

Athena SWAN department award application

Name of university: University College London

Department: Chemistry

Date of application: April 2016

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LIST OF ABBREVIATIONS USED

CIB	Christopher Ingold Building
DEOLO	Departmental Equal Opportunity Liaison Officer
E&D	Equality and Diversity
ECR	Early Career Researcher
FTE	Full-time equivalent
HoD	Head of Department
HoS	Head of Section
HEFCE	Higher Education Funding Council for England
HR	Human Resources
KLB	Kathleen Lonsdale Building
MWG	Management Working Group
PI	Principal Investigator
PG	Postgraduate
PGT	Postgraduate Taught (MSc and MRes)
PGR	Postgraduate Research (PhD and EngD)
PDRA	Post-Doctoral Research Assistant
P&R	Publicity and Recruitment
R&D	Research and Development
RSC	Royal Society of Chemistry
SAT	Athena SWAN Self-Assessment Team
SWAN	Scientific Women's Academic Network
SSCC	Student-Staff Consultative Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
WG	Working Group

1. Letter of endorsement from the head of department: maximum 500 words [498 words]

The UCL logo is displayed in white text on a blue rectangular background.

9 April 2016

Dear Athena SWAN Manager,

It is with great pleasure and enthusiasm that I submit our application for an Athena SWAN Silver Award. I have two school age children and my wife is also an academic, so I understand the difficulties of balancing work and family very well.

We have a proud history of supporting women at UCL and in our department. UCL was the first English university to admit women on the same basis as men and Chemistry also took a lead by being the first UCL Department to appoint a female professor – Kathleen Lonsdale, who was also the first woman to be elected to the Royal Society, in 1945. We have 5 female professors (23% of professorial staff), which is higher than the average in STEMM subjects (18% – HESA 2013/14) and in UCL STEMM subjects. This tradition of encouraging women has grown with the Department and is embedded in our ethos and culture, so that all staff and students are helped to do their best in a mutually supportive environment where talent can flourish irrespective of gender. Encouragingly, 80% of academic staff who responded to our 2015 survey (~50% return) felt the department supported their careers.

Since our Bronze Award in 2013, Athena SWAN activities have become embedded in departmental life. For example, we now organise the teaching timetable during the summer, which is particularly beneficial to colleagues who require flexibility because of caring responsibilities, and we have increased our percentage of female seminar speakers from 30% to 53%. In our 2015 survey of MSci/MSc students, 73% of female respondents were aware of the departmental support for flexible working and balancing a career in science with a family, which is hearteningly higher than the corresponding 11% in our 2012 survey. I have encouraged and supported two of my senior female academic colleagues to attend the new UCL Women in Leadership Programme and played a key role in establishing a Faculty Equality and Diversity Group to encourage and disseminate best practices across STEMM departments.

Our Silver Athena SWAN submission describes our successes and our action plan outlines the new challenges we wish to address. Using findings from our recent staff and student surveys and informal discussions, we have developed actions that are specific and measurable, with clear indicators of delivery that we will monitor. For example, we have embarked on a mentoring scheme for female academic staff and plan to roll this out for all members of the department from Masters students to PhD students and postdoctoral researchers to address the key attrition point that we have identified as being between postgraduate and postdoctoral researcher. I have also made budget plans to pilot bringing paid maternity and paternity leave for PhD students in line with staff maternity and paternity pay.

In summary, I am confident that our Silver Athena SWAN application and action plan will help us improve support and prospects for of all our female students, researchers and staff as they progress through their careers.

Yours sincerely,

A handwritten signature in black ink that reads "Ivan P. Parkin".

Professor Ivan P Parkin
Head of Department

2. The self-assessment process: maximum 1000 words [998 words, excluding captions]

(a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

The SAT has 11 members (7F, 4M) and includes scientists representing all levels of academia and administrative support staff. Most academic members of the SAT combine a career and family caring commitments.



Athena SWAN SAT meeting

Table 1. SAT profile

Member	Position	SAT role	Relevant experience
 Nicola Best	Executive Assistant to HoD, Lead Member of HR team, Chair of UCL Disability Forum and Enable@UCL Network.	Co-responsibility for research and academic staff data collection, analysis and presentation; dissemination of equality and diversity actions to the department.	Works from home 2 days/week.
 Marion Brooks-Bartlett	PhD student	Member of RSC Inclusion and Diversity Committee; participant in public engagement events	Wanted to help identify and remove barriers for female students pursuing an academic career.

<p>Jadranka Butorac</p> 	PG Administrator	Responsibility for UG and PG data collection, analysis and presentation.	Has 2 young children and a husband who works full-time.
<p>Daren Caruana</p> 	Reader	Development and analysis of staff survey.	Has 2 sons and is a carer for his wife. Has a flexible working arrangement to facilitate caring responsibilities.
<p>Helen Fielding</p> 	Professor and HoS	Chair of SAT; member of faculty Equality and Diversity Group; Athena SWAN mentor.	Has 3 children and a husband who works full-time; has taken 1 maternity break at UCL and works at home 1 day/week.
<p>Caroline Knapp</p> 	Ramsay Research Fellow	Development of UG, PG and ECR surveys; contributor to departmental Athena SWAN webpage; Athena SWAN mentor.	Is involved with outreach and is keen to inspire the next generation of scientists and help to remove the obstacles faced by young women, ethnic minorities and those from underprivileged backgrounds.
<p>Ivan Parkin</p> 	Professor and HoD	Responsibility for ensuring the department is committed to Athena SWAN	Has 2 children, a wife who is an academic, and works to accommodate after school arrangements.

<p>Liz Read</p> 	<p>Departmental Manager and DEOLO</p>	<p>Co-responsibility for research and academic staff data collection, analysis and presentation; responsibility for ensuring all new staff are informed of departmental commitment to Athena SWAN.</p>	<p>Has two adult sons and experience of managing a full-time job alongside family commitments.</p>
<p>Christoph Salzmann</p> 	<p>Royal Society Research Fellow</p>	<p>Responsibility for departmental Athena SWAN web content.</p>	<p>Has 1 daughter, a wife who works full-time and works at home 1 day/week.</p>
<p>Sandeep Sehmi</p> 	<p>PhD student</p>	<p>Outreach</p>	<p>Wanted to help encourage women to pursue a career in chemistry and support students wanting to do a PhD.</p>
<p>Tom Sheppard</p> 	<p>Reader</p>	<p>Responsibility for data analysis and preparing the overview of the department.</p>	<p>Plans to take shared parental leave with his wife after the birth of his first child (due this Summer).</p>

(b) An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

Following our Bronze Award in May 2014, we refreshed the team to include a PDRA (Caroline Knapp, who has since been awarded a Ramsay Fellowship), new PhD students (Marion Brooks-Bartlett, Sandeep Sehmi) and new academic staff (Daren Caruana, Helen Fielding, Christoph Salzmann, who have hands-on experience of combining career with family caring commitments) (Bronze Action 1). Helen Fielding took over as Chair. Since September 2014, the SAT has met on an approximately one or two monthly basis.

We began by:

- ensuring progress against actions in the Bronze submission;
- designing UG, PG, ECR and staff surveys, which were implemented in February and March 2015 (response rates: 50% UG and PG students, 50% staff, 50% F/M). The surveys enabled the SAT to identify further areas for action along with evidence the impact of our Bronze activities;
- planning the Athena SWAN website and overseeing improvements to the departmental website;
- investigating mentoring schemes.

By mid-2015, we felt we were ready to start preparing for submission for a Silver Award. SAT members took responsibility for contributing to different parts of the submission. Submission drafts and data were stored in a shared folder to allow members of the team continuous access to up-to-date information, including between meetings.

- The departmental profile was assembled from data supplied by the UCL Equalities Team, UCL Student Records and the Department.
- Colleagues with specific Departmental roles (e.g. UG, PGT and PGR Admissions and Pastoral Tutors) were asked to comment on relevant data and their comments formed the basis of discussion and the action plan.
- We reviewed and compared the data for our department from UCL-wide surveys from 2015 (24F, 50M respondents) and 2013 (24F, 68M respondents).

Members of the SAT sought guidance from colleagues with experience with Athena SWAN.

- Helen Fielding and Jadranka Butorac attended a meeting arranged by colleagues in Biochemical Engineering at UCL, who have a Silver Award and were preparing for a Gold Award.
- Helen Fielding attended an Athena SWAN event arranged by the Royal Society of Chemistry and spoke with colleagues at Birmingham who influenced our teaching timetabling practices and tearoom culture within the department (Section 4.3b(iii)). She spoke with Professor Paul Walton, who led the the Department of Chemistry at York to the successful renewal of their Gold Award, and Professor Shamina Rahman, who led the UCL Institute of Child Health to their Silver Award and is currently preparing for a Gold Award.
- Marion Brooks-Bartlett attended “Mindful Exclusion – the key to effective Inclusion”, presented by Justine Lutterodt at the Royal Society's Diversity Day 2014 and was inspired to create a video of real life stories of female PhD students from different ethnic backgrounds in the department; subsequently, the idea and focus of the video evolved and men were included as well (Section 3(b)(v)).

(c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will be refreshed in September 2016 and will meet every 2-3 months. Helen Fielding will remain as chair, for continuity, and other members will have responsibility for ensuring progress against the actions in this submission and setting future goals (Silver Action Plan).

- Individuals responsible for action plan deliverables will report to the SAT. If deliverables are off-track, the SAT will discuss the problems, review targets if necessary and offer guidance to the responsible member of staff.
- SAT members will take responsibility for organising events that support the action plan and improve the profile of Athena SWAN, such as, UG, PG, ECR and staff surveys and reviewing mentoring schemes.
- The Chair will continue to report to the MWG and provide updates at staff meetings.

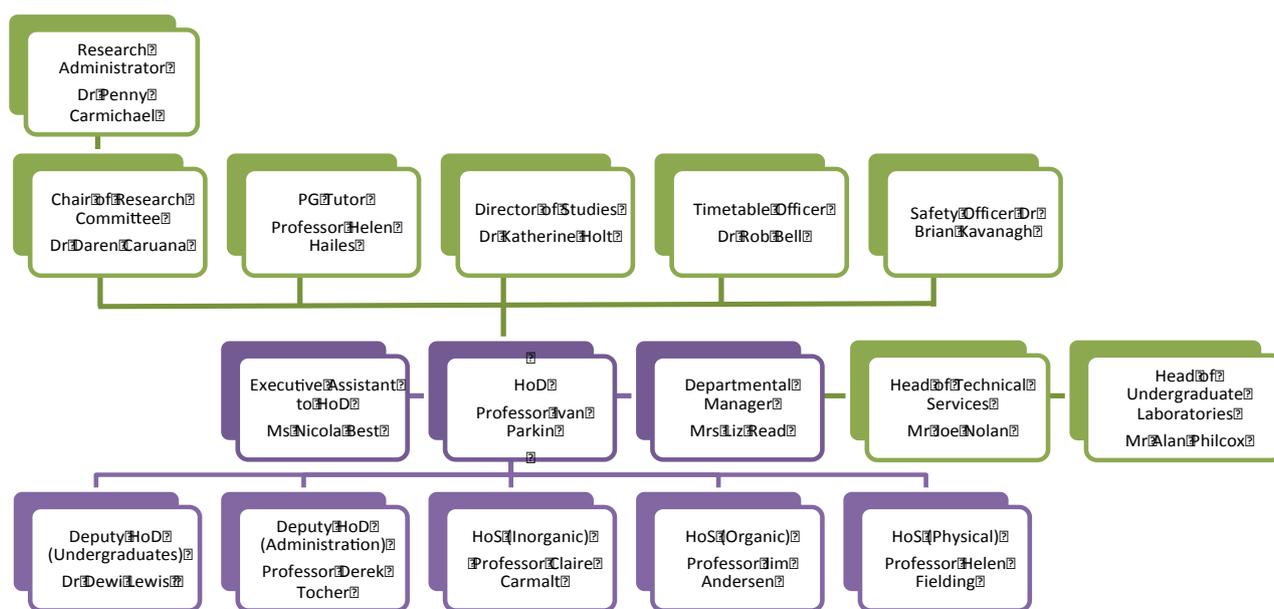
3. A picture of the department: maximum 2000 words [1999 words, excluding captions]

(a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Chemistry Department was founded in 1826 and is the oldest Chemistry Department in England. There are a total of 146 academic/research staff, with 60 academics and 3 Emeritus staff. The department performed strongly in the 2014 Research Excellence Framework and was ranked 5/37 UK Chemistry Departments, by 4* output and we believe that the supportive culture within the Department is critical to this success. The Department has 7 women academic staff (12%) and 5 women professors (23% of all professors). Four of the professors joined UCL as lecturers or research fellows and were promoted at UCL. All 5 women professors have children and are supported by the department to combine their careers with their family responsibilities.

