

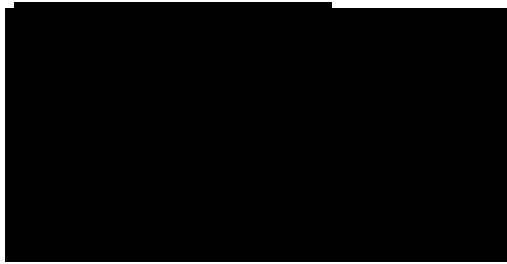
Department Application

Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

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

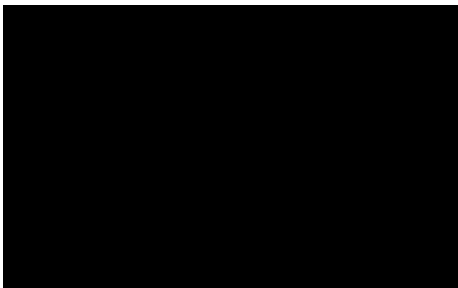


1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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ioted. If te led b de ptd be sceeded, dracecy
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Note: Please insert the endorsement letter **immediately after** this cover page.



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

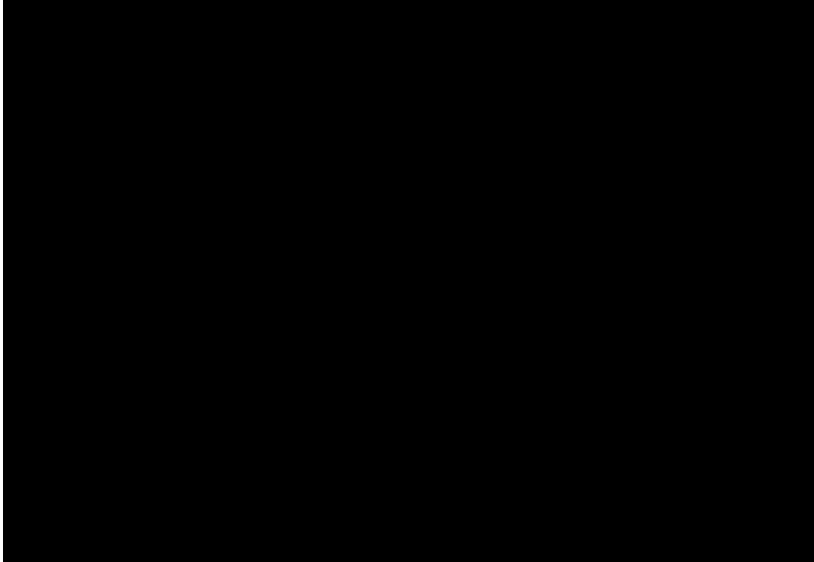
IGH has a long history of public engagement championing the rights of women and working to improve opportunities especially in lo

2. DESCRIPTION OF THE DEPARTMENT

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

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

The UCL Institute for Global Health (IGH) is a medium-si



IGH socialises - during core working hours!

Please note: throughout the text, s

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

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

Table 1 tSAT Membership

| Name (and acronym) | Role/Position in IGH | Role in the SAT |
|-----------------------------------|-----------------------------|------------------------|
| Sarah Hawkes (SH) | | |

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

As a result we implemented the following action

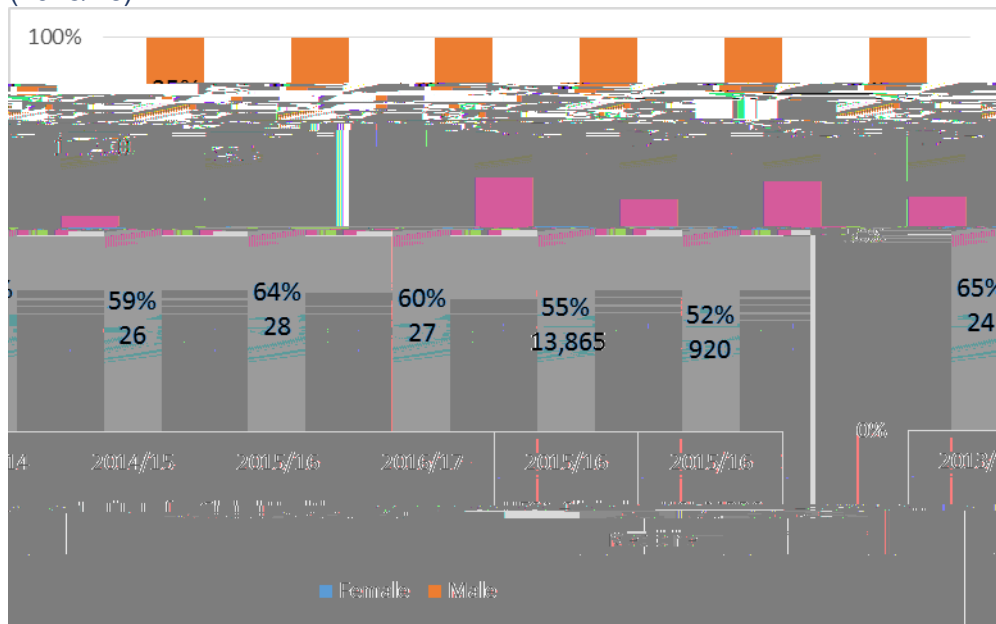


- ” Perception that senior staff support equality between women and men - Figure 1
- ” Perception of possibility of success when applying for promotion - Figure 2

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



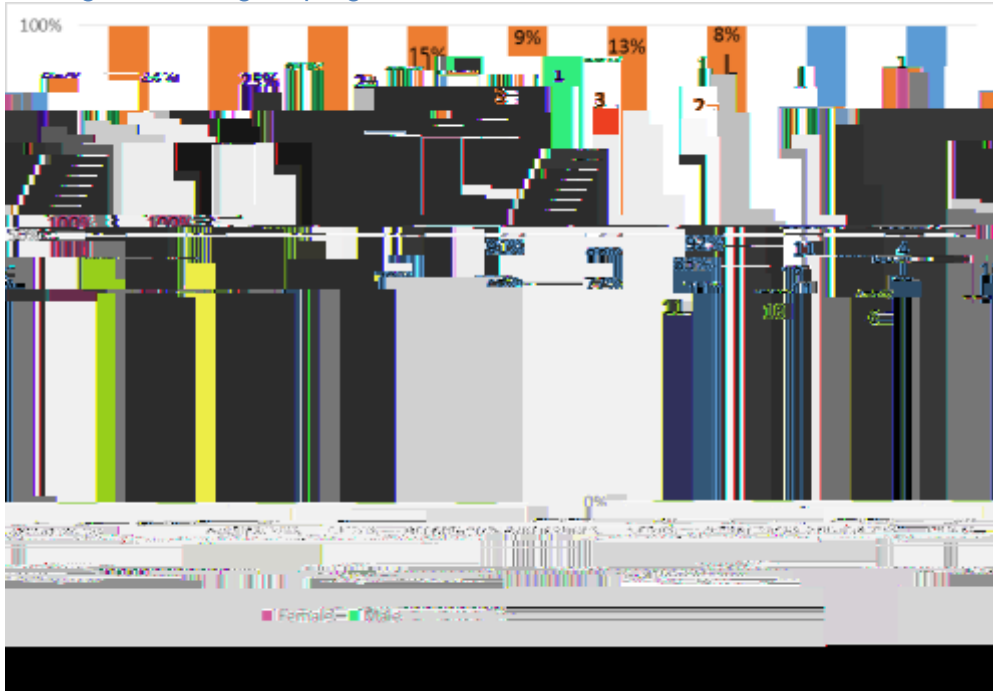
Figure 3 Proportion of male and female undergraduate students enrolled for 2013-2014, 2014-15, 2015-16, 2016-17 compared to UCL MBBS and HESA clinical medicine data (2015/16)



