

Department Application

Bronze and Silver 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 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.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

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

Name of institution	Institute for Global Health		
Department	Faculty of Population Health Sciences		
Focus of department	STEMM	AHSSBL	
Date of application	November 2017		
Award Level	Silver		
Institution	Athena	Date: 2014	Level:
SWAN award			Bronze
Contact for application Must be based in the department			
Email			
Telephone			
Departmental website			

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

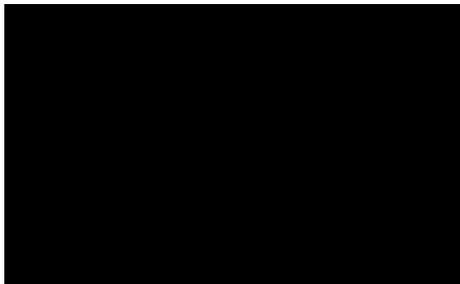
Note: Please insert the endorsement letter **immediately after** this cover page.



UCL

INSTITUTE FOR GLOBAL HEALTH

Director: Professor Ibrahim Abubakar, PhD, FFPH, FRCP



25th September 2017

Letter of Endorsement

I am delighted to endorse our Athena SWAN Silver application. IGH has a long-standing commitment to the principles of the Athena SWAN charter which I am fully committed to deliver.

Since my appointment 18 months ago, I have sought to ensure that there is diversity represented in senior academic roles. In the last two senior promotion rounds, we had more female successful staff ensuring that we now have a balance in IGH exceeding the UCL average. I have recently appointed a senior female member of staff as one of two deputy directors and our senior management team has equal gender representation.

From my appointment, my personal commitment to the principles of gender equality was made clear through supporting visible action in response to our staff surveys and assessments – embedding the principle that IGH is a place where we champion and reward excellence from all staff equally. As a member of our SAT, I directly interact with our dynamic committee ensuring that we have

consistently implemented changes identified that would enhance all dimensions of equality.

IGH has a long history of public engagement championing the rights of women and working to improve opportunities especially in low and middle income countries. We take pride in our ability to engage society in the UK and overseas championing equality in meetings and via social media. Our teaching, communication and Beacon activities recognise the need to inspire the next generation of academic leaders from all genders and groups in society. We will continue to support career progression through mentoring and supervision.

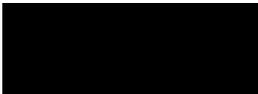
We have just been through a period of change absorbing a further department of about 90 people. The challenge of working together is complicated by having 3 sites. Nevertheless, we have established mechanisms such as hosting an “in-week” where all staff, including those overseas, return to exchange ideas and engage in training and team-building. During this week, we had dedicated sessions on equality issues seeking input from all staff on how to improve working conditions and work-life balance. I was very impressed by the feeling of shared ownership during this event. We continue to hold monthly staff meetings and provide the opportunity for all staff to attend by telephone or video conferencing.

Our staff survey confirms my perception that our staff and students enjoy working at IGH, recognise the family friendly nature of IGH, the rich diversity of the workforce and the opportunity provided for flexible working. Our statistics suggest that the opportunities for promotion at all levels are now equal and we are making progress in addressing concerns about perceptions of gender differences in opportunities.

Looking forward, I am fully committed to implementing our action plan. I am therefore very confident that we have a department that truly recognises and values the importance of gender equality and practices - the ethos of the Athena SWAN charter.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department.

Yours sincerely,

A black rectangular box redacting the signature of Professor Ibrahim Abubakar.

Professor Ibrahim Abubakar

(word count = 500 words)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

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.

The UCL Institute for Global Health (IGH) is a medium-size Institute in UCL and is one of seven Institutes within the Faculty of Population Health Sciences. IGH is a dynamic and thriving Institute and in March 2017, it absorbed the Research Department of Infection and Population Health (IPH) thus expanding significantly in size, both in terms of numbers of staff and students. Data in this application predominantly refers to IGH pre-merger, unless otherwise stated. The Institute spans three sites geographically across central and north London.



Staff from IGH at an annual in-day and training day.

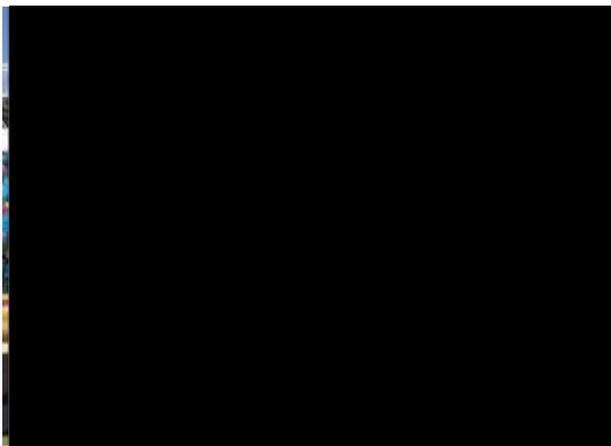
IGH is an interdisciplinary collaboration of academics working on health and development globally. Research topics include gender and health, child development and disability, sexual health and human rights, maternal and newborn health, nutrition, gender-based violence, children in difficult circumstances, HIV prevention and care, evaluation of community interventions, and primary care medicine.

Since the merger with IPH we are managed by a team with two Deputy Directors (one male and one female), an Institute Manager (female) and supported by a

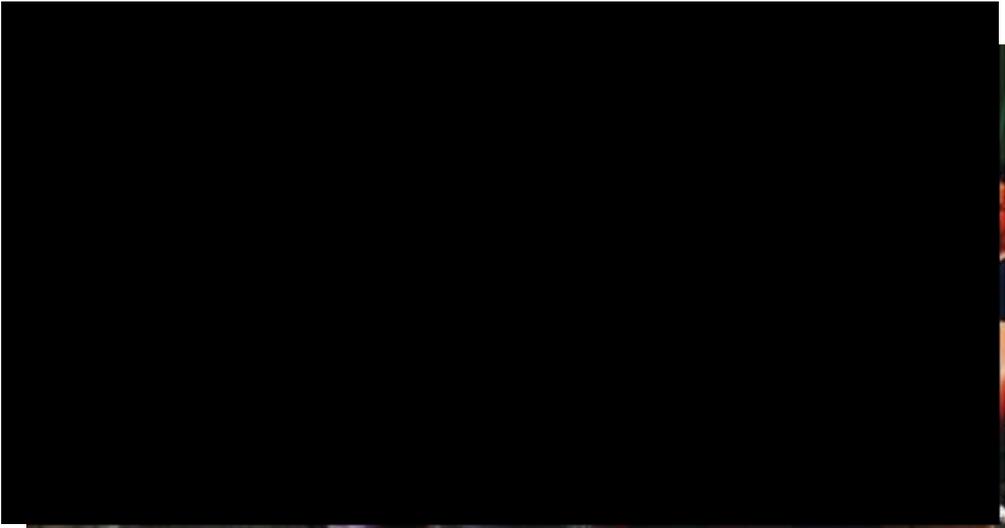
senior management team of 10 staff which has gender parity in representation - a parity which has been consistently maintained since IGH was established. Delivery of teaching is integrated across the Institute, and research is organised into ten Centres. Each Centre is managed by one Director or two Co-Directors (totalling eight male and five female Directors). A key principle in the merger and reorganisation process has been the need to ensure diversity and equality in representation by grade and gender at senior managerial levels.

One of the 10 Centres is the UCL Centre for Gender and Global Health - <http://ighgc.org/> - which also plays an active role in promoting gender-responsive policies, programmes, representation and teaching on all IGH activities. Our particular area of focus is on the development of gender transformative approaches to improving health and wellbeing. Our theoretical understanding of gender, including through its intersection with other axes of marginalisation and inequality, has influenced and informed our Athena SWAN SAT. The Centre for Gender and Global Health has recently launched Global Health 50/50 - <https://www.globalhealth5050.org/> - a campaign to promote gender equity in global health organisations, including in career progression.

In September 2017, the Institute as a whole (including the IPH staff and students) had 95 academic staff members (59 of whom were female and 36 male) - including four based overseas. There were 28 professional services staff members (24 female), 11 research nurses (7 female and 4 male), and a further 56 honorary staff members (22 female and 34 male). In 2016-17 IGH had 73 postgraduate taught students (89% female), 44 iBSc students (59% female) and four female affiliate students. The staff figures presented in the following sections only relate to IGH members of staff - data from IPH staff has been captured by a separate submission by the UCL Institute of Epidemiology and Healthcare with which they were affiliated until March 2017.



IGH staff (and their children) taking part in a charity fun-run



IGH socialises - during core working hours!

Please note: throughout the text, numbers in **bold** refer to the corresponding action points in the **Silver Action Plan** – see Annex 1.

(word count = 479 words)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

- (i) a description of the self-assessment team

Our Self-Assessment Team (SAT) comprises a full range of representation of gender, ethnicity, professional posts and career stage, including staff on fixed term contracts, professional services, PhD students and early career researchers, staff from BME backgrounds, staff with caring responsibilities, and staff overseas (Table 1). Since our bronze award in 2014, we have retained the same Chair of the SAT (SH), but rotated all other team members in order to ensure that new ideas, representations and experiences are incorporated. Since combining with IPH in March 2017 we have added more SAT members -

identified through a process of voluntary recruitment with an email sent to all staff.

SAT participation is considered a citizenship activity and included in both annual appraisal discussions and career progression planning.

Table 1 – SAT Membership

Name (and acronym)	Role/Position in IGH	Role in the SAT
Sarah Hawkes (SH)	Professor, Director of Centre of Gender and Global Health	Chair of SAT since 2012
Dimitra Stamogiannou (DS)	Manager of IGH	Co-Chair of SAT since 2014.
Jennie Gamlin (JG)	Post-doctoral Research Fellow	Staff on fixed term contracts. Outreach activities, grant applications
Komal Bhatia (KB)	PhD student (since 2014/15)	PhD student representative. Student data, student recruitment
Jo Morrison (JM)	Senior Research Associate	Overseas based staff and overseas working group coordinator
Tim Colbourn (TC)	Lecturer	Parents and Carers, career transition points
Ibrahim Abubakar (IA)	Professor, Director of IGH, joined 2016, previously at IPH and ICTM	Management, merging of IPH and IGH. SAT promotion
Asma Ashraf (AA)	Research nurse, IPH	Nursing staff. Staff data and welfare, IPH
Maryam Shahmanesh (MS)	Senior Lecturer, IPH	Staff data, parents and carers
Mary Caspillo-Brewer (MCB)	Professional services	Representing professional services

		staff, issues for BME staff
Charlotte Jackson (CJ)	Senior Research Associate. Joined IGH (from IPH) April 2016. Left IGH August 2017.	Data analysis and compilation
Ian Williams (IW)	Senior Clinical Lecturer, IPH	Clinical staff from IPH
Andrew Copas	Reader in Statistics, IPH	Representing staff from IPH

(ii) [An account of the self-assessment process](#)

The SAT meets monthly with inputs (via Skype) from staff based overseas as well as the staff across our 3 London sites.

SWAN issues are also discussed as an integral part of the IGH Senior Management Team (SMT) monthly meetings since the SAT Chair is a mandated member of the SMT.

A core focus of our activities since receiving the bronze award in 2014 has been to monitor progress on our action plan and to identify any new areas for monitoring/action/intervention – see Annex 2 for a summary of progress made.

SAT members have conducted in-depth interviews and focus group discussions with staff (academic and professional services) and students. We also conduct an annual staff survey distributed to all staff in the Institute (completion rate of over 80% annually) and addresses the following:

1. Levels of staff satisfaction
2. Career support and progression
3. Work-life balance
4. Perceptions and experience of equality
5. Areas for further action to promote equality, transparency and fairness

Staff survey results are discussed in detail among all staff at our annual in-week meetings - to which all staff (academic and professional services) are invited. We hold discussions on the survey findings, and through a process of collaborative working (break-out groups) identify action points.

Survey results:

In 2015 significantly more women (than men) felt unsupported in four areas:

- line management and appraisal,
- feeling valued as an employee,
- encouragement to apply for promotion,
- perceptions that complaints of bullying/harassment would be taken seriously.

As a result we implemented the following actions in 2015-2017:

- Tailored appraisal training provided to all staff during in-week; in 2017 individual line management responsibilities were communicated to all staff
- Increased communication of management decisions on intranet
- Expansion of SMT to include staff representing fixed-term and early career researcher representatives who meet/communicate with peers prior to each SMT meeting
- Individual review of career progression by institute manager who meets with staff to review why careers have not progressed, and suggests tailored routes to progression
- Promotion/communication of UCL mentoring scheme
- Organising career “surgeries” for one-to-one advice on career progression with independent senior staff
- Communication of anti-bullying/harassment procedures through intranet site, emails to all staff reminding them of zero-tolerance of bullying/harassment, and compliance with UCL’s Dignity at Work scheme

Our 2017 staff survey was analysed for significant differences compared to the preceding survey, and for any gender differences. Given the small number of professional services staff [REDACTED] it was felt inappropriate to analyse the professional services data disaggregated by gender. However, we analysed data from all staff together as well as from academic staff separately:

Improvements in 2017 survey compared to 2015

In 2017, no significant female/male differences in:

- Concerns about line management or bringing issues to attention of senior staff
- Encouragement (by line manager) to apply for promotion
- Encouragement (by line manager, others) to participate in career-enhancing activities
- Perceptions of how bullying/harassment would be dealt with

In addition, compared to the 2015 survey, significantly more staff (2017 = 65%; 2015 = 27%) reported that parental/caring responsibilities had not adversely affected their career path (no female/male differences in proportions).

However, there remained significant differences in the 2017 survey results from women compared to men. These differences were noted both on analysis of all staff together as well as separated by academic/professional services, namely:

- Perception that senior staff support equality between women and men - Figure 1
- Perception of possibility of success when applying for promotion - Figure 2

Figure 1: Staff survey results (2017) showing significant differences (outlined in red) in female/male responses in perceptions of senior management support

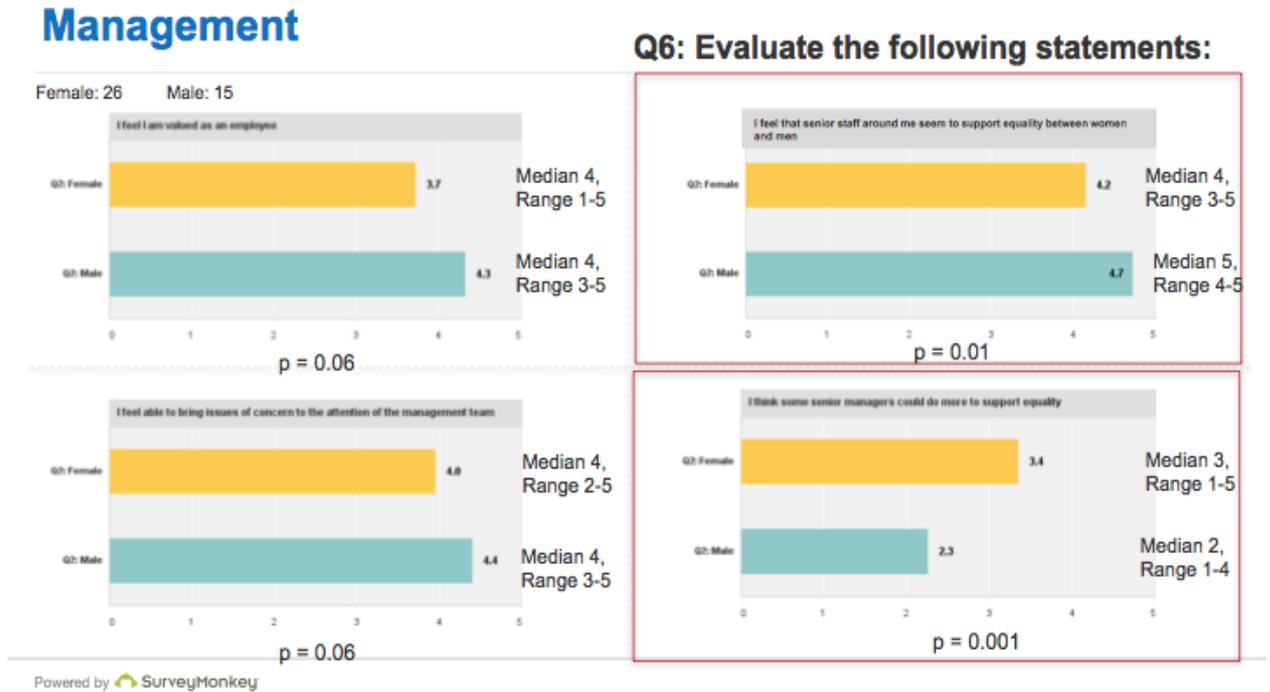
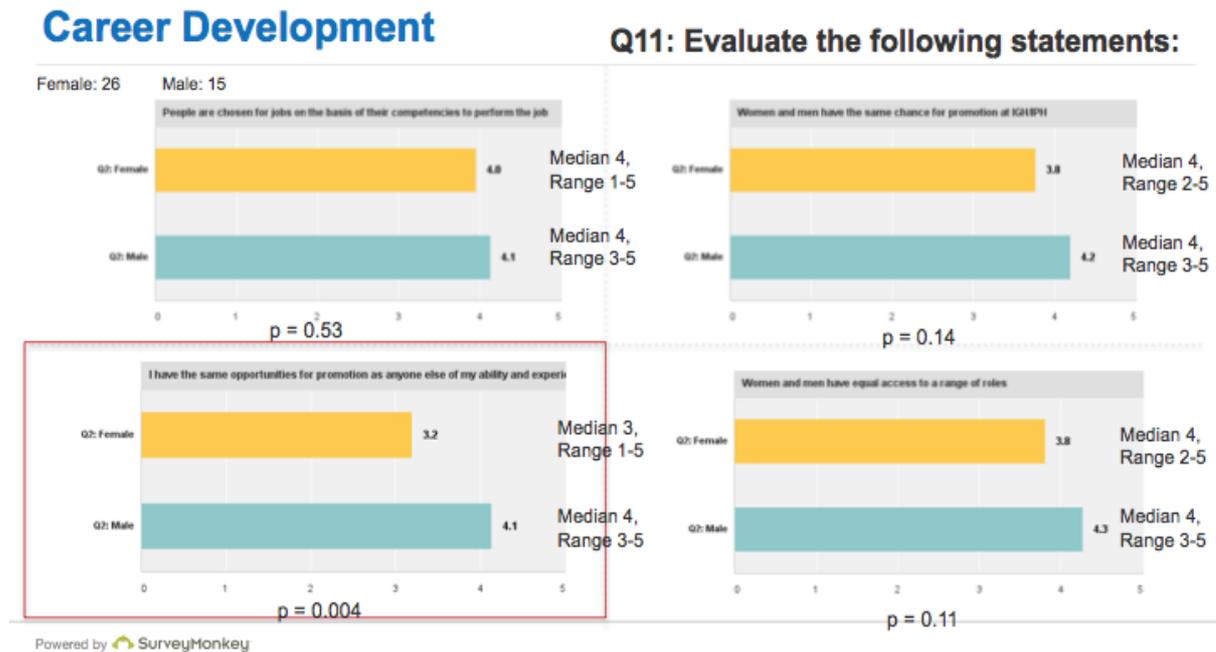


Figure 2: Staff survey results (2017) showing significant differences (outlined in red) in female/male responses in perceptions of chances of career progression



Tackling these ongoing issues will form the basis of ongoing work by the SAT and others - see Action Plan (see: **4.2.i a**).

Our 2017 survey was expanded to include staff from IPH. Surveys for the two sets of staff were analysed separately, and although we have not included IPH data in this submission, we have noted the following areas where IPH staff had significantly different (lower) results compared to IGH:

- feel valued as an employee
- feel that senior staff support gender equality
- receive encouragement for career progression activities
- perceive that flexible working is an option, and smaller proportion of flexible working requests granted (57% compared to 100%)
- familiar with parental leave policies
- flexibility to manage caring responsibilities

These represent significant challenges moving forward with the doubling in size of IGH, and our plans to address these differences are outlined in Action Plan (**3.2**).

