



**Department Application**

Bronze Award



<b>Name of institution</b>	University College London		
<b>Department</b>	Faculty of Laws		
<b>Date of Application</b>	January 2022		
<b>Award level</b>	Bronze		
<b>Institution Athena SWAN Award</b>	<b>Date</b> 2011	<b>Level</b>	Bronze
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<b>Departmental website</b>	<a href="https://www.ucl.ac.uk/laws/">https://www.ucl.ac.uk/laws/</a>		

### **List of abbreviations**

ACF	Academic Careers Framework
AP	Action Plan
AS	Athena SWAN
BAME	Black, Asian and minority ethnic
CAJ	Centre for Access to Justice
Co-I	Co-Investigator
DoO	Director of Operations
DRS	Director of Research Studies
DT	Dean's Team
ECR	Early Career Researcher
FT	Full-time
GRT	Grant Review Team
HoD	Head of School
IoE	Institute of Education
LLB	Bachelor of Laws
LLM	Master of Laws
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PRA	Personal Research Allowance
PS	Professional Services
PT	Part-time
RFT	Research Facilitation Scheme
RSG	(REF) Review and Selection Group
SAT	Self-Assessment Team
SLASH	Laws, Arts and Humanities, and Social and Historical Sciences
UCL	University College London
UG	Undergraduate
VDE	Vice Dean Education
VDEDI	Vice Dean Equality, Diversity and Inclusion

VDPD	Vice Dean Programme Delivery
VDR	Vice Dean Research
VDS	Vice Dean Staffing

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## 1 Letter of endorsement from the head of department.

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

Athena SWAN  
Advance HE  
First Floor, Napier House  
24 High Holborn  
London WC1V 6AZ

Dear Athena SWAN Charter Managers,

As Dean of UCL Laws, it is my pleasure to include this letter of support for an Athena SWAN Bronze Award. The information presented in the application is an honest, accurate and true representation of the Faculty.

UCL Laws has a proud tradition of championing equality and diversity. Our faculty works together to promote UCL's founding values of equality and academic excellence among our 80 academics, 30 PS staff, and 1000 students. We believe that equality and academic excellence are not competing goals to be traded off against one another, but go hand in hand. We cannot be academically excellent unless our doors are truly open to the world's best students and staff regardless of background.

I have been committed to AS principles since becoming Dean in 2017. In 2019, I chaired a meeting where UCL's SLASH EDI Coordinator formally introduced the process and I appointed our AS Lead. Aware of the danger of the process placing an undue burden on female and ECR colleagues, we hired an AS Researcher to assist with data collection and drafting. We also ensured that the SAT comprised a sizable proportion of senior and male members so its work was spread evenly across the Faculty. We created the role of VDEDI in 2019 to oversee the development and implementation of our EDI strategy and sit on DT. The AS Lead has reported regularly to DT and to all Faculty Board meetings. In July 2018, we appointed a BAME Awarding Gap Lead to narrow the degree awarding gap between BAME and white students in the Faculty. In November 2020, we created the role of Inclusion Lead to work with our VDEDI, BAME Awarding Gap Lead and SAT to embed EDI principles in our working culture. That same year, I disseminated the Dean's Race Equality Pledges expressing the Faculty's commitment to advancing race equality objectives for our BAME applicants, students, and colleagues. To reinforce my commitment to AS, I personally invited all colleagues to all our AS Town Halls, chairing the May and November 2021 sessions.

While I am proud of the many achievements of our Faculty, I am fully aware that, however inclusive and supportive our department, there is always more work to be done in promoting gender equality. We have identified 5 areas for improvement:

- Addressing award gaps in our student body, promoting diverse post-graduation options, and allocating resources to promote their career development at all levels.
- Embedding EDI awareness in all our academic recruitment, appraisal, and promotion decisions, and ensuring adequate training.
- Continuing to support colleagues with caring responsibilities, including adjusting leave policies and output expectations.

- Adopting a tailored approach to workload distribution and ensuring adequate recognition of all contributions, especially voluntary ones.
- Supporting the career development of and fostering an inclusive work culture for our PS staff.

The AP contains ambitious, targeted, carefully-designed commitments towards these goals. It has the full support of the DT and wider Faculty. It will be monitored and reviewed periodically and transparently, to ensure implementation and accountability.

Professor Piet Eeckhout

Dean, UCL Laws

**Word count: 506**

## 2. Description of the department

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

UCL Laws is a single-department faculty that is home to around 1000 taught students (550 undergraduate and 450 graduate); to a talented group of 50 PGR students; and to some 80 academic, research, and teaching staff, and visiting academics and distinguished judicial visitors. Our team of 35 PS staff provides valuable support to students and staff.

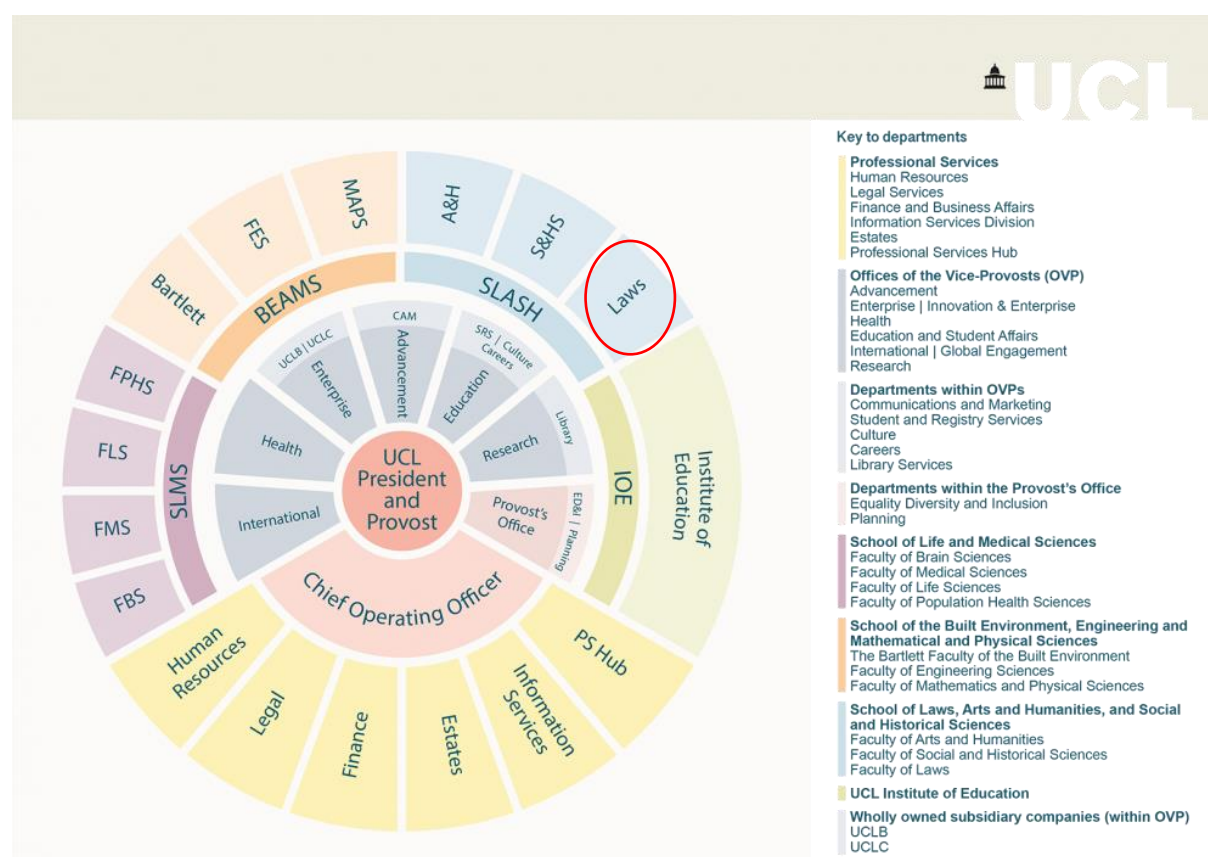


Figure 2.1 UCL Laws within UCL

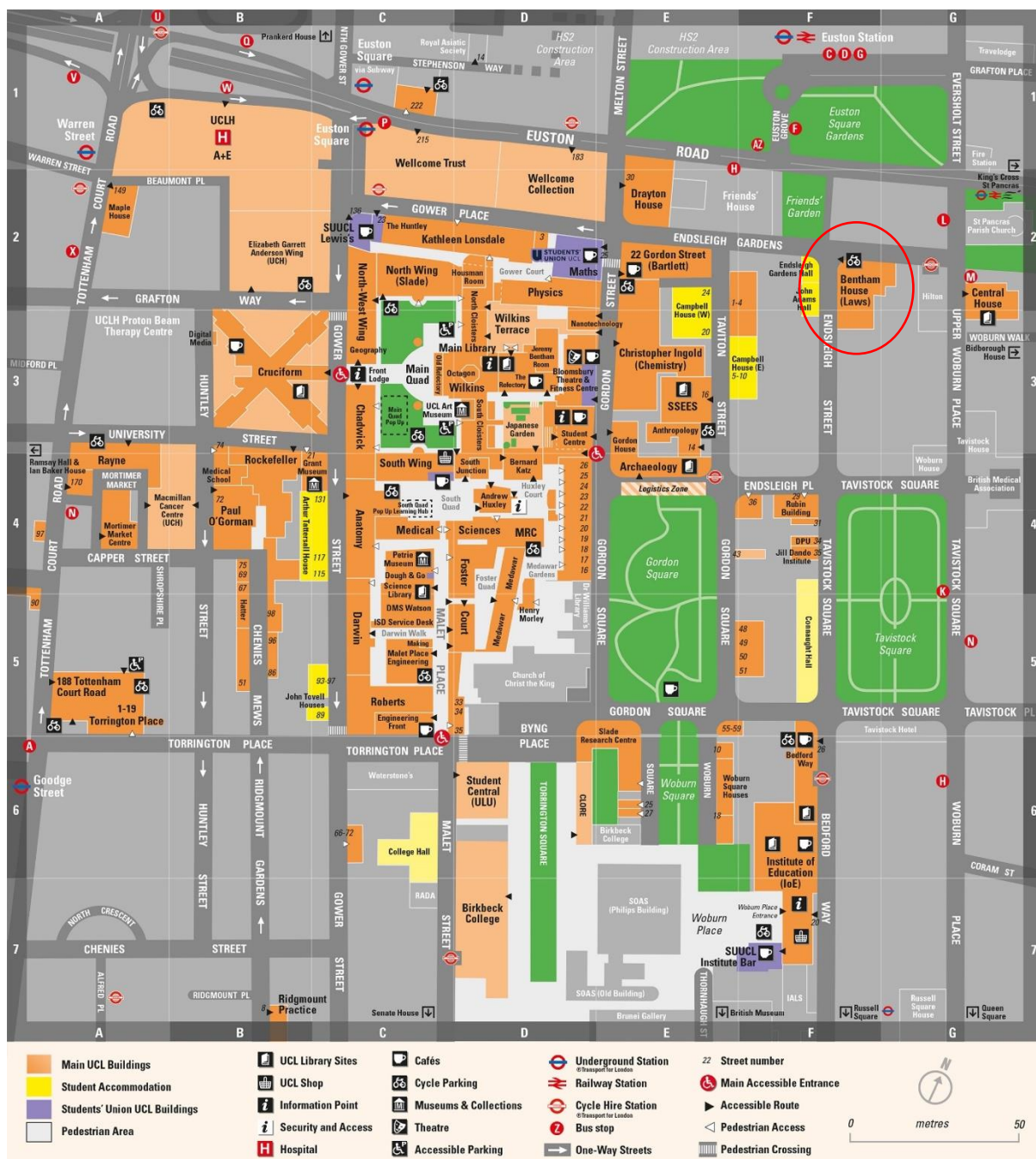


Figure 2.2 Map of UCL campus, Bentham House indicated

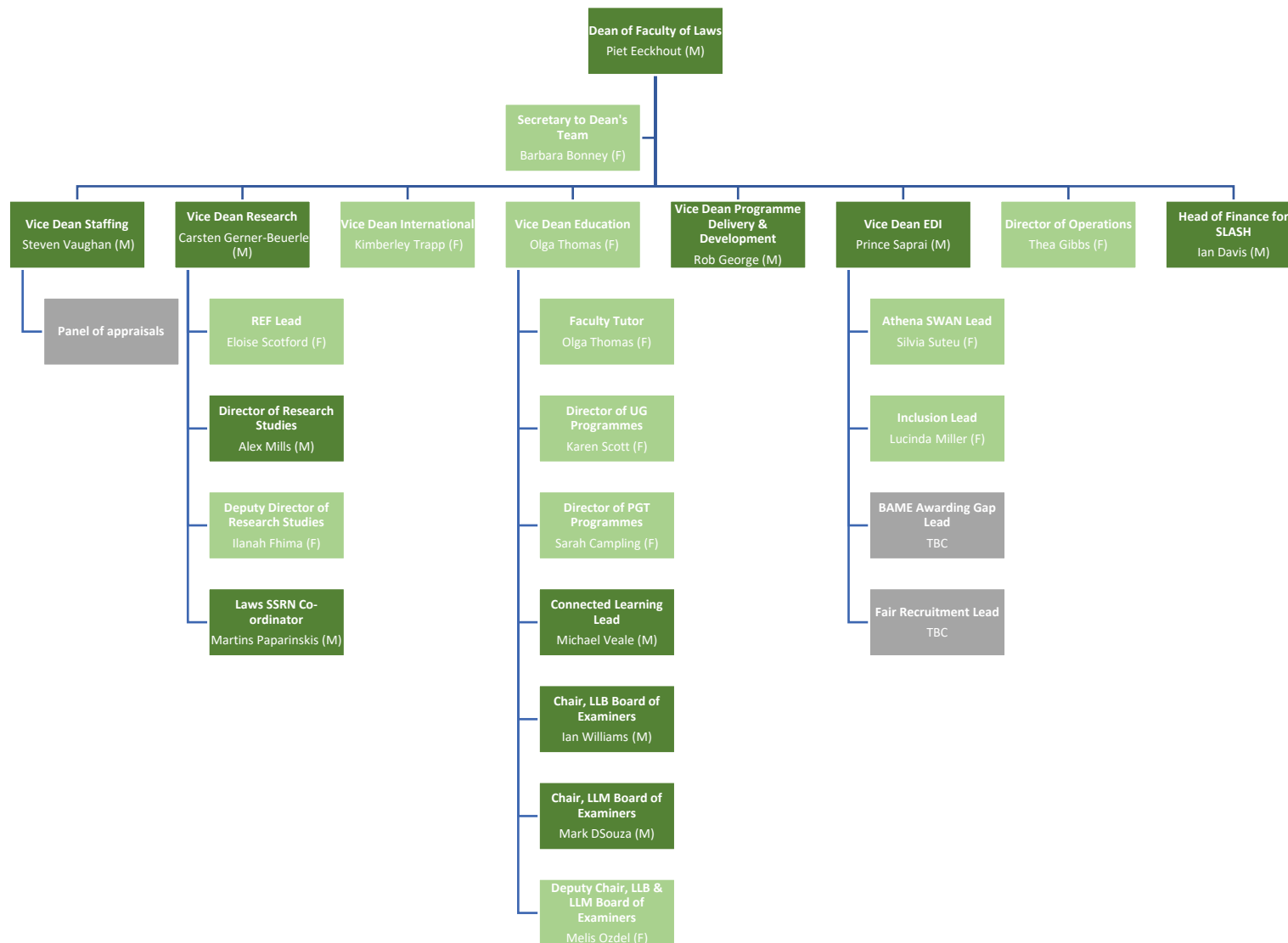


Figure 2.3 UCL Laws organisational chart - Academic staff

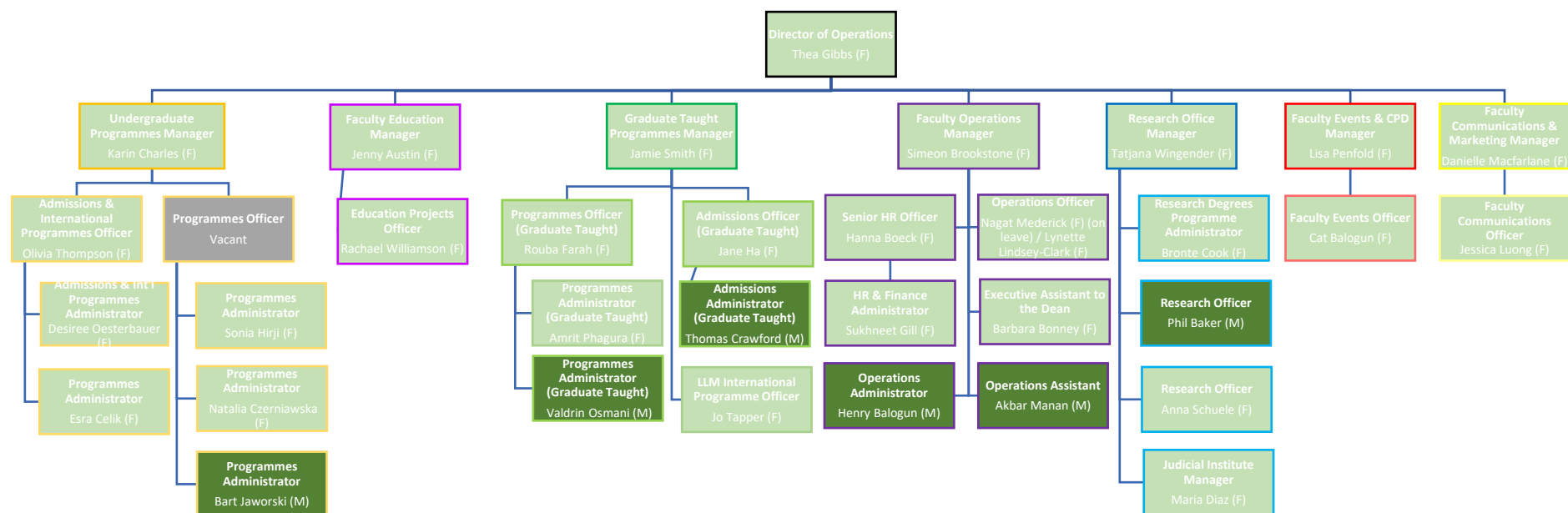


Figure 2.4 UCL Laws organisational chart - Professional services staff

Female students outnumber male students in Laws UG and PGT programmes, at 62%F and 63%F respectively (Figure 2.5), comparable to the sector averages of 63%F (UG) and 61%F (PGT) (HESA 2020). The number of women drops off in the PGR programme, at 41% of the student body, below the sector benchmark of 51% (HESA 2020).

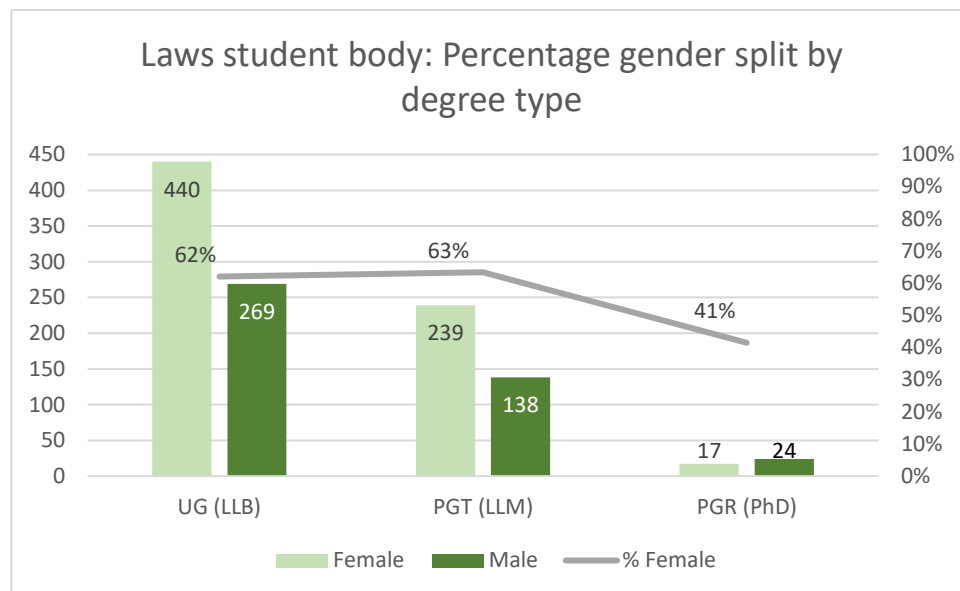


Figure 2.5 Student body by gender and degree type

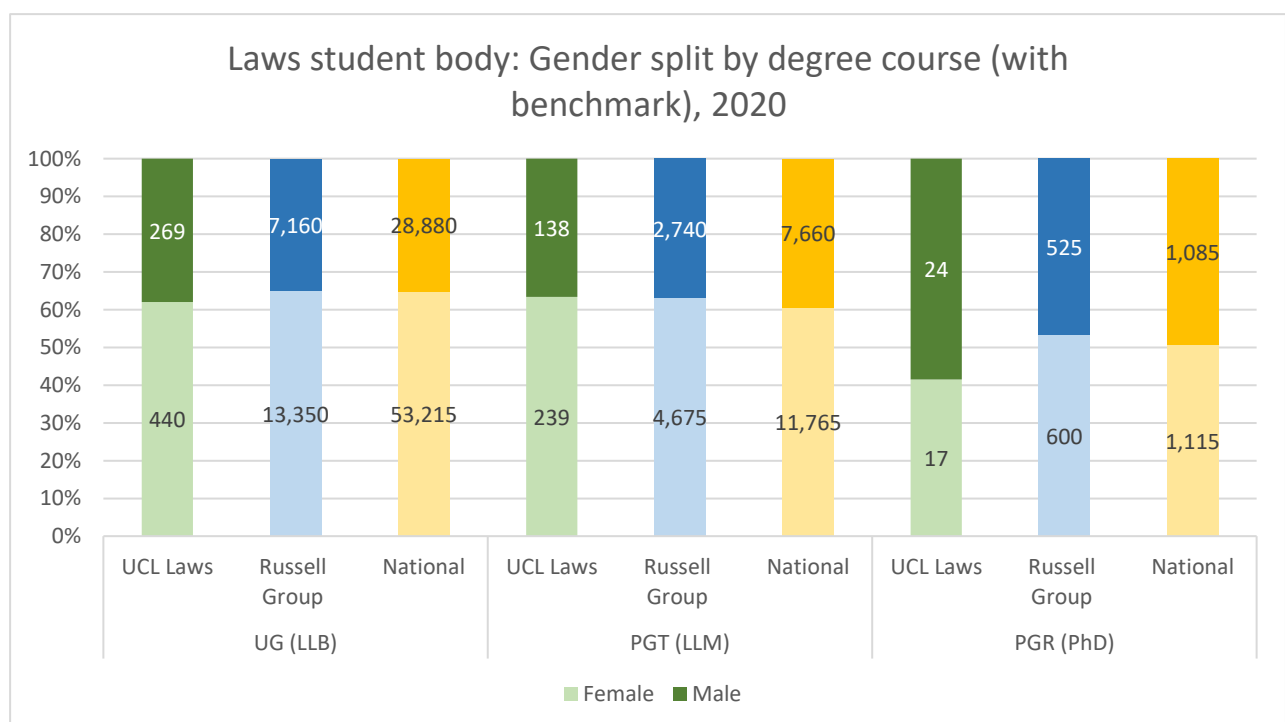


Figure 2.6 Student body by gender and contract type, with benchmarks (2020)

There are more male than female staff in academic, research, and teaching positions (41%F/59%M overall). A similar proportion of women hold academic (41%F) and teaching-only (42%F) positions.



The number of staff on research-only contracts is traditionally very small (n=4), which accounts for the low proportion of women in that role (Figure 2.7).

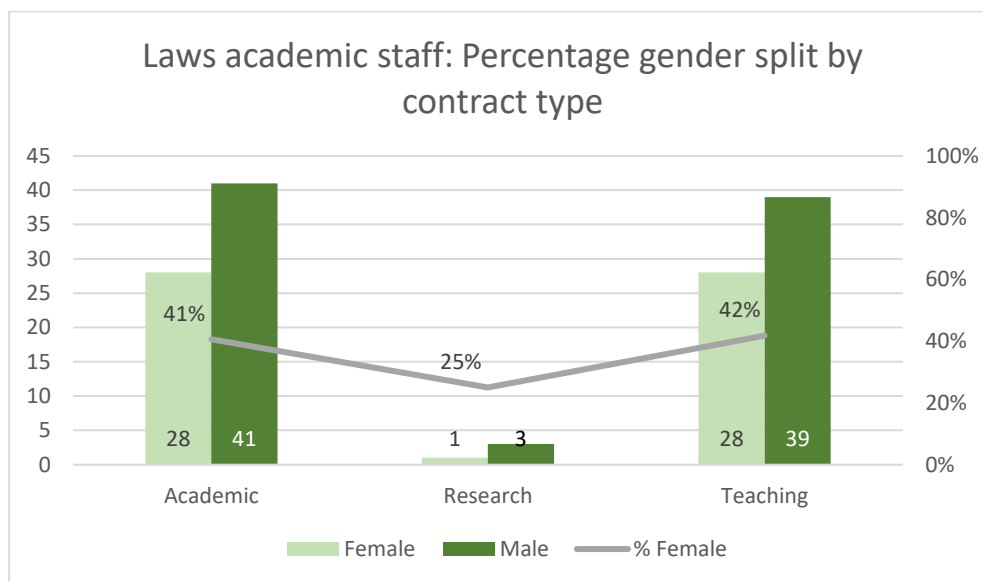


Figure 2.7 Academic staff by gender and contract type

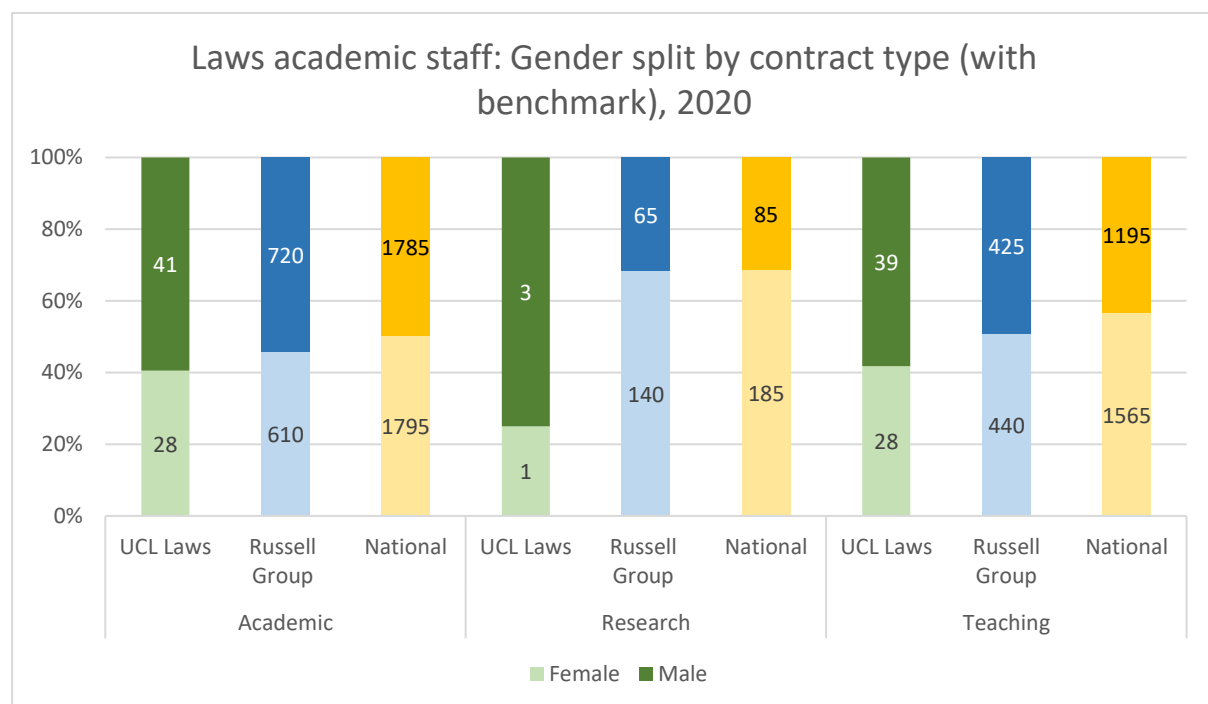
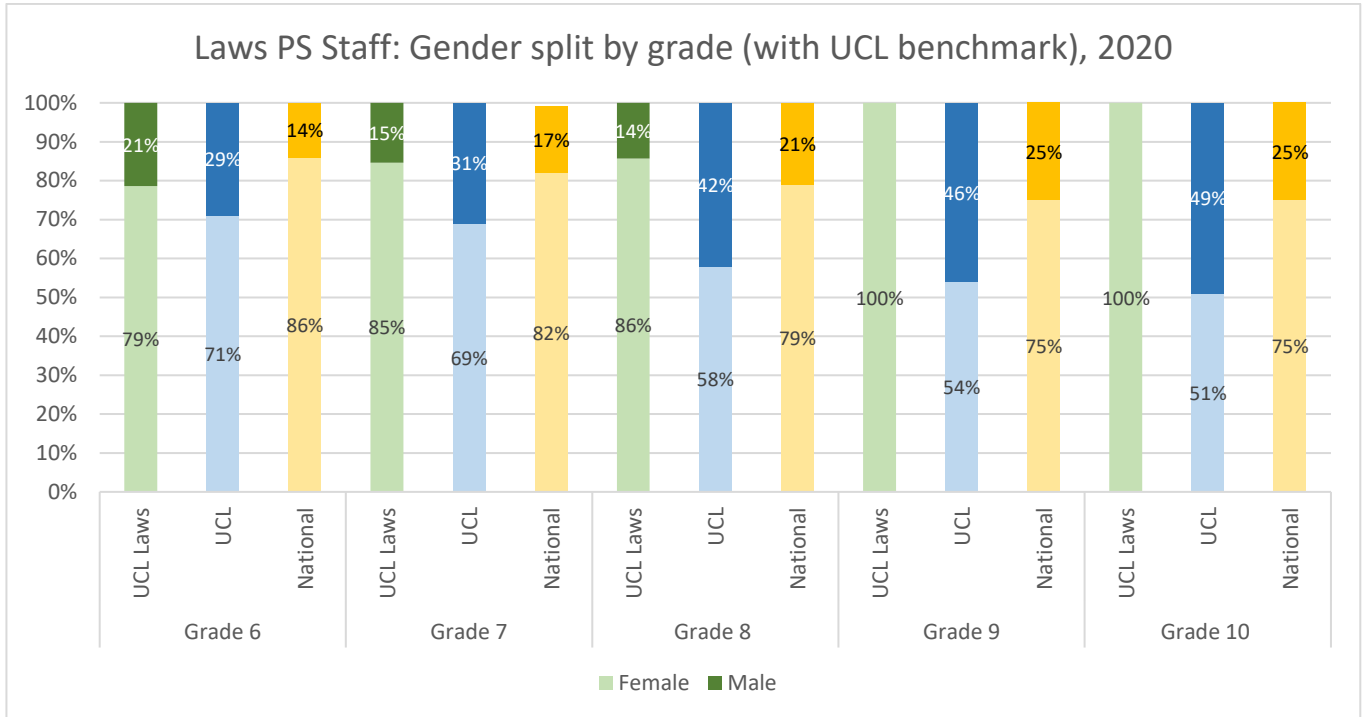


Figure 2.8 Academic staff by gender and contract type, with benchmarks (2020)

The Faculty is supported by 35 PS staff, 86%F and 14%M (Figure 2.9). This indicates a gender imbalance beyond the sector norm (HESA benchmark: 65%F, 35%M), with a higher percentage of women, particularly in the higher grades.



*Figure 2.9 PS staff by gender and grade, with benchmark (2020)*

Established in 1826, UCL Laws was the first law school in England to admit students regardless of their religion and to admit women on equal terms with men. Eliza Orme, the first woman in England to receive a law degree, graduated from UCL in 1888. In 2019, we celebrated this and other Faculty contributions to the advancement of women in law for the centenary of the Sex Disqualification (Removal) Act of 1919. Large banners highlighting the work of ground-breaking UCL women are prominently displayed throughout our building and their bios feature on our website.



*Figure 2.10 Left: Photo collage of notable women alumnae and professors in last 100 years at UCL Laws. Right: Banner celebrating 100 years of women at UCL Laws, displayed in Bentham House*

The Faculty is home to the following world-leading research centres, institutes, groups and projects:

UCL Laws Centres and Institutes:	UCL Laws Research Groups and Projects:
<ul style="list-style-type: none"> <li>• Centre for Access to Justice;</li> <li>• Centre for Commercial Law;</li> <li>• Centre for Criminal Law;</li> <li>• Centre for Empirical Legal Studies;</li> <li>• Centre for Ethics and Law;</li> <li>• European Institute;</li> <li>• Centre for Law, Economics and Society;</li> <li>• Centre for Law and the Environment;</li> <li>• Centre for International Courts and Tribunals;</li> <li>• Institute of Brand and Innovation Law;</li> <li>• Institute of Human Rights;</li> <li>• Institute for Law, Politics and Philosophy;</li> <li>• Jevons Institute for Competition Law and Economics;</li> <li>• Judicial Institute; and</li> <li>• Labour Rights Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Bentham Project;</li> <li>• Current Legal Problems lecture series and journal;</li> <li>• Gender Equalities at Work Project;</li> <li>• Human Rights Beyond Borders Project;</li> <li>• UCL Journal of Law and Jurisprudence;</li> <li>• UCL Jurisprudence Group;</li> <li>• Lex-Atlas COVID-19 Project;</li> <li>• UCL Private Law Group;</li> <li>• UCL Public Law Group;</li> <li>• UCL Public International Law Pro Bono Project; and</li> <li>• Silence of States in International Law Project.</li> </ul>

*Table 2.1 Laws Research Centres, Institutes, Groups, Projects*

These are based in Bentham House, the historic home of UCL Laws. Located in UCL's Bloomsbury campus, it reopened its doors in March 2018 following a £24m three-year redevelopment project. The refurbishment resulted in more and improved working and teaching spaces, enhanced wheelchair accessibility, and award-winning green features. As a direct result of observations stemming from our Athena SWAN work, the first nappy-changing facility was added to Bentham House in 2021, with signage encouraging breastfeeding and private feeding spaces available upon request. [AP2.1] UCL Laws signed up to Project Period in 2021, an initiative tackling stigma and period poverty which will see free, non-plastic period products stocked at the law school from 2022.



*Figure 2.11 Baroness Hale, then-President of the UK Supreme Court and Honorary UCL Laws Professor since 2019, cutting a ribbon symbolically placed between the new and the old wings of Bentham House, to declare it officially open (25 June 2018)*



*Figure 2.12 Bentham House mezzanine*



Our central location allows us to draw on London's governmental, legal, and financial communities. Our students learn from leading lawyers and judges, visit nearby courtrooms, meet future employers at professional networking events, and work on justice projects within the community. The CAJ, for example, brings together staff and students to provide free representation to vulnerable residents of East London. Our Feminist Book Club provides an informal, inclusive, and non-hierarchical setting for staff and students to mix and discuss feminist ideas.



*Figure 2.13 LLB students at Slaughter & May Senior Mooting competition with Lord Justice Legatt and members of leading commercial law firm Slaughter & May (2019)*



*Figure 2.14. LLB student working at the Integrated Legal Advice Clinic, run by UCL Laws Centre for Access to Justice*



Figure 2.15. Former Dean Hazel Genn with students and members of the legal profession at the Barristers' Cocktail Party

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### ***Action Plan – 2. Description of the Department***

- 1) Increase visibility of public and private breastfeeding options in Bentham House through visible signage on all floors*
  - 2) Increase the total number of accessible nappy facilities in Bentham House to 2*
- 

**Word count: 498**

### 3. The self-assessment process.

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

#### i. A description of the self-assessment team

The SAT came together in September 2019. Academic and PS colleagues were invited to volunteer during Faculty Board meetings, over email, and prompted individually to ensure a balance of gender and seniority. We also invited colleagues with expertise that would be especially relevant [AP3.1]. Students with EDI leadership roles in the Law Society were approached and invited to join, as were representatives of the PGR student community. An AS Researcher was hired at 5hrs/week to assist with the process. SAT members were expected to serve as members of the team until submission of the application. There are currently 23 members on the SAT (74%F, 26%M), of whom the majority are academic research staff (48%). Three SAT members are or were on teaching-only academic contracts: two PGR students and the AS Researcher.

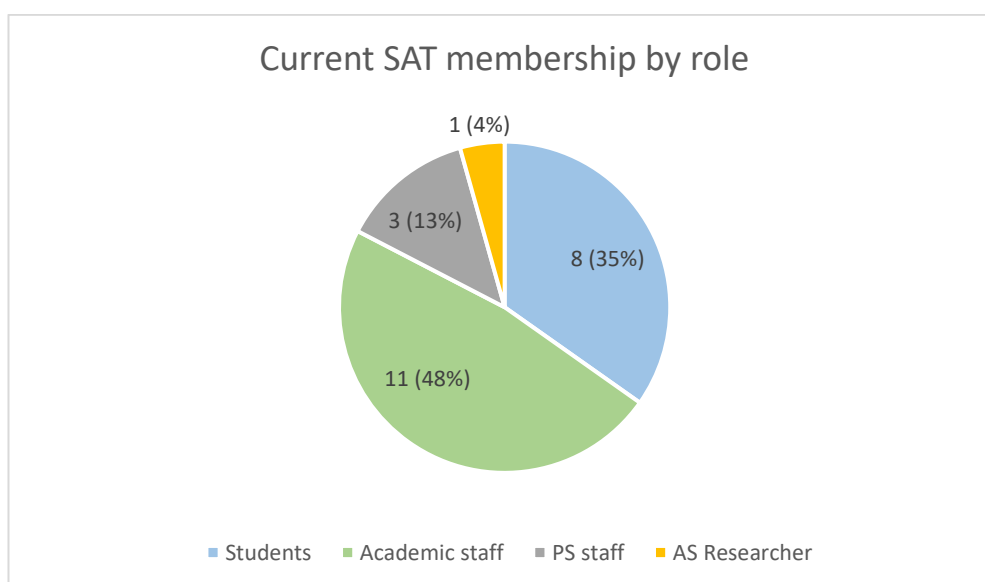
















Figure 3.1 SAT membership by Faculty role

Name	F/ M	Role at UCL Laws	Section worked on	FT/ PT	Additional information
Sayf Abdeen	M	LLB student		FT	<ul style="list-style-type: none"> <li>Law Society Diversity, Inclusion, &amp; Overseas Officer from 2020/21</li> <li>Member of SAT until September 2021</li> </ul>
<div>Monica Bhandari</div> 	F	Academic	5.3, 5.4, AP	PT	<ul style="list-style-type: none"> <li>Senior Lecturer</li> <li>Member of UCL Standing Panel on Disciplinary Matters, Complaints and Investigation</li> </ul>

Hanna Boeck	F	PS	4.1, 4.2, AP	FT	<ul style="list-style-type: none"> <li>Faculty Senior HR Officer</li> </ul>
Barbara Bonney 	F	PS	5.5	FT	<ul style="list-style-type: none"> <li>Executive Assistant to the Dean</li> </ul>
Niamh Connolly 	F	Academic	5.6, AP	FT	<ul style="list-style-type: none"> <li>Lecturer</li> <li>Steering Committee Member, OutLaws</li> </ul>
Joe Crampin 	M	PGR student	4.1	FT	<ul style="list-style-type: none"> <li>PGR student rep (2017/18-2018/19)</li> <li>On teaching-only contract: Associate Lecturer (Teaching)</li> </ul>
Alison Diduck 	F	Academic	5.3, 5.4, AP	FT	<ul style="list-style-type: none"> <li>Professor</li> <li>VDS (until January 2021)</li> <li>Co-founder of Women in Laws</li> <li>Member of UCL Gender Equality 50:50 Group (2014-2019)</li> <li>Expertise in gender equality</li> </ul>
Aleisha Ebrahimi 	F	PGR student		FT	<ul style="list-style-type: none"> <li>On teaching-only contract: Associate Lecturer (Teaching)</li> <li>Expertise in gender equality and international human rights law</li> </ul>
Thea Gibbs 	F	PS	all	FT	<ul style="list-style-type: none"> <li>Faculty Director of Operations</li> <li>Board Member and Link Trustee on EDI matters for the Association of University Administrators</li> </ul>
Ashleigh Keall 	F	Athena SWAN Researcher	all	PT	<ul style="list-style-type: none"> <li>Former PGR student</li> <li>PGR student rep (2013-14)</li> <li>On teaching-only contract: Associate Lecturer (Teaching) (2020-21)</li> <li>Co-convenor of UCL Laws Feminist Book Club</li> </ul>
Virginia Mantouvalou	F	Academic		FT	<ul style="list-style-type: none"> <li>Professor</li> <li>Director of Research Studies (until 2020)</li> <li>On leave from January 2021-December 2021</li> </ul>



					
Ronan McCrea 	M	Academic		FT	<ul style="list-style-type: none"> <li>• Professor</li> <li>• Member of OutLaws</li> </ul>
Lucinda Miller 	F	Academic		FT	<ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Inclusion Lead</li> </ul>
Colm O’Cinneide 	M	Academic		FT	<ul style="list-style-type: none"> <li>• Professor</li> <li>• Expertise in human rights and antidiscrimination law</li> </ul>
Prince Saprai 	M	Academic	5.6, AP	FT	<ul style="list-style-type: none"> <li>• Professor</li> <li>• VDEDI (until April 2022)</li> <li>• Group Co-ordinator, Laws Race Equality Network, UCL Laws</li> <li>• Member of Steering Group, UCL Race Equality Group</li> <li>• BAME Attainment Faculty Lead, UCL</li> <li>• Member of Eugenics Inquiry Response Group, UCL (2020-2021)</li> <li>• Member of Provost’s Race Equality Charter Self-Assessment Team, UCL (2016-19)</li> <li>• Member of Academic Board: Working Group on Racism and Prejudice, UCL (2020-21)</li> </ul>
Eloise Scotford 	F	Academic	5.1, AP	FT	<ul style="list-style-type: none"> <li>• Professor</li> <li>• VDR (until August 2021)</li> </ul>
Daniela Simone	F	Academic		FT	<ul style="list-style-type: none"> <li>• Lecturer</li> <li>• Member of SAT until 2020 (when she left the department)</li> </ul>






					
Silvia Suteu 	F	Academic	all	FT	<ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Athena SWAN Lead</li> <li>• Expertise in gender equality and human rights law</li> <li>• Co-convenor of UCL Laws Feminist Book Club</li> </ul>
Steven Vaughan 	M	Academic	5.5, AP	FT	<ul style="list-style-type: none"> <li>• Professor</li> <li>• VDS (from September 2021)</li> <li>• OutLaws founder and coordinator</li> </ul>
Piumi Nikawala Widanalage	F	LLB student	4.1	FT	<ul style="list-style-type: none"> <li>• LLB Law Society Women's Ambassador</li> <li>• Founder of Law Society Women in Law Network</li> <li>• Member of SAT until September 2021</li> </ul>
Madeline Lee 	F	LLB student		FT	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> year LLB student</li> <li>• Head of the Law Society Women in Law Network</li> </ul>
Sophia Schroeder 	F	PGR student		FT	<ul style="list-style-type: none"> <li>• PhD student representative (2021-present)</li> </ul>
Pere Amazige 	F	LLM student		FT	<ul style="list-style-type: none"> <li>• Graduate Law Society Equity, Diversity, and Inclusion Officer</li> </ul>
Abdulla Abdulla-Zada	M	LLB student		FT	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> year LLB student</li> <li>• Law Society Diversity, Inclusion, and Overseas Officer</li> </ul>
Rebecca Lamb	F	LLB student		FT	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> year LLB student</li> <li>• Law Society Women's Representative</li> </ul>
Yasmin Welsh	F	LLB student		FT	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> year LLB student</li> <li>• Law Society Women's Representative</li> </ul>

Table 3.1 Composition of UCL Laws SAT

## ii. An account of the self-assessment process

Throughout the self-assessment and drafting process, the SAT adopted a view of the AS framework as more than a box ticking exercise. Instead, we aimed to use this as an opportunity for widespread Faculty engagement with AS's principles and for a rigorous, honest, and constructive push for self-improvement.