The Department is housed in four locations, the CIB, KLB, Stevenage Biosciences and the Harwell Catalysis Hub. The whole department meets at staff meetings (3 p.a.), and has the opportunity to network at events, such as final year UG MSci and PhD symposia, and at social events, such as parties held at the start and end of the academic year, the Christmas party and impromptu parties such as the one held to celebrate our success in the 2014 REF and 2016 provost teaching awards.

The management of the department is organised as shown below.



Departmental structure showing MWG members (purple) & extended MWG members (purple + green)

The MWG meets weekly; 33% of academic staff are women, ensuring female academic representation at the highest decision-making level.

The extended MWG meets monthly; 44% of academic staff are women.

Both MWG and extended MWG meetings are held within core hours on Mondays; current members of MWG and EMWG with flexible working arrangements all work in UCL on Mondays.

The department has buoyant undergraduate recruitment (450 students currently registered), with the largest undergraduate intake in its history last year (110 home and 30 overseas students, 51% female) and with the highest A-level scores (130 students had better than AAA). It also has the largest number of PG students in its history (211 full-time and full time completing research PGR (38% female) and 43 PGT (28% female)).

(b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

(i) Numbers of males and females on access or foundation courses

The Department does not offer access or foundation courses.

(ii) Undergraduate male and female numbers

Comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

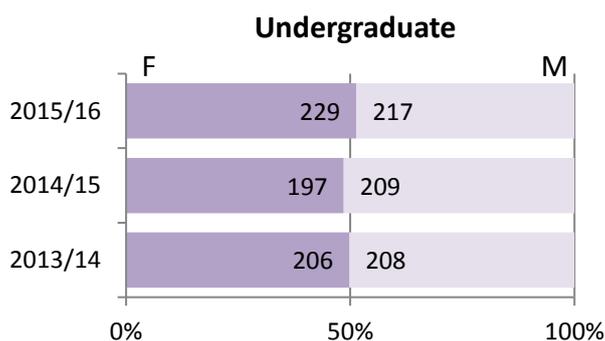


Figure 1. Gender balance (%) of students registered on UG programmes in the Department.

All our undergraduates are full time.

The F/M ratio of undergraduates has remained remarkably consistent over the past 3 years with roughly equal numbers of male and female students ($50 \pm 2\%$ female). We are significantly above the sector-wide average of 42.6% female students on degree level chemistry courses (HESA 2012/13), which we attribute to our outreach activities (Section 4.3(b)(v), p31) and our positive portrayal of female scientists in the department on UCAS days (textbox, p12).

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Undergraduate study at UCL

The Chemistry Department at UCL offers an exciting and vibrant environment in which to study in one of the World's top universities.

We offer an excellent education with high standards of teaching in an exciting but friendly environment. We foster a community feel to the department at all times and you will mix throughout your time here with staff, postgraduate students and researchers.

1. We have a relatively small undergraduate intake of about 140 students per year whilst we have over 50 staff: a very low student/staff ratio.
2. Contact hours are high including three tutorials a week in the key first and second years.
3. Our teaching is informed by research at every level. So from year one you will be encouraged to engage with researchers in the department.
4. The MSci course research project accounts for half of your study in the final year.
5. We offer a highly flexible degree programme and encourage you to maintain interests in other related field through:
 - optional courses in each year of study
 - structured Chemistry with... programmes in Maths and in Management
 - specialised programmes in Medicinal Chemistry and Chemical Physics

Students say



“ Enjoyable and engaging practical assignments, I always felt supported and lecturers responded to questions about the subject matter promptly and in-depth.

“ The lab experience is amazing, I really enjoyed my research group.

“ Staff are extremely engaging and clearly passionate about their subjects.

“ The course has given me a range of knowledge, I have become more confident and improved my public speaking.

Undergraduate section on our new UCL Chemistry web page

(iii) Postgraduate male and female numbers completing taught courses

Comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The Department has a relatively small number of postgraduate taught students on its 3 PGT courses, so it is difficult to draw significant conclusions from the data. There are generally smaller numbers of female students on the postgraduate taught courses (32-48% in the past 3 years), which is slightly below the national average (52%).

We are trying to increase the F/M ratio of students on PGT courses (Section 2b(v), p13).

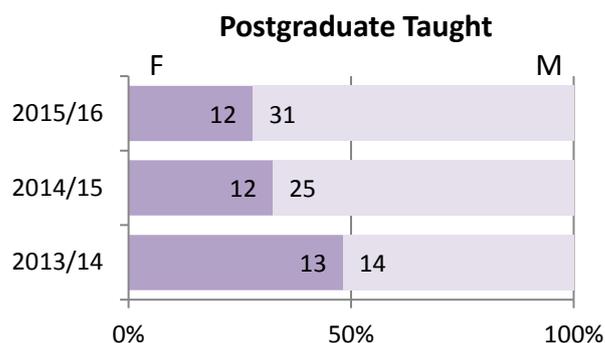


Figure 2. Gender balance (%) of students on PGT programmes in the Department. The numbers of students are shown on the bars.

(iv) Postgraduate male and female numbers on research degrees

Comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

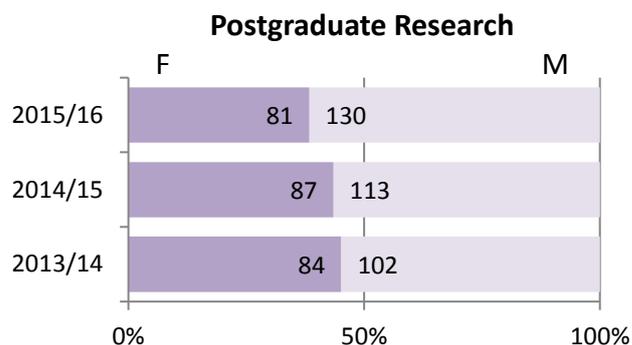


Figure 3. Gender balance (%) of students on PGR programmes in the Department. The numbers of students are shown on the bars.

Over the past three years, the proportion of female students on postgraduate research courses has remained around the 40% level, which is in line with the national average (40%). Again, we attribute this to our outreach activities and increased visibility of our Athena SWAN activities (this information has been fed back to members of the SAT by undergraduate and postgraduates who have commented on the positive female role models actively engaged in teaching and research in our department).

We aim to increase the F/M ratio of students on PGR programmes (Section 2b(v), p14-15).

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

Comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

It is clear from the data that we do an excellent job in promoting chemistry to prospective female undergraduate students, particularly in the greater London area where the majority of our applicants are based, which we attribute to our outreach activities (Section 4.3(b)(v), p31) and our positive portrayal of female scientists in the department on UCAS days (textbox below).

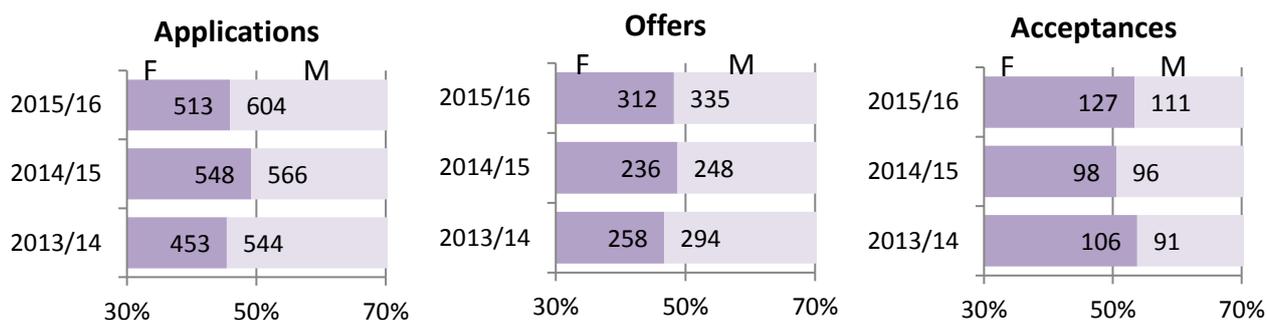


Figure 4. Gender balance (%) of applicants, offers, and acceptances to UG Programmes. The numbers of students are shown on the bars.

We receive 45-50% of our applications from female students and success rates are broadly similar for both male and female applicants.

The conversion rate is slightly higher for female applicants, with more candidates who receive an offer choosing to accept it, suggesting that our current processes are highly effective in terms of promoting the department to prospective female students. We attribute this to the friendly atmosphere in our department and staff and current students making applicants feel welcome during their interview visits.

In order to maintain this level of success now that the admissions process has changed and is run centrally, we will

- continue to target year 9 students with “I want to be a scientist” events, delivered by academic staff and students, and maintain the visibility of female academic staff on UCAS days;
- monitor the impact of the move to a central admissions process.

“The UCAS interview gave me insight into what a tutorial would be like, and I really enjoyed this as it made me stretch my previous knowledge of chemistry to tackle a completely new problem. The emphasis was on understanding a topic rather than just learning facts. The academics and students I met on the UCAS day were all friendly and reassuring. It was fantastic to see that two of the three Section Heads were women and Prof. Helen Fielding, as Head of Physical Chemistry, was an inspirational role model.”

Anoushka Handa, 3rd year MSci student

For our PGT courses, fewer applications are received from female students than male students (2013/14 was an exception) although the numbers are small so it is difficult to draw significant conclusions. Application success and conversion rates are comparable between male/female applicants, suggesting that we need to focus on increasing the number of female applicants.



Figure 5. Gender balance (%) of applicants, offers, and acceptances to PGT programmes. The numbers of students are shown on the bars.

To attempt to increase the F/M ratio of students on our PGT programmes, we have improved, and will continue to improve, our website (Bronze Action 2; Silver Action 3.1). We also plan to

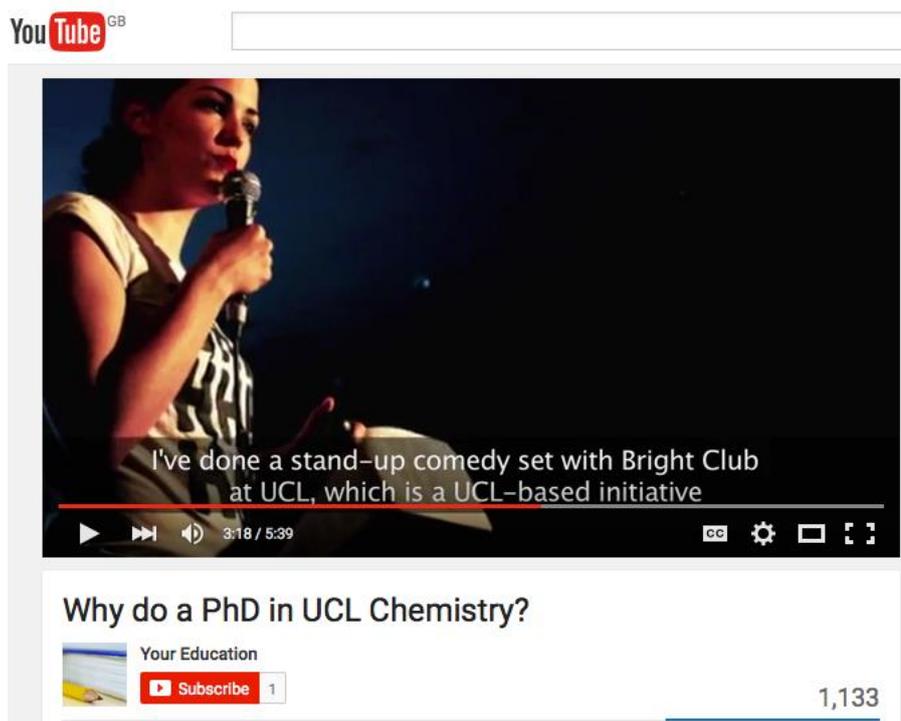
- establish a PGT mentoring scheme in which PGT students who wish to participate will be mentored by 1st year PhD students who were PGT or UG students at UCL (it will be advertised on our PGT web pages and introduced to students by a member of the SAT on induction days (Silver Actions 1.1, 2.2));
- set up a focus group involving the PG tutor, PGT tutor and current male and female MSc students to try and understand why we have relatively few women applicants and how we can increase the numbers applying (Silver Action 1.1).
- continue to monitor the statistics to determine the impact of new activities.



