainly to increase all staff/students' awareness and engagement in AS applications, we developed the following plans (AP1.3a to AP1.3d and AP1.4). a) A stand-alone agenda in SOM-AS-Meetings: From October 2018, SOM-AS-Meetings have included AS updates as a stand-alone agenda.	HOD SAT	Term 1 2018/19	→	Termly	1) SOM-Meeting Agenda itself (base: 0 in 2017/18) 2) Increase in staff awareness about AS to 85% by 2020/21 (via 2020 SOMH-Survey) (base: 70% in 2018 SOMH-Survey)	2
1.3b	p.16 p.43		b) SOM-Happiness-Awards: Starting from the 2019 Year-End gathering, all SOM Year-End Gatherings will have an AS-related event. Specifically, we developed 'SOM-Happiness-Award' to reward those who contribute to inclusive diverse culture across the School: We have already rewarded 5 recipients with the Award Certificates and small gifts in our 2019-year-end gathering.	SAT+EDI	Term 2 2019/20	→	Annually (Term 2)	1) SOM-Happiness-Award (base: 5 in 2019/20) 2) The same as (2) in AP1.3a	2
1.3c	p.16 p.43		c) Annual AS information session: On top of termly updates via all-staff meetings, we hold AS Q&A sessions	SAT+EDI	Term 1 2019/20	→	Annually (Term 2)	1) The session itself (base: 1 in 2019/20)	2

			<p>on an annual basis to receive further feedback and ideas from all staff/students.</p> <p>In 2019/20, we held an Athena SWAN Q&A session at our year-end-gathering and used the summary of the current AS application as a base.</p> <p>From 2020/21, we plan to share the executive summary of the 'SOM-Happiness-Report' (see AP2.6), which SAT+EDI will produce every year based on their independent and consolidated gender and diversity assessment.</p>					2) The same as (2) in AP1.3a	
1.3d	p.16 p.34 p.43		<p>d) 'SOM-NS-Moodle' including AS/EDI information:</p> <p>We will include the AS/EDI information as a key part of induction in SOM-NS-Moodle by 2019/20 so that the new Moodle is available for new staff joining in 2020/21.</p>	SAT+EDI SM	→	2021/22	Once	1) Inclusion of AS/EDI information in SOM-NS-Moodle (base: N/A) 2) The same as (2) in AP1.3a	2
1.4	p.16 p.43	To continue conducting 'SOMH-Surveys' (our own all-staff survey for AS applications)	<p>All-staff surveys are key in monitoring impacts of AS deliverables and to gathering data to shape future AS applications and EDI plans. UCL is conducting all-staff survey (UCL-AS-Surveys) across departments (<u>in every odd academic year</u> and only with quantitative data).</p> <p>However, we believe that the current biannual data input (UCL-AS- Surveys: only with quantitative data) is not enough for this purpose.</p>	SAT+EDI	Term 2 2018/19	→	Biannually (Term 2)	1) 80% participation in the 2020 SOMH-Survey (base: 75% participation in the 2018 SOMH-Survey) 2) Increase in staff awareness about AS to 85% by 2020/21 (via 2020 SOMH-Survey) (base: 70% in 2018 SOMH-Survey)	1

			<p>Thus, in 2018/19, we developed our own all-staff survey (SOMH-Surveys, aka SOM-Happiness-Surveys) that have identical questions (subsets to focus on our issues and EDI-related ones) to those of UCL-AS-Surveys plus a set of 'essay questions' to get deeper insights on gender and other EDI issues (e.g., please explain what you specifically need for your career development). SOMH-Surveys will be conducted <u>in every even academic year</u>.</p> <p>We like to highlight that already 75% of all staff/PGR students participated in 2018-SOMH-Survey. We set up a new target of 80% participation rate from 2020/21 surveys.</p> <p>SOMH-Surveys, supplementing UCL-AS-Surveys, help us gaining deeper insights on gender and other EDI issues.</p> <p>This survey will also help increasing all staff/students' awareness and engagement in AS initiative.</p>						
1.5a	p.16	To encourage regular and frequent internal meetings among SAT members	<p>Learning from our 2015's failed application, we learned that regular and frequent meetings among SAT members are essential in engaging all SAT members in the AS application and not to overload specific SAT members.</p>	SAT	Term 1 2018/19	→	Quarterly	<p>1) Four SAT FM meetings recorded in 'SOM annual calendars' (4 in 2018/19)</p> <p>2) 80% positive answers in 2019/20 SATMA-Survey for questions measuring</p>	2

			<p>Thus, we set up a set of rules for our full-member meetings as follows and sub-group meetings (AP1.5b).</p> <p>a) Rules for SAT Full-Member Meetings:</p> <p>SAT full members should meet together Min 4 times per year in order to discuss AS applications and implementations. There is a flexibility to meet more often if needed, but the number of meetings per year cannot exceed 8 times so as not to overload SAT members. Each SAT full-member meeting cannot be longer than 2 hours, for the same reason.</p> <p>Note: The quantitative metric for APs1.5a—d is SAT members' positive responses in questions measuring engagement in our SATM-Survey (SAT Member-Only Survey, see AP.1.6c for details).</p>					<p>member engagement (base: N/A)</p>	
1.5b	p.16		<p>b) Rules for SAT Sub-Group Meetings:</p> <p>Subgroups meet Min 2 times year to ensure completion of their division of roles/labours in the AS application</p> <p>The number of subgroup meetings per year cannot exceed 6 times so as not to overload SAT members. Each SAT subgroup meeting cannot be longer than 2 hours, for the same reason.</p>	SAT	Term 1 2018/19	→	Varies	<p>1) Meetings themselves (base: 15 in 2018/19)</p> <p>2) The same as (2) in AP1.5a</p>	2

1.5c	p.16	<p>To encourage regular and frequent external meetings between SAT and SOM Stakeholders or outside AS collaborators</p>	<p>c) Rules for SAT’s meetings with other SOM Units.</p> <p>To effectively monitor diversity issues across the School, SAT (together with SOM-EDI-Team) will have Min one meeting per year with SMT, TC, and RC, respectively.</p> <p>Also, as SAT+EDI will make annual assessments of gender and other diversity issues in student and staff data, we will meet the heads of AR-Units and UG/PGT/PGR PDs on a regular basis (see Section 4.1 and its APs).</p>	SAT+EDI	Mar 2020	→	Annually (Term 2 or 3)	<p>1) Meetings themselves (Min 1 for SMT, TC, RC, AR-Unit Heads, PDs)</p> <p>2) The same as (2) in AP1.5a</p>	3
1.5d	p.17		<p>d) Rules for SAT’s meeting beyond SOM:</p> <p>SAT members’ outreach is essential in improving the quality of our AS applications and also giving back to the AS community.</p> <p>From 2018/19 up to now, we participated in 18 external meetings and trainings—most of meetings were with UCL-AS-Team (4 trainings; 2 review meetings) and UCL departments who successfully got AS awards. But we also got invited by Warwick Business School (WBS, AS Silver Award holder) for its annual Athena SWAN Conference in 2019/20.</p> <p>Through SAT data-sharing mechanisms (Google-Doc and Dropbox folder: APs1.7a/b), we share</p>	SAT	Term 1 2018/19	→	Varies	<p>1) Participation in Min 2 UCL-held AS trainings (base: 4 in the past 2 years)</p> <p>2) Annual participation in the WBS AS conference (base: attendance in 2019/20)</p> <p>3) The same as (2) in AP1.5a</p>	3

			<p>all the meeting notes and training materials among SAT members (who could not join the meetings or trainings).</p> <p>By ruling a number of our external meetings, we plan to continue our active outreach:</p> <p>-- UCL's AS-Team is regularly organizing AS trainings and surgery sessions. Thus, we plan to continue attending Min 2 UCL-held AS training per year.</p> <p>--We also learnt that WBS holds its conference on an annual basis. Attendance in this conference is a must to SAT leader and one extra SAT member.</p>						
1.6a	p.16	To include AS time/work commitment into the workload model of SAT-Leader and of SAT Members	<p>To encourage and monitor SAT members' participation in the AS application and avoid overload in any SAT members, the amount of time SAT Leader and members put on the AS initiative should be formally counted in their workload models.</p> <p>a) SAT-Leaders' Workload Model Adjustment</p> <p>1) Thus, from 2018/2019, we started to count SAT Leader's AS time commitment into her workload model.</p> <p>2) The workload will be annually adjusted reflecting the actual times the leader put on the AS work.</p>	ADDD SAT	Term 1 2018/19	→	Ongoing with annual update	<p>1) The workload model for SAT Leader (base: existence of practice)</p> <p>2) Adjustment to 2 units in the 2019/2020 and 2020/21 academic years (base: 1 unit in 2018/19)</p> <p>3) 80% positive answers in SATMA-Survey for questions measuring fairness in SAT workload (base: N/A)</p>	1

			<p>For this purpose, the current SAT-Leader has recorded her time commitment on 'SOM AS Google Doc' as proof and for further adjustments.</p> <p>Note: The quantitative metric for APs1.6a/b: SAT member-only Surveys (SATMA-Surveys, every year; see AP1.6c) will be a formal channel to measure the satisfaction of SAT Leader's and members' workload adjustments. Specifically, in Term 3 2019/20, we will conduct the first SATMA-Survey and aim to get 80% positive answers in questions measuring fairness in SAT workload (3) in the last column.</p>						
1.6b	p.16		<p>b) SAT-Members' Workload Model Adjustment</p> <p>Currently, SAT members' time commitment <u>are not formally</u> counted in their workload models. To prevent overload in any particular members, we tried to distribute work across all members and asked them to report to the Leader in case they spend more than 0.3 units (33 hours) for one year (thus far no such a case). However, it would be more ideal for us to formally reflect SAT members' time commitment into their workload models.</p> <p>1) From 2020/2021 (for the NEW SAT), we will count all SAT</p>	SAT ADDD SM	2020/21 (Term 1 or 2)	→	Ongoing with annual update	<p>1) The workload model itself for each SAT member (base: non-existence)</p> <p>2) The same as (3) in AP1.6a</p>	1

