

2.1 Previous Action plan

The most recent iteration of the action plan associated with the department's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress. For example: **R** **A** **G**

The previous action plan shows the original timeframe of the Silver Action Plan, a revised action plan timeframe with additional actions for 2021-2022, any additional and removed actions, and RAG rating over three review periods.

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Communications									
2.1a	External-facing picture of Department will continue to be updated and will highlight the activities organised by the Athena Swan (AS) team (*now referred to as EDI Executive Group)	Current website does not highlight equality and diversity and has minimal information about AS, suggesting it is not a priority for the department to external visitors/prospective employees and students.	Revised and up to date website with emphasis on equality and diversity + EDI dedicated webpages with info about AS, EDI Exec Group activities, and events. Communications Officer appointed to manage dynamic parts of website.	Jul 2018 Nov 2021	EDI Exec Group Chair	Communications & Community Working Group	New website pages established, with dedicated EDI webpages Website updated on a regular basis (monthly) with emphasis on EDI.	09/2019 Review – A 05/2020 Review – G 10/2021 Review – G	<ul style="list-style-type: none"> Webpages to be maintained and updated by new Comms Officer with fresh content & monitor engagement Useability & navigation improved to ensure EDI pages are easily navigable from other pages
2.1b	Internal (intranet) facing revision to website. Wide range of staff participate in EDI related activities/events beyond EDI Exec Group	Current website is focused on “old” IGH (pre-merger with IPH) and needs to actively highlight shared values and upcoming EDI activities across department to encourage participation, awareness, and sense of shared commitment.	Intranet website has full information about department, processes on equality and diversity, and events list. Intranet pages reviewed at monthly Communications & Community meetings and updated on a regular basis Staff report being informed and aware of EDI activities	Jul 2018 Nov 2021 & monthly Nov 2021 survey	EDI Exec Group Chair	Communications & Community Working Group	New intranet pages established A wide range of staff (across seniority, gender, ethnicity, and staff category) involved in EDI activities/events beyond EDI Executive Group Awareness of EDI activities and department’s work towards AS charter at 70% of women and men respondents strongly agree or agree to having an awareness (as measured by 2021 staff survey)	09/2019 Review – A 05/2020 Review – A 10/2021 Review – G	<ul style="list-style-type: none"> Maintain intranet pages with new EDI activities at regular intervals (monthly review) Useability & navigation improved to ensure internal EDI pages are easily navigable from other pages. Including self-reporting tool for EDI activities visible Include new question in 2021 (November) survey to assess awareness of EDI activities

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Communications cont.									
5.6vi	<p>Large staff meetings, departmental seminars, and social gatherings to be within core working hours (10am-4pm).</p> <p>Lectures and talks to be within core hours - if not feasible, then ensure livestreaming/recording of event outside of core working hours.</p>	A key component of promoting flexible working hours and the family friendly environment of the Institute is to ensure participation of those with caring commitments. All members of staff should be able to attend events, with proportional representation of genders (in line with department gender ratio) and parents/ carers.	Majority of large departmental events (25+ staff), departmental seminars, social gatherings, 'All Staff' and large Centre meetings are within core hours or livestreamed/recorded if not	Jul 2018 + ongoing	Institute Manager	<p>Communications & Community Working Group</p> <p>Centre Leads</p>	<p>Majority (80-100%) of large (25+ staff) departmental events, departmental seminars, social gatherings, 'All Staff' and large Centre meetings are organised in core hours (10-4)</p> <p>100% of those organised outside of core working hours to be livestreamed, recorded, or made available in some other way such as minutes shared after meeting.</p>	<p>09/2019 Review – G</p> <p>05/2020 Review – G</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Include Transformed Athena Swan culture survey question "The timing of IGH's meetings and events take into consideration those with caring responsibilities" to assess if staff feel meetings are taking place in core hours
5.6vii	<p>Create a Beacon Activity spreadsheet to monitor talks and outreach activities</p> <p>Create & communicate self-reporting form on intranet EDI pages for EDI/Beacon activities for staff to self-report their activities</p>	During the past 3 years (2014-2017) we have organised events with a total of 89 external speakers. Of these 89, 49 (56%) were women. This is more equal (50:50) representation of genders amongst external speaker's than the department's own overall staff gender ratio (70% F) and those entering the profession, it may therefore highlight some bias in favour of men speakers. It is important to monitor and analyse this to understand any bias in invitation.	<p>Monitoring is initiated.</p> <p>There is diverse gender and ethnicity representation in external speakers at talks and outreach activities organised or co-organised by staff in the department</p> <p>Self-reporting tool is created and communicated to staff</p>	<p>Annual monitoring</p> <p>Annually</p> <p>March 2022</p>	Institute Manager	<p>Data & Writing Working Group</p> <p>Seminar Coordinators/Departmental Administrators organising activities</p> <p>Communications & Community Working Group</p>	<p>Database/Beacon spreadsheet of activities taking place is established and monitoring to understand any gender-bias in selection of speakers</p> <p>There is diverse representation of genders and ethnicities across speakers and outreach activities organised or co-organised by department staff</p> <p>Staff report activities using self-reporting tool</p>	<p>09/2019 Review – R</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Create and roll out speaker monitoring form to collect EDI characteristics of speakers at activities from outset Re-circulate self-reporting tool to gather new data and promote use EDI Coordinator to improve Beacon activity database ensuring virtual events in 2020/21 included

