



## Athena SWAN Gold department award application

**Name of university:** University College London

**Department:** UCL Great Ormond Street Institute of Child Health

**Date of application:** November 2016

**Date of Silver Athena SWAN award:** November 2013

**Date of university Bronze and/or Silver Athena SWAN award:** Bronze 2006, 2009, 2012; Silver 2015

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Departmental Athena SWAN web pages: <http://www.ucl.ac.uk/ich/about-us/athena-swan>



An Athena SWAN **Gold Department** award recognises a significant sustained progression and achievement by the department in promoting gender equality and to address challenges particular to the discipline. Applications should focus on what has improved and changed since the Silver award application.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Charter Coordinator well in advance to check your eligibility.

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

## Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

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## List of Abbreviations

<b>ASG</b>	Athena SWAN Steering Group
<b>ASWAN</b>	Athena SWAN
<b>BME</b>	Black and minority ethnic
<b>BRC</b>	Biomedical Research Centre
<b>CHOP</b>	Children's Hospital of Philadelphia
<b>ECN</b>	Early Careers Network
<b>ECRs</b>	Early Careers Researchers
<b>EDI</b>	Equality, Diversity and Inclusion
<b>FPHS</b>	Faculty of Population Health Sciences
<b>GOSH</b>	Great Ormond Street Hospital
<b>HESA2015</b>	Higher Education Statistics Agency 2014-2015 data
<b>HR</b>	Human Resources
<b>iBSc</b>	Intercalated BSc
<b>ICH</b>	UCL Great Ormond Street Institute of Child Health
<b>IfWH</b>	Institute for Women's Health
<b>IMT</b>	Institute Management Team
<b>JACS</b>	Joint Academic Classification of Subjects
<b>LMCB</b>	MRC Laboratory for Molecular Cell Biology
<b>MADS</b>	Mums and Dads Forum
<b>MBBS</b>	Bachelor of Medicine & Bachelor of Surgery
<b>MRC</b>	Medical Research Council
<b>NIHR</b>	National Institute for Health Research
<b>PG</b>	Postgraduate
<b>PGR</b>	Postgraduate research
<b>PGT</b>	Postgraduate taught
<b>PI</b>	Principal Investigator
<b>RCPCH</b>	Royal College of Paediatrics and Child Health
<b>RAE</b>	Research Assessment Exercise
<b>REF</b>	Research Excellence Framework
<b>SLMS</b>	School of Life and Medical Sciences
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>UB</b>	Unconscious Bias

<b>UBT</b>	Unconscious Bias Training
<b>UCL</b>	University College London
<b>UCLU</b>	University College London Union
<b>UG</b>	Undergraduate

## 1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should confirm how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission, and spell out what is next for the department, what difficulties might be experienced, and what the department most looks forward to.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM initiatives that have made a significant contribution to the achievement of the departmental mission.

Ruth Gilligan  
Athena SWAN Manager  
Equality Challenge Unit  
First Floor, Westminster Tower, 3 Albert Embankment, London SE1 7SP

Dear Ms Gilligan,

### Re. Athena SWAN Gold application

The UCL Great Ormond Street Institute of Child Health (ICH) is Europe's leading centre for child health research and education. I'm immensely proud that, in its 70 year history, I am the first female Director. Our continued successes will depend on scientific excellence achieved by promoting a culture which attracts, supports and retains the brightest and best. Until relatively recently, surviving to senior position as a female academic has been a risky business, leading to compromises and setbacks more frequently than for male staff. In my own career there were many points, particularly in the early stages, when I might easily have given up, but I was lucky, and I was determined. We need to 'de-risk' career paths and make sure that they don't depend on luck and patronage. All of us, particularly those in senior positions, have a responsibility to support and encourage women to pursue a career in science at the highest level.

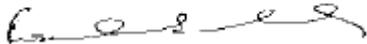
At ICH, approximately 70% of our staff are female and I am delighted that 40% of our professors are now female, a position that is improving year-on-year. However, I will not be content until the proportion of women in the professoriate and the Institute Management Team (IMT) is the same as the rest of the workforce. Since we were awarded Silver status in 2013, the change in the working environment has been palpable. Day-to-day, within the Institute, I see evidence that an

ASWAN culture is part of the whole ethos of our work. For example, all senior committees, appointments panels and grants panels have women in equal, or greater, numbers than men. All key meetings take place in core hours, and working days are arranged accordingly. Beyond family-friendly working, I have encouraged a culture of openness and transparency. All leadership roles must be applied for in open competition, the IMT represents all staff in the Institute and is the key decision-making body; its agenda and meeting minutes are available to all staff on the intranet.

Many of our staff are clinicians and work in Great Ormond Street or other hospitals. The challenges of working across the university and the NHS, especially in London, have presented particular pressures for women in supporting family-friendly working. We have worked closely with our NHS partners, to embed ASWAN principles across the two sectors, and have strategic initiatives in place to encourage recruitment of women into the clinical academic workforce.

There is no room for complacency. We need regular, conscious efforts to ensure that these values are understood, owned and promoted by all our staff. I want ICH to be a beacon, in and outside the sector, for good working practices. I will also strive to ensure that other world-leading Child Health academic institutes globally also espouse these values. An Athena SWAN Gold award would recognise the transformation which has led to our current position and give us the visibility to be a flagship of equality, diversity and inclusion worldwide.

Yours sincerely,



Professor Rosalind L Smyth CBE FMedSci

Director, UCL Great Ormond Street Institute of Child Health

*(490 words for Section 1)*

## 2. The self-assessment process: maximum 1000 words

Summary: Athena SWAN values are embedded at ICH and nearly 300 staff have participated in Athena SWAN activities, which have been shared across UCL, nationally and internationally.

The Athena SWAN (ASWAN) steering group (ASG) at the UCL Great Ormond Street Institute of Child Health (ICH) was formed at the end of 2012. It has steadily increased to 23 members to reflect the composition of our workforce, and includes representation from male and female PhD students, postdoctoral research fellows, professional services and academic staff from all our five academic programmes. All steering group members are able to work flexibly when needed, and several members have taken periods of maternity/paternity leave and/or time off to care for dependent relatives. One of our steering group, an ICH member of staff, has close associations with another UCL department (MRC Laboratory for Molecular Cell Biology, LMCB) and led their successful ASWAN Gold application in April 2016.

Team member	Role in dept (programme)	Experience they bring to ASG	Lead on	Member of Silver SAT
<b>Current members</b>				
Mona Bajaj-Elliott	Senior Lecturer (III)	Expert in qualitative research; PGT course director	ICH ASWAN Survey	No
Maria Bitner-Glindzicz	Professor (GGM)	Deputy Programme Head; Works full time; Mat leave at ICH	Core hours, Workload model, Implementation of Action Plan	Yes
David Carmichael	Reader (DN)	Currently full time; Flexible working; Periods of part-time working due to parental/caring responsibilities	Career Development	No
Jane Cavanagh*	Senior Programme and Projects Manager ASWAN Coordinator	Works full time; Flexible working; EDI expertise	Overall support to team and Chair in preparing application	No
Andrew Copp	Professor (DBC)	Ex ICH Director; REF lead; Full time; Pat leave at ICH	Senior promotions, grants and fellowships	Yes
Lorna Goonery*	HR Manager	Employment law expertise	HR data	No
David Ho	PhD student (III)	Clinical PhD student	Representing PhD student views	No
Steven Hope	Senior Research Associate (PPP)	Full time; Flexible working; Childcare responsibilities	ICH ASWAN Survey	No
Dan Kelberman	Senior Research Associate (GGM)	ECR and ICH Post-doctoral Society chair; Full time;	Postdoc career development	No

		Flexible working; Pat leave at ICH		
Kathy Kennedy	Senior Research Fellow (PPP)	Works part time	Nursing mothers' room, Carers' group	No
Aziza Khabbush	PhD student (GGM)	Graphic design skills	Representing PhD student views; Communications/Media (made all posters)	No
Wendy Knowles*	Institute Manager	Full time; flexible working; childcare responsibilities	Professional services, Implementation of Action Plan	No
Philippa Mills	Lecturer (GGM)	Works full time; Flexible working; Mat leave at ICH	MADs, liaison with UCL-PACT	No
Sarah Mole	Professor (GGM)	Works full time; caring responsibilities	Liaison with LMCB	Yes
Gudrun Moore	Professor (GGM)	Full time. Expertise in mentorship; ECR champion	Postdoc careers advisor	Yes
Jenny Morgan	Professor (DN)	Section Head; Works full time; Previous caring commitments	Deputy Chair of ASG, Data, Implementation of Action Plan	Yes
Ida Ricciardelli	Research Associate (III)	ECR and postdoctoral society member	Postdoc career development	No
Peter Scambler	Professor (DBC)	Works full time; caring commitments	Implementation of Race Equality Charter Action Plan where it relates to SWAN activities	Yes
Shamima Rahman	Professor (GGM)	Works full time; 80%FTE in past; mat leaves at ICH x3	Chair of ASG. Implementation of Action Plan	Yes
Rosalind Smyth	ICH Director (III)	Works full time; Oversees UCL Academic Strategy implementation; Non-Executive Director of GOSH; Caring commitments	Implementation of Action Plan	Yes
Jane Sowden	Professor (DBC)	Works full time; Mat leave at ICH	Research excellence awards, Writing & Implementation of Action plan	Yes
Andrew Stoker	Reader (DBC). PG Tutor (research)	Works full time; Pat leave at ICH x2	Student data & concerns	Yes
Nikhil Thapar	Senior Lecturer (DBC)	Works full time; flexible working; Childcare/caring responsibilities	Mentoring	No

<b>Past members</b>				
Erin Walker*	Patient/Public Involvement & Engagement in Research	Part time	Public engagement. Open days	No
Heather Bailey	PhD student (PPP)	Full time	Representing PhD student views	Yes
Lydia Leon	PhD student (GGM)	Full time	Representing PhD student views	No
Elisa Fassone	Research Associate (GGM)	Full time	Postdoc career development	Yes
Steve Howe	Senior Research Associate (III)	Full time		Yes
Tessa Crompton	Professor (III)	Full time		No
Mark Tiwarri*	HR Manager	Full time	HR data	Yes
Michael Williams*	Senior Programme and Projects Manager	Full time	Overall support to team & assist Chair in preparing the application	No
Natalie Mark*	HR Manager	Full time	HR data	No

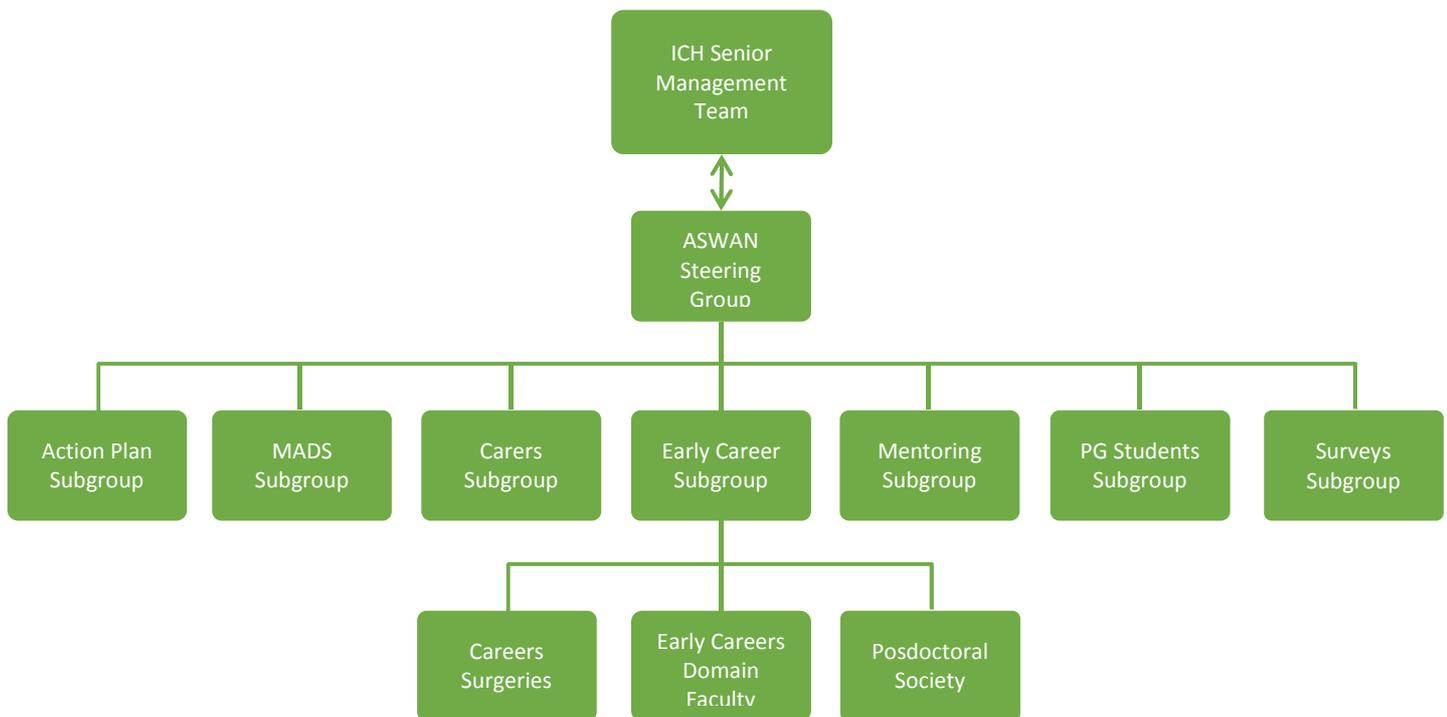
\* Professional Services; DBC Developmental Biology & Cancer; DN Developmental Neurosciences; GGM Genetics & Genomic Medicine; III Infection, Inflammation & Immunity; Mat maternity; Pat paternity; PPP Population, Policy & Practice



**Figure 2.1 The UCL Great Ormond Street Institute of Child Health Athena SWAN Steering Group**

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

The ASG has formal terms of reference (available on our ASWAN website) and has met monthly since January 2013 (excepting two-monthly meetings January-September 2014), including 32 steering group meetings since our Silver application. Meetings in 2014 focussed on implementing the Silver Action Plan. Subgroups (Figure 2.2), including the ASG executive group (academic and professional services leads), have met more frequently. Our website (<http://www.ucl.ac.uk/ich/about-us/athena-swan>) documents ASG minutes and provides information about the ASWAN charter, Equality, Diversity and Inclusion (EDI) events, the Mums and Dads' (MADs) and Carers' groups, ICH careers surgeries, mentoring schemes and career role models (Figure 2.3).



**Figure 2.2 Organogram of the Athena SWAN Steering Group**

### UCL Great Ormond Street Institute of Child Health

- Home
- About Us
  - Athena Swan
    - About the Charter
    - Events
    - The Team
    - MADs
    - Research Excellence Awards
    - Role Models at ICH
    - Taking Action for Equality
- ICH as part of UCL
  - Strategic partners
  - Support our work
- Alumni
- Contact us
- Core scientific facilities & centres
- Education
- News
- People
- Research
- Short Courses & Events
- Support services
- Intranet

#### SUPPORT OUR WORK



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## Athena Swan

The UCL Great Ormond Street Institute of Child Health (ICH) is committed to the principles and beliefs of the Athena SWAN charter. The Institute received a Silver Award from the Athena SWAN charter in May 2014. This award celebrates ICH's good practices in developing the careers of women in Science and Academic Medicine.

The Athena SWAN awards process enables departments and universities to develop an action plan aimed at improving recruitment, retention and promotion of female academic and research staff. The awards also have important financial implications for research institutions, since in 2011 the Chief Medical Officer, Professor Dame Sally Davies, indicated that from 2016 the National Institute for Health Research will only shortlist applications for Biomedical Research Centre status from institutions holding an Athena SWAN Silver Award.

The UCL President & Provost, the Dean of the Faculty of Population Health Sciences and the Director of the UCL Great Ormond Street Institute of Child Health explain the importance of the Athena SWAN Charter (video):



#### Athena SWAN

At the UCL Great Ormond Street Institute of Child Health

#### Further information

> ICH Athena SWAN Silver application

#### Contact

If you have any questions, feedback, or would like to get involved with the ICH Athena SWAN Steering Committee, please contact us via: [ich-athena@ucl.ac.uk](mailto:ich-athena@ucl.ac.uk)

#### HIGHLIGHTS

- > UCL Athena SWAN
- > UCL Equality
- > ECU Athena SWAN Charter



About the Charter



The Team



Role models at ICH



Research Excellence Awards



Events



Taking action for equality



Mums and Dads' network (MADs) @ ICH

Page last modified on 28 Jul 16 15:32

Figure 2.3 Our ICH Athena SWAN website

The ASG undertakes regular, structured data-gathering, evaluation and discussion as part of a rigorous self-assessment process. We have monitored progress on Silver Action Plan goals, established new actions for the Gold application and championed Beacon activities. Sources of information for self-assessment have included:

**1. Institutional data analysis.** ASG members gather and analyse ICH data, continuing evaluations from the Silver planning period and new Gold evaluation processes. For example, Senior Promotions data by gender have been collected systematically since 1999.

**2. Consultation with other Institute staff members.** We have engaged staff and students from all 5 ICH programmes in planning our Gold application. The ASG lead reports to the Institute Management Team (IMT) bimonthly and has presented at ICH all-staff Open Meetings biannually since 2014. 278 of our staff and students have actively participated in ASWAN activities, and all staff are regularly informed about ASWAN. Regular updates appear in the Director's monthly bulletin and our website, and posters throughout the building remind staff, students and visitors of our ASWAN values. This has facilitated Institute-wide discussion and promotion of gender issues and family-friendly working, with many excellent suggestions coming from staff and students outside the ASG.

**3. Staff survey and focus groups** have enabled wider consultation. An anonymous web survey of all ICH staff, based on that used in 2013 prior to the Silver application, was conducted in August 2015, with additional questions related to the Silver Action Plan (47 questions, taking ~10 minutes to complete). 195 respondents (~34% of ICH staff, in keeping with online surveys) included 77% women, in line with our demographic. Findings are discussed in Sections 3 and 4.

**4. Learning from the MADs group experience.** The MADs Group, established during the Silver planning period, provides a forum for discussion and mutual support and a conduit of information for parents within ICH's workforce. MADs serves as a beacon of new ideas for meeting needs on gender equality issues, and MADs members founded the ICH Carers Group to support colleagues with additional caring responsibilities.

**5. Input from ASWAN activities in other institutions.** The ASG has forged collaborations with ASWAN teams in other UCL Departments (e.g. Divisions of Surgery and Medicine, Institute for Women's Health (IfWH), Ear Institute, Faculty of Engineering and LMCB), and in other universities, including Cambridge, King's and Brunel. We aim to learn from best practice in as many other departments and universities as possible. For example, 3 ASG members visited York University in April 2016, spending a day observing good practices in two Gold departments (Chemistry and Biology), learning how they have developed their approaches to gender equality and good work-life balance, and also sharing some of our innovations with them (e.g. MADs).

**6. Outreach to other ASWAN groups.** We have an active outreach programme to learn from others and to share best practices, which have been disseminated widely throughout UCL. We provide mentorship to ASWAN leads in the UCL Divisions of Surgery and Medicine and undertake joint ASWAN activities with the IfWH lead, including establishing a SLMS Women in Leadership Network and a senior shadowing scheme. Regular dialogue with ASWAN leads of 5 other UCL departments (Cardiovascular Science, Epidemiology & Health Care, Global Health, Clinical Trials & Methodology, and Health Informatics) occurs at Faculty EDI steering group meetings. We also

actively share best practices at the UCL 50:50 Gender Equality Group and national ASWAN events (e.g. British Ecological Society, December 2015; a presentation at Cambridge University, March 2016; and our own Signalling Cygnets event, October 2016). We featured in the 2014 Medical Schools ASWAN newsletter.

*"Our self-assessment team benefited greatly from ICH beacon activities. ICH kindly allowed me to sit in on one of their SAT meetings early on, where I picked up a number of useful instances of good practice on issues ranging from data presentation to detailed analyses, as well as a run-down of current ideas about positive actions. It was also instructive to see how the SAT had organized itself into smaller teams when preparing its Gold application, which we ended up emulating. I also had a productive one-on-one advice session with ICH's lead, and the one-day conference they organized was a fabulous opportunity to grapple with various SWAN issues as well as to network with other Athena SWAN leads both within and external to UCL." UCL Dept. of Medicine SWAN lead.*

**7. Consultation with non-university organisations.** The ASG has stimulated discussion of equality issues with two multinational legal firms, several pharmaceutical companies, the European Research Council and the Royal College of Paediatrics and Child Health (RCPCH). We aimed to evaluate attitudes to gender and equality issues in diverse professional environments in the UK, as a means of taking a broad, all-encompassing approach to the development of ICH's own ASWAN planning. It also enabled us to disseminate good gender-related working practices to a wider audience, including communication on gender equality issues via Twitter.

b) Plans for the future of the self assessment team, such as how often the team will continue to meet and how the department will deal with the turnover of team members, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The ASG will continue to meet at least bimonthly, escalating to monthly meetings 12 months prior to the next ASWAN application. Membership will continue to rotate to allow dissemination of good practices throughout ICH, and the ASWAN lead(s) will be replaced through a formal application process. Annual ICH staff surveys and other data gathering exercises (as above) will assess the success of the ASWAN action plans. The ASG lead will continue to report to IMT at least quarterly since the Director recognises that management support of the plan is vital to its success.

*(996 words for Section 2)*

### 3. A picture of the department: maximum 2000 words

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

Summary: ICH is a large department of UCL and 40% of our 67 Professors are female

ICH together with Great Ormond Street Hospital (GOSH) forms the largest centre for paediatric research in Europe and one of the largest worldwide. Currently, ICH has 573 staff (69%F) (116 academic (50%F), 312 research (71%F), 95 professional services (89%F), 50 NHS related/technical staff (73%F)) and 362 postgraduate students (75%F). We train researchers and clinicians from all over the world who value our scientific and clinical expertise and our stimulating academic environment. We host one of eleven NIHR Biomedical Research Centres (BRCs), and are the only BRC devoted to children's health. GOSH/ICH hosts 19 Highly Specialised Services, and provides a unique environment to conduct clinical research in children. In 2015, we were the only academic institution in Europe to be awarded three Horizon 2020 grants as co-ordinating institution (these grants require applicants to articulate and consider the gender dimension of their research).

We are a large UCL department, with a staff size approaching that of some faculties. Our workforce faces considerable challenges: we are situated in central London, an expensive place to live. Most staff cannot walk, cycle or drive to work, with or without their children, and must commute on public transport. Moreover, childcare in London is much more expensive than elsewhere. Since our workforce is already largely female, especially our junior members of staff, these particular challenges mean that delivery on ASWAN principles is of the utmost importance for the further development of our organisation and recruitment and retention of talented people.

In 2013, Professor Rosalind Smyth, our first female Director, led the development of a new academic strategy including organisational restructuring into 5 academic programmes (**Figure 3.1**). She appointed three Deputy Directors (2F:1M) and each programme has its own head and deputy (4F:6M). The Institute Management Team (IMT) consists of the Director, Programme heads, Institute Manager and the CEO of GOSH (5F:6M). All leadership positions are appointed following open competitive application, and women are actively encouraged to apply at levels where they are underrepresented. All members of IMT have an EDI objective as part of their personal development plan.

ICH submitted 140 staff members (all eligible staff, i.e. 100% return) to REF2014, contributing to two Units of Assessment: Clinical Medicine and Public Health, Health Services & Primary Care. For Clinical Medicine, ICH was specifically commended in the REF2014 Output sections (the only UCL department to be especially mentioned) and submitted the greatest number of 4\* Impact statements for UCL. 44% of submitted ICH staff were female, compared to 38% of 111 staff submitted to RAE2008, demonstrating **a considerable increase in the % of eligible female staff (Table 3.1)**. The REF2014 submission included all eligible Early Career Researchers (ECRs), attesting to their high quality publications and independent research role. Overall, a similar proportion of ECR submitted staff were female (11%) and male (10%). *However, a markedly higher proportion of females than males submitted to REF2014 were ECR (24% vs 18%). This indicates a greater proportion of promising future investigators amongst ICH's female than male research*

workforce, which we believe is due in part to our successful preceding ASWAN initiatives. We will continue to work towards gender parity in our ECR REF submissions.

(523)

**Table 3.1 REF2014 - gender breakdown of staff returned by GOS ICH, compared with RAE2008**

	No. staff submitted	% of total staff submitted	No. staff ECR *	% of total staff ECR	% ECR for this gender
<b>Male</b>	78 (69**)	55.7% (62.2%)	14	10.0%	17.9%
<b>Female</b>	62 (42)	44.3% (37.8%)	15	10.7%	24.2%
<b>Total</b>	140 (111)		29		

Key: \* ECR = Early Career Researcher designation (only used in REF2014); \*\* Values in parentheses are figures from RAE2008

**As a result of mentorship and internal promotion, the gender balance of our Professoriate is now 50% female (non-clinical) and 33% female (clinical) (40% female overall).** National comparative data in paediatrics (RCPCH Workforce Census 2013) show that 17/72 (23.6%) clinical professors of child health are female (including 12 women based in ICH). **Importantly, we have 6% female BME and 12% male BME professors – far higher than the 1.8%F, 6.7%M BME professors in the UK overall (HESA2015).** Our clinical male and female professors now have pay parity while our non-clinical female professors have higher salaries (**Table 3.2**), due to greater seniority than male non-clinical professors. We are working to mentor and support individuals in this group to achieve more senior positions in UCL. (122)

**Table 3.2 Professorial pay at GOS ICH**

	Clinical Male	Clinical Female	Non-clinical Male	Non-clinical Female
Median	£96,819	£96,819	£66,125	£81,727
Mean	£96,414	£96,595	£67,011	£81,525

Gold Action:

<b>G4.6</b>	Ensure parity of pay
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# ACADEMIC STRATEGY 2014-2019

**UCL Institute of Child Health**

Director Prof Rosalind Smyth	Deputy Director (Partnerships & Partnerships) Prof Catherine Law	Deputy Director (Education) Prof Christine Kinnon	Deputy Director (NHS Engagement) Prof David Goldblatt	Institute Manager Ms Wendy Knowles

<p><b>Developmental Biology and Cancer</b></p> <p>Head of Programme: Prof Andrew Copp</p> <p>Deputy Head of Programme: Prof John Anderson</p>	<p><b>Developmental Neurosciences</b></p> <p>Head of Programme: Prof Francesco Muntoni</p> <p>Deputy Head of Programme: Prof Helen Cross</p>
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<p><b>Genetics and Genomic Medicine</b></p> <p>Head of Programme: Prof Paul Gissen</p> <p>Deputy Head of Programme: Prof Maria Bitner-Glindzic</p>	<p><b>Rare Diseases</b></p> <p>Theme Lead: Prof Bobby Gaspar</p>	<p><b>Infection, Immunity, Inflammation and Physiological Medicine</b></p> <p>Head of Programme: Prof Adrian Thrasher</p> <p>Deputy Head of Programme: Prof Lucy Wedderburn</p>
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<p><b>Population, Policy and Practice</b></p> <p>Head of Programme: Prof Monica Lakhanpaul</p> <p>Deputy Head of Programme: Prof Russell Viner</p>	<p><b>Education</b></p> <p>Co-Director Education (Clinical Academic Training) Prof Paul Brogan</p> <p>Departmental Graduate Tutor (Research) Dr Helen Bedford</p> <p>Departmental Graduate Tutor (Research) Dr Andrew Stoker</p>
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Improving lives through excellent child health research and teaching