			<p>members' AS time commitment into their workload models.</p> <p>SAT Leader has had multiple meetings with ADDD (some SAT members are AR-Staff) and SM (some are PS-Staff) to set up a baseline (0.3 or 0.5 unit).</p> <p>2) As in the case of SAT leader, the workload will be annually adjusted reflecting the actual times each member puts on the AS work. Thus, from 2020/21, each SAT member must record their time commitment on 'SOM AS Google Doc' as proof and for further adjustments.</p>						
1.7	p.16p.17	To develop and conduct SATMA-Survey (a survey to collect SAT members' feedback on the AS applications)	<p>To monitor SAT members' even and fair participation in the AS application, we will conduct an annual online survey among SAT members (SATMA-Survey).</p> <p>Question items will measure, for example, members' perception of SAT division of labour, SAT workload, and the Workload Model reflecting their AS commitment. We will also include a set of essay questions for deeper insights on these topics.</p> <p>We plan to conduct our first SATMA-Survey in Term 2 or 2 2019/2020 so that we can reflect members' feedback in forming our new SAT member (2020/21-2022/23).</p>	SAT	Term 3 2019/20	→	Annually (Term 3)	<p>1) 80% survey participation in 2019/2020 SATMA-Survey (base: N/A)</p> <p>2) 80% positive answers across all questions (base: N/A)</p>	3

1.8a	p.17	To digitalize AS data management and sharing mechanism and improve communications among SAT members	<p>a) To record SAT members' activities and meetings on 'SOM AS Google Doc'</p> <p>The previous AS application process revealed a lack of information sharing among SAT members.</p> <p>Thus, in 2018/2019, we have created 'AS Google Document' in which SAT members record meeting notes and individual activities related to the AS applications. The SAT-Leader has been recording her time commitment on this Google Doc.</p>	SAT	Term 1 2018/19	→	Ongoing	<p>1) The dedicated Google Doc (base: existence of practice)</p> <p>2) 80% positive answers in SATMA-Surveys for questions measuring SAT members' perception about AS data management (base: N/A)</p>	2
1.8b	p.17		<p>b) To share all the AS data in 'SOM AS Dropbox'</p> <p>The AS application process highlighted data gaps particularly data between each AS application (e.g., 2015 vs. 2019).</p> <p>In 2018/2019, we have created a Drobox folder in which we keep all the AS data and documents, across all AS applications. From 2019/2020, SOM-EDI-Team will also have access to this data.</p>	SAT+EDI	Term 1 2018/19	→	Ongoing	<p>1) The dedicated Dropbox folder (base: existence of practice)</p> <p>2) The same as (2) in AP1.8a</p>	2

2. Collaboration between NEW SATs and SOM-EDI-Team (SUCCESSION PLANS)

1

2.1	p.16 p.20 p.43	To establish formal 'SOM-EDI TOR'	Beyond a SAT unit, the School needs to have a permanent unit to pursue EDI-related activities on a consistent base. Thus, we established SOM-EDI-Team, which is now headed by SAT Leader.	SAT+EDI SM SMT	→	Term 1 2020/21	Once	SOM-EDI TOR (base: N/A)	1
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			<p>Details of SOM-EDI-Team have been discussed, agreed, and started to be implemented as a part of the current AS application. In sum, whereas SAT (rotating unit), clearly aligned with the AS Charter/Principles, leads the School's AS applications, SOM-EDI-Team (permanent unit) addresses broader EDI issues such as race and bullying. Thus, we have a set of APs that require collaboration between the two units (e.g., APs2.3a—2.5).</p> <p>However, the work scope and membership structure of SOM-EDI-Team (particularly in relation to SAT) need to be formally documented.</p> <p>Once we complete hiring two FT EDI-Team members (by Term 2 2019/20), we will start finalising the TOR of SOM-EDI-Team with an aim of completing it by 2020/21.</p>						
2.2	p.20 p.43	To hire 2 FT employees for SOM-EDI-Team	By Term 2 2019/20, we will hire two FT Professional Services employees to complete the team.	SAT SM	→	Term 2 2019/20	Once	<p>1) Recruitment message rolled out in December 2019</p> <p>2) Hiring of 2 FT EDI coordinators (50% F; 50% BME) by Term 2 of 2019/20 (base: 0)</p>	1
2.3a	p.20 p.43	To make EDI as a core part of SOM's public reputation and images	In the long term, beyond gender, the School needs to have EDI as a core part of internal culture and of its public reputation. The current and the next APs aim to achieve that through APs2.3a and b.	SAT+EDI PM	→	Term 2 2020/21	Once	<p>1) Inclusion of EDI messages in the School's Wikipedia (executed in 2018/19)</p> <p>2) Inclusion of EDI messages in the</p>	2

			<p>a) EDI focus on our core web materials</p> <p>1) We updated the Wikipedia Page in Term 3 2018/19 to include the EDI message. Every time we update Wikipedia page, we will strengthen the section on EDI.</p> <p>2) From 2020/21, we will include our School's commitment to EDI in our mission statement (e.g. EDI as one of 4-5 'core values' we embrace) as well as in our school's webpages.</p>					<p>School's main webpage (base: N/A)</p> <p>3) PR messages include SOM's EDI statement (base: N/A)</p>	
2.3b			<p>b) Thus, from 2020/21, all PR releases about SOM should include the School's focus on EDI.</p>	SAT+EDI PM	Term 2 2020/21	→	Ongoing		2
2.4	p.20	To accumulate data on PS-Staff	<p>For our future AS 'Silver' applications, understanding of gender issues among PS-staff is necessary.</p> <p>To prepare for this, SAT+EDI start compiling and analysing gender issues among PS-Staff as early as possible.</p>	SAT+EDI SM	Term 1 2020/21	→	Ongoing	Local data compliment and analyses (base: N/A)	3
2.5	p.20	To deepen our investigation toward intersectionality issues (race and gender)	<p>In our future AS Silver applications, we aim to address any race issues across the School given that a large portion of our staff are non-white (e.g., 46% BME in AR-Staff; 28% BME in PS-Staff).</p> <p>Thus from 2020/21, with the leadership of SOM-EDI-Team, New-SAT will start compiling and analysing the data on race issues among all staff/students.</p>	SAT+EDI	Term 2 2020/21	→	Ongoing	Local data compliment and analyses (base: N/A)	3

2.6	p.20	SAT+EDI's annual Gender/EDI Report across the School ('SOM-Happiness-Report')	For seamless transitions between AS applications (taking place every 4 year) and to ensure improved monitoring of impact, SAT+EDI together will produce an annual EDI assessment report and share it with SMT, TC, RC as well as with all staff/students.	SAT+EDI	Term 3 2020/21	→	Annually	Annual SOM-Happiness-Report including all gender and EDI assessment conducted by SAT and SOM-EDI-Team during the year (base: N/A)	1
2.7	p.20	To encourage regular and frequent meetings between SAT+EDI and FOE-EDI-Team/UCL-EDI-Team (Min 1 per year, respectively)	Our great relationship with FOE-EDI-team is essential in improving our AS applications and infusing the culture of EDI into our School. In Term 1 2019/20, we had one meeting with FOE mainly to discuss the setup of SOM-EDI-Team. Based on an oral agreement, SAT+SOM-EDI-Team will meet with FOE-EDI-Team Min once per year to get insights and pursue collaboration.	SAT+EDI	Term 1 2019/20	→	Annually (preferably Term 3)	Meetings themselves (base: 1 in 2019/20)	2

3. UG STUDENTS: Maintenance of current good gender balance

3

3.1a	p.21	SAT+EDI's independent data/issue assessment in UG Recruitment	a) SAT+EDI's independent gender/race monitoring in UG recruitment In sum, we found no systematic and consistent gender issues, with all figures matching Warwick Business School numbers (note that there is no available HESA or Advance HE benchmarks for specific stages of UG/PGT/PGR recruitment). Yet, to prevent any gender disparity, SAT+EDI will <i>more actively</i> monitor	SAT+EDI	Term 2 2019/20	→	Annually	1) Annual SOM-Happiness-Report (base: N/A) 2) Min 1 annual meeting with UG PDs, respectively (base: N/A) 3) Min 45% F and Min 45% M in all UG offers –by each programme (base: 50% F and 50% M in 2018/19 UG offers)	3
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			<p>gender/race issues in UG recruitment by:</p> <ol style="list-style-type: none"> 1) Conducting more in-depth analyses on Portico data independent of UG PD-level assessment, 2) having an annual meeting with UG PDs to get qualitative input 						
3.1b	p.21		<p>b) SAT+EDI's consolidated annual report on UG recruitment</p> <p>All UG PDs have monitored student recruitment by programmes. But the output of programme-level monitoring has not been consolidated. Also, comparison with benchmark data was rare in their local assessments.</p> <p>Thus, from 2020/21, SAT+EDI will produce a consolidated report in which we assess gender/race issues with possible benchmark data (report due by the final month of each academic year). This will be a part of 'SOM-Happiness-Report' (AP2.4c).</p>	SAT+EDI	Term 3 2020/21	→	Annually (Term 3)	<ol style="list-style-type: none"> 1) Annual SOM-Happiness-Report (base: N/A) 2) The same as (3) in AP3.1a 	3

3.2a	p.22	SAT+EDI's independent data/issue assessment in UG Degree Attainment	<p>a) SAT+EDI's independent gender/race monitoring in UG degree attainment</p> <p>In sum, we found no systematic gender issues in UG degree attainment, with all figures matching various benchmarks.</p> <p>To prevent gender issues, SAT+EDI will <i>more actively</i> monitor gender/race issues in UG degree attainment by:</p> <ol style="list-style-type: none"> 1) conducting more in-depth analyses on Portico data independent of UG PD-level assessment, 2) having an annual meeting with UG PDs to get qualitative input. 	SAT+EDI	Term 2 2019/20	→	Annually	<ol style="list-style-type: none"> 1) Annual SOM-Happiness-Report (base: N/A) 2) Min 1 annual meeting with UG PDs, respectively (base: N/A) 3) Min 75% of all Fs and of all Ms graduating with a 'good' degree –by each programme (base: 79% of all Fs and 78% of all Ms in 2018/19) 	3
3.2b	p.22		<p>b) SAT+EDI's consolidated annual report on UG degree attainment</p> <p>From 2020/21, SAT+EDI will produce a consolidated report on UG degree attainment in which we assess gender and race issues with benchmarking data.</p>	SAT+EDI	Term 3 2020/21	→	Annually (Term 3)	<ol style="list-style-type: none"> 1) Annual SOM-Happiness-Report (base: N/A) 2) The same as (3) in AP3.2a 	3