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Communications cont.									
5.6vi ii	Increase number of research staff undertaking public engagement and outreach activities. Provide/signpost training and mentoring options for public engagement	Public engagement/outreach increases the profile of researchers and impact of research. 11 (65%) F, 5 M & 1 intersex academic did outreach and public engagement activities across positions/grades during 2014-2017. 15 (60%) activities were done by women compared to 7 by men and 3 by an intersex academic. The top activity by men were talks (4), an intersex academic and women reported more media activities (2 & 5). This is a small proportion of staff undertaking these activities with some gendered difference in type of activity.	There is a web presence of activities to provide a platform for the work of staff Training and mentoring options circulated to staff Media training during in-week.	Dec 2020 Annual review Annualy	Institute Manager	Principal Investigators Communications & Community Working Group Mentoring & Coaching Working Group Line Managers (to encourage direct reports)	Increase in numbers from 2014-2017 undertaking public engagement and outreach activities. Proportional representation of gender (to department ART staff gender ratio approx. 66% F) among staff involved in activities. 90% of academic and research staff trained in public engagement and outreach. 90% trained in media and communications over a 3-year period.	09/2019 Review – R 05/2020 Review – R 10/2021 Review – A	<ul style="list-style-type: none"> Raise awareness amongst staff & PGR students of public engagement funding opportunities through email and newsletter Encourage staff and raise awareness of UCL Public Engagement: Skills and Practice (PESP) courses Mentoring & Coaching survey to gauge appetite for this training Mentoring & Coaching Working Group to feature PESP courses in list of Organisational Development
Human Resources									
2.2	Improve staff perceptions of Senior Managers' commitment to EDI. Current line managers and Centre Leads Diversity and Unconscious Bias training (every 3 years)	Most staff "feel that senior staff around me seem to support equality between women and men" (Agree or strongly agree F 77% & M 100% 2017 survey). But there are gendered differences in perceptions of a lack of support for equality from senior staff: 10 women (39% of F respondents) agreed/ strongly agreed with "I think some senior managers could do more to support equality", only 2 (13% of M respondents) men agreed.	100% of current Centre Leads and Line Managers to attend/undertake online training on Equality, Diversity, Inclusion and Unconscious Bias every three years	Dec 2018 + 3 yearly	Head of Department Institute Manager	Line Managers Centre Leads HR Team	Improved perceptions: Increase in women survey respondents agreeing or strongly agreeing (up from 2017 survey at 77%) that senior managers support gender equality 100% completion of mandatory EDI training for all current line managers and Centre Leads every 3 years	09/2019 Review – A 05/2020 Review – A 10/2021 Review – A	<ul style="list-style-type: none"> HR team to be firmer on monitoring training completion at probation. Mandatory training is highlighted at probation, probation is not signed off until training complete. Bespoke training report run through central HR to improve accuracy of training records Communication of re-training to Line Managers

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Human Resources cont.									
4.2ii	Support women's careers and job security (academic and research staff)	<p>In 2016/2017 there were almost equal numbers of men and women on permanent contracts (7 F 47% 8 M 53% in 2016/17) – but this is not representative of proportions entering the profession/in IGH as more women are present in the department, leading to perceptions of imbalanced career progress and job security for women.</p> <p>The proportion of women on fixed-term contracts compared to permanent contracts is 2:1 (16 F fixed term & 7 F permanent) in 2017 and had not changed substantially in the previous 3 years. In contrast, the proportions for men are approx. 1:1 (7 M fixed term 8 M permanent)</p> <p>In part this reflects the higher number of women entering the global health profession since fixed term posts tend to be at lower grades. Action on this requires activities to ensure that women are supported into permanent posts and ensuring their progression within the research careers.</p>	<p>Women on fixed term contracts supported to move to permanent posts when available by:</p> <p>Circulating open ended/permanent and senior opportunities to all staff</p> <p>In line with UCL policies, redeployees that meet essential criteria are invited to interview. Redeployee scheme highlighted to those at risk of redundancy</p> <p>Ensuring all recruitment panels are gender representative</p> <p>Mentoring opportunities and career surgeries identified and promoted to women in IGH to support career progression</p>	Nov 2021	Head of Department	<p>Institute Manager</p> <p>HR Team</p> <p>Mentoring & Coaching Working Group</p>	<p>Percentage of women and men on open ended/permanent contracts proportional to department's gender split (approx. 66% F for ART staff) compared to 2016/17 figures (47% F 53% M on open ended/permanent contracts)</p> <p>Positive survey feedback from women ART staff on career surgeries for supporting their career progression.</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Full review of contract type data by gender and expanded to include intersectional review with ethnicity data Career surgeries for ART and PSS staff provided by Mentoring & Coaching Working Group

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Human Resources cont.									
4.2iii	<p>Continue to monitor end of contract exit interview surveys.</p> <p>Roll out redesigned form to gather more detailed information and to provide a simple metric to measure whether the resignation or end of contract is positive, neutral, or negative.</p> <p>Review whether there is significant difference of > 20% for any equity monitored group. For example, > 20% more women than men are leaving with 'negative' survey/resignation status.</p>	<p>Since September 2014, 18 women and 5 men academic members of staff left IGH, whilst a reflection of higher women proportions in the department, 18 of those leaving was due to end of research grant funding (16 women).</p> <p>Staff-leaving patterns may reflect underlying inequalities in the working environment. It is important to understand why there are gendered differences in leaving patterns and whether the resignation/termination is positive, neutral, or negative, to improve practices.</p>	<p>Exit survey devised to include simple metric of positive/neutral/negative.</p> <p>Reasons for staff leaving are monitored and evaluated.</p> <p>Each form is reviewed for potential improvements to IGH procedures</p> <p>Reasons for leaving identified and thematically grouped to identify issues.</p>	<p>Jul 2018</p> <p>Continuous as leavers arise</p>	<p>Institute Manager</p> <p>HR Team</p>	<p>Line Managers</p> <p>HR Team</p> <p>Data & Writing Working Group</p>	<p>A reduction in numbers of ART women leaving due to lack of funding (from 16 for 2014-2017 period) – reasons for leaving showing predominantly resignation for career progression, career break or further study (between 2017-2021)</p> <p>75% of all staff leaving leave with a 'positive' status with no significant >20% gendered differences</p> <p>100% completion rate for exit surveys</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Roll out redesigned online form to collect more manageable data and increase chances of collecting leaver data due to easier format IGH Statistician to look at rolling averages over years Send chasers to leavers to complete form if not completed within 7 days