### Data collection & consultations

The SAT met regularly: twice/term in 2019/2021 and monthly during term time in 2020/2021 and term 1 of 2021/2022. After March 2020, meetings took place over Zoom. Agendas were pre-circulated by the AS Lead and minutes were recorded and circulated. A shared OneDrive folder was created for relevant documentation. SAT members were also in regular contact via email. Once the drafting process began, SAT members were divided into five working groups, which met separately. The SAT reported to Dean's Team once/term via a report by the AS Lead and more frequently, as needed, via reports from the VDEDI, also a member. The AS Lead also reported regularly to all colleagues at termly Faculty Board meetings, which are open to all Academic and PS staff (of any grade) and all student group representatives.

In 2019/2020 the SAT was largely focused on data collection, liaising with UCL's Central AS Team to obtain key information. The AS Lead and AS Researcher undertook AS mock panel training within UCL, and the Lead sat on mock panels reviewing other departments' draft applications. UCL's AS SharePoint launched in spring 2020 as a virtual hub of information and guidance on the AS process and proved an invaluable resource for guidance on data collection and visualisation, and drafting. We continued data collection in 2020/2021, launching the EDI Survey (of which the AS Survey was part) in September 2020. Following the launch, the Dean emailed all staff encouraging them to complete the survey, highlighting the importance of the AS process and the value of the data being collected. Fifty-seven academic colleagues responded to the survey, or 83% of academic staff; 28 (49%) of respondents were women. Twenty-one PS colleagues responded to the equivalent PS survey, which represents 60% of total (35) PS staff; 19 (90%) of respondents were women [AP3.2)].

*"It was so brilliant to hear issues being discussed so openly and candidly. I can honestly say I've never worked anywhere where such a conversation has happened before."*

*– Female attendee, AS Town Hall*

The SAT engaged the wider Faculty community extensively throughout the process (Figure 3.2).

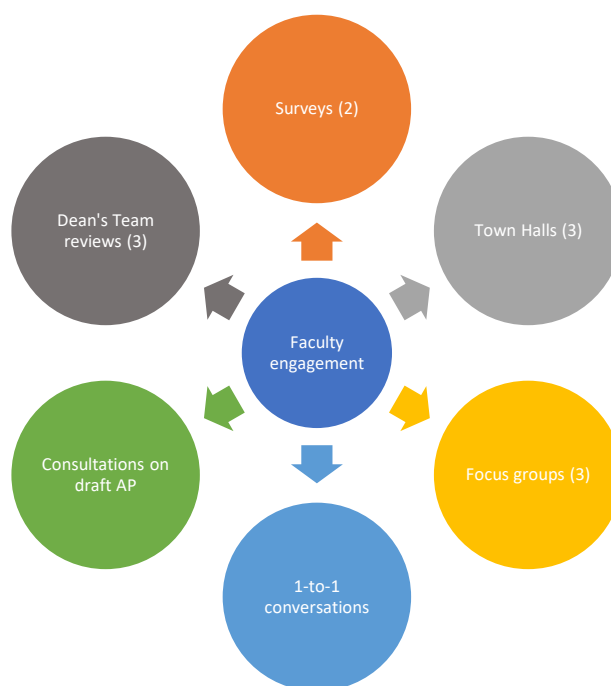


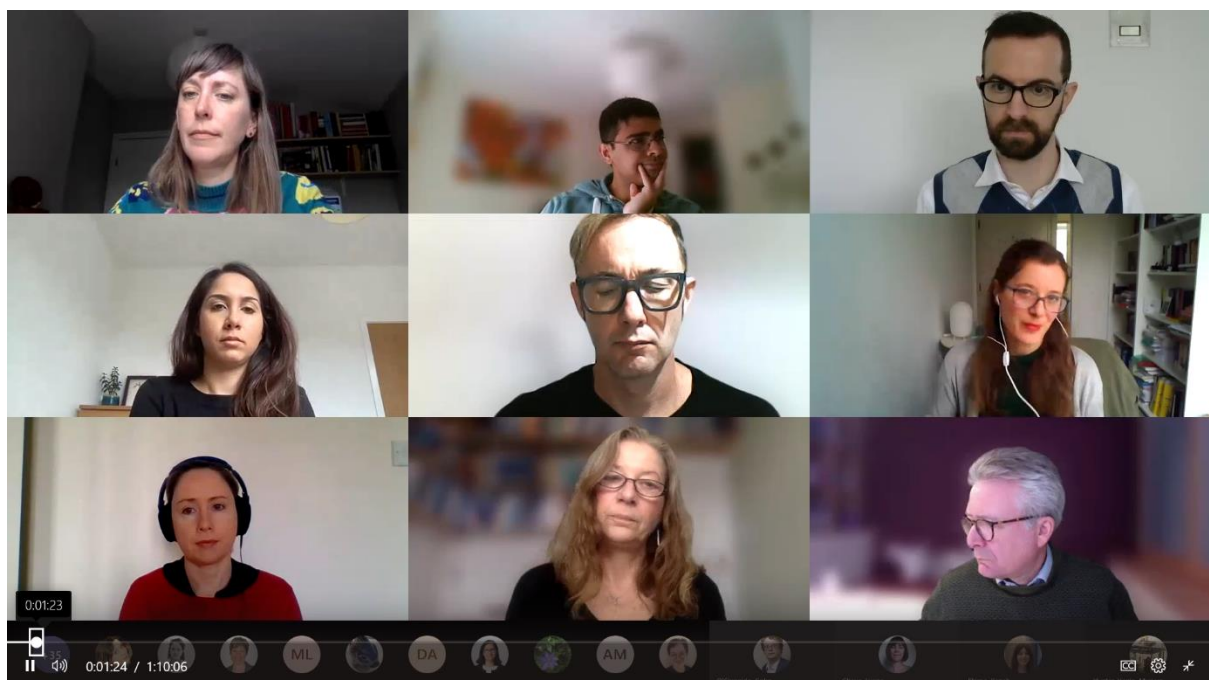
Figure 3.2 SAT engagement with Faculty

Activity	Timeline	Details
Surveys	<p>(1) EDI Survey; September 2020, to be repeated every two years</p> <p>(2) Equality and Dignity Surveys; December 2021, to be repeated annually for PGT students and every two years for LLB and PGR students, academic and PS staff</p>	<p><b>Two sets of surveys have been distributed to staff and students throughout the AS process.</b></p> <ul style="list-style-type: none"> <li>The <b>EDI survey (of which the AS survey formed a part)</b> was disseminated to all staff (academic and PSS) in September 2020. Response rates were especially high among academic staff (83%; 49%F/51%M). This survey will be sent out again in 2022 to enable the Faculty to track progress, and will be repeated biennially.</li> <li>The <b>Equality and Dignity survey</b> was sent to all students (UG, PGT, and PGR) and staff in December 2021, with a deadline for completion in February 2022. The survey is intended to gather information on the culture around equality and dignity in the student and faculty community, and asks whether respondents have ever experienced unacceptable behaviours such as discrimination, harassment, bullying, or sexual misconduct at the law school. It will help the Faculty to monitor and address any such issues arising within the Laws community.</li> </ul>

<b>Focus Groups</b>	Term 1 of 2020/2021	<p><b>Three focus groups were held with female LLM students, PGR students, &amp; academic staff.</b></p> <ul style="list-style-type: none"> <li>• They were supported by UCL Athena SWAN Catalyst Funds (£1,660).</li> <li>• Participants were invited with a view to ensuring representativeness across such indicators as seniority, caring responsibilities, and/or year of graduation.</li> <li>• The AS Lead and AS Researcher took turns in facilitating and produced detailed anonymised reports, later shared with the SAT.</li> </ul>
<b>Town Halls</b>	6 May 2021;  9 July 2021;  15 November 2021	<p><b>Three Town Halls were held, open to academic and PS staff and to PGR students.</b></p> <ul style="list-style-type: none"> <li>• <b>The first</b> was chaired by the Dean and moderated by 3 SAT members. Eighty-two staff and PGR students attended, with good gender balance. The themes for discussion were: (1) career breaks and caring responsibilities; (2) career progression and promotion; and (3) managing workload. The meeting was recorded and minutes circulated widely.</li> <li>• <b>The second</b> was chaired by the VDS and facilitated by members of the SAT. It aimed to continue the discussion on workload and work/life balance and to gather views on faculty culture. Forty participants attended, with good gender balance. It was again recorded, with minutes circulated widely.</li> <li>• <b>The third</b> was held on 15 November 2021. Chaired by the Dean, it was focused on the draft Action Plan, giving a chance to the entire Faculty to read it in advance, provide feedback, and see their previous engagement with the AS process come to fruition in concrete action points.</li> </ul>
<b>Confidential 1-to-1 conversations with AS Lead</b>	Throughout 2020-2022	<p>In recognition of the fact that some colleagues were not comfortable raising issues in public forums, the AS Lead set aside time slots each week for confidential conversations with colleagues on equality matters. Over a dozen such conversations took place and fed into the qualitative data collected, insofar as the attendee gave permission [AP 3.3]).</p>

<b>Consultations on the draft AP</b>	September & October 2021	<p>These were held by AS Lead and AS Researcher with relevant groups and officers, including:</p> <ul style="list-style-type: none"> <li>• the REF team,</li> <li>• the DRS,</li> <li>• the PGT and UG teams, and</li> <li>• LLB, LLM, and PGR student representatives.</li> </ul> <p>The aim was to familiarise colleagues and student reps with the AP and the DT pledge to ensure its implementation, fostering accountability, and also to ensure buy-in from relevant officers who would be implementing key action points.</p>
<b>Dean's Team reviews</b>	6 October 2021; 28 November 2021; December 2021	<p>On three occasions, the AS Lead provided drafts of the AS application and AS Action Plan to DT for review. DT members read the drafts and provided detailed feedback and suggestions to the AS Lead (and in the third instance, the AS Researcher) at a dedicated DT meeting. This ensured three rounds of written and oral feedback from Faculty management on the application and AP. These meetings were in addition to previous termly reports by the AS Lead on the data collection and drafting process.</p>

*Table 3.2 Details of SAT engagement with faculty community*



*Figure 3.3 Screenshot from first AS Town Hall, 6 May 2021, attended by 82 faculty members*

## The drafting process

The SAT split into 5 working groups to work on separate sections of the application, divided according to expertise and interest. They were invited to identify relevant AP points, which were later discussed as a group and finalised (July-August 2021). The draft was twice reviewed by DT in October and November 2021, who provided feedback and suggested edits to make AP points actionable and concrete. The draft underwent internal review within UCL in September 2021, where it was read by an internal mock panel of members from other departments engaged in their own AS processes and UCL's Athena SWAN Manager. The draft Action Plan also underwent final review following a dedicated AS Town Hall in November 2021. The feedback from that exercise was discussed in the SAT, incorporated into the draft, and reviewed by DT in December 2021 before final submission in January 2022.

### ii. Plans for the future of the self-assessment team.

The work of the SAT has been a valuable, visible addition to the Faculty and will be embedded in our EDI culture in the following ways:

- The SAT will be disbanded and a **Laws EDI Committee** will be created in its place. The Committee will be formed in Term 2 of the 2021/22 academic year. It will comprise the AS Champions (see below), the Inclusion Lead, EDI reps on the LLB and LLM student societies, one PhD representative, and one PS staff representative under the leadership of the VDEDI. Members will serve on the Committee for the duration of their tenure. The Committee will provide a conduit for bringing equalities concerns among the staff and student body to the DT. [AP3.5]] The VDEDI, AS Lead, and AS Researcher met with the incoming LLB and LLM EDI reps and the PhD rep in October 2021, to provide background on AS and explain the aims and structure of the EDI Committee they were invited to join.
- A group of 10 SAT members including the AS Lead will remain "**AS Champions**" throughout the life of the award. They represent different constituencies (academics at different grade points, PS colleagues, and PGR students) and will disseminate AS principles and monitor implementation of the AP. They will also continue to offer 1-1 confidential conversations to their constituency, and advise on and relay any actionable feedback to the VDEDI, Inclusion Lead, VDS, VDR, or Dean, as appropriate. They will receive EDI and interviewing training for this. [AP3.3) and 3.4)]
- The **EDI survey** will be repeated every two years to enable assessment of progress made, with the next instalment due in September 2022 [AP3.4)]
- The **VDEDI, Inclusion Lead, VDS, VDR, and Director of Operations** will continue to play active roles in implementing and monitoring the AS Action Plan (Table 3.3).
- The role of **Gender Equality Lead** will be created in January 2022 to take over from the AS Lead, and will have as its mandate the promotion and monitoring of gender equality within the Faculty.

Faculty role	Responsibility for embedding AS in Faculty culture
Dean	Overall responsibility for the implementation of the AP and ensuring AS principles are embedded in faculty culture. Lead responsibility, together with the VDS, on implementing exit interviews and on recruitment, in particular at grade 10.



<b>VDEDI</b>	This role is permanent and will continue to have gender equality as part of its remit. The VDEDI has been a member of the SAT and will take on the new role of Chair of Laws EDI Committee. They will monitor the implementation of the AP and report back to Dean's Team and the Faculty. They will also work together with the VDR and VDPD to ensure that EDI considerations are on the agenda of every Research and Teaching Away Day, respectively.
<b>Inclusion Lead</b>	This role is permanent and its mandate involves serving as a focal point for EDI initiatives on widening participation, student attainment, and workplace culture. The holder will ensure implementation, monitoring, and review of the AP's student-related action points. The current Inclusion Lead has been a member of the SAT and will join the new Laws EDI Committee. They will work closely with the EDI officers of the LLB and LLM Law Societies.
<b>VDS and VDR</b>	These role holders will ensure implementation, monitoring, and review of the AP points on academic career progression and development, flexible working and leave, and Faculty culture. They will continue to ensure AS principles are embedded in recruitment and promotion processes, and in the PGR student experience. Both have been SAT members.
<b>Director of Operations</b>	The current role holder is a member of the SAT and will continue to ensure the implementation, monitoring, and review of the AP's action points on PS, reporting back to Dean's Team and Faculty Board meetings.
<b>DRS</b>	The DRS role is permanent and has responsibility for implementing PGR-related AP points, including monitoring PGR admissions and scholarship offers, running a yearly workshop for LLM students interested in PhD study, PGR training and career development opportunities, and the End of Year and Equality & Dignity surveys distributed to the PGR community.
<b>Gender Equality Lead</b>	This will be a permanent role, replacing that of the AS Lead in January 2022. Its mandate is to serve as the focal point for gender equality and to develop and improve awareness of gender issues and inequalities within the Faculty. The post holder will also monitor the implementation of the AP together with the VDEDI, and will ensure that EDI surveys are distributed and analyzed on schedule.

*Table 3.3 Actions to embed SAT's work in Faculty culture*



**Word count: 1009**

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***Action Plan – 3. The self-assessment process***

- 1) Embed AS principles in the LLM programme culture through the creation of an EDI Officer as part of the Graduate Law Society (LLM)*
  - 2) Encourage a higher uptake of EDI survey among PS staff (at least 80% overall)*
  - 3) Formalise 1-1 conversations on equality matters between all constituencies and AS Champions*
  - 4) Track and assess progress on AP action points through biennial EDI surveys*
  - 5) Create permanent EDI Committee with representation from all Faculty constituencies*
-

#### 4. A picture of the department.

Recommended word count (for all of section 4): Bronze: 2000 words | Silver: 2000 words

##### 4.1 Student data

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

n/a

###### (ii) Number of undergraduate students by gender

Programme name	Gender	2016	2017	2018	2019	2020
Affiliate Law	Female	17	22	21	16	15
Affiliate Law	Male	11	10	11	12	8
LLB Bachelor of Laws (UCL) and Juris Doctor of Law (Columbia)	Female	N/A	N/A	N/A	1	3
LLB Bachelor of Laws (UCL) and Juris Doctor of Law (Columbia)	Male	0	0	0	2	3
LLB Bachelor of Laws (UCL) and LLB Bachelor of Laws (HKU)	Female	6	14	19	27	27
LLB Bachelor of Laws (UCL) and LLB Bachelor of Laws (HKU)	Male	4	8	10	15	13
LLB English and German Law	Female	24	21	20	19	18
LLB English and German Law	Male	4	8	9	7	9
LLB Law	Female	224	240	239	275	332
LLB Law	Male	208	184	186	168	217
LLB Law with Another Legal System	Female	5	6	9	7	2
LLB Law with Another Legal System	Male	2	5	6	5	2
LLB Law with French Law	Female	37	38	38	29	30
LLB Law with French Law	Male	5	6	7	10	9
LLB Law with German Law	Female	8	8	5	5	5
LLB Law with German Law	Male	4	7	7	6	7
LLB Law with Hispanic Law	Female	11	8	7	9	8
LLB Law with Hispanic Law	Male	3	5	4	1	1
<b>% FEMALE</b>		<b>58%</b>	<b>61%</b>	<b>60%</b>	<b>63%</b>	<b>62%</b>
Russell Group benchmark (2020 data not available)		64%	65%	65%	65%	n/a
National benchmark (2020 data not available)		64%	64%	65%	63%	n/a

Table 4.1.1 UG enrolment by programme, gender, and year (\*LLB Bachelor of Laws (UCL) and Juris Doctor of Law (Columbia) was initiated in 2019)

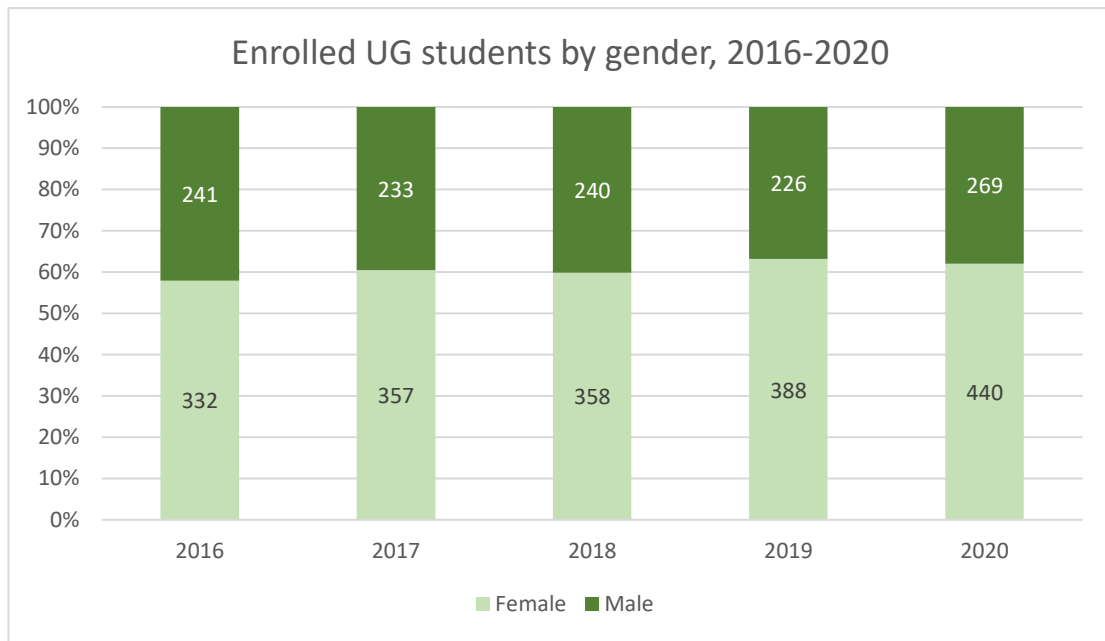


Figure 4.1.1 Enrolled UG student body (2016-2020)

UCL Laws offers several full-time UG (LLB) programmes, including joint degrees with other institutions. There is no part-time option. Women consistently outnumber men in all but one of these programmes, comprising 58-63% of UG students across the five years examined. This is more gender-balanced than sector benchmarks (Table 4.1.1 above).

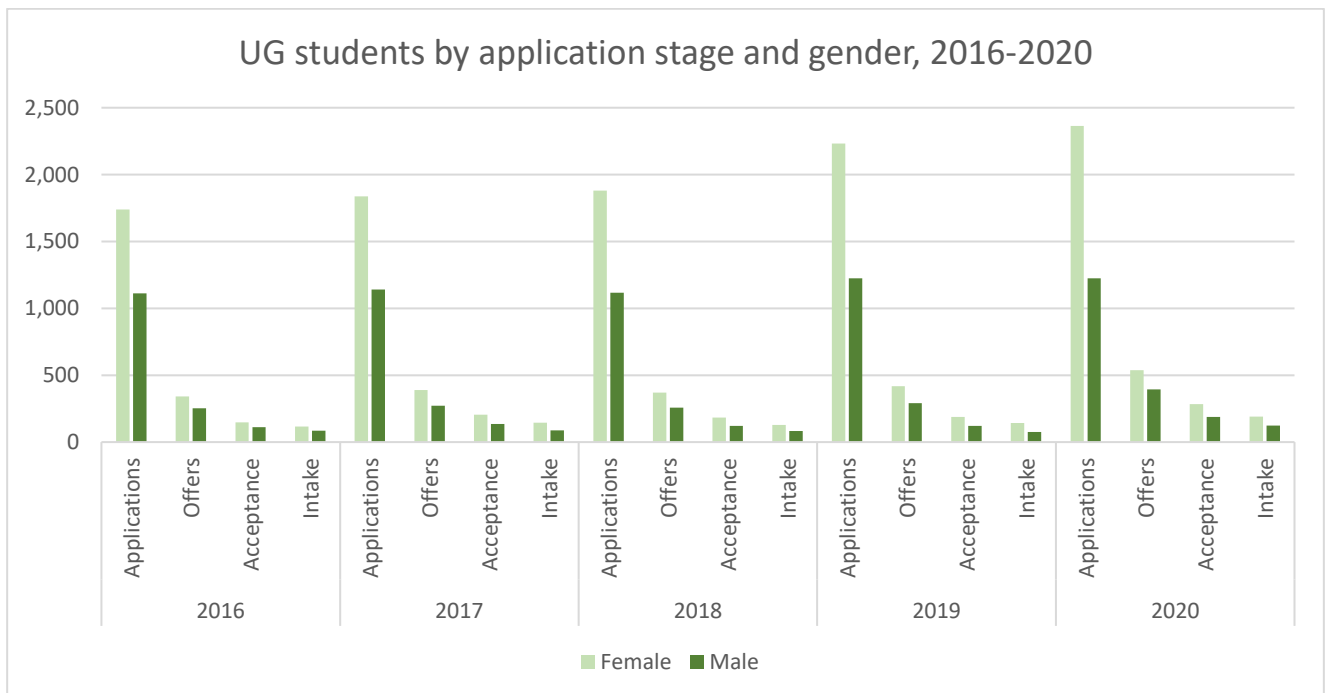


Figure 4.1.2 Applications, offers, acceptances, enrolments - UG students (2016-2020)

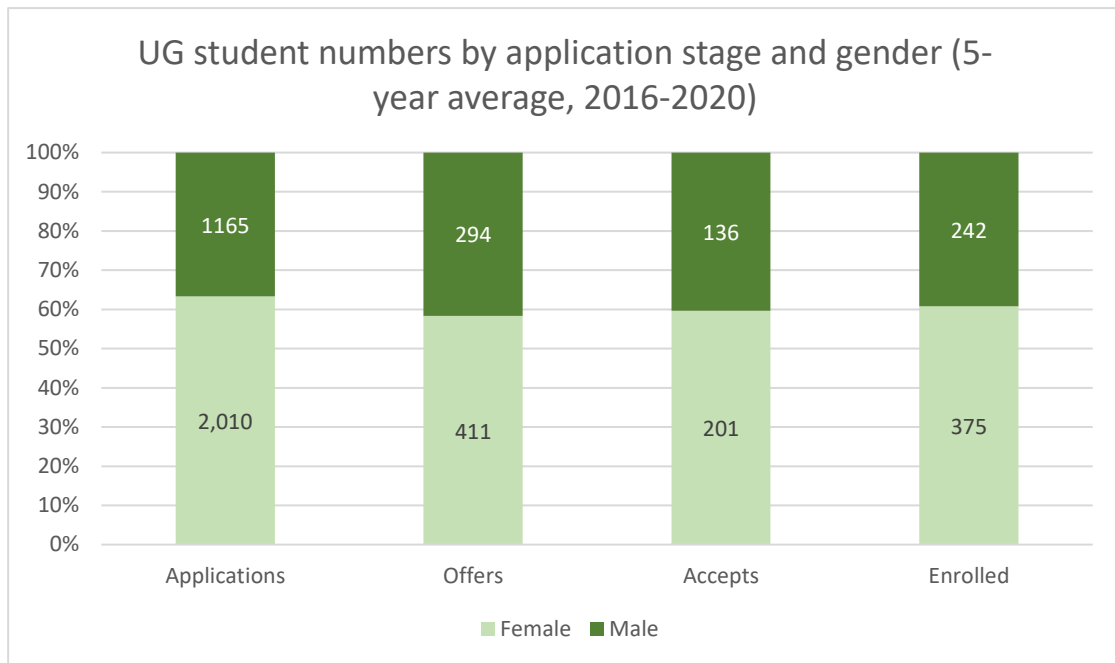


Figure 4.1.3 Five year average (2016-2020) of UG applications, offers, accepts, and enrolment figures by gender

Figure 4.1.2 and 4.1.3 illustrate a significantly higher number of women applying to the LLB programmes. This proportion remains fairly stable through the recruitment process. However, male applicants are more likely to be offered a place than women (20%F vs 25%M success rate). [AP4.1.ii] On average, 35% of women who were made offers accepted, compared to 31% of men.

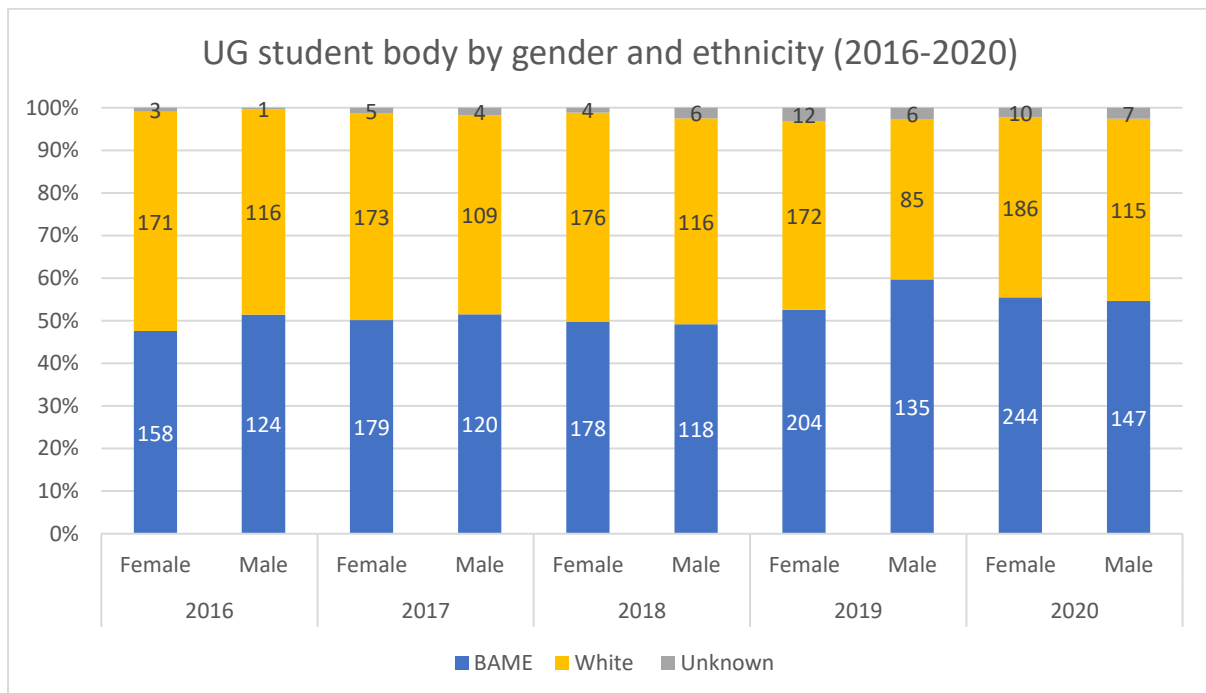


Figure 4.1.4 UG students by gender, ethnicity, and year (2016-2020)

Our UG student body is ethnically diverse, due in part to its sizeable intake of international students (Figure 4.1.4). Over the five years examined, self-declared BAME students outnumber non-BAME students, averaged over 5 years at 53% (52%F/54%M). This far exceeds Russell Group (27%F/25%M BAME) and national (33%F/33%M BAME) HESA 2020 benchmarks (excluding “unknowns”).

	Proportion of women receiving each grade					Proportion of men receiving each grade				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>First</b>	20%	25%	23%	28%	49%	28%	16%	17%	23%	52%
<b>2:1</b>	72%	73%	71%	66%	51%	67%	79%	77%	70%	46%
<b>2:2</b>	8%	2%	5%	6%	0%	5%	5%	6%	8%	1%

Table 4.1.2 UG student awards by gender and year

Gender does not make a significant difference to student awards. Averaged across five years, there is a 1% difference among men and women receiving a 2:1 or 2:2, and a 2% difference for a First (Table 4.1.2). The national sector-specific awarding gap sees 6.8% more male students receiving a First or 2:1 (HESA 2020). The higher proportion of Firsts in 2020 reflects post-pandemic changes to assessment criteria, including a no-detriment policy adopted following an equalities impact assessment to ensure fairer assessments for all students.

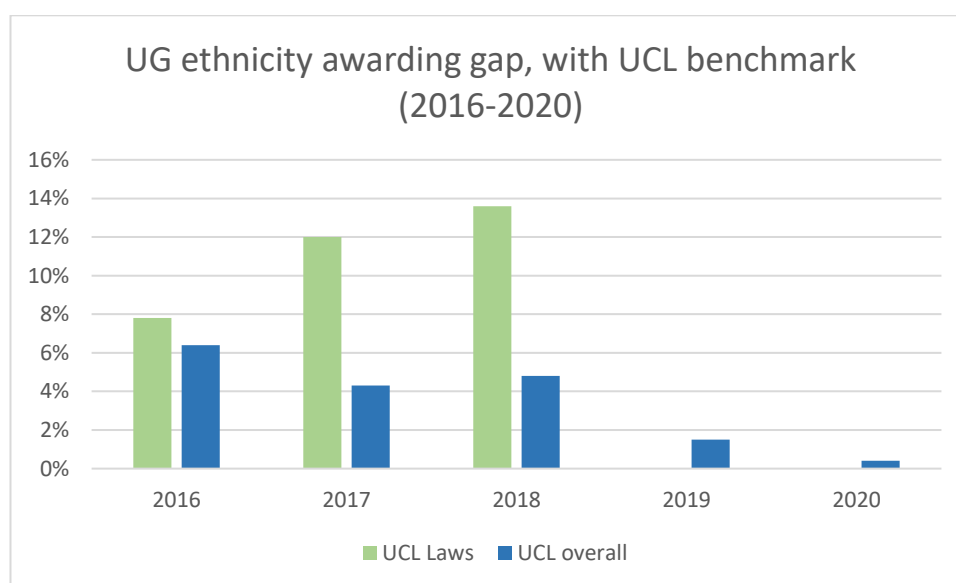
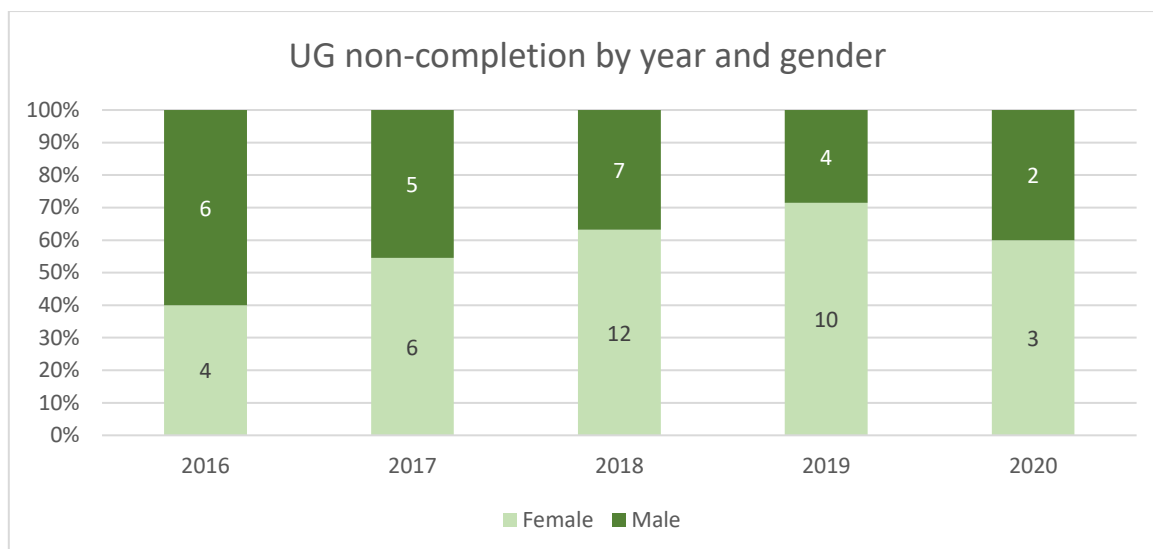


Figure 4.1.5 Awarding gap between White British and BAME British UG students, with UCL benchmarks (2016-2020)

Laws has achieved a 0% awarding gap between White and BAME British UG students in the past two years. The awarding gap represents the differential between UG White British and BAME British students when it comes to getting a ‘good’ degree, i.e., a First or 2:1. This success can be explained in part by the Faculty’s engagement with the UCL BAME Awarding Gap Project and its appointment of a BAME Awarding Gap Lead, both in 2018, and by the 2020 shift to more diverse assessment methods.



*Figure 4.1.6 UG students who withdrew from their studies, by year and gender*

Non-completion rates on the UG program are low, at 0.007% in 2020 (Figure 4.1.6). Averaged over five years, 59% of students who withdrew were female (compared to 5-year average of 61%F enrolled). The rising trend of female students withdrawing ended in 2020, but this will be monitored [AP4.1.i.3)].



*Figure 4.1.7 LLB students celebrating at the Laws graduation ceremony 2019*

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**Action Points 4.1.ii Number of undergraduate students by gender**

- 1) Enhance monitoring of gender balance among admitted UG students.
  - 2) Mandatory EDI training for full UG Admissions team.
  - 3) Introduce intersectional monitoring of non-completion rates.
- 

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

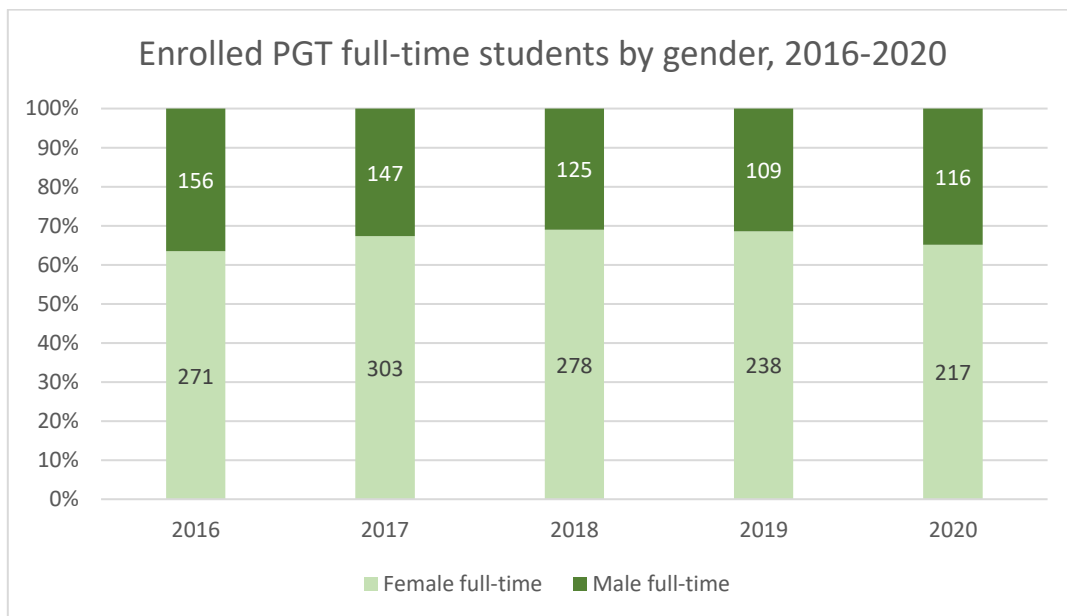


Figure 4.1.8 Enrolled full-time PGT student body

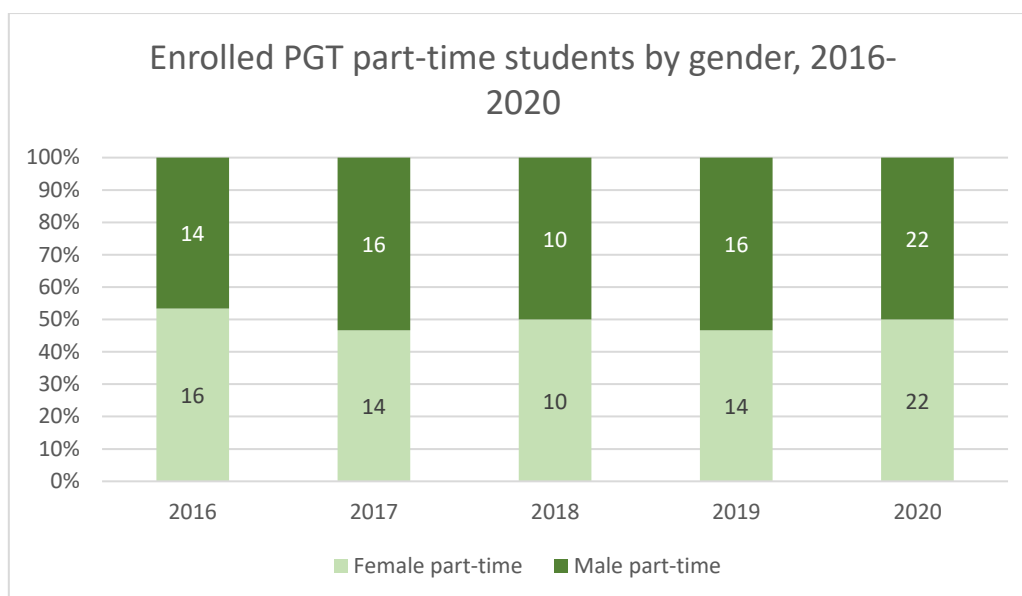


Figure 4.1.9 Enrolled part-time PGT student body

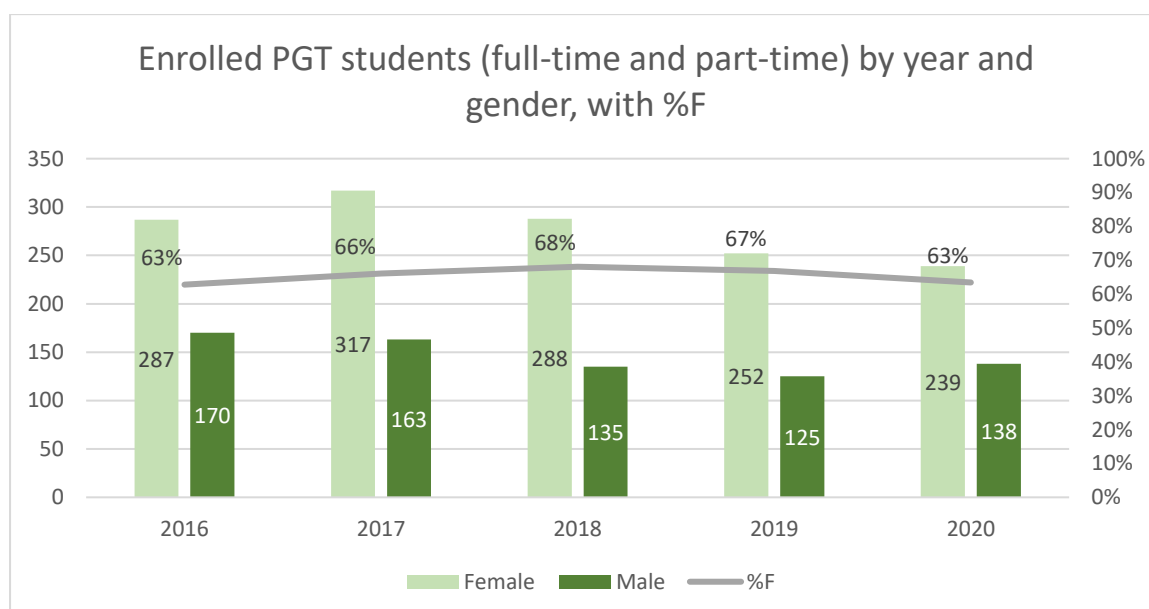


Figure 4.1.10 Enrolled PGT students (PT and FT) by year and gender (2016-2020)

FT female students on the PGT (LLM) programme comprise 63-69% of the student body (Figure 4.1.8). 7% of students study on a part-time basis (averaged over five years) and the numbers reflect a 49%F/51%M gender balance (Figure 4.1.9). The proportion of female students overall sat at 63% in 2020 (Figure 4.1.10), consistent with Russell Group (63%F) and national (61%F) benchmarks (HESA 2020).



