

UCL INSTITUTE OF EPIDEMIOLOGY AND HEALTH CARE
Andrew Steptoe
British Heart Foundation Professor of Psychology
Director of Psychobiology Research Group
HEAD OF INSTITUTE



29 November 2013

Ms Sarah Dickinson
Senior Policy Adviser
Athena SWAN
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Ms Dickinson,

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

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 activities that have made a significant contribution to the achievement of the departmental mission.

Yours sincerely,

Andrew Steptoe
British Heart Foundation Professor of Psychology
Director of Psychobiology Research Group and Head of Institute

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Athena SWAN Silver department award application

Name of university: UNIVERSITY COLLEGE LONDON

Department: INSTITUTE OF EPIDEMIOLOGY AND HEALTH CARE

Date of application: 29/11/2013

Date of university Bronze and/or Silver Athena SWAN award:

2006 - First University Bronze award | 2009, 2013 - Renewed

Contact for application: DR HENRY POTTS | MS TERRI CHARRIER

Email: h.potts@ucl.ac.uk | t.charrier@ucl.ac.uk

Telephone: 020 3549 5303 (HP) | 020 7679 1696 (TC)

Departmental website address: <http://www.ucl.ac.uk/iehc/>

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

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 Officer well in advance to check 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.

List of Acronyms

CHIME – Centre for Health Informatics & Multiprofessional Education

DAHR – Department of Applied Health Research

ECR – Early career researchers

EPH – Research Department of Epidemiology and Public Health

HEFCE – Higher Education Funding Council for England

HESA – Higher Education Statistics Agency

HoRD – Head of Research Department

HR – Human Resources

IEHC – Institute of Epidemiology and Health Care

IPH – Research Department of Infection and Population Health

MRC – Medical Research Council

PCPH – Research Department of Primary Care and Population Health

SAT – Athena SWAN Self-Assessment Team

UCL – University College London

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

Section 1 | 497 words

Dear Ms Dickinson,

As Director of the Institute of Epidemiology and Health Care (IEHC), I am delighted to commit time and support to SWAN initiatives and develop and maintain a culture that fosters academic careers for women. I fully endorse this application for a Silver Award. My wife and I are both full-time academics, so I have personal experience of the issues surrounding women's academic careers and professional development, and the difficulties of balancing teaching and research with childcare.

I have been impressed by the enthusiasm and commitment of the staff and students in our Self-Assessment Team. Working, as they have, around their already heavy research, teaching, professional services and family commitments, they have contributed to a serious evaluation of the activities and principles of the Institute, which will benefit many members in the future.

In applying for a Silver Award, it is our firm belief that IEHC already has a strong track record of support for family friendly working; this flexibility is a core value of our Institute. A number of women in my research group are currently facing the challenges of balancing work with family life, dealing with the difficult issues that arise in a period of economic constraints. The importance of flexible work patterns and employment schedules is very clear to me, so as to ensure that women can progress in their careers while maintaining the approach to childcare they desire.

Early in the preparation for this application, the SAT collated gender-specific data and delivered an Institute-wide anonymous survey to understand the experiences of individual staff. The results were reassuring in many ways; for example with respect to gender, the Institute achieves good balance at most staff levels. But there continues to be an imbalance at Professorial level. However, despite this, the share of female professorial staff within the Institute is considerably higher than the UCL and the UK average. I am pleased to report that the proportion of women appointed to these senior levels has increased over recent years. It is very helpful that we operate a robust gender-balanced recruitment and selection policy and senior staff and all involved in interviewing candidates for academic and research posts will soon have attended unconscious bias training.

Our staff survey highlighted issues relating to career breaks and a lack of consistent mentoring support and we have now piloted a coaching and mentoring programme. This has initially been for new staff and students, but we expect to make it available to all staff and students in the future. Our findings have reinforced our view that IEHC already demonstrates much good practice in support of gender-neutral and flexible working. The SAT has put in place actions that have already started to enhance the organisation and culture of the Institute. I will continue to work to ensure that Athena SWAN principles and our action plans are embedded in the activities and strategic initiatives of the Institute in order to address imbalances and strengthen the support and careers for women.



Andrew Steptoe MA, DPhil, Dsc, FMedSci
Director Institute of Epidemiology and Health Care, University College London

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The Institute Self-Assessment Team (SAT) comprises 22 women and 3 men, from PhD students to professors, and with a range of life and career experiences. Our SAT team is large and diverse, reflecting the Institute's size and ensuring representation from across research groups. We aim to increase male representation in the future.

Table 1 – Profiles of the SAT

Name	Profile
Ms Terri Charrier (co-chair)	EPH Manager and Human Resources Lead at IEHC: Worked for UCL since 1992 and secured three promotions.
Dr Henry Potts (co-chair)	Has previously worked at UCL on a fixed-term contract and on a part-time contract. Promoted to senior lecturer (2010).
Mrs Pippa Bark-Williams	Principal research fellow: Joined UCL as a PhD student and returned as research psychologist, now. Mother and carer of her mother who has dementia. Training to become an accredited UCL Coach.
Dr Anita Berlin	Senior lecturer: focused on educational research.
Ms Lauren Bird (Lead – Early Career Forum; Mentoring)	PhD student: research interests in gender, work, and family patterns.
Dr Noriko Cable	Have been working at UCL on an open-ended contract from a fixed-term contract since 2005. Promoted to Senior Research Fellow (2007).
Dr Alena Chong	Principal Teaching Fellow and GP: Joined PCPH as a Teaching Fellow (2005); Member of UCL Academic Board and the 50:50 Gender Equality group.
Prof Nora Groce	Director and Chair of Leonard Chesire Disability Centre, EPH. Leader in disability, human rights and global health.
Dr Laura Horsfall	Research Fellow: Previously worked in science industry where she found gender divisions at senior levels to be less prominent. Joined the SAT team to understand barriers to female career progression in university science departments and to improve career progression for women.

Prof Yvonne Kelly	Professor and Associate Director for the International Centre for Life Course Studies in Society and Health.
Mr Richard Marsh	IEHC Manager, and Department Manager at IPH. Started in UCL Finance Division and promoted to Department Administrator), then Department Manager in EPH.
Ms Jemma O'Connor	Research assistant: joined IPH in 2011; benefits from the department's flexible working hours policy which enables her to balance research and teaching responsibilities with studying part-time for a PhD.
Dr Greta Rait (Lead – Maternity/Paternity Leave)	Clinical Senior Lecturer and GP: Joined PCPH as a Clinical Lecturer (1998). She took a year's maternity leave (2009-10).
Ms Milagros Ruiz (Lead – Data Collection/Analysis)	PhD student and research assistant. Previously worked in women's leadership and political participation.
Dr Nicola Shelton	Has worked part-time at UCL since 2002.
Ms Anna Schultze	Research Assistant: Joined IPH in 2012 as a; has started part-time PhD.
Prof Andrew Steptoe	Head of Institute and Director of the Psychobiology Research Group. Married to Professor and Unit Director at same Institute.
Dr Fiona Stevenson (Lead – Maternity/Paternity Leave; Mentoring)	Senior Lecturer/ Associate Director of a research group. Joined PCPH as Lecturer (2001). Had three periods of maternity leave and part-time employment.
Dr Bernardine Stegeman (Lead – Early Career Forum; Mentoring)	Joined EPH in 2013 as research assistant and then research associate.
Ms Mary Thomas	Project manager in DAHR. Joined UCL in 1998. Has taken two periods of maternity leave; now works flexible hours, enabling her to spend time with her young children.
Dr Olga Vikhireva (Lead – Early Career Forum; Mentoring)	Joined EPH as Research Associate (2012); previous experience as an MSc and PhD student.
Ms Baowen Xue (Lead – Data Collection/Analysis)	PhD student: joined EPH as an overseas MSc student (2010). Took a year's leave to take care of a sick family member.

Since formation, several members have left the SAT (generally because they moved to posts outside the IEHC) and we acknowledge the important contributions they made.

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

SWAN activity took off in late 2011, with HP and TC becoming co-chairs. Our initial focus was two-fold: firstly, recruiting a sufficiently large SAT to provide representation from across the Institute, including across research departments/groups and campuses. This included a presentation at an Institute-wide meeting and discussion of SWAN at several committee meetings (e.g. Senior Management, Institute Staff-Student Consultative Committee). Secondly, we began reviewing data, which immediately showed a high overall proportion of female students and staff, but with the proportion of women falling markedly with seniority.

By the middle of 2012, the SAT was meeting approximately monthly. Subgroups of the SAT formed to focus on particular issues. Our earliest draft action plan was prepared in July 2012. Focus moved to characterising areas of good and bad practice across the Institute (with a survey of research departments/groups) and identifying key problem areas, allowing us to make concrete recommendations to the Institute and to support new activities. We started a webpage for the Institute summarising relevant policy and sources of support, and promoting SWAN activity. Institute funds were found to employ MR and later BX to collect and analyse some of the data.

A mailing list was started in January 2013. We carried out a variety of survey activities (an Institute-wide online questionnaire on career progression; focus groups of PhD students/early career researchers; focus group and then survey of parental leave experiences). We also liaised with other UCL SATs. (HP initiated a mailing list for all UCL SAT chairs in 2013.)

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

In future, the SAT will meet bimonthly (more often if needed). Subgroups focusing on specific issues will meet depending on activity. SWAN is a standing item at Institute executive committee meetings and discussed at other relevant meetings, with liaison through SAT members TC (Institute Human Resources Lead), RM (Institute Manager) and AS (Director of the Institute).

We have introduced several programmes: notably, a mentoring scheme, an early career forum, and an information resource. We will monitor these to see if they are achieving their aims. We will also investigate some new areas. See the Action Plan for details.

Section 2 | 947 words

3. A picture of the department: maximum 2000 words

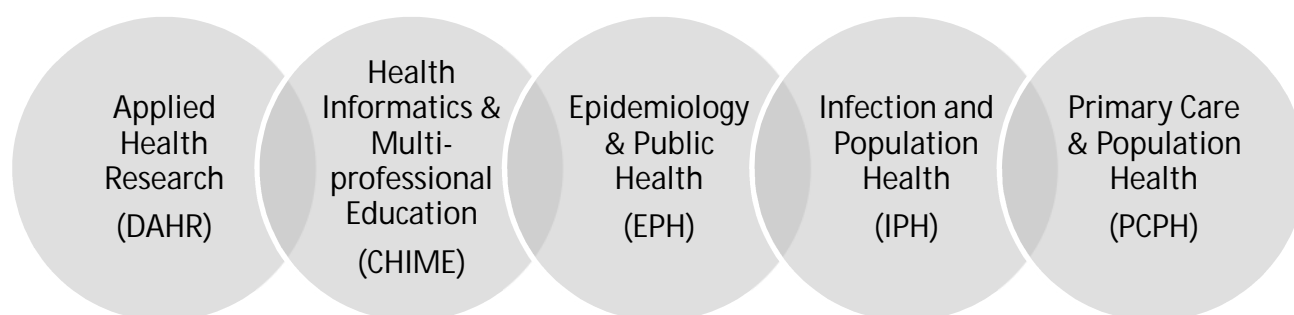
- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The IEHC is a large institute, within the Faculty of Population Health Sciences. There are six research departments Figure 1. The MRC Lifelong and Healthy Ageing Unit at UCL joined 1 August 2013 and are not included in the data presented. We have approached them about SWAN and are seeking their involvement (Action Plan 5.6).

Heads of research departments report to the head of IEHC (AS). Larger research departments are sub-divided into research groups. The Institute is been spread over two campuses: Bloomsbury and Royal Free.

We have 234 research staff. In 2012, 17% were clinical academics and over two-thirds of all staff held teaching responsibilities.

Figure 1 – Organisational Structure of the Institute



We are a multidisciplinary Institute: medical doctors alongside sociologists, psychologists alongside computer scientists, statisticians alongside public health specialists. However, women's representation in STEM subjects varies considerably by discipline, so the starting point for those from different disciplines varies markedly.

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

UCL data reporting runs October-September. 2013 data was only made available in November therefore these data are not included (as approved by SWAN). We will shortly assess 2013 data and review all data on an annual basis (Action Plan 6.1).

Student data

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

We have no foundation courses.

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

IEHC only organises one undergraduate teaching course. This is the one-year intercalated degree in Primary Health only available to those on the MBBS (Table 2). Female undergraduates constitute about 70% of students, a higher representation than the Higher Education Statistics Agency (HESA) data for students in pre-clinical, clinical and allied degrees in medicine/dentistry; and higher than the UCL MBBS course in general (49% female in 2012/3). The MBBS course is run and discussed in UCL Medical School's SWAN application. We liaise with the Medical School SAT on common issues.

Table 2 – Male and Female Undergraduate Student Enrolment at IEHC (2007/08 – 2012/13)

Academic Year	Male		Female		Total (N)
	N	%	N	%	
2007/08	4	44%	5	56%	9
2008/09	0	0%	11	100%	11
2009/10	2	25%	6	75%	8
2010/11	3	33%	6	67%	9
2011/12	6	60%	4	40%	10
2012/13	3	27%	8	73%	11
Total	18	31%	40	69%	58

We have been able to recruit high proportions of women to our intercalated option, which may reflect the role models provided by our female staff in this area, who MBBS students know.

