Athena SWAN Silver award application form

Name of institution: University College London
Year: 2009

Department: Division of Psychology and Language Sciences (PaLS)

Contact for application: Dr Kate Jeffery

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Date of Bronze SWAN award: 01/03/2006

Applications at Silver level should demonstrate what the department is doing in addition to university-wide policies to promote gender equality and to address challenges particular to the discipline.

Click here for additional guidance on completing this form.

We recognise that not all institutions use the term 'department', and that there are many equivalent academic groupings with different names. If in doubt, contact Athena SWAN staff in advance to check whether your department, or equivalent, is eligible to apply.

It is preferable that the contact person for the application is based in the department.

Letter of endorsement from the Head of Department

An accompanying letter of endorsement from the Head of Department should explain how SWAN plans and activities contribute to the overall university strategy.

The letter provides the opportunity for the Head of Department to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university and departmental mission.

The letter should not exceed 500 words.

1. A picture of the department

Provide data on the following areas, and comment on their significance and how they have affected action planning. Data should be provided over a three-year period to enable comparisons to be made. The purpose of asking for this data is to identify what you are doing to create a pipeline for future appointments in your discipline, how you are attracting new staff and what you are doing to retain staff and promote them. The data also enable the recognition panel to get a snapshot of the department. If you are unable to provide any of the data please comment on the reasons for this.

We recommend that you use graphical illustrations to highlight the trends emerging from the data, in addition to providing the statistics and analysis. The tables and graphical illustrations must be included in a separate spreadsheet with the data clearly labelled.

There is a maximum of 100 words for the commentary on each section (i–xvi).

Student data

(i)   **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract non-traditional groups of women to the courses.

NA (we do not run foundation courses)

(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

PaLS offers three undergraduate degree courses: BSc Psychology, BSc Speech Sciences and Linguistics. Overall, females outnumber males by a ratio of 5.7:1, compared with a UK average of 4.3:1 (see Appendix, page 1), and this worsens across the course. This excess of female over male applications is probably illustrative of the general preference that females have for people-oriented careers. The increasing disparity across the course may reflect greater transfer of male students. We think this level of gender imbalance requires consideration and possible action, and have generated an action plan accordingly (see Action 1).

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Postgraduate taught course data are shown in the Appendix page 2. PaLS offers a wide range of postgraduate taught courses including two doctoral

courses, the Doctorate in Clinical Psychology and the Doctorate in Educational Psychology. Overall, there are substantially more female students than male students although the ratio, at 2.8:1, is less marked than at the undergraduate level. In part this reflects better recruitment of male students for the Speech Sciences MSc compared with the corresponding BSc course. Completion rates are 90% for females and 84% for males (not statistically different).

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Postgraduate research course data are shown in the Appendix page 3. Females continue to outnumber males at a ratio of around 4:1. We looked at the destinations of the 61 PhD students who exited their PhDs between 2006 and 2009 (15 from HCS and P&L and 46 from Psychology). Of the part-timers, four were female and six male. The majority (56) completed their degrees at UCL, three (1 female and 2 males) withdrew, one male transferred and one male received an MPhil. Afterwards, females were more likely to move into clinical work and males more likely to move into business/industry.

(v) **Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above** – comment on the differences between male and female admissions and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

For undergraduate courses, males and females do not differ in either the ratio of offers to applications, or the ratio of acceptances to offers. For postgraduate taught courses there is a significant difference in the ratio of offers to applications, being 0.40 for females and 0.63 for males ($p < 0.001$). We are looking into whether this is due to higher proportion of females applying to courses with a low success rate. The ratio of acceptances to offers does not differ. For postgraduate research courses, the ratio of offers to applicants and of acceptances to offers does not differ.

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action you are taking to address any imbalance.

Due to the high admissions criteria that are applied for all our undergraduate degree courses, a high proportion of our students achieve a 2.1 or above, and there is no difference between males and females (0.89 for females and 0.87 for males).

(vii) **Length of time for postgraduate completion by gender** – comment on any differences in completion times between males and females and say what action you are taking to address any imbalance.

The average time to completion over the years from 2004-2008 inclusive was 3.6 years for females and 3.83 years for males. The numbers are too small to allow statistical comparison.

Staff data

(viii) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action you are taking to address any underrepresentation at particular grades/levels.

Staff data are shown in the Appendix page 4 and the progressive ratios on page 5. We note that although there are equivalent numbers of males and females overall (83 and 84, respectively), there are fewer males than females at lecturer level (40 vs. 53) and more males than females at professorial level (19 vs. 15). The ratio of professors to lecturers is 0.30 for females and 0.51 for males. Given that female undergraduates outnumber males by 4:1, this low proportion of female professors is significant cause for concern and we have generated an action plan to address the issue (see Action 2).

(ix) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action you are taking to address this.

Appointments are shown in the Appendix page 6. We only have data for Psychology, and the numbers include both academics and non-academics. Although the majority of appointments were female, statistical analysis showed that fewer females were appointed than one would expect given the proportion of female applicants. This imbalance has declined steadily over the past three years – nevertheless, we have generated an action plan to monitor our statistics and look at why this might be (see Action 3).

(x) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say how you plan to address this. Where the number of women in the department is small you may wish to comment on specific examples.

Staff leaving are shown in the Appendix page 6. Academic staff turnover is low, being 16 males and 11 females leaving for the three-year period from 2005-2008. The number is too low for statistical comparison.

(xi) **Maternity return rate** – comment on whether your maternity return rate has improved or deteriorated and say how you plan to improve further. If you are unable to provide a maternity return rate, please explain why.

