



## **Athena SWAN Silver university award application**

**Name of university:** University College London

**Date of application:** April 2015

**Date of university Bronze award:** 2006, renewed 2009, November 2012

**Contact for application:** Harriet Jones, Policy Adviser for Athena SWAN

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Applications at Silver university level should demonstrate a significant record of activity and achievement by the university in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze university award application, how the university has built on the achievements of award-winning STEMM departments, and what the university is doing to help individual STEMM departments apply for Athena SWAN awards.

### **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 Abbreviations:**

ACO	Academic Careers Office
BEAMS	School of the Built Environment, Engineering and Mathematical and Physical Sciences
BRC	Biomedical Research Centre
DEOLO	Departmental Equal Opportunities Liaison Officer
E&D	Equalities and Diversity
ECR	Early Career Researchers
EDC	Equalities and Diversity Committee
FSL	Faculty SWAN Lead
GEM	Gender Equality Charter Mark
HoD	Head of Department
HR	Human Resources
HRPC	Human Resources Policy Committee
IoE	UCL Institute of Education
KWI	Key Workforce Indicators report
MAPS	Faculty of Mathematics and Physical Sciences
NIHR	National Institute of Health Research
PAAS	Policy Adviser for Athena SWAN
PACT	Parents and Carers Together network
PGT	Postgraduate Taught students
PGR	Postgraduate Research students
REM	Race Equality Charter Mark
SAT	Self Assessment Team
SLASH	School of Laws, Arts and Humanities, and Social and Historical Sciences
SLMS	School of Life and Medical Sciences
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UCL	University College London
UCLU	University College London Union (Students Union)
UCLH	University College London Hospitals
UG	Undergraduate students
WP	UCL Widening Participation

## **1. Letter of endorsement from vice-chancellor: maximum 500 words**

An accompanying letter of endorsement from your vice-chancellor (or equivalent) should explain how the university's SWAN action plan and activities in STEMM have contributed to the overall university strategy and academic mission. In addition the letter should detail how the university as a whole has benefitted from the activities of the award-winning departments.

The letter is an opportunity for the vice-chancellor 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 university mission in relation to STEMM.

[498 words]



13 April 2015

Dear Ms Dickinson and the Athena SWAN panel

It gives me great pleasure to support UCL's application for a Silver Athena SWAN award. I am exceptionally proud of the progress we've made in advancing women's careers at UCL, evidenced through UCL holding the greatest number of Silver awards in the country (currently 14). Gender equality has been one of my strategic priorities since I arrived at UCL, which led me to ensure equality was recognised as a key enabler in the new UCL2034 strategy, and to take up the position of Chair of UCL's 50:50 group for gender equality, overseeing and supporting this application at Silver level.

My commitment to advancing equality, as a father of two daughters (one of whom is a scientist), is based in my belief that our culture, research and teaching will be significantly enhanced when the staff and student population, at all levels of seniority, fully represents our society.

We have developed innovative approaches to ensure equality is included in all our endeavours, and that all senior members of staff take responsibility for equality and diversity. The Accountability Framework, which is an example of best practice in the sector, requires each Dean and Vice-Provost to develop an Equalities and Diversity action plan for their area each year, with support from our Equalities and Diversity team. Each Dean and Vice-Provost is held to account by myself and Council in relation to these plans, and equality objectives are set within their annual appraisal. We also have Senior Management and Council Equality Champions; with our Vice Provost International, Dame Nicola Brewer, and Council member Baroness Diana Warwick of Undercliff, as our Gender Equality Champions.

UCL has certainly made progress in recent years – for example, the proportion of female students undertaking traditionally male dominated subjects has increased, significantly above the national average, and the proportion of female professors has also been increasing. However, despite these improvements, the proportion of female professors still only stands at 24% (albeit above the Russell Group average of 20%).

I believe that developing future leaders is crucial for us to address the current gender imbalance within the Professoriate and senior management at UCL. To this end, I personally sponsored the development of the new UCL 'Women in HE leadership development programme', which develops women at senior grades 9 and 10 to prepare them for leadership roles. In addition, I have committed to improving the way in which we identify and appoint leadership roles, such as Heads of Department, thus ensuring that diversity is integrated into a fair and transparent process.

I am delighted by our achievements so far, which are clearly evidenced within this application, and I look forward to implementing our ambitious plans. I would also like to take this opportunity to thank all those who have been involved in Athena SWAN and gender equality initiatives across UCL for the enthusiasm, time and effort they've dedicated to our continued progress in improving the recruitment, experiences and progression of women at UCL.

Yours sincerely



## 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 (within the university, within the department, and as part of the self assessment team) and their experiences of work-life balance.

The 50:50 gender equality group functions as the SAT at UCL. It meets on a termly basis and is chaired by Provost. There are 20 members; 6 male and 14 female. Academics, students and professional services staff are represented from a range of departments and seniority.

**Table 1: 50:50 group members**

Name	Department and Role	Other Information	On 2012 Renewal SAT?
<b>Professor Michael Arthur (Chair)</b>	UCL's President and Provost	<ul style="list-style-type: none"> <li>• Provost since September 2013</li> <li>• Chaired the 50:50 group since January 2014.</li> <li>• Initiated several projects that will affect women in STEMM, including a review of childcare provision, a review of UCL's leadership culture and a leadership programme for women.</li> </ul>	
<b>Professor David Atwell</b>	Division of Biosciences	<ul style="list-style-type: none"> <li>• Co-chairs his Division's SAT.</li> <li>• Sits on UCL Council, where he advocates on equality issues.</li> <li>• Has one child.</li> </ul>	✓
<b>Georgina Bolton</b>	Faculty Officer, Faculty of Population Health	<ul style="list-style-type: none"> <li>• On secondment, covering Eleanor Day's role as Faculty Officer and Faculty SWAN Lead (FSL) for Population Health Sciences.</li> <li>• When Georgina returns to her role in the Faculties of Social and Historical Sciences (SHS) and Arts and Humanities (A&amp;H) joint Faculty office, she will be the FSL for both faculties and remain on the group</li> <li>• Ran a project on progression of women in the SHS &amp; A&amp;H Faculties.</li> <li>• Faculty E&amp;D Committee member.</li> </ul>	
<b>Eleanor Day</b>	Divisional Manager, Division of Medicine	<ul style="list-style-type: none"> <li>• Currently on secondment as Divisional Manager in the Division of Medicine</li> <li>• FSL for Faculty of Population Health</li> </ul>	

<b>Dr Sally Day</b>	Senior Lecturer in Electronic and Electrical Engineering	<ul style="list-style-type: none"> <li>• FSL for Engineering Sciences</li> <li>• Was a DEOLO for several years</li> <li>• Member of steering committee for UCL Women network</li> <li>• Co-chairs her departmental SAT</li> <li>• Has two children, now 18 and 15</li> <li>• Advisor to Women students in her department</li> </ul>	
<b>Professor Alison Diduck</b>	Faculty of Laws	<ul style="list-style-type: none"> <li>• Expert on gender issues and feminist perspectives in law and legal theory</li> <li>• Member of University of London Women in Law Group</li> <li>• Former member of faculty E&amp;D Committee.</li> </ul>	
<b>Professor Annette Dolphin</b>	Division of Biosciences	<ul style="list-style-type: none"> <li>• FSL for Life Sciences</li> <li>• Co-chaired 50:50 group 2012-13</li> </ul>	✓
<b>Sarah Guise</b>	Head of Equalities and Diversity	<ul style="list-style-type: none"> <li>• Expert in gender equality</li> <li>• Previously worked for the ECU</li> <li>• Works 0.8FTE</li> </ul>	✓
<b>Harriet Jones</b>	Policy Adviser for Athena SWAN (PAAS)	<ul style="list-style-type: none"> <li>• Supports STEMM departments working on SWAN</li> <li>• Social science background, specialising in gender theory and research</li> </ul>	
<b>Professor Helen Killaspy</b>	Division of Psychiatry	<ul style="list-style-type: none"> <li>• FSL for Brain Sciences</li> <li>• Led Psychiatry's successful Silver application</li> <li>• Leading a pilot 'peer challenge' scheme (see section 5.f)</li> </ul>	
<b>Sandeep Kutty</b>	Faculty of Medical Sciences Education Manager	<ul style="list-style-type: none"> <li>• FSL for Medical Sciences</li> <li>• Supported Division of Surgery successful Bronze award</li> <li>• Member of UCL's LGBTQ+ Equality Advisory Group</li> <li>• Has worked with Stonewall on a number of initiatives e.g. LGBT identity and race</li> </ul>	
<b>Dr Liora Malki-Epshtein</b>	Department of Civil, Environmental and Geomatic Engineering, Lecturer	<ul style="list-style-type: none"> <li>• Member of departmental SAT</li> <li>• Actively contributes to a number of women's focus groups, networks and mentoring schemes</li> <li>• Has two primary school-aged children and was supported during two periods of maternity leave at UCL</li> </ul>	✓
<b>Professor Gesine Manuwald</b>	HoD in Department of Greek and Latin	<ul style="list-style-type: none"> <li>• Led Greek and Latin's successful Bronze GEM application</li> </ul>	

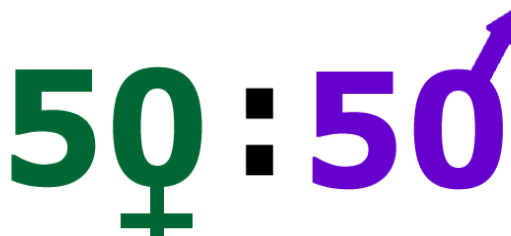
<b>Professor Robb McDonald</b>	HoD in Department of Mathematics	<ul style="list-style-type: none"> <li>• FSL for Mathematical and Physical Sciences (MAPS)</li> <li>• Led Mathematics' successful Bronze application</li> </ul>	✓
<b>Dr Leila Mehdizadeh</b>	UCL Medical School, Post-Doctoral Research Associate	<ul style="list-style-type: none"> <li>• SAT member in UCL Medical School (achieved Silver)</li> <li>• Reduced working hours to 0.7FTE to help care for her father</li> </ul>	
<b>Professor Geraint Rees</b>	Dean of the Faculty of Life Sciences	<ul style="list-style-type: none"> <li>• Director of the ACO</li> <li>• UCLH NIHR BRC E&amp;D lead</li> <li>• Previous FSL for Brain Science.</li> <li>• Caring responsibilities for two children; took extended parental leave when one of his children was born prematurely</li> </ul>	✓
<b>Madiha Sajid</b>	Institute of Epidemiology and Public Health, Course Administrator	<ul style="list-style-type: none"> <li>• Co-chairs PACT network</li> <li>• Has a master's in gender and development</li> <li>• SAT member in Epidemiology</li> <li>• Works full time whilst balancing childcare</li> </ul>	
<b>Annie Tidbury</b>	UCLU Women's Officer	<ul style="list-style-type: none"> <li>• Has led on a number of initiatives including the 'zero tolerance to sexual harassment' campaign, and supporting the UCLU Women's Network</li> </ul>	
<b>Emma Todd</b>	Faculty of the Built Environment, Strategic Communications Manager	<ul style="list-style-type: none"> <li>• FSL for the Built Environment</li> <li>• Co-founder of the Astrea network for women in professional services.</li> <li>• Member of Faculty E&amp;D Committee.</li> </ul>	
<b>Nigel Waugh</b>	HR Director	<ul style="list-style-type: none"> <li>• Director of HR since 2011</li> <li>• Accountable for the provision of advice and support on equality and diversity at UCL</li> </ul>	✓

(686 words)

b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation processes that were undertaken with STEMM departments that hold and/or are working towards Athena SWAN awards, and how these have fed into the submission

### **The 50:50 group**

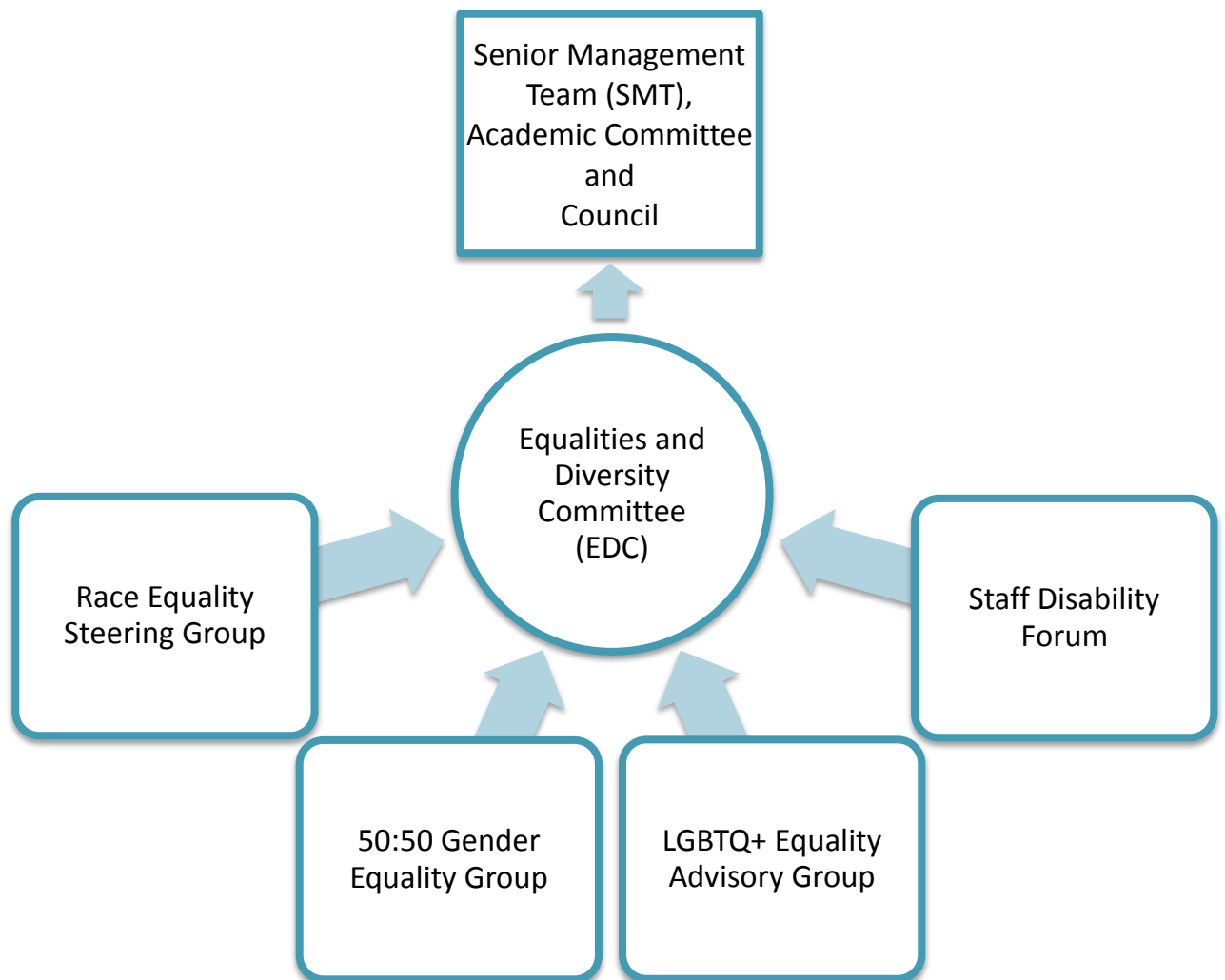
- UCL was one of Athena SWAN's founding members, forming a SAT in 2005
- In 2012, the 50:50 Group was formed to progress gender equality across the institution.
- Following feedback from our 2012 renewal, the SAT and the 50:50 group merged in January 2014 and the (new) Provost became Chair.
- In 2014, Faculty SWAN Leads (FSL) were identified by Deans to communicate between departments, each other and the 50:50 group to share good practice (see section 5.f)
- Staff networks including PACT (Parents and Carers Together network), UCL Women (network for women in STEMM) and Astrea (network for women in professional services) are all represented.
- The group meets at least once a term (minimum 3 times a year) and reports to SMT through the EDC. (Figure 1).
- A sub-group, comprised of the 7 FSLs, the Head of E&D, the PACT Co-Chair and the PAAS, met to develop the application and action plan, later discussed by the wider group.



### **UCL's Gender Equality Group**



Figure 1: Equalities and Diversity governance at UCL



### Consultation

The following informed our application and action plan:

- Data from the 2013 UCL staff survey (5458 respondents (57% response rate, 49% female), disaggregated by gender, was analysed by the 50:50 group.
- FSLs gathered information and actions from departments.
- The 50:50 sub-group reviewed best practice from award-holding departments.
- The draft action plan was sent to SATs, PACT, UCL Women, Astrea, and UCLU for comments and ideas.