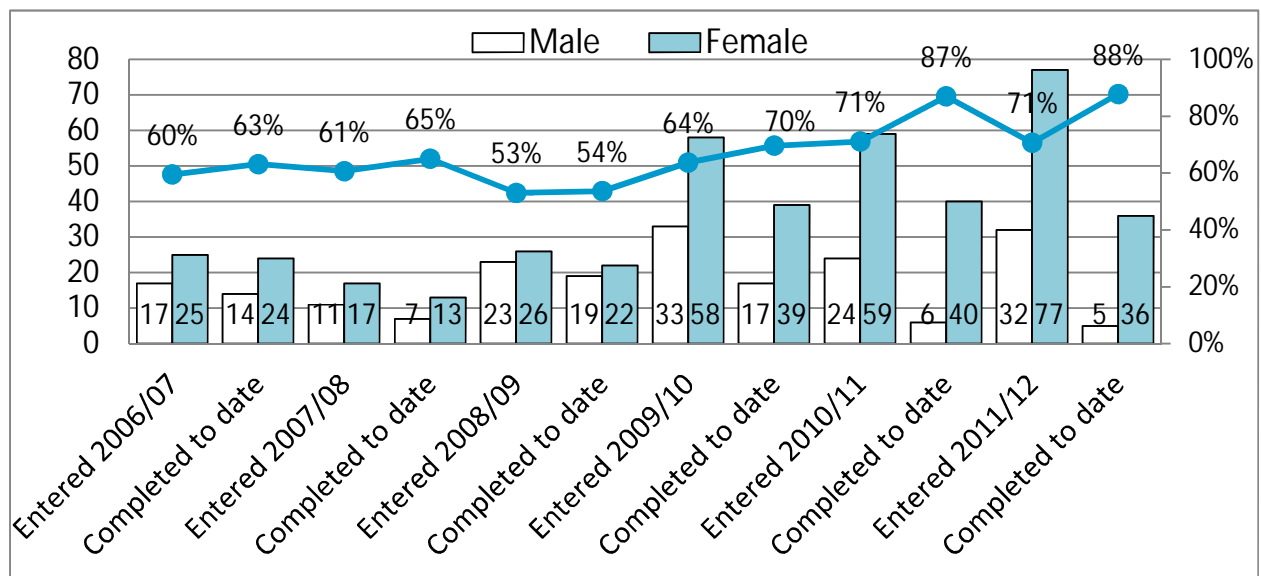
A new BSc in Population Health launches in 2015. We will assess this course a year after its start (Action Plan1.3).

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

The Institute has trained a rising number of women through taught postgraduate programmes in Health Informatics; Dental and Public Health; Social Epidemiology; Health Psychology; and Sexually Transmitted Infections & HIV. In 2012/13, 97 female and 63 male students enrolled. Most male students (92%, 58/63) and a majority of female students (65%, 63/97) enrolled under part-time or flexible study. The gender breakdown by programme varies considerably: Health Informatics is about 50/50, whereas Health Psychology is predominantly female. As the Health Informatics programme is only available part-time, this disciplinary difference may explain why male students are disproportionately part-time compared to female students.

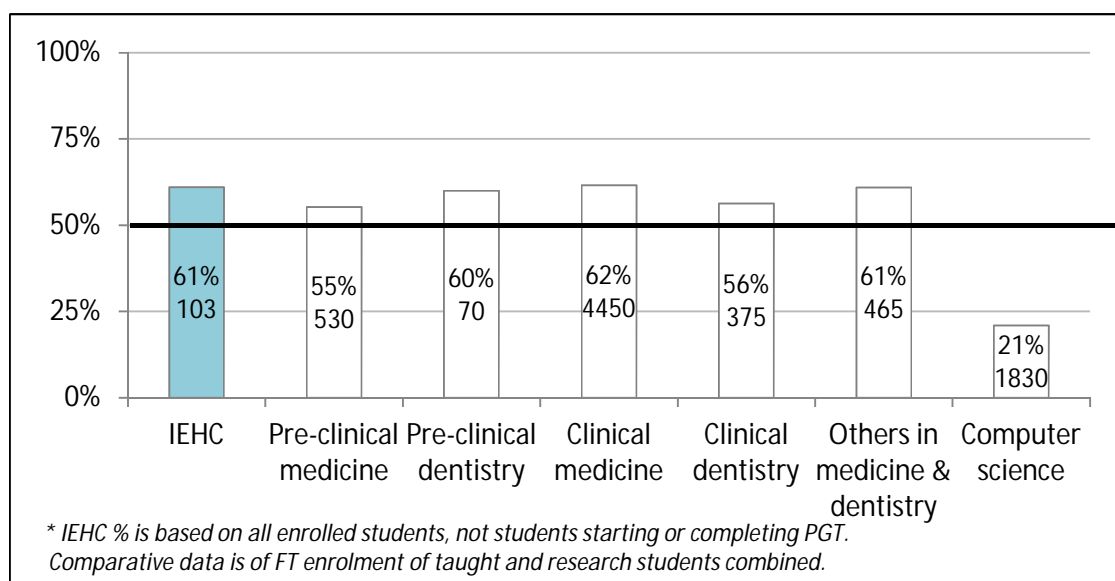
Entry and completion on courses from 2006/07 to 2011/12 is shown in Figure 2. Our different programmes are of different durations (part-time courses can be up to 5 years), so numbers entering and completing in each year may not correspond. Women entering taught courses rose from 60% to 71%, and the proportion completing increased from 63% to 88%.

Figure 2 – Male and Female Post-Graduate Students Entering and Completing Taught Courses at IEHC (2006/07 – 2011/12)



Our proportion of female students is comparable with UK averages (Figure 3). Given the multi-disciplinary nature of our teaching, we compare against six relevant subject areas.

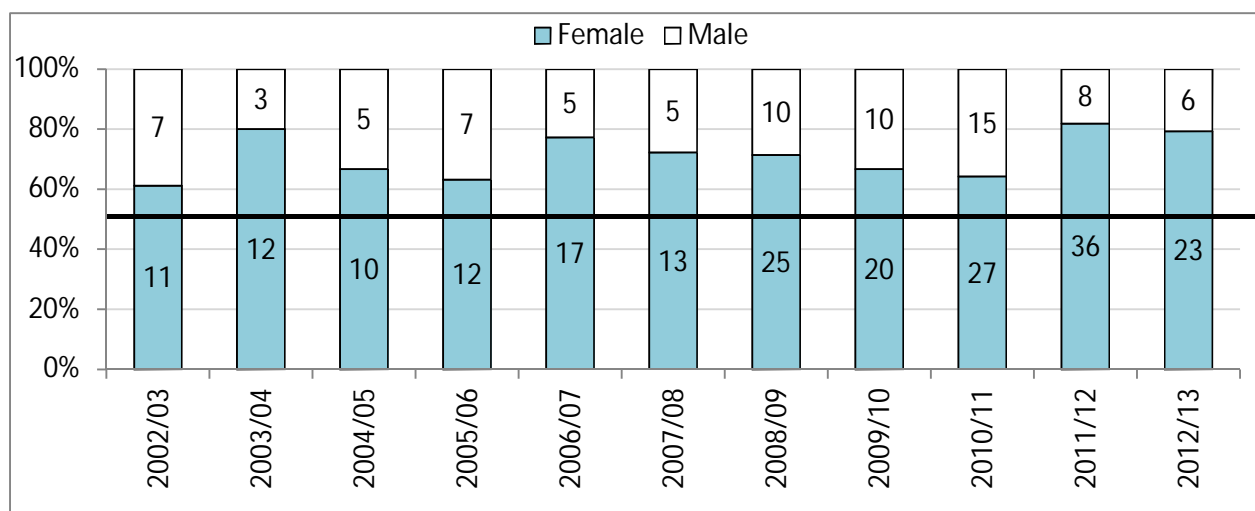
Figure 3 – Female Enrolment in Post-Graduate Taught Courses at IEHC in Comparison with UK Average (HESA 2011/2012)



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

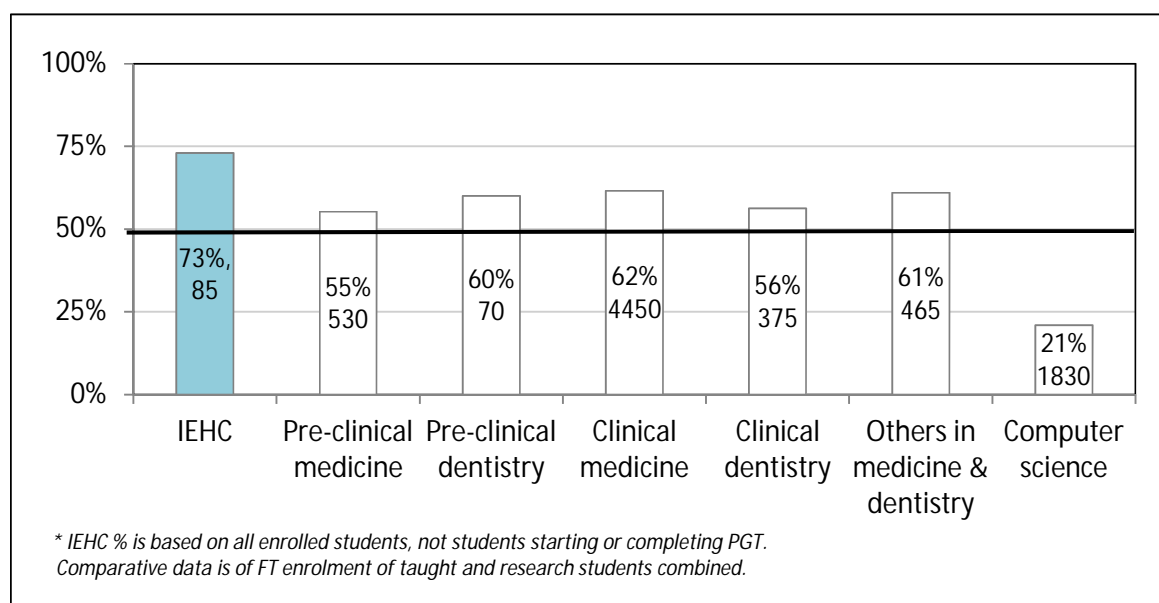
In 2012/13, there were 85 full-time and 48 part-time research students. Women made up about three-quarters of all full-time students, and over two-thirds of part-time students. The proportion of female students starting doctoral programmes is above 50% (Figure 4).

Figure 4 – Male and Female Research Students Beginning Doctorates at IEHC (2002/03 – 2012/13)



Female representation in IEHC research courses is above national averages (Figure 5).

Figure 5 - Female Enrolment in Post-Graduate Research Courses at IEHC in Comparison with UK Average (2011/12)

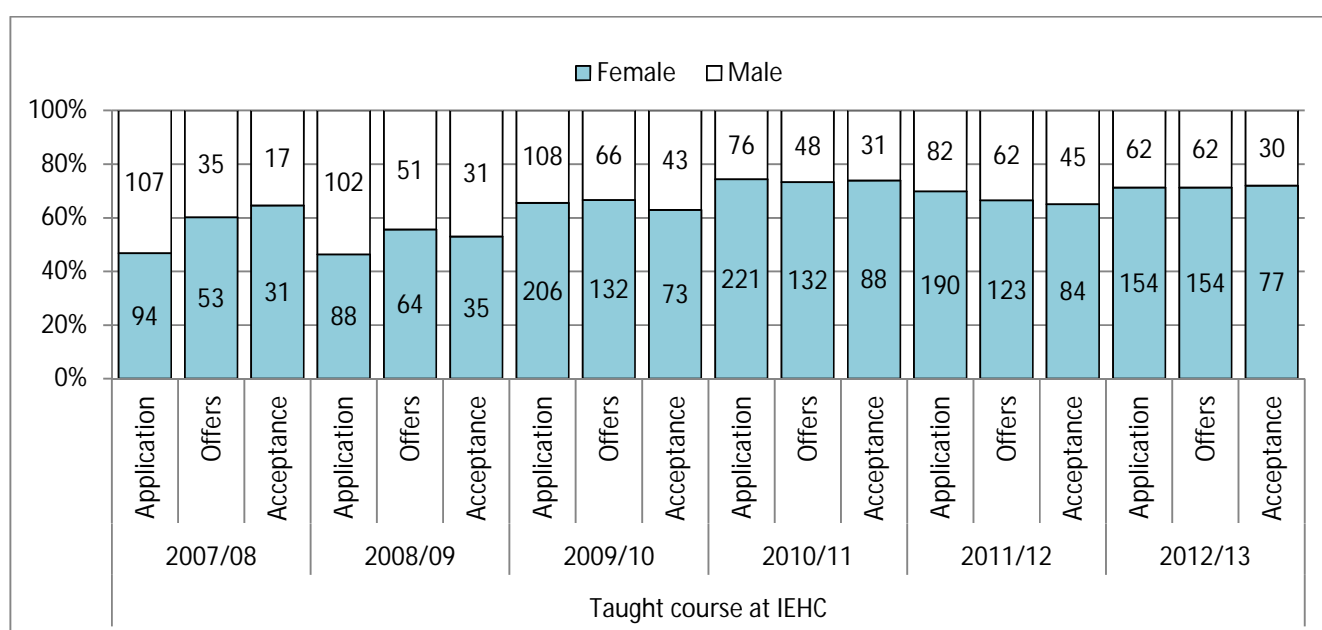


- (v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

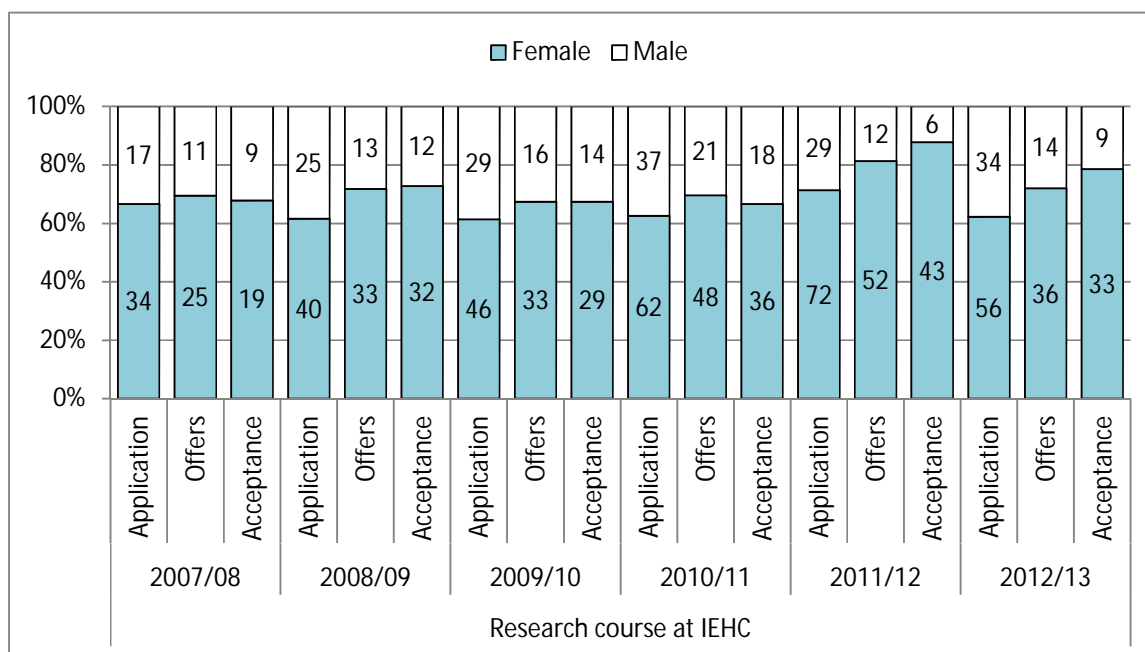
Students studying on the MBBS rank their choices for an intercalated BSc course. The application process is undertaken by UCL Medical School. Most are given their first choice.