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Human Resources cont.									
4.2iv	<p>Women will be encouraged to apply for professorial re-banding.</p> <p>Gender pay gap at all staff levels needs to be examined in detail – not just at Professorial levels.</p> <p>Monitor rates of application for pay increments by gender.</p>	<p>A review of professorial pay in 2017 (equal numbers of men and women professors) found a 24% (mean and median values) pay gap in favour of men which is far higher than national average of 16% for academic staff at UK universities in 2017 (https://www.nature.com/articles/d41586-018-04309-8).</p> <p>Gender pay gap was analysed at Professorial levels but important to analyse across all levels and ethnicity to understand inequities.</p>	<p>Reasons for gender pay gap at Professorial levels identified.</p> <p>Analysis undertaken by one of IGH's statisticians of gender pay gap at all levels in IGH, including ethnicity pay gap.</p> <p>Interview panel data monitored to ensure 25% representation of women on panels</p>	<p>April 2022</p> <p>April 2021 + Nov 2021</p> <p>Continuous monitoring</p>	Head of Department	<p>EDI Exec Group Chair</p> <p>Data & Writing Working Group</p>	<p>Gender pay gap at all staff grades analysed and presented</p> <p>Actions agreed to reduce gender pay gap (by April 2022)</p> <p>Improvement in gender pay gap at grades 9 and 10 to at least or better than the UK national average of 12% for academic staff at UK universities (2021).</p> <p>Rates of application for pay increments proportional by gender to department gender ratio (70% F)</p>	<p>09/2019 Review – R</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> October 2021 pay gap data presented at IGH All Staff Meeting (in addition to 2020 data review on 14 May 2021) for consultation and discussion on actions Actions agreed to reduce gender pay gap set out by EDI Exec Group (by April 2022) In depth analysis of increments, contribution points and professorial reviews since 2017 conducted to analyse changes over time and gender in addition to central promotion data.
5.1i	<p>Recruit a more diverse and inclusive staff body - including people with disabilities, diversity of ethnicities and other equity monitored characteristics</p> <p>Ensure representation of</p>	<p>Overall, we still have more women applying to all posts in global health. The 2017 staff profile shows 69% F and approx. 16% BAME staff.</p>	<p>Emphasise the importance of recruiting a more diverse and representative workforce in recruitment training and discussions.</p> <p>Ensure positive statements are made within job adverts and JDs stressing that IGH welcome applications</p>	<p>Nov 2019</p> <p>Nov 2019 + ongoing with each advert</p>	Head of Department	<p>Institute Manager</p> <p>Hiring Managers</p>	<p>Staff profile shows increase percentage of BAME staff from approx. 16% (2017) to 25%.</p> <p>100% of interview panels are gender balanced.</p> <p>80% of interview panels include a BAME member of staff</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Encourage staff to use MyHR self-service to input missing EDI data particularly on ethnicity (currently 27% unknown data) Redact CV's and applications where possible (PS applications already blind) for identifiable information to counteract any unconscious bias in shortlisting

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Human Resources cont.									
5.1i cont.	gender and BAME staff on interview panels		<p>from underrepresented groups.</p> <p>Ensure we are abiding by UCL good practice</p> <p>Institute BAME members of staff and UCL Fair recruitment specialists asked to participate in interviews where necessary</p>	<p>Ongoing</p> <p>Nov 2021</p>			100% of job adverts include positive statements for appropriate underrepresentation		
5.1ii	<p>Induction - all new staff to have formalised induction procedures</p> <p>All new managers to be trained in induction processes</p>	<p>Induction is a key career point for ensuring all staff are aware of the policies and procedures available for them at IGH</p> <p>Induction also plays a role in retention of staff and ensuring staff feel welcomed into the department</p>	<p>Ensure all line managers are aware of the induction check list</p> <p>Staff newly appointed to managerial positions (line management of other staff) are trained in induction processes</p> <p>Ensure all line managers conduct comprehensive probation meetings</p>	<p>Jul 2018 & ongoing as Line Managers step into post</p>	<p>Institute Manager</p> <p>HR Team</p>	<p>Line Managers</p> <p>HR Team</p> <p>Data & Writing Working Group</p>	<p>Induction checklist highlighted to 100% of new starter Line Managers</p> <p>Probation sign-off held until all mandatory courses have been completed. Probations monitored for completion.</p> <p>Staff survey indicates 75% of new starters within last 12 months felt 'welcomed and knowledgeable about UCL's policies and procedures' following their induction.</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> HR Officer to provide virtual training sessions on induction procedures to Line Managers Devise survey for those completing probation to gather feedback on induction and probation Induction sharepoint with key information, contacts, advice for new starters published and circulated to each new starter. Ensure this has reference to IGH's EDI work and commitment to AS. All completed probation forms checked by HR team for training completion evidence

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Human Resources cont.									
5.3ii	<p>All new staff to be informed and aware of who their line manager is, their responsibilities of their post and the appraisal system at induction.</p> <p>All line managers and appraisers (including newly appointed) to be trained in appraisal.</p> <p>Training available for all staff during in-week development sessions</p>	<p>2016 staff survey found issues about the quality of appraisals. A further concern raised in the 2016 staff survey was the lack of clarity, amongst some staff, about who their line manager was. In the 2017 survey, perceptions of line management and appraisal were significantly improved but not solved and now need to ensure sustainability of improvements in line management.</p> <p>2017 survey results: "My line manager gives me feedback on my performance that I find helpful" (76% F agreed or strongly agreed with 12% disagreeing or strongly disagreeing, 93% of M agreed or strongly agreed); "My Line Manager has discussed my career development needs with me in the past 12 months" (85% F agreed/strongly agreed 93% M agreed/strongly agreed)</p>	<p>90% participation in appraisal training for current Line Managers</p> <p>All new staff aware of their line manager.</p> <p>Line managers clear on the objectives and processes of line management.</p> <p>Increased awareness among all staff of purpose and objectives of line management and appraisal system.</p>	<p>Sep 2018</p> <p>Dec 2021</p> <p>Dec 2021</p> <p>Dec 2021</p>	Head of Department	<p>Centre Leads</p> <p>Line Managers</p> <p>Data & Writing Working Group</p>	<p>Improved perceptions of line management amongst women in 2021 staff survey compared to 2017 (see column 3)</p> <p>90% participation in appraisal training for current Line Managers</p> <p>80% participation of other staff in appraisal training once every 3 years.</p> <p>100% of staff aware of who their Line Manager is (as measured by staff survey)</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Appraisal training and changes to appraisal system at Faculty level signposted to Line Managers and Appraisees HR Officer to provide virtual training sessions on appraisal procedures to Line Managers

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Human Resources cont.									
5.6ii	<p>Ensure a safe, inclusive working environment for all staff</p> <p>Create an open and secure environment in which staff feel confident to report any bullying/harassment/discrimination</p>	<p>Staff survey 2017 indicated some continued experiences/witnessing of bullying and harassment: one man indicated that he had received repeated and unwelcome remarks of a sexist nature and 1 man (out of 15) and 2 women (out of 26) had witnessed discrimination on a basis other than gender. No staff said 'Yes' to feeling they had been discriminated against based on gender.</p> <p>84% (21) of women respondents said 'Yes' to the statement "Are you confident any complaint would be treated confidentially and seriously" whereas only 60% (9) of men respondents said 'Yes'.</p> <p>The fairly low percentages believing reports would be treated seriously and confidentially may show a lack of confidence in reporting cases. Free text answers within the survey indicated that some staff had experienced discrimination and bias on the basis of race.</p>	<p>Director to send reinforcement of 'zero tolerance' of bullying & harassment every 6 months.</p> <p>SMT members to attend bullying and harassment seminars within three years.</p> <p>All staff encouraged to attend bullying and harassment seminars.</p> <p>Targeted invites for staff who persistently avoid training</p> <p>UCL Core Behaviours and Bullying & Harassment posters posted at all 4 sites</p> <p>Internal newsletter to reference matters on a regular basis</p>	<p>Jul 2018</p> <p>Every 3 years</p> <p>Every 3 years</p> <p>Jul 2018</p> <p>Bi-monthly</p>	<p>Head of Department</p> <p>Institute Manager</p>	<p>Line Managers</p> <p>Centre Leads</p> <p>Communications & Community Working Group</p>	<p>85% of survey respondents, with no significant gendered differences >20%, state they are confident any reports would be handled seriously and confidentially, demonstrating improvement in confidence and trust in handling of incidents (as measured by staff survey)</p> <p>Sustained low numbers as 2017 (proportional to staff increase in numbers) experiencing and/or witnessing bullying and harassment (as measured by staff survey).</p> <p>85% attendance (in last 3 years) on bullying & harassment workshops/online courses for all current staff</p> <p>100% of current SMT attended Bullying and Harassment Seminars in last 3 years</p>	<p>09/2019 Review – R</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Enhance survey questions on bullying/harassment/discrimination to understand if this behaviour is internal/faculty/external. Include questions on homophobia and race discrimination. Hold 'where do you draw the line workshop' in December with targeted invites to those persistently not attending

