Department Application
Bronze Award

UCL STEaPP
26 November 2020

Name of institution	University College London
Department	Science, Technology, Engineering and Public Policy (STEaPP)
Focus of department	**AHSSBL**
Date of application	26 November 2020
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2015** **Level: Silver**
Contact for application Must be based in the department	Arthur Petersen
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Abbreviations

BEAMS	School of the Built Environment, Engineering and Mathematical and Physical Sciences
CDT	(Cross-departmental) Centre for Doctoral Training (in Cybersecurity)
DEOLO	Departmental Equal Opportunities Liaison Officer
DPA	Doctor of Public Administration
DTP	(STEaPP's) Doctoral Training Programme (for PhD and DPA)
EDI	Equality, Diversity and Inclusion
MPA	Master's of Public Administration
PETRAS	Privacy, Ethics, Trust, Reliability, Accessibility and Security (National Centre of Excellence for IoT Systems Cybersecurity)
STEaPP	(Department of) Science, Technology, Engineering and Public Policy ['STEaPP' is pronounced as '/sti:p/']

Mapping of academic, teaching and research job titles to UCL grades

Grade	*Job Title*
6	Teaching Assistant, Research Assistant
7	Associate Lecturer (Teaching), Research Fellow
8	Lecturer, Lecturer (Teaching), Senior Research Fellow
9	Associate Professor, Associate Professor (Teaching), Principal Research Fellow
10	Professor, Professor (Teaching), Professorial Research Fellow

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Equality Charters Manager
Equality Challenge Unit, Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP

Dear Equality Charters Manager,

We are very pleased to attach our submission for an Athena SWAN Award. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

As Head of UCL's Department of Science, Technology, Engineering and Public Policy (STEaPP), a new and still small (but growing) department, I am fully committed to creating a more equitable workplace, one that promotes transparency and opportunity for all as core aspirations. I see that as an important measure of my success or otherwise as HoD.

When I joined the Department in late 2018, one of the first things I did was to lead on the generation of a new strategy. This strategy involves STEaPP taking up seriously a transformative agenda. That broad and external facing agenda needs to be reflected in its internal culture, processes and structure, and is expected to support notable improvements in EDI dimensions such as gender, race and disability, and their intersections.

Since joining STEaPP, I have made clear in public statements and in private meetings that my aim is to ensure that the Department is a place where women can thrive. This applies to academic, research and teaching staff (26 members, 54% female), to professional services staff (20 members, 85% female), and to students (no UG students; 64 PGT students, 52% female; and 39 PGR students, 46% female). Over the past three years, the female ratio in the two most senior academic ranks has improved from 33% to 43% (Associate Professor) and from 0% to 33% (Professor), partly as the consequence of sustained encouragement and support from my side for promotions.

But we are not there yet! The Athena SWAN process that I initiated over a year ago itself constitutes an effort to generate general recognition and awareness with respect to the presence in the department of gender equality issues and to decide on the basis of solid evidence – already in hand or to be gathered in the future – which of these issues are most serious and need action.

A range of key issues need to be addressed, which have been carefully considered in the report and included in the action plan. I will here highlight three high-priority clusters of actions. First, since at present there exists no unified approach to gender equality in the department, we will create one. Second, since at present a perception exists within the department that workloads are not distributed equitably, we will have a dialogue about gender differences in the workloads, and to eliminate such differences

where they show up. And third, since academic, teaching and research staff are not sufficiently aware of what is required for senior promotions at UCL, from the perspective of STEaPP, we will more systematically inform academic, teaching and research staff about senior promotions.

Let me make clear at the outset here that we have felt a certain level of frustration with the rigidity of the Bronze template, which did not allow us to include either professional services staff data or sections on key career transition points (Section 5.2) and career development (Section 5.4), even if we were to use disclaimers that we were not applying for a Silver award in this round. It needs to be understood that although we have obliged by cutting those sections (and not adding a section on professional services staff data) – which we had already drafted –, shortening them, and shifting them to Section 7, we have fully completed the required analysis and action planning for professional services staff too and they have been fully integrated throughout the report, including in the action plan.

We will make sure that the actions that we have committed to are communicated effectively to all staff and students, and that the Athena SWAN efforts stay alive through the execution of the individual actions.

Yours Sincerely,

Professor Joanna Chataway
Head of Department

(Section word count: 636)

2. DESCRIPTION OF THE DEPARTMENT

UCL's Department of Science, Technology, Engineering and Public (STEaPP) is one of the youngest academic units in the university. It was formally established in 2013. The STEaPP Vision (adopted in May 2019) is: "To transform, through strong partnerships and communities, the relationship between science, technology, engineering and public policy in order that new knowledge fully benefits society." The department, which is transdisciplinary and unique within the UK and even the larger world, sits within the Faculty of Engineering Sciences, maintaining close ties to the two other Faculties in UCL's BEAMS School (Bartlett Faculty of the Built Environment and Faculty of Mathematical and Physical Sciences) and the rest of UCL.

STEaPP's office is located on the 4th floor of Shropshire House, 11-20 Capper Street, off Tottenham Court Road. The proximity to the main UCL campus is shown in the above map (the star indicates the office location). The large office is shared with colleagues from the Department of Security and Crime Science, and with The Conversation UK.

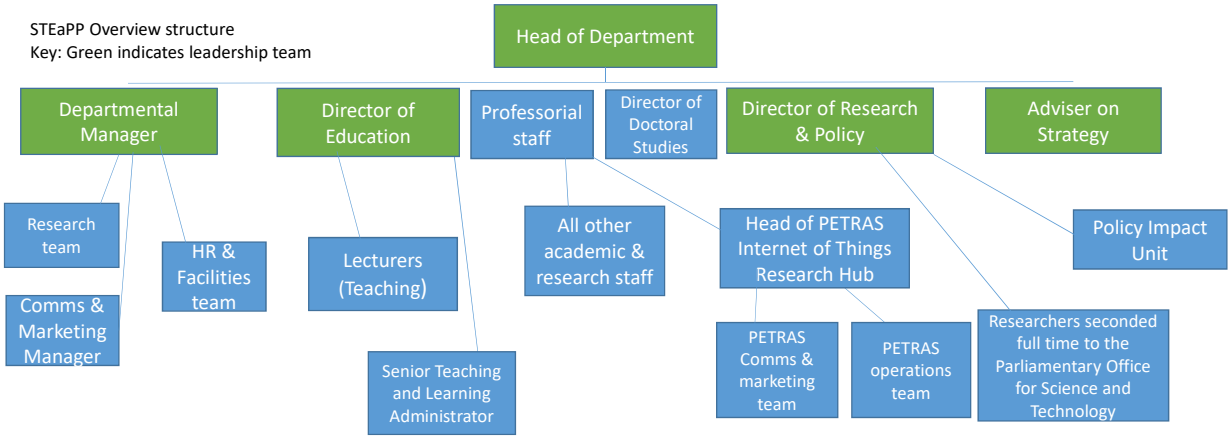
This Athena SWAN submission is the department's first submission and it addresses progress and issues encountered with respect to gender equality within the department, looking back over the past three years and looking forward over the next three years, as per Athena SWAN's guidelines. Over the past three years (from October 2017–October 2020), academic, teaching and research staff numbers have remained constant with an improvement in the gender balance for academic and teaching staff (see Table 1).[1] The number of professional services staff has increased over this period, showing a shift to a very high female ratio (85%).

[1] All absolute numbers for staff and students in this report are headcounts (not FTEs).

	October 2017		October 2020	
	Number of staff	**% Female**	**Number of staff**	**% Female**
All academic, teaching and research staff	26	58%	26	54%
Academic and teaching staff only	10	30%	19	47%
Research staff only	16	75%	7	71%
Professional services staff	14	57%	20	85%

Table 1: Number and gender balance of academic, teaching and research staff and professional services staff, 2017–2020

The total number of PGR students over the different cohorts of our 4-year programme (which had only started in 2015) has strongly grown from 16 (31% female) in 2017 to 39 (46% female) in 2020. We offer one PGT programme, a one-year Master's of Public Administration (MPA) programme with different routes, and we do not yet offer a UG programme. The annual intake for the MPA programme is still growing: the intake in 2020 was 64 students (52% female), compared with 19 students (63% female) in 2017. Growth is expected to continue over the next few years.



In the above organigram of the department, different support structures are shown. For instance, research projects and research groups (which are fluidly defined and dynamic over time) are supported by a research team and education activities are supported by an education team that includes Lecturers (Teaching)[2] and the Senior Teaching and Learning Administrator. Uniquely in academia, STEaPP has support for policy activities in the form of a policy team called 'Policy Impact Unit' (which provides professional

[2] Formerly, until 30 September 2020, the 'Lecturer (Teaching)' job was called 'Senior Teaching Fellow' at UCL. See https://www.ucl.ac.uk/human-resources/news/2020/sep/improving-our-offering-teaching-fellows-ucl.

policy engagement expertise and support to the Faculty of Engineering Sciences, including STEaPP itself, to help feed research-based evidence into the policy-making process). The department's Leadership Team has a core which in the period considered consisted of the Head of Department (HoD), the Director of Education, the Director of Research & Policy, and the Department Manager (on 1 October 2020, the core of the Leadership Team was 25% female, compared with 25% in 2017, 60% in 2018, and 50% in 2019; from 1 January 2021, the number will rise to 67% – see Section 5.6.iii).

(Section word count: 569)

3. THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

Member	**Role within the department**	**Role within the self-assessment team (SAT)**	**Additional information**
Ruth Dollard *[text removed]*	Operations Manager (PETRAS)	Representing professional services; analysing professional services data	*[text removed]*
Gabriella Ezeani	MPA Student	Representing MPA students; analysing student data; co-designing and analysing student survey	*[text removed]*
Florence Greatrix	Policy Adviser	Representing professional services; analysing professional services data; co-designing and analysing staff survey; producing minutes; sharing documents within SAT and with department	*[text removed]*
Jean-Cristophe Mauduit	Lecturer	Representing early-career academic staff; co-designing, executing and analysing staff survey	*[text removed]*
Michelle Mhlanga *[text removed]*	HR & Facilities Manager	Providing HR input to the process, assisting with	*[text removed]*

		ensuring a representative composition of the SAT	
Sue Needler *[text removed]*	HR & Facilities Manager (Maternity cover)	Providing HR input to the process	*[text removed]*
Sarah-Louise Quinnell	Lecturer (Teaching)	Representing early-career teaching staff; analysing academic, teaching and research staff data	*[text removed]*
Arthur Petersen	Professor, Chair of SAT	Organising the self assessment, bringing together the submission	*[text removed]*
Meron Tesfamichael	Research Fellow	Representing early-career research staff	*[text removed]*
Chris Tyler	Associate Professor, Director of Policy & Research	Representing senior academic staff	*[text removed]*
Carla-Leanne Washbourne	Lecturer (promoted to Associate Professor on 1 October 2020)	Adviser to the SAT	*[text removed]*
Catherine Wheller *[text removed]*	PETRAS Communications & Marketing Officer	Representing professional services; co-designing and analysing staff survey	*[text removed]*

Rebecca Whitwick *[text removed]*	HR & Facilities Manager (Interim)	Providing HR input to the process	
Ayden Wilson	Executive Assistant, Department Manager (Acting Up), DEOLO	Liaison with Leadership Team and UCL central services	*[text removed]*
Lydia Zemke	PhD Student	Representing PGR students; co-designing, executing and analysing student survey	*[text removed]*

Table 2. Description of the self-assessment team

The SAT is listed in Table 2. It was designed to have a proper role, gender, and grade distribution (see below under 3.ii for the process followed). Of the 13 members (counting the three HR & Facilities Managers – all female – as one), nine (69%) are female and four (31%) are male. For the distribution of grades, see Section 5.6.iii.

(ii) an account of the self-assessment process

STEaPP has had a formal Equality, Diversity and Inclusion (EDI) presence since at least 2015 (first DEOLO appointed). An EDI Committee ran across the 2016/17 academic year. As a young department, however, it was challenging to submit an Athena SWAN application then due to a lack of potential members for a self-assessment panel and lack of reportable data, but from 2018/19 this started to become a real possibility. In June 2019, a roundtable on 'work/life balance' was convened between the early-career academic, teaching and research staff and the Leadership Team. Actions that ensued from that meeting were that an Athena SWAN self-assessment team (SAT) was to be assembled quickly (given that the department already had the plan to submit an application) and that the HoD was to ask one of the senior male academics to lead the SAT. The idea had been floated by several early-career academics that men in the department should actually do the real work for the submission, which would prevent this from becoming a task to be shifted down to female early-career academics.[3] In July

[3] See also Meredith Nash, Ruby Grant, Li-Min Lee, Ariadna Martinez-Marrades and Tania Winzenberg (in press), 'An exploration of perceptions of gender equity among SAGE Athena SWAN self-assessment team members in a regional Australian university', *Higher Education*

2019, the HoD asked Arthur Petersen to chair the departmental Athena SWAN SAT, and to organise and lead the effort, and he agreed.

Before we describe the process that was followed to assemble the team and execute its tasks we would like to first delve a bit deeper into the work/life balance issues that had been raised, given that these issues are crucial for Athena SWAN.

In April 2019, leading up to the roundtable mentioned, two female early-career academics signalled to the Leadership Team various issues that had been raised over work/life balance and the pressures for early-career academics in particular. They reiterated a list of 'nine plates that are spinning concurrently' that one of them had mentioned during an away day. Academics in the department juggle the following things: research and publications; teaching and supervision; public policy engagement; media and public engagement; executive education; consultancy; academic leadership (speaking at conferences, public events, etc.); funding applications; administration and line management. In the context of Athena SWAN (looking into barriers for women to progress to senior academic positions), the plight of female early-career academics is especially relevant to consider.

They offered some constructive proposals pertaining to reviewing the allocation of administrative responsibilities; assessing the need for some of these responsibilities; early-career academics performing a stocktake of all their responsibilities with their respective line managers; distributing the nine plates mentioned over different groups of academics; and acknowledging the gender dynamics between senior academics and leadership (containing two female academics at that point in time – the sole female Professor and the sole female Associate Professor – senior academics in the department being predominantly male then, see Section 4.2.i) versus early-career academics (predominantly female). For many early-career academics, issues of precariousness, the perception that one has to be 'always on' and flexible has led to serious work/life balance problems.[4]

After the Chair had tentatively agreed with the HoD that the department would aim for a submission for a Bronze award in November 2020, he invited self-nominations for the SAT by email to all staff in August 2019. After the closing date, the Chair worked with the department's HR & Facilities Manager to make a selection from those who had self-nominated and to decide who needed to be invited in addition, so as to arrive at a balanced group for the team. Separate processes were set up to invite self-nominations and make a selection from MAP and DTP candidates.