Figure 6a/b displays the trend for entry into postgraduate courses. Female applicants were under-represented in the first two academic years shown, but have since predominated. Offers and acceptances to these courses have also been favourable for women, with little variation between these two stages. In 2012/13, almost three-quarters of applications, offers and firm acceptances were held by women.

Figure 6a – Male and Female Post-Graduate Entry to Taught and Research Courses at IEHC
(2007/08 – 2012/13)



**Figure 6b – Male and Female Post-Graduate Entry to Taught and Research Courses at IEHC
(2007/08 – 2012/13)**



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

Table 3 – Number of Degrees Awarded to Male and Female Students at IEHC (2010 - 2012)

	Academic Year	Male (N)	Female (N)	Total (N)	Female %
First Degrees (Primary Health intercalated course)	2010	2	6	8	75%
	2011	3	6	9	67%
	2012	3	8	11	73%
	Total	8	20	28	71%
Post-Graduate Taught Degrees	2010	22	36	58	62%
	2011	15	53	68	78%
	2012	20	61	81	75%
	Total	57	150	207	75%
Doctoral Degrees	2010	2	12	14	86%
	2011	9	17	26	65%
	2012	10	19	29	66%
	Total	21	48	69	70%

The proportion of doctoral degrees awarded to women has decreased (Table 3). We have been unable to ascertain an explanation. We suspect this is random variation, but will monitor these figures closely in the next year. The average number of years to submission for doctoral degrees

begun in 2008/09 has been similar: 3.3 (men) and 3.4 (women). Women attained around two-thirds or more of all degrees.

Figure 7 shows data on degree classification and MSc distinctions. Among taught postgraduates, the proportion of women earning distinctions has risen from 22% to 25%. Women secure more distinctions. A merit classification is being introduced for postgraduate courses and we will monitor results in future (Action Plan 1.4).

Figure 7 – Proportion of Students Receiving Degrees with Honours at IEHC (2009/10 – 2011/12)

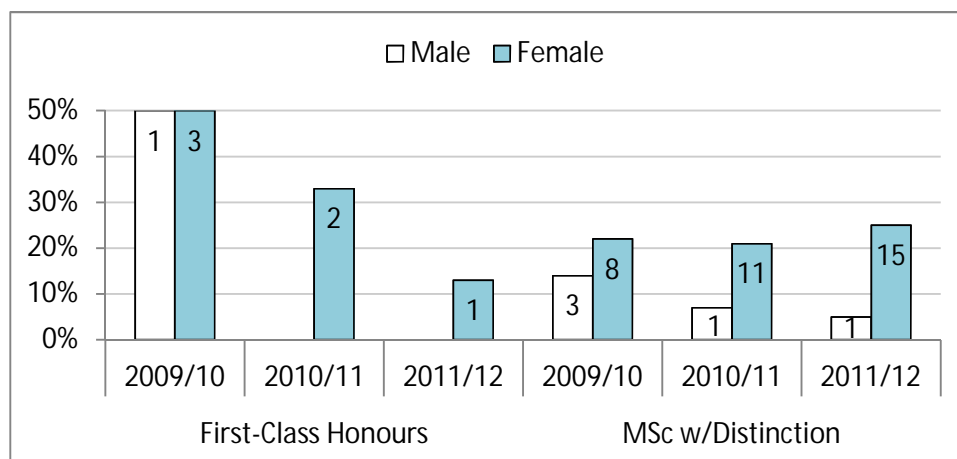
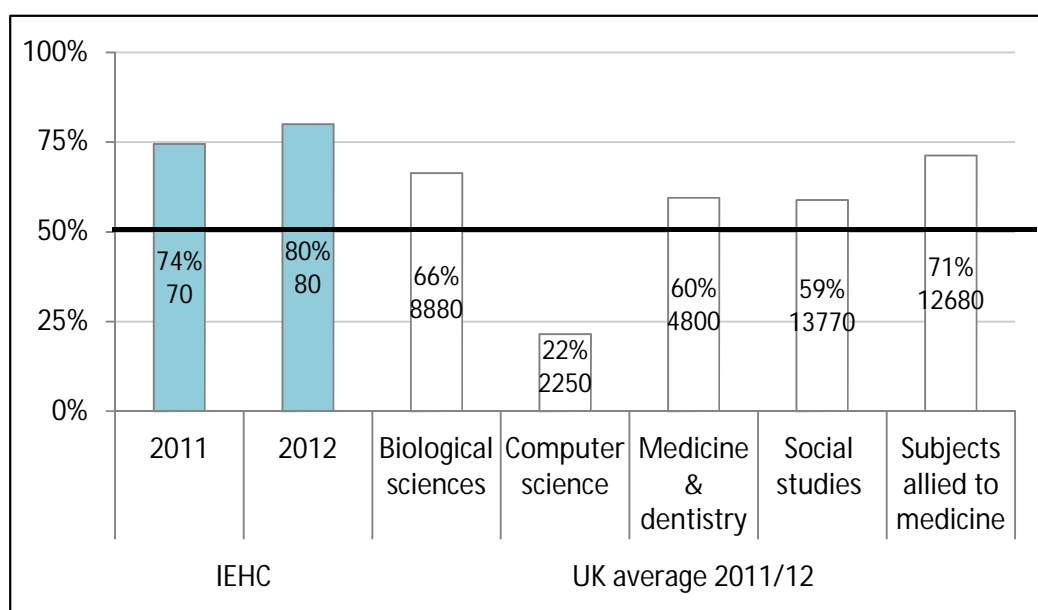


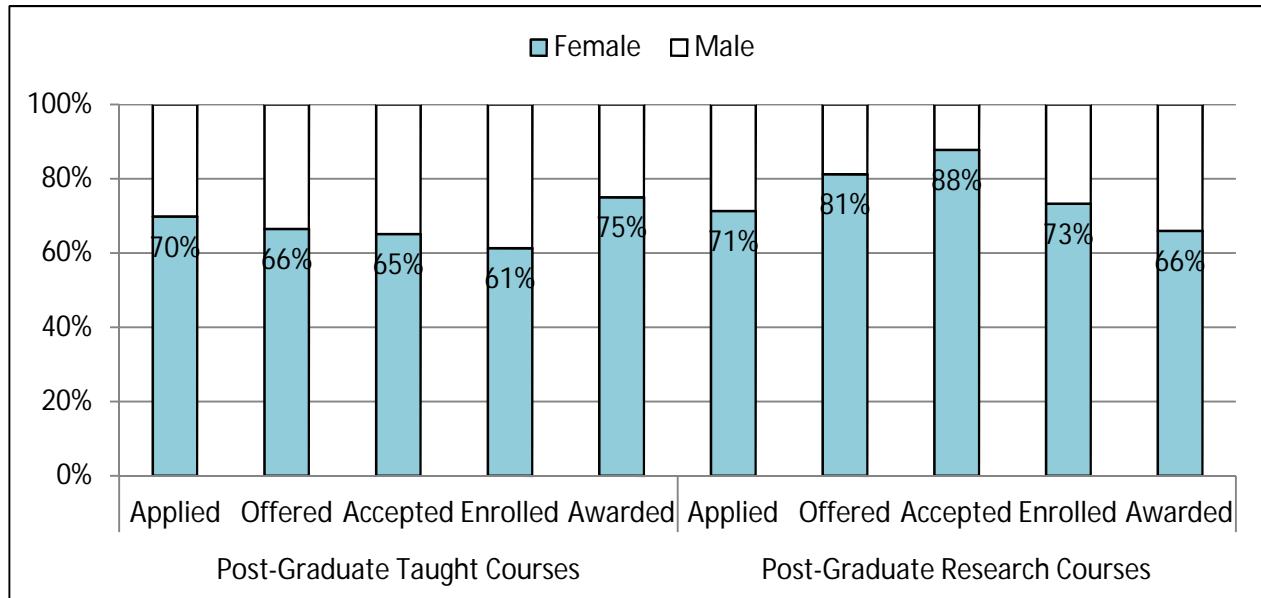
Figure 8 shows the proportion of post-graduate taught and research degrees awarded to female students. We are above national averages.

Figure 8 –Female Degree Attainment in Post-Graduate Taught and Research Degrees at IEHC in Comparison with UK Average (2011/12)



Although female post-graduate students at the Institute are doing well, the path from selection to degree attainment is not entirely consistent. Figure 9 shows cross-sectional data for 2011/2 on the proportion of women along the student pipeline in all postgraduate courses. There is a difference between the proportion of women accepted and enrolled on postgraduate research courses. We believe this is an artefact of changes in student numbers in different courses. We will monitor figures closely in the next two years.

Figure 9 – Proportion of Female Post-Graduate Students at IEHC (2011/12)



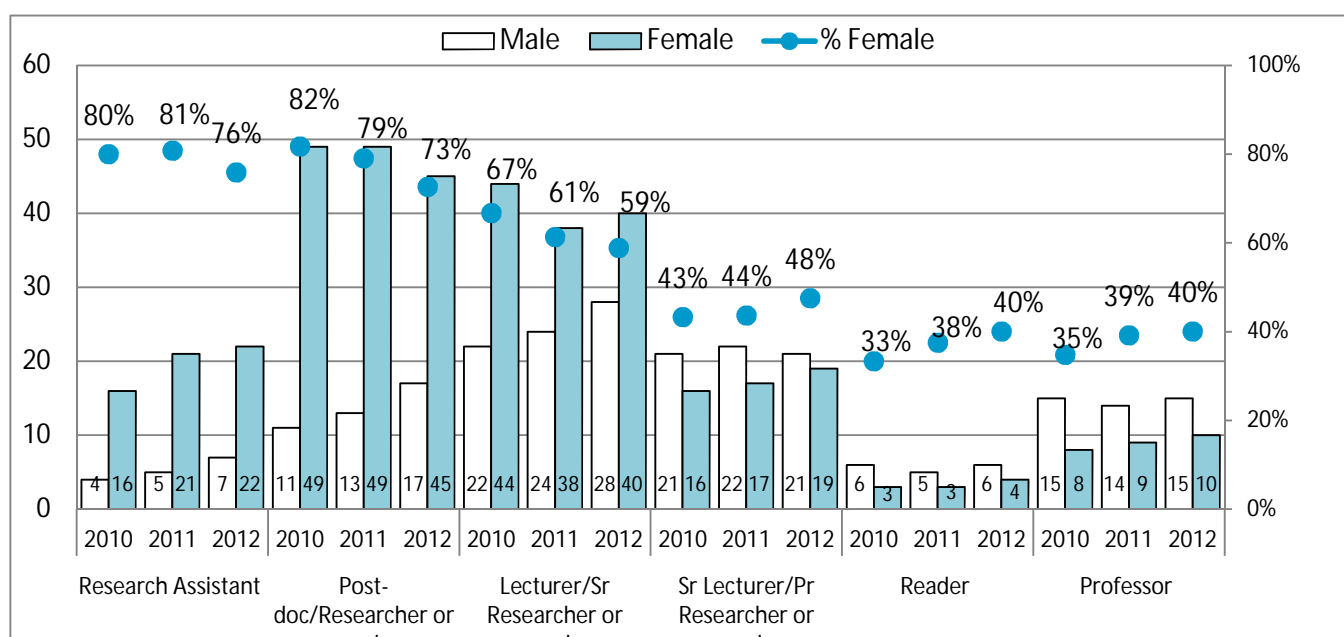
Staff data

- (vii) 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.

We employ more women than men, but the proportion of women drops markedly with seniority (Figure 10a). Men outnumber women among readers and professors. This is pattern seen across much of higher education and other employment sectors. It seems probable that both a 'leaky pipe' and a 'glass ceiling' effect are at play, as are familiar from the general employment literature.

Although the overall pattern is concerning, Figure 10a shows the proportion of women at senior levels has increased in recent years.

Figure 10a – Male and Female Representation of Staff in Academic, Research and Teaching Positions at IEHC (2010 - 2012)



Figures 10b/c split the data by non-clinical and clinical staff. Female representation among clinical staff is lower and markedly pulls down the overall figure for professors. An analysis by research department showed a similar pattern across them all.

In our work on maternity leave, we noted that there were particular challenges for clinical academics if they wish to return to a part-time position. Their job was already effectively two jobs (a clinical one and an academic one), so it becomes challenging to fit two jobs into a part-time week. Professional development and appraisal on the clinical side (now including new revalidation procedures) produce an increased bureaucratic load, which is again challenging to fit into a part-time week. Many clinical academics are teaching only staff, without research commitments, with challenges for promotion.