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

The SAT will continue to meet monthly and will benefit from the involvement of a wide range of staff representing the diversity of IGH staff and students. Our 2014 SAT had a F:M ratio of 4:1; our current SAT F:M ratio is 2:1, and we will strive towards gender parity moving forward (Action Plan 3.2) as well as giving further support to issues of inclusivity and diversity across multiple axes of intersectional inequality (Action Plan 3.2). We will continue to monitor and evaluate progress towards the implementation of the action plan, and will administer annual staff surveys focused on the areas noted above (Action Plan 3.1.ii). We will lobby for UCL-funded administrative support to the SAT to provide ongoing and essential support (Action Plan 3.1.i).

(word count = 999 words)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

Not applicable.

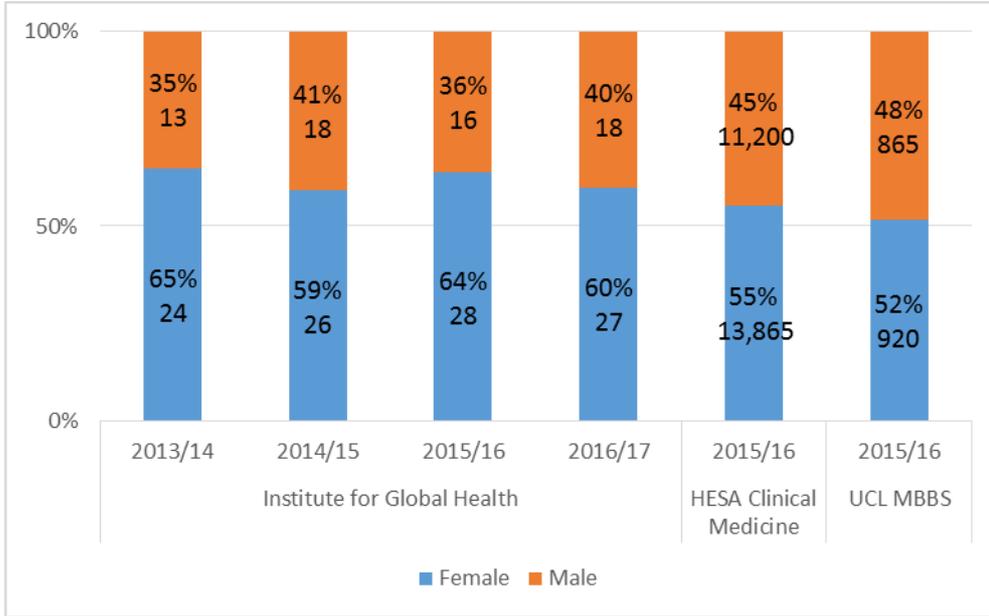
(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Enrolment

The vast majority of students on the iBSc Global Health and Development are intercalating medical students and are full-time; data disaggregated by gender are in Figure 3. The UCL MBBS degree from which most students come has a female: male ratio of 1.02 for 2013/14 to 2015/16 whereas ours is 1.65 for the same period, higher than comparator data for HESA undergraduate clinical medical students (1.23).

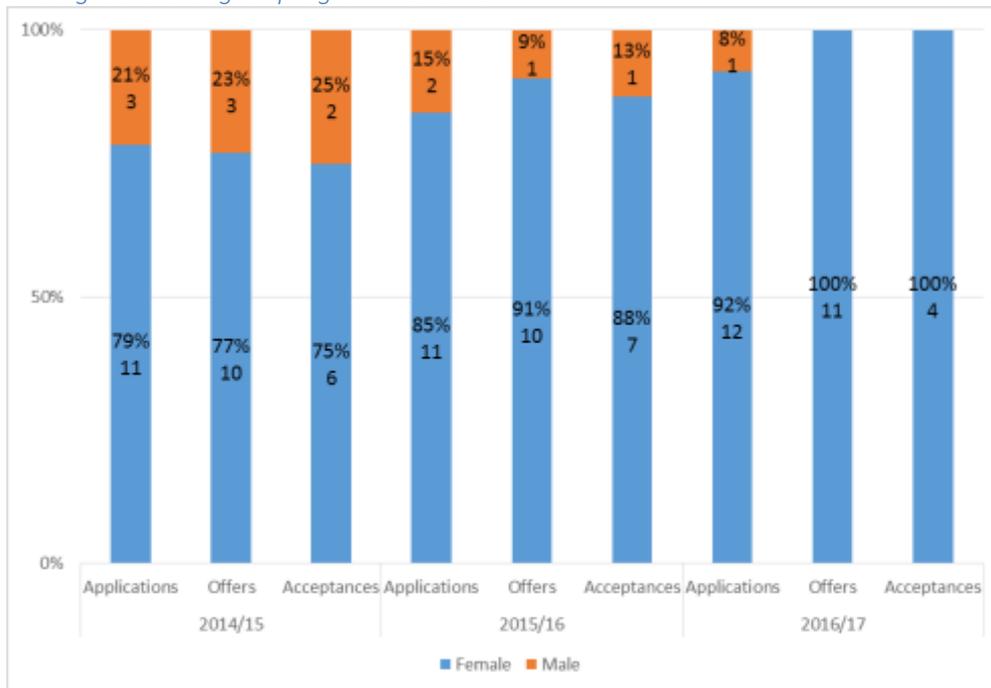
Figure 3. Proportion of male and female undergraduate students enrolled for 2013-14, 2014-15, 2015-16, 2016-17 compared to UCL MBBS and HESA clinical medicine data (2015/16)



Application, offers and acceptance

UCL MBBS students enrolling on the iBSc do not go through the university admissions system; their gender ratio along the admissions pipeline is unavailable. Data on application, offers and acceptances capture only non-MBBS affiliate students taking modules at IGH – see Figure 4.

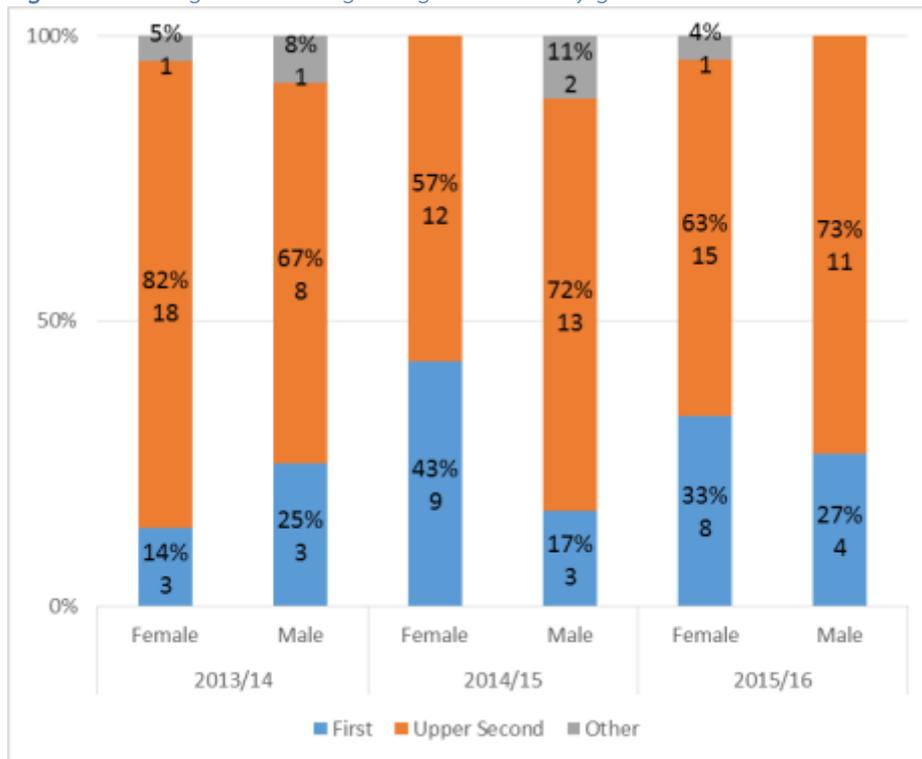
Figure 4: Applications, offers and acceptances made by gender for a minority of undergraduate degree programmes at IGH



Undergraduate degree results

Final degree awards achieved by IGH undergraduate students are reported in Figure 5. Higher proportions of females have tended to achieve Firsts, although the numbers are too small to draw inference. We will continue to monitor this (**Action 4.1.i**).

Figure 5: Undergraduate taught degree results by gender 2013-14 to 2015-16



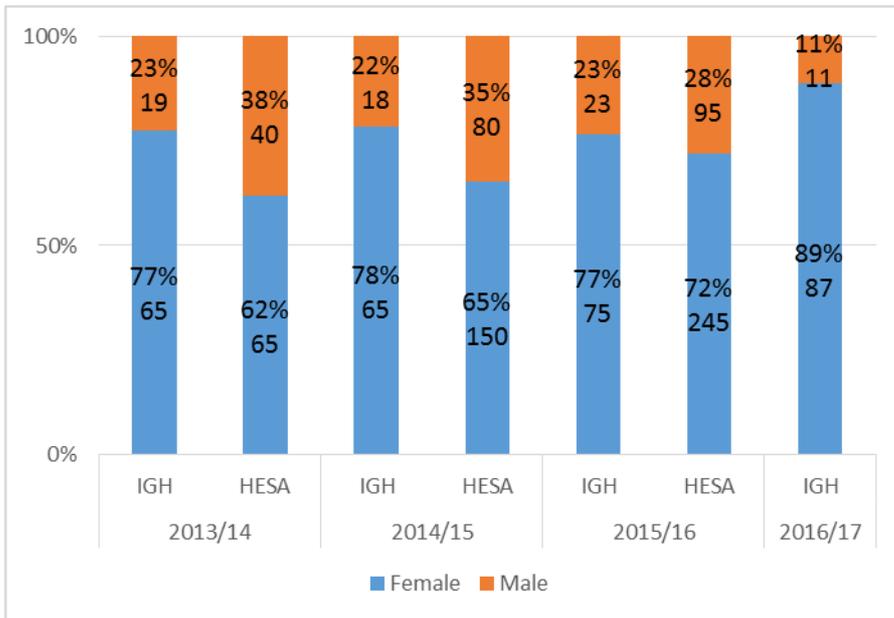
(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Enrolment

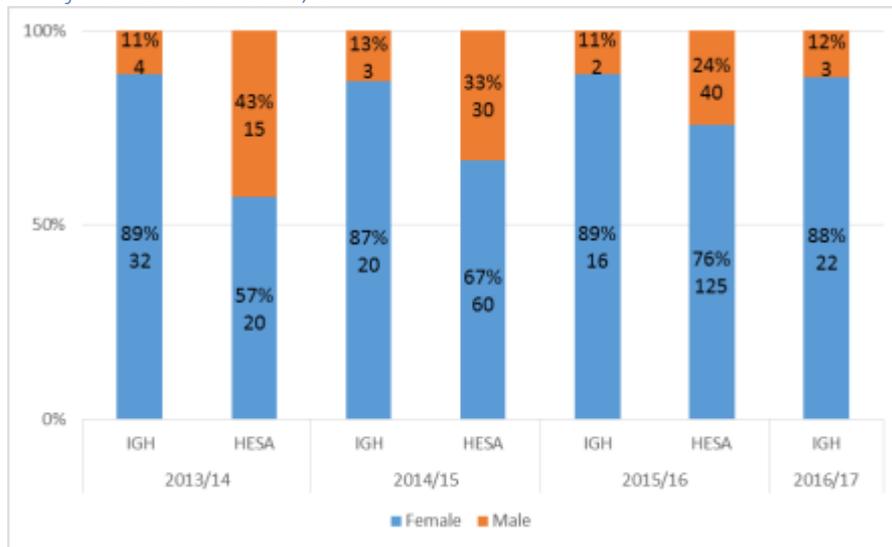
We achieved greater gender equality in our taught postgraduate programme, from a mean F:M ratio of 5.2 in 2011-2014 to 3.4 between 2014-2016 (Figure 6). The ratio for HESA data for postgraduate taught courses in Development Studies between 2014-2016 was 2.14. In September 2017 IGH started a new MSc in health economics - the first cohort of 22 students are more evenly matched with 60% female compared to the 91 Global Health students of whom 85% are female (data not included in graphs). The new IGH Masters course relied on tailored promotional materials to appeal to students from both genders. We intend to build on this progress (Action 4.1.ii).

Figure 6. Proportion and number of postgraduate taught students enrolling full-time or part-time by gender for 2013/14 to 2016/17 compared to national HESA Development Studies data



Student data for part-time students show similar trends since 2013/14 with more females than males opting for flexible learning – see Figure 7.

Figure 7. Proportion of male and female postgraduate taught students enrolling part-time for 2013-14 to 2016/17

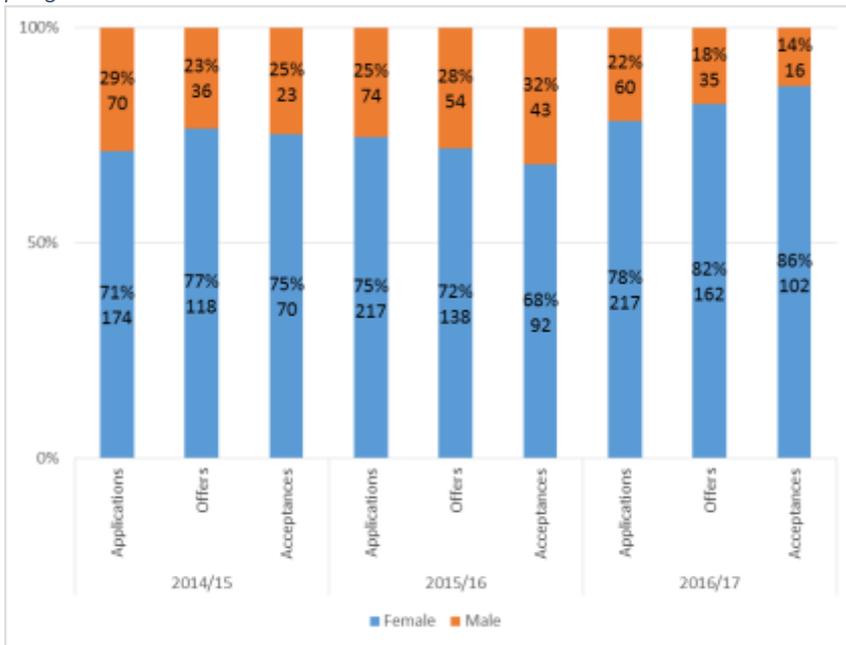


In January 2016 course entry criteria on the website listed degrees in “medicine, nursing, social science, development studies or an allied subject, recognised by UCL” – courses frequently with female majorities. In April 2016 we removed reference to specific courses on entry criteria. Since applications for the 2016/17 intake may already have been submitted, we are not yet able to assess the impact, but plan to do so in the future (**Action 4.1.ii.3**).

Application, offers, acceptance

We examined data for a ‘leakage’ during the admissions process – Figure 8. Between 2013/14 and 2015/16 the proportions of females and males were slightly different at each stage. However, in 2016/17 21% of applicants were male, but only 14% accepting their offer were male. It is possible that this is an anomaly as many factors affect the decision to accept an offer, and we will continue to monitor this (**Action 4.1.i.2**) and widen participation (**Action 4.1.ii.2**).

Figure 8. Applications, offers and acceptances made by gender for postgraduate taught programmes

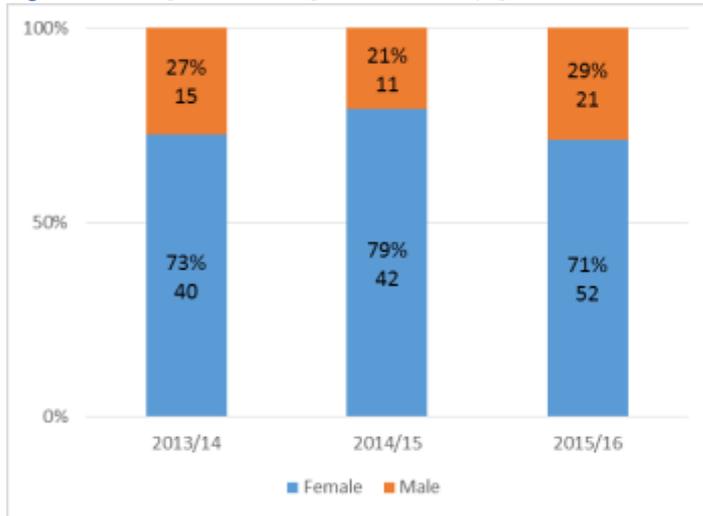


We analysed the IGH website in January 2016, and found that images portrayed more women than men (1.87) on research and education pages. Following revision, while there was an overall imbalance (1.46) in September 2017, images on the research and ‘people’ pages were gender balanced. We will continue to ensure progress (**Action 4.1.ii.1**)

Degree completion rates and grades obtained by gender

The proportion of female:male students completing postgraduate taught courses has reflected enrolment proportions since 2013/14 – Figure 9.

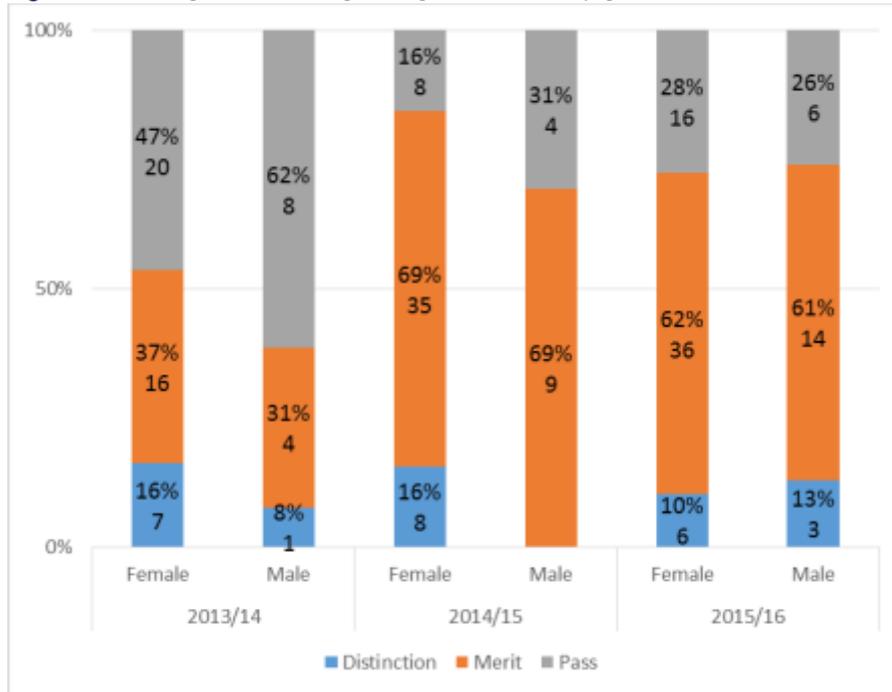
Figure 9. Postgraduate degree awards by gender, 2013/14 to 2015/16



Grades obtained

The proportions of female:male students obtaining pass, merit and distinction awards were similar in 2015/16, reflecting greater parity than in previous years (Figure 10). We will include AS objectives and activities in the Internal Quality Review application and Education Strategy for the next five years (**Action 4.1.ii.5**).

Figure 10. Postgraduate taught degree awards by gender, 2013/14 to 2015/16



MSc students surveyed by SAT members in 2016 and 2017 felt that the gender imbalance on the course reflected broader trends in global health with fewer men joining due to a perception of few lucrative career options. Female students, particularly from minority ethnic groups, felt women seldom made it to leadership positions in global health – something that we are campaigning about through our newly established Global Health 50/50 (www.globalhealth5050.org). We plan to address this in future cohorts through information about AS, widening participation in global health education and focus on career opportunities that are attractive across all genders (**Actions 4.1.ii.2-4, and Action 5.3.iv**).