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Human Resources cont.									
5.6iii and iv	<p>Develop job descriptions for all internal committee posts</p> <p>Support during appraisal, career development workshops, and mentoring, to encourage applications to influential internal and external committees.</p>	<p>The diversity of academic, research and professional staff views should be reflected on bodies that influence academic, research and teaching activities.</p> <p>Improve the diversity by gender, grade and ethnicity on internal committees, leadership positions, and application for external committees.</p> <p>In 2017 5 W & 0 M were members of 1 or 2 committees, 2 W & 0 M were members of 3 committees and 3 W and 5 M were members of 4 or more committees.</p>	<p>Ensure gender and ethnicity balance on committees (proportional to staff gender ratio) and shortlists for key leadership posts.</p> <p>Ensure that all Chair posts have job descriptions and a time limited duration.</p> <p>Encourage and facilitate job share for leadership posts.</p>	<p>Annual review</p> <p>Annual review</p>	<p>Head of Department</p> <p>Institute Manager</p>	<p>Senior Management Team</p> <p>Line Managers</p> <p>HR Team</p> <p>Mentoring & Coaching Working Group</p>	<p>80% of committee Chairs have a job description.</p> <p>All major committees have terms of reference.</p> <p>All IGH leadership positions and panels monitored for gender and ethnicity diversity and discussed at the EDI Exec Group.</p> <p>Proportional to department ratio of gender, ethnicity and grade applications to external committees</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – G</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Annual review of committee membership Collection of Terms of References & Committee Chair's job descriptions Planning for succession of EDI Executive Group members at February EDI Executive Group meeting
3.1i	<p>Lobby for Institute for a funded administrative support to the EDI Executive Group & AS submission</p>	<p>EDI Exec Group relies upon the time and goodwill of voluntary members of staff and requires data analysis on an annual basis that is time consuming for staff with competing workloads.</p> <p>Accurate data monitoring and annual review requires dedicated support to relieve administrative burdens on voluntary staff.</p> <p>Additional EDI events and activities have been under-resourced.</p>	<p>Funded member of professional services team allocated to support EDI Executive Group at 0.2 FTE</p>	<p>Jan 2019</p>	<p>EDI Exec Group Chair</p>	<p>Institute Manager</p>	<p>Funding for support to EDI Executive Group is in place at 0.2 FTE.</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> EDI Coordinator to provide 0.8 FTE support for data collection, monitoring and to EDI Exec Group to reduce administrative burden to voluntary committee members. EDI Coordinator to coordinate at least 2 EDI activities/events EDI Coordinator to provide improved databases for data collection/analysis to 'future proof' analysis

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Survey									
3.1ii	Administer staff survey bi-annually to assess progress and issues to address	<p>Bi-annual staff survey has proven to be suitable means of measuring impact of previous year's AS activities and ensuring staff participation in identifying future actions.</p> <p>Response rates have been over 80% of staff in 2017 and 2019, these survey results from the majority of all staff have informed the Athena Silver Action Plan and its updated actions. Bi-annual takes into account UCL wide survey and survey fatigue to maximise responses.</p>	Bi-annual staff survey available to all staff.	Bi-annually	Head of Department	Survey Working Group	<p>Staff survey administered bi-annually; at least 80% response rate with participation rates across genders and staff categories (Academic, Research, Teaching, Technician, Professional Services) reflective of staff profile.</p> <p>Results disseminated and discussed at annual staff in-week and shared at All Staff Meeting</p>	<p>09/2019 Review – G</p> <p>05/2020 Review – G</p> <p>10/2020 Review – G</p>	<ul style="list-style-type: none"> Incorporate 7 core culture survey questions from Transformed Athena to embed for future year on year analysis Review survey and update accordingly to ensure monitoring questions are appropriate and add any new questions to deepen understanding of experience Run 2021 staff survey with 80% response rate
4.2ia	Improve career transition points and the visibility of opportunities and successful promotions because perceptions of career progression do not match data.	<p>Although women's careers have been supported for progression (6 F and 4 M were promoted in 2017) and progress has been made in the past 4 years prior to 2017, the 2017 staff survey showed the following gendered differences: 35% of women agreed or strongly agreed with the statement "I have the same opportunities for promotion as anyone else of my ability and experience" compared to 73% of men.</p> <p>58% of women agreed or strongly agreed with the statement "women</p>	<p>(1) AS Presentation in Institute Meetings</p> <p>(2) EDI page on the IGH website contains information on EDI progress.</p> <p>(3) Highlight achievements per Centre at institute meetings and flag up AS activity in the Centre</p> <p>(4) Presentation on Education figures</p> <p>(5) Showcase achievements in the</p>	<p>Annually Feb 2019</p> <p>Annually</p> <p>Start of each</p>	<p>Senior Management Team</p> <p>Centre Leads</p> <p>Head of Department</p>	<p>Centre Leads Survey Working Group</p> <p>Communications & Community Working Group</p> <p>Mentoring & Coaching Working Group</p>	<p>Improvement in perception of career progression possibilities and perceptions of progress as monitored through staff survey:</p> <p>(1) Reduction from 38% to < 20% difference between men and women's responses to "I have the same opportunities for promotion as anyone else of my ability and experience"</p> <p>(2) 75% of respondents agree or strongly agree, with < 10% gendered differences, to the</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Disaggregate previous and 2021 survey results by staff group as PS results feed into numbers (majority are women) when there are not formal promotion opportunities for PS staff skewing results