Clinical academics have different career paths to non-clinical academics and the pressures on them reflect broader issues in medicine and the NHS that may be outside our influence. Although it is harder for us to have an impact here, we intend to try to better understand the issues by actioning a consultation survey of our clinical academics, both male and female as part of our future action plan (Action Plan 6.2). In addition, we are liaising with SAT teams in UCL Medical School and other UCL Institutes/Divisions that report similar issues. We hope that many of the actions described below will benefit both clinical and non-clinical staff in IEHC. In addition, we plan to focus on the challenges around parental leave in the follow-up survey (Action Plan 4.2).

Figure 10b - Male and Female Representation of Non-Clinical Staff in Academic, Research and Teaching Positions at IEHC (2010 - 2012)

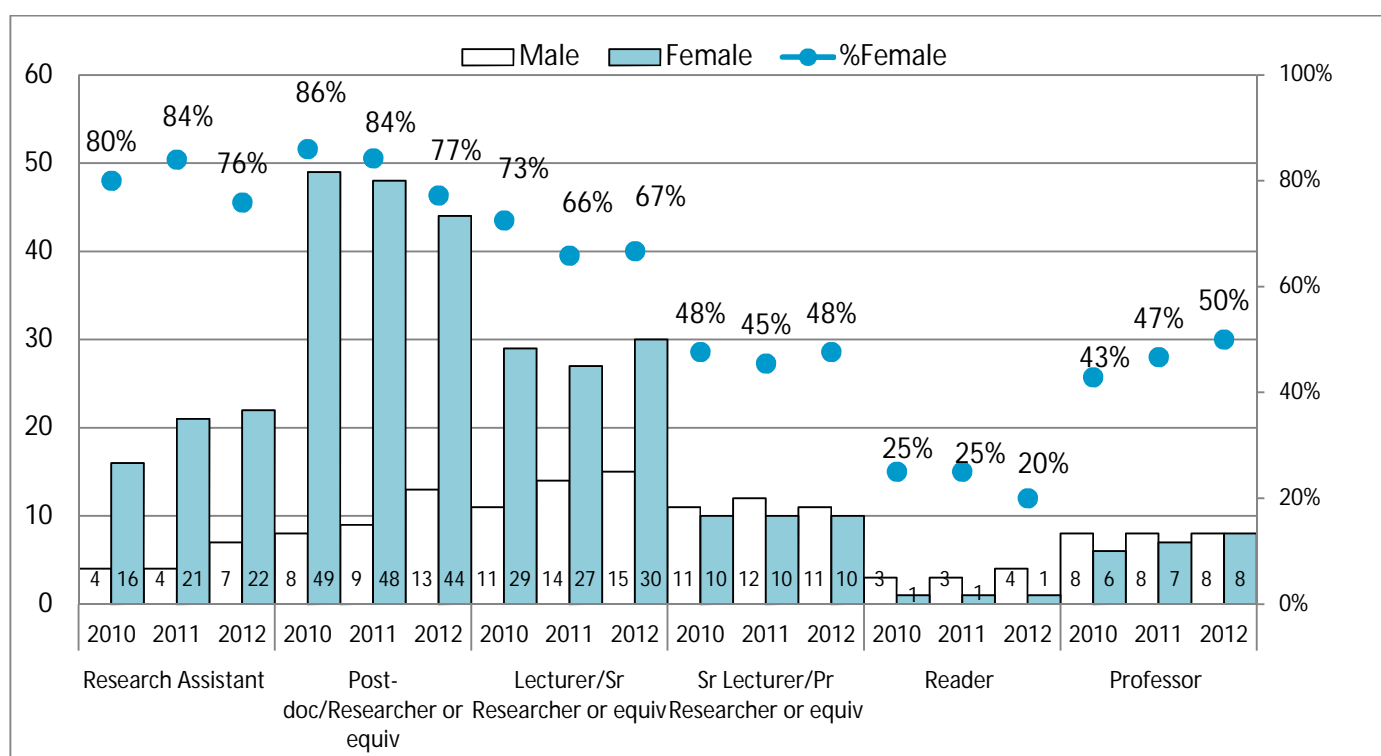
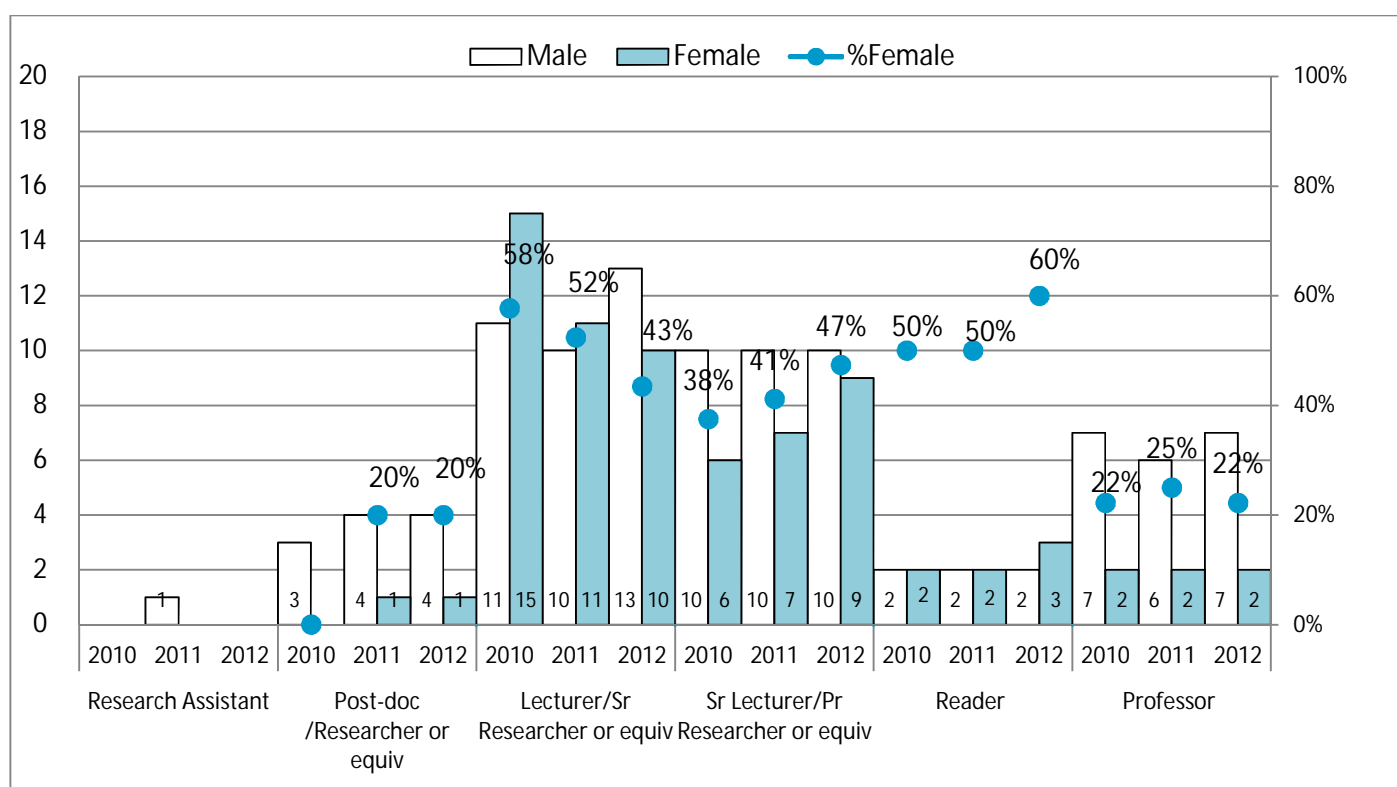
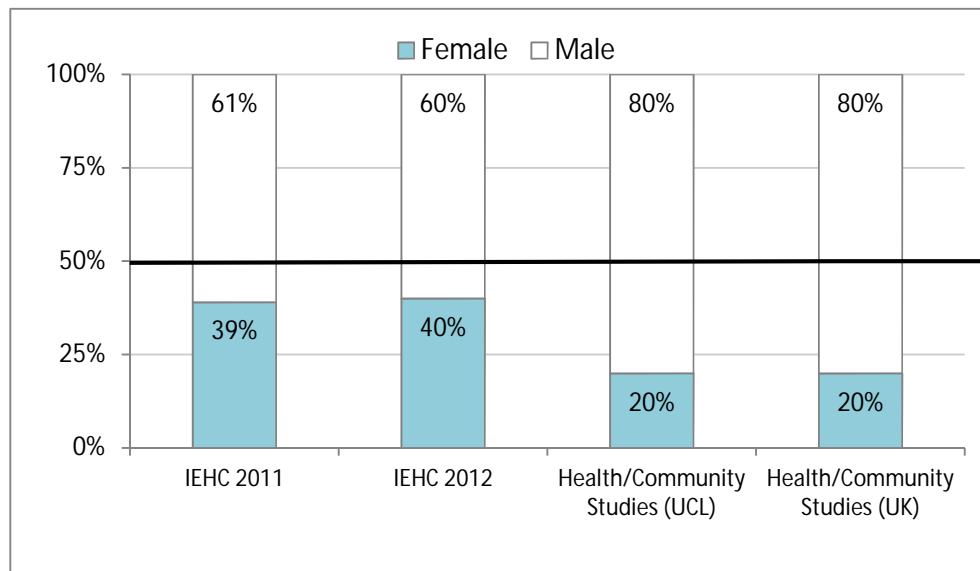


Figure 10c - Male and Female Representation of Clinical Staff in Academic, Research and Teaching Positions at IEHC (2010 - 2012)



The proportion of female professors at IEHC is considerably higher than both the UCL and UK average of women professors in health and community studies (Figure 11). We feel this illustrates the on-going support that has been in place for female staff in IEHC.

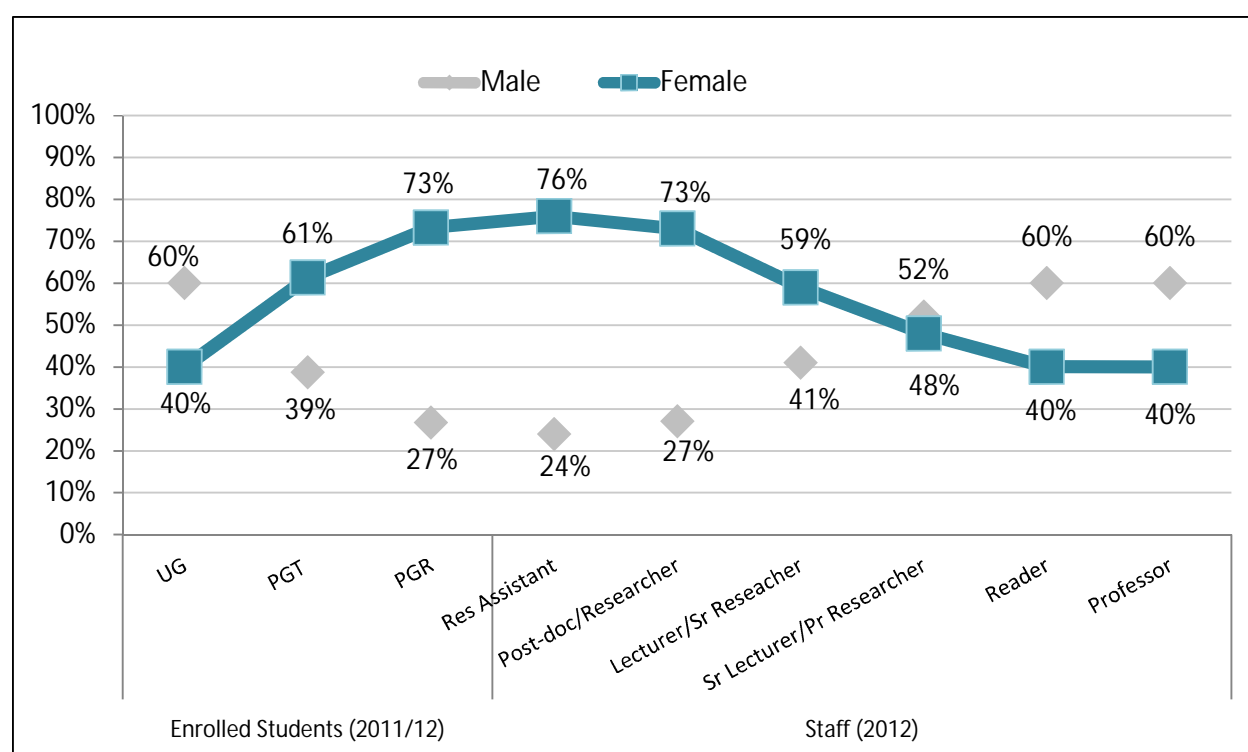
Figure 11 – Proportion of Women Professors at IEHC (2011 & 2012) in Comparison with UCL and UK Averages (2011)



The Institute has substantial representation of women at most staff levels, and the representation at professorial level is above average, however the absence of women at higher seniority levels stands out. We have seen improvements since 2010, which we hope reflects local efforts, but there is much ground to be made up. Our activities to date and action plan (section 2 and 3) concentrate on staff issues because this appears the major challenge.

Figure 12 shows a pipeline diagram. There is no obvious single bottleneck. Intervention is needed at every stage of the career path.