We do not formally keep maternity return figures and have added an action to start doing this (see Action 4). With our maternity questionnaire we elicited

return data for all but 16 out of 21 women taking maternity leave in the past 3 years. v

(xii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade and whether this has improved or deteriorated and say how you plan to improve further.

We do not currently keep formal records of the numbers of staff taking up paternity and adoption leave but will be doing so when our new parenting support plan is implemented (see Action 4). Informal querying of the administrators in the three precursor departments revealed an almost non-existent rate of paternity and adoption leave requests. We will be encouraging males to apply for paternity leave.

(xiii) **Promotion application and success rates by gender and grade** – comment on whether these have improved and say what further action may be taken. Where the number of women is small you may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Promotions data are shown in the Appendix, page 5. Males and females have been equally successful in promotion. The process is initiated by an email from HR, asking staff and their HoDs to consider whether they are candidates for promotion. Promotion is also discussed in appraisal sessions, and we plan to add a check box on the appraisal form to ensure that this has happened, to eliminate possible gender disparities in raising the issue. A change to the constitution of the promotions committee (now heads of research departments, 50% female) will, we hope, work further in favour of female promotion.

(xiv) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

PaLS has six divisional committees, of which five are chaired by heads or deputies of the relevant staff group (e.g., Head of Division, Deputy Faculty Manager, Deputy to Associate Dean, all of whom (three in total) are male. The sixth, the chair of the PhD committee, is female.

(xv) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small you may wish to comment on specific examples.

Currently, we do not keep records of departmental level flexible-working requests, but we will implement this as part of our maternity action plan. One issue we have identified, but not yet resolved, is what to do when staff request to work only certain days of the week but are assigned duties (e.g. because of

teaching timetable constraints) that fall on the intervening days. Previously this has been resolved informally, but when the new and more restrictive college-wide common timetable comes into force, we may need to revisit this issue and lay down clear guidelines to protect part-time staff.

(xvi)   **Female:male ratio of academic staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what you are doing to address them.

Since we have almost no fixed term lecturers, and these are not coded separately in our database, we have used the number of postdoctoral researchers, who form the bulk of the fixed term academic contract staff. We have approximately equal numbers of female and male postdocs but the transition from PhD to postdoc is associated with a reasonably steep drop in female percentage, from almost 75% to only 50%, we will be looking at how to increase this proportion.

2. Initiatives to advance and support women in the department

Provide commentary on the thematic areas below, explaining what the key issues are in your department, based on the data above, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed (maximum 200 words each for sections i–xii).

(i)   **Promotion and career development** – comment on the appraisal and career development process and the evidence of gender balance in the process of identifying people for promotion.

Female:male ratios across the career span are shown in Appendix page 5, showing drops at the PhD-postdoc transition and again from postdoc to lecturer. In order to determine whether differential career progression post-lecturer might be due to differential productivity, we have looked at female vs male research output with respect to grants and grade (Appendix page 7) and find no differences between females and males in either grant applications or grant success at any grade. Thus, female staff seem to be as research-productive as males. We thus plan to focus a particular effort on postdocs and lecturers.
One area in which we plan an action (Action 5) is to work with HR towards making promotion a more salient part of the appraisal process. This may address the possibility that women are more hesitant about putting themselves forward for promotion than men.

UCL promotions criteria are clearly defined http://www.ucl.ac.uk/hr/docs/promotions_procedure_links.php) and the college runs promotions seminars. As well as the action on appraisals (see above), we are setting up a pilot mentoring scheme for staff, similar to the pilot running in Biomedical Sciences (http://www.ucl.ac.uk/hr/mentoring/). We

hope this scheme will particularly encourage female career development and will be evaluating it (see Action 8).

(ii)   **Support for staff at key career transition points** – comment on any initiatives, drawing out different approaches at different levels.

The greatest fall-off of females is at the transition to PhD, with only 2:1 F:M PhD applications, compared with almost 7:1 undergraduates having eligible grades. One contributing factor may be that females find the prospect of an academic career less appealing than males and so we have instituted an action plan (Action 7) to address this. Our Early Career Researchers' Forum is aimed at PhD students, research assistants, postdocs and young lecturers and will provide them with information and networking opportunities, as will the mentoring scheme.

(iii)   **Flexible working** – comment on the numbers of staff working flexibly and at what grade and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements and how you raise awareness of the options available.

The division does not monitor working hours and staff work their own hours, within the constraints of teaching timetables etc. Working from home is promoted, facilitated by IT support allowing fast file transfer, file synchronisation and centralised, distributed access email (like IMAP). Some staff work part-time, and the division tries to support this by scheduling teaching so as to fit around the work days. Research staff on fixed-term contracts can work part-time where funding agencies allow grant extension. Our parenting website (Action 4) will promote awareness of flexible working options (plus guidance in how to protect work-life separation).

(iv)   **Culture** – comment on how you demonstrate that the department is female-friendly and inclusive.

Because of the relatively high proportion of women in Psychology, Linguistics and allied disciplines, the department by its nature tends to be female-friendly. Of the eight research sub-departments, four have female heads and almost 50% professors are female. Flexible working including working from home is common, as is starting late to allow for the morning school drop-off and leaving early to pick up children from school. Seminars and meetings are held at family friendly times and lectures are, where possible, timed to suit individuals' routines (e.g., avoiding early morning or late afternoon for those with childcare responsibilities). Staff members' new babies are acknowledged with a congratulatory message on the electronic noticeboard.