4. PGT STUDENT: Gender disparities in offers (MSc-FIN) and degree attainment (MSc-ENT) 2

4.1a	p.23	For MSc-FIN programme to improve gender balance in their <u>Recruitment</u> (increase in F-ratios in offers, larger number of high-quality female applicants)	<p>a) For MSc-FIN to increase F-ratio in offers (Min 40% F- and M-Ratios across all PGT offers)</p> <p>Exceptionally in 2018/19 MSc-FIN recruitment, F-ratio in offers was exceptionally low as 34% (41% F in 2017/18 MSc-FIN recruitment). But,</p>	SAT+EDI	2019/20	→	Annually	<ol style="list-style-type: none"> 1) Min 40% F and M in MSc-FIN and all PGT offers –by each programme (base: 34% F and 67% M in 2018/19 MSc-FIN offers; 	1
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			given longitudinal patterns, this disparity does not yet seem serious. Still, we set up target gender ratios (Min 40% F, and Min 40% M) in MSc-FIN and the other PGT offers.					51% F across 2018/2019 PGT offers)	
4.1b	p.23		<p>b) For MSc-FIN to introduce gender-/merit-based scholarship to attract high-quality female applicants</p> <p>An interview with FIN-PD suggests that this low F-ratio in 2018/19 offers was largely because female applicants were more variant in their quality than male ones in the specific year, not because of any gender bias in selections. In such a case, we supposed that the introduction of gender- and merit-based scholarships can increase the programme awareness among high-quality female candidates.</p> <p>1) FIN-PD already received an approval from HOD on this idea and completed benchmarking similar scholarships offered by other business schools in UK.</p> <p>2) By highlighting this scholarship at the stage of advertisement, we aim to attract more high-quality applicants, which will lead to high application success rates for females.</p> <p>3) If the pilot scholarship succeeds, we will expand this idea to other UG/PGT programmes.</p>	FIN-PD	2020/21	→	Annually	<p>1) Creation of the scholarship (base: N/A)</p> <p>2) the same as (1) in AP4.1a</p>	1

4.2a	p.23	SAT+EDI's independent data/issue assessment in PGT Recruitment	<p>a) SAT+EDI's independent gender/race monitoring in PGT recruitment</p> <p>Except the 2018/19 MSc-FIN case (34% F in offers), we found no serious gender issues in PGT recruitment. Yet to maintain the planned gender-ratios (40% F and M in offers) and to prevent future issues, SAT+EDI will more actively monitor gender/race issues in PGT recruitment by</p> <ol style="list-style-type: none"> 1) conducting more in-depth analyses on Portico data; and 2) having an annual meeting with PGT PDs to get qualitative input 	SAT+EDI	Term 2 2019/2020	→	Annually	<ol style="list-style-type: none"> 1) Annual SOM-Happiness-Report (base: N/A) 2) Min 1 annual meeting with PGT PDs, respectively (base: N/A) 3) The same as (1) in AP4.1a (40% F and M) 4) To set new targets in all PGT offers after the lifetime of the current AS Award: e.g., 45% F and M in all PGT offers 	2
4.2b	p.23		<p>b) SAT+EDI's consolidated annual report on PGT recruitment</p> <p>From 2020/21, SAT+EDI will produce a consolidated report in which we assess gender and race issues with benchmarking data (report due by the final month of each academic year).</p>	SAT+EDI	Term 3 2020/21	→	Annually (Term 3)	<ol style="list-style-type: none"> 1) Annual SOM-Happiness-Report (base: N/A) 2) The same as (1) in AP4.1a 	2
4.3a	p.25	For MSc-ENT programme to improve gender balance in their Degree Attainment (increase in F-ratios in graduates with a good degree)	<p>a) For MSc-ENT to increase a female proportion in graduates with a 'good' degree</p> <p>We found a growing gender-disparity among MSc-ENT graduates with a good degree: While 83% of all Fs received a 'good' degree in 2016/17, the proportion has decreased over the past two years (62%, 50%). To rectify this, we set up target gender ratios (Min 70% of all F and M</p>	SAT+EDI ENT-PD	2019/20	→	Annually	<ol style="list-style-type: none"> 1) Min 70% of all Fs and of I Ms with a 'good' degree in MSc-ENT (base: 52% of all Fs and 75% of all Ms in 2018/19 MSc-ENT graduates) 2) Min 70% of all Fs and of all Ms with a 'good' degree in all other PGTs (base: 70% of all Fs and 71% 	1

			graduates receiving a 'good' degree) particularly for MSc-ENT and other PTG programmes for the next 2 years.					of all Ms in 2018/19 PGT graduates)	
4.3b	p.25		<p>b) For ENT-PD to internally investigate sources of recent gender-disparity in degree attainment</p> <p>To rectify the problem described in AP4.2a, ENT PD will internally investigate sources of recent gender-disparity in degree attainment. If needed, he will consider adding female-targeted academic training from 2021/22.</p>	IMB-PD	Term 1 2019/20	Term 1 2020/21	Long-term investigation	<p>1) The same as (1) in AP4.2a</p> <p>2) <u>if needed</u>, female-targeted academic training for MSc-ENT students from 2021/22</p>	1
4.4a	p.25	SAT+EDI's independent data/issue assessment in PGT Degree Attainment	<p>a) SAT+EDI's independent gender/race monitoring in PGT degree attainment</p> <p>Except the recent gender disparities in MSc-ENT graduates, we found no systematic gender issues in PGT degree attainment, with all figures matching various benchmarks.</p> <p>To prevent gender issues, SAT+EDI will <i>more actively</i> monitor gender/race issues in PGT degree attainment by</p> <ol style="list-style-type: none"> 1) conducting more in-depth analyses on Portico data; and 2) having an annual meeting with PGT PDs to get qualitative input. 	SAT+EDI	Term 2 2019/20	→	Annually	<p>1) Annual SOM-Happiness-Report (base: N/A)</p> <p>2) <u>Min 1 annual meeting with PGT PDs, respectively</u> (base: N/A)</p> <p>3) <u>the same as (2) in AP4.2a</u></p>	2

4.4b	p.25		<p>b) SAT+EDI's consolidated annual report on PTG degree attainment</p> <p>From 2020/21, SAT+EDI will produce a consolidated report on PGT degree attainment in which we assess gender and race issues with possible benchmarking data (note that benchmark data from Advance HE is not specific for PGT statistics).</p>	SAT+EDI	Term 3 2020/21	→	Annually (Term 3)	<p>1) Annual SOM-Happiness-Report (base: N/A)</p> <p>2) the same as (2) in AP4.2a</p>	2
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5. PGR STUDENTS: Increase of males' proportion among PGRs									4
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5.1	p.27	<p>To set up target gender-ratios (offers and enrolment rates) in <u>PGR Recruitment</u></p>	<p>Unlike in UG/PGTs, gender and race ratios were not carefully planned in PGR recruitment (e.g., without specific target gender-ratios).</p> <p>1) Thus, as in UGs and PGTs, we set up gender-ratios in offers (Min 45% F Min 45% M in all PGR offers).</p> <p>2) In addition, to rectify men's underrepresentation in PGRs (30% M against HESA benchmark of 50% M), we set up gender-ratios in enrolment rates (Min 30% enrolment rates for both Ms and Fs; base: 25% of all Ms and 100% of Fs receiving offers enrolled in 2018/19).</p> <p>Please note that fundamentally enrolment is out of our control as idiosyncratic (rather than systematic) reasons explain the most of enrolment decisions.</p>	PGR-PD	2020/21	→	Annually	<p>1) Min 45% F and M in all PGR offers (base: 50% F and M in 2018/19)</p> <p>2) Min 30% enrolment rates for both Ms and Fs (base: 100% F and 25% M in 2018/19)</p>	2
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5.2a	p.27	<p>For PGR programme to increase enrolment rates (25% for M; 100% for F) among males so as to rectify male's underrepresentation in our PGRs (30% M)</p>	<p>As noted above, enrolment rates (enrolment divided by offers) were historically lower for males (25%-50%) than for females (67-100%). To improve these rates (Min 30% for both M and F) and improve men's representation among PGR students (30% M falling below HESA benchmark of 50% M in PGR students in BMS), we came up with the following APs (5.1a/b).</p> <p>a) Feedback seeking for those who reject PGR offers</p> <p>Only from 2018/19, PGR-PD started to seek feedback from those who rejected our offers (M=4, F=0). The 2018/19 feedback was not highly informative (Two male candidates did not give us a reason; one male candidate failed to provide their degree certificate), but we will keep seeking feedback to identify any gender specific issues in explaining men's higher likelihood to reject our offers.</p>	PGR-PD	2018/19	→	Annually	<p>1) Min 30% enrolment rates for both Ms and Fs (base: 100% F and 25% M in 2018/19)</p> <p>2) Min 40% M in composition of PGR students (base: 30% M in 2018/19)</p>	2
5.2b	p.27		<p>b) Global benchmarking to improve the contents and details of our PGR programme</p> <p>Thus far, we focused on benchmarking other PGR practices in our domestic competitors (e.g., WBS, MBS) in designing our PGR program. However, PGR recruitment occurs on a global basis, meaning that</p>	PGR-PD SAT+EDI	2020/21	→	Ongoing		3