Figure 12 – Academic Pipeline from Under-Graduate Students to Professors at IEHC (2012)



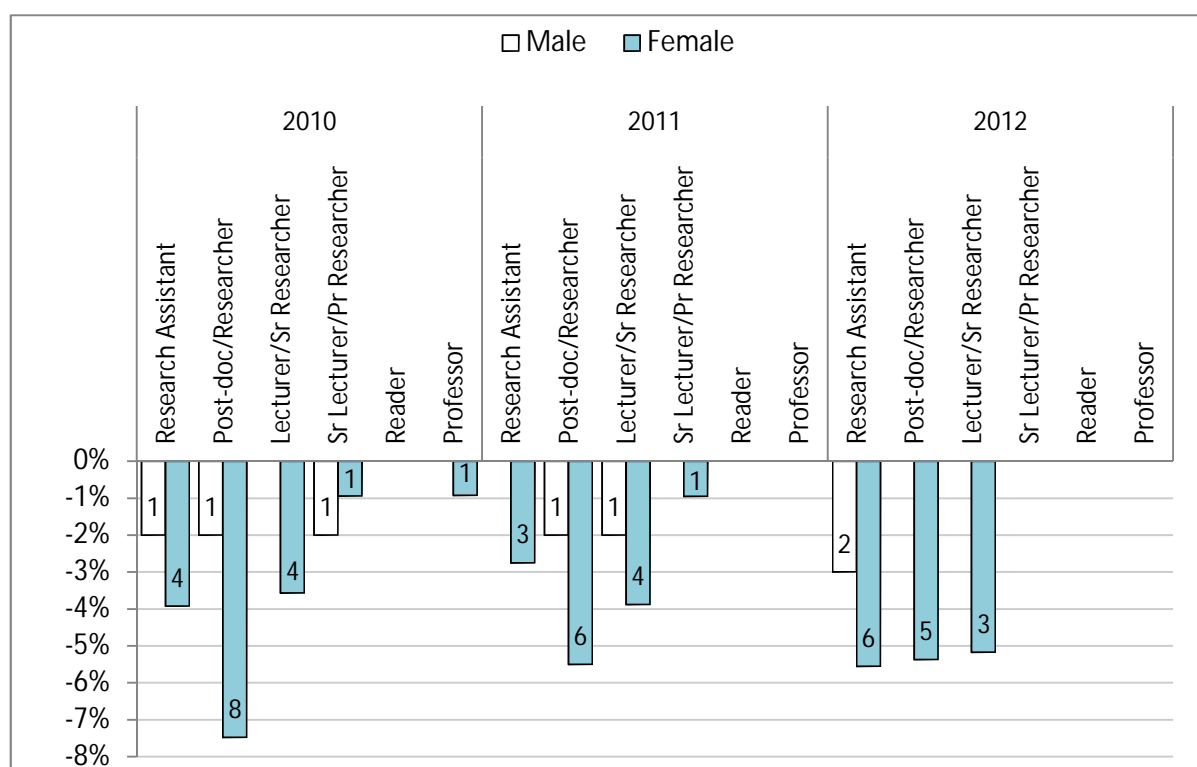
Our focus has been fivefold. (1) Institute wide awareness raising. (2) Mentoring, to ensure individuals have support when starting or going through major changes. (3) Early career forums and related activities. (4) Promotion and implementation of policies on parental leave, flexible working *etc.* (5) Additional support around maternity and other parental leave. (1), (2) and (3) should support career retention and progression. (1), (4) and (5) should assist with the life challenges that affect women more than men.

- (viii) 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.

The number of men leaving the Institute is low. Women have left in larger numbers (Figure 13), reflecting higher turnover at junior grades due to fixed term funding. Women predominate at these grades. Turnover at higher staff levels is minimal. Over the last three years, only one professor (female) left.

Women who participated in the ECR focus group reported that financial pressures of living in central London (*e.g.*, housing, child care) are substantially increasing, while salaries remain static or a decrease in real terms, making academia less attractive.

Figure 13 – Academic, Teaching and Research Staff Turnover as Per Cent of Total Staff, by Gender (2010 - 2012)



We do not currently know much about people leaving IEHC. Use of exit interviews is patchy. We will promote exit interviews and expand the *pro forma* used to ask about promotion prospects (Action Plan 3.1).

Section 3 | 1996 words

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

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

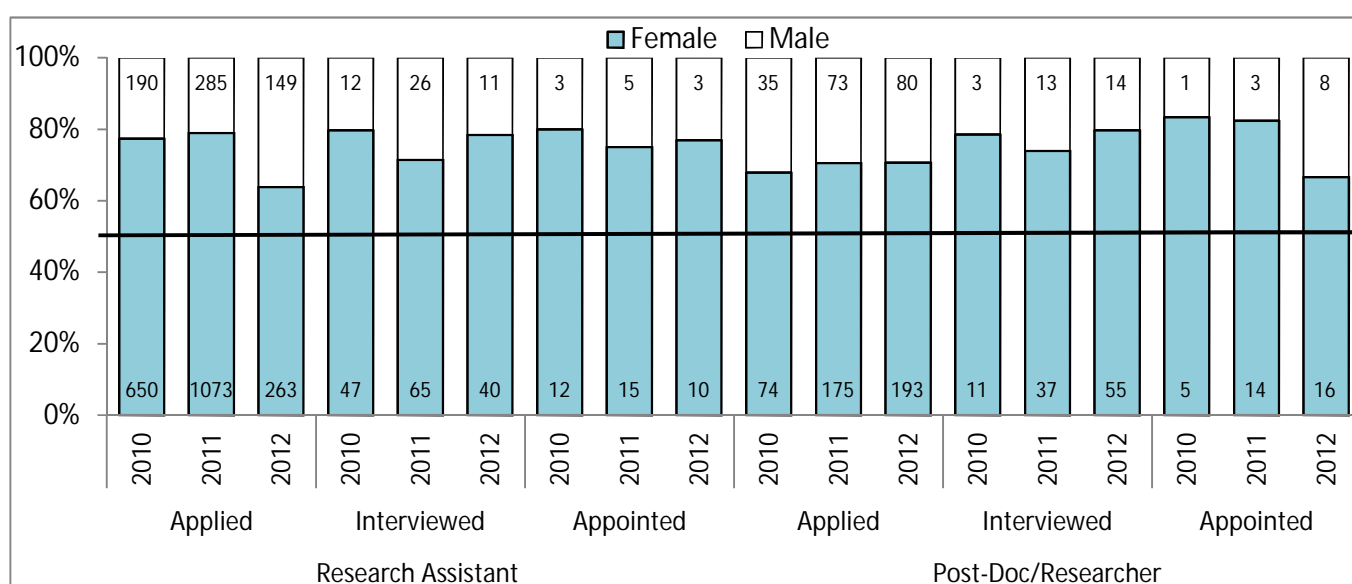
In 2010, we received around 1,000 job applications, 75% from women (Table 4). In 2011, again three-quarters of applicants were female. In 2012, two-thirds were female.

**Table 4 - Recruitment for Academic, Teaching and Research Positions at IEHC,
by Gender (2010 - 2012)**

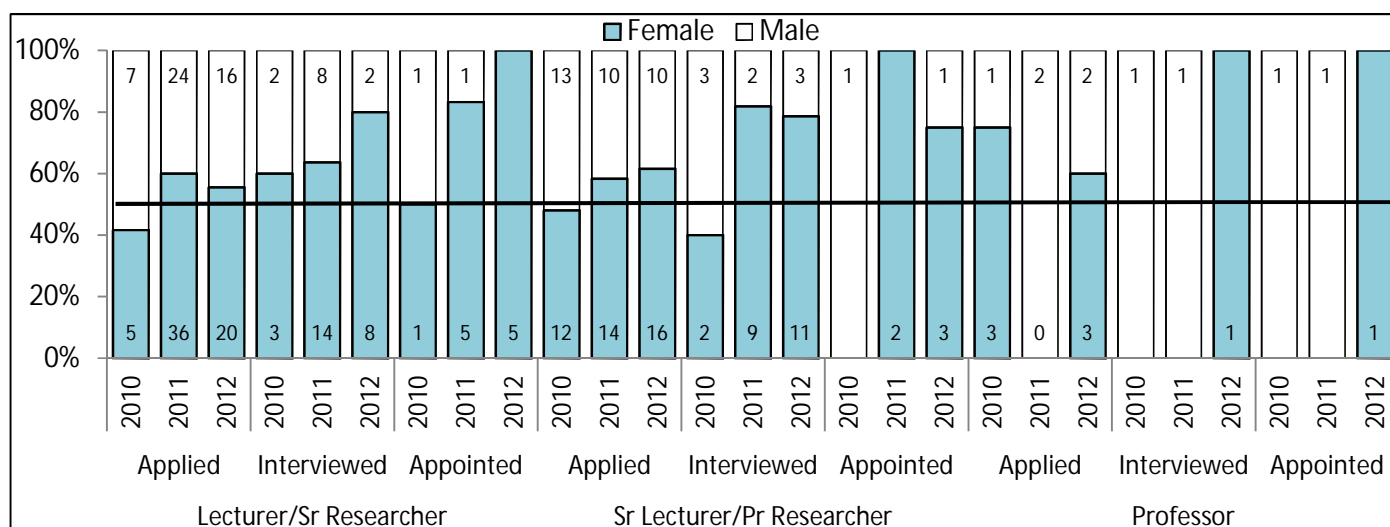
Year	Applied				Interviewed				Appointed			
	Male (N)	Female (N)	Total (N)	Female %	Male (N)	Female (N)	Total (N)	Female %	Male (N)	Female (N)	Total (N)	Female %
2010	246	744	990	75%	21	63	84	75%	7	18	25	72%
2011	394	1298	1692	77%	50	125	175	71%	10	36	46	78%
2012	257	495	752	66%	30	115	145	79%	12	35	47	74%

Recruitment with respect to gender is shown in Figure 14.

**Figure 14a – Recruitment for Academic, Teaching and Research Positions at IEHC, by Position
and Gender (2010 - 2012)**



**Figure 14b – Recruitment for Academic, Teaching and Research Positions at IEHC, by Position and
Gender (2010 - 2012)**

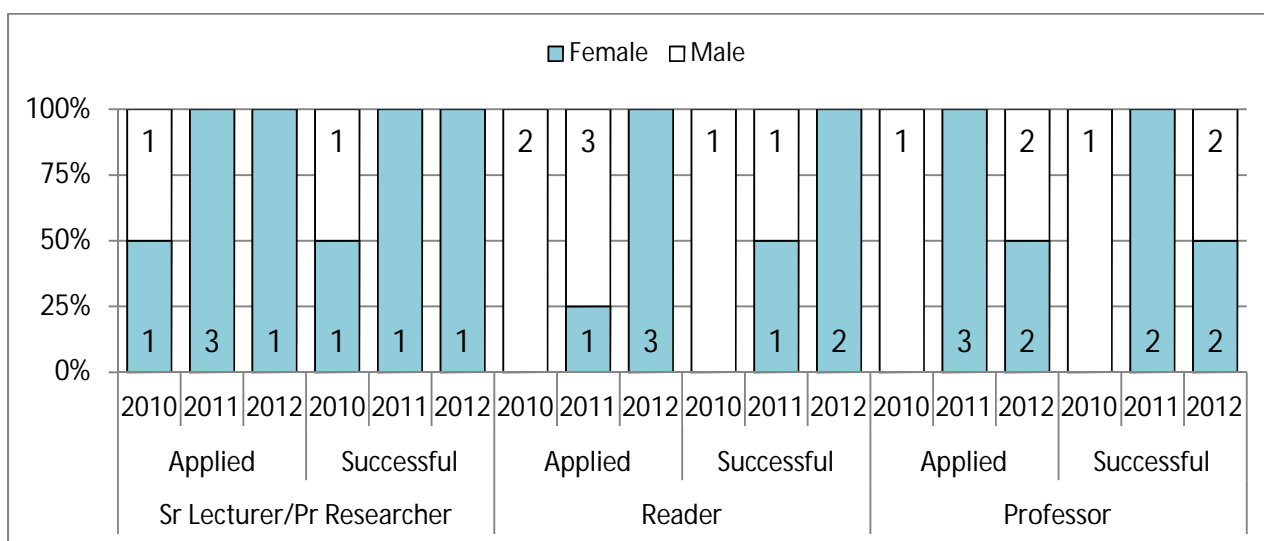


Women are as successful as men at getting through to interview and at being appointed, except at professorial level. At professorial level, there is better female representation in new appointments than among existing staff. We have been successful in attracting women to apply for positions.

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

In 2010, the level of successful senior promotions of female staff stood at 25% (as proportion of total senior promotions awarded for the year). By 2011, this had risen to 86% and in 2012 was 75%. Success in this area has been a result of improvements made to support a culture that fosters strong academic careers for women and provides an environment within which a robust and transparent career development policy has been implemented (see below). We believe improvements in the appraisal systems has also impacted. We recognise it is not enough to consider the success rate of those who have applied for promotion: we also need to encourage more women to go forward with promotion.

Figure 15 – Number of Senior Promotions (Applied, Successful) by Male and Female Staff at IEHC (2010 - 2012)



- 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 job vacancies state that UCL is an equal opportunities employer and the following positive action statement is automatically added to senior posts: *'we particularly welcome female applicants and those from an ethnic minority as they are under-represented within UCL at these levels'*. UCL uses an online recruitment system that captures recruitment statistics. We now ensure all interview panels have a minimum of 25% women.

UCL requires members of interview panels have attended fair recruitment briefing, which includes information on equality and diversity and the Equality Act 2010. Individual Research Departments hold databases of trained interviewers. We are building a new database combining these into one, to be web-accessible, to assist when establishing gender-balanced interview panels. The database will highlight when an interviewer reaches a maximum of 4 panels p.a. to ensure individual women are not over-burdened with interviewing duties (Action Plan 3.5). There has been interest in rolling out this system to elsewhere in UCL.

- (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.

We see mentoring as having an important role in career transitions. Various parts of the Institute had mentoring schemes previously, but these were inconsistently applied and not necessarily well supported. A major undertaking by the SAT was to investigate these local mentoring schemes and mentoring elsewhere in UCL and beyond. A sub-team carried out this work and reported back with specific proposals. We have now just launched a new Institute-wide mentoring scheme for all new staff members, with training and support for mentors. This was a major undertaking: the first new staff under this scheme have just started and we will, in future, report on what happens (Action Plan 2.1).