Figure 6. Gender balance (%) of applicants, offers, and acceptances to PGR programmes. The numbers of students are shown on the bars.

For our PGR programmes, application success and conversion rates are comparable between male/female applicants, suggesting that we need to focus on increasing the number of female applicants. The number of female applications has slightly decreased during the last 3 years and we will be monitoring this closely.

Results from our 2015 Departmental student survey showed that 80% of students felt their previous and current experiences impacted on their decision whether or not to continue with a career in academia. Therefore, in one attempt to attract more applications from women, we prepared a video targeted at those contemplating a PhD in Chemistry, in particular for PhD at UCL. The video was made by and featured PhD students in the department who described a range of PGR experiences. It was launched at a social event enabling MSci students to meet with PhDs/PDRAs (Bronze Action 7) in 2015 (~50 participants).



Our video, featured on our postgraduate webpages, has had >1100 views since March 2015

“The YouTube video is very informative, outlining the benefits of pursuing a PhD while being realistic about what to expect. Views and opinions are given from the perspectives of those currently undertaking PhDs, making the video particularly helpful and relevant to undergraduates thinking of pursuing a PhD.”

Ethel Koranteng, UCL MSci student (2011-15), PhD student (2015-18)

We also created a blog (<http://blogs.ucl.ac.uk/chemdeptblog/2015/03/26/contemplating-a-phd-in-ucl-chemistry/>) explaining our motivation for creating the video and introducing the work of our Athena SWAN team.

Other attempts to increase the number of female applicants for PhD positions, have included:

- setting up a new departmental webpage, which we will continue to improve and update (Bronze Action 2; Silver Action 2.2);
- trialing a mentoring scheme for female PhD students and, from October 2016, we aim to establish a formal mentoring scheme in which all 1st year PhD students (male and female) will be assigned a mentor from our cohort of 2nd year PhD students (this mentoring scheme will be introduced in our postgraduate induction days, from September 2016, which will have female representation from staff and students (as do all our open and induction days) (Silver Action 1.1)

Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

For our undergraduates on the MSci programme, the F/M ratio of students awarded Class 1 or 2.1 degrees is ~50%, in line with the class distribution.

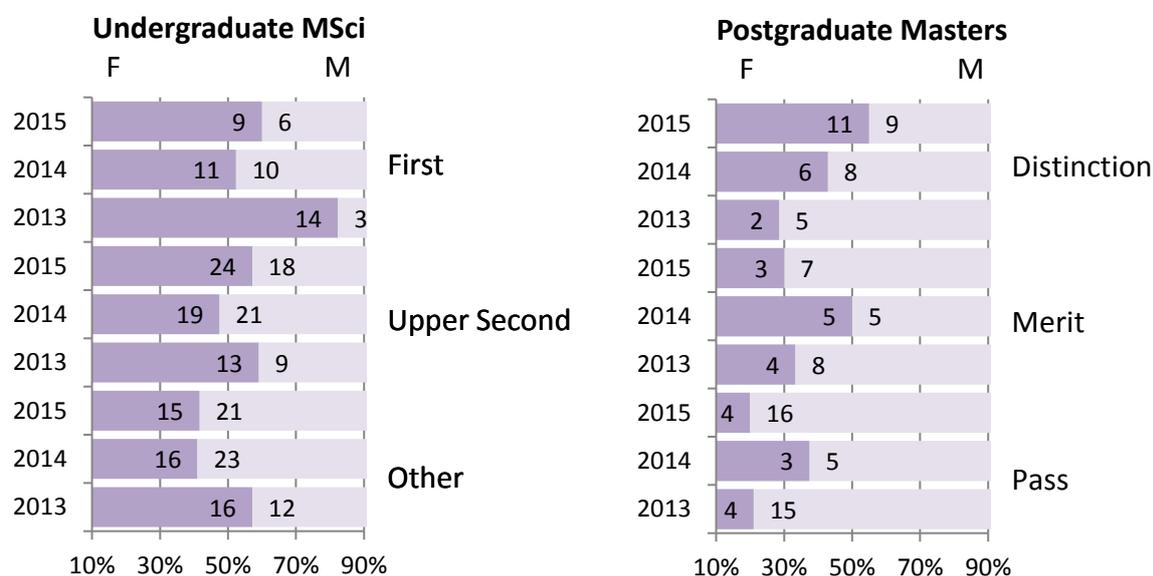


Figure 7. Academic achievement: distribution of award attained (%) according to gender and year of study for undergraduate MSci students (left) and postgraduate masters students (MSc Materials for Energy and Environment, MSc Chemical Research, MRes Organic Chemistry and Drug Discovery, MRes Molecular Modelling and Materials Science) (right).

For postgraduate masters students on PGT programmes and PGR degrees with an MRes component, the F/M ratio of students awarded a Distinction or Merit is ~40%, which is similar to average class distributions on PGT and PGR programmes.

Table 2. Average time to PhD submission.

Year of entry		2008/9	2009/10	2010/11
Number starting	Female	11	8	20
	Male	32	22	31
Average completion time (years)	Female	3.67	4.04	4.06
	Male	3.68	4.00	3.76

To assess postgraduate research student performance, we evaluate the time to thesis submission. For 3 and 4 year PGR students, the thesis should be submitted within 4 or 5 years, respectively. The average time to submission is around four years for both male and female PGR students.

Staff data

Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

The Researcher category includes PDRAs and research fellows who do not also hold permanent academic positions.

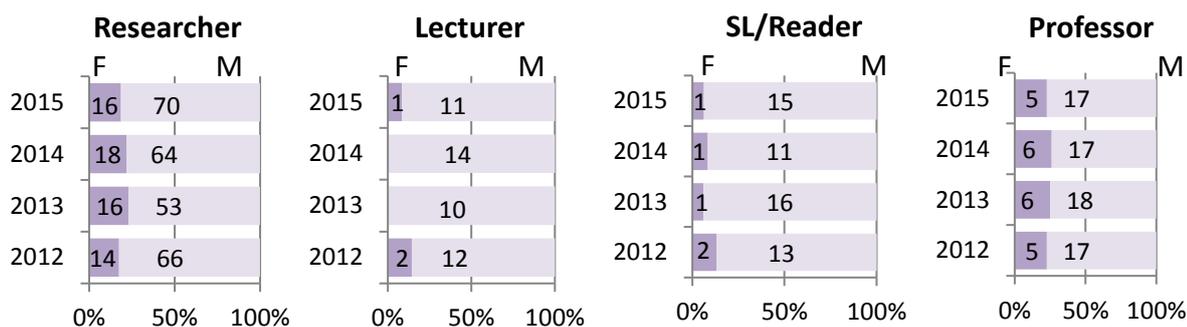


Figure 8. Gender balance (%) of academic/research staff employed in the Department in total and by category. The numbers of staff are shown on the bars.

There have not been any significant changes during the last 4 years. Overall, 23% of research and academic staff are female, which is slightly below the UK average (28%, HESA 2013/14). What is particularly worrying is the small percentage of early and mid-career academic staff with permanent positions.

The highest female representation is at professorial level (23%), which is above the UK average for STEMM subject professors (18%, HESA 2013/14), suggesting that recruitment of women lecturers was buoyant 15-20 years ago but has taken a downward trend. This may be linked to the increasingly competitive environment in STEMM subjects.

As well as having a small percentage of early and mid-career academic staff with permanent positions, we have a worrying drop between PG researcher and PDRAs (Figure 9).

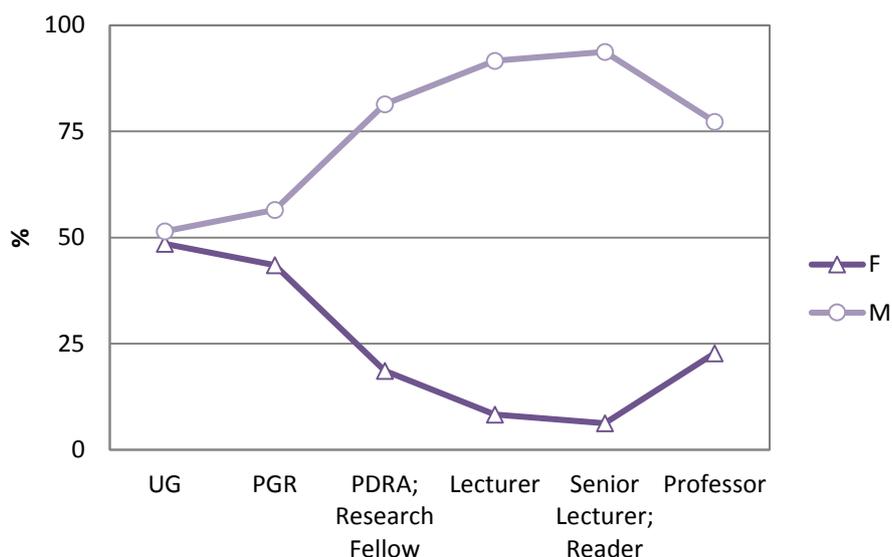


Figure 9. 2015 gender balance (%) from UG through to Professor.

To try and increase the number of postdoctoral researchers and the percentage of early and mid-career academic staff with permanent positions, we are:

- going beyond the UCL policy by adding the positive action statement to job adverts for PDRAs and lecturers in addition to those for Readers and Professors to which this statement is added automatically (Section 4(b)(i));

“We particularly welcome female applicants and those from an ethnic minority, as they are under-represented within UCL Chemistry at these levels.”

- holding termly women’s networking lunches (Bronze action 6) (Section 4.1(b)(ii));
- encouraging and supporting staff to attend the WISE Returner’s Programme (Section 4.4(a)(i)).
- organising mentors for all new research fellows and lecturers (Silver Action 2.1)
- improving the communication of fellowship and funding opportunities to PDRAs, offering guidance and advice on proposals, and mock interviews (see section 4.1(b)(ii))
- piloting a mentoring scheme for all female PhDs, PDRAs and permanent academics, which has received excellent feedback (section 4.1(b)(ii)).

As part of our Silver Actions, we plan to:

- add a statement welcoming flexible and part-time working to all job adverts for PDRAs, lecturers, Readers and Professors, (Silver Action 2.3);

“Requests for flexible and a part-time working and job-sharing will be given serious consideration.”

- pilot paid maternity and paternity leave for PhD students (Silver Action 1.3);
- roll out our mentoring scheme for all PhDs, PDRAs, research fellows and permanent academics, who wish to be involved (Silver Actions 1.1, 2.1);
- describe our mentoring scheme on our Athena SWAN webpage, and on induction days (Actions 1.1, 2.1);
- continue to monitor the feedback from these schemes and the statistics to see whether they are effective and interact with colleagues at UCL and other institutions on how other STEM subjects are dealing with similar problems (Silver Action 2.3).

Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Table 3. Gender balance (%) among staff who have left according to their grade, by academic year

	2011/2012		2012/2013		2013/2014		2014/2015	
	M	F	M	F	M	F	M	F
Numbers of researchers in posts with defined funding	16	9	14	4	14	10	27	11
Academic staff with permanent positions	1	1	0	1	1	0	1	1

The majority of staff who leave are in researcher posts with defined funding and the F/M ratio is in line with the number of researchers.

Since our Bronze submission, 3 academic staff have left, to further their careers.

All leavers are offered the opportunity to have an exit meeting with their line manager or, for academics, with the HoD.



Women's lunch with colleagues from other departments in the Faculty, April 2016

4. Supporting and advancing women's careers: maximum 5000 words [5000 words, excluding captions]

4.1 Key career transition points

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **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 is being taken to address this.