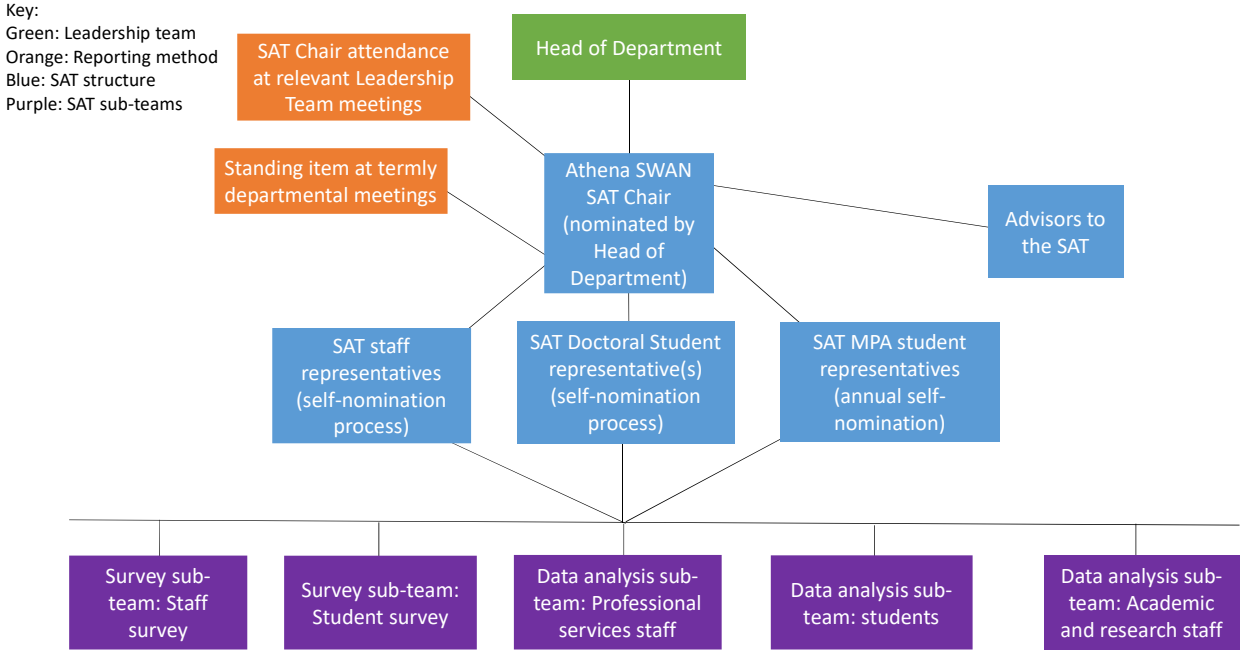
The composition of the team (except for the students, who were announced later) was announced in the all-department meeting of September 2019, as well as in a subsequent email to all staff. The full team met in October 2019, and in February, May and June 2020; subgroups (for data analyses and survey designs) met more frequently in between these full team meetings. The team meetings were fully minuted and the minutes and other relevant documents – including the Terms of Reference for the SAT

Research & Development (https://doi.org/10.1080/07294360.2020.1737657, published online 23 March 2020).

[4] Thomas Allmer (2018), 'Precarious, always-on and flexible: A case study of academics as information workers', *European Journal of Communication* 33 (4): 381–395.

(which reports formally to the HoD via the Chair) – were shared with the rest of the department via Sharepoint (STEaPP Hub).

Overview of how SAT fits in Department



In the above diagram both the structure and the reporting lines of the SAT are shown.

The focus of the first meeting was to agree on timeline and award level, to hear everyone's motivations, to agree to share the work (with the Chair obviously having to do a substantial part of that work), and to agree the process for selecting student members. The second meeting discussed the initial data analyses, reviewed the successful Athena SWAN submission from a sister department and decided to conduct staff and student surveys – these were held in April and May 2020, respectively, and the response rates were 71% (for females: 69%) and 65% (for females: 65%), so really high. The subsequent meetings were aimed at pulling together the submission, focusing largely on the action plan. The team shared additional information and documents internally via Teams. The Chair reported regularly to the Leadership Team and also attended Leadership Team meetings where decisions pertaining to the Athena SWAN submission and its preparation were on the agenda. The outcomes of the Athena SWAN staff survey were discussed in the all-department meeting of May 2020, which led to a reiteration in the submission of the points brought up in the early-career academics roundtable. The draft submission underwent departmental review in June and UCL review in August 2020. After each review significant revisions were made in response to the feedback received. The final revision also included an update for the variables that were reliably available for 1 October 2020, the end of the period assessed in our submission. The revisions were signed off by the SAT in full team meetings and shared with the department in a detailed and transparent manner via the STEaPP Hub.

The submission has been endorsed by the Leadership Team.

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

The SAT will continue initially in its current composition and with the same Chair; in terms of succession planning, annually, part of the membership will be refreshed after open calls for participation. Meetings will be held at least once every term (every three months), of which the minutes will be shared within the department. Members will have responsibility for ensuring progress against the actions in this submission and setting future goals (see the action plan for how the SAT will be involved in the implementation). Individuals responsible for action plan deliverables will report to the SAT. If deliverables are off-track, the SAT will discuss the problems, review targets if necessary and offer guidance to the responsible member of staff. SAT members will take responsibility for improving the profile of Athena SWAN, such as via staff and student surveys. The Chair will continue to report to the Leadership Team and provide updates at all-department meetings. In addition, following the appointment of two departmental EDI leads (Sarah-Louise Quinnell and Ellie Cosgrave) on 20 November 2020, the Chair will participate in the new departmental structure that will be set up for EDI.

(Section word count: 1,426)

List of actions referenced in this report (see action plan)

1. *Support for students*

1.1 Students' career preparation
- **Action 1.1.1** – PGT career seminars
- **Action 1.1.2** – PGR career seminars
- **Action 1.1.3** – Gender-balanced career panels
- **Action 1.1.4** – Connecting PGT with policy advisers
- **Action 1.1.5** – Connecting PGT with PGR
- **Action 1.1.6** – PGTA policy

1.2 Potential applicants and students' exposure to female role models
- **Action 1.2.1** – Gender analysis of 2020/21 PGT recruitment
- **Action 1.2.2** – Website videos featuring female staff
- **Action 1.2.3** – Monitoring exposure to female role models

2. *Support for staff at key career transition points*

2.1 Staff mentoring
- **Action 2.1.1** – Approach to mentoring

2.2 Avoiding gendered critiques
- **Action 2.2.1** – Avoiding gendered critiques in course feedback

3. *Recruitment, promotion and retention*

3.1 Gender balance in recruitment panels
- **Action 3.1.1** – Collecting and storing data on recruitment panels
- **Action 3.1.2** – Aiming for gender balance in recruitment panels
- **Action 3.1.3** – Reviewing gender neutrality of recruitment panels

3.2 EDI-focused training
- **Action 3.2.1** – Reviewing and mandating suitable training for tackling gender equality and wider EDI issues
- **Action 3.2.2** – Additional mandatory EDI-focused department-wide trainings

3.3 Information about senior promotions of academics
- **Action 3.3.1** – Annual seminar on senior promotions

3.4 Information about career opportunities for professional services staff
- **Action 3.4.1** – Getting a clear view on career opportunities in professional services
- **Action 3.4.2** – Annual seminar on career opportunities in professional services
- **Action 3.4.3** – Career progression in annual appraisals of professional services staff

3.5 Gender balance in Honorary/Visiting staff
- **Action 3.5.1** – Gender balance considered in Honorary/Visiting staff appointments

4. *Career breaks, workload and flexible working*

4.1 Gender differences in workloads of academics
- **Action 4.1.1** – Annual review of gender differences in workload
- **Action 4.1.2** – Team-wide discussions about workload allocation
- **Action 4.1.3** – Review of workload model assumptions

4.2 Dedicated time for research
- **Action 4.2.1** – Considering the option of block teaching
- **Action 4.2.2** – Departmental policy for sabbatical leave

5. *Culture, communication and departmental organisation*

5.1 STEaPP's unified approach to gender equality
- **Action 5.1.1** – Focus groups on gender equality
- **Action 5.1.2** – Publications archive on gender equality
- **Action 5.1.3** – Annual expert speakers on gender equality
- **Action 5.1.4** – Development of departmental gender equality policy
- **Action 5.1.5** – Roll out of departmental gender equality policy
- **Action 5.1.6** – Review of awareness of departmental gender equality policy

5.2 Reporting gender discrimination
- **Action 5.2.1** – Finding out about specific gender discrimination issues
- **Action 5.2.2** – Departmental guidelines for reporting gender discrimination

5.3 Awareness of gender and intersectionality
- **Action 5.3.1** – Gender awareness seminars
- **Action 5.3.2** – Fostering a feminist and decolonised approach to teaching

5.4 Awareness of maternity and parental leave policies
- **Action 5.4.1** – Information sharing on maternity and parental leave policies

5.5 Improving the process around flexible working
- **Action 5.5.1** – Open dialogue and ongoing discussion about flexible working

5.6 Gaining insight into negative feedback on workplace culture
- **Action 5.6.1** – Focus groups on workplace culture

5.7 Adhering to core hours
- **Action 5.7.1** – Encouraging adherence to core hours

5.8 Monitoring progress in the perception of gender equality
- **Action 5.8.1** – Annual Athena SWAN survey

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

N/a

(ii) Numbers of undergraduate students by gender

N/a

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

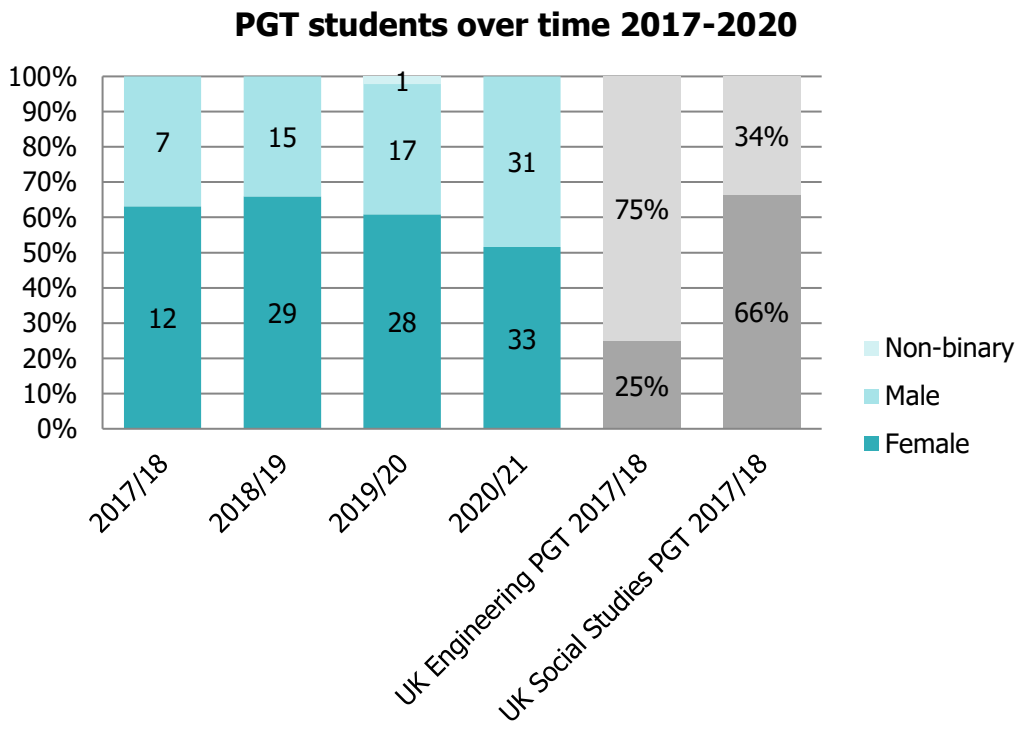


Figure 1. Numbers of enrolled students on PGT (MPA) degrees from 2017/18–2020/21 (in the two reference columns on the right, dark grey denotes female and light grey denotes male)

In Figure 1, the numbers of enrolled students on our PGT (MPA) degrees are shown. Until 2019/20 only full-time students have enrolled; in 2020/21 three part-time students enrolled (2 female, 1 male). UCL statistical information is still only collected and provided in binary (male/female) format, which we amended in the numbers shown for 2019/20, including non-binary as a third category. Over the past three years, the ratio of females has fluctuated between 52% and 63%, featuring decreases over the

last two years.[5] We celebrate this proportion of female students. Given that the department aims to connect science and engineering with public policy, the ratio that is to be expected lies between two reference points: the UK's averages for engineering and social studies, respectively. We expect and prefer the ratio to be closer to the latter, and would not want it to fall systematically below 55% (that is, slightly above parity), which we have set as our own benchmark. This should be ensured by **Actions 1.2.1** (Gender analysis of 2020/21 PGT recruitment), **1.2.2** (Website videos featuring female staff) and **1.2.3** (Monitoring exposure to female role models).

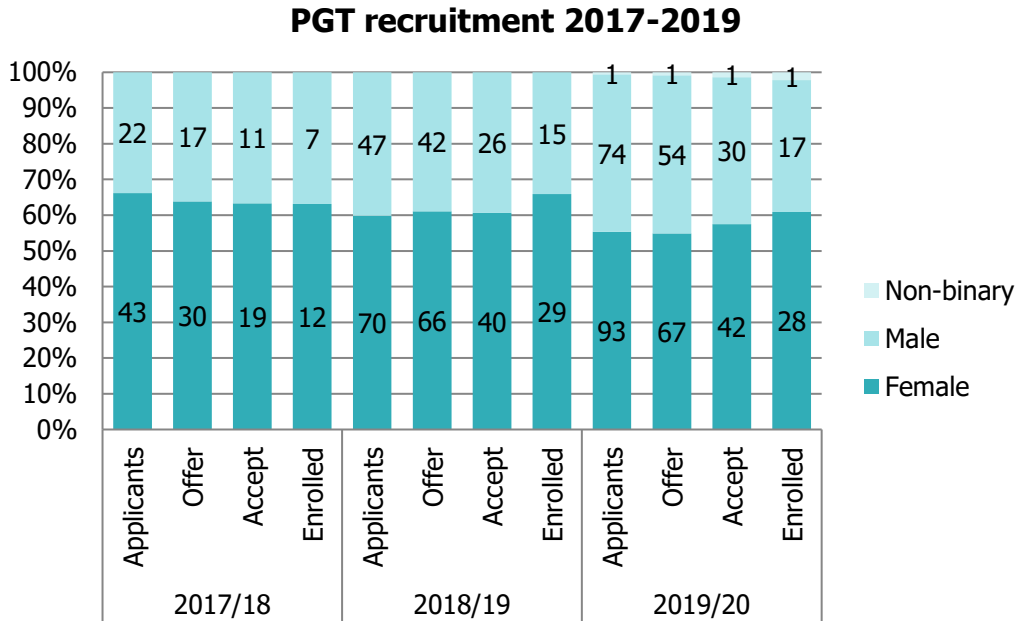


Figure 2. Numbers of applications, offers, acceptances and enrolments for students on PGT (MPA) degrees from 2017/18–2019/20

In Figure 2 it becomes visible that there has on average been a slight increase of female enrolments compared with female applications, but the effect is small; there does not seem to be any significant bias when moving from applications through to enrolments. Note that since UCL does not collect data on non-binary gender, the numbers were amended for 2019/20, where an assumption was made on the application, offer and acceptance data which we could not check.

[5] We cannot exclude an effect of Covid-19 on this ratio; it is possible that the decrease to a 52% female ratio for 2020/21 does not represent a trend.

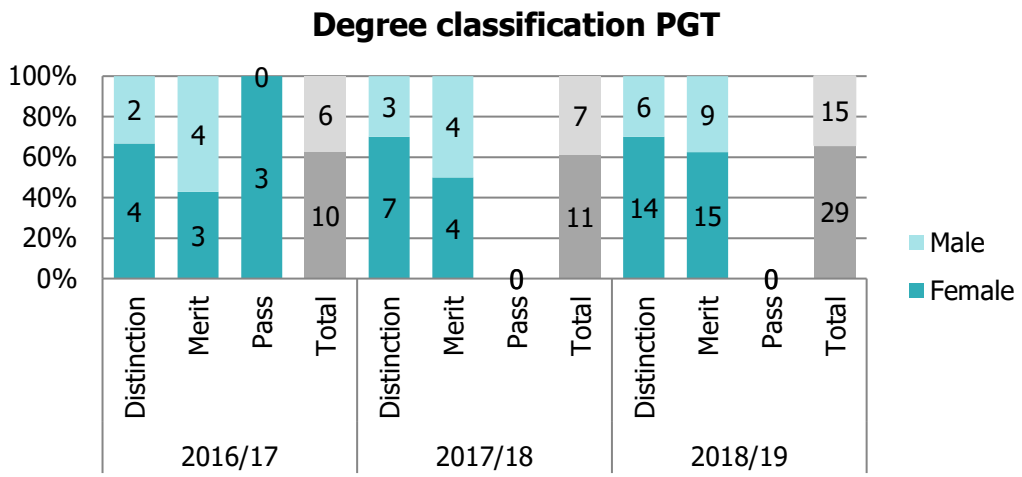


Figure 3. Numbers of degree classifications reached for students on PGT (MPA) degrees from 2016/17–2018/19 (in the three totals column on the right for each year, dark grey denotes female and light grey denotes male)

In the degree classifications reached over the past three years (Figure 3) there is a very small overrepresentation of female students who have received a distinction classification as compared with the percentage of female students in the total numbers of PGT students. The effect is very small and statistically insignificant. There are no signs of gender bias either way in degree classifications awarded. For these cohorts, the completion rate was 100% (all genders – all students were full-time in these cohorts).