(225 words)

c) Plans for the future of the self-assessment team, such as how often the team will continue to meet and any reporting mechanisms.

- The 50:50 group will continue to meet at least once a term, report to the EDC, and create sub-groups as necessary.
- The group will promote SWAN to non-STEMM departments, and the membership of the group will be updated to ensure all non-STEMM Faculties are represented (**Actions 6.2 and 6.3**).
- The group will also discuss areas for collaboration with other UCL equality groups (see section 6).

(65 words)

(Total = 976)

### 3. A picture of the university: maximum 1500 words

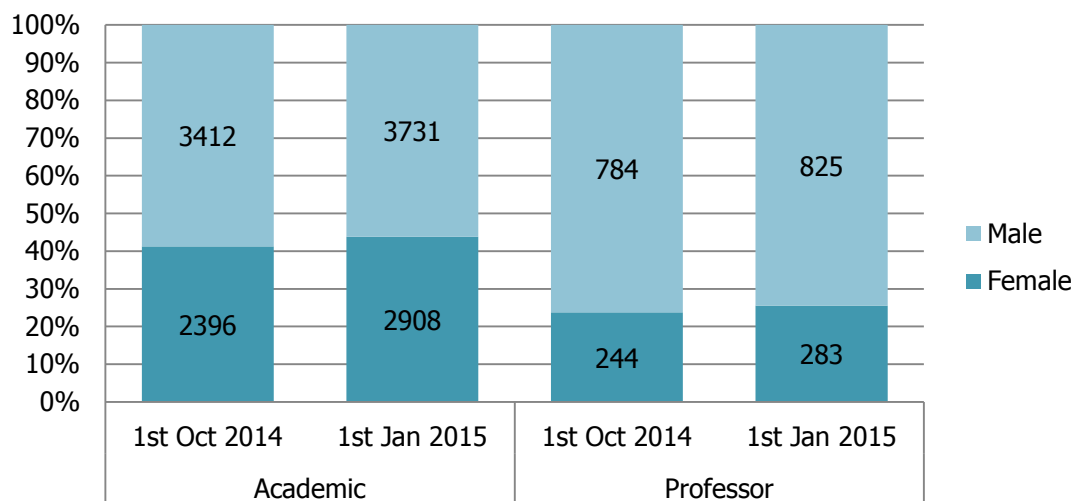
a) Provide a pen-picture of the university to set the context for the application, outlining in particular any significant and relevant features.

- UCL is among the world's top multidisciplinary global universities, as reflected in a range of international rankings. It is a research-intensive institution and a member of the Russell Group.
- It was the first university in England to welcome female students on equal terms with men, a heritage of which it is very proud.
- Results from REF2014 show that UCL has the largest amount of research activity in STEMM in the UK, and the greatest number of 4\* articles (world leading) in medicine and biological sciences. 93.4% of eligible staff were entered, including 93.2% of eligible female staff.
- Professor Michael Arthur joined as President and Provost in 2013, and has been visibly committed to advancing equality, evidenced through his chairing the 50:50 group and REM SAT.
- In 2014, the new UCL2034 Strategy was launched. "Valuing our staff and delivering on equality and diversity" is one of 6 Key Enablers in the Strategy.
- Making significant progress in achieving accreditations such as SWAN, REM and Stonewall is one of 6 objectives in UCL's 2015-2020 E&D Strategy.
- As of 1<sup>st</sup> October 2014, UCL employed 10824 members of staff; 5808 academic, teaching or research staff, 4833 (83%) of whom are in STEMM departments.
- UCL has strong connections with local NHS foundation trusts, with 782 individuals on clinical contracts.
- The University currently has a large student population with 16,491 UG, 9152 PGT and 4908 PGR students (64% within STEMM departments).

## Institute of Education (IoE) merger:

- In December 2014, the IoE merged with UCL. Following consultation with ECU, the data below don't include IoE as HR reporting runs from 1<sup>st</sup> October (i.e. prior to merger). Graph A gives an indication of the impact the merger will have on the gender balance of UCL academic and professorial staff.

**Graph A: UCL academic profile by gender before and after IoE merger**



- In 2014 the IoE Director commissioned a review of diversity at senior levels, this review is still underway, and results and recommendations will be shared with the 50:50 group and discussed with senior IoE colleagues.
- We are working closely with IoE equality groups to learn from one another (**Action 6.3**).
- Professor Chris Husbands, IoE Director, has been asked to take on two substantive areas of work as Vice-Provost (Academic Development and London). In respect to Academic Development, key responsibilities will be in relation to academic promotion and reward (see section 4.a)ii)), and equalities and diversity; ensuring the development of key areas of the UCL2034 Strategy.

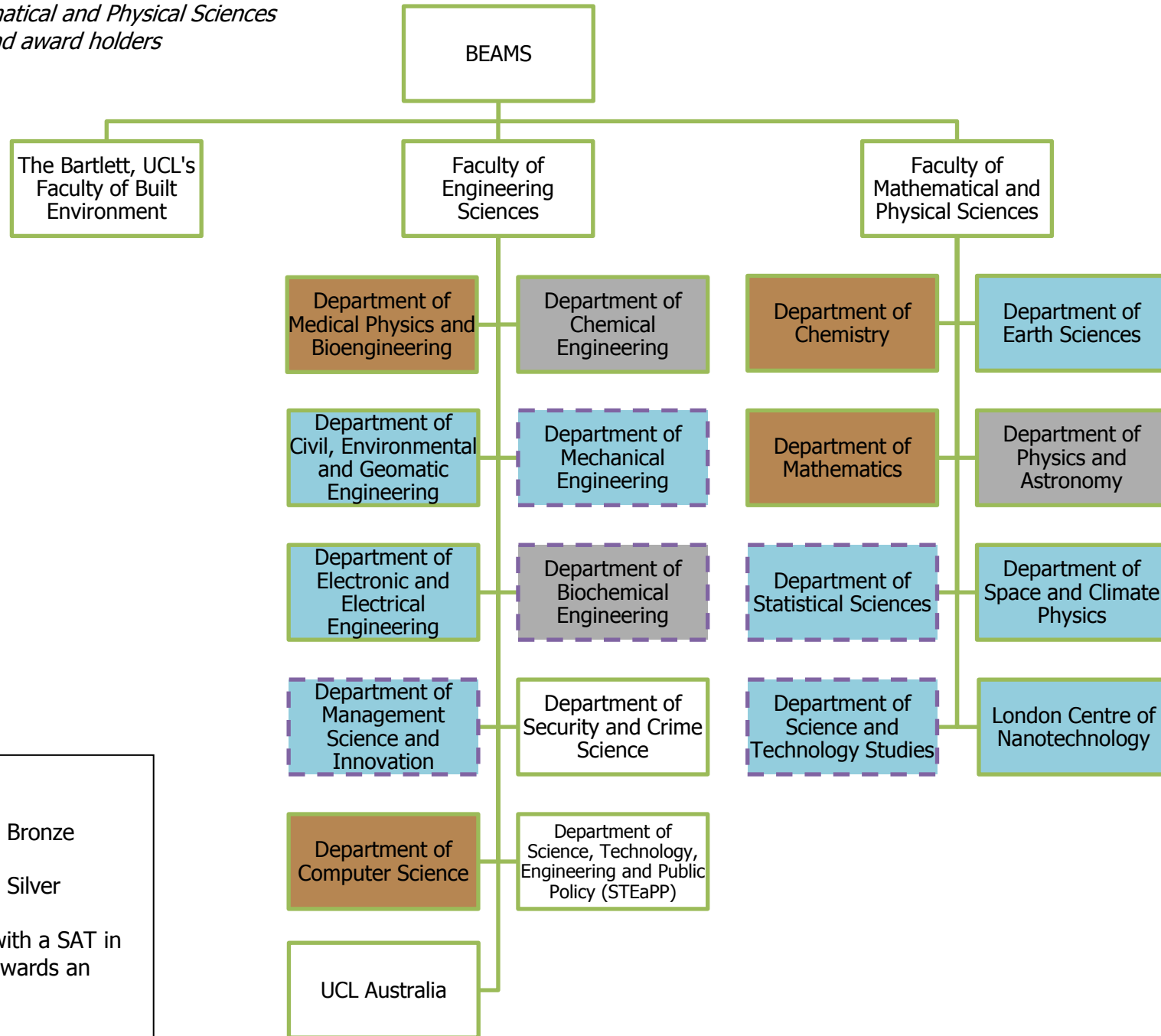
(393 words)

### (i) Structure of SET departments/faculties:

UCL is split into three Schools, two of which are STEM: the School of the Built Environment, Engineering and Mathematical and Physical Sciences (BEAMS), the School of Life and Medical Sciences (SLMS) and also the School of Laws, Arts and Humanities, and Social and Historical Sciences (SLASH). Figures 2 and 3 outline the structure of the two STEM schools, and awards held.

(62 words)

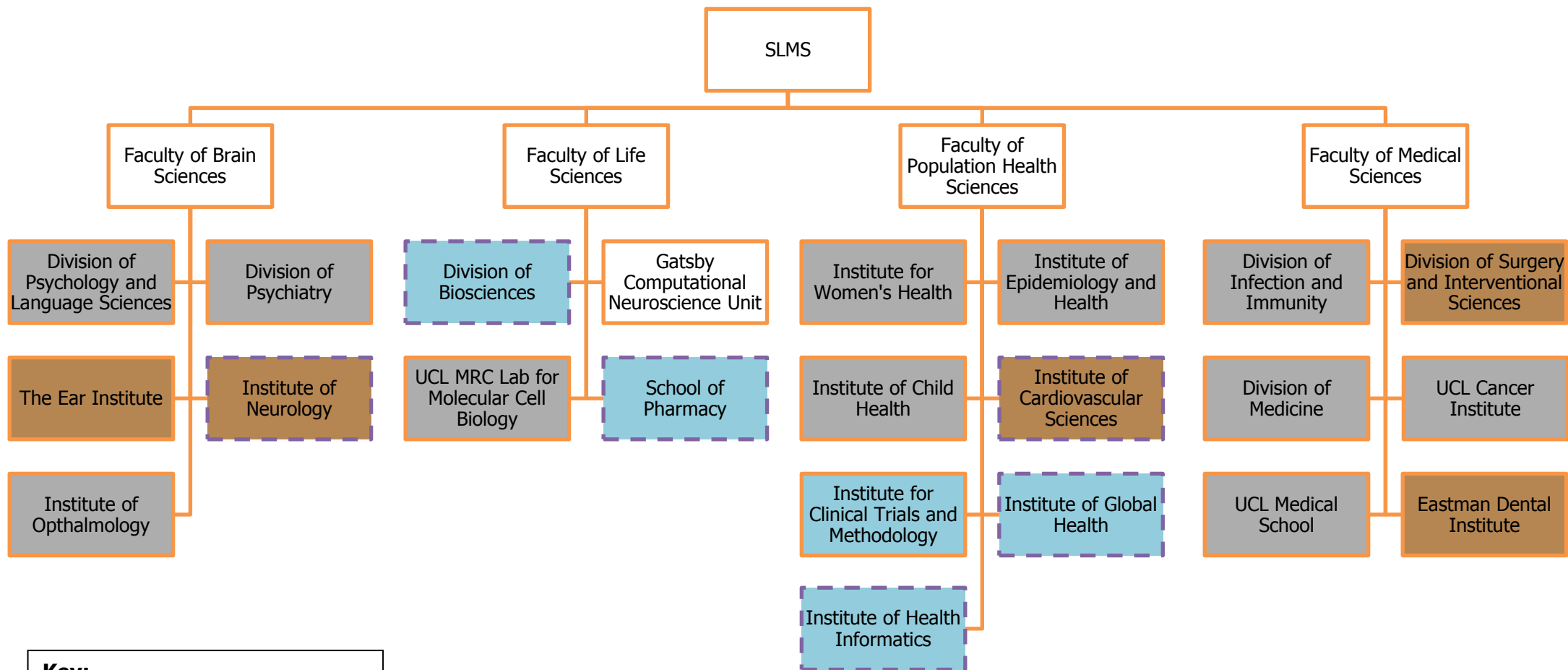
Figure 2: School of the Built Environment, Engineering Sciences and Mathematical and Physical Sciences (BEAMS) structure and award holders



**Key:**

- = Departmental Bronze
- = Departmental Silver
- = Department with a SAT in place and working towards an award.
- = Award/upgrade pending

Figure 3: School of Life and Medical Sciences (SLMS) structure and award holders



**Key:**

- = Departmental Bronze
- = Departmental Silver
- = Department with a SAT in place and working towards an award.
- = Award/upgrade pending

(ii) List of SET departments with valid Bronze, Silver or Gold awards. Give dates of each application, the year successful, and the date of renewal:

- In January 2013 UCL recruited a Policy Adviser for Athena SWAN (PAAS) to accelerate progress on equality through achieving departmental awards and a university-wide Silver.
- To date, 22 departments hold a SWAN award - 9 Bronze and 13 Silver. In addition, Physics and Astronomy hold a Juno Champion award (represented above as Silver, the Department have applied to convert their award to a SWAN Silver).
- 16 awards have been gained since the 2012 Bronze renewal, and 4 renewed.
- There are 42 STEMM departments at UCL, 55% holding a SWAN/Juno award.
- 66% of STEMM academic, teaching and research staff are in award-holding departments, with the majority of women in Silver departments (Graph 1).
- Of the 19 departments with no award, 14 have a SAT and are working towards an application, with 8 new awards pending.
- In addition Greek and Latin hold a Bronze GEM award.

(144 words)

**Graph 1: Staff numbers in award holding STEMM departments**

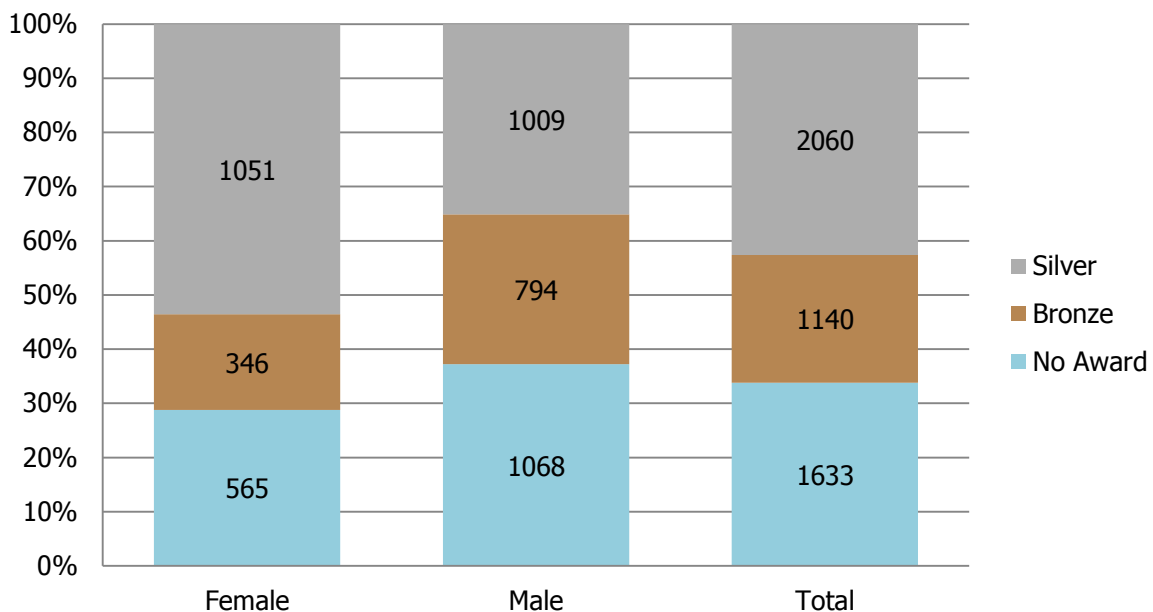


Table 2: STEMM departments holding SWAN awards

Faculty	Department	Award and dates	Renewal/upgrade Due
Faculty of Engineering Sciences	Department of Chemical Engineering	Silver – received in 2009, renewed November 2013	April 2017
	Department of Biochemical Engineering	Silver – 2011	April 2015
	Department of Medical Physics and Bioengineering	Bronze – November 2012	April 2016
	Department of Computer Science	Bronze – November 2012	April 2016
	Department of Civil, Environmental and Geomatic Engineering	Silver – received 2009, unfortunately silver renewal was unsuccessful and they lost their award, April 2014	TBC
Faculty of Mathematical and Physical Sciences	Department of Physics and Astronomy	Juno Practitioner, 2010, renewed 2013 Juno Champion, November 2014	November 2017
	Department of Mathematics	Bronze – November 2013	April 2017
	Department of Chemistry	Bronze – November 2013	April 2017
Faculty of Brain Sciences	Division of Psychology and Language Sciences	Silver – received 2009, renewed April 2013	November 2016
	Institute of Neurology	Bronze , April 2013	November 2016
	Institute of Ophthalmology	Silver – April 2013	November 2016
	Division of Psychiatry	Silver – April 2013	November 2016
	The Ear Institute	Bronze – November 2013	April 2017
Faculty of Life Sciences	UCL MRC Lab for Molecular Cell Biology	Silver – received 2009, renewed November 2012	April 2016
Faculty of Population Health Sciences	Institute for Women’s Health	Silver – April 2013	November 2016
	Institute of Epidemiology and Health Care	Silver – November 2013	April 2017
	Institute of Child Health	Silver – November 2013	April 2017
	Institute of Cardiovascular Science	Bronze – April 2014	November 2017