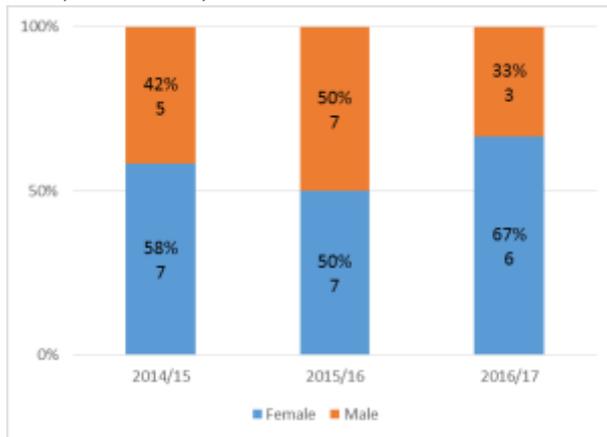
(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Enrolment

The mean ratio of females: males enrolling on postgraduate research degrees between 2013/14 and 2016/17 was 1.31 (Figure 11), with very few joining from our Masters programmes. As per our 2014 action plan, we now have a PhD representative on the SAT.

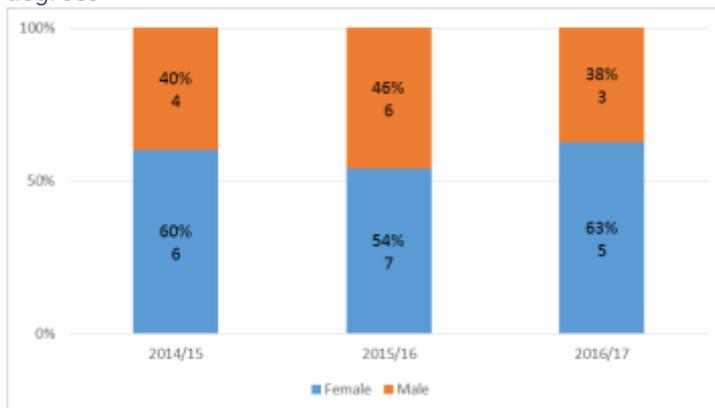
Figure 11: Proportion of males and females enrolling for postgraduate research degrees 2014/15 to 2016/17



Full and part-time enrolment

The ratio of females: males enrolling full time was 1.33 between 2014/15 and 2016/17 (Figure 12). The numbers each year are too small to make inferences about patterns in gender differences.

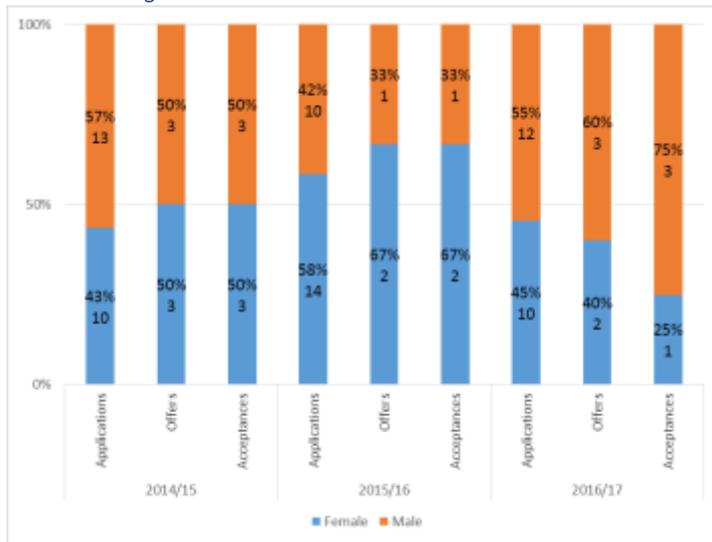
Figure 12: Proportion of males and females enrolling for full-time postgraduate research degrees



Application, offers and acceptance

The proportion of males: females along the admissions pipeline has fluctuated every year, and the numbers are very small to make comparisons – Figure 13. However, we will continue to monitor these data (**Action 4.1.i.3**)

Figure 13 Applications, offers and acceptances made by gender for postgraduate research degrees



Time to completion

Time to completion for research degrees at UCL is based on starting dates before 2012/13. IGH was established as an independent department in 2014, so these data are currently unavailable.

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. The SAT student representative ensures that students are aware of support available to students in relation to gender, caring and parenting leave, and another member of the PhD forum attends SAT meetings twice a year to discuss students' issues related to diversity and inclusivity. We will continue to support PhD students (**Action 4.1.iii**).

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Progression between undergraduate and postgraduate study

Not applicable – our undergraduates are intercalating medical students.

Progression between postgraduate taught and research degrees

Students from our taught postgraduate programmes can progress to postgraduate research degrees at IGH. We are working to encourage

progression and intend to monitor rates for gender balance along the application pipeline alongside Career Development activities (**Action 5.3.iv**).

Students who have progressed from postgraduate taught to research programmes at IGH in recent years have commented favourably on the support received, highlighting an existing culture of motivating and supporting students keen on academic careers:

" My experience of moving from an MSc to a PhD within IGH was a positive one. Not only did my MSc allow me to meet the supervisors and in-country team that paved the way to a PhD, but a number of staff members within the department gave me valuable advice about whether to embark upon a doctorate programme and to recommend the scholarship scheme." [Current IGH PhD student].

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. Identify any gender issues in the pipeline at particular grades/job type/academic contract type

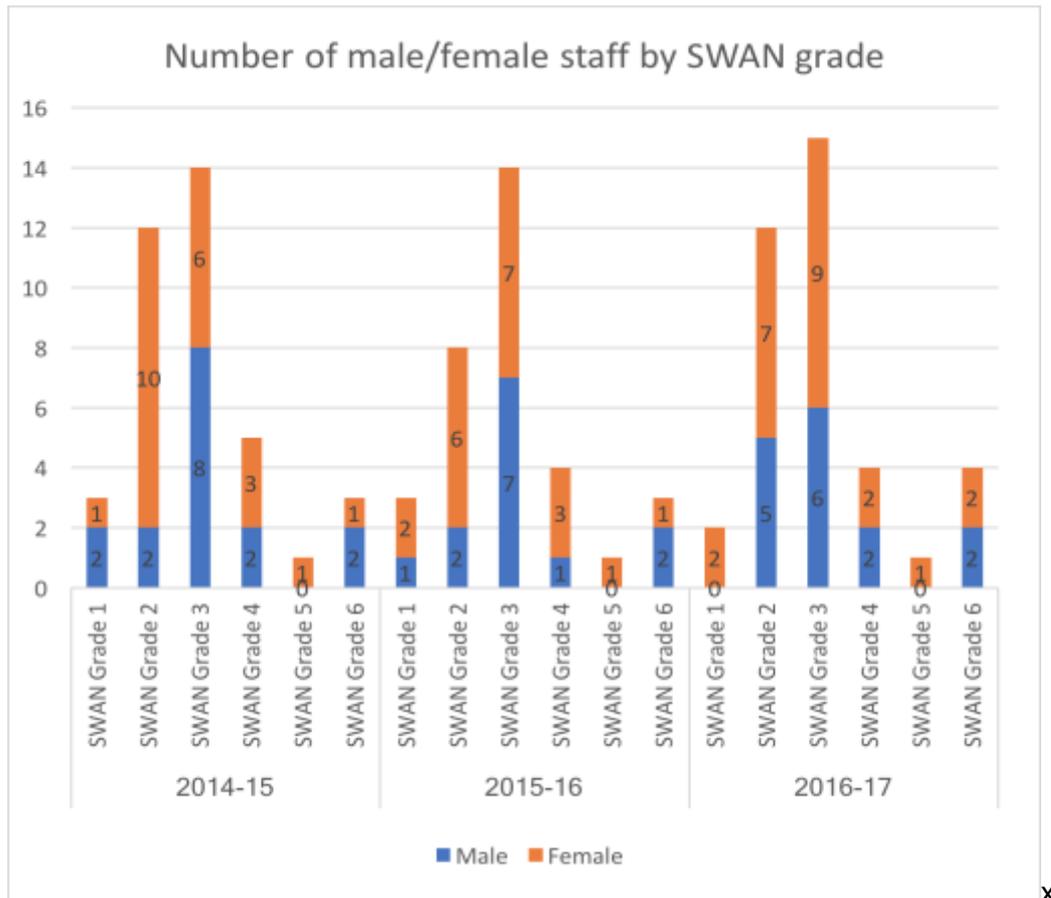
The SWAN Categories have been developed by UCL to facilitate analysis of academic and research staff data across institutes (the categories currently do not include nursing staff, this will be discussed centrally at UCL so that technical staff can be included into the academic career pathway).

Table 2: SWAN Categories and Grades with corresponding UCL job title

SWAN Grade	UCL Job Title	
1	Research Assistant	May include part-time PhD students working as a part-time Research Assistant
2	Researcher	Postdoctoral researchers
3	Lecturer	Lecturers, Senior Researchers, Teaching Fellows
4	Senior Lecturer	Senior Lecturers, Principal Researchers, Principal Teaching Fellows
5	Reader	Reader

In the last three years there has been a larger number of women in all of the Swan Grades with the largest variant in Swan Grade 2 - but with some improvement in the most recent year of data (2016-7) see Figure 14.

Figure 14: Female/Male staff by SWAN grade

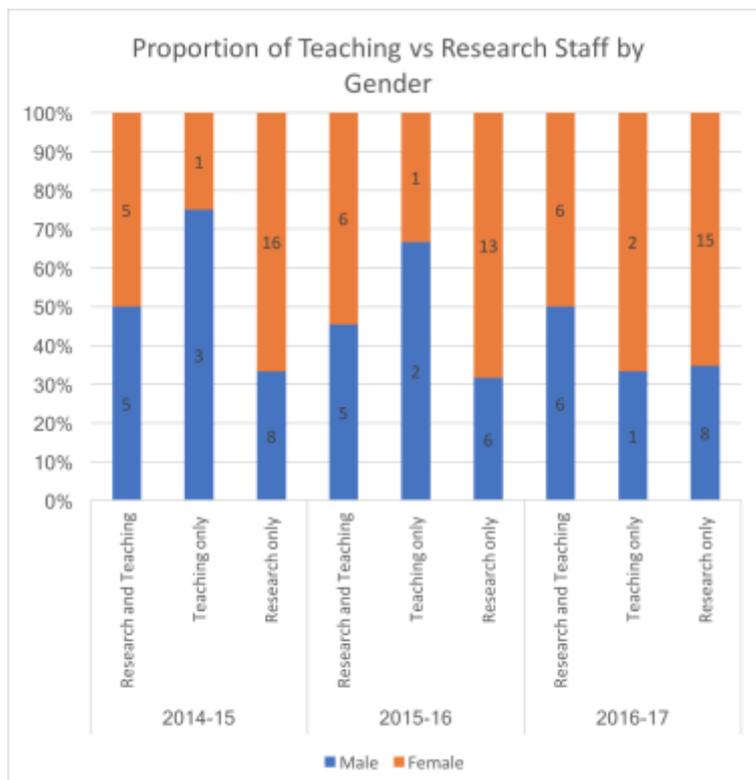


The Institute has had success in the transition of research staff to academic roles. Specifically, in the last 3 years, 8 research-only and teaching-only staff at IGH were recruited to academic, research and teaching posts. Three are working at IGH and five are working in other higher education institutions in the U.K. and US.

At Swan Grade 6 the proportion of men and women reached parity in 2016/17 as a result of staff promotions. Following our 2014 Action Plan, we offered a programme of leadership training courses (Women in Leadership and Future Leaders Programme) offered to women at grades 4 and 5. Five people have been nominated (3 women, 2 men). The participation of the women was paid for by the Institute and Faculty, and all three have successfully moved into senior grades at recent promotion rounds (4.2.ia).

A comparison of data across three years shows proportions of male and female staff across research and teaching, and teaching only functions is relatively stable (Figure 15). Small numbers of staff over the 3 years make comparison of significant differences difficult, nonetheless, we do see a general pattern of a slightly higher proportion of male employees in posts combining research and teaching, and slightly more women in research only posts (Action Point 4.2.ii). Over the three years there have been more male teaching-only staff, but numbers are small - see Figure 15.

Figure 15: Proportions of staff on teaching only, research only and research/teaching contracts



The newly integrated IPH staff include eleven registered nurses (seven female) and one healthcare support worker. Career pathways will need to be developed to enable the nursing staff to thrive and progress within academia (Action Point 4.2.ii).

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

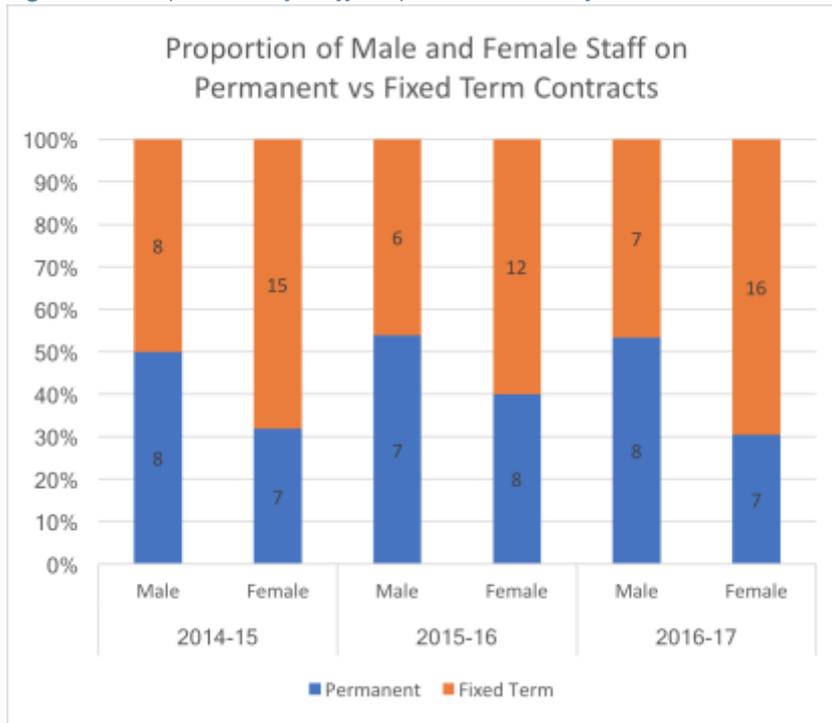
(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As a result of the last Athena Swan action plan IGH has put in place a number of measures to ensure the continuity of employment of staff on fixed-term contracts – a large proportion of whom were female. We now have a discussion of staff whose contract is coming to an end within the next nine months at the monthly Senior Management Team meetings and active encouragement for these staff to share their CVs within IGH to ensure that their skill set is highlighted and that they are written into grant applications. In addition, all IGH jobs are advertised within the Institute and we alert staff to forthcoming opportunities. Staff are encouraged to recruit to new posts from the existing staff pool and more support has been provided for early career staff to apply for fellowships. UCL has a redeployment scheme available whereby all jobs are initially advertised only to redeployees.

Despite these measures, gender differences in career patterns remain. The proportion of female staff on fixed-term contracts compared to permanent contracts is currently 2:1 (see Figure 16), and has not changed substantially in the past 3 years. In contrast, the proportions for men are approx 1:1. In part this is a reflection of the higher number of women entering the global health profession since the fixed term posts tend to be at lower SWAN grades. Action on this requires both activities to ensure that women have equality in transitioning to permanent posts, and ensuring their progression within the research careers. It is also important to ensure parity in male recruitment at career entry points including at student entry level (Action Point 4.2.ii).

Figure 16: Proportions of staff on permanent and fixed term contracts

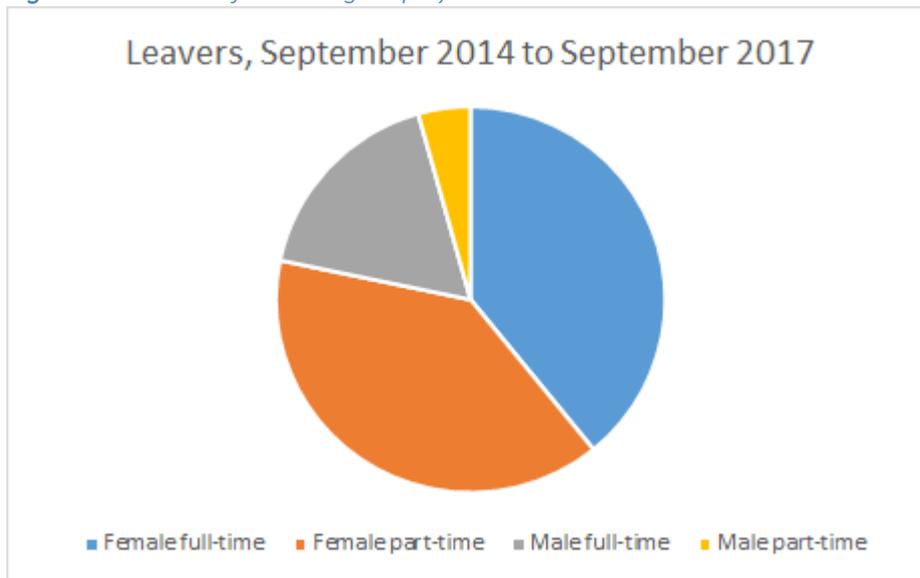


We have no staff employed on zero-hours contracts.

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

Since September 2014, 18 female and five male academic members of staff have left the Institute - the considerably larger proportion of female leavers is a direct reflection of the female staff employed in research-only positions which are fixed term and reliant on external research income. Of the 23 leavers nine were part-time (one male, eight female). The reasons for leaving the Institute were: end of research grant funding (18 members of staff, 16 of whom were female); retirement (one male member of staff); promotion to an external post (one male); and promotion to permanent academic positions (two female and one male member of staff). IGH requires that members of staff have an exit interview with their line manager prior to leaving the Institute which enables the collection of data regarding the reason behind leaving.

Figure 17: Reasons for leaving employment



iv. Equal pay audit

A review of professorial pay in 2017 (equal numbers of male and female professors) found a 24% pay gap in favour of male staff (mean and median values). This is the first time we have assessed this data – and action points are identified in **4.2 iv**.

(Word count = 2000 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

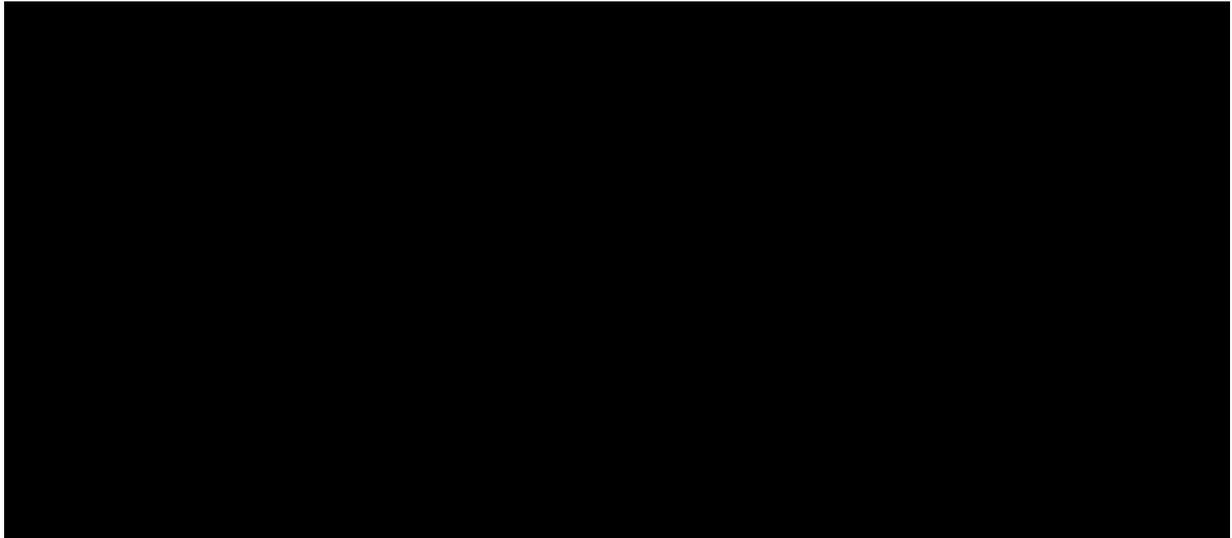
(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an under-representation in numbers) are encouraged to apply.