Application, offers and acceptance

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

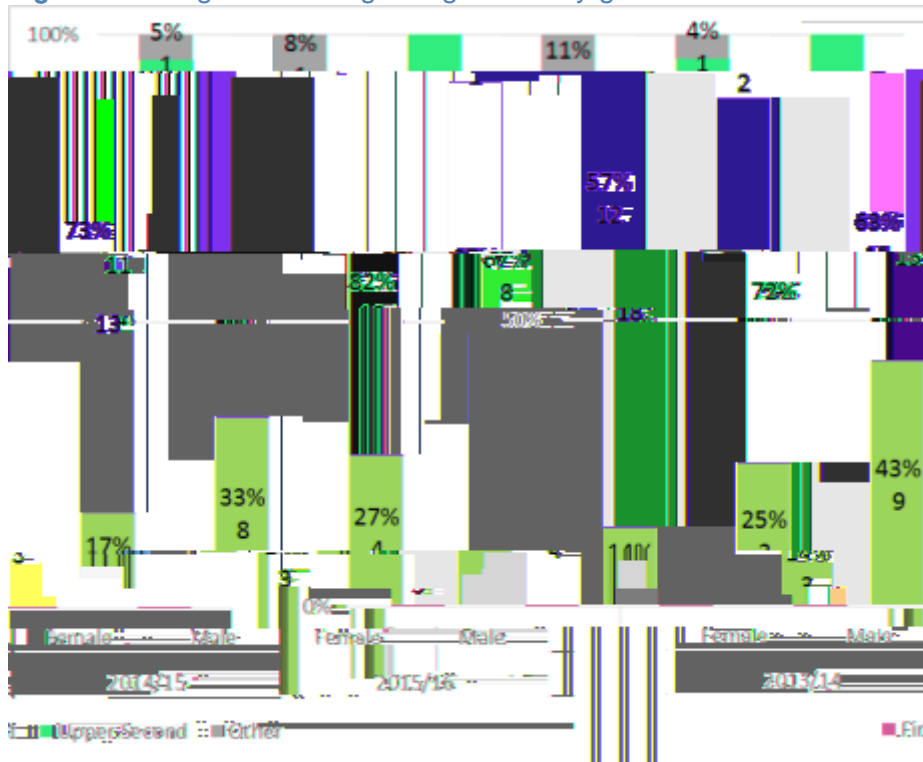
Figure 4 Applications, offers and acceptances made by gender and minority of undergraduate degree programmes at IGH



Undergraduate degree results

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

Figure 5 Undergraduate taught degrees results by gender 2013/4 to 2015/16



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

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 esd degee cpitds bygeder*

Enrolment

We achieved greater gender equality in our taught postgraduate programme, from a mean F:M ratio of 5.2 in 2011-2014 to 3.4 between 2014-16 (Figure 6). The ratio for HESA data for postgraduate taught courses in Development Studies between 2014-16 was 2.14. In September 2017 IGH started a new MSc in health economics - the first cohort of 22 students are more evenly matched with 60% female compared to the 91 Global Health students of whom 85% are female (data not included in graphs). The new IGH Masters course relied on tailored promotional materials to appeal to students from both genders. We intend to build on this progress (Action 4.1.ii).

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

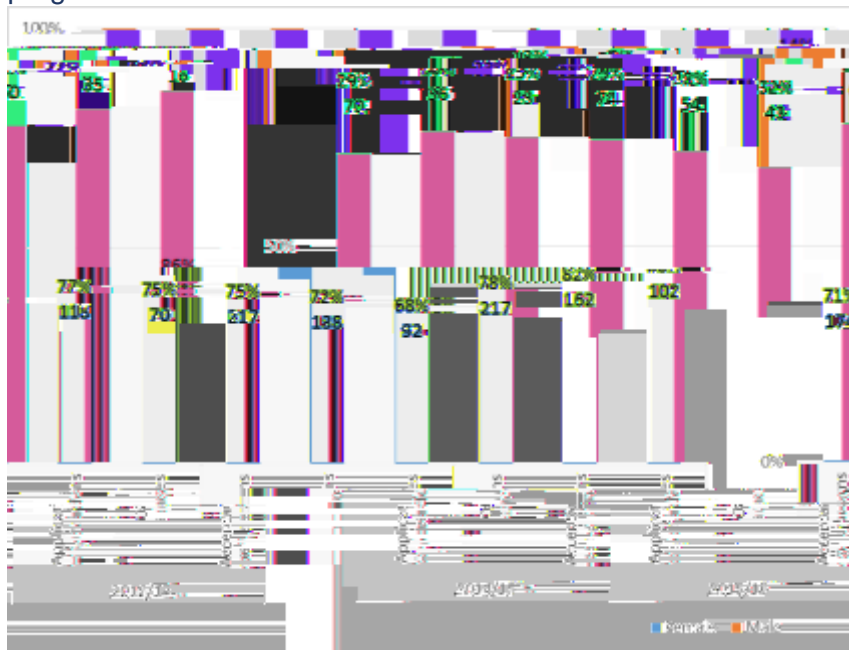
In January 2016 course entry criteria on the website listed degrees in “medicine, nursing, social science, development studies or an allied subject, recognised by UCL” – courses frequently with female majorities. In April 2016 we removed reference to specific courses on entry criteria. Since applications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

Application, offers, acceptance

We examined data for a ‘leakage’ during the admissions process – Figure 8.