<b>Faculty of Medical Sciences</b>	The Division of Medicine	Silver – April 2013	November 2016
	Division of Surgery and Interventional Sciences	Bronze – November 2013	April 2017
	Division of Infection and Immunity	Silver – November 2013	April 2017
	UCL Medical School	Silver – November 2013	April 2017
	Eastman Dental Institute	Bronze – November 2013	April 2017
	UCL Cancer Institute	Silver – April 2014	November 2017

*Table 3: STEMM departments with SWAN awards pending\**

*\*Please note: November 2014 awards were announced a week prior to submission – all UCL applications were successful, but due to timing, data presented in the application has not been updated to reflect this. This takes our total to 26 awards (62% of STEMM departments).*

<b>Faculty</b>	<b>Department</b>	<b>Award and dates</b>	<b>Renewal, Upgrade or New Award</b>
<b>Faculty of Engineering</b>	Department of Mechanical Engineering	Bronze – applied April 2015	New Award
	Department of Biochemical Engineering	Gold – applied April 2015	Upgrade
	Department of Management Science and Innovation	Bronze – applied April 2015	New Award
<b>Faculty of Mathematical and Physical Sciences</b>	Department of Statistical Science	Bronze – applied November 2014	New Award
	Department of Science and Technology Studies	Bronze – applied April 2015	New Award
<b>Faculty of Brain Sciences</b>	Institute of Neurology	Silver – applied April 2015	Upgrade
<b>Faculty of Life Sciences</b>	School of Pharmacy	Bronze – applied November 2014	New Award
	Division of Biosciences	Bronze – applied April 2015	New Award
<b>Faculty of Population Health Sciences</b>	Institute of Global Health	Bronze – applied November 2014	New Award
	Institute of Cardiovascular Sciences	Silver – applied April 2015	Upgrade
	Institute of Health Informatics	Silver – previously part of Institute of Epidemiology. Both departments to keep Silver, pending information being submitted to ECU.	Maintaining current Silver (due for renewal April 2017)

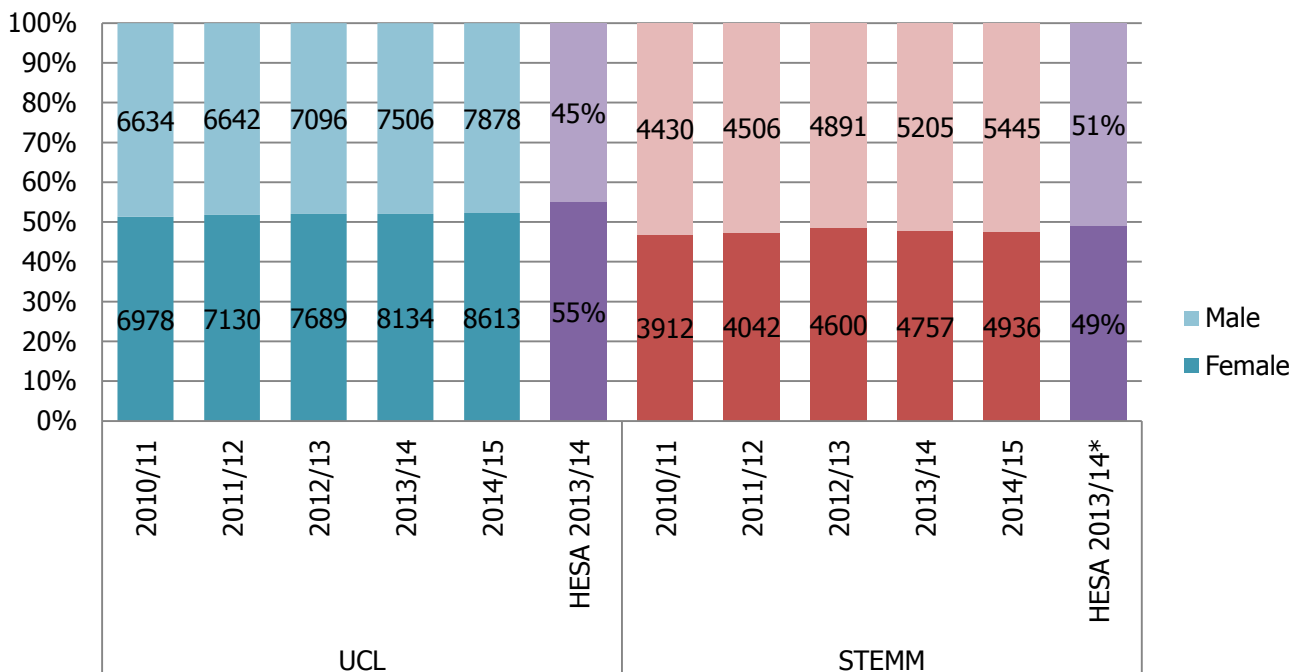


b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues. Data should be provided for SET departments that hold Athena SWAN awards in comparison with SET departments that do not hold awards, and in context of the university as a whole.

## Student data

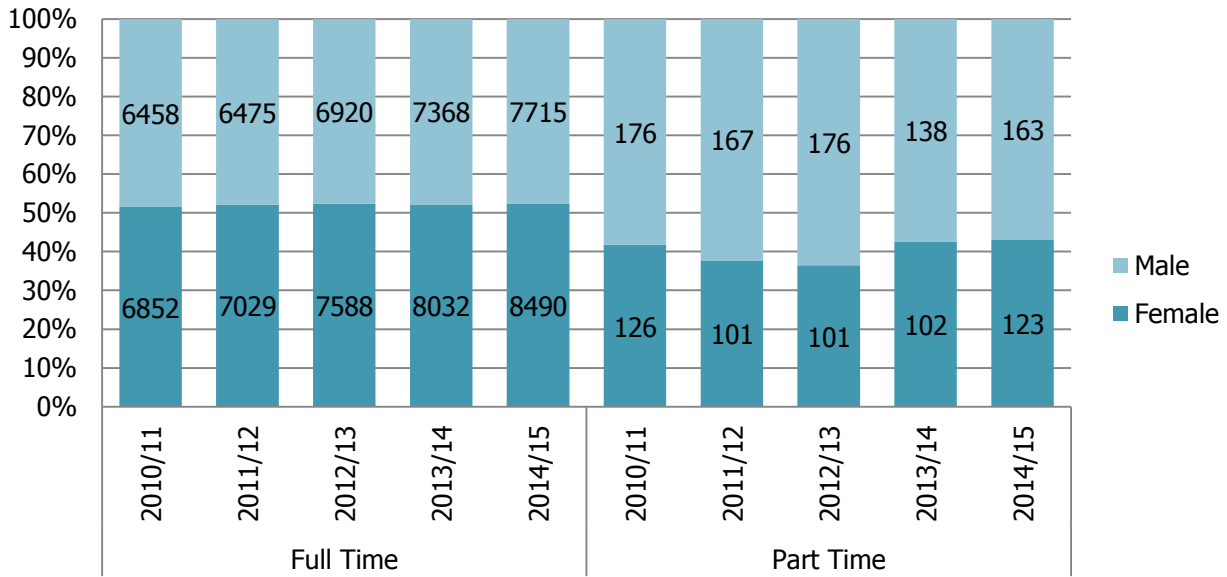
(i) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

**Graph 2: UCL and STEMM Undergraduates 2010/11-2014/15**

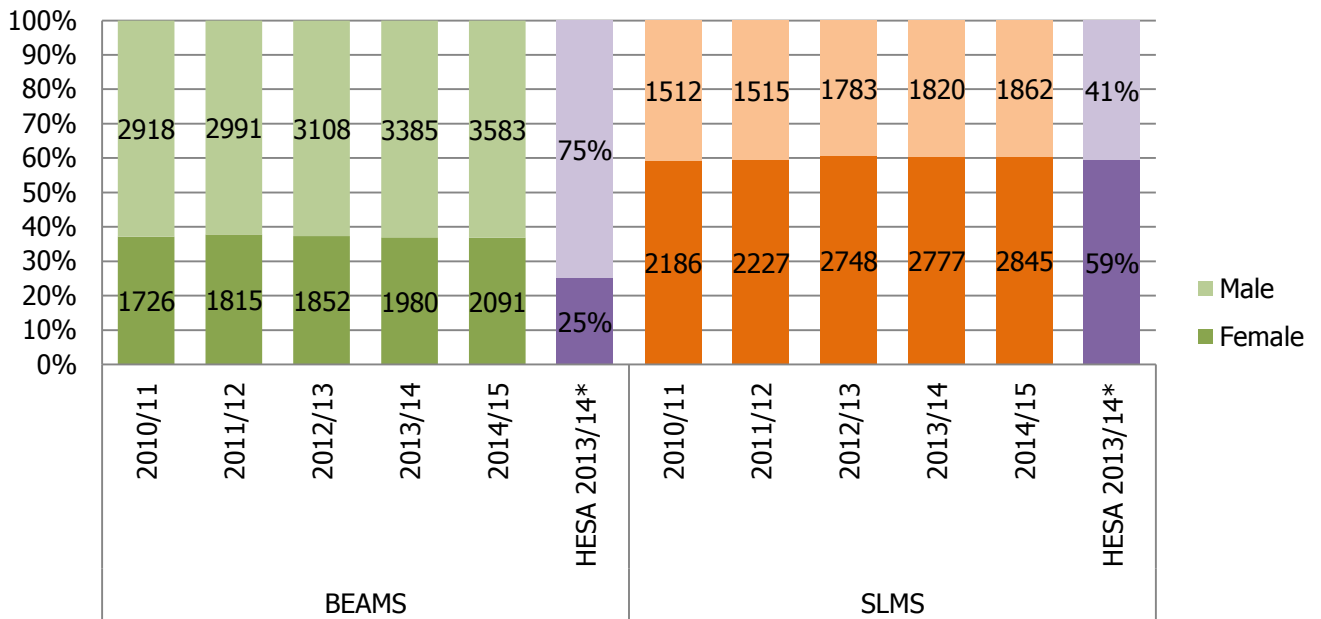


\*HESA data for STEMM identified through HESA JACS SET Marker. The JACS SET marker classifies the following subjects as STEMM: Agriculture and related subjects, Architecture, building and planning, Biological sciences, Computer science, Engineering and technology, Mathematical sciences, Medicine and dentistry, Physical sciences, Subjects allied to medicine, Veterinary science. *This is the same for graphs 7 and 11 below.*

**Graph 3: UCL full time and part time UGs 2010/11-2014/15**

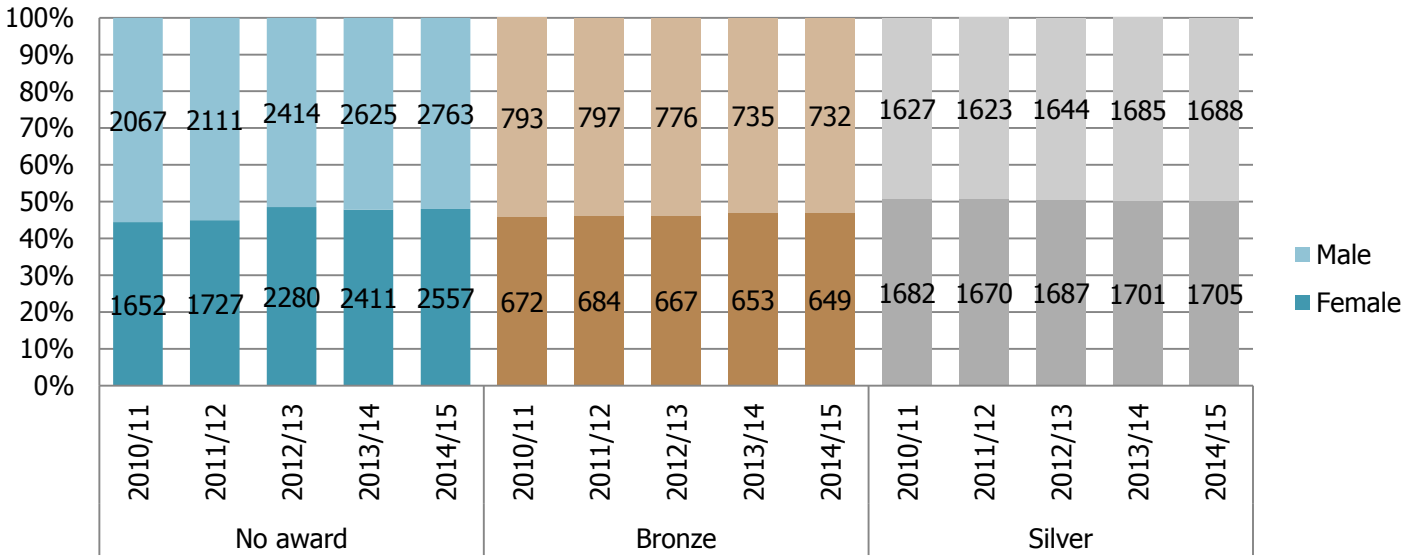


**Graph 4: SLMS and BEAMS UGs 2010/11-2014/15**



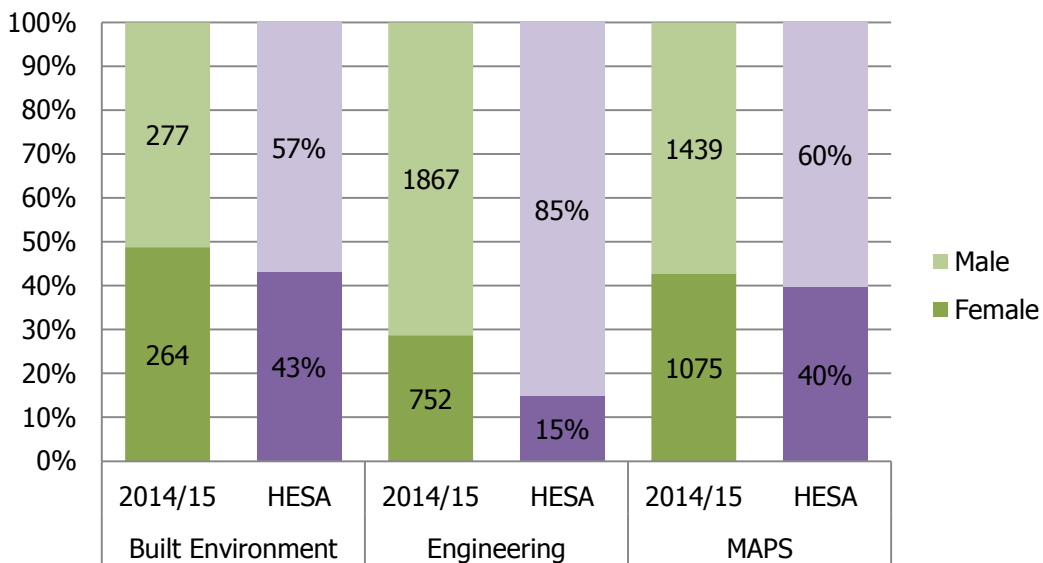
\*HESA data for Faculties identified through HESA JACKS Subject Areas. For SLMS, Medicine & Dentistry, and Biological Sciences have been combined as a comparison, and for BEAMS, data from Physical Sciences, Mathematical Sciences, Computer Science, Engineering and Technology, Architecture and Planning have been combined for comparison. *This is the same for graphs 9 and 13 below*

**Graph 5: STEMM Award holding departments UG 2010/11-2014/15**



- The proportion of UCL female students has stayed constant for the past five years
- While the proportion of female students across UCL is slightly below the national average – this could be due to the large proportion of STEMM departments (42 of 60 departments, 63% of students). STEMM departments are comparable to the national average.
- Silver-award-holding departments have the highest proportion of female students.
- There is a larger proportion of female students in SLMS than BEAMS.
- However, BEAMS has a far higher proportion of female students than the national average, and has for the past 5 years. Further analysis indicates that the three faculties within BEAMS are all above the national average, but particularly in Engineering:

**Graph 6: BEAMS Faculties UG HESA comparisons**



\*HESA averages used: (2013/14) Architecture and Planning (for the Bartlett), Engineering and Technology, and Computer Sciences (for Engineering), Mathematical Sciences and Physical Sciences (for MAPS)

- We believe this trend is a consequence of innovative ways of promoting engineering to a broader audience:
  - The positive social impact of engineering is emphasised throughout the curriculum and publicity material.
  - This has culminated in the new 'Integrated Engineering' programme, launched in 2014, which brings engineering students from different disciplines together to work on 'How to Change the World Sustainably, Equitably, and Collaboratively'.
  - Several departments have dropped the requirement for A-level Physics – widening the pool of potential female applicants.