Figure 10. Gender balance (%) of applicants, interviewees and appointments for researchers (top row) and academic positions (bottom row) during the last 3 academic years. Numbers of staff are shown on the bars.

For researchers, the F/M ratio for applications, interviewees and appointments are all around 25%, which is in line with our current numbers in the department (22%). We are hoping that the actions outlined in Section 2(b)(v) (p17) will lead to an increased number of women applicants, which the data suggests will lead to an increase in the number of appointments.

For academic positions, the numbers are small but the percentage women appointed in 2013/14 was around the same level as those interviewed suggesting that our selection and interview processes do not disadvantage women.

In an effort to make students, particularly female, aware of the benefits of staying in science, academic supervisors are encouraged to explain the career options available.

“When I completed my undergraduate degree I was unsure whether I wanted to further my education or apply for jobs. I met with the HoD and he gave me a lot of guidance and arranged for me to carry out a project that involved materials chemistry, physical chemistry and microbiology. If it wasn't for this meeting I would never have known that such an interdisciplinary PhD research project was available.”

Sandeep Sehmi, 3rd year PhD student and member of Athena SWAN SAT

For academic appointments, the percentage of women applying for jobs is low. To address this, we plan to:

- look more carefully at our shortlisting criteria to ensure they are appropriate and as general as possible (Silver Action 2.3);
- identify potential women applicants and contact them personally to make them aware of the position, as suggested by Professor Shamina Rahman (UCL Institute of Child Health) (Silver Action 2.3);
- require recruiters to explain to the HoD why no women were shortlisted, if this is the case (Silver Action 2.3).

(ii) Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

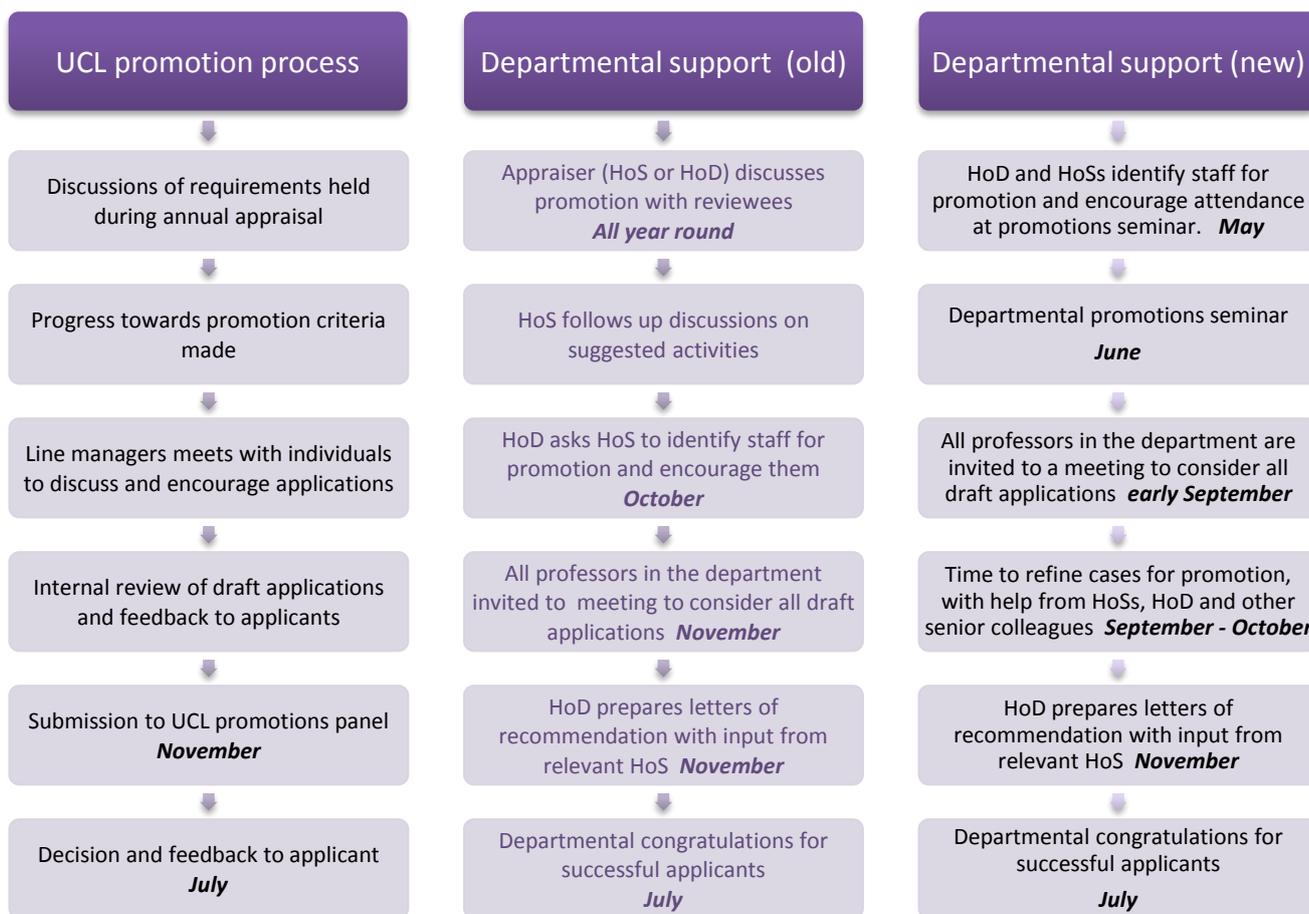
Each year all staff who have been at the top of their pay scale for 12 months are automatically considered for promotion to the next career grade. Promotions to senior lecturer, reader and professor are initiated by an annual call from UCL and all academics are invited to apply.

Line managers (HoS or HoD) are responsible for supporting staff throughout the promotion process and the timeline for the process that was in place until this year is presented below (p21).

Results from the 2015 UCL staff survey revealed that only 46% female (41% male) Chemistry staff felt the promotion criteria were clear and that only 38% female (37% male) Chemistry staff felt they were fair.

Following a discussion with Professor Paul Walton from the Department of Chemistry at York University (Athena SWAN gold award renewed in 2015), we have decided to hold an annual departmental seminar on promotion. We plan to use this seminar to present exemplar research, teaching and enabling profiles, and ask those whose promotions were successful in recent rounds to contribute to the seminar (Silver Action 2.6).

Informal discussions with members of the department revealed that our promotion process felt rather compressed and left little time for senior staff to consider the cases and for candidates to improve their cases between the internal meeting and the formal application to UCL. Academic members of the SAT discussed this and drew up a revised timetable (below), which was subsequently approved by the MWG.



Timeline for the academic promotion process currently in place: UCL process (left) together with the original Departmental process (left) and the revised Departmental process for 2016 (right)

The revised timetable has been communicated to all staff by email and discussed at a staff meeting. We will monitor satisfaction with the new timetable by analysing feedback from the UCL staff survey, which takes place every two years, and feedback from colleagues considering applying for promotion.

Senior members of the department provide detailed feedback on cases for promotion and where it is felt improvement is necessary, staff are supported; e.g., a sabbatical to improve research or appropriate changes to teaching and enabling responsibilities.

Those not actively supported by the department are entitled to submit their proposal for promotion to UCL without a letter of support from the HoD.

"When I first mentioned to my line manager that I was considering applying for promotion she was very supportive of the idea and gave me the confidence to proceed, and continued to support me during the application procedure by reading and commenting on my application form and ensuring I included information on all relevant criteria."

Chris Blackman, Senior lecturer in Inorganic and Materials Chemistry

Although we have few female lecturers and readers, the high proportion of women who have been promoted from lecturer to professor at UCL is indicative that the departmental support for promotion of women is effective. In fact, all our women colleagues who have applied for promotion were successful first time.

The statistics for promotions have not been recorded centrally; the HoD's record is presented in Table 3.

Table 4. Gender balance of academic staff considered and then recommended for promotion by the department and those who are successful.

	2011/2012		2012/2013		2013/2014	
	M	F	M	F	M	F
Number applying to the department	4	1	2	0	3	2
Number supported by the department	3	1	2	0	3	2
Number successful	3	1	2	0	2	2

Preparation for this document has made us realise the importance of keeping formal records of the promotions process which we will do from now on (Silver Action 2.6) so we can routinely and easily analyse the data.

(b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Recruitment of staff – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies.

Our recruitment processes follow the university good practice and equal opportunities policies on advertising, shortlisting and interviewing. Candidates apply online and all academic members of appointment panels have received training in fair recruitment.

As part of their probation, all new staff must complete the online equality and diversity training (in-line with UCL policy). Three members of the department have attended UCL's new unconscious bias training and we are arranging training in the department this summer, which the HoD will require all staff to attend (if they have not already attended).

Academic and research positions are advertised on the UCL website, jobs.ac.uk, Nature website, FindAPostdoc.com. Academic staff members also advertise positions using relevant mailing lists.

In line with UCL policy, none of our recruitment panels are all-male or all-female. Since February 2012, of the 117 interviews held, all panels had at least 1 woman, 56 had >33% women and 14 had >50% women.

We do not wish to overburden female academic staff, so we continue to involve experienced female staff from our administrative and technical teams in interview panels (Bronze Action 23) and also PDRAs and

Fellows. As well as spreading the load within the department, we see this as providing valuable experience for early career researchers.

As was the case when we submitted our Bronze award, our main problem is that few women apply for the posts (25% for researchers and 22% for lecturer – professor grades).

To build a more balanced department, we have completed Bronze Actions 14-15 and plan additional activities (Silver Actions 2.2, 2.3), as discussed in Section 4(b)(i) on p20.

(ii) Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The most significant attrition occurs from PhD student through PDRA to lecturer. We have been endeavouring to address this in the following ways.

- Women's networking lunches for PhD students, PDRAs, research fellows and academic staff are held termly (Bronze action 6) and provide an informal and supportive environment for discussing topics raised by those attending and have included career progression, fellowship applications and self-confidence. These meetings generally attract 20-40 women and have received very positive feedback.
- Fellowship and PDRA opportunities circulated to PhD students and PDRAs by email.
- PDRAs applying for fellowships are given help with proposals and mock interviews are arranged within the department or the Faculty.
- We established a PDRA network that met a couple of times and are in the process of identifying a new PDRA to take responsibility for regular termly meetings (Silver Action 4.4).

Dr Caroline Knapp, SAT member, applied for and was awarded a Ramsay Memorial Fellowship following encouragement from senior women academics at one of the women's networking lunches.

We also piloted a mentoring scheme for women academics and researchers. In March 2015, we asked all women researchers and academics in the department if they would like to participate and 19 women expressed an interest (3 PhD students, 8 PDRAs, 1 Lecturer, 1 Reader, 5 Professors, 1 Lab Manager). Participants were assigned a mentor and act as mentors to those in more junior positions. The two Professors who expressed an interest in having mentors were assigned senior UCL women mentors from outside the department.

Since October 2015, everyone on this informal mentoring scheme has met with their mentor/mentee at least once and in most cases more than once.

Feedback (anonymous) from a questionnaire sent to those participating in the scheme has been very positive following the first mentor meetings and show that it does not only help those being mentored but those who have mentoring responsibility.

"I was nervous about meeting my mentor because she is a well-known senior professor who is extremely busy. However I found the experience very helpful. She was informative and honest and helped me enormously with my CV, which in turn helped me with the proposal I was writing at the time."

Mentee

"It's helpful to get another perspective on career progression from outside the formal appraisal procedure. I enjoyed talking to my mentee and am delighted to see the success she is having with her career plans."

Mentor

We will continue to monitor the success of the scheme by adding appropriate questions to our departmental questionnaires (Silver Action 2.1).

Historically, our seminar programme has been dominated by male academics. In 2014, the Physical Chemistry Chemical Physics Section increased their women speakers to 47%; however, the Organic and Inorganic and Materials Sections each had only 20%. This year, we made a concerted effort to invite 50% women speakers across the whole department, in order to inspire our women PhD students and PDRAs (Bronze Action 5) and are delighted that we had 53% women speakers in 2015/16. We aim to maintain the 50% ratio (Silver Action 2.4).