Between 2013/14 and 2015/16 the propor4(l)-4(-)-221(2)11(0)11(1)11(6)11(-)-221(w)-27(e)11(-)-221(

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



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

Degree completion rates and grades obtained by gender

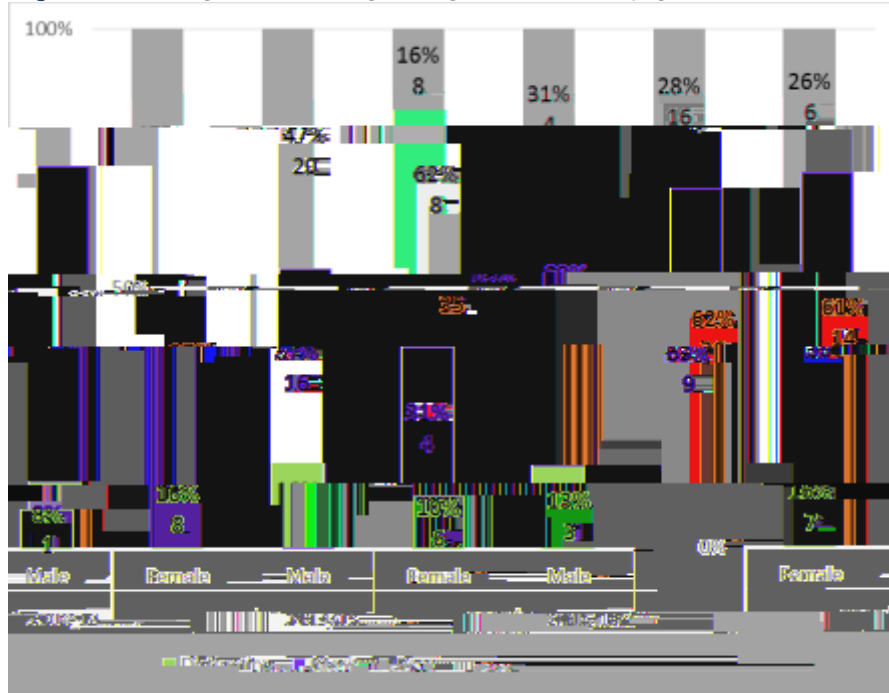
The proportion of female:male students completing postgraduate taught courses has reflected enrolment proportions since 2013/14 – Figure 9.

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

Grades obtained

The pg-1.0.0148g-1.8gp

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



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

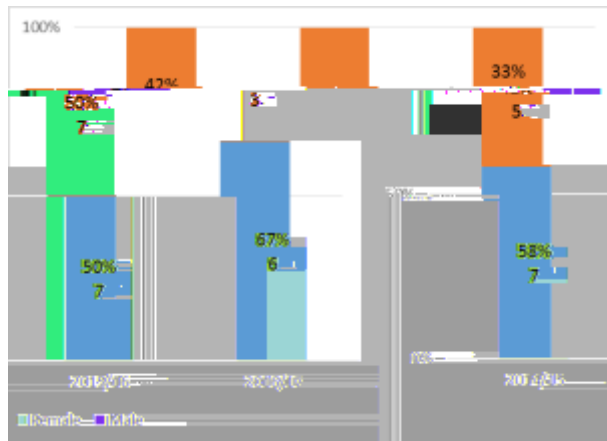
(iv) Numbers of men and women on postgraduate research degrees

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degree c p r e s y g e d e r*

Enrolment

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

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



Full and part-time enrolment

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

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



Application, offers and acceptance

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

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

Time to completion

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

| | | |
|---|-----------|-------------------------------------|
| 6 | Professor | Professor, Professorial Researchers |
|---|-----------|-------------------------------------|

In the last three years there has been a larger number of women in all of the

Figure 16 Proportions of staff on permanent and fixed term contracts

We have no staff employed on zero-

Figure 17 Reasons for leaving employment



iv. Equal pay audit

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

(Word count = 2000 words)

5. SUPPORTING AND ADVANCING WOMEN & CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

Be a leader by gender and role for the future of the institution. The role of the leader is to create a vision and to inspire others to follow. The role of the leader is to create a vision and to inspire others to follow. The role of the leader is to create a vision and to inspire others to follow.

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

As a result of these

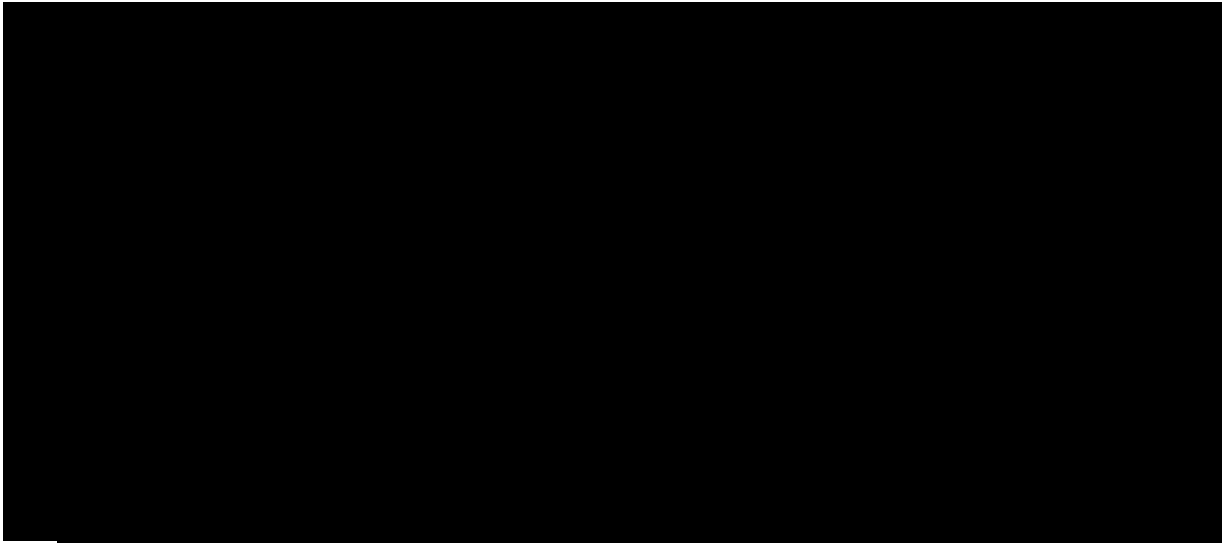


Figure 19 Recruitment to Professional Staff



(ii) Induction

Describe the induction process available to all new staff. Consider the business and the effectiveness of the process.

Induction Data

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

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

UCL has clear probation procedures (the length of probation and the regularity of ~~WH SUREDMRQP HMQJ VYDUHV GSHQGGJ RQWHURD WSH DGG DSHV RIV JUDGH~~ and the Institute Manager follows up on a regular basis with line managers to ensure that these meetings are taking place.

For professional services staff, the Institute Manager ensures that the new member of staff receives the appropriate training either through attending a training course provided by UCL, or through one-to-one training with another member of staff. Staff are also encouraged to join specialist networks that are available at Faculty and UCL level (e.g. finance or HR networks).