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Survey cont.									
4.2ia cont.		and men have the same chance for promotion at IGH/IPH" compared to 80% of men	department (Gender, Grants won, promotions) (6) Presentation on Staff Survey Results (7) Internal Newsletter highlighting achievements. (8) Career progression an integral part of all appraisal discussions: discussion and reporting of promotion at every appraisal, with staff on research career track having clarity on steps towards promotion	academic year Bi-annually Monthly During appraisal season annually			question "everyone has the same chance for promotion at IGH, regardless of gender"		
Special Groups									
4.2ib	Improve career progression and development opportunities for Research Nurses	At present there is no specific career pathway or opportunities for progression in place for Research Nurses. Research nurses should be supported in career choices – including in transitioning to academic research track if they wish to	Appoint a Research Nurse Career Champion to champion this group's needs and provide support Highlight current opportunities for staff through closer relationship with UCL Centre for Nurse and Midwife Research.	Nov 2021 Nov 2021	Institute Manager Research Nurse Career Champion	Research Nurse Career Champion Mentoring & Coaching Working Group	Research Nurse supported to transition to a research-based academic career if they wish to. Eligible mentoring/development opportunities circulated to Research Nurses Research Nurses' representation on IGH leadership courses	09/2019 Review – A 05/2020 Review – A 10/2021 Review – A	<ul style="list-style-type: none"> Champion to conduct focus group/consultation with Research Nurses to understand a list of actions to aide career progression. Focus group provides an actionable list to support career progression for 2022 action plan. Share mentoring/development opportunities with Research Nurses

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Special Groups cont.									
5.2ii	<p>Increase opportunities, awareness of and preparedness for, promotion for Professional Services (PS) staff.</p> <p>Lobby central UCL to provide a career progression pathway and mirror the resources placed on academic career progression.</p>	<p>There are ad-hoc career events at UCL but there is no formal progression pathway for PS staff.</p>	<p>UCL (central) agrees to discuss career progression pathways for PS staff.</p> <p>UCL (central) commits to finding routes forward for career progression for PS staff.</p> <p>PS staff attend the Faculty Career Surgeries & PS conference for PS Staff</p> <p>80% of professional staff have membership of Faculty committees.</p>	<p>Jul 2021</p> <p>Jul 2021</p> <p>Annually</p> <p>Jul 2021</p>	Institute Manager	<p>Institute Manager</p> <p>HR Team</p> <p>Mentoring & Coaching Working Group</p>	<p>Career development/promotion pathways or development opportunities for PS are in place or signposted to staff</p> <p>Proportional (to department PSS/ART split) attendance of PSS staff on leadership courses</p> <p>Staff survey shows PS staff respondents feel there are opportunities for development and career progression and their line managers are discussing this with them.</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Ensure all PS staff are aware of TOPs career frameworks and opportunities available to them and are encouraged to discuss this with their line manager at appraisal PS staff encouraged to join a community of practice and attend PS conferences & leadership courses Mentoring promoted for Professional Staff including Career Surgeries with senior PS staff member Disaggregate 2021 staff survey results for PS staff to identify differences in experience
5.3v	<p>Continue to provide support for funding applications.</p> <p>Maintain 2014-2017 level of funding applications: 91 funding applications (62% F 38% M) with 33 (36%) successful bids (57% F 43% M).</p>	<p>Ensure all staff are supported to achieve full research career potential.</p> <p>One of the main reasons for leaving the Institute were end of research grant funding (18 members of staff, 16 of whom were women). Securing funding is therefore important for staff retainment, job security and for promotion and career progression.</p>	<p>Grant writing support sessions provided and/or signposted</p> <p>Ensure all applicants - including potential and current PGR students - submit to Scientific Peer Review Committee.</p>	<p>Continuous support –</p> <p>Annual review of data.</p>	Head of Department	<p>Centre Leads</p> <p>Research Coordinators</p> <p>Mentoring & Coaching Working Group</p>	<p>Maintained proportional (to department ART staff gender ratio approx. 66% F) rates of applications by gender in each 12-month period.</p> <p>Gender balance of Scientific Peer Review Committee maintained.</p> <p>Greater success rate in applications than 2014 - 2017 for</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Career surgeries offered with Senior Professor to support with advice on funding applications and grant proposals in Term 1 & Term 2 Funding opportunities a regular item in internal newsletter

	Maintain gender balance of Peer Review Committee (4 F 3 M).						period 2018-2021 with gendered success rates proportional to department ART staff gender ratios (66% F)		
App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Time frame	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Special Groups cont.									
5.5.1	<p>Parents/guardians & carers (PG&Cs) working group to be set up with representation from all 4 sites and link with existing groups (e.g., ICH MADs, UCL PACT, etc).</p> <p>November 2021 staff survey gauges interest for additional PG&Cs support group(s) local to IGH. Group(s) are set up depending on interest.</p>	<p>In our 2014 Bronze submission it was noted that maternity/adoption leave arrangements were ad-hoc and staff were unclear on entitlements. There was no one person overseeing parental leave arrangements. Since then, a Parental Leave Advisor was put in place. This lack of awareness however highlighted a need for continued support and designated contacts for advice. The 2015 staff survey found some women felt 'guilty' for taking leave, this new group will provide a concentrated working group to support, better inform and champion the needs for this group of staff upwards to the EDI Exec Group.</p>	<p>PG&Cs working Group established by September 2021: ongoing monthly meetings thereafter</p> <p>Additional PG&Cs support group local to IGH established by March 2022 (depending on interest gauged by staff survey)</p> <p>Communications on events/campaigns/support across UCL for parents/guardians and carers circulated</p>	<p>Sep 2021</p> <p>March 2022</p> <p>Monthly newsletter</p>	<p>EDI Exec Group Parents and Carers Lead</p>	<p>EDI Exec Group Chair</p> <p>Mums, Dads, Guardians and Carers Working Group</p>	<p>Working Group established and meeting regularly, reporting to EDI group championing issues raised and actions to be implemented</p>	<p>09/2019 Review – R</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> HR communication for expecting parents/guardians/carers to be reviewed by group and adapted to ensure better clarity around shared parental leave and new communication for dads/partners taking parental leave Staff survey to assess if an additional 'support' group/network in IGH is needed Analysis of part time staff applying for promotions & being successful as identified as issue by Working Group
5.5.2	<p>Shared parental leave policy properly understood by all prospective parents</p>	<p>The shared parental leave policy is complex, and no-one has yet (2017) taken it up. Only 10% of staff (7% F) reported being extremely aware of provisions for parental leave with 60% of Men reporting being 'moderately' aware and 33% of Men being unsure.</p>	<p>All prospective PG&Cs invited to UCL talks on shared parental leave Policy signposted into all communication for prospective PG&Cs</p>	<p>On-going</p>	<p>HR Team</p>	<p>Mums, Dads, Guardians and Carers Working Group</p>	<p>Increase in percentage, with no significant gendered differences <20%, of respondents reporting they have enough awareness/information on provisions for parental leave as measured through Staff Survey</p>	<p>09/2019 – A</p> <p>05/2020 – A</p> <p>10/2021 – G</p>	<ul style="list-style-type: none"> Parental leave information added to induction sharepoint Revised communication for prospective fathers/partners Working Group to discuss more accessible ways to breakdown complex policy