4.2 Career development

(a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Promotion and career development – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

The 2015 UCL staff survey showed that chemistry staff, particularly women, were positive about career development. 100% women (73% men) felt there were sufficient opportunities for training and development to improve their skills in their current job, 92% women (83% men) believed they had the opportunity for personal career development at UCL, and 100% women (63% men) felt supported by their line manager during times of change.

Research fellows and new lecturers are assigned academic mentors who are not connected with their research but assist them with career development such as grant writing and CV enhancement. The same is true for PDRAs applying for fellowships – the success of this scheme is shown by the number of our PDRAs who have progressed to academic appointments, both at UCL and other institutions (17 since Oct 2009, 3 of whom are women – this represents 18%, which is consistent with our proportion of female researchers).

Appraisals are held annually (beyond UCL policy, which requires appraisals every 24 months). For academic staff, they are conducted by the HoS or HoD, for Research Fellows, they are conducted by the HoD, and for PDRAs, they are conducted by the academic leading their research programme. All activities and achievements are considered - research, teaching, administration, pastoral and outreach work. Each year, measurable objectives are set for the following year and progress against these (with an emphasis on quality) is monitored and used to identify any training needs and identify requirements for promotion.

Following an appraisal, many staff meet with their appraiser informally during the year to discuss progress against their objectives. Occasionally, if it is felt it would be helpful, the objectives will be broken down into objectives for shorter (3-4 month) periods and more formal meetings to discuss progress will be held.

The 2015 UCL staff survey showed chemistry staff were positive about this system, particularly women. For example, 83% women (53% men) felt that their last appraisal set work objectives for the coming appraisal period and led them to developing skills to achieve them, 92% women (70% men) felt that their last appraisal was an accurate reflection of their performance and 92% women (43% men) felt their last appraisal helped to identify opportunities for career development.

Feedback from staff on appraisals was very positive.

"I think the appraisal system in place in the Department ensures we keep focussed on what expectations are for us to deliver. More importantly, they allow us to ensure that the impact of other responsibilities, family commitments and health are taken into account. I always find the feedback encouraging and often the only place where 'thanks' can be documented, which is valuable when seeking promotion or pay increments for efforts that are not easily quantifiable."

Dewi Lewis, Departmental Tutor and Senior Lecturer

"The yearly appraisal system works well as it's nice to look back over achievements and recognise how much you've accomplished and have that validated by your appraiser. It also helps with setting realistic goals for the next year."

Katherine Holt, Director of Studies and Reader

Outside the appraisal system, the organisation of the department in Sections provides academics with a line-manager who they can see to discuss their career, impact of family commitments or health problems at any time and, as indicated in the text boxes above, this is appreciated by staff who feel generally supported.

(ii) Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Our Departmental Manager holds monthly induction meetings for new staff where she discusses items on the UCL induction checklist; including professional and personal development opportunities and mandatory online equality training.

During our preparation for a Bronze award, we recognised that new starters were not given information about the department in relation to flexible working and SWAN activities such as our mentoring scheme and to address this we implemented our own departmental checklist that is discussed with all new starters. This checklist is also circulated to all existing staff for information.

(iii) Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The current PG tutor (Professor Helen Hailes) provides an excellent role model for female graduates and is available to advise on career progression. We also have two deputy PG tutors (male), one of whom is responsible for PG admissions and the other for providing a pastoral role at our off-site Harwell campus. All 7 of our female academic staff provide role models and, due to the friendly environment in the department, often find themselves providing informal career advice for female PGR students and PDRAs.

Since the most significant attrition occurs between PG student and lecturer, and a report prepared for the UK Resource Centre for Women in SET and the Royal Society of Chemistry (The chemistry PhD: the impact on women's retention) showed women have less satisfactory PhD experiences than men, we identified a need for a mentoring system (Bronze Action 7). Although this was not implemented formally, because our PG tutor needed to focus on maintaining our excellent PGR completion rates with increasing numbers of PG students, we piloted a mentoring scheme for women that proved successful (Section 4.1(b)(ii), p23). Our incoming PG tutor will now be setting up a formal mentoring scheme, with help from the PG administrator. All 1st year PhD students (male and female) will be assigned a mentor from our cohort of 2nd year PhD students (Silver Action 1.1) and the aim is to maintain these mentoring relationships throughout the PhD.

We have introduced (since our Bronze Award) or will introduce the following.

- Quarterly women's lunches for female academics, postdocs and postgraduates to provide a networking forum (Bronze Action 6).
- Technical support for postgraduate students (and academics) to maintain projects during maternity leave. Although this has not been used yet, it is included in our annual budget so we are in a position to support this initiative financially as soon as we need to (Bronze Action 24).
- To provide an external role model for female postgraduates we aim for 50% women seminar speakers (see above and Silver Action 2.4) and for the 2015/16 academic year are delighted that we had 53% women speakers.
- One of the outcomes from one of our departmental surveys was that the PGR students felt they could contribute more proactively to the recruitment of students so we will be involving them in future publicity and recruitment activities. This will also offer new opportunities to promote our talented female researchers as role models to prospective students, as well as a development opportunity for our PGR students (Silver Action 2.2).
- All our UG finalists have an interview with the HoD or one of the deputy HoDs in Term 1 of their final year so if they are interested in PGR they can be encouraged and given the best support – see Section 4.1 for feedback we have received (Bronze Action 9).
- Pilot maternity (and paternity) leave scheme for PGR students at the same level as that provided for staff (Silver Action 1.3).

“The women’s lunches have been very encouraging meetings with only female colleagues in attendance. I am inspired by the number of female researchers in the department, which is most obvious at these meetings. Female academic staff were available for a relaxed question and answer session and they highlighted a Royal Society book about women’s experiences in pursuing an academic position, which we could all gain inspiration from for our own routes into academia.”

Dr Marion Brookes-Bartlett, Member of Athena SWAN SAT

4.3 Organisation and culture

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **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.

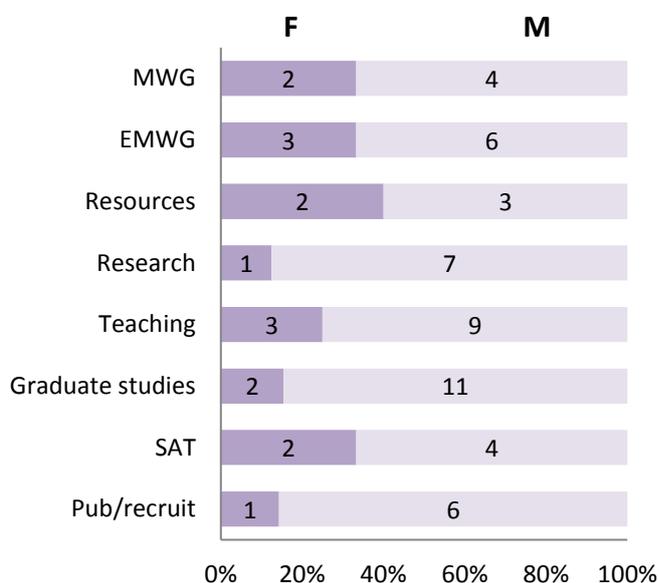


Figure 11. Gender balance (%) among UGs, PGs, researchers and academics on Chemistry Committees and WGs. The numbers of researchers and academics are shown on the bars.

Currently, the women members of the teaching committee include 1 academic, 1 researcher and 1 senior research associate. The numbers also include 1 UG representative (currently male). The Graduate Studies Committee has 2 women academics (20% academics); however, there are 3 PG representatives and these are currently all men. We note that this is not appropriate so from now on, the PG Tutor will ensure at least 50% of the PG representatives are women (Silver Action 1.2). The P&R WG does not have any women researchers or academic staff members although the PG representative is a woman. Since the SAT has highlighted the importance of P&R activities in promoting gender equality, from now on one member of the SAT will be responsible for ensuring this is the case and will attend P&R WG meetings (Silver Action 2.2). To ensure female staff are not over burdened we have a workload model but we are developing a more comprehensive one (see Section 4.3b(ii) below).

(ii) Female:male ratio of academic and research 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 is being done to address them.

In the past five years we have not had any staff on fixed-term contracts. UCL does not use fixed term contracts unless in very short-term positions such as maternity cover. All PDRAs and fellows are on open-ended contracts with grant/project end dates and so are dependent on further funding becoming available through a new grant or extension of a project. Staff with fixed funding benefit from the opportunities available to staff with ‘true’ open-ended contracts, such as being added to the UCL redeployment register when their funding finishes.

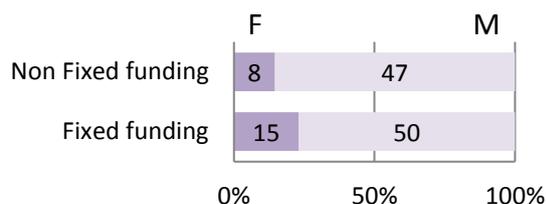


Figure 12. Gender balance (%) of academic and research staff on projects with fixed funding compared to those with non-fixed funding. The numbers of researchers and academics are shown on the bars.

Academic and research staff with ‘true’ open-ended contracts are those with academic appointments. The slightly higher % of women on contracts with fixed funding reflects the imbalance of female staff with appointments as lecturer or higher.

(b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The representation on decision-making committees within the department is around the same representation of women academics (Figure 12). A number of women academics have influential roles within UCL and externally; for example, Professor Claire Carmalt is vice-Dean for Education in the Faculty for Mathematical and Physical Sciences and Professor Helen Fielding is Chair of the Royal Society of Chemistry Publishing Board and a member and trustee of the Royal Society of Chemistry Council. Both Professors Claire Carmalt and Helen Fielding have sat on College promotion panels and are attending UCL’s Women in Leadership programme.

When selecting representatives for committees, we take care to ensure there is female representation; however, Heads of Section have a complete list of all the internal and external commitments of colleagues in their section so we can ensure that no one is overburdened. If a colleague feels overburdened (for professional or personal reasons) we do our best to reduce their load as soon as possible.

(ii) Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

HoSs monitor the workloads within their sections by keeping spreadsheets of major teaching and administrative responsibilities. The workload document has the following headings:

- % staff time (to take into account colleagues with buyouts from other departments or large grants, or new lecturers who have a reduced workload)
- UCL administrative responsibilities (Department, Faculty, College)
- External administrative responsibilities (committee membership, external examiner responsibilities etc.)
- Outreach (whether or not someone participates)
- Lecture courses (we highlight those that are given for the first time, to acknowledge the considerable preparation time in the first year)
- Laboratory demonstrating, tutorials, workshops (we record hours spent on these activities)
- Course organisation (we spread the load within the section as evenly as possible)
- MSci student supervision (we record the number of students supervised each year)

This approach works reasonably well; however, the system is not perfect as we do not have an overview of the entire department and it is only updated annually so some information is retrospective. Moreover, we have not all been taking into account many of the outreach and pastoral activities.

To address this, we plan to develop an electronic workload document that will endeavour to include these contributions and will be kept up to date (Silver Action 3.1). The plan is to list *all* activities of all staff and then highlight their workloads in each category (teaching, enabling, research, external) as high, medium or low. We anticipate most colleagues to average as medium.

(iii) Timing of departmental meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Most major and decision making committees meet during core hours (10 am - 4 pm). There are times when staff are required to be at UCL outside these hours in order to fulfil their work commitments, in particular teaching, but every effort is made to accommodate flexible working patterns.

Historically, teaching activities were not timetabled in advance; however, in the 2014/15 academic session the Physical Chemistry Section piloted organising teaching in July 2014. This was well-received by everyone in the section and is now a requirement for the whole department.

The regular seminar series are held on Wednesday afternoons.

All Staff meetings are held on Wednesdays at 1 pm to enable all staff (academic and support) to attend and all key departmental meetings are held within core hours. The times and dates of all meetings are circulated in advance of the beginning of the academic year and we have a unified departmental calendar so that all staff know well in advance when meetings are scheduled so they can make alternative arrangements if necessary.

We hold staff lunches termly, one for academic staff and one for support staff. We also hold termly departmental social events, which start at 4 pm but are in the departmental calendar so everyone has plenty of notice.