**UCL ENGINEERING**  
Change the world

(208 words)

## A-level 'tweak' turns women into engineers

**Anna Davis**  
Education Editor



THE number of women taking engineering degrees at University College London has almost tripled after it dropped the requirement to study physics and maths at A-level.

UCL is believed to be the only university to remove the subjects from its entry criteria for civil engineering courses. Paul Greening, director of its centre for engineering education, urged other universities to follow suit rather than "begging" girls to study physics, and said standards are as high as ever.

He said UCL's civil, environmental and geomatic engineering department (CEGED) tweaked its entry requirements because it was missing out on bright students whose A-level choices had left them unable to apply.

Prospective students no longer required to take specific A-level subjects, but must still score all A grades at A-level, and get top grades in maths and science GCSEs.

Dr Greening said: "We went to visit a school in Southend and met a bunch of polymath students who were brilliant at lots of things. They found it difficult to choose which three subjects they would focus on at A-level. A lot didn't choose maths and physics but would have been brilliant at them."

"We decided to try to tap into that gang. We weren't roving around the country saying 'we need to do something to get more girls in', but it was clear that a lot of this gang were girls."

He also pointed out that only about 20 per cent of students who take physics A-level are female. Other subjects such as design and technology are equally useful, he said.

Dr Greening said many of the students with non-traditional A-levels outperform their peers. They are given extra maths lessons to catch up. About 10 per cent of students at CEGED do not have maths and physics A-levels.

In 2006, when the entry requirements were changed, there were 252 female students in the department (21 per cent of the total). Last year there were 752 (29 per cent of the total).

UCL hopes to increase the number of female students to 50 per cent.

**'The maths was really hard but it's been great'**

RACHEL SMITH took A-levels in fine art, chemistry, psychology and biology, but was determined to help find solutions to global problems with energy and water resources.

After turning down an offer to study fine art, she took a gap year and applied to UCL. Ms Smith, 27, above, excelled and graduated with an international masters in environmental engineering in 2011.

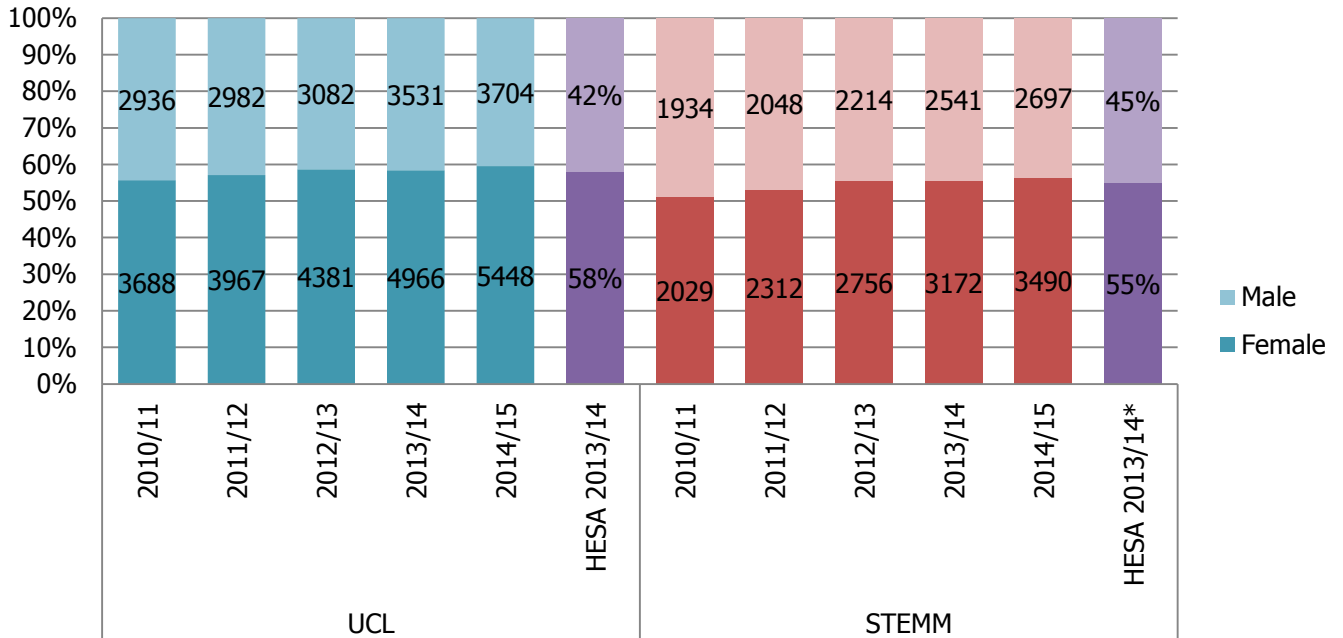
She said: "They were silly enough to take me and I haven't looked back, it's been great." She admitted the maths was "really hard" but said the extra lessons were "invaluable".

**Anna Davis**

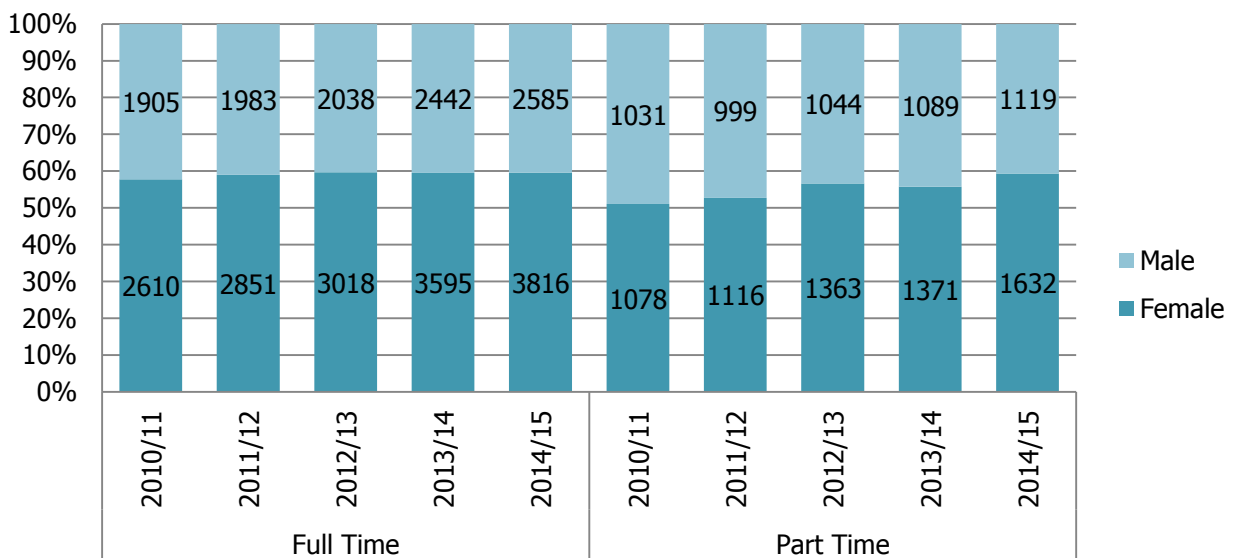
UCL Engineering departments A-level 'tweak' featured in the London Evening Standard

(ii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

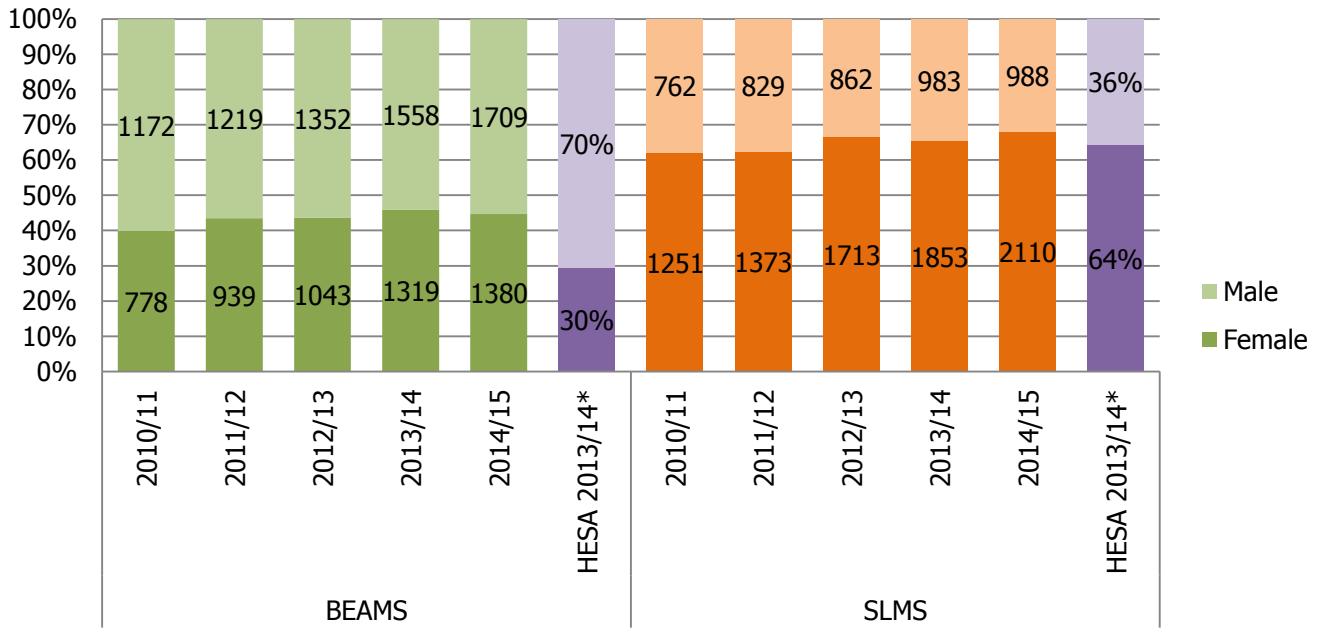
**Graph 7: UCL and STEMM PGT 2010/11-2014/15**



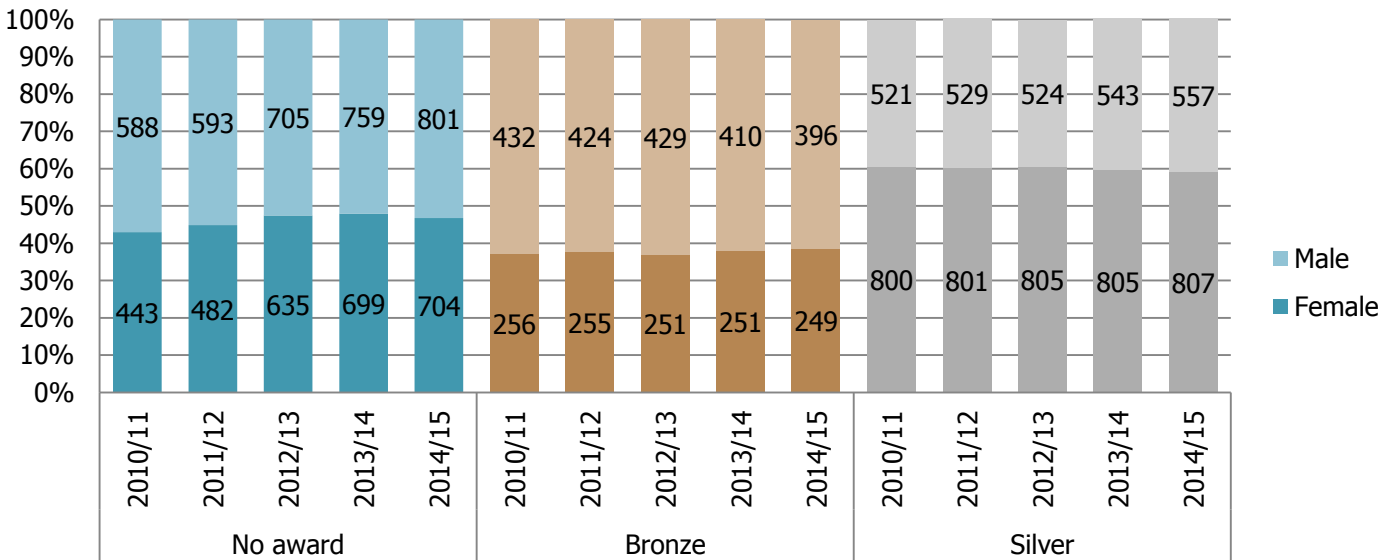
**Graph 8: UCL full time and part time PGTs 2010/11-2014/15**



**Graph 9: SLMS and BEAMS PGT 2010/11-2014/15**



**Graph 10: STEMM award holding departments PGT 2010/11-2014/15**

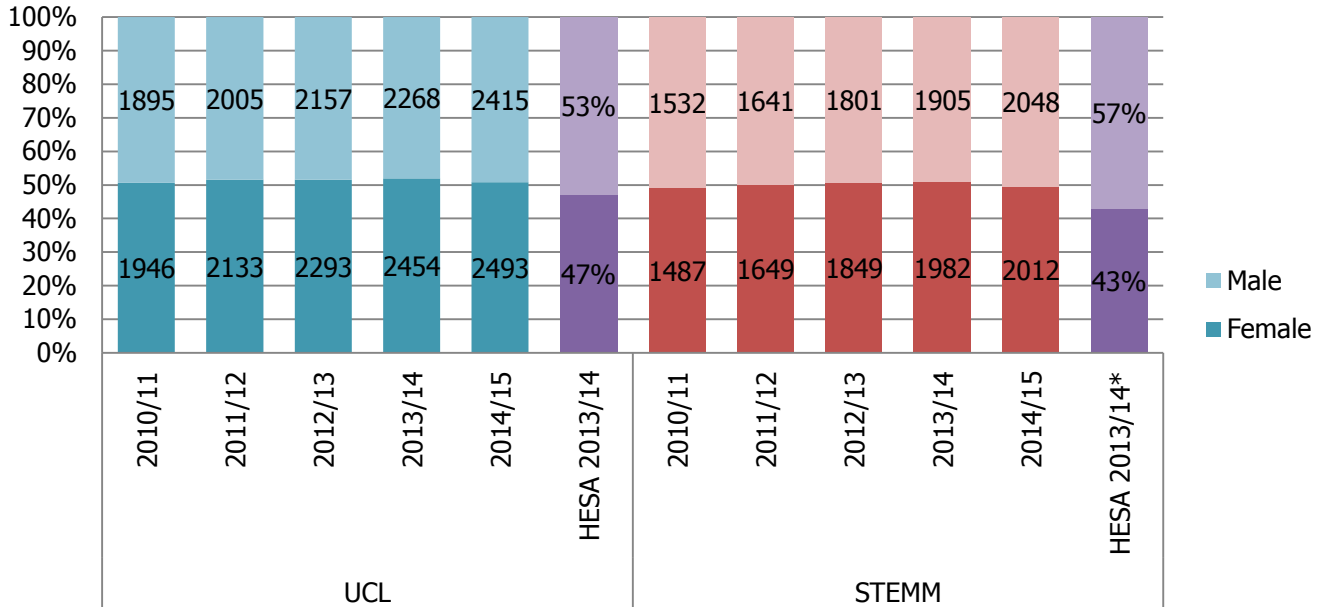


- PGT numbers have increased by 2528 over 5 years and the proportion of women has risen from 56% to 60%.
- The majority of the growth has been in STEMM, increasing by 2224. The proportion of STEMM female students has increased from 51% to 56% (39% to 45% in BEAMS, and 59% to 68% in SLMS). We believe this is, in part, due to the significant efforts and investments made by faculties to improve their communications and marketing, enabling them to reach a wider and more diverse audience, along with the introduction of new PGT courses which have been particularly attractive for women.
- Again, the proportion of PGT female students in all BEAMS Faculties is considerably above the national average, particularly in Engineering. The largest percentage increase was seen in MAPS, which increased from 33% to 44% female PGT.
- Interestingly, STEMM departments without awards had a greater increase in the proportion of female students. 14 of these 19 departments have SATs in place and are actively working towards awards, which may explain why they are improving so rapidly.