			<p>competitive candidates are likely to receive multiple offers from different continents. Particularly given that the structure of our PGR program (5 years) is very similar to the US ones, we are facing high global competition.</p> <p>Thus, we will start benchmarking PGR practices offered by the US top business schools to improve our PGR programme. This will eventually help increasing enrolment rates across gender.</p>						
5.3	p.27	SAT+EDI's independent data/issue assessment in PGR Recruitment	<p>Unlike in UG/PGTs, gender and race ratios were not carefully monitored in PGR recruitment. Also, we don't have the detailed data split by each AR-Unit.</p> <p>Thus, SAT+EDI will make annual assessment of PGR recruitment specifically by</p> <ol style="list-style-type: none"> 1) building up and analysing local recruitment data split by AR-Units 2) Regular meetings with PGR PD for qualitative input 3) Producing an annual brief 	SAT+EDI PGR-PD	2020/21	→	Annually	<ol style="list-style-type: none"> 1) Min 1 annual meeting with PGR PD (base: N/A) 2) Local AR-Unit level dataset (base; N/A) 3) Annual SOM-Happiness-Report (base: N/A) 4) Min 45% F and M in all PGR offers (base: 50% F and M in 2018/19) 5) Min 30% enrolment rates for both Ms and Fs (base: 100% F and 25% M in 2018/19) 	2
5.4	p.28	SAT+EDI's independent data/issue assessment in PGR Degree Attainment	<p>During the assessment period, there was no case of failure for all F and M PGR students.</p> <p>To maintain this figure (0% M F Failure) and to prevent any future gender disparity, SAT+EDI will,</p>	SAT+EDI PGR-PD	2020/21	→	Annually	<ol style="list-style-type: none"> 1) Local AR-Unit level dataset (base; N/A) 2) Annual SOM-Happiness-Report (base: N/A) 3) Maintain 0% failure rate in both M and F 	2

			<p>1) build up local degree attainment data split by AR-Units;</p> <p>2) produce an annual brief noting any significant gender-related trends.</p>					(base: 0% during the assessment period) 4) Maintain 90% 'academic job' placement in both M and F (Base: 100% of all F PGR, 75% of all M PGR during the assessment period)	
5.5	p.28 p.39	To increase promotion and support for students progressing from UG to PGT and PGT to PGR programmes.	<p>Only a handful of students progressed from UG, PGT onto PGR programme during the assessment period (2-3, no exact data available). Importantly, we have not recorded the relevant data locally. Thus, from 2020/21,</p> <p>1) we will start to locally record the relevant data,</p> <p>2) actively advertise our PGT/PGR programmes to all finalist UG students, and</p> <p>3) and encourage UG thesis supervisors to identify good candidates to progress to PGT/PGR and to provide them targeted information/advice</p>	SAT+EDI UG-PDs PGT-PDs PGR-PDs	2020/21	→	Ongoing	<p>1) Local level dataset about UG-PGT and PGT-PGR progressions (base; N/A)</p> <p>2) The number of students applying from UG to PGT (5% of all UG graduates each year) (base: no data)</p> <p>3) The number of students applying from PGT to PGR (2% of all PGT graduates each year) (base: no data)</p>	2

6. AR-STAFF: Increase in female representation among high academic grades (e.g., AG10)

1

6.0a	p.29 p.30	To achieve more gender balance in AR-Staff Composition (as a whole and by grade)	<p>a) To increase F-Ratios among AR-Staff composition (particularly among R-Focused Staff)</p> <p>Although our overall figure (42% F in AR-Staff) matches the HESA benchmark data (42% F in AR-Staff in</p>	SAT+EDI Heads of AR-Units	2021/22	→	Annually	<p>1) Min 40% F among R-Focused Staff by 2021/22 (base: 37% in 2018/19)</p> <p>2) Maintain Min 45% F among T-Only Staff</p>	2
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			<p>BMS), we need to set up clear target F-Ratios in our AR-Staff to prevent further issues.</p> <p>Thus, we set up the following targets:</p> <p>1) R-Focused: Compared to the sector average (40%), female proportion among R-Focused Staff is low (37% in 2018/19). Thus, we set up target F-Ratio among R-Focused Staff to be 40% by 2021/22</p> <p>2) T-Only: Female proportion among T-Only Staff (44% in 2018/19) matches the sector average (43%). However, the trend is in downturn (50% in 2016/17). Thus, we set up 2-staged gender-ratios: Maintenance of Min 45% for the AS lifetime; but Min 48% from 2023/24.</p>					<p>(base: 44% in 2018/19)</p> <p>*From 2023/24, we ambitiously retarget 46% F-Ratio among T-Only Staff</p> <p>*For target F-Ratios by grade, see AP6.1b.</p>	
6.0b	p.29 p.30		<p>b) SAT+EDI's annual monitoring of 'F-Ratio Targets by Grade' in AR-Staff Composition</p> <p><i>Paying attention to a set of benchmark data by academic grade (e.g., HESA, Russell Group, WBS) and our extant statistics, we set up the following F-Ratio targets in our AR-Staff composition by grade (Min 20% F for AG10, Min 40% F for AGs8/9). SAT+EDI will lead in annually monitoring our AR-Staff composition and adjusting the targets.</i></p>	SAT+EDI	2018/29	→	Annually	<p>1) AG10: Min 20% F by 2021/22 (base: both 0% in 2018/19)</p> <p>2) AG9: Min 40% F to maintain (base: R-Focused=46%; T-Only =75% in 2018/19)</p> <p>3) AG8: Min 40% F to slightly improve or maintain (base: R-Focused=38%; T-Only =44% in 2018/19)</p> <p>4) AG7: Min 45% F by 2021/22 (base: R-Only=66%; T-Only =33% in 2018/19)</p>	2

6.0c	p.32 p.33	SAT+EDI's independent data/issue assessment in AR-Staff Recruitment	<p>Gender ratios were not carefully monitored in recruitment for AR-Staff. Also, we found that the School has not recorded the recruitment data split by each AR-Unit. Cf. Our data is split by job-type (e.g., R-Focused and T-Only), academic grade, and gender.</p> <p>As rich and detailed data is essential to understand the sources of gender issues, SAT+EDI make efforts by:</p> <ol style="list-style-type: none"> 1) building up local recruitment data split by AR-Units 2) Meetings with AR-Unit Heads for qualitative input 3) Producing an annual brief 	SAT+EDI PGR-PD	2020/21	→	Annually	<ol style="list-style-type: none"> 1) Min 1 annual meeting with AR-Unit heads (base: N/A) 2) Additional meetings with recruitment panels among T-Only Staff (base: NA) 3) Local AR-Unit level dataset (base; N/A) 4) Annual SOM-Happiness-Report (base: N/A) 	2
6.0d	p.32 p.33	To set up target gender-ratios in AR-Staff Recruitment (offers; applications, if possible)	<p>Gender ratios were not carefully planned in AR-staff recruitment (e.g., without specific target gender-ratios).</p> <ol style="list-style-type: none"> 1) Thus, considering the sector population (25% F in AG9, 30% F in AG8, 40% F in AG7 among AR-Staff in BMS) and our current statistics, we set up a target F-ratio (Min 30%) in applications for AR positions. Our short-term targets (30%F) are conservative given that our plans to improve our female application pool are long-term actions. <p>Note that F-ratio in AG10 application was problematically low (15%) whereas those in other AG applications were all within our targets of 30%.</p>	Heads of AR-Unit	2020/21	→	Annually	<ol style="list-style-type: none"> 1) Min 30% F in overall AR applications (base: 33% F for T-Only; 39% for R-Focused in 2018/19) 2) Min 35% F in overall AR offers (base: 18% F for T-Only; 44% for R-Focused in 2018/19) 	2

			<p>2) Also, considering the statistics from our competitors (e.g., WBS; 33% F in all AR offers) and our own figures, we set up a target F-ratio (Min 35%) in offers for AR positions.</p>						
6.1a	p.32	<p>Regular monitoring the membership of 'Recruitment Panels'</p>	<p>Following the UCL policy, each recruitment panel should have at least 3 members (Min 30% F; all should complete UCL-Bias-Training). SAT+EDI with the help of AR-Unit heads, will continue to monitor the membership of recruitment panels and record the details of all recruitment panels.</p>	SAT+EDI Heads of AR-Units	→	→	Annually	<p>Maintenance of recruitment panel membership rule (Min 30% F, all completed UCL-Bias-Training, 3 or more members)</p>	2
6.1b	p.32	<p>To create SM (Staffing Committee) that oversees all major AR-Staff Staffing Decisions (oversight and review across AR-Units)</p>	<p>Thus far, recruitment panels (run by each AR-Unit and by job-type: T-Only vs. R-Focused separately) have made recruitment decisions in their AR-units respectively.</p> <p>But consultation with AS winners (WBS: silver; MBS: bronze, UCL geography: bronze) made it clear that we need to eventually have SC (Staffing Committee) that overseeing all major AR-Staffing decisions across AR-Units.</p> <p>Thus, we plan to set up the committee by 2023/24 (after the life cycle of the current AS application) and to include it in our formal committee list.</p>	SAT+EDI	2023/24	→	Once	<p>Creation of SC (base: N/A)</p>	4