Mentoring at the beginning of someone's UCL employment established useful networks from the start. While formal mentoring is time-limited, informal relationships forged can continue for many years. However, we recognise key transition points later on when mentoring/coaching may be useful. For example, the idea of maternity leave mentors is being considered. We will use the structures created and experience gained from the new scheme when considering how to develop such ideas (Action Plan 2.1).

Another major SWAN activity has been developing an early career forum (see next section). This has begun well and we have plans to extend it. Exposing individuals to career development issues early on will empower them throughout their careers (Action Plan 3.3).

Existing schemes pertinent for women's career development are now collated and highlighted to line managers so they can provide appropriate advice to junior female researchers (e.g., UCL Women, Leadership schemes, assertiveness training). An email alert system, prompting supervisors/line managers to organise a formal career strategy meeting with early career researchers a year before the grant/funding is going to expire to discuss the next steps and ensure there is enough time apply for new fellowships will be explored (Action Plan 2.2).

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The Institute operates annual appraisals for all staff, underpinned by the UCL Appraisal Review and Development Scheme. The Institute has implemented an enhanced cycle whereas UCL only requires staff to have biennial appraisals. The appraisal process is valuable for providing support, giving positive and constructive feedback, and maintaining a regular dialogue with staff.

Appraisal is conducted by the line manager. (Individuals with concerns about their line manager can raise this with more senior staff.) Clinical academics are expected to be jointly appraised with the clinical line manager. IEHC maintains appraisal records and sends reminders to staff to ensure appraisals are undertaken in a timely manner. IEHC monitors completion rates of staff appraisal (currently 94%).

IEHC will develop and implement a document to remind line managers to discuss areas surrounding mentoring and promotion at each appraisal meeting. This 'aide memoir' will be attached to the formal appraisal form (Action Plan 3.2).

UCL has a clear policy and criteria for academic career progression. We seek to apply this framework to ensure that cases for promotion are reviewed annually to ensure that the promotions criteria are applied fairly and consistently.

For UCL Grades 6 to 7 and 7 to 8, although central UCL HR alerts the Institute to those staff at the top of their salary scale and requests that they are reviewed, IEHC applies a more robust policy whereby all staff at the appropriate grades are reviewed annually and cases for promotion are then put forward to the Institute Board for review and support.

The IEHC policy and guidance document is available to staff online and, following previous requests from staff, it is also circulated separately during the annual promotion rounds. At the request of the SAT, the timetable for Institute decisions on supporting candidates and further details of the Institute Board membership will be made publicly available online from 2013 onwards.

Further action taken by the Institute to support a strong and responsive career environment for women includes requiring line managers to raise these issues at appraisal meetings, promotions workshops, family friendly and carer support pages on our web site, and an aide-memoir at appraisal (Action Plan 3.7).

We are encouraging more planning for promotion, both in terms of individuals and line managers (Action Plan 3.6-3.8).

- (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?

The induction of new staff follows UCL guidelines and involves a meeting with a Departmental Manager and an induction pack, followed by a meeting with the line manager (discussion of the job scope and expectations, training priorities, and opportunity for flexible working). All new staff members are informed about seminars, career development and training opportunities, and mandatory Online Diversity Training. PhD students are informed about seminars, Departmental open days, poster competitions and training programmes, and a wide range of courses from the Graduate School.

Staff and students funded by UK Research Councils must attend 10+ full-day training events per academic year; those who are funded from different sources are also encouraged to meet this requirement. Training is recorded online. These records are regularly reviewed and discussed at meetings with line managers or supervisors, and priorities for future training identified. However, the current induction procedure does not provide detailed information about existing opportunities for professional networking and mentoring, which is particularly important for female staff and junior researchers.

To address this gap, a survey of existing practice across IEHC was performed by the SAT. We found that, while various peer support and mentoring arrangements have been in place for decades, their nature varies substantially across Research Departments. We identified areas of best practice and shared details of different schemes across the Institute.

To obtain more detailed information about the challenges facing junior staff and PhD students, series of focus groups was performed (see section 5). We found a need for a consistent framework of training and networking events for early career researchers that focuses on both discipline-specific topics and general career development, *e.g.* funding and grant applications, publications and presentations, job search and interviews, and promotion. Secondly, there is a substantial demand for mentoring support from senior staff members who are not line managers or PhD supervisors.

The importance of these issues was confirmed by the findings of an online survey on career aspirations and expectations. Only women mentioned training opportunities for career development as a facilitator of academic career progression. This might reflect the unmet training needs of women in academia. For both genders, mentorship from senior colleagues was one of the three most commonly cited career progression facilitators. However, two-thirds of all respondents reported not having an official mentor.

To address this, we launched an Early Career Forum (ECF) and started preparatory work for the mentoring programme. ECF is an ongoing programme of seminars for postdoctoral researchers and PhDs, launched July 2013. It is run by female SAT members: two research associates (BS and OV) and a PhD student (LB). The first talk on finding academic jobs by a female SAT member (NS) was well attended by junior staff and students (predominantly females), followed by positive feedback and suggestions for future topics. The second talk on authorship (August) was delivered by a male SAT member (HP) and attracted a wider audience. Subsequent sessions have covered oral and poster presentation skills. These seminars have acted as educational and networking

opportunities, bringing together staff and students and encouraging interdisciplinary interaction. Feedback from attendees has been very positive and attendances high.

We will continue monthly ECF seminars and ensure the gender balance of speakers; collate other activities for ECRs into an online calendar; and evaluate the ECF's impact via focus groups (Action Plan 3.3). Other activities on the Royal Free campus have been running successfully for some years, and we will look at how these different activities can support each other.

We have recently decided to hold more journal clubs for ECRs. New sessions will be held in IPH once a fortnight inside core hours and have support from senior members of our group, two at professor level (Action Plan 3.4).

At our request, the Institute has enacted a mentoring scheme for staff. Several SAT members (LH, GR, NS, LB, BS, OV, PB) attended UCL training on mentoring and coaching. They also promoted these courses, as well as the general importance of mentoring. An external professional trainer in mentoring has been approached, and a preliminary agreement to deliver in-house training for future Institute mentors and mentees was obtained (OV). In addition, a review of existing UCL and external mentoring programmes was performed by LB, BS, and OV. Drawing on the experience of these schemes and tailoring it to the Institute context, LB, BS, and OV prepared draft documents for the pilot mentoring scheme. The new IEHC scheme was launched in October 2013. The ultimate aim is to provide mentoring opportunities for every IEHC staff member and student, regardless of gender, seniority or contract type (Action Plan 2.1).

Mentoring for first-year EPH PhD students by second- or third-year mentors was already in planning when the SAT began and is being launched this year. EPH have recruited and trained 9 student mentors for this academic year (including 1 male, 1 part-time). Based on these experiences, we are keen to investigate how the Institute can roll out PhD mentoring more generally (Action Plan 1.1). In the Institute-wide mentoring programme, PhD students will be able to request a non-PhD mentor (a staff member who is not their supervisor/Graduate Tutor).

All new staff members have to complete the Online Diversity Training Module within six weeks of employment. While the percentage of staff completing training has improved, we plan to ask all staff to enrol of these training courses if they have not already done so (Action Plan 5.4).

Figure 16 - Uptake of Equality and Recruitment Training by Academic, Research and Teaching Staff at IEHC as Percent of Total Staff by Gender (2010 - 2012)



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

The Institute's support for female students complements and enhances student services at UCL: we can direct students to Graduate School courses and run our own courses addressing specific local academic needs. Out of 8 Graduate Tutors, 6 are women.

The ECF supports PhD students too. Another key area is mentoring, and plans are in the previous sub-section.

We plan to survey all female students who took maternity leave in the last 5 years (Action Plan 1.2).

Organisation and culture

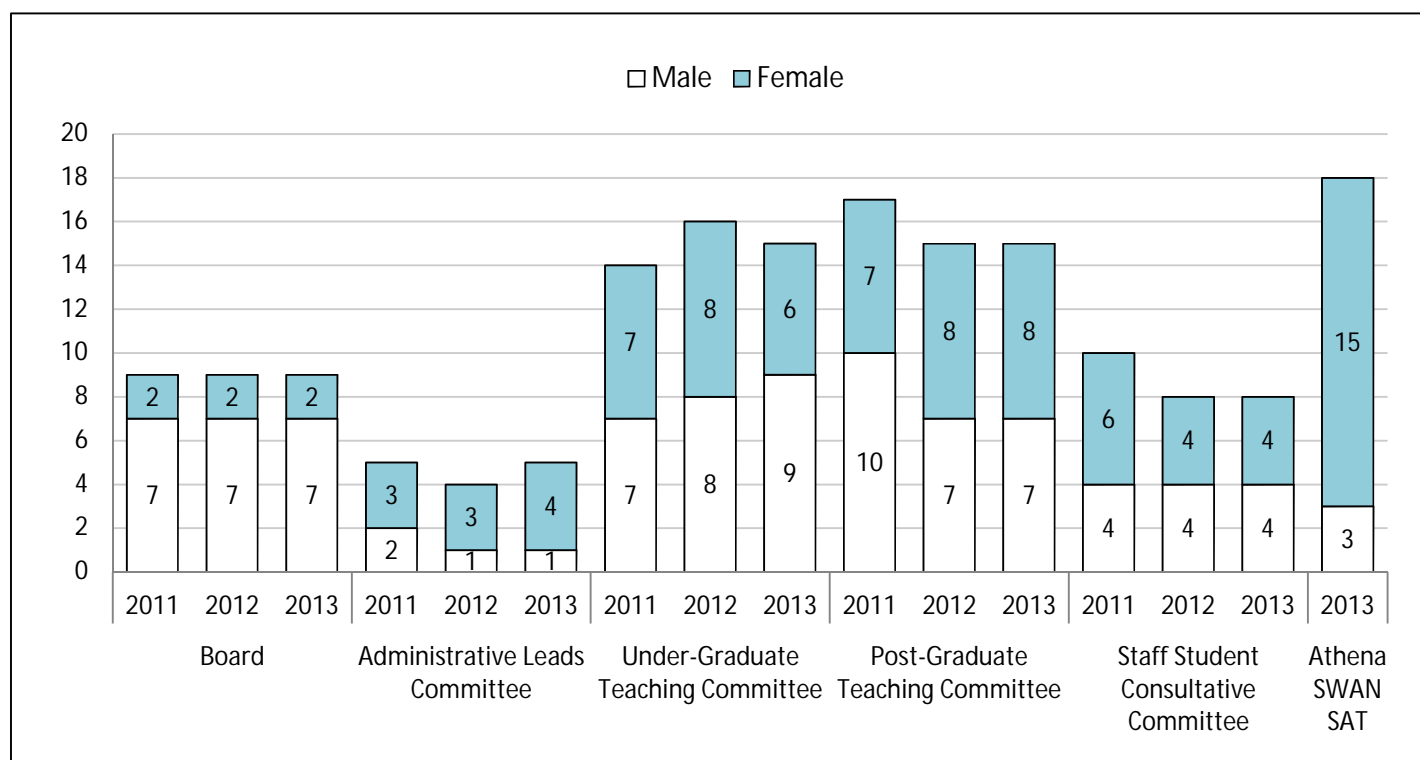
- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

There are multiple committees in the Institute. The most significant is the Institute Board, with only two women to seven men (see Figure 17). The Institute Board is formally comprised of the Heads of Research Departments. If heads are not available, existing deputies attend. However, while the formal membership of the committee is defined in those terms, additional individuals may attend meetings with reference to particular matters. At times, neither the head nor deputy head of a Research Department is available and someone else attends. In those circumstances, where there is leeway, the Board has responded to the SWAN challenge and agreed to encourage giving more women opportunities to attend.

The remainder of our formal committees (including Administrative Leads, UG and PG Teaching Committees, and Staff Student Consultative Committees) reflect well-balanced memberships.

There has not previously been any formal system to ensure gender balance on Committees. Staff are encouraged to put themselves forwards for Committees and mid-career junior researchers are given the opportunity to sit on Senior Management Committees. The membership, terms of reference and minutes from our core management and teaching committees are available to all via intranet web pages. Appraisal also covers committee membership to ensure encouragement to sit on committees, but also review to ensure not increasing burden on staff (part of Action Plan 3.7).

Figure 17 – Number of Males and Females on IEHC Committees (2011 – 2013)



- (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.

Our staff are nearly all on permanent contracts, although many of these are funding limited. This provides research staff with the same benefits and those on fixed-term funding are put on a redeployment register before funding ends. Actual fixed-term contracts are rarely used. Table 5 shows male and female employment in terms of funding limited or non-funding limited contracts. Staff on funding-limited contracts are much more likely to be female. This reflects the high proportion of junior staff (the majority of which are funded via research grants) who are female, but a lower proportion at senior levels.

Fixed-term funding remains a significant problem for academia. We seek to ensure ECRs are made aware of funding and career opportunities available throughout their time at the Institute. We also expect that other initiatives, including the mentoring scheme, ECF and raising such matters during appraisal, are improving career progression and opportunities for women. We are happy that the female proportion of staff on non-funding limited contracts has increased from 18% to 28% (Table 5).

Table 5 – Academic, Research and Teaching Staff at IEHC by Type of Contract (2010 - 2012)

	Year	Male (N)	Female (N)	Total (N)	Female %
Funding-limited Contracts	2010	70	134	204	66%
	2011	72	133	205	65%
	2012	81	135	216	63%
Non-funding-limited Contracts	2010	9	2	11	18%
	2011	11	4	15	27%
	2012	13	5	18	28%

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As explained above, the core membership of the Institute Board is determined by role. Currently, two research departments are led by female staff, four by male staff; the Institute Director and Manager are male. To improve this balance, key senior staff from across the Institute are regularly invited to attend to feed in to specific topics (these include Institute Graduate Tutors for Research and Taught Students, both of whom are female). The long-term aim is to address this imbalance through career progression and succession planning.