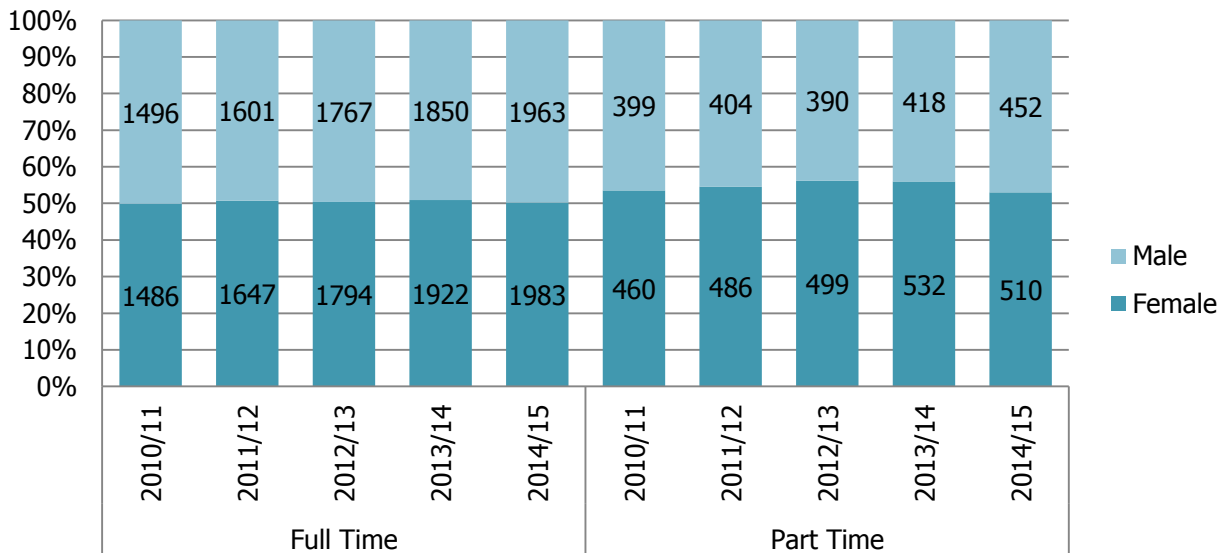
(177 words)

(iii) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

**Graph 11: UCL and STEMM PGR 2010/11-2014/15**

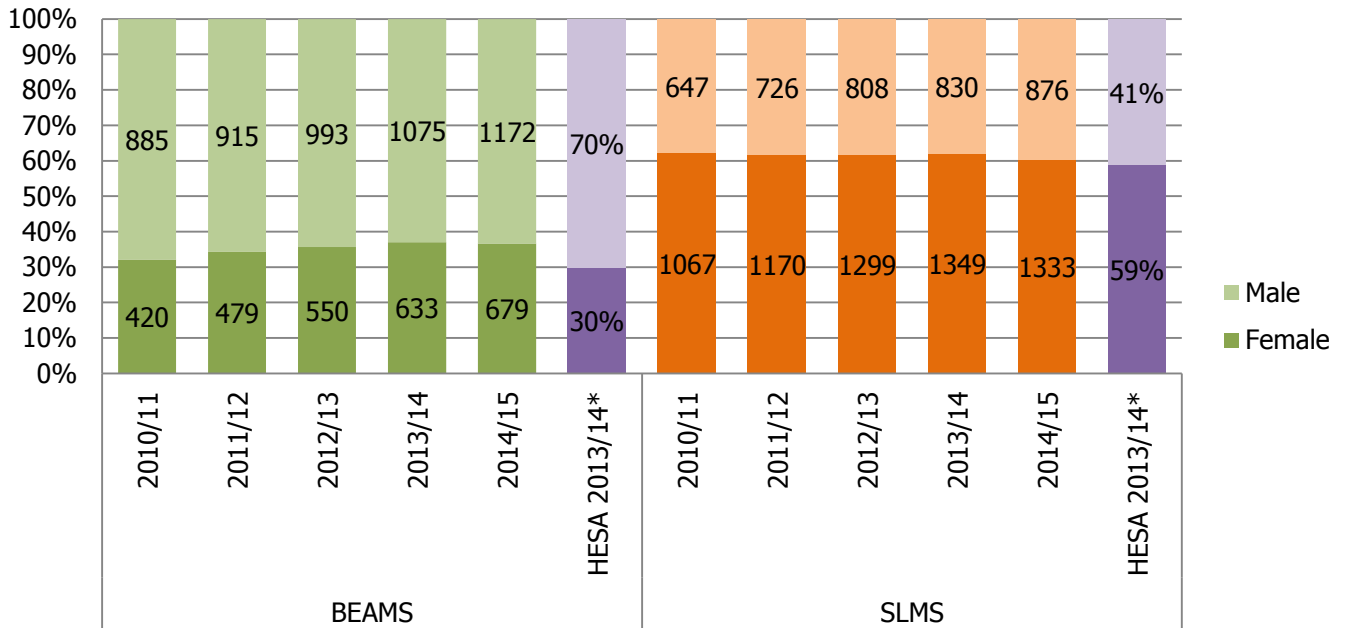


**Graph 12: UCL full time and part time PGRs 2010/11-2014/15**

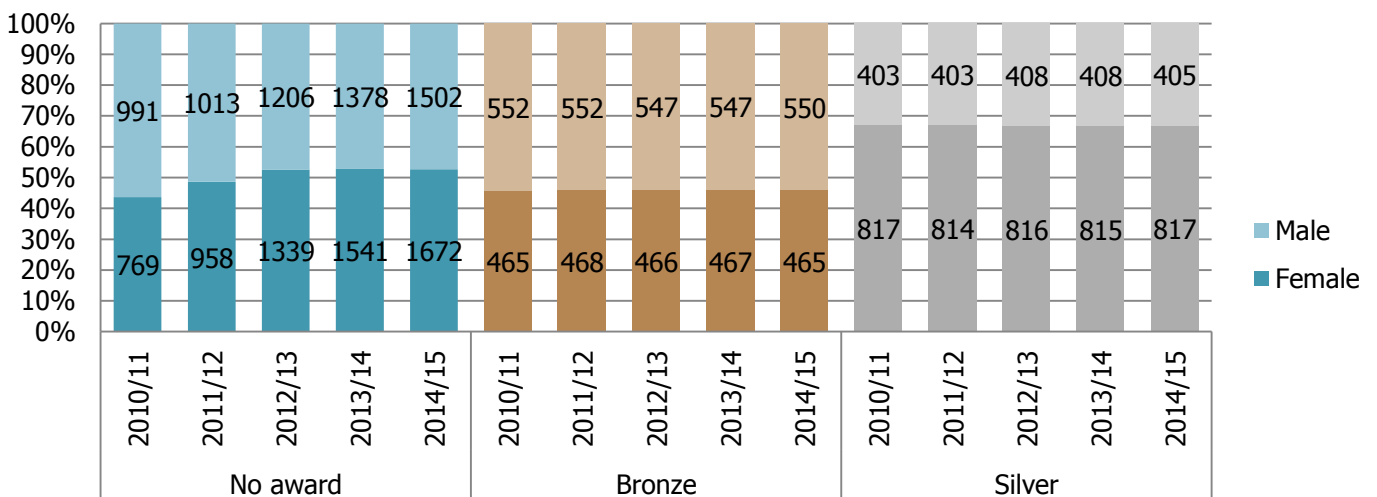




**Graph 13: SLMS and BEAMS PGR 2010/11-2014/15**



**Graph 14: STEMM award holding departments PGR 2010/11-2014/15**



- The proportion of PGR female students is currently at 51%, which is slightly higher than the national average of 47%
- The proportion of female students studying PGR degrees in STEMM is 50% - considerably above the national average of 43%
- Again, BEAMS is above the national average; this is predominantly due to Engineering where 33% of PGR students are female, compared to the national average in Engineering and Technology of 24% (HESA 2013/14). We attribute this to the initiatives described above (Section 3.b)i).
- Silver departments have the highest proportion of female students

## Attracting female applicants

- Since 2013 UCL has maintained a popular list of volunteer 'Inspiring Women in Science' speakers, circulated to local schools as part of the WP brochure. The list includes 45 women across 26 departments (each faculty represented). So far, female speakers have been invited to 32 schools around London.
- Engineering run its own outreach programmes and request that schools ensure 50% of participating students are female. This has been hugely successful. In the past year the faculty has worked with over 2500 school pupils in Years 5-12, 50 were female. The faculty has an active group of 300+ staff and students involved, and ensures gender balanced participation of staff and students at all activities and events (including the Women in Engineering taster Day) (**Action 1.3**).
- Mathematics has run a 'Women in Mathematics' open day for the last decade, and their proportion of female undergraduates is now above the UK average.
- WP runs a number of outreach events throughout the year including summer schools, open days and taster days. WP also offers funding for departments to run targeted outreach events (**Action 1.2**).



One of the Faculty of Engineering's outreach events

## Supporting female students

- UCL Careers offers support and advice to students at all stages in their studies, and graduates who completed their degree in the last two years
- UCL Doctoral School runs a range of training and development events for PhD students
- The UCL Adviser to Women Students offers support to women who may prefer to talk to someone other than their personal tutor, or someone outside their department.
- UCLU's Women's Officer is a key contact for female students.
- UCLU runs a student Women's Network, which holds regular meetings, events and coffee mornings to create a sense of community.
- Research by the NUS suggested 1 in 4 students suffer unwanted sexual advances, so since 2014 the women's network has been focussing on tackling sexual harassment. Training has been provided to relevant staff and student officers by Rape Crisis, and a 'Zero tolerance to sexual harassment' policy and pledge is in place, which 160 (~70%) clubs and societies have signed (**Action 1.1**).



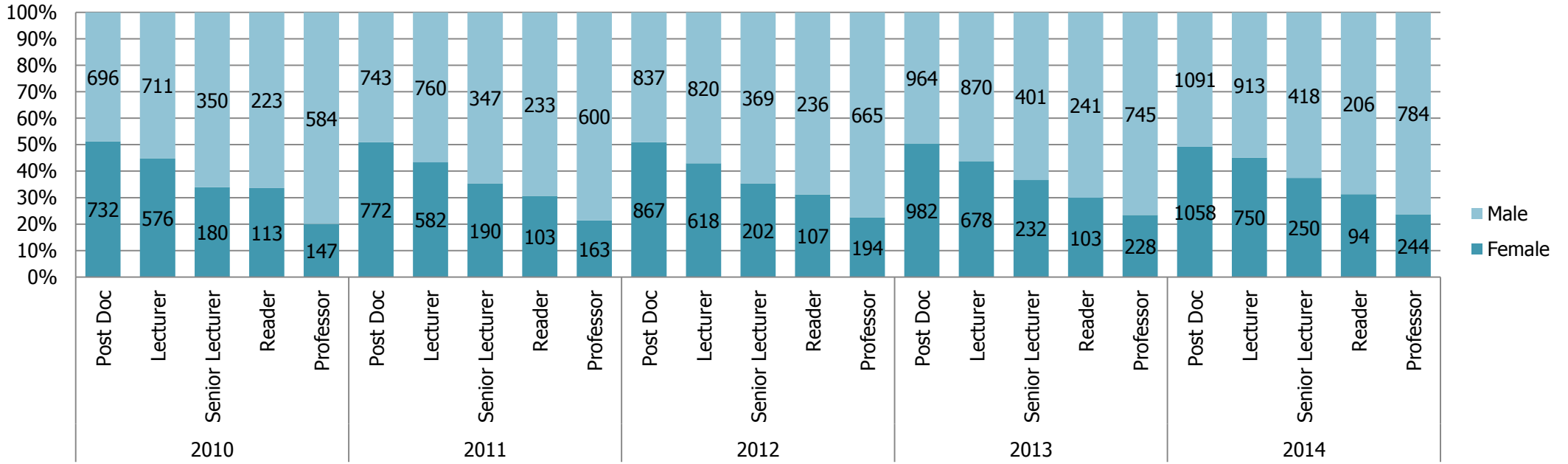
- UCL has accepted an invitation to participate in the UN Women 'HeForShe' initiative to ensure its campus is a safe space for female students.
- UCLU runs a network for student parents and carers and is currently undergoing a review of the information, advice and guidance available to students (**Action 1.5**).
- The Women in Engineering Network is open to all students across the faculty. The network runs training and social events, hosts talks from UCL female engineers, and has collaborated with e.g. Google and Facebook to arrange career events.
- A 'Liberating the Curriculum' group has been established to ensure diversity is represented in the curriculum; for example the gendered dimension of research, and the gender or ethnic diversity of authors on reading lists (**Action 1.4**).

(558 words)