6.2	p.29 p.32	To hire more females to AG10 Levels (to improve F-representation in high academic grades)	<p>Our assessments show that gender disparities are severe in AG 10 (0% F in Full-Prof, and Professorial-TFs). We set up the target of Min 20% F in AG10 to match a set of benchmarks (22% F in HESA, 20% F in Russell Group).</p> <p>There are two routes to achieve this target: <u>external recruitments and internal promotions</u>. APs 6.2/6.2a/b/c are about the details of hiring-focused action plans (see APs 6.4/6.4a/b for ideas for promotions).</p> <p>We believe that it's a great starting point to set a clear goal: to externally hire 1 female Full-Professor by 2021/22</p>	SAT+EDI Heads of AR-Units	→	2021/22	Once	<p>1) External hiring of 1 Female Full-Professor by 2021/22 (base: 0)</p> <p>2) Min 20% F in AG10 AR-Staff by 2021/22 (base: R-Focused & T-Only = 0% in 2018/19)</p>	1
6.2a	p.29 p.32	To increase female application pool for senior AR positions (e.g., AGs10/9)	<p>Very low F-ratio in AG10 applications (15% in 2018/19) for R-Focused positions seems problematic (Cf. no data for senior recruitment among T-Only staff).</p> <p>Given that 20% of AG10 R-Focused staff are female in UK, we do not seem to reach a full female pool who can apply for our AG10 positions.</p> <p>Thus, to widen our access to UK and global external female pools, we developed the following plans (APs6.2a/b).</p> <p>a) Directly approaching leading female scholars in UK and Europe</p> <p>Despite our efforts (HOD and senior faculty flying out to US business</p>	HOD Head of AR-Units	2020/21	→	Ongoing	<p>1) External hiring of 1 Female Full-Professor by 2021/22 (base: 0)</p> <p>2) Build-up of 'Extended Networks of Leading Senior Female Scholars' in UK/Europe (base: 0)</p> <p>3) Min 30% F in AG10 applications (base: 15% F in 2018/19)</p>	1

		<p>schools), attracting top female scholars in US has been challenging given the different wage environment.</p> <p>Thus, from now on, we will focus on attracting top female scholars in UK and Europe as potential candidates for our AG10 positions.</p> <p>1) HOD and faculty members then identify and build up the 'extended networks of leading female (senior) scholars' in relevant fields.</p> <p>2) Then we will try to familiarise females (in the extended network) over a longer run with SOM so that they consider applying to our senior research positions. Specifically, we will invite them to our research seminar series and host them for longer terms as visiting scholars.</p> <p>3) Each vacancy of high AG positions will be distributed systematically and immediately through this extended network of leading female scholars.</p>						
6.2b	p.29 p.33	<p>b) Sponsoring (for EDI-related themes) management school forums for Brand Awareness</p> <p>Given our short history (10 years), increasing the general awareness and reputation of our school can help making our school known to high-quality female scholars.</p>	HOD Head of AR-Units	2021/22	→	Ongoing	<p>1) gender-related sponsorship to top management school forums (base: N/A)</p> <p>2) Min 30% F in AG10 applications (base: 15% F in 2018/19)</p>	1

			Thus, we consider offering some sponsorship (related to gender or other diversity) to top management school forums in UK and world-wide (British Academy of Management, Academy of Management). For example, we can be a sponsor for Gender and Diversity Unit at Academy of Management.						
6.2c	p.29 p.33		<p>c) To include EDI statements in all AR-recruitment adverts</p> <p>Benchmarking of best practices of AS winners (e.g., WBS: silver, MBS: bronze, UCL Geography and Bartlett: bronze) motivate us to highlight our commitment to AS principles and EDI more explicitly in our recruitment processes.</p> <p>Thus, from Term 1 2019/20, we started to highlight our EDI focus in all AR-recruitment adverts (e.g., a statement encouraging women and BME staff to apply for posts) and will extend this practice to PR-Staff recruitment.</p>	SAT+EDIPM	2019/20	→	Ongoing	<p>1) EDI and Equal-Employer statement in all AR-Job adverts (base: implemented in 2019/20)</p> <p>**will extend to all PS-job adverts from 2023/24</p> <p>2) Min 30% F in AG10 applications (base: 15% F in 2018/19)</p>	1
6.3a	p.33	<u>To attract more of 'high-quality' female applicants for T-Only positions</u>	<p>a) Extended Networks of Leading F Teachers</p> <p>Across T-Only recruitment, given 38% F-Ratio in applications (matching the sector average of 35%), Fs were less successful at shortlisted (6% of F vs. 11% of M applicants) as well as at offers (1% of F vs. 5% M applicants).</p>	HOD Head of AR-Units	2021/22	→	Ongoing	<p>1) Build-up of 'Extended Networks of Leading Female Teachers' in UK (base: 0)</p> <p>2) Min 35% F in T-Focused offers (base: 18% F for T-Only; in 2018/19)</p>	2

			<p>This data suggests that female applicants we've attracted for T-Only positions might not be of high-quality.</p> <p>Thus, to improve the quality of our female applicants,</p> <ol style="list-style-type: none"> 1) we need to build up the network identifying leading female teachers in relevant fields in UK business/management schools. 2) We will regularly invite these excellent female teachers to our annual TL-Forums to familiarise them with us. 3) Each vacancy of T-Only positions will be distributed systematically and immediately through this extended network of leading female teachers. 						
6.3b	p.33		<p>b) We will also analyse the effectiveness of our key job advertising avenues (e.g., 'job.ac.uk') and try to explore alternatives by benchmarking the avenues of our top UK business/management schools.</p>	Head of AR-Units	2022/21	→	Ongoing	<p>1) Review of job advertising avenues (base: 0)</p> <p>2) Min 35% F in T-Focused offers (base: 18% F for T-Only; in 2018/19)</p>	2
6.4	p.29 p.30	<u>To promote more females to AG10 Levels</u> (e.g., full professor, professorial-teaching fellows)	<p>Other than recruitment, internal promotions can help improving female representation in high academic grades (e.g. a target of Min 20% F in AG10). APs 6.3 and 6.3a/b are about the details of promotion-focused action plans.</p> <p>We aim to internally promote 1 female Asso-Prof to Full-Prof and 1</p>	HOD PCT PCR Head of AR-Units	→	2022/23	Once	<p>1) 1 female Asso- to Full-Prof promotion (base: 0)</p> <p>2) 1 female Principal- to Professorial-TF promotion (base: 0)</p> <p>3) Min 20% F in AG10 by 2021/22 (base: R-</p>	1

			female Principal-TF to Professorial-TF by or before 2022/23.					Focused & T-Only = 0% in 2018/19)	
6.4a	p.29 p.34	To provide all females at AG9 levels with a 'system' of promotion support	<p>a) System of promotion support for all females at AG9 levels</p> <p>Given that there was no case of AG9 to AG10 internal promotions among female staff, we find a need to develop a special support system for all females at AG9 level and developed the following plans.</p> <p>1) 'AG9/10 promotion mentoring scheme':</p> <p>Specifically, each of female AG9-level staff will be coupled with 1-2 mentors at AG10 levels to have meetings with their mentors Min 1 per year.</p> <p>2) 'Individual meetings with HOD' to ensure female AG9-level staff receive necessary support for progression to AG10 in a timely manner.</p> <p>3) 'Biannual Female AR-Staff Day':</p> <p>As we do not have female full-professors (nor female professorial TFs) at the school level, we plan to organize a biannual event to invite senior female AR-Staff (at AR10 levels) from different departments and institutions so that our female</p>	HOD Heads of AR-Units HRM	2020/21	→	Ongoing (times of meetings vary)	<p>1) Female-targeted 'AG9 to 10 promotion mentoring scheme' (base: N/A)</p> <p>2) Female-targeted 'Annual Review with HOD' (base: N/A)</p> <p>3) 'Biannual Female AR Staff's Day' (base: N/A)</p> <p>4) Min 20% F in AG10 by 2021/22 (base: R-Focused & T-Only = 0% in 2018/19)</p>	1

			AR-staff can get necessary information and support.						
6.4b	p.29		b) Focus-Groups: We will also organize a set of focus groups among all female AR-staff in AG9 (5 in R-Focused; 3 in T-Only) to understand their needs/challenges in career progression to AG10.	SAT+EDI F-staff at AG9	2020/21	→	Multiple times	1) Interview notes (base: N/A) 2) Min 20% F in AG10 by 2021/22 (base: R-Focused & T-Only = 0% in 2018/19)	
6.5a	p.34	SAT+EDI's independent data/issue assessment in AR-Staff Promotion	Although gender was balanced in the current data, we need to monitor gender-patterns in our AR-promotions, more in depth. For example, we don't have the promotion data split by each AR-Unit. We need to start keeping track of gender-issues in time taken in promotion (no data yet). As rich and detailed data is essential to understand the sources of gender issues, SAT+EDI make efforts by: 1) building up and analysing local promotion data split by AR-Units and by job-type (R-Focused vs. T-Only). We will also record the time taken for each AR-promotion. 2) Regular meetings with PCR/PCT for qualitative input 3) Producing an annual brief	SAT+EDI PCR/PCT	2020/21	→	Annually	1) Min 1 annual meeting with PCR/PCT (base: N/A) 2) Local AR-Unit level dataset (base; N/A) 3) Annual SOM-Happiness-Report (base: N/A) 4) Maintenance of GBs in promotions (base: 40% F in applications and success)	2
6.5b	p.34	To set up target gender-ratios AR-Staff Promotion (No. of applications and success)	For the same reason as above, we set up the following targets to maintain our good gender balance in academic promotions:	SAT+EDI PCR/PCT	2020/21	→	Annually	1) Min 40% F in AG8-to-9 promotions (base: 44% F for T-Only; 50% for R-Focused in 2018/19) in both	3