(v)   **Recruitment of staff** – comment on how your recruitment processes ensure that female candidates are attracted to vacancies and how you ensure that recruitment processes comply with the university's equal opportunities policies.

Currently, every job advertisement states that UCL is an equal opportunities employer. UCL is currently rolling out a new online recruitment system to optimize and standardize the recruitment process and rationalise compilation of recruitment statistics straightforward. The Faculty of Life Sciences is one of the first to pilot the scheme. There is a positive action statement on advertisements for all grade 9 and 10 posts, and advertisements carry a statement about family-friendly policies. PaLS search committees comprise at least 50% females (usually more) and we try to ensure that at least one interviewer is female.

(vi) **Representation on decision-making committees** – comment on evidence of gender balance in the mechanism for selecting representatives.

We currently have no specific mechanism for ensuring gender balance on committees, but plan to monitor this in future. PaLS staff are encouraged to put themselves forward wherever possible for UCL committees, and we will be promoting the importance of committee work, especially with our early career researchers. Committee work is a section on the workload analysis form, and is taken into account when assessing workload distribution.

(vii) **Workload model** – comment on evidence of transparency and fairness.

For a number of years, the psychology department has monitored workload using a spreadsheet to collect information on teaching, administrative and research output, and following the merger with Human Communication Science and Phonetics and Linguistics, this now extends across the whole division. The data are available to all staff and are used to balance duties fairly across staff. When output is affected (or potentially so) by maternity leave etc, this is indicated.

(viii) **Cover for maternity and adoption leave and support on return** – comment on the mechanisms for covering workload absence and specific support on return.
Maternity leave is partly or fully covered, either by employing another member of staff, buying in cover for specific activities or temporarily suspending activities (e.g. third-year options). However, we need to examine the ramifications that hiring replacement cover has on the careers of the covering staff (possibly more likely female). On return, staff members have sometimes renegotiated their working hours or agreed greater flexibility. This has been supported by the introduction of a one-term teaching sabbatical for maternity returners which has been taken up by several women in the department, who have provided highly positive feedback on the scheme.

(ix) **Timing of departmental meetings and social gatherings** – evidence of consideration for those with family responsibilities.
PaLS's eight research sub-departments each hold both administrative ("staff") and research meetings. These are all between 10.30 and 4 pm, except the ICN external seminar series (which starts at 5 pm so that clinicians can

attend), and CPB, which runs from 4.30-5.30. This year, we will be moving this to a 4-5 slot, and will monitor the outcome carefully. Informally, we have noticed that workshops held at family-unfriendly times (especially weekends) are under-attended by women with young children, compared to men with young children. Social gatherings are infrequent but mainly in the evenings, and we are looking to change this.

(x)   **Outreach activities** – comment on the level of participation by female and male staff and whether they get recognition for being involved and the time and work put in.

Staff in PaLS participate in a range of outreach activities including knowledge transfer, providing work/study placements for schoolchildren, talking to schools and working with charities or with public bodies. We currently have no mechanism for identifying and rewarding outreach activities. However, in the new faculty-wide workload form, there will be a free text option in which people will be able to outline any such activities and a decision will be made at that point about how to factor in and reward these, and we will be able to use the data to compare male and female contributions in this area.

(xi)   **Induction and training** – comment on the support provided to new staff at all levels, noting what new arrangements you may be planning, as well as details of gender training.

The UCL guidelines on induction of new staff, which we follow, are available on http://www.ucl.ac.uk/hr/docs/new_induction_probation.php. Additionally, new staff are sent an email outlining department-specific information and they meet with the departmental administrator for a general welcome, issue of ID card and keys, introduction to the IT Team safety officer and HR representative. In the first week of employment they complete the online diversity training course (http://ucl.marshallacmtraining.co.uk/). In the first week of term they are given a session on small-group teaching to familiarise them with the procedure for running weekly undergraduate seminars, which all staff undertake.

(xii)   **Support for female students** – comment on the support provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher.

We have a career guidance forum when students begin the Psychology course, and the Guardian recently rated UCL Psychology graduates as having the best career prospects of the top 100 UK universities (http://www.guardian.co.uk/education/table/2009/may/12/university-guide-psychology). In first year we run a buddy system where incoming students are paired with a second or third year student, who serves as an advisor. Each undergraduate has a personal tutor (also their seminar tutor), and there is also a Faculty Advisor for Women Students. Additionally we expect our early career research forum to be of particular help to female students, who we think are more likely to avail themselves of the service, and we will be evaluating the take-up of this (see Action 9).

3. Case study: impacting on individuals

Describe how your department's SWAN activities have benefitted an individual woman working in the department (maximum 200 words).

Our case study, Essi Viding, joined UCL Psychology as an undergraduate, where she gained a first-class honours degree in 1998. She then undertook a two-year RA job in the ICN before commencing a four-year PhD at Kings College, researching the genetic basis of behavioural disorders in children. She then spent a year as a postdoctoral researcher, also at Kings, before being appointed in 2005 as a lecturer in Psychology at UCL. In 2007 she had her first baby. Of her treatment during this time she says "I felt very supported by David Shanks [my HOD] during my maternity leave and after it. He clearly outlined for me what I was entitled to and was very helpful in providing teaching sabbatical (and being flexible with that arrangement as I had offered to teach my course from maternity - he in turn agreed a longer release from other duties)…People have been flexible and supportive (e.g. Jo [the undergraduate teaching administrator] accommodated planning my teaching time table for next year to suit my childcare arrangements…)." In 2008 Essi applied for promotion to Senior Lecturer but in recognition of her outstanding research achievements, was promoted to Reader.