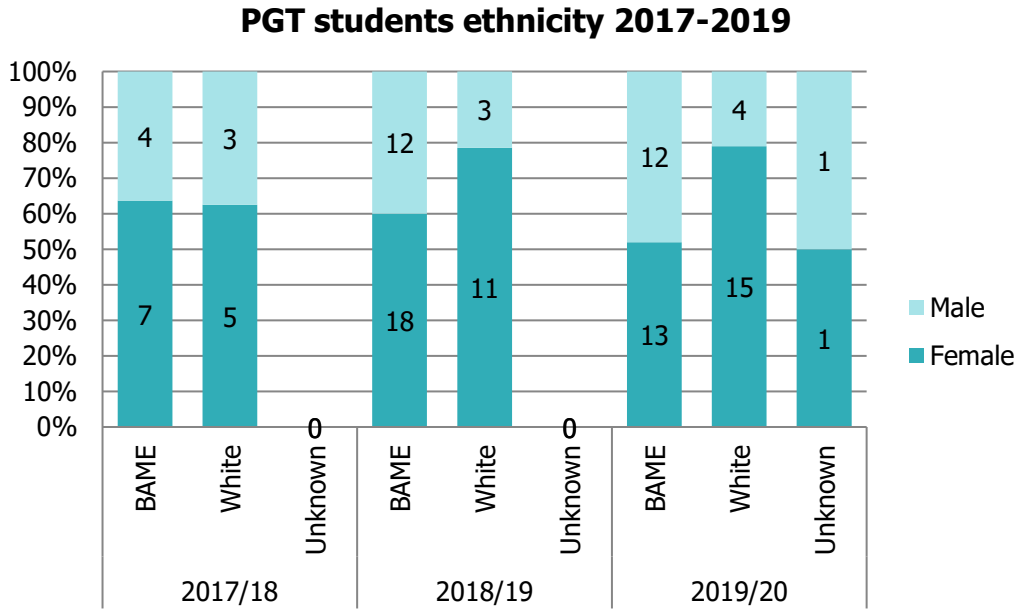


Figure 4. Ethnicity of PGT (MPA) students from 2017/18–2019/20

As is shown in Figure 4, over the past three years the percentage of female students among Black, Asian, and Minority Ethnic (BAME) students has been equal or lower than the percentage of female students in the total numbers of PGT students (e.g., female fraction was 52% for BAME students versus 61% for all students in 2019/20) and the percentage of female students among white students has been equal or higher (e.g.,

79% versus 61% in 2019/20). These and other issues of intersectionality should be reflected on in the department, together with the students (**Action 5.3.1** – Gender awareness seminars; **Action 5.3.2** – Fostering a feminist and decolonised approach to teaching). We do find taking an intersectional approach important, and this will be taken up as part of the wider departmental EDI actions, yet to be defined. The latter actions may also result in a BAME benchmark (or even a further breakdown, including a Black benchmark) for the PGT students. Over the past three years, in terms of BAME, the percentage of BAME students among the total number of PGT students has fluctuated between 57% and 68%.[6]

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

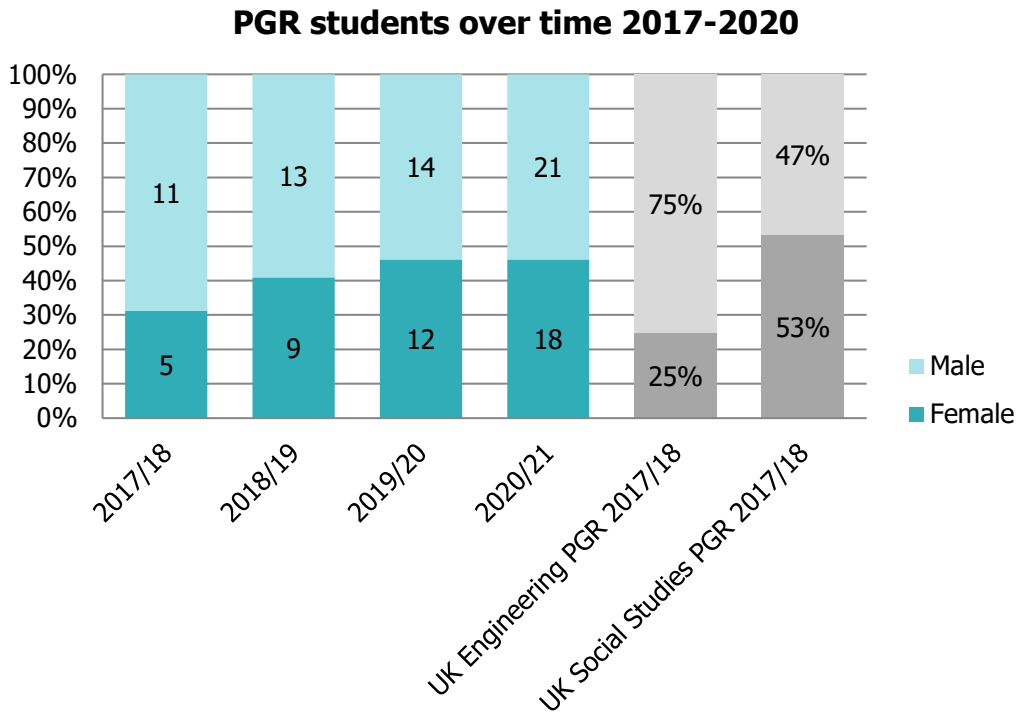


Figure 5. Numbers of enrolled students on PGR (PhD and DPA) degrees from 2017/18–2020/21 (in the two reference columns on the right, dark grey denotes female and light grey denotes male)

Total enrolment for STEaPP's PGR degrees is shown in Figure 5. STEaPP has two PGR degrees, the PhD degree and the Doctor of Public Administration (DPA) degree, both of four-year duration. Training for both degrees is provided via a departmental Doctoral Training Programme (the STEaPP DTP). For the PhD degree, a second training route is offered via the cross-departmental Centre for Doctoral Training (CDT) in Cybersecurity (since 2019/20). On 1 October 2020, 34 students (47% female) were enrolled in the STEaPP DTP and 5 students (40% female) were enrolled in the UCL Cybersecurity CDT. Over the past three years, the ratio of female PGR students has grown from 31% to 46%. The upward trend indicates that it should be possible over the next few years to reach parity, which we have set as our own benchmark, close to the UK's average ratio

[6] For reference (not a benchmark), the UK average for PGT was 22% BAME in 2017/18.

for social studies (53% in 2017/18). **Actions 1.2.2** (Website videos featuring female staff) and **1.2.3** (Monitoring exposure to female role models) should help here.

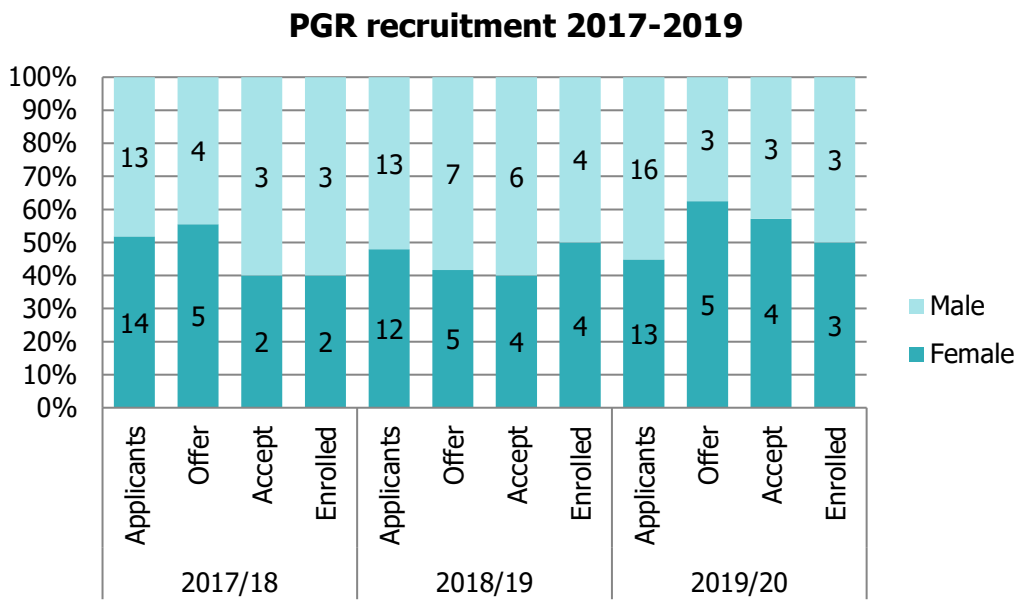


Figure 6. Numbers of applications, offers, acceptances and enrolments for students on PGR (PhD and DPA) degrees from 2017/18–2019/20

In PGR (PhD and DPA) recruitment, no systematic effect can be seen in the female ratio when moving from applicants to enrolments (Figure 6). It should be noted here, of course, that the numbers are particularly small; hence year to year fluctuations are to be expected.

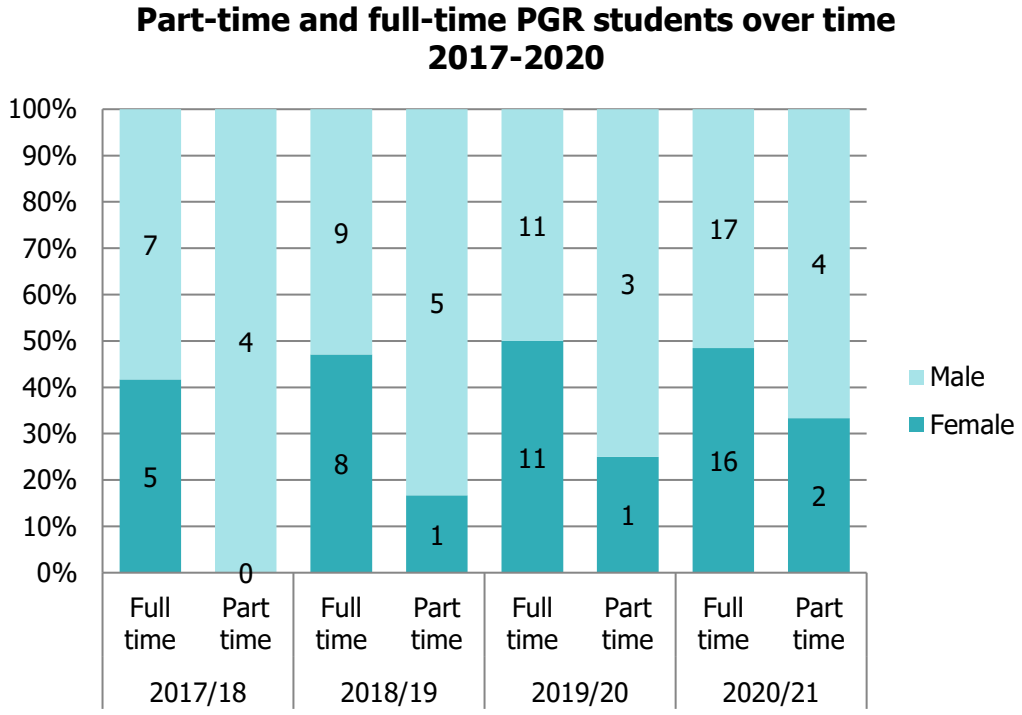


Figure 7. Numbers of part-time and full-time enrolled students on PGR (PhD and DPA) degrees from 2017/18–2020/21

Most of the part-time PGR students are male. All of the part-time PGR students (male and female) chose the part-time programme (6 years instead of 4 years) in order to be able to combine their doctoral research with professional work. There seems to be no urgent reason to act specifically on the gender imbalance in the part-time PGR population, though in terms of female role models it would be good to broadcast the presence of female doctoral candidates who are able to combine their studies with a professional career (**Action 1.1.2** – PGR career seminars; **Action 1.2.2** – Website videos featuring female staff; **Action 1.2.3** – Monitoring exposure to female role models).

Given the newness of the doctoral programmes, only the first 3 PhD students (1 female and 2 males who started in 2015) were expected to have completed by 1 October 2020 if they were on time. All three have made it before that date, so the completion rate now stands at 100% (all genders; all students were full-time in this cohort).

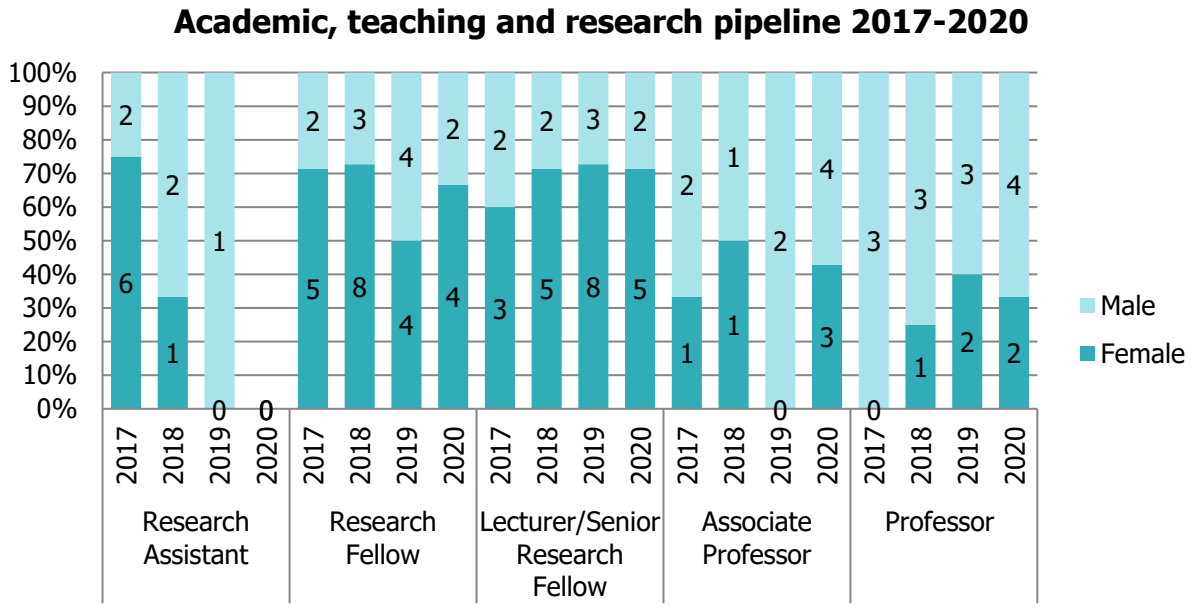
(v) Progression pipeline between undergraduate and postgraduate student levels

N/a in terms of UG.

In as far as progression from PGT to PGR is concerned: the MPA is a professional degree, with only few students interested in pursuing a research degree. Such progression has only happened once within STEaPP (1 female BAME 2018/19 MPA student enrolled as PhD student in 2019/20), but there is scope for more students taking this step (**Action 1.1.5** – Connecting PGT with PGR).