We have a small common room for researchers and academics, but it is used primarily as a meeting room. We believe it would enhance the experience of all staff, and particularly women as they are underrepresented within the department, if it were to be free every mid-morning for staff to meet informally. The Athena SWAN SAT proposed block booking the common room at defined times of the day and providing access to tea and coffee making facilities. This was discussed by the MWG who agreed to pilot this, starting Summer 2016 (Silver Action 4.2).

(iv) Culture – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

We make great efforts to maintain and further improve the community spirit and inclusive environment at our department considering the perspectives of undergraduate and postgraduate students as well as all members of staff. This happens in part naturally at various social events throughout the academic year in our common room, such as the undergraduate leavers party at the end of the academic year, where the department provides food and drink. Other community-building events are various staff-student sporting events as well as an annual barbeque in Regent’s park. The Chemical & Physical Society, UCL’s oldest students’ society, organises weekly scientific seminars during term time, and social events such as film and quiz nights which are well attended by members of the Department.

At the beginning of this academic year, a social event was organised by our existing PG students for new PG students with ice breaker games and refreshments, which we intend to run for all new PG students. Recent one-off events that have been trialled include a “fun-day” for postgraduate students, which had various games such as a relay race and face painting organic structures. Members of staff are located at several different locations across the UCL campus. As noted above, we are seeking to establish daily departmental coffee breaks in order to improve intradepartmental communication.

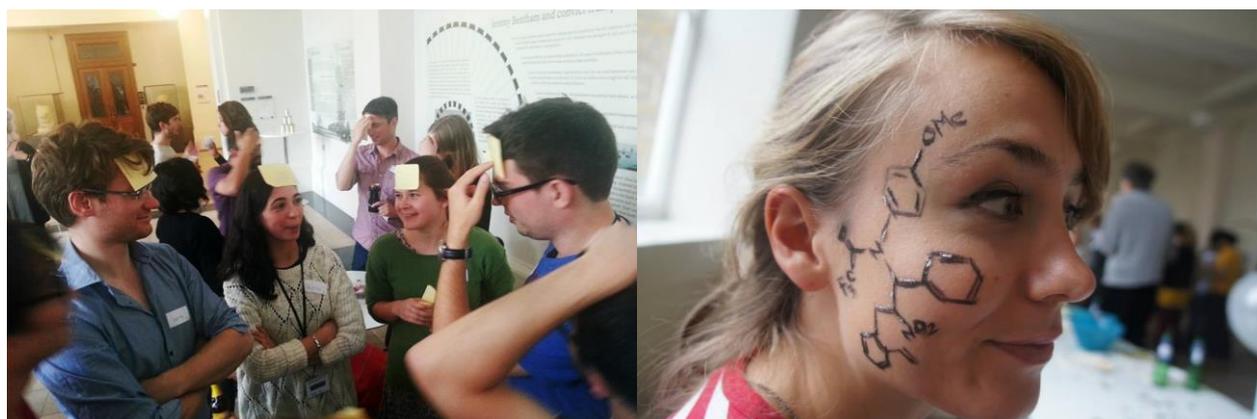


Image: PG ice breaker event (left) and face painting (right)

Any problems in the relationship between students and staff can be addressed informally through a network of personal tutors but also in the staff-student committee. Students’ comments and concerns are taken very seriously. Furthermore, we have a strict policy in place that requires members of staff to only provide constructive feedback to students.

We stress to all colleagues the importance of highlighting female role models in academia to encourage young women to pursuing careers in science (e.g. seminar speakers).

All new members of staff take part in the compulsory UCL Diversity Training, which ensures awareness of the implications of the Equality Act 2010 in both the employment as well as educational context. A particular focus of this training is to create awareness of the different kinds of discrimination that can exist in work/education environments, and to highlight strategies to prevent and eliminate these.

The Department has also recently signed a 'Zero Tolerance to Sexual Harassment pledge', which is organised by the UCLU Women's Officer. By signing the pledge, we commit to publicising the campaign and our involvement in it to our students and staff and to arranging UCL Union Zero Tolerance workshops for our incoming students.

UCL has put in place a variety of progressive equality and diversity policies which we embrace wholeheartedly. This includes, for example, the UCL Dignity at Work Policy against harassment and bullying, and continuous improvements to the UCL Maternity/Paternity policy. These have included an increase of the paternity leave to 20 working days with full pay (see Section 4.4a(ii) below), the introduction of the new shared parental leave provision. We have also adapted our first aid room to accommodate breastfeeding mothers by redecorating, installing a chair and renaming it as a first aid/family room. The location of the room is advertised on the departmental and UCL websites and mothers using it have access to a secure fridge.

Rachael Hazael, PDRA, told us that she found the family room valuable when she returned to work after the birth of her daughter in April 2015.

(v) Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Current outreach events include both departmentally organised events (e.g. where schools visit the department) as well as those carried out on an individual level (schools visits, presentations at science festivals, media interactions, etc).

In terms of departmentally organised events we hold several days each year in which students from schools in the local area visit the department to attend lectures and carry out laboratory work. These are hosted/managed by staff (25-30% female staff; approximately in line with the percentage of female staff in the department) assisted by postgraduate students (57-71% female; high participation numbers from female students in comparison to the gender balance of the cohort). The outreach programme in general is aimed at school pupils studying A-level Chemistry who may apply to UCL, at earlier year pupils to instil an interest in science, and at teachers to publicise UCL Chemistry as a destination for their students. Credit for helping out at these events is not currently included in the workload models, although outreach events contribute to staff members' enabling activity which is considered at annual appraisals and as part of the case for promotion. Additional outreach activities performed by individual staff is also taken into account in a similar manner.



Schools outreach programme

4.4 Flexibility and managing career breaks

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Maternity return rate – *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

Since our last submission, we have had 4 PDRA's taking maternity leave and a 100% return rate (3 returned full-time and 1 part-time). Since 2015, the department has encouraged and supported staff to attend the WISE Returner's Programme. Two PDRAs attended the course in 2015 and both were very positive about it.

"At the end of the workshop I felt more motivated and empowered to overcome external barriers. I left the session with a more proactive and focused attitude and a targeted action plan."

Dr Lorena Ruiz-Perez, PDRA

From our staff survey it was noted that academic staff returning from maternity leave found it very difficult, especially with regards to teaching cover during absence and returning to teaching. This is something we will look at closely in the event that another female member of academic staff takes maternity leave. For example, we now include provision in our budget for technical support during maternity leave and we will ensure that returners have a term sabbatical releasing them from teaching and allowing them to focus on research (in-line with UCL policy).

(ii) Paternity, adoption and parental leave uptake – *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

The increase in paternity leave to 4 weeks was introduced as we were applying for our Bronze Award. Since then, two academic members of staff and one researcher have made use of it. The new provision for shared parental leave is promoted on our website and 1 male member of academic staff plans to make use of it later this year. We have not had requests for adoption leave but will accommodate them if they arise.

From our departmental staff survey, over 90% of staff respondents taking maternity/paternity leave felt information regarding their entitlement was promoted and readily available.

iii) 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 applicants may wish to comment on specific examples.

We do not keep records of requests for flexible working as it is part of the culture of the department to allow flexibility. Currently, 5 (71%) female academics and 12 (23%) male academics have regular flexible working arrangements.

(b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Flexible working – comment on the numbers of staff working flexibly and their grades 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 the department raises awareness of the options available.

The department operates an informal system. Many colleagues work flexibly on an *ad hoc* basis. For those who work flexibly regularly (1 day/week or more), the line manager has an informal meeting to check measures are in place to ensure work is not compromised. Work patterns and time management are discussed in yearly appraisals with HoSs/HoD.

Encouragingly, the 2015 UCL staff survey showed that 100% female (85% male) chemistry staff who responded felt that as long as they got their work done they had a choice deciding how they did it.

(ii) Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

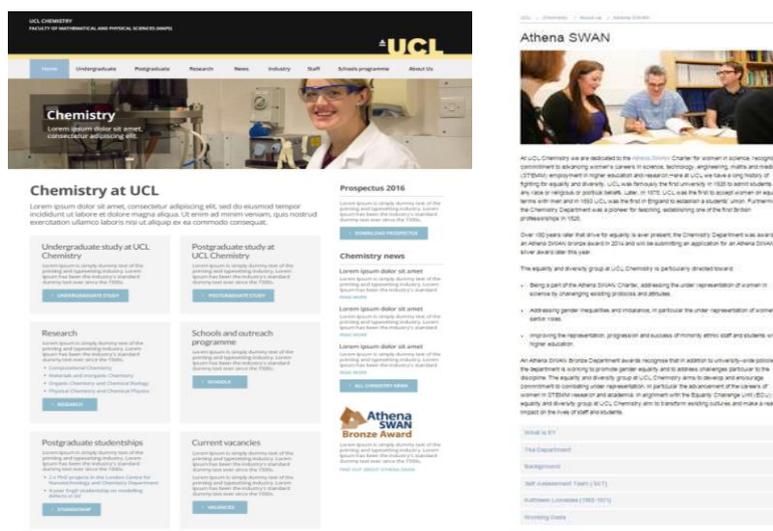
No women academics have taken maternity leave since our Bronze Award. However, during maternity leave we would redistribute teaching and administrative duties (taking into account the workloads of colleagues) and provide necessary technical support for research. On return to work, 1 term sabbatical would be given to focus on research.

5. Any other comments: maximum 500 words [491 words]

Please comment here on any other elements which are relevant to the application, e.g. other STEM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

UCL Chemistry Web Pages

We have completely redesigned and updated our website and added the Athena SWAN Bronze logo to the UCL chemistry front page, with a link to our Athena SWAN page. We also rewritten the content of our Athena SWAN page to incorporate much of the information included in this submission, including profiles of our SAT members.



Women at UCL: Presence and Absence

Six members of the Chemistry Department (Ms Nicola Best, Professor Claire Carmalt, Professor Helen Fielding, Dr Katherine Holt, Dr Caroline Knapp and Mrs Liz Read) were profiled in *Women at UCL: Presence and Absence*, having been nominated as 'inspiring women'. The exhibition was created to celebrate and recognise women at UCL who inspire those with whom they work and it was launched as part of UCL's celebrations of the 2016 International Women's Day.

Mathematical & Physical Sciences

Nicola Best, Executive Assistant, Department of Chemistry



"UCL set up the Staff Disability Forum and Nicola put herself forward to be Co-Chair and has taken the lead in setting up Enable, a network for staff with disabilities. Nicola's willingness to give time and effort to these roles has been truly inspirational. Nicola is clearly a very skilful organiser and both organisations have made great strides through her leadership."

Claire Carmalt, Professor, Department of Chemistry



"An inspirational lecturer. Claire took maternity leave when I was an undergrad (something I don't know you could do if you chose academia when I was 19). I found this very encouraging. Claire continues to be an inspiration to me, she has encouraged me, supported me and insisted that I never stop working hard to achieve my goals – just as she does."

Caroline Knapp, Research Fellow, Department of Chemistry



"Caroline will go out of her way to help people whenever she can and always with a smile. I strongly believe we need more women in science, and that they should be encouraged to have the faith in their own ability. The world would be a better place with more people like Caroline."

Rachel McKendry, Professor, London Centre for Nanotechnology



"It is a pleasure to work with Rachel. I have witnessed Rachel exhibit both a strong research vision and strong and effective management. In my experience, it is rare to see both in a single individual."

Joanna Faure Walker, Lecturer, Institute for Risk and Disaster Reduction



"Joanna is a great inspiration as I have always found her honest, fair, helpful, compassionate, supportive, diligent and sincere in her work, towards her colleagues and students. She is not only making difference in her own life, she is contributing to the success of many others! Well done, Joey! Galutes!"

Helen Fielding, Professor, Department of Chemistry



"Helen is an inspiration to women at different levels in the Chemistry Department. Helen has been the leading force in the Department's Athena SWAN applications. She has helped improve the work-life balance within the department, increase the number of women visiting seminar speakers, and a mentoring scheme."

Alexandra Olaya-Castro, Professor, Department of Physics and Astronomy



"Quantum biology is an emergent interdisciplinary research area that aims to understand whether quantum mechanical phenomena are important for the function of biomolecules. Alexandra's contributions to this field have been widely acknowledged by the international community."