Great Ormond Street Hospital for Children  
NHS Foundation Trust

Figure 3.1 Senior leaders at ICH displayed in the front reception of the building

b) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

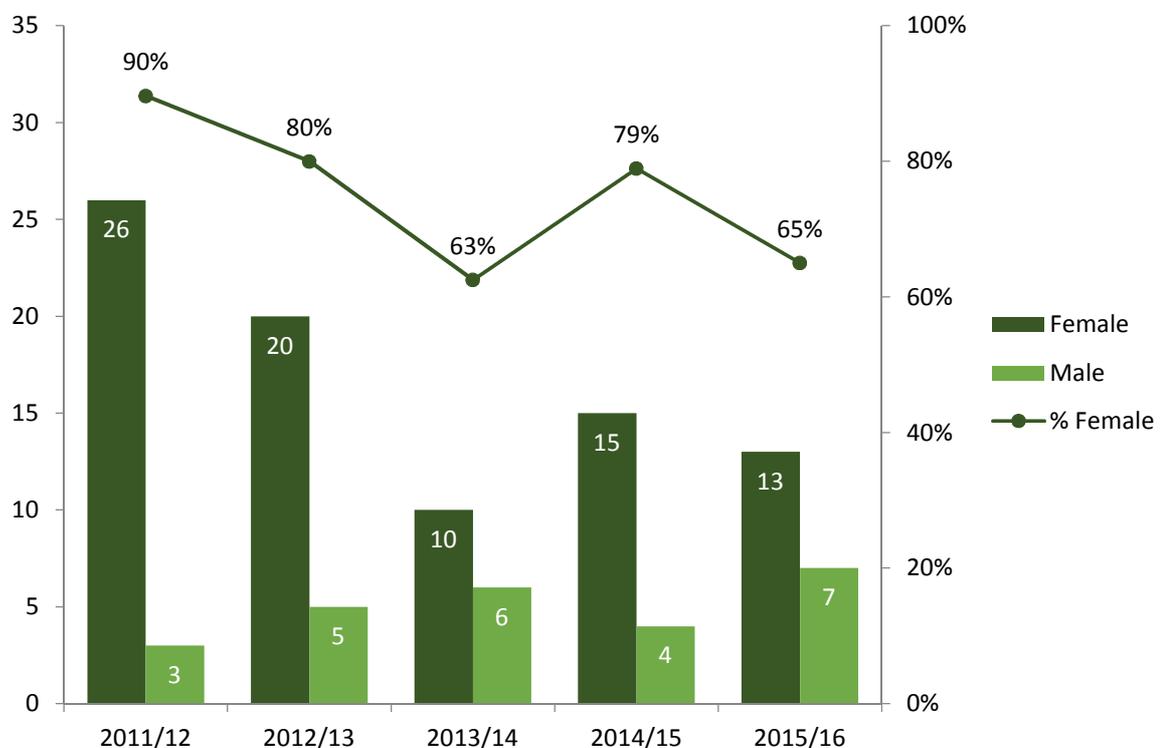
**Student data**

ICH has responsibility for the paediatric component of the UCL undergraduate (UG) medical curriculum. We offer postgraduate (PG) programmes and short courses on transferable skills and professional development. We currently have 192 PG taught (PGT) course students (82% female), and 170 PG research (PGR) students (67% female). For comparison, in medical and biological sciences departments, on average 65% of full-time PG (taught and research) students in UK HEIs were female (HESA2015). (71)

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

ICH provides work experience for sixth formers (1-2 weeks) and also runs a Summer Research Studentship Scheme, offering 8-week placements for 2<sup>nd</sup>/3<sup>rd</sup> year undergraduates. Since 2011, summer students have been ~87% female, although we encourage males and females to apply. As a mainly postgraduate institution, ICH does not offer access/foundation courses. (51)

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

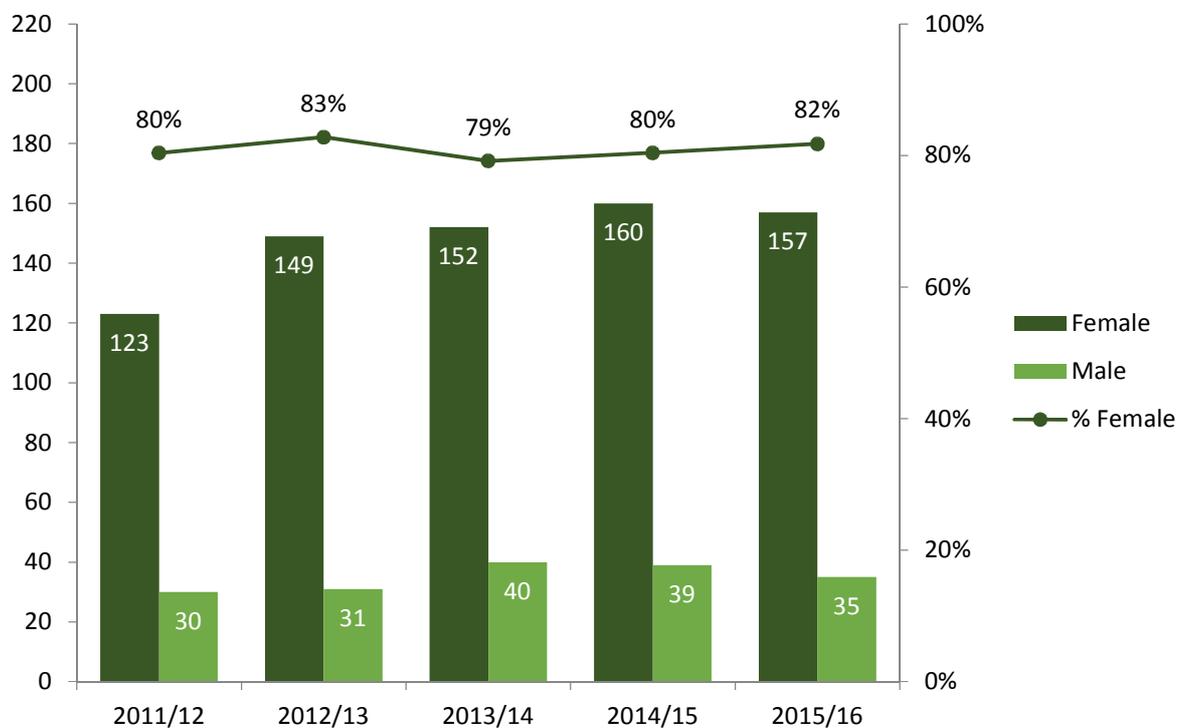


**Figure 3.2 Undergraduate students at ICH 2011-16**

ICH does not offer standalone UG degree courses. All ICH UG students are UCL Medical students undertaking intercalated BScs (iBScs). Since 2011 we have averaged 22 UG students (**Figure 3.2**), a typical gender ratio for medical sciences (HESA2015 medicine and dentistry subjects, JACS group A; 56% female undergraduate). We attract a higher proportion of female students compared to the whole UCL MBBS cohort (55% female), reflecting the attractiveness of paediatrics to female students. However our Outreach activities (Section 4) have started to balance the gender ratio at the beginning of our pipeline, from 90% female in 2011/12 to 65% currently (**Action G3.2F**). No UG students opted to study part-time. (109)

<b>G3.2F</b>	Increase underrepresented students in UG and PG student body
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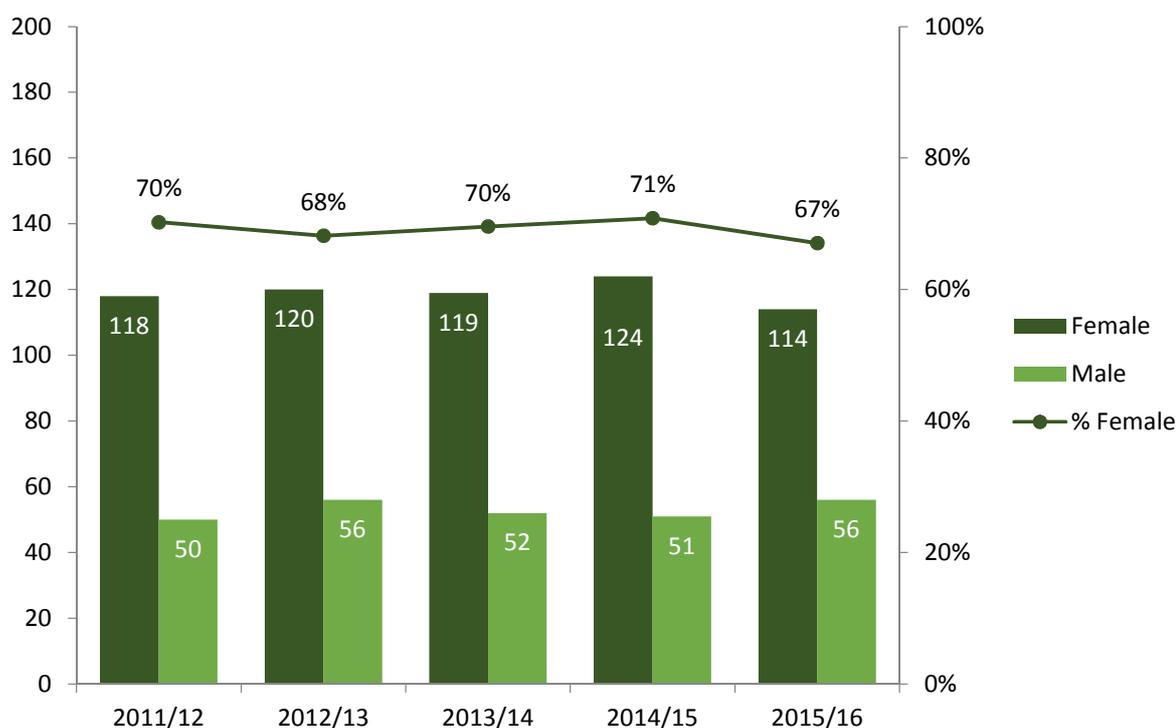
(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture in the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



**Figure 3.3 Students on postgraduate taught (PGT) courses at ICH 2011-2016**

Many of our PGT students have established careers, mostly in female-dominated professions (physiotherapy, paediatrics, nursing, psychology, and child and adolescent mental health). **Figure 3.3** demonstrates the continued attractiveness of these courses to women. Students usually take a modular and flexible (part-time) route to fit around full-time work. Students on these pathways have a longer time to complete, benefitting those balancing medical careers, family and other commitments. During 2011-16 ~80% of students were female, compared to HESA2015 data (66% female postgraduate students in clinically-related subjects and biological sciences, JACS groups A-C, excluding nursing). (92)

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



**Figure 3.4 Postgraduate research (PGR) degree students at ICH 2011-16**

During 2011-16, an average of ~172 PGR students/year studied full-time (~60%) or part-time (~40%; current registered part-time students 65F:38M). The proportion of female PGR students has remained constant at ~70% (**Figure 3.4**), representing 11% more females than the national average of PhD students in clinically-related subjects and biological sciences (HESA2015 JACS groups A-C, excluding nursing; 59% female). At our annual Open Day, PGR students present 70-80 posters that reflect the gender balance of the cohort. Visiting BSc/MSc students, who are interested in pursuing research degrees, will clearly see that students of all genders are fully engaged in a wide range of research subjects (**Action S3.1A**). The PGR tutor support team contains five members (3M:2F) representing our five ICH Programmes.

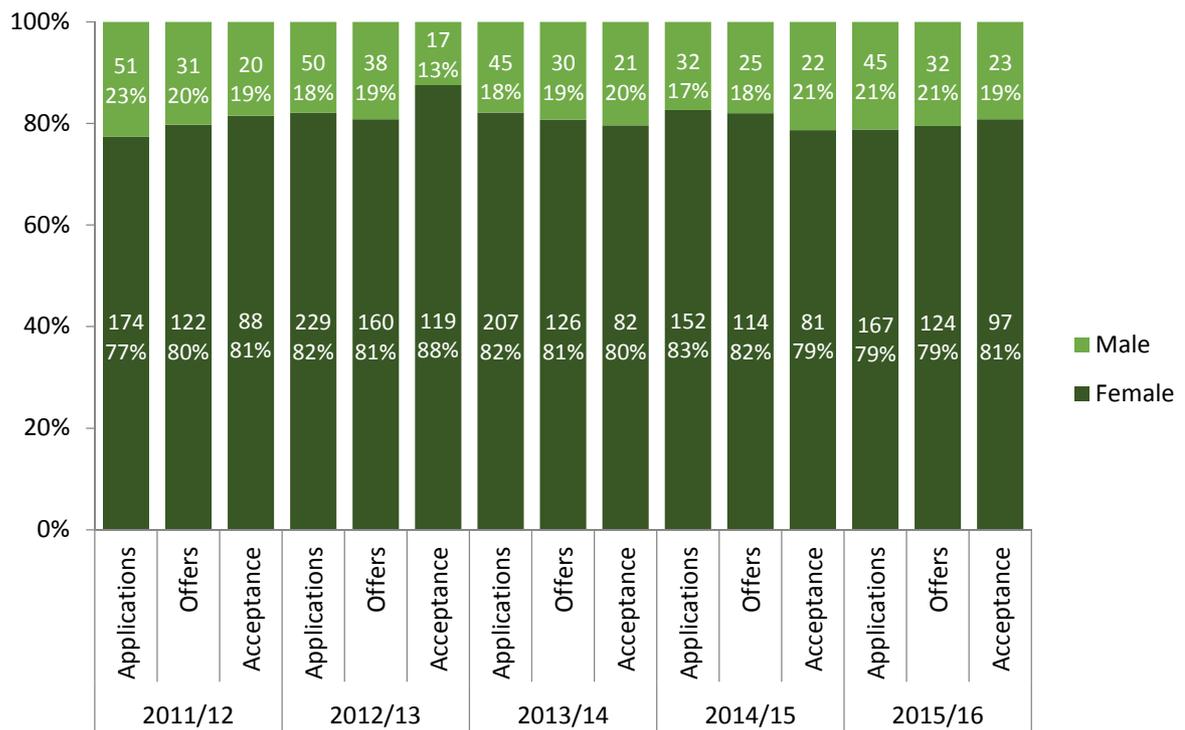
*I was impressed by the large amount of female scientists at the ICH. This is definitely a contrast to my previous lab within UCL which was predominantly male. J, new female PhD student*

The high percentage of female PGT and PGR students at ICH reflects that our focus on child health is particularly attractive to female students. We will examine this issue in the Gold Actions, as we believe that child health research should be equally attractive to all genders (**Action G3.2F**). (168)

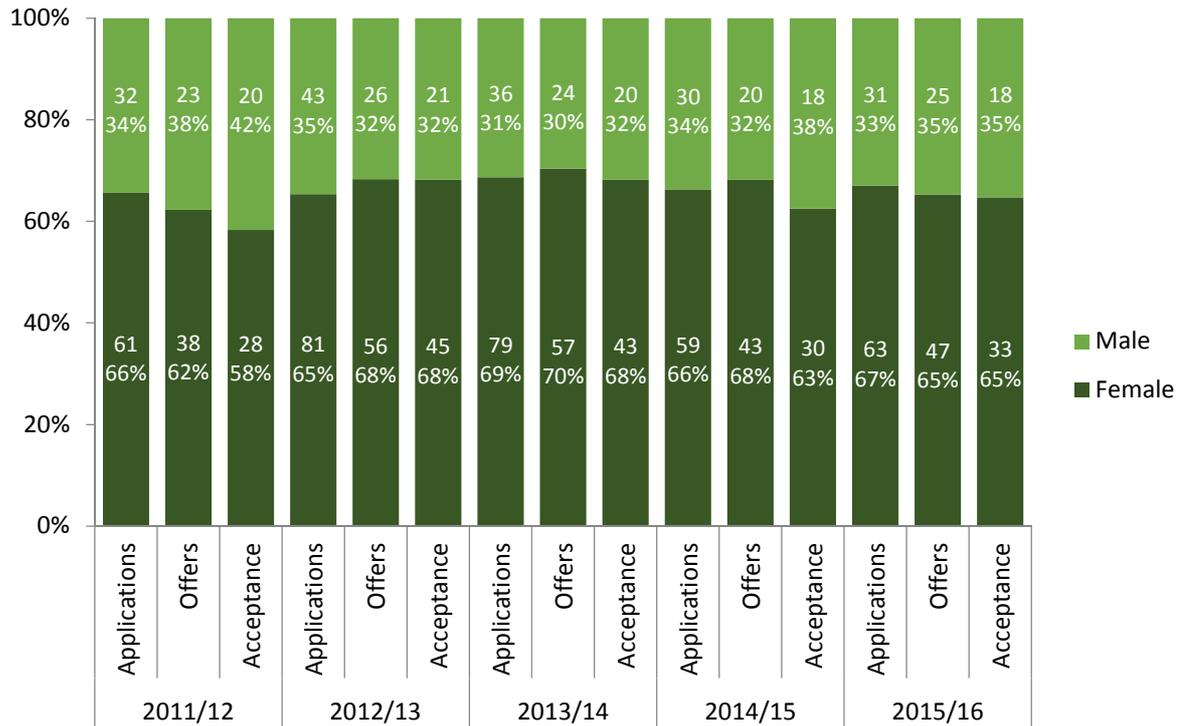
(v) **Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the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

**UG:** All iBSc students on UCL MBBS courses choosing ICH are offered places.

**PGT:** Our programmes have very high female applicant numbers (77-83% over the past 5 years; **Figure 3.5**) with similar proportions being offered, and accepting, places. (56) We will undertake outreach activities to attempt to balance the gender ratio at this level (**Action G3.2F**). (56)



**Figure 3.5 Applications to postgraduate taught programmes at ICH 2012-16**

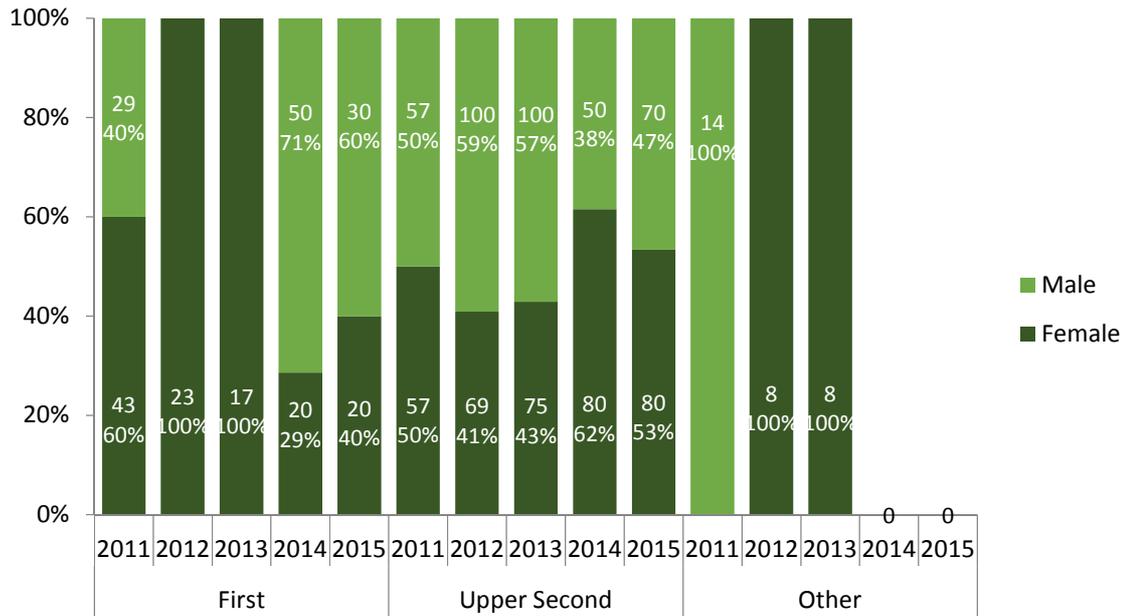


**Figure 3.6 Applications for postgraduate research degrees at ICH 2012-2016**

**PGR:** In the last 5 years students appointed were 179F:97M. The ratio of female applicants, offers and acceptances is 65% female (**Figure 3.6**). Fewer women apply for PGR degrees than PGT courses (~75-80%), reflecting a national trend of 59% PGR compared to 66% female PGT in clinically-related subjects and biological sciences (HESA2015 JACS groups A-C, excluding nursing). ICH has a Child Health PhD Studentship programme which appoints 6-8 students per annum through a nationally competitive process. The ICH interview panel (4F:3M) includes a female 3<sup>rd</sup> year PhD student. (88)

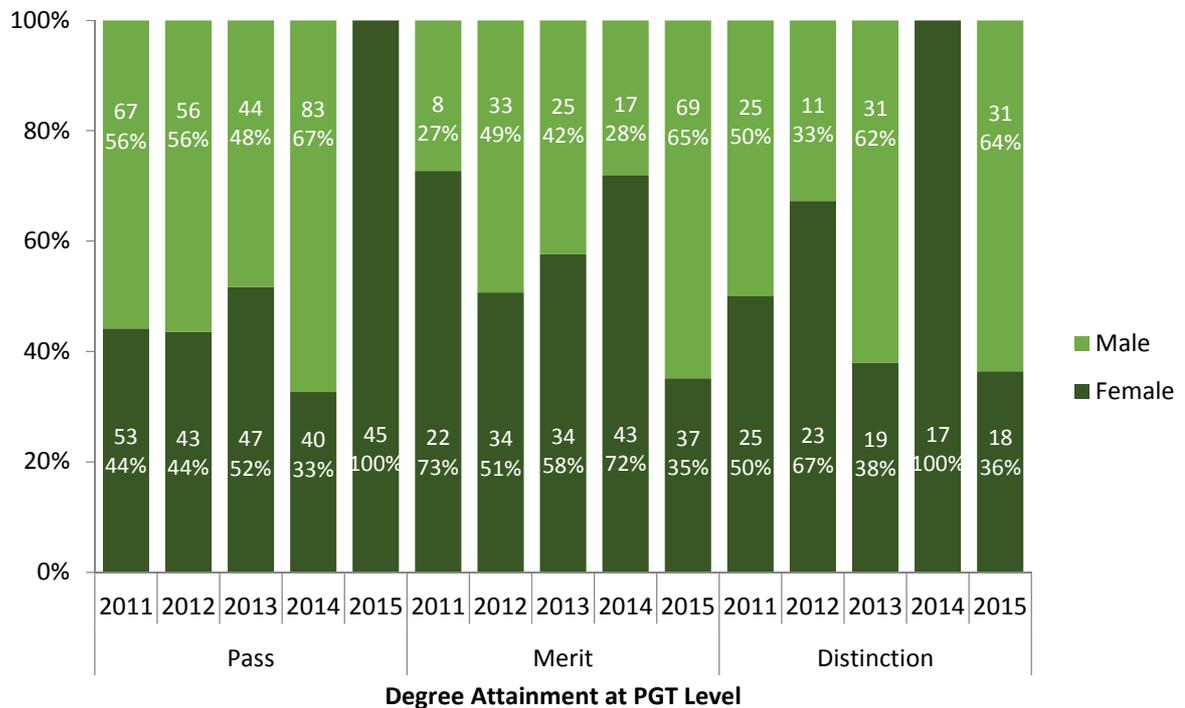
(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action is being taken to address any imbalance.

**UG:** Since 2011, 67 women and 30 men were awarded degrees at ICH (**Figure 3.7**). Degree classifications within our iBSc programmes reveal equivalent female and male attainment; 65% of first class and 70% upper second class degrees going to female students since 2011, reflecting our intake ratio. (47)



**Figure 3.7 Undergraduate attainment level by gender**

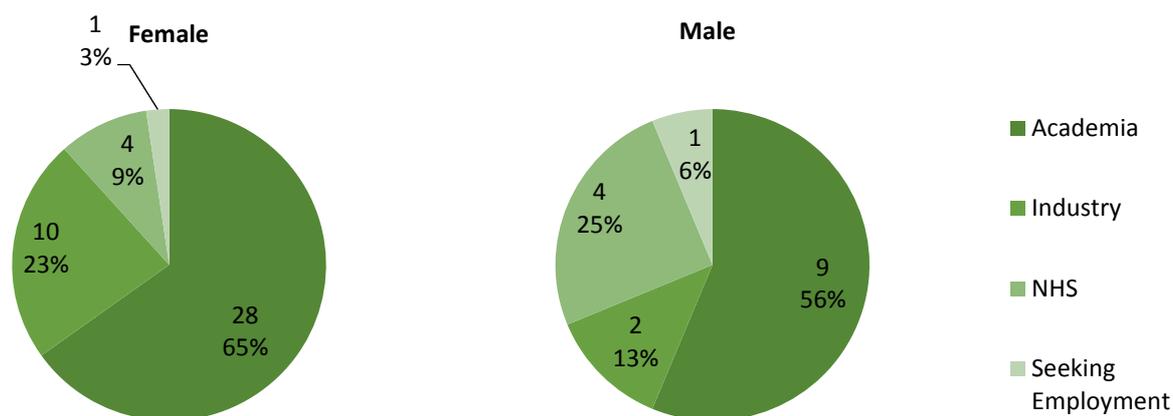
**PGT:** During 2011-2015, 232 women and 65 men were awarded degrees and their attainment figures broadly reflect our % intake of female students. 77% of students obtaining distinction and 79% awarded merit were female; the intake was 78% female (**Figure 3.8**). (41)



**Figure 3.8 Degree attainment of PGT students**

**PGR:** Degree classification is not applicable to PhD degrees. However, the average time to thesis submission was very similar during 2011-15 (3.5:3.4 years, M:F). Only ten de-registrations occurred during this period (6F:4M). Thus, there is no significant gender bias in attainment.

We continue to examine first destinations of graduates, comparing gender balance of those remaining in academia or entering other professional career tracks. 65% of female and 56% of male PhD students graduating since 2011 achieved research positions (**Figure 3.9**). We consider that this reflects our supportive and inclusive working culture resulting in both male and female students continuing within academia. Between 10-13% of students move into other, excellent non-academic posts, largely industry-based. (113)



**Figure 3.9 Next career destination for students awarded their PhDs**  
(September 2013 - September 2015)

<b>G3.2A</b>	All PhD cohort mentoring schemes
<b>G3.2C</b>	Work shadowing scheme for MSc students
<b>G3.2D-E</b>	Encourage more PGT students to undertake Research degrees

#### Staff data

(i) **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.

Gender ratios of academic and research staff (**Table 3.3**) are captured in the pipeline (**Figure 3.10**) and the snapshots (**Figures 3.11-12**) which illustrate our **Key Transition Points** for women’s career progression. The higher proportion of F:M in our PGT and PGR student cohorts is mirrored by similar ratios in our RA and Researcher staff groups, suggesting that appointment to junior research positions is an unbiased process at ICH. At Lecturer and Senior Lecturer level the F:M

gender ratio was 65% in 2015. While this demonstrates attrition of females compared to more junior staff grades it is noticeable that the trend from 2012 has been towards increasing female representation. There is a further decrease in the ratio of females at Reader level, followed by an increase at Professor level where 50% of non-clinical and 33% of clinical professors are female.