4.2. Academic and research staff data

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



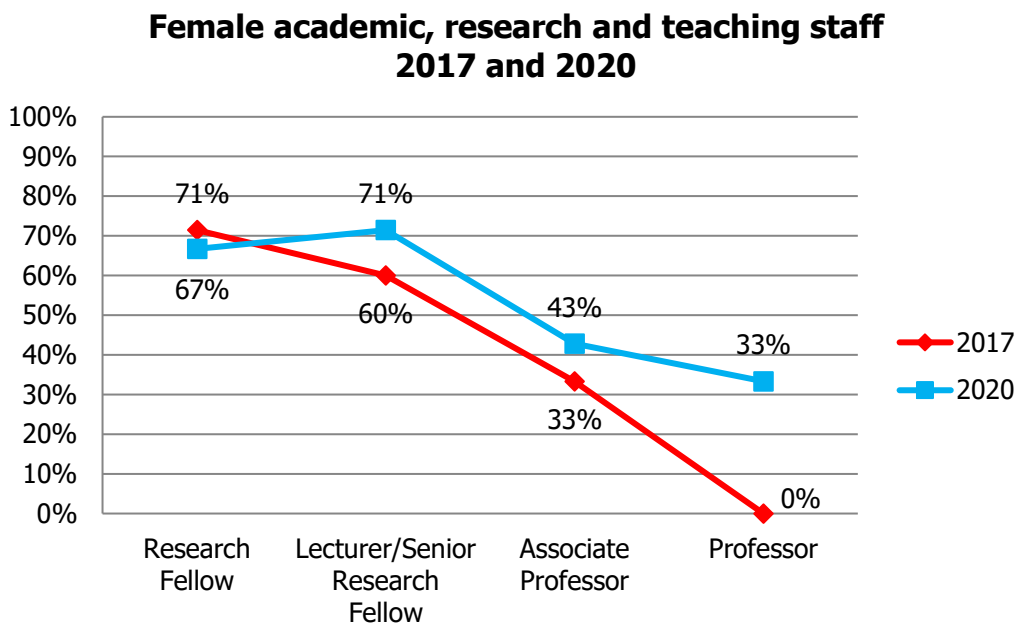


Figure 8. Career pipeline for academic, research and teaching staff from 2017–2020, all years (top, previous page) and start and end years (bottom, this page) (October 1st as census date)

The career pipeline for academic, research and teaching staff, all taken together, is shown in Figure 8. What becomes visible is the effects of indeed having had a purposeful career pipeline within the department over the past three years, all the way from the Fellow level to the Professor level (the Research Assistant level is typically comprised of part-time jobs for doctoral and Master's students and while these help to prepare them also for their careers they do not directly feed into the department's Research Fellow posts). Of the seven academic Lecturers (five females, two males) that were appointed in the past three years, five (all female) came from a post as Research Fellow within the department. Of the six Associate Professors that were added in the past three years (three females, three males), five (three females, two males) were promoted from Lecturer posts per 1 October 2020. Of the three Professors that were added in the past three years (two females, one male), one (female) was promoted from Associate Professor (in October 2017, there were already three male Professors in the department, who had all been appointed as Professors directly, and no female Professors). Given that there is no department comparable to ours, we have to set our own benchmark, and aim to reach at least parity (50:50) but preferably around 55:45 (between 50:50 and 60:40) for the female:male ratio at every level, taking into account the smallness of the numbers and hence a presence of sensitivity to fluctuations.[7] This means that there is still work to be done by the department in supporting Lecturers (academic and teaching) and Associate Professors, in particular females, to continue to thrive and develop within academia and to prepare them for being able to make their promotion cases when they are ready, while having the trust that making a career

[7] For reference (not a benchmark), the UK-average female ratio for academic, teaching and research staff was 46% in 2017/18. STEaPP's female ratio for this group of staff at present is 54%, on average over all levels. Our goal is not so much to increase the overall female ratio but to reach a more even spread over the different grades.

within the department need not come at the expense of a healthy work/life balance (**Action 3.3.1** – Annual seminar on senior promotions; **Action 4.1.1** – Annual review of gender differences in workload; **Action 4.1.2** – Team-wide discussions about workload allocation; **Action 4.1.3** – Review of workload model assumptions; **Action 5.1.1** – Focus groups on gender equality; **Action 5.1.2** – Publications archive on gender equality; **Action 5.1.3** – Annual expert speakers on gender equality; **Action 5.1.4** – Development of departmental gender equality policy; **Action 5.1.5** – Roll out of departmental gender equality policy; **Action 5.1.6** – Review of awareness of departmental gender equality policy; **Action 2.1.1** – Approach to mentoring).

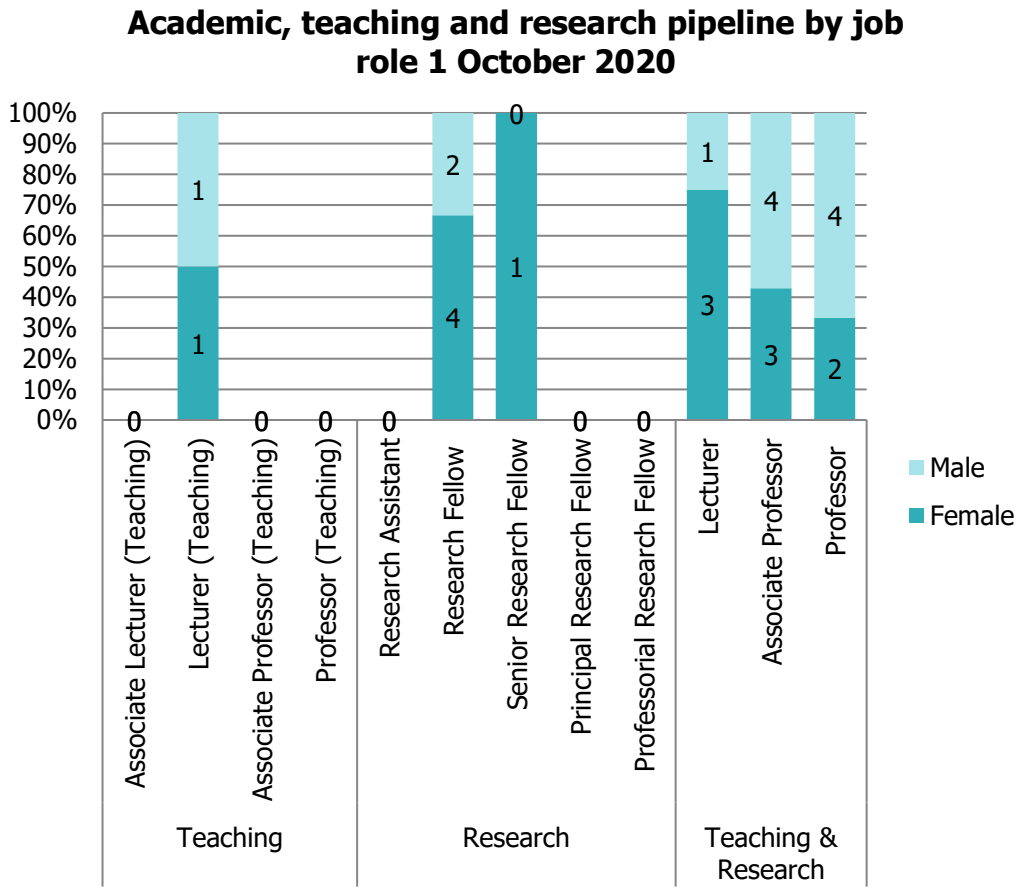


Figure 9. Career pipeline for academic, research and teaching staff (taken separately) in 2020 (October 1st as census date)

In Figure 9, the three elements of the career pipeline are shown, which each offer their own possibilities for senior promotions, that is, there is no need to first move over to a teaching & research (academic staff) post in order to be able to reach the senior grades. No separate actions are envisaged for the three categories of teaching, research and academic staff: all will benefit e.g. from **Action 3.3.1** (Annual seminar on senior promotions).

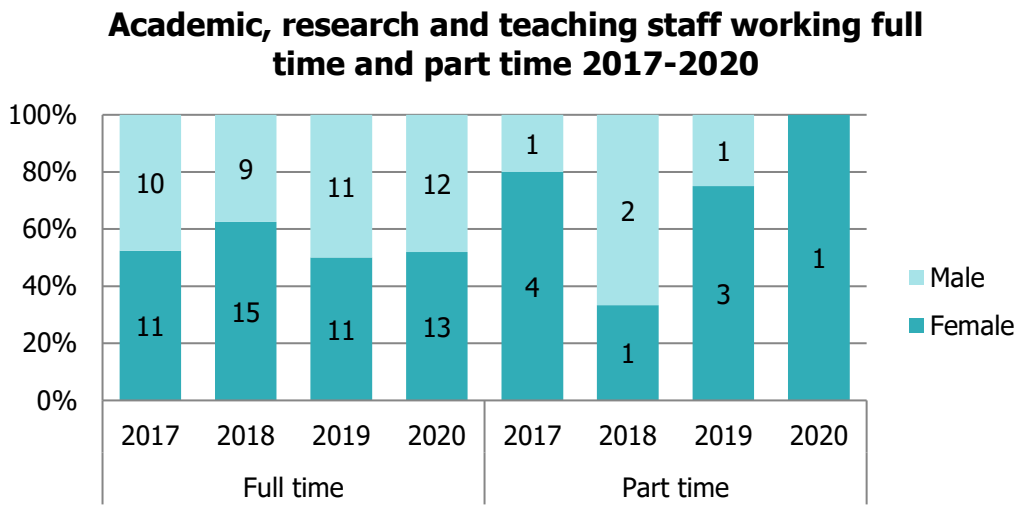


Figure 10. Numbers of full-time and part-time academic, research and teaching staff from 2017–2020 (October 1st as census date)

In Figure 10 it is visible that while there is more or less parity between female and male academic, research and teaching staff, on average more female staff work part-time than male staff (though this various hugely between years given the small numbers). Of the three staff groups considered here only research staff work part-time.

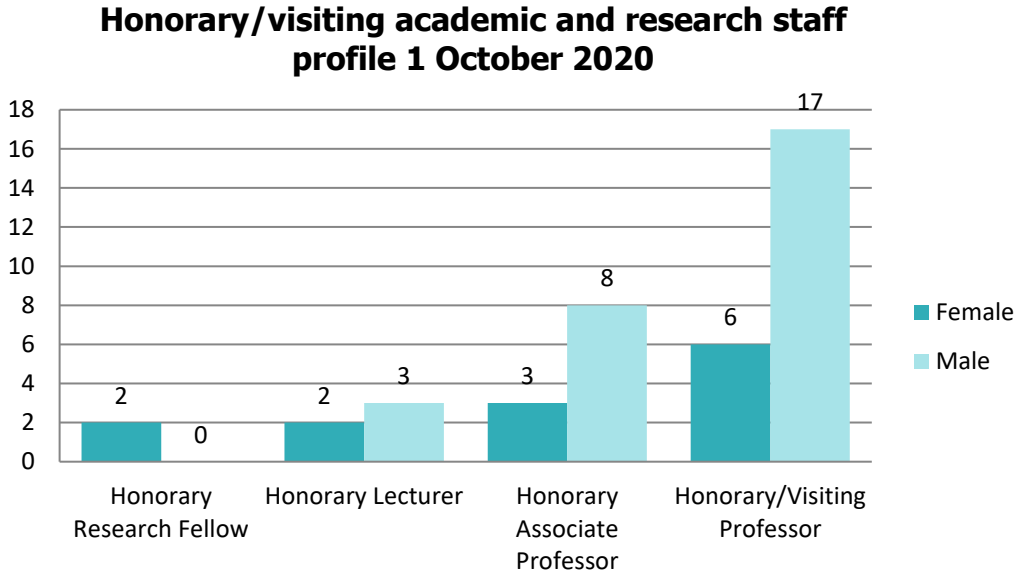


Figure 11. Numbers of honorary/visiting academic and research staff in 2020 (October 1st as census date)

In a sense, also the distribution of honorary/visiting academic and research staff (Figure 11), who are on fixed-term appointments without remuneration, can be regarded as a 'pipeline', given that honorary/visiting staff members can become eligible for reappointment at higher levels in the course of their careers (largely external to STEaPP). It is visible that historically more males have been appointed than females at the senior levels (for the Professor level, the female fraction is 26% in 2020). The female:male ratio should improve over time, towards parity, by adjusting the

honorary/visiting staff appointments policy to include gender equality consideration (**Action 3.5.1** – Gender balance considered in Honorary/Visiting staff appointments).

Given that there is no reliable data on staff ethnicity available within UCL, we are not addressing the intersection between gender and ethnicity for staff in this Bronze submission. The issue will be taken up as part of the wider departmental EDI agenda (not separately here as Athena SWAN action).

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

All our academic and teaching staff are on UCL's standard open-ended contracts without end dates. All our research staff have open-ended contracts with end dates (typically determined by the funding available from grants). PIs make efforts to extend funding where possible and desirable (an example is the continuation of PETRAS by PETRAS 2, which led to extensions for three Research Fellows – 2 female, 1 male), and the department supports Research Fellows in preparing their own grant/fellowship applications. Staff whose contracts are due to come to an end are placed on UCL's redeployment register.

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

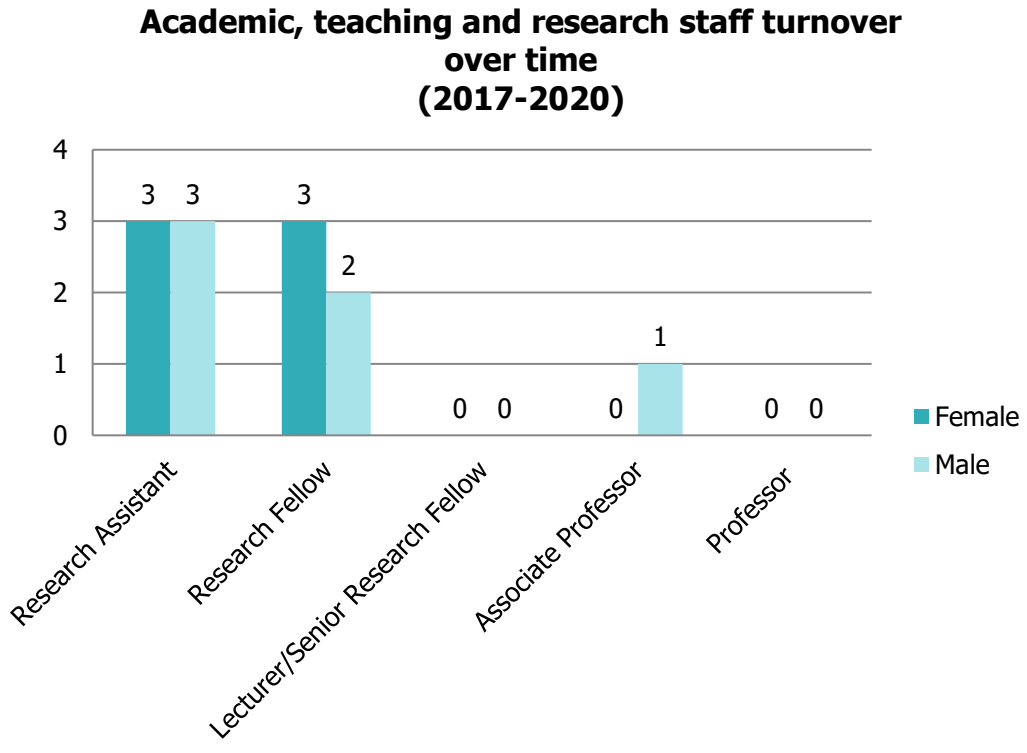


Figure 12. Numbers of academic, teaching and research staff leaving UCL employment in the period 2017–2020, according to staff level

Academic leavers in the last three years have primarily been Research Assistants and Research Fellows (Figure 12). The number of male leavers compared with female leavers is relatively high (females have on average been far in the majority at these staff levels), but given the smallness of the numbers no meaning should be attached to that.

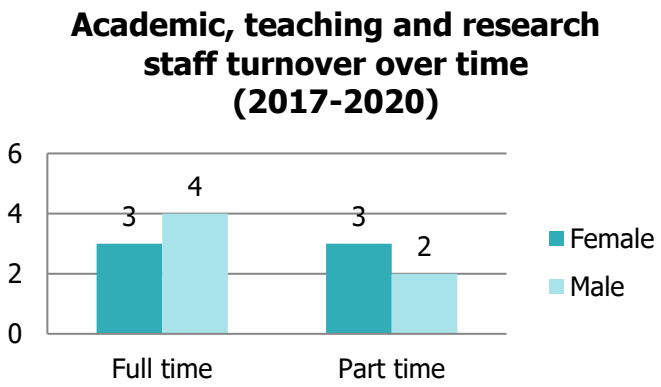


Figure 13. Numbers of academic, teaching and research staff leaving UCL employment in the period 2017–2020, according to full-time or part-time

The academic leavers leaving full-time employment (Figure 13) consisted of one Associate Professor (male), four Research Fellows (2 female, 2 male), and two Research Assistants (1 female, 1 male).