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

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

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

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

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

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

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

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

5.3. Career development: academic staff

(i) Training

Describe the type of training provided to staff by gender and level of expertise in the institution. Highlight strengths and development areas.

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

More specialised training is provided as follows: all academic staff who teach are required to undertake a teaching qualification (UCL Arena, accredited by the Higher Education Academy). In addition, as noted in section 4.2.i

place from January to

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

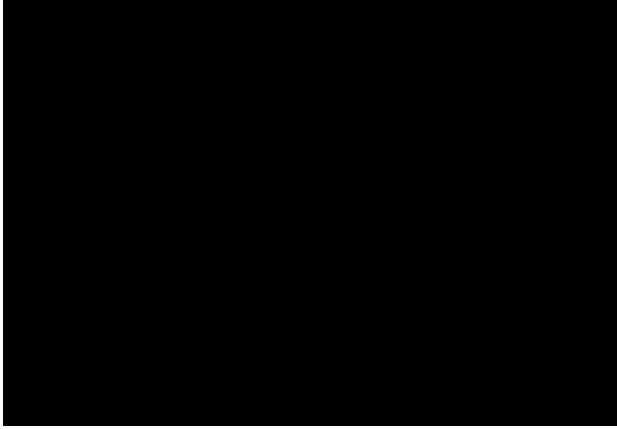
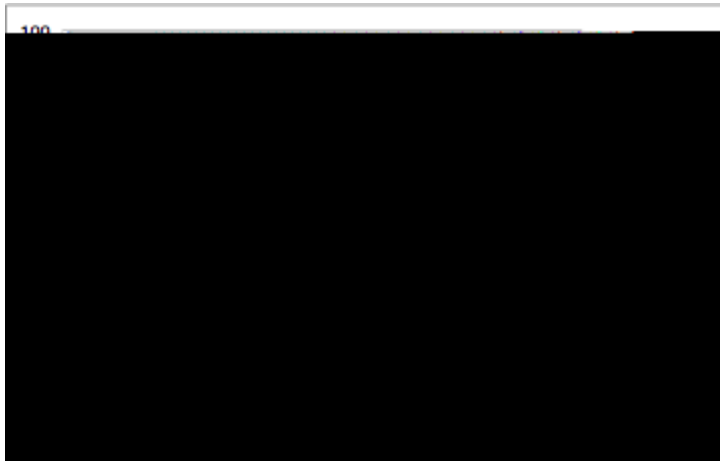


Figure 20 Gender breakdown of submitted and successful grant applications 2014



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

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

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

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

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

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

SILVER APPLICATIONS ONLY

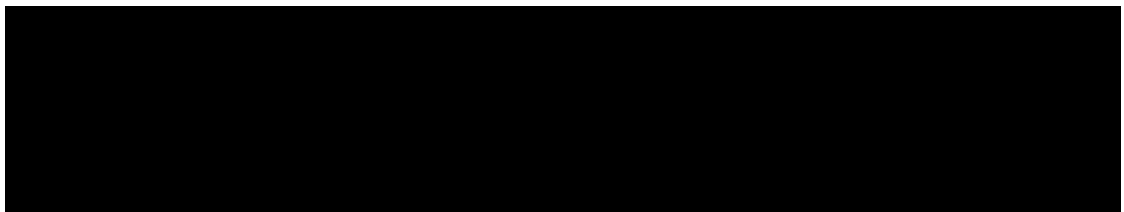
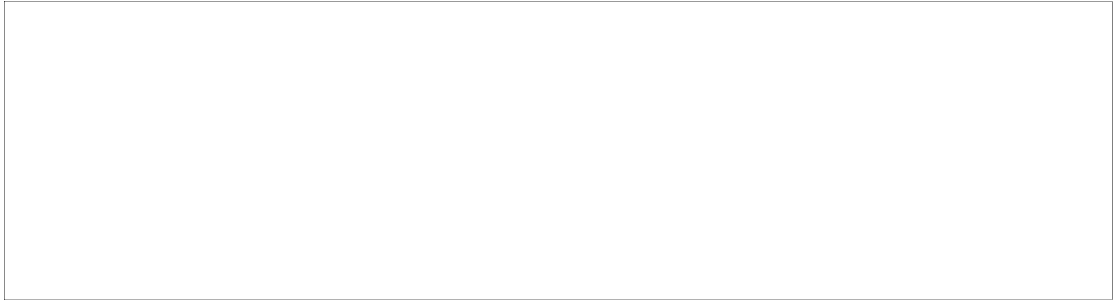
5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels.