**This is strong evidence that our Silver action plan (Actions S2.6, S3.4 and S3.5) towards enhancing female representation throughout the academic career pipeline has been effective.** It is easier to see the positive effects of our actions in the more junior cohorts as this group demonstrates greater staff turnover than higher staff grades (**Figures 3.14**) so that change will be apparent earlier. (201)

**Table 3.3 Athena SWAN data categories**

Research Assistant	May include part-time PhD students working as RAs part-time
Researcher	Postdoctoral Researchers
Lecturer	Lecturers, Senior Researchers, Teaching Fellows
Senior Lecturer	Senior Lecturers, Principal Researchers, Principal Teaching Fellows
Reader	Reader
Professor	Professor, Professorial Researchers

There is still relative under-representation of women at higher levels, but our **Silver Actions S2.6A-B** and **3.5A-D** and support for promotion (Section 4)ii) have led to improvement. The decrease in female Readers from 2012-2015 is matched by the increase in number of female Professors, attesting to the efficacy of our actions on senior promotion. Our Gold actions described below will enhance the research funding of our junior female principal investigators (PIs) (Lecturer, Senior Lecturer) who already outnumber their male counterparts (**Figure 3.10**) and in time will feed through into greater promotion success for females to Reader/Professor. (96)

<b>G3.5</b>	Support promotion of women through all the grades from Fellow to Professor
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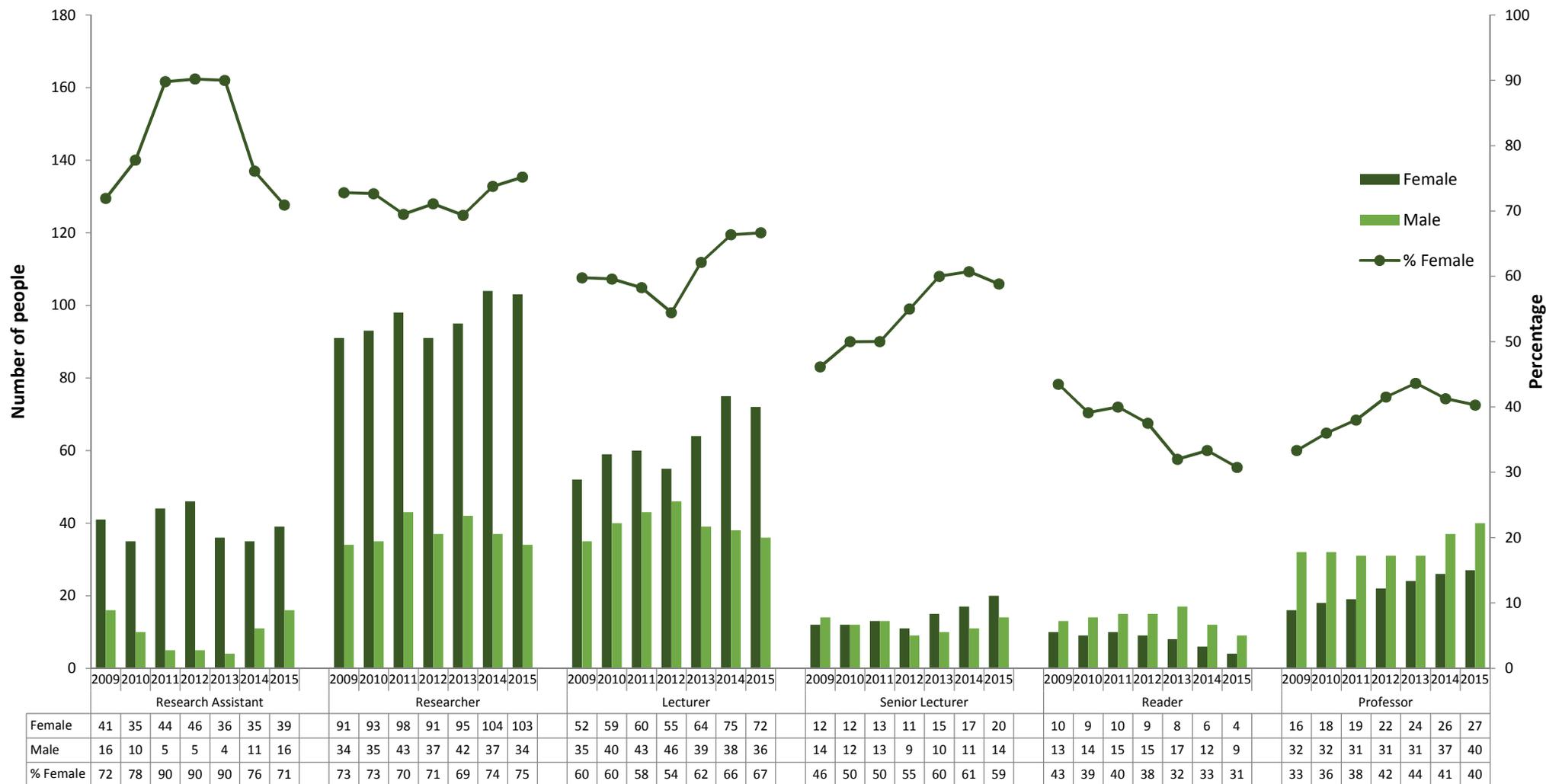
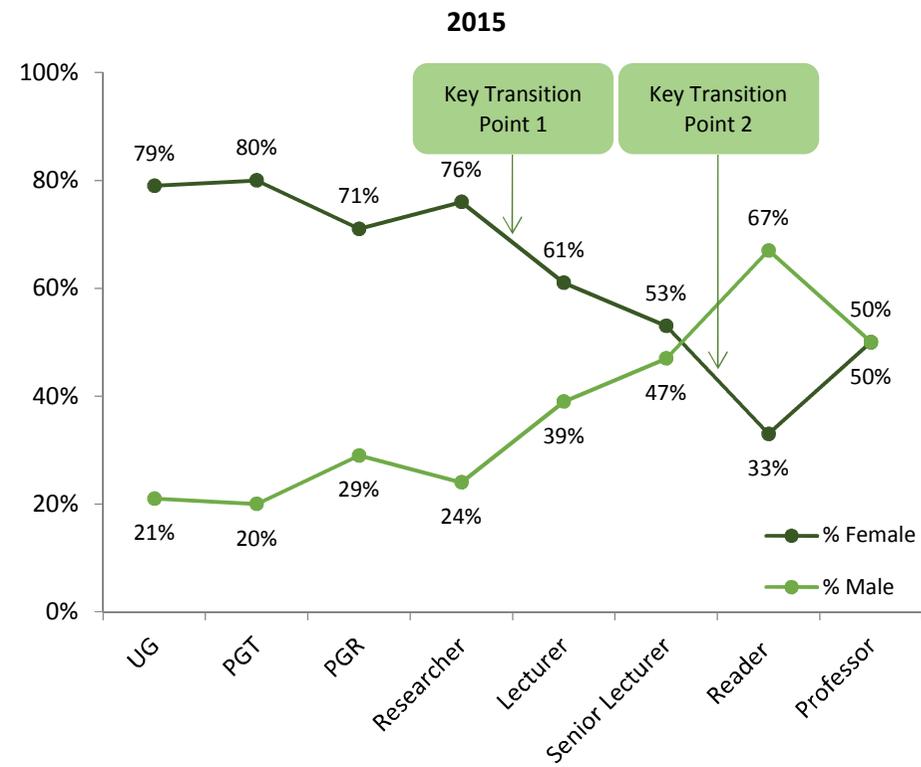
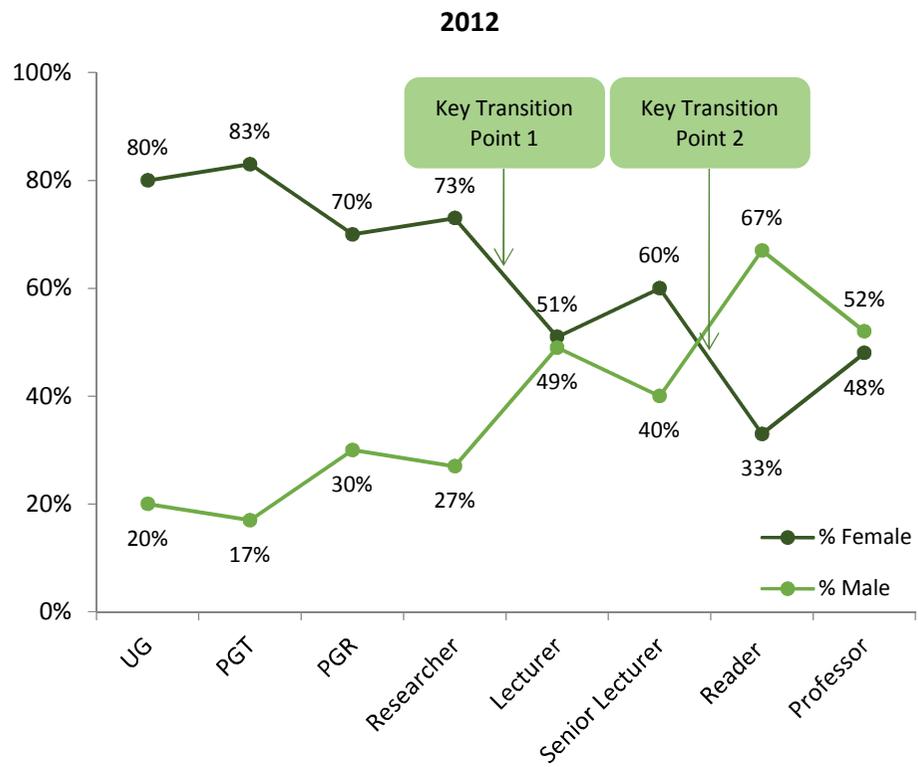
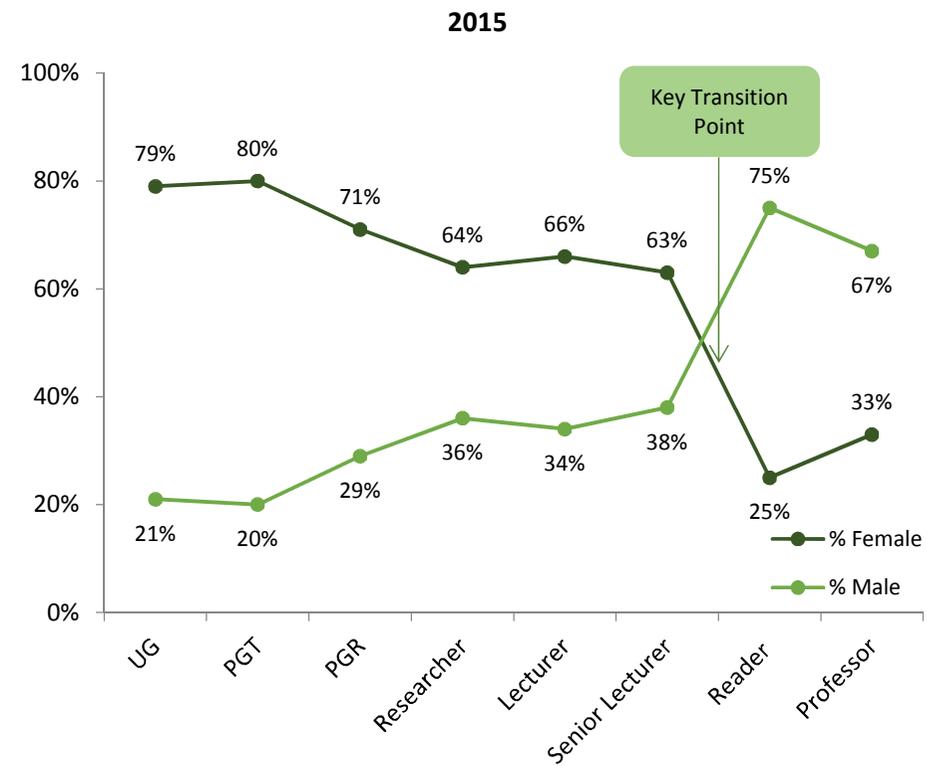
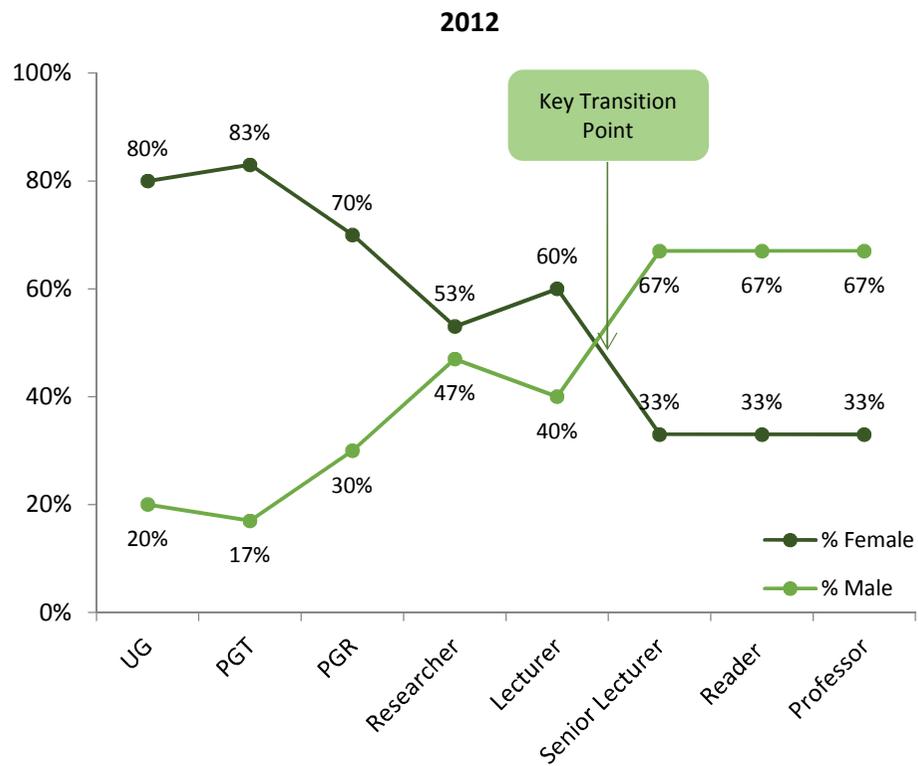


Figure 3.10 Female:male ratio of academic and research staff at ICH from 2009 to 2015



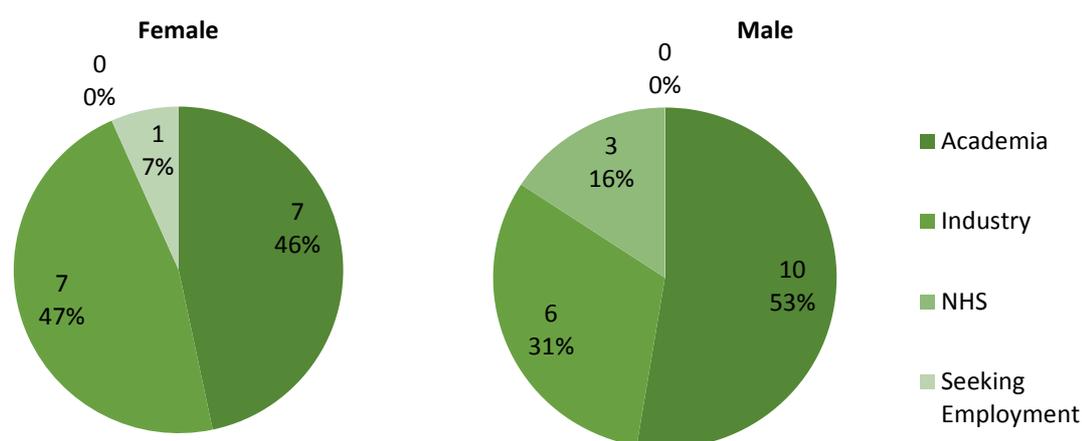
**Figure 3.11 Snapshot of the Non-Clinical Academic Pipeline in 2012 and 2015**



**Figure 3.12 Snapshot of the Clinical Academic Pipeline in 2012 and 2015**

Our strategy is to support the momentum towards gender balance at more senior staff levels. Strategic investment in tenured posts at lecturer level is key to promoting career progression, since **we recognise that transition to permanent Lectureship posts is our major point of female attrition (Key Transition Point 1)**. The Director has invested in Lecturer posts across all our programmes, subject to open national competition and with strong encouragement of female applicants (**Action S3.4D**). Since 2014, we have appointed or had business cases approved for eight new non-clinical lectureships, despite the challenging economic climate.

Equally important is our strategy for enhancing academic and non-academic career prospects for our postdoctoral fellows (Researchers) when they finish their grant-funded fellowships (**Figure 3.11**). Only a small number of these fellows can be accommodated in lecturer positions at ICH; the majority need to pursue their careers elsewhere. To enhance their success in this crucial transition, we propose to: (i) monitor via appraisal and exit interviews the degree and quality of mentorship and career advice that postdoctoral fellows receive prior to leaving (**Action G3.1A**), and (ii) gather data from supervisors and the ECRs themselves on their career destinations on leaving ICH annually for 2 years after departure (to ensure that the data accurately captures final next destination posts, which may take many months to obtain). (219)



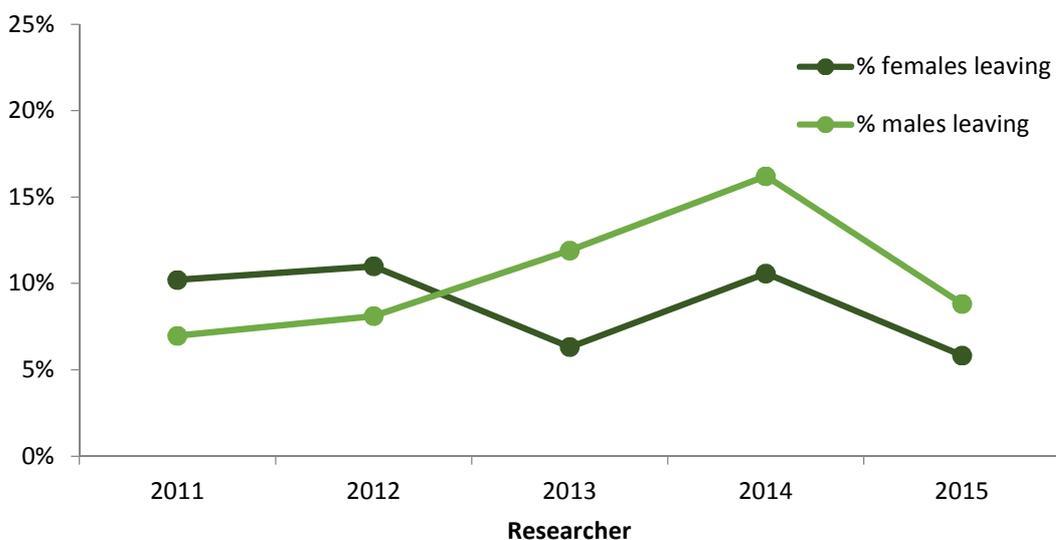
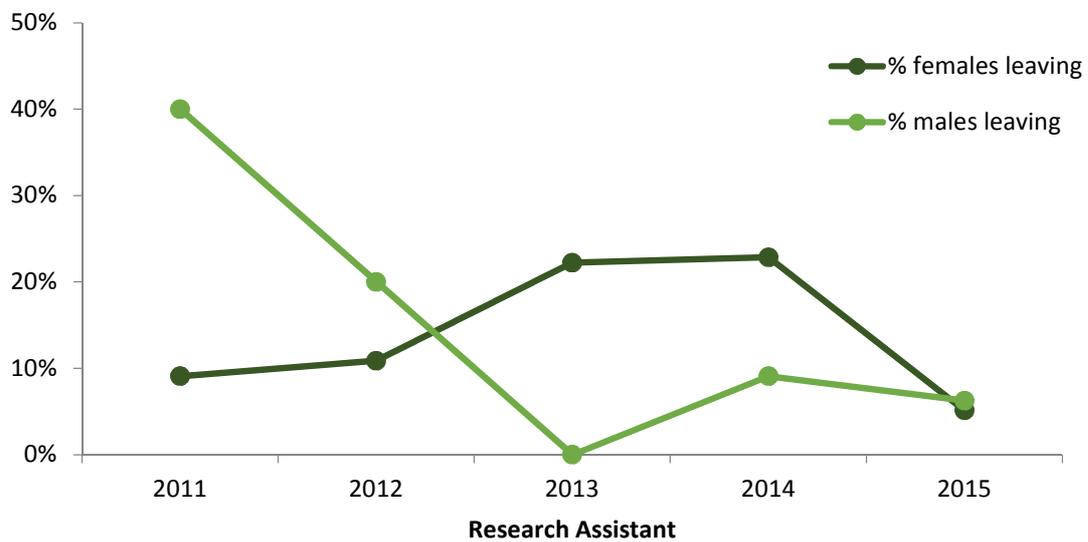
**Figure 3.13 Next career destination for sample of postdoctoral researchers (2011-2016)**

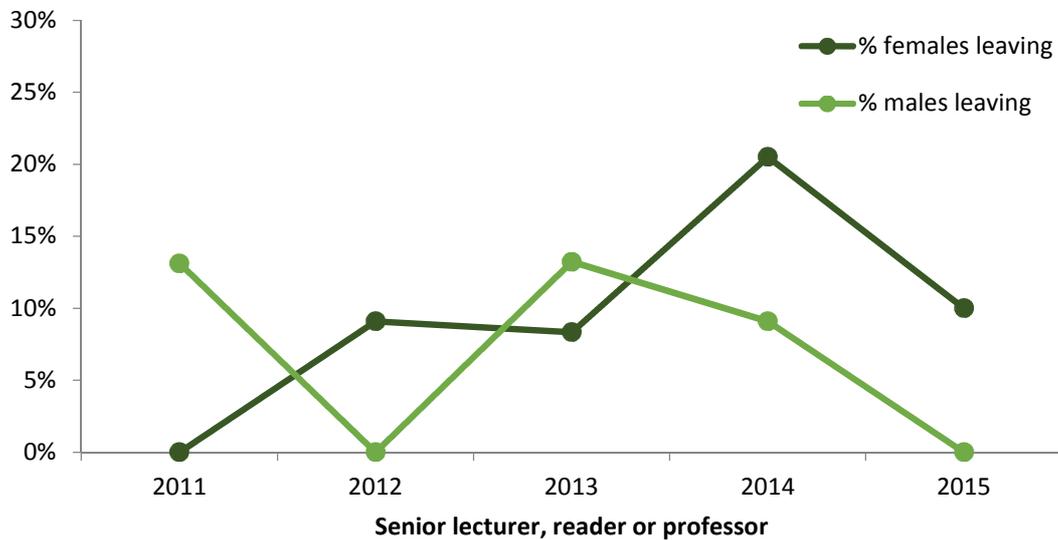
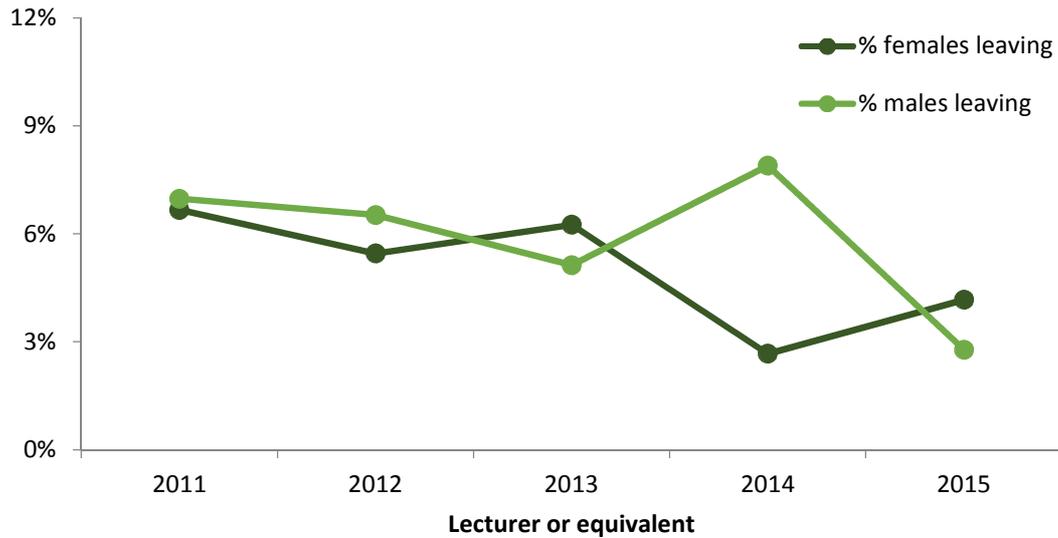
Gold Actions:

<b>G2.3</b>	Appraisal compliance: 100% completion of high-quality appraisals
<b>G3.1A</b>	Promote an academic career path to junior female researchers & encourage women to aim high in an academic career- analyse exit data by gender
<b>G3.4</b>	Improve support for transition from Post-Doctoral researcher to Lecturer/ Fellowship holder
<b>G3.4D</b>	Create new lectureship posts

(ii) **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.

At RA and Researcher levels, funding is usually limited to 2-3 years (project grants) or 5 years (programme grants). End of Contract meetings held 4 months before the provisional termination date explore possibilities for extension/progression/redeployment. Turnover by grade according to gender (2011-2015) is shown in **Figure 3.14**. No clear gender-specific or other trends are obvious, other than higher turnover rates for RAs compared to more senior grades, in keeping with the usually shorter contract lengths. Turnover rates are surprisingly low for Researchers (5-15%) suggesting that this is a relatively stable workforce, and arguing even more strongly for innovative career progression options for this group.





**Figure 3.14 Staff turnover by grade and gender, 2011-2015**

At higher grades, turnover is very low (**Figure 3.14**). We consider that the stable workforce within senior positions reflects our supportive working environment. Turnover of senior staff was either due to retirement or to career progression, with 5 Professors and 3 Senior Lecturers/Readers becoming Professor at other institutions since 2011.

Gold Actions:

<b>G2.1</b>	Increase individual staff support – develop local mentoring and promote BMEntor
<b>G3.5A-B</b>	Support promotion of all women – promotions workshop for GOSH employees, publicise promotion workshops in GOSH

*(2151 for Section 3 – 151 additional words used from extra 1000 word allowance)*

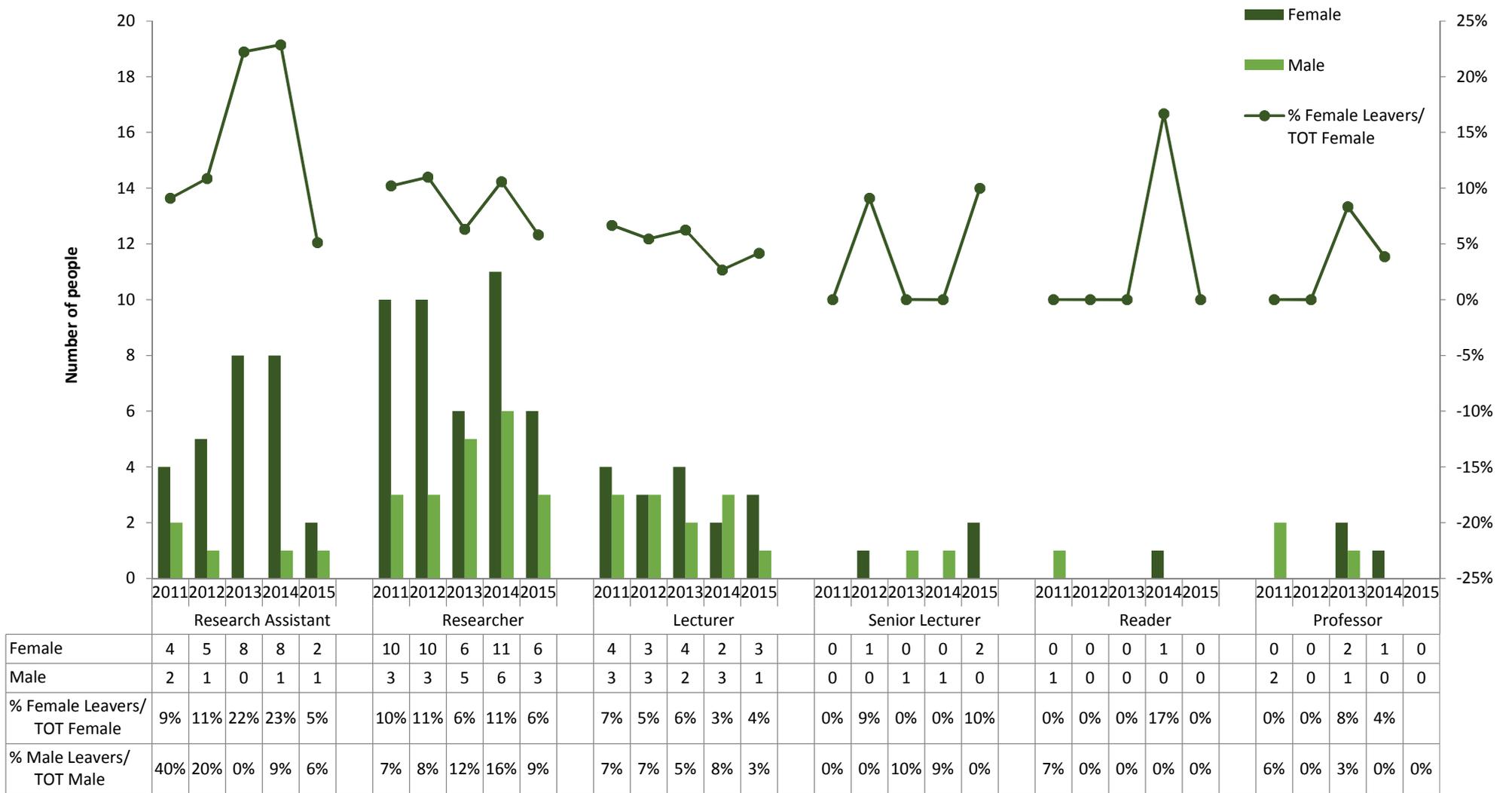


Figure 3.15 Staff turnover by grade and gender, 2011-2015 (raw numbers)

#### 4. Supporting and advancing women's careers: maximum 5000 words

##### Key career transition points

a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

(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.

Summary: Supporting staff at Key Transition Point 1 - We have increased the number of female Lecturers

From 2011-2015 the majority of applicants, interviewees and appointees at **Researcher level** were female: 67-70% of applicants (RA) and 57-61% (Researchers) (**Figures 4.1a-b**), reflecting national gender balance of researchers in biological sciences.

Silver actions (**S1.1A-C, S1.2A-C, S3.4D** and **S3.5E**) have improved gender balance at **Lecturer level and above** (**Figures 4.1c-d**). In 2011-2012, there were fewer female than male applicants; in 2013-2014, there were more female than male applicants; and in 2015, numbers were equal. In 2011, 50% of appointees were female, but subsequently there were more female appointees.

Data for recruitment to **Senior Lecturer, Reader and Professor** are pooled, as numbers are low. From 2011-2015 there were fewer female than male applicants, which is reflected in the success rate (**Figure 4.1d**).

(ii) **Applications for promotion and success rates by gender and grade** – comment on where these differ, whether these have improved and say what further 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.

Summary: Modified appraisals, promotion workshops and feedback to applicants have led to an increase in females being promoted to senior positions

**We aim for transparency in promotion.** Promotion criteria, processes, and timelines are published online; the Director emails all staff with details of ICH internal procedures and deadlines. Our suite of activities to support promotion (**Figure 4.2**), and the impact of our Silver Action Plan have produced high success rates; since 2013 almost all applications for Reader and Professor supported by ICH were successful (**Figures 4.3a-c** and **Table 4.1**). The percentage of females promoted to Senior Lecturer, Reader and Professor has visibly increased compared to previous years (**Figures 4.3a-c**). In 2015-2016, 75% of staff promoted at all grades were female (**Figure 4.3a**).