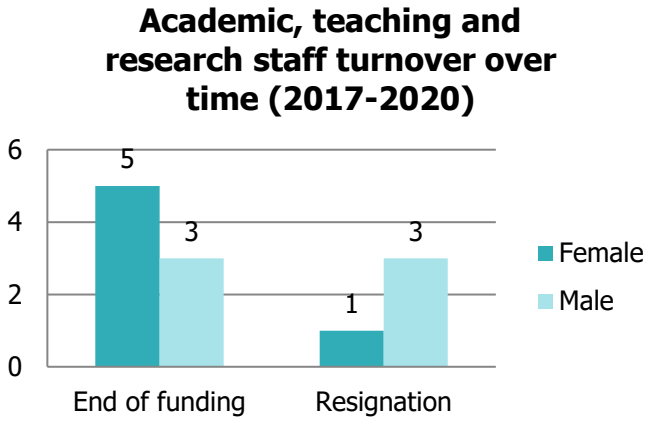


Figure 14. Numbers of academic, teaching and research staff leaving UCL employment in the period 2017–2020, according to reason

Three Research Fellows (one female, two male) resigned and left employment at UCL before their end date, and one Associate Professor (male) resigned because he took on a Professorship and administrative position at Carleton University in Ottawa, Canada.

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

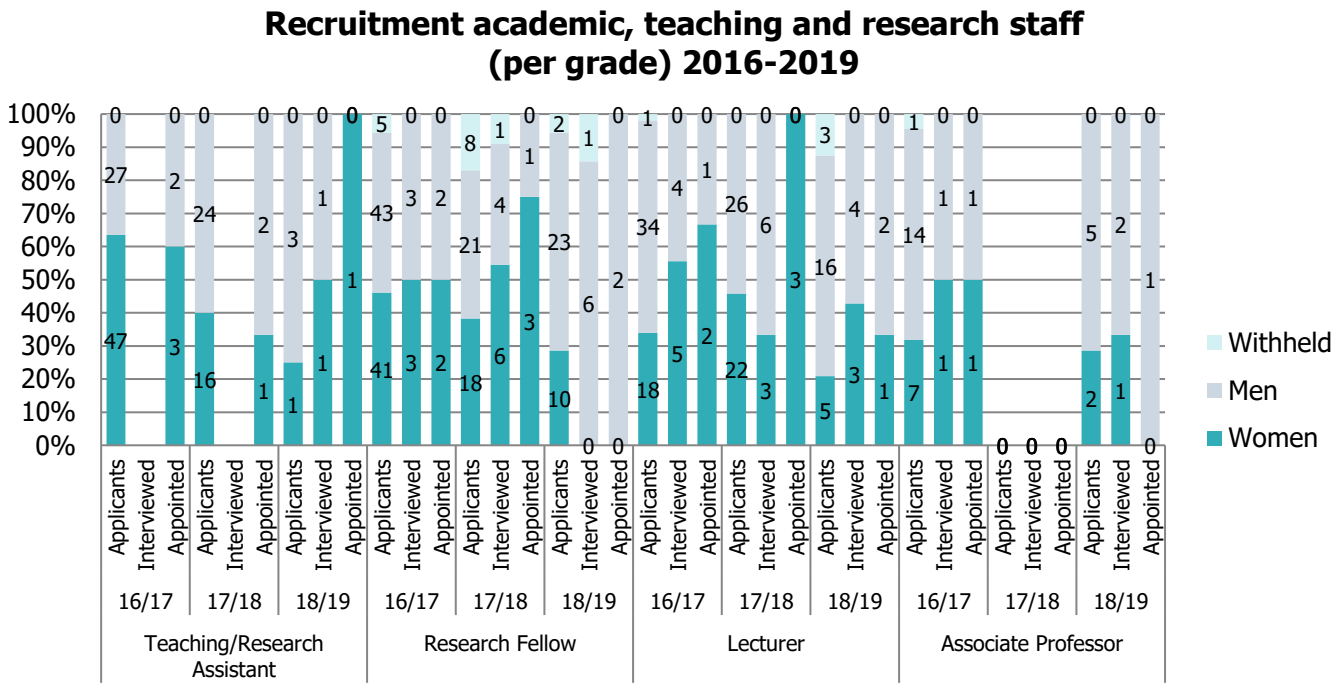

Figure 15. Numbers of applications, interviews and appointments for academic, teaching and research staff posts (per grade) from 2016–2019; interviewee numbers for Grade 6 are missing for 2016/17 and 2017/18

The recruitment data for academic, teaching and research staff shown in Figure 15 indicate a significant increase in the proportion of females when moving from applications to appointments for Research Fellows and Lecturers in the years 2016–2018. However, this pattern is not generic. The department follows UCL's general practices for positive action statements in job adverts, encouraging women to apply. The fraction of females among applicants varies significantly per post and thus between years, given also the small number of appointments in recent years.

It would be good to have more precise knowledge of the gender balance of recruitment panels, in order to be able to assess the effect – if any – on the size of the increase of proportions along the sequence from applications to interviewees and then to appointees (**Action 3.1.1** – Collecting and storing data on recruitment panels; **Action 3.1.2** – Aiming for gender balance in recruitment panels; **Action 3.1.3** – Reviewing gender neutrality of recruitment panels). We do know that all recruitment panels comprise at least 25% female members, as per UCL's policy. All panel members attend recruitment training.

All new starters at UCL nowadays are obliged to follow an online unconscious bias training. In addition, we will organise dedicated trainings for the department (**Action 3.2.1** – Reviewing and mandating suitable training for tackling gender equality and wider EDI issues; **Action 3.2.2** – Additional mandatory EDI-focused department-wide

trainings). An issue that came up in the Athena SWAN staff survey was that some staff perceived a lack of transparency about recruitment processes in relation to gender equality; this should be addressed in the planned effort to formulate a departmental gender equality policy (**Action 5.1.1** – Focus groups on gender equality; **Action 5.1.2** – Publications archive on gender equality; **Action 5.1.3** – Annual expert speakers on gender equality; **Action 5.1.4** – Development of departmental gender equality policy; **Action 5.1.5** – Roll out of departmental gender equality policy; **Action 5.1.6** – Review of awareness of departmental gender equality policy).

It deserves to be noted here that our focus should not just be on the categories of 'male' and 'female'. We have received departmental feedback on our submission stating: *'While staff are diverse across genders, it is lacking in other types of diversity such as race, class; e.g., there are no female lecturers from a black or minority background'*, *'The experiences of women or non-binary genders cannot be grouped as one; e.g., women from non-English speaking or minority backgrounds have different experiences'*, and *'The department is not inclusive of gender identities and needs active allyship of non-binary, non-cisgender identities. Specifically: assume identity based on presentation; on correct use of pronouns; follow-through on preferred name use.'* Without here in any way claiming that gender equality is not an issue that deserves attention in STEaPP, this needs to be part of a wider approach to EDI – including in recruitment – which the department will be developing over the next few years.

(ii) Induction

New academic, teaching and research staff undertake the UCL induction scheme. UCL Induction & Probation Policy is intended to provide among other purposes: a structured induction to all new employees; to welcome them to UCL, provide initial training, explain required standards and set objectives for the probationary period; a structured probationary period for all new employees to introduce them to the main duties and responsibilities of their post; in the case of staff undertaking teaching, supporting a structured training programme for the role within the probationary period. On their first day, a checklist of administrative tasks is provided, including health and safety, and fire safety. A list of key milestones must be achieved in the probationary period (which varies in length from nine months for Research Assistants and Research Fellows, to one year for academic and teaching staff with substantial teaching experience, to two years for less experienced teaching staff, and three years for less experienced Lecturers). The following training is mandatory at the start of their employment: as part of UCL's commitment to the principles of Equality and Diversity all new employees must complete the e-learning modules Staff Online Diversity Training and Unconscious Bias, within six weeks of their start date; all new employees are also required to complete the online modules of the UCL Safety Induction course within three months of starting at UCL. Confirmation in post is dependent on completing induction successfully. Induction uptake is 100%.

In the Athena SWAN staff survey, 78% of academic, teaching and research staff respondents (90% for females) chose the word 'Welcoming' from a list to describe the department as a place to work, while 95% of respondents from this group (95% for females) described the department as 'Supportive'.

(iii) Promotion

Promoted to	Female	Male	Total
Associate Professor	3	2	5
Associate Professor (Teaching)	0	0	0
Principal Research Fellow	0	0	0
Professor	1	0	1
Professor (Teaching)	0	0	0
Professorial Research Fellow	0	0	0

Table 3. Senior promotions of academic, teaching and research staff from 2017–2020

In Table 3, all successful senior promotions of academic, teaching and research staff over the past three years have been listed. Preparing promotion files and submitting these as soon as possible when cases are considered strong enough is actively stimulated in the department by line managers and HoD. Obviously, the pool for senior promotions is dependent on the pipeline, which is described in Section 4.2.i. There has been one case in this period of an unsuccessful application (by a male) for promotion. Given that the numbers are small, not much meaning can be attributed to differences between female and male staff members. It is good to see that in the period 2017–2020 four female and two male colleagues made it successfully through UCL's senior promotions process.

Separate from senior promotions, academic, teaching and research staff below Professorial level can also be promoted within their grades via an 'accelerated incremental progression' or the 'award of contribution points'. In the period from 2017–2020, this happened to 2 females and 2 males.

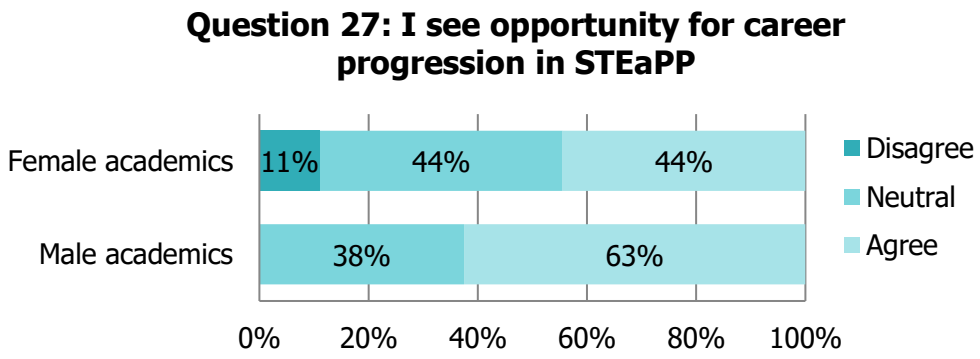

Figure 16. Answers from academic, teaching and research staff to Athena SWAN staff survey question on seeing opportunity for career progression

According to the Athena SWAN staff survey 95% of academic, teaching and research staff agree or are neutral with respect to seeing opportunity for career progression, but the females see less opportunity than the males (Figure 16). This merits further attention below, when more specifically equality issues with respect to promotion are discussed.

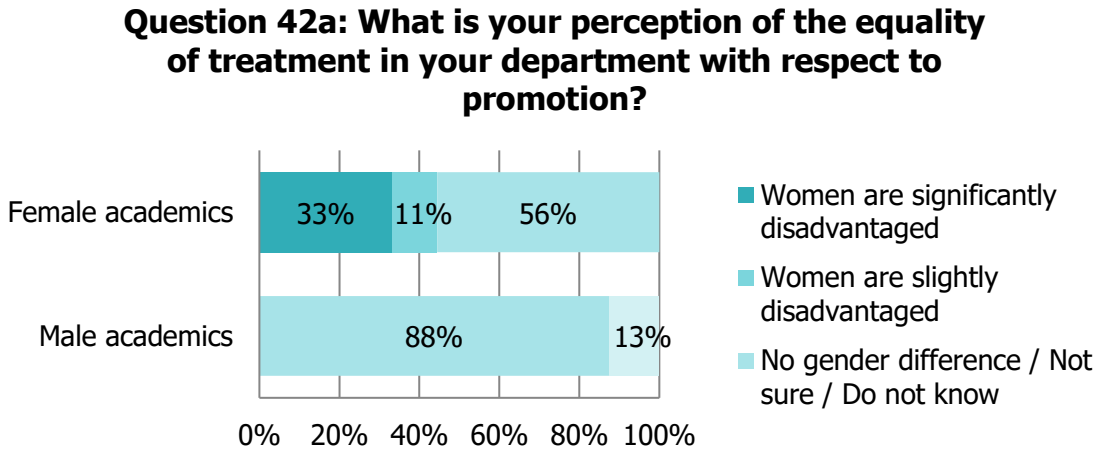

Figure 17. Answers from academic, teaching and research staff to Athena SWAN staff survey question on perception of equality of treatment with respect to promotion

However, seeing opportunity is not the same thing as seeing no hurdles. Opinions on the equality of treatment within the department with respect to promotion appear to strongly differ according to gender, and we should discuss this and aim to understand the differences in perspective (**Action 5.1.1** – Focus groups on gender equality). In Figure 17, the responses of academic, teaching and research staff to the relevant Athena SWAN staff survey question has been split out according to the gender of the respondents. Only 56% of females see no gender difference (versus 88% of males agreeing to that statement). Those who see differences see their own gender disadvantaged (44% of females see females disadvantaged but not males and 13% of males see males disadvantaged but not females). Even though the survey was held before the outcomes of the 2019/20 senior promotions round were known and subsequent surveys may show improved results, there remains a need for specific action within the department in the area of senior promotions (**Action 3.3.1** – Annual seminar on senior promotions).

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

In REF2014, 6 out of 7 eligible staff were submitted (the one female who was eligible was submitted; one of 6 eligible males was not submitted). In REF2021, all 17 eligible staff will be submitted (8 females, 9 males).

5.2. Key career transition points: professional and support staff

N/A for Bronze, but included under Section 7.

5.3. Career development: academic staff

(i) Training

The department's People and Enablers Sub Strategy has 'Learning' as one of its objectives: to enable all our people to grow and progress for the benefit of STEaPP and themselves. One of the important Learning modalities for academic staff is through sabbatical leave. STEaPP's People and Enablers Sub Strategy aims to strategically

implement UCL's policy on sabbatical leave for academic staff in the department (see below under 5.3.iii).

Also, the department is actively monitoring the talent pipeline for senior (leadership) positions. The department is committed to the development of academic, teaching and research staff by embedding UCL's academic career framework into line management reviews, and by identifying training needs and opportunities.

(ii) Appraisal/development review

Annual appraisals are held with all staff in the department every year, and the uptake is 100%. The department's People and Enablers Sub Strategy aims to embed a line manager culture in the department that supports staff to be successful in line with the department's Strategic Operating Plan. Training of line managers is underway. There is a commitment within the department to ensure that early-career academics have enough time ringfenced to begin a career that features personal growth, and to ensure that research staff are fostered in line with the department's aspired research environment. There is also a commitment to supporting early-career teaching staff with their career development, including engaging them in a teaching focused mentoring network (**Action 2.1.1** – Approach to mentoring). It is the task of line manager, with the department's leadership to ensure that staff are resourced and supported to fulfil the requirements of their roles through setting smarter objectives, 1-1 meetings, probation reviews and comprehensive appraisals.

(iii) Support given to academic staff for career progression

As was mentioned above, according to the Athena SWAN staff survey 95% of academic, teaching and research staff agree or are neutral with respect to seeing opportunity for promotion, but the females see less opportunity than the males (for them the percentage is 89%, see Section 5.1.iii). Also, 95% describe the department as being 'Supportive' (also 95% of females, see Section 5.1.ii). Indeed, line managers and the leadership team are putting a lot of support behind assisting early-career academics in preparing their promotion files and submitting as soon as these are ready. However, there may be a discrepancy between female and male academic, teaching and research staff in the sense that while 64% of the males indicated in the Athena SWAN staff survey that they had discussed career progression with their line managers, this was the case for only 30% of the females. This is consistent with the fact that some female academic, teaching and research staff observe gender barriers in career progression (Section 5.1.iii), and there is a need for more structure provision of information about the promotions process (**Action 3.3.1** – Annual seminar on senior promotions).

One well-known obstacle across academia that academics (especially young academics) are experiencing for their career progression is that year-round teaching is a barrier to research success. Having to teach in both terms 1 and 2 is standard across UCL. Sometimes it is possible for some academic staff to cluster their modules in one term, which allows for concentrated research time. However, this will never be possible for all academic staff in any particular year. With respect to the two weeks of teaching for most academic staff in first half of June in term 3 (How to Change the World UG service teaching module), there is an ongoing effort to rotate members out of the How to Change the World teaching team in a particular year. **Action 4.2.1** (Considering the

option of block teaching) will be undertaken to more systematically address these obstacles. An additional way to deal with this issue, is to develop a departmental policy that implements UCL's policy for research sabbaticals (**Action 4.2.2** – Departmental policy for sabbatical leave).