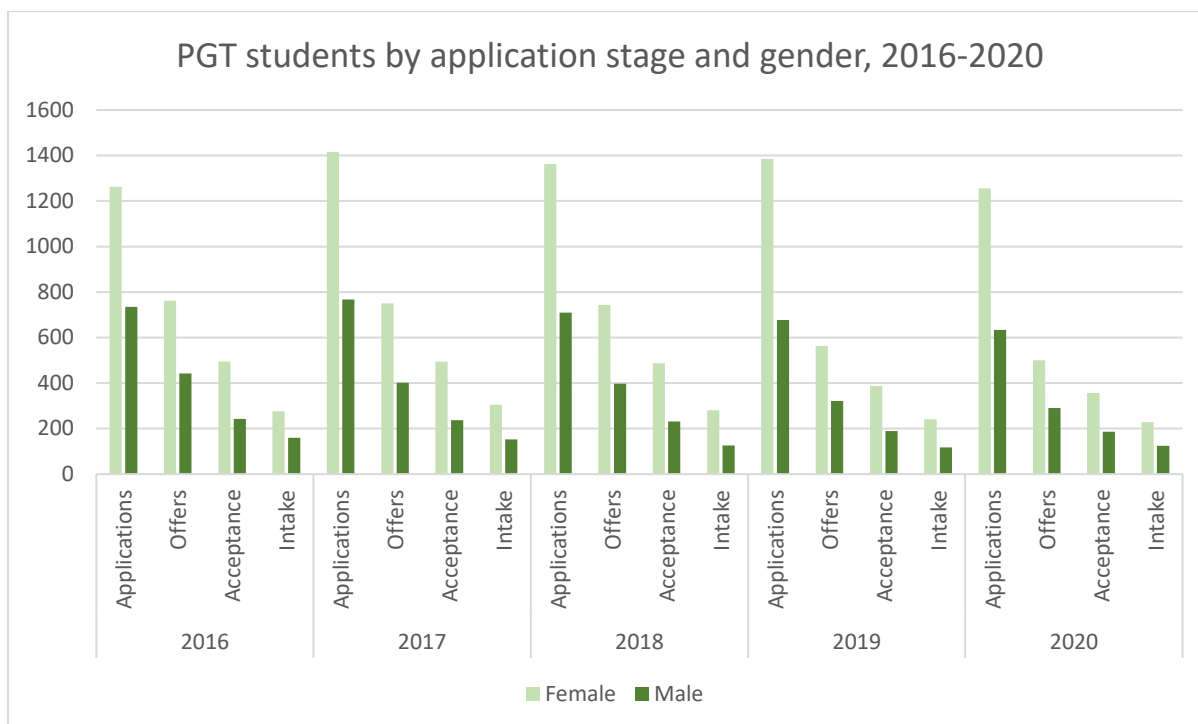


Figure 4.1.11 Applications, offers, acceptances, enrolments - PGT students (2016-2020)

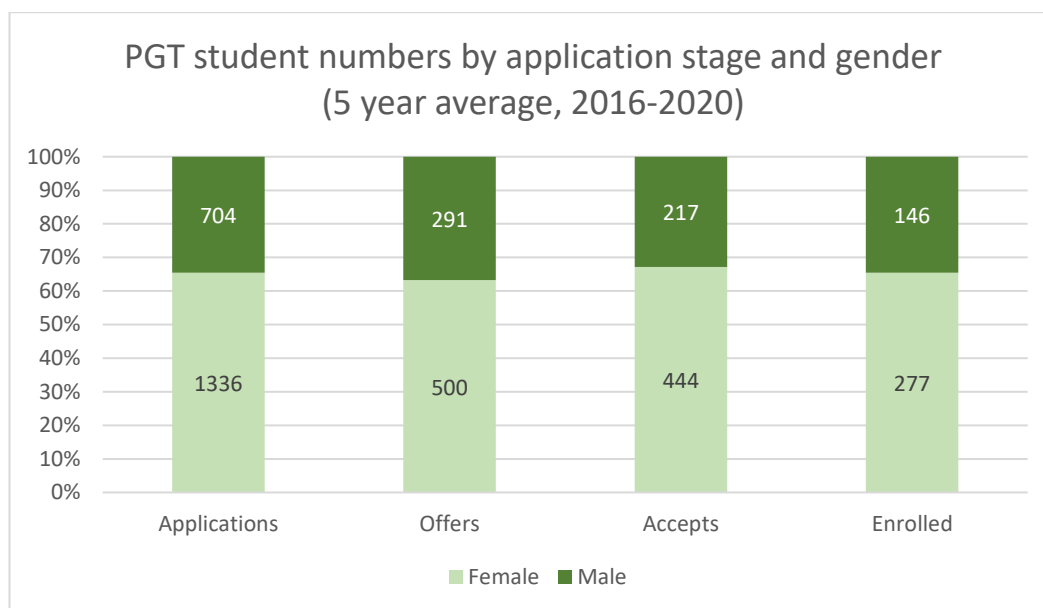


Figure 4.1.12 Five year average (2016-2020) of PGT applications, offers, accepts, and enrolment figures by gender

A higher number of women is reflected at each stage of the application process (Figure 4.1.11 & Figure 4.1.12). This suggests that the greater number of women applying drives the higher numbers at enrolment. Men and women had nearly identical success rates until 2019, when men were more likely to be offered a place than women (47%M, 41%F) and 2020 (46%M, 40%F). [AP4.1.iii.1]

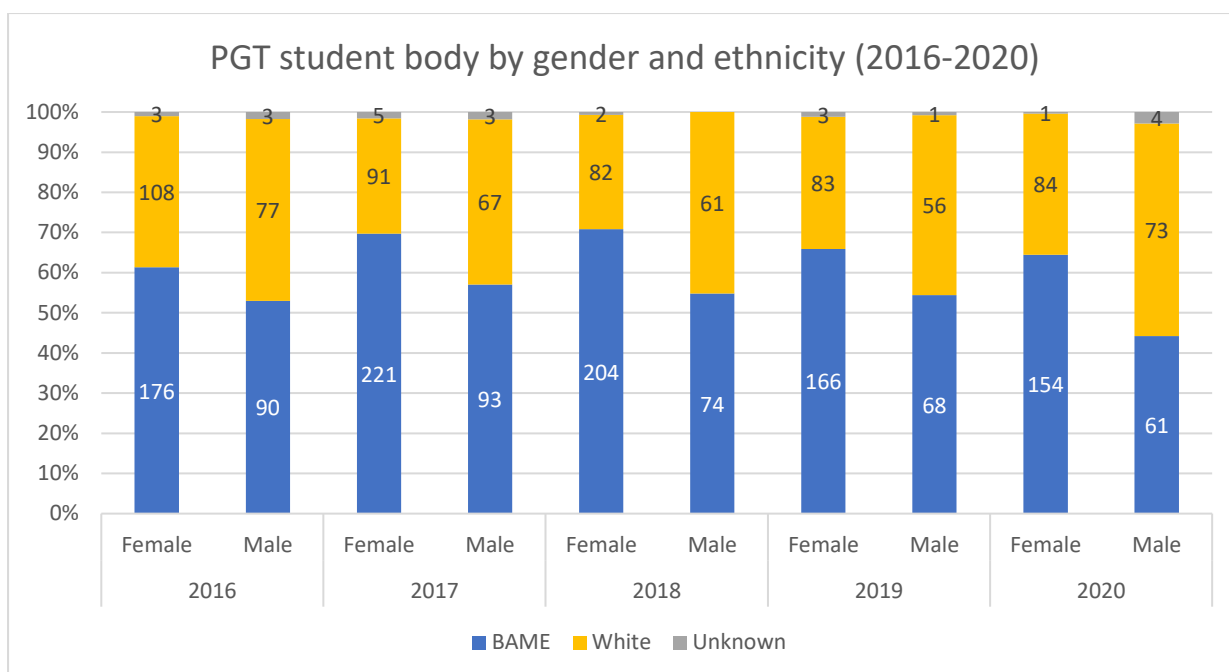


Figure 4.1.13 PGT student body by gender and ethnicity (2016-2020)

With the exception of male students in 2020, self-declared BAME PGT students consistently outnumber non-BAME students, averaged over 5 years at 63% (67%F/54%M). The proportion of BAME female students exceeds that of BAME male students in every year examined. This exceeds Russell Group (24%F/22%M BAME) and national (31%F/33%M BAME) HESA 2020 benchmarks.

	Proportion of women receiving each grade					Proportion of men receiving each grade				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
<b>Distinction</b>	17%	19%	18%	18%	57%	28%	23%	25%	28%	59%
<b>Merit</b>	65%	67%	66%	73%	39%	61%	62%	64%	67%	36%
<b>Pass</b>	19%	13%	16%	10%	5%	11%	16%	11%	5%	4%

Table 4.1.3 PGT student awards by gender and year of study

Male PGT students are more likely to be awarded a Distinction than women, though there was a better gender balance in 2020 (Table 4.1.3). [AP4.1.iii.3] Female students may have benefitted from the recent shift in assessment methods toward more coursework and essays, over exams. The higher proportion of Distinctions overall in 2020 reflects changes to assessment criteria adopted to mitigate the effects of the pandemic.



Figure 4.1.14 Celebrating student success at UCL Laws' annual Prizewinners' Ceremony (2018)

Female participants in our PGT student focus group reported high satisfaction with their degree. They noted that although most faculty excelled at managing gendered classroom dynamics, a minority allowed male voices to dominate. Participants suggested providing confidence-building workshops and faculty training on classroom inclusivity. [AP4.1.iii.1]

*“My professors showed a real awareness of this dynamic [of male students dominating]. They even looked at where people were sitting and how that changes the dynamic. I only have positive things to say about the faculty. All my profs were really good about this.”*

*“The modules I chose had lots of women in them and the conversations were gender-balanced. The professors made sure everyone had a chance to put forward their view.”*

*– Participants in female LLM focus group*

**Completion** rates on the LLM are high and gender-balanced: from 2014-2018 (latest years for which data is available), 97%F and 96%M completed their degree (Figure 4.1.15).

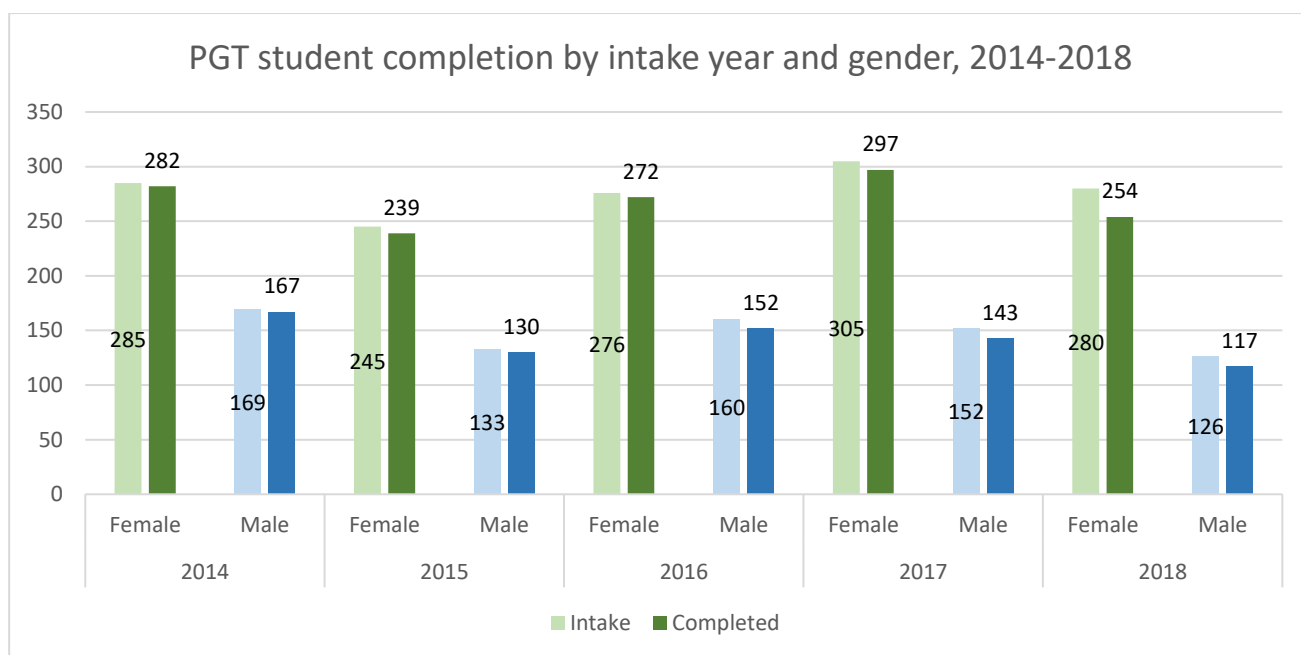


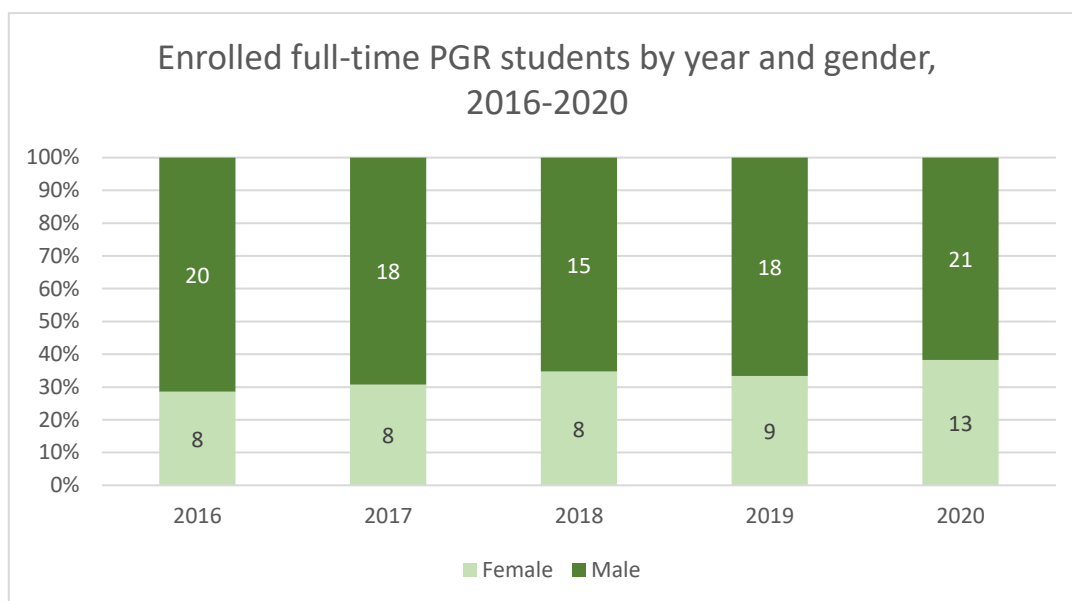
Figure 4.1.15 Number of students who started their LLM in the year indicated (2014-2018) who went on to complete their degree

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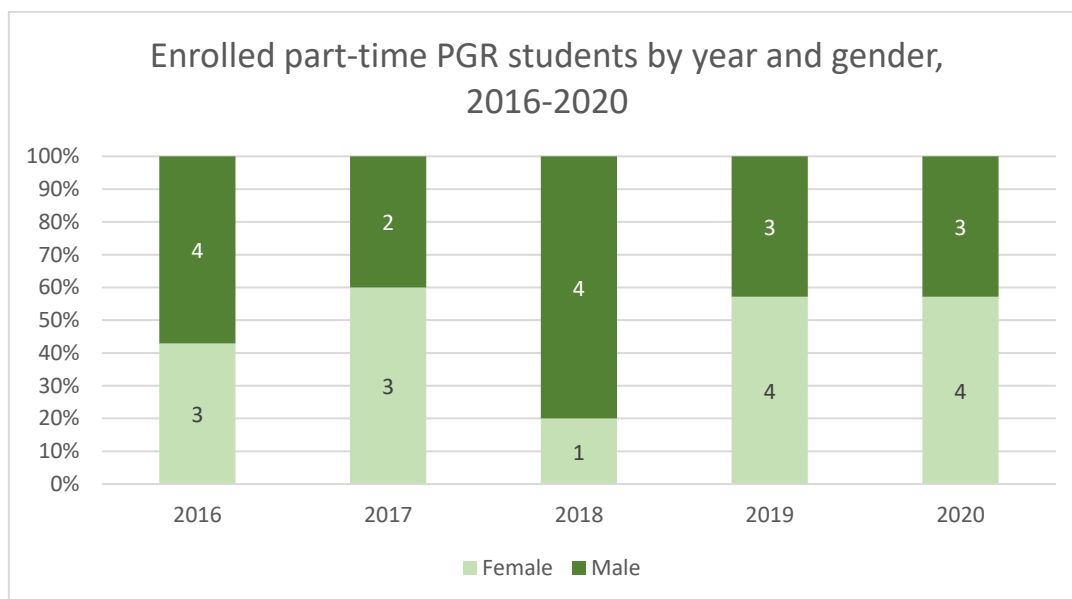
**Action Plan 44.1.iii Numbers of men and women on postgraduate taught degrees**

- 1) Enhance monitoring of gender balance among PGT student applicants .
  - 2) Introduce EDI training and share best practices for managing classroom dynamics.
  - 3) Monitor and address gender gap in PGT awards.
-

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



*Figure 4.1.16 Enrolled full-time PGR student body*



*Figure 4.1.17 Enrolled part-time PGR student body*

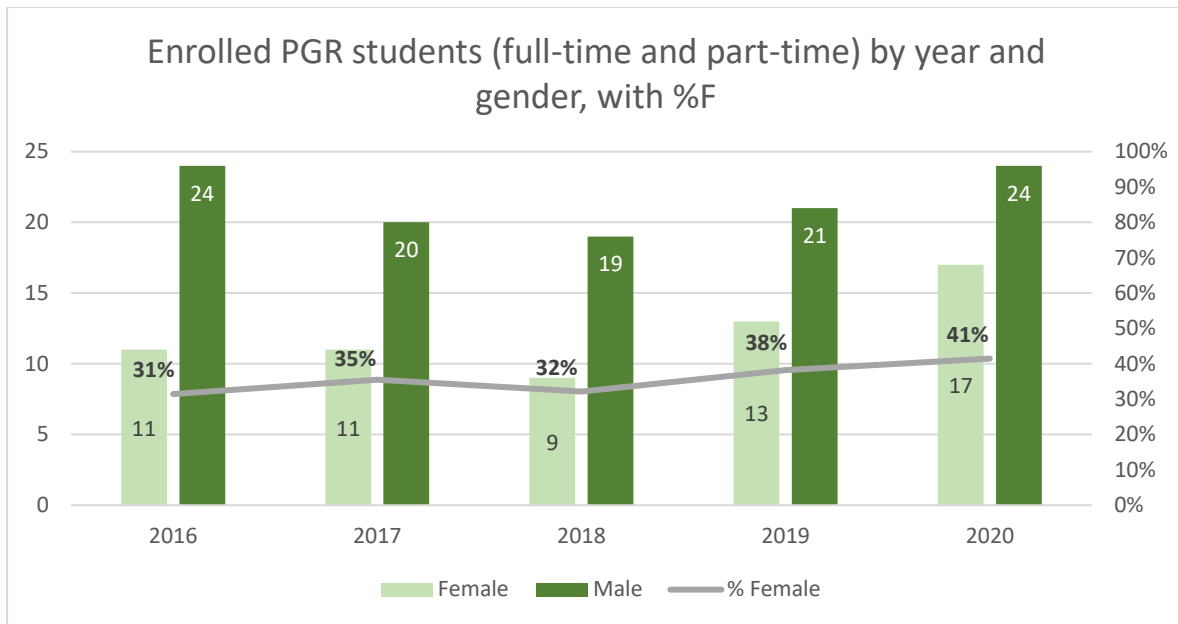


Figure 4.1.18 Enrolled PGR students (PT and FT) by year and gender (2016-2020), with %F

More male than female PGR students have enrolled in each of the last five years. Enrolled women have increased from 31% in 2016 to 41% in 2020 (national sector average 51% HESA 2020; 53% Russell Group). While our PhD programme is much smaller than comparable programmes, averaging 10 students enrolled each year, we are committed to ensuring greater gender balance across cohorts. [AP4.1.iv.1)-2)]

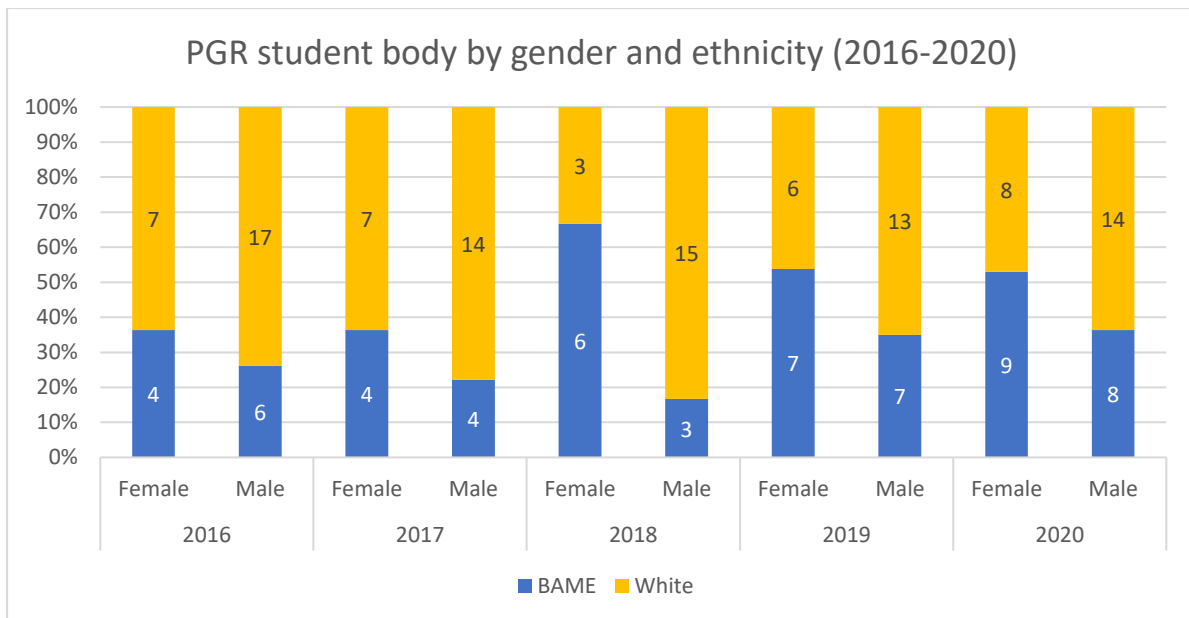


Figure 4.1.19 PGR student body by gender and ethnicity (2016-2020)

BAME representation varies in the PGR programme. Averaged across five years, BAME students represent 49% of female students, 28% of male, higher than Russell Group (18%F/22%M BAME) and national (24%F/32%M BAME) HESA 2020 benchmarks.

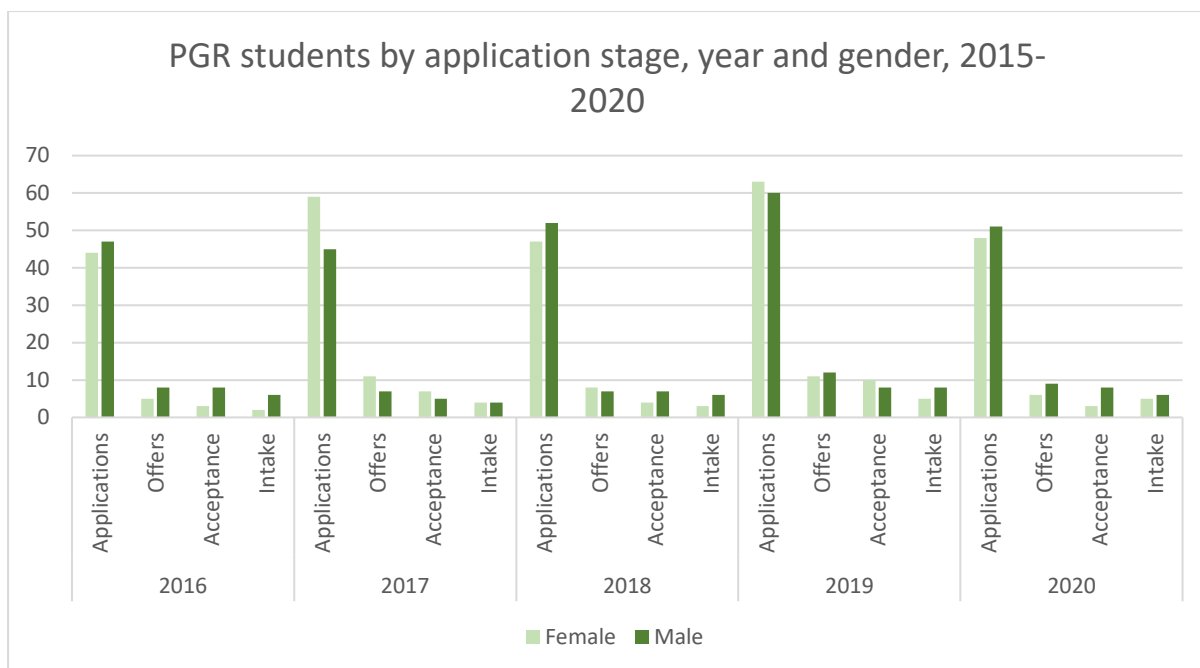


Figure 4.1.20 Applications, offers, acceptances, enrolments - PGR students (2016-2020)

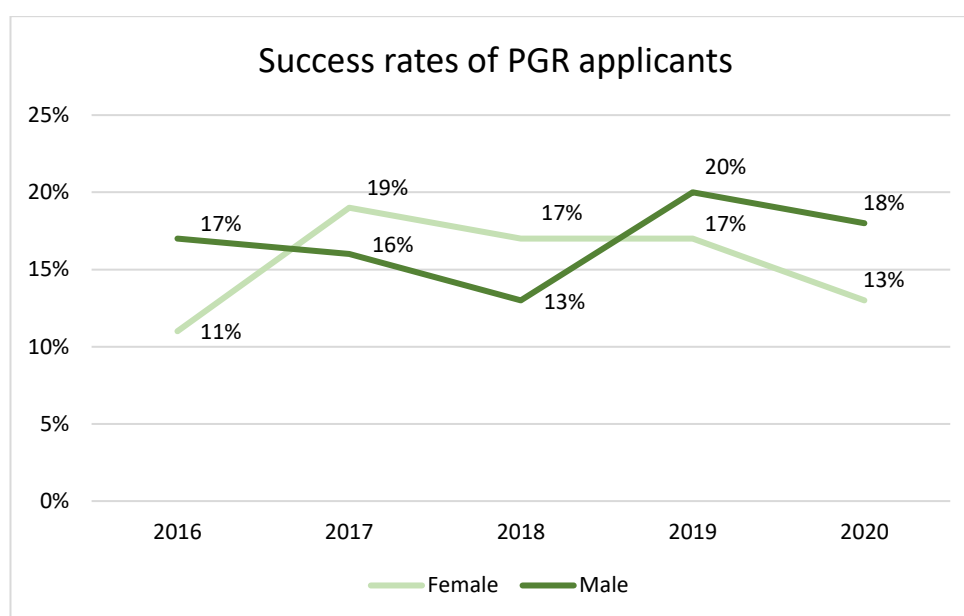


Figure 4.1.21 Percentage of PGR applicants made an offer, by gender/year

The proportion of male and female PGR applicants who are offered a place on the program showed the widest discrepancy in 2016 (6%), stabilising somewhat in the following years (Figure 4.1.11). However, the gender gap widened again in 2020: 18% of male applicants were made an offer compared to 11% of women. [AP4.1.iv.2)]

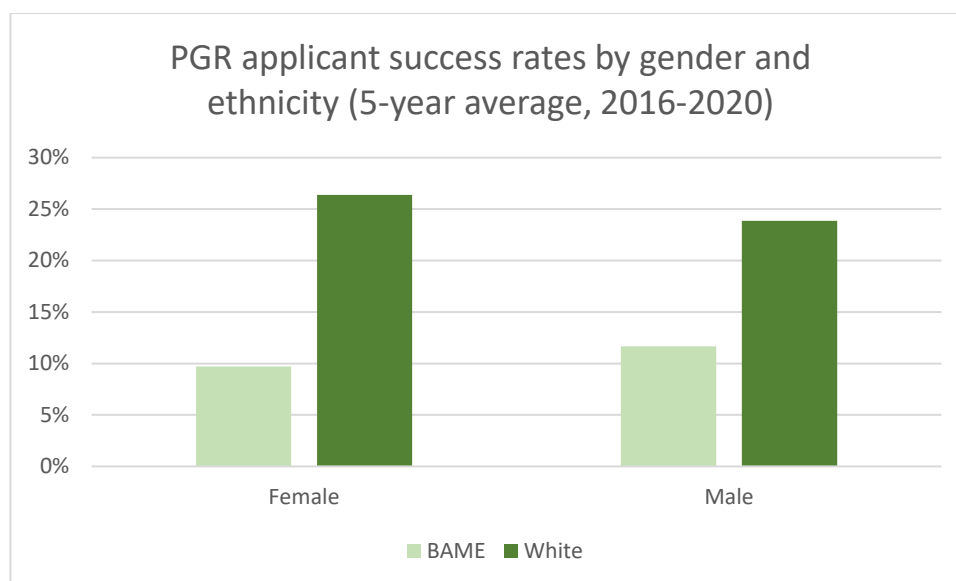


Figure 4.1.22 PGR applicant success rate (offers/applications) by gender and ethnicity, 5-year average over 2016-2020

Both male and female BAME PGR applicants have lower success rates, understood as offers/applications (Figure 4.1.22). [AP4.1.iv.2]

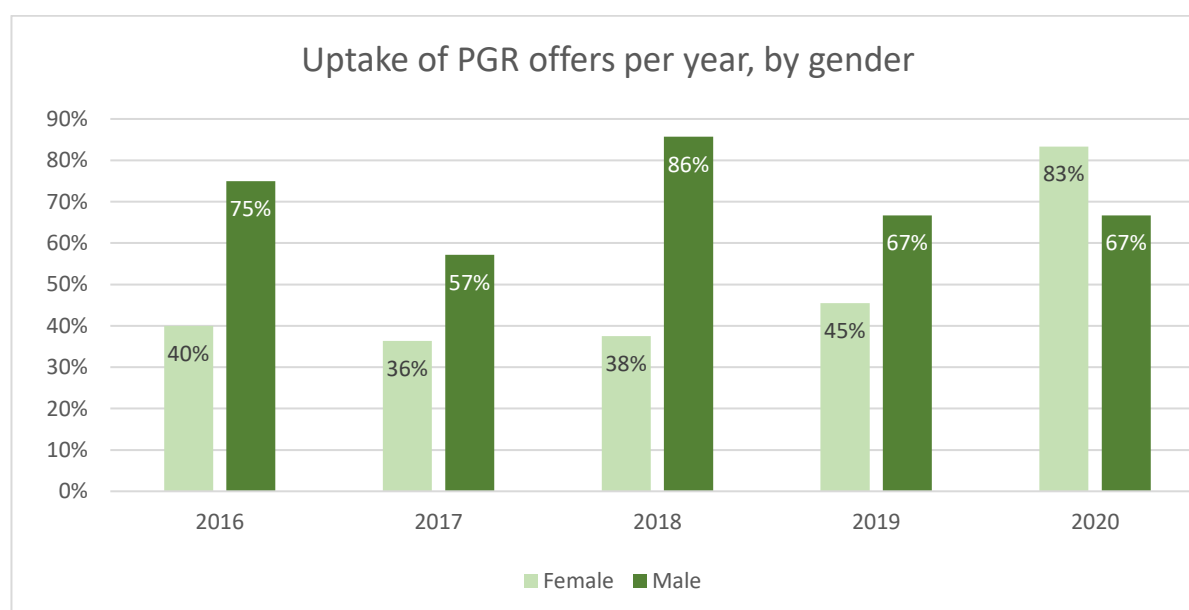


Figure 4.1.23 Percentage of PGR students offered a place who go on to enrol in the program, by year and gender

Women were less likely to take up their offers from 2016 to 2019 (Figure 4.1.23). BAME women have a lower acceptance rate: 66%, compared to 71% for BAME men, 56% for White women, and 88% for White men (averaged over 5 years). This pattern was reversed in 2020. [AP4.1.iv and AP5.3.iv]



We hypothesised that this discrepancy could be explained by one/more of the following: female applicants being more likely to postpone/abandon PGR studies due to pregnancy or childcare; disproportionate funding of male PGR students; gender bias in family/peer support for female students; or lower availability/visibility of female supervisors, particularly BAME women. We tested our hypothesis in two ways:

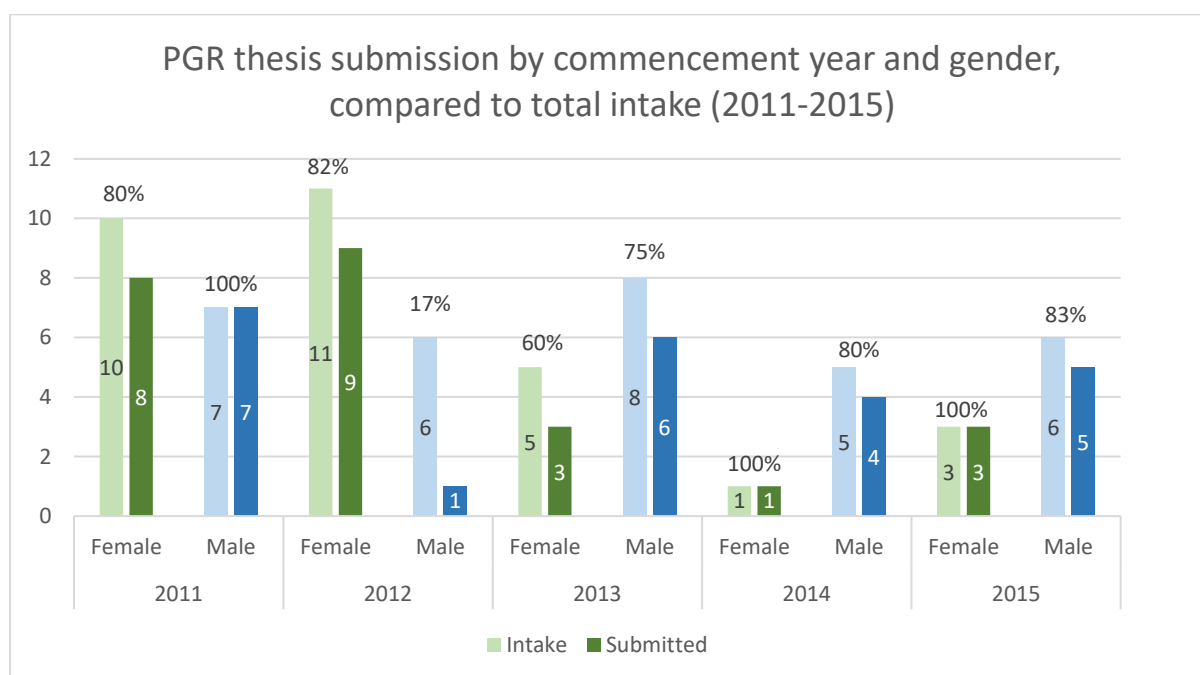
- We contacted female PGR offer-holders who had declined their offer over the past 5 years: 3/4 of the responses we received indicated lack of funding as the primary reason.
- Our PGR focus group also mentioned funding as the main driver of offer acceptance. We discovered that PGR applicants are not always made aware of eligibility for maternity leave during their studies. [AP4.1.iv.1]

*"I do know some men who had babies in their PhD and the experience for them is different. His childcare was sorted. He had the time to attend events, think deeply, do the writing. I didn't have that. There is a difference here."*

*"I was pleasantly surprised to discover I was eligible for maternity leave during my PhD. And it was actually my male supervisor who helped me find information about this."*

*– Female PGR focus group participants*

Our focus group highlighted female PGR students wanting more informal mentoring, confidence-building opportunities, and subject-specific career development support. [AP5.3.iv3)-6)]



*Figure 4.1.24 For each year indicated (2011-2015), number of students who started their PhD in that year who then went on to submit their thesis within five years. Percentages are successful completion rates, by gender, for students from that year group. Note that the drop in PGR intake in 2014 was a result of a deliberate decision by the Faculty to reduce the size of the PGR programme to ensure better supports for PGR students.*

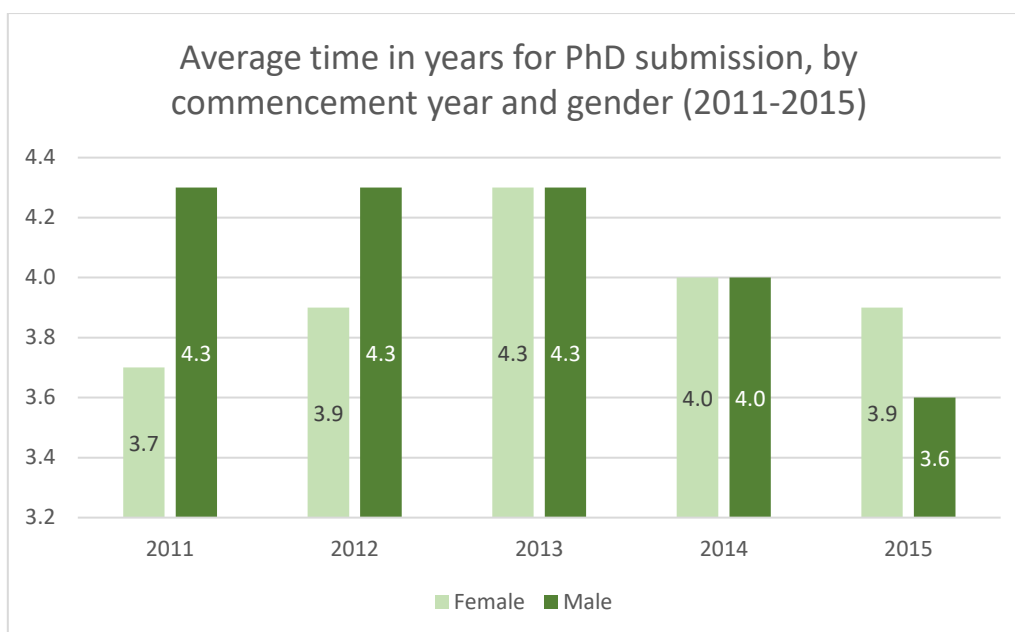


Figure 4.1.25 Average number of years (by gender) for PGR students to submit their PhD, grouped by year they started (commencement year)

Women were more likely to submit their PhDs within five years (average submission rate over 5 years 84%F/71%M; Figure 4.1.24) and to do so more quickly (Figure 4.1.25). This latter trend was reversed for students of the 2015 intake (the most recent data available) by a small margin. Numbers of part-time students are so low that no meaningful comparison of submission rates on the basis of PT/FT study can be made on that basis.

---

#### **Action Points 4.1.iv Numbers of men and women on postgraduate research degrees**

- 1) Improve clarity on available leave, part-time, and funding options for PGR students.
  - 2) PGR Admissions team to receive EDI training.
  - 3) Aim to achieve gender balance among PhD intake by 2026/27 (50/50 based on 5-year average).
  - 4) Support ability of underrepresented groups to take up offers on the PhD programme.
- 

#### **(v) Progression pipeline between undergraduate and postgraduate student levels**

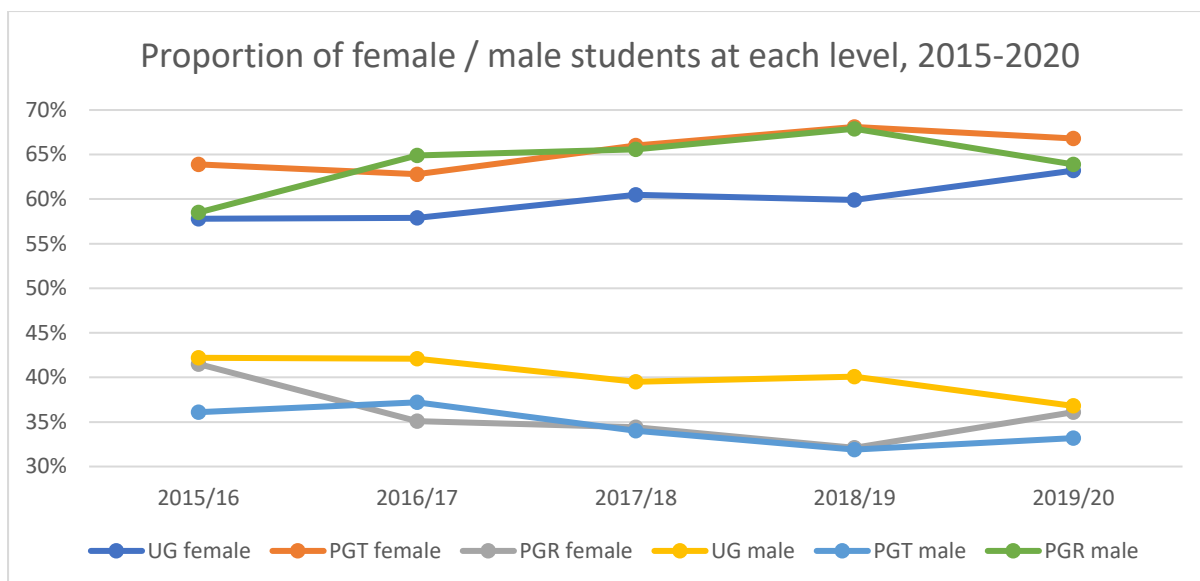


Figure 4.1.26 Pipeline data: proportion of F/M students at each level (2015-2020)

Across the 5-year period, the number of female students rises between UG and PGT stages, but drops significantly at the PGR stage (Figure 4.1.26). Our LLM focus group identified general reasons why a PGR degree may be less attractive to law degree holders (including repeated strike action and greater financial rewards in the private sector). Gendered reasons were also highlighted, including low confidence and negative perceptions about the PhD programme/academic career path. [AP5.3.iv.1)].

*“At the time PhD applications were due, I didn’t know any other academics. I didn’t know what my life in academia would look like.”*

*“If my supervisor hadn’t suggested I do a PhD, I wouldn’t have thought I was good enough to do it.”*

*“I had two discussions with faculty members, both of whom were super supportive ... but I just didn’t have time to pull an application together. I was working part-time and doing the Masters and it was too much.”*

– Female LLM focus group participants

## 4.2 Academic and research staff data

### (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only.

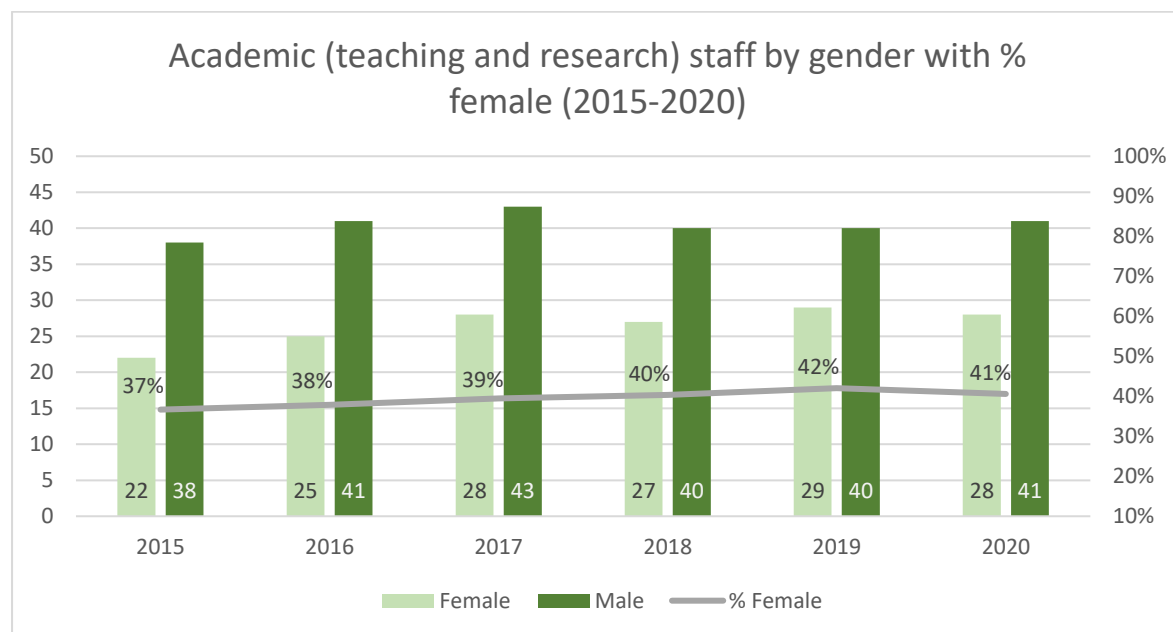


Figure 4.2.1 Academic (teaching and research) staff by gender with % female (2015-2020)

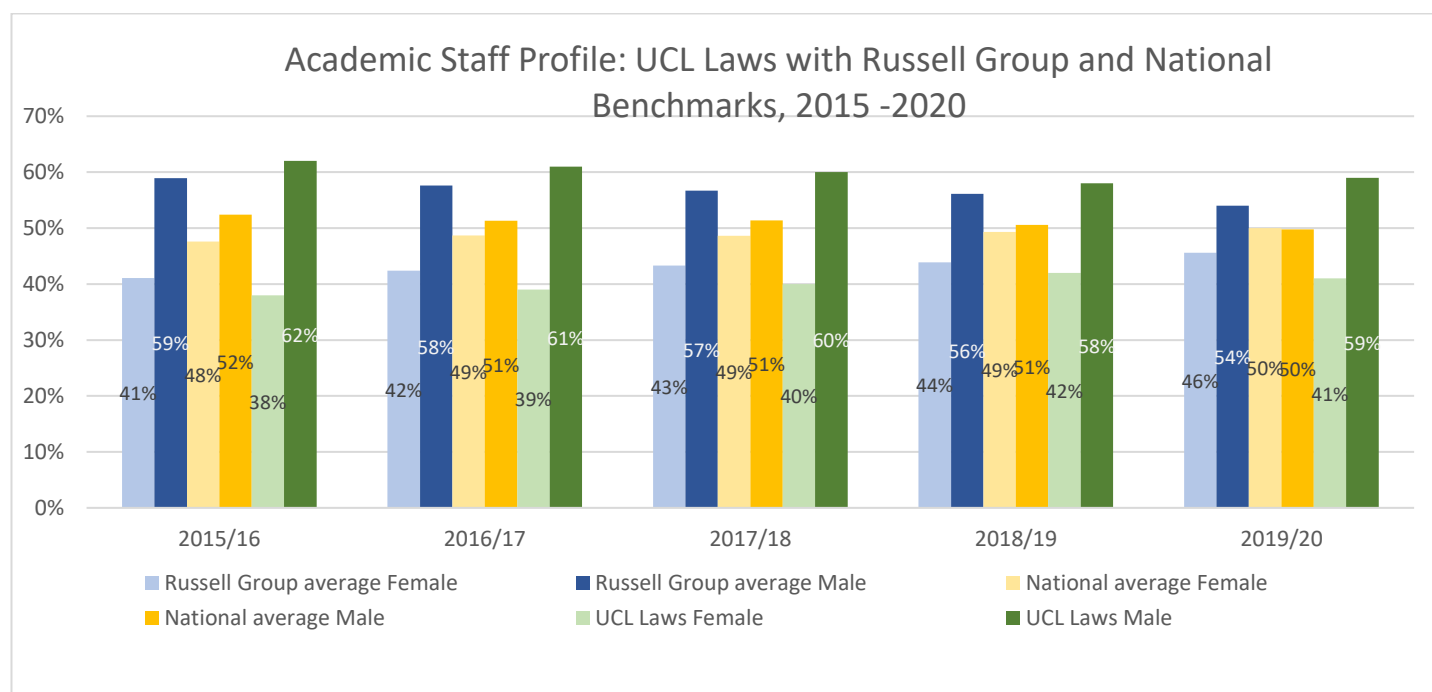
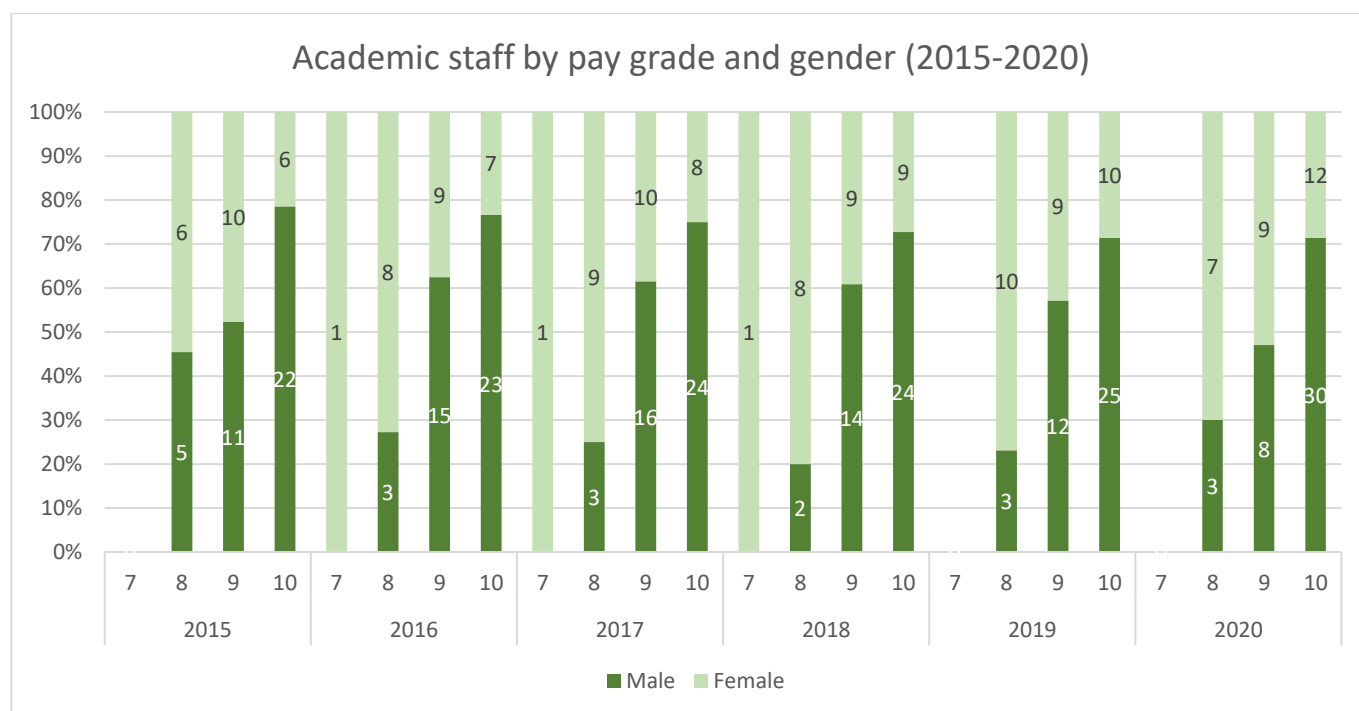


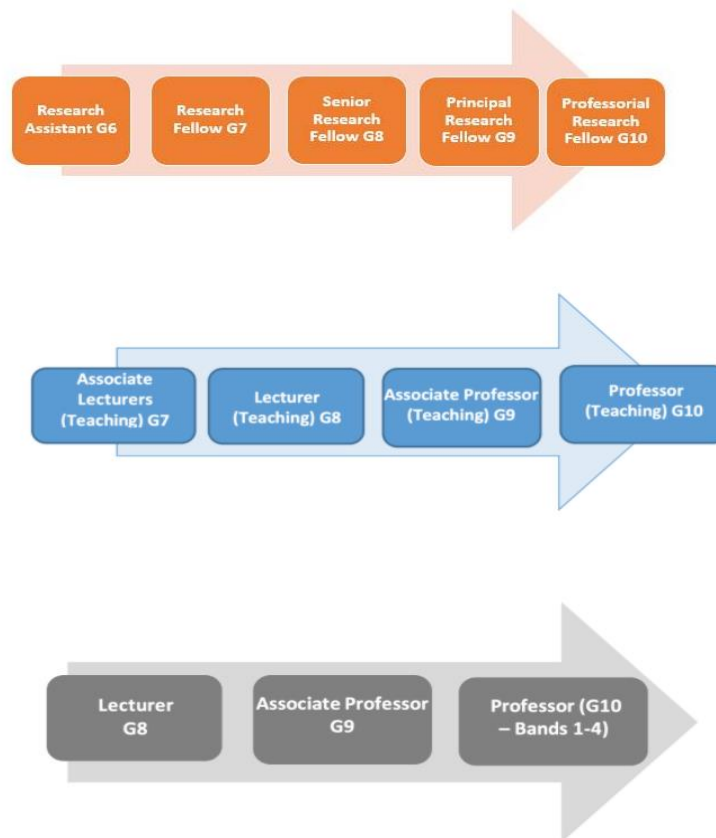
Figure 4.2.2 Academic staff profile: UCL Laws with Russell Group and national benchmarks, 2015-2020

There are more male than female academic staff overall, at 41%F in 2020. This is below sector benchmarks (Russell Group academic staff 46%F; national benchmark 50%F) (Figure 4.2.2).