4. Further SET-specific initiatives

Comment on any particularly innovative programmes not covered above which have been undertaken, noting their effectiveness to date and any plans to introduce new initiatives and/or review present practice (maximum 200 words).

(i) We sent out a maternity questionnaire to the 21 staff who have taken maternity leave in the past three years, asking about their experiences. Their replies have led to the identification of some specific needs which we are addressing with an action plan (see Action 4).
(ii) We have created the Early Careers Researchers Forum
(iii) We have set up a mentoring scheme which we anticipate will be of particular help to women in the early stages of their careers
(iv) We have begun a research output analysis to compare female and male grant-getting, and publications, in order to determine whether females are as successful as males in achieving the key promotions criteria. Preliminary analysis (Appendix page 7) suggests this is the case, at least for grants.

5. The self-assessment process

Describe the Self-Assessment Team members and the action planning process, as well as any consultation processes that were undertaken (maximum 500 words).

The self-assessment team was set up in 2008 and comprises members ranging in seniority from postdoctoral researcher to professor. The members are Shirley Anker, Janette Atkinson, Wendy Best, Dee Birtles, Anna Cox,

Bronwen Evans, Uta Frith, Ana Guinote, Harriet Hallas, Lorna Halliday, Kate Jeffery, Nivi Mani, Alastair McClelland, Susan Michie, Nancy Pistrang, Jenni Rodd, Katrina Scior, Kate Scott, Lorna Stewart, Mary Target, Essi Viding, Gabriella Vigliocco, Yi Xu. Some of the members acted in an advisory role and some (listed below) performed specific tasks in relation to the present application. Sarah Guise serves as HR consultant.

The team met every few weeks to review progress, and also exchanged information by email. The process was co-ordinated by JA and KJ. AM contributed statistical analysis, JR compiled the undergraduate and admissions statistics, NM and LH set up the early career researchers' forum, FC and KS obtained maternity leave feedback and HH and DB contributed administrative support. KJ compiled the figures and text.

Consultation

An important component of the consultation process involved liaising with Virginia Valian, who lectured on female career progression and gender stereotypes and provided ideas about some of the actions in the plan.

6. Action plan
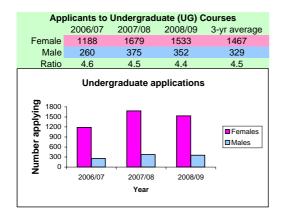
Please attach your action plan which summarises actions identified from the data and commentary above, naming the person responsible and time scale.
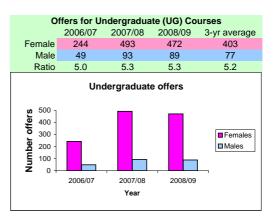
7. Any other comments
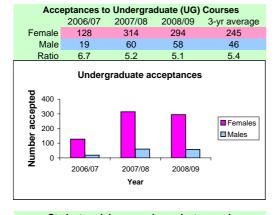
Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 100 words).
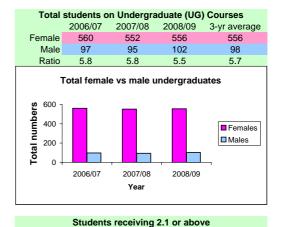
Because of the recent reorganization of Life Sciences at UCL, the departmental structure has changed across the course of the time period covered here, meaning that small amounts of data are missing or may be slightly inaccurate. In general, however, we think the data we report are high quality and, because of the relatively large size of the department, provide a good snapshot of the experiences of female scientists at UCL. We believe they show that significant progress is being made towards equalizing female career progression relative to their male colleagues, while acknowledging there is still some way to go to rebalance the gender ratios across the career span.

UCL PaLS undergraduate courses

Applicants to Undergraduate (UG) Courses

	2006/07	2007/08	2008/09	3-yr average
Female	1188	1679	1533	1467
Male	260	375	352	329
Ratio	4.6	4.5	4.4	4.5

Undergraduate applications

Offers for Undergraduate (UG) Courses

	2006/07	2007/08	2008/09	3-yr average
Female	244	493	472	403
Male	49	93	89	77
Ratio	5.0	5.3	5.3	5.2

Undergraduate offers

Acceptances to Undergraduate (UG) Courses

	2006/07	2007/08	2008/09	3-yr average
Female	128	314	294	245
Male	19	60	58	46
Ratio	6.7	5.2	5.1	5.4

Undergraduate acceptances

Total students on Undergraduate (UG) Courses

	2006/07	2007/08	2008/09	3-yr average
Female	560	552	556	556
Male	97	95	102	98
Ratio	5.8	5.8	5.5	5.7

Total female vs male undergraduates

Students gaining an undergraduate award

	2006/07	2007/08	2008/09	3-yr average
Female	155	148	131	145
Male	22	25	17	21
Ratio	7.0	5.9	7.7	6.8

Students gaining an award

Students receiving 2.1 or above

	2006/07	2007/08	2008/09	3-yr average
Female	135	137	114	129
Male	16	25	15	19
Ratio	8.4	5.5	7.6	6.9

Students receiving 2:1 or above

Ratio of offers to applicants

	2006/07	2007/08	2008/09	3-yr average
Female	0.21	0.29	0.31	0.27
Male	0.19	0.25	0.25	0.23
Ratio	1.1	1.2	1.2	1.2