Research suggests that there are implicit biases against female and BAME instructors in student evaluations of teaching.[8] Based on these research findings, Jenny McArthur (Lecturer in the department) has led a pilot in October 2019 for a new course evaluation in UCL STEaPP that focuses on the quality of teaching and removes criteria that may attribute biased comments against the instructor's gender, age or ethnicity. Before introducing the new course evaluation, students were asked to pay close attention to these discrimination issues. In November 2019, it was decided to continue with the new approach. Feedbacks collected from students in evaluation surveys have shown significant improvement over the last year and contain no gender or racial based comments. This indicates that the new course evaluation is effective in providing fairer feedback for instructors without potential prejudice against gender or race. Continuous education, monitoring and, where needed, moderation of student feedback are required (**Action 2.2.1** – Avoiding gendered critiques in course feedback).

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

Besides offering STEaPP-dedicated sessions and the support of the UCL Careers Engineering team to MPA candidates, the department has been organising an annual careers panel for them; the March 2019 event (held online) featured 3 females and 2 males on the panel, a good gender ratio, which we aim to maintain going forward. More than 75% of the MPA students who participated in the Athena SWAN student survey (68% for females) gave affirmative responses to the question whether they could be better supported in career development and they offered a number of ideas, which led us to formulate some additional activities (**Action 1.1.1** – PGT career seminars; **Action 1.1.3** – Gender-balanced career panels; **Action 1.1.4** – Connecting PGT with policy advisers; **Action 1.1.5** – Connecting PGT with PGR; **Action 1.2.3** – Monitoring exposure to female role models).

It was flagged in staff and student surveys that the department is presently lacking a policy for teaching by postgraduate teaching assistants (PGTAs) and that especially female PGTAs may be at the risk of being overburdened. We definitely need to better prepare and guide PGR (PhD and DPA) candidates who teach on the MPA, by producing a departmental PGTA policy as part of the scheduled MPA review, and by actively communicating and implementing it. This includes calibrating expectations among module leads on the tasks that they let their PGTAs do. Also, more systematic thought needs to go into the training of our PGTAs. This is all part of **Action 1.1.6** (PGTA policy).

[8] Friederike Mengel, Jan Sauermann and Ulf Zölitz (2019), 'Gender bias in teaching evaluations', *Journal of the European Economic Association* 17 (2): 535–566; Landon Reid (2010), 'The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.com', *Journal of Diversity in Higher Education* 3: 137–152.

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

We have a dedicated Research Manager and Research Administrator to advise and support with the process of applying for research grants including drawing up budgets, liaising with funders, partners and UCL Research Services, aligning the application with the call and the submission process. This enables academic and research staff to focus solely on the content of the application for which there is additional expert support provided by BEAMS Research Facilitation who have a close relationship with the department through regular meetings and having supported individuals closely for the last year.

A weekly funding and events newsletter is sent out to all academic and research staff including recent calls that are applicable to researchers within the department and staff are encouraged to sign up to relevant newsletters to be aware of relevant funding to their research.

In the last three years, our academics and researchers led 52 bid submissions. Of these, 30 (58%) were led by females and 22 (42%) by males. At the present moment, 16 bids have been successful (69% female), 28 bids have been unsuccessful (54% female), and eight bids (4 female, 4 male) are pending decision. The proportion of bids submitted by females is slightly higher (and the proportion of successful bids submitted by females even more so) than the proportion of females among academics and researchers over this period (ranging from 47% in 2017 to 54% in 2020). Still, there is a difference in the sizes of grants won by female and male staff. The median grant size for males was £650k, while for females it was only £40k (and in terms of the total of grants brought in by individuals over this period the top male stood at £13,850k and the top female at £1,710k).[9] With the continuing increase in seniority of female academic staff, this pattern is expected to change over the coming years.

5.4. Career development: professional and support staff

N/A for Bronze, but included under Section 7.

5.5. Flexible working and managing career breaks

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

Over the past three years, no maternity or adoption leave was taken by academic, teaching and research staff. Two professional services staff members (one grade 7 and one grade 8) took maternity leave in Spring 2020.

It was concerning that one quarter of all staff survey respondents (and 40% of females) – 22% of academic, teaching and research staff (and 44% of females) – felt that taking maternity, adoption or shared parental leave would damage their career. One respondent (non-binary) said that it has affected them while at UCL. Within STEaPP, the small proportion of staff for whom the question was applicable reported that the department was supportive on return to UCL. The issue of the damaging perception of taking this leave and the lack of awareness of UCL policies within the department will

[9] These numbers represent *total* funder contributions (so, not only the part that the funder contributes to STEaPP).

be addressed in **Action 5.4.1** (Information sharing on maternity and parental leave policies).

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

Cover was arranged (via acting up) for one of the two professional services staff members who took maternity leave in Spring 2020. After a short gap due to Covid-19 restrictions, an interim position was first filled for the second role and subsequently a maternity cover position.

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

One staff member in STEaPP (Senior Research Fellow seconded to Parliament) has returned from maternity leave over the past three years. When staff do return to the department from leave (as we expect to be the case in 2021), STEaPP will follow central UCL processes and promote support offered by the university, including the UCL Parents and Carers Together (PACT) network. The support available to staff will be promoted to those returning from leave and to the department more broadly through **Action 5.4.1** (Information sharing on maternity and parental leave policies).

We have sought case studies from other departments in the Faculty of Engineering to get a sense of best practice which we can adopt as staff return from Leave. The following case study from a colleague in another department illustrates the return to work support and support in career progression and development while working flexibly that STEaPP strives to offer:

"I joined UCL Engineering in 2012 as the Departmental Manager for *[anonymised]*. Three years later I gave birth to my first child and before I returned to work I agreed with my manager to reduce my hours to 0.6 FTE. It was also agreed that I would have the flexibility to work from home regularly and could flex my hours to fit in around drop-offs and pick-ups. Despite finding juggling motherhood with work difficult at times, the support and flexibility I received from UCL made it all so much easier. Development opportunities, including a part-time secondment and funding to complete a coaching qualification, led to me being promoted into the more senior role of Deputy Director of Operations whilst still retaining my reduced FTE. I am incredibly grateful for the flexibility UCL has given me in finding the right work/life balance for myself and my family. Having recently accepted a Director of Administration position at another institution, I do not think my maternity leave or reduced FTE has had an impact on my career progression." (*[anonymised]*)

(iv) Maternity return rate

In the past three years, only one person has come back from maternity leave, as planned. So, the maternity return rate stands at 100% for this period.

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

One academic staff member (Lecturer) and one research staff member (Senior Research Fellow) took paternity leave over the past three years.

In the staff survey, two respondents (1 female from professional services staff, 1 male from academic staff) strongly agreed that they were supported by STEaPP – all other respondents answered with 'neutral' or 'not applicable'.

A small number of staff reported in the survey that they were not aware of UCL's shared parental leave policy. This will be addressed through **Action 5.4.1** (Information sharing on maternity and parental leave policies) to ensure all staff are aware of the policy.

(vi) Flexible working

Before the Covid-19 crisis, staff were required to follow UCL's Work Life Balance policy which involved an application form to work flexibly, such as to do flexitime, annualised hours, term-time working, working from home or compressed hours, to be signed off by their line manager. Ad hoc changes (e.g. a working from home day) would need to be recorded on the HR portal. In the last three years, there has been one formal request for condensed hours, and two requests to work from home on set days. We do not have data on the number of staff who may informally work from home or who have longstanding arrangements in place, aside from indications from the staff survey.

The staff survey results showed that staff considered the process for applying to work flexibly to be too time consuming. We also heard that staff felt there was less flexibility for professional services staff in working patterns than for academic, teaching and research staff, which suggested there was less trust in them to work flexibly.

Most respondents (also most females) reported that they do or have previously worked flexibly. Of the respondents, all professional services staff members and 56% (67% of females) of academic, teaching and research staff agreed that flexible working is supported, with the remainder of respondents neutral to the statement.[10]

The way we work has changed dramatically during 2020. Shropshire House closed in mid-March following UK Government advice for employees to work from home wherever possible. While the office reopened in late September, there are strict policies and procedures in place and the majority of staff are still working from home, which will continue for the foreseeable future.

It is becoming clear that the impacts of Covid-19 on working practises across the UK will be more long term and significant than could have been predicted at the outset of the crisis.

STEaPP HR conducted a staff survey on wellbeing in August 2020, which included questions relating to attitudes towards working from home once the immediate crisis has eased. Most respondents said they would like to work from home more than they did before lockdown.

While flexible working encompasses more than just working from home, the pandemic is likely to affect all aspects of flexible working in the medium to long term. STEaPP will follow institutional level guidance on changing policies. At the department level, we will continue to monitor staff perceptions of flexible working and general wellbeing regularly.

[10] It should be noted here that it seems that since most academic, teaching and research staff have been working flexibly without a formal arrangement, it is not always clear what respondents took 'working flexibly' to mean in the context of the survey: doing it informally or doing it formally.

Staff made numerous suggestions to improve flexible working in the survey. These included scheduled teaching (e.g. to be on the same days each week) or delivering courses in full over two weeks, sticking to core hours for departmental meetings, blocking out meeting free time (such as an afternoon per week) and more regular meetings (e.g. regular times every year rather than ad hoc). Some specific actions have been defined to address some of these issues (**Action 4.2.1** – Considering the option of block teaching; **Action 5.7.1** – Encouraging adherence to core hours).

While it is difficult to commit to actions on flexible working in the current climate, it is evident that an open and ongoing dialogue with staff on the way we work is essential. Equally, support and advice on returning to 'normal life' (such as adjusting to different working practises and concerns around when to return to the office) should be offered to all. We need an open dialogue on supporting everyone to work flexibly and addressing concerns: for example, any potential disadvantages to those working flexibly versus those doing a traditional working pattern from the office (For example, missing out on social events, networking or career enhancing opportunities). It is clear that the bureaucracy around flexible working needs to be reduced. These issues will be openly monitored and addressed through **Action 5.5.1** (Open dialogue and ongoing discussion about flexible working).

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

The department aims to facilitate the possibility of part-time working, for both professional services staff and academic staff. For academics, this should not harm their careers, but rather pace the time until promotion (**Action 3.3.1** – Annual seminar on senior promotions). This may need further development in terms of policy as part of the gender equality policy work that is planned (**Action 5.1.4** – Development of departmental gender equality policy; **Action 5.1.5** – Roll out of departmental gender equality policy; **Action 5.1.6** – Review of awareness of departmental gender equality policy).

5.6. Organisation and culture

(i) Culture

The surveys that we carried out as part of the Athena SWAN process indicate that we are having many things right in our departmental culture, but also that some things need work. The top four words chosen by staff in the Athena SWAN staff survey to describe STEaPP were all positive. The most popular word from the list was 'supportive' with all but two respondents (1 female professional services staff, 1 non-binary academic, teaching and research staff) choosing this. This was closely followed by 'welcoming' (all professional services staff and 78% – also 78% of females – of academic, teaching and research staff). 'Inclusive' and 'happy' were selected by more than 44% of staff (in both main staff categories and by females in each staff category) too. Less positively, 38% selected 'stressful' (only females: 78% of female academic staff and 15% of female professional services staff). A proportion also feel that the department is 'cliquey' (22%, 25% of females, 28% of academic, teaching and research staff, and 33% of females in the latter staff category), competitive (16%, 20% of females, 22% of academic, teaching and research staff, and 33% of females in the latter

staff category), and 'sexist' (13%, 20% of females, 17% of academic staff, and 33% of females in the latter staff category). It is great to see that the majority (two thirds or more) of respondents in both main staff categories (as well as of females within those categories) notice social and networking opportunities in STEaPP. This is no doubt down to initiatives like 'Think, Ink and Drink', our 'Lunch and Learn' seminars and festive celebrations. Efforts must be maintained to ensure that all staff are able to attend these types of events when they would like to.

As was discussed in Section 5.1.iii, only a small fraction of staff and students believe that the department suffers from gender equality issues that need addressing, but even having a few unhappy staff members and students is worrying. Our aim is to take very seriously the concerns of this group. Several actions are needed here: **Actions 5.1.1** (Focus groups on gender equality), **5.6.1** (Focus groups on workplace culture), **5.1.2** (Publications archive on gender equality), **5.1.3** (Annual expert speakers on gender equality, **5.3.1** (Gender awareness seminars), **5.3.2** (Fostering a feminist and decolonised approach to teaching), and **5.8.1** (Annual Athena SWAN survey).

(ii) HR policies

It is very concerning that about one third of respondents in both main staff categories (40% of all females, 33% of female academic, teaching and research staff) in the Athena SWAN staff survey reported being occasionally (and in one instance of a female academic, always) treated unfairly because of their gender, and an even higher proportion (47%, 50% of females, 50% of academic, teaching and research staff, and 56% of females in the latter category) observing this happening to others. As was discussed in Section 5.1.iii, this perception works both ways (females observe themselves being disadvantaged and males observe themselves being disadvantaged). Equally concerning are the respondents who reported being occasionally treated unfairly because of other protected characteristics (13%, 1 female academic, 1 female and 2 male professional services staff); 38% (40% of females, 33% of academic, teaching and research staff, and 28% of females in the latter category) reported observing this behaviour towards others.

While more than half (56%) of staff (60% of females, 56% of academic, teaching and research staff, and 67% of females in the latter category) reported that they would feel comfortable reporting instances of unfavourable treatment towards them, other said that they would not or would not know how. A higher proportion (75%, 80% of females, 72% of academic staff, 78% of females in the latter category) said they would feel comfortable reporting instances of unfavourable treatment towards other people. We need everyone to feel comfortable *and* to know how to report unfair treatment towards themselves or colleagues, in order to stamp out such behaviour.

In April 2019, STEaPP HR shared information with all staff and doctoral candidates on UCL's Report + Support tools (see https://report-support.ucl.ac.uk), that are advertised as part of the university's *Full Stop* campaign against bullying, harassment and sexual misconduct, and that also emphasise and concretise the responsibilities of line managers. However, more work is needed at the departmental level to address a larger set of concerns of unfavourable treatment. We need to work on departmental HR policies, in line with UCL HR policies, that address such concerns (**Action 5.2.1** – Finding

out about specific gender discrimination issues; **Action 5.2.2** – Departmental guidelines for reporting gender discrimination).

(iii) Representation of men and women on committees

Two thirds of academic, teaching and research staff who responded to the Athena SWAN staff survey told us they sit on a committee within STEaPP (for the females this was 78%, for the males this was 50%). The implications of this self-reported difference needs further analysis in terms of the workload model (Section 5.6.v).

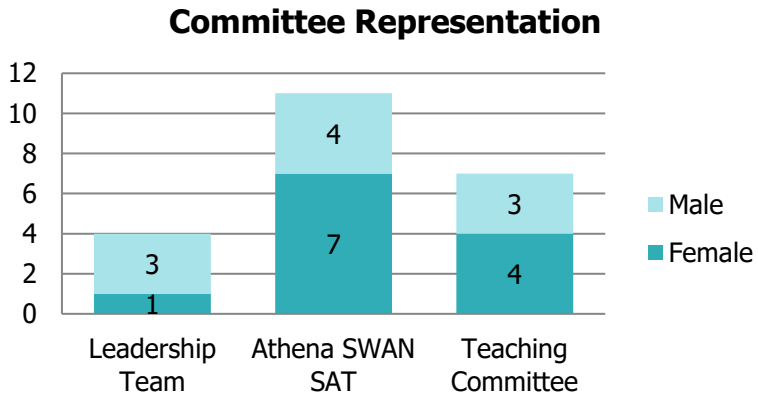

Figure 18. Staff membership of important departmental committees on 1 October 2020

Committee	Grades of females	Grades of males
Leadership Team (core)	10 (1x)	9 (1x) 8 (2x)
Athena SWAN SAT	9 (1x) 8 (2x) 7 (4x)	10 (1x) 9 (1x) 8 (1x) 7 (1x)
Teaching Committee (academic staff representation)	9 (3x) 8 (1x)	10 (1x) 9 (2x)

Table 4. Distribution of staffs' gender and grade over important departmental committees on 1 October 2020

From Figure 18 and Table 4, it becomes clear that females are presently underrepresented in the Leadership Team, while they are well represented in other committees, such as the Athena SWAN self-assessment team and the Teaching Committee.