IGH follows the policies and procedures of UCL to ensure equality and equity in recruitment procedures. In our 2014 application, our action points included (i) addressing gender imbalances in new hires, particularly the over-representation of males hired to permanent posts (M:F in new permanent posts in 2014 = 3:0).; (ii) promoting gender equity in the application and interview processes.

As a result of these recommendations, since 2015 all staff in IGH have been required to undertake Unconscious Bias training (online) and participation in the training is monitored annually and is currently at approximately 90% for all staff and 100% for line managers. For staff to participate in recruitment processes (i.e. on shortlisting and interview panels), they are required to have undertaken UCL's training in Recruitment and Selection and Interview Skills. In addition, staff who wish to chair an interview panel are required to attend a face-to-face three-hour unconscious bias training session. To date, 8 men and 12 women have undertaken this type of unconscious bias training.

From 2015-2017 our impact on the three identified areas was as follows:



2. Recruitment data are shown in Figure 18 (academic staff) and Figure 19 (administrative staff).

Overall, we still have more women applying to all posts in global health – see Table 4 for breakdown. Moving forward, we aim to recruit a more representative staff body (Action Point **5.1.i**), addressing all aspects of inclusion and diversity.

Table 4: Applications by gender to posts in IGH, 2014-2017

		2014- 2015	2015 - 2016	2016-2017
Research posts	Female	101	19	154
	Male	42	10	82
	No info			4
Professional services	Female	44	87	113
	Male	41	39	44
	No info	2		1
Teaching	Female	1	10	8
	Male	1	4	2
	No info			1

Figure 18: Recruitment of Academic Staff

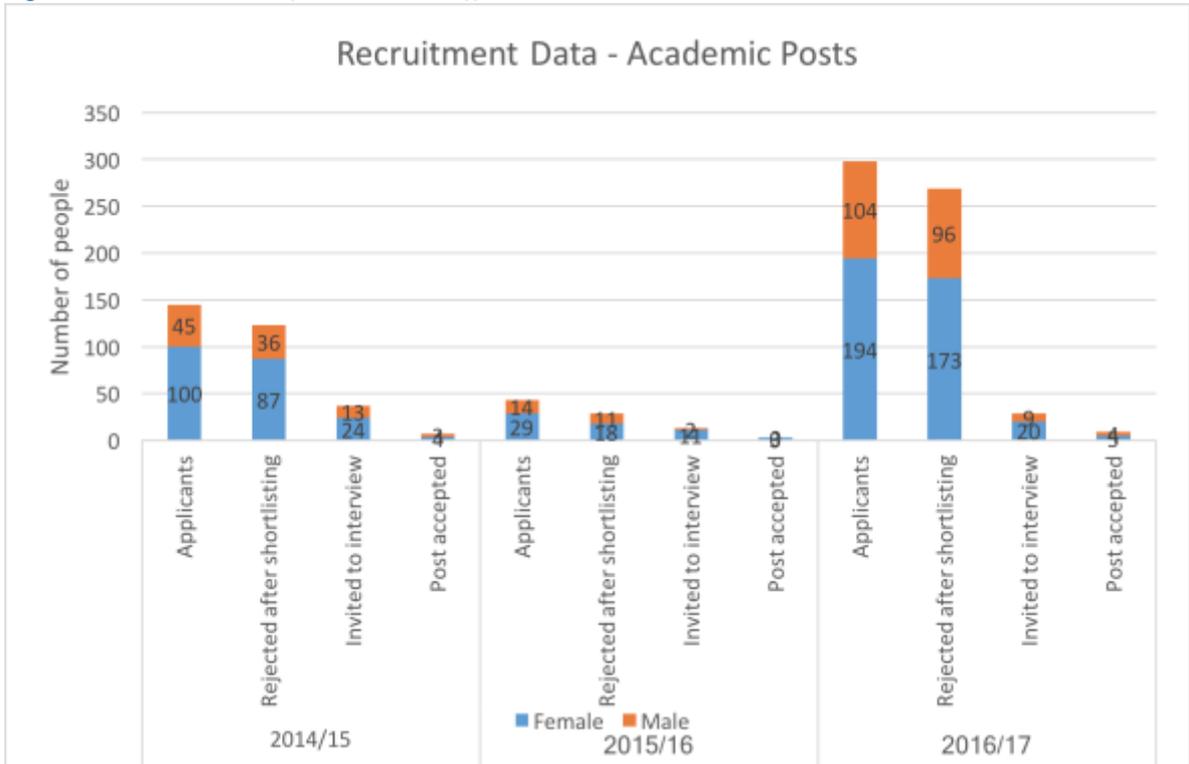
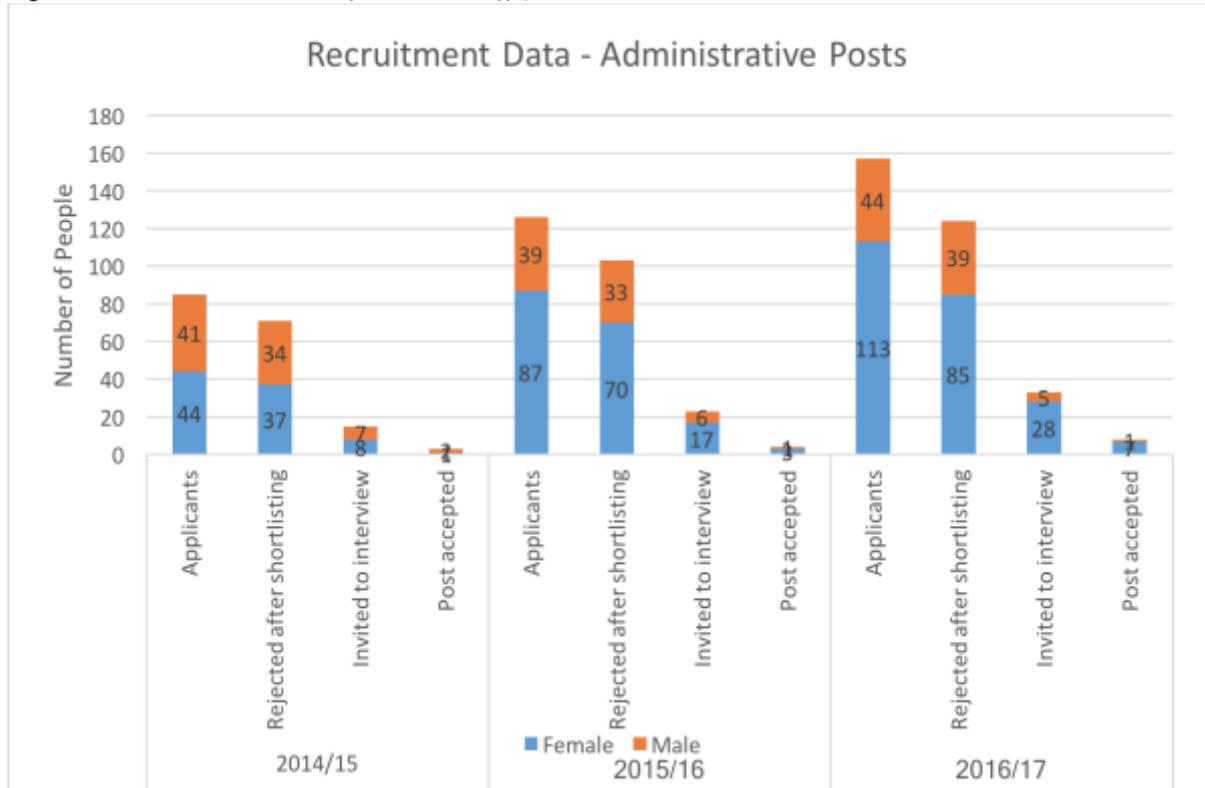


Figure 19: Recruitment to Professional Staff posts



(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.

Induction Training Data

UCL has an online induction programme that is available to all new staff. Our own induction policies and procedures were started in 2015 following our bronze application which identified a need to (i) encourage more uptake of diversity training and (ii) promote increased clarity on line management and guidance on appraisals. We provide information on UCL and the registration process, staff terms and conditions, employee benefits, financial policies, procedures and regulations, equality, diversity and inclusion, the Employee Assistance Programme and more generic information relating to support services available. There is also a section specifying the mandatory training that needs to be undertaken in order to complete probation - including Diversity Training, Green Awareness, Information Security Awareness, and Safety. Uptake of training is monitored by individual line managers at regular probation meetings following

appointment. The Institute Manager or HR Administrator also ensure that the induction checklist is completed.

UCL has clear probation procedures (the length of probation and the regularity of the probation meetings varies depending on the role type and a person's grade) and the Institute Manager follows up on a regular basis with line managers to ensure that these meetings are taking place.

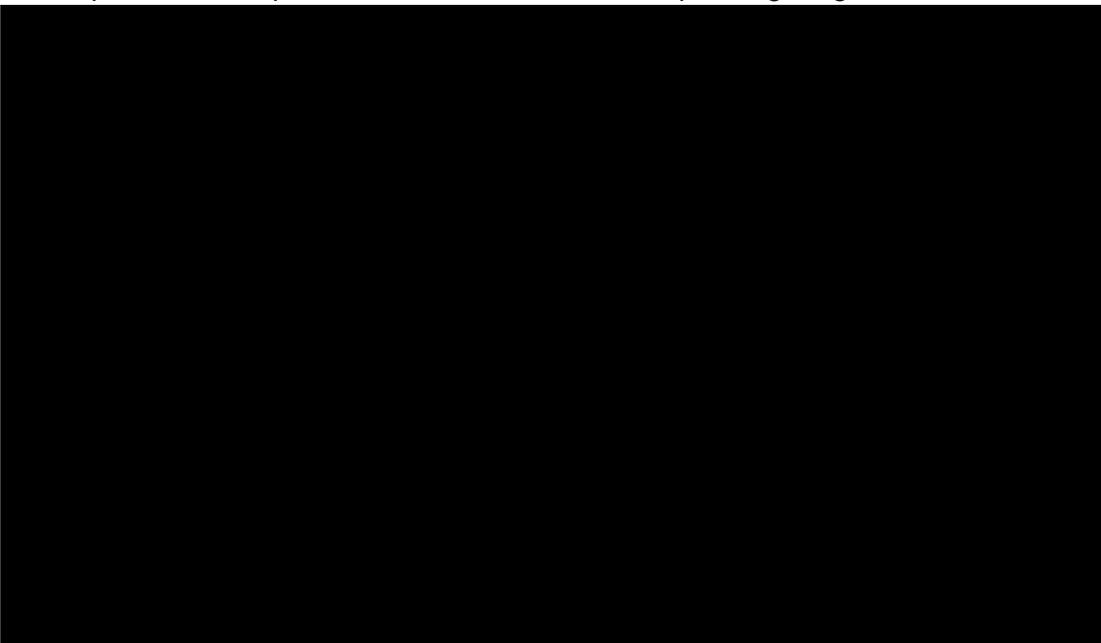
For professional services staff, the Institute Manager ensures that the new member of staff receives the appropriate training either through attending a training course provided by UCL, or through one-to-one training with another member of staff. Staff are also encouraged to join specialist networks that are available at Faculty and UCL level (e.g. finance or HR networks). New academic staff are assigned a mentor to provide them with support for achieving their research and teaching goals.

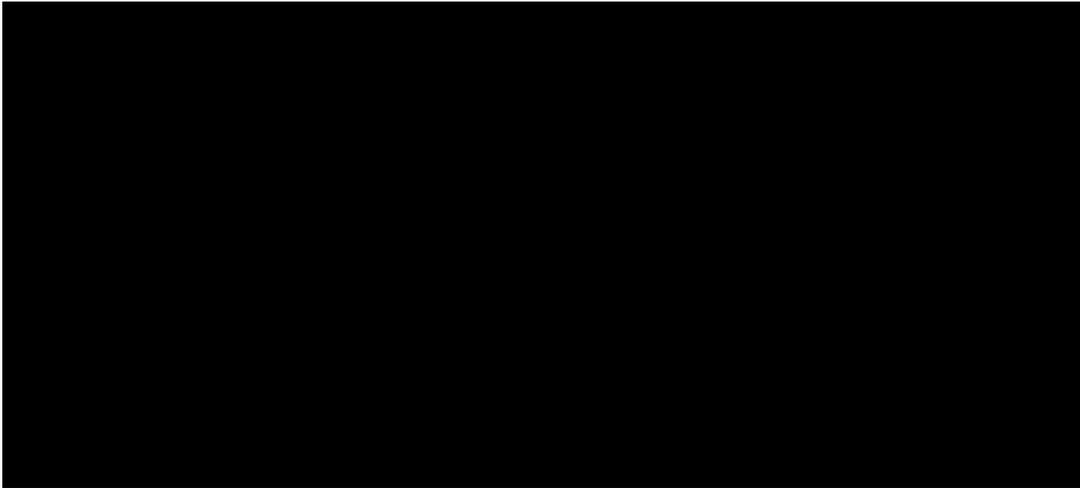
(iii) Promotion

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.

Details of the process for applying for promotion/increment are widely and repeatedly circulated at appropriate time points. For all academic staff considering promotion and professional staff applying for accelerated increments, routes to promotion/increment are discussed during annual appraisals. Staff are encouraged to submit applications with support of line managers who review and advise on the process. Applications are reviewed first by an IGH committee (3 men; 3 women) before being submitted to central UCL.

UCL operates three promotion schemes for staff depending on grade and role.





(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.

IGH has had a small number of eligible staff for both the 2008 and 2014 submissions – see Table 5.

Table 5: IGH staff eligible for 2014 REF with RAE comparison in 2008

	Eligible	Included	Staff not included
2008 REF - males	4	4	0
2014 RAE - males	4	4	0
2008 REF - females	5	5	0
2014 RAE - females	3	3	0

In both rounds of the Research Excellence Framework/Research Assessment Exercise, all eligible staff were included in the final submission. On both occasions we were part of a larger Department and did not have our own submission. Staff joining from IPH were submitted as part of the IECH submission.

For the forthcoming 2021 submission, IGH will be returning its own submission for the first time. As in previous submissions, we intend to include all eligible

staff in REF 2012 IGH submission which will likely to include more staff than 2008 and 2014. We expect the good gender balance shown in 2008 and 2014 to continue in 2021. Furthermore are purposely looking at the best Impact Cases from both male and female staff to ensure gender representation of the presentation of our best outputs to REF2021.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) 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.

5.2 Career Transition points: professional and support staff

(i) Induction

All new staff participate in a formal induction scheme - full details of which are given in section 5.1.ii. For Professional Services staff, in addition to the regular induction procedures, the IGH Institute Manager offers all new members of staff specialist training courses through the UCL training scheme or individual training with an existing member of staff.

(ii) Promotion

Professional staff are able to apply for recognition and reward through the Accelerated Increments/contribution Points Award scheme (see section 5.1.ii) but UCL does not have a formal promotions scheme for Professional Service staff, meaning there is no institutionalised route for professional and support staff to progress through staff grade levels – which can clearly disadvantage these

staff, who are mainly women; we therefore plan as follows - see Action Plan 5.2.i.

5.3. Career development: academic staff

(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?

IGH has developed training programmes for all staff as well as specific training as required by different categories of staff. Individual training needs are discussed and recorded during annual appraisal and monitored at subsequent appraisals. We have incorporated training during our strategy days and in-weeks - open to all staff and PhD students. The selection of all-staff training topics is based on staff requests and needs identified as a result of the annual staff survey. In 2016 we had appraisal and line management training for all staff. Our 2017 staff survey showed a significant improvement in staff perceptions of line management compared to the previous survey (see section 3. ii, above). In 2017 we had training on media and communications - the impact of which will be assessed in the next survey (Action Plan 3.1.ii).

More specialised training is provided as follows: all academic staff who teach are required to undertake a teaching qualification (UCL Arena, accredited by the Higher Education Academy). In addition, as noted in section 4.2.i, 3 female members of staff have participated in leadership training - and all three have been subsequently promoted.

(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. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff in the Institute are required to have an appraisal once a year. The completion rate for 2016 was 96%, which is a slight fall from our previous 100% rate; attempts to introduce a 6-monthly catch-up appraisal were not taken up by many staff. In addition to the standard template that needs to be completed, the Institute provides an additional set of questions to ensure that the right questions are addressed during appraisal (this is a template provided by the Faculty to ensure consistency across all Institutes). This covers achievements, review of objectives, career development, promotion, flexible working, and REF requirements. The Institute recommends that the appraisal is followed up with at least one further follow-up meeting, six months later. For 2018, the Institute will be moving to having an 'appraisal season', encouraging all appraisals to take

place from January to March 2018. The aim of this is to ensure highest completion rates.

During the 2016 Institute Staff Survey, there were issues raised about the quality of appraisals. In order to address this, an appraisal training session, delivered by the Organisational Development Unit, was incorporated into a strategy day which took place in September 2016. This was successful as attendance at this event was high. A further concern raised in the 2016 Institute Staff Survey was the lack of clarity, amongst some staff, about who their line manager was. In order to address this, a review of the management structure was undertaken to align line management with appraisal, and an email was sent to every member of staff clarifying who their line manager was and what their responsibilities were. As noted, in the 2017 survey, perceptions of line management and appraisal were significantly improved, and no gender differences noted (see Section 3ii, above). We will ensure that all line managers and Centre leads participate in appraisal training (Action Plan 5.3.ii).

(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.

Progression to part-time research degrees for research staff

IGH research staff who are interested in research degrees can avail of financial support to undertake part-time study. As per our 2014 action plan, in February 2015 we surveyed principal investigators (PI) to understand why fewer female

continue to monitor the progression to PhD among research staff for gender balance and advertise the UCL study assistance scheme to new research staff (**Action 5.3.iv**)

In April 2014 one member of IGH staff was appointed as the inaugural chair of the UCL Populations and Lifelong Health Domain Early Careers Network (ECN). The ECN was established to provide a platform for mentoring, practical careers advice and the dissemination of information about training, funding and job opportunities for researchers with an interest in population health across UCL. The ECN now has a reach of over 1000 UCL staff and, through popular events and meetings, provides opportunities for early careers researchers to meet their peers, share ideas and experiences, and initiate collaborations. Regular ECN training seminars are in high demand among early career researchers and cover issues including public engagement, academic and non-academic career paths, resilience in academia, and media training.

The ECN gives particular attention to strengthening fellowship and funding applications. This has been achieved through a series of grant writing seminars, with speakers from funding agencies as well as senior academic colleagues, accompanied by mentored grant writing workshops. In 2016 the ECN established a Research Excellence Prize to reward outstanding research achievements among UCL's early career researchers and, in so doing, create opportunities for small-scale seed funded projects and strengthen the recipients case for further academic funding and career progression. Three early career researchers won Research Excellence Prizes in 2016 – two joint runners up (both female) are currently using their prize funds for international networking and collaboration initiatives, and the first prize recipient (male) used his prize funds to conduct formative work as the basis for a Wellcome Trust fellowship application, which he was awarded in the Summer of 2017.

(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).