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

issues raised in this section (Action Plan 5.5i-vi

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

Academic staff returning t

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



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

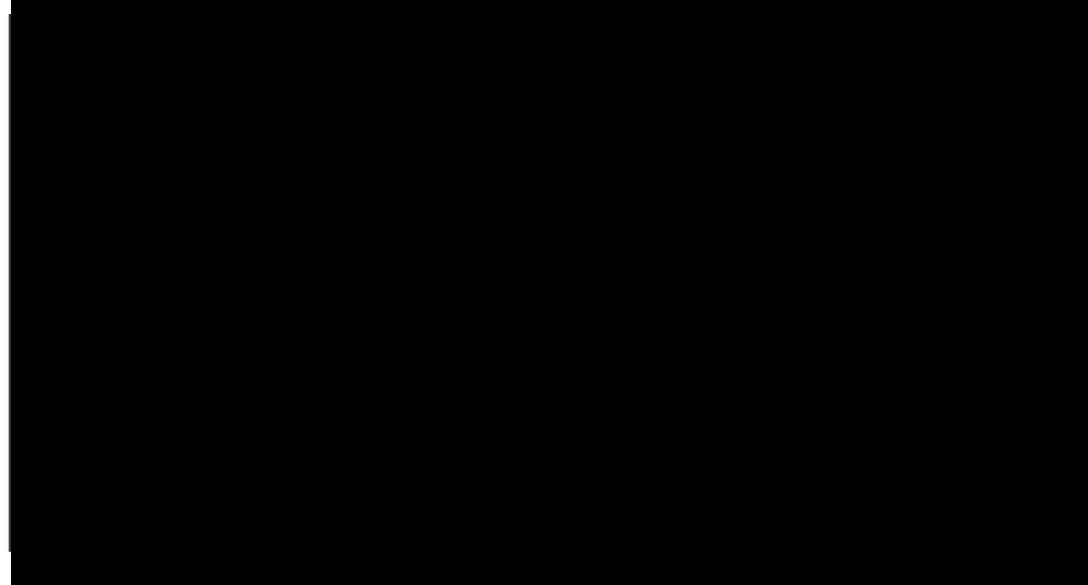
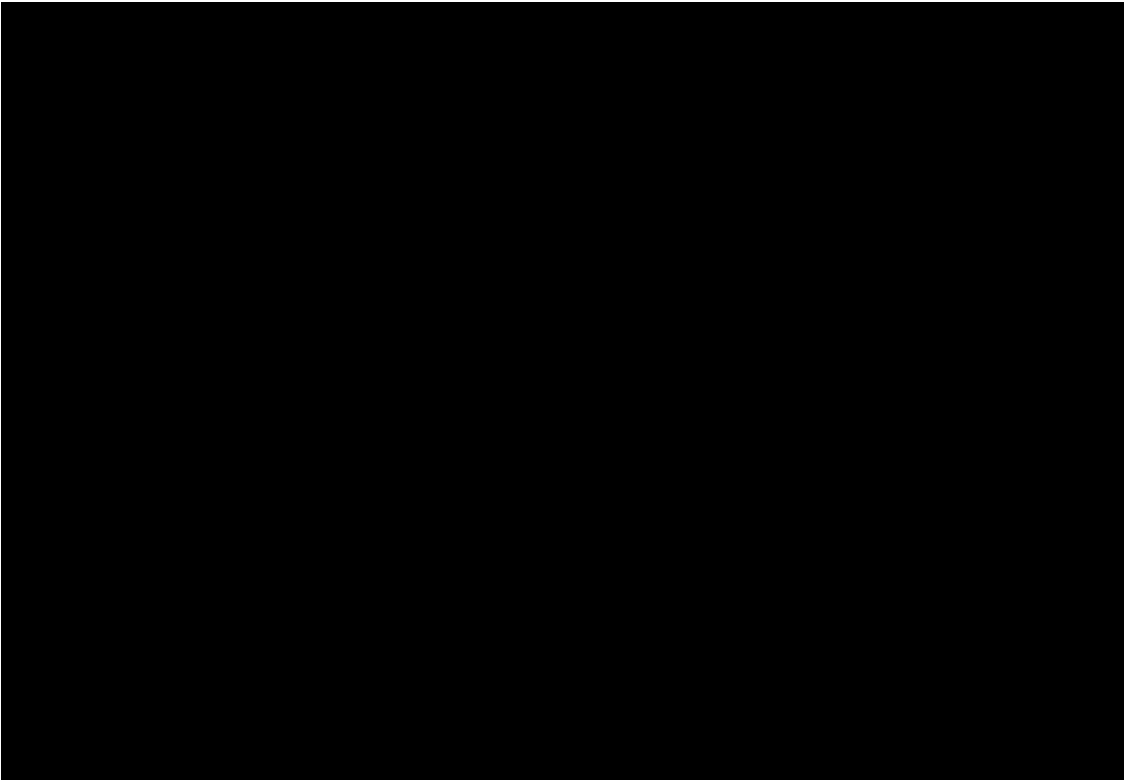
No-one has yet taken shared parental leave. Action point 5.5.2 will ensure that the shared parental leave policy is well understood by all prospective parents and will aim to improve satisfaction with understanding of the UCL shared parental leave policy in subsequent staff surveys.

(vi) Flexible working

Provide information on the flexible

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

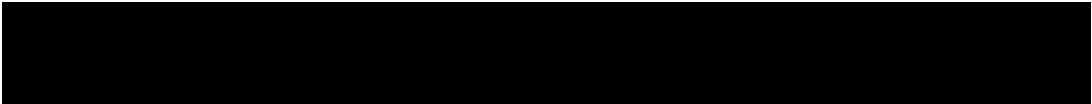
We conduct a staff survey every year to assess staff satisfaction and identify areas where IGH needs to address problems in people's working and studying environments. The results of these sur







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



(iii) Representation of men and women on committees

~~Provide data on departmental committees and by gender~~

8f

~~Identify the individuals on the committees~~

~~These identified and categorized by gender~~

~~by the sector and by the department~~

~~by gender~~

U LPEDODQFHV &RPPHQW RQ KRZ WKH LVVXH
RYHUORDG¶ LV DGGUHVHVG ZKHUH WKHUH DUH VPDOO QXPEH

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

Table 6 Membership of internal and external committees

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

(iv) Participation on influential external committees

How do we engage staff in external committees and how do we ensure that we have a diverse representation on these committees?

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

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

(v) Workload model

Describe the model of activities carried out in the department in order to ensure that the workload is distributed fairly and equitably among staff in the department.

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

(vi) Timing of departmental meetings and social gatherings

Describe the arrangements in place to ensure that the timing of departmental meetings and social gatherings is flexible and family friendly.

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

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, incl

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

(viii) Outreach activities

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

A majority of activities communicated with both women and men, unless they were a

SILVER APPLICATIONS ONLY

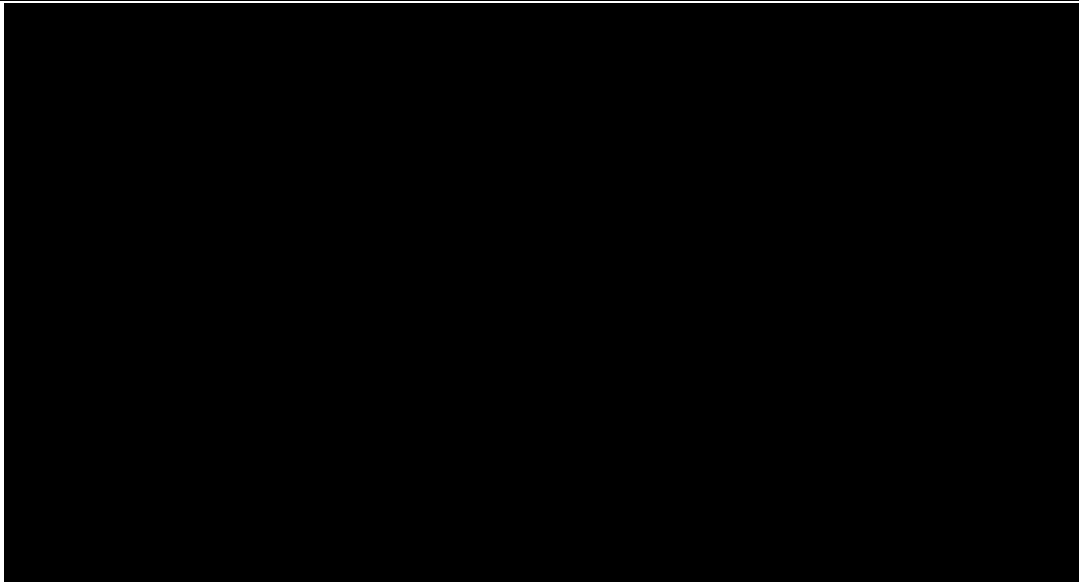
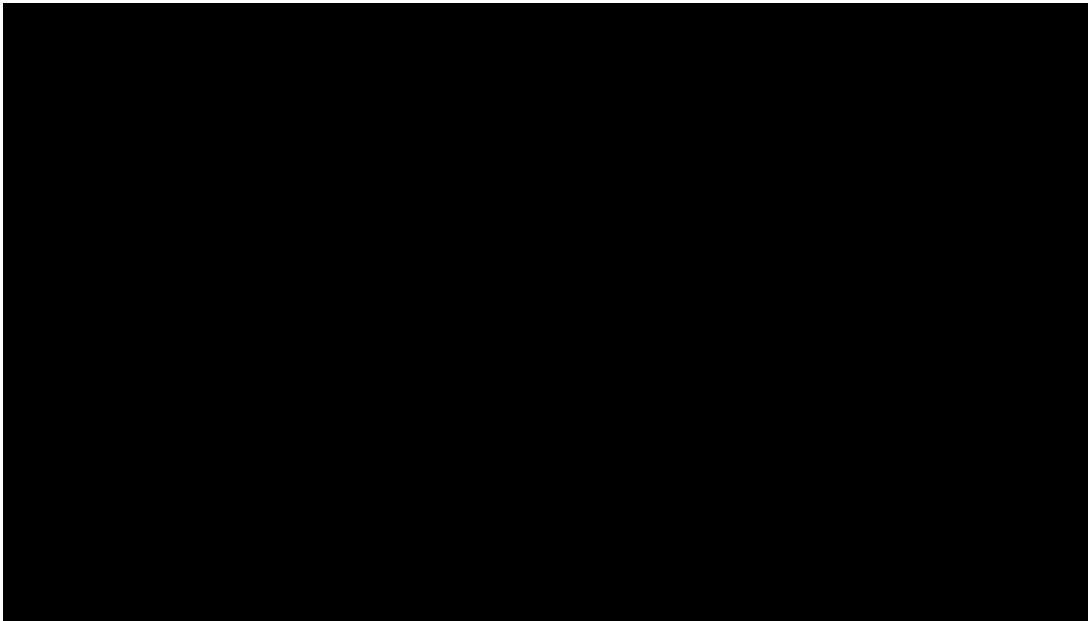
6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the