Proportion students receiving 2.1 or above

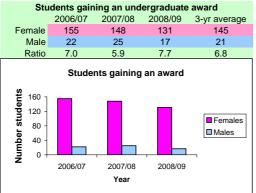|	2006/07	2007/08	2008/09	3-yr average
Female	0.87	0.93	0.87	0.89
Male	0.73	1.00	0.88	0.87
Ratio	1.2	0.9	1.0	1.0

Ratio of acceptances to offers
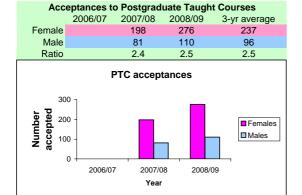
	2006/07	2007/08	2008/09	3-yr average
Female	0.52	0.64	0.62	0.61
Male	0.39	0.65	0.65	0.59
Ratio	1.4	1.0	1.0	1.0

Progressive F:M ratios across course

	2006/07	2007/08	2008/09
Applicants	4.6	4.5	4.4
Offers	5.0	5.3	5.3
Acceptances	6.7	5.2	5.1
Totals on course	5.8	5.8	5.5
Gained a degree	7.0	5.9	7.7
Received >=2:1	8.4	5.5	7.6
Proportion >= 2:1	1.2	0.9	1.0

Progressive F:M ratios across course

UCL PaLS postgraduate taught courses

Applicants to Postgraduate Taught Courses

	2006/07	2007/08	2008/09	3-yr average
Female		839	820	830
Male		195	215	205
Ratio		4.3	3.8	4.0

PTC applications

Offers for Postgraduate Taught Courses

	2006/07	2007/08	2008/09	3-yr average
Female		300	371	336
Male		118	141	130
Ratio		2.5	2.6	2.6

PTC offers

Acceptances to Postgraduate Taught Courses

	2006/07	2007/08	2008/09	3-yr average
Female		198	276	237
Male		81	110	96
Ratio		2.4	2.5	2.5

PTC acceptances

Students starting Postgraduate Taught Courses

	2006/07	2007/08	2008/09	3-yr average
Female	168	157	148	158
Male	72	54	59	62
Ratio	2.3	2.9	2.5	2.6

Students starting on PTCs

Total students on Postgraduate Taught Courses

	2006/07	2007/08	2008/09	3-yr average
Female	216	222	275	238
Male	83	87	103	91
Ratio	2.6	2.6	2.7	2.6

Total female vs male PTCs

Students completing PTCs (to date)

	2006/07	2007/08	2008/09	3-yr average
Female	151	139	84	125
Male	54	49	32	45
Ratio	2.8	2.8	2.6	2.8

Students completing PTCs

Ratio of offers to applicants
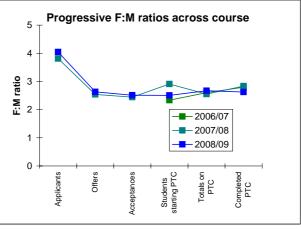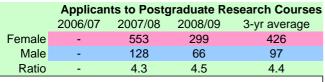
	2006/07	2007/08	2008/09	3-yr average
Female		0.36	0.45	0.40
Male		0.61	0.66	0.63

Ratio of acceptances to offers

	2006/07	2007/08	2008/09	3-yr average
Female		0.66	0.74	0.71
Male		0.69	0.78	0.74

Progressive F:M ratios across course
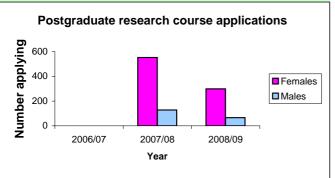
	2006/07	2007/08	2008/09
Applicants		3.8	4.0
Offers		2.5	2.6
Acceptances		2.4	2.5
Students starting PTC	2.3	2.9	2.5
Totals on PTC	2.6	2.6	2.7
Completed PTC	2.8	2.8	2.6

Progressive F:M ratios across course

UCL PaLS postgraduate research courses

Applicants to Postgraduate Research Courses

	2006/07	2007/08	2008/09	3-yr average
Female	-	553	299	426
Male	-	128	66	97
Ratio	-	4.3	4.5	4.4

Postgraduate research course applications

Offers for Postgraduate Research Courses

	2006/07	2007/08	2008/09	3-yr average
Female	-	108	96	102
Male	-	32	27	30
Ratio	-	3.4	3.6	3.5

Postgraduate research course offers

Acceptances to Postgraduate Research Courses

	2006/07	2007/08	2008/09	3-yr average
Female	-	101	84	93
Male	-	22	23	23
Ratio	-	4.6	3.7	4.1

PRC acceptances

Average no. years to submission

Entry year	2002/03	2003/04	2004/05	3-yr average
Female	3.48	3.28	-	3.38
Male	3.72	-	-	3.72
Ratio	1.1	-	-	1.1

Average years to submission

Students on Postgraduate Research Courses

	2006/07	2007/08	2008/09	3-yr average
Female	217	226	266	236
Male	60	61	58	60
Ratio	3.6	3.7	4.6	4.0

Students on PRCs

Numbers starting PhDs

Entry year	2002/03	2003/04	2004/05	3-yr average
Female	15	20	16	17
Male	16	4	6	9
Ratio	0.9	5.0	2.7	2.0

Numbers starting PhDs

Ratio of offers to applicants

	2006/07	2007/08	2008/09	3-yr average
Female		0.20	0.32	0.24
Male		0.25	0.41	0.30

Ratio of acceptances to offers

	2006/07	2007/08	2008/09	3-yr average
Female		0.94	0.88	0.91
Male		0.69	0.85	0.76

Progressive F:M ratios across course

	2006/07	2007/08	2008/09
Applicants	-	4.3	4.5
Offers	-	3.4	3.6
Acceptances	-	4.6	3.7
Students on PRC	3.6	3.7	4.6
Students starting PhD	0.9	5.0	2.7
Completed PhD	1.1	-	-