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Special Groups cont.									
5.5.3	Continued support for maternity, paternity and adoption leave	<p>These are important policies and things that IGH needs to continue to do well. Our staff survey in 2015 highlighted that some women felt 'guilty' about taking maternity leave as they were concerned about the workload for others and the lack of any agreed maternity cover.</p> <p>Our bronze application also highlighted the need to improve practical and social support for returning staff. We have put new policies in place: a return to work might involve a gradual return, a re-negotiation of a working pattern e.g. changing from full-time to part-time, or change in working pattern.</p> <p>Momentum for these policies must be sustained to ensure staff do not feel guilty regarding leave.</p>	<p>HR Team continues to advise all prospective parents/guardians on their options and support available.</p> <p>Support e.g., maternity cover, flexible working arrangements, continues.</p>	On-going support as and when requests for mat/pat/carers leave arise	Institute Manager HR Team	HR Team Mums, Dads, Guardians and Carers Working Group	80% of respondents who have taken maternity, paternity, or adoption leave in the last 2 years report being satisfied or very satisfied with support from the Institute before, during and after their leave.	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Staff survey to assess satisfaction at three stages to identify gaps: before, during and after leave Testimonials collected from staff who have been on leave in last 2 years to understand their experiences and any gaps in support
Education									
3.2	Increase diversity and inclusivity of staff and PGR students on EDI Exec Group and EDI Working Groups.	To ensure voice and representation across a broad range of staff and PGR students to raise concerns for different groups - including from perspective of intersectional inequities. In 2017, the EDI Exec Group has only 1 PGR student	All staff grades and PGR students represented on the EDI Exec Group and across EDI Working Groups.	July 2018 + continuous through	EDI Exec Group Chair	EDI Exec Group Chair EDI Coordinator	At least 2 PGR students and 40% men on EDI Exec Group.	<p>09/2019 Review – A</p> <p>05/2020 Review – G</p>	<ul style="list-style-type: none"> Succession planning for role change overs to ensure maintained diversity in February 2022 EDI Exec Group meeting

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
3.2 cont.	Any necessary recruitment drives open to all staff and PGR students.	representative, 69% women and 23% BAME members as a whole. Since 2014, there has been an overrepresentation of women, whilst reflective of the department's overall gender split (69%F) it is important to have men involved in EDI work as this is a shared responsibility across genders.	Working Groups for thematic areas established with broader input from staff outside of EDI Exec Group.	succession of members			All staff categories (Research, Academic, Teaching, Technician and Professional Services) represented on the EDI Exec Group and/or Working Groups Across EDI Exec Group and Working Groups at least 25% BAME staff members and a range of champions for other intersectional characteristics such as LGBTQ+ and parents/carers to ensure diversity of thought and experience.	10/2021 Review – G	
4.1i	Continue to monitor student data for gender balance along application pipeline. Initiate monitoring of data disaggregated by age, ethnicity, disability and prior academic qualification at (1) undergraduate taught (2) PG taught and (3) PG research	Monitoring gender balance on taught and research degrees provides understanding of wider issues related to equality, diversity, and participation in IGH and HE. Most students applying and enrolling (UG, PGT, PGR) are women. In 2016/17 21% of PGT applicants were men but only 14% accepting their offer were men. We need to continue to monitor student data for 'leaky' pipelines and gender imbalances.	(i) Annual data update in February (Term 2) through liaison with UCL Student Data Services. (ii) Results discussed at teaching meetings in Term 2 (iii) Sharing results at IGH in-week in Term 3 (iv) Planned action fed back to EDI Exec Group at the start of the following academic year	Annual	Director of Education	IGH Education Leads Programme Leads Education Working Group	Student data is monitored annually for balances and disaggregated by other characteristics to understand participation and pipelines.	09/2019 Review – A 05/2020 Review – G 10/2021 Review – G	<ul style="list-style-type: none"> • Consultation with Education Working Group on issues of a lack of control for gender in application process (selection based on gender not lawful) • Consider qualitative work to explore how men students feel about gender imbalance • Continue improved visibility of male role models in Global Health on website & communications




App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
4.1ii	Address gender imbalance on postgraduate taught courses by adopting a long-term approach to encourage men to join Global Health (specific actions 1-5 below)	<p>Large gender imbalance across postgraduate courses. MSc Global Health and Development 3-year average of 81% women 2014-15 to 2016-17. MSc Health Economics and Decision Science is 60% women in 2017-18.</p> <p>Of all PGT courses available 92 men (25%) applied in 2017, compared to 273 women.</p> <p>Gender imbalance begins earlier in education when students are making their options, there is a need to target younger students to showcase value of Global Health to all genders requiring a long-term approach to widen participation and encourage boys and girls to see Global Health as a valuable educational and career pathway.</p>	<p>(1) 1-2 outreach/community engagement events with men speakers or men colleagues delivering widening participation sessions for boys at secondary school age and/or undergraduates showcasing value of Global Health for all genders and career pathways.</p> <p>(2) 1-3 videos showcasing value of Global Health to all genders including male representation in videos on IGH Youtube</p> <p>Outputs specific to actions 1-5 below)</p>	Jul 2022	Director of Education	<p>Director of Education</p> <p>Programme Leads</p> <p>Education Working Group & Widening Participation Champions</p>	<p>Increase in applications (from 92) and percentage (by 2%) of men applying compared to 2017 across all postgraduate taught courses available</p> <p>Successfully delivered 1-2 widening participation outreach events with positive feedback from participants i.e., an increase amongst school age boys participating in the event willingness to consider studying global health</p> <p>Specific success criteria 1-5 below</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – A</p>	<ul style="list-style-type: none"> Continue with delivering widening participation events with boys in collaboration with Aimhigher London. Analyse gender balance across all PGT courses to understand full student body (original action plan analysed two courses)
4.1ii (1)	Review and revise course promotional materials for gender balance	Course promotional materials depicted more women than men in 2016, portraying course as 'female-centric' potentially discouraging men from applying	Materials reviewed by Education Working Group for balance and fed back to Programme Leads for appropriate updates	April 2018	Director of Education	<p>Programme Leads</p> <p>Education Working Group</p>	Balanced gender representation of men and women (50:50), and diversity of ethnicity and visible disability on website, & specifically in promotional images/videos for programmes	<p>09/2019 – G</p> <p>05/2020 – G</p> <p>10/2021 – G</p>	<ul style="list-style-type: none"> Maintain focus on diversity of images for any new promotional materials / external comms