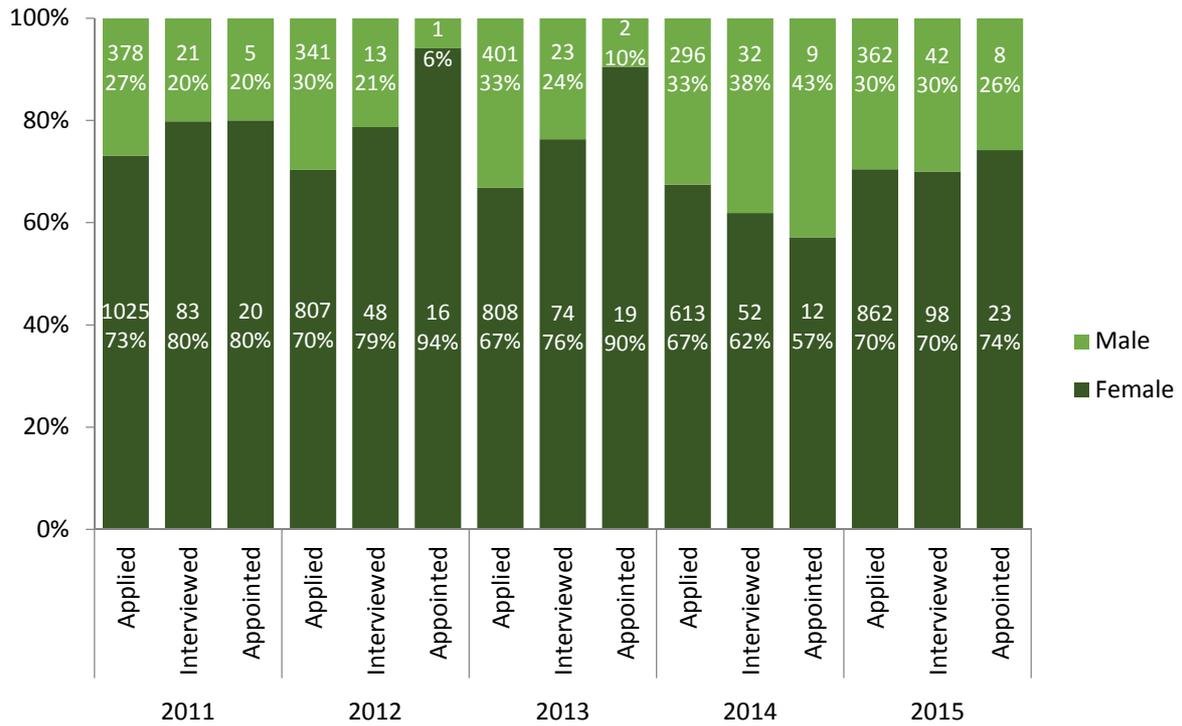


Figure 4.1a Recruitment: Research Assistants

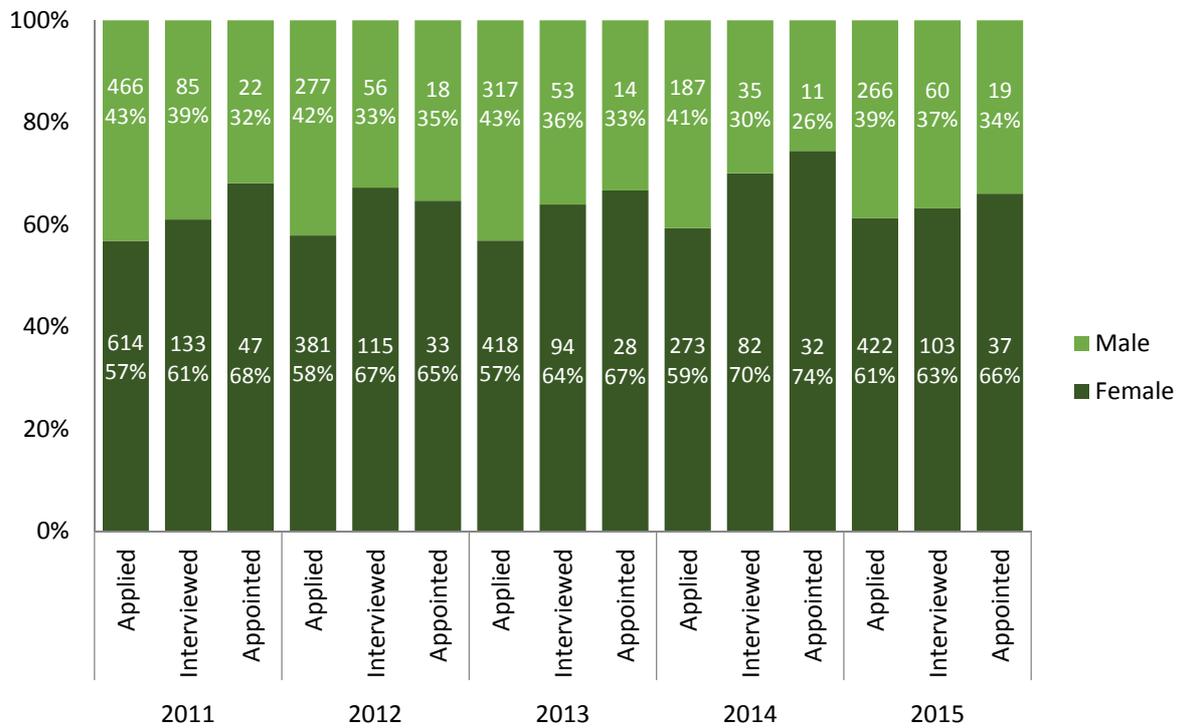


Figure 4.1b Recruitment: Researchers

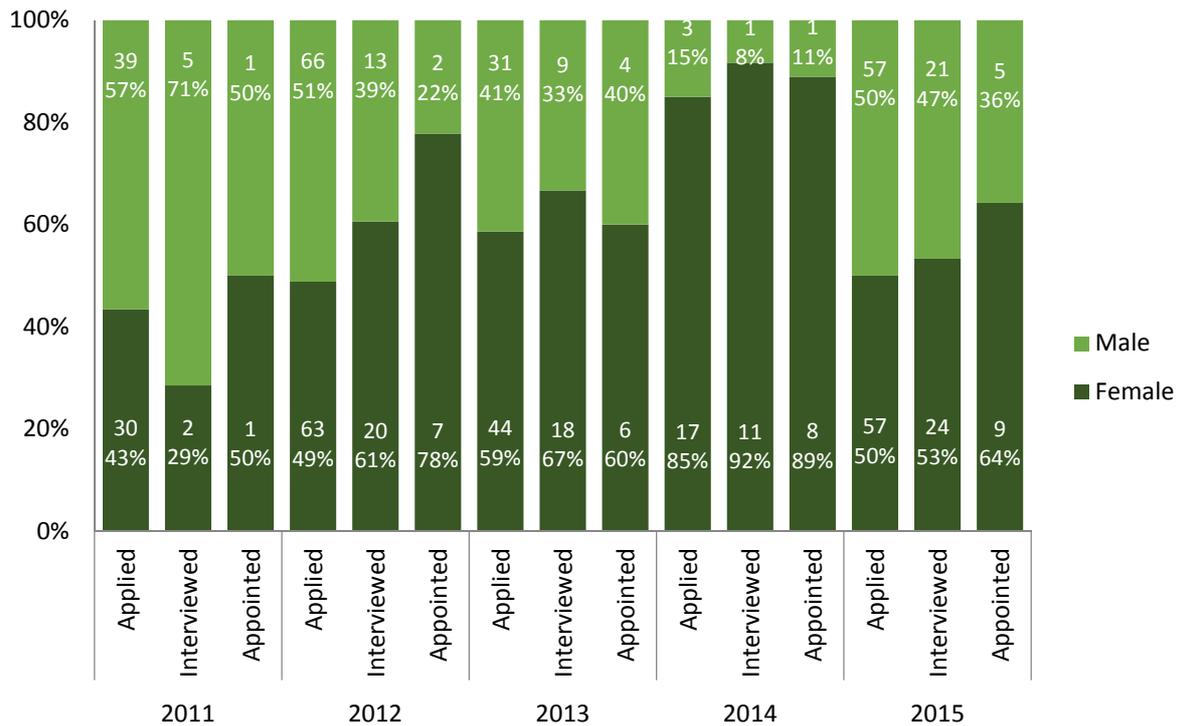


Figure 4.1c Recruitment: Lecturers or Equivalent Grade

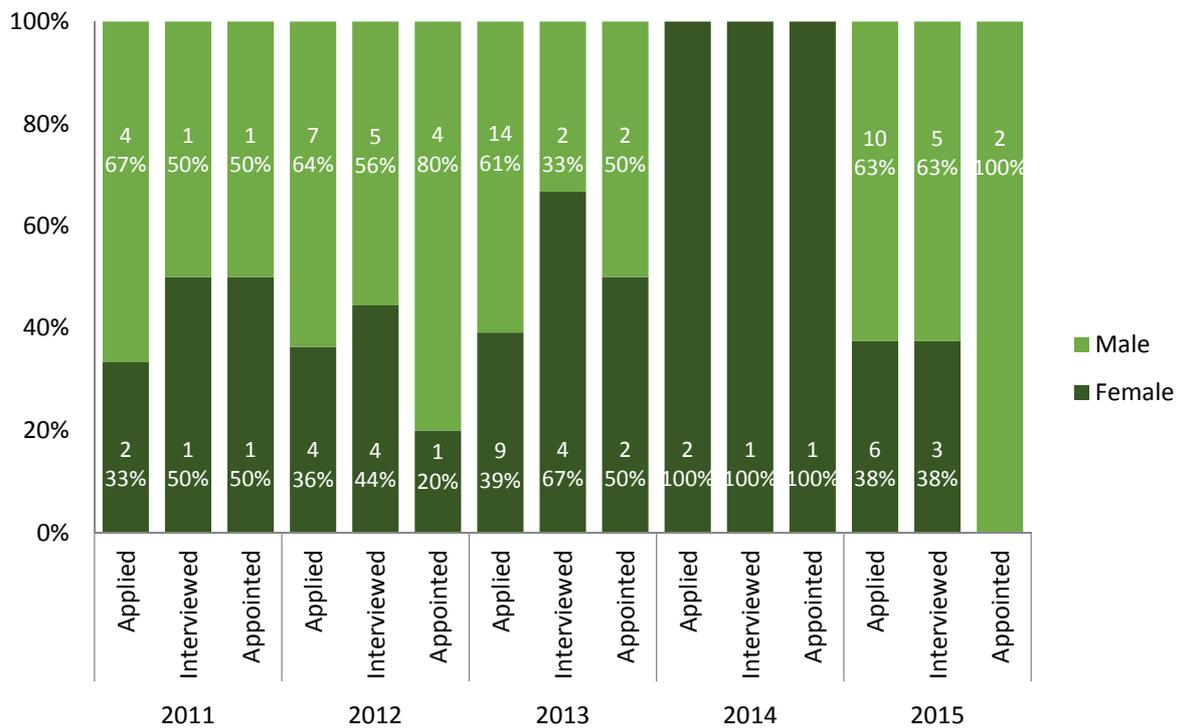


Figure 4.1d Recruitment: Senior Lecturers, Readers and Professors (pooled data)

**Table 4.1 Promotions to Professor - by grade at application**

Year	Total applicants				Supported by ICH				Successful at UCL			
	From Sen Lect		From Reader		From Sen Lect		From Reader		From Sen Lect		From Reader	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011-12	0	0	6	2	0	0	2	1	0	0	2	1
2012-13	1	0	6	3	1	0	4	2	1	0	4	2
2013-14	0	2	7	2	0	1	7	1	0	1	7	1
2014-15	2	1	5	2	1	1	5	2	1	1	5	2
2015-16	1	1	1	2	1	1	0	1	1	1	0	1
Totals	4	4	25	11	3	3	18	7	3	3	18	7

Although historically fewer females than males became Readers, significant numbers of Senior Lecturers now progress directly to Professor, with females making up 50% of this group, due to targeted support (**Table 4.1**). This may help females to ‘catch up’ in the promotions track in coming years. We have appointed 4 Professors (3 women) through the teaching route in the past 3 years.

Silver Actions **S2.6B** and **S3.5A-B** have had a major impact. We will now focus on promotion success of our Lecturers both within ICH, and by supporting our ECRs to successfully apply for posts at other universities and institutions.

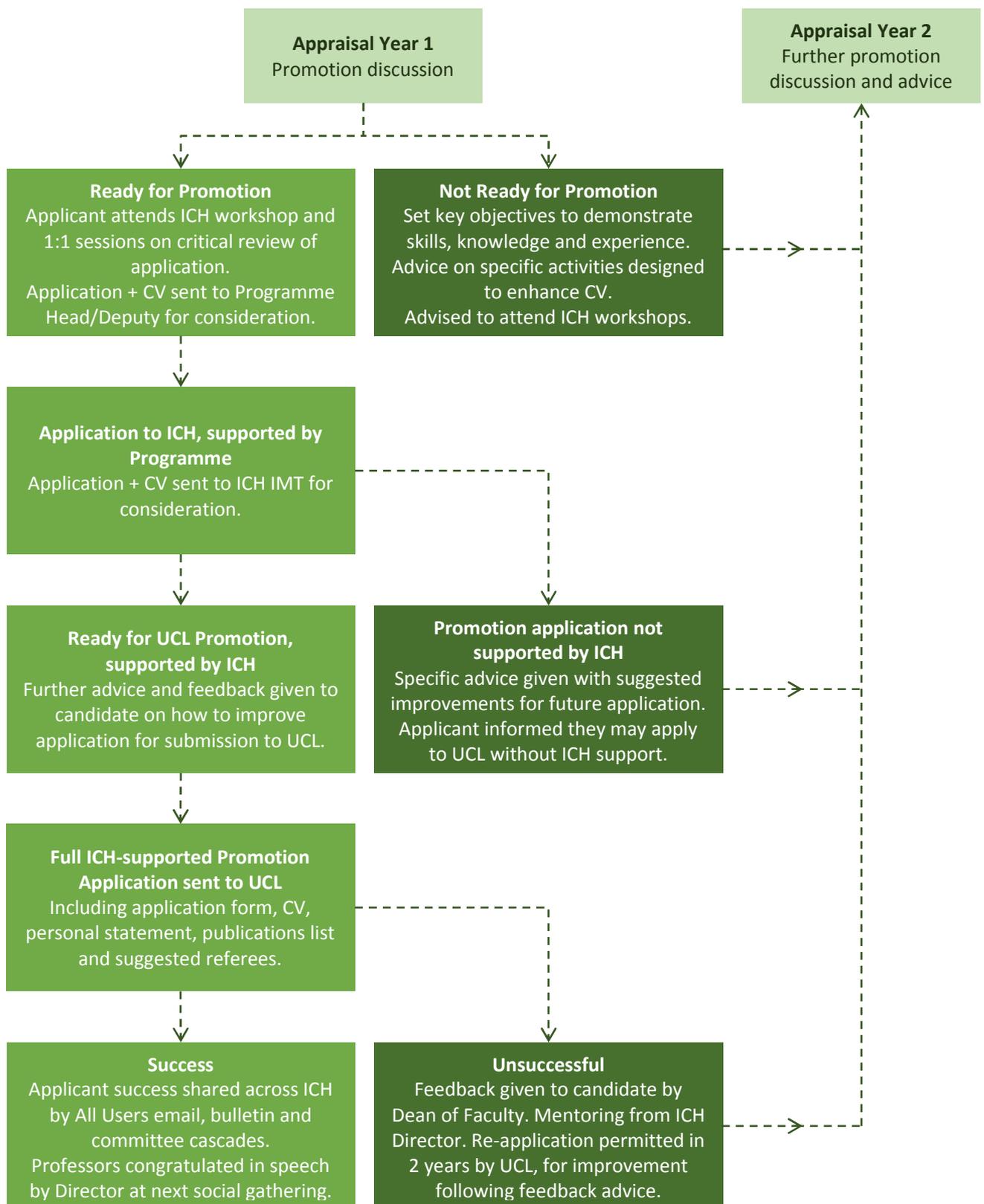
Gold Actions:

<b>G2.3A-B</b>	Use of appraisal checklists to ensure that promotion has been discussed
<b>G3.4C</b>	Senior staff support for fellowship applications by internal and external candidates
<b>G3.5A-B</b>	Annual promotion workshops publicised to GOSH employees
<b>G3.5C</b>	Increase guidance for preparation and submission of major grants

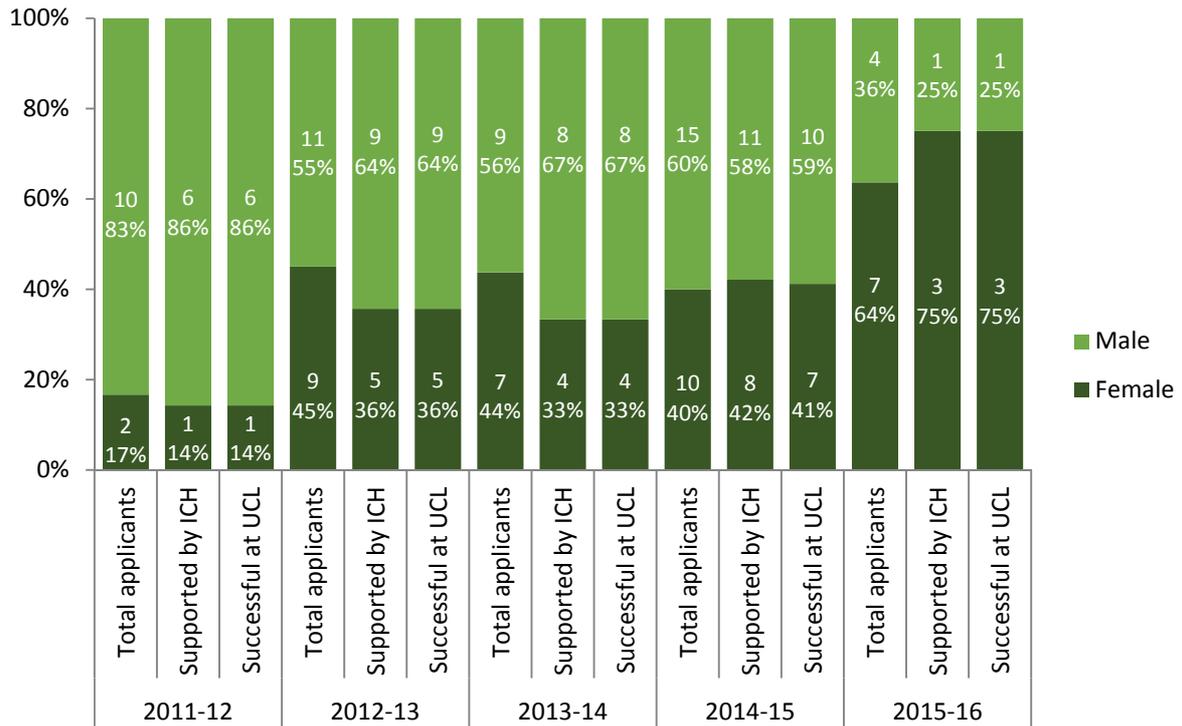
b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(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.

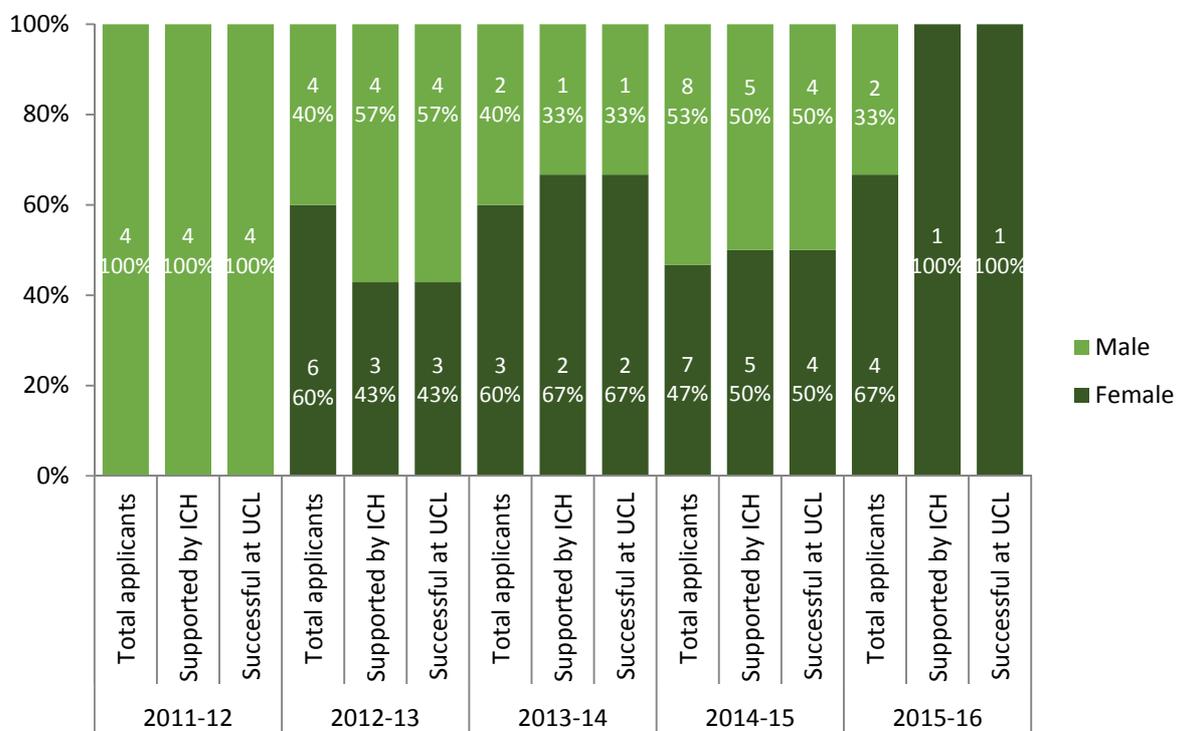
All person specifications, job descriptions and adverts have ‘gender-neutral’ vocabulary, and job descriptions cite UCL’s Equal Opportunities policy and EDI strategy. ICH’s commitment to the ASWAN Charter is evidenced by prominent display of the ASWAN logo on our homepage which links to our ASWAN page (includes ‘Role Models at ICH’, ASWAN Events, the MADs forum and a link to flexible practices at UCL). We are successful in portraying ourselves as an attractive employer, encouraging job applications from women at all levels.



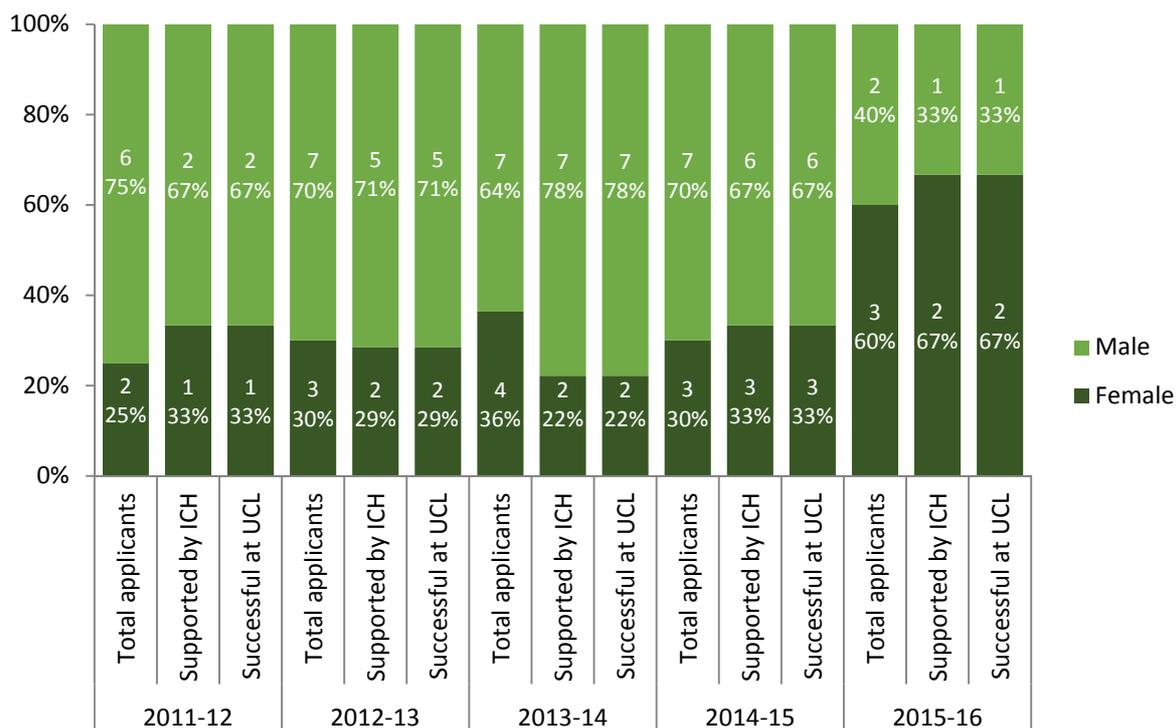
**Figure 4.2 Flow Chart Illustrating Support for Promotion for academic staff (lecturer and above) and senior research staff (senior research associate and above)**



**Figure 4.3a Applications and success rates for all senior positions (Senior Lecturer, Reader or Professor)**



**Figure 4.3b Applications and success rates for Senior Lecturer and Reader**



**Figure 4.3c Applications and success rates for Professor**

The data reveal our progress in the last three years in relation to gender balance on interview panels (**Silver Action S1.2C**). We aim for at least 40% female interviewers on panels for academic and research posts (range 20%-86%, mean 63%).

To further improve we will undertake the following Actions:

<b>G1.1</b>	Embedded ASWAN values at ICH to encourage recruitment
<b>G1.2A-B</b>	Ensure all on recruitment panels are trained to counter gender and other forms of bias
<b>G1.3</b>	Promotion of ASWAN practices to other departments and organizations – will encourage recruitment

(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.

In our Silver application, we identified key time-points for attrition of women: Researcher to Lecturer (**Key Transition Point 1**) and Senior Lecturer to Reader for non-clinical and clinical staff (**Key Transition Point 2**). In response, we executed the following Silver Actions:

### Completed Silver Actions achieved to support women at Key Transition Points 1 and 2:

<b>S1.1B</b>	Showcased successful women as role models. Inaugurated seminar room in honour of first female Nuffield Professor of Child Health.
<b>S1.1E</b>	Launched annual Athena SWAN Research Excellence Award to recognise Postdoctoral researcher achievements, and an Athena SWAN champion award for staff who are particularly exemplar in promoting and disseminating SWAN values.
<b>S2.6B</b>	Developed new appraisal checklist including discussion of promotion prospects and criteria and workload review (developed a Workload Model).
<b>S3.4A</b>	Annual ICH Academic Careers Days and Alumni events established.
<b>S3.4B</b>	We named promising post-docs as Co-Investigators on Grant applications (where permitted by the funder)
<b>S3.4C</b>	We identified female post-docs suitable for Fellowship applications at Annual appraisal (Checklist item) and provided mentorship for them. We also invite applications from external candidates wishing to come to ICH. Line manager and HoP offer support and guidance for application process (review of application and mock interview).
<b>S3.5A</b>	Identified early/midcareer researchers eligible for promotion (at appraisal). Monitored applications and success by gender.
<b>S3.5D</b>	Identified and monitored participation in Leadership training courses for mid-career/senior women.
<b>S4.3A</b>	Recorded workload of scientific staff according to task categories (teaching, research, administrative, outreach/enabling). Aim to manage any overburdening of individual staff in relation to career development during appraisal process.

For non-clinical staff, the first attrition point of women clearly remains at Researcher to Lecturer (**Key Transition Point 1**) and subsequently Senior Lecturer stage (**Key Transition Point 2**), resulting in fewer women making the transition to academic posts (**Figure 3.11**). The downslope from Researcher to Lecturer is less steep than 2012, evidencing the positive impact of our interventions. The percentage of female Readers was 45% in 2014, but 33% in 2015, reflecting the promotion of 2 Readers to Professor in 2014/15 (**Figure 3.10**). Although numbers are small, females reaching Reader are as successful as males in achieving promotion to Professor.

For clinical staff the greatest attrition has moved from Senior Lecturer in 2012 to Reader in 2015 (**Figure 3.12**), attesting to the success of our promotions workshops and subsequent mentoring. Although we have achieved gender parity for non-clinical professors, this is not so for clinical professors. We believe the additional weight of clinical activity might affect academic promotion for women in particular, and highlights a need to work with GOSH senior management to support female clinical academics (**Action G3.5B**). We will ensure that the proportion of female professors reflects the overall gender balance and aim to improve the balance for clinical professors.