*Figure 4.2.3 Academic staff profile by pay grade and gender (2016-2020)*

Since 2019, the Faculty no longer hires academic staff at grade 7, where women were overrepresented. Over 2016-2020 there were more women at grade 8 (70%F in 2020). There was an approximately equal split at grade 9 (53%F/47%M in 2020). While there has been some improvement from 2015 (21%F) to 2020 (29%F), female Professors are considerably underrepresented. This reflects the general trend at UCL, where in 2020 there were 32% female Professors. [AP5.1.i.3) and AP5.3.iii)]



*Figure 4.2.4 Diagrams of career progression for research, teaching, and academic staff respectively*

At UCL, research-only roles start at grade 6 (Research Assistant) and go to grade 10 (Professorial Research Fellow), teaching-focused roles range from grade 7 (Associate Lecturer (Teaching)) to grade 10 (Professor (Teaching)), and teaching and research roles start from grade 8 for Lecturers to grade 10 for Professors (Figure 4.2.4). With the adoption of the Teaching Concordat in October 2020 (see section 4.2.ii below), new job titles were introduced to promote equality for those on teaching contracts.

Most staff on teaching-only contracts are PhD students, recent graduates seeking teaching experience, or legal practitioners, and as such are not usually permanent members of the Laws community. In 2015-2020 there were consistently more men than women on teaching-only contracts, averaging 45%F (Figure 4.2.5). This is slightly below the five-year average among Russell Group (53%) and national (56%) teaching-only staff. The lower proportion of female teaching-only staff may be partly attributed to the fewer female PGR students at UCL Laws. [AP4.1.iv]

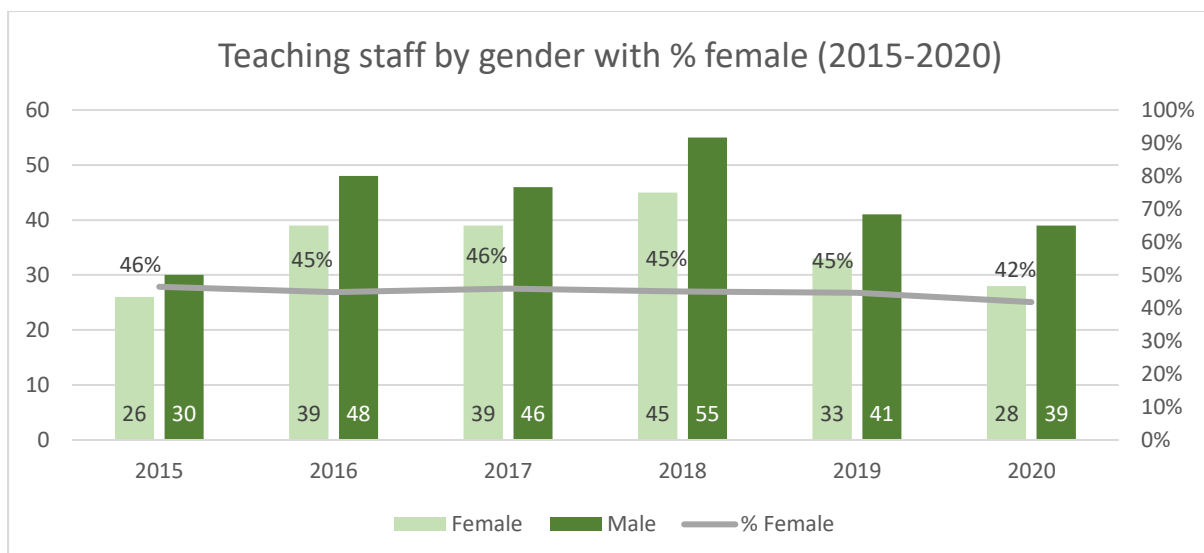


Figure 4.2.5 Teaching staff by gender, 2015-2020

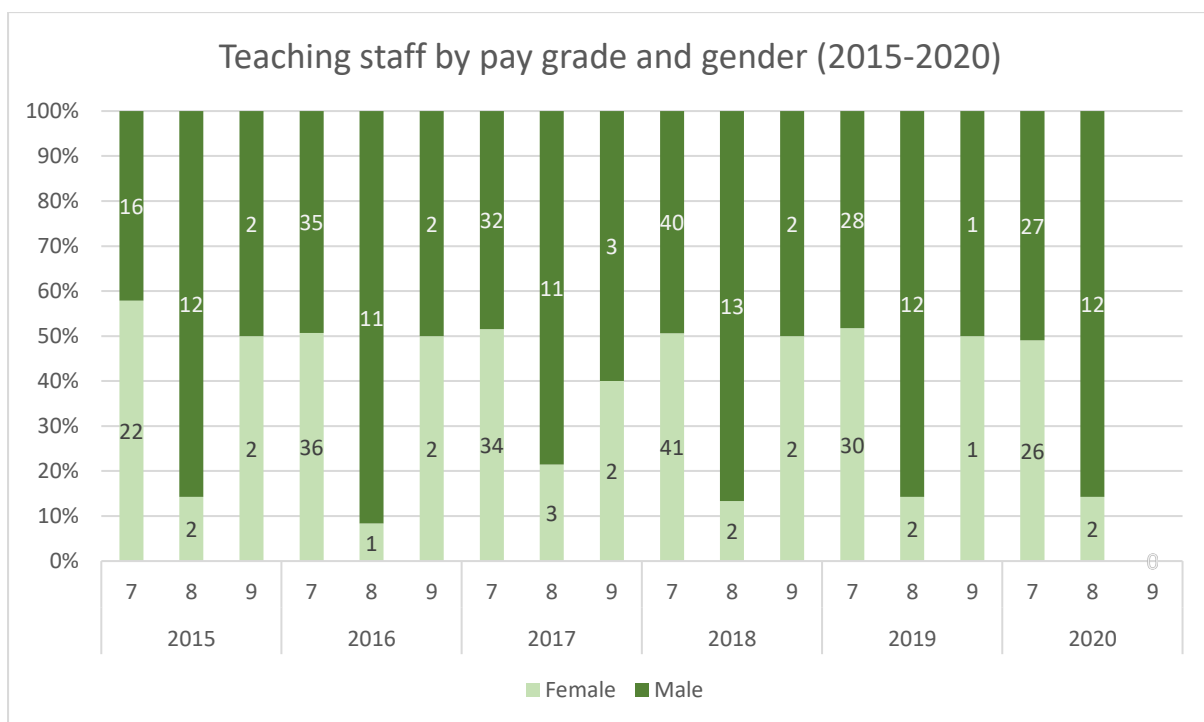


Figure 4.2.6 Teaching staff by gender and pay grade, 2015-2020

There are few research-only staff in Laws, as these roles are usually attached to grants and specific research projects. The overall numbers of research staff are very low, making it difficult to draw firm conclusions on representation of women. Figure 4.2.7 shows a declining proportion of women in these roles but also declining numbers of research staff overall (only 4 in 2020).

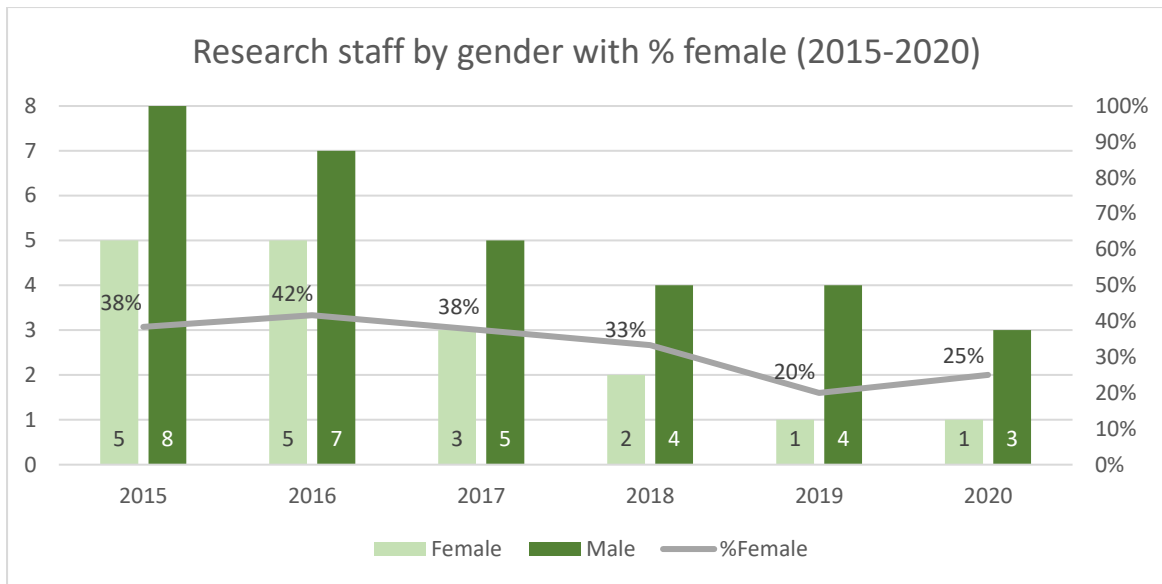


Figure 4.2.7 Research staff by gender, 2015-2020, with %F

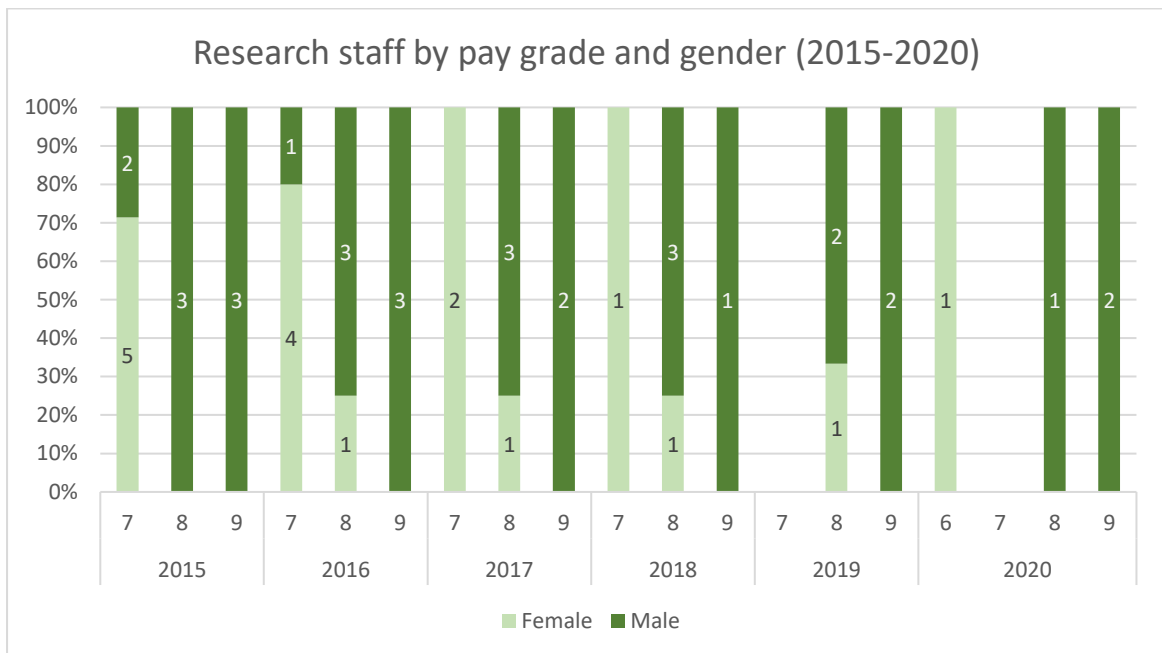


Figure 4.2.8 Research staff by pay grade and gender, 2015-2020



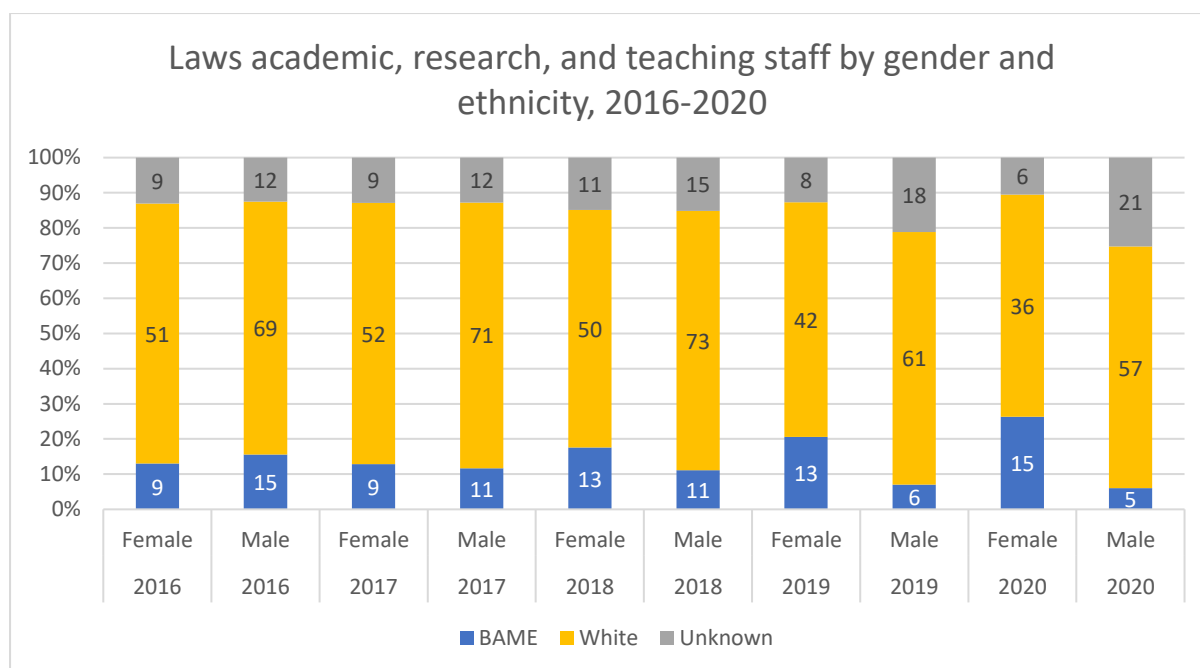


Figure 4.2.9 Laws academic, research, and teaching staff by gender and ethnicity (2016-2020)

Laws is a diverse faculty, with 18% of those stating their ethnicity in 2020 identifying as BAME (29%F, 8%M), averaging 16% BAME over the five years examined. This is higher than the Russell Group (13%; 15%F/12%M) and national (16%; 16%F/15%) HESA 2020 benchmarks. Figure 4.2.9 demonstrates a trend over the last three years for more female than male BAME staff. [AP5.1.i.2]

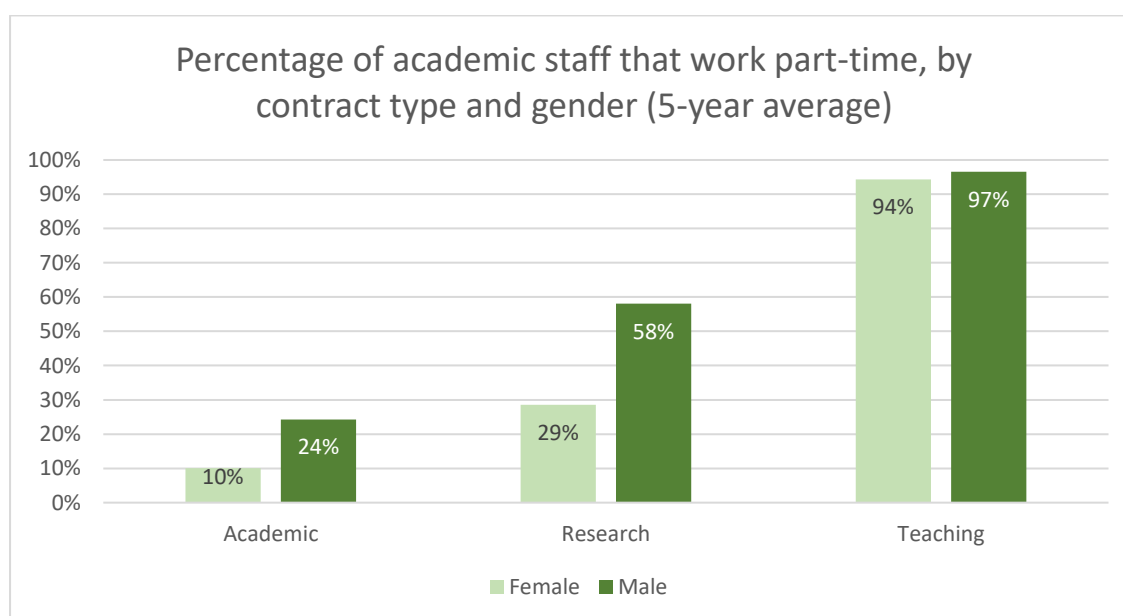


Figure 4.2.10 Percentage of academic, research, and teaching staff that work part-time, by contract type and gender (2016-2020 5-year average)

Taking the averages across the last five years, a higher proportion of men work part-time at UCL Laws compared to women, whether they are in academic, research or teaching roles. Figure 4.2.11 highlights that the type of contract (academic, research, or teaching) is a much stronger predictor of part-time employment than is gender.

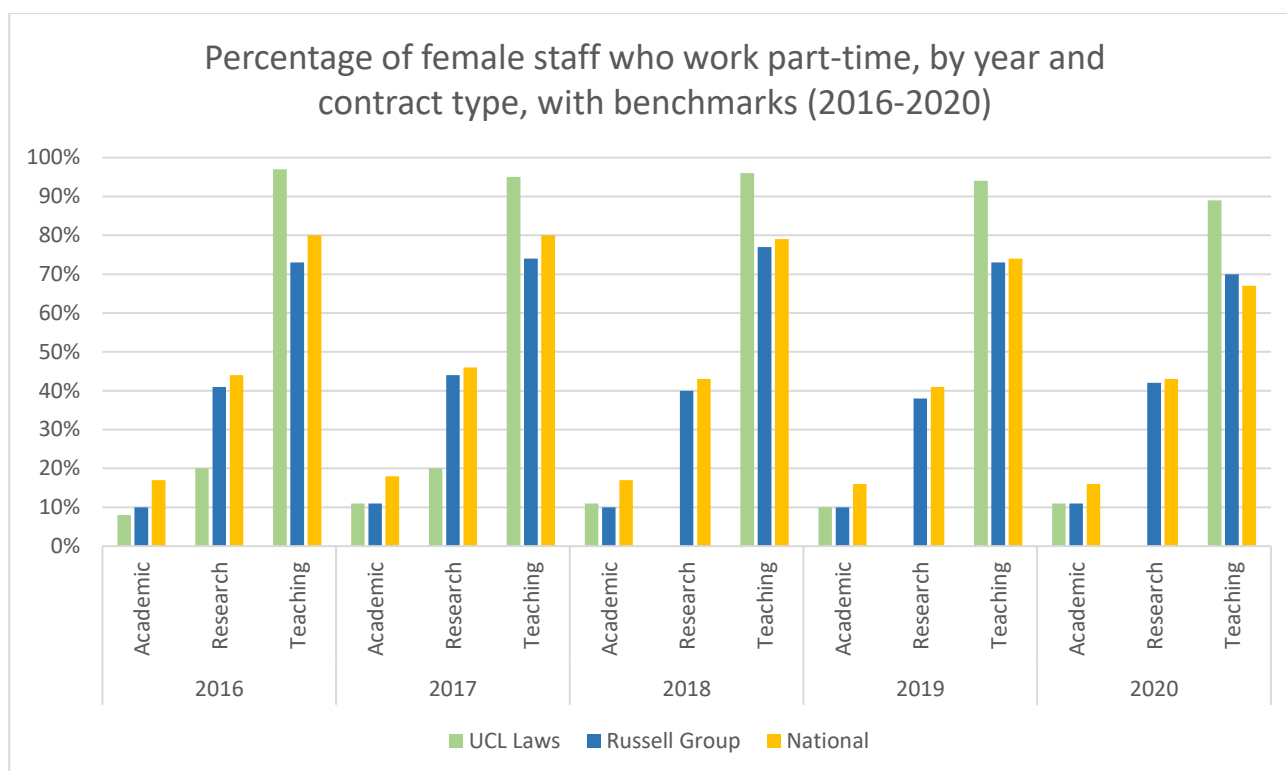


Figure 4.2.12 Percentage of female staff who work part-time by year and contract type, with benchmarks (2016-2020)

UCL Laws has a nearly equivalent proportion of female academic (teaching & research) staff working part-time compared to Russell Group law schools, though both are lower than the national benchmarks (Figure 4.2.12). Laws has a higher proportion of part-time female teaching staff compared to Russell Group and national benchmarks, though this may be due to the unique nature of Laws teaching-only contracts. Figure 4.2.11 also demonstrates that the trends in part-time work are stable over time.

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

Academics are generally employed on permanent contracts. Grant-funded researchers are usually employed on fixed-term or open-ended contracts with funding end dates. One of the aims of the Teaching Concordat is to fully integrate teaching-only staff on part-time, fixed-term contracts into the academic community. To promote equity in pay and reward, all grade 7 teaching-only roles were reviewed in 2020/2021 and those who met the criteria for Grade 8 were regraded, backdated to 1 October 2020. Small, fractional fixed-term contracts (0.1, 0.2, 0.3 FTE) and fixed-term contracts of less than a year are avoided wherever possible.

### **UCL Teaching Concordat**

The Concordat was introduced 1 October 2020 following widespread consultation and with distinctive equalities aims.

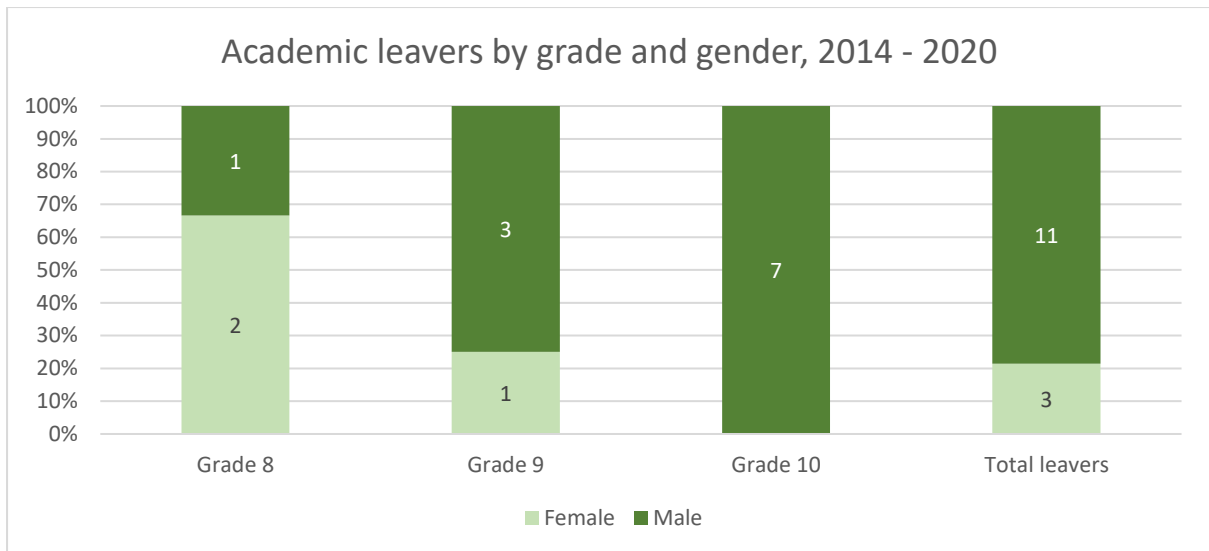
Several major changes were implemented through the Concordat to promote equity and fairness for staff in teaching-only roles, previously referred to as Teaching Fellows:

- Their job titles were changed to promote status and esteem in the academic community: the new titles are Associate Lecturer (Teaching) G7, Lecturer (Teaching) G8, Associate Professor (Teaching) G9, and Professor (Teaching) G10.
- Teaching-only staff were also made eligible to apply for a 'change of track' on promotion to an academic (teaching and research) contract, and those teaching-only staff on open-ended contracts at G8+ are now entitled to relocation expenses.
- Time will be allowed within workloads for research-based teaching education and continuing professional development.
- Serious efforts are being made in every UCL department to ensure parity of esteem and participation in the academic community between staff on academic and teaching contracts.

Staff members at risk of redundancy, e.g. those with fixed-term contracts, are given the opportunity to apply with priority for any role at their grade or below if they believe it is suitable for them and they can meet the essential criteria of the person specification with reasonable training.

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

There is small turnover for academic staff. Because of the small sample each year, we decided to look at a longer period to identify patterns. Figure 4.2.13 shows that leavers in the higher grades are predominantly male. Academic leavers usually go on to teach at another higher education institution on the same or higher grade. Staff members are asked to complete an anonymous online exit survey held centrally by the University, but information is not passed on to the Faculty. [AP4.2.iii]



*Figure 4.2.13 Academic leavers by grade and gender (2014-2020)*



*Figure 4.2.14 Research-only leavers by grade and gender (2014-2020)*



Figure 4.2.15 Teaching-only leavers by grade and gender (2014-2020)

Research-only and teaching-only leavers are more gender-balanced than academic staff, though there are slightly more male than female leavers. With the exception of the sole research-only leaver (male) in grade 6, the gender balance is fairly consistent between grades and the data does not suggest any worrisome trends.

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#### **Action Plan 4.2.B.iii Academic leavers**

*Identify academic leavers' reasons for leaving UCL Laws through exit interviews.*

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**Word count: 1999**

## 5 Supporting and advancing women's careers.

Recommended word count (for all of section 5): Bronze: 6000 words | Silver: 6500 words

### 5.1 Key career transition points: academic staff

#### i. Recruitment

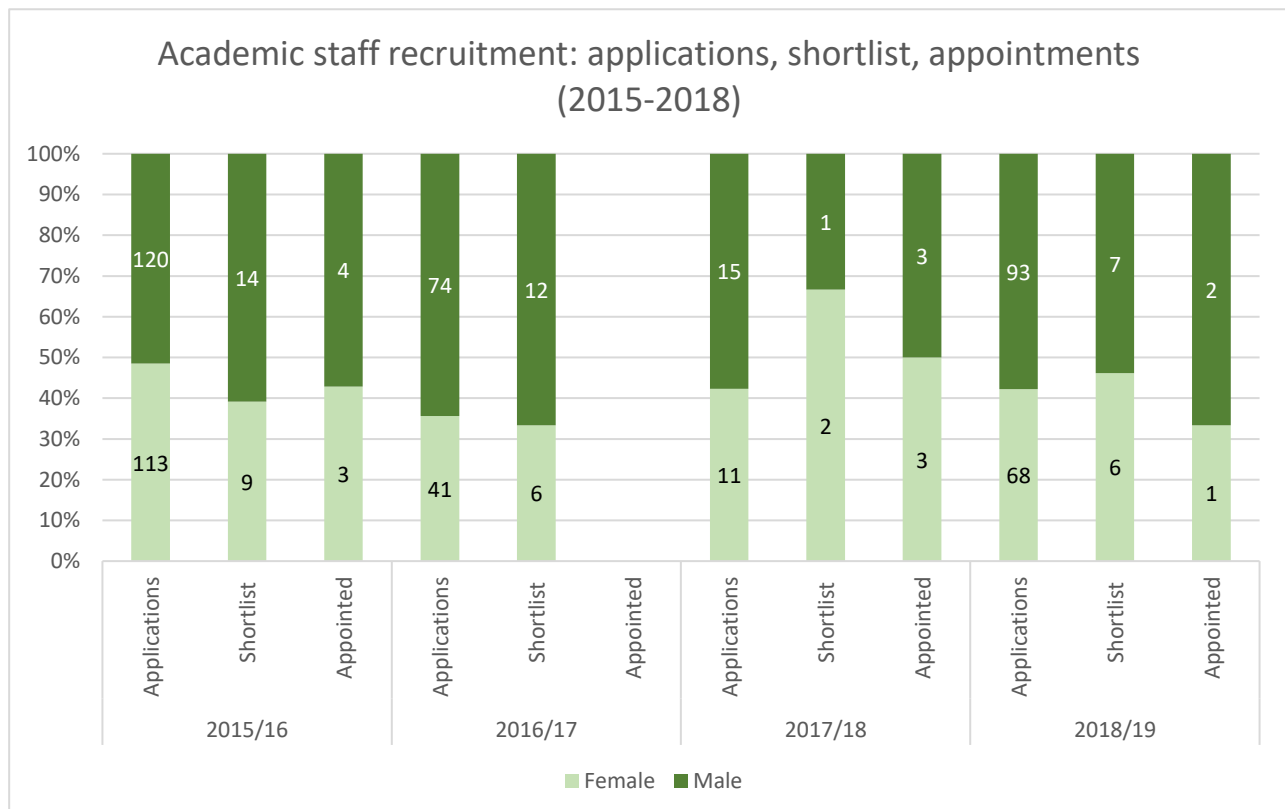


Figure 5.1.1 Academic staff applications, shortlists, and appointments by gender, year and stage. Note that this data excludes small numbers of applicants for whom gender was withheld.

Sixteen (7F/9M) new staff were recruited on permanent contracts from 2015-2018. Two more faculty members recruited in 2019/20 (1F/1M) and eight in 2020/21 (4F/4M) are not included in Figure 5.1.1 due to missing information on applications and shortlists for those years. Although the shortlists in 2015/16 and 2016/17 are highly gender imbalanced, the Faculty moved toward greater gender balance in both shortlists and appointments in subsequent years, and in 2017/18, 2019/20, and 2020/21, parity in appointments was obtained (Figure 5.1.2).

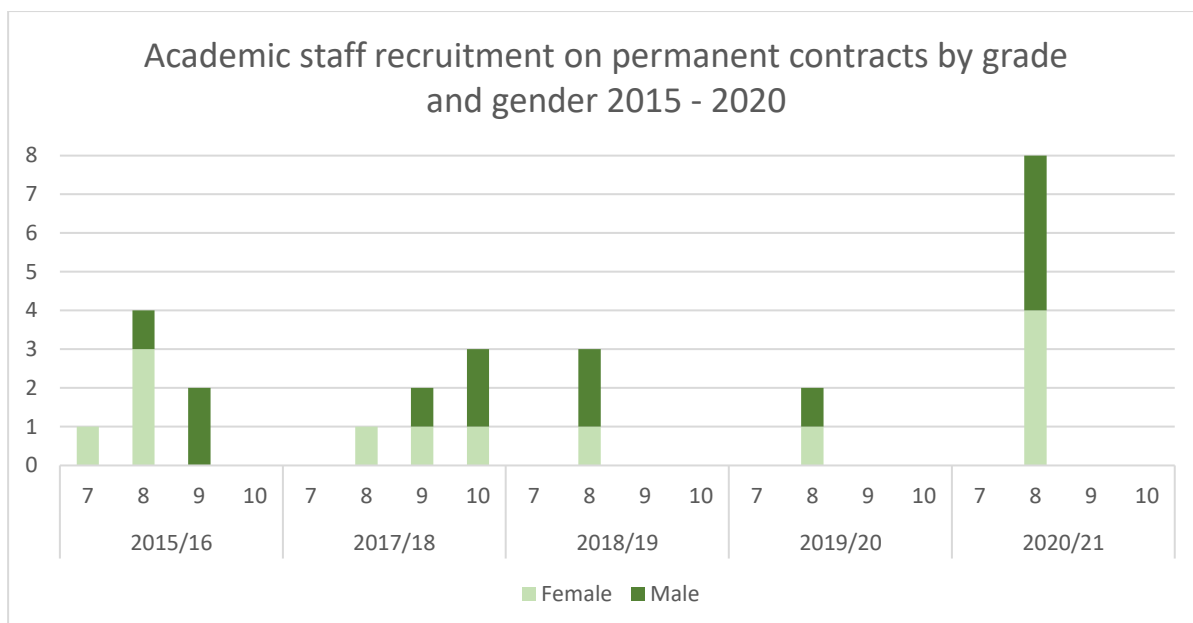


Figure 5.1.2 Recruitment of staff on permanent contracts (2015/16-2020/21), by gender and grade

From 2016, the Faculty only hired from grade 8 upwards, including ECRs. Women were slightly underrepresented at grade 10 recruitment (1F/2M), which corresponds to a lower percentage of women in the faculty at grade 10 (see data in section 4.2). [AP5.1.i.3), AP5.1.iii)]

The “Work for Us” section of the UCL Laws website clarifies that benefits and policies, such as leave policies, support for career development, and policies for partners and spouses, are available regardless of sexual orientation or gender identity. [AP5.1.i.4)]

UCL Laws’ recruitment process begins with consultations within the Faculty about hiring priorities, at Faculty Board meetings and over email. A widely disseminated announcement follows, emphasising the Faculty’s commitment to EDI. This commitment was made even more prominent in 2020/21, when early-career scholars and scholars from BAME backgrounds were expressly invited to apply. [AP5.1.i.2)]

UCL Laws follows UCL’s Fair Recruitment Policy, which sets out EDI principles to be applied in advertising, shortlisting, interviewing, and selection. It is informed by anti-discrimination law and trains all recruiters in spotting and avoiding biases such as the halo effect, stereotyping, priming, confirmation bias, and homophily. All staff involved in short-listing and/or interviewing are trained to avoid groupthink, identify subtle behaviours or language that prejudices candidates, and challenge other panel members where needed. [AP5.1.i.1)] The Faculty’s internal Fair Recruitment Specialist advises the VDS and recruitment panels on best practice (currently this role is performed by the VDEDI).

Laws has further integrated EDI in recruitment through the Dean’s Pledge in 2019 to use ethnically diverse panels for all recruitment. We use targeted wording in advertisements, varying with grade and role, to encourage applications from underrepresented groups.

UCL Laws is committed to making use of **UCL's policy on Equal Merit Positive Action**, which allows, under sections 158-159 of the Equality Act 2010, where members of protected groups have been underrepresented within the workforce or in a particular work group in the preceding 12 months, for the adoption of lawful measures designed to redress imbalances and counteract the effects of past discrimination.



Figure 5.1.3 Seven new members joining UCL Laws in September 2016

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#### **Action Plan Points – 5.1.i Recruitment**

- 1) *Continue and strengthen training on fair recruitment policy.*
  - 2) *Continue efforts to diversify staff profile through proactive recruitment at all levels, with a target to maintain the representation of early career scholars and BAME scholars in line with the HESA average.*
  - 3) *Aim to increase the recruitment of women at chair (grade 10) level to reach at least 40% by 2027 and parity by 2032 (see also AP 5.1.iii.6)).*
  - 4) *Increase external awareness of UCL Laws as an inclusive law school.*
- 

#### **ii. Induction**

All new hires undergo mandatory UCL training, including Diversity in the Workplace and Unconscious Bias training. Uptake of induction training is 100% (male and female), monitored by the VDS for colleagues on permanent contracts and by line managers for researchers on fixed-term contracts. The DoO monitors uptake of PS staff induction. Effectiveness of induction is not currently measured, but a question will be added to the staff survey to this effect. [AP5.1.ii.3]



Annual induction events occur mid-September, as recruitment generally follows the academic calendar (though it can be held exceptionally for recruits who start at a different time of year). From 2021, the VDEDI and VDS have a dedicated role in induction and speaks to new hires about our Faculty culture and commitment to EDI. Induction occurs over two days and is mapped against the four domains of the Academic Career Framework (ACF). New hires are provided with contact details of all colleagues (academic and PS), are given a tour of Bentham House, and are allocated a staff member as a 'buddy' to ease their transition in the first few weeks. [AP5.1.ii.1)-2]]

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#### ***Action Plan Points – 5.1.ii Induction***

- 1) Increase Faculty-wide awareness of equality policies at UCL Laws.*
  - 2) Embed Athena SWAN work in staff induction process.*
  - 3) Monitor effectiveness of induction activities via EDI surveys.*
- 

### **iii. Promotion**

Laws' academic promotions are governed by the UCL ACF. It is structured along four axes: Research, Education, Enterprise & External Engagement, and Institutional Citizenship. Applicants are required to submit a narrative CV explaining how they meet these criteria, a personal statement, and a publications list. The framework was designed with EDI considerations in mind and ensures that candidates are assessed holistically and contextually, by allowing the impact of 'personal circumstances' (e.g. career breaks, pandemic) to be taken into account.

The VDS is available for individual meetings with colleagues intending to apply for promotion throughout the year and initiates conversations with grade 8 and 9 colleagues on career progression (19 held in January-September 2021) [AP5.1.iii.1)]. A Career Development Roundtable was instituted in 2021, the first taking place in July 2021 (39 attendees). The formal process of academic promotions begins with internal review by the Laws Career Development Group (comprised of the Dean, VDS, VDEDI, VDR, and VDE) in September. They provide feedback to colleagues who are considering applying, identifying areas for improvement and strengths.

In addition to promotion, Laws recognises exceptional performance by recommending accelerated increments or additional contribution points for colleagues whose work (research and/or impact) since last appraisal is considered outstanding, and is sustained for at least 6 months (32 awards in the REF 2021 period 1 January 2014-31 December 2020, 13F/19M; women overperforming relative to FTE). UCL offers a transparent, structured process for professorial re-banding (14 re-banding promotions in the same period, 6F/8M; women overperforming relative to composition of the professoriate).

The data show a trend of fewer women promoted to senior (grades 9 and 10) positions in the Faculty during 2016-2019, though this trend was reversed in 2020 (Figure 5.1.5).