Elizabeth Read, Department manager, Department of Chemistry



"Since I started at UCL a year ago, Liz has offered me endless support and guidance and has such incredible patience, that she has grown to become I truly respect and admire. She truly embodies the collaborative culture that UCL is so well known for."

Helen Higgins, Department Manager, Department of Mathematics



"Helen is a true feminist who is fiercely supportive of the female staff in her department. She also holds the department to its promises on opportunities for female students (such as commissioning a summer studentship post) to be open only to female students) and keeps us honest."

Katherine Holt, Reader, Department of Chemistry



"Dr. Holt is a very inspiring lecturer. Her lectures are always very stimulating and exciting. As a result of her great teaching, I'm considering of undertaking a physical research project for my master's next year. She is always willing to help and her passion for physical chemistry is amazing."

Royal Society: Parent Carer Scientist

Professors Claire Carmalt and Helen Fielding were featured in *Parent Carer Scientist*, a Royal Society initiative (launched in March 2016) to celebrate the diversity of work life patterns of 150 scientists across the UK, with the aim of increasing the visibility of people combining a career in science with a family life.

Professor Claire Carmalt

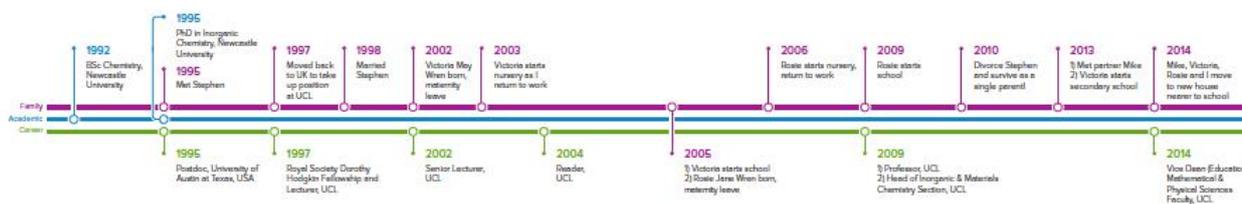
MY RESEARCH

Research in my group is concerned with developing innovative new routes to technologically important inorganic materials. We have a strong interest in the synthesis and characterisation of novel molecular-precursors for use in the deposition of thin films of materials especially metal oxides and nitrides. The aim is to develop new highly volatile, non-toxic precursors, which are then used to grow thin films. The group is involved in research in Aerosol Assisted Chemical Vapour Deposition (AACVD) including scale up development for industrial applications and combinatorial CVD. The development of transparent conducting oxides, photocatalysts and superhydrophobic paints are of key interest.

MY JOURNEY

I have greatly benefited from the highly supportive environment in the Department for those wishing to work flexibly and I generally work one day a week from home. I particularly valued this in 2010 when going through a divorce and managing as a single parent (I now have a very supportive partner which has helped a great deal). Being able to work flexibly, whether at weekends or evenings, enabled me to cover family commitments and so I do not feel that I have missed out on any of my children's milestones. One bonus has been that I go into their schools to give lecture demonstrations and help with Science days! Support from my postdocs has helped me maintain a very active research group.

"Being able to work flexibly enabled me to cover family commitments, so I don't feel that I have missed out on any of my children's milestones."



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Find a supportive environment Parent | Carer | Scientist 9

Professor Helen Fielding

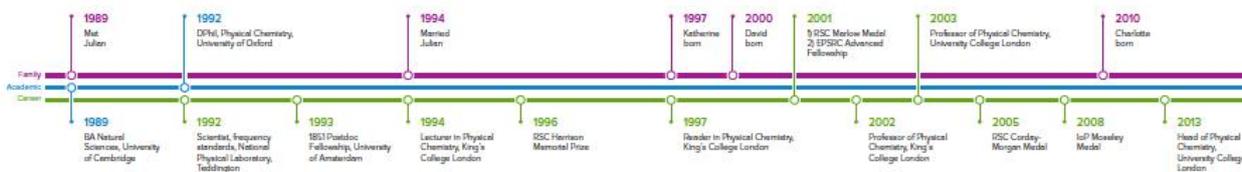
MY RESEARCH

Our group studies the spectroscopy and ultrafast dynamics of excited states of neutral biomolecules and protein chromophore anions in the gas-phase, using a combination of nanosecond and femtosecond lasers, molecular beams, electrospray ionisation mass-spectrometry and photoelectron spectroscopy. We are just beginning to study ultrafast dynamics of protein chromophores and proteins in the solution phase, using femtosecond lasers and liquid microjet photoelectron spectroscopy. We also carry out complementary quantum chemistry calculations to support our experiments and have strong collaborations with a number of theoretical chemistry groups.

MY JOURNEY

After the birth of each of our children, I took the maximum maternity leave we could afford before returning to work full-time. All three children have attended day nurseries, but we have also employed nannies at various stages to manage childcare after school and in the holidays. I have benefitted enormously from very supportive Heads of Departments who have allowed me to work flexibly. My husband and I now work at home one day a week each and on other days I leave work in time to collect my younger daughter from after school clubs before continuing to work later in the evening.

"I have benefitted enormously from very supportive Heads of Departments who have allowed me to work flexibly."



10 Parent | Carer | Scientist Find a supportive environment

Find a supportive environment Parent | Carer | Scientist 11

UCL Challenge: Increasing Percentage of Women in STEMM Subjects

As part of UCL's *Women in Leadership Programme*, participants undertake a 'leadership challenge' that exploits the skills learnt during the programme and involves working across institutional boundaries, to improve networks and increase visibility within UCL. As part of this programme, Professor Helen Fielding has proposed a project that will increase the percentage of women academics at all levels in STEMM subjects at UCL.

Wider Women's Network

Due to the success of our Women's Networking Lunches, we decided to invite women from other departments in the Faculty to join us in April 2016 (see photo on p18). Around 50% of our attendees were from Physics, Maths or Earth Sciences and two women academics (Professor Sally Price, Chemistry, and Dr Alexandra Olaya-Castro, Physics) gave short talks on their careers and how they combine their careers with their family commitments. The feedback from our postgraduates and postdocs was extremely positive and as a result, we plan to hold more joint networking events.

Careers Night

To encourage more women to consider a career in academia, one of our SAT members, Dr Caroline Knapp, spoke about the academic career path at our annual Careers Night (~60 attendees, 50% women). Of those who responded to our follow-up questionnaire, 70% said they would consider postgraduate research, 50% would consider a postdoc, and 40% becoming a lecturer. Encouragingly, 90% felt the event was good or very good at explaining the academic career pathway and 90% could see the benefits of a career in academia. We will continue to encourage women academic staff or research fellows to speak at our annual *Careers Night* and we will improve our questionnaire to see if there are any gender differences in the perception of an academic career.

6.1 Summary of status of bronze action plan

Key aim	Progress and impact update: ongoing/successful
Self-assessment team	
1. Review membership for areas of under-representation e.g. currently there are no PDRAs	Successful The SAT was refreshed to include 1 PDRA who went on to become a research fellow. This led to the creation of our “Why do a PhD in chemistry at UCL” video (Section 3(b)(v), p14).
Postgraduate taught students	
2. Review staff and student recruitment websites - ensure women are well represented by use of profiles and pictures and that there are clear links to family-friendly pages	Successful We have completely redesigned, updated and refreshed our website and included clear links to family-friendly web pages.
3. Monitor PGT recruitment data - applications, offers and acceptances	Successful and ongoing We monitor PGT recruitment data – this has led to actions 1.1 in Silver action plan
4. Monitor PGT progression and results	Successful and ongoing We monitored PGT progression and results and find there are no differences between males and females. We will continue to monitor this (Section 3(b)(v), p15).
Postgraduate research students	
5. Increase awareness of female role models - Increase % of female speakers at seminars to 30%	Successful We had 53% women seminar speakers in 2015/16 and aim to maintain around 50%.
6. Increase awareness of female role models - initiate a quarterly lunch female network for all PG students and staff	Successful We now hold quarterly women’s networking lunched which have been very successful and received very positive feedback. As a result of this success, we extended the invitation to female colleagues from other departments in the Faculty in April 2016 (Section 5, p36).
7. Set up a forum for female final year Undergraduates to meet with female PGR students	Successful and ongoing We held a social event in March 2015 for all final year undergraduates to meet with PGR students and PDRAs (Section 3(b)(v), p14) which attracted ~50 participants (~50% female). We will continue to arrange similar events on a termly basis and will collect and monitor feedback (Silver Action 1.1).
8. Survey current female PGR students on why they chose to undertake a PhD and what they do or don't like and feed results into our recruitment process look at differences between EngD and PhD	Successful and ongoing Results from the survey showed 80% of students felt their previous and current experiences impacted on their decision whether or not to continue with a career in academia, which led to us preparing a video targeted at those contemplating a PhD in Chemistry and fed into the development of Silver Actions 1.1, 1.2, 1.3, 2.2. There were no obvious differences between the survey results for EngD and PhD students.
9. Invite all finalists to meet with Head of department: (i) to obtain feedback from Students; (ii) to improve final destination monitoring	Successful and ongoing

	All final year UG students met with the HoD and, this year, the HoD or deputy HoD. This has allowed us to obtain valuable feedback on the UG experience which feeds back into our UG teaching and pastoral activities.
10. Send personal invitations to Departmental PG open days and recruitment events	Successful Personal invitations are sent to all MSci and MSc students – this year ~50 attended the open day (~50% female).
Staff	
11. Survey current staff and future staff where to advertise, what attracted them to work at UCL	Ongoing In a survey of 7 recently recruited staff (2F, 5M), UCL's Global reputation factor for research was cited as the main attraction. 1 woman viewed the gender balance of the department important, and 2 women viewed our Athena SWAN Bronze award as important, which fed into Silver Actions 2.2 and 2.3. We will continue to survey staff and monitor feedback.
12. Ensure adverts exceed good practice	Successful and ongoing We include statements about under representation of women in all adverts for PDRAs, lecturers, readers and professors. We plan to add a statement about flexible and part-time work (Silver Action 2.3).
13. Improve promotion of family friendly policies in documents and web pages	Successful We have completely redesigned, updated and refreshed our website and include information about family friendly policies on the Athena SWAN pages.
Academic recruitment	
14. Ensure shortlisting criteria do not adversely affect female applicants	Partially successful and ongoing We have not had enough new positions to have reliable statistics but there is no evidence to suggest that once they have applied, women are disadvantaged in the shortlisting process. We will continue to monitor the statistics
15. Ensure adverts exceed good practice	Successful and ongoing We include statements about under representation of women in all adverts for PDRAs, lecturers, readers and professors. We plan to add a statement about flexible and part-time work (Silver Action 2.3).
Career development	
16. Insure all staff are aware of flexible working opportunities during induction interviews	Successful This is included in the induction information and checklist.
17. Ensure all PDRAs and early career academics are informed of fellowship opportunities and offered support for their applications	Successful and ongoing Fellowship opportunities are disseminated by email to all members of the department and senior colleagues in the department who assist with the preparation of proposals and arrange mock interviews (Section 4.2(a)(i), p24). Women PDRAs have been offered mentors under our pilot mentor scheme and as a result of its success (Section 4.1(b)(ii), p23) we plan to offer all PDRAs a

	mentor (Silver Action 2.1). As a result of our support, 17 of our PDRAs have progressed to academic appointments, either at UCL or other institutions, 3 of whom are women (18% - which is consistent with our proportion of female researchers).
Organisation and culture	
18. Ensure all Committees have equality issues on the agenda, identify one person already on each committee to have this as a personal responsibility	Successful Equality and Diversity is on all agendas and it is the chair's responsibility to ensure it is considered. The chair of the SAT also reports to the MWG on any SWAN activities and SAT priorities arising on a weekly basis and to the department on a termly basis.
19. Implementation of RSC equality guidelines when allocating resources	Successful and ongoing Because Equality and Diversity is on every agenda, it is always considered when allocating resources, for example during the allocation of shared PhD studentships by the Research Committee. This year, 5/20 (25%) applicants for shared studentships were women and 3/8 (38%) supervisors of the 4 studentships awarded were women, confirming no gender bias.
20. Review composition of current committees and increase the number of women if appropriate, balancing against workload	Successful There is female representation on all key decision making committees and we will continue to maintain this situation whilst balancing workload (Silver action 3.1).
21. Acknowledge female Staff are frequently contributing to key committees external to UCL – ensure female staff are not overburdened	Partially successful and ongoing Our existing workload model lists most staff commitments so takes this into account; however, we plan to develop a new workload model that will be kept up-to-date and will include all commitments of all staff in the department (Silver Action 3.1).
22. Organise unconscious bias training	Partially successful and ongoing Three members of staff have undertaken UCL's new unconscious bias training course. We now plan a departmental training session for all academic staff in the department this summer (Section 4.1(b)(i), p22) (Silver Action 4.3) and annual training for new staff thereafter.
23. Review recruitment panels to ensure female staff are not overburdened and involve PDRAs and support staff in interviews to lessen the burden on female academics	Successful PDRAs and support staff regularly participate in PDRA interviews (~33% of PDRAs/support staff on panels). In the last 3 years, all recruitment panels have had female representation (Section 4.1(b)(i), p22).
Flexibility and managing career breaks	
24. The Department to provide some technical support during maternity leave to ensure research programmes are not adversely affected	Successful Provision for this is included in our annual budget.