#### Gold Actions:

<b>G3.1</b>	Promote academic career path to junior female researchers and encourage women to aim high in an academic career
<b>G3.5</b>	Support Promotion of women through all the grades from Fellow to Professor

To reduce attrition of women at key transition points, and support their careers we have established:

### Networking and Careers Events

**Q&A with the Provost:** To address concerns about career progression for ECRs, we held an Open Meeting for ECRs, “**Question Time with the Provost**”, in November 2016. The Provost sat on a panel with others, including the Faculty Dean, Institute Director and HR staff, to explore issues around poor career progression and shortage of tenured Lectureship posts (**Action S<sup>+</sup>3**). Of 120 participants (65F:55M) from ≥14 UCL departments, 88% welcomed the opportunity to have a voice with Provost and senior leaders and 61% considered the event useful to their careers. Following on from this, we will roll out other engagement activities, including meeting the funding bodies (**Action G3.3**).

<b>G3.3</b>	Support career development of Postdoctoral researchers
<b>G3.3B</b>	Annual Q&A session with faculty dean and Director to discuss retention and career progression of postdocs

**Postdoctoral Society:** Meets monthly to increase communication and networking across our ECR workforce (**Silver Action S3.3A**) and provide informal skill building opportunities (details below). Since October 2014, a number of careers events held within core hours have explored potential career options for PhD students and ECRs (**Silver Action 3.4A**), including three career events in 2015, with >50% female attendance (rated 4-5/5 for overall usefulness by >90% of post-event survey respondents). We have formed close ties with the UCL Populations and Lifelong Health Domain ECN and organised several joint events, providing visibility across all UCL departments within the Research Domain (**Figure 4.4**).

<b>G3.4</b>	Improve support for transition from Post-Doctoral researcher to Lecturer/ Fellowship holder: Key transition point 1
<b>G3.4B</b>	Continued support for ECR participation in grant applications with PIs
<b>G3.4C</b>	Senior staff support for fellowship applications
<b>G3.4D</b>	Create new Lectureship posts
<b>G3.4E</b>	Include ECRs in next Research Excellence Framework submission
<b>G3.4F</b>	Creation of ‘Junior Faculty’ group of ECRs represented on BRC Board

**Annual Careers Days and Careers Workshops:** Providing advice from specialist scientific recruitment consultants, signposting UCL Careers services and networking opportunities with individuals from within and outside academia, these events raise awareness of career options outside academia - the likely destination for most ECRs. Gender-balanced speakers from a range of employment sectors showcase career paths for PhD holders that value skills acquired during doctoral training. Sessions included ‘CV building’, authorship, an Alumni workshop, and HR presentations on maternity/paternity leave, flexible working, childcare provision and vouchers, signposting to the MADs group (**Silver Action S2.1B**) and the Carers Group (**Action S<sup>+</sup>2**).

There is high demand for continuation of this programme with excellent feedback: an average 80% of respondents found them 'extremely useful/useful'. Female attendance at all careers events is between 57%-80%, with the highest attendance for academic career-related events. Comments from attendees include: "great event, good to repeat to have other experiences as all lecturers had different career paths" (lectureship event); "good range of speakers, good information on value of postdocs in other roles" (non-academic careers) and many found the events inspiring for their future careers. The Domain ECN also holds workshops throughout the year to provide networking opportunities for ECRs (<https://www.ucl.ac.uk/research/domains/populations-and-lifelong-health/ecn/past-events>).

<b>G3.4A</b>	Host annual ICH Academic and Alternative Careers Days
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**Careers Advice Surgeries:** Regular career advice surgeries (**Silver Action S<sup>+</sup>5**) provide opportunities for careers advice in an informal and confidential setting. Sessions are 1:2 with two Senior Academics, a woman and a man, who have no line management or supervisory relationship with the participant. 73% of attendees were female, exactly reflecting the gender ratio of our ECRs. Feedback from 21 careers surgeries held in 2016 attests to their usefulness: 100% felt the quality of advice was good, 90% that the advisors understood their development needs and 90% would recommend the experience to colleagues. Comments include:

*"I welcomed the opportunity to discuss my career plans with faculty outside my programme" and "This was a very useful experience. It was great to have the opportunity to hear candid opinions from two senior academics. Thank you!"*

**Fellowship Days:** Providing information about applying for fellowships to ECRs and students were hosted by ICH in 2014 and 2016 were open to the whole faculty (FPHS). Representatives from key funders explained funding opportunities and career development programmes for postdocs, and talked specifically about funding opportunities for women, followed by open Q&A sessions with existing fellows.

**Other Events:** In 2014 we invited attendees from across the faculty to a Hugh Kearns seminar (<http://impostersyndrome.com.au/index.php/author/hugh/>) about "Imposter syndrome", inability to internalise accomplishments and a persistent fear of being exposed as a "fraud". This event was well attended (40 staff and students, mostly female) and will be repeated in 2017.



Figure 4.4 Annual Careers Days

## Leadership Training for senior academics and professional services staff

The Director and the ASG have identified professional services and academic female candidates for Leadership training, coaching and mentoring to address **Key Transition Point 2 (Figure 3.11) (Silver Action S3.5D)** and support senior academic staff to successfully apply for leadership roles in ICH and externally. Two of three candidates (including the successful candidate) put forward for the **UCL Future Leaders Programme** in 2014 were female. In 2015 both candidates nominated by ICH were female and one was awarded a place. As a result of attending this leadership programme, the ICH ASG chair co-founded a SLMS Women in Leadership Network (providing peer-support for personal and career development and a scheme for members to shadow UCL senior management including Provost, Vice-Provosts and Deans).

Eight of 24 places on the Provost's **UCL Women in Leadership Course** in 2016 (costing £3,000 per participant) were awarded to ICH. As we are fully committed to encouraging and facilitating leadership opportunities, the ASWAN budget provided £4,200 and ICH institutional budgets provided the remainder. Participant feedback was excellent. A cohort of 30 senior female UCL academics who met through the Programme has established a UCL-wide networking group (Real Women@UCL). The group convenes monthly for networking, to enhance the profile of senior females at UCL, create new leaders, and promote new initiatives that support UCL's ASWAN goals, including projects to improve promotions procedures at UCL, the Provost Q&A session outlined above (organized by the ICH ASG deputy chair) and ROAR, a new UCL forum for the Replacement of Animals in Research.

The Director has sought female participants for the **Academy of Medical Sciences Mentoring and Career Development Programme** and the **NIHR Leadership Support and Development Programme** (25 BRC Faculty). The Director and a Deputy Director mentor 11 female academics through the Academy of Medical Sciences scheme (mentees choose mentors). Many of our 67 Professors hold senior national and international leadership positions, e.g. Chair of the General Medical Council, Vice President of RCPCH, 13 (6F:7M) Fellows of the Academy of Medical Sciences and 11 (5F:6M) NIHR senior investigators. Since 2014, two senior staff have been awarded Commander of the British Empire and one Order of the British Empire; all are women. Our support for leadership is, in part, to encourage our senior staff to participate in these important roles. For example, in the past four years the Director has successfully nominated four women to become Fellows of the Academy of Medical Sciences.

### 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?

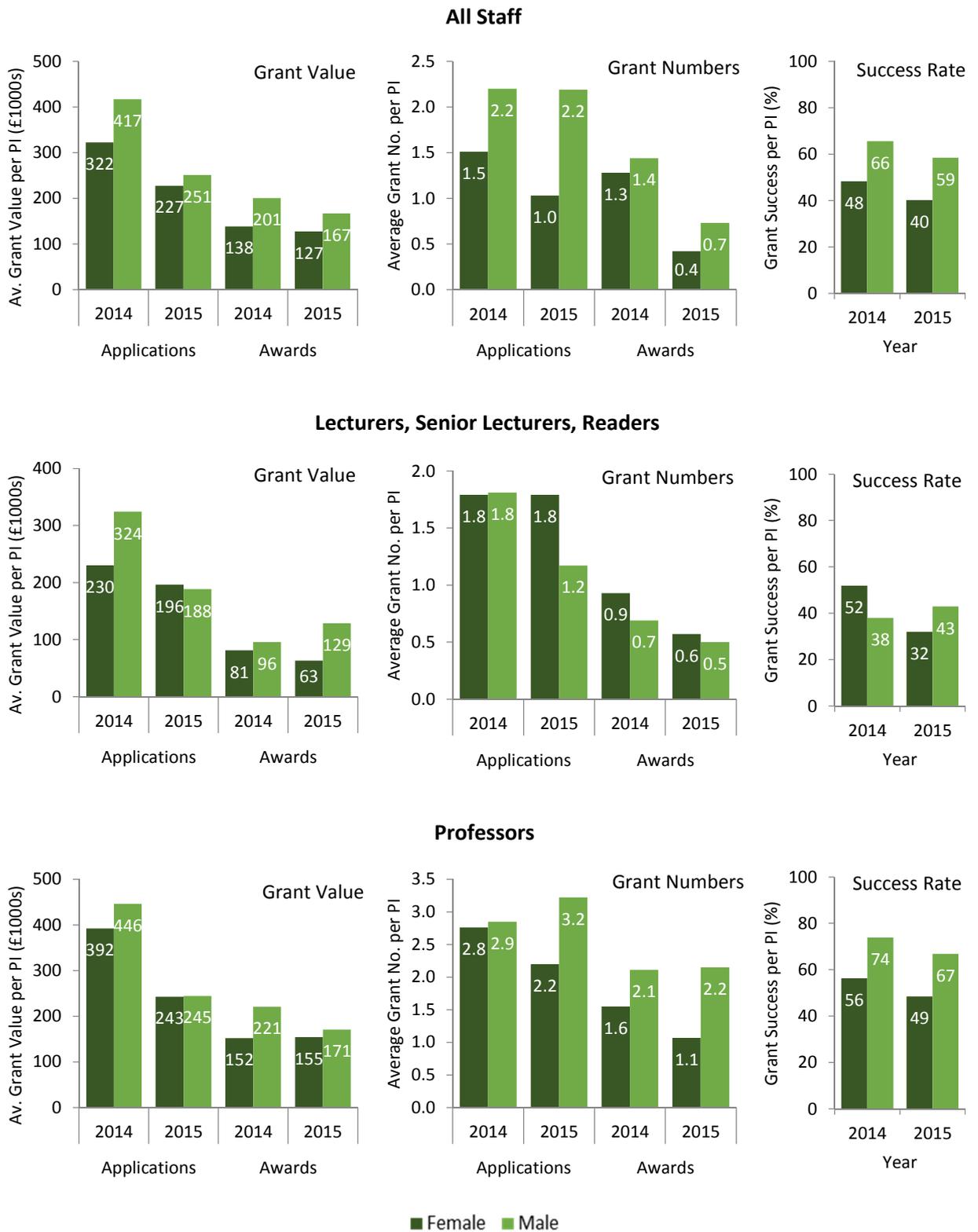
Summary: ICH is extremely successful at supporting staff to achieve promotions

The **Promotions** process is detailed in 4a)ii) and **Figure 4.2 (Silver Actions S2.6A-B and S3.5A)**. The ICH Promotions Committee (7F:6M) consists of IMT and two female Professorial staff who have participated in the SLMS Promotions Committee. Promotion is judged on Research, Teaching, Enabling and Knowledge Transfer, all equally important at Professor level. **In the 2015 ICH staff survey, 65% of respondents thought that the promotions/grading review process at ICH was applied fairly, which is nearly double the UCL average of 37%.**

<b>G3.5</b>	Support promotion of women through all the grades from Fellow to Professor
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**Grant funding.** Securing grant funding is important for promotion. Our Silver data suggested that women are applying for, or being awarded, grants of lower value compared to male colleagues. Aiming to address this, we provided increased guidance for preparation and submission of major grants (**Silver Action S3.5C**). For senior staff, during 2014-2015, the value and numbers of grant applications and awards, and the overall grant success rate, were consistently higher for males than females (**Figure 4.5**). The data for Professors (who collectively make the most grant applications) reveal the same trend, with greater male success in all measures, including number of grant applications and size of grant applied for and acquired. This may reflect the greater contribution of senior women to citizenship roles, as evidenced by the Workload Model (see below), or gender bias on the part of those assessing grants. In contrast, grant success data below Professor (Researchers, Lecturers, Senior Lecturers and Readers combined) show no consistent gender difference. One possible explanation is that this difference is generational, and that as younger researchers progress through their careers this gender difference will disappear. However, we will not be complacent and will address this inequality in **Action G3.5C**.

<b>G3.5C</b>	Increase guidance for preparation and submission of major grants, and engage grant-giving bodies to adopt ASWAN values
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**Figure 4.5 Grant success rates among senior ICH staff who are PIs**

**Fellowship applications and awards.** The first step in career progression from post-doctoral Researcher to Lecturer (tenured) or independent PI is often facilitated through Fellowship funding. Data for 2010-2013 and 2014-2016 (**Table 4.2**) show that there is a male predominance in Senior Fellowships (with a significantly lower average award value for females compared to males), roughly equal M:F achievement for Career Development awards, and a strong female predominance in doctoral and mid-career fellowships.

**Table 4.2 External Peer-Reviewed Fellowship Awards at ICH**

	2010-2013				2014-2016			
	No. awards		Average award value		No. awards		Average award value	
	Male	Female	Male	Female	Male	Female	Male	Female
Doctoral	5	12	£193,609	£232,153	2	8	£273,342	£180,978
Postdoctoral	2	6	£377,031	£269,320	5	10	£302,912	£167,941
Career Development	5	6	£696,765	£529,899	4	3	£326,153	£651,238
Senior	4	0	£1,546,005	£0	3	0	£1,938,127	£0
All Awards	16	24	£711,872	£315,881	14	21	£655,731	£437,154

(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?

**Summary: We have improved induction processes and new staff feel very welcomed**

**Induction** covers practical issues, including job description, key aspects of the job, performance standards/objectives, and how performance is reviewed. New starters receive the ICH Induction Handbook, also available on the ICH web pages (**Silver Action S1.1A**), covering information on flexible working, maternity/paternity leave, parental leave and professional/personal development opportunities. An induction checklist includes essential information: work-life balance policy, ASWAN principles and personal development training courses. EDI issues are discussed at induction and staff are required to complete online training modules within 6 weeks. All staff are strongly encouraged to attend UB training; this is mandatory for staff conducting interviews and is monitored as a condition of probation.

*"I was bowled over by the level of intelligence, drive and compassion at GOS ICH and also by the large numbers of female professors, not seen in the previous 4 universities that I've worked in". J, new professional services starter*

*"It is good to see women in senior positions within the Institute, with UCL showing genuine commitment to ensuring equality and diversity" S, new starter*

New staff are welcomed in the monthly Director's Bulletin (**Silver Action S2.3A**).

**Training** needs are identified as part of the probation and appraisal processes. Networking is facilitated by the adoption of a culture of core hours working. In the 2015 ICH staff survey, 79% of respondents were aware of core hours and 90% said that they were given sufficient notice of meetings outside core hours, to arrange meeting attendance. 75% were aware that their programme holds at least 2 networking and social events per year.

Gold Actions:

<b>G1.1</b>	Integration of ASWAN principles with particular emphasis on wider EDI activities
<b>G1.2A</b>	Increase participation in EDI and UB training

(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.

**Summary: We support our students to aim high in academic careers**

ICH has a majority of female students (**Figures 3.2-3.6**). Many PGT students progress to PhDs. Over the past 2 years, most PhD students, female and male, went on to academic (65% female, 56% male) or NHS (9.3% female, 25% male) appointments (**Figure 3.9**).

**Tutors:** All UG and PGT students have a personal tutor for academic and pastoral support. Most tutors are female, reflecting that 70% of our course directors are female. For PGR students we have a 2:3 ratio of F:M tutors. All students can request a tutor of a particular gender if they wish; tutors have an open door policy for meetings. Students can ask for other tutors if they have a preference or a gender-sensitive or intersectionality issue to discuss. Our Research Degrees Administrative team provides complementary support extending to issues including financial and personal stresses. The PGR Tutors team monitors all PGR students annually, using written reports from students and supervisors ahead of informal one-to-one discussions between tutor and student. This excellent monitoring system is now recommended as best practice throughout the Faculty. UCL recognizes tutoring as an 'Enabling' activity which is a criterion for promotion.

**Career transition:** Our new MRes in Child Health is designed to encourage more female students to pursue a research career. We also encourage greater interaction between PGR

and PGT students, to share enthusiasm and experience of the PGR students. We support academic career planning (see Career Development Section); supervisors encourage PGR students to undertake teaching roles (e.g. lectures, project supervision, journal clubs, work shadowing) including Associate Fellowship of the Higher Education Academy (via UCL Arena). This fits with the UCL Connected Curriculum initiative (<http://www.ucl.ac.uk/teaching-learning/connected-curriculum>) enabling UCL students to participate in research and enquiry at all levels of their programme.

**Sexual Harassment:** UCLU recently launched a Zero Tolerance to Sexual Harassment pledge to eradicate sexual harassment. Signatories make a public commitment never to tolerate sexual harassment and to support those who experience it. We will host UCLU Zero Tolerance workshops for our new students at the beginning of each academic year. Running anti-sexual harassment workshops in this way and on this scale is an example of best practice.

**Mentoring:** In October 2012, ICH initiated a novel peer-led PhD student mentoring scheme. Students are allocated a mentor upon registration but can change mentors if they wish. We recruit 2nd and 3rd year PhD students to mentor our first year cohort, providing opportunities for group or one-on-one meetings. Mentors are trained to provide support and advice in a range of areas, allowing improved integration of new students to ICH and UCL. Since 2012, mentor numbers have increased from 5 to 9. Current mentors reflect an 8:1 F:M ratio, paralleling the larger female cohort of PGR students. The Doctoral School praised ICH for its leadership and the scheme was successfully rolled out across our Faculty from 2013-14; we plan to disseminate the scheme across SLMS and UCL (**Action G3.2B**).

PhD student mentees found the experience positive:

*"it is good to know that there is someone outside of my unit to ask questions of if I need to"; "It is nice to have somebody outside from your usual group of people to talk to about issues and problems. I really appreciate the programme and I think it will come in very handy"; "I also found it useful to meet with others in a similar situation during the group meetings"*

Student mentors have also benefitted from the scheme:

*"Working as mentor and recognising the value of speaking with other students in the department, I (then) helped organise the yearly departmental PhD student conference and retreat to Cumberland Lodge, so working as a mentor helped my personal development"; "It gave me confidence to act as a role model and to take a lead. I felt needed and appreciated"*

A group of ICH-based senior mentors (postdocs up to emeritus professors; 8F:2M) has been established to mentor final year PGR students (**Silver Action S3.2A**). This is advertised on our PGR Moodle pages along with information about the UCL uMentor programme for part-time students. We aim to increase access to mentorship across the Faculty.

<b>G3.2 B</b>	Disseminate PhD peer-mentoring scheme across UCL
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**Careers advice:** The UCL careers service is highlighted at ICH Annual Academic Careers Days, (**Silver Action 3.4A**; section 4b)ii)). Our PGR annual monitoring forms include specific questions to establish what careers support our students access (**Silver Action S3.1B**). We encourage students to access effective careers advice before graduating. We also hold biannual Fellowship Days, seminars on "the Imposter Syndrome" (see section 4b)ii)) and

events such as “Life Science Careers Seminar: Meet the Recruiters” for those thinking of transitioning to industry.

Gold Actions:

<b>G3.2</b>	Support career development of Postgraduate students to promote both academic and non-academic careers
<b>G3.2A</b>	All PhD cohort mentoring schemes
<b>G3.2C</b>	Work shadowing scheme for PGT students
<b>G3.2D-E</b>	Encourage more PGT students to undertake Research degrees
<b>G3.2F</b>	Increase underrepresented students in UG and PG student body
<b>G3.2G</b>	Zero tolerance workshops

### Organisation and culture

- a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department’s Silver award.
- (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.

Summary: There is a high level of female representation in decision making at ICH

The majority of ICH committees have >50% female membership (**Figure 4.6**), reflecting the higher proportion of female staff overall. Committees operate transparently and represent appropriate staff groups at ICH. Membership is determined by specific role and the “constituency” which the member represents. Gender balance is a key consideration. In our Silver application, we reviewed all staff committees, ensuring proportional representation wherever possible (**Silver Action S2.5A**). The ASG has advised on membership of recruitment committees to ensure gender balance (**Silver Action S1.2C**). (81)

Gold Actions:

<b>G2.2A</b>	Regular review of gender balance of all ICH committees
<b>G2.2B</b>	Student/postdoc representation on all committees

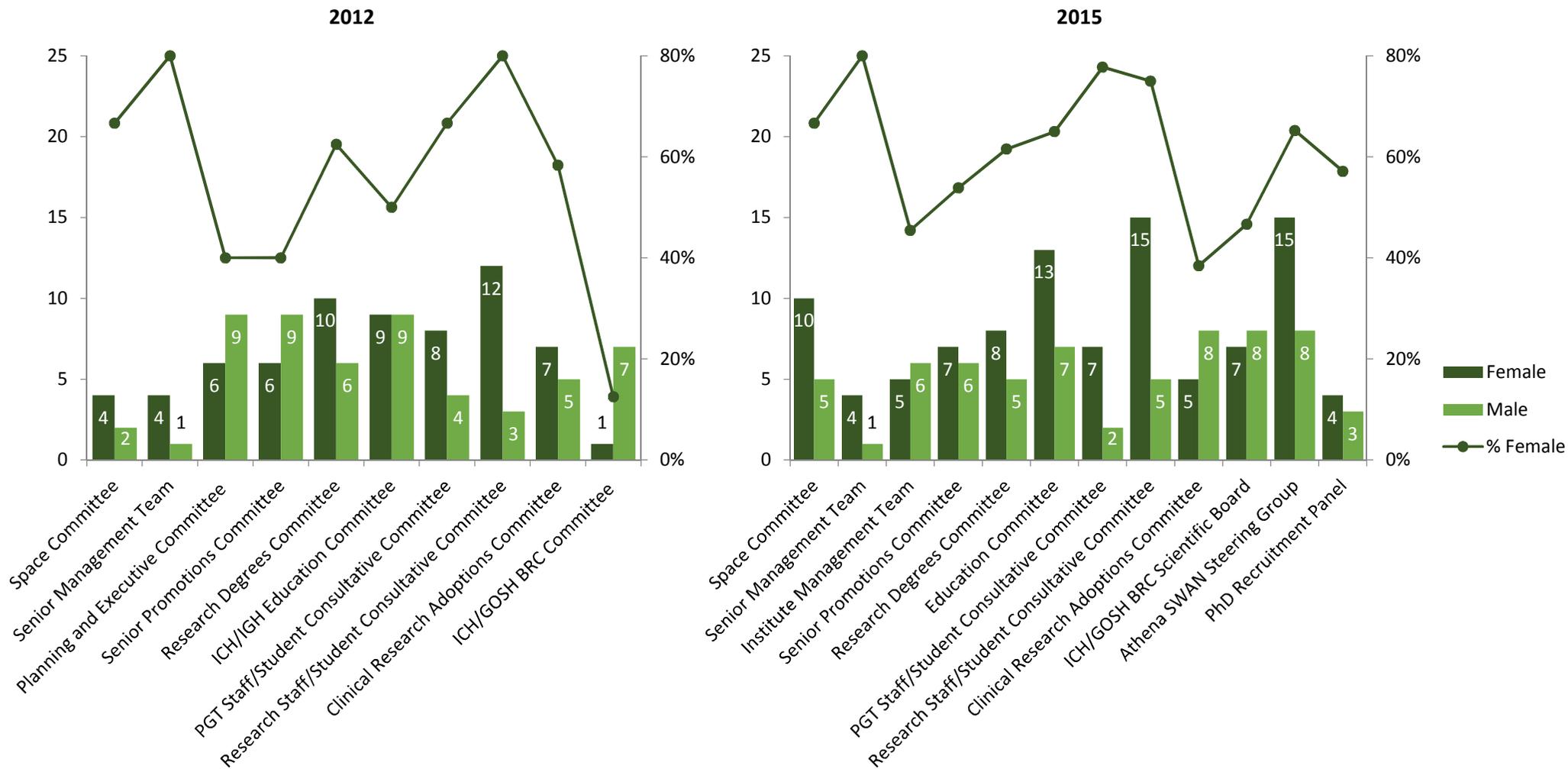
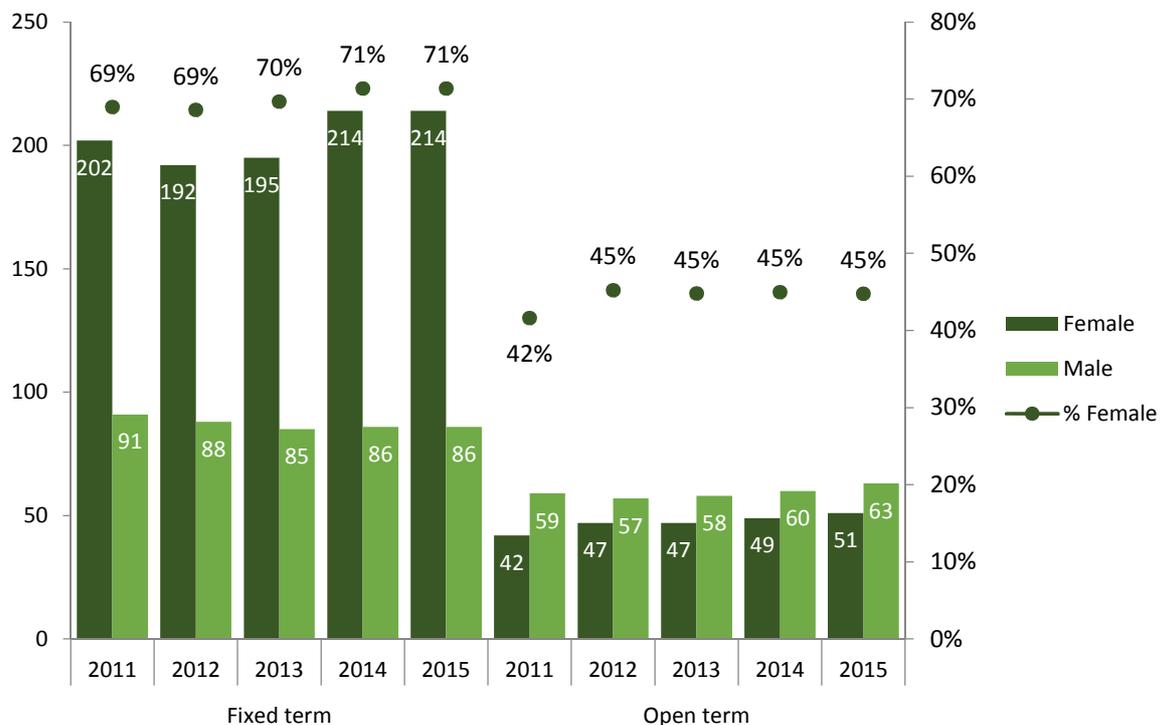


Figure 4.6 Gender balance of committees 2012-2015 (some committees have changed name following the ICH organisation restructure)

(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.

Academic staff are on permanent contracts. Although researchers funded through research grants have “fixed-term” contracts limited by grant funding, UCL policy that research staff are employed on open-ended contracts (with funding end dates) enables equity of access to benefits for all researchers. Fixed-term contracts are used only in particular circumstances, e.g. contracts <9 months, such as for maternity cover. At ICH more women than men have funding-limited posts (1017F:436M) but more men than women have open-ended contracts (236F:297M) (**Figure 4.7**). We recognise the significant insecurity associated with short-term contracts. For this reason the Provost agreed to host a Q&A session for ECRs, to ask important questions about how research careers are currently structured and funded (**Action S<sup>+</sup>3**).



**Figure 4.7 ICH staff on “fixed-term”/permanent contracts**

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 balance 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?

Women are well-represented on committees at all levels (section 4a)i)). All committees in **Figure 4.6** make decisions within their sphere of influence. Committee overload is potentially an issue at ICH and will be addressed at annual appraisal. Our male and female PIs sit on a large number decision-making committees outside ICH: across UCL, nationally and internationally. For example, in one of our programmes, 8 women and 8 men sit on 26 UCL committees (20F:6M), 49 national committees (29F:20M) and 35 international committees (17F:18M). We are trialling a workload model to be used at appraisal to formally review commitments of all staff across the full range of activities, and to ensure that female senior staff members are not overburdened.

<b>G2.2C</b>	Reduce number/frequency/duration of committee meetings to reduce burden for all senior staff (male and female)
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(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.