			<p>1) Min 40% F in application and in success particularly for AG8-to-AG9 promotions.</p> <p>2) We also apply the Min 40% F target to AG7-to-AG8 promotions among T-Only Staff.</p> <p>3) In line with the targets in AP6.4, Min 1 F AG9-to-AG10 promotion (T-Only and R-Focused respectively)</p>					<p>2) Min 40% F in AG7-to-8 promotions (base: N/A) in T-Only</p> <p>3) 1 female Asso- to Full-Prof promotion: AG9-to-10 (base: 0) in R-Focused</p> <p>4) 1 female Principal-to Professorial-TF promotion: AG9-to-10 (base: 0) in T-Only</p>	
6.6a	p.34 p.48	To increase clarity and fairness in AR-Staff Promotions	<p>In 2018-SOMH-Survey, only 60% of AR-Staff (53% of Fs; 72% of Ms) find the promotion processes clear (N=85: 31 F AR-Staff, 27 M AR-Staff; 27 PS-Staff). Besides, only 58% of AR-Staff (40% of all Fs and all Ms) found the promotion fair.</p> <p>a) To improve this perception (70% of all AR-Staffs with positive answers in 2020-SOMH-Survey), we focus on educating staff on promotion processes:</p> <p>1) We will develop include the summary of promotions (for R-Focused and T-Only respectively) in 'SOM-NS-Moodles' so that newcomers learn about the promotion processes/timelines right away.</p> <p>2) We will conduct a 'Promotion Workshop' biannually, particularly targeting at female and BME staff, complementing UCL-held-promotion workshops (biannual).</p>	SAT+EDI SM	2020/21	->	Ongoing	<p>1) Increase in promotion clarity perception to 70% of AR-Staff (via 2020 SOMH-Survey) (base: 53% of F AR-Staff; 72% of M counterparts in 2018 SOMH-Survey)</p> <p>2) Increase in promotion fairness perception to 70% of AR-Staff (via 2020 SOMH-Survey) (base: 40% of F AR-Staff; 40% of M counterparts in 2018 SOMH-Survey)</p> <p>3) A set of targets defined in promotion offers (see AP6.5b for details)</p> <p>4) Inclusion of promotion info in 'NS-Moodles' (base: N/A)</p>	2

6.6b	p.34		<p>b) We aim to improve objectivity in promotion criteria for both R-Focused/T-Only.</p> <p>1) R-Focused: Specifically, starting from 'UCL-Academic-Framework', we try to set up tangible milestones for research/teaching/service/impact areas.</p> <p>2) T-Only: As the UCL HR does not provide the framework for promotions for T-Only Staff, we need to make our own.</p>	PCR/PCT HOD	2022/23	→	Once (with regular updates)	<p>5) Biannual Promotion Workshop (base: N/A)</p> <p>6) PCR/PCT-led interim consultations (candidate identification and support) (base: N/A)</p>	2
6.6c	p.34		<p>c) PCR/PCT's interim consultation (twice in the lifetime of each AG) to facilitate candidate identification</p> <p>Thus far, line-managers (typically appraisers) were solely responsible for identifying candidates for promotions. For more systematic and timely identification, PCR/PCT step in to provide targets with interim consultation when a member is '2-year out' and '4-year out (close)' (in the academic grade).</p> <p>- Specifically, in the 2nd-year consultation, targets will be advised on the areas they should focus on in the next 2-3 years to be more qualified for promotions.</p> <p>-in the 4th-year consultation, targets' AWAMs are tightly controlled such that no extra administrative tasks are allocated.</p>	PCR/PCT Line-managers ADDD	2022/23	→	with regular updates)		2

			On top of this, we plan a set of support particularly for AG9 to 10 promotions (see AP6.4a)						
6.7	p.35	To maintain gender-balance in REF Submissions	In 2014/21 REF submission, we found no gender-Disparities (higher F-ratios in submission). Thus, our AP is minimal. SAT+EDI will keep monitoring gender-/race-ratios in further REF submissions.	HOD Heads of AR-Units	→	→	Ongoing	Maintenance of good practice (over 85% of all eligible Fs and Ms in submissions)	4
6.8a	p.31	To prevent any gender issues in Academic Leavers (currently no issues)	1) SAT+EDI's detailed monitoring of gender issues in academic leavers No gender issues were identified during the assessment period. But the detailed reasons for 4 leavers (25% F) were unknown. Given that our competitors (e.g., WBS, Manchester Business School) have locally recorded the detailed reasons for leaving, our APs start with locally monitoring the details of academic leavers	SAT+EDI	2019/20	→	Annually	1) Local data including details (base: only UCL Central data) 2) Min Gender-Ratios in academic leavers (Min 40% F and M) (base: 42% F during the assessment period)	4
6.8b	p.31		2) To conduct and keep a record of exit interviews for all academic leavers In addition to building up local data, we will conduct in-depth exit interview for all academic leavers and SAT+EDI team will analyse the qualitative data.	HRM SAT+EDI	2019/20	→	Annually	1) Local data including details (base: only UCL Central data) 2) Min Gender-Ratios in academic leavers (Min 40% F and M) (base: 42% F during the assessment period)	4

7. More systematic support for academic career development

2

7.1a	p.34 p.37	<p>To increase clarity and quality of AR-Staff Inductions</p>	<p>a) Updates in ‘SOM-NS-Moodle’ pages</p> <p>In 2018-SOMH-Survey, only 29% of AR-Staff (26% of Fs, Ms respectively) find inductions clear, and only 35% (39% of Fs, 40% of Ms) were satisfied with them.</p> <p>To improve this (70% positive answers in 2020/21), we will develop two separate digital induction tools for R-Focused/T-Only Staff, which include distinct job-specific resources such as</p> <ul style="list-style-type: none"> - separate ‘promotion-sheets’ - separate lists of UCL’s optional career trainings specialized for T-Only vs. R-Focused/R-Only, respectively. <p>We also try to monitor staff’s access to ‘SOM-NS-Moodles’ on a regular basis to find any gender-based issues.</p>	SAT+EDI SM HRM	→	2021/22	Once	<p>1) Increase in induction clarity perception to 70% of AR-Staff (via 2020 SOMH-Survey) (base: 29% of all AR-Staff- no gender difference)</p> <p>2) Increase in induction clarity perception to 70% of AR-Staff (via 2020 SOMH-Survey) (base: 35% of all AR-Staff- no gender difference)</p> <p>3) Two distinct SOM-NS-Moodles by 2021.22 (base: 1 for all AR-Staff)</p> <p>4) ‘NS-Mentoring-Scheme’ (base: N/A)</p> <p>5) Increase in uptake of UCL’s AR-Trainings = Min 50% of All F- and M AR-Staff (base:</p>	1
7.1b	p.34 p.37		<p>b) ‘NS-Mentoring-Scheme’</p> <p>Qualitative data (survey essays, interviews) suggest the need of having one-to-one buddy system for new starters.</p> <p>Specifically, each newcomer will be coupled with one staff in similar AG for regular meetings (Min 1 per term) to get hands-on advice and support about career trainings, appraisal, and promotion, and others.</p>	SM Heads of AR-Units	2021/22	→	Ongoing (scheme valid only for the 1 st year)	47% of all F AR-Staff vs. 33% of all M in 2018/19)	1

7.2	p.37	SAT+EDI's independent data/issue assessment in uptakes of UCL-Trainings	<p>Although we did not find gender issues in the uptake of UCL-level trainings, overall participation rate was low (39% of all available AR-Staff; looking at gender split, 47% of all F AR-Staff; 33% of all M AR-Staff in 2017/18).</p> <p>Thus, through building up our local data (e.g., all participants report to HRM the details of UCL trainings they take in the year), we plan to understand the underlying reasons for this low participation so as to improve the uptake of existing AR-training opportunities.</p>	SAT+EDI HRM	2021/22	→	Annually	Increase in uptake of UCL's AR-Trainings = Min 50% of all F and M AR-Staff (base: 47% of all F AR-Staff vs. 33% of all M in 2018/19)	2
7.3a	p.37	To develop a set of In-House (SOM-level) Trainings specialized in research and teaching, respectively (specialized support for early career AR-Staff)	<p>Interviews suggest that there is a lack of research/teaching trainings at UCL-levels (almost zero training specialized on research).</p> <p>To support staff in developing research skills and evidencing research achievement, we plan to offer research-oriented staff (including R-Focused, PDRAs- open to PGR students) with the following in-house trainings:</p> <ul style="list-style-type: none"> •One-day research-forum • 1:1 peer review for research (among R-focused Staff) •Publishing workshops (inviting journal editors and professional academic copyeditors) •Workshops to evidence impact of research output 	HOD RC	2021/22	→	Ongoing additions	<p>1) A series of in-house training systems for teaching and research, respectively (base: two trainings for teaching)</p> <p>2) 80% positive answer in the question about training/development in 2019-UCL-AS-Survey (base: 74% of Fs and 63% of Ms positive in 2017-UCL-AS-Survey)</p>	1

			<ul style="list-style-type: none"> •Managerial skill development such as professional networking 						
7.3b	p.37		<p>To support staff in developing teaching skills and evidencing teaching achievement, we have developed the following in-house trainings:</p> <ul style="list-style-type: none"> •SOM-TL-Forums: annually run full-day workshop focused on developing teaching skills and introducing innovative practices in the field •'1:1 peer review for teaching' (among SOM's T-Only and R-Focused staff) 	HOD TC	→	Ongoing	Annually		1
7.4	p.37	To encourage AR-Staff to use 'Sabbatical Leave' for research progress	<p>SOM offers R-Focused staff one-term's sabbatical leave (paid) every 3-year: As the uptake is <u>not</u> high (1F, 1M during the period), we plan to encourage staff to use sabbatical to boost their research via HRM's messages and formal appraisals. We also start to accumulate detailed local data and analyse gender or other EDI issues in the uptake of sabbatical leaves.</p>	Heads of AR-Units HRM	2021/22	→	Ongoing	<p>1) Increase in uptake of sabbatical leaves (base: 1F, 1M during the assessment period)</p> <p>2) Detailed local data (e.g., reasons for take sabbaticals and to delay them)</p>	4
7.5a	p.38	To improve AR-Staff Appraisals to lead to more effective and comprehensive career development	<p>Our appraisal aims to facilitate AR-Staff's career development in a fair way.</p> <p>a) With that aim, SOM has focused on assessing staff's research/teaching performance against objective</p>	Line-managers HRM	→	→	Ongoing	<p>1) Increase in appraisal-related questions to 80% of AR-Staff (via 2020 SOMH-Survey) (base: 70% of all F vs 74% of</p>	2