Career progression is an important focus for students at IGH. Whilst we signpost students to generic sources of advice across UCL, we also provide bespoke advice both in terms of module choices, placements and internships to help students decide on a career and be in the best position to achieve it. We use a variety of strategies:

- Career information on the website
- Individual Career advice
 - UCL careers service
 - Institute-level career surgeries
 - Faculty-wide early careers forum
 - Institute Career Advice Surgeries
- Bespoke career planning through personal tutors and programme leads
- Faculty and Institute level Annual Career Fairs
- Placements and internships
- Encourage potential employers to network during guest lectures
- The use of different types of assessment support development of transferable skills that support employability, e.g. problem solving, presenting information in written and oral forms to different audiences, teamwork, and presenting information in a succinct and logical manner
- Access for PhD students to peer review process

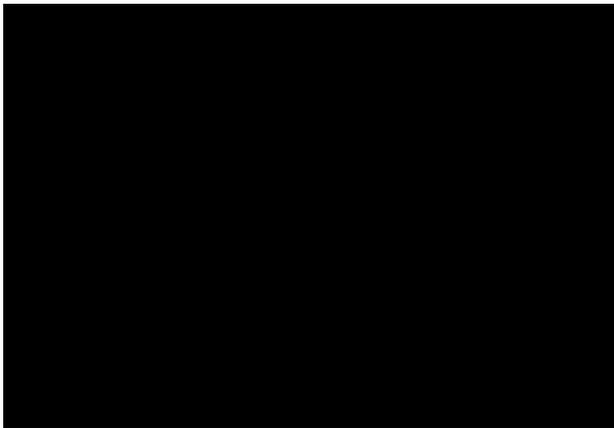
All students are provided via the webpage with an overview of the type of careers support they can expect to receive during their time studying at UCL. We were recently awarded a UCL Change-Makers grant to put together a website specifically geared towards keeping students informed about global health internships, volunteer opportunities, placements and research opportunities for dissertations. This will go live for the academic year 2017/18.

At induction the students receive a more detailed introduction to the UCL Careers service, the Institute Careers Advice surgeries and in the case of Research Degree students, the Early Careers Researchers forum.

The Faculty and IGD hold annual careers events. The events introduces students to different employment sectors, usually taking the format of panel sessions, including Alumni.

One to one short guidance appointments with the Faculty Careers consultant take place on a monthly basis.

We evaluate our career support, through our annual monitoring where we analyse and respond to data collected from multiple methods, the annual national student surveys (e.g. PTES- Postgraduate Taught Experience Surveys), our student staff consultative committees, our programme level feedback, and leavers destination reports (compared with similar courses from across the Russell Group). We will continue to evaluate the effectiveness of our career support disaggregated by gender and ethnicity during annual monitoring.



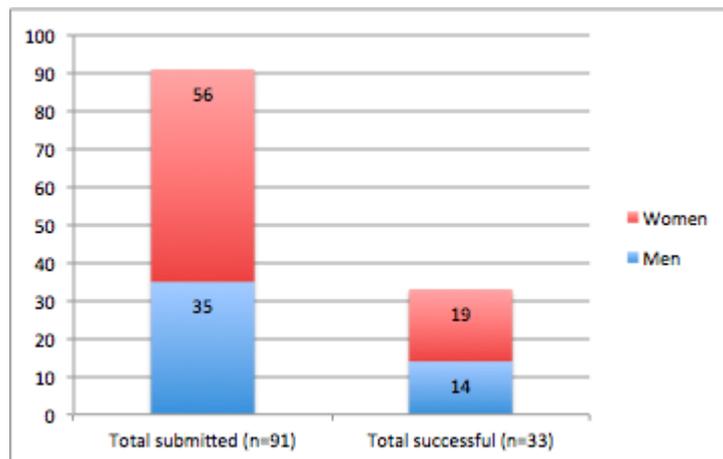
*IGH student poster competition
judged by official from Department for International Development, UK.*

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

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

We have introduced a new peer review process for this 2014-17 period. IGH submitted a total of 91 funding applications, 62% by women and 38% by men. There were 33 successful bids, 57% of these to women and 43% to men – see Figure 20.

Figure 20: Gender breakdown of submitted and successful grant applications, 2014-2017



All staff receive regular updates on calls for proposals and are encouraged to submit proposals. Big calls are circulated as they appear and the Institute newsletter also publishes calls. These are frequently followed up with requests for collaboration on funding applications.

Within IGH we submit our draft proposals to the Peer Review committee (4 female and 3 male academics), who provide constructive advice and recommendations. Support is also given by the Research Administrator, who helps the applicant compile the budget.

Help with proposal development is also provided by UCL Research Support. Grant advisors from Research Facilitation can give specific guidance on where to seek funding and one-to-one meetings arranged. Specific support on Public Engagement grant applications is available directly from the UCL Public Engagement office and support for EU grants from ERIO, the European Office. For Fellowship or Investigator applications faculty level support to set up a panel for mock interviews can be arranged.

Courses are available under the UCL Researcher Staff Development Programme that cover themes key to grant applications.

If a research proposal is successful the IGH Research Coordinator will meet the PI to go through financial procedures, offer advice on preparing budgets, setting up collaborations, requesting transfers and all other financial and contractual procedures.

If a proposal is unsuccessful, in-person meetings with senior faculty and or line managers are arranged to seek alternative sources of funding and discuss any feedback that may have been received from the external peer review process. Further support is provided in improving the proposal and ensuring it is suitable for a different bid. We will continue to provide this support (Action Plan 5.3.v).

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

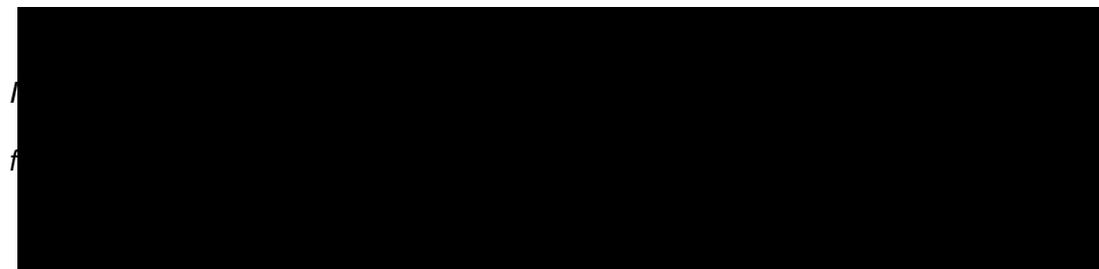
CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

All staff are encouraged to undertake training as part of their career development. For all members of staff (professional, support, academic, research and teaching) an individual's training needs are discussed during the appraisal and then monitored through subsequent follow-up meetings.

For professional services staff training courses are provided by the UCL Organisational Development Unit and staff can also become members of Faculty/UCL-wide professional services networks (e.g. there are networks for HR, Communications, Education and Finance and Research Administration).

Staff are encouraged to attend conferences and training provided by external bodies.





Training is also provided through work-based projects. For example, one member of the team wished to gain a deeper understanding of the pre-award process of grants and agreement was made to ensure that the individual received training and had the capacity to undertake work in this area.

(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. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff (professional and academic) at all levels, are required to have an annual appraisal and the overall uptake in 2016 was 96% - with no gender or staff grade bias in the 4% non-completion. All line managers (whether for academic or professional staff) are encouraged to undertake appraisal training, and from next year this will be compulsory (Action Plan **5.3.ii**). Our staff survey data showed an improvement in perceptions of line management and appraisal (for all staff, no differences in noted improvement across academic and professional staff) following intensive SWAN-led activities in 2015 and 2016 – see section 3ii, above.

(iii). Support given to professional and support staff for career progression

All staff are supported and encouraged to develop professionally. This is done through regular appraisals and follow up meetings. Line managers are also encouraged to have regular one-to-one meetings with their staff in order to understand the various pressures and demands, and explore ways of allowing



studies. Support is also provided for staff to attend conferences (e.g. the UCL professional services conference, the Faculty professional services conference and the annual ASTREA conference). Staff are encouraged to join external professional bodies (e.g. Association of Research Managers and Administrators) and funding is made available for staff to attend training courses and conferences organised by these professional bodies. Encouragement is also given to staff to participate in UCL-wide initiatives (e.g. one member of staff initiated the creation of a UCL wide network of research support staff and currently has over 240 members across UCL).

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

During the 2014 bronze application, it was noted that maternity/adoption leave arrangements were ad hoc and staff taking leave were unclear of their entitlements and no one person had responsibility for overseeing parental leave procedures. Since then we have worked hard to formalise, regularise and advertise internal procedures for parental leave - including through the appointment of a parental leave advisor (PLA) and putting all procedures and policies on the intranet.

Before leave, staff meet with their line-manager and the PLA to discuss timing and length of parental leave, Human Resources requirements, pay and entitlements during leave, and other arrangements during leave, including the option of keeping-in-touch days, and return to work. Since 2014 four members of professional and support staff and four members of academic staff have taken maternity leave, and one member of academic staff has taken adoption leave (on-going). During the same period two members of professional services staff and two academic members of staff have taken paternity leave. All involved staff met with parental leave advisor prior to parental leave.

The PLA also provides information about the National Childbirth Trust and similar sources of advice, and advises on more general issues such as options for childcare arrangements once the individual has returned to work, and social support systems in place in IGH. The PLA approves the risk assessment that needs to be undertaken for the period the member of staff is coming into work, and advises staff on employment matters (e.g. in a recent case the contract of a research member of staff was due to end during their maternity leave so they needed advice on what their redeployment rights and financial entitlements were). Action point 5.5.3 will ensure continued support for maternity, paternity and adoption leave, via the PLA.

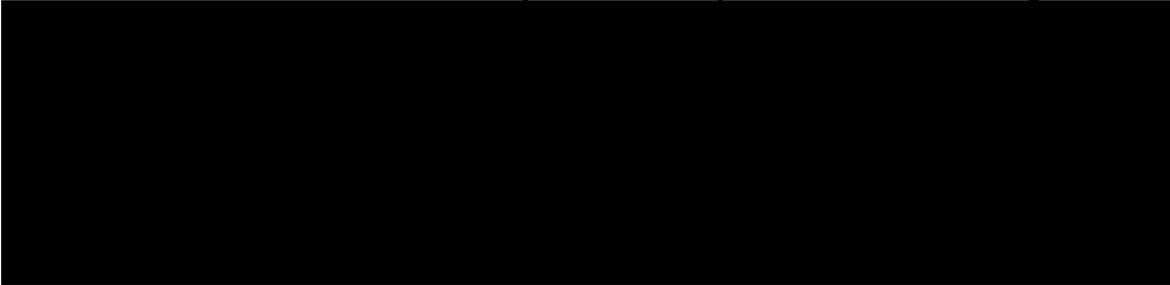
We will ensure a Parents and Carers group is set-up at IGH (Action Plan **5.5.1**) to provide support to prospective and current parents across the spectrum of

issues raised in this section (Action Plan **5.5i-vii**). This group will join with the highly successful Institute for Child Health Mums and Dads group.

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

Explain what support the department offers to staff during maternity and adoption leave.

During maternity leave staff are encouraged to keep in touch with the latest developments in projects and other work they are involved in via keeping-in-touch days – up to 10 of which can be taken during one year of maternity/adoption leave. This is optional and staff are under no obligation to work or look at email during maternity/adoption leave if they don't want to. A member of academic staff who recently took maternity leave had the following to



available for all staff (staff who are funded from research grants are also entitled to this if their funder does not pay for maternity cover). This ensures that maternity posts are made available thus allowing for continuity in terms of the workload and meeting project deliverables.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

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. Since then, as noted, we have appointed a parental leave advisor to liaise with all staff prior, during and post- parental leave – and uptake has been 100%.

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 (e.g. using annual leave entitlements and thus returning part-time for a period of several months), a re-negotiation of a working pattern e.g. changing from full-time to part-time, or change in working pattern, such as working compressed hours. Hitherto, the Institute has agreed to all requests for flexible working. In addition, the Institute ensures that the maternity

cover contracts end a few weeks after the individual has returned to work to ensure there is an appropriate handover and smooth transition.

Academic staff returning to work from maternity or adoption leave have the right to take a one-term sabbatical from teaching responsibilities to get back up to speed with their research.

Women who are still breastfeeding on returning to work now have access to a dedicated maternity room in our building. This (key access only) room has a dedicated fridge for milk storage and offers a quiet and private space for women who need to express milk.

(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.

All of those who have completed maternity leave during the last three years have returned to work and were still in post 18 months after returning from maternity

project researchers. The maternity return rate has therefore been consistently high since our Bronze application (4/4, 100%, during 2011-2014). No-one has yet completed adoption leave.

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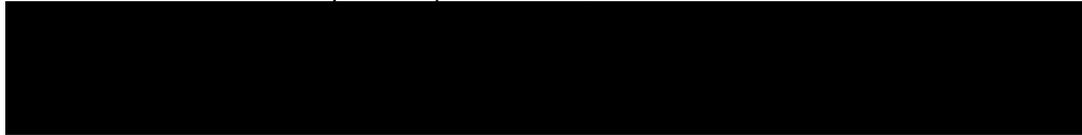
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(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 take-up of paternity leave and shared parental leave.

UCL's paternity leave policy, at 4 weeks on full pay, is double statutory requirements. IGH encourages all new fathers/partners to take paternity leave. Arrangements for work-cover or adjustments to work-flow in lieu of available cover are discussed with the member of staff's line manager beforehand. The Parental Leave Advisor also discusses the option of taking shared parental leave. In complex cases, advice is also sought from a Human Resources Advisor.

In the last three years three members of academic staff have taken paternity leave, and all have reported to be very satisfied with such leave. One member of academic staff who took paternity leave in 2015 said:



We have two male professional staff, and neither has taken paternity leave.

No-one has yet taken shared parental leave. Action point **5.5.2** will ensure that the shared parental leave policy is well understood by all prospective parents and will aim to improve satisfaction with understanding of the UCL shared parental leave policy in subsequent staff surveys.

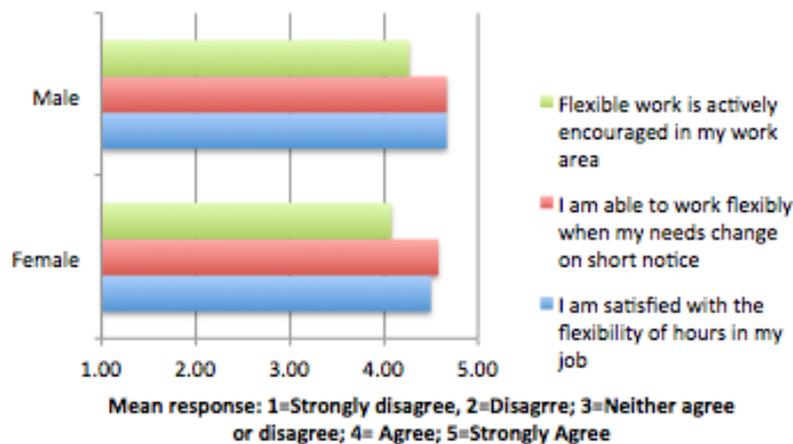
(vi) Flexible working

Provide information on the flexible working arrangements available.

IGH is renowned for its flexible working environment, and details of our approach to flexible working are circulated through email and intranet, and included as part of induction for new staff. All staff are very satisfied with the flexibility of being able to work from home or outside of office hours if needed due to their family life or other non-work commitments (see mean scores from 2017 staff survey in Figure 20 below, median for all three questions is '5=Strongly Agree'), with no gender differences. Given the nature of global health work, with many academic staff travelling or otherwise frequently away from the office, such working -via the internet from anywhere in the world and at any time (for individual work)- is the norm for academic staff. For professional services staff, IGH adheres to core hours (10am to 4pm) and staff have the flexibility to work from home one day a week, or work compressed hours.

As noted in section 3.ii, newly joined IPH staff are less clear about flexible working arrangements – this will be addressed through actions outlined in Action Plan **5.6.i**.

Figure 20: Median responses to 2017 staff survey questions about flexible working



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

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.

UCL has a comprehensive Work-Life Balance Policy (<http://www.ucl.ac.uk/hr/docs/work-life-balance-policy.pdf>) which includes provision for unpaid career breaks and subsequent guaranteed return to work in the same role at the same level. IGH supports such policy.

In the past 3 years no-one at IGH has taken a career break – presumably reflecting the financial implications of such a break.

5.6 Organisation and culture

(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.

IGH promotes a culture of inclusivity, diversity and equality, not only on the basis of gender, but all aspects (including intersectional aspects) of potential marginalisation and exclusion. We host a number of research programmes that are focused on equity and equality and our focus on justice and fairness underlies not only our outward-facing research, but also our inward-facing culture and wellness promotion for staff and students – for example, three members of staff are trained in promoting good mental health and suicide prevention. We host two globally recognised initiatives that promote gender

equality within global health - our Centre for Gender and Global Health and Global Health 5050, and additionally participate in UCL-wide activities such as Out@UCL.

We conduct a staff survey every year to assess staff satisfaction and identify areas where IGH needs to address problems in people's working and studying environments. The results of these surveys are discussed during our in-weeks/days and all staff are encouraged to contribute ideas for addressing problems and improving working/studying environments.

Zero Tolerance

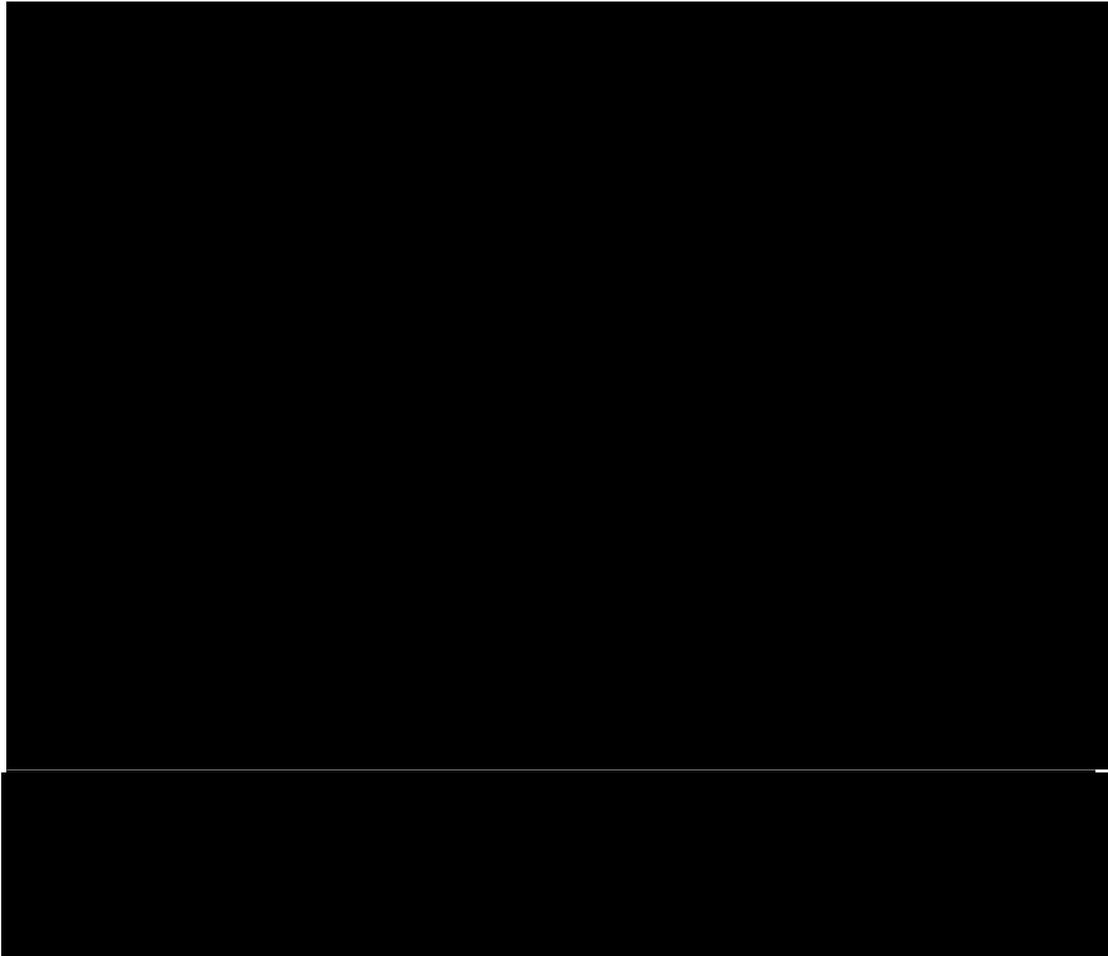
We operate a policy of zero tolerance to bullying and harassment, and have signed the UCL Union zero tolerance pledge. Zero tolerance workshops are made available to all undergraduate and postgraduate students, and from 2017 we have opened these workshops to postgraduate research students too. Staff are encouraged to participate in the Union's zero tolerance training programme. In addition, staff participate in central UCL activities to promote zero tolerance and standing up to discrimination - see Figures 21 and 22.