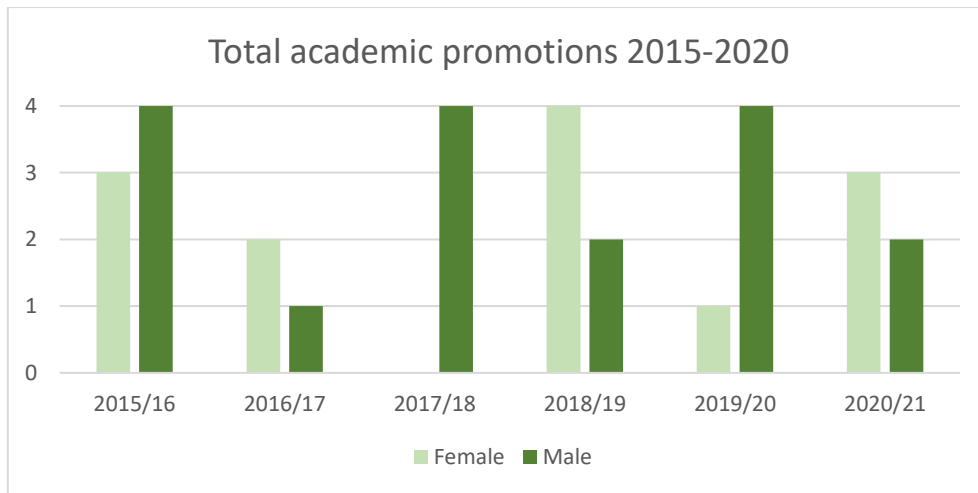


Figure 5.1.4 Total academic promotions by year and gender (2015-2020)

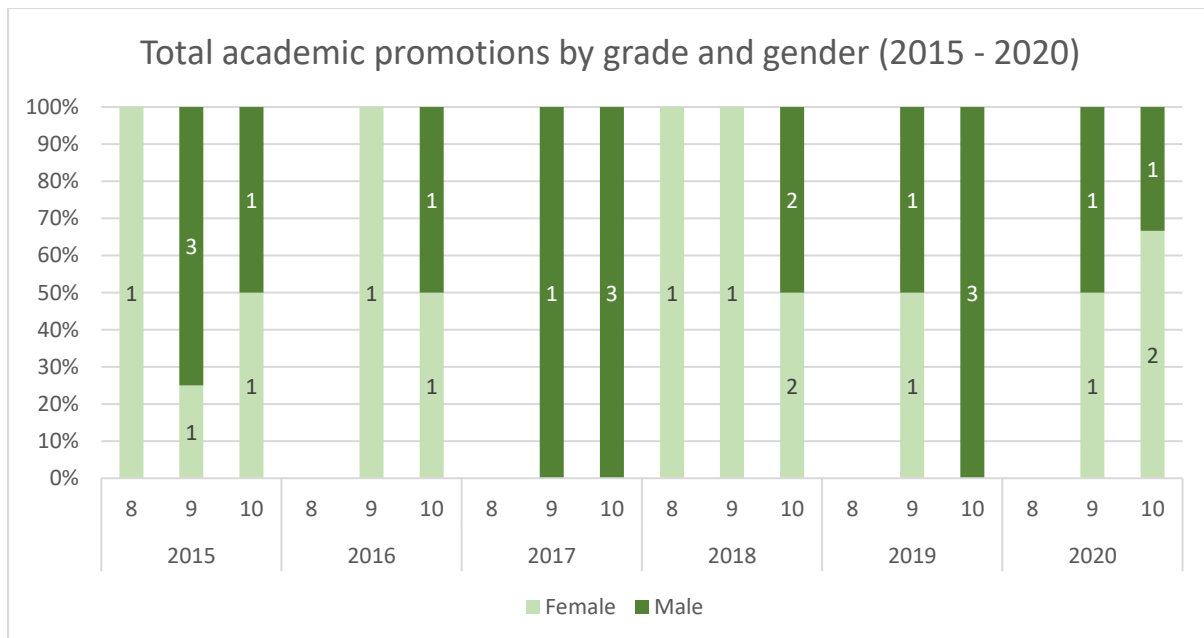


Figure 5.1.5 Total academic promotions by year, grade, and gender (2015-2020)

The staff survey revealed several reasons for not applying for promotion, including:

- A perception that the promotion process and criteria are not understandable, transparent, or fair among 32.1% of 53 survey respondents, higher among women at 44.4%F; [AP5.1.iii.1), 4)]
- Some perception of lack of support from faculty when discussing promotion or internal jobs among 26.1% (9F/3M) of 46 respondents; [AP5.1.iii.2), 5)]
- Helping to contextualise these results was a more positive perception of the promotions process by those who had engaged in it. The survey revealed mostly positive perceptions of feedback received from Faculty once having applied for promotion: 77.4% of 31 (16F/15M) survey respondents who had gone through the process. [AP5.1.iii.2),.5)]

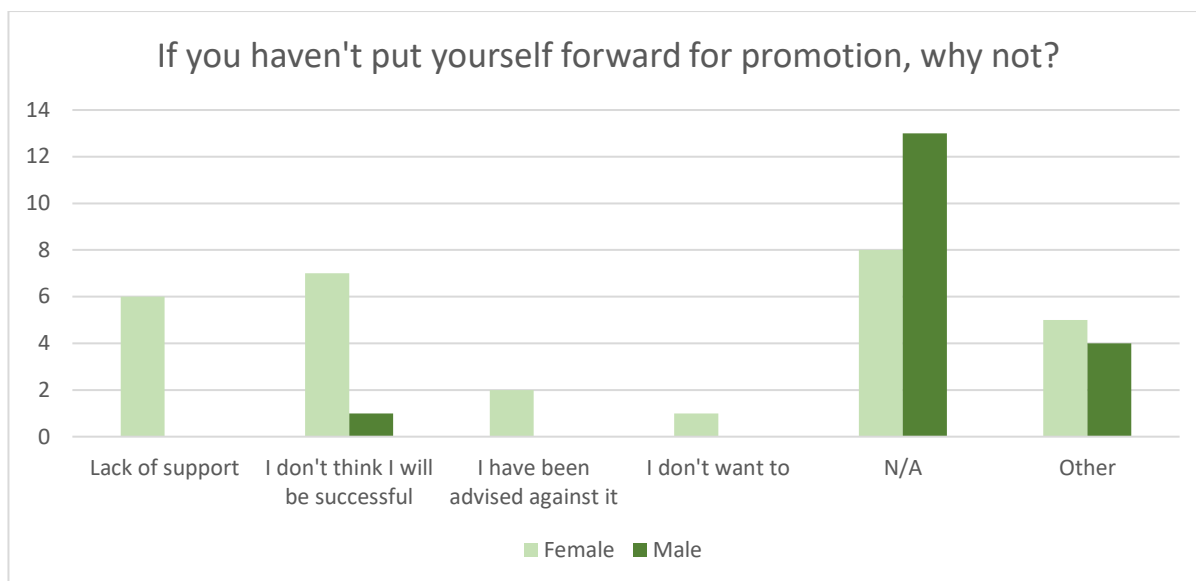


Figure 5.1.6 Reasons for not applying for promotion by gender, per Athena SWAN Survey 2020

We sought qualitative data to further understand staff perceptions of our promotions process. Through a focus group, Athena SWAN town hall, and 1-1 conversations with colleagues, we learned that positive changes had been recognised but more could be done (Table 5.1.1).

Results of qualitative data analysis exploring mixed perceptions of promotions process	
<ul style="list-style-type: none"> <li>Numerous positive comments were made about the quality of support available internally within the Faculty, especially from senior women to both women and men up for promotion. This referred to both formal systems in place (internal faculty promotions review panel) and informal ones (such as mentors).</li> <li>The nuance and flexibility of UCL's ACF adopted in July 2017 was appreciated, for example the ability to include in one's promotion application conference invitations received but declined (e.g. due to caring responsibilities). Nevertheless, lack of clarity about how to tailor it to law and a need to 'demystify' the process were noted.</li> <li>Colleagues also expressed lack of clarity about how maternity leaves and other career breaks, as well as potential switches to factional work, were weighed in the promotions process. [AP5.1.iii.1), 4)]</li> <li>A pattern emerged of women expressing lack of confidence in applying or wishing to be "100%</li> </ul>	<p><i>"I waited until I was 100% certain the case for promotion was clear and I went well and above the criteria."</i></p> <p><i>Female academic colleague (grade 9), Athena SWAN staff focus group, 28 October 2020</i></p> <p><i>"Career progression criteria is accessible – it's on the website. But what do they mean? They're</i></p>

<p>certain” their promotion application would be successful. [AP5.1.iii.4]]</p> <ul style="list-style-type: none"> <li>• A theme emerging from both quantitative and qualitative data gathered was that the link between yearly appraisals and career progression was not clear. In addition, anecdotal evidence suggested some colleagues had supportive appraisal experiences that helped with career progression, while others did not. Repeat calls were made by colleagues of both genders that more training for appraisers would be beneficial, including on EDI. A requirement of a full morning of training for appraisers had been introduced in 2019, although it did not specifically address career progression. [AP5.1.iii.3).a]]</li> <li>• Similar views were expressed about mentoring, though views were mixed about whether and how much career development should be made part of the mentoring experience. Some colleagues expressed a desire for the mentor to take a more proactive role in career development, while others wished for the relationship to remain more informal and not tied to promotions. [AP5.1.iii.3).b]]</li> <li>• Colleagues also expressed lack of clarity about how maternity leaves and other career breaks, as well as potential switches to factional work, were weighed in the promotions process. [AP5.1.iii.1), 4)]</li> </ul>	<p><i>misleading and give the impression of being unattainable. You need someone to talk you through it and advise you. Also, they are one size fits all across the university – it would help to have someone talk you through which criteria apply more to people in other disciplines.”</i></p> <p><i>Female academic colleague (grade 9), AS Town Hall</i></p> <p><i>“The men I have mentored always ask me about promotion, without my bringing it up. The women, conversely, never do until I bring it up.”</i></p> <p><i>Female academic colleague (grade 10), individual conversation</i></p>
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Table 5.1.1 Qualitative data analysis of staff perceptions of promotions process

#### **Action Plan Points – 5.1.iii Promotion**

- 1) *Demystify the promotions process and criteria through a new annual promotions roundtable.*
- 2) *Provide early and sustained support through the Laws Career Development Group.*
- 3) *Clarifying link between career development and appraisals and mentoring.*
- 4) *Clarify how University ACF Framework can be tailored to UCL Laws and individual circumstances.*
- 5) *Continue provision of tailored career progression advice through 1-1 conversations.*
- 6) *Introduction of an Inclusive Advocacy scheme within Laws (see also AP 5.1.i.3)).*

#### iv. Research Excellence Framework (REF)

Staff involved in REF preparation, particularly the Review and Selection Group (RSG), had a representative EDI profile (particularly on gender, seniority), with the VDEDI heavily involved in the REF process. Key REF 2021 RSG members received bespoke EDI training on REF output selection. [AP5.1.iv.1]) The REF Lead and Deputy Lead were both female (grade 10 and 8, respectively). Since 2018, the REF Lead (later VDR) briefed Faculty Board termly, focusing on EDI and individual circumstances, and called for voluntary, confidential disclosure of individual circumstances. Staff were repeatedly reassured that selection of outputs was a collective Faculty endeavour, strictly separate from promotion or appraisal. This was also done in response to AS consultations having revealed anxiety, especially among female academics, about the REF process and its impact on career progression. [AP5.1.iv.2])

Committee	Academics (Grades 7-8)		Academics (Grades 9-10)		Professional Services		Total	% Female	% Male
	Female	Male	Female	Male	Female	Male			
REF Reading Group	0	0	7	10	2	0	19	47%	53%
REF Review and Selection Sub-group	1	0	2	3	0	0	6	50%	50%

Table 5.1.2 Composition of REF 2021 committees by gender and seniority (2020-21)

Following Faculty consultation, and after 3 rounds of internal and external peer review, with calibration of scores, when distinctions between quality were no longer possible in selecting outputs, RSG gave priority to outputs by female staff, given indications that female researchers had experienced disproportionate impacts on productivity.

The final output selection was 35%F, 65%M (cf 41%F/59%M headcount of staff submitted). All research staff were selected for the outputs submission and at the census date, all research staff were on open-ended contracts. Following output selection, RSG analysed centrally-provided Equality Impact Assessment data (Table 5.1.3). This data is most comprehensive for gender, less so for ethnicity and disability (in light of incomplete staff data for these factors), meaning analysis on these latter grounds is tentative.

Results of REF EDI analysis
<ul style="list-style-type: none"> <li>Men were more likely overall to have an output attributed to them (1.15 likelihood), and women less likely (0.8). Disparities in likelihood of output attribution by gender relative to FTE were strongest for attribution of four and five outputs (including double-weighting), but narrowed at two outputs (1.05 likelihood for women, 0.96 for men), suggesting that men were more likely to maintain high productivity across the REF period. However, this imbalance was not necessarily a negative. Our 'quality over quantity' approach to research, which enables staff with career breaks and other demands to succeed in their careers without producing the highest quantity of research, means we do not view the number of REF outputs to be solely indicative of research merit.</li> </ul>
<ul style="list-style-type: none"> <li>On limited data, BAME staff were overall more likely than non-BAME staff to have an output attributed to them (1.13 likelihood), and very strongly represented among those with &gt;2 outputs attributed. BAME women were less likely than male counterparts to have &gt;2</li> </ul>

outputs attributed, but well represented at two outputs, again highlighting possible relevance of gender discrepancies.

Table 5.1.3 Results of REF EDI analysis

This data analysis exercise reinforced the importance of strategies we are now pursuing to address barriers of gender and race [AP5.1.iii.4) and AP5.3.iii], and to gather more fine-grained, qualitative data on challenges associated with protected characteristics. [AP5.1.iv.3)]

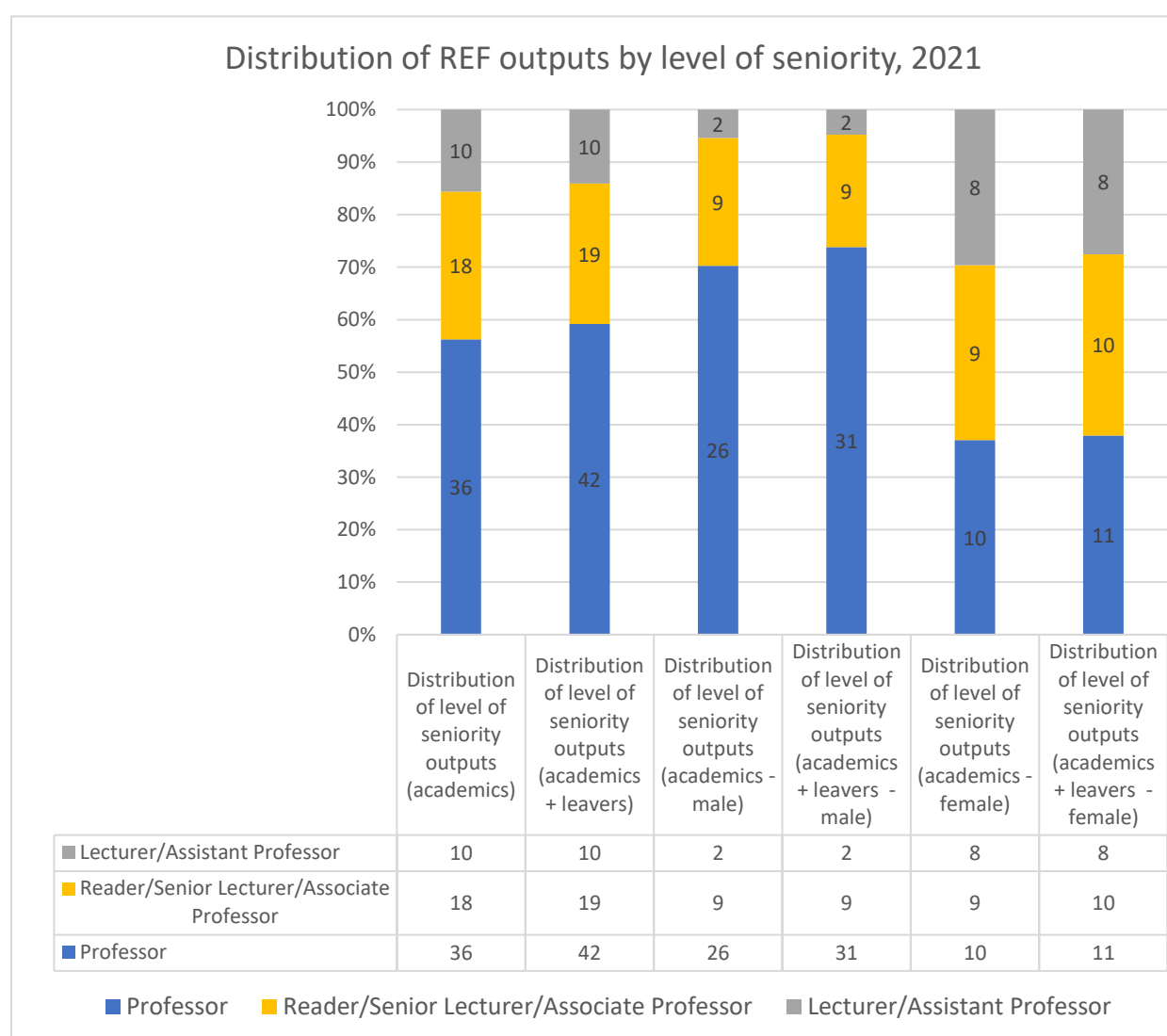


Figure 5.1.7 REF 2021 submitted outputs by gender and seniority ('leavers' refers to colleagues who had left UCL Laws at the time of submission but whose outputs were eligible for submission)

Two women co-led one of the five Impact Case studies submitted to REF 2021 (Figure 5.1.8). The Faculty is aware of this imbalance and has committed to ensuring female colleagues have access to training and resources to maximise their research impact. [AP5.1.iv.5)] It is also aware that impact is only one possible marker of research quality and that gendered perceptions influence impact perception. [AP5.1.iv.1)] The appointment of a permanent Impact Lead from 2021 is expected to support research impact in its broadest sense [AP5.1.iv.4)]

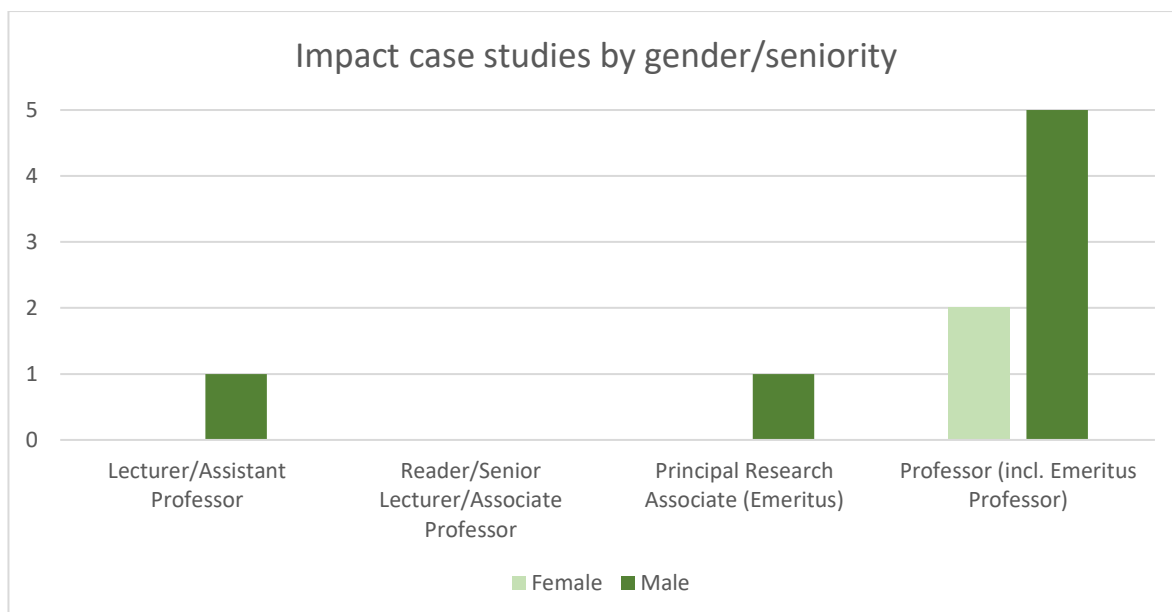


Figure 5.1.8 UCL Laws REF 2021 – Five Impact Case Studies (ICS): Gender and Seniority Comparison

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#### **Action Plan Points – 5.1.iv REF**

- 1) Embed EDI principles in future REF exercises.
  - 2) Continue to actively support the research careers of women and carers in the faculty, where they have faced equalities-related obstacles to developing their research careers.
  - 3) VDR to continue monitoring EDI-related obstacles to research, including outside REF process.
  - 4) Faculty to appoint a permanent Impact Lead.
-

## 5.3 Career Development: Academic Staff

### (i) Training

Training needs are discussed in annual appraisals and probation meetings. Staff must complete all mandatory training (Figure 5.3.1) and are encouraged to undertake additional training appropriate to their role. Ideas for training and feedback on existing training are canvassed at these meetings.

UCL-wide and Faculty of Laws mandatory training
'Diversity in the workplace'
Safety Induction and Fire Safety
Information Security
'Green Awareness UCL' / 'Change Possible: Be Part of a Sustainable UCL'
Freedom of information
General Data Protection Regulation (GDPR)
Prevent Duty
Unconscious Bias Training
Disclosing and Managing Conflicts of Interest

*Table 5.3.1 Mandatory training for UCL Laws staff*

UCL's Research Staff Development Programme provides 80+ workshops for research-active staff at any grade and comprehensive training through the Learning Academy, including on leadership and personal development. There is high uptake of leadership training among female Laws staff: since 2015, 13 women have undertaken UCL leadership training. However, records of staff training are incomplete and difficult to access.[AP5.3.i.1]]

The Faculty runs ad hoc training in response to staff interests and needs. For example, it commissioned bespoke training on 'EDI in the Research Environment,' which was held in June 2021 with 29 staff attending (17F/12M). The Faculty provides regular, informal training through Faculty Away Days, staff seminars, and peer-to-peer teaching observations.

38% of staff survey respondents (9F/9M) reported feeling particularly encouraged to undertake training opportunities. [AP5.3.i.2]]

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#### *Action Plan Points 5.3.i Training*

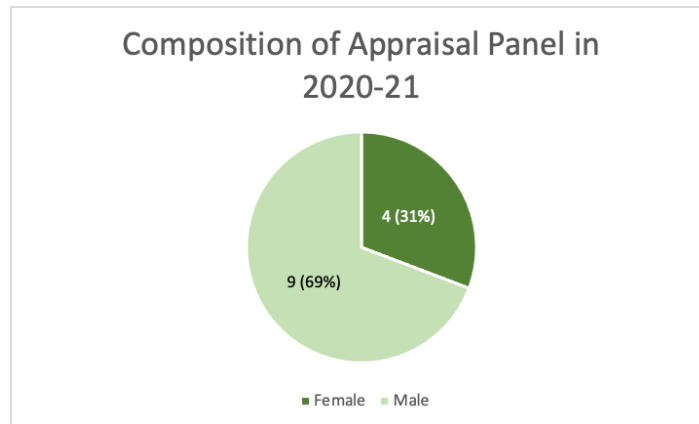
- 1) Hold accurate local records of staff training uptake.*
  - 2) Improve awareness and relevance of training opportunities made available to staff.*
- 

### (ii) Appraisals/developmental conversations

Since 2017, all academic staff are appraised annually. Appraisals were refashioned across UCL in 2019 as 'developmental conversations' to make appraisals more valuable career development exercises, akin



to coaching. The Faculty created a panel of trained appraisers in 2019, comprised of senior faculty who each appraise 2-3 junior colleagues. Professors are appraised by the Dean. Membership on this panel is accounted for in enabling role allocation. The lower number of female panel members reflects the lower proportion of female professors in the Faculty (section 4.1). [AP5.1.i.3]



*Figure 5.3.1 Composition of appraisal panel by gender*

Two training sessions for appraisers were held in 2019-20. All panel members attended, except for three (2F/1M) who are already experienced appraisers/coaches.

As of August 2021, the VDS appraises staff on teaching-only contracts in line with the aims of the Teaching Fellow Concordat. [AP5.3.ii.3] Appraisals for teaching staff were deferred in 2019-20 due to Covid-19 but are up to date. Appraisals for academic staff are currently imperfectly recorded. [AP5.3.ii.1]

12 months	56.36%
24 months	14.55%
Longer than 24 months	7.27%
I have never had an appraisal	5.45%
I started less than 12 months ago	9.09%
My appraisal has been delayed due to the COVID-19 pandemic	7.27%

*Table 5.3.2 2020 staff survey responses on timeliness of yearly appraisals*

Over half of staff survey respondents had had an appraisal in the past 12 months (Table 5.3.2). Many of those who were not appraised may have been fulfilling their probation period, on leave, or had their appraisal disrupted by the pandemic. The Faculty is committed to ensuring that staff appraisals occur on schedule [AP5.3.ii.2)].

Some participants in the female faculty focus group and in the Town Halls, both male and female, queried the usefulness of appraisals, given that appraisals have no impact on career progression. Almost 60% (56%F) of survey respondents thought workload issues were usefully discussed at appraisals, compared to 53% (54%F) for career progression, but only 47% (38%F) thought workload issues raised at appraisals would be dealt with. The Faculty will clarify that appraisers should provide guidance on promotions [AP5.3.ii.3]], ensure that the new approach to appraisals instituted in 2019 is fully adopted, and regularly review their effectiveness.

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### Action Plan Points 5.3.ii. Appraisal/development review

- 1) *Ensure an accurate picture of appraisal uptake at all levels.*
  - 2) *Ensure that appraisals occur with regularity.*
  - 3) *Improved training for appraisers, especially on managing workload, career progression, and training opportunities.*
  - 4) *Include colleagues on Teaching contracts in mainstream appraisal process.*
- 

### (iii) Support given to academic staff for career progression

In addition to training and appraisals, the Faculty has a number of measures in place to support staff in their career development.

#### General research support

Laws celebrates staff successes on its website, on social media, and in regular emails to all staff from VD Research. Its Research and Impact Communications policy, introduced in 2020, ensures fair representation of research achievements from staff members (section 5.6.vii). Staff attend one research and one teaching 'Away Day' per year and participate in a weekly Staff Seminar Series. Staff also benefit from research support by UCL's Research Facilitation team, including the provision of monthly bulletins on funding opportunities. Academic staff are entitled to one term of sabbatical leave per seven terms worked, more generous than UCL's standard of one term per nine terms worked.

*"The Faculty was very sensitive to parenting needs at start of lockdown – a huge thank you to the Dean's team!"*

*– Female participant at AS Town Hall*

88% (85%F) of staff survey respondents feel supported by the Faculty in their research, rising to 90% (both male and female respondents) for support for conference attendance. A majority (62%, 73%F) felt the Faculty had introduced useful measures to protect their career from disruption caused by the pandemic.

#### Peer mentoring

The Faculty introduced a peer mentoring scheme in 2018 to provide staff with confidential, informal support. Discussions between mentors/mentees are not linked to appraisals or promotions. [AP5.3.ii.2]] Since 2018, the VDR has offered individual mentorship to colleagues disproportionately affected by EDI-

relevant factors, including regular check-in meetings, bespoke programmes for managing research projects, and opportunities to present early ideas for feedback.

Participants in the first Town Hall noted the importance of mentoring in encouraging women to seek promotion and apply for grants. However, only 35% of staff survey respondents found the mentoring scheme beneficial for career progression. Satisfaction was higher among female respondents (43%). Focus group and Town Hall participants suggested formalising the mentoring scheme, acknowledging mentoring as an enabling role, and providing training to mentors [AP5.3.iii.1].

*“Mentorship is so important – seeing examples of parents with excellent academic careers was very formative for me.”*

*– Female participant at AS Town Hall*

### Financial assistance and Covid-19 relief

Staff are allocated a £3,500/year PRA to cover activities such as training, research assistance, and childcare expenses from research-related events outside working hours. Staff can also apply to the Research Environment & Impact Fund, which aims to increase the diversity of the Faculty’s research profile.

A UCL-wide EDI check-in and Faculty VDR COVID-19 survey (both May 2020) showed major impacts on research threatening career development, particularly for women and carers. Laws adopted rapid-response measures including:

*“The Faculty Carers’ Fund has been extremely helpful with regards to paying for childcare so that I could work.”*

- Short-term **Carers’ Fund** paying up to £400/household for childcare/tutoring expenses to enable essential work-related activity (initially to July 2020; extended twice with additional funding). [AP5.3.iii.3]
- The Faculty’s **‘Laws Together’** programme of voluntary workload reallocation (5F/4M staff volunteered to assist with marking, personal tutoring, and supervision).

*– Anonymous respondent to AS staff survey*

The UCL-wide **Covid-19 Career Support Scheme** also offers generous financial assistance to applicants with protected characteristics under the Equality Act 2010 who suffered potentially long-term career disruption. [AP5.3.iii.3]

*“The Dean's Team showed exceptional sensitivity to the situation of those with young children at home and in caring positions. I think that the presence of a critical mass of female colleagues on the Team made a difference in this respect – the crucial difference perhaps.”*

*– Anonymous respondent to AS survey*

### Faculty’s Pandemic Research Recovery Plan: 2020-21

The Faculty developed a strong ‘Research Recovery’ plan to support staff impacted by Covid-19 in their research (Table 5.3.3) [AP5.3.iii.6] The plan was endorsed by the Faculty Board and discussed with staff at a dedicated Town Hall in July 2021 (20F/20M attendees). It addresses structural challenges and gendered patterns around research productivity.

## Laws Covid-19 Research Recovery Plan

Goals	Ideas and actions
Supporting quality over quantity in academic outputs	<ul style="list-style-type: none"> <li>• Linking 'quality over quantity' to the Academic Careers Framework (ACF)</li> <li>• Helping faculty members to set individual research expectations</li> <li>• Introducing a 'formative research development scheme' through which faculty can seek feedback on a written work in progress; this would replace the current Laws 'peer review college'</li> </ul>
Enhancing sabbatical leave	<ul style="list-style-type: none"> <li>• Introducing a longer, 6-month period of research leave (either January-June or July-December), as opposed to the current term-based entitlement.</li> <li>• Offering a one-off, 6-month period of post-pandemic recovery research leave. This would be offered exceptionally to those disproportionately impacted by the pandemic (i.e. over and above disruptive impacts generally experienced by colleagues) in light of individual circumstances, particularly where those circumstances had already impacted their research productivity prior to the pandemic.</li> </ul>
Finding time for research during term time	<ul style="list-style-type: none"> <li>• Continuing to work to increase the efficiency of enabling and teaching duties</li> <li>• Developing a teaching policy based on 'block teaching,' whereby teaching is concentrated in one term without unduly burdening those in teaching roles (e.g. if two colleagues teach a year-long module, one agrees to take the teaching in Term 1 and the other in Term 2).</li> <li>• Holding more regular Faculty 'email holidays'</li> <li>• Allocating academic staff a personal, weekly research day, to be respected by colleagues and students</li> </ul>
Enhancing research assistance support	<ul style="list-style-type: none"> <li>• Creating a 'bank' of LLM and PhD students available for research assistance. This will make it easier for staff to find RA support and for students to register their interest. It will make RA selection more equitable by ensuring that not only the most vocal or confident students are approached for work.</li> </ul>
Supporting the Faculty's Early Career scholars	<ul style="list-style-type: none"> <li>• Consulting with the Faculty's early career researchers (ECRs) to create a Faculty ECR Network</li> </ul>
Embedding impact-generating structures within the Faculty	<ul style="list-style-type: none"> <li>• Appointing a permanent Faculty Impact Lead, as part of the research leadership team</li> <li>• Working with the Head of Public Policy and Partnerships (UCL, EI and Laws) to support policy translation work more systematically within Laws</li> </ul>
Improving mentoring and appraisals	<ul style="list-style-type: none"> <li>• Continuing current efforts to reform appraisals (e.g. creating a smaller pool of trained appraisers, linking appraisals more directly to career progression and promotions) and mentoring</li> </ul>

(e.g. providing greater structure to the existing peer mentoring scheme).

Developing greater awareness of equalities issues in research

- Running training for faculty, commissioned by Laws from Advance HE, on EDI in the research environment. This session will examine structural equalities issues in the research environment and will facilitate our thinking and discussion around these issues.

Table 5.3.3 Laws Covid-19 Research Recovery Plan

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### ***Action Points 5.3.iii. Support given to academic staff for career progression***

- 1) Strengthen existing mentoring programme, in particular its EDI component.*
  - 2) Strengthen socialising support aspects of Parents' Network.*
  - 3) Continue offering childcare payment support during pandemic-related school closures.*
  - 4) Consult Faculty on expanding leave options.*
  - 5) Enhance research support during teaching terms.*
  - 6) Implement and expand on post-pandemic Faculty Research Recovery Plan.*
- 

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

UCL Laws is strongly committed to supporting students in their career development.

#### **Experiential learning**

LLB students are invited to participate in mooting, negotiating, and debating competitions and to write for the student magazine *Silk v Brief*, the student-led UCL Journal of Law and Jurisprudence, and the CAJ Blog. The CAJ also manages the Pro Bono Programme, which provides voluntary and job shadowing placements with social justice organisations. Under the supervision of qualified solicitors, UCL law students work directly with clients at UCL's Integrated Legal Advice Clinic in Stratford, offering free legal advice on social welfare and housing law. LLM and PhD students in the Public International Law Pro Bono Project conduct legal research with leading international organisations. This project was awarded a Provost's Education Award in 2018 in recognition of its outstanding contributions to student learning.

#### **Mentoring and careers advice**

Every LLB student is allocated an Academic Mentor who supports their academic progress. The Faculty also has an in-house careers consultant who provides one-to-one advice and runs career events, such as the annual Careers Fair where students meet recruitment partners from major law firms.



Figure 5.3.2 Students networking with barristers, solicitors, and other legal professionals at the UCL Laws Careers Fair

The Faculty collects career data from graduates 18 months after completion of their studies. Looking at the two most recent cohorts, the majority of female and male graduates are in employment or pursuing further studies, with equally low rates of unemployment for women and men.

	Category	% of Respondents	Respondents
Female	Work or study	79.1%	68
	Other	14.0%	12
	Unemployed	7.0%	6
Male	Work or study	85.3%	58
	Other	4.4%	3
	Unemployed and due to start work or study	2.9%	2
	Unemployed	7.4%	5

Table 5.3.4 Laws **UG** outcomes data 2017-18 and 2018-19 - response rate 52% (\*Other includes respondents whose work or studies are set to begin >2 weeks later or who are not looking for work)

	Category	% of Respondents	Respondents
Female	Work or study	91.1%	214.0
	Other	3.4%	8.0
	Unemployed and due to start work or study	1.7%	4.0
	Unemployed	3.8%	9.0



Male	Work or study	91.4%	127.0
	Other	5.0%	7.0
	Unemployed	3.6%	5.0

Table 5.3.5 Laws PGT outcomes data 2017-2018 and 2018-2019 - response rate 43.5%

### Law Society careers development support

The student-run Law Society (UG) and Graduate Law Society (PGT) plan regular events to support students' careers. The Law Society runs weekly networking sessions with law firms and has won awards for its career support, including the 'Best Society for First Year Students' award (2019 and 2020) from LawCareers.Net. Its sub-committee on Diversity and Inclusion set up a Women in Law Network in 2020 (175 members) which provides community support to female students, publishes newsletters, and plans events such as a Women in Law event with female legal professionals in March 2021 (25 attendees).



Figure 5.3.3 UCL Law Society promotional materials

### Support for students in pursuing academic careers

UCL Laws applicants can attend Open Days and access information on the faculty website. Our 'Inclusive Law School' webpage contains detailed information on the Faculty's EDI initiatives and support for underrepresented groups.

For students interested in academic careers, the Faculty runs an Academic Writing Course and a Programme for Law Teachers. In December 2020, the Law Society also hosted an Academic Careers Roundtable (25 attendees) where faculty members and PhD students spoke about pathways to an academic career. However, participants in the female LLM student focus group expressed interest in receiving more targeted information about pursuing a PhD. The Laws career consultant will ensure that two PhD programme information sessions are held every year. [AP5.3.iv.1]] The Faculty offers a full scholarship ('Future Scholars Award') to LLM students who intend to use their LLM as a stepping-stone to doctoral studies. The Faculty also provides several 'Opportunity' scholarships (UG, PGT and PGR) for students from underrepresented groups. [AP4.1.iv.4]]

*"It would be helpful if more information was available to LLM students about how to progress to a PhD, including on funding opportunities at UCL for PhDs."*

*– Female participant in LLM student focus group*

### Support for PGR students' career development

Student support	Details
Skills seminars	The Faculty runs a weekly Skills Seminars for PGR students, which are mandatory for first-year students. They nurture critical skills in research methods and theory, as well as legal and academic career skills such as publishing, presentation skills, and teaching.
First year research presentation workshop	The first year of the PGR programme culminates in the research presentation workshop, where first-year PGR students present their research for supportive feedback from peers and academic faculty.
Work-in-progress forum	PGR students run a weekly work-in-progress forum where they present on current research and comment on each other's work, attended by peers and academic faculty.
Staff seminar series	PGR students are also invited to attend and present their own work at the Faculty's weekly staff seminar series.
Journal of Law and Jurisprudence and UCL Law Journal Blog	PGR and PGT students edit and publish the Faculty's Journal of Law and Jurisprudence, as well as its online platform: the Law Journal Blog. These publications showcase leading research from academics, practitioners, and outstanding graduate students.
Teaching	A proportion of all Associate Lecturer (Teaching) roles are now reserved to PGR students, and tutorial class sizes in some courses were reduced in 2020-21 to create more teaching opportunities. In 2020, the Faculty introduced the role of Postgraduate Teaching Assistants to support the delivery of core teaching on the UG program.



UCL Doctoral School Skills Development Programme	A huge variety of free courses are offered to PGR students, including sessions on academic writing, teaching, and career planning.
Research funding	Every PGR student is entitled to an annual Personal Research Allowance of £750 and is invited to apply for grants of up to £1,500 to support their research through the PhD Research Innovation and Impact Fund. External scholarships and funding opportunities are advertised in a weekly email bulletin to PhD students sent by the Research Degrees Programme Administrator
Other UCL training	Further free training is available to PGR students through the UCL Arena scheme, UCL Careers Service, and UCL Psychological Services.

*Table 5.3.6 Career development support for Laws PGR students*

The Faculty is responsive to PGR student requests for career support. For instance, although students expressed high satisfaction with the weekly skills seminars in the 2020 PGR End-of-Year survey, they requested more training on grant funding, open-access publishing, and the academic job market. The Faculty provided in-house sessions in these areas, and will continually take steps to foster PGR student career development. [AP5.3.iv.2)]

*“The small size of the PhD cohort and the range of interesting topics being worked on helps foster a vibrant and supportive research environment where everyone learns from each other.”*

*– Current male PhD student*



*Figure 5.3.4 Bentham House 5th floor study space for PhD students and Teaching Fellows – a spacious, open plan office with natural light, meeting space, and individual workstations*

Laws provides generous financial support to PhD students, including the new BAME Research Opportunity Scholarship. [AP4.1.iv.4]]. All survey respondents thought the faculty's financial support for research was either adequate (2), good (4), or excellent (11). However, female focus group participants expressed concerns over the high cost of childcare compared to the low rate of pay of PhD studentships. [AP5.3.iv.3]]



*Figure 5.3.5 Baby at work: the youngest participant (6 week-old Fergus) at UCL Laws Postgraduate and Early Career Conference, in Bentham House. Many PhD students balance their studies with child-rearing, taking advantage of the Faculty's maternity/parental leave policies and the possibility of completing the PhD part-time.*

The Faculty will formalise its PGR 'buddy' scheme, introduced in response to the pandemic in 2020, which matches incoming and upper year students to aid their integration into the Faculty. [AP5.3.iv.4]]

Supervisors and the DRS provide mentorship and careers advice to PGR students and receive mandatory training in those areas. All 2020 survey respondents reported high satisfaction with their supervisors, though female PGR focus group participants cautioned that support is not consistent across supervisors. This was also noted by survey respondents in terms of support offered by supervisors during the pandemic. [AP5.3.iv.5]] Focus group participants also expressed a strong interest in faculty mentoring outside of the supervisory relationship. [AP5.3.iv.5]]

*"You need to have a person you can go to who is familiar with your work. I'm really lucky that my supervisor was my mentor and she is still helping me now that I've finished my PhD. You need someone who knows your research and can vouch for you"*

*– Female participant in PGR student focus group*

The Faculty is committed to monitoring and reviewing its support for PGR students and to ensuring that women and racialised minorities are treated fairly. [AP5.3.iv.6]]

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**Action Points 5.3.iv. Support given to students (at any level) for academic career progression**

- 1) Enhance provision of advice on academic careers from UCL Laws Career Office for LLB and PGT students.*
  - 2) Enhance provision of support for PGR career development.*
  - 3) Enhance support for PGR students with caring responsibilities.*
  - 4) Ensure informal peer support is available to PGR students, including through the 'buddy scheme'.*
  - 5) Extend mentoring opportunities for PGR students.*
  - 6) Improve EDI data collection on PGR students.*
- 

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

The Faculty's Grant Review Process (Figure 5.3.6) supports academic staff in applying for research funding, as PI or Co-I. Since 2018, 27 applications have gone through the full GRT process (13 with female leads).



You are at the early stages of considering an application and want to explore your options of funders and types of grants.

- Contact the [Faculty Research Office](#)
- Get in touch with the [SLASH/IOE Research Facilitators Henriette Bruun, Jacob Leveridge, and Steve Morrison](#) or the Faculty's Director Grant Review Team directly.



You are thinking about starting your application. Contact the [Faculty Research Office](#) at the earliest opportunity to ensure that your application is appropriately prepared and approved.

**ASAP**



The Faculty Research Office can assist you in drawing up costings. It takes time to draw up a costing; as a result, you are encouraged to contact the [Faculty Research Office](#) at the earliest possible time.

**ASAP**



The Faculty Research Office will ask you to complete the University's short risk assessment questionnaire. The Faculty Research Office will send the completed risk assessment questionnaire to the Faculty Research Ethics Team along with the grant application for review and approval, should this be necessary.



Discuss practical resource implications with the Vice-Dean Staffing (see also para. 18).



Send your draft application to the [Faculty Research Office](#) for submission to the Grant Review Team.

You need to include the following:

- a draft of the application;
- Research Office costings;
- a note of resource implications; and,
- UCL's short risk assessment questionnaire.

**Minimum of four (4) weeks prior to funder's application deadline**



The Laws Grant Review Team will review the contents and costings and give feedback.

**Within 2 weeks of the date of receiving a draft application.**



Faculty and institutional approval of the costing of an application on UCL's Worktribe system require

**a minimum of 5 working days each**



Submission to funder: when internal approval has been given, the application may be submitted to the funder.

**Preferably a few days before the funder's application deadline**



Institutional approval of the application (e.g. on the funder's application system) by UCL's Research Services.

**By funder's application deadline**

Figure 5.3.6 Laws Grants Review Process - Infographic supplied to faculty

The Faculty Research Office and UCL's SLASH/IoE RFT also provide guidance on funding and prizes. Staff receive weekly emails highlighting grant and prize opportunities.

Women perform well in obtaining grant funding (Table 5.3.7 & Table 5.3.8). Overall female success rate for grants (as Co-Is and PIs) is 29%, compared to 40% for men. However, women are more successful as PIs than men (F38%, M24%). If we discount 2020, when women were most likely to suffer setbacks in research due to the pandemic, the overall success rate for women rises to 40% (43%M). Women also bring more money into the Faculty. The average grant value for women is £278,179.60 compared to £104,775.89 for men.

The Faculty will continue to provide pandemic relief to ensure that women get the research support they need. [AP5.3.v]

			Co-I		PI	
			Total # of bids	Amount awarded (total)	Total # of bids	Amount awarded (total)
2016	Female	Successful	1	£13,730.90	1	£11,804.00
		Unsuccessful				
	Male	Successful				
		Unsuccessful			1	
2017	Female	Successful				
		Unsuccessful			2	
	Male	Successful	1	£2,873.81	3	£240,973.04
		Unsuccessful	1		2	
2018	Female	Successful			2	£1,209,802.70
		Unsuccessful	1		1	
	Male	Successful	1	£19,916.50		
		Unsuccessful	1		9	
2019	Female	Successful	1	£126,737.94	2	£585,181.68
		Unsuccessful	2		1	
	Male	Successful	1	£134,400.00		
		Unsuccessful	2		2	
2020	Female	Successful				
		Unsuccessful	5		4	
	Male	Successful	2	£204,566.83	2	£445,028.69
		Unsuccessful			2	
Total (all years)	Female	Successful	2	£140,468.84	5	£1,806,788.38
		Unsuccessful	8		8	
	Male	Successful	5	£361,757.14	5	£686,001.73
		Unsuccessful	4		16	
		Average F success rate	20%		38%	
		Average M success rate	56%		24%	

Table 5.3.7 Gender/year breakdown of number of successful and unsuccessful grant applications with amount awarded (2016-2020)

	% of Grand total of bids submitted (all years)	Sum awarded to Laws as on MyFinance
<b>Co-I</b>		
<b>F</b>		
Successful	3.77%	£140,468.84
Unsuccessful	15.09%	
<b>F Total</b>	<b>18.87%</b>	<b>£140,468.84</b>
<b>M</b>		
Successful	9.43%	£361,757.14
Unsuccessful	7.55%	
<b>M Total</b>	<b>16.98%</b>	<b>£361,757.14</b>
<b>Co-I Total</b>	<b>35.85%</b>	<b>£502,225.98</b>
<b>PI</b>		
<b>F</b>		
Successful	9.43%	£1,806,788.38
Unsuccessful	15.09%	
<b>F Total</b>	<b>24.53%</b>	<b>£1,806,788.38</b>
<b>M</b>		
Successful	9.43%	£686,001.73
Unsuccessful	30.19%	
<b>M Total</b>	<b>39.62%</b>	<b>£686,001.73</b>
<b>PI Total</b>	<b>64.15%</b>	<b>£2,492,790.11</b>
<b>Grand Total</b>	<b>100.00%</b>	<b>£2,995,016.09</b>

Table 5.3.8 Gender breakdown of percentages of grand total of bids submitted and sums awarded (2016-2020)

38% of staff survey respondents (29%F) reported feeling particularly well-supported by the Faculty in preparing grant applications. Only 17.5% (25%F) wanted more information on applying for grants. The Faculty is committed to ensuring that successful and unsuccessful applicants are fully supported in obtaining funding appropriate to their research aims. [AP5.3.v]

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#### **Action Points 5.3.iv. Support offered to those applying for research grant applications**

1) Continue awareness raising efforts regarding existing support for grant applications and support for unsuccessful grant applicants.