			<p>reference (e.g., REF, SEQ, goals set by appraisees). Based on this assessment, appraisers have identified promotion candidates. We continue to keep the current focus.</p>				all M for interim feedback; 80% for usefulness)		
7.5b	p.38		<p>b) Prevention of overload among appraisers We have increased the number of appraisers not to overload specific staff: Gender is balanced among T-Only appraisers (2 F, 1M) but not among R-Focused/PDRAs (4 M). Thus, we aim to rectify gender-disparity in research-related appraisers (30% F target).</p>	→	→	2021/22	Ongoing (Gender balance by 2021/22)	2) 30% F (1 more F) in appraisers for R-Focused Staff/PDRAS (base: 0% F) 3) Inclusion of work-life balance topic in all AR-appraisals (base: N/A)	3
7.5c	p.38 p.48		<p>c) Moreover, for sustainable and systematic career development, appraisals from 2021/22 will include the 'AWAMs' and 'work-life balance as core topics.</p>	2021/22	→		Annually		2
7.5d	p.38		<p>d) To give AR-Staff earlier chances to understand their performance and improve on it, appraisers will meet their staff in Term 1 or 2 (before the formal assessment in Term 3) for an informal chat and update.</p>	2021/22	→		Annually		3
7.5e	p.38		<p>e) Maintenance of 100% uptake of appraisals The assessment period saw 100% uptakes of appraisals. We will keep this good figure by organising appraisals centrally and through interventions of HRM.</p>	→	→		Annually	1) Maintenance of HRM-led scheduling 2) 100% completion rates in 2019 and onwards (base: 100% in 2018/19)	4

7.6	p.39	<p>To understand particular needs of PDRAs for their career progression (currently no significant issues with good support)</p>	<p>Following the practice of global business schools, PDRAs (AG7) do not progress to another grade at SOM. Thus, PDRAs typically try to publish academic papers during their term (2-3 years typically in global business schools), to prepare to apply for assistant professor positions in other institutions. To help this process, we provide them with almost the same level of support as what R-Focused staff receive (e.g., NS-Mentor, Research budget, UCL-/SOM-held trainings).</p> <p>While continuing this support, we will interview all 3 PDRAs to understand their specific needs. Current interviews (all of them) suggest that 2 PDRA (1M, 1F) will be on their job market soon, while 1 PDRA (1 F) need 1-2 years more.</p>	SAT+EDI PDRAs	2019/20	→	Once	<p>Insights from interviews with all PDRAs on their specific needs for academic career progression (base: 3 interviews)</p>	4
7.7a	p.39	<p>To maintain good level of support for PGR students' Academic Career</p>	<p>a) Maintenance of current support SOM has provided a set of support for PGR students' academic career, including: 1 or 2 academic supervisors from Y1 to Y5, career trainings by UCL/SOM, chances to attend research-seminar-series with globally renowned scholars in the fields, and research-budget (£2K/1year): During the period, all budget was annually utilized by all PGRs (F=12,70%). We benchmarked the practices of several leading UK business schools</p>	PGR-PD RC	→	→	Ongoing	<p>1) Maintain 0% failure rate in both M and F (base: 0% during the assessment period) 2) Maintain 90% 'academic job' placement in both M and F (Base: 100% of all F PGR, 75% of all M PGR during the assessment period) 3) Maintenance of current support for</p>	4

			(e.g., WBS, MBS) finding that our support is solid compared to theirs.					PGRs (base: as they are)	
7.7b	p.39		<p>Reflecting PGR students' requests, we held the following additional academic trainings solely for PGRs in 2017/18-2018/19:</p> <ul style="list-style-type: none"> -Weekly Writing Seminars - Impact Presentation Workshop -Advanced Qualitative Methods (coding and visualizing) —Claiming a Theoretical Contribution – December 2018 -Two-day Research Camp (in affiliation with Cambridge Judge Business School) -How to Publish in Top Academic Journals – June 2019 -Research Lunch with faculty members <p>b) We plan to offer some of these pilot trainings on a regular basis after receiving feedback from PGR students about their usefulness</p>	PGR-PD Heads of AR-Units	2021/22	→	Ongoing	<p>4) Additional academic trainings for PGR students (base: pilot programs in 2017/18-2018/19)</p> <p>5) Data and documentation itself (base: N/A)</p>	4
7.7c	p.39		<p>Neither AR-Unit heads nor the School keeps track of data on the uptake and effectiveness of academic trainings among PGR students.</p> <p>c) Thus, from 2020/21 SAT/SOM-EDI will compile the relevant data and monitor gender-related issues in it.</p>	SAT+EDI PGR-PD	2020/21	→	Annually		3

7.8	p.39	To develop a program of support for UG/PGT students' Academic Career	SOM has a system of general career support for our UG/PGT students with 10 PS-Staff committed to the initiatives (1:1-meetings with careers consultants; regular job-application-workshops; regular career events organized by SOM UCL) However, given that our support for UG/PGTs' academic career was lacking except workshops advising on the application for PGT programmes, we need to organise a set of interviews with UG/PGT/PGR-PDs and UG/PGT students to get some ideas.	UG/PGT-PDs HRM	2023/24	→	Ongoing	Insights from interviews with UG/PGT/PGR-PDs about the way we encourage and support UG/PGT students for their academic career (base: N/A)	5
8. Maintenance of a good practice of flexible working arrangements									4
8.1a	p.40 P.41	To provide more systematic support for Maternity/Other-Related Leaves in a fair way for both focal-staff and affected staff	a) AWAM adjustments in the affected staff: While AR-Staff take maternity/paternity/shared-parental/adoption-leave, their teaching/research duties are covered by members in their AR-Unit. To prevent overload in the affected staff, AADD has started to adjust the workload of the affected staff. Specifically, AADD updated the algorithms in AWAM and will apply it to the case of upcoming leaves.	AADD Line-managers	2019/20	→	Annually	1) Update in AWAM algorithm (Base: in progress) 2) Local data collection (Base: N/A) 3) A set of meetings for returners (base: only meetings with Line-Managers) 4) 80% positive answers in relevant questions of 2020-SOMH-Survey (base: 100% 7/7 females who took the leave in 2018-SOMH-Survey)	2
8.1b	p.40 P.41		b) SAT+EDI's independent data/issue assessment for the details of maternity leave taken on an annual basis	HRM Line-managers	2021/22	→	Ongoing (When cases arise)		1

			<p>We did not find any issues in cover and support for maternity leave in general.</p> <p>But to further improve our support, we will record/compile specific arrangements for coverage during a leave. By doing so, the School can understand the level of consistency within each division and identify some issues in advance.</p>					5) More participation in UCL-PACT after leaves (base: 50% of all 2 Fs taking maternity leaves)	
8.1c	p.40 P.41		<p>c) A system of meetings for returners (Line-Managers, HRM, and AADD):</p> <p>When AR-Staff returns from maternity/paternity/shared-parental/adoption-leave, line-managers took main responsibility of helping their transition. From the next case (2021/22), we plan to arrange additional meetings with HRM (for any additional HR requests) and AADD (to discuss workload models) to further support the focal-staff in the transition back to work.</p>	Line-Managers HRM AADD	2021/22	→	Annually		4
8.1d	p.40 P.41		<p>d) More awareness of and participation in UCL-PACT among returners</p> <p>During the assessment period, only 50% of 2 F returners used PACT, and thus we plan to highlight UCL-PACT and its workshops to staff before and after maternity leave also through 'SOM-NS-Moodle'.</p>	Line-Managers HRM	2019/20	→	Ongoing (When cases arise)		4

8.1e	p.40 P.41		e) SOM-level peer-support group for returners Besides, in extension of UCL-PACT, we plan to organise a peer-support group at the local level	Line- Managers HRM	2023/24	→	Ongoing		5
8.2	p.41	<u>To encourage the uptake of Paternity/Other-Related Leaves among male AR-Staff</u>	Despite the UCL and School's support for the uptake of paternity and other related leaves, none of AR-Staff took these leaves during the assessment period. Interviews suggest that there might be a lack of awareness of or even a negative association with these leaves. We plan to investigate this further through our SOMH-Surveys	SAT+EDI	2020/21	→	Once	1) Further interviews and Identification of insights 2) Questions about paternity-and related-leaves in 2020-SOMH-Survey to understand the reasons why the uptake has been low. 4) increase in paternity leave uptakes by 2023 (target TBD) (base: 0 in the assessment period)	4
8.3	p.41	<u>To start systematically monitoring data for flexible work arrangements to identify potential gender issues</u>	Although SM supports flexible working arrangements, we have not systematically collected and analysed the data on flexible working. To find any gender issues, we need to first build up the data including the details of requests (e.g., females more rejected at the requests?) and arrangements such as exact types and the number of requests.	SAT+EDI Line- Managers	2019/20	→	Annually	1) Local data + improved understanding of gender patterns in flexible working arrangements (base: N/A) 2) 90% positive answers in 2024 SOM Survey (base: 89% in 2018)	1
8.4	p.42	<u>To check the compatibility between SOM- and UCL-Policy on PT transitions.</u>	As an 'exception', 10 Senior-TFs transitioned into PT at AG8 levels (50% F). We don't allow this exception anymore, and transition from PT back to FT is not possible. We	HRM SMT SAT+EDI	2019/20	2019/20	Once	1) Thorough policy assessment (base: N/A) 2) Interviews and improved understanding of staff	4

			individually interviewed all PT TFs, finding that they are satisfied with this arrangement. We are now in the process of checking whether our policy is compatible with UCL-Policy.					perception of our policy (base: N/A)	
9. EDI AS CORE CULTURE: Reduction in bullying experience									1
9.1a	p.43	<u>To embed AS Principles and EDI in our core culture through SOM's SAT+EDI collaborations</u>	<p>a) To embed EDI in our culture and to remove any bias, it's important that all staff/students have frequent chances to interact and mingle together.</p> <p>As an effort to increase contacts among them, our common lounge (CW-Campus) provides them free coffees. The EDI noticeboard in the same space is updated regularly with our AS progress or other resources useful to help staff/students' well-being</p>	PM HRM	→	ongoing	ongoing	<p>1) Maintenance of good practices (base: active mingling in common lounge)</p> <p>2) Inclusion of EDI contents in our UG/PGT/PGR curriculum by 2023/24 (next AS application) (base: N/A)</p> <p>3) Positive response in the fair treatment question in future surveys (base: 89% of Ms; 90% of Fs agreed in 2018-SOMH-Survey)</p>	3
9.1b	p.43		<p>b) To engage all staff/students in AS principles, we also find the need to familiarise our UG/PGT/PGR students with the core EDI values through curriculums.</p> <p>Thus, we also plan to make our teaching portfolio include modules that motivate and train our UG/PGT/PGR students to promote equality and diversity in organisations in the long term. For example, top UK/global business schools have included EDI contents in the modules</p>	UG/PGT/ PGR-PDs	2023/24	→	Ongoing with regular updates		4