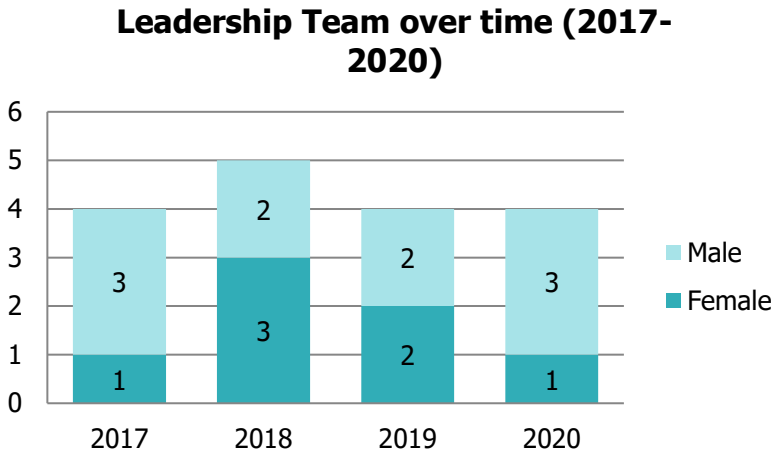

Figure 19. Development over time of core membership of Leadership Team (2017–2020)

From Figure 19 it becomes clear that the present male overrepresentation in the Leadership Team core has not always be the case over the past three years. In this period, changes happened annually, with a male one-year HoD interim (2017/18) succeeded by the new HoD (female) starting in 2018, with a female departmental manager making a career move outside of the university and being replaced by males (acting up and new hire), and with academic staff members rotating in and out of temporary director roles. In October 2018, for example, males comprised 40% of the Leadership Team. At present, the Leadership Team core is mostly male (albeit with a female HoD). But changes are underway. From January 2021, with a new (female) Director of Education (Irina Brass, Associate Professor) rotating in (she is already a member of the Leadership Team as Deputy Director of Education now), and the core recently having been expanded with two female departmental EDI leads (Faculty Deputy Directors of EDI) – Sarah-Louise Quinnell, Lecturer (Teaching) and Ellie Cosgrave, Associate Professor –, the Leadership Team core is mostly female now. We do expect some stability in the Leadership Team over the next couple of years. As part of the training of academic, teaching and research staff (Section 5.4.i), reviewing their development (see Section 5.4.ii), and supporting their career progression (Section 5.4.iii), it makes sense to structurally prepare especially female talents for future Leadership Team positions (**Action 3.3** – Information about senior promotions of academics; **Action 2.1** – Staff mentoring).

(iv) Participation on influential external committees

Almost half (44%) of the academic, teaching and research staff respondents in the Athena SWAN staff survey hold a committee role at Faculty, School or University level (for the females this was 56%, for the males this was 38%), with all permanent grades (Lecturer to Professor) being represented. This includes participation in equality committees, such as a female Lecturer (Teaching) – Sarah-Louise Quinnell – being co-chair of UCL's Disability Equality Steering Group. Academic, teaching and research staff are encouraged to participate in influential external committees by their line managers. External committee membership is considered useful in the department also for building up promotion cases.

(v) Workload model

In the period under review, a new version of the teaching workload model was developed following the appointment of Adam Cooper as (now outgoing) Director of Education in September 2018. The goal was to move from an approach that lacked transparency, sufficient detail and clarity of underlying assumptions to one of 'open allocation'.

The construction of the workload policy and Excel workbook forced us to make explicit the range of demands on staff across their portfolios and attribute realistic chunks of time to complete it. This has enabled a much more open and transparent conversation about how we go about delivering teaching as well as understanding who is shouldering greater or lesser burdens. This also led to a clear statement on the 'multipliers' for teaching and rooting the choices both in reality and in relation to evidence from the few public studies on this. There have been a couple of significant iterations of the model in the last couple of years, and more are expected to come.

The development of the model has the benefit of laying a consistent metric across all staff in the allocation of teaching to see if any allocations result in consistent unfair overburdening of female and/or junior members of staff. The additional level of detail that the model demands to construct the overall workload total means that it can serve to construct reality – i.e., serve as a guide for how long certain activities should take or a member of staff is expected to take on average to delivery this part. This is a necessary part of it because staff put themselves under understandable pressure to deliver high quality teaching and may as a result spend more time than necessary in doing so. To realise this, they need to compare what time they are spending with the expected norm embedded in the model, and where they find it difficult to meet that norm do one of two things:

1. Gain support from the MPA coordinator on how to meet the learning outcomes in the time allocated.
2. Work with the director of education and MPA co-ordinator to propose an amendment to the workload model so that a better balance is struck, and better norm presented in the model.

The workload model includes indicators for gender equality.

The female/male differences as measured by the workload model are small and fluctuate in sign from year to year. This of course does not mean that differences that are sometimes perceived are not real, hence the need for action on this point (**Action 4.1.1** – Annual review of gender differences in workload; **Action 4.1.2** – Team-wide discussions about workload allocation; **Action 4.1.3** – Review of workload model assumptions). Where there are issues of over-commitment or under-performance (from both female and male teaching staff), these should be addressed, as has already been mentioned above. In addition, as far as mitigating over-commitment by young female academics is concerned, we are undertaking **Actions 2.1.1** (Approach to mentoring) and **3.3.1** (Annual seminar on senior promotions).

(vi) Timing of departmental meetings and social gatherings

In the Athena SWAN staff survey, 66% of respondents (75% of females, 67% of academic, teaching and research staff, and 78% of females in the latter category) agreed that departmental meetings are held at times they are able to attend. All staff agreed or were neutral towards the statement that departmental meetings should be held between 10am– 4pm. Positively, most staff agreed that meetings in STEaPP were held during these hours either all of the time (31%, 30% of females, 39% of academic, teaching and research staff, and 33% of females in the latter category) or most of the time (63%, 60% of females, 61% of academic, teaching and research staff, and 67% of females in the latter category). Still, academics in the department have been making the request for more structured timetabling (and less irregularity) of meetings to protect certain days/times for activities that require no interruptions (**Action 5.7.1** – Encouraging adherence to core hours).

(vii) Visibility of role models

From the Athena SWAN student survey, we learned that many students appreciated the presence of a number of female role models that they see within the department. Care is taken to ensure diversity in its broadest sense in visible roles. However, more use could be made of these role models and (female) role models from outside the department (**Action 1.1** – Student's career preparation; **Action 1.1.1** – PGT career seminars; **Action 1.1.3** – Gender-balanced career panels; **Action 1.2.3** – Monitoring exposure to female role models).

The departmental news page on the website showcases the achievements of individuals and projects from the department. Staff members can self-nominate stories to the STEaPP Communications team, and also be approached by the team for content. News stories have highlighted a gender diverse crowd, as well as acknowledged the work of early and later stage career achievements. A recurring topic is 'Spotlight on…[a STEaPP staff member]'. These features are used to highlight the career and personal progression of STEaPP staff, and focus on motivations, inspirations, and influences, as well as providing advice to students.

Spotlight on... Dr Sarah Quinnell

Dr Sarah Quinnell is a Senior Teaching Fellow in UCL STEaPP

10 August 2020

Spotlight on... Dr Jenny McArthur

Dr Jenny McArthur is Lecturer in Urban Infrastructure and Public Policy in UCL STEaPP

22 July 2020

STEaPP Spotlight on... Associate Professor Julius Mugwagwa

6 July 2020

STEaPP Spotlight on... Associate Professor Ellie Cosgrave

24 June 2020

(viii) Outreach activities

The department has a variety of outreach activities, among which is the STEaPP Seminar Series. We have sought to elevate a diverse range of speakers in this series over the past period.

For example, the 'Meet the Policymaker' sessions target UCL Engineering researchers to give them a professional development opportunity to hear from policy professionals and how to get involved in policy making. The impact of having in-house advice on working with policymakers has resulted in the elevation of early-career researchers into positions of influence within Westminster.

As public policy is not a common subject taught in a UK school environment, the department's outreach formally centres on outreach to other research students, government bodies, NGOs, think-tanks and the general public. Academic and Professional Services staff contribute to written communication outputs on the STEaPP website (for instance, snapshots of analysis, commentary and research in response to the coronavirus pandemic in the media and on the STEaPP Blog).

The STEaPP Blog is a hub for researchers and students to share their opinion, latest research news and thought leadership pieces. Staff members self-nominate ideas for content. The tone of the blog is more targeted towards a public and early-career student audience, and explains in more detail the processes and journeys undertaken by research students and staff.

(Section word count: 6,000)

7. FURTHER INFORMATION

We here provide a very brief analysis of staff data and key career transition points for professional services staff (not required for Bronze application).

Professional and support staff data

(i) Professional and support staff by grade and gender

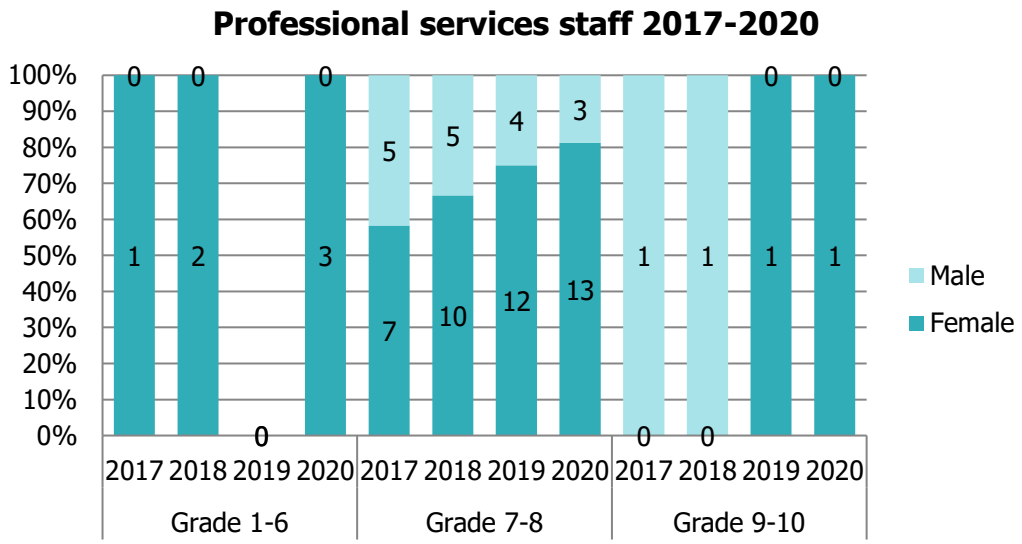

Figure 20. Numbers of professional services staff in 2020 (October 1st as census date)

At present, 85% of professional services staff are female.

(ii) Professional and support staff leavers by gender and full/part-time status

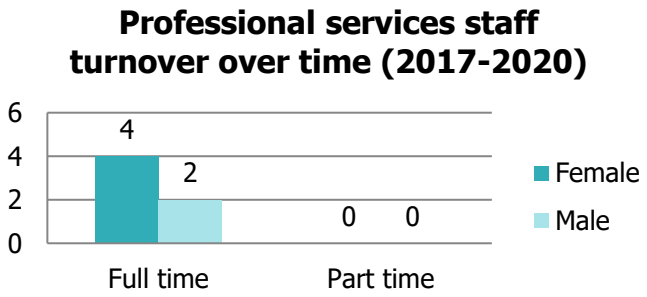

Figure 21. Numbers of professional services staff leaving UCL employment in the period 2017–2020, according to full-time or part-time

Over the last three years, six STEaPP professional services staff members left UCL; proportionally a larger fraction of males left, but the numbers are too small to attach any meaning to this.

Key career transition points: professional and support staff

(i) Recruitment

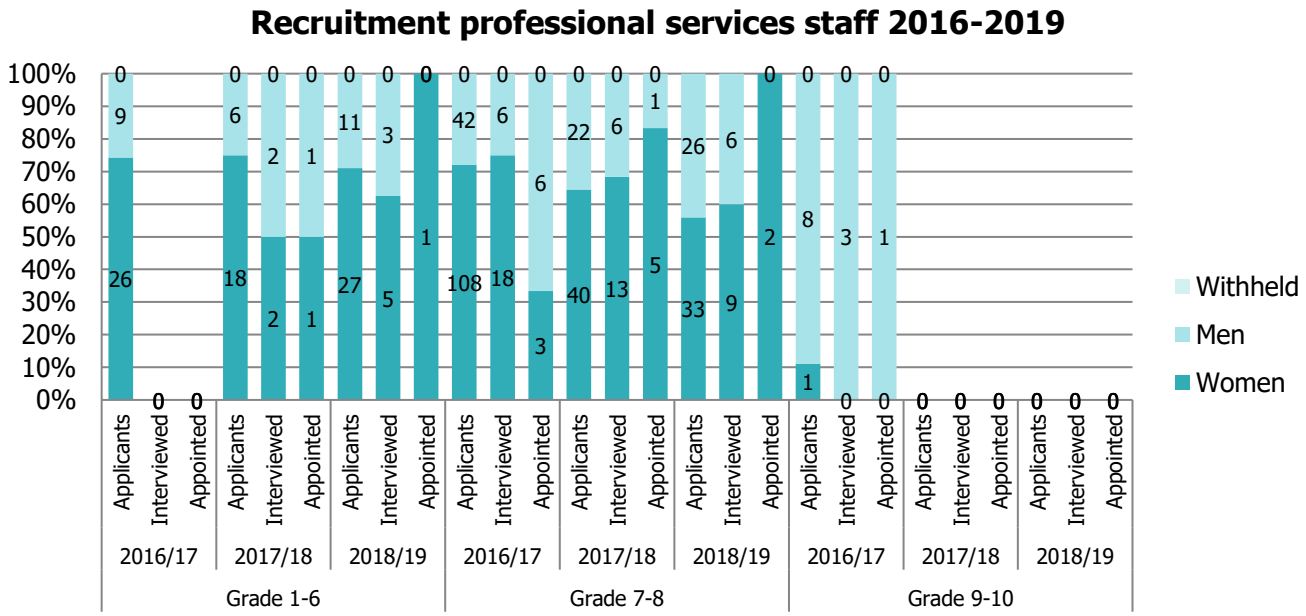

Figure 22. Numbers of applications, interviews and appointments for professional services staff posts from 2016–2019

The recruitment data for professional services staff shown in Figure 22 feature a strong increase in the proportion of females when moving from interviews to appointments in the most recent year of data (but note: there is *no* change from applications to interviews). Given that this is true for one year and the numbers are small, it is hard to draw conclusions from this. Still, it would be good to have more precise knowledge also of the gender balance of recruitment panels for professional services panels (**Action 3.1.1** – Collecting and storing data on recruitment panels; **Action 3.1.2** – Aiming for gender balance in recruitment panels; **Action 3.1.3** – Reviewing gender neutrality of recruitment panels).

(ii) Induction

All new starters at UCL nowadays are obliged to follow an online unconscious bias training. In addition, we will organise dedicated trainings for the department (**Action 3.2.1** – Reviewing and mandating suitable training for tackling gender equality and wider EDI issues; **Action 3.2.2** – Additional mandatory EDI-focused department-wide trainings).

(iii) Promotion

Promotion for professional services works differently than for academic, teaching and research staff. Virtually the only way to progress to the higher grades is by applying to jobs that have been advertised, either within or outside the department, or of course outside of UCL. For action, see below under 'Career development', under iii.

Career development: professional and support staff

(i) Training

As remarked under 5.3.i, the department's People and Enablers Sub Strategy has 'Learning' as one of its objectives: to enable all our people (that is, including professional services staff) to grow and progress for the benefit of STEaPP and themselves. One of the important Learning themes for professional services staff is to offer high quality professional development also for this category of staff in the department, with an emphasis on career pathways in the context of UCL 'Transforming Our Professional Services' – TOPS programme.[11]

(ii) Appraisal/development review

Annual appraisals are held with all staff in the department; this includes professional services staff. A specific new action is foreseen to stimulate mentoring, for all staff in the department (**Action 2.1.1** – Approach to mentoring).