The other core decision making committees within IEHC are generally well balanced by gender. All committee meetings should be held within core hours. Exceptions may occur and we are working to ensure these only happen where necessary and appropriate.

- (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.

The commitments of our staff are many and varied and include research, teaching, committee activity, mentoring, supervision, and enabling activities and occasional high intensity tasks such as those involved in our SWAN SAT. As a result of these demands, great importance is placed on monitoring and reviewing workload. Key here is the appraisal process. To ensure that more consideration is given to workload, we have enhanced the standard UCL appraisal with additional guidance to both appraiser and appraisee on appropriate consideration and recognition for these activities (Action Plan 3.6). Furthermore, the Institute has implemented a more regular and, we believe, more thorough appraisal process, requiring appraisals to be undertaken within a 12 month cycle as opposed to the standard 18/24 month cycle.

For clinical staff, workload is captured via job plans as part of the joint UCL/NHS appraisal process. For non-clinical staff we ensure that the research, teaching and other activities are reviewed and align with promotions and non-clinical professorial banding criteria.

- (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.

The Institute has a core hours policy that meetings and social gatherings should be held in core hours of 10am-4pm (Action Plan 5.1). The vast majority of such activities now take place during this period. At the beginning of our SWAN activities, we found low awareness of core hours. When we raised this matter, several research department meetings were moved immediately to fit within core hours.

However, we are also conscious of a need to be flexible around staff and some meetings start earlier or later depending on the commitments and preferences of attendees, including when an individual's care commitments mean different hours suit them better. This is true of the Institute Board, where attendees with clinical commitments cannot always attend during core hours. In consultation with membership, we are able to agree the timing of Board meetings falling outside core hours and set times/dates well typically 6 to 12 months in advance to enable people with other commitments, such as childcare, to plan ahead.

- (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.

IEHC is a large and diverse Institute, spread across multiple buildings across two campuses. This presents a challenge to a feeling of inclusiveness. However, through regular all-staff/student Institute meetings initiated and led by AS, we provide staff and students with the opportunity to get together and share information and experiences – both formally (as part of a structured meeting programme) and informally (through a social gathering following the meeting).

All of our sites provide some breakout space, kitchen facilities, and notice boards advertising SWAN-related activities, enabling staff/students to meet over a coffee or lunch. We also operate a lunch time seminar series.

Social activities are actively encouraged across and regular activities organised by staff and students include charity 'coffee mornings', bake sales, the screening of major sports events (e.g. tennis) and festive gatherings. Events are deliberately scheduled within or close to core hours. Staff on maternity leave are kept informed of meetings and social events and are encouraged to attend, as suits them, in order to maintain links. Both men and women (at all levels of seniority) participate.

Many of our staff are parents and, as a family-friendly Institute, we encourage flexible working options to be explored. We will generate further awareness of this through the promotion of Athena SWAN initiatives via having Athena SWAN as a standing agenda item at meetings and the promotion of our family friendly/SWAN webpages (Action Plan 5.2 & 5.3). Within our local research departments, the majority of us know about our colleagues' children. As a case in point,

our Institute Manager regularly brought his daughter into the office on the way to UCL Day Nursery, and staff would look forward to meeting her and have seen her grow up over the years.

The Institute aims to treat all staff equally irrespective of gender, and will not tolerate discrimination. For example, in the ECR focus group, participants reported never experiencing any outwardly sexist behaviour and felt the department was very inclusive.

More junior staff are provided with the opportunity to engage with one another through ECF, through which they can discuss research ideas, provide peer support and share experiences and best practice (including discussion on flexible working options).

Our working environment facilitates and encourages interaction and we address each other on first name terms at all levels (which may not be the case in more formal clinical medicine or academic environments outside of our Institute).

The SAT has promoted a Gender Bias Awareness Training initiative for all senior staff presenting evidence that these biases do exist at the subconscious level and how they can affect judgement (Action Plan 5.4). The first session will be in February 2014.

- (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.

Both female and male staff from across the Institute are actively engaged in a variety of outreach activities involving the education sector. Research departments across the Institute welcome work experience enquiries and numerous placements for school age children and have been undertaken within our research departments. Furthermore, the SAT will explore the opportunity to establish links with UCL Academy, and a new outreach programme at UCL designed to inspire women in science (Action Plan 5.5).

ECRs are encouraged to carry out their own outreach activities to pre-university students, within the UCL Widening Participation Programme and the In2Science Programme. Two female staff hosted a two-week placement for two A-level students in 2012. The students selected for placement came from disadvantaged backgrounds and had obtained high GCSE grades. The students had the opportunity to take part in several research activities at the Institute and to meet with academics. Over the past few years, one female PhD student has taught students from Years 8-12 in several summer schools and workshops. These sessions introduced young students to research interests that are strongly represented at the Institute, such as health inequalities, NHS ethical and economic issues, and medical sociology. As part of Action 5.5, the SAT will explore and develop proposals to expand these activities across the Institute.

Flexibility and managing career breaks

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

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

Table 6 shows that the proportion of women who took maternity leave, returned and remained at work has increased from 67% in 2010 to 100% in 2012. We believe this reflects a range of measures taken as part of our SWAN activities in the IEHC and UCL more generally.

Table 6 – Uptake of Maternity Leave and Return to Work among Academic, Research and Teaching Staff at IEHC (2010 - 2012)

Year	Took leave	Returned to Work		Remained at Work	
	N	N	%	N	%
2010	9	6	67%	5	56%
2011	14	12	86%	9	64%
2012	8	8	100%	6	88%

Over the three-year period, 1 research assistant, 7 post-docs, 12 lecturers/senior researchers and 1 senior lecturer went on maternity leave (including 1 current and 1 former member of our SAT). Thus, women taking maternity leave are early to mid-career level researchers and academics. No pattern was found to suggest that return and remaining at work varied by staff level.

We conducted a focus group of returners from maternity leave. We then surveyed all staff who had taken maternity/paternity leave in the last 5 years and will repeat this in due course (Action Plan 4.2). Most people had felt supported but there was confusion about UCL policies on maternity, flexible working, childcare vouchers and core hours. Supervisors were supportive but not always knowledgeable about policies. A particular issue was the different types of return to work (e.g. flexible, compressed hours). Many of these policies were seen as difficult to interpret and people relied on peer networks to try and interpret policies and make decisions. We have addressed this by redesigning our IEHC webpages to provide a family-friendly site with up-to-date information and links to policies and resources. A review of how this information is presented is underway to make it clearer and more accessible (Action Plan 4.2). There is planned approach to refresher training for departmental managers on relevant policies. There will be a key person in the Institute tasked with leading the training and being a point person for difficult queries (Action Plan 4.2).

Early discussion between line managers and staff when leave is being planned is encouraged. Work commitments on return are discussed and the options of part-time and flexible working are outlined and supported. UCL has ten keeping in touch days and returners can also be released from teaching duties for a term. The person's workload is reviewed and distributed equitably across the department.

- (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.

We are aware of at least three members of staff having taken paternity leave in the last 3 years, including a recent high-profile example by a professor leading a research group. This may

underreport the true figure: we are uncertain about the accuracy of our data here and have put measures in place to more reliably collect paternity leave data in future. Nevertheless, the use of paternity leave appears low. The focus group conducted demonstrated a general sense that there was not yet a cultural norm for paternity leave. Paternity leave is now actively encouraged in the Institute and UCL has increased paternity leave from 2 weeks to 4. We have included clear information on paternity, adoption and parental leave in induction packs.

As we are not confident that adoption and parental leave has always been recorded clearly, we have taken measures to ensure the Institute does this going forwards (Action Plan 4.3).

- (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.

Data on flexible working requests have not been consistently recorded before now, so we are unable to report on historical figures here. Certainly, many in the Institute do have flexible working arrangements. Few officially apply for flexible working, but rather discuss this informally with their line managers and suitable arrangements are put in place, and reviewed when required. The Institute is now collecting data on requests centrally and we will examine them in the future (Action Plan 4.4).

- 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 departments have an informal system for requesting flexible working. Firstly there is a discussion with the line manager/supervisor to ensure that responsibilities can be covered. The request does not have to be ratified by the Head of Department. Flexible working options are included as part of the induction pack and induction meeting. Our SAT focus group found that people felt they had flexibility in their work which was very valuable to them.

UCL has a Work-Life Balance policy which is available for all staff irrespective of gender or grade. This is adhered to across the Institute and it is regularly discussed with all departmental managers. However informal flexible working arrangements are known to occur within research groups, but these are not documented. The Work-Life Balance Policy is readily available for all staff to see on UCL HR web pages.

Working from home and other arrangements are also available and widely used.

- (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.

When someone informs the department of their intention of going on maternity leave they meet with a departmental manager so they can be informed of the university maternity policy, available on the IEHC Family-Friendly web pages. This meeting helps with interpretation of policy and also initial information about return to work. Each person meets with their line manager/supervisor before going on maternity leave to discuss the delegation of responsibilities while they are on leave. They are encouraged to review the workload with an outlook to return to work. Returning options including part-time and flexible working are discussed. Before return, a plan is made and a further workload review is made to fit in with planned return. People are encouraged to review the workload with their line manager/supervisor to see how it fits with work-life balance and also with future career development and promotion. Maternity leave is either fully or partly covered usually by employing another member or staff. On return to work, the Work-Life Balance policy is applied for those wishing to come back part time. Some examples are given in the case studies.

The UCL Sabbatical Leave Policy applies to all academics who undertake research and teaching duties related to their professional field. In addition to the qualification period, sabbatical leave is also available for research active academic staff returning from maternity, adoption or long term carers leave. This policy is strongly supported by the IEHC (and is promoted to staff on the Family Friendly webpages), however we recognise that although the policy does not currently apply to staff with only teaching responsibilities, this is something we plan to challenge with the HR Policy Team (Action Plan 4.1).

Section 4 | 4930 words

5. Any other comments: maximum 500 words

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

The early career focus groups were run by OV, LB and LH on three dates (11 February 2013, 10 and 13 May 2013). In total, 32 early career researchers participated (12 from PCPH and 20 from EPH). All were female and about half were PhD students. One attendee was under 25 years of age, with most between aged 25-40.

Attendees were shown a presentation with details of the Athena SWAN initiative and some national and UCL data on the proportions of men and women at different staff grades. Participants then formed small groups and discussed the following to feedback to the whole group: why are there more women than men at PhD/post-doc level; why are there more men than women at senior lecturer level and above; could the Department do more to address barriers at senior levels?

Key barriers to female progression identified by attendees were:

- Little understanding of what senior jobs involve
- Lack of female role models
- Implicit gender bias

- High and increasing opportunity cost of returning to work post-maternity leave (particularly in London)
- Women providing most care-giving
- Problem of fixed-term contracts
- Doing the majority of the academic work but allowing senior colleagues to claim PI or first author
- Formal annual/bi-annual appraisals are not frequent enough to identify and prepare for grant/fellowship submissions
- Lack of knowledge on Institutional career progression
- Focus on publication record without accounting for maternity leave/part-time working

Brief summary of some of the possible actions suggested by attendees:

- Career-focused “Life in a day” presentations from men and women readers/professors at Institution meetings.
- Establish a formal mentoring scheme.
- Gender equality is not particularly well covered in the mandatory Online Diversity Training (ODT) course; there might be a need for a separate online course.
- Regular Institutional events about career development for PhDs/ECRs.
- More regular (six-monthly) meetings with supervisors to identify appropriate funding streams to limit the risk of redundancy for staff.
- The Athena SWAN-related activities and other “non-publication” input should be encouraged, recognized, valued, and formally rewarded at all stages of professional life.
- Person years in full-time academia should be taken into account at recruitment/promotion stage.
- Mandatory annual New Staff Induction detailing career progression, promotion procedures, requesting flexible working, working from home, core hours policy, maternity leave (particularly where students were concerned), UCL Women initiative and Athena SWAN charter.

Section 5 | 381 words

6. Action plan

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

The Action Plan should be a table or a spreadsheet comprising actions 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](#).

SWAN template action plan

Notes:

- Your action plan should be SMART (specific, measurable, attainable, realistic and timely).
- Actions must be clear – you could ask someone in the Department from outside the SAT to review the action plan, and see if they could implement the actions.
- Reference actions from your action plan in the application.
- All completed actions should be in the application not the action plan.
- Action plans that have HR or Administrative staff responsible for the majority of actions won't be viewed positively – make sure actions are distributed across the SAT team and to other members of the Department.
- Make sure your actions span the next three years – this shows a maintained and consistent focus on SWAN.
- Be specific with dates, avoid 'on going'
- Don't let success measures become vague – make them achievable and measurable.
- We have suggested two columns identifying responsibility for actions: Accountability (SAT member) and Responsibility. The first column should indicate the SAT team member responsible for ensuring actions are undertaken in line with the timescales identified in the action plan, and to report back to the SAT on progress. The individuals identified in the responsibility column will be the member of staff in the department responsible for undertaking the work required. Don't put too many names in these columns – keep it as simple as possible to ensure actions can be easily implemented.
- Remember that once you achieve an award, you will have to renew in three years time. When you come to renew you have to report on the success of your previous action plan. Make sure that the actions you have suggested are innovative and designed in response to your quantitative and qualitative data analysis, but that they are achievable.