Flexible working

We have a policy of flexible working which is available to all staff, and in the past three years all members of staff who have requested flexible working have had their requests granted – which is the same as our 2014 data. Figure 22 is an example of a recent job advert that highlights the emphasis given to IGH's 'family friendly' and flexible working culture.

Figure 22: online job ad for IGH - note we state "family-friendly and flexibility with respect to working pattern arrangements" in all job adverts.



(ii) HR policies

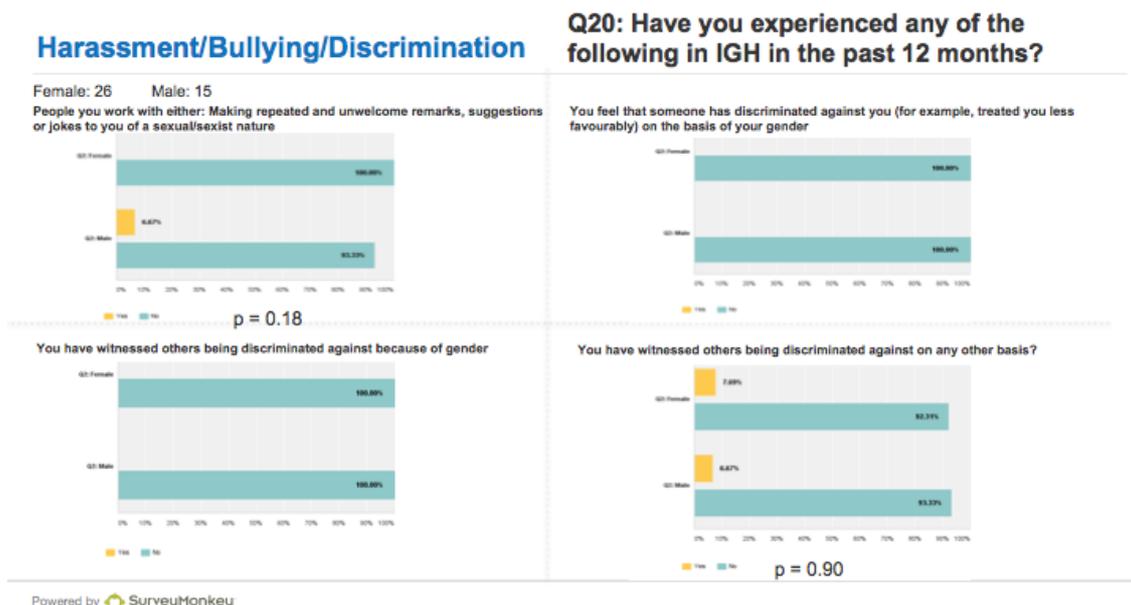
Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department

ensures staff with management responsibilities are kept informed and updated on HR policies.

IGH abides by the UCL human resources (HR) policies which address equality, dignity at work, bullying, harassment, grievance and discipline. These policies are available on the IGH intranet, and any revisions to policies are communicated to staff through email updates.

During our staff surveys in 2015 and 2017 we asked staff about experiences of bullying, discrimination and harassment. The results from the 2017 survey are presented below:

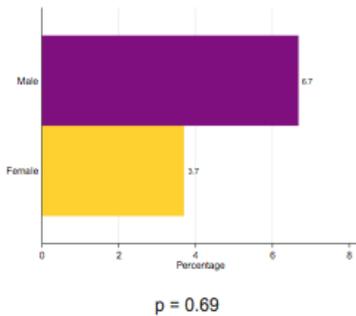
Figure 23: Annual survey results on experience of bullying, harassment and discrimination



Harassment/Bullying/Discrimination

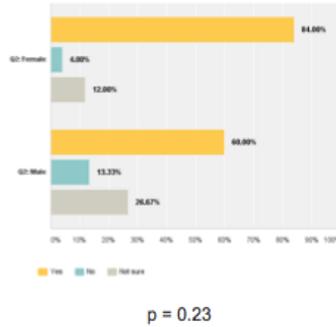
Female: 26 Male: 15

Q21: Do you feel that someone has discriminated against you (for example, treated you less favourably) on any other basis (e.g. age, race, religion, sexuality, class)

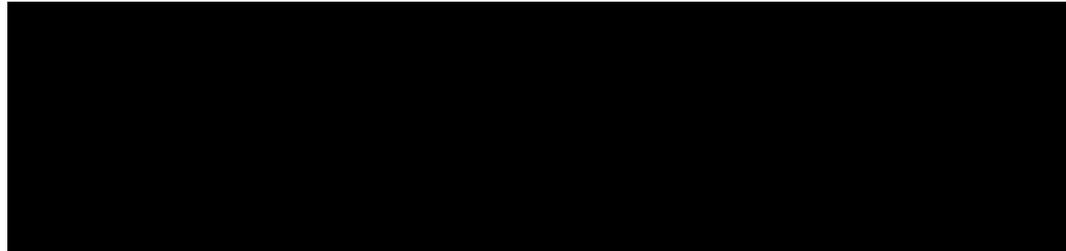


Female: 25 Male: 15

Q22: Are you confident that any complaint would be treated confidentially and seriously?



Powered by  SurveyMonkey



Free text answers within the report indicated that some staff had experienced



As a result of these findings, a number of steps were put in place by the SAT:

1. The Institute Director (and SAT member) wrote to all staff and students to reinforce the zero tolerance pledge of IGH
2. The SAT established a sub-committee to address issues of race and ethnicity
3. During the staff in-week, a member of staff from UCL Equalities Unit was invited to present the University's approach to inclusion and diversity. This session was well attended by staff and PhD students, and the presentation was made available on the intranet.

Further actions are identified in Action Plan **5.6.i**.

(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.

There are four departmental committees in IGH. In response to the previous Action Plan (2014) to open committees to more staff, we have implemented an open and transparent selection process that has resulted in greater diversity on our committees. The Senior Management Team is at gender parity and includes one mandated place for the SAT lead. During the selection processes for rotating posts in IGH committees gender is taken into account and acted upon to ensure equality.

All institute positions (e.g. Centre Directors, or Deputy Directors) have job descriptions, and a transparent and widely advertised application processes. The Education Committee is open to all academic members and teaching support staff. The Scientific Review Committee has three women and three men - representing various levels of academic experience. The IGH promotions panel is chaired by the IGH Director and comprises two female, two male representatives, and two external members of staff who rotate every two years - the committee has full written terms of reference. Gender and race are considered when selecting the external reviewers.

With the exception of the SMT and Senior Promotions Panel where there is a requirement for the Director, Director of Education and the Institute Manager to be present, positions on committees are offered to a wide variety of staff to overcome domination of committees by the same individuals. This is a change from previous practice where people were individually appointed at the discretion of senior staff.

In 2014 we committed to increasing transparency and participation in committee membership when it was noted that senior male members of staff occupied a disproportionate number of committee posts. Our latest review of committee membership (Table 6) shows that male members of staff are still more likely to sit on a high number of committees. Three women who did not participate in committees in 2014 now participate in 6 committees – Table 6. We will address these imbalances and continue to promote opportunities for all staff to participate on committees – Action Plan **5.6.iii and 5.6.iv**.

Table 6: Membership of internal and external committees

	Women		Men	
	2014	2017	2014	2017
Membership of 1 or 2 committees	4	5	7	0
Membership of 3 committees	2	2	1	0
Membership of 4 or more committees	4	3	2	5

(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?

Representation on external committees was identified as an issue for us in 2014, and IGH has supported actions to see a greater diversity of staff participating in external committees. The Institute support staff engagement externally through job planning and flexible working hours. Job Planning takes place annually for all senior clinical academic staff and is used to review the balance of research, teaching and clinical activities and ensure there is time for citizenship activities.

The following activities are in place to enhance participation on external committees: All committee opportunities we are aware of are advertised widely through the IGH global email and on the IGH website. There has been a particular emphasis to highlight calls by major funding bodies e.g. MRC and NIHR to increase the diversity on their decision making and review boards. Two women (SWAN grades 3 and 5) who were not on external committees in 2014 are now members, and two others (SWAN 6) have increased their participation particularly in Research Council and other funding body committees. Moving forward (Action Plan **5.6.iv**) we will collect data on applications to at least two of the circulated opportunities, disaggregated by grade, gender and ethnicity, to identify if there are groups who are not putting themselves forward for citizenship opportunities.

(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 taken into account 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.

We have a teaching workload managed through a central process. This comprises an annual survey that is completed by all staff to understand how much teaching and teaching related administration is done by each individual, and where teaching gaps are. This includes, leading programmes and modules, lecturing, supervising, organising teaching and marking. This is then analysed to match staff interests with teaching gaps and to ensure fairness in the distribution process. By avoiding an ad hoc process IGH does not end up with a situation whereupon certain individuals have an unfair level of teaching. This process is led by the Director and deputy Director of Education. It is a transparent process and everyone can access this information if they choose. Any significant gender bias within a grade can be acted on if needed. The impact has been that IGH is able to ensure that there is equitable distribution of teaching workload across gender and ethnicity within staff grades. Teaching is included in the promotion criteria. Programmed leadership is rotated on a regular basis. We will continue this and report on the workload distribution disaggregated by grade, gender and ethnicity - Action Plan **5.6.v**.

(vi) Timing of departmental meetings and social gatherings

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

A key component of promoting flexible working hours and the family friendly environment of the Institute has been to schedule departmental meetings and social gatherings between core working hours of 10.00-16.00. Staff and teaching meetings take place between 12.30-13.30, and departmental seminars take place between 11.30-12.30. The overseas working group was consulted in regards to an appropriate time to conduct the Institute 'in week' to enable its' scheduling to be when a maximum number of overseas staff would be travelling to the UK for other purposes. Skype is routinely used in meetings when staff members are working at home or overseas to enable their participation. The departmental 'bake-off' and social activities to promote a more environmentally sustainable Institute, such as a visit to Skip Gardens, have all occurred within core working hours to enable those with caring responsibilities and part-time work hours to participate. Moving forward – Action Plan **5.6.vi**.

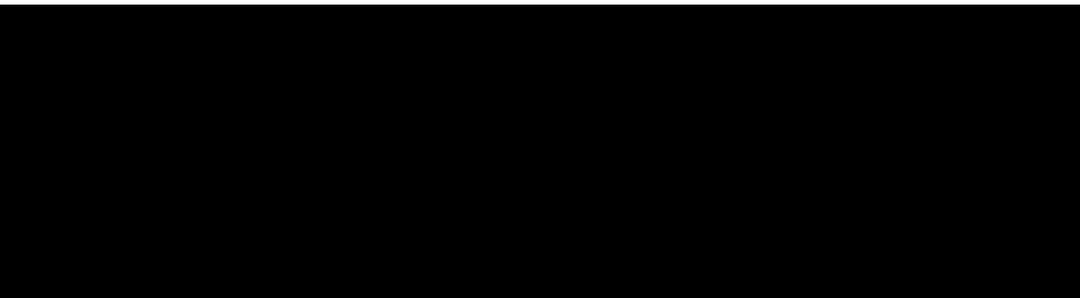
(vii) Visibility of role models

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.

We have worked hard to ensure gender equality in visible role models. We conducted a review of our website and found that there were more images of female role models. We replaced some images to ensure balanced representation of genders. During the course of the past 3 years we have organised events with a total of 89 external speakers - who have participated in seminars/events either in person (the vast majority) or through webinars. Of these 89, 49 were female.

(viii) Outreach activities

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.



A majority of activities communicated with both women and men, unless they were attached to a research project about a health issue that is more prevalent in men or women. For example public engagement in the UK around HIV tended to be aimed at predominantly male audiences while activities about women's health issues were aimed at women. The need to engage men in women's health issues in places where gender inequality impacts upon wellbeing will be emphasized in future. In addition, we will encourage greater participation in public engagement/outreach among all staff, emphasising that Public Engagement activities are recognised to be of great importance to the research reputation of the Institute and individual research careers and are discussed during appraisals and promotion – Action Plan **5.6.viii**.

(word count = 6392 words)

SILVER APPLICATIONS ONLY

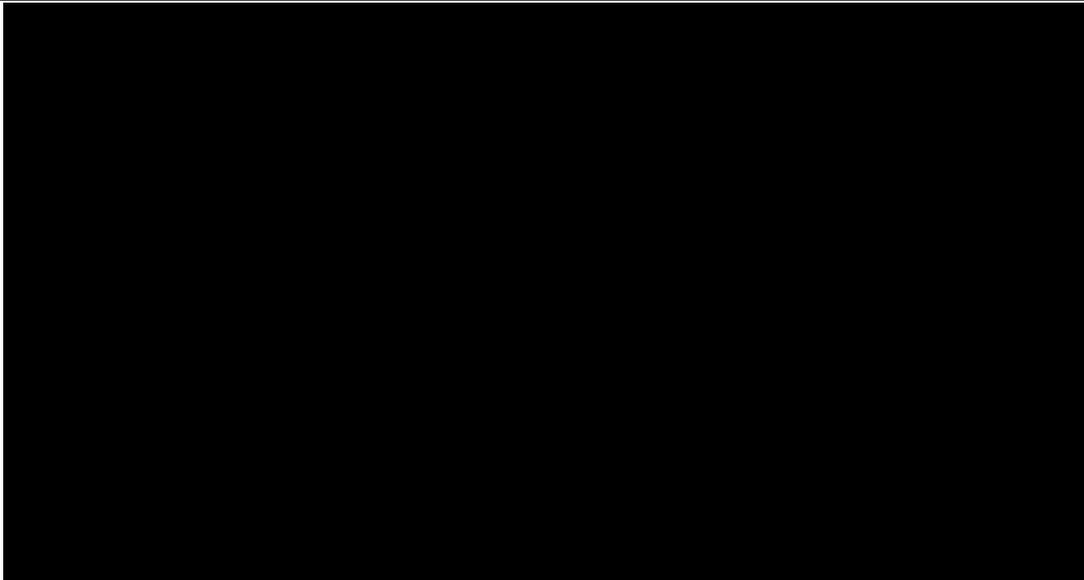
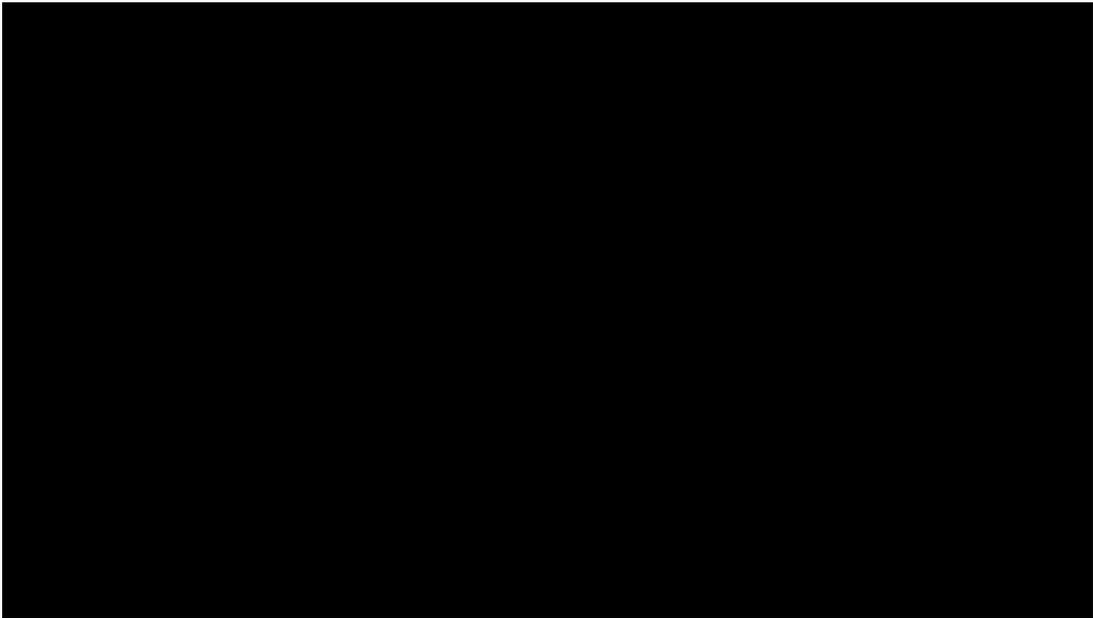
6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.





(word count = 844 words)

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

IMPLEMENTING ATHENA SWAN IN A MEDICAL SCHOOL IN BANGLADESH

Through our funded research programmes we have started a programme of supporting health organisations outside the UK to start their own Athena SWAN assessment processes. Working with a medical school in Dhaka, Bangladesh, we have helped establish a local SWAN team, and are in the process of gathering data according to SWAN categories. This idea is now being replicated through our other partner organisations in Bangladesh, and in late 2017 we held our first national workshop on promoting Athena SWAN for health organisations in Bangladesh. The challenges are vast, and the concepts and practices of Athena SWAN do not always translate directly to the institutional culture of Bangladesh. Nonetheless, given our own positive experience of organisational change following Athena SWAN assessments in IGH, we have been proactive in recommending this as a route towards organisational gender equality in Bangladesh.

We hope to be able to report back on positive outcomes for change in 3 years time. Additionally, given the long-standing partnerships between IGH and many other research organisations across all regions of the world, we will use our Bangladesh experience to identify the potential of uptake of SWAN activities in other countries and with additional partners.

Figure 24: Photos from our first Athena SWAN workshop in Dhaka, Bangladesh, 2017



INCLUSIVITY AND DIVERSITY

We have established a working group within IGH to take on a leading role in addressing aspects of inequality and lack of inclusivity in the workplace. The IGH Inclusivity Working Group members include 1 academic, 2 researchers, 1 professional services staff and 1 PhD student. Over the next few months, the working group, working closely with the SMT will perform an audit of the current provisions relating to inclusivity issues. This audit will be in a form of a simple online anonymous survey and a series of focus group discussions. We will

disseminate the result of the audit and proposed action plan at the Institute Meeting in January 2018. One of the members of the group is currently undergoing training as a Fair Recruitment Specialist.

Some of the issues that we will address during the audit process are:

- Is the language (written or spoken) at IGH inclusive?
- Is the recruitment and selection process at IGH fair for all applicants?
- Are IGH staff and students educated on multicultural sensitivity, including cultural differences?
- Are the 3 IGH sites accessible for people with disabilities? Does it meet occupational health and safety and accessibility regulations for persons with disabilities (e.g., ramps, elevator buttons, braille signs, etc)?
- Are the resources and information provided for staff and students on the IGH website, as well as, the IGH teaching materials in accessible formats?

PROGRESS SINCE OUR LAST APPLICATION

Please see the attached table (Annex 2) after our new Action Plan, which outlines our progress on the Action Plan submitted as part of our Bronze Application in 2014.