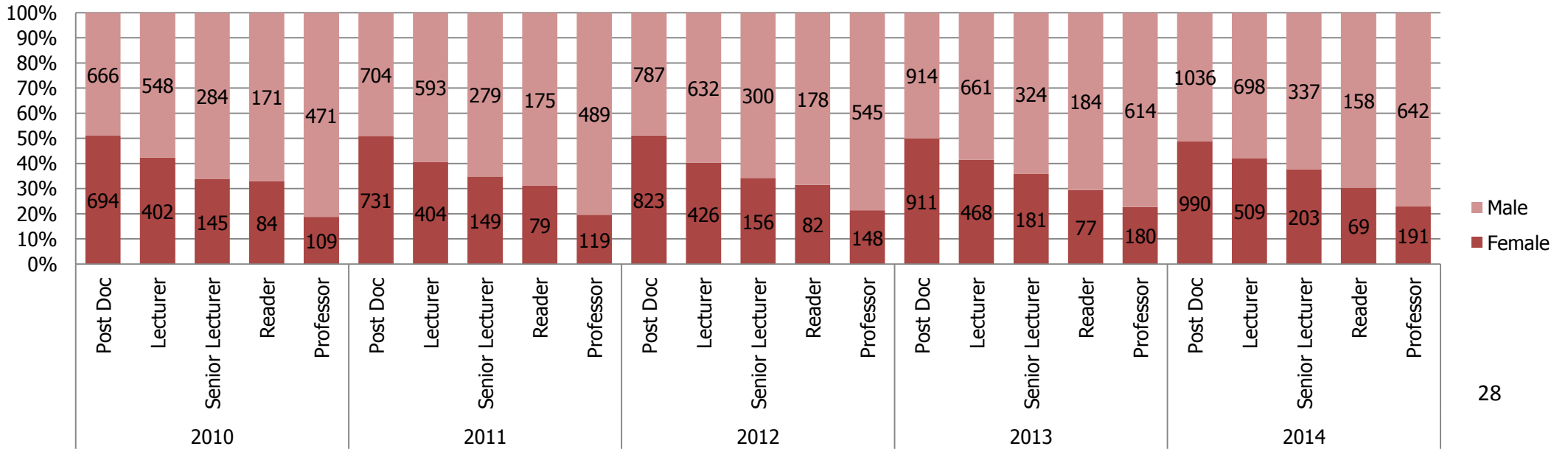
### **Staff data**

- (iv) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

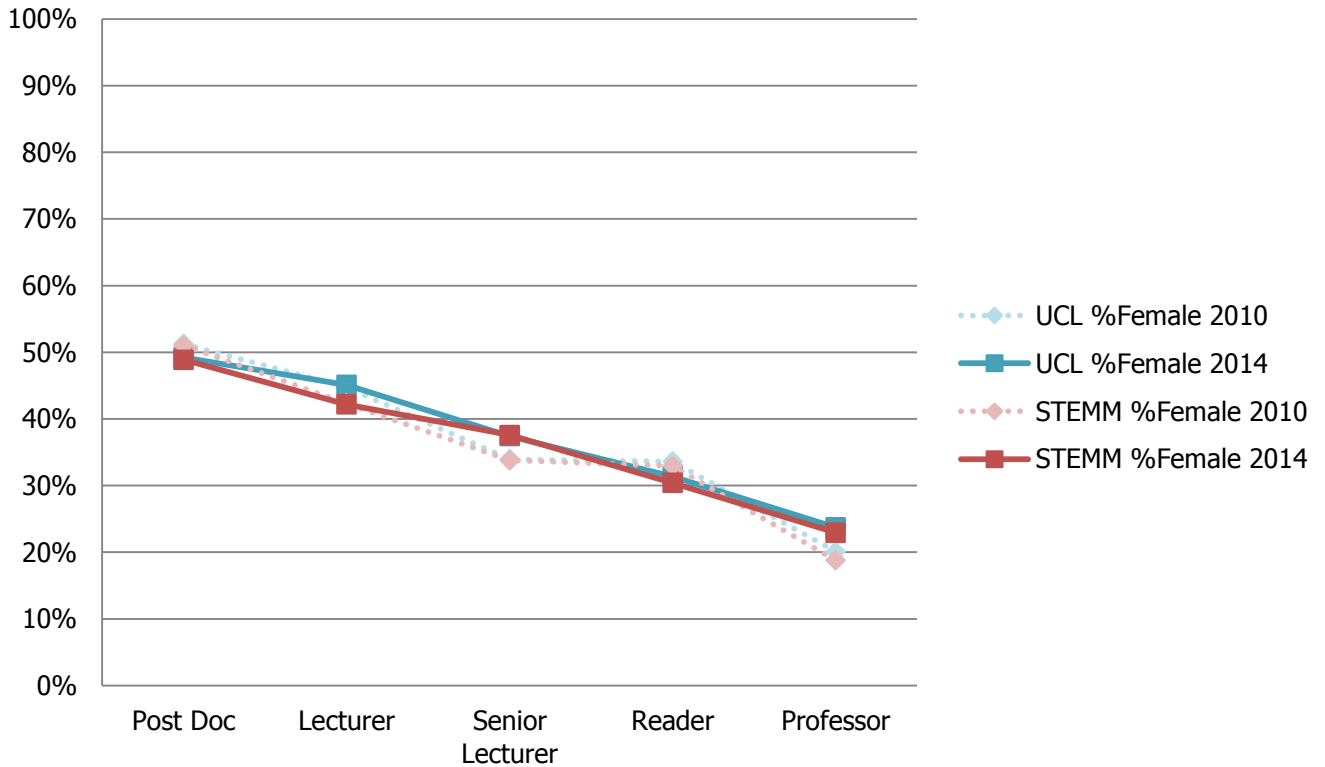
**Graph 15: UCL Pipeline 2010-14**



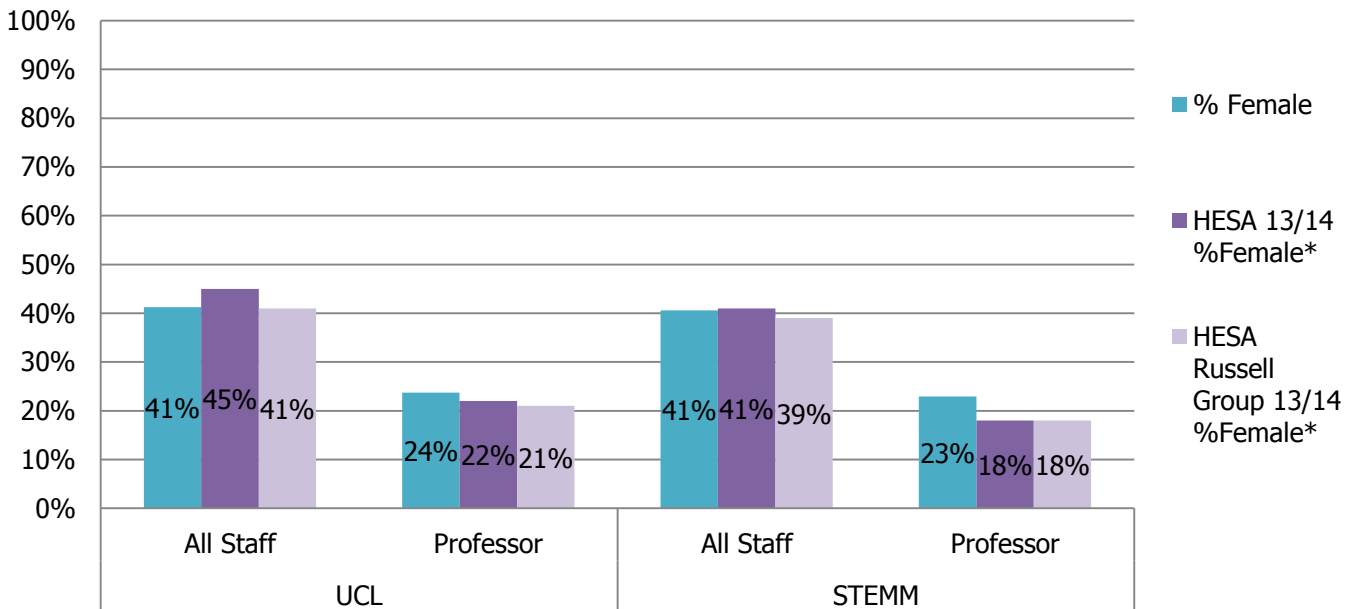
**Graph 16: STEMM Pipeline 2010-14**



**Graph 17: UCL and STEMM Pipelines 2010 and 2014**

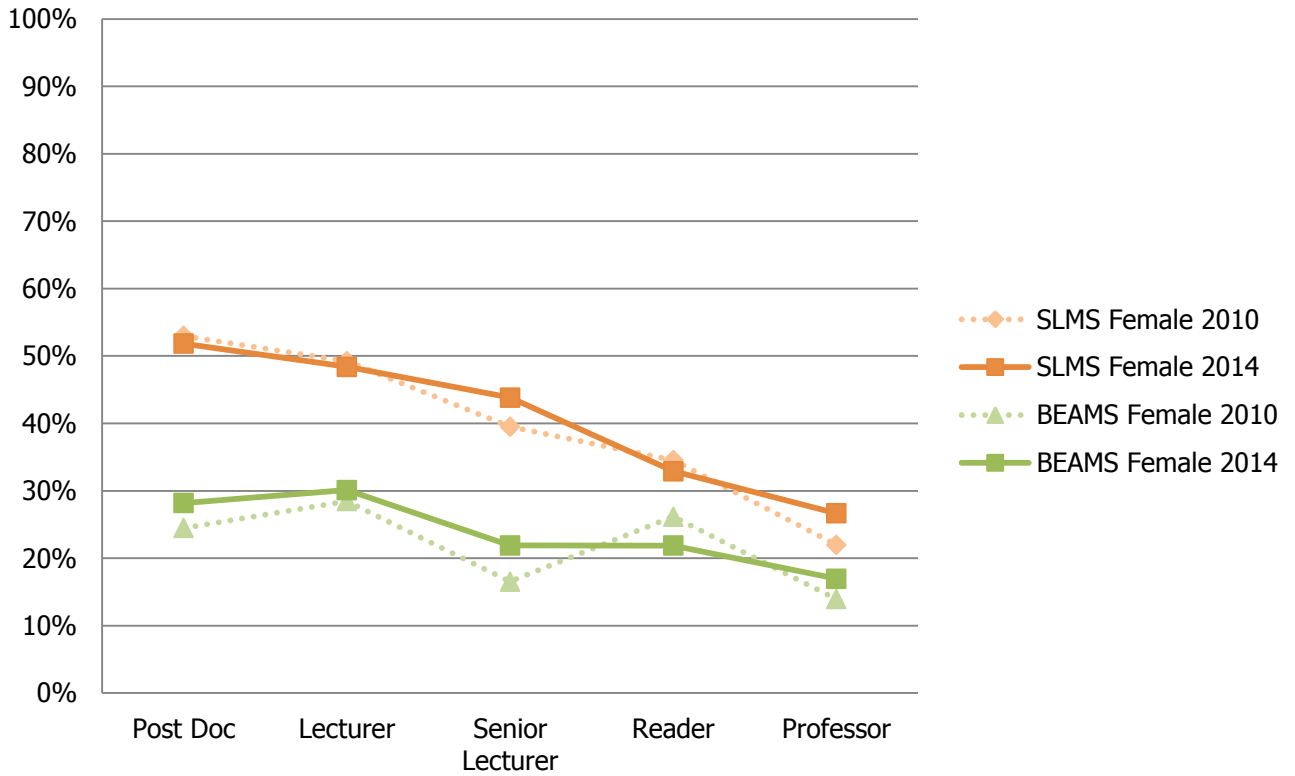


**Graph 18: UCL and STEMM HESA Comparisons**

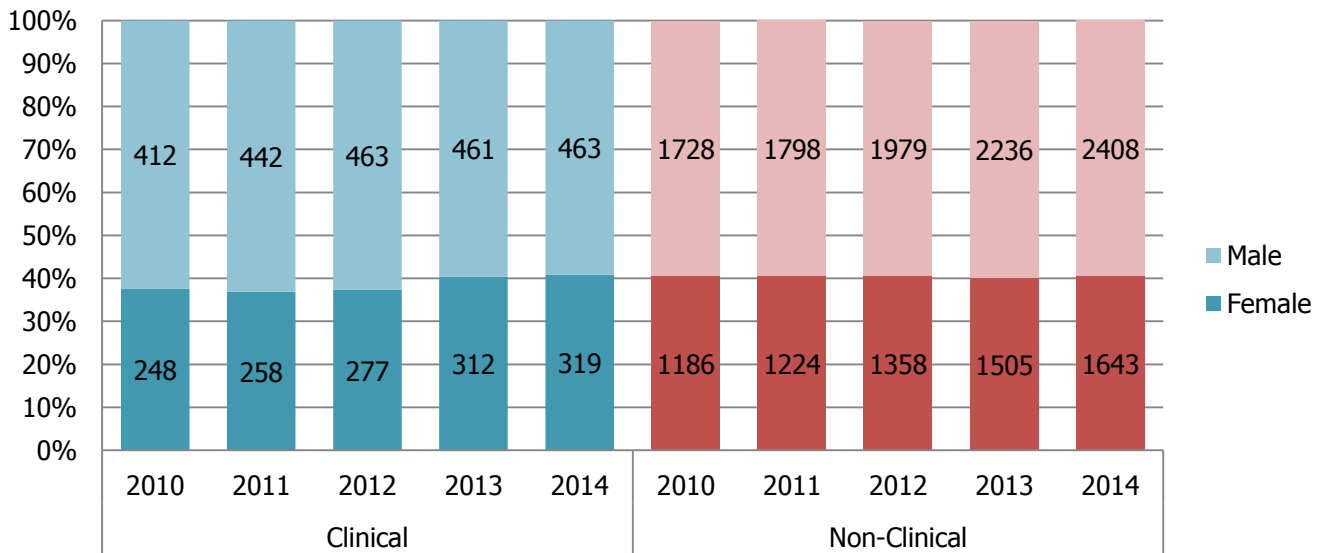


\*HESA data for STEMM and identified through HESA JACS SET Marker. The JACS SET marker classifies the following subjects as STEMM: Agriculture and related subjects, Architecture, building and planning, Biological sciences, Computer science, Engineering and technology, Mathematical sciences, Medicine and dentistry, Physical sciences, Subjects allied to medicine, Veterinary science.

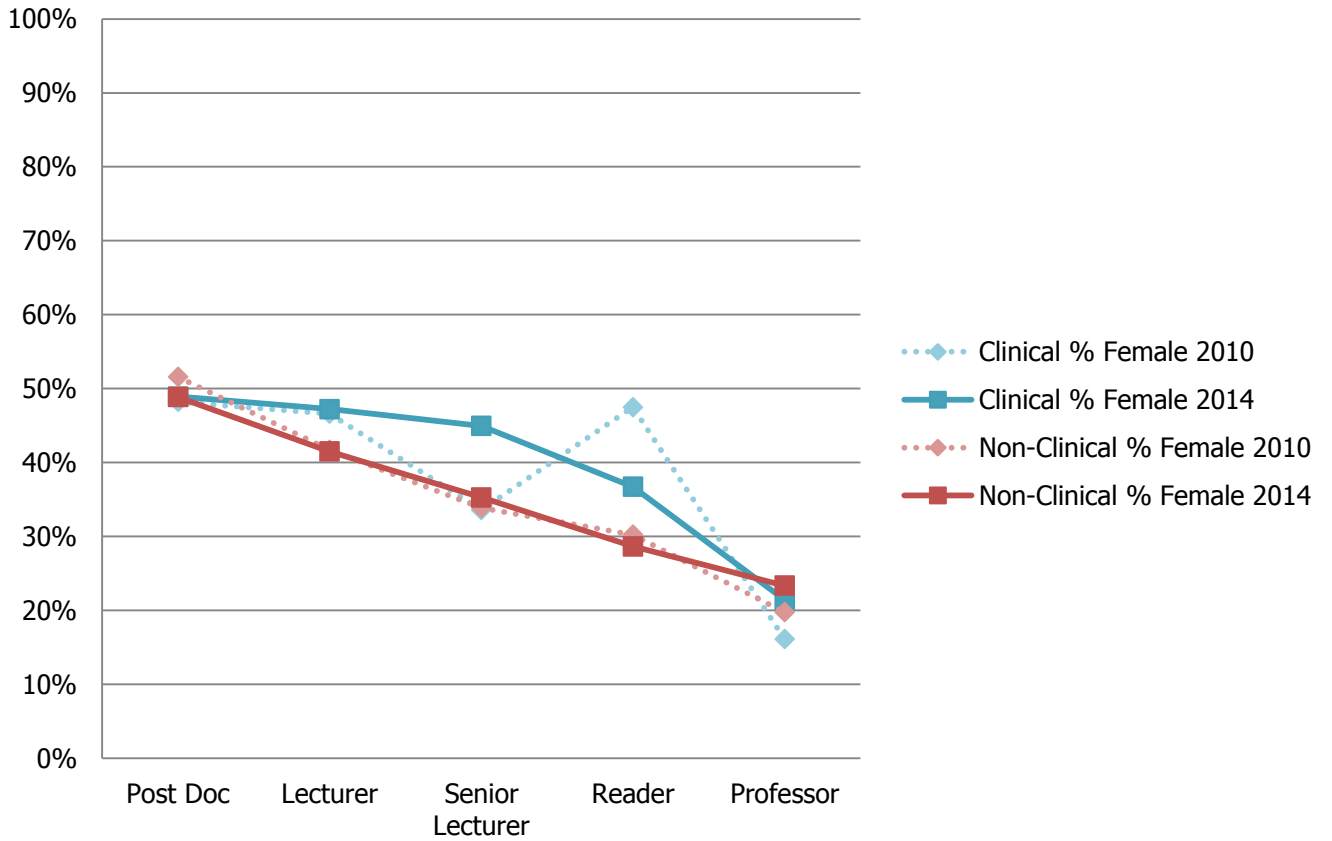
**Graph 19: SLMS and BEAMS Pipeline 2010 and 2014**