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UCL PaLS staff composition

RAW NUMBERS OF STAFF IN EACH GRADE

	Female				Male			
	2005-06	2006-07	2007-08	Average	2005-06	2006-07	2007-08	Average
Postdoctoral researcher	20	27	34	27	21	24	27	24
Lecturer/equivalent	37	52	70	53	28	45	46	40
Senior lecturer/Reader	12	12	13	12	23	21	22	22
Professor	15	15	15	15	19	19	20	19
Total	84	106	132	107	91	109	115	105

Female staff numbers by grade and year

Male staff numbers by grade and year

STAFF IN EACH GRADE AS PERCENT TOTAL STAFF

	Female				Male			
	2005-06	2006-07	2007-08	Average	2005-06	2006-07	2007-08	Average
Postdoctoral researcher	11.43	12.56	13.77	12.58	12.00	11.16	10.93	11.36
Lecturer/equivalent	21.14	24.19	28.34	24.56	16.00	20.93	18.62	18.52
Senior lecturer/Reader	6.86	5.58	5.26	5.90	13.14	9.77	8.91	10.61
Professor	8.57	6.98	6.07	7.21	10.86	8.84	8.10	9.26
Professor:lecturer ratio	0.41	0.29	0.21	0.30	0.68	0.42	0.43	0.51

Female staff as percent total, by grade and year

Male staff as percent total, by grade and year

STAFF IN EACH GRADE AS PERCENT SAME-SEX TOTAL

	Female				Male			
	2005-06	2006-07	2007-08	Average	2005-06	2006-07	2007-08	Average
Postdoctoral researcher	23.81	25.47	25.76	25.01	23.08	22.02	23.48	22.86
Lecturer/equivalent	44.05	49.06	53.03	48.71	30.77	41.28	40.00	37.35
Senior lecturer/Reader	14.29	11.32	9.85	11.82	25.27	19.27	19.13	21.22
Professor	17.86	14.15	11.36	14.46	20.88	17.43	17.39	18.57

Female staff as % total females, by grade and year

Male staff as % total males, by grade and year

Staff in each grade as % total (averaged over 3 years)

Ratio of professors to lecturers

	2006/07	2007/08	2008/09	3-yr average
Female	0.41	0.29	0.21	0.30
Male	0.68	0.42	0.43	0.51
F:M	0.60	0.68	0.49	0.59

Professor:lecturer ratio

UCL PaLS career progression

	% FEMALES vs MALES AT EACH CAREER STEP							
	Female				**Male**			
	2006-07	**2007-08**	**2008-09**	**Average**	**2006-07**	**2007-08**	**2008-09**	**Average**
1. Undergrad application	82	82	81	82	18	18	19	18
2. Undergrad acceptance	87	84	84	85	13	16	16	15
3. Undergrad degree >= 2:1	89	85	88	87	11	15	12	13
4. Postgrad application	-	81	81	81	-	19	20	19
5. Postgrad acceptance	-	74	73	74	-	26	27	26
6. Postdoc	49	53	56	52	51	47	44	48
7. Lecturer	57	54	60	57	43	46	40	43
8. SL/Reader	34	36	37	36	66	64	63	64
9. Professor	44	44	43	44	56	56	57	56

Comparative F and M percentages across career

	NUMBERS OF STAFF AWARDED PROMOTIONS IN EACH GRADE							
	Female				**Male**			
Promoted to:	**2006**	**2007**	**2008**	**Total**	**2006**	**2007**	**2008**	**Total**
Senior lecturer	1	-	-	-	-	1	-	1
Reader	2	-	3	5	-	2	2	4
Professor	2*	1	-	1	1	2**	1	2
Total	3	1	3	7	1	3	3	7

*Plus 1 female failed promotion to Professor   **Plus 1 male failed promotion to Professor
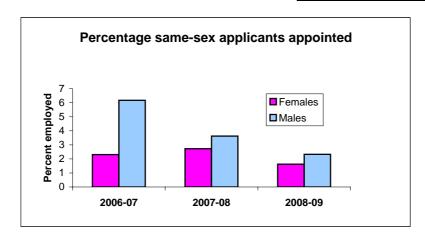
UCL PaLS staff turnover

RECRUITMENT

Number of applicants to Psychology		2006-07	2007-08	2008-09	Total
Females	Applied	476	514	123	**1113**
	Appointed	11	14	2	**27**
Males	Applied	162	193	43	**398**
	Appointed	10	7	1	**18**

Percentage same-sex applicants appointed		2006-07	2007-08	2008-09	Average
Females	Appointed	2.31	2.72	1.63	**2.22**
Males	Appointed	6.17	3.63	2.33	**4.04**
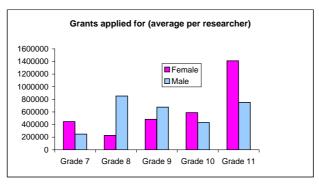
chi-square = 4.16
degrees of freedom = 1
probability = 0.041