(word count = 468 words)

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

ANNEX 1 – ACTION PLAN FOR NEXT 4 YEARS

Reference	Planned action	Rationale	Key outputs and milestones	Timeframe (assuming a start date of Jan 2018)	Accountable Who is monitoring	Responsible Who is doing it	Success criteria
2.1 a	External-facing picture of Department will be updated and will highlight the activities organised by the Athena SWAN team	Current website does not highlight equality and diversity and has minimal information about AS.	Revised and up to date website with emphasis on equality and diversity + AS dedicated webpages with info about SAT, activities	2018 - July	Deputy Director	Communications Administrator and/or Deputy Director	New website pages established
2.1 b	Internal-facing revision to website. Each of 10 Centres (and Centre leads) to highlight AS activities on its webpages.	Current website is focused on "old" IGH - need to highlight shared values and processes with newly merged teams; co-location of events/meetings;	Intranet website has full information about department, processes on equality and diversity, events list. All 10 Centres have link to AS pages on their websites.	2018-July	Institute Manager	Departmental Administrator + Communications Administrator	New Intranet page published and monitored via google analytics for visits. All 10 Centres have link to AS pages on their websites.

2.2	Mandatory training for ALL line managers on equality, diversity and Unconscious Bias Training	Perceptions of lack of support for equality from senior staff.	All Centre Leads as well as Line Managers to attend training on Equality, Diversity and Unconscious Bias	2018-December	HoD, Institute Manager	Centre Leads	100% Completion
3.1 i	Lobby for Institute - funded administrative support to the SAT.	SAT relies upon the time and goodwill of voluntary members of staff.	Funded member of professional services team is allocated and paid to support SAT 0.2 FTE	Jan 2019	SAT leader	Institute Manager	Funding for support to SAT team is in place at 0.2 FTE.
3.1 ii	Administer staff survey annually.	Annual staff survey has proven to be suitable means of measuring impact of previous year's SWAN activities, and ensuring staff participation in identifying future actions.	Annual staff survey available to all staff.	Annually	HoD	SAT leader	Staff survey administered annually; at least 80% across all staff groups participate; results disseminated and discussed at annual staff in-week
3.2	Increase diversity and inclusivity of staff and PhD students on SAT.	Ensure voice and representation across all categories of staff –	All staff grades (and PhD students) represented on the SAT.	July 2018	SAT leader	SAT leader	All categories of staff represented

	Recruitment drive open to all staff and PhD students.	including from perspective of intersectional inequities.	Diversity and inclusivity represented across intersecting domains				Gender parity and representation on other domains of inclusivity/diversity/intersectionality on SAT
4.1. i.	Continue to monitor student data for gender balance along application pipeline, enrolment, completion and achievement; initiate monitoring of data disaggregated by age, ethnicity, disability and prior academic qualification at (1) undergraduate taught	Improving gender balance on taught and research degrees; understanding wider issues related to equality, diversity and participation in higher education	(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 SAT at the start of the following academic year	Annual	SAT Student Representatives and SAT Leader	IGH Education Leads (Teaching and Research) and Course Directors	(1) Gender balance at application stage is proportional to ratio at enrolment across programmes (2) 100% of staff involved in student selection and 75% of primary research supervisors report awareness of gender ratio on taught and research programmes

	(2) postgraduate taught and (3) postgraduate research degree levels						
4.1. ii	Address gender imbalance on postgraduate taught courses (specific actions 1-6 below)	Large gender imbalance across postgraduate courses	(Outputs specific to actions 1-6 below)	4 years, annual cycle. Review plan once per term.	SAT Student Representatives	IGH Education Lead (Teaching) and MSc Course Directors (Global Health and Development; and Health Economics and Decision Science)	Improve gender ratio on MSc Global Health and Development by 2% annually from baseline (3 year average of 81% females 2014-15 to 2016-17), MSc Health Economics and Decision Science by 0.5-1%. (60% female in 2017-18)

	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’	Materials reviewed by SAT for balance and fed back to course directors Course promotional and website materials updated as appropriate	January 2018 April 2018	SAT Student Representatives	Course Directors and Education Manager	Balanced gender representation of men and women (50:50), and diversity of race, ethnicity and visible disability on website, and specifically in promotional images/videos for courses
	2 – targeted recruitment drive to attract applications from undergraduate courses that have higher male: female ratio (e.g. engineering, architecture, basic science)	Higher proportion of students from academic backgrounds with female majority (e.g. medicine, social science) skews ratio along the admissions pipeline	Recruitment drive planned Recruitment drive carried out	February 2018 April 2018	SAT Student Representatives	Course Director (MSc Global Health and Development)	Increase in proportion of students with first degrees in subjects with higher male: female ratio by 3% annually (Global Health and Development only)

			Evaluation of academic backgrounds of applicants and comparison with previous years	November 2018			
	3 – survey students from both MSc courses to understand and compare perceptions of gender in global health and health economics, and response to promotional materials	Previous surveys reveal student perceptions of global health as a gendered discipline with a glass-ceiling for women	<p>Current MSc students surveyed</p> <p>Survey results shared with teaching leads and SAT</p> <p>Seminar on gender equality in global health for MSc students (if required)</p>	<p>December 2017</p> <p>January 2018</p> <p>March 2018</p>	SAT Student Representatives and SAT Leader	SAT Student Representative; Course Directors and Education Lead (Teaching)	<p>Course Directors aware of 3-5 strongest student views on gender in global health</p> <p>Platform to engage with student views provided once every academic year</p>

	4 – include AS advertising materials in student course induction pack, (SLMS/faculty)	Students would benefit from knowledge of AS related to progress to research careers	<p>Current student induction packs reviewed for content related to gender, diversity and equality</p> <p>AS advertising materials developed with support from faculty.</p> <p>Literature used in induction packs for new students</p>	<p>March 2018</p> <p>April - July 2018</p> <p>October 2018 (and</p>	SAT Leader and SAT Student Representatives	Education Lead (Teaching), Course Directors and Administrative support teams	MSc student induction pack for 2018-19 and thereafter includes one leaflet or flyer about AS and career progression in STEMM, and one about diversity and equality issues not already included
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				annually thereafter)			
	5 – include AS principles in the IGH Internal Quality Review (IQR) application and IGH Education Strategy	Gender equality for staff and students essential to improve quality of education	Internal Quality Review framework and priority actions include AS-related objectives; Athena SWAN activities included into IGH Education Strategy Feedback on activities successfully completed	February 2018 February 2019, 2020,	SAT Leader and SAT Student Representatives	IGH Education Leads (Teaching and Research)	(1) Areas for improvement related to Athena SWAN mentioned, prioritised and SMART targets set in the IQR and Education Strategy (2) Feedback provided to AS SAT on any impact from activities

				2021			
4.1. iii	<p>Support academic career progression among PhD students</p> <p>1 – Continued PhD student representation on SAT</p> <p>2 –PhD website and intranet pages to include information on gender and diversity-related support available at</p>	Ensuring support during research degree	<p>Continued two-way representation at AS and PhD Forum.</p> <p>PhD website and intranet pages reviewed and updated</p>	<p>Continuous</p> <p>October 2018</p>	SAT Leader, SAT Student Representative	IGH Education Lead (Research)	Inclusion of AS objectives and UCL gender-related policies in PhD website pages and intranet

	IGH and UCL						
4.2i a	<p>Improve action and visibility of action at career transition points through:</p> <p>Athena Swan Presentation in Institute Meetings</p> <p>AS page on the IGH website</p>	<p>Although women's careers have been supported for progression – and progress has been made - in the past 4 years, the staff survey showed a higher perception of barriers to career progression among women compared to men.</p>	<p>Broad visibility of AS principles across internal web-based communications pages.</p> <p>All 10 Centres to promote AS activities as part of their core activities.</p> <p>Career progression an integral part of all appraisal discussions.</p>	Feb 2019	SMT, HoD	Centre Leads	<p>Closer match between perception of career progression possibilities and perceptions of progress as monitored through annual staff survey.</p>

	<p>Highlight achievements per Centre at institute meetings and flag up AS activity in the Centre</p> <p>Presentation on Education figures what they are doing to increase number of Male students</p> <p>Showcase achievement of the department (Gender, Grants won, promotions)</p>						
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	<p>Presentation on Staff Survey Results</p> <p>Internal Newsletter highlighting achievements</p> <p>Discussion and reporting of promotion at every appraisal, with staff on research career track having clarity on steps towards promotion</p>						
4.2i b	Appoint a research nurse career champion	At present there is no specific career pathway in place for career nurses who are part of research	Research nurses supported in career choices – including in transitioning to	Nov 2021.	Research Nurse Career Champion	Research Nurse Career Champion	At least one research nurse supported to transition to a research-based academic career if s/he wishes to.

	<p>Highlight current opportunities for staff through closer relationship with UCL Centre for Nurse and Midwife Research.</p> <p>Invite external lecturers who have successfully transitioned from research nurse to research career.</p>	staff.	academic research track.				
4.2.ii	Support to women's careers – see Action Points 4.1.iii and 4.2.ia	Equal numbers of men and women on permanent contracts – but this is not representative of proportions entering the	Women on fixed term contracts supported to move to permanent posts.	Nov 2021	Head of Department	SAT lead and Director of Education	<p>Women and men on permanent contracts are at parity.</p> <p>Women and men on fixed</p>

	Increasing numbers of men entering global health – liaison with Departments of engineering, architecture, basic science across UCL to promote men’s applications to study global health.	profession. Higher proportion of women on fixed term contracts. Imbalance in proportion of women:men studying global health – leading to perceptions of imbalanced career progress and pay.	Men encouraged to enter global health studies.				term contracts are at parity. Student numbers (Masters and PhD level) at gender parity.
4.2.iii	Continue to monitor end of contract forms. Redevise form to gather more detailed information and provide a simple metric to measure whether the	Staff-leaving patterns may reflect underlying inequalities in the working environment.	Reasons for staff leaving are monitored and evaluated and acted upon.	Continuou s over the next 4 year period.	Institute Manager and HR administrator	Line Managers	100% completion rate for exit interviews

	resignation relates to a positive or negative career outcome. Review whether there is significant difference for any equity monitored group.						
4.2 iv.	<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>A review of professorial pay in 2017 (equal numbers of male and female professors) found a 24% pay gap in favour of male staff which is far higher than national average.</p> <p>Monitor rates of application for pay increments by gender.</p>	<p>Reasons for gender pay gap at Professorial levels identified and addressed.</p> <p>In-depth review of gender pay gap at all levels in IGH.</p>	4 years	Institute Director	SAT Chair	<p>Professorial pay gap removed.</p> <p>Proportional rates of application for pay increments.</p>

<p>5.1i</p>	<p>Recruitment of more diverse and inclusive staff body - including people with disabilities, BME staff, etc</p> <p>Ensure the representation of BME and disabled staff on interview panels</p>	<p>Under-representation of a diverse staff workforce in IGH at present</p>	<p>Highlight the importance of recruiting a diverse and representative workforce.</p> <p>Ensure positive statements are made within job adverts and JDs stressing that IGH welcome applications from women, BME, people with disabilities.</p> <p>Ensure we are abiding by UCL good practice</p> <p>Write a proposal for cross UCL network to identify appropriate</p>	<p>2 years to Nov 2019</p>	<p>Institute Director</p>	<p>Institute Manager</p> <p>Line Managers</p>	<p>Staff data reflect diverse and inclusive nature of working population</p> <p>100% monitoring job adverts for positive statements</p> <p>100% monitoring of job interview panels</p>
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			BME and disability staff to sit on interview panels. Seek approval for this proposal, and implement it. This will work to address unconscious bias				
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>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</p> <p>Ensure all line managers conduct comprehensive probation meetings</p>	July 2018	Institute Manager and HR Administrator	Line Managers	<p>Induction list highlighted to 100% of new starter line managers</p> <p>100% of new line managers participate in training</p> <p>Probation monitoring at 100%</p>

5.2ii	Increase opportunities for professional staff to be promoted - lobby central UCL to provide a career progression pathway and mirror the resources placed on academic career progression	There are ad-hoc career events at UCL but there is no formal progression pathway.	<p>UCL (central) agrees to discuss career progression pathways for professional services staff.</p> <p>UCL (central) commits to finding routes forward for career progression for professional services staff.</p>	July 2021	Institute Manager	UCL Central HR	<p>Career promotion pathway for professional staff is in place</p> <p>100% uptake of the Faculty Career Surgeries for Professional Services Staff</p> <p>100% attendance to the Faculty Professional Staff Conference</p> <p>100% of professional staff have membership of Faculty committees..</p>
5.3.ii	<p>All new staff to be informed of who their line manager is at induction; appraisal system clarified to all new staff.</p> <p>All line managers and</p>	Training and support for line management and appraisal given, with impact noted; now need to ensure sustainability of improvements in line management.	<p>All new staff aware of their line manager.</p> <p>Increased awareness among line managers of the objectives and processes of line management.</p>	Rolling programme till Dec 2021	HoD	All Centre Leads and Line Managers	<p>100% participation in appraisal training for line managers (both academic and professional staff) by Sept 2018.</p> <p>80% participation of all</p>

	<p>appraisers (including newly appointed) to be trained in appraisal.</p> <p>Training available for all staff during in-week development sessions.</p>		<p>Increased awareness among all staff of purpose and objectives of line management and appraisal system.</p>				<p>other staff in appraisal training at least once in 3 years.</p> <p>100% of staff aware of who their line manager/appraiser is (as measured through staff survey).</p>
5.3 iv	<p>Mentoring schemes for students (MSc to PhD).</p> <p>Promote and support progression between postgraduate taught and research degrees</p> <p>1 – PhD development group led by Careers</p>	<p>Gap in progression pipeline between MSc and PhD at IGH and project staff members' knowledge of UCL Study Assistance Scheme to undertake part-time research degrees</p>	<p>Careers Champions initiate monitoring</p> <p>Careers Champions feedback to SAT and develop strategies for gender balance if applicable</p>	<p>December 2018</p> <p>April 2018</p>	<p>SAT PhD Student Representatives and SAT Leader; SAT Professional Services Representative</p>	<p>IGH Education Leads (Teaching and Research) and IGH Careers Champions;</p> <p>IGH Institute Manager</p>	<p>Proportional gender ratio along pipeline from application to enrolment for PhD degrees among MSc students</p> <p>Staff induction pack includes information on UCL Study Assistance Scheme</p>

	<p>Champions to encourage gender balance</p> <p>2 – monitor gender balance in use of IGH Internal Peer Review Committee by MSc students applying for PhD fellowships</p> <p>3 - advertise UCL study assistance scheme for staff enrolling on research degrees</p>		<p>Evaluate prospective PhD students' use of internal peer review committee</p> <p>Assess gender balance of new cohort of PhD students</p> <p>Staff induction pack updated with information about UCL Study Assistance Scheme</p>	<p>August 2018</p> <p>October 2018</p> <p>January 2018</p>			
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	<p>Careers</p> <p>Champions-led activities monitored for gender balance of speakers and student-run work placement platform monitored for balance in uptake</p>	<p>Gender-balanced panels important for global health career opportunities</p>	<p>Careers Champions initiate data monitoring</p> <p>Feedback to the SAT</p>	<p>December 2017</p> <p>October 2018, April 2019</p>	<p>SAT Student Representatives</p>	<p>IGH Careers Champions and Course Director (Global Health and Development)</p>	<p>50:50 gender representation on panels at 75% of careers events for MSc students organized by IGH</p> <p>Gender ratio in uptake of work placement proportional to</p>
<p>5.3.v</p>	<p>Continue to provide support for funding applications.</p>	<p>Ensure all staff are supported to achieve full potential.</p> <p>Maintain gender balance of Peer Review Committee.</p>	<p>Maintain current level applications.</p> <p>Aim to achieve higher success rate.</p> <p>Ensure all applicants - including potential and</p>	<p>12 months, review data end of each academic year.</p>	<p>Research Coordinator</p>	<p>Centre Leads</p>	<p>Maintain proportional rates of submission and success by gender in each 12 month period.</p> <p>Gender balance of Peer Review Committee maintained.</p>

			current PhD students-submit to Peer Review Committee.				
5.5.1	Parents and carers groups to be set up across all 3 sites and link with existing groups (e.g. ICH MADs, UCL PACT, etc).	To provide support for parents and carers	Two members of staff agree to lead; Group established and meeting regularly	6 months to establish group; quarterly meetings thereafter	Head of SAT	SAT lead for parents and carers	Groups established, meeting regularly, and good feedback about the group collected on simple questionnaire (i.e. it provides the necessary support to people - they are satisfied or very satisfied with it on a 5 point Likert scale)

5.5.2	Shared parental leave policy properly understood by all prospective parents	The shared parental leave policy is complex and no-one has yet taken it up	All prospective parents invited to UCL talks on shared parental leave	On-going	SAT lead for parents and carers.	Parental Care Advisor	Positive feedback in Staff Survey about understanding of shared parental leave (satisfied or very satisfied on 5 point Likert scale).
5.5.3	Continued support for maternity, paternity and adoption leave	These are important policies and things that IGH needs to continue to do well	Parental Care Advisor continues to advise all prospective parents on their options and support available. That support e.g. maternity cover, flexible working arrangements, continues.	On-going	SAT lead for parents and carers.	Parental Care Advisor	Positive feedback in Staff Survey about support for maternity, paternity, adoption leave, before, during and after leave (satisfied or very satisfied on 5 point Likert scale).

5.6 i	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.	<p>Encourage participation in the:</p> <ul style="list-style-type: none"> • UCL Staff Survey • IGH Staff Survey • The IGH Bullying and Harassment seminars – 3 scheduled and all senior staff required to attend <p>Promote UCL Core Behaviours for all staff.</p>	All 3 by June 2018 with repeats annually (staff survey) and bi-annually (B&H seminars)	Institute Manager	Institute Manager	<p>Statistically significant improvement in the relevant sections of the survey relating to core behaviours, bullying, harassment and tolerance compared with the 2017 survey.</p> <p>Staff formerly in IPH have (positive) survey responses with no significant differences noted compared to previous IGH.</p>
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<p>5.6.ii</p>	<p>Director to send Reinforcement of 'zero tolerance', every 6 months.</p> <p>SMT to attend bullying and harassment seminars.</p> <p>All staff encouraged to attend bullying and harassment seminars.</p> <p>UCL Core Behaviours-printed and posted on three sites.</p>	<p>Staff survey indicated some continued experiences/witnessing of bullying and harassment</p>	<p>85% attendance for all staff</p> <p>100% attendance by SMT at Bullying and Harassment Seminars</p>	<p>July 2018</p>	<p>HoD, Institute Manager</p>	<p>Line Managers and Centre Leads</p>	<p>Relevant sections of the survey relating to core behaviours, bullying, harassment and tolerance record zero incidents of these behaviours.</p>
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	<p>Internal newsletter to reference matters on a regular basis</p> <p>All grievance matters are investigated and addressed.</p>						
5.6. iii and iv	<p>Develop job descriptions for all internal committee posts.</p> <p>Support during appraisal, career development workshops, and mentoring, to encourage</p>	<p>The diversity of academic, research and professional staff views should be reflected on bodies that influence academic, research and teaching activities. Improve the diversity by gender, grade and ethnicity on internal committees, leadership positions, and application for external</p>	<p>Maintain gender and ethnic balance on committees and shortlists for key leadership posts. Ensure that all posts have job descriptions and a time limited duration.</p> <p>Encourage and facilitate jobshare for leadership posts.</p>	<p>12 monthly review of the gender and ethnic makeup of key committees and leadership positions.</p>	<p>Director Institute Manager</p>	<p>SMT HR Administrator</p>	<p>Internal IGH committees: 100% of committee posts have a clear job description</p> <p>100% of leadership posts and committee membership have a clear renewal date</p> <p>External committees</p>

	<p>applications to influential external committees.</p> <p>Peer Review Committee to provide support to all applications to external influential committees.</p>	committees..		12 monthly review of applications for at least 2 of external committees circulated by IGH			Balanced gender and ethnicity by grade in the applications to external committees.
5.6.v	Continue the teaching load exercise, disaggregated by grade, gender and ethnicity to ensure equity of teaching load division.	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.	<p>Maintain gender, ethnic 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.</p>	12 monthly teaching load exercise - disaggregated by components of teaching,	Director of Education	Education Manager	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.