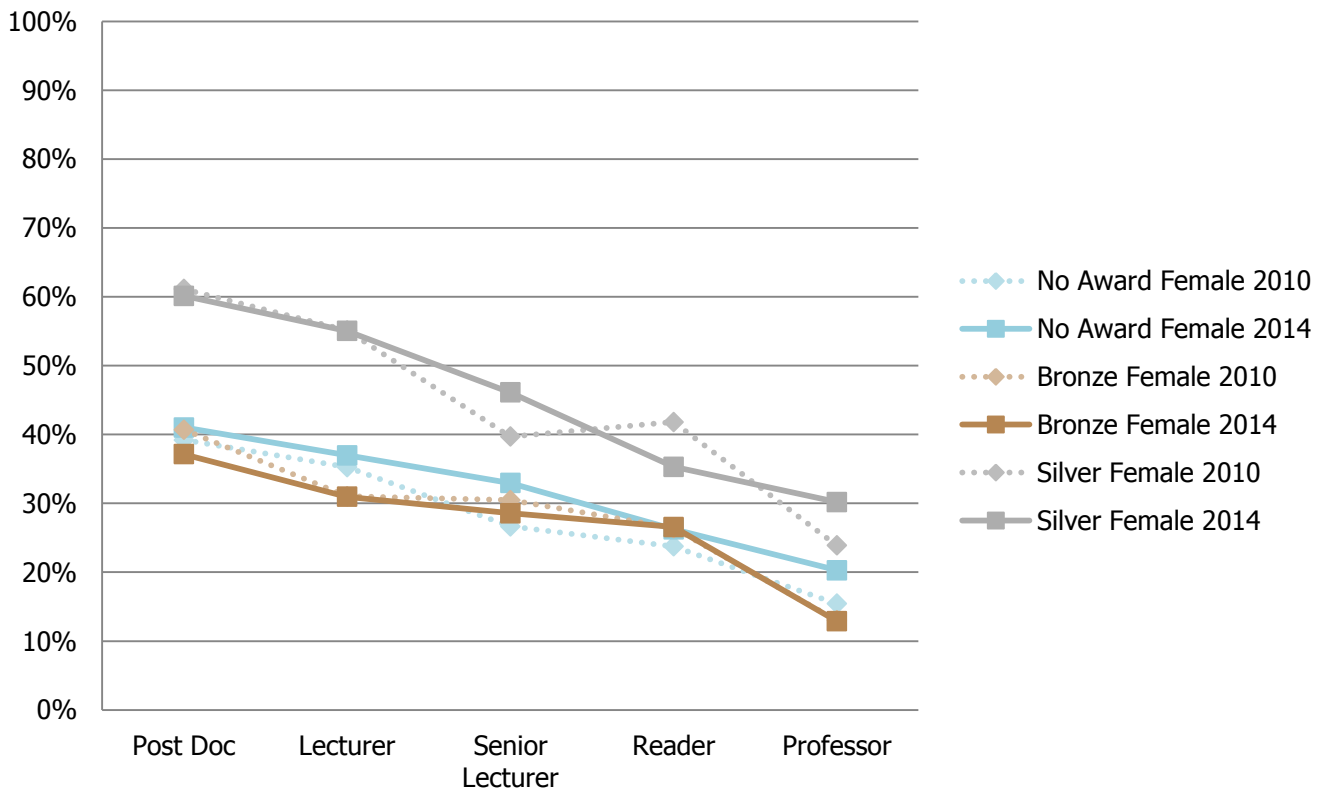
**Graph 20: Clinical and non-clinical STEM academics**



**Graph 21: Clinical and non-clinical academic pipeline 2010 and 2014**



**Graph 22: Award holding departments pipeline 2010 and 2014**



- From 2010-2014 academic, research and teaching staff numbers have increased from 4312 to 5808, and from 3574 to 4833 in STEMM.
- During this period of growth, the proportion of female Senior Lecturers and Professors has increased (Senior Lecturer: 34% to 37%, Professor: 20% to 24%), and in STEMM (Senior Lecturer: 34% to 38%, Professor: 19% to 23%). This trend is seen in SLMS and BEAMS.
- The proportion of female Professors is above the national and the Russell Group averages. In STEMM, UCL is 5% above national and Russell Group averages.
- The proportion of women in Clinical roles has increased slightly over the last 5 years, and is now at the same level as women in non-clinical roles (41%).
- There is a higher proportion of women throughout the clinical pipeline compared to non-clinical, until Professorial level where the proportion is slightly below non-clinical staff.
- The proportion of female Professors has increased in clinical and non-clinical roles. In clinical roles, the proportion of senior lecturers has also increased. The proportion of Readers decreased, but this relates to small numbers (49 clinical Readers in 2014).
- Silver-award-holding departments have the highest proportion of women at all levels; which could be evidence of the impact of good practice in these departments.
- We consider that progress has been made as a result of activity discussed in the sections below.

(223 words)

(Total = 1705 words (205 extra))

#### **4. Evidence of the impact of university and department good practice: maximum 2000 words**

Provide evidence below on the evaluation and impact of university and department good practice initiatives on the following:

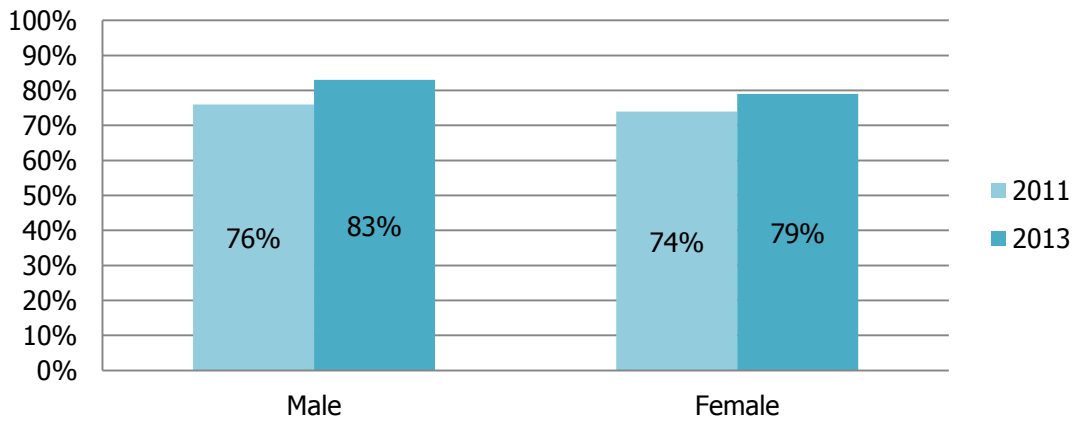
a) The university as a whole, its ethos and working environment

##### **i) E&D Accountability Framework & Equality Champions**

- UCL established the E&D Accountability Framework in 2012, which requires each Dean and Vice-Provost to develop annual E&D action plans for their Faculty or Division. Examples of actions
- E&D is included in all Deans' and Vice-Provosts' objectives as part of their annual appraisal.
- UCL has 'Equality Champions', including 'Gender Champions' on Council and SMT.
- Visible commitment from SMT has started to impact on staff survey results:

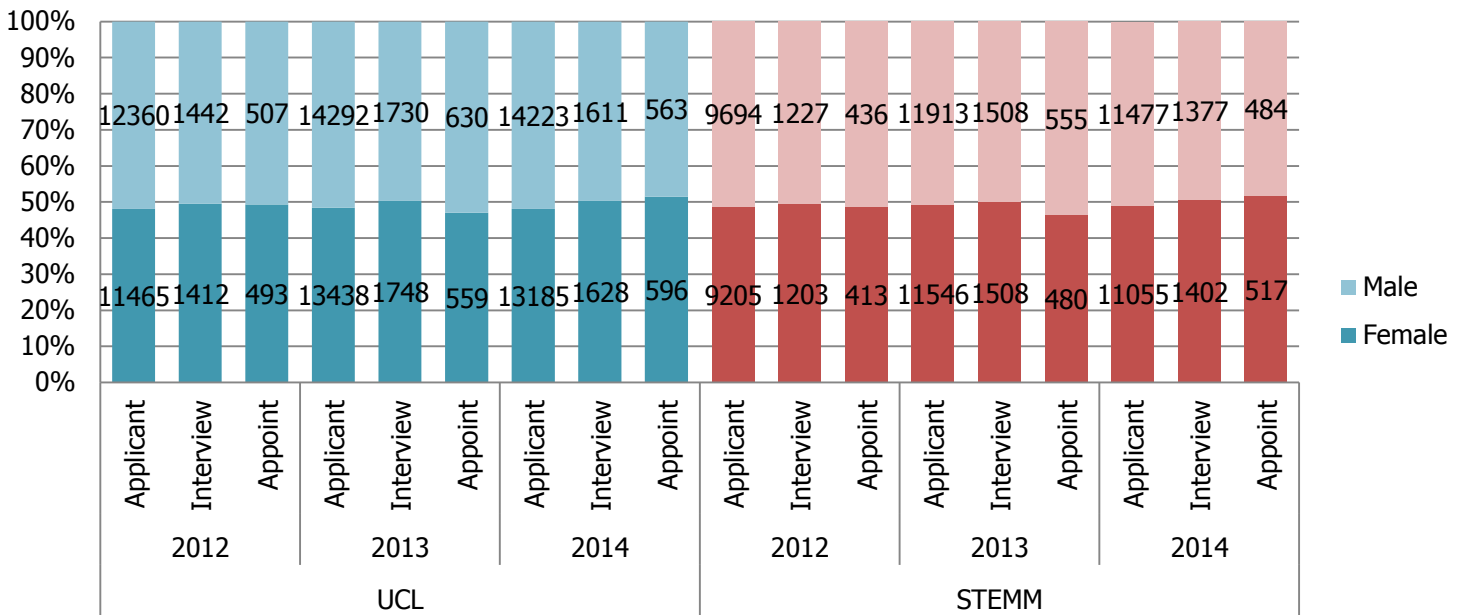


**Graph 23: 2011 and 2013 survey response to 'I believe UCL is committed to advancing equal opportunities'**

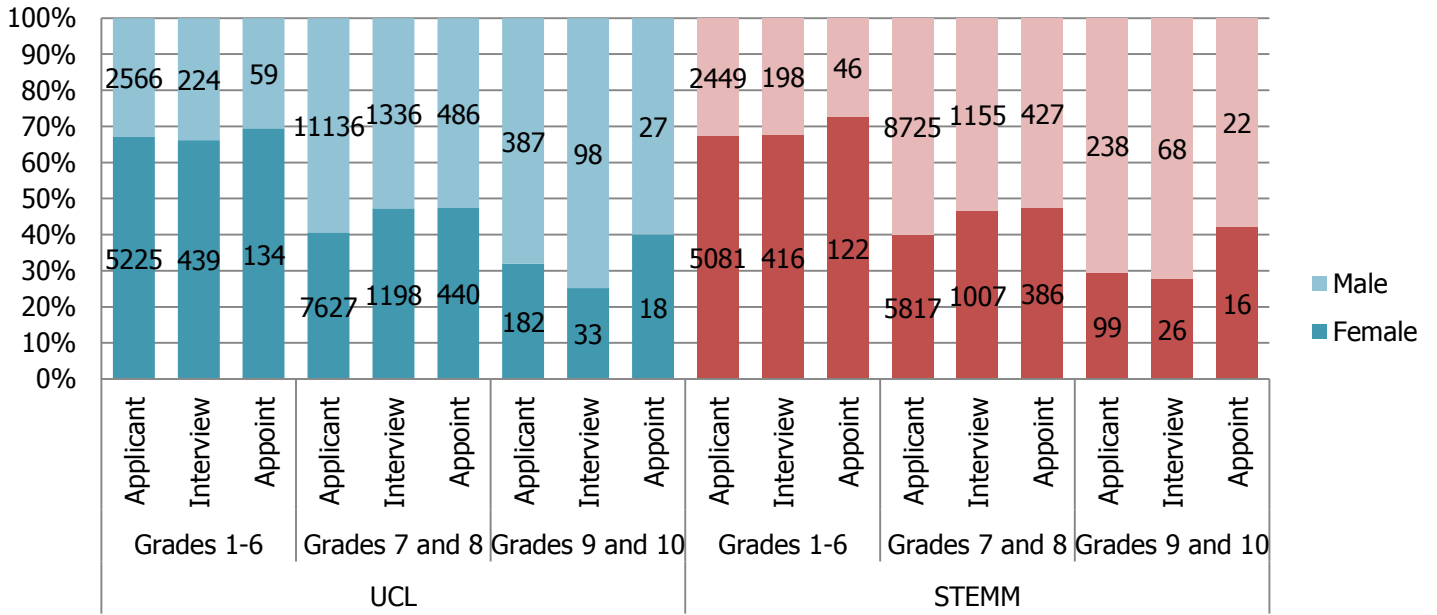


**ii) Recruitment**

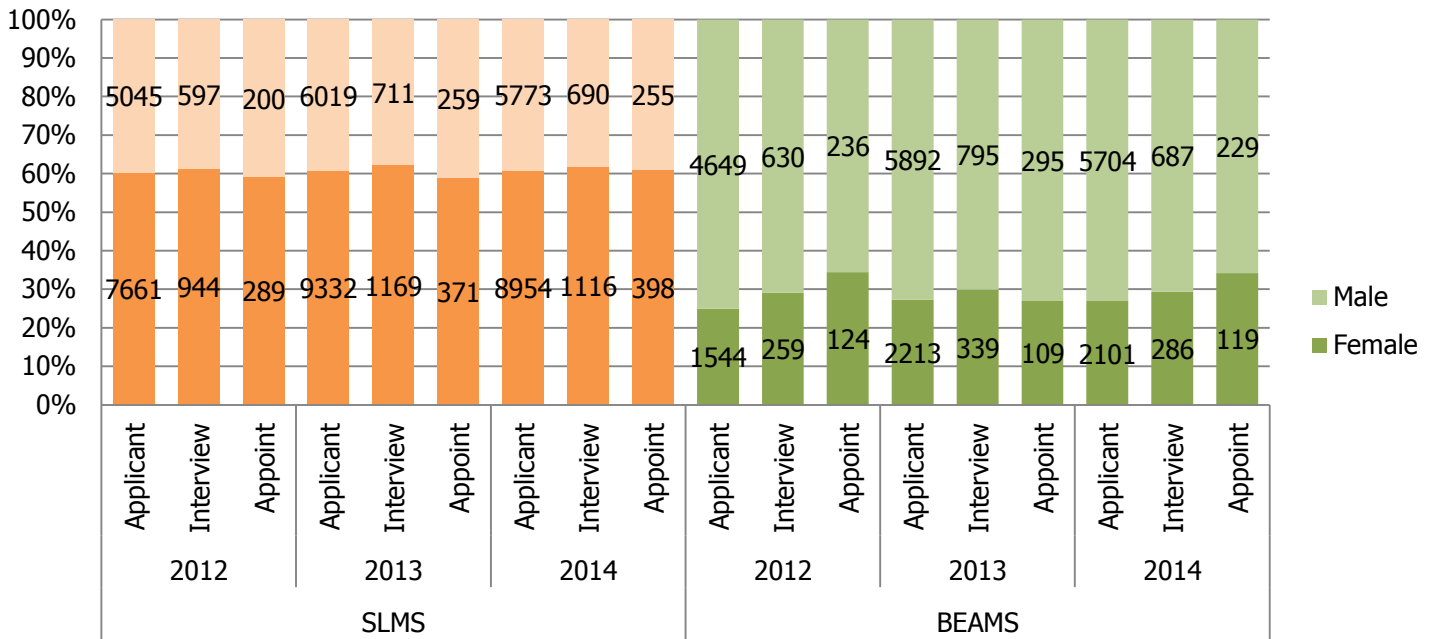
**Graph 24: UCL and STEM Recruitment 2012-14**



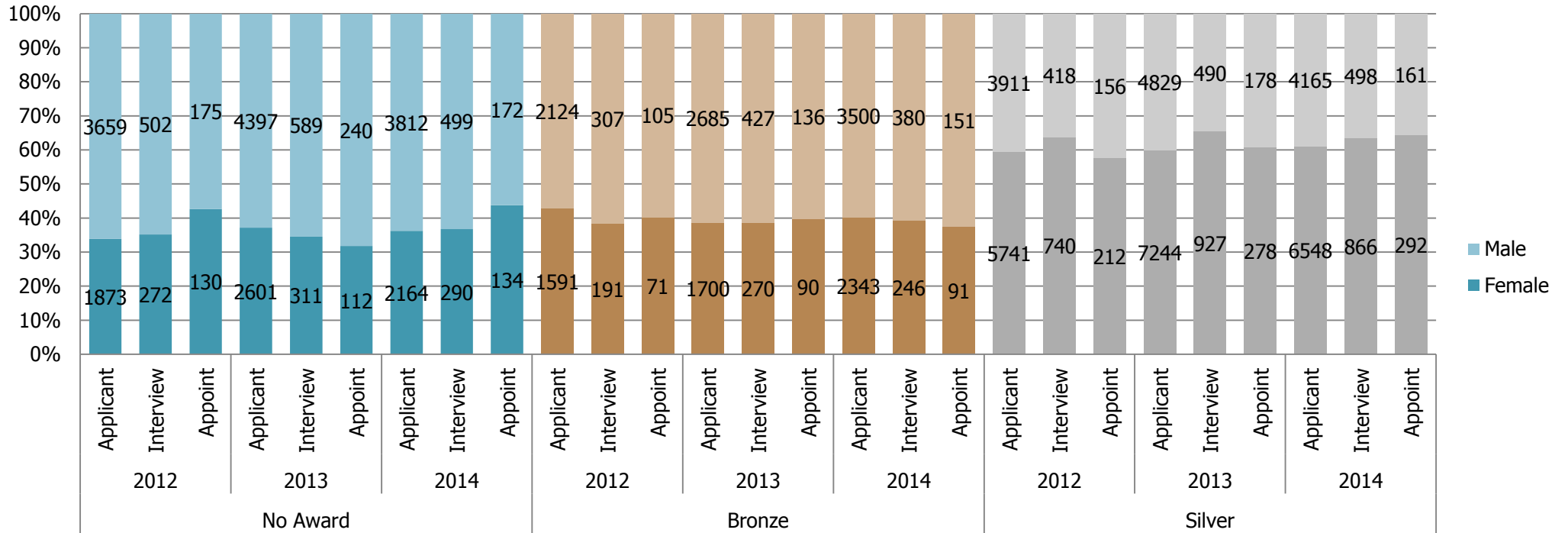
**Graph 25: UCL and STEMM Recruitment by Grade 2014**