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

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



[REDACTED]

[REDACTED]

(word count = 844 words)

F

65

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

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

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

PROGRESS SINCE OUR LAST APPLICATION

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

(word count = 468 words)

8. ACTION PLAN

The attached plan is identified in this plan

Please refer to the attached plan for details. For each objective, identify the specific actions to be taken and the SMART criteria.

The plan should be specific, measurable, achievable, relevant, and time-bound (SMART).

See the attached plan for details.

ANNEX 1 t ACTION PLAN FOR NEXT 4 YEARS

| Reference | Planned action | Rationale | Key outputs and milestones | Timeframe (assuming a start date of Jan 2018) | Accountable Who is monitoring | Responsible Who is doing it | Success criteria |
|-----------|---|--|--|--|----------------------------------|---|-------------------------------|
| 2.1 a | External-facing picture of Department will be updated and will highlight the activities organised by the Athena SWAN team | Current website does not highlight equality and diversity and has minimal information about AS. | Revised and up to date website with emphasis on equality and diversity + AS dedicated webpages with info about SAT, activities | 2018 - July | Deputy Director | Communications Administrator and/or Deputy Director | New website pages established |
| 2.1 b | Internal-facing revision to website. Each of 10 Centres (and Centre leads) to highlight AS activities on its webpages. | Current website is (} μ • }v ^}o _ need to highlight shared values and processes with newly merged teams; co-location of | | | | | |

| | | | | | | | |
|--------|---|--|--|---------------|------------------------|-------------------|---|
| 2.2 | Mandatory training for ALL line managers on equality, diversity and Unconscious Bias Training | Perceptions of lack of support for equality from senior staff. | All Centre Leads as well as Line Managers to attend training on Equality, Diversity and Unconscious Bias | 2018-December | HoD, Institute Manager | Centre Leads | 100% Completion |
| 3.1 i | Lobby for Institute - funded administrative support to the SAT. | SAT relies upon the time and goodwill of voluntary members of staff. | Funded member of professional services team is allocated and paid to support SAT 0.2 FTE | Jan 2019 | SAT leader | Institute Manager | Funding for support to SAT team is in place at 0.2 FTE. |
| 3.1 ii | Administer staff survey annually. | Annual staff survey has | | | | | |

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

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| | | | Evaluation of academic backgrounds of applicants and comparison with previous years | November 2018 | | | |
| | 3 t survey students from both MSc courses to understand and compare perceptions of gender in global health and health economics, and response to promotional materials | Previous surveys reveal student perceptions of global health as a gendered discipline with a glass- | | | | | |

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| <p>4.1. iii</p> | <p>Support academic career progression among PhD students</p> <p>1 tContinued PhD student representation on SAT</p> <p>2 tPhD website and intranet pages to include information on gender and diversity-related support available at</p> | |
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| | IGH and UCL | | | | | | |
| 4.2i a | <p>Improve action and visibility of action at career transition points through:</p> <p>Athena Swan Presentation in Institute Meetings</p> <p>AS page on the IGH website</p> | <p>o š Z } μ P Z Á } u v [careers have been supported for progression t and progress has been made - in the past 4 years, the staff survey showed a higher perception of barriers to career progression among women compared to men.</p> | <p>Broad visibility of AS principles across internal web-based communications pages.</p> <p>All 10 Centres to promote AS activities as part of their core activities.</p> <p>Career progression an integral part of all appraisal discussions.</p> | Feb 2019 | SMT, HoD | Centre Leads | <p>Closer match between perception of career progression possibilities and perceptions of progress as monitored through annual staff survey.</p> |

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| | <p>Highlight achievements per Centre at institute meetings and flag up AS activity in the Centre</p> <p>Presentation on Education figures what they are doing to increase number of Male students</p> <p>Showcase achievement of the department (Gender, Grants won, promotions)</p> | | | | | | |
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Highlight current opportunities for staff through closer relationship with UCL Centre for Nurse and Midwife Research.