2) Clarify impact of maternity/paternity leave for research grant holders.

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## 5.5 Flexible working and managing career breaks

Leave type	Academic staff	PS staff	Total
Maternity	8	8	16
Paternity	2	1	3
Shared parental	0	0	0
Adoption	0	0	0

Table 5.5.1 Rates of leave among academic and PS staff (2015-2020)

We have identified data collection on leave uptake to be deficient, as formal logs of periods of leave are sometimes incomplete. [AP5.5.i.3]] The lack of uptake of shared parental leave correlates with lack of awareness of the policy among EDI survey respondents. [AP5.5.v] While paternity leave uptake remains low, it has increased from previous years when no men took such leave. [AP5.5.v]

A worrying perception among colleagues emerged that taking maternity/paternity/adoption/shared leave will have a detrimental effect on their career: 34 % (11) of 32 survey respondents thought it would be damaging, higher among women at 39% (7). More action is needed to raise awareness of existing support and to create opportunities for sharing experience with managing breaks such as through Women in Laws, the Parents' Network, and mentoring. [AP5.5.i.2]] Action regarding promotions also clarifies no detriment incurred on account of leave. [AP5.1.iii]

### i. Cover and support for maternity and adoption leave: before leave

Support for maternity and adoption begins before the leave period. Laws HR and the VDS are available to discuss leave options and explain Faculty and University policies. In particular, they highlight the Faculty's "read-in" policy (section 5.5.iii) and shared parental leave policies. Work adjustments or time off for antenatal and other appointments are accommodated. The leave request is formally logged with the University. [AP5.5.i.3]]

An issue raised in Town Hall and focus groups was that alternative routes to parenthood should also be accommodated and supported with sensitivity, including IVF treatment and miscarriage. [AP5.5.vi]

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### *Action Plan 5.5.i Cover and support for maternity and adoption leave: before leave*

- 1) Ensure handover before maternity/adoption leave is formalised and scheduled appropriately.*
  - 2) Create opportunities for sharing experience with maternity/paternity/adoption/shared leave.*
  - 3) Keep accurate local records of colleagues' leave periods.*
- 

### ii. Cover and support for maternity and adoption leave: during leave

The VDPDD ensures that teaching cover is in place for the duration of leave of academic colleagues, which may be covered by new hires, existing colleagues, teaching-only staff, or through adjustments to the teaching offer (e.g. non-compulsory courses being put in abeyance). A handover is arranged within the teaching team of the colleague taking leave. The DoO ensures cover for PS staff absences through arranging maternity cover hires.

Town Hall discussions identified that staff leave periods could be better communicated. [AP5.5.ii]

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***Action Plan 5.5.ii. Cover and support for maternity and adoption leave: during leave***

*Ensure periods of leave are adequately notified to both academic and PS staff.*

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**iii. Cover and support for maternity and adoption leave: returning to work**

The Faculty supports returning to work after maternity and adoption leave, in particular through the introduction of a “read-in” policy unique to UCL Laws.

The **UCL Laws “read-in” policy** entitles colleagues returning from maternity or adoption leave to an additional term of research leave. This has been implemented in recognition of the disruption to research activity caused by extended periods of leave and of the need to take the pressure off colleagues taking such leave. The ability to focus on research recovery instead of teaching also fosters a research culture that is inclusive and supportive.

The “read-in” policy is described on the staff Intranet and communicated by Laws HR and VDS when discussing leave arrangements. However, our EDI survey revealed the policy’s visibility could be improved: 55% of respondents, both men and women, were not aware of it. [AP5.1.ii.1]] Uptake has been very good since 2016, with all but one colleague returning from leave opting in. This suggests that once colleagues do become aware of the policy, it is received positively.

*“This policy is amazing. I was aware of it and other institutions have noted it – UCL is famous in this respect.”*

*Female academic commenting on UCL Laws’ “read-in” policy post-maternity leave during AS Town Hall*

Other support after long-term absence has been offered on a discretionary basis, including waiver of accumulation rules after bereavement or sick leave; staged return after illness; and financial assistance for coaching to manage staged return.

The survey revealed a gender divide regarding perceptions of support before/during/after leave, with 58% of respondents overall feeling supported, but a majority of female respondents (58%) feeling unsupported. We dedicated a Town Hall discussion in addition to 1-1 conversations to investigating reasons for the latter. It emerged that female respondents had been reflecting on historic experiences, before changes to UCL-wide maternity leave policies and before the “read-in” policy was introduced, such as being expected to continue publishing during leave.

Female colleagues also highlighted the financial burden of taking the full leave entitlement and often returned to work sooner than they would have liked for this reason. The Faculty has instituted policies to support colleagues with caring responsibilities, including in response to pandemic burdens, that have been positively received (section 5.6.i).

PS staff reported feeling supported in the Faculty before/during/after leave (83% of survey respondents who had taken leave) and disagreed that taking leave has damaged their career (92%).



#### iv. **Maternity return rate**

The maternity return rate for academic staff has been 100% since 2016, for full-time and part-time staff.

Historic experiences with maternity return were raised during the focus group, emphasising the need for bespoke arrangements in case of difficult pregnancies and recoveries. [AP5.5.vi] An issue raised was to not presume all colleagues entitled to leave, especially maternity leave, will want to take it or take it to its full extent. [AP5.5.iv.1]]

We do not hold reliable return rates for PS staff during the same period, though anecdotally know them to be lower. [AP5.5.i.3), AP5.5.iv.2)]

*“Things have changed hugely for the better since I had my kids.”*

*– Female participant in staff focus group*

*“There may be those who want to keep working, for example to return to teaching immediately after maternity leave.”*

*– Female participant in staff focus group*

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#### **Action Plan 5.5.iv. Maternity return rate**

*1) Promote an open and inclusive approach to maternity leave arrangements, including return options.*

*2) Make arrangements to ease return of PS staff*

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#### v. **Paternity, shared parental, adoption, and parental leave uptake**

EDI survey data indicates good awareness and uptake of different forms of leave, except for shared parental leave: 42% of respondents (35%F) reported no awareness of shared parental leave policies. [AP5.1.ii.1)] Uptake of paternity leave has been on the rise, with 2 FT male academics and 1 FT male PS staff taking paternity leave since 2016. Male colleagues are also less likely to attend meetings of the Parents' Network. [AP5.5.v]

#### **Comments on maternity/paternity/shared leave during Athena SWAN Town Hall**

*“I didn’t feel it would affect my career. Why not? Because academic careers work in cycles. Coming back into teaching is an easier thing to do, a nice re-entry.” (Female academic)*

*“Caring is the more burdensome side of parenting rather than leave. Making people aware of the challenges of caring for one or more children is necessary and important.” (Male academic)*

*“You need both parties on board for this [shared leave] to work. Of course, it depends on your other half’s perceptions, which are beyond university control.” (Female participant)*

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**Action Plan 5.5.v Paternity, shared parental, adoption, and parental leave uptake**

*Encourage male colleagues' involvement in Parents Network*

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**vi. Flexible working**

3% of academic staff reported adopting flexible working hours in the EDI survey. PS staff are far more likely to work flexibly (24% of respondents, 21%F). As our Town Hall discussions revealed, conceptions of 'flexible working' differ and most academics understand a certain degree of flexibility to be an inherent, attractive feature of their job. There is lack of clarity about options for flexible work within the Faculty. [AP5.5.vi]

88% of academic and 85% of PS staff of all genders believe that the Faculty supports and encourages flexible working. However, there was some lingering concern that working part-time or flexibly might damage one's academic career: 47% of academic (65%F) and 29% of PS respondents (32%F). [AP5.5.vi] Appreciation of the Faculty's approach to flexible working in the pandemic was also expressed, including PS staff who opted to be put on furlough on account of home pressures.

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**Action Plan 5.5.vi Flexible working**

*1 Raise awareness of flexible working and bespoke options for support, including after extended periods of leave, and improve perception of impact on career progression.*

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**vii. Transition from part-time to full-time work after career breaks**

PS colleagues who transitioned from part-time work during pandemic-related school closures back to full-time reported satisfaction with the transition, noting a "better work-life balance". The Faculty "read-in" policy has also been cited multiple times by academic colleagues as beneficial in transitioning back to full-time work following leave. In recognition of colleagues' different caring responsibilities, especially during the pandemic, and the different types of leave taken, the Faculty remains flexible about the arrangements put in place to facilitate the transition (e.g. reduced contract hours, unpaid leave etc.) All are agreed mutually between the Dean and the colleague affected.

## 5.6 Organisation and culture

### i. Culture

The Faculty fosters a values-driven culture that enables all staff to achieve their potential. This is visible in the Strategic Operating Plan submitted to UCL leadership each year, and in daily working practices, including calling out negative behaviour when it occurs.

Our strategic commitment is evidenced by the creation of the senior leadership role of VDEDI in 2019, responsible for promoting inclusivity and diversity in the Faculty. Other leadership roles include AS Lead (created in 2019), Inclusion Lead (created in 2020) and BAME Awarding Gap Lead (created in 2018), and will include the EDI Committee (from 2022).

The Faculty supports several networks that promote inclusivity for students and staff (Table 5.6.1).

UCL Laws support networks for students and staff	
<b>Women in Laws Network</b>	Female academic staff network, initiated by senior faculty in 2018. Members share common experiences and raise awareness of structural issues affecting women in academia.  Focus group and Town Hall participants described Women in Laws as ‘very empowering’ and inspiring, allowing junior staff to learn from senior female colleagues. [AP5.3.iii.1)f)]
<b>Feminist Book Club</b>	Informal network of feminist students, staff, and Laws alumni who meet once a month to discuss a work of fiction. Guest lectures, outings and social events also held. Established in 2018 by current feminist book club chairs: the AS Lead and AS Researcher.
<b>OutLaws</b>	LGBT+ staff-student network; started in 2017 by present VDS.
<b>Race Equality Network</b>	Network of students, staff and alumni; established in 2019 to support those from racially minoritised backgrounds, and to break down barriers to equality of opportunity that have traditionally held back racial minorities in academia and the legal profession. Social, academic and career-related events held throughout the year.
<b>Parents’ Network</b>	Informal mentoring and advice-sharing network for staff who are parents, which feeds ideas for

	policy changes to DT. Town Hall participants described the Parents' Network as helpful, though some did not have time to participate in meetings and events. Focus group participants noted that women were over-represented in the group. [AP5.3.iii.2), AP5.5.v]
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Table 5.6.1 UCL Laws informal support groups for staff and students

The staff survey results demonstrate the success of this approach, with the top three words selected to describe the Faculty being 'supportive', 'inclusive,' and 'welcoming'. The survey also found that 86% (80%F) of respondents were aware of the Faculty's social, community and networking events, and believe that the Faculty always or often celebrates staff achievements (Figure 5.6.1).

*"The Women's Network [Women in Laws] meeting was one of the best informal events I've ever attended in the faculty."*

– Female participant at AS Town Hall

## Narine Lalafaryan wins Society of Legal Scholars Best Paper Prize Competition

5 November 2021

The winner of the 2021 prize for the Best Paper was presented at the Society's Annual Conference.



Figure 5.6.1 Screenshot of UCL Laws web profile celebrating recent success of newly appointed Assistant Professor Narine Lalafaryan

[Narine Lalafaryan](#) (Lecturer in Corporate/Financial Law at [UCL Laws](#)) was named the winner for her paper on 'Orchestrating Finance with Material Adverse Changes'.

The winner of the SLS Best Paper Prize is selected by a judging panel. The Society of Legal Scholars announced the shortlist for the Best Paper Prize Competition from its 2021 Annual Conference, which took place in September at Durham University. The shortlist and details of the competition can be viewed on the [SLS website](#).

'Orchestrating Finance with Material Adverse Changes' is an inter-disciplinary working paper which investigates the pre-contractual ("ex-ante") and contractual (ex-post") protection of lenders and borrowers in commercial debt financing agreements by way of Material Adverse Change/Effect ("MAC") clauses.

The effects of MAC clauses in debt finance h [Cookie settings](#) overlooked both in law and in

60% of respondents felt they were never treated unfavourably because of their gender, though 38% felt that occasionally they were. 42% of female respondents never felt unfavourably treated; 8% 'always' and 50% 'occasionally.' The Faculty is taking steps to improve fair treatment among staff. [AP5.6.i.1)-2)]

There were high levels of confidence in reporting unfavourable treatment experienced or witnessed (68%, 58%F), but some uncertainty about the reporting process. [AP5.6.i.1)-3)]

Faculty efforts to embed a culture of inclusivity are demonstrated in the actions taken to mitigate the gendered consequences of the pandemic. Staff could use their PRA to cover out-of-hours childcare, boosted by a Carers' Fund. This was followed up by the bold Research Recovery plan (section 5.3.iii), which lists targeted actions to restart staff members' research following the disruption of the pandemic.

Table 5.6.2 demonstrates how the Faculty directly addresses the AS Charter Principles and embeds inclusive practice in departmental culture.

*Table 5.6.2 AS Charter Principles embedded in UCL Laws culture*

Charter Principles	Illustrative examples of principle embedded in department	Plans for future developments
<p>1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.</p>	<p>A new Faculty events policy for 21-22 (sent to Faculty on 11 June 2021) contains the following commitment:</p> <p>‘We aim to ensure that Faculty events are as inclusive and accessible as possible, and that our events represent a diverse set of academic and other voices... On diversity, please consider carefully the diversity of panels and invited guests for events. We strongly encourage you to promote gender balance and ethnic diversity where feasible, and that a range of voices and perspectives are included’.</p> <p>Convenors of modules were asked in 2020-2021 to consider rotating roles to promote diversity and inclusion objectives.</p>	<p>VDS conducting major review of enabling roles to ensure regular rotation and greater transparency of allocation.</p>
<p>2. We commit to advancing gender equality in academia, in particular addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles</p>	<p>Academic recruitment and promotions in 2020 and 2021 have been gender balanced, and women are well-represented at senior levels in Dean’s Team and PS staffing.</p> <p>Faculty is in principle committed to using the positive action provision under the Equality Act for the selection of women to Professorial roles where they are currently significantly underrepresented (only 29% of Professors in the Faculty are women).</p> <p>Faculty has made steady progress in recruitment of women to academic roles: 10% increase in women since 2013 (women now 42% of academics in the Faculty).</p> <p>Concerns were expressed particularly by women in the staff survey about the fairness and transparency of the promotion criteria and process. 44% of women felt the process and criteria were not fair or transparent (compared to 33% of</p>	<p>Of particular concern is the drop off of women pursuing research degrees in the Faculty. In 2019-2020, although women comprised 67% of our PGT community, they were only 36% of the PGR community. The past five years’ data has been investigated by the Director of Research Studies. It shows that women apply for research degrees in Laws at roughly the same rate as men and receive a similar number of offers for places as men. However women are less likely than men to take up those offers. After seeking feedback from</p>

	<p>respondents overall). Mixed views were also expressed about the value of the current appraisal and peer mentoring process. In light of this, the VD Staffing has led a systematic review (involving extensive consultation) of the Faculty promotion process to promote fairness and transparency. A new process has been agreed by Dean's Team with reforms including:</p> <ul style="list-style-type: none"> <li>• a 'UCL Laws' Senior Promotions Process' document communicated to Faculty in July 2021 providing an overview of the new process; guidance on how UCL promotion criteria might apply in the context of Laws; and advice on how to build a successful case for promotion.</li> <li>• New 'Summer Roundtable' with Dean and VD Staffing on the senior promotions criteria and process for all grade 8 and grade 9 staff.</li> <li>• New 'Laws Career Development Group' to provide feedback to grade 8 &amp; 9 staff on career development and promotion prospects.</li> <li>• Formalised 'Laws Promotions Advisory Panel' consisting of senior colleagues and external advisors to advise Dean and VD Staffing on promotion application. Composition of panel is expressly 'sensitive to the Faculty's commitments to equality, diversity, and inclusion'.</li> <li>• Appraisers to receive training in UCL promotion criteria (mentors to be offered training) and expected to discuss promotions and career trajectory with appraisees on an ongoing basis.</li> <li>• Concerns were expressed in the staff survey that certain forms of work often carried out by women such as pastoral work are not adequately recognised for promotions. The new promotions document makes clear that recognition for Institutional Citizenship for the the purposes of promotion includes 'informal ways colleagues contribute to the effective running of the Faculty'.</li> </ul>	<p>women who turned down offers, it seems the issue may relate to inability to secure funding. The VDEDI and DRS are undertaking costings and consultations for a new scholarship for women applicants beginning with 2022/23, in line with UCL's positive action policy. [AP4.1.iv.3]]</p> <p>In light of the staff survey and staff profile data, the VDEDI organised a Working Group to discuss issues of career progression. The Faculty has now decided to introduce an Inclusive Advocacy scheme designed to tackle the significant underrepresentation of women in grade 10 academic roles. [AP5.1.iii.6]]</p>
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including the relative under-representation	40% of promotions to professorial level have been women in the last 3 years. Academic mentoring and support for promotion process will continue to help redress the balance at senior levels.	We intend to create a new, in-house Inclusive Advocacy scheme, on the model of a UCL-wide BAME Advocacy scheme.

of women in senior roles in arts, humanities, social sciences, business and law		
4. We commit to tackling the gender pay gap.	Every pay scale decision for an individual staff member is tested against comparators to ensure parity between genders at each level.	The VDEDI initiated a special meeting of the University's EDI Monthly Forum to discuss pay gap reporting with UCL's Head of Executive Reward. This was after concerns were expressed by women in Laws about the lack of transparency around the reporting of Faculty specific gender pay gap data. It was agreed that going forward Faculties would be permitted to share such data internally with staff. The VDEDI is committed to implementing this in Laws.
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.	Faculty funded networks including the Women in Laws Network and Feminist Book Club provide informal advice, support and encouragement to junior colleagues and PhD students.	AS Champions and EDI Committee support.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.	In 2020/21 all short term teaching contracts were replaced by permanent contracts to reduce precarity in early academic careers [see section 4.2.ii].	
7. We commit to tackling the discriminatory treatment often experienced by trans people.	We espouse the values of an inclusive law school, and promote diversity as a positive benefit for our community. This is communicated through the Faculty's new 'Inclusive Law School' webpage which highlights its EDI initiatives and policies. The Faculty also provides funding for and supports Out@UCL, which is a network for LGBT+ staff and students, alongside its support for the faculty's Outlaws group.	



	In the Bentham House refurbishment, completed in 2018, five gender-neutral bathrooms were installed. All disabled washrooms in Bentham House are also gender-neutral.	
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.	We have a VDEI on the DT, and regularly discuss EDI at strategic levels. The Dean strongly and visibly champions gender equality.	
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.	We use policies and governance structures to cement the cultural change needed for gender equality, for example mandating gender balance on committees, visibility of role models in events and marketing materials, and gender balanced recruitment panels. In 2019, the VDEI initiated a major project to diversify Faculty imagery both in Bentham House and on the website to promote a sense of belonging and better reflect the diversity of our student, staff and alumni community.	The VDEI will chair the Faculty's new EDI Committee, formed from term 2 in 2022/23, as part of the Faculty's governance structure for the sharing of best practice and identification of relevant EDI concerns raised by staff and students. The EDI Committee will replace both the AS SAT and the Equalities Forum.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.	The Equalities Forum was established in 2019 to bring together diverse groups within the Faculty to identify areas of common concern including issues of intersectionality. This work will be carried over in the new EDI Committee from 2022 on. The various Faculty networks work with one another to promote equality objectives and a sense of belonging for all groups. For example, the Laws Race Equality Network and the Out@UCL Network co-sponsored an event for staff and students on Mohsin Zaidi's book 'A Dutiful Boy', which explores issues of race, religion and sexual identity.	An area of particular concern is issues of intersectionality with regards to the Faculty pay gap. The VDEI intends to begin a Faculty-wide conversation about this when the Faculty gender and ethnicity pay gap data is released to the Faculty in 2021/22.

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***Action Points 5.6.i. Culture***

- 1) Introduce Equality & Dignity surveys for all constituencies in the faculty.*
  - 2) Monitor perception of unfavourable treatment on account of gender and other protected characteristics and actively address causes identified.*
  - 3) Raise visibility of UCL's Report and Support System and reporting channels within the Faculty.*
-

## **ii. HR policies**

The Faculty has operationalised central UCL policies on harassment, bullying, and dignity at work, such as the online 'Report and Support' tool. When incidents are reported, HR alerts the Laws DoO to discuss necessary actions. The VDEDI and the Dean also meet with UCL EDI leadership annually to discuss Faculty-level Report and Support data. That data is used to develop a Faculty Intervention Framework. Interventions include the use of targeted communications and training for managers, staff and students.

The DoO manages the implementation of Faculty HR policies, with input from DT and HR. When issues are identified, they are addressed in light of organisational values and past and future precedents to ensure fairness and accountability. For example, a small number of cases were identified in 2020 where work relationships were put under strain by inappropriate behaviours towards PS staff. The Faculty addressed this by making explicit the requirement for 'positive collegial behaviour' as part of the promotion process, so that only staff who modelled good working relationships would be promoted to senior positions. This approach aligns policy with practice.

The Faculty meets weekly with HR to ensure policies are consistently and effectively implemented. Academic line managers are involved in designing local policies through consultation at DT meetings. PS line managers are involved and informed through weekly PS Team Leader meetings. All other staff are updated monthly on HR policies that affect them via the DoO's Faculty Operations Update email and regular all-staff town halls.

The Faculty has taken a strong position on combatting racism. Building on the Dean's Race Equality pledges of 2019 and 2020, it issued a statement in June 2020 emphasizing its commitment to tackling structural inequality (Figure 5.6.2). The Faculty has committed to address the underrepresentation of Black students and staff and to reflect and celebrate Black perspectives in reading lists, events, teaching, and scholarship. This strategy is being regularly monitored by VDEDI to ensure momentum is maintained. Monitoring will continue by the EDI Committee.

**From 'UCL Laws Statement in Solidarity with our Black Students, Staff and Alumni Around the World' – UCL Laws website, 19 June 2020**

**Actions the Faculty has already taken to address systemic barriers faced by Black community:**

- Establishing in 2019 a new senior leadership role of Vice Dean for Equality, Diversity and Inclusion
- Running Widening Participation summer schools (in partnership with the Sutton Trust) and Access to Justice summer schools for Year 12 students from Widening Participation backgrounds
- Appointing a BAME Attainment Lead with responsibility for closing the attainment gap between BAME and white students
- Creating in 2019 a Decolonizing Law module on our LLM programme
- Joining the Access UCL contextual offer scheme for students from under-represented groups
- Establishing in 2019 a Laws Race Equality Network for BAME staff, students and alumni
- Conducting through the UCL Judicial Institute empirical research for the Lammy Review on the unfair treatment of BAME groups by the criminal justice system
- Providing through the Centre for Access to Justice free legal advice to vulnerable and diverse communities in Stratford
- Participating in the Freshfields Stephen Lawrence Scholarship scheme, designed to address the disproportionate underrepresentation in large commercial law firms and other City institutions of Black men from less socially mobile backgrounds

**Actions the Faculty commits to taking to address systemic barriers faced by Black community:**

- Embed the Inclusive Curriculum into our teaching
- Promote the use of ethnically diverse panels for staff recruitment, promotion and student admissions procedures
- Promote more ethnically diverse speakers and panels at Faculty events
- Make use of the Equality Act positive action provision (endorsed by UCL Council) for staff recruitment and internal secondment in 'equal merit' cases involving BAME underrepresented applicants
- Diversify Faculty imagery both in Bentham House and on the Faculty website to foster a sense of belonging for BAME staff and students
- Require compulsory online unconscious bias training for staff involved in staff recruitment, promotion and student admission processes
- Promote the career progression of BAME academic and professional services staff by actively supporting their involvement and participation in tailored UCL and cross-institutional schemes including the B-MEntor Academic Mentoring Scheme, the UCL Inclusive Advocacy scheme and the BAME Emerging Leaders programme
- Urgently review Widening Participation initiatives and admissions processes to assess their fairness and impact in the recruitment of Black students
- Carry out an Equality Impact Assessment with a view to launching a new PhD scholarship in 2021-2022 aimed specifically at Black students
- Openly publish Faculty data on the ethnic and gender pay gap in 2021-2022 and investigate issues of intersectionality
- Build Faculty links with the newly established Sarah Parker Redmond Centre for the Study of Racism.

*Table 5.6.3 Part of the UCL Laws 'Statement in Solidarity with our Black Students, Staff and Alumni Around the World' – UCL Laws website, 19 June 2020*

### **iii. Representation of men and women on committees**

4/6 key Faculty committees are gender-balanced (Table 5.6.2). Gender balance is considered in the appointment process. Some of the gender imbalance is due to the predominance of female staff in PS roles. 62% overall and 83%F of staff survey respondents felt that women were well or somewhat represented on important Faculty committees and career-enhancing enabling roles.

Committee	Membership by gender and staff type	Appointment process
Dean's Team (Leadership and strategy)	5 male; 4 female 7 academic; 2 PS All grade 10	Membership of the team is ex officio. Gender balance is considered through appointments to Vice-Dean roles which make up the membership of the team, along with the DoO and Finance Manager.
Teaching Committee (Oversees taught programmes and quality assurance processes)	5 male; 6 female 7 academic; 4 PS 2xG10, 5xG9, 4xG8	Membership of the committee is ex officio. Gender balance is considered through appointments to education enabling roles
Research Committee (Oversees Faculty research strategy and performance)	6 male; 6 female 7 academic; 5 PS 5xG10, 1xG9, 4xG8, 2xG7	Membership of the committee is ex officio. Gender balance is considered through appointments to research enabling roles
Research Degrees Committee	1 male; 4 female 4 academic; 1 PS 3xG10, 1xG9, 1xG6	Membership of the committee is ex officio. Gender balance is considered through appointments to research degrees enabling roles
Staff-Student Consultative Committee	1 male; 7 female; 2 academic; 6 PS 2xG10, 2xG9, 3xG8, 1xG7  Plus 7 student representatives	Staff members are ex officio, and student members are elected by the student body
Library Committee	3 male; 2 female 3 academic; 2 PS 1xG10, 1xG9, 2xG7, 1xG6  Plus 3 student representatives	Staff members are ex officio, and student members are elected by the student body

Table 5.6.4 UCL Laws key faculty committees with gender breakdown

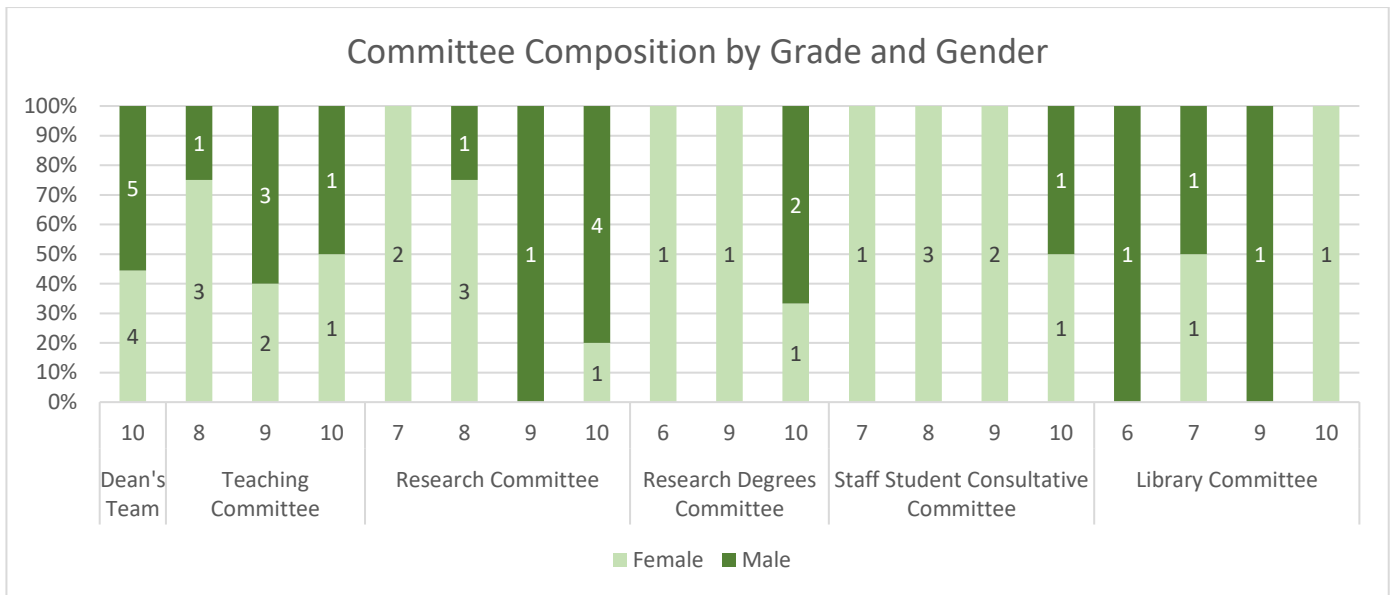


Figure 5.6.2 Committee composition by grade and gender

A review of membership and leadership of UCL Laws research centres, institutes, and groups is illustrated below.

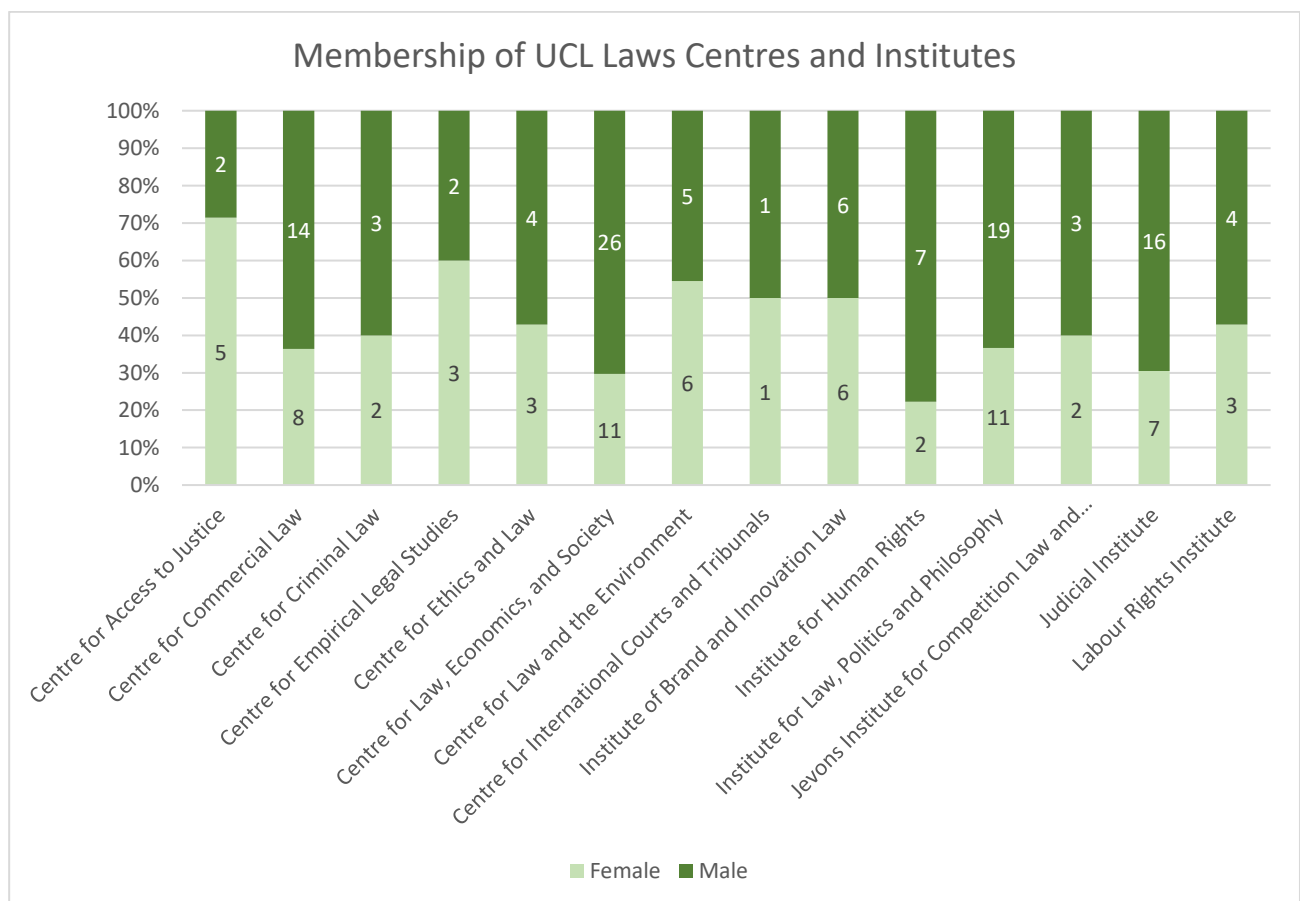


Figure 5.6.3 Membership and gender breakdown of UCL Laws Centres and Institutes

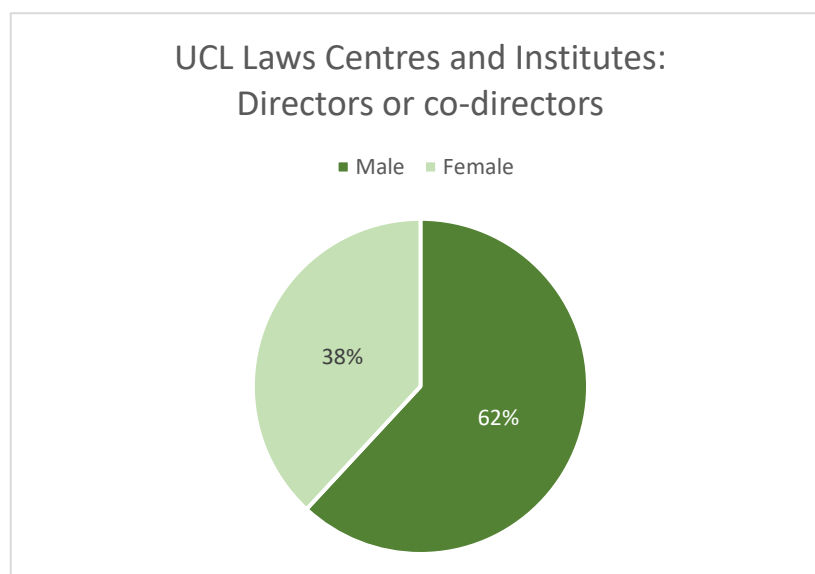


Figure 5.6.4 Gender breakdown of leadership positions in UCL Laws Centres and Institutes

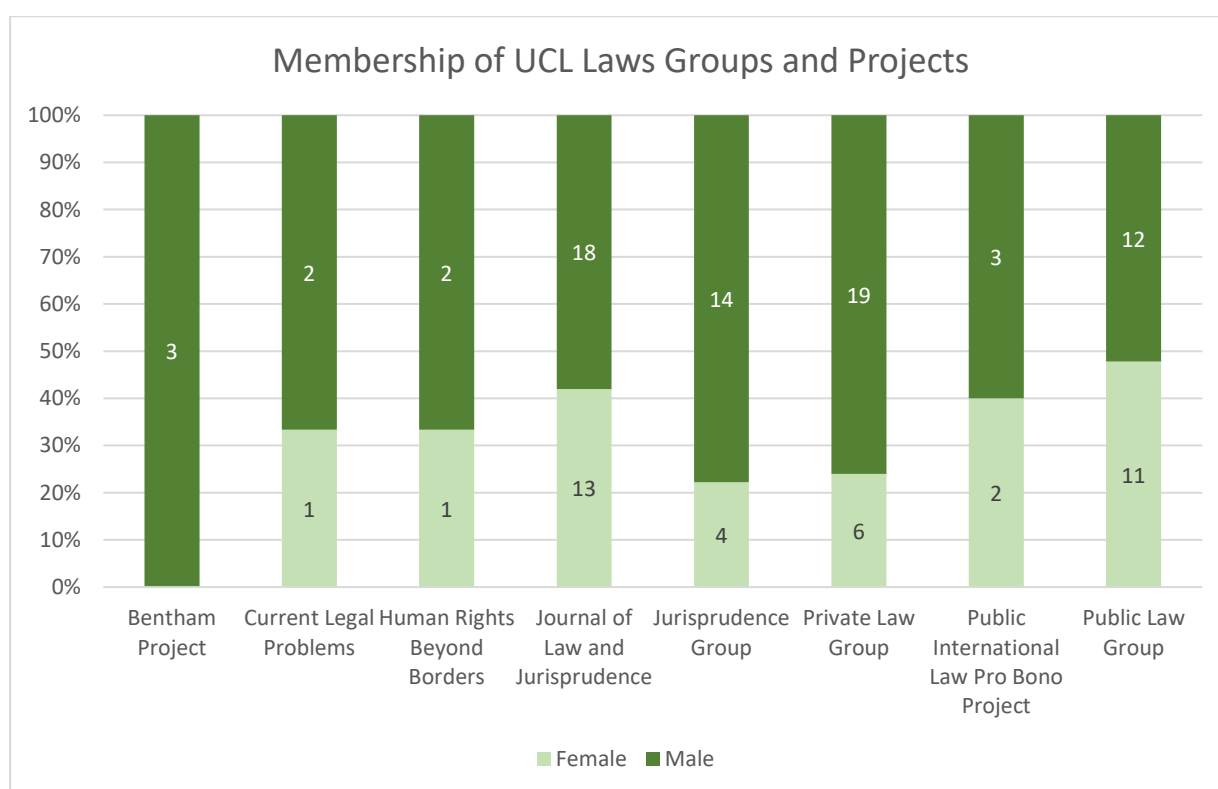


Figure 5.6.5 Gender breakdown of membership of UCL Laws research groups and projects

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#### **Action Points 5.6.iii. Representation of men and women on committees**

*Encourage gender balance in Faculty centre and institute leadership and in research group and project membership*

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#### **iv. Participation on influential external committees**

The Faculty recognises that external committee participation can help career progression, and therefore promotes these opportunities to staff where available and appropriate.

Faculty staff are represented on 63 UCL and external committees, with 51 committee places held by women and 33 held by men, meaning that female Laws staff are achieving high institutional visibility. Participation in committees is encouraged at appraisals, and 'institutional citizenship' is an element of the promotion application. [AP5.6.iv]

*"I went outside UCL Laws to get experience on a University committee in my area. That ended up counting a lot in my promotion application."*

*– Female attendee, academic focus group*

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#### **Action Points 5.6.iv. Participation on influential external committees**

*Improve visibility of and participation on external committees*

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#### **v. Workload**

The Faculty's workload allocation has evolved over the last five years towards greater standardisation, transparency and fairness. The standard baseline allocation is 125-135 teaching hours for academic staff, but it now takes greater account of factors such as marking load that may increase workload. New lecturers receive a 20-hour reduction for the first year. Staff members' enabling roles, positive collegial behaviour, and informal contributions to the Faculty are also considered when allocating workload.

*"It is very problematic that much of what we do happens on a voluntary basis (for example, second marking). Some people have more of a problem saying no. Then that work doesn't get acknowledged."*

*– Female academic focus group attendee*

The VDPDD works closely with module convenors in appointing staff to teaching teams. Where a gender imbalance is identified, the module convenor is asked to improve representation before confirming teaching allocations. Although the policy is scrutinised by DT for fairness and transparency, the number of staff who understood the workload model to be clear/transparent was only 55% (48%F) of respondents. Better communication to all staff about the policy is needed. [AP5.6.v]

*"I'm really grateful for the Faculty's work on taking into account the "voluntary" jobs and hours that were not reflected in the workload."*

*– Female Town Hall meeting attendee*



As a result of the implementation of permanent contracts for Associate Lecturers (Teaching) in 2020/21, workload allocations have benefitted from a more stable staffing model, which has allowed a greater degree of flexibility to respond to individual circumstances. For example, the VDS may arrange temporary reductions in workload for staff with caring responsibilities or those coping with personal or family illness. This policy has especially benefitted women, though men with caring responsibilities have also taken advantage of it.

At the end of each academic year, the Faculty reviews workload allocations to identify discrepancies, especially in relation to staff characteristics (e.g. gender, grade), and to adjust the model for fairness.

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#### **Action Points 5.6.v. Workload model**

*Continue to improve transparency and recognition of workload allocation.*

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#### **vi. Timing of departmental meetings and social gatherings**

The Faculty has implemented a 10am-4pm core hours policy for meetings so that those with childcare responsibilities are not disadvantaged. 91% of staff survey respondents (93%F) welcome this policy, and 95% (100%F) agree that this happens in practice. Staff and PGR research seminars are held at lunchtimes and are catered. The scheduling of Faculty-wide meetings also takes into account operational priorities, e.g. marking and assessment periods. Fridays are avoided to ensure a quiet day without meetings, allowing some colleagues to work compressed hours Monday-Thursday.

Faculty social events are held at different times of day (lunchtimes/early evenings) throughout the year so that all can attend. Celebratory events are generally held in late afternoons or evenings and children often attend these. [AP5.3.iii.2)]

*“My experience caring for a severely disabled child shows the need for awareness of everyone’s different needs and different circumstances. For instance, my son is in a special needs school – but they are scattered across London. It takes a long time to travel to the school to drop off kids, so my timing arrangements are elongated and complicated. I simply can’t do meetings or teaching before 10. People within faculty are accommodating and any pushback I’ve received on this has been from outside the faculty, but it’s an illustration of how individual these things are – we need to avoid excessively rigid policies or approaches.”*

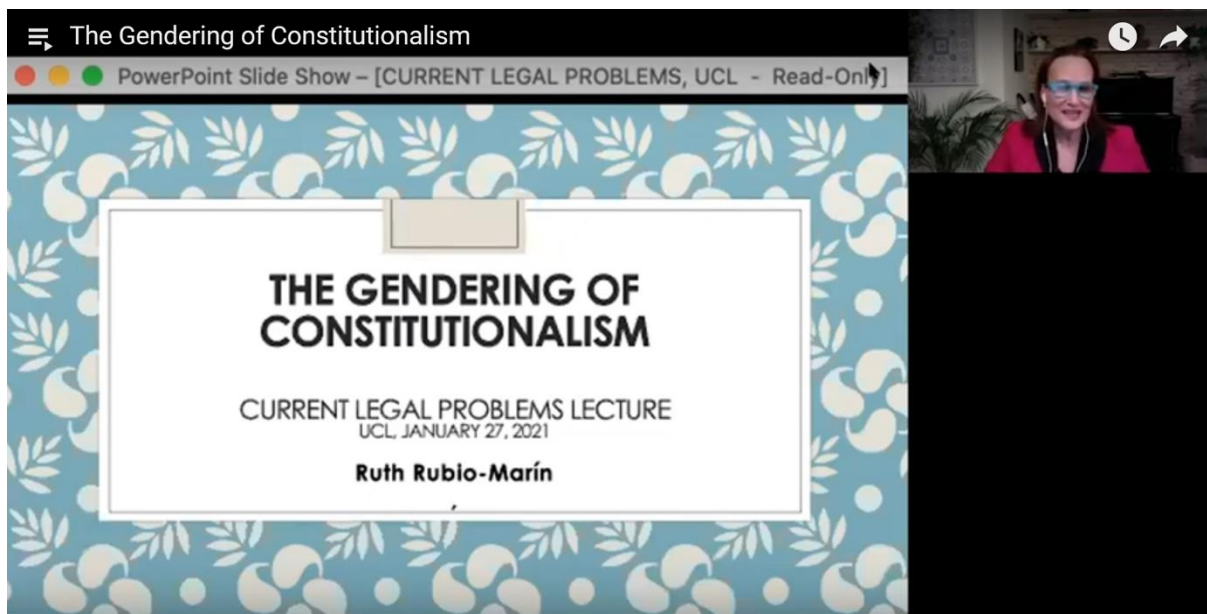
*– Male academic commenting on importance of individualised approach to accommodations for caring responsibilities during AS Town Hall*



*Figure 5.6.6 Happy competitors in the annual staff-student cricket match (held on Saturday 2 June 2018)*

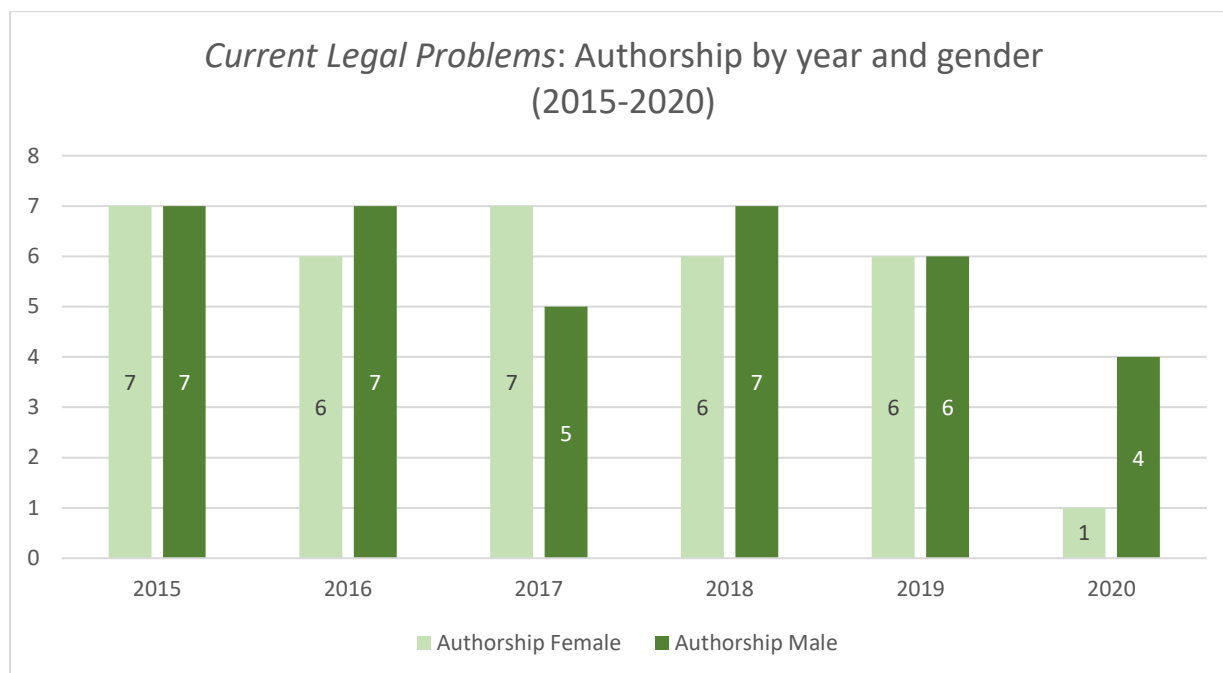
## **vii. Visibility of role models**

Diversity is part of the Faculty's culture of event planning.