6.2 Silver action plan [Those named as accountable SAT members or with responsibility for activities are current and may change as their positions change.]

	Area for action identified	Actions	Timescales	Accountability (SAT member)	Responsibility	Success Measures
1. Support for students						
1.1	Increase percentage of women applicants for PG courses with the aim of increasing percentage of women on PG courses.	Set up focus group to understand reasons for low numbers of applications from women to PGT courses	Sep 2016	Jadranka Butorac	Jadranka Butorac (PG administrator), Francesco Gervasio (incoming PGR tutor) and Chris Blackman (PGT tutor)	<ul style="list-style-type: none"> All PG students to have a mentor by Oct 2017 80% satisfaction rate from PG students about mentor scheme in questionnaires and focus groups; responses to improve over time (annual questionnaires) Aim for 50% women applications for PG courses (in line with our UG numbers)
		Allocate all new PG students a mentor and explain the purpose of the scheme and roles of mentors and mentees at the PG induction day	Sep 2016 (annually thereafter)	Marion Brookes-Bartlett		
		Review mentor scheme – design short questionnaire and run a focus group to respond to feedback	March 2017 (annually thereafter)			
		Organise termly events for final year undergraduates to meet with PG students; collect and analyse feedback	Nov 2016, Feb 2017 (annually thereafter)	Sandeep Sehmi	Undergraduate administrator	
1.2	Improve female representation on the teaching committee	Increase female PG representation to 50% and review each year	Sep 2016	Jadranka Butorac	Francesco Gervasio (incoming PGR tutor) and Chris Blackman (PGT tutor)	<ul style="list-style-type: none"> 50% PG female representation on the teaching committee from 2016 onwards
1.3	Improve awareness of flexibility with respect to combining career and family	Pilot maternity (and paternity) leave for PGR students	Sep 2016 (to be reviewed annually)	Jadranka Butorac	Jadranka Butorac (PG administrator), Francesco Gervasio (incoming PGR tutor)	<ul style="list-style-type: none"> 90% PG students aware of the provision in questionnaires

2. Recruitment, promotion and retention of female staff and students						
2.1	Monitor and improve pilot mentoring scheme offered to all women academic staff and researchers (June 2015) and roll out to all academic and research staff, who wish to participate, by Sep 2016	Review mentor scheme – design short questionnaire and run a focus group	Sep 2016 (annually thereafter)	Caroline Knapp	Nicola Best	<ul style="list-style-type: none"> All academics and researchers to have a mentor by Sep 2017, if they wish Positive feedback from staff about mentor scheme in questionnaire and focus groups. Responses to improve over time (annual questionnaire). All new staff to be offered a mentor as part of induction
		Respond to feedback from questionnaire, make improvements as necessary	Jan – Feb 2017		Nicola Best	
		Roll out mentoring to all academic staff and researchers who would like to participate	Sep 2017		Nicola Best	
		Integrate mentor scheme into induction	Sept 2017		Liz Read	
2.2	Improve publicity and recruitment to improve the % female staff and student applicants	Improve the visibility of women researchers and academic staff to school children	Jun 2017	Christoph Salzmann (who will attend P&R WG meetings)	Rob Palgrave (chair of P&R WG)	<ul style="list-style-type: none"> Ensure balanced numbers of female and male researchers are being highlighted in all outreach activities Aim for 50% applications from female students 80% satisfaction in feedback about the web page in departmental surveys.
		Improve appearance of website to include more gender balanced photos	Jun 2017			
		Maintain the content of the web page to have up to date useful information about the departmental structure, committees, responsibilities.	Sep 2016 (ongoing)			
2.3	Improve job application process	Increase the number of women applying for researcher and academic positions and increase the number of women being invited for interview by ensuring job descriptions meet best practice, contacting appropriate	Oct 2016	Helen Fielding	Ivan Parkin (HoD)	<ul style="list-style-type: none"> % women applicants that is equivalent to the departmental % in the pool below % women applicants invited for interview for academic positions at least equivalent to the % that apply

		women applicants directly and requiring staff to report to the HoD in the event that no women are shortlisted for a post.				
		Add a statement welcoming flexible and part-time working to all job adverts for PDRAs, lecturers, readers, professors	Oct 2016	Liz Read	Liz Read	
2.4	Maintain balanced seminar programme	Maintain ratio of women/men seminar speakers at 50%	Oct 2016 (annually thereafter)	Sandeep Sehmi	Hugo Bronstein, Giorgio Volpe, Martijn Zwijnenburg (seminar coords)	<ul style="list-style-type: none"> 50% women seminar speakers
2.5	Support for women's career development	HoD to continue to encourage and nominate women for senior management training	Dec 2016 (and annually thereafter)	Ivan Parkin (HoD)	Ivan Parkin (HoD)	<ul style="list-style-type: none"> More women staff attending senior management training (at least 1 p.a.) All decision making committees to have at least 1 woman More women staff having influential roles within UCL (increase to 3 women staff by 2018)
		Ensure representation on all decision making committees in the Department	July 2016 (and annually thereafter)			
		Encourage women to apply for senior management roles within the Department and UCL	As they arise			
2.6	Improve promotions process	Keep formal records of the promotions process so we can easily access and analyse the data	Sept 2016	Ivan Parkin (HoD)	Ivan Parkin (HoD)	<ul style="list-style-type: none"> Ready access to data for discussion at SAT meetings
		Hold an annual promotion seminar	June 2017 (annually thereafter)	Helen Fielding	Helen Fielding	<ul style="list-style-type: none"> 80% attendees find seminar useful 80% satisfaction with promotions process in Departmental staff survey

3. Career breaks, workloads and flexible working						
3.1	Develop a workload model that is easy to keep up to date and includes all activities, including additional mentoring and outreach activities	Develop comprehensive workload model	Sept 2016	Daren Caruana	Derek Tocher (Deputy HoD)	<ul style="list-style-type: none"> Have a workload model that has at least 80% satisfaction in a departmental staff survey and is also deemed to be fair in a survey of women academic staff only
		Review workload model – include in annual staff survey and also survey women members of academic staff only	April 2017 (annually thereafter)			
		Revise workload model in response to surveys	June 2017 (annually thereafter)			
4. Culture, communication and departmental organisation						
4.1	Develop an active database that keeps all the statistics required for monitoring numbers required for Athena SWAN submission	Setup database	Oct 2016	Tom Sheppard	This will be included in the job description for a new administrator who is currently being appointed.	<ul style="list-style-type: none"> Ready access to data for discussion at SAT meetings Less strain on all administrative staff during submission of next Athena SWAN document
		Review database	Mar 2016			
		Improve and maintain database	Oct 2017 (quarterly thereafter)			
4.2	Pilot common room for researchers and academics to meet informally	Block book large meeting room at set times of the day and arrange access to tea/coffee	Summer 2016 (review in Dec 2016)	Nicola Best	Nicola Best	<ul style="list-style-type: none"> 80% positive comments about common room in next departmental survey
4.3	Ensure all academic staff have unconscious bias training	Organise departmental training (Bronze Action 22)	Oct 2016 (annually thereafter)	Nicola Best	Nicola Best	<ul style="list-style-type: none"> 100% academic staff have attended unconscious bias training
4.4	Develop an active PDRA network	Organise termly social/support meetings for PDRAs	Oct 2016	Caroline Knapp	Caroline Knapp	<ul style="list-style-type: none"> 80% positive comments about support for PDRAs in next departmental survey

7. Case studies: impacting on individuals (858 words)

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Professor Claire Carmalt has worked in the Department since 1997 and held a Royal Society Dorothy Hodgkin Fellowship 1997 – 2001. Claire was promoted to Senior Lecturer in 2002, Reader in 2004 and Professor in 2009. She has been Head of the Inorganic & Materials section since 2010 and Vice Dean (Education) for the Mathematical and Physical Sciences Faculty since 2014.



“The Department was extremely supportive when I took maternity leave and also on returning to work as a mother of a young family. Since that time I have greatly benefitted from the highly supportive environment in the Department for those wishing to work flexibly and I generally work one day a week from home. I particularly valued this in 2010 when going through a divorce and managing as a single parent (I now have a very supportive partner which has helped a great deal!). Being able to work flexibly, whether at weekends or evenings, enabled me to cover family commitments and so I do not feel that I have missed out on any of my children’s milestones. On returning to work after maternity leave I was given a slightly reduced teaching load, which helped me to focus on my research and the system within the Department of providing feedback and help prior to submission of grant applications has enabled me to secure a large amount of funding over the years. There is a culture in the Department of staff being valued for their results and outputs rather than the numbers of hours in College. Colleagues, including senior management, have provided excellent support, from supervising my research group while on maternity leave to being flexible with lecture and laboratory teaching timetables to help fit in with timings for me to drop or collect my children from school.

The on-site UCL Day nursery provision greatly facilitated my return to work after having my first child. In addition, meetings are scheduled at reasonable times of the day and I have been very supported through the promotions process by senior management throughout my time at UCL. Indeed, it was generally senior management who encouraged me to go forward at each level providing substantial support in preparing my case and I was delighted that I was successful at each stage. As Head of the Inorganic and Materials section within the Department, I oversee 22 academic staff at all levels (Professors, Readers, Senior Lecturers, Lecturers and research fellows). Within this role I manage the teaching within the section, laboratory and office space, oversee the workload model and ensure everyone has a balanced teaching and administrative load and contribute to lecturing, tutorials and laboratory classes. I discuss the quality of teaching and research outputs with individuals within the section regularly and more formally within appraisals. I encourage flexible working and I have provided supervision for the research group of staff who were on paternity leave.”

Dr Daren Caruana is a Reader in Physical Chemistry, a father to two boys and a carer for his wife.



“At the beginning of 2013 my wife suffered a serious life-threatening event. This naturally pulled me away from work for initially 3 weeks with very little work contact time. Unfortunately, the nature of my wife’s illness meant that the recovery was undefined and very long term. Having two primary school age boys also meant that I had to make sure that they were properly supported too. It was a case of building a support network to help my family cope with this.

A big part of this network was provided by my parents, who took the day to day running of the house in their hands, and provided me with the time to commit to work. In consultation with my line manager, my work duties were reduced to a manageable level. The arrangement was reduced enabling duties and flexible hours so I can continue my research work at home or at hospital while visiting my wife. However, I insisted that I carried on with all my teaching entitlement. I gave up my role as head of section and reduced the number of committees I sat on.

In retrospect, the arrangement with work was tremendously important. Going through a very stressful time such as this, makes any element of normality in the day-to-day life extremely important for general wellbeing. This in turn made the quality of work I could deliver better. It was important that both the line manager and I were able to communicate, calmly and sensitively, and make the situation amicable and conducive to both parties. Perhaps the most important factors were to maintain dialogue and update of any changes without being threatening. I was in close contact with occupational health that gave me guidance, which was tremendously valuable.

I feel fortunate that I was able to make these changes in my work, but I realise that it is a two way street; honesty is extremely important. Trust has to be maintained as individual situations are all unique, and no guidelines or regulations can be written up and applied ubiquitously; sometimes it is important to leave it up to judgement. I feel that in my situation this was done.”