Invite external lecturers who have

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| | resignation relates to a positive or negative career outcome. Review whether there is significant difference for any equity monitored group. | | | | | | |
| 4.2 iv. | Women will be encouraged to apply for professorial re-banding. Gender pay gap at all staff levels needs to be examined in detail not just at Professorial levels. | A review of professorial pay in 2017 (equal numbers of male and female professors) found a 24% pay gap in favour of male staff which is far higher than national average. Monitor rates of application for pay increments by gender. | Reasons for gender pay gap at Professorial levels identified and addressed. In-depth review of gender pay gap at all levels in IGH. | 4 years | Institute Director | SAT Chair | Professorial pay gap removed. Proportional rates of application for pay increments. |

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| 5.1i | <p>Recruitment of more diverse and inclusive staff body - including people with disabilities, BME staff, etc</p> <p>Ensure the representation of BME and disabled staff on interview panels</p> | Under-representation of a diverse staff workforce in IGH at present | <p>Highlight the importance of recruiting a diverse workforce.</p> <p>Q EMC /P AMCID 12-BDC 3</p> |
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| | | | BME and disability staff to sit on interview panels. Seek approval for this proposal, and implement it. This will work to address unconscious bias | | | | |
| 5.1ii | <p>Induction t all new staff to have formalised induction procedures,</p> <p>All new managers to be trained in induction processes.</p> | <p>Induction is a key career point for ensuring all staff are aware of the policies and procedures available for them at IGH</p> | <p>Ensure all line managers are aware of the induction check list</p> <p>Staff newly appointed to managerial positions (line management of other staff) are trained</p> <p>Ensure all line managers conduct comprehensive probation meetings</p> | July 2018 | Institute Manager and HR Administrator | Line Managers | <p>Induction list highlighted to 100% of new starter line managers</p> <p>100% of new line managers participate in training</p> <p>Probation monitoring at 100%</p> |

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| 5.2ii | Increase opportunities for professional staff to be promoted - lobby central UCL to provide a career progression pathway and mirror the resources placed on academic career progression | There are ad-hoc career events at UCL but there is no formal progression pathway. | UCL (central) agrees to discuss career progression pathways for professional services staff. UCL (central) commits to finding routes forward for career progression for professional services |
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| | <p>appraisers (including newly appointed) to be trained in appraisal.</p> <p>Training available for all staff during in-week development sessions.</p> | | <p>Increased awareness</p> |
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Champions to encourage gender balance

2 - monitor gender balance in use of IGH Internal Peer Review Committee by MSc students applying for PhD fellowships

3 - advertise UCL study assistance scheme for staff enrolling on research degrees

Evaluate prospective internal peer review committee

Assess gender balance of new cohort of PhD students

Staff induction pack updated with information about UCL Study Assistance Scheme

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| | <p>Careers</p> <p>Champions-led activities monitored for gender balance of speakers and student-run work placement platform monitored for balance in uptake</p> | <p>Gender-balanced panels important for global health career opportunities</p> | <p>Careers Champions initiate data monitoring</p> <p>Feedback to the SAT</p> | <p>December 2017</p> <p>October 2018, April 2019</p> | <p>SAT Student Representatives</p> | <p>IGH Careers Champions and Course Director (Global Health and Development)</p> | <p>50:50 gender representation on panels at 75% of careers events for MSc students organized by IGH</p> <p>Gender ratio in uptake of work placement proportional to</p> |
| 5.3.v | <p>Continue to provide support for funding applications.</p> | <p>Ensure all staff are supported to achieve full potential.</p> <p>Maintain gender balance of Peer Review Committee.</p> | <p>Maintain current level applications.</p> <p>Aim to achieve higher success rate.</p> <p>Ensure all applicants -</p> | | | | |

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| | | | current PhD students-submit to Peer Review Committee. | | | | |
| 5.5.1 | Parents and carers groups to be set up across all 3 sites and link with existing groups (e.g. ICH MADs, UCL PACT, etc). | To provide support for parents and carers | Two members of staff agree to lead; Group established and meeting regularly | 6 months to establish9 4 | | | |

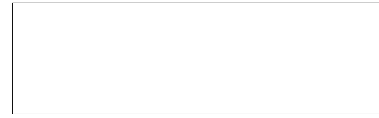
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| 5.6 i | Promote inclusive, tolerant and diverse working environment for all staff with emphasis on ensuring parity across the two newly merged departments | Newly merged departments have different working styles, with additional working practice issues identified in IPH. | Encourage participation in the: <ul style="list-style-type: none">” UCL Staff Survey” IGH Staff Survey |
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| | applications to influential external committees. Peer Review Committee to provide support to all applications to external influential committees. | committees.. | | 12 monthly review of applications for at least 2 of external |
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ANNEX 2: SUMMARY OF PROGRESS MADE SINCE OUR BRONZE APPLICATION IN 2014

| | Objective | Actions | Timescales | Accountability (SAT member) |
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| | | gender ratio and devise strategy to meet this | | | | | |
| 1.3 | Investigate why women working on projects are not registering for PhDs part time | <p>1 t Survey female project staff to assess current awareness, desire to do a PhD and current barriers</p> <p>2 - Survey principal investigators to assess current awareness, support for staff to do a PhD and current barriers</p> <p>3 t Develop a plan/policy to support female project staff to do part-time PhDs alongside project work</p> | <p>1 - Completed by April 2015</p> <p>2 - Completed by April 2015</p> <p>3 - Completed by September 2015</p> | | | Improved awareness of the opportunity to study for a PhD alongside project work among all staff and policy in place to support this and improve uptake among women. | At see section 4.1.v |

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| 1.4 | Start collecting data on applicants, offers and acceptances of PhD students | Collect data including disaggregation by gender, age, region of origin, employment status for annual reporting at general staff and teaching meetings. | First data to be available for the end of the current academic year (2014-15) and annually thereafter. | | | Data available for monitoring and discussed at SAT, general staff and teaching meetings at end of 2014-15 academic year and at least annually thereafter. Actions in place in response to analysis if and when appropriate | At see section 4.1.iv |
| 1.5 | Annual review of breakdown of all undergraduate, postgraduate taught and postgraduate research degree results by gender | Add review of results by gender to the staff and agenda at the end of each academic year. | June 2015 | | | Data discussed at general staff and teaching meetings at end of 2014-15 academic year and at least annually thereafter | |

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| | | | | | | annually thereafter. | |
| 2.2 | Explore reasons for under-representation of men at lower Athena SWAN grades and in student numbers | Ask staff for ideas to explain and strategize to address male under-representation at lower Athena SWAN grades and also in student numbers. | Qualitative data received by September 2016, with strategy developed by December 2016 | | | Responses and suggestions received and strategy in place. | At see sections 4.1.iii and 4.2.ii |