*Figure 5.6.6 Screenshot of Current Legal Problems online lecture on 27 January 2021*

The UCL Laws flagship lecture series and attendant journal, ***Current Legal Problems***, strives for gender balance on its editorial board (1 woman, 2 men currently) and invitees. A policy was implemented beginning in 2019/2020 of explicitly offering childcare support to speakers, in recognition of the out of hours timing of the lecture series (6-7pm) and disproportionate burden placed on carers. The support is offered to both male and female invitees. More flexibility was introduced in 2020/2021 regarding lecture timings, facilitated by the switch to online lectures.



*Figure 5.6.7 Current Legal Problems journal issues by year and gender distribution of authors. 2020 was severely disrupted by the pandemic, both in terms of number of articles published and gender distribution*

The Faculty's 2021-2022 'decolonizing law' lecture series, launched by Dr Ralph Wilde of UCL Laws, is another example of a high profile, public event that reflects a deep commitment to diversity (Figure 5.6.9).



## “decolonising” law Public Lectures 2021-22

UCL Laws is currently running an interdisciplinary series of public lectures on ‘decolonising law’, covering topics concerned with the relationship between law, race, imperialism, colonialism, anti-imperialism, and de-/anti-/post-colonialism.

All the speakers in the lecture series are women from non-White-European backgrounds. This decision was taken as a way of challenging the inequalities and injustices in the field of law and in academia more generally, both in the UK and other western countries, which traditionally prioritize the contributions of white, male scholars.

The ‘decolonising law’ lecture series has already been profiled as a BAME Awarding Gap case study by UCL’s Access and Widening Participation Office. The series is lauded for representing world-class speakers from diverse heritages whose contributions may be otherwise overlooked on mainstream platforms.

*Figure 5.6.8 UCL Laws ‘decolonising law’ 2021-2022 lecture series: Case study*

For Faculty-funded events, DT advises on event inclusivity in the early stages of planning and makes the expectation of gender equality clear. It reviews the gender balance of proposed panels and encourages early career academics, researchers, and practitioners as speakers to widen the pool of expertise. The Faculty events policy states: ‘We strongly encourage you to promote gender balance and ethnic diversity where feasible, and that a range of voices and perspectives are included.’

To support inclusivity, the events team works with panellists to determine suitable event times, accommodating speakers with caring responsibilities. With many events held remotely from 2020, our programme has been more accessible and inclusive for speakers and participants.

Visibility of role models is also driven by the Faculty’s marketing and communications guidelines (Table 5.6.5), which ensure that the use of images in Laws publications (online and print) are balanced in terms of ethnicity and gender.

**UCL Laws Publications Guidelines** require Laws staff to:

- Actively find and use images of people from diverse ethnic groups
- Monitor the number of images of people of white ethnic origin and those from a BME background
- Monitor the number of images by gender
- Avoid using stock images to represent students or groups of students – where possible, we use images taken at UCL Laws and UCL events
- Avoid images where males are active, and females are passive.

*Table 5.6.5 UCL Laws Publications Guidelines*



In 2019, the VDEDI initiated a major overhaul of images used within Bentham House, on the website (Figure 5.6.9), and on publicity materials, to promote inclusion for diverse groups. Our Communications and Marketing Manager monitors implementation of these policies. [AP5.1.i.4])

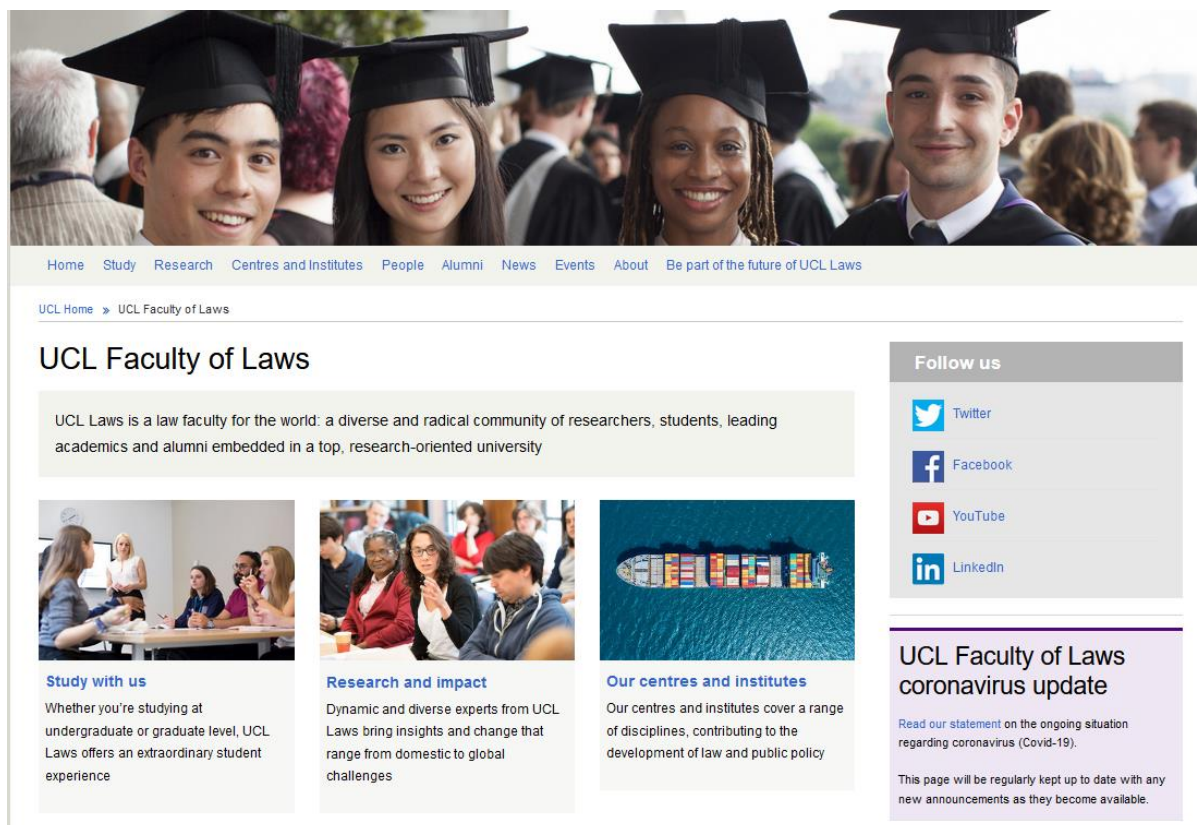


Figure 5.6.9 Screenshot of UCL Laws homepage, showing a diverse group of students and staff

### viii. Outreach activities

The Faculty runs outreach activities focused on widening participation in the legal profession. These include taster days, masterclasses, and a summer challenge programme of evening classes. The Faculty's annual 5-day residential summer school for Y12 students, in partnership with the Sutton Trust, combines workshops and talks with visits to the Supreme Court and Inns of Court. It targets students who are under-represented at university, such as applicants from low-performing state schools and who belong to under-represented ethnic and social groups. Since 2018, summer school participants have been 81% female and 67% were of non-White ethnicity.

*"Epic isn't even the word. Honestly the best 6 days of my life. Between learning about law and university, experiencing the city of London and meeting the most incredible and inspirational people ever, I just want to say thank you to everyone."*

*– Anonymous summer school student, 2019*

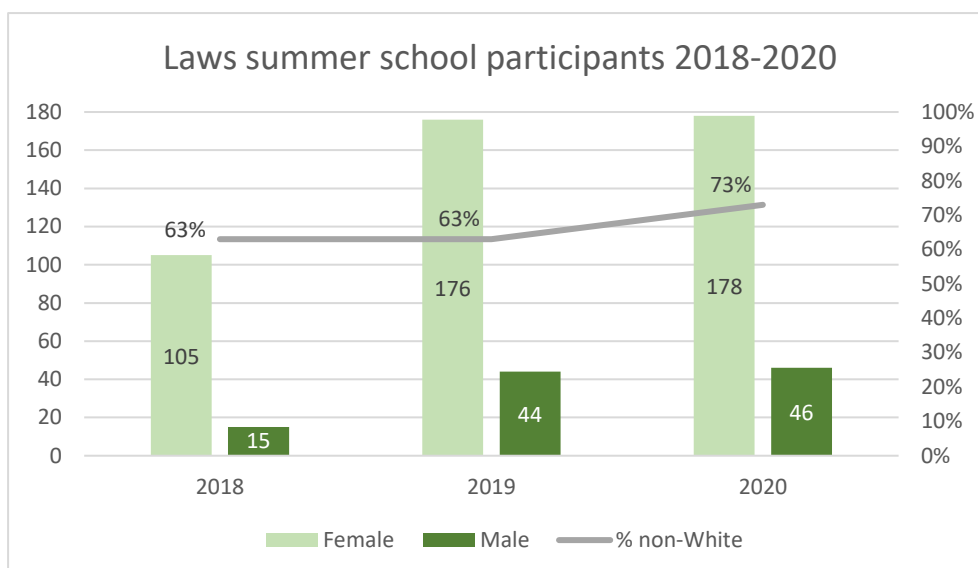


Figure 5.6.10 Laws summer school participants by year, gender, and % non-White (2018-2020)

*“The virtual tour of the Supreme Court was something I was very much looking forward to and though I would love to have been there in person, I still learned so much from this experience. I particularly enjoyed learning about the amazing female role models in the legal profession - it really inspired me.”*

*– Anonymous summer school student, 2020*

models (including the former President of the Supreme Court, Baroness Hale).

Around 10 Laws staff and PhD students volunteer to deliver these programmes. Their contribution is recognised as institutional citizenship for promotion and AdvanceHE fellowship purposes. [AP5.6.v] Staff involved in outreach represent all grades, up to professorial level. Staffing across these roles has been gender balanced since 2018, though more women than men contributed to summer schools. This may be appropriate to ensure that female participants engage with female role

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**UCL Laws ACTION PLAN**

Reference	Objective	Rationale	Action	Timeframe	Person responsible	Success criteria	Priority
<b>Description of the Department</b>							
2	1) Increase visibility of public and private breastfeeding options in Bentham House through visible signage on all floors	<p>Currently, signage has been added to Bentham House to normalise breastfeeding in public spaces.</p> <p>It also provides contact details for staff who can direct those uncomfortable with public breastfeeding to private spaces made available for this purpose.</p> <p>These arrangements complement the individual private offices of academic staff members. Prior to the SAT flagging this in February 2021, such signage was not present.</p>	The Faculty will continue to review options to create a designated private area for breastfeeding in the building, which has so far been precluded by space shortages.	<p>September-December 2021: introduction of initial round of signage</p> <p>January 2022 onwards: reviewed yearly to identify space that may have become available for a designated breastfeeding room</p>	Faculty Operations Manager	Clear and visible signage on breastfeeding options added to all floors of Bentham House.	MEDIUM
	2) Increase the total number of accessible nappy facilities in Bentham House to 2	A nappy changing facility has been added to and signposted throughout Bentham House as of 2021. It is located in the disabled toilet on the ground floor, easily accessible by wheelchair as well. The post-pandemic return to higher use of the building will require increasing the number of such facilities available on different floors of the building. Prior to the SAT flagging this in February 2021, such facilities were not present.	Add 1 more nappy changing facility in Bentham House by 2022/23.	<p>September 2021: addition of first nappy changing faculty</p> <p>2022/23: addition of second nappy changing facility</p>	Faculty Operations Manager	Creation of at least 2 nappy changing facilities in Faculty building, with visible signage.	MEDIUM
<b>The self-assessment process</b>							
3	1) Embed AS principles in the LLM programme culture through the creation of an EDI Officer as part of the Graduate Law Society (LLM)	The Graduate Law Society did not include a designated officer with an EDI portfolio until 2021/22. A designated role of EDI Officer was created in autumn 2021, which will help to embed AS principles in the LLM community. The necessity of creating the role was identified following the LLM AS focus group, when former LLM students raised concerns about not having a way to flag gendered and intersectional aspects of their experience on the programme.	<p>a) Create an EDI Office as part of the LLM Law Society. The position will be embedded in the Graduate Law Society Constitution, to be ratified by the 2021-22 Law Society, and will form part of the annual elections for Committee positions going forward.</p> <p>b) The EDI Officer will join the SAT in Term 1 and the newly formed EDI Committee in Term 2 of 2021/22.</p>	<p>October 2021 and yearly thereafter</p> <p>Yearly in term 1</p>	PGT Team in collaboration with VDEDI	Creation of EDI Officer on LLM Society and retention of position in subsequent years.	HIGH

			VDEDI to coordinate a meeting with the LLM EDI Officer, LLB EDI Officer, and one PhD student rep annually in Term 1, beginning 2021.				
	2) Encourage a higher uptake of EDI survey among PS staff (at least 80% overall)	The completion rate of the EDI Survey among PS staff in 2020 was 60%, with 21 out of 35 staff responding, of which 90%F and 10%M. This was slightly skewed in favour of women as compared to the gender breakdown of our PS cohort of 35 staff, 86%F and 14%M. In part, the lower completion rate was due to the 2020 survey being circulated just as teaching was beginning and at a time of serious pandemic-related disruption. Mitigating such time pressures will be a priority when circulating the 2022 iteration of the survey among PS members.	DoO to publicise the survey with at least one month's notice and send at least two reminders about completion.	Run-up to 2022 PS EDI survey (Jun-Sept 2022)	DoO	At least 80% overall response rate to the 2022 EDI Survey among PS staff, maintaining response representativeness across genders in line with their proportion in the PS community.	MEDIUM
	3) Formalise 1-1 conversations on equality matters between all constituencies and AS Champions	A dozen 1-1 confidential conversations on equality matters were undertaken by the AS Lead in preparation for the AS application and were reported as valuable and helpful by colleagues. In order to continue them and also to more equally distribute the workload of the Gender Equality Lead (having taken over the work of the AS Lead), former SAT members will be appointed as "AS Champions" in the Faculty. They will be representative of all relevant constituencies (academic, PS, student) and have a mandate distinctly focused on gender equality. Currently represented among the 10 recruited AS Champions (7F and 3M) are academic staff, part-time teaching staff, PS staff, and PhD students. They will advise on and relay any actionable feedback to the VDEDI, VDS, VDR, or Dean, as appropriate. All AS Champions will receive EDI and interviewing training and will directly contact around 7 colleagues each offering ad hoc confidential meetings.	a) Appoint AS Champions (term 1 each year).  b) Offer 1-1 conversations on equality matters with AS Champions to all constituencies as part of induction activities.  c) Termly reminders to colleagues to get in touch with AS Champions for confidential conversations.	Oct 2021 for recruitment of AS Champions  Sept-Oct yearly for training  Ongoing conversations, as needed  Termly reports to EDI Committee	AS Champions as part of EDI Committee, reporting back to LLB and LLM Programme Officers, VDEDI, VDS, VDR, or Dean as appropriate	Inclusion of information on 1-1 conversations with AS Champions as part of yearly induction information for all students and staff.  Yearly recruitment of around 10 AS Champions representing all constituencies (students and academic and PS staff) and all genders.  Termly reports from AS Champions to EDI Committee on issues raised as part of 1-1 conversations with colleagues, escalated to DT as needed.	MEDIUM



	4) Track and assess progress on AP action points through biennial EDI surveys	Retaking EDI survey (launched in September 2020) once every two years will enable sufficient time for actions undertaken to show effects and be assessed. Uptake of the 2020 EDI Survey was high among academic staff (83%, of which 47%F, 51%M and 2% preferred to self-describe their gender) but lower among PS staff (60%, of which 90%F and 10%M ) (see AP 3.2)).	Distribute next instalment of EDI Survey via email in Sept 2022 and biennially thereafter	Biennially in September	VDIEDI and EDI Committee for staff survey DoO for PS survey	High uptake of biennial EDI survey (at least 80%) among all staff (academic and PS) and all genders.	HIGH
	5) Create permanent EDI Committee with representation from all Faculty constituencies	The EDI Committee will be an innovation in the Faculty and bring together the Gender Equality Lead, AS Champions representing academics on both teaching and research contracts, the Inclusion Lead (whose mandate involves being a focal point for EDI initiatives on widening participation, student awards, and workplace culture), the BAME Awarding Gap Lead, EDI reps on the LLB and LLM student societies, one PhD representative, and one PS staff representative under the leadership of the VDIEDI. The Committee will replace and expand on the existing SAT and has come about from a desire to formalise the latter's good practice and cross-community engagement. The Committee will meet at least once/term and will track and assess progress on AP action points. It will more generally provide a conduit for bringing equalities concerns among the staff and student body to DT.	a) Launch permanent EDI Committee representative of all Faculty constituencies (academic, PS, students) in Jan 2022  b) Organise termly meetings of EDI Committee (and more as needed)  c) Termly reports from the EDI Committee to DT	Jan 2022 creation of Committee  Termly meetings and reporting to DT thereafter	VDIEDI	Creation of EDI Committee with representation from all relevant constituencies (academic, PS, students) in the Faculty in Jan 2022.  Yearly recruitment of new members of the Committee, as needed.	HIGH
<b>Picture of the department</b>							
<b>Students</b>							
4.1.ii Number of UG students by gender	1) Enhance monitoring of gender balance among admitted UG students	Women consistently outnumber men on our UG programmes, comprising 58-63% of UG students across the five years examined. This is comparable to the sector average of 63%F (HESA 2020). This proportion remains stable through the recruitment process: women account for 58% of offers made, 60% of accepted offers, and 61% of students enrolled. However, male applicants are 25% more likely to be offered a place than women (20% of total female vs 25% of total male applicants). (see AP 4.1.ii.2))	a) UG Admissions team to monitor student data and feed back information on gender balance of admissions, offers, accepts, and enrolments to VDIEDI.  b) VDIEDI and Inclusion Lead to collaborate with the UG Admissions team, aiming to achieve gender balance (50-50) success rate among students.	Yearly at conclusion of UG admissions process (March)	UG Admissions Team  VDIEDI  Inclusion Lead  EDI Committee	Yearly reports and comparisons reported at Faculty Board meetings (term 3 for report on offers made, term 1 for report on enrolments).  Target of 50-50 success rate (percentage of applicants of a	HIGH

			c) EDI Committee to review this data annually and consider action as needed.			given gender who are made an offer) among male and female students by 2023/24.	
	2) Mandatory EDI training for full UG Admissions team	While EDI training is currently offered to UG Admissions team, it does not explicitly emphasise the need for granular gender breakdown of data at all stages: admissions, offers, accepts, and enrolments.	a) UG Admissions team to continue to receive EDI training internally, including unconscious bias training in line with UCL policy, as part of effort to improve gender balance of admitted students (aiming for 50-50 among offers made to male and female students).  b) UG Office to monitor uptake of mandatory unconscious bias training.	Yearly at the start of admissions season (January)	VDE  UG Office	Target of 100% completion rate of EDI training among UG Admissions team, tracked yearly.	MEDIUM
	3) Introduce intersectional monitoring of non-completion rates	The proportion of students withdrawing from our UG programme is low (0.007% of UG student body in 2020). Of non-completing students, the proportion of those who are female roughly tracks the proportion of the student body that is female: averaged over five years, 59% of students who withdrew were female (compared to 5-year average of 61%F enrolled). The rising trend of female students withdrawing ended in 2020. We decided to introduce monitoring of non-completion along both gender and ethnicity characteristics, to determine whether there are any disparities between non-completion and enrolment rates.	a) UG Office to track the ethnicity in addition to the gender of non-completing students on the UG programme.  b) UG Office to report non-completion rates and gender/ethnicity breakdown to EDI Committee in term 1 each year.  c) Inclusion Lead and EDI Committee to review non-completion rates with a view to identifying disparities with enrolment rates.	Yearly, in term 1 (capturing full non-completion rates for previous academic year), beginning with 2022/23	UG Office  Inclusion Lead  EDI Committee	Yearly reports on non-completion rates reported to EDI Committee in term 1.  Yearly review of non-completion rates by Inclusion Lead and EDI Committee in term 1.	MEDIUM
4.1.iii Numbers of men and women on postgraduate taught degrees	1) Enhance monitoring of gender balance among PGT student applicants	There are more female than male students enrolled in the PGT (LLM) programme, comprising between 63-68% of the student body, slightly higher than the sector average of 61%F (HESA 2020). A higher number of women is reflected at each stage of the application process. Men and women had nearly identical success rates until 2019, when men were more likely to be offered a place than women (47%M, 41%F) and 2020 (46%M, 40%F). We will introduce biannual monitoring throughout the graduate admissions process to help determine whether the higher proportion of male	a) Graduate Office to monitor student admissions data annually and feed back information on gender balance of admissions, offers, accepts, and enrolments to VDEDI.  b) If the higher likelihood of men being made offers than women (currently 6% higher) remains beyond 2019/2020 and 2020/2021, the VDEDI, and Inclusion Lead will consult on possible explanations and needed interventions.	Yearly monitoring throughout PGT admissions process (October-March)  Review of gender balance among LLM offers at the	LLM Admissions Team  VDEDI  Inclusion Lead  EDI Committee	Yearly reports and comparisons reported at Faculty Board meetings (term 3 for report on offers made, term 1 for report on enrolments).  Target of 50-50 success rate between male and female students by 2023/24.	HIGH

		applicants being made offers on the LLM programme seen in these two years holds and whether the trend for higher numbers of women at each stage of the application process continues.	c) VDEDI to feed back admissions data to EDI Committee for regular review and consideration (terms 3 and 1 for each admissions cycle).	end of the 2023/24 academic year			
	2) Introduce EDI training and share best practices for managing classroom dynamics	Though on the whole they were impressed by their teachers' ability to successfully manage gendered classroom dynamics, the female PGT student focus group reported a few negative experiences in the classroom, such as being undermined by male peers or lecturers and discussions being dominated by male students.	a) Introduce EDI training on the agenda for Teaching Away Days, as well as sharing of best practices on managing gendered classroom dynamics.  b) UCL's 'Managing classroom dynamics' course offered by UCL's Arena Centre to be brought in-house during a Faculty lunchtime seminar in 2022/23.	At yearly Teaching Away Day beginning with 2022/23  During term 1 of 2022/23 academic year	PGT Office  EDI Committee	Positive reports of PGT student experience in the classroom relayed by PGT student representatives, through the EDI officer of LLM Law Society, to PGT team and EDI Committee.  Absence of accounts of unacceptable behaviours reported in Dignity & Equality surveys (see AP 5.6.i.1)).	MEDIUM
	3) Monitor and address gender gap in PGT awards	Male PGT students were found to have been more likely to be awarded a Distinction than women over 2016-20, averaging at 26%M versus 18%F. With the introduction of changes to assessment criteria adopted to mitigate the effects of the pandemic in 2020/21, the proportion of Distinctions increased overall and also balanced out in terms of gender: 57%F versus 59%M. Female students may have benefitted from the recent shift in assessment methods toward more coursework and essays, over exams. Similar mitigation was adopted for 2021/22* and we await final results to be able to analyse whether the gender balance holds. <i>*While the Faculty has been consulted on the introduction of assessment mitigation action in response to the pandemic, the final decision rests centrally with the University.</i>	a) PGT Team to monitor PGT student awards by gender, identify any award gap especially in the distribution of Distinctions, and report back to DT.  b) DT, with assistance from EDI Committee, to evaluate whether further action is needed to address any persistent PGT award gap, on the basis of the yearly PGT Team reports, such as encouraging more coursework and essays as forms of assessment.	Yearly, following LLM Exam Board (typically in late June)  Yearly (September-November, with November the deadline for changes to individual module assessments to be approved)	PGT Office  DT EDI Committee	Aim to reduce the gender awarding gap to 0	HIGH
4.1.iv Numbers of men and	1) Improve clarity on available leave, part-time, and funding options for PGR students	Information from the female PGR student focus group and 1-1 conversations with female PGR students revealed lack of	a) Link to relevant Faculty policies on the PGR student Moodle page.	November 2021 for Moodle page	DRS	Inclusion of relevant information in all	HIGH

women on postgraduate research degree		awareness at the start of the PhD programme of options regarding maternity leave, part-time study, and funding that may be available to offset childcare costs.	<p>b) Encourage students to check with individual funders on funding provided during maternity leave.</p> <p>c) DRS to highlight this information in the PhD programme induction session.</p> <p>d) All relevant Faculty policies to be clearly highlighted on PhD programme webpage and Inclusive Law School webpage, with a view to being accessible to prospective applicants.</p> <p>e) DT to review current funding arrangements for PGR students on maternity leave and to continue discussions with central UCL on funding maternity leave for students on departmental scholarships.</p>	<p>update (reviewed annually)</p> <p>Yearly awareness-raising during PhD induction</p> <p>Yearly monitoring through PhD survey</p>		<p>yearly induction to PhD students.</p> <p>Consistent high (at least 80%) overall awareness of existing policies among PhD students, as reported in yearly PhD student survey.</p>	
	2) PGR Admissions team to receive EDI training.	<p>There have been more male than female PGR students enrolled during 2016-2020 (averaging at 52%M to 48%F), although there has been a steady increase in female enrolment from 31% in 2016 up to 41% in 2020 (this remains lower than the sector average of 51% (HESA 2020)). Because of our small PhD cohort (10-13 students admitted annually), it is difficult to reliably identify statistically significant gender discrepancies in offers being made. (see also AP 4.1.iv.3))</p> <p>However, our data shows lower rates of success (percentage of applicants who are made an offer) for BAME PGR applicants, despite representing 64% of both male and female PGR applicants (whose ethnicity is known): 9% success rate for BAME women, 11% for BAME men, 27% for white women and 24% for white men.</p>	<p>a) PGR Admissions and Scholarships team to receive EDI training internally, including unconscious bias training in line with UCL policy.</p> <p>b) Refresher training to be provided at regular intervals (once every 3 years).</p>	<p>All existing members (3M and 2F) to be offered EDI training before the 2022/23 round of admissions.</p> <p>All new members required to undertake training upon joining.</p> <p>Refresher training every 3 years.</p>	DRS	<p>Gender balance among offers made to PGR students across each year, with a target of 50-50 over a 5 year period (2021/22-2026/27).</p> <p>Eliminating the ethnic imbalance in PGR offers made, with a target of reaching the same success rate for BAME and white applicants, male and female.</p>	HIGH
	3) Aim to achieve gender balance among PhD intake by 2026/27 (50/50 based on 5-year average)	Address persistent gender imbalance among PGR students over past 5 years, averaging at 35% of the PGR cohort over this period.	a) Monitor and keep accurate yearly records of scholarship offers	Beginning with 2021/22 and	DRS in collaboration	Target of gender balance in PhD scholarship offers	HIGH

		<p>Ensure the rate of 10% increase during 2016-2021 period (from 31% to 41%) is maintained over the next 5 years, with gender parity among PhD intake reached by 2026/27.</p> <p>An imbalance appears to be happening at PhD offer uptake stage, where women, including BAME women, are less likely to accept their offer. Acceptance rates are at: 66% for BAME women, 71% for BAME men, 56% for white women, and 88% for white men averaged over a 5 year period.</p> <p>This imbalance is inconsistent with numbers on our LLB programme, where women consistently make up over 60% of the student body, and LLM programme, where women make up over 65% of the student body.</p> <p>The PGR focus group and responses from past offer holders have indicated main driver of acceptance was availability of financial support.</p>	<p>made, tracked by gender and ethnicity data.</p> <p>b) Commit to achieving gender balance among scholarship offers made by Laws PhD Scholarship Committee and among accepted candidates supported for university-wide and external scholarships.</p> <p>c) Encourage PGT progression to the PhD programme through yearly workshop for LLM students interested in pursuing a PhD at UCL Laws. These sessions will complement the more general advice sessions on pursuing a doctorate provided by UCL to students in all departments, which LLM students are informed of through email.</p> <p>d) Conduct an impact assessment on a new scholarship for women applicants beginning with 2022/23, in line with UCL's positive action policy and in response to lack of funding having been identified as the biggest obstacle to female PhD offer uptake.</p>	<p>yearly thereafter</p> <p>Beginning with 2021/22</p> <p>2021-2023</p>	<p>with EDI Committee</p> <p>DRS and Laws Career Officer in collaboration with LLM Law Society</p> <p>DRS and the EDI Committee</p>	<p>made and among PhD intake,* 50/50 averaged over 5 years by 2026/27.**</p> <p><i>*As our PhD cohort also includes students who remain enrolled beyond their initial 3 years of study, in some instances for several years, we have decided to aim at achieving gender balance among new intakes.</i></p> <p><i>**Given that only admission and scholarship offers are within our control, but not actual enrolment, we are aiming at gender balance averaged over this longer period to allow for variation beyond our control (e.g. offers not taken up).</i></p>	
	4) Support ability of underrepresented groups to take up offers on the PhD programme	<p>As part of our review of our PhD intake, we identified the need to offer better support to underrepresented groups, in particular BAME applicants and those in financial need. We identified BAME women in particular as having a lower acceptance rate (66%) compared to 71% for BAME men, 56% for White women, and 88% for White men (averaged over 5 years). As we identified financial ability as a driving factor behind</p>	<p>a) Continue and if financially feasible expand the provision of the Laws Research Opportunity Scholarships, which cover the cost of tuition fees, plus a maintenance stipend per annum for full time study (£18,000 per annum as of 2022/23). These scholarships are awarded on the basis of academic merit and</p>	<p>Awarded yearly (January-February)</p> <p>Yearly financial review (term 1)</p>	<p>VDEDI</p> <p>DT</p>	<p>Aim to equalise success rates among applicants to PhD programme irrespective of gender and ethnicity.</p>	MEDIUM

		offer uptake (see AP 4.1.iv.1)), our focus is on enlarging our scholarship provision to applicants from these underrepresented groups.	<p>financial need is an essential criterion for the award. Introduced in 2019/20, 4 scholarships have been awarded so far equally split between men and women.</p> <p>b) Continue and if financially feasible expand the provision of the Laws BAME Research Opportunity Scholarships, which cover the cost of tuition fees, plus a maintenance stipend per annum for full time study (£18,000 per annum as of 2022/23). These scholarships are awarded on the basis of academic merit and financial need is an essential criterion for the award. These scholarships are only available to ethnic groups currently underrepresented as academic staff members in Law Schools at Russell Group Universities. The Faculty will make an assessment of which groups are currently underrepresented using the latest HESA and National Census data. The first BAME Research Opportunity Scholarships are to be awarded in 2021/22.</p>				
<b>Academic and research staff</b>							
4.2.iii	Identify academic leavers' reasons for leaving UCL Laws through exit interviews	There were 14 academic leavers during the 2014/15-2019/20 period (11M and 3F, of which 7M at grade 10, 3M and 1F at grade 9, 1M and 2F at grade 8). Currently, UCL offers an exit questionnaire to be completed confidentially and anonymously by leavers. The Laws Faculty does not have access to the questionnaire's results or gender breakdown. This central questionnaire will be supplemented by offers of exit interviews to all UCL Laws leavers, with a choice given to leavers of who to speak to: the Dean, VDS, Laws HR etc. Where permitted by the leaver, feedback will be relayed back to the Dean,	<p>a) Introduce exit interviews locally at UCL Laws, with a choice offered on person to speak to.</p> <p>b) Dean and VDS to review reasons for leaving the Faculty at the end of each academic year.</p>	In the month prior to leaving UCL Laws, beginning with 2021/2022	Dean VDS Laws HR	A high uptake rate of exit interviews among leavers (at least 80%) of all genders, monitored annually by Dean and VDS.	HIGH



		who will consider appropriate action together with Dean's Team.					
Supporting and advancing women's careers							
Key career transition points: academic staff							
5.1.i Recruitment	1) Continue and strengthen training on fair recruitment policy	UCL Laws follows the university fair recruitment policy in all its recruitment processes. The policy sets out EDI principles to be applied throughout the advertising, shortlisting, interviewing, and selection stages. It is informed by anti-discrimination law as set out by the Equality Act 2010, prohibiting both direct and indirect discrimination, and trains all recruiters in spotting and avoiding different types of bias: the halo effect, stereotyping, priming, confirmation bias, and homophily. All colleagues involved in short-listing and/or interviewing are also trained to avoid groupthink, identify subtle behaviours or language that prejudices candidates, and challenge other panel members where needed. The Faculty has an internal Fair Recruitment Specialist to advise the VD Staffing and recruitment panels on best practice in fair recruitment procedures (currently this role is performed by the VDEDI).	<p>a) Emphasise the importance of the fair recruitment policy during all recruitment processes, through periodic email and oral reminders by the VDS to both shortlisting and recruitment panels.</p> <p>b) Monitor and ensure EDI training uptake by all those involved in the recruitment process, from shortlisting to interview and selection stage.</p>	Ongoing during all recruitment processes	VDS	Fair recruitment policy redistributed during all recruitment processes. 100% completion rate of EDI training by all colleagues involved in recruitment, monitored annually.	MEDIUM
	2) Continue efforts to diversify staff profile through proactive recruitment at all levels, with a target to maintain the representation of early career scholars and BAME scholars in line with the HESA average	For UCL Laws, unrepresented groups have been early career scholars (defined as having started their independent academic career within the past 5 years) and <b>scholars</b> from Black, Asian, and ethnic minority backgrounds. BAME representation on the faculty has averaged 16% over the 2016-2021 period studied, increasing to 18% during 2020/21 (HESA 2020 benchmark is 16%).	<p>a) Express mentions of jobs being open to early career applicants and members of underrepresented groups</p> <p>b) Prominent mentions of EDI considerations in job adverts</p> <p>c) Informal prompts to diverse candidates to apply coming from UCL Laws colleagues.</p>	Ongoing (reviewed yearly in September)	VDS DT	Maintaining a diverse staff profile in terms of ECR and BAME (no lower than the HESA average of 16% by 2027) representation, tracked and reported on at Faculty Board meetings.	HIGH
	3) Aim to increase the recruitment of women at chair (grade 10) level to reach at least 40% by 2027 and parity by 2032 (see also AP 5.1.iii.6))	Remedy persistent under-representation of women at chair level over the past 5 years, peaking at 29% in 2020/21 (an increase of 6% over the 2016-2021 period).	a) Make use of UCL's policy on Equal Merit Positive Action, allowing positive action under sections 158-159 of the Equality Act 2010, in order to address the underrepresentation of BAME candidates and women in Grade 10 roles.	<p>Yearly reviews of recruitment processes in September</p> <p>2027 deadline for 40% target</p>	Dean and VDEDI	<p>50% of shortlists for grade 10 interviews are women starting in 2022/23</p> <p>40% of academic staff profile is female by 2027</p>	HIGH





			b) Include a direct link to the updated 'Work for Us' and 'Inclusive Law School' webpages in recruitment ads.				
5.1.ii Induction	1) Increase Faculty-wide awareness of equality policies at UCL Laws	The EDI staff survey revealed widespread lack of awareness of important equality policies within the Faculty, such as the maternity and 'read in' policy (55% of respondents of all genders unaware) and the university's shared parental leave policy (42% of total respondents and 35% of women respondents unaware). Narrative responses revealed at least some of this lack of awareness was due to respondents not finding such policies relevant to their circumstances. Nevertheless, we believe increasing general awareness is important, including to ensure colleagues sitting on recruitment panels or acting as mentors and appraisers have all the necessary information. (See also AP 5.3.ii.3) and AP 5.3.iii.1) on ensuring appraisers and mentors have received training on relevant EDI policies.)	a) Include clear guidance on Faculty gender equality policies in Laws induction package. (e.g. maternity 'read-in' policy, first year teaching reduction scheme, grant review process and support etc.) and opportunities for formal and informal conversations around them.  b) Update induction material yearly.	During induction (first 3 months on the job)	VDS	Increased awareness of UCL Laws policies (at least 80%) among all genders measured in EDI surveys.	MEDIUM
	2) Embed AS work in staff induction process.	Induction was identified as the ripe time to begin raising awareness about existing university and Faculty-wide gender equality policies (see AP 5.1.ii.1)). In addition, in order to ensure wide ownership over the work the Faculty has undertaken as part of the self-assessment process, we identified the need to give an opportunity for new hires to themselves engage with the process, either as members of future SATs or of the EDI Committee.  A document briefing new staff on AS, on the role of the Inclusion Lead and VDEDI, and on the faculty's wider commitment to EDI principles and policies was provided to all new hires in autumn 2021.	Include information on Faculty AS commitment and contact details for AS Champions and EDI Committee (see section 3) in yearly induction packages.	Yearly, during induction (first 3 months on the job)	VDS and VDEDI	Increased awareness of gender equality principles and policies measured in EDI surveys: at least 60% by 2023 and at least 80% by 2027, across all genders.	MEDIUM
	3) Monitor effectiveness of induction activities via EDI surveys	While uptake of induction activities has been 100% in Laws, we do not currently have reliable data on the perceived effectiveness of these activities. We have identified monitoring of induction effectiveness as especially important given needed	Introduce questions aimed at assessing effectiveness of induction activities in Laws in the EDI surveys.	Beginning with 2022/23 EDI surveys (September 2022)	VDS and VDEDI	High rate of perceived effectiveness of induction activities reported in EDI surveys (at least	MEDIUM

		improvements to staff awareness of policies such as maternity 'read-in' policy, shared parental leave etc. (see AP 5.1.ii.1)				85%) across all genders	
5.1.iii Promotion	1) Demystify the promotions process and criteria through a new annual promotions roundtable	<p>The EDI staff survey revealed a generally positive view of support for career development available within the Faculty (74% overall, and 65% among women respondents).</p> <p>However, a variety of reasons were cited for not applying for promotion – including: a perception that promotion process and criteria are not understandable, transparent, or fair among 32.07% (17) of 53 survey respondents, higher among women at 44.44% (12) of 27 female respondents, and some perception of lack of support from faculty when discussing promotion or internal jobs among 26.09% (12) of 46 survey respondents. Considering that 40% of respondents had not found questions related to promotions applicable to them (presumably because they had been recruited at grade 10 or were not interested in the process), we took the negative perceptions of the process – while a numerical minority – very seriously.</p>	<p>Hold annual promotions roundtable: Each summer, the Dean and the Vice Dean (Staffing) will hold a roundtable on senior promotions, focusing on the UCL Academic Careers Framework (ACF). This roundtable offers an introduction to the promotions criteria and to the Faculty's senior promotions process, with significant space devoted to questions from colleagues. All Grade 8 and Grade 9 colleagues are encouraged to attend these roundtables, whatever their future plans, as part of their career development. This was a suggestion emerging directly from our Athena SWAN focus group and individual conversations with academic colleagues, who had expressed interest in an informal setting in which to discuss the promotions criteria, guided by Faculty leaders involved in the process.</p>	Yearly (June)	VDS and Dean	Increased awareness of ACF and how it is applied in context of Laws promotions, to be gauged by improved knowledge and perceptions of support, fairness, and flexibility of the promotions process reported in EDI surveys (at least 80% overall positive views, across all genders, by 2023).	MEDIUM
	2) Provide early and sustained support through the Laws Career Development Group	<p>The EDI staff survey revealed that those who had engaged with the promotions process had a more positive opinion of it. The survey revealed mostly positive perceptions of feedback received from Faculty once having applied for promotion: 46% of total survey respondents (41% of women respondents), or 77% of survey respondents who had gone through the process (or 69% of women respondents who had gone through the process).</p> <p>We therefore concluded that, in addition to general action to demystify the promotions process, encouraging early engagement with the process and providing feedback at different stages of a colleague's preparation of a case for promotion will be beneficial – both to ensuring their success and to improving their experience with the process.</p>	<p>Each September, Grade 8 and Grade 9 colleagues who would like advice on their career development, and an initial assessment of where they stand against the ACF criteria, can submit a draft CV of between 10 and 20 pages (written in line with the ACF guidance, criteria, indicators etc) to a group comprising the Dean, the VDS, the Vice Dean (Research), the Vice Dean (Education), and the Vice Dean (Equality, Diversity, and Inclusion).</p> <p>Feedback will be given to all colleagues on these drafts, in line with the ACF, by mid-October. This feedback will include a conclusion as to whether the group is of the opinion that a colleague may have a</p>	Yearly (Sept)	Laws Career Development Group	Increased awareness of ACF and how it applies in context of Laws promotions, to be gauged by improved knowledge and perceptions of support, fairness, and flexibility of the promotions process reported in EDI surveys (at least 80% overall positive views, across all genders, by 2023).	MEDIUM

			case for promotion in the current academic year. Where the conclusion is that the colleague has a such a case, the VDS will work with that colleague (as a guide to the ACF) to draft a full promotions application (i.e., developing the CV, crafting the 2-page Personal Statement, and putting together the List of Publications).				
	3) Clarifying link between career development and appraisals and mentoring	The EDI staff survey revealed that 53% of all respondents (and 54% of women respondents) had discussed their career progression during their appraisals. Nevertheless, narrative responses to the EDI staff survey and qualitative data collected through informal conversations as part of the self-assessment process revealed a sense of confusion among some academic colleagues as to whether and how the appraisal or mentoring processes within the Faculty were tied to career development. 15% of EDI staff survey respondents (of all genders) also cited effective appraisals, personal and research mentoring as actions they felt would benefit their career progression that were not already offered by the Faculty.	<p>Linking promotions with appraisals and mentoring:</p> <p>a) In line with UCL guidance, aspiration for promotion will now be discussed as a matter of course in annual appraisal. Appraisal gives an opportunity to review trajectory against the ACF and to discuss any areas of further development. We will provide training for all appraisers on the ACF.</p> <p>b) Colleagues may also wish to discuss their promotion aspirations with their mentors (who will also be offered training on the ACF). However, given the varied responses to our consultations, this aspect of the mentoring process will be left to the choice of the mentee-mentor.</p>	<p>Yearly, during appraisals</p> <p>As requested by the mentee</p>	VDS	More positive perception of the purpose of appraisals and mentoring, gauged in EDI surveys (at least 80% positive responses by 2023) across all genders.	MEDIUM
	4) Clarify how University ACF Framework can be tailored to UCL Laws and individual circumstances	The EDI staff survey revealed a variety of reasons for not applying for promotion, including lack of confidence in a successful outcome (21% among general respondents, higher among women responders at 33%). Qualitative data collected through the self-assessment process confirmed lack of confidence as a key reason for female colleagues in particular not applying for promotion, who often wait until they are '100% certain' of success before applying. In addition, the qualitative data indicated lack of clarity about the degree of flexibility of the ACF Framework, in particular how extended periods of leave such as maternity	<p>Offer detailed guidance on tailoring university promotions criteria to Laws:</p> <p>a) Circulate UCL Laws Senior Promotions Guidance (developed July 2021) regularly to colleagues, including at the start of the academic year in September and in preparation for the yearly Careers Roundtable in June-July.</p> <p>b) VDS to provide practical advice to colleagues on how to tailor application to meet criteria, in particular how promotions</p>	<p>September and June-July each year</p> <p>Ongoing</p>	VDS	Increased awareness of ACF and how it is applies in context of Laws promotions, to be gauged by improved knowledge and perceptions of support, fairness, and flexibility of the promotions process reported in EDI surveys (at least 80% overall positive	MEDIUM

		leave would be weighed as part of the promotions process.	<p>applications weigh periods of absence, special circumstances such as impact of caring responsibilities, and fractional work. In relation to research in particular, VDR and VDS to support with advice on what emphasising quality (rather than quantity) means for individual colleagues.</p> <p>c) Keep UCL Laws Senior Promotions Guidance under constant review and ensure it remains responsive to feedback raised by colleagues.</p>	Yearly (September)		views, across all genders, by 2023).	
	5) Continue provision of tailored career progression advice through 1-1 conversations	Participants in the academic staff focus group and 1-1 AS conversations were specifically asked what they thought would most benefit them in terms of career progression support. Several indicated they would most benefit from 1-1 conversations with the VDS to discuss their personal circumstances and promotions chances.	<p>Ongoing individual Vice Dean (Staffing) meetings with academic colleagues:</p> <p>The VDS to continue to give colleagues advice on the drafting of a promotion application CV at any time before September, including early advice on areas for development. The VDS will invite expressions of interest for one on one meetings to this end during term 2 each year.</p>	During term 2 each year	VDS	Increased awareness of ACF and how it is applies in context of Laws promotions, to be gauged by improved knowledge and perceptions of support, fairness, and flexibility of the promotions process reported in EDI surveys (at least 80% overall positive views, across all genders, by 2023).	MEDIUM
	6) Introduction of an Inclusive Advocacy scheme within Laws (see also AP 5.1.i.3))	<p>Respond to anecdotal responses that women and minority colleagues are less likely to engage with promotions process and to input by colleagues that they would respond positively to an Inclusive Advocate as part of the promotions process.</p> <p>Remedy persistent under-representation of women at chair level over the past 5 years, peaking at 29% in 2020/21 (an increase of 6% over the 2016-2021 period).</p>	<ul style="list-style-type: none"> <li>Modelled on the existing UCL-wide BAME Advocacy scheme, the new scheme will be brought in-house to Laws and allow the championing of women, BAME and other underrepresented groups in the promotions process.</li> <li>The scheme will match a female and/or BAME protégé to a senior UCL advocate, to work together for up to two years. Protégés are female and BAME staff at grade 8 who want to progress their</li> </ul>	Beginning with 2022/23 promotions round (October-December)	VDS and VDEDI	Improved perception of Faculty support during promotions process among women and minority colleagues to at least 70% positive by 2027, as expressed in EDI surveys.	HIGH