Percentage same-sex applicants appointed
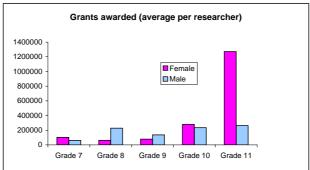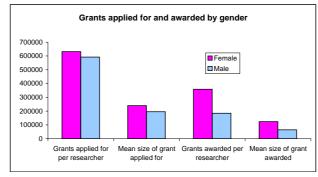
Percentage total applicants appointed		06-07	07-08	08-09	Average
Females	Appointed	1.72	1.98	1.20	**1.64**
Males	Appointed	1.57	0.99	0.60	**1.05**
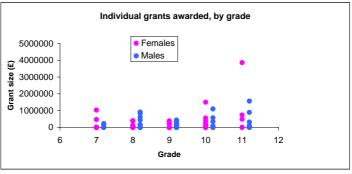
RAW NUMBERS OF STAFF LEAVING								
	Female				**Male**			
	2005-06	**2006-07**	**2007-08**	**Total**	**2005-06**	**2006-07**	**2007-08**	**Total**
rch assistant	0	0	0	0	0	1	2	3
er/equivalent	1	7	3	11	1	1	5	7
turer/Reader	1	3	1	5	0	0	0	0
Professor	0	0	0	0	0	0	1	1
Total	**2**	**10**	**4**	**16**	**1**	**2**	**8**	**11**

		ALL GRANTS APPLIED FOR AND AWARDED 2005-08											
		Female						**Male**					
		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	**Total**	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	**Total**
AVERAGES	**n**	15	18	15	11	4	**63**	8	14	13	9	12	**56**
Grants applied for per researcher		446116	228454	483026	589079	1411002	**631536**	248368	852275	676760	430804	752577	**592157**
Mean size of grant applied for		166627	152410	247417	287596	343793	**239568**	138751	243621	334896	106682	154013	**195593**
Grants awarded per researcher		102242	62490	77975	279510	1271777	**358798**	60929	227394	135933	234745	263301	**184460**
Mean size of grant awarded		20073	54689	56196	172218	313709	**123377**	43827	108606	58386	67941	44700	**64692**
Award/application ratio		0.31	0.61	0.42	0.34	0.65	**0.47**	0.29	0.24	0.19	0.42	0.33	**0.29**
TOTAL AWARDS GAINED		1533625	1124816	1169618	3074605	5087108	**11989772**	487429	3183517	1767123	2112704	3159617	**10710390**

Grants applied for (average per researcher)

Grants awarded (average per researcher)

Grants applied for and awarded by gender

Individual grants awarded, by grade

ACTION PLAN

Summary table (detailed outlines below)

ACTION	TIMESCALE	PERSON(S) RESPONSIBLE	DELIVERABLE
1: To review the gender imbalance at undergraduate level	6 months	Jenni Rodd	Deliverable: A report by the subcommittee on its findings, to be delivered to the Undergraduate Teaching Committee.
1a: To increase proportion of male undergraduates	*3 years*	*Jenni Rodd*	*Data showing an increase in the proportion of male applicants and male offers/acceptances across the three years.*
2. To determine reason for progressive fall-off in female numbers with increasing grade	1 year	Kate Jeffery, with Jan Atkinson and Alastair McClelland	A report on career progression in PaLS
3. To determine reason for apparent under-recruitment of female staff over past three years	3 years	Kate Jeffery, with Alastair McClelland and David Shanks	A report on recruitment in PaLS
4. Parenting support	3 years	Essi Viding	(i) Database (ii) Webpage (iii) Email list
5. Promotions procedure	3 years	Kate Jeffery	Altered appraisal form and/or appraisal procedure
6. To collate statistics on female vs. male research output	1 year	Kate Jeffery and Alastair McClelland	Report on male vs. female research output in PaLS
7. To collect undergraduate exit data	3 years	Kate Jeffery and Joanna Strange	A database of exit destinations for PaLS undergraduates
8. To evaluate pilot mentoring scheme	18 months	Wendy Best, in conjunction with HR and external consultant	Summary of views and outcomes, recommendations for future mentoring schemes
9. To evaluate Early Career Researchers' Forum	1 year	Lorna Halliday and Nivi Mani, in conjunction with the Early Career Researchers' Forum Committee	A report on events, attendance, and blog usage. Recommendations for the continuation of the Early Career Researchers' Forum

Action 1: To review the gender imbalance at undergraduate level

Rationale: At present, females outnumber males in PaLS by almost 6:1. Although this statistic seems outwardly supportive of female careers, there is an argument to be made that "occupational feminization" is ultimately detrimental to women, as well as men, and in any case the imbalance raises general equalities issues. This action will entail setting up a subcommittee to look at the evidence surrounding occupational feminization and it effects on female career structures, status and pay. A collective decision will then be made about whether PaLS should target male would-be undergraduates in its outreach activities, to try and increase the proportion of male applicants.

Person responsible: The subcommittee will be chaired by the current admissions tutor, Jenni Rodd

Timescale: 6 months

Nature of action: Formation of subcommittee with representatives from each of the subdivisions, collection of data, discussion, initiation of action1a (see below) if it is concluded this is desirable

Deliverable: A report by the subcommittee on its findings, to be delivered to the Undergraduate Teaching Committee.

Action 1a: To increase proportion of male undergraduates

Person responsible: Admissions tutor (Jenni Rodd)

Timescale: 3 years

Nature of action: (i) Implementation of outreach programme targeted at boys (ii) Possible revision of Psychology A levels pre-requisites to include a mandatory "hard" science A-level (maths, physic etc) in which boys are more highly represented.

Deliverable: Data showing an increase in the proportion of male applicants and male offers/acceptances across the three years.