	Issue and area for action identified	Actions	Timescales	Accountability (SAT member)	Responsibility	Success Measures
1. Support for students						
1.1	Launch mentoring scheme for PhD students	A pilot mentoring scheme has taken place in EPH; we plan to rollout a formal mentoring programme across the rest of the IEHC.	Scheme running across IEHC by end of 2014	Henry Potts	Graduate Tutors	Evaluate experiences on pilot scheme. Have scheme running and available by end 2014.
1.2	Explore experiences of maternity leave for PhD students	Launch an on-line survey across all female students who had maternity leave experiences in last 5 years; actions to be developed in response where appropriate.	November 2014	Henry Potts	Greta Rait, Pippa Bark, Baowen Xue, Mary Thomas	Response rate for survey over 60%. Actions implemented in response where appropriate.
1.3	Monitor gender balance in new undergraduate teaching	Assess new Population Health BSc in terms of gender breakdown	March 2016	Nicola Shelton	Baowen Xue	Data collated and analysed. Actions implemented in response where appropriate.
1.4	Assess impact of Merit level for taught postgraduate courses	Collate data to look for any gender imbalance in Merits awarded	February 2016	Noriko Cable	Noriko Cable, Baowen Xue	Data collated and analysed. Actions implemented in response where appropriate.
2. Support for staff at key career transition points						
2.1	Develop and assess mentoring scheme for staff	Extended coaching and mentoring training	October 2014	Terri Charrier	Terri Charrier	All existing mentors trained by the end of summer term 2014.
		Assess scheme penetration	February 2014	Terri Charrier	Terri Charrier	75% of new staff members participating in mentoring scheme.
		Assess impact of mentoring duties: analyse gender balance of mentors	March 2014	Henry Potts	Baowen Xue	Proportion of women mentoring is no higher than proportion of women

						at equivalent seniority in the Institute
		Assess impact of mentoring scheme: interview a sample of new mentors and mentees	April 2014	Pippa Bark	Pippa Bark	Positive feedback from mentors and mentees. Amendments made if required.
2.2	Email alert system for ECR careers	Explore developing an email alert system prompting line managers to organise a formal career strategy meeting with early career researchers a year before the funding expires	July 2015	Terri Charrier	Terri Charrier, Richard Marsh	System set up and running.
3. Recruitment, promotion and retention of female staff and students						
3.1	Require practice of exit interviews	Promote exit interviews to all research departments	Ongoing; audit in November 2014	Terri Charrier	Terri Charrier	Audit of how many exit interviews have been carried out. 40% complete in 2014, increased by 10% each year.
		Expand the UCL exit questionnaire to include questions on promotion	February 2014	Terri Charrier	Terri Charrier	
3.2	Monitor staff promotion rates for all staff by gender	Collate and review data on staff promotion rates by gender (and by research department)	December 2014	Henry Potts	Baowen Xue	Actions to be put in place where appropriate.
3.3	Continue, strengthen, and promote Early Career Forum (ECF) – monthly seminars on career development and progression for early career researchers across the Institute	Announce upcoming ECF seminars across IEHC Departments	Ongoing	Olga Vikhireva	Olga Vikhireva	Increasing number of ECF attendees (initial increase of 20% in 2014 survey).
		Maintain gender balance in ECF presenters and attendees	November 2013 onwards	Lauren Bird	Lauren Bird	Diversity of attendees, with representation of junior staff and PhDs of both genders from different Departments and research groups across the Institute.
		Assess and evaluate ECF seminars	November 2013 onwards (monitoring attendance) May 2014, annually thereafter (feedback	Lauren Bird	Lauren Bird	

			from focus groups)			Positive feedback from the focus group participants.
		Involve UCL Careers Service in delivering content	November 2013 onwards	Bernardine Stegeman	Bernardine Stegeman	
		Create and maintain an online ECF calendar (hosted on the IEHC website) for existing and emerging early career activities across all IEHC Departments	November 2014 onwards	Olga Vikhireva	Olga Vikhireva, Anna Schultze, Institute Graduate Teaching Support & Website/ Marketing Officer	
		Organise a half-day IEHC conference for early career researchers	February 2015, annually thereafter	Olga Vikhireva	Olga Vikhireva, Henry Potts, Jemma O'Connor, Anna Schultze	
3.4	IPH journal club for ECRs	Hold journal club once a fortnight inside core hours and have support from senior members (2 at professor level) for ECRs to discuss relevant papers and keep up with the latest research in the field.	December 2014	Jemma O'Connor	Andrew Phillips	Positive feedback in staff survey.
3.5	Ensure gender representation on recruitment panels	Developed a database of trained interviewers by area(s) of expertise at each IEHC department.	October 2014	Terri Charrier	Terri Charrier	Database working.
		Database of trained interviewers will be combined into one and made available online, and will be configured to highlight when an interviewer reaches a maximum of 4 panels per annum (or pro rata equivalent for part-time staff).	March 2015	Terri Charrier	Terri Charrier	No member of staff to be overburdened and sit on more than 4 panels a year. 100% of interview panels to have gender representation.
3.6	Encourage planning	Maintain as a standing item at	Ongoing	Terri Charrier	Terri Charrier	Item minuted at all

	for promotion	Faculty HR Network meetings.				meetings.
		Reviewed and updated appraisal form to include a question on promotion.	Ongoing	Richard Marsh	Terri Charrier	100% of appraisals using new form by August 2014.
		Increase attendance in senior promotion workshops (UCL and bespoke women only ones).	March 2015	Terri Charrier	Terri Charrier	Attendance rates at least 120% of current figure.
3.7	Increase staff awareness of promotion opportunities	Require line managers to raise promotion at appraisal meetings.	Ongoing	Andrew Steptoe	Terri Charrier	Feedback from appraisees.
		Developed family-friendly website specifically aimed at promoting women.	Ongoing	Terri Charrier	Terri Charrier	Monitor website hits and user feedback.
		Develop and implement an 'aide memoir' to remind line managers to discuss areas surrounding mentoring and promotion at each appraisal meeting. This 'aide memoir' will be attached to the formal appraisal form.	March 2015	Terri Charrier	Terri Charrier, Richard Marsh, Henry Potts	100% of appraisals using new aide memoir.
3.8	Assess requests for discretionary spine point increases by gender	These data have not been reliably collected previously. We have instituted new procedures around these data (and data relating to 4.3-4). We will assess data quality and gender breakdown.	April 2015	Henry Potts	Terri Charrier, Richard Marsh, Henry Potts	Good quality data. Actions in place in response to analysis where needed.
4. Career breaks, workload and flexible working						
4.1	Promote teaching sabbatical for staff	Promote policy on the IEHC 'Family Friendly' website	November 2013	Terri Charrier	Terri Charrier	Higher uptake of scheme by March 2015.

	returning from parental leave	Raise awareness/challenge that policy only applies to research active academics; discuss at Faculty HR Network.	February 2014	Terri Charrier	Terri Charrier	
4.2	Promote maternity and paternity leave	Repeat questionnaire survey of maternity and paternity to monitor progress and build on findings.	October 2015	Greta Rait	Greta Rait, Pippa Bark, Baowen Xue, Mary Thomas	Improved knowledge, support and satisfaction with planning maternity and paternity leave and return to work compared to survey in 2013
		Training for heads of department on key HR issues around maternity/paternity leave and return to work issues (e.g. flexible working).	September 2014	Andrew Steptoe	Richard Marsh	
		Refresher training for departmental managers on key HR issues around maternity/paternity leave and return to work issues (e.g. flexible working).	September 2014	Terri Charrier	Terri Charrier	
4.3	Assess paternity and adoption leave	These data have not been reliably collected previously. We have instituted new procedures around these data (and data relating to 3.8). We will assess data quality and gender breakdown.	April 2015	Terri Charrier	Terri Charrier, Richard Marsh, Henry Potts	Good quality data. Increasing paternity leave being taken.
4.4	Assess requests for flexible working					
5. Culture, communication and departmental organisation						
5.1	Adhere to core working hours of 10-4 and related issues	Ensure local practice fits policy on core working hours and related issues (e.g., holding meetings on different days so part-time staff can attend).	November 2014	Richard Marsh	Terri Charrier	Zero reports of meetings held outside core hours without appropriate prior discussion.
5.2	Disseminate	Created web page aimed at	December 2013	Fiona Stevenson	Terri Charrier	Monthly reviews to ensure

	information on opportunities for family support	IEHC parents and carers with easy access to UCL policy and local support arrangements				information is current. Staff feedback.
5.3	Promote Athena SWAN Initiative at IEHC	Develop Athena SWAN web pages dedicated to promote mission across the Institute, and current and future plans of the SAT, including application and action plan.	December 2013	Terri Charrier	Richard Marsh, Terri Charrier, Henry Potts, Andrew Steptoe	Monthly reviews to ensure information is current. Staff feedback.
		Include SAT membership flyers in the IEHC induction pack.	January 2014 onwards	Richard Marsh	Terri Charrier	Flyers produced.
		Hold IEHC meeting on SWAN and related activities	December 2014	Richard Marsh	Richard Marsh, Terri Charrier, Henry Potts, Andrew Steptoe	Meeting held.
5.4	Provide Unconscious Bias Training	Incorporated to staff induction	February 2014	Richard Marsh	Terri Charrier	Participant feedback.
5.5	Establish links with UCL Academy	Explore opportunity for links with UCL Academy; monitor outreach activities by gender.	March 2015	Henry Potts	Henry Potts, Baowen Xue	Report back on options.
5.6	Ensure MRC Lifelong Health & Ageing Unit becomes integrated into SWAN activity	Recruit representatives from MRC Unit to SAT. Ensure SWAN activities extend to MRC Unit.	July 2014	Henry Potts	Terri Charrier, Richard Marsh	SAT representation.
Baseline Data and Supporting Evidence						
6.1	Review available data for staff and students	Collate evidence from 2013 staff satisfaction survey.	April 2014	Henry Potts	Baowen Xue	Report analysis of data back to SAT.
6.2	Collate further evidence on different experiences of clinical and non-clinical staff	Consultation survey with clinical staff on their particular experiences. Analyse other available data in terms of clinical/non-clinical staff.	February 2015	Henry Potts	Baowen Xue	

7. Case study: impacting on individuals: maximum 1000 words

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

Dr X, Senior Lecturer in Infection and Population Health (not a SAT member)

I joined UCL in 1995, as a medical statistician in Epidemiology and Public Health. In 1996 I moved to Primary Care and Population Sciences, based at the Royal Free site, to do a PhD in cardiovascular epidemiology, based on the British Regional Heart Study. In 2000, I joined the HIV Epidemiology and Biostatistics Group, being appointed to a permanent HEFCE-funded lecturer post in 2001. In 2005, I applied for promotion to Senior Lecturer, and heard that I had been promoted while on maternity leave in 2006.

Before I went on maternity leave, I knew that I wanted to come back to work part-time, but was unsure how many days I would want. The head of my group, was extremely supportive and helpful, and I felt reassured that there would be the flexibility for me to decide on the amount and structure of my part-time work at a later stage before my return. My head of department and the departmental administrator were also supportive in this. During my maternity leave, I arranged to return to work in October 2006, working two days per week. I reviewed this arrangement with my group head on several occasions over the next few years, and I was reassured that the option was open for me to increase my hours, if and when I wanted to. After three years, in 2009, I arranged to increase my time to three days per week, and have continued with this arrangement subsequently. Throughout this period I have felt supported in my decision to continue working part-time, and in my career. I have greatly appreciated the flexibility that has been possible in the structure of my day to day work, which has enabled me to continue with, and undertake, research projects, teaching commitments and supervision, as well as sharing parenting with my husband, who also chose to work part-time after we had a child.

Dr Y, Senior Lecturer in Epidemiology and Public Health (SAT member)

I joined UCL as a Research Fellow in 2002, working 60% FTE. I moved from the University of Leeds where I had worked part-time since 2000 and had my first child. I had previously worked full-time. I was promoted to Senior Research Fellow in 2004 after receiving useful feedback from the departmental management team about what was expected for this grade. I was appointed as a Senior Lecturer in 2008 working 80% FTE, heading the research group in which I had been based. I was the first non-professorial appointment to head a research group in the department. I felt confident in asking for a fractional appointment at my interview because there was already a member of senior staff working part-time. I have continued working part-time. The presence of other senior part-time staff members has given me role models that I can aspire to and sends a positive message that the department cares about work/life balance. Teaching has been scheduled to allow me to drop off my children at school most days (my husband also joined UCL in 2011 and we share this between us) and I am able to make up time working elsewhere.

The department has a policy for the head to meet with all staff when they join. My meeting with then-head made me feel included as he had read my CV and noted UCL was my alma mater. I had always enjoyed the research areas of health and population geography and felt encouraged to retain my interdisciplinary interests by my line managers. My line manager left in 2005 and, encouraged by my head of group, I took charge of my research area (leading the Scottish and English Health Surveys) temporarily until a new appointment was made. My new line manager was extremely supportive as I became very ill during my second pregnancy and was off sick for some weeks. My elder daughter had started school and my new line manager allowed me to combine working at home with spreading my three days' work over the five day week. I was given time off in lieu for additional work I had done prior to the appointment of my new line manager. I took a full 12 months maternity leave and enjoyed my time off work immensely. I was grateful for UCL policy which enabled me to extend maternity pay half time across a longer period. I found I needed to keep in contact with work periodically as publications I was involved in were progressing and I was included in the authorship of these (this was before in touch days formed part of maternity leave, which I see as an improvement).

On return from maternity leave in 2007, I took a somewhat different role with my line manager permitting me to reduce my research contract to 40% FTE in order to take a 20% FTE teaching post. Through doing this, I gained valuable experience for my application for the Senior Lectureship I gained in 2008.

Throughout my time at UCL, my line managers have encouraged me to take up training and helped me develop my career. Following an appraisal in 2007, I took on line management of a junior staff member, helping me develop a CV suitable for promotion, and I took on management of further staff in subsequent years. I have been a member of Academic Board at UCL and the co-ordinator took into account my request to avoid school half-terms for meetings. I now head a research group of around 18 staff and 10 PhD students and am the director and PI of CeLSIUS, a major ESRC investment. I am also the academic lead for the new BSc in Population Health in the Faculty. I have been greatly encouraged by the Head of Faculty to take on this role. This is due to launch in 2015 and I am relishing the challenges of setting up the first non-clinical undergraduate degree in my faculty.

Case Study | 998 words