2.3 Explore staff satisfaction levels through staff survey

Repeat previous staff satisfaction

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| | hires | gender-balanced or requiring a written explanation of why an imbalance has arisen. Advertise posts more widely. | 2015 | | | | |
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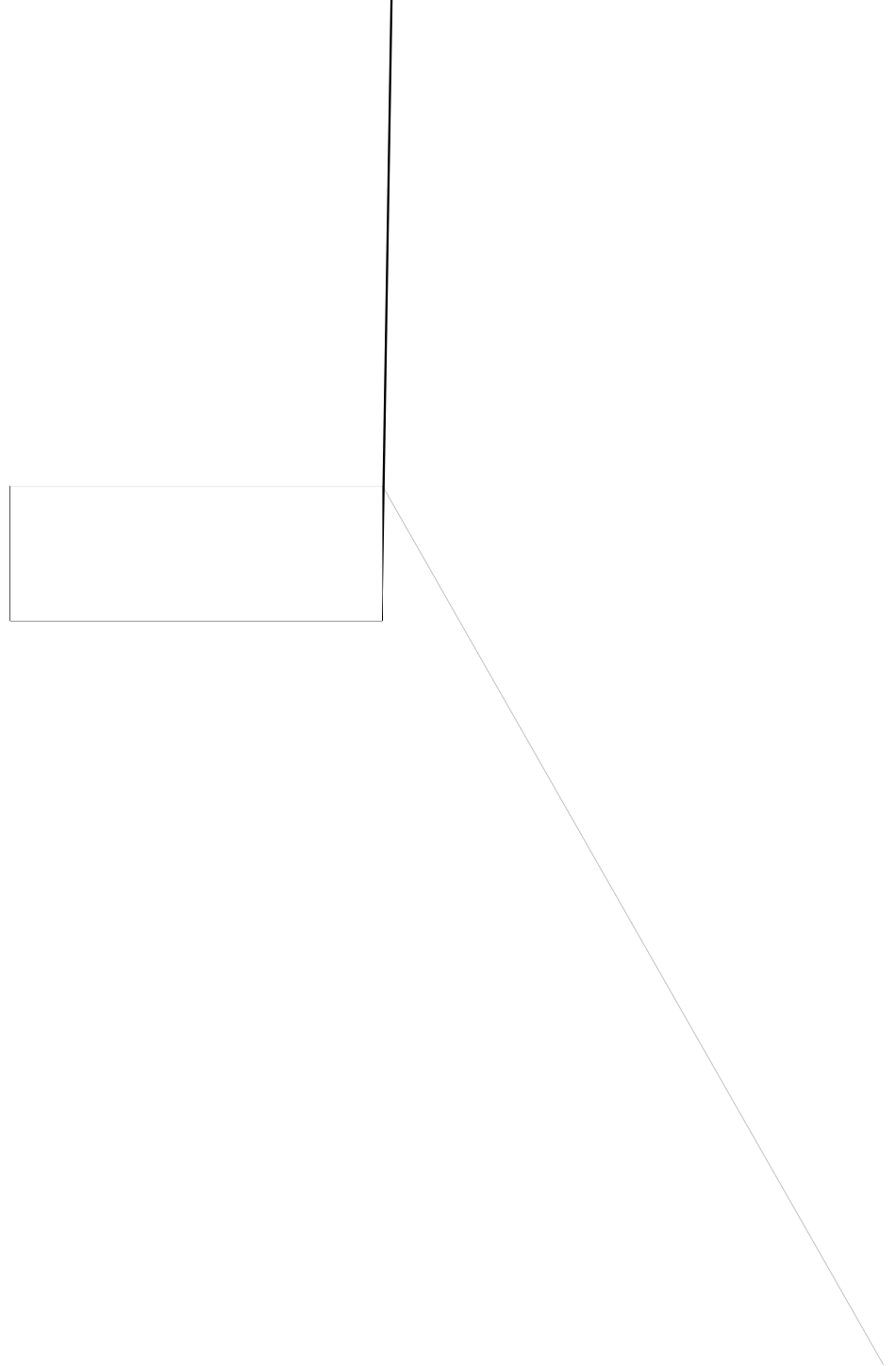
3.2 Recruitment of female staff to core-funded posts

Ensure that job advertisements mention: (i) welcome applications from female staff; (ii) family friendly working environment; (iii) flexible working hours.

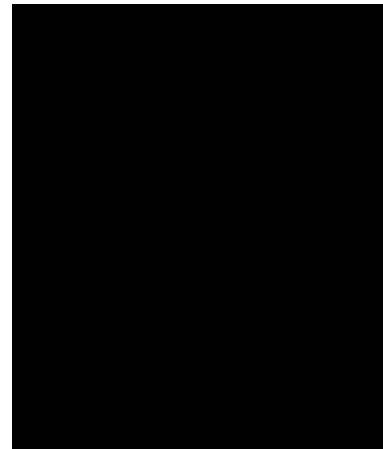
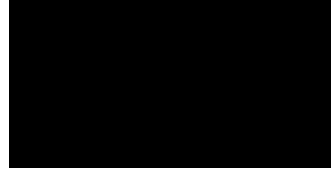


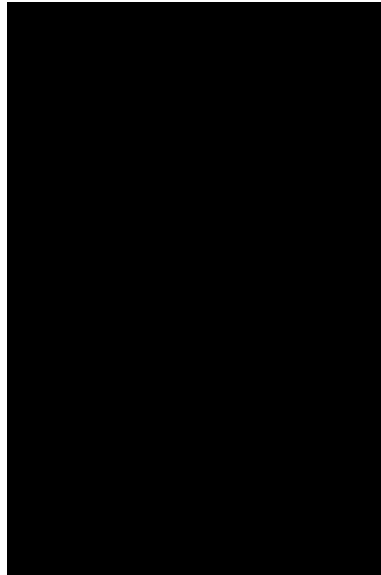


to apply for personal



will be monitored by
SAT.





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

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| | | line managers to include HR representation in meetings with employees completing maternity leave | January 2015 | | | a HR representative to discuss their return to work options. | |
| 4.10 | Circulate UCL policy and guidelines related to supporting parents and carers (including flexible working) | 1. Circulate UCL flexible working policy and procedures to all staff 2. Incorporate key elements of this policy and guidelines related to supporting parents and carers (including flexible working) to IGH intranet. | February 2015 February 2015 | | | 100% of IGH staff receive UCL policy and guidelines related to supporting parents and carers (including flexible working). Induction information on IGH intranet includes key messages from UCL policy and guidelines related to supporting parents and | At see section 5.5.i At see section 5.5.i |

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| | | | | | | carers (including flexible working). | |
| 4.1 1 | Collect and monitor data relating to flexible working arrangements of staff | Outcome of flexible working discussions reported by line managers recorded in staff survey | September 2015 | | | Data on flexible working collated by IGH. | At see section 5.5.vi |
| 4.1 2 | Routine pre-maternity leave meeting with line manager | 1 - Engagewith HR and consult senior managers from within IGH and explore the options with them 2 t Develop a proposal for presentation to the | | | | | |

4.1
3 Review and revise
procedures for
maternity cover

SAT to review
procedures for
maternity cover, in
consultation with
SMT, in order to
formalise and
replace the current
ad hoc
arrangements.

January 2015

Formal
arrang


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| | | | | | | leave and is aware of the rights, obligations and opportunities at UCL | |
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| | | gender | | | | | |
| 5.3 | Analyse IGH teaching trends | Data of teaching responsibilities to be broken down by gender for analysis and review. | June 2015 | | | Analysis of teaching responsibilities by gender presented to IGH SMT for review, and action taken to balance this where necessary. | At see section 5.6.v |
| 5.4 | Public engagement with schools, colleges, etc. | Promote public | | | | | |

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LANDSCAPE PAGE

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