			such as managerial organisational behavior or managerial ethics						
9.2	p.45	To have all staff participate in BH workshops (e.g., UCL-WTDL-Workshops)	<p>We have concluded that effectively addressing existing bullying behaviours and preventing future ones will require more than HOD's individual efforts.</p> <p>Rather, the School needs to hold large-scale, repeated trainings to educate all staff members about the definition/scope of BH behaviours and necessary reactions in case they experience or observe bullying behaviours.</p>	HOD SAT+EDI HRM	2018/19	2021/22	Annually ongoing	<p>1) All Staff completion of UCL-WTDL workshops by 2021/22 (base: 41% of all staff took either WTDL- or TTL-workshops)</p> <p>2) Less than 5% (e.g., n=5-6) of all participants reporting BH cases in 2020-SOMH-Survey (base: 14% of all participants in 2018-SOMH-Survey)</p>	1
9.3a	P.45	To provide all staff/students with proper channels for reporting BH behavior as well as specific support to victims/perpetrators	<p>a) SOM-BH-Factsheets</p> <p>To encourage the cases of proper reports and reduce inaccurate reporting, we will develop a school-level 'integrated and simple' guideline of defining a set of negative behaviours (bullying, anti-social, inappropriate, unfair behaviours): 'SOM-BH-Factsheet'</p> <p>This guideline will be a brief localized version of all the materials found in the UCL-HR/EDI-resources.</p> <p>We will educate all staff/students by including this factsheet in our annual 'AS Q&A sessions' targeted at all staff/students as well as in 'SOM-NS-Moodles'.</p>	SAT+EDI	2020/21	Ongoing	Ongoing	<p>3) SOM-BH-Factsheet to be included in 'SOM-NS-Moodle' and 'Athena SWAN Q&A sessions' (base: N/A)</p> <p>4) SAT+EDI level data compliment (base: N/A)</p>	1

9.3b	P.45		<p>b) School-level support and advice led by SOM-EDI-Team</p> <p>Since its launch in 2018/19, we've encouraged all staff/students to use UCL-RS-System.</p> <p>But as the system can neither identify the details of BH nor provide specific support to victims, SOM-EDI-Team will work as interim advisors to help affected BH victims. This way, we can build up detailed local data on BH for more effective assessment and treatment.</p>	EDI	2021/22	Ongoing	Ongoing		1
9.4a	p.47	<p>To start systematically monitoring data for Committee Membership/Chairmanship to identify potential gender issues</p>	<p>The AS application process revealed that gender or EDI issues have not been actively monitored across committees. For example, in the current application, we failed to retrieve the full data for 2016/17</p> <p>From 2021, all committee chairs, upon any changes of membership, are required to share membership data with SOM-EDI/SAT biannually to strengthen monitoring. And SOM-EDI will take charge of data management and production of biannual assessment data.</p>	SAT+EDI	2019/20	Ongoing	Annually	<p>1) consolidated data and annual assessment by SAT+EDI (base: N/A)</p> <p>2) Opposite-sex co-chair system in SMT (2021/22), RC (2023/24), and TC (2023/24) (base: N/A)</p> <p>3) Min F-Ratio (30%) in all key committees (SMT/RC/TC/PCR/PCT) (base: 40% F in SMT, 22% in RC, 29% in TC, 38% in PCR, 50% in PCT)</p>	2
9.4b	p.47	<p>To increase women's representation in Committee Membership/Chairmanship</p>	<p>Given the gender ratios in AR-Staffs (33% F are all eligible to be members of SMT, RC, and TC, PCR, PMT), the F's underrepresentation in key committees seems problematic. To improve this, we have set up a female</p>	SAT+EDI Comm-chairs	2020/21	2022/23	Biannually		2

			ratio target for all key committees (Min 30% F)						
9.4c	p.47		In sum, across committees, there is a great lack of female chairs. Even with gender-balanced members, a lack of female chairs can lead to biased decision making. To improve this, we will introduce a gender-balanced co-chair system in SMT (2021/22), TC (2023/24), and RC (2023/24) gradually	SAT+EDI Comm- chairs	2021/22	2023/24	Ongoing		
9.4d	p.47	To start race assessment in Committee Membership/Chairmanship	Race-disparity was severe in both chairmanship (6%= 1 out of 18 BME). We have not conducted race assessment in membership. Thus, in our future monitoring, we also assess race-issues in committee membership/chairmanship.	SAT+EDI	2021/22	Ongoing	Annually	Race-assessment in committee membership and chairmanship (base: N/A)	4
9.5	p.47	To start compiling data on External Committees to identify potential gender issues	Given the lack of data, SAT+EDI will start compiling and analysing data of staff members' participation in external committees.	SAT+EDI	2019/20	Ongoing	Annually	SAT+EDI driven annual assessment on External Committees (base: N/A)	4
9.6a	p.48	To start compiling data on AWAMs to identify potential gender issues	a) AADD-level monitoring using 'Interfolio' Although the 2018 data (SAT-driven post-hoc analysis) revealed no significant issues, gender and race ratios were not monitored in past or current AWAMs. From AADD will locally monitor gender issues using the new online system (Interfolio)	AADD	2020/21	Ongoing	Annually	1) AADD's data storage/analyses (base: N/A) 2) SAT+EDI driven annual assessment on AWAMs 3) Gender balance in AWAM details (base: ad-hoc analyses)	2

9.6b	p.48		b) SAT+EDI's independent monitoring/issue-assessment In addition to local monitoring, EDI-SOM will produce annual reports based on their assessments of EDI issues in AWAMs.	SAT+EDI	2020/21	Ongoing	Annually		2
9.7a	p.48	To further improve AWAM as a key guide in fair HR processes	a) To discuss AWAMs in appraisals and promotions Thus far, AWAMs were not strongly considered in appraisals and promotions for AR-Staffs. For sustainable/systematic career progression, AWAM will be included in all appraisal/promotion decisions. AADD will come up with the details of the methods by 2020.	AADD	Vary starting points	Ongoing	Annually	1) Discussion of AWAM in AR-appraisals from 2021/22 (base: N/A) 2) Discussion of AWAM in AR-promotions (from 2022/23) (base: N/A) 3) Inclusion of AWAM Questions from the 2020 SOMH-Survey Onwards	2
9.7b	p.48		b) AWAM questions in SOMH-Surveys Although AADD has held individual meetings to readjust or update AWAMs, there is no quantitative data to keep track of staffs' average perception on the fairness of the model (according to AADD, no gender-specific feedback during the assessment period, From 2020 SOMH-Survey, we plan to include three questions about the workload model (1 needs to be an essay-style question) and aim to get 80% positive responses in terms of perceived fairness and no gender difference in these answers.	SAT+EDI AADD	2020/21	Ongoing	Annually		3

9.8a	p.48	To maintain the good practice of keeping key meetings/socials within UCL-Core-Hours	a) Highlighting the importance of UCL-Core-Hours To extend the current good practice of keeping key meetings within UCL-Core-Hours, we plan to regularly communicate to all staff (via email) the importance of having meetings within the UCL-Core-Hours.	SAT+EDI SM	2019/20	Ongoing	Annually	1) Regular emails (base: N/A) 2) SAT+EDI driven annual assessment on timing of key meetings/socials (base: N/A)	4
9.8b	p.48		b) SAT+EDI's independent monitoring/issue-assessment From 2021, SOM-EDI will take charge of tracking the details (time, participants) of major time changes regarding all-staff meetings, committee meetings, and research seminars.	SAT+EDI	2020/21	Ongoing	Annually		4
9.8c	p.48	To remove religious connotations in the School's Key Socials	But given diverse religious orientations among staff, we fixed it to be 'SOM-Year-End-Gathering' from 2019/20 onwards. This rule applies to the School's other major (all-staff target) social gatherings.	SAT+EDI SM	2019/20	Ongoing	Ongoing	Consistent changes in the event details (base: executed in 2019/20 socials)	4
9.9	p.48	To start compiling data on invited speakers to identify potential gender issues (TL-Forums, Research-Seminar-Series)	For more effective issue assessment, SOM-EDI will consolidate the relevant data (gender and race of all speakers) across all meetings on an annual basis.	SAT+EDI	2020/21	Ongoing	Ongoing	1) SAT+EDI driven annual assessment on gender/race of key speakers (base: N/A); 2) maintain Min 40% F and Min 40% BME speakers in all key events such as TL-Forums/Seminar-Series (Base: varying)	2

9.10a	p.67	Develop a success story for Professor Stiasny (2018 TL-Forum keynote speaker)	A) Success story for female Full-Professor (internally) Across SOM's public materials, academic role models (e.g., Asso-/Full-Professors) are missing. As we plan to internally promote one female to Full-Professor by 2022/23 (AP6.4), we expect to develop a success story for female Full-professor by 2023/24	SAT+EDI	2023/24	2023/24	Once	1 PR story of successful F full-Prof (base: 0)	3
9.10b	p.67	Develop success stories for 4 F Asso-Professors between 2020-2024	B) Success story for female Full-Professor (externally) To motivate female junior academics in their career progression, we also plan to develop PR stories for 2 female Asso-Professors to include in SOM's websites and blog pages.		2020/21	2022/23	Once	2 PR story of successful F Asso-Prof (base: 0 stories)	3
9.11	p.47	To start compiling data on Outreach Activities to identify potential gender issues	SOM-EDI will start compiling and analysing data of staff members' participation in outreach activities.	SAT+EDI	2019/20	Ongoing	Annually	SAT+EDI driven annual assessment on External Committees (base: N/A)	4