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

This clearly warrants action (**Action 3.4.1** – Getting a clear view on career opportunities in professional services; **Action 3.4.2** – Annual seminar on career opportunities in professional services; **Action 3.4.3** – Career progression in annual appraisals of professional services staff).

(Section word count: 410)

[11] https://www.ucl.ac.uk/transforming-our-professional-services.

ACTION PLAN

Priority ranking of clusters of actions is given in three levels: **** (top level), *, no star

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
1. Support for students						
1.1 *	The department is not focusing enough attention on students' future careers, which may lead to a loss of women for future careers within the academic area of STEaPP. Objective: To prepare students for the next step in their career, paying particular attention to the advancement of women	**1.1.1** Organise career seminars for PGT (MPA) candidates	Mar 2021	*[anonymised]*	MPA coordinator	At least 50% females on 90% of the panels and at least 25% females on 100% of the panels More than 75% of students (each gender) providing positive feedback on the attention spent on their careers in annual Athena SWAN survey
		1.1.2 Organise career seminars for PGR (PhD and DPA) candidates	Apr 2022	*[anonymised]*	DTP lead	
		1.1.3 Ensure that all career panels going forward have a balanced male/female ratio	Mar 2021	*[anonymised]*	MPA coordinator and DTP lead	
		1.1.4 Explore the introduction of activities to connect PGT (MPA) candidates with policy advisers at the Royal Academies, the Royal Society, and in the Government to meet once every couple of months	Sep 2022	*[anonymised]*	Director of Education	
		1.1.5 Connect PGT (MPA) candidates potentially interested in an academic career with PGR (PhD/DPA) candidates and academics within and without STEaPP	Jan 2022	*[anonymised]*	DTP lead	
		1.1.6 Better prepare and guide PGR (PhD and DPA) candidates who teach on the MPA, by producing a departmental PGTA policy as part of the scheduled MPA review,	May 2021	*[anonymised]*	MPA coordinator and Director of Education for leading the MPA review and communication; module leads and	More than 75% of PGT (PhD/DPA) students (each gender) providing positive feedback on the attention spent on preparing them

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
		and by actively communicating and implementing it			Director of Education for implementation	for teaching in annual Athena SWAN survey
1.2 *	There is a risk that the female ratio of students stays below the target of 55% and that female students do not fully associate themselves and their future with the area of STEaPP. Objective: To expose potential applicants (as well the students throughout their studies) to female role models	**1.2.1** As soon as the 2020/21 (a Covid-19 affected year) student recruitment data are available, the PGT (MPA) female ratio (which had dropped to 52% for enrolments for 2020/21) will be compared with earlier years for applications, offers and acceptances as well, in order to examine possible underlying causes for the decline, which may lead to stepping up the efforts on actions 1.2.2 and 1.2.3, or a discussion on additional actions	Mar 2021	*[anonymised]*	SAT	Multi-year average of female ratio of students above 55% At least 50% females on 90% of speaker panels and guest speaker slots and at least 25% females on 100% of the panels More than 75% of students (each gender) providing positive feedback in annual Athena SWAN survey on their exposure to female role models as teachers and speakers
		1.2.2 Produce videos for STEaPP website where female staff and students from STEaPP talk about their experiences at STEaPP	Sep 2021	*[anonymised]*	Communications and Marketing Manager	
		1.2.3 Perform the required monitoring for meeting this objective by producing statistics on exposure of potential applicants and students to male/female teaching staff; stories and videos on the website will be monitored and module	Sep 2021	*[anonymised]*	Communications and Marketing Manager for website and Module leads and Director of Education	

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
		leads will be required to keep a log of the gender balance of speaker panels and of guest speakers (from within and without STEaPP) in their modules, which are reported annually to the Director of Education, HoD and SAT (these reports should also include reasons why gender balance was not deemed possible in particular cases)				
2. Support for staff at key career transition points						
2.1 *	Staff are asking for introduction of a mentoring scheme, which may particularly assist female early-career academic, teaching and research staff in their career transitions. Objective: To develop a consistent departmental approach to mentoring, drawing on existing resources within UCL	**2.1.1** Discuss the desirability of and options for mentoring (by mentors from inside and outside the department, including honorary and visiting staff) in appraisal and line management meetings; this pertains to all staff, including professional services staff – priority will be given to early-career academic, teaching and research staff	Apr 2022	*[anonymised]*	Line managers and HR & Facilities Officer	Positive feedback from staff about mentoring opportunities (annual Athena SWAN survey)
		2.1.2 Organise training for mentors and mentees – priority will be given to early-career academic, teaching and research staff	Jun 2022	*[anonymised]*	Non-Executive Director, Leadership Team and Departmental Manager	

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	and the Faculty of Engineering Sciences					
2.2 *	There is a risk that gendered critiques in course feedback will affect female career perspectives Objective: To ensure that early-career academic, teaching and research staff are not assessed on the basis of gendered critiques	**2.2.1** Moderate student course feedback to remove gendered critiques, in addition to educating students on doing course feedback (done in conjunction with Action 5.3.1)	Mar 2021	*[anonymised]*	MPA coordinator	No gendered critiques in shared student course feedback
3. Recruitment, promotion and retention						
3.1 *	The department does not collect data on recruitment panels; there is a risk for any gender imbalance going unnoticed. Objective: To ensure gender balance in recruitment panels	**3.1.1** Collect and store data on recruitment panel composition (all panels, including for temporary workers, e.g. Unitemps)	Jun 2021	*[anonymised]*	HR & Facilities Officer	Parity (50:50) on average, 90% of panels within 40:60 to 60:40 range
		3.1.2 Aim for gender balance in the composition of recruitment panels	Jun 2021	*[anonymised]*	Recruitment managers and HR & Facilities Officer	
		3.1.3 Review the gender neutrality of STEaPP's recruitment panels	Apr 2022	*[anonymised]*	SAT	

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
3.2 *	Unconscious bias and behaviours that affect EDI may be present in decision-making within the department (relevant to recruitment, promotion and retention). Objective: To prevent unconscious bias and behaviours that affect EDI	**3.2.1** Conduct a review of the evidence on the effectiveness of unconscious bias training for tackling gender equality and wider EDI issues. If suitable training is identified, this will be mandated for staff in the department.	Jan 2022	*[anonymised]*	Departmental Manager	No biases flagged in annual Athena SWAN survey
		3.2.2 Organise additional, specific mandatory department-wide trainings focused on EDI (encompassing race and non-binary genders, and exploring issues of micro-aggressions, benevolent sexism, workplace cultures)	Jan 2023	*[anonymised]*	Departmental Manager	
3.3 **	Academic, teaching and research staff are not sufficiently aware of what is required for senior promotions at UCL, from the perspective of STEaPP. Objective: To inform academic, teaching and research staff about senior promotions	**3.3.1** Organise an annual departmental seminar on senior promotions, paying particular attention to the promotion of women (and the possibilities for progressing in combination with part-time working)	Jun 2021	*[anonymised]*	HoD	More than 75% of relevant staff (each gender) providing positive feedback in annual Athena SWAN survey
3.4	Professional services staff do not see enough	**3.4.1** Work with UCL's Transforming Our Professional Services (TOPS) team, to get a	Jan 2022	*[anonymised]*	Departmental Manager	Improved responses (for each gender) in annual

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	opportunities for promotion. Objective: To inform professional services staff about career opportunities and progression at UCL, paying particular attention to the promotion of women	clear view on career opportunities and progression for STEaPP professional services staff, including the possibility of developing a 'local' approach within the department and faculty, and promote the new resources available from central UCL, such as the career frameworks				Athena SWAN surveys on professional services staff seeing opportunity for career progression (down from 50% disagree or strongly disagree to less than 25% in those categories) and discussing it with their line manager (up from 0% regularly to more than 25% in that category)
		3.4.2 Organise an annual departmental seminar	Jun 2022	*[anonymised]*	Departmental Manager	
		3.4.3 Add career progression discussion to annual appraisal process	Aug 2022	*[anonymised]*	HR & Facilities Officer and line managers	
3.5	Senior Honorary/Visiting staff is predominantly male Objective: To improve the female:male ratio for senior Honorary/ Visiting staff	**3.5.1** Revision of STEaPP Honorary and Visiting Staff Appointment Process, to include gender balance considerations in renewals and new appointments	Jan 2022	*[anonymised]*	Leadership Team adviser on strategy	A better than parity (50:50) female ratio for senior Honorary/Visiting staff renewals and appointments
4. Career breaks, workload and flexible working						
4.1 **	A perception exists within the department that workloads are not distributed equitably	**4.1.1** Annual review by SAT of gender differences in workload according to workload model (previous, current and upcoming academic year)	Jun 2021	*[anonymised]*	Director of Education	No systematic difference (of more than 5%) in workload measured (in workload model) and

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	Objective: To have a dialogue about gender differences in the workloads (especially focused on teaching loads, but also including partial 'buy-outs' for administrative tasks) of academic, teaching and research staff, and to eliminate such differences where they show up	**4.1.2** Having transparent team-wide discussions, possibly preceded by focus groups, about workload allocation	Sep 2021	*[anonymised]*	Director of Education	perceived (in informal discussions and the annual Athena SWAN survey) between male and female academic, teaching and research staff
		4.1.3 Review of the underlying assumptions of the workload model from the perspective of gender	Nov 2021	*[anonymised]*	Director of Education	
4.2	A perception exists that there is not enough time for doing research, which particularly impacts early-career academic, teaching and research staff Objective: To facilitate the blocking of dedicated time for research	**4.2.1** Consider the option of block teaching electives/professional education in term 3 (in lieu of teaching a module in term 1 or 2) as part of the scheduled MPA review	May 2021	*[anonymised]*	MPA coordinator and Director of Education	More than 75% of relevant staff (each gender) providing positive feedback in annual Athena SWAN survey
		4.2.2 Introduce a departmental policy and associated strategic planning that implements UCL's policy for research sabbaticals	Mar 2024	*[anonymised]*	Departmental Manager	

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
5. Culture, communication and departmental organisation						
5.1 ****	At present, there exists no unified approach to gender equality in the department Objective: To enable a unified approach to gender equality in the department	**5.1.1** Set up dates/times to have informal discussions, in the form of focus groups, about gender equality throughout the year (not mandatory, but to have a room and time blocked off for people who wish to discuss gender equality)	Sep 2021	*[anonymised]*	Departmental Manager	More than 75% of relevant staff (each gender) providing positive feedback in annual Athena SWAN survey
		5.1.2 Search for and maintain easily accessible archive of relevant publications on the challenges that female early-career academics face (e.g. under Athena SWAN site in STEPP Hub) and promote this database to staff and students	Sep 2021	*[anonymised]*	All academic, teaching and research staff	
		5.1.3 Bring in expert speakers for an annual talk about gender issues in academia, possibly as part of a series of talks that also cover ethnicity, sexual orientation, etc.	Sep 2021	*[anonymised]*	*[anonymised]*, in collaboration with research clusters	
		5.1.4 Develop a STEaPP specific gender equality policy with inputs from staff and students; this policy should also be reflected in the department's various strategy documents and policies, possibly combined with a departmental level 'gender equality promotion award scheme'	Mar 2022	*[anonymised]*	Departmental Manager	100% of staff and 90% of students (each gender) state in the annual Athena SWAN survey that they are aware of the policy

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
		5.1.5 Roll out gender equality policy within department	Jun 2022	*[anonymised]*	Departmental Manager	
		5.1.6 Review awareness of gender equality policy and intervene when it still needs to increase	Mar 2023	*[anonymised]*	Departmental Manager	
5.2 *	Staff indicate that they do not know where and how to report instances of gender discrimination. Objective: To improve processes of reporting gender discrimination	**5.2.1** Find out through the planned series of informal discussions (see Action 5.1.1) what gender bias issues respondents of the April 2020 survey may have had in mind when they reported having witnessed discrimination (both towards male/female), in order to more deeply understand the difficulties faced by all genders in the department, and also to have a more qualitative base to understand the level of severity of the issues	Jan 2022	*[anonymised]*	Departmental Manager	100% of staff and 90% of students (each gender) state in the annual Athena SWAN survey that they are aware of the guidelines
		5.2.2 Establish clear guidelines for informally and formally reporting issues with gender discrimination in the department, in line with UCL policies, and ensure all staff within the department are aware of these guidelines.	Mar 2023	*[anonymised]*	Departmental Manager	
5.3 *	There is still a lack of awareness concerning gender and	**5.3.1** Organise gender awareness seminars at the start of the year, involving PGT (MPA) and PGR (PhD and DPA) candidates,	Sep 2022	*[anonymised]*	MPA coordinator and DTP lead	More than 75% of students (each gender) providing positive

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	intersectional issues in the department, including among students Objective: To improve awareness of gender and intersectionality	as well as staff, also paying attention to non-binary gender and proper use of pronouns				feedback in annual Athena SWAN survey
		5.3.2 Foster a feminist and decolonised approach to teaching by mandating the inclusion of gender and racial representative literature, after sharing and reviewing existing resources on feminist and decolonised approaches, and by mandating participation in UCL- or department-organised workshops on decolonising the curriculum; this will be done in the context of UCL's Liberating the Curriculum effort	Sep 2023	*[anonymised]*	Module leads and Director of Education	More than 75% of students (each gender) providing positive feedback in annual Athena SWAN survey
5.4 *	Low awareness has been witnessed among staff of UCL's maternity and parental leave policies Objective: To improve awareness of UCL's maternity and parental leave policies and support staff before, during and after taking	**5.4.1** Promote the maternity and parental leave policies and advertise support available from UCL, such as the PACT network and the new parental leave toolkit. This will be done by sharing the information on STEaPP Hub and a feature in a staff newsletter. Posters about the policies and advertisements for PACT events will be displayed in office communal areas	Mar 2021	*[anonymised]*	Departmental Manager	All staff report awareness and understanding of the policy in subsequent Athena SWAN staff surveys. No staff report that taking parental leave would damage their career

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	maternity or parental leave					
5.5 *	The process for arranging for flexible working is experienced as being bureaucratic Objective: To improve the process of working flexibly in the department, and to support staff in maintaining any positive working pattern benefits obtained from the Covid-19 pandemic	**5.5.1** Create an open dialogue and ongoing discussion on post-Covid-19 working practices, in collaboration with HR and institution level policies where required. This will be done by regular check ins with staff on wellbeing (through surveys and open forums), requirements for line managers to raise the item of discussion with their direct line reports, and as an item for the termly departmental meetings. If and when a return to the office is encouraged, staff should be supported to have an open discussion on flexible working. Future iterations of the Athena swan staff survey will revisit flexible working issues in more depth	Jun 2021	*[anonymised]*	Departmental Manager	A reduction in staff perception that flexible working requests are bureaucratic, 75% positive reports from staff in how the post-pandemic return to the workplace was handled
5.6 *	Some members of staff provided negative feedback on the departmental culture Objective: To gain insight on reasons behind	**5.6.1** Collect more qualitative data via focus groups on negative feedback on departmental culture, most notably 'stressful' and 'cliquey' with a view to designing subsequent actions to address this	Sep 2021	*[anonymised]*	Departmental Manager	A reduction in negative feedback and an increase in positive feedback on departmental culture

	Rationale and Objective	Action	Timescale	Accountability (SAT member)	Responsibility	Success Measures
	negative feedback on workplace culture					
5.7	Not all meetings adhere to core hours, as said by staff in Athena SWAN survey Objective: To address request for more structured timetabling of meetings	**5.7.1** Encourage adherence to core hours for meeting times	Sep 2021	*[anonymised]*	Departmental Manager	The majority of meetings are held between core hours
5.8 *	A repeated Athena SWAN survey could assist in the monitoring of progress in the perception of gender equality in the department. Objective: To organise an annual Athena SWAN survey	**5.8.1** Organise an annual Athena SWAN survey, while being aware of the relationship and potential partial overlap with the bi-annual UCL Staff Survey and coordinating with the Deputy Directors EDI	Apr 2021	*[anonymised]*	SAT subgroup (to be determined every year)	Progress visible (see actions above)