	Expand the workload exercise to cover other aspects of working activities. Data collected through appraisal system.	Workload model currently only applies to teaching - should be applied to all areas of academic and professional life.	Ensure no inequities in workload models across core professional working areas.	gender, ethnicity and grade.			100% of the academic staff are involved in a mix of teaching.
5.6.vi	Staff meetings, departmental seminars and social gatherings to be within core hours. Lectures and talks to be within core hours - if not feasible, then will ensure livestreaming of event outside of core working hours.	All members of staff should be able to attend events, with proportional representation of genders and parents/ carers.	Number of events within core hours, as proportion of all social events and meetings.	July 2018	Institute Manager	Departmental Administrator	100% meetings, departmental seminars and social gatherings organised in core hours. 100% of lectures and other talks outside of core working hours to be livestreamed or made available in some other way.

5.6.vii	Create a Beacon Activity Spreadsheet to monitor talks and outreach activities	To ensure we have equal representation of genders among external speakers	Numbers of speakers of different genders	July 2018	Institute Manager	Seminar Coordinators + Departmental Administrator	Equal representation of genders
5.6. viii	<p>Increase capacity for research staff to undertake public engagement and outreach.</p> <p>Provide mentoring in public engagement (specialists are on staff).</p> <p>Media training during in-week.</p>	Public engagement/ outreach increases profile of researchers and impact of research.	<p>Proportion research projects with PE/Outreach activities attached.</p> <p>Number standalone outreach/PE projects and activities.</p> <p>Web presence of activities.</p> <p>Proportional representation of genders among staff involved in outreach activities.</p>	Dec 2020	Institute Manager	Principal Investigators	<p>90% of academic and research staff trained in public engagement and outreach.</p> <p>90% trained in media and communications over a 3 year period.</p>

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ANNEX 2 – SUMMARY OF PROGRESS MADE SINCE OUR BRONZE APPLICATION IN 2014

	Objective	Actions	Timescales	Accountability (SAT member)	Responsibility	Success Measures	Progress Made During Period 2014-2017 and reference to relevant section in Silver application A = Achieved NYA = Not Yet Achieved
1. Support for students							
1.1	Collect data on completion of postgraduate taught courses by full and part time status as well as by gender.	Collect data for annual reporting at general staff and teaching meetings.	First data to be available for the end of the current academic year (2014-15) and annually thereafter.			Data available for monitoring and discussed at SAT, general staff and teaching meetings at end of 2014-15 academic year and at least annually thereafter. Actions in place as a result if and when appropriate	A – see section 4.1

1.2	Increase the proportion of men on the postgraduate taught courses	<p>1 – Survey current students to investigate reasons for gender imbalance</p> <p>2 – Review and update course promotional materials and marketing</p> <p>3 – Review recruitment criteria and process and improve where appropriate</p> <p>4 – Survey students who declined their offer of a place</p> <p>5 – Assess gender balance on other UK global health programmes</p> <p>6 – Set target for</p>	<p>1 - Survey run in October 2015</p> <p>2 - Completed by December 2015</p> <p>3 - Completed by April 2016</p> <p>4 - Completed by December 2015</p> <p>5 - Completed by September 2015</p> <p>6 - Completed by June 2016</p>	<p>J</p> 		Target set for desired gender ratio for postgraduate taught courses and strategy in place setting out actions to meet this.	NYA – see section 4.1.iii
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		gender ratio and devise strategy to meet this					
1.3	Investigate why women working on projects are not registering for PhDs part time	<p>1 – Survey female project staff to assess current awareness, desire to do a PhD and current barriers</p> <p>2 - Survey principal investigators to assess current awareness, support for staff to do a PhD and current barriers</p> <p>3 – Develop a plan/policy to support female project staff to do part-time PhDs alongside project work</p>	<p>1 - Completed by April 2015</p> <p>2 - Completed by April 2015</p> <p>3 - Completed by September 2015</p>			Improved awareness of the opportunity to study for a PhD alongside project work among all staff and policy in place to support this and improve uptake among women.	A – see section 4.1.v

1.4	Start collecting data on applicants, offers and acceptances of PhD students	Collect data including disaggregation by gender, age, region of origin, employment status for annual reporting at general staff and teaching meetings.	First data to be available for the end of the current academic year (2014-15) and annually thereafter.			Data available for monitoring and discussed at SAT, general staff and teaching meetings at end of 2014-15 academic year and at least annually thereafter. Actions in place in response to analysis if and when appropriate	A – see section 4.1.iv
1.5	Annual review of breakdown of all undergraduate, postgraduate taught and postgraduate research degree results by gender	Add review of results by gender to the staff and teaching meeting's agenda at the end of each academic year.	June 2015			Data discussed at general staff and teaching meetings at end of 2014-15 academic year and at least annually thereafter.	A – see section 4.1.iii
2. Improving data monitoring and exploring data in-depth							
2.1	Review staff data annually to allow identification of trends	Request staff data from HR, and monitor the data.	September 2015. Data reviewed annually thereafter			Data discussed at general staff and/or SMT meetings in September 2015 and	A – see sections 4.2.i, 4.2.ii, 4.2.iii, 4.2.iv

						annually thereafter.	
2.2	Explore reasons for under-representation of men at lower Athena SWAN grades and in student numbers	Ask staff for ideas to explain and strategies to address male under-representation at lower Athena SWAN grades and also in student numbers.	Qualitative data received by September 2016, with strategy developed by December 2016			Responses and suggestions received and strategy in place.	A – see sections 4.1.iii and 4.2.ii
2.3	Explore staff satisfaction levels through staff survey	Repeat previous staff satisfaction survey every two years.	September 2016			Increase academic response rate from 48% to 70% in staff survey responses to the questionnaire.	A – see section 3.ii
3. Recruitment, promotion and retention of female staff and students							
3.1	Address gender imbalance in job	Ensuring that shortlists are	Institute Manager to communicate this new requirement to all staff in January			Shortlists are gender-balanced.	A – see section 5.1.i

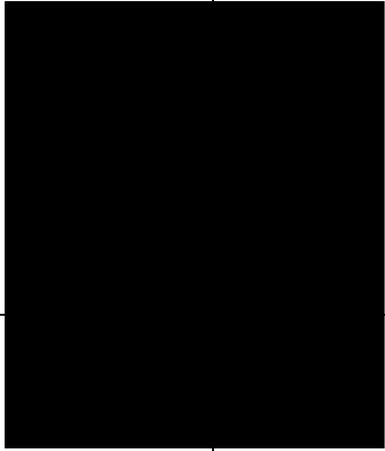
	hires	gender-balanced or requiring a written explanation of why an imbalance has arisen. Advertise posts more widely.	2015				
3.2	Recruitment of female staff to core-funded posts	Ensure that job advertisements mention: (i) welcome applications from female staff; (ii) family friendly working environment; (iii) flexible working hours.	Template wording to be written and circulated by December 2015			Increase in women applying for core-funded posts.	A – see section 5.1.i
3.3	Gender equity in application and interview process	Gender balance on shortlisting and interview panels. Ensure that all staff on shortlisting and	An email to be sent to all staff with training dates in January 2015. All staff to have completed training by January 2016.			All application and interview panels are gender balanced. Participation on shortlisting and	A – see section 5.1.i

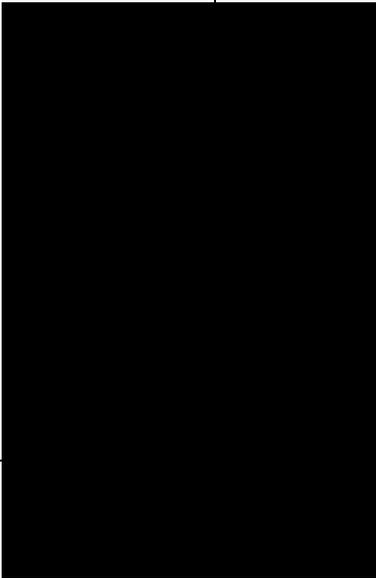
		interview panels have undertaken HR recruitment policy briefing course.				interview panels dependent upon undertaking online diversity training course and recruitment (HR Policy Briefing) training.	
3.4	Increase transparency of data on recruitment, promotion and retention of staff	Ensure data on recruitment, promotion and retention are made available to IGH staff annually through SAT via the staff intranet.	November 2015			All relevant data (with names and identifying features removed) made available on staff intranet.	NYA – see sections 3.ii and 5.1.i
3.5	Promotion of flexible working hours and family friendly environment	Ensure all staff are aware of these principles through inclusion in staff induction packs and highlighting on staff intranet.	June 2015			Increased number of staff availing flexible working hours. 85% of staff in next staff survey aware of family friendly working environment.	A – see section 3.ii and 5.5.vi

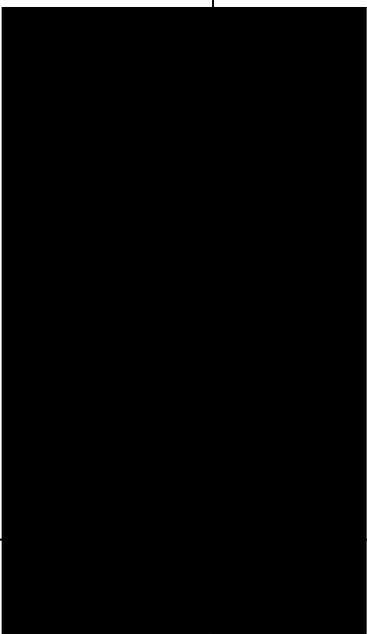
3.6	Female staff trained as future leaders	Female staff encouraged to participate as future leaders through UCL and University training programmes	January 2016	[REDACTED]	Female staff participating in future leaders training programmes in UCL.	A – see sections 3.ii and 4.2.i
3.7	Support for all staff in transition from funding limited to non-funding limited posts	<ol style="list-style-type: none"> 1. Identify all funding limited staff one year before their funding is due to finish. 2. Discuss options / requirements and pathways for obtaining non-funding limited posts during appraisal. 3. Include more funding limited staff in future grant applications. 4. Improved support for early career staff 	August 2015		<p>SMT to review list of staff on funding limited contracts at least four times a year to increase awareness of those whose funding is due to end, and hopefully include these individuals in future grant applications.</p> <p>With reference to Action 4.1, staff on funding limited contracts will be encouraged to discuss any issues associated with this and their career</p>	<p>A – see section 4.2.ii</p> <p>A – see section 3.ii and 5.1.iii</p>

		to apply for personal Fellowships 5. Encouraging support and networking among early career staff				opportunities during their appraisal. Measure and analyse proportion of staff who make the transition from funding limited contracts to core funded posts.	A – see section 5.1.i
4. Career breaks, workload and flexible working							
4.1	Clearer appraisal guidance	Develop and implement a document/cover note to provide guidance during appraisals, to	August 2015			100% of appraisals review and refer to this form during the meeting	A – see section 5.1.ii

		remind appraisers to discuss career development and promotion at each appraisal meeting. This will be distributed to all staff, and will be published on the Institute intranet.				Positive feedback on appraisals in future staff surveys.	A – see section 3.ii
4.2	6 monthly catch-up sessions with line managers	<p>Instigate 6 monthly informal catch-up sessions with staff and their appraisers. A one page form will be drawn up in order to prompt discussion on career progression planning and work-life balance.</p> <p>All staff will be emailed regarding this, and reminders will be issued throughout the year via email. Take up</p>	December 2015			<p>60% of staff officially take up this opportunity.</p> <p>Positive feedback on appraisals in future staff surveys.</p>	<p>NYA – see section 5.1.ii</p> <p>A – see section 3.ii</p>

		will be monitored by SAT.					
4.3	Transparent promotions procedures	Circulate clear guidance on promotions to all staff well in advance, and mention at all staff meetings to ensure all are kept abreast of procedures.	September 2015			Listen to feedback in terms of staff perception of promotion transparency and equity.	A – see section 3.ii and 5.3.iii
		Invite staff to the UCL promotions workshop. We will endeavour to publicise the dates as soon as possible (and repeatedly) in the hope of increasing participation.	September 2016				
4.4	Promotions panel terms of reference	Draw up a terms of reference document for the IGH promotions panel to	November 2014			Terms of reference approved by SMT	A – see section 5.6.iii A – see section

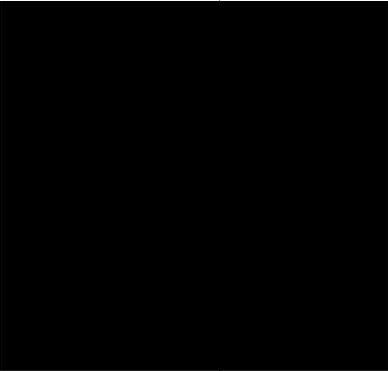
		clarify membership. Members other than those considered core (e.g. Head of Department, Institute Manager) should be rotated each year.				and promotions panels equitable in terms of gender.	5.1.iii
4.5	Line management training	Publicise (and make mandatory for managers) the UCL courses 'Best Practice in People Management' and 'Appraisers Workshop' to familiarise line managers with UCL policies and procedures including that which relates to promotions.	December 2015			All appraisers trained by December 2015.	A – see section 5.3.ii (Sep 2016)
		Ensure all managerial staff undertake 'Unconscious Bias Training'. Course	December 2015			All line managers completed Unconscious Bias Training by December 2015.	A – see section 5.1.i

		dates will be widely publicised through emails, the intranet, and departmental noticeboard, as well as at staff meetings.					
4.6	Assess mentoring schemes for staff and implement mentoring programme	Research and review existing UCL initiatives for mentoring, to see which would be most effective if implemented at IGH. Implement mentoring programme.	August 2015			Several mentoring initiatives identified and considered. Implementation of mentoring scheme by August 2015.	A – see section 3.ii A – (for new academic staff only NYA for all staff): see section 5.1.ii and 5.3.iii
4.7	Academic role models for staff	Create a webpage with 'IGH Academic Role Models.' This will feature a range	January 2015			Published web page available to all. Selection to be diverse and	NYA – was in place 2014/5 but not carried on. Also see section

		of staff who will hopefully inspire junior members of staff in their career development and will also state that they are available for mentorship.				gender balanced. Email all staff notifying that the individuals selected can be approached for mentorship.	5.5.vii for more on role models in IGH
4.8	Further promotion of diversity training	The UCL Online Diversity Training Module will continue to be promoted throughout the year to increase completion rates, e.g. targeted emails will be sent by Head of Department.	August 2015			Monitor take up to ensure 100% completion.	A – see section 5.1.ii: mandatory part of probation for new staff, and section 5.6.ii: training for all staff and made available online
4.9	Involvement of ICH HR personnel in meetings with employees returning from maternity leave	1 - Engage with HR and explore the options with them 2 - Update guidelines for IGH	October 2014			100% of staff members returning from maternity leave meet with their line manager and	A – see section 5.5.iii

		line managers to include HR representation in 'return to work' meetings with employees completing maternity leave	January 2015			a HR representative to discuss their return to work options.	
4.1 0	Circulate UCL policy and guidelines related to supporting parents and carers (including flexible working)	1 – Circulate UCL flexible working policy and procedures to all staff 2 – Incorporate key elements of UCL's policy and guidelines related to supporting parents and carers (including flexible working) to IGH intranet.	February 2015 February 2015			100% of IGH staff receive UCL's policy and guidelines related to supporting parents and carers (including flexible working). Induction information on IGH intranet includes key messages from UCL's policy and guidelines related to supporting parents and	A – see section 5.5.i A – see section 5.5.i

						carers (including flexible working).	
4.1 1	Collect and monitor data relating to flexible working arrangements of staff	Outcome of flexible working discussions reported by line managers recorded in staff survey	September 2015			Data on flexible working collated by IGH.	A – see section 5.5.vi
4.1 2	Routine pre-maternity leave meeting with line manager	<p>1 - Engage with HR and consult senior managers from within IGH and explore the options with them</p> <p>2 – Develop a proposal for presentation to the SMT</p> <p>3 – Post SMT approval draft policy for SMT sign off</p> <p>4 – Implement policy</p>	<p>February 2015</p> <p>March 2015</p> <p>July 2015</p> <p>September 2015</p>			<p>Routine meeting implemented. 100% of staff taking maternity leave meet with HR prior to their leave.</p> <p>Positive responses in our staff survey from women recently returning from maternity leave.</p>	<p>A – see section 5.5.i</p> <p>A – see sections 3.ii and 5.5.ii</p>

4.1 3	Review and revise procedures for maternity cover	SAT to review procedures for maternity cover, in consultation with SMT, in order to formalise and replace the current ad hoc arrangements.	January 2015			Formal arrangements for maternity cover identified. All responsibilities of individuals taking leave from 2015 have cover officially arranged by the department.	A – see section 5.5.iii
4.1 4	Improve practical and social support for staff returning from parental leave	1 – circulate to all staff information related to the ICH Mums and Dads (MADs) support group 2 – create role of ‘IGH parental leave advisor’	March 2015 November 2015			100% of all staff aware of the MADs support group and what it offers. 100% of staff preparing for parental leave to be put in touch with a colleague who has experience of this	NYA – see section 5.5.i A – see section 5.5.i

						leave and is aware of the rights, obligations and opportunities at UCL.	
5. Culture, communication and departmental organisation							
5.1	Representation on committees is opened up to more staff	Committee membership list made available on the intranet.	March 2015			<p>More widespread participation in decision-making committees.</p> <p>Numbers of junior staff shadowing senior staff participation in committees.</p>	<p>A – see section 5.6.iii</p> <p>NYA – see section 5.6.iii</p>
5.2	Departmental talks – increase proportion of female speakers	<p>Encourage all staff to consider gender equity when inviting external speakers.</p> <p>Monitor IGH teaching responsibilities by</p>	Immediately			<p>Equal proportions of male and female expert lecturers invited to give talks in the department.</p>	<p>A – see section 5.6.vii</p>

		gender					
5.3	Analyse IGH teaching trends	Data of teaching responsibilities to be broken down by gender for analysis and review.	June 2015			Analysis of teaching responsibilities by gender presented to IGH SMT for review, and action taken to balance this where necessary.	A – see section 5.6.v
5.4	Public engagement with schools, colleges, etc.	Promote public engagement activities by all staff. Ensure that public engagement is considered positively during staff appraisal.	March 2016			Members of staff undertaking public engagement activities. Public engagement discussed during staff appraisals.	A – see section 5.6.viii A – see section 5.6.viii
5.5	Increase opportunities for acting as media	Promote media exposure for all staff through	December 2016			Increased number of staff undertaking	A – see section 5.3.i

	spokespeople	participation in media training.				media training courses. Gender balance in IGH staff partaking in media opportunities.	
6. Baseline Data and Supporting Evidence							
6.1	Monitoring and evaluation of Athena SWAN commitments	<ol style="list-style-type: none"> 1. Bi-monthly meetings to review activities 2. Annual review of progress 3. Rotational membership of SAT 	April 2015			Annual review of progress shows Athena SWAN goals being met. Membership of SAT rotates across staff in the department, and membership is viewed positively during appraisals.	<p>A – see section 3.ii</p> <p>A – see sections 3.i and 3.iii</p>
6.2	Ensuring participation of overseas staff in SAT process	Encourage overseas staff to join the SAT.	August 2015			At least one member of SAT is based predominantly or full-time	A – see section 3.i

						overseas.	
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LANDSCAPE PAGE

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