			<p>careers. Advocates are UCL staff at grade 9 or 10 who are committed to using their networks, knowledge and social capital to advance a protégé's career.</p> <ul style="list-style-type: none"> <li>• Inclusive Advocates will benefit from EDI training and periodic refresher training.</li> <li>• At least one Inclusive Advocate will also sit on annual Laws promotions committee and advise on EDI aspects of process (e.g. assessing impact of periods of leave on research output).</li> </ul>			<p>40% of academic staff profile is female by 2027</p> <p>50% of academic staff profile is female by 2032</p>	
5.1.iv REF	1) Embed EDI principles in future REF exercises	The EDI staff survey revealed a high rate of satisfaction with Faculty provision of support for research (85% among all respondents, consistent across all genders). Nevertheless, positive feedback on our REF 2021 process determined us to wish to embed its good practices, such as EDI training in research output selection and tailoring of output selection to individual circumstances, into all future REF exercises.	<p>Formalise REF 2021 good practice by embedding EDI training in research output selection for any future REF exercise.</p> <p>This good practice includes awareness of the need for tailored assessment of research output depending on personal circumstances, and the need for bespoke research leave arrangements (all included in Research Recovery Plan prepared by VDR in 2021).</p>	Ongoing (more specific targets to be set once future of REF process is clarified)	VDR	Retain high rate of positive perceptions of Faculty research environment and support expressed in EDI surveys (at least 85%) across all genders.	LOW
	2) Continue to actively support the research careers of women and carers in the faculty, where they have faced equalities-related obstacles to developing their research careers	The EDI staff survey revealed a high rate of satisfaction with Faculty provision of support for research (85% among all respondents, consistent across all genders). Nevertheless, evidence from our REF 2021 process revealed the importance of continued support for all those in the Faculty who have experienced equalities-related obstacles in their research careers (e.g. extended career breaks due to parental leave, impact of caring responsibilities on research output etc.)	The VDR will attend the annual academic promotions roundtable to answer any questions colleagues may raise about how quantity and quality of research outputs factors into promotions applications. They will also answer questions about the possible weighing of special circumstances on career progression.	Yearly (start of summer)	VDR and VDS	Retain high rate of positive perceptions of Faculty research environment and support expressed in EDI surveys (at least 85%) across all genders.	LOW
	3) VDR to continue monitoring EDI-related obstacles to research, including outside REF process	Data on output selection for REF 2021 showed that men were more likely overall to have an output attributed to them (1.15 likelihood), and women less likely (0.8). Disparities in likelihood of output attribution by gender relative to FTE were strongest for attribution of 4 and 5 outputs	The VDR will continue to monitor, assess, and address EDI-related obstacles to colleagues' ability to engage in research beyond the REF process. This will be achieved through:		VDR	Retain high rate of positive perceptions of Faculty research environment and support expressed in EDI surveys (at	MEDIUM



		(including double-weighting), but narrowed at 2 outputs (1.05 likelihood for women, 0.96 for men), suggesting that men were more likely to maintain high productivity across the REF period. However, this imbalance was not necessarily to be interpreted negatively. Our 'quality over quantity' approach to research, which enables staff with career breaks and other demands to succeed in their research careers without producing the highest quantity of research, means we do not view the number of REF outputs to be solely indicative of research merit. Nevertheless, the Faculty is committed to remaining vigilant about EDI-related obstacles to research.	<p>a) The inclusion of EDI-related items on Faculty Board meeting agendas, Faculty research seminars, and at yearly Research Away Days, as appropriate.</p> <p>b) Making themselves available for informal conversations with colleagues who wish to raise equalities concerns or discuss special circumstances.</p>	Termly		least 85%) across all genders.	
	4) Faculty to appoint a permanent Impact Lead	Two women co-led one of the 5 Impact Case studies submitted to REF 2021. The Faculty has committed to ensuring female colleagues have access to training and resources needed to maximise the impact of their research. There is also awareness that impact is only one possible marker of research quality and that gendered perceptions influence impact perception.	The Faculty will appoint a permanent Impact Lead beginning with 2021/2022, as part of the research leadership team, to ensure that we actively foster and support impact at all scales and of all types. The Impact Lead will benefit from EDI training and promote and support a broad understanding of research impact. They will also identify training and development opportunities relevant to research impact relevant to academic colleagues, with a particular focus on gendered obstacles.	October 2021	Dean	Appointment of Impact Lead and embedding impact support within Faculty research culture, to be gauged via future EDI surveys (starting with 2022/23 EDI survey).	MEDIUM
<b>Career Development: Academic Staff</b>							
5.3.i Training	1) Hold accurate local records of staff training uptake	Records of staff training uptake are incomplete and difficult to access because they are not held locally. This has hindered the self-assessment process and will be improved by local record keeping.	<p>a) Laws HR to log and monitor locally staff participation in training programs by gender and ethnicity.</p> <p>b) Termly report to VDS and DoO, as appropriate.</p> <p>c) VDS and DoO to follow up with colleagues via email when mandatory training is not completed (termly) and report to DT (yearly).</p>	<p>Beginning with 2021/22</p> <p>Termly</p> <p>Termly</p>	<p>Laws HR</p> <p>VDS and DoO</p> <p>VDS and DoO</p>	Complete training uptake numbers held locally, reported termly to VDS and DoO, and reported yearly to DT.	HIGH
	2) Improve awareness and relevance of training opportunities made available to staff	Only 38% of all respondents to the EDI staff survey, consistent across all genders, cited training opportunities among activities they felt encouraged to undertake which would contribute to a stronger CV.	a) VDS and DoO to continue to publicise training options through termly email reminders. Publicity to emphasize that training needs and opportunities are to be discussed at all	Ongoing (termly email reminders, yearly appraisals/	VDS DoO AS Champions	Higher perception of training support expressed in EDI surveys (at least 60% by 2023) across all genders.	MEDIUM

			<p>probation and appraisal reviews. Leadership training for female staff to be emphasized both in appraiser training and in probation and appraisal meetings themselves.</p> <p>b) AS Champions will also regularly remind colleagues of existing opportunities and encourage uptake.</p> <p>c) EDI Committee to monitor training uptake and consider any gender and other imbalances.</p> <p>d) Appraisers to discuss relevant training opportunities as relevant (see AP 5.3.ii.3))</p>	<p>probation meetings)</p> <p>Beginning with term 2, 2021/22</p> <p>Beginning with term 2, 2021/22</p> <p>Beginning with 2022/23</p>	EDI Committee Appraisers		
5.3.ii Appraisal/ development review	1) Ensure an accurate picture of appraisal uptake at all levels	Incomplete appraisal uptake records (especially prior to 2019/20) were identified as a problem during the self-assessment period. They prevented our ability to check self-reported appraisal uptake in the 2020 EDI Survey against historic data. They also precluded reliable comparisons of appraisal uptake across different years.	<p>a) Line managers to keep accurate statistics on appraisal uptake.</p> <p>b) Line managers to follow up on missing appraisals and make arrangements for uptake.</p>	<p>Beginning with 2021/22</p> <p>Yearly monitoring</p>	Dean, VDS, line managers/grant holders as appropriate	Complete records logged and updated periodically, as monitored yearly by line managers.	HIGH
	2) Ensure appraisals take place with regularity	72% of all EDI staff survey respondents (and 79% of women respondents) indicated they had had an appraisal during the past 24 months and 56% overall, with 64% of women respondents, had one during the past 12 months. The Faculty has identified a need for accurate record keeping going forward (see AP 5.3.ii.1)) and for appraisals to take place annually.	Line managers to monitor appraisal completion rates and follow up with staff, aiming to ensure uptake by all colleagues every year where possible.	Yearly (September)	Dean (for professorial appraisals) VDS (for grade 8 and 9 academic staff) line managers/grant holders (for postdocs/RAs)	<p>Ensuring appraisal uptake of at least 75% by 2023 and 90% by 2025 across all genders and grades, monitored yearly and reported to DT in term 3.*</p> <p><i>*These targets are in line with those set by UCL in its Athena SWAN Silver Award renewal application in 2021.</i></p>	MEDIUM
	3) Improved training for appraisers, especially on managing workload,	Feedback on appraisals in the EDI staff survey was mixed:	Appraisers to receive training on coaching/career development and on the Academic Career Framework	Ongoing since 2020/21 (September-	VDS	Improved perception of appraisals and	MEDIUM

	career progression, and training opportunities	<ul style="list-style-type: none"> <li>47% of all respondents (and 41% of women respondents) thought workload issues raised at appraisals would be dealt with, while 24% of all respondents (and 41% of women respondents) disagreed;</li> <li>almost 60% (and 56% of women respondents) agreed that workload is discussed usefully at appraisals, while just under 30% (and 37% of women respondents) disagreed; and</li> <li>53% (54% of women respondents) agreed that career progression was usefully discussed at appraisals (25% disagreed).</li> </ul>	guidelines re: promotions (including impact of maternity/paternity/parental leave and other types of leave). This has begun to be implemented from 2020/21.	October yearly)		career progression support expressed in EDI surveys: at least 60% satisfaction rate by 2023 and 80% by 2027, across all genders.	
	4) Include colleagues on Teaching contracts in mainstream appraisal process	Until 2020/21, colleagues on teaching-only contracts were not included in the appraisal process. The new Teaching Concordat (see section 4.2) requires the integration of staff on teaching-only contracts into the academic community, including through support for their career development.	Line managers to include colleagues on teaching-only contracts in yearly appraisals	Yearly appraisals, typically set up in September-October	VDS and VDPGT	High uptake of appraisals among staff on teaching-only contracts (at least 90%) across all genders.	HIGH
5.3.iii Support given to academic staff for career progression	1) Strengthen existing mentoring programme, in particular its EDI component	Only 35% of respondents to the EDI staff survey found the peer mentoring scheme beneficial in providing support for career progression (44% said it was not). Notably, women respondents expressed greater satisfaction with it: 43% found it beneficial, compared to 47% who did not. Academic focus group and Town Hall participants suggested that the mentoring scheme could be formalised and tied more closely to career progression, with mentoring responsibility acknowledged as an enabling role and mentors providing more targeted advice on promotions and career development.	<p>a) Formalise the mentoring programme: VDS to create a written record of the scheme, ensure every staff member is allocated a mentor, confirm that mentors have a duty to reach out to their mentees to establish a relationship (though mentees are under no obligation to participate), and collect yearly feedback from mentors and mentees on their experience of the scheme, inviting suggestions for improvements or refinements.</p> <p>b) Add mentoring responsibility to the list of Faculty enabling roles for the purposes of workload allocation.</p> <p>c) DT to consult with staff at a Research Away Day on whether (and if so, how) to link the mentoring scheme to promotions process.</p>	<p>Yearly allocation of mentors (September-October)</p> <p>Yearly call for feedback on mentor/mentee relationship (term 3)</p> <p>Beginning with 2022/23</p> <p>Term 3 during 2022/23</p>	VDS	More positive experience with mentoring in the Faculty reported in EDI surveys: at least 60% satisfaction rate by 2023 and 80% by 2027, across all genders.	HIGH



			<p>d) Provide training to mentors on effective mentorship strategies and skills and on Faculty's EDI policies (including on maternity/paternity/parental and other types of leave).</p> <p>e) Promote the career progression of BAME staff by actively supporting their participation in UCL and cross-institutional schemes including the B-Mentor Academic Mentoring Scheme, the UCL Inclusive Advocacy scheme, and the BAME Emerging Leaders programme.</p> <p>f) Members of Women in Laws to consider ways of supporting members of the network who are not able to attend meetings or social events, but who would still benefit from the informal connections and advice.</p>	<p>Beginning with term 2, 2021/22</p> <p>Ongoing</p> <p>Ongoing (bi-annual meetings)</p>			
	2) Strengthen socialising support aspects of Parents' Network	Town Hall participants found the Parents' Network helpful. However, some did not feel they had time to participate in meetings and events. Focus group participants noted that women were over-represented in the group (see AP 5.5.v).	Members of Parents' Network to consider ways to support members of the network who are not able to attend meetings or social events, but who would still benefit from the informal connections and advice.	Ongoing (termly meetings)	Parents' Network Chair	Positive experience of Faculty support for carers expressed in EDI surveys (at least 80% across all genders, to be gauged based on new question introduced in 2023 EDI survey).	LOW
	3) Continue offering childcare payment support during pandemic-related school closures	10 narrative staff survey responses and qualitative data collected through 1-1 AS Conversations and the academic staff focus group repeatedly identified the provision of childcare support during pandemic-related school closures as crucial to their ability to handle their increased caring responsibilities.	Extend and, if financially feasible, enhance the provision of payments from the Laws Carers' Fund for the 2021/22 academic year in case of repeated pandemic-related school closures.	Ongoing (began in spring 2020)	VDS	High rates of support reported (at least 80% across all genders) in EDI surveys, cross-checked with anecdotal evidence reported through Parents' Network.	HIGH
	4) Consult Faculty on expanding leave options	51% of all EDI staff survey respondents (and 57% of women respondents) indicated they had caring responsibilities (whether as primary or secondary carers). However,	a) Conclude consultations with staff and budget costings on extending the period of sabbatical leave to six months every three years.	Began in spring 2021, ongoing (adapting to	VDR and VDS	Positive perception of Faculty support for a variety of caring	MEDIUM

		narrative responses to the survey and other qualitative data indicated a greater variety of caring responsibilities than captured in the survey questions, as well as of reasons to seek leave. Anecdotal evidence from female staff focus group respondents indicated that sick leave was sometimes taken to cover other needs.	b) Conclude consultations on providing an additional, one-off period of six months' sabbatical leave for those disproportionately affected (over and above the disruptions generally experienced by staff) by the Covid-19 pandemic.	pandemic-related developments)		responsibilities and leave needs, gauged in EDI surveys (at least 80%, to be gauged based on new question introduced in 2023 EDI survey).	
	5) Enhance research support during teaching terms	The EDI staff survey indicated a high rate (88% total, 85% among women respondents) of satisfaction with existing research support provision in the Faculty (for example, providing financial support, research leave, feedback on work). Nevertheless, repeated Research Away Day and other consultations have indicated an appetite for more creative solutions to teaching pressure on research, especially during teaching terms.	<p>a) DT to continue consultations with staff on the feasibility of introducing 'block teaching,' whereby teaching is concentrated in one term without unduly burdening those in teaching roles (e.g. if two colleagues teach a year-long module, one agrees to take the teaching in Term 1 and the other in Term 2).</p> <p>b) Continue the Faculty's existing policy of structured 'email holidays' in which time staff are not expected to reply to emails.</p> <p>c) DT to continue consultations with staff on the feasibility of introducing a weekly 'personal research day' in which students and staff will not be expected to attend meetings or reply to emails.</p>	<p>Ongoing via termly drop-in sessions with VDE and yearly consultation with VDR (term 3), reported back to DT</p> <p>Began in 2020, ongoing</p> <p>Yearly consultation (term 3) led by VDR and reported back to DT</p>	VDE, VDR and DT	Maintaining high rates of satisfaction for Faculty research support expressed in EDI surveys (above 85% among all genders).	MEDIUM
	6) Implement and expand on post-pandemic Faculty Research Recovery Plan	Our qualitative data (narrative survey responses, focus group, and 1-1 AS conversations) indicated much anxiety about the long-term impact of the pandemic on research (inability to write, increased workload, delayed research projects, inability to engage in fieldwork or attend conferences etc.) Likely because we were conducting our data collection just as REF 2021 was wrapping up, there was also some anxiety about the impact on eligible outputs in any future REF exercises (see AP 5.1.iv).	<p>a) Continue to reinforce message of 'quality over quantity' in terms of level of research output expected by staff as set out in the UCL Laws Academic Career Framework (ACF) and in Faculty guidance on the ACF.</p> <p>b) Replace existing peer review college with the Research Development Scheme: at least once every two years, staff will be invited to submit a work in progress to a team of reviewers (initially comprised of those with REF</p>	<p>Began in spring 2021 and ongoing, including through yearly promotions roundtable, and Research Away Day (both in term 3)</p> <p>2022/23</p>	VDR and DT	Maintain high rates of satisfaction for Faculty research support expressed in EDI surveys (at least 85% across all genders).	MEDIUM

			<p>reviewing experience) for oral feedback.</p> <p>c) Provide training on research review at a staff away day, to build up expertise on the faculty and expand the number of staff who can then sit on the team of reviewers.</p> <p>d) Continue the project currently underway to create a 'bank' of LLM and PhD students available for research assistance. This will make it easier for staff to find RA support and for students to register their interest. It will also make RA selection more equitable by ensuring that not only the most vocal or confident students are approached for work.</p> <p>e) Vice-Dean Research and Vice-Dean Staffing to consult with ECRs on the creation of a Faculty ECR Network to better support ECRs, and to present a detailed proposal to the DT on what this network would look like.</p> <p>f) Coordinate with the annual Roundtables on Senior Promotions to include discussion of how the ACF operates, to provide greater clarity to staff in terms of research output expected to meet the ACF thresholds.</p>	<p>Yearly, beginning with 2022/23</p> <p>Starting with 2020/21, to be completed in 2021/22</p> <p>Consultations begun in 2020/21 (term 3), to be resumed in 2021/22 (term 3)</p> <p>First roundtable held in June 2021, to be repeated yearly in term 3</p>			
5.3.iv. Support given to students (at any level) for academic career progression	1) Enhance provision of advice on academic careers from UCL Laws Career Office for LLB and PGT students	<p>The UCL Laws website provides information and video links for students interested in pursuing postgraduate taught or research degrees and holds regular Open Days for potential applicants. The Inclusive Law School section of our website further highlights EDI initiatives and available support.</p> <p>However, qualitative data from the LLM focus group and responses from former LLB</p>	a) UCL Laws Career Office to support the undergraduate Law Society in their provision of an annual Academic Careers Roundtable for LLB students, with special attention to ensuring gender balance among panellists. The first such roundtable was piloted in December 2020 and had approximately 25 LLB participants.	Yearly LLB roundtable in term 2, beginning with 2020/21	<p>Laws Career Officer with the support of EDI officers of LLB and LLM Law Societies</p> <p>Faculty Advisor to the Law Societies</p>	Increased awareness of academic career options, reported informally by LLB and LLM EDI Officers to EDI Committee during termly meetings of the Committee.	MEDIUM

		and LLM female students indicated a desire for more information on academic careers and the PhD programme, made available at different times of the year.	b) UCL Laws Career Office to run one workshop every year for LLM students interested in pursuing a PhD at UCL Laws. These sessions will complement the more general advice sessions on pursuing a doctorate provided by UCL to students in all departments, which LLM students are informed of through email.	Yearly LLM workshop in term 2, beginning with 2021/22	DRS	Embedding yearly Academic Careers Roundtable and LLM workshop in the Faculty's careers support package.	
	2) Enhance provision of support for PGR career development	<p>Anecdotally (PGR focus group, 1-1 conversations with PhD students, and narrative responses to the End of Year PGR survey), our PGR students express high satisfaction with existing provision of support for their career development but had requested more extensive training on grant funding, open access publishing, and the academic job market, which has since been provided. No express question on the provision of career development support is currently included in the PGR survey, though students are encouraged to comment on additional skills they would like training on.</p> <p>The PGR student focus group also indicated an appetite for more informal conversations about what academic life is like, how to get on the job market, and how to navigate confidence issues.</p>	<p>a) Add question on PGR survey asking about satisfaction with career development support received and for suggestions for additional support.</p> <p>b) DRS to continue to plan in-depth workshops on specific aspects of career development in response to suggestions by PGR students in the annual End of Year PGR Survey.</p> <p>c) Dean's Team to review budgetary planning toward introducing a limited number of fixed-term research posts for Early Career Researchers, which would support postdoctoral students in both research and teaching development.</p> <p>c) VDS to provide feedback on unsuccessful applications to current and former UCL Laws PhD students who apply for lectureships within the Faculty, to aid their career progression.</p>	<p>Beginning with 2021/22 End of Year PGR survey</p> <p>2022/23-2023/24</p> <p>Beginning in term 1 2022/23, to be concluded by term 1 2023/24</p> <p>Beginning with 2020/21, as requested by individual applicants</p>	<p>DRS</p> <p>DT</p> <p>VDS</p>	High rates of satisfaction (at least 80%) with career development options for PGR students reported in yearly PGR surveys.	MEDIUM
	3) Enhance support for PGR students with caring responsibilities	While ad hoc support was made available to PGR students with caring responsibilities during the pandemic, participants in the PGR focus group and informal 1-1 AS conversations expressed a desire to have this support be made permanent and also for its visibility to be raised. (see also AP 4.1.iv.1))	a) DT to initiate budgetary costings for a Carers' Stipend for PGR students with caring responsibilities. Costings to be undertaken in 2021/22, for possible introduction of the stipend in 2022/23 academic year.	Beginning in 2021/2022	DT DoO DRS	If determined to be financially feasible, aim to introduce Carer's Stipend and permanent Hardship Fund for PGR students in 2022/23	HIGH

			b) DT to consider making permanent the Hardship Fund for final year PGR students, initiated in response to the pandemic in 2021.				
	4) Ensure informal peer support is available to PGR students, including through the 'buddy scheme'	The scheme was initiated in 2020 and offers to match each new PhD student with an existing PhD student to help ease their transition into the Faculty. The scheme is voluntary and 60% (13/22) of incoming students in 2020/21 and 2021/22 participated. The scheme attracted positive narrative feedback from students in the End of Year PGR survey, in particular its social benefits during the pandemic.	Formalise and continue the 'buddy scheme' for incoming PGR students.	Piloted in 2020/2021  Permanent from 2021/22	DRS and PGR Office	High rate of yearly enrolment in 'buddy scheme' (at least 75% of incoming PGR students) across all genders	MEDIUM
	5) Extend mentoring opportunities for PGR students	While the PGR survey results indicate overall satisfaction with supervision at UCL Laws (80%), qualitative data collected through the AS PGR focus group and 1-1 conversations indicate that this support is not consistent across supervisors/supervisees.	<p>a) Ensure that the Faculty provides 'refresher training' once every 3 years to PhD supervisors on what is expected of supervisors in terms of mentorship, assistance in career progression, and what support is provided by UCL for mental health and wellbeing.</p> <p>b) Dean's Team to consult with staff on whether to invite PhD students to participate in the Faculty's peer mentoring scheme.</p> <p>c) Continue the process of consultation with current PhD students on how to enhance faculty support to mitigate the effects of the pandemic on their research and career goals.</p> <p>d) Invite PhD students to join the Faculty Parents' Network to provide them with support and information on how to balance child-rearing with the demands of an academic career in law.</p> <p>e) Make AS Champions part of PhD induction process so that female PhD students know that they can</p>	<p>Ongoing</p> <p>Began in 2021/22, to conclude and finalise decision by 2022/23</p> <p>Ongoing, including through termly meetings with DRS and End of Year survey (term 3)</p> <p>2021/22</p> <p>2022/23</p>	<p>DRS</p> <p>DT</p> <p>PhD reps</p> <p>Parents' Network Director</p> <p>DRS</p>	High rates of satisfaction (at least 80%) across all genders with mentoring and Faculty culture among PGR students, tracked in yearly PhD surveys.	MEDIUM

			approach AS Champions at any point during PhD. (see also AP 3.3))				
	6) Improve EDI data collection on PGR students.	The PGR End-of-Year survey currently does not include EDI identifying questions, making it impossible to match responses to gender, ethnicity or other characteristics.	The PGR survey will be amended to include EDI identifiers, to better monitor disparate impact on women and racialized minorities, among others.	Beginning with 2021/2022	PGR team and DRS  EDI Committee	Collect accurate EDI data for PGR students, monitored annually by PGR team and DRS and reported on to EDI Committee and DT.	HIGH
5.3.v. Support offered to those applying for research grant applications	1) Continue awareness raising efforts regarding existing support for grant applications and support for unsuccessful grant applicants	Overall female success rate for grants (as Co-Is and PIs) is 29%, compared to 40% for men. However, women are more successful in obtaining grants as PIs than men (F38%, M24%). The average grant value is also higher for women than for men.	<p>a) VDR to continue to monitor success rates for female and male staff applying for grants, in order to identify areas of weakness and adjust support available to staff accordingly.</p> <p>b) VDR to remind faculty of the existing support for applications for grant funding and to invite suggestions for how to improve at termly Research Away Days and in each weekly VDR email.</p> <p>c) Laws Grant Review Team and VDR to continue supporting unsuccessful grant applicants, including in identifying further training and skill development options and in supporting the preparation of their application for resubmission.</p>	<p>Ongoing and at yearly Research Away Days</p> <p>Weekly VDR emails</p> <p>Ongoing, as needed by individual applicants at the conclusion of grant application processes</p>	VDR and Research Team	<p>Success rate tracked and reported to DT and at yearly Research Away Days.</p> <p>A target of 50-50 success rate for women and men as both Co-Is and PIs on grant applications, averaged over the 2021/22-2026/27 period.</p>	MEDIUM
	2) Clarify impact of maternity/paternity leave for research grant holders	While external funding bodies each have their own policies on parental leave during the lifespan of a grant, anecdotal evidence collected during the self-assessment process indicated mixed experiences with how flexible such arrangements were. A suggestion was raised by some colleagues to strengthen our internal informal support, including encouraging sharing of experience between grant holders present and past.	<p>a) Laws Grant Review Team to clarify in written guidance that existing support and protections for staff taking maternity/parental leave apply in grant periods as well, and to support colleagues who are grant holders to work with their funders to set up periods of maternity/parental leave (as needed) that work well for them.</p> <p>b) VDR to encourage informal exchanges between current and past grant holders.</p>	<p>By June 2022 for guidance update</p> <p>Ongoing, as relevant to individual grant applicants</p>	<p>Laws Grant Review Team</p> <p>VDR</p>	<p>Positive experience of grant holders reported informally to VDR.</p> <p>Maintaining high rates of satisfaction for Faculty research support expressed in EDI surveys (above 85% among all genders).</p>	LOW



Flexible working and managing career breaks							
5.5.i Cover and support for maternity and adoption leave: before leave	1) Ensure handover before maternity/ adoption leave is formalised and scheduled appropriately	58% of all EDI staff survey respondents (and 42% of women respondents) indicated satisfaction with support received before/during/after their period of leave. Qualitative data collected during the self-assessment process indicated general satisfaction with handover processes, though some inconsistent practices across the Faculty. Our aim is to ensure the clarity, predictability, and appropriateness of the handover process.	The handover procedure before a colleague goes on leave will take place as a matter of course and scheduled appropriately, in consultation with the person about to take leave. The VDS and VDPD are in charge of arranging this for academic colleagues, covering enabling role and teaching handout respectively. The DoO is responsible for PS staff handovers.	Ongoing, as needed by individual leave takers	VDS and VDPD for academic staff, DoO for PS staff	Positive reports of having been made aware of and encouraged to use formal and informal support structures for leave takers expressed, as expressed in EDI surveys (at least 80%) across all genders.	HIGH
	2) Create opportunities for sharing experience with maternity/ paternity/ adoption/ shared leave	A need was identified through qualitative data collected (1-1 AS Conversations, academic focus group, and AS town hall discussions) for more informal exchange of experiences surrounding taking leave, in particular its impact on research and perceptions from colleagues.	Women in Laws and Parents' Network will provide informal forums for discussion. Sensitivity training on the impact of leave on research and career progression is also built into training for appraisers and mentors.	Ongoing (bi-annual and termly meetings, respectively)	VDS, Women in Laws, Parents' Network	Positive reports of having been made aware of and encouraged to use formal and informal support structures for leave takers expressed in EDI surveys (at least 80%) across all genders.	LOW
	3) Keep accurate local records of colleagues' leave periods	Data collection on leave uptake was very difficult during the self-assessment process because of incomplete records held centrally by the University. This hindered the self-assessment process. Local record keeping will therefore avoid having to rely on leave takers formally logging their periods of leave with the University, which has in the past been patchy, and provide an accurate picture of leave uptake at any given time.	Laws HR to keep accurate local record of periods of maternity/paternity/adoption/shared leave.	Starting with September 2021 and monitored annually (each September for previous year)	Laws HR	Ensure accurate records keeping locally, monitored annually by VDS.	HIGH
5.5.ii Cover and support for maternity and adoption leave: during leave	Ensure periods of leave are adequately notified to both academic and PS staff	Narrative responses to the EDI survey and other qualitative data collected through 1-1 AS Conversations during the self-assessment process indicated inconsistent awareness of colleagues' periods of leave. This in turn was detrimental to both the leave-taker and colleagues.	a) Include an additional entry into the staff contact directory circulated at the start of each academic year.  b) Staff will also be periodically reminded to update their email signatures to indicate periods of leave and alternative contacts.	At the start of academic year (beginning with 2021/22)  As needed for ad hoc leave	VDS and DoO	Staff contact directory updated with leave information yearly (September).	MEDIUM
5.5.iv Maternity return rate	1) Promote an open and inclusive approach to maternity leave arrangements, including return options	A minority of 1-1 AS conversations revealed the need to avoid perceptions of negative attitudes in cases where staff choose <i>not</i> to make traditional arrangements for their	Line managers to promote a supportive attitude toward staff's choice of leave and return arrangements.	Ongoing beginning with 2021/22, in individual	Dean, VDS and DoO, Parents' Network	Improved perception of support for leave takers and Faculty	MEDIUM

		leave period. Some colleagues identified a need to respect individual circumstances and avoid paternalistic expectations about their leave uptake.		conversations with leave takers		culture expressed in EDI surveys (at least 80%) across all genders.	
	2) Make arrangements to ease return of PS staff	In recognition of the fact that PS staff do not benefit from a 'read in' policy currently, alternative arrangements have been trialled to ease their return from periods of leave. These have included extending the contract of a maternity cover by several months to ensure overlap with the returnee and ease the pressure on the latter.	DoO and line managers to periodically oversee review of parental leave return arrangements and ensure they are tailored to individual needs.	Ongoing review of individual circumstances	DoO and line managers	Improved perception of support for leave takers and Faculty culture expressed in EDI surveys (at least 80%) across all genders.	MEDIUM
5.5.v Paternity, shared parental, adoption, and parental leave uptake	Encourage male colleagues' involvement in Parents' Network	Positive feedback was provided on the Parents' Network as a voluntary support network within the faculty, especially during pandemic-related school closures. Some female colleagues reported (as part of 1-1 AS Conversations and the academic focus group) wishing more male colleagues would become involved as a way to signal the equal distribution of care work. A need was therefore identified to encourage the participation rates of male colleagues to the Parents' Network. Current participants are divided between 19F, or 68%, and 9M, or 32%, despite EDI survey respondents who indicated having a child under 18 in their care being divided equally between women and men. Narrative responses from female colleagues also indicated they felt higher rates of male involvement would improve the network's impact and reach.	Termly reminders to be sent out by the Parents' Network Coordinator to the entire Faculty of the activities of the Parents' Network, with an invitation to join. Current male members to informally "tap others on the shoulder" to become involved, as a means to normalise male participation.	Termly	Parents' Network	Higher rates of male participation in Parents' Network, tracked annually (rising to at least 40% of Network participants by 2023).	MEDIUM
5.5.vi Flexible working	Raise awareness of flexible working and bespoke options for support, including after extended periods of leave, and improve perception of impact on career progression	3% of academic staff reported adopting flexible working hours in the EDI survey. PS staff are far more likely to work flexibly (24% of respondents, 21%F). As our Town Hall discussions revealed, conceptions of 'flexible working' differ and most academics understand a certain degree of flexibility to be an inherent, attractive feature of their job. There is lack of clarity about options for flexible work within the Faculty. 88% of academic and 85% of PS staff of all genders believe that the Faculty supports and encourages flexible working. However, there was some lingering concern that working part-time or flexibly might damage	a) The respective line manager will proactively ensure that the availability of bespoke arrangements will be discussed as part of induction and yearly appraisals. These arrangements may include switching to part-time or flexible work, extended sabbatical periods, periods of unpaid leave etc.  b) Clarify how flexible working is to weigh into career progression and development as part of the	First three months of the year (induction)  Yearly during appraisals  Yearly during roundtable on senior promotions (June)	VDS and DoO Appraisers	More positive perception of flexible working expressed in EDI surveys (perception of negative impact on career lowered by at least 20% by 2023) across all genders.  Increased awareness of ACF and how it is applies in context of	HIGH



		one's academic career: 47% of academic (65%F) and 29% of PS respondents (32%F). Qualitative data collected during the self-assessment process (narrative responses to both academic and PS AS surveys, academic focus group, and 1-1 AS conversations) indicated the need to better recognise of the need for flexibility in responding to different caring responsibilities and obstacles encountered by staff.	career roundtable and 1-1 discussions with VDS (see AP 5.1.iii).			Laws promotions, to be gauged by improved knowledge and perceptions of support, fairness, and flexibility of the promotions process reported in EDI surveys (at least 80% overall positive views, among respondents of all genders, by 2023).	
<b>Organisation and culture</b>							
5.6.i Culture	1) Introduce Equality & Dignity surveys for all constituencies in the faculty	During 2021/22, and in part in response to the AS SAT's work, we recognised the need for a mechanism through which to identify the prevalence of, and better understand, unacceptable behaviours in the faculty. These include harassment, bullying, and sexual misconduct. We decided to introduce anonymous Equality & Dignity surveys to gain this information, acknowledging also that it would not necessarily have been reported through formal reporting mechanisms (see AP 5.6.i.3) below).	<p>a) Circulate Equality &amp; Dignity surveys to all faculty constituencies. The surveys were put together through a collaborative effort by the Faculty Advisor to the Law Societies, the UG and PGT Teams, the DRS, the AS Lead and VEDI, and the Dean, and approved by DT. Tailored surveys were prepared for LLB, LLM, and PGR students, for PS staff, and for all academic staff. They define and explain the unacceptable behaviours to be reported, therefore acting as educational tools as well. The surveys will be run biennially for LLB and PGR students (whose cohorts remain within the faculty longer), annually for LLM students (given the length of the LLM programme is one year), and biennially for PS and academic staff (with the questions integrated in the respective biennial EDI surveys).</p> <p>b) Analyse responses and report back to DT and EDI Committee (term 2).</p> <p>c) DT to consider appropriate action to issues raised, especially where a pattern can be identified or</p>	December-February 2021, then biennially for LLB, PGR, PS, and academic surveys and annually for LLM survey	<p>Faculty Advisor to the Law Societies DRS VDS DoO</p> <p>VEDI and EDI Committee</p> <p>DT</p>	Fostering a culture of equal respect and dignity among all constituencies, with a target of 0 unacceptable behaviours reported in annual/biennial Equality & Dignity/EDI surveys.	HIGH

			serious breaches of policy are reported.				
	2) Monitor perception of unfavourable treatment on account of gender and other protected characteristics and actively address causes identified	Addressing the higher percentage of women having reported experiencing unfavourable treatment on account of their gender occasionally/always: just under 60% of staff felt that they were never treated unfavourably because of their gender but 38% felt that occasionally they were. Levels of concern were higher among women: 42% saying they never felt unfavourably treated; 8% saying they always felt unfavourably treated; and 50% saying they occasionally felt unfavourably treated. 31% of respondents indicated 'occasionally' having felt treated unfavourably because of other protected characteristics.	<p>a) AS Champions and EDI Committee members to communicate their availability for 1-to-1 conversations to colleagues with EDI concerns via email once/term.</p> <p>b) EDI Committee to collate and communicate issues of concern raised to DT and other relevant stakeholders in the faculty.</p>	<p>Ongoing conversations</p> <p>Termly reports by the EDI Committee</p>	AS Champions and EDI Committee	Percentage of staff reporting unfavourable treatment because of their gender in EDI surveys lowered to below 15% by 2023, with an active target of 0. Percentage of female staff reporting experiencing unfavourable treatment because of their gender to be more than halved to below 30%.	MEDIUM
	3) Raise visibility of UCL's Report and Support System and reporting channels within the Faculty.	A high proportion of respondents to the EDI staff survey indicated they felt comfortable reporting instances where they or others had been treated unfavourably (68%, with 58%F and 42%M) and a low proportion indicated lack of awareness of reporting systems (12%, of whom 67%F). We still felt it important to raise the visibility of the existing reporting structures within the University and the Faculty.	<p>Remind staff regularly about UCL's Report and Support System and reporting channels within the Faculty.</p> <p>a) Targeted reminders sent by email by the VDEDI and VDS, greater visibility on the staff Intranet of the UCL Prevention of Bullying, Harassment, and Sexual Misconduct Policy; the Personal Relationships Policy; and email protocols. These policies to be discussed through peer mentoring as well, where appropriate.</p> <p>b) VDEDI to organise annual 'Where Do You Draw the Line' workshop for staff and PhD students.</p> <p>c) VDEDI to continue to organise yearly 'Demystifying Report and Support' presentation for all Faculty, to raise awareness of the reporting tool.</p>	<p>During induction for new hires and via termly emails for all staff</p> <p>Yearly (term 3)</p> <p>Yearly (term 3)</p> <p>Yearly in September, once data is reported from UCL Central</p>	VDEDI and VDS	High overall level of awareness of the reporting systems within the University and the Faculty and comfort with using them if needed, as reported in EDI surveys (at least 80% by 2023) across all genders.	LOW

			<p>d) VDEI and DoO to ensure high uptake (at least 80%) of 'Taking the Lead' training for managers.</p> <p>e) VDEI to continue to monitor annually the Faculty Report and Support data with UCL EDI Team, with a view to developing a Faculty Intervention Framework designed to address any problematic issues or behaviours identified in the data.</p>	Yearly in term 3, once data is reported from UCL Central			
5.6.iii Representatio n of men and women on committees	Encourage gender balance in Faculty centre and institute leadership and in research group and project membership	<p>Four of the six key Faculty committees are gender balanced and opinions expressed in the EDI survey generally indicated satisfaction with representation on committees: 83% of women felt that women were well or somewhat represented on important Faculty committees and career-enhancing enabling roles (62% of respondents overall).</p> <p>However, we identified an imbalance in the leadership of our research centres and institutes (62%M and 38%F) and in the membership of our research groups and projects (68%M and 32%F). These have a significant degree of autonomy and are therefore not within the control of the Faculty. Nevertheless, a review of research centres, institutes, groups, and projects was initiated in the Faculty in 2019/20 and gender equality has been embedded in the principles guiding it.</p>	<p>a) Encourage all centre and institute directors and research group and project coordinators to aim for gender balance in leadership and membership as part of the ongoing review process.</p> <p>b) Require gender balance on activities (e.g. workshops, seminars etc.) organised by research centres, institutes, groups, and projects where Faculty funding is sought.</p>	<p>Beginning with 2021/22</p> <p>Beginning with 2019/20, ongoing policy applied to all internal funding applications</p>	VDR and DT	Aim to achieve a 50-50 gender balance among leadership and membership of research centres, institutes, groups, and projects within the Faculty by 2027.	MEDIUM
5.6.iv Participation on influential external committees	Improve visibility of and participation on external committees	45% of EDI staff survey respondents (and 42% of women respondents) indicated they had felt encouraged to sit on external committees. We did not identify this as a problem except in cases where individuals would like to have this opportunity, hence focusing on increasing the visibility and experience-sharing around such external committee work. This is also in response to qualitative data collected (reports by female faculty during the academic focus group) that indicated in certain individual cases,	<p>a) Widely advertising opportunities for engagement with and secondment to external committees via email communications to staff, such as the weekly VDR emails and ad hoc VDS and VDI emails as opportunities become available.</p> <p>b) Staff who have sat on external committees in the past will also be encouraged to share their</p>	<p>Ongoing, as opportunities become available</p> <p>Ongoing, as opportunities become available</p>	VDS	Higher number of responses indicating feeling encouraged to sit on external committees as measured in the EDI survey (over 60% by 2023).	LOW

		external committee work was perceived to have been important as part of career progression.	experience through 1-1 discussions with interested applicants, offered at the time the role is advertised.  c) External committee opportunities will also be discussed as part of the mentoring and appraisal processes as appropriate.	Yearly, during mentoring and appraisal meetings	Mentors and appraisers		
5.6.v Workload model	Continue to improve transparency and recognition of workload allocation	The objective is to address lack of clarity and perceptions of unfairness about the workload allocation model identified via the EDI survey: 45% of overall respondents (and 52% of women respondents) indicated they thought the current Faculty model was not 'clear and transparent'. Qualitative data collected through 1-1 AS conversations and the academic focus group also indicated perceptions that 'good citizenship' in the Faculty was not always adequately recognised, with the same colleagues volunteering for roles or taking on higher workloads.	Adopt and enforce formal and informal measures to make workload allocation transparent and to recognise existing contributions (including voluntary). Measures already adopted in 2020/2021 include: public recognition of previously invisible teaching workload such as formative marking and sitting on academic disciplinary boards (VDS); better publicising enabling role vacancies and associated duties (VDS); rotation of enabling roles and a more accurate assessment of marking load within and without the Faculty (VDPD). These will continue to be implemented, reviewed, and expanded upon in consultation with academic colleagues.	Beginning with 2020/21 and ongoing: each September via updated Enabling Roles list and as part of teaching load allocation	VDS and VDPD	Improved perception of clarity and transparency, as well as satisfaction with workload model reported in EDI survey (at least 60% positive perception reported by 2023) across all genders.	MEDIUM