App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
4.1ii (3)	Survey students from all MSc courses to understand and compare student perceptions of gender in global health and health economics, and response to promotional materials	Previous 2016 surveys reveal student perceptions of global health as a gendered discipline with a glass-ceiling for women. Students felt gender imbalance on MSc courses reflected broader trends in global health with fewer men joining due to a perception of few lucrative career options. Women students, particularly from minority ethnic groups, felt women seldom made it to leadership positions in global health – something we are campaigning about through our new Global Health 50/50	(i) Current MSc students surveyed. (ii) Survey results shared with teaching leads and EDI Exec Group (iii) Seminar on gender equality in global health for MSc students (if required)	Dec 2017 & annual Jan 2018 March 2018	Director of Education	Programme Leads PGR Representative on EDI Exec Group Education Working Group Data Working Group	Improved perceptions amongst MSc students of global health as a 'gendered discipline' with few men entering the profession and yet limited leadership positions for women and ethnic minorities Platform to engage with student views provided once every academic year	09/2019 Review – A 05/2020 Review – A 10/2021 Review – A	<ul style="list-style-type: none"> Rerun MSc student survey to understand changes in 2021 perceptions Publicise promotions particularly women, awards and events demonstrating senior women in global health on website/internal comms If perceptions the same in 2022 survey, explore career workshops for MSc students with speakers from different industries with global health background & senior women
4.1ii (4)	Include AS advertising materials in student course induction pack, (SLMS/faculty)	Given the above perceptions, students would benefit from knowledge of AS related to progress to research careers and department commitment to gender equality principles.	Current student induction packs reviewed for (gender/diversity) content AS literature used in induction packs for new students AS advertising materials developed with support from Faculty.	March 2018 Annually April-Jul 2018	EDI Exec Group Chair Director of Education	Education Leads Programme Leads and Teaching Coordinators	MSc student induction pack for 2018-19 and thereafter includes one leaflet or flyer/ online links about AS and career progression in STEMM, and one about diversity and equality support/issues	09/2019 Review – G 05/2020 Review – G 10/2021 Review – G	
4.1ii (5)	Include AS principles/EDI considerations in IGH Internal Quality Review (IQR) & IGH Education Strategy	Gender equality for staff and students essential to improve quality of education, incorporating EDI objectives in Education Strategy ensures they are imbedded and central to student experience	Internal Quality Review framework & priority actions include EDI related objectives; EDI activities included into IGH Education Strategy	Feb 2018 + annually	Director of Education	Education Leads	1) Areas for improvement related to EDI & AS incorporated, prioritised, and SMART targets set in the IQR and Education Strategy	09/2019 Review – G 05/2020 Review – G 10/2020 Review – G	<ul style="list-style-type: none"> Feedback from Director of Education provided to EDI Exec Group on any impact from activities/inclusion in IQR

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
4.1iii	<p>Support academic career progression among PGR students & EDI support during research degree.</p> <p>1. Continued PGR student representation on EDI Exec Group.</p> <p>2. PGR website and intranet pages to include information on EDI support available at IGH and UCL</p>	<p>Since February 2017 we have initiated a PhD forum led by student representatives to increase peer support for students and provide a platform for discussion about research career progression. Ensuring representation on the forum and EDI Exec group will ensure students are aware of policies around gender equality, parental leave and carers support during their degree whilst raising any career progression issues at the EDI Exec Group.</p>	<p>Continued two-way representation at EDI Exec Group and PGR Forum.</p> <p>PGR website and intranet pages reviewed and updated</p> <p>EDI Executive Group to focus discussion on career progression for PGR students twice per year</p>	<p>Jul 2018 & continuous October 2018</p> <p>Bi-annually</p>	<p>EDI Exec Group Chair</p>	<p>Community & Comms Working Group</p> <p>Mentoring & Coaching Working Group</p>	<p>Inclusion of EDI objectives and UCL EDI policies on PGR website pages and intranet</p> <p>PGR representation is on EDI Exec Group (at least 2 PGR students)</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Career surgeries for CV surgery and career progression advice opened up to PGR students Analysis of 2017/18 PGR students career pipelines/journeys over 5 years and any gendered differences
5.3iv	<p>Promote, support, and monitor progression between postgraduate taught and research degrees</p> <p>Establish two IGH Careers Champions</p>	<p>Gap in progression pipeline between MSc and PGR at IGH.</p> <p>Project staff members' knowledge of UCL Study Assistance Scheme to undertake part-time research degrees was lacking in PI survey in 2015, most women project staff already had PhDs when they joined, but some PIs (2 of 5 respondents) were not aware of the UCL study assistance scheme.</p>	<p>(1) Careers Champions initiate monitoring of gender balance in progression pipeline and in use of IGH Internal Peer Review (IPR) Committee by MSc students applying for PGR fellowships</p>	<p>Dec 2018</p>	<p>EDI Exec Group Chair</p>	<p>Career Champions</p> <p>Education Leads</p> <p>Mentoring & Coaching Working Group</p>	<p>Careers Champions established and monitoring progression pipeline: proportional gender ratio (in line with MSc cohort) along pipeline from application to enrolment for PGR degrees among MSc students</p> <p>Staff induction pack includes information on UCL Study Assistance Scheme</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – A</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Include study assistance programme information on induction sharepoint IGH studentship advertising to include positive action statement regarding applications from women and BAME students

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
5.3iv cont.	Mentoring and development opportunities created and/or signposted for students (MSc to PGR)		(2) advertise UCL study assistance scheme for staff enrolling on research degrees and include in induction pack	April 2018					
5.3iv (2)	Support career progression for global health students by establishing an annual student-staff careers group to work with Careers Champions (IGH Connect More committee) to lead career activities Monitor activities for gender balance of panels/speakers and gender balance in uptake (proportional to student cohort gender ratio)	Gender-balanced IGH Careers Champions, a representative IGH Connect More committee and gender balanced panels/speakers at career activities are important for increased student engagement in career development and reducing perceptions of underrepresentation of men and 'glass ceiling' for women. Internal and external internship opportunities are important for students that may have less experience due to smaller set of contacts/opportunities.	Careers Champions and IGH Connect More committee led activities including: (1) Variety of careers panel events with gender balanced panels (2) Paid IGH summer internship opportunities (3) External internship opportunities (4) Suite of online resources to help students with careers choice and job applications	Oct 2018 & ongoing annually	Careers Champions	Careers champions responsible for activities and monitoring for proportional (to student gender ratio) gender balance of uptake of activities	Gender balance among Careers-Champions and on IGH Connect More Committee (equivalent to student gender ratio) 50:50 gender representation across panels at 75% of careers events organised by IGH Careers Champions & IGH Connect More committee. Gender ratio in uptake of internal internships is generally equivalent to student gender ratio highlighting no bias in the process (however selection is based on merit & least experience)	09/2019 Review – A 05/2020 Review – G 10/2021 Review – G	<ul style="list-style-type: none"> Careers champions and Director of Education monitor PTES feedback on career support