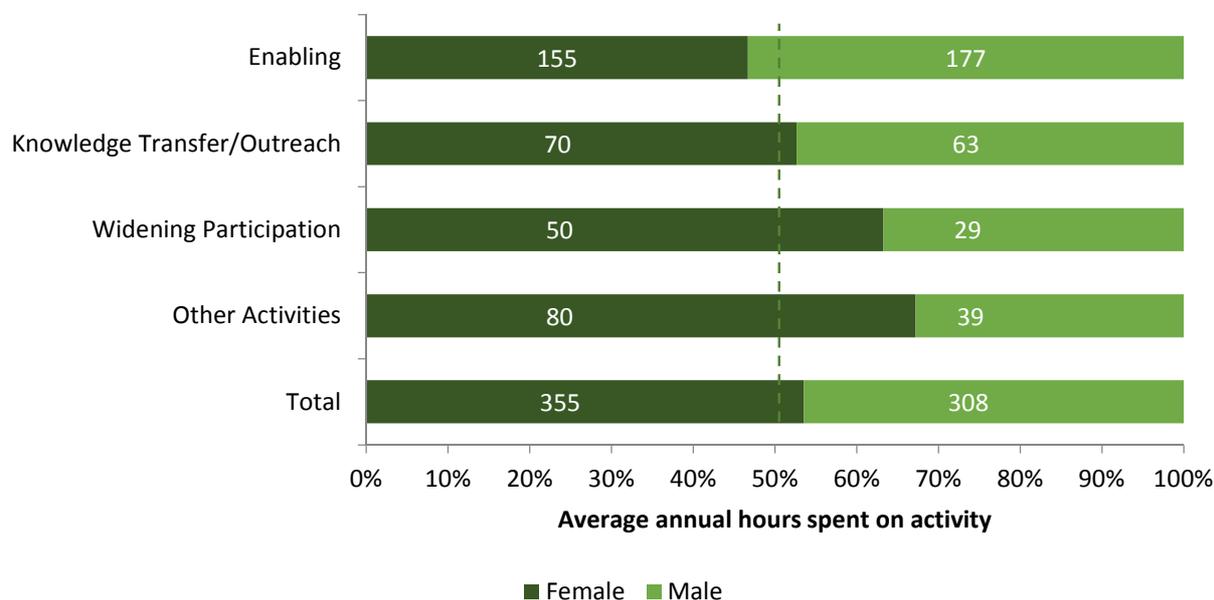
**Summary: We have established a Workload model that can be used to ensure fair distribution of activities**

Since our Silver Award we created a Workload model, which has become a Beacon for UCL. Our model was showcased at the UCL 50:50 Gender Equality committee and is being considered for dissemination across UCL as an example of best practice which other departments can adapt. We aimed to determine whether additional responsibilities beyond teaching, research and clinical practice are evenly distributed amongst senior staff. A working group developed the Workload model after considering other examples e.g. UCL Psychology. A minimum dataset was collected to avoid duplicating information already available elsewhere (e.g. annual teaching load survey/supervision load analysis/clinical job plans). 125 PIs calculated their annual hours spent on activities below, which contribute to supporting colleagues' careers and/or Institute strategy:

- Enabling – activities supporting career development/progression or running of programmes or ICH
- Knowledge transfer/outreach – activities which engage the public and/or academic communities beyond our normal reach
- Widening Participation – activities specifically targeting disadvantaged or under-represented groups
- Other –e.g. hospital trustee, charity work, patient/family support groups, international education, work in developing countries

Results show that female PIs undertake more 'citizenship' work (**Figure 4.8**) (75% response rate, 85% of women and 69% of male PIs, 58F:67M). As a high percentage of ICH leadership

roles are performed by women this naturally contributes to an imbalance for some enabling tasks. Leadership roles such as Section Head, Heads/Deputies of Programmes and the ASG, and other important decision-making committees are appointed by open, competitive processes and are fixed-term, with the aim of sharing these responsibilities fairly.



**Figure 4.8 Average ICH workload hours (excluding research, teaching and clinical) by activity type for PIs, 2014-2015**

**Citizenship activities are viewed positively at ICH and UCL**, are included in promotion criteria, and are communicated and celebrated in our weekly bulletin, at key meetings and via all-user emails. In addition, the updated appraisal process will place greater emphasis on review of workload (for all staff) in regard to citizenship-type activities and to prompt line managers to suggest increase/decrease of these activities to benefit career progression and/or maintain a healthy work-life balance. We realize that we are just beginning to implement change by using the Workload model and will continue to adapt and improve it in a dynamic process.

Gold Actions:

<b>G2.3B</b>	Appraisal to include workload monitoring
<b>G4.7A-C</b>	Monitor gender differences in work load at appraisal and address imbalances
<b>G4.7D</b>	Encourage male staff to increase their contribution citizenship activities

(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.

**Summary: Core hours are embedded and understood by everyone in the Institute**

During our Silver Award we established core hours (10am – 4pm) for meetings; a ‘back of the cloakroom door’ poster campaign has reminded staff and visitors of our core hours policy (**Figure 4.9**). Academic programmes have either maintained or increased the percentage of meetings held in core hours. Where meetings are held outside core hours, several weeks’ notice is given so that individuals can make appropriate arrangements to attend, memos are sent beforehand for comments, and minutes are circulated. **In our 2015 Staff survey 91% of respondents considered that sufficient notice is given for meetings held outside core hours.**

*“As a working mother I was highly impressed with the emphasis on keeping important meetings during normal working hours. It shows a high level of respect for anyone with carer responsibilities”.* Visitor from Oxford University, commenting after seeing the core hours poster in the toilet

Our ICH core hours policy is having an impact on joint meetings held with staff from Great Ormond Street Hospital and the National Hospital for Neurology, two of our main clinical partners. Although coordination with clinical commitments is extremely challenging, core hours have been implemented for some joint clinical-academic meetings. Following requests from clinical professors at our ICH all staff Open Meeting, we are in discussion with the GOSH CEO about embedding ASWAN values in the NHS (**Action G3.5A-B**).

ICH and its programmes hold a range of social gatherings on different weekdays/times to allow all staff and students to participate. We make sure that not all events include alcohol, e.g. international lunches and tea and cakes (**Figure 4.10**).

(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.

The culture at ICH has been completely transformed since we started preparing for our Silver Award application. Having achieved or exceeded those objectives, we are now set to become a local, national and international Beacon for EDI. ICH has embedded ASWAN charter values in its daily business and ethos (**Figure 4.9**). Core hours are established, flexible working is visibly championed by senior academics and professional services staff, committees are gender-balanced and staff receive career advice and support. ASWAN is visible in regular emails, cascaded management information, twitter, poster campaigns and the ICH ASWAN website. All senior managerial meetings have an EDI standing agenda item. There is greater consciousness of gender issues, indirect discrimination, self-identity and bias issues and we have benefitted from more transparent and inclusive departmental processes. The UCL 2015 staff survey highlighted concerns around bullying and harassment from both male and female respondents (no gender bias). IMT discussed the findings and developed the following action plan:

1. Raising awareness with clear messages from the ICH Director and other senior staff regarding the survey findings and actions to address these issues were signalled in an All-staff email, ICH bulletin, the Open Staff Meetings and Programme meetings.
2. A poster campaign reinforcing positive “Core Behaviours” was initiated.
3. Identified a single point of contact for all reports of bullying and harassment to advise on support and UCL procedures.

UCL GOS Institute of Child Health & UCL EGA Institute for Women's Health present

## SIGNALLING CYGNETS

Athena SWAN Sharing Knowledge and Practice

Wednesday 5<sup>th</sup> October 2016  
10am-4pm  
Leolin Price Lecture Theatre

Case Studies • Panel Discussions • Networking

UCL GOS Institute of Child Health  
30 Guilford Street  
London, WC1N 1EH

UCL GOS Institute of Child Health presents

## Q&A with the Provost

Wednesday 16<sup>th</sup> November  
1-2pm  
UCL Main Quad Events Venue

Register now via Eventbrite:  
[uciprovostquestiontime.eventbrite.co.uk](http://uciprovostquestiontime.eventbrite.co.uk)

## INTERNATIONAL WOMEN'S DAY 2016

The UCL Institute of Child Health invites you to the following talk, in celebration of International Women's Day 2016

### Rowing for Research

Dr Elin Haf Davies

Wednesday 9<sup>th</sup> March  
1-2pm • Leolin Price Lecture Theatre

Dr Elin Haf Davies is an adventurer who raises lots of money for charities that are close to her heart. She has rowed across both the Atlantic and Indian Oceans and then sailed across the Pacific. She has cycled from London to Paris and has run several marathons. She is also an accomplished author and inspirational speaker. Her achievements show that she has perseverance, endurance and determination in abundance.

Elin's professional life is also impressive. Formerly a children's nurse she went on to complete a BSc, MSc and PhD, and now campaigns to develop medicines for ill children. To this end she uses her adventures as a platform to raise awareness about rare childhood disorders and the need to develop new drugs.

For more details about Elin's work, please visit:  
<http://www.elinhafdavies.co.uk/>

## MADs SUPER SWAP SHOP

♥ CHILDREN'S CLOTHES ♥  
♥ MATERNITY WEAR ♥

23RD JUNE 2016  
12.00-2.00PM

LOWER GROUND FLOOR SEMINAR ROOM  
ICH, WELCOME TRUST BUILDING

ALL STAFF AND STUDENTS WELCOME!  
DONATIONS WILL BE MUCH APPRECIATED! ITEMS  
CAN BE DEPOSITED IN THE ROOM FROM 9.00AM ONWARDS.  
FUNDS ARE ALSO BEING RAISED FOR THE GOSH CHARITY.

FOR MORE DETAILS, CONTACT:  
[j.cayana@ucl.ac.uk](mailto:j.cayana@ucl.ac.uk)

MADs present

## CHALLENGES FOR PARENTS OF CHILDREN WITH BEHAVIOUR PROBLEMS

with Dr Anna Coughtrey  
Clinical Research Coordinator | Honorary Clinical Psychologist

12pm-1pm  
Thursday 9<sup>th</sup> June  
June Lloyd Room

PUW 4, Ground Floor  
30 Guilford St  
WC1N 1EH

ICH Carers Group presents

## CARING FOR OUR CARERS:

finding out about what's available for those who are caring for others with Alex Daar

Project Officer and Mentoring Coordinator | Carers in Herts, Hertford

1pm-2pm  
Monday 20<sup>th</sup> June  
Seminar Room 2

PUW, Ground Floor  
30 Guilford St  
WC1N 1EH

## So what is Athena SWAN?

Addressing gender inequalities and the high loss rate of women in science | Changing organisational culture and attitudes | Changing diversity at management and policy-making levels | Removing personal and structural obstacles preventing career advancement for women

### A charter for advancing women's careers in science

Web: <http://www.ucl.ac.uk/ich/homepage/athena-swan>

**Athena SWAN Silver Award**  
Athena SWAN Core Hours at ICH

What are our core hours? 12pm - 4pm  
We need to maximise the opportunities for all staff and students to be kept 'in the loop' in terms of our research and our governance culture.

Why do we need core hours?  
Many colleagues are unable to attend research and business meetings because they take place too early or too late in the day.

What should take place during core hours?  
All regular meetings concerning research or governance, including committee, staff, research group meetings and departmental seminars.

Can we organize meetings and events outside core-hours?  
Yes, for one-off or termly events but only if there is plenty of notice so that colleagues can make necessary arrangements. These meetings should have minutes if relevant so that those who cannot attend can remain informed.

**Toilet**

**ICH MADs Dads' Meetup**  
Tuesday 19 July, 5:30pm

**Perseverance Pub**  
Corner of Lamb's Conduit St and Great Ormond St

All staff and student dads welcome!

<https://www.ucl.ac.uk/ich/about-us/athena-swan/>

Figure 4.9 Promoting ASWAN values & core hours at ICH: examples of posters



- 10.00-1.30 GGM Postdoc Symposium - Kennedy Lecture Theatre
- 1.30-2.00 LUNCH - WINTER GARDEN
- 2.00-3.00 GGM Programme Update - Kennedy Lecture Theatre  
Programme Management Team
- 3.00 – 10pm GGM Summer Barbecue and Drinks - Montague on the Gardens

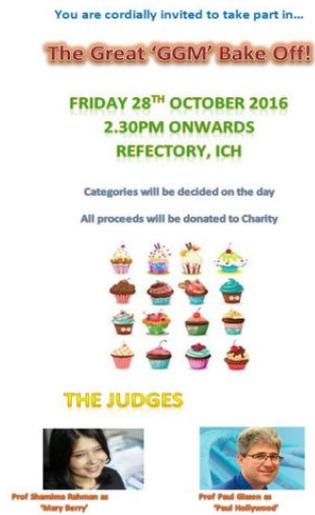


Figure 4.10 Examples of social gatherings at ICH include an international lunch, barbeques and a 'bake-off', with winning cakes by male and female members of staff

#### 4. Preparation of specific guidance in an HR handbook.

As a result of these actions reporting increased, staff were referred to the appropriate support services and the issues were addressed.

<b>G1.2D</b>	Ensure all staff are trained to counter gender and other forms of bias - Dignity at work training
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We will briefly give examples of how we started with our Silver application and show how our work towards a Gold award is leading to a major step change in the Institute.

The influential **MADs group** provides a forum for discussion and mutual support, and a conduit of information for parents within our workforce. It is a source of new ideas for meeting needs on gender equality issues and has given rise to the **Carers group** (both MADs and Carers' groups are led by ASG members), that supports colleagues with additional caring responsibilities who may otherwise slip 'under the radar' (**Action S<sup>+</sup>2**). The group provides informal peer support and lunchtime talks reaching staff across UCL on topics including Dementia, Accessing help and Power of Attorney.

<b>G4.2A-B</b>	Support for all students and staff who are parents
<b>G4.4</b>	Carers' networking events to provide additional support for staff with caring roles

**Role models:** Female role models are visible at all levels of ICH (**Figure 4.11**). Our female Director and two female Deputy Directors clearly demonstrate that female clinical academics and scientists can progress to senior levels in their careers. Senior ICH academic staff have roles at Faculty and UCL level, and national prominence; since our Silver award three women have received civil honours. Between 2013-2015 over 50% of invited speakers were women.

**We celebrate International Women's Day:** In 2015 an interactive sofa session was chaired by the ASG deputy lead, with two successful ECRs on the sofa discussing their challenges. In 2016 Dr Elin Haf Davies gave an inspirational talk "Rowing for Research" describing her career as children's nurse, PhD graduate, children's medicines regulation Consultant, company director and ocean-rowing sportswoman. In the evening, we inaugurated three Honorary Fellows: Baroness Tessa Blackstone, Professor Catherine Peckham and Dr Jane Collins. For 2017, we have four eminent academic speakers, Dame Kay Davies, Dame Lesley Fallowfield, Dame Nicola Brewer, and an inspirational new Honorary UCL Fellow and philanthropist, Ruth Kennedy.

**Celebrating successes:** The Director sponsors an ECR ASWAN Research Excellence Award (**Silver Action S1.1E**), highlighting research success and enhancing the CVs of promising researchers. Now in its third year, there has been an enthusiastic response of excellent applications, and recipients were 9F:1M. We have established an ASWAN Champion award, to encourage and reward participation (**Silver Action S1.1E**). In 2016 this was awarded to Philippa Mills and Kathy Kennedy, who established the MADs and Carers' groups (**Figure 4.11**) which make a significant difference to the working lives of ICH staff.

We are now an exemplar both nationally and internationally because of our commitment to equality and diversity.



**Figure 4.11 Visible female role models**

*ICH has one female and one male representative in the SLMS Academic Role Models (top left panel, outlined in red); the 2016 recipients of the ICH ASWAN champion awards (top right); winners of UCL Public engagement and national epilepsy awards (left middle and bottom); and Dr Elin Haf Davies speaking on 'Rowing for Research', International Women's Day 2016 (right middle and bottom)*

(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.

**Summary: Outreach activities are valued at ICH**

ICH enthusiastically encourages outreach activities to inspire the next generation of scientists and showcase role models; these activities are valued at appraisal and promotion, celebrated on our web pages and in the Director’s monthly bulletin (**Silver Action S2.3A**).

**ASWAN Treasure Hunts:** The ASG ran enormously popular ‘Women in Science’ and ‘Girls Excelling in Medicine and Science (GEMS)’ Science Quest/Treasure Hunts at the London Science Festival (2014), Bloomsbury Festival (2015) and the ICH BRC Open Day (2016) and used the opportunity to raise awareness about their own research and how they are contributing to improving child health (**Action S<sup>+</sup>6**). In 2016 there were 131 participants (63F:58M, mostly between 6-11 years). All reported that they had learnt something while having a lot of fun. We were able to promote ASWAN values and to encourage children to consider a career in research, whilst participating in activities included ‘Superman’s muscle lab’, making a ‘brain hat’, extracting DNA from banana, laboratory tours and dressing up in gene therapy suits (**Figure 4.12**).

**The London Brain Project:** Four students (3F:1M) set up the highly successful London Brain Project (<http://www.londonbrainproject.com/>) and co-founder Michelle Downes received the 2016 UCL Provost’s Student Engager of the Year award (showcased on our Faculty public engagement site for students).

**Work experience:** Several schemes run annually at ICH, including the **in2scienceUK programme** supporting 16-17 year olds from the lowest socio-economic backgrounds with no family history of attending university; we hosted 48 students from 2011-2016, 50-80% female. Feedback from the Founder and Director of in2scienceUK: *‘I am really grateful for the continued support that ICH researchers have shown in2scienceUK students, they always have a fantastic and inspirational experience in the research groups’*.

**Balancing the beginning of the pipeline:** Conscious of the gender bias in the subject field (~70:30 F:M), we have begun a suite of widening participation activities aimed at redressing this gender imbalance and encouraging more male students and disadvantaged individuals to consider the field. We are also planning joint outreach with Elpida Makrygianni of the Engineering faculty, which traditionally attracts more male students, to address our reciprocal gender problem.

**Gold Actions:**

<b>G1.3A-C</b>	Promote ASWAN practices to other departments and organizations nationally and internationally, including biennial National Athena SWAN conference, starting Autumn 2016, to share and learn good practices, and celebration of International women’s day
<b>G1.4</b>	Outreach Activities, to balance M:F ratio at the beginning of pipeline



Figure 4.12 ASWAN Treasure Hunt at London Science and Bloomsbury Festivals



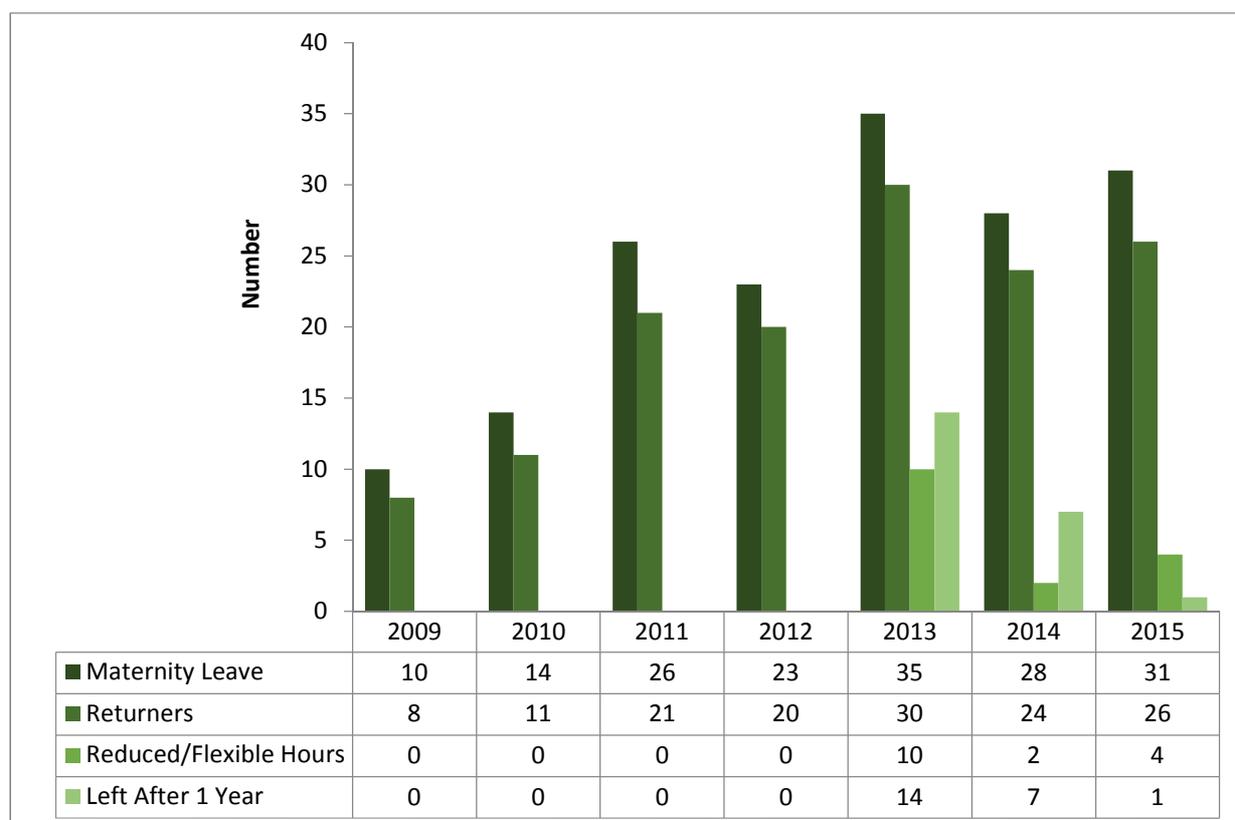
**Figure 4.13 Outreach: engaging schoolchildren in science at the ICH Biomedical Research Centre Open Day 2016**

## Flexibility and managing career breaks

a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

ICH continues to actively support academic, research and professional services staff (women and men) whilst they are developing their careers and families.

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



**Figure 4.14 Maternity Leavers and Returners**

Between 2009-2012, 82% of women taking maternity leave returned to work. Since our 2013 Silver application we have collated more detailed data (**Figure 4.15**). Between 2012-2015, 117 periods of maternity leave were taken including 9 mothers taking 2 periods of leave. The return rate for 2013-2014 was 86% each year, and 19% of these returned on reduced/flexible hours. In 2013, 5 new mothers did not return to ICH; 3 resigned and 2 took redundancy (recorded as end of funding). In 2014, 4 new mothers did not return: 2 due to resignation, 1 due to end of funding and 1 due to end of fixed term contract. Fourteen mothers taking maternity leave in 2013 left ICH after a year; 5 resigned and 9 left due to end of contracts or funding. Significantly fewer mothers (7) left after a year in 2014; 4 resigned and 3 left due to end of funding. For 2015, 26 have returned to work (6 of these on reduced hours), 1 is still on maternity leave and 4 did not return to work.

A return-to-work questionnaire, developed by the MADs group (**Silver Action S4.2C**), is now sent to all women within 3 months of their return, exploring factors which encouraged them to return to work and suggestions for making it easier. A standard exit survey ([http://www.ucl.ac.uk/hr/docs/exit\\_policy.php](http://www.ucl.ac.uk/hr/docs/exit_policy.php)) will be used to determine the reasons why some choose not to return (**Action G4.1E**).

Gold Actions:

<b>G4.1</b>	Support women during pregnancy, maternity leave and when returning to work after maternity leave
<b>G4.1E</b>	Conduct biennial MADs survey to identify factors that best support return to work

(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 MADs webpage provides information on UCL’s 4 weeks’ full pay paternity leave (double the legal requirement) and shared parental leave. ICH and UCL fully support and encourage new fathers to take advantage of this. Individuals are requested to record this on the UCL online MyView system. From 1/12/2010-1/12/2015 five new fathers took paternity leave, including one period of adoption paternity leave. This is likely to under-represent total numbers as not everyone records leave. One father has taken shared parental leave for 3 months (see Case Study).

<b>G4.1D</b>	Encourage staff to record paternity leave on MyView
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(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.

Most individuals make arrangements informally without involving HR reflecting the culture of trust adopted at ICH. **In the 2015 ICH staff survey, 60/66 (100% of male and 90% of female respondents) replied positively “If you have requested flexible working in the last year, was this supported by your line manager?”**

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 nature of academic research permits staff to take flexible approaches to work as reflected in our culture of flexible working, adopted widely by academics, researchers and professional services staff. This is facilitated by implementation of lone worker alarms and migration of computer data to the SLMS Sync & Share system allowing remote and home working. Many staff (male and female) work full-time with flexible hours to simplify caring arrangements. To facilitate flexible working all meetings are now held within core hours (10am – 4pm), as discussed above.

Information about flexible working is disseminated at MADs and Carers’ group meetings and on their web page. All managers are aware of the policies and advice is readily available through HR with information on their website ([http://www.ucl.ac.uk/hr/docs/work\\_life\\_balance.php](http://www.ucl.ac.uk/hr/docs/work_life_balance.php)). The formal route for requesting flexible working, included at induction, will also be discussed during appraisals.

Gold Actions:

<b>G1.1C</b>	Publish new ASWAN initiatives in Termly Directors Bulletin and update the ASWAN handbook annually; termly reminders of ASWAN notice board
<b>G2.3B</b>	Flexible working to be discussed at appraisal
<b>G4.5</b>	Improve opportunities for flexible working
<b>G4.5A</b>	Promote Sync & Share allowing remote and home working for staff
<b>G4.5B</b>	Run Roadshow on use of Skype for Business options so that staff can host meetings for others for networking and can join meetings remotely without having to be on site

(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.

Our ASWAN website and notice board (**Action S<sup>+</sup>4**) promote UCL’s diversity policies, and FAQs on maternity, paternity, shared parental, adoption and paternal leave (**Silver Action S4.1A**). Information about UCL maternity and paternity support is also disseminated through MADs. In general, the work of research staff on maternity leave is covered by colleagues but when the staff member is on a research grant, application is often made to the grant-giving body for ‘no-cost extension’, freezing the grant during the maternity leave. If this is not possible, maternity cover is appointed. UCL offers 6 months’ sabbatical leave for academic staff returning from maternity leave, to relieve individuals of teaching and administrative roles and enable them to concentrate initially on their research.

- A **maternity and paternity mentoring scheme** has recently been implemented, spearheaded by the MADs group, to support mothers and fathers prior to leave and upon return. Eight female and two male volunteers have received training from UCL’s Organisational Development team and an HR Policy Officer. HR will give mothers-to-be information about this scheme which is also widely advertised on the MADs website and at staff Open Meetings, to also reach fathers.

<b>G4.1A-B</b>	Maternity and paternity mentoring
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- **New maternity support fund:** Members of academic staff taking >6 months' maternity, shared parental or adoption leave (with ≥6 months remaining on their contract following their return) may now request up to £10,000 funding to support an additional post, or £5,000 to support other research-related activity, to minimise the impact of extended leave on research (**Silver Action S4.2A**).
- **New maternity rest room:** Following a request from a new mother, we have established a dedicated private room where new mothers returning to work or using a keep-in-touch day while still breastfeeding, can express milk (**Action S<sup>+</sup>1**). The 'Cygnet Room' is equipped with fan, radio, fridge and comfortable chair and can also be used by mums-to-be who need a quiet, private break (**Figure 4.16**). It is easily accessible for ICH staff and available to visitors and other UCL departments as it is located on the ground floor.

<b>G4.1C</b>	Advertise maternity rest room (Cygnet Room) to all staff, students and visitors
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**Figure 4.15 Maternity rest room**

*"I returned to work nine months after the birth of my son Tobias. As he decided to be a great lover of breast milk I found myself still breastfeeding at the time. It was therefore a great help to have a breastfeeding room available where I could express and store breast milk in a quiet and intimate environment. GOS ICH as a breastfeeding-friendly workplace made my return to work smooth and less stressful." K, Lecturer*

- **Other resources:** ICH actively promotes policies which assist staff with childcare costs when they return to work. For example, Research Councils UK allow childcare or caring responsibility costs to be claimed as allowable expenses if incurred for working outside normal working patterns.

<b>G4.2A-B</b>	Support for all students and staff who are parents – MADs activities
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- **Summer playscheme:** Juggling work and parental responsibilities does not cease after the nursery years. We recognise that paucity of affordable childcare is *the* single greatest obstacle to staying in the workplace for working parents, especially in London. The MADs

group conducted a staff survey exploring interest in a three week Summer playscheme for school-aged children of ICH staff. 85% (71) of people responded positively. Responses included: “There is a great need for this provision and it would make a great deal of difference to my working life. Thank you very much for all your efforts to date”, “Great idea - really needed” and “This is a great idea and definitely lifts the burden of arranging childcare over the summer period”. The average acceptable cost/day suggested was £28/child. **The Provost has agreed to provide resources for ICH to explore the feasibility of this scheme (Action G4.3A), which could potentially be rolled out across UCL.**

<b>G4.3A-B</b>	Support staff with school age children – Summer playscheme
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*(5838 for Section 4 – 838 additional words used from extra 1000 word allowance – 988 extra words used in total)*

## 5. Any other comments: maximum 500 words

Please comment here on any other elements 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 the department plans to address any gender disparities identified.

### Our ethos, emphases and equity good practice

Since our 2013 Silver award, momentum and commitment has intensified. Since February 2015, 25% of a permanent manager’s role is formally designated to support ASWAN work. The committee, led by a BME woman, has explored intersectional aspects of diversity, including career trajectories for professional services staff, career planning for a disabled staff member, and barriers to career progression for lower socio-economic background. We will become a friend of Out@UCL and signal a presence and base from which to raise awareness of LGBTQ. Throughout we remain conscious of our gender imbalances and ensure that our policies and practices are actively and visibly supported by our strong base of male allies.