**Graph 26: SLMS and BEAMS Recruitment 2012-14**



**Graph 27: Award holding STEM departments recruitment 2012-14**

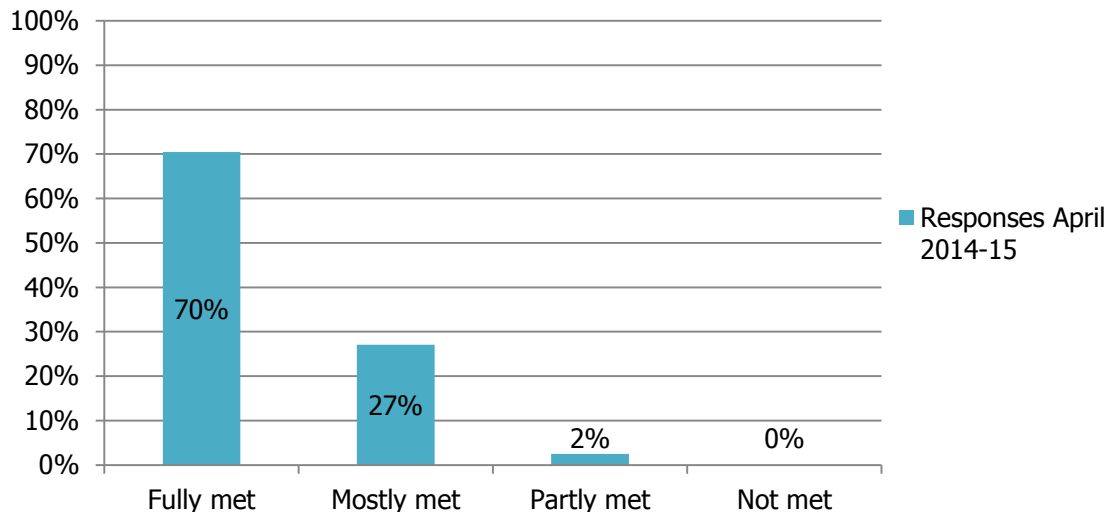


- There is little evidence of gender bias in recruitment; a similar proportion of women are appointed in comparison to the applicant pool.
- BEAMS are attracting between 20-30% female applicants, in comparison to SLMS who attract ~60% female applicants (**Action 3.4**)
- While the recruitment process appears equitable across the grades (Graph 25), there is a smaller proportion of female applicants at higher grades (**Actions 3.5**).
- Silver departments attract the highest proportion of female applicants, followed by Bronze departments. This could be a result of departments promoting their SWAN awards and activities.

Activities to ensure the process is fair and mitigates bias:

- To sit on an interview panel, staff must complete the Recruitment and Selection Policy Briefing. This training covers the Equality Act, relevant policy and bias, and receives positive feedback (**Action 3.7**).

**Graph 28: To what extent did the workshop meet its aim: 'To inform participants of what constitutes fair recruitment according to the UCL HR Recruitment and Selection Policy'**

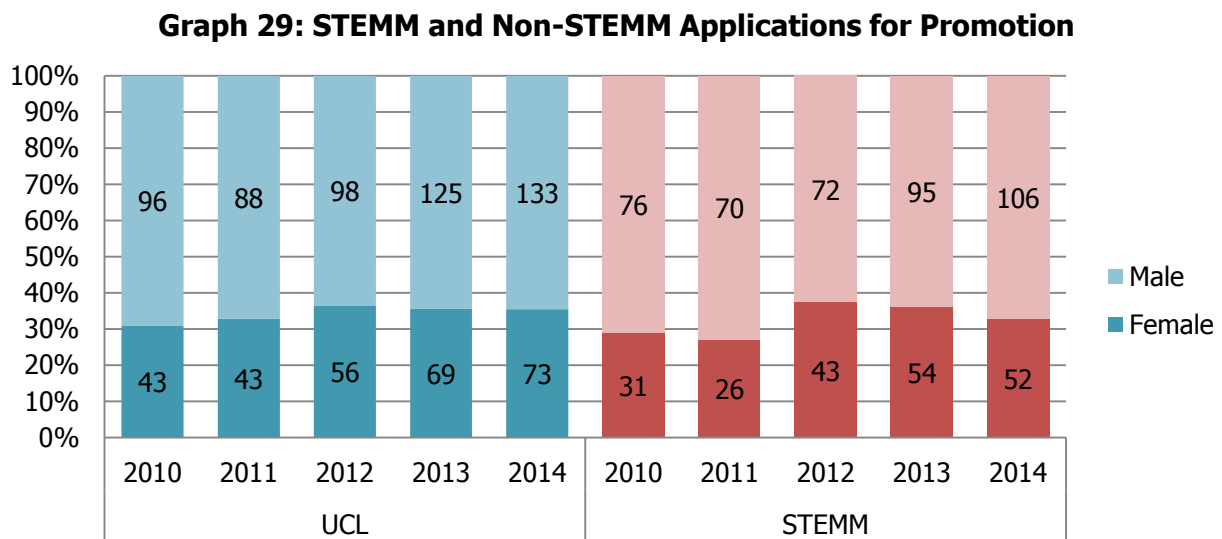


- Positive action statements are included in all adverts. The wording used depends on the grade of the post. Senior roles encourage women to apply.
- Using the online recruitment system, departments can automatically add a SWAN statement into job adverts. For example 'Our department holds an Athena SWAN Silver award in recognition of our commitment and success in addressing gender equality'
- Policy states there must be no all-male or all-female interview panels to tackle 'stereotype threat' in recruitment (**Action 3.3**).
- Since 2013, all senior leadership roles have been externally advertised.
- Senior appointment panels ensure shortlists for senior roles are representative. In one case, SMT rejected a longlist as it did not include women; and requested the executive search firm to provide a revised, more diverse list.

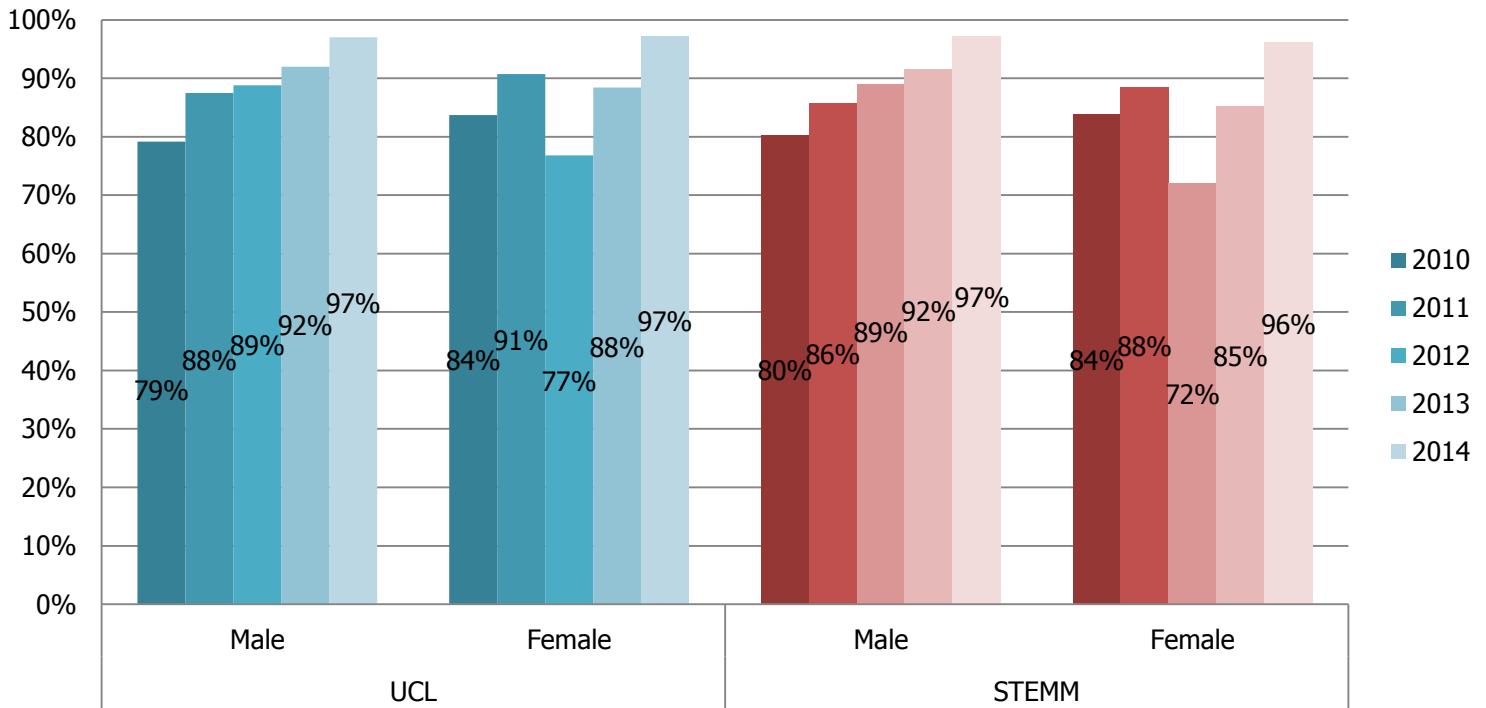
- The impact of the above can be seen in the gender balance of senior appointments since 2012; 6 senior leadership posts became available, all were advertised openly. 4 women were appointed, including Chair of Council.
- To formalise this process, search firms are now contractually required to provide diverse longlists and to support diverse applicants through the selection process.
- The Head of E&D undertook a review of leadership roles at UCL, looking at how HoDs are identified and recruited, which was presented to SMT in 2015. SMT has committed to ensuring the appointment of HoDs is fair and transparent (**Action 3.6**), and that there are systems in place to support female academics to take on these roles through succession planning and training (see section 4.a)vi)).

### iii) Promotion and appraisal

- The proportion of female applicants for promotion increased between 2010 and 2012, and has stayed relatively static since across (overall number of female applicants has increased), but decreasing slightly in STEMM.
- Despite a dip in 2012, the proportion of successful applications from women has increased to 96% in STEMM.

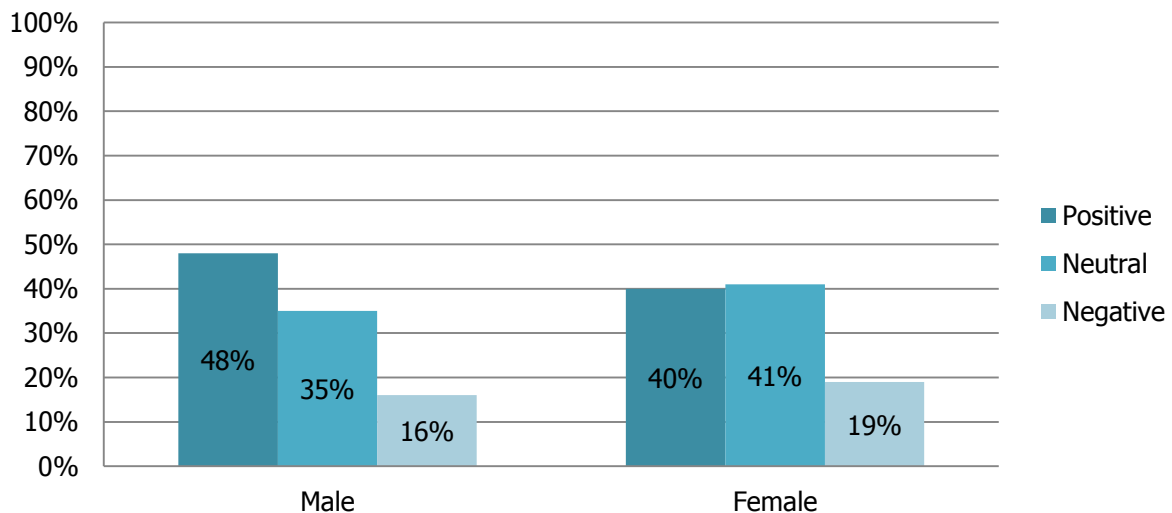


**Graph 30: UCL and STEMM percentage successful in senior promotions**



- Senior promotions workshops are held annually to outline the process and criteria.
- Involvement in SWAN is listed in the published promotions criteria as an enabling activity.
- Following feedback from the staff survey (Graph 31), UCL is undertaking an Academic Promotion and Reward Review, with recommendations due to be implemented by 2015/16. The 50:50 group contributed to this review by providing a gender analysis of the staff survey, and an outline of good practice within SWAN departments; for example, many departments have seen an increase in the number of women being promoted after moving to a system whereby all staff are considered for promotion (**Action 2.1**).
- The review will improve the process by giving more attention to teaching, and by ensuring the process is transparent. We hope that this will improve the proportion of women applying for and being successful in promotion.

**Graph 31: 2013 Staff Survey: Academic staff response to 'The promotions process at UCL is applied fairly'**

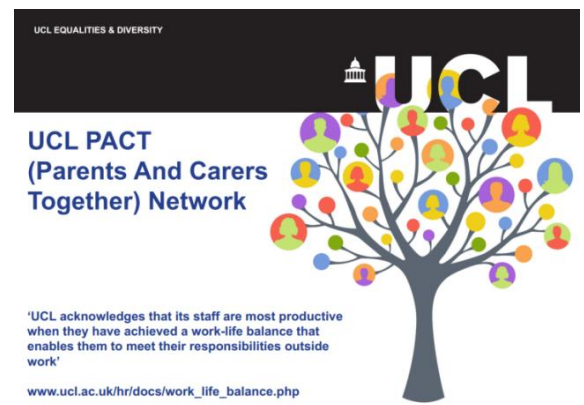


- While the majority of STEMM departments have moved to annual appraisal, UCL policy states appraisals only need to be conducted biennially. UCL is consulting with unions on plans to move to an annual appraisal process. Other proposals will enhance the process, ensuring training needs and career development (including promotional readiness) are more explicit, along with consideration of flexible working.

**iv) Maternity, parental leave and childcare**

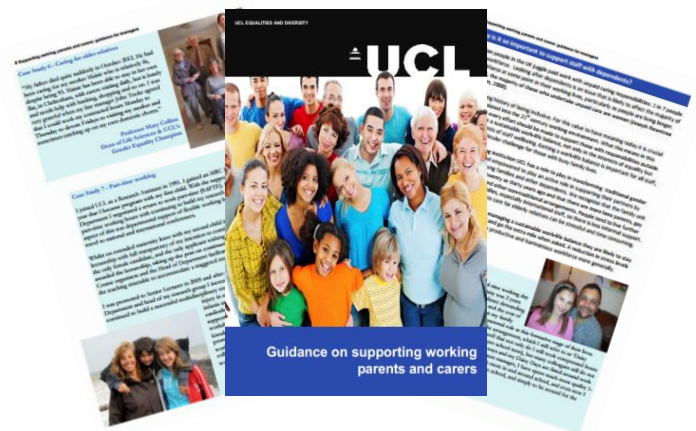
- UCL offers 18 weeks full pay for maternity, adoption and shared parental leave (**Action 4.2**).
- We also offer 4 weeks fully paid paternity leave, the best in the sector. While there are issues with departments recording paternity, 27 of 56 (48%) individuals have taken 4 weeks since the policy was introduced.
- Individuals returning from maternity, adoption or shared parental leave are offered one term's sabbatical leave. This releases them from teaching to focus on research. This has received excellent feedback from staff.
- UCL commissioned an independent childcare review in 2014. Results from this review have been discussed by the EDC, and recommendations will be presented at HRPC (**Action 4.1**). The 50:50 group and PACT were consulted as part of the review.

- PACT is a peer support group for staff balancing caring responsibilities with work. PACT aims to:
  - Address issues commonly faced by parents and carers
  - Provide a supportive environment for discussion, networking and informal advice.
  - Raise awareness of policies that support parents and carers



The group holds monthly sessions e.g. coaching sessions (**Action 4.3**), caring for an elderly friend/relative and flexible working, along with social events. There is an online forum so tips and strategies can be shared. Currently 163 staff are signed up to the PACT network.