Action 2: To determine reason for progressive fall-off in female numbers with increasing grade

Rationale: Analysis of the proportion of female staff at each grade shows, as in all SET disciplines, a progressive fall-off with increasing grade. If we assume that the undergraduate ratio of 5.7:1 represents baseline female interest in PaLS subjects, then at professorial level, the F:M ratio of 1:1.3 represents a significant under-representation of women. Even if the major fall-off occurs prior to appointment at UCL, between PhD and lectureship, there is still a F:M decline from 1.33 to 0.78. We will collect data to test the following hypotheses:

  i. The fall-off is a pipeline effect, due to smaller numbers of females entering academia in the past combined with the fact that almost all professorial appointments are internal.

  ii. The fall-off is due to under-promotion of women relative to men.

Person responsible: Kate Jeffery, with Jan Atkinson and Alastair McClelland

Timescale: 1 year

Nature of action:

  i. We will obtain historical data from UCL records to determine relative numbers of females entering academia in the past.

  ii. We will look at promotion data.

Deliverable: A report on career progression in PaLS.

Action 3: To determine reason for apparent under-recruitment of female staff over past three years

Rationale: Our recruitment statistics for Psychology show that we appointed proportionally fewer female applicants in the past three years, although this imbalance declined steeply across the

three years. This action will look at recruitment statistics across all the subdivisions of the division, and we will collect data to test the following hypotheses:

    i. That this imbalance was a statistical anomaly occurring in 2006-07

    ii. That female applicants were less qualified than male applicants

    iii. That there is an unsuspected bias in our selection procedure

We also plan to look at factors such as how the RAE affects recruitment patterns (e.g. focusing on "star" researchers), changes in the financial climate and the way that future teaching/research for recruitment will be handled under the new faculty scheme.

Person responsible: Kate Jeffery, with Alastair McClelland and David Shanks

Timescale: Three years

Nature of action: To monitor recruitment statistics including grade of position, applicants' gender and ethnicity, quantitative qualification measures (e.g., years since PhD, publications "h" factor, other qualifications).

Deliverable: A report on recruitment in PaLS.

Action 4: Parenting support

Rationale: Our maternity questionnaire elicited a number of quite detailed responses suggesting that there is a sense of isolation among new mothers, and a feeling that individual women were having to figure things out for themselves.

Nature of action:

    i. We will improve our data collection to include requests for parental and adoption leave, and an explicit monitoring of return rate and requests for flexible working.

    ii. We will create a parent information webpage, available on the staff intranet, which will have detailed information about the resources available, procedures for maternity leave and teaching sabbatical etc.

    iii. We will also create an online mailing list for new parents to sign up to if they wish, which will enable them to share information with other parents on the list.

Person responsible: Essi Viding

Timescale: Six months

Deliverables: (i) Database (ii) Webpage (iii) Email list

Action 5: Promotions procedure

Rationale: Evidence suggests that women are less likely to put themselves forward for promotion than men. This may be part of a general tendency for women to underestimate their abilities, but may also reflect less of an interest in "getting ahead" in their careers as opposed to simply doing the best job they can in the post they are in.

Nature of action: We will engage with HR over making promotion an appraisal issue for staff below the level of professor. One possibility is to lobby for a check box to be added to the appraisal form to ensure that promotion has been discussed with all staff on an annual basis

Person responsible: Kate Jeffery

Timescale: 3 years

Deliverable: Altered appraisal form and/or appraisal procedure

Action 6: To collate statistics on female vs. male research output

Rationale: One possible reason for the under-representation of females vs. males at the higher grades is that females are slower to reach the promotions criteria. For research grades (Reader and Professor) this is mainly centred on grant-getting and publications (number and impact). We will thus be evaluating females vs males in PaLS to see whether there is any disparity.

Nature of action:

  i.   Collect data on (a) grants applied for, and (b) grants awarded, for the past three years.
  ii. Collect data on the "h factor" (a measure of publication productivity).
  iii. Compare data from (i) and (ii) with grade

Person responsible: Kate Jeffery and Alastair McClelland

Timescale: One year

Deliverable: Report on male vs. female research output in PaLS

Action 7: To collect undergraduate exit data

Rationale: Our data show that the biggest loss of females in PaLS is between undergraduate and PhD, where the ratio drops from almost 7:1 to only 2:1. Some of this may be due to the high proportion of clinically oriented courses in our curriculum, but it may also be that females find the prospect of an academic career less attractive than males.

Nature of action: To collect exit data from undergraduates leaving the department, to find out how many progress into clinical, academic or other careers.

Person responsible: Kate Jeffery and Joanna Strange

Timescale: Three years

Deliverable: A database of exit destinations for PaLS undergraduates

Action 8: To evaluate pilot mentoring scheme

Rationale: A variety of views of mentoring have been expressed while setting up the pilot. The evaluation will take place in conjunction with the external consultant running training for mentors and mentees and with HR, who have supported the scheme.

Nature of Action: To collect views of mentors and mentees after a year of scheme is completed.

Person responsible: Wendy Best, in conjunction with HR and external consultant

Timescale: 18 months

Deliverable: Summary of views and outcomes, recommendations for future mentoring schemes.

Action 9: To evaluate Early Career Researchers' Forum

Rationale: The launch of the Early Career Researchers' Forum was well attended. However, we will need to assess demand for the Early Career Researchers' Forum amongst its members.

Nature of Action: To monitor attendance at future Early Career Researchers' Forum events, and to monitor blog usage.

Person responsible: The Early Career Researchers' Forum Committee

Timescale: 1 year

Deliverable: A report on events, attendance, and blog usage. Recommendations for the continuation of the Early Career Researchers' Forum.