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Education cont.									
5.6v	<p>Ensure no inequities in workload models across core professional working areas.</p> <p>Analyse teaching done in IGH by gender, grade, and ethnicity to ensure equity of teaching load division. Data collected through a survey system</p> <p>Expand the workload exercise to cover other aspects of working activities.</p>	<p>Teaching is an important part of a university and academic life. The teaching and module administration load as well as marking should be shared equally and transparently.</p> <p>The workload model currently only applies to certain elements of teaching. This should be expanded to include personal tutoring, PhD supervision and thesis committees.</p>	<p>Monitor gender, ethnicity and academic grade balance in leadership of teaching, teaching, supervising and marking.</p> <p>Ensure that everyone has the opportunity to be involved in diverse aspects of teaching by circulating opportunities to all staff, discussing teaching opportunities in appraisals and promotion discussion and identifying any inequities in this exercise to address.</p> <p>Teaching survey to understand distribution to be run towards end of academic year.</p>	Annually – end of academic year	Director of Education	<p>Director of Education</p> <p>Education Working Group</p> <p>Data Working Group</p>	<p>Distribution of grade, gender and ethnicity across the main components of teaching (leading modules, teaching, supervision and marking) reflects the distribution of grade, gender and ethnicity across the institute annually.</p> <p>90% of academic staff (gender ratio proportional to staff profile) are involved in a mix of teaching (taking into consideration caring duties and capacity)</p>	<p>09/2019 Review – A</p> <p>05/2020 Review – G</p> <p>10/2021 Review – G</p>	<ul style="list-style-type: none"> Workload model data exercise rerun for 2021 – reverting back to survey rather than new educational portal as more effective. Portal was created in 2020 to manage this, however less effective than survey.

App Reference	Planned Action/Objective	Rationale	Key outputs and activities	Timeframe	Accountable	Responsible	Success Criteria	RAG Rating	Actions November 2021 – November 2022
Covid-19 mitigation of impacts									
Additional 2020/21 action	<p>Mitigate against the gendered impacts of COVID-19 to career progression, workload, and wellbeing.</p> <p>Ensure all staff with caring responsibilities including home schooling during the 2020-2021 pandemic are, and feel, supported.</p> <p>Consult staff on their needs, return to campus preferences and vulnerability via additional Covid staff surveys.</p>	<p>According to ONS analysis, women are more likely to be affected by the COVID-19 pandemic and subsequent lockdowns. In a faculty wide survey women reported slightly lower than men for how they were coping during the pandemic in 2020.</p> <p>However, the impact of caring responsibilities, home schooling, part time work on workload and career progression during the pandemic can have different gendered outcomes for all genders.</p> <p>BAME staff were more likely to be at high-risk of Covid-19 in the faculty survey. Ensuring staff safety and flexibility on return to campus is crucial.</p>	<p>Flexible working arrangements and options for reduced working patterns are provided to all staff who need it.</p> <p>Communications on wellbeing and mental health support are circulated to all staff</p> <p>Flexible working, necessary carers leave and/or ill-health leave due to COVID have no impact on opportunities for, and applications to, promotion/increments</p>	March 2022 (2 years since pandemic started)	Head of Department Institute Manager	Institute Manager EDI Exec Group Chair Line Managers & Centre Leads	<p>75% of staff, with no gendered difference, strongly agree or agree with the statement "my department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff" as measured by the 2021 staff survey.</p> <p>All reasonable requests for flexible working due to the pandemic are accepted.</p> <p>Applications to promotions/increments rounds 2020 & 2021 are proportional to gender ratio of staff and show minimal reduction in applications compared to pre-pandemic years 2017-2019.</p>	10/2021 Review – 	<ul style="list-style-type: none"> Flexible working requests continue to be assessed and accepted if reasonable Reasonable requests for equipment to support working from home is provided
Removed actions during award period/review									
4.1ii (2)	<i>Targeted recruitment drive to attract applications from undergraduate courses that have higher male: female ratio (e.g.,</i>	<i>Higher proportion of students from academic backgrounds with women majority (e.g., medicine, social science) skews ratio along the admissions pipeline</i>	<p><i>Recruitment drive planned</i></p> <p><i>Recruitment drive carried out</i></p>	Feb 2018 April 2018	EDI Exec Group PGR representative	Course director (MSc Global health and development)	<p><i>Increase in proportion of students with first degrees in subjects with higher male: female ratio by 3% annually (Global Health and Development only)</i></p>	09/2019 Review –  05/2020 Review – 	*Removed after review by Education Working Group in 2021 as targeting engineering, architecture to try to attract men is not appropriate as these are not relevant undergraduate courses/training for an MSc in

	engineering, architecture, basic science)		Evaluation of academic backgrounds of applicants and comparison with previous years	Nov 2018				10/2021 Review –  discontinued	Global Health. Applications to study are selected based on merit and relevant experience/background for the course. Cannot control for gender through discrimination in selection and these UG courses do not translate appropriately into MSc in Global Health.
5.6i	Promote inclusive, tolerant and diverse working environment for all staff with emphasis on ensuring parity across the two newly merged departments	Newly merged departments have different working styles, with additional working practice issues identified in IPH.	Encourage participation in the: • UCL Staff Survey • IGH Staff Survey • The IGH Bullying and Harassment seminars – 3 scheduled and all senior staff required to attend Promote UCL Core Behaviours for all staff.	All 3 by June 2018 with repeats annually	Institute Manager	Institute Manager	Statistically significant improvement in the relevant sections of the survey relating to core behaviours, bullying, harassment and tolerance compared with the 2017 survey. Staff formerly in IPH have (positive) survey responses with no significant differences noted compared to previous IGH.	09/2019 Review –  05/2020 Review –  10/2021 Review –  discontinued	*Removed due to duplication with action 5.6ii and length of time since merger, action no longer relevant. We are no longer separating results in surveys by IPH/IGH to reinforce sense of collectiveness and one department.