<b>G1.1B</b>	Promote Out@UCL (a way for lesbian, gay, bisexual and trans (LGBTQ) staff to network
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While actions are aimed at improvements for *all* staff, some have focussed on academics; recent initiatives, however, include promoting and establishing professional staff internal and external networks, actively promoting UCL’s accelerated management programme, hosting regular professional staff away days, coffee mornings for friendship and support, and maintaining informal mentoring.

<b>G1.1A</b>	Ensure professional services staff are included in all ASWAN activities
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Many career-enhancing activities have benefitted women, e.g. career surgeries and mentoring, which have contributed to successful Fellowship applications, Lectureships and grant awards. Impacts of our appraisal system have included awareness and instigation of

EDI objectives for senior staff, increased awareness of mentoring, monitored workloads, and particular support needs of ECRs.

### **Beacon activities**

Since 2013 ICH has provided promotion, dissemination, guidance, evaluation and implementation activities to >10 universities and >20 UCL departments, including 1:1 consultations, critical appraisal of ASWAN actions and applications, visits, talks on issues connected to caring responsibilities, sharing mentoring training and our workload model. We have provided 7 career enhancing workshops, events and lectures for 307 staff (230 F:77M) and shared these events with 27 UCL departments. Feedback from “Beyond Academia 2016”, “Meet the Recruiters, 2015”, and the “Entrepreneurship Event” showed very high recommendation to colleagues and requests for annual repeats. The Director regularly contributes articles on gender equality to the wider science community, e.g. “Towards gender equality: changing mindsets”.

[\(http://www.internationalinnovation.com/towards-gender-equality-changing-mindsets/\)](http://www.internationalinnovation.com/towards-gender-equality-changing-mindsets/)

We co-hosted a national conference - “Signalling Cygnets: sharing information and good practice” with IfWH; 70 delegates included an ASWAN Gold award holder who presented; 95% of respondents rated the event good-to-excellent. Recently we consulted Child Health centres in Cincinnati, Boston, Melbourne, Perth and Science in Australia Gender Equity (SAGE) at the University of Western Sydney and suggested that we establish a virtual network for shared good practice. In March 2017 the ASG lead will address an international conference on women’s health in Amsterdam about how ASWAN has transformed our culture.

### **Embedded SWAN values**

Overall 278 ICH staff have participated in ASWAN activities, and more have completed surveys. Cultural change can be slow, particularly with regard to careers, and there are structural changes and pressures in academia which impact on tenured posts nationally. We are, however, regularly interrogating our monitoring and qualitative feedback for innovative ideas and effective ASWAN practices to help us to remain an inclusive, supportive and fair employer.

*(488 words for Section 5)*



Figure 5.1 Promoting ASWAN through social media at ICH (screenshots from twitter, facebook, mumsnet and urban explorer)

## 6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

This should be a table or a spreadsheet comprising plans to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The Plan should cover current initiatives and your aspirations **for the next three years**.

See separate documents for Silver Action Plan and Gold Action Plan and mind map summarising Silver and Gold actions (**Figure 6.1**).

## **7. Case study: impacting on individuals : maximum 1500 words**

Describe how the department has changed and how its staff have benefited on the journey to applying for Gold.

Provide a small number of case studies of individuals working in the department and show how the inclusive culture and working practices of the department have enabled them to pursue a career in STEMM.

At least one of these case studies should be a member of the self assessment team, and at least one should be someone else in the department. There should also be at least one case study from a male member of staff. More information on case studies is available in the guidance

ASWAN is not just a concept but a vibrant ethos that underpins all our work; not only a standing item for all key committees but a default context for all analysis and activity with the 10-4 core hours policy repeated as an in-house mantra. Presented below are 5 case studies that illustrate the practical and pastoral support that pervades ICH. These representative examples reflect our support for work-life balance, agility in managing work patterns and work deadlines, evidence of career breaks and career promotion for part-time workers. The examples demonstrate direct line-manager support and evidence of compassion, understanding and cooperation from colleagues.

*(1484 words for Section 7)*



	Issue and area for action identified	Actions in place	Proposed Actions	Timescales	Accountability (SAT member) Responsibility	Progress Made	Success Measures
<b>Promote Athena SWAN principles, monitor gender balance, and increase equality training</b>							
1.1	<b>Embed and promote the Athena SWAN charter</b>	<p>Developed ICH Athena SWAN web pages.</p> <p>Athena SWAN posters displayed at ICH</p> <p>Developed 'Women at ICH' web page highlighting female staff role models at all levels and their achievements</p> <p>Placed SWAN logo on all recruitment and promotional documentation</p> <p>Athena SWAN charter explicit within role of new academic HoPs, with commitment to report on SWAN activities to SAT and P&amp;E</p> <p>Monthly SAT Committee meetings in 2013; SWAN Update as a standing agenda item at P&amp;E /SMT meetings Athena SWAN Staff survey in 2013 reported high staff satisfaction without gender bias; used to develop Action Plan</p>	<p><b>A.</b> Produce an ICH SWAN Gender Equalities Handbook (for distribution to new ICH staff and students as part of induction process and available from the ICH Athena SWAN web page) based on new policies and Actions stemming from the SWAN Silver application process</p> <p>Appoint new Communications Manager with responsibilities including promoting Athena SWAN values, conducting annual Athena SWAN staff survey and producing an ICH SWAN Gender Equalities Handbook (given to new ICH staff and students and available from the ICH Athena SWAN web page)</p>	<p>By July 2014 and handbook updated yearly</p> <p>Survey to be conducted annually in April</p>	<p><b>Rosalind Smyth</b> Lorna Goonery (HR)/ Jane Cavanagh Staff survey Mona Bajaj-Elliott/Steven Hope</p>	<p><b>A</b> <b>S<sup>+</sup>4</b> Jane Cavanagh appointed to role February 2016</p> <p>HR handbook produced</p> <p>2015 survey conducted &amp; analysed</p> <p>2015 Staff survey 96% support the SWAN charter (99% F /85% M); 87% believe ICH promotes equal opportunities 89% F)</p> <p>8 Athena SWAN landing pages complete</p> <p>11 Female role models on web pages</p> <p>5 Athena SWAN poster events advertised 2016</p>	<p>A. Staff survey shows 100% awareness of Athena SWAN principles and and &lt;70% engagement with Athena SWAN New handbook available on website, emphasising Athena SWAN activities and support mechanisms</p> <p>&gt;90% staff report support for SWAN charter with balanced response across gender/ grades</p>

			<p><b>B.</b> Showcase successful women as role models. Inaugurate seminar room in honour of first female Nuffield Professor of Child Health. Update profile / achievements of female staff on website</p>	By January 2014, review annually	<b>Rosalind Smyth</b> Jane Cavanagh	<p><b>A</b> 2015 Overall 94% staff report female role models: (92% women)</p> <p>Seminar room named after June Lloyd</p>	>70% female staff report they have positive female role models in staff survey
			<p><b>C.</b> Develop links on the ICH Athena SWAN website to external information on gender equalities initiatives and gender specific funding opportunities</p>	By October 2014 and updated as required	<b>Shamima Rahman</b> Jane Cavanagh	<p><b>A</b> Website pages updated monthly ASWAN logo on corporate headed paper 54% of women aware of website</p>	>70% women are aware of funding opportunities or other career initiatives for women
			<p><b>D.</b> SAT meetings held 2 monthly will review and monitor implementation of Action plan and report to P&amp;E. Core dataset submitted for Silver application to be updated annually</p>	Every 2 months in 2014; increasing to monthly 12 months prior to next application	<b>Shamima Rahman</b> SAT/ P&I Wendy Knowles (Institute Manager)	<p><b>A</b> 32 steering group meetings held since 2013. Monthly meetings in operation since July 2014 Minutes on website</p>	SAT minutes available on ICH Athena SWAN web page, evidence of sustained activity and implementation of actions.
			<p><b>E.</b> Launch annual Athena SWAN Research Excellence Award to recognise Postdoctoral researcher achievements, to raise profile and support junior staff career development; Senior Staff Award for promotion of Athena SWAN values. Highlight winners on ICH webpage</p>	By October 2014	<b>Rosalind Smyth</b> Jane Sowden/ Gudrun Moore (Deputy Director for Research)	<p><b>A</b> Applicants 2014 18:4 F:M 2015 9:3 F:M 2016 9:0 F:M Senior Staff Awards 2016 2F</p>	> 10% of postdoctoral staff nominated and applying for Award. Gender of applicants matching early researcher gender ratio- currently 72% female.
<b>1.2</b>	<b>Ensure all staff are trained to counter gender bias</b>	<p>New starters complete the online training package called Diversity in the Workplace</p> <p>Identified need to keep records on equal opportunity training activities for all staff</p>	<b>A.</b> Increase participation in equal opportunities and unconscious bias training activities	From January 2014	<b>Lorna Goonery/</b> Heads of Programmes	<p><b>G1.2A</b> March 2016:24% of all staff have undertaken diversity training - (76% F) Progressive increase p.a with 6, 17, 73 staff trained 2013-15</p>	>80% staff participation in training activities; 100% staff employed for ≥6 months at ICH aware of Athena SWAN principles.

		All shortlisting and interview panels have at least one male and one female (HR ensure this action and record gender balance)	<b>B.</b> Set up a database to collate information on staff training activities undertaken each year for appraisals, diversity/equality, interviewing	By end of 2014, maintained annually	<b>Lorna Goonery/</b> HR	<b>G1.2B &amp; C</b> 2016: 9% (64% F) and 20% of staff (68% F) trained in appraisal & recruitment. 28/67% (2014) 57.5/75.5% (2015) of interviews included 1 person trained in diversity/recruitment	Populated database showing 100% of staff involved in appraisal, recruitment, and promotion panels have been trained within the last 3 years.
			<b>C.</b> SAT to advise on gender balance of membership of academic recruitment committees and HR to continue to record and monitor	2014 onwards, reviewed annually	<b>Rosalind Smyth</b> Lorna Goonery, Wendy Knowles	<b>A</b> 2014:75% Female panel 2015: All panels included women 20-100%	>40 % female staff on all academic staff recruitment/promotion panels.
<b>Ensure inclusive culture, family friendly departmental organisation, and equal opportunities for career development</b>							
<b>2.1</b>	<b>Develop inclusive opportunities for networking</b>	New Annual Open Staff meeting for all ICH staff held by new Director followed by afternoon tea	<b>A.</b> New academic programmes to host at least two inclusive networking events per year	By July 2014; 6 monthly thereafter	<b>Maria Bitner-Glindzicz</b> Heads of Programme	<b>A</b> 2015 Staff survey 75% staff aware of two inclusive social networking events per year	>80% aware of inclusive networking events within programmes on staff survey
		Otto Wolff Lecture series with reception: surveyed gender of invited/ accepted speakers	<b>B.</b> New Mum and Dads' (MADS) group being established	By January 2014	<b>Maria Bitner-Glindzicz</b> Philippa Mills	<b>A</b> <b>S<sup>+1</sup></b> <b>S<sup>+2</sup></b> MADS established Dec 2013. 2016: 52 members 4 meetings p.a. since 2014	Impact of MADS measured by 10% new members each year
		Annual ICH Summer and Christmas parties for all staff.	<b>C.</b> Aim for 50:50 male:female speaker gender balance across all seminar series; ensure female staff invited to network with speakers	Immediate action; evaluate in January each year	<b>Steve Howe</b> Seminar programme committees	<b>A</b> >54% 2013-2015	>40% female invited speakers by 2015
<b>2.2</b>	<b>Family friendly meeting times</b>	Reviewed timing of meetings (committee / research meetings) and seminars to enable attendance by those with caring responsibilities. Moved seminar/ meeting	<b>A.</b> Record timings of lab meetings/ seminar series and networking events and encourage flexible systems wherever possible to ensure inclusivity for flexible/ part time workers	Implemented already; to be reviewed annually in September	<b>Jane Cavanagh</b> Heads of Programme	<b>A</b> >84% held in core hrs 2013-15	>70% meetings/seminars are held during core hours Early/flexible commencement of out of hours events

		times so that more are within core hours, 10am-4pm	<b>B.</b> For out of core hour meetings, advance notice will be given, memos sent beforehand for comments and minutes circulated	Annual survey in April 2014 onwards	<b>Steve Howe</b> Heads of Programme	<b>A</b> 2015 Staff survey 91% consider sufficient notice is given	>80% staff report that sufficient notice is given of out of hours meetings in staff survey
<b>2.3</b>	<b>Improve experience of new members of staff</b>	Reviewed induction experience of new starters. Identified need to communicate new appointments to improve welcome for new starters	<b>A.</b> Announce new staff appointments including internal appointments at all levels in monthly Director's bulletin	2014 onwards. Web page updated monthly	<b>Mark Tiwarri</b> Communications Manager	<b>A</b> 2015 Staff survey 71% satisfied with induction process: 75% of new appointees (1-6months)	> 70% new starters report satisfaction with induction process
<b>2.4</b>	<b>Increase individual staff support</b>	Workshop, informal interviews and discussions around new academic programmes identified need for mentoring for academic career development	<b>A.</b> Develop an academic mentoring scheme – pilot scheme to be offered to all academic staff	At induction, new staff will be offered a trained mentor; existing staff to be offered a mentor at next appraisal, from January 2015	<b>Rosalind Smyth</b> Gudrun Moore	<b>G2.1</b> 2015 Staff survey showed 49% were aware of mentoring schemes; 7% have a mentor and 67% would like a mentor	>50% staff requesting a mentor to be paired by March 2015; >80% by end of 2016. 50:50 gender balance of trained and active mentors
<b>2.5</b>	<b>Increasingly inclusive culture</b>	Committee gender balance reviewed; 2 women invited to join BRC committee	<b>A.</b> Monitor and ensure continued gender balance in all committees	June 2014 onwards	<b>Shamima Rahman</b> Heads of Programmes/SMT	<b>A</b> 25-71% Female representation on Programme committees	Equal gender balance in Committees by 2016
<b>2.6</b>	<b>Ensure all research and academic staff</b>	Staff Survey showed that only 60% of women had an appraisal in the preceding 24 months.	<b>A.</b> Introduce annual appraisals	March 2014	<b>Rosalind Smyth</b> Wendy Knowles	<b>G2.3A</b> 2015 Staff survey 80% staff appraised in last 12 months	>90% staff appraised in the last 12 months

	<b>understand promotion prospects and have opportunity for academic progression and/or skill development</b>	Lack of clarity regarding requirements for promotion process was identified	<b>B.</b> Develop new appraisal checklist to include: discussion of promotion prospects and criteria; flexible working policies; new mentoring scheme; equalities training undertaken; time spent on administrative/ outreach/ enabling activities; awareness of leadership schemes for women; eligibility for fellowship applications. Formal monitoring data to be collected on outreach, training and workload (see Actions 1.2B and 4.2B)	March 2014	<b>Mark Tiwarri</b> Wendy Knowles	<b>G2.3B</b> 2015 Staff survey 56% knew the criteria for promotion; 67% considered it fair	Improve understanding of promotion criteria indicated on staff survey to >70% satisfaction  Participation in outreach activities across all grades in proportion to staff gender ratios at each level
<b>Actions to increase promotion and retention and appointment of women at ICH at key career transition points</b>							
<b>3.1</b>	<b>Promote an academic career path to junior female researchers and from the outset encourage women to aim high in an academic career</b>	Non-gender biased recruitment of students and junior research staff is in place.  SAT analysis showed applicants, student cohorts, research assistants, Postdoctoral researchers are predominantly women at junior levels.	<b>A.</b> Use Careers Session at annual ICH Open Day for prospective and current MSc/PhD students to encourage female students to aim high in an academic career and to promote Athena SWAN principles. Showcase current PhD student research at ICH/GOSH	Immediate; November each year	<b>Andy Stoker</b> Postgraduate tutors/ Course directors	<b>A</b> Ongoing balance of F/M 2:1 invited speakers upheld. 2013 Professor Dame Linda Partridge, FRS; 2014 Professor Sadaf Farooq; 2015 Prof Tim Spector. PhD poster prizes 2014: Commendation- 4F: 2M; Prizes- 9F: 2M	Gender balance of invited ICH Open Day Guest Lecturer  PhD poster prizes awarded reflect gender composition of student body.
		SAT analysis identified lack of knowledge of career aspirations and next employment position of junior female research staff  Careers Support provided annually for all students	<b>B.</b> Annual monitoring forms and exit surveys to record career aspirations, careers support services accessed, and next destination of research assistants, Postdoctoral staff and final year PhD/MSc students, by gender	From June 2015	<b>Andy Stoker</b> Wendy Knowles/ Postgraduate tutors/ MSc course directors	<b>A</b> Postdoc survey 2011-2016 % age Females: Males 46: 53 in academia 47:31 in industry 0: 0 in NHS 7:16 seeking employment	Baseline data on proportion of female researchers and students a) using careers support services; b) continuing a scientific career in next position; c) being promoted e.g. transitioning to new Lecturer/ Fellowship holder.

							By 2016: >50% of female students transitioning into Postdoctoral positions/ scientific careers; >80% accessing careers support before leaving
3.2	<b>Support career development of Postgraduate students</b>	Staff/Student Consultation Meetings identified support for PhD peer-based mentorship scheme. Scheme started for 1st year PhD students in academic year 2012-2013	<b>A.</b> Provide a peer-based mentoring scheme for all PhD students. Continue this mentoring for 1st year students and extend to all students with Postdocs to mentor 2nd/3rd year students to support transition to Postdoctoral post	Review success of scheme during PhD Year 2 and expand/modify scheme based on feedback from participants	<b>Andy Stoker</b> Postgraduate tutors/ PhD students/ Postdoctoral researchers	<b>A</b> All 1 <sup>st</sup> year students provided with peer mentor since 2012	Peer-based support available for all PhD students 2016
3.3	<b>Support career development of Postdoctoral researchers</b>	Need for Postdoc forum and career development advice was identified in staff survey	<b>A.</b> New informal Postdoc/ early careers researcher forum to be established to increase communication/networking and provide informal skill building opportunities	June 2014	<b>Dan Kelberman</b> <b>Elisa Fassone/</b> <b>Heather Bailey</b> Gudrun Moore	<b>A</b> ECR Forum established Oct 2014.  2015: > 51 staff attended 3 events of which 75%, 57%, 80% were female. > 90% rated events as 4/5 or above for overall usefulness	New early careers researcher group established. Impact measured by 10% new members each year
			<b>B.</b> Provide new Postdoctoral Career Development Advisors to support and encourage career-enhancing activities e.g. writing up papers, conference presentations, entry for travel awards and prizes, outreach/ engagement activities, use of UCL Careers advice services	April 2015	<b>Pete Scambler</b> Nicole Hofman, Jane Cavanagh Gudrun Moore	<b>S<sup>+</sup>5</b> <b>G2.1D</b> 2015 staff survey_80% of postdocs knew how to access careers advice  Positive Feedback from Career Advice Surgery	>90% of Postdoctoral researchers report that they have accessed, or know how to access careers advice in the staff survey

3.4	<p><b>Improve support for transition from Postdoctoral researcher to Lecturer/ Fellowship holder:</b></p> <p><b>Key transition point 1</b></p>	<p>SAT analysis showed that the predominance of women at junior levels is not maintained at higher levels of the academic career path</p> <p>First ICH Academic Careers Day targeted to Postdoctoral research staff held in 2013 and feedback used to develop new actions</p>	<p><b>A.</b> ICH Academic Careers Days to be held annually following positive feedback on first event; to include</p> <p>(i) Comprehensive list of all available University, Research Council and Charity PG fellowship awards (irrespective of gender) and specifically for female career development.</p> <p>(ii) New fellowship workshop linking Postdoctoral researchers with successful (female) research fellowship holders.</p> <p>(iii) New Alumni workshop with presentations from former members of ICH to profile different careers in science.</p> <p>(iv) Workshop with existing senior clinical and non clinical staff sharing experience of “climbing the ladder”</p>	Annual event	<p><b>Shamima Rahman</b> Sayeda Abu-Amero/ Jenny Morgan</p>	<p><b>A</b></p> <p>2014 Fellowship day; 5 talks on funding opportunities highlighting those opportunities tailored for women</p> <p>Three additional careers events saw 307 staff attend (230 F:77M) events were shared with 27 UCL departments and included. “Beyond Academia 2016”, “Meet the Recruiters, 2015”, and the “Entrepreneurship Event</p>	>90% of attendees judge that information provided at Careers Day will affect career planning (post-event survey)
			<p><b>B.</b> Pls to encourage Postdocs to participate in grant applications e.g. Researcher Investigator or co-applicant on Research Council applications that permit this</p>	June 2014	<p><b>Andrew Copp</b> Emma Pendleton (Deputy Director of Clinical Research and Development)</p>	<p><b>G3.4B</b></p> <p>2014 Post Doc Survey; 66% participated in grant applications; 65% as applicant/ Co-I or named Postdoc</p>	Baseline measurement in 2014. Increase in female Postdocs as applicants on grants year on year from baseline

			<p><b>C.</b> Identify high performing Postdoctoral staff eligible for fellowship applications. Invite applications from external candidates wishing to come to ICH. Positively encourage women to apply. Line manager and HoP/Deputy Research Director to offer support and guidance for application process (review of application and mock interview)</p>	Annual Baseline data to be collected by September 2014	<b>Jane Sowden</b> Gudrun Moore/ Heads of Programmes/Pis Emma Pendleton	<b>A</b> External Peer-Reviewed Fellowships Awarded at ICH 2010-2013 – 24:16 F:M 2014-2016 – 22: 18 F:M	Baseline Data on Fellowship applications by gender; include ICH-sponsored plus fellowships at other universities
			<p><b>D.</b> New Lectureship posts to be created within new ICH academic structure. Recruitment will take account of representation of women at this level at ICH. Positive action to attract women applicants. Ensure same gender balance of applicants and shortlist</p>	2013-2016	<b>Rosalind Smyth</b> Heads of Programme	<b>S<sup>+</sup>3</b> <b>G3.4D</b> <b>In 2011 &amp; 2012 there were fewer female than male applicants.</b> In 2013-2014 there were more female than male applicants. 2015 equal female and male applicants	Increase in total number of women in lectureship posts (paid by HEFCE) by 2016 (currently 11; 5F:6M)
3.5	<b>Support Promotion of women from Fellowship/ Lecturer to Senior Lecturer/ Reader/ Professor:</b> <b>Key transition point 2</b>	SAT analysis showed fewer women than men were promoted in both clinical and non clinical career pathways. Actions were developed to better support mid- career women	<p><b>A.</b> At appraisal identify early/mid career researchers eligible for promotion. Deputy Directors of Research and Education/ Heads of Programmes to pro-actively invite application for promotion from eligible women. Monitor applications and success by gender</p>	Annual from 2014	<b>Rosalind Smyth</b> Heads of Programmes/Line Managers	<b>A</b> Application rates 2008-12 -32:68% F:M 2012-16 46:54% F:M >50%F for Senior Lecturer/Reader	Annual increases of women applying for promotion to Senior Lecturer/ Reader/ Professor
			<p><b>B.</b> Annual Promotion workshop led by Deputy Director for Research during ICH Academic Careers Day, to provide information and support preparation of promotion applications. P&amp;E/ HoP to improve feedback given to unsuccessful promotion applicants and support activities to strengthen their cases in future rounds (Action 3.4A)</p>	Commencing June 2014	<b>Rosalind Smyth</b> Heads of Programmes/P&E	<b>A</b> 80% of respondents found the workshops useful to extremely useful	>70% of attendees judged that workshop provided useful support (post-event survey)

			<b>C.</b> Increase guidance for preparation and submission of major grants. SAT analysis indicates female staff apply for fewer high value grants compared to men	January 2015	<b>Andrew Copp</b> Heads of Programmes/ Emma Pendleton	<b>G3.5C</b> 2014-15 Applications 1.14:2.05 F:M  Average value £ 253K – 308K F:M	Funding applied for by women to be equivalent to those of men (for same number of applications) by 2016
			<b>D.</b> Identify Leadership training courses for mid career/senior women. Monitor participation	Promote training when available. Monitor annually.	Rosalind Smyth Heads of Programmes	<b>A</b> 2014-15 Nominations for UCL Future Leaders Programme 83% Female	Increased female participation in Leadership training; 50% of nominees to be women
			<b>E.</b> Strategic investment in academic posts at Lecturer, Senior Lecturer and Professor level; to be appointed following open, national competition. Recruitment to take positive action to encourage women to apply and to take into account the currently inadequate representation of women at mid/senior career level	2014-2016	<b>Rosalind Smyth</b> Heads of Programme	<b>A</b> 2015: 50% F Professors,  43% F Senior Lecturer/Readers  33% F Clinical Professors, 44% F Clinical Senior Lecturer/Readers	Improvement in gender balance of senior academic posts to be >40% women at Professor and Reader level by 2016

#### Actions to support women with care commitments and during career breaks, and to monitor gender bias in work load

<b>4.1</b>	<b>Increase awareness of family friendly/ flexible working/ work life balance policies at ICH</b>	Introduced HR updates on maternity, paternity, adoption and parental leave, and work life balance, on the ICH Athena SWAN webpage	<b>A.</b> New ICH SWAN Gender Equalities Handbook (Action 1.1A) will provide information on local support e.g. flexible working opportunities, MADS group, career breaks and career re-entry funding streams, breast feeding/expressing arrangements, UCL nursery provision	To be in place by March 2014 and updated annually.	<b>Steve Howe</b> Mark Tiwarri/ Communication s Manager	<b>A</b> Information provided on Athena Swan/HR webpages. 2015 Staff Survey 91% of staff who requested flexible working felt they had been supported	>75% of staff report in Staff Survey that flexible working is supported by their line manager.
<b>4.2</b>	<b>Provide additional support for women during pregnancy, maternity leave and when</b>	Positive response to setting up of new Mum and Dad's Support group (MADS) to provide informal peer support and networking Facilitate flexible working for staff returning from maternity leave where	<b>A.</b> New ICH fund to support women in academic posts to maintain momentum of their scientific work whilst on maternity leave	January 2014	<b>Rosalind Smyth</b> Line Managers Wendy Knowles, Jane Sowden	<b>G4.1A &amp; B &amp; C &amp; D</b> Launched March 2015; details on ICH HR intranet. 2015 Staff Survey: 60% of staff (58% F) who had taken a career break felt they were effectively supported	>75% of female staff and students report in Staff survey that ICH effectively supports women during Career breaks

	<b>returning to work after maternity leave</b>	needed	<b>B.</b> Support from supervisor/line manager for official "keep in touch" (KIT) days to visit ICH during maternity leave	To be in place by January 2015	<b>Lorna Goonery</b> Line Managers	<b>A</b> KIT days standardised throughout UCL	Monitoring data on numbers of KIT days taken. Data from return to work questionnaires used to gauge their usefulness
			<b>C.</b> Maternity/ paternity leave to be recorded through MyView online system so uptake levels can be analysed. Paternity leave entitlement to be promoted via MADS and ICH Athena SWAN webpage. Survey/MADS to identify factors to better support return to work from maternity leave	September 2014 Achieved	<b>Lorna Goonery</b> MADS (Maria Bitner-Glindzicz/ Philippa Mills)	<b>A</b> 2013 57% F returned to FT work 29% F part time  2014 79% F returned to FT work 7% F part time	Uptake of paternity leave recorded  Factors identified that best support return to work after maternity leave
<b>4.3</b>	<b>Monitor any gender differences in work load</b>	Identified lack of work load data	<b>A.</b> At annual appraisal (Action 2.6B) record work load of scientific staff (Postdocs and above) according to task categories (teaching, research, administrative, outreach/enabling). Manage any overburdening of individual staff in relation to career development during appraisal process	Introduce formal recording by January 2015	<b>Maria Bitner-Glindzicz</b> Jane Cavanagh Christine Kinnon	<b>G4.7A &amp; B &amp; D</b> Baseline workload data by gender collected for PIs: 2014-15	Monitoring data available on staff work load by gender by January 2016
			<b>B.</b> Annual collation of data by grade and gender; monitoring of data for gender trends by SAT	Annual evaluation from April 2015	<b>Shamima Rahman/ SAT monitoring</b> Wendy Knowles/ Programme Administrators	<b>G4.7C</b> Data analysed for PI staff group, gender imbalances discovered. Plans to run WLM out to all academic staff groups and take actions to balance workloads	Equality between genders for time spent on each of the four task categories

**A** - Target achieved

**S<sup>+</sup>** - Target far exceeded - see Silver Plus Actions

**G** – Continued as Gold Actions

## Silver+ Actions

Actions not in Silver Action Plan devised and rolled out between the Silver Application & Gold Planning periods

	Action	Rationale	Proposed Actions	Timescales	Responsibility	Success Measures
<b>S+1</b>	<b>Support women during pregnancy, maternity leave and when returning to work after maternity leave</b>	Request from new mother; in line with WHO recommendations. Onsite accommodation for breast feeding mothers following their return to work or on keep in touch days	Maternity rest room "The Cygnet Room" established.	Set up June 2016	<b>ASWAN Coordinator</b> Kathy Kennedy (ASG member)	<ul style="list-style-type: none"> <li>22 members of staff, students and/or visitors have used the room. Feedback comments are highly favourable</li> <li>Dedicated secure space with radio, fridge and fan</li> </ul>
<b>S+2</b>	<b>Provide additional support for staff with caring roles</b>	MADs group identified need for support for staff with caring roles	Carers group established to provide informal peer support and lunchtime talks reaching staff across UCL on topics including Dementia, Accessing help and Power of Attorney.	Founded January 2016	<b>Kathy Kennedy</b> (ASG member)	<ul style="list-style-type: none"> <li>Approximately 10-12 people attend every meeting.</li> <li>Feedback comments show staff are grateful for opportunity to share support and experiences.</li> </ul>
<b>S+3</b>	<b>Support career development of ECRs</b>	Postdoc Society and ECRs raised issues on lack of progression opportunities and the tenuous nature of contracts	Open Q&A session: UCL Provost sat on a panel with other senior managers, including the Faculty Dean, Institute Director and HR staff, to explore potential solutions around poor career progression and shortage of tenured Lectureship posts.	Held 16 <sup>th</sup> November 2016	<b>ASWAN Deputy Chair</b>	<ul style="list-style-type: none"> <li>120 attendees, 65F: 55M.</li> <li>86% thought the topics were relevant</li> <li>80% appreciated the opportunity to think about the questions in advance</li> <li>88% welcomed the fact that the Provost and senior leaders at UCL were prepared to discuss pipeline issues</li> <li>61% felt that the event was helping tease out some of the structural issues that staff are facing</li> </ul>

<b>S+4</b>	<b>Athena SWAN notice board</b>	Need to publicise ASWAN events and information at ICH	Notice board to be put near popular location outside of lifts.	August 2016	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• 5 Events have been advertised.</li> <li>• Athena SWAN contacts +MADs + Career Group + Cygnet room are permanently advertised.</li> </ul>
<b>S+5</b>	<b>Careers Surgeries</b>	Feedback from mentoring and careers day information indicated that some staff wanted one-off in depth high level advice sessions rather than full scale mentoring	We canvassed the PIs for volunteers and 29 members of staff stepped forward	July 2014	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• 2016 Feedback</li> <li>• 21 Interviews (18:3, F:M)</li> <li>• 94% Strongly agree/agree that the advice was good</li> <li>• 88% Strongly agree/agree that the experience has given them the confidence to move forwards in their career</li> <li>• One female interviewee has won a large grant</li> <li>• One female and one male interviewee has gained a lectureship</li> <li>• One has moved into a new area of research</li> </ul>
<b>S+6</b>	<b>Athena SWAN Treasure Hunt</b>	To inspire next generation of young scientists and showcase female role models	Conduct 3 events as part of local science festivals	October 2014	<b>ASWAN Chair and Deputy Chair</b>	<ul style="list-style-type: none"> <li>• 3 events have taken place: London Science Festival 2014, Bloomsbury Festival 2015 and GOSH/ICH BRC Open Day 2016</li> <li>• Attendance in 2016: 131 (63F:58M) mostly aged 6-11y, excellent feedback from all</li> </ul>

## High Priority\* Gold Beacon Actions for 'Step-changes' in working life and practice

**1. Establishment of summer playscheme:** In response to an identified lack of school holiday childcare provision as a major difficulty for staff with children, Provost commissions feasibility study for providing school holiday childcare to investigate premises, equipment requirements, costs and available resources by January 2017 (completed July 2017) with opening of summer playscheme for ICH staff by 2018 and opened to other UCL departments by 2019 See Action G4.3

**2. International dissemination of Athena SWAN values and working practices:** Director to forge high-level links with her counterparts in our global partners in Child Health (Murdoch Children's Institute, Cincinnati and Boston Children's Hospitals, and Children's Hospital of Philadelphia) and speak on ASWAN values and working practices at ICH during visits; all ASG members and IMT giving international invited lectures will include a final slide on ASWAN values at ICH which will be audited at annual appraisal. See Action G1.3

**3. Tackling multiple forms of subtle harassment and bullying:** Acknowledging the existence of bad behaviours that exist in all universities, we will ensure that senior leaders (IMT) undergo mandatory Dignity at Work training which is subsequently delivered to all staff and that a package of actions are delivered. See Action G1.2

**4. ICH to hold biennial beacon national conference on Athena SWAN values:** Inviting successful award holders and prospective applicants. See Action G1.3

	Action	Rationale	Proposed Actions (* High Priority)	Time-scale	Person Responsible	Success Measures
G1.1	Integration of ASWAN principles with particular emphasis on wider EDI activities	ASWAN is relevant to all staff groups and we need to reach out to a wider staff group	A. Ensure professional staff included in all ASWAN activities. Analyse these data separately to ensure no obvious differences with academic/research staff. Matters arising discussed at Staff Open Days	July 2017	HR Manager Supported by ASWAN Chair & ASG	<ul style="list-style-type: none"> <li>&gt;80% of Professional services staff are aware of ASWAN values and practices and support them</li> <li>Publish generic feedback from survey on ASWAN website</li> </ul>
			B. Promote Out@UCL (a way for lesbian, gay, bisexual and trans (LGBTQ) staff to network)	January 2017	ASWAN Coordinator supported by ASG	<ul style="list-style-type: none"> <li>ASG members to become a Friend of Out@UCL</li> <li>Distribute &gt;200 stickers for Out@UCL across ICH</li> </ul>

			C. Publish new ASWAN initiatives in Termly Directors Bulletin and update the ASWAN handbook annually; termly reminders of ASWAN notice board	July 2017 onwards	<b>ASWAN Chair</b> Supported by ASWAN Coordinator	<ul style="list-style-type: none"> <li>• &gt;80% of staff aware of new initiatives in staff survey, e.g. Summer playscheme and policies and practice in relation to professional, BME, disabled, and LGBTQ staff</li> </ul>
<b>G1.2</b>	<b>Ensure all staff are trained to counter gender and other forms of bias</b>	Analysis of data collected from Silver action plan identified need to increase training of staff in EDI and Unconscious Bias (UB). Need for all staff to have recent training (within last 3 years)	A. Increase participation in EDI and UB training using both face-to-face and on-line sessions; All-User email reminders once every six months; Standing item on ICH committees; ASG 6 monthly review	June 2017 onwards	<b>HR Manager</b> Supported by Programme Heads and Programme Managers	<ul style="list-style-type: none"> <li>• Steady increase in overall level of participation</li> <li>• &gt;80% staff participation in training activities; renewal every 3 years</li> </ul>
			B. Add EDI and UB to Appraisal checklist			
			C. Implementation of policy for all appraisers and staff on recruitment and promotion panels to have up to date recruitment, appraisal, EDI and UB training	Jan 2018		<ul style="list-style-type: none"> <li>• 100% of staff involved in appraisal, recruitment, and promotion panels trained in recruitment, appraisal, EDI and UB within the last 3 years</li> </ul>
		As a result of UUK report on Sexual Harassment and the 2015 UCL staff survey, there is a need to explore and counter this locally	<b>*D. Arrange for mandatory Dignity at Work training for IMT, to be subsequently delivered to all staff at Programme Level; package of other actions:</b> <ul style="list-style-type: none"> <li>• <b>Emphasise Open Door policy at several levels in Programmes and HR</b></li> <li>• <b>Core Behaviour posters prominently displayed in the building</b></li> <li>• <b>Increase junior staff representation on steering groups and committees</b></li> <li>• <b>Appoint Programme bullying reps</b></li> <li>• <b>Deliver Resilience Training workshops</b></li> <li>• <b>Training in mental health issues</b></li> <li>• <b>Highlight these actions in ICH staff handbook</b></li> </ul>	June 2017 onwards	<b>Director</b> Supported by HT manager and Programme Heads	<ul style="list-style-type: none"> <li>• IMT and first Programme to have had Dignity at Work Training by June 2017 with others to follow</li> <li>• 50% reduction in observations of bullying and harassment by 2017 UCL staff survey</li> </ul>

<b>G1.3</b>	<b>Promote ASWAN practices to other UCL Departments and Organisations</b>	Our wide array of beacon activities to date have been helpful to initiate change within and outside ICH and have given ideas to other departments/ institutions; they have increased our knowledge of EDI matters and we wish to improve further	<b>Continue and expand beacon sharing activities including:</b> <b>*A. Hold Biennial Beacon National Conferences on Athena SWAN values. Invite successful award holders and prospective applicants</b>	2018, 2020	<b>ASWAN Chair and Deputy Chair</b> Supported by ASWAN Coordinator	<ul style="list-style-type: none"> <li>• &gt;50 attendees; (networking opportunities would be inhibited in larger gatherings)</li> <li>• &gt;85% positive feedback on conference</li> </ul>
			<b>*B. International Dissemination of Athena SWAN values and working practices:</b> <ul style="list-style-type: none"> <li>• Director to forge high-level links with her counterparts in our global partners in Child Health (Murdoch Children’s Institute, Cincinnati and Boston Children’s Hospitals, and Children’s Hospital of Philadelphia)</li> <li>• All members of ASG and IMT giving international invited lectures will include a final slide on Athena SWAN values at ICH</li> </ul>	2018 onwards	<b>ASG</b> IMT	<ul style="list-style-type: none"> <li>• At least one talk per year on ASWAN values and principles covering the resulting changes at ICH, given by Director/ASG members to internationally renowned Children’s Research institutions</li> <li>• Add ‘final slide’ reminder to appraisal checklist for IMT/ASG</li> <li>• &gt;80% compliance with ‘final slide’ at appraisal</li> </ul>
			<b>*C. Promote International Women’s Day with a week of inspirational speakers</b>	2017	<b>Maria Bitner-Glindzicz</b> (ASG member) Gudrun Moore	<ul style="list-style-type: none"> <li>• Acceptance to speak by 3 inspirational women</li> <li>• &gt;60 attendees</li> <li>• Survey of attendees indicate &gt;80% consider the week to be successful and interesting and to provide outstanding female role models.</li> <li>• No imbalance between genders in feedback</li> </ul>
<b>G1.4</b>	<b>Outreach activities to balance M:F ratio at the beginning of the pipeline</b>	To address gender bias in the subject field (~70:30 F:M), encourage more male students to apply	A. Outreach to schools – encourage schools to send 50:50 male and female participants	2018	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• More male students applying for UG, PGT and PGR courses at ICH</li> </ul>
			B. Joint outreach with Engineering faculty (Elpida Makrygianni), which traditionally attracts more male students, to address our reciprocal gender problem.	2018	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• First joint child health/engineering outreach activity rolled out with 50:50 M:F attendance</li> </ul>

<b>G2.1</b>	<b>Increase individual staff support</b>	We understand that UCL uMentor scheme is not fit-for-purpose and is being reviewed by HR, but recognise need for mentorship for our ECRs	<p>A. Offer to be 'Critical Users' of new product when launched</p> <p>B. Develop a 'Light Touch' local mentoring scheme with manual pairing for new ECRs/post-docs</p> <p>C. Promote BMentor for BME ECRs and Lecturers</p>	<p>From 2017</p> <p>Promote annually in directors bulletin</p>	<b>ASWAN Deputy Chair</b> ASWAN Coordinator	<ul style="list-style-type: none"> <li>• &gt;50% of our new ECRs/post-docs to be paired by end 2017</li> <li>• 80% by end 2018</li> <li>• 50:50 gender balance of trained and active mentors</li> <li>• 5 people express interest in BMentor</li> </ul>
<b>G2.2</b>	<b>Ensure gender balance of all committees</b>	Committees need to be gender-balanced in order to promote equity of opportunities and resources	A. Regular review of gender balance of all ICH committees and committee chairs	Annual	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• No committee is &gt;70% male or female</li> </ul>
			B. Student/postdoc representation on all relevant committees (to represent views of early career group )	Annual	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• 100% Student/postdoc representation where relevant</li> </ul>
			C. Reduce number/ frequency/ duration of committee meetings to reduce burden for all senior staff	Annual	<b>ASWAN Coordinator</b>	<ul style="list-style-type: none"> <li>• No meeting to last &gt; 2 hours</li> </ul>
<b>G2.3</b>	<b>Appraisal compliance and quality assurance</b>	Need to improve appraisal rate and ensure quality of process. We are aware that appraisals take place but are not always recorded on the central system and that not all staff receive appraisals or information on Promotion	A. Appraisal compliance: all appraisals are performed and recorded	March 2017	<b>HR Manager</b> Supported by Programme Heads & Programme Managers	<ul style="list-style-type: none"> <li>• 100% staff appraised annually</li> <li>• &gt;70% of staff respond that appraisal is useful on staff survey</li> </ul>
			B. Promote and monitor use of appraisal checklists to ensure discussion on: <ul style="list-style-type: none"> <li>• Career progression/promotion</li> <li>• Skill development</li> <li>• Future employment</li> <li>• Training</li> <li>• Workload monitoring</li> <li>• EDI</li> <li>• Flexible working</li> <li>• Outreach activities</li> </ul>	June 2017	<b>HR Manager</b> Institute Manager ASWAN Coordinator	<ul style="list-style-type: none"> <li>• Annual monitoring of appraisal checklist returns to show &gt;90% use Appraisal checklist</li> </ul>
<b>G3.1</b>	<b>Promote an academic career path to</b>	Improve data collection on career transitions	A. Review of exit interview process and end-of-contract meeting to record career aspirations, careers support services	Dec 2017	<b>HR Manager</b> Supported by PIs, ASWAN	<ul style="list-style-type: none"> <li>• Gather and analyze data on &gt;50% researchers and students</li> <li>• &gt;60% Using careers support services</li> </ul>

	<b>junior female researchers &amp; encourage women to aim high in an academic career</b>	to include RA/Post-doc staff leavers' next destinations. While in post monitor and support access to careers advice	accessed, and next destination of Research Assistants and Postdoctoral staff, by gender		Coordinator, Programme Managers and ASWAN survey subgroup	<ul style="list-style-type: none"> <li>• &gt;70% Continuing a scientific career with no gender imbalance</li> <li>• Design and Implement 2 new actions if gender imbalance present</li> <li>• No gender imbalance in those promoted e.g. transitioning to new Lecturer/ Fellowship holder</li> </ul>
		We identified a lack of support for Nurses and Allied Health Professionals (AHPs) at ICH wishing to develop a research career.	B. Provide dedicated support for nursing and AHP staff (female dominated professions) to prepare applications for Clinical research training awards & development of the clinical research career path; advertise careers events with GOSH Provide funded internships, lectureships and nursing / AHP PhD stipends	Dec 2017 (start) and onwards	<b>Director</b> Supported by Kate Oulton, Lead for Nursing and Allied Health Professional research	<ul style="list-style-type: none"> <li>• One or more applications submitted each year for MSc/ PhD/ Lectureship Awards by AHP and Nurses at GOSH and ICH</li> <li>• At least 5 stipends provided for the nursing/AHP interns and PhD students</li> <li>• Invite at least 1 speaker with nursing/AHP background for International Women's Week (IWW)</li> <li>• Feedback from attendees at IWW indicate at least 30% from AHPs</li> </ul>
<b>G3.2</b>	<b>Support career development of Postgraduate students</b>	Following success of 1st year PhD student peer-based mentoring scheme in Silver plan, extend availability of mentors to all PhD years to support transition to postdoc post.	A. Provide ongoing, peer-based mentoring scheme for all first year PhD students, and mentoring of 2 <sup>nd</sup> /3 <sup>rd</sup> year students by postdocs and academic staff. Increase number of mentors available. Update and maintain Mentor page on Moodle for 2 <sup>nd</sup> /3 <sup>rd</sup> & completing PhD students to access mentors	March 2018	<b>Graduate Tutor</b> Supported by Postgraduate Tutor team	<ul style="list-style-type: none"> <li>• Mentor support available for 100% of PhD students for all years of study</li> </ul>
		Disseminate good practice across UCL	B. PhD peer mentoring scheme developed by ICH to be disseminated to other UCL departments	July 2019	<b>Graduate Tutor</b> Supported by PG Tutor team	<ul style="list-style-type: none"> <li>• 3 other departments to adopt our peer-mentoring scheme</li> </ul>
		Increase research awareness for PGT students	C. Work-shadowing of PhD students by PGT students to familiarize them with the 'next step' in their career.	Dec 2018	<b>Deputy Director for Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• &gt;50% find work-shadowing useful</li> <li>• Aim to roll out to all by Dec 2019</li> </ul>

			Offer a pilot scheme to PGT students for one year		Supported by Graduate Tutor & PG Tutor team	
	Encourage more PGT students to undertake Research degrees		D. Collect data on PGT students' destinations and assess whether gender bias exists in proportion going on to PGR degrees.	Dec 2019	<b>Helen Bedford</b> Supported by Mona Bajaj-Elliott (ASG member)	<ul style="list-style-type: none"> <li>• Achieve proportional gender balance in those that progress to research degrees</li> <li>• Achieve 10% increase over baseline numbers year on year</li> </ul>
E. Encourage interaction between PGR and PGT students by gender-balanced PGR students undertaking teaching and project supervision roles, and postdocs gaining HEA qualifications						
F. Use BRC funding to provide fully funded PhD studentships (clinical and non-clinical)			Apr 2016 onwards	<b>Neil Sebire</b> (BRC training lead)	<ul style="list-style-type: none"> <li>• Fully Fund &gt;8 PhD studentships (clinical and non-clinical) from BRC</li> </ul>	
	Increase under-represented students in UG and PG student body		G. Extend analysis of PGT and PGR applications, offers and acceptances, by encompassing BME and disability data in addition to gender balance	Dec 2017	<b>Graduate Tutor</b>	<ul style="list-style-type: none"> <li>• Proportions of Offers/Acceptances among BME and disabled students to reflect overall proportions among all students (proportional representation)</li> </ul>
	National concerns about sexual harassment of female students in Universities		H. Establish Zero tolerance workshops	October 2017	<b>Graduate Tutor</b>	<ul style="list-style-type: none"> <li>• 100% students invited to attend workshops</li> </ul>
<b>G3.3</b>	<b>Support career development of Postdoctoral researchers</b>	New actions identified from Postdoctoral Society and Careers Advice Surgery to enhance career development of postdoctoral staff.	A. Establish annual programme of career development events organised by ICH Postdoctoral Society held jointly with the Population and Lifelong Health Domain Early Careers Network Launch of Post-Doctoral Society Blog	April 2017	<b>Gudrun Moore</b> , ICH Post-Doc Society Chair	<ul style="list-style-type: none"> <li>• Full capacity (100% of available places) for events as a measure of interest</li> <li>• Post event surveys indicate &gt;75% consider each event useful.</li> </ul>
			B. Annual Q&A session with Faculty Dean and Director for ECRs to discuss ideas around retention & career progression	Nov 2017 annually	<b>ASWAN Deputy Chair</b>	<ul style="list-style-type: none"> <li>• Event fully booked</li> <li>• Feedback indicates &gt;80% found it useful</li> </ul>

<b>G3.4</b>	<b>Improve support for transition from Post-Doctoral researcher to Lecturer/ Fellowship holder: Key transition point 1</b>	As transition to fellowship/ lecturer is made by small proportion of postdoctoral workforce irrespective of gender, new Gold actions are designed to optimise opportunities for progression locally and for next steps in academic and in non-academic STEM areas.	A. ICH Academic and 'Alternative' Careers Days to be held biannually following positive feedback on annual events 2013 -2016. Events open to all SLMS faculty	Bi-annual	<b>ASWAN Chair and Deputy Chair</b> , Graduate Tutor, ICH Post-Doc Society Chair	<ul style="list-style-type: none"> <li>• &gt;30% of eligible staff attending</li> <li>• &gt;80% of attendees judge that information provided at Careers Day will affect career planning positively (post-event survey)</li> </ul>
			B. Increase in grant applications as Researcher Investigator/co-applicant by promoting this as an 'enabling' activity of senior staff	Dec 2018	<b>Andrew Copp</b> (ASG member)	<ul style="list-style-type: none"> <li>• 10% increase in Researcher Investigator/co-applicants</li> <li>• Parity of M:F Researcher Investigator/co-applicants</li> </ul>
			C. Senior staff support for fellowship applications by internal & external candidates, including mock interviews. Positively encourage women to apply (prominent website feature of female Fellowship holders as role models); mock interviews to include female panel members; provide information on Fellowships including those specifically for women during Post-doc Careers day	Parity by 2019	<b>Andrew Copp</b> Gudrun Moore Programme Heads	<ul style="list-style-type: none"> <li>• M:F parity on fellowship applications by gender</li> </ul>
			D. Create new lectureship posts; analysis of staff demography shows top-heavy organisation limiting junior staff progression. Positive action to attract women applicants. Ensure same gender balance of applicants and shortlist	2017-2019	<b>Director</b> Heads of Programmes	<ul style="list-style-type: none"> <li>• Parity in number of women in lectureship posts (paid by HEFCE) by 2018</li> </ul>
			E. Include Early Career Researchers (ECRs) in next Research Excellence Framework submission Ensure gender balance to match staff ratio	2020	<b>Andy Copp</b> Supported by Programme Heads	<ul style="list-style-type: none"> <li>• Gender parity in REF submissions for ECRs</li> </ul>
			F. Creation of 'Junior Faculty' group of ECRs represented on BRC Board, to provide role models, ensure peer support, and that training and career development needs are addressed at Board level. BRC to provide 'Springboard' /bridging funding to allow researchers to remain	Apr 2017-2020	<b>Jane Sowden</b> (ASG member) Neil Sebire, Thomas Voit, Chiara Bacchelli, Karin Straathof (all BRC faculty)	<ul style="list-style-type: none"> <li>• Provide 4 BRC funded 1 year Springboard Lectureships to be Gender balanced</li> <li>• Training post appointments at all levels for scientific, medical, nursing, and AHPs</li> </ul>

			academically active in period between Academic Clinical Lecturer or fellowship applications to allow transition to independent research			
<b>G3.5</b>	<b>Support Promotion of women through all grades from Fellow to Professor: Key transition point 2</b>	Greater gender inequality among Clinical women compared to non-clinical. Lower promotion success. Target support for clinical applicants.	A. Publicize bespoke Promotions Workshop to GOSH employees who seek academic Promotion B. Publicize annual Promotion workshop within Hospital with plenty of notice and to occur more than once. Observation that applications for promotion from hospital-funded staff are less well-prepared than from ICH-funded staff. Mentoring of female applicants to improve feedback/support for applicants to strengthen future applications	June 2017 onwards	<b>Maria Bitner-Glindzicz</b> Supported by Head of HR and Andrew Copp	<ul style="list-style-type: none"> <li>• Feedback from Workshops shows that GOSH employees are attending and &gt;80% of them find this useful</li> <li>• &gt;50% increase in successful applications from hospital-funded academics by 2020</li> <li>• Improved understanding of promotion criteria to &gt;80% following attendance at Promotions Workshop</li> </ul>
		We have identified a gender difference in grant income, particularly for senior academics	C. Increase guidance for submission of major grants. New "Chalkboard meetings" for PIs to provide peer support for grant ideas and writing within each programme. Chalkboard meetings led by Paula Alexandre (DBC), open to all programmes from 2017. D. Engage grant-giving bodies to adopt ASWAN values			Jan 2020
<b>G4.1</b>	<b>Support for women during pregnancy, maternity leave and return to work</b>	Mums and Dads' Support group (MADs) has identified need for maternity/paternity mentoring/support	A. Maternity/paternity mentoring	By 2019	<b>Philippa Mills</b> (ASG member) Supported by MADs subgroup	<ul style="list-style-type: none"> <li>• &gt;80% positive feedback from mentees/mentors</li> <li>• Add 2 mentored trainees to the mentoring team in 2 years</li> </ul>
			B. Repeat Paternity and Maternity mentoring training exercise	Jan 2018	<b>Philippa Mills</b> (ASG member) MADs subgroup	<ul style="list-style-type: none"> <li>• New cohort of trainees (6) added to the mentoring team</li> </ul>
		Publicize room for breast feeding mothers to	C. Advertise maternity rest room "The Cygnet Room" to all staff, students and visitors	Jan 2018	<b>ASWAN Coordinator</b> Kathy Kennedy	<ul style="list-style-type: none"> <li>• 100% increase in use of room by visitors from other departments</li> </ul>

		visitors from other depts			(ASG member)	
		Record Paternity leave	D. Line managers to ensure that all paternity leave is reported on MyView	Jan 2017	<b>HR manager</b> Programme managers	<ul style="list-style-type: none"> <li>• 100% reporting of paternity leave requests</li> </ul>
		Not all women return to work after maternity leave or remain after 1 year	E. Conduct biennial MADs survey to identify factors that best support return to work	Dec 2018	<b>HR manager</b> MADS subgroup	<ul style="list-style-type: none"> <li>• Develop at least 2 actions to support return based on questionnaires</li> </ul>
<b>G4.2</b>	<b>Support for all students and staff who are parents</b>	MADs group has proved increasingly popular and shows increases in participation levels with each additional activity	<p>A. Introduce new MADS activities and increase our reach to include UCL PACT (parents and carers network), Great Ormond Street Hospital, and other UCL departments</p> <p>B. Construct an annual programme of events</p>	Quarterly meetings from Jan 2016	<b>MADs subgroup</b>	<ul style="list-style-type: none"> <li>• 2 new events per year</li> <li>• &gt;10% of attendees to be from other departments/hospital</li> <li>• &gt;70% staff who are parents/carers consider provision of MADs to be important (staff survey)</li> </ul>
<b>G4.3</b>	<b>Support staff with school age children</b>	Identified lack of school holiday childcare provision as a major difficulty for staff with children. 2016 survey indicated 85% (71 parents; 98 children) would like to use	<b>*A. Provost to provide funding for a feasibility study for Summer Playscheme harnessing UCL commitment to equality and Athena SWAN principles</b>	July 2017	<b>Director</b> Supported by MADs subgroup & ASWAN	<ul style="list-style-type: none"> <li>• Feasibility plan delivered to Director and Provost by July 2017</li> </ul>
			B. Form a cross-university working party to lobby and pool resources for starting a scheme	July 2018	Coordinator	<ul style="list-style-type: none"> <li>• Opening of Summer Playscheme for school age children of staff by July 2018</li> </ul>
<b>G4.4</b>	<b>Provide support to staff with caring roles</b>	MADs group identified need for support for staff with caring roles	Increase visibility of Carers group. Increase awareness of meetings and activities via All-User emails, Director's bulletin and ASWAN noticeboard	June 2018	<b>Kathy Kennedy</b> (ASG member)	<ul style="list-style-type: none"> <li>• &gt;70% of staff aware of Carers group in staff survey</li> <li>• 2 new events per year</li> </ul>

<b>G4.5</b>	<b>Improve opportunities for flexible working</b>	Increase awareness and facilitate opportunities and facilities for flexible working amongst all staff; discussed at appraisal annually	A. Promote Sync & Share allowing remote and home working for staff. Ensure lone worker alarms are used for out-of-hours work	Jan 2017	<b>Institute manager</b> IT manager	<ul style="list-style-type: none"> <li>• &gt;75% of staff report in Staff Survey that flexible working is supported by their Line Manager (F &amp; M; all staff groups)</li> </ul>
			B. Run Roadshow on use of Skype for Business options so that staff can host meetings for others for networking and can join meetings remotely without having to be on site	March 2017	<b>ASWAN Coordinator</b> Supported by Programme Managers	<ul style="list-style-type: none"> <li>• &gt;75% of staff report in Staff Survey that necessary IT support is in place for flexible working</li> </ul>
<b>G4.6</b>	<b>Ensure parity of pay</b>	Assess whether a gender pay gap exists as it does in many other professions	A. Analyse clinical and non-clinical academic salaries by gender and scale	Dec 2017	<b>Director</b> HR Manager ASWAN Coordinator	<ul style="list-style-type: none"> <li>• No more than a 5% difference between women and men's pay at all levels and all Professorial pay bands</li> </ul>
<b>G4.7</b>	<b>Monitor gender differences in workload</b>	Baseline workload data collected for academic staff in 2016 (admin, outreach, enabling, teaching, widening participation, clinical practice) showed gender differences in workload	A. Review of workload at appraisal using new workload model. Manage any overburdening of individual staff in relation to career development	2017-2019	<b>Director</b> Supported by Heads of Programme, ASWAN Coordinator & ASG committee	<ul style="list-style-type: none"> <li>• Achieve balance of workload by gender by 2019 in annual workload analysis</li> </ul>
			B. Ensure citizenship activities do not impede desired career progression			
			C. Annual collation of workload data for academic staff by grade and gender; monitoring of data for gender trends by ASG			
			D. Encourage male staff to undertake citizenship activities by publishing overall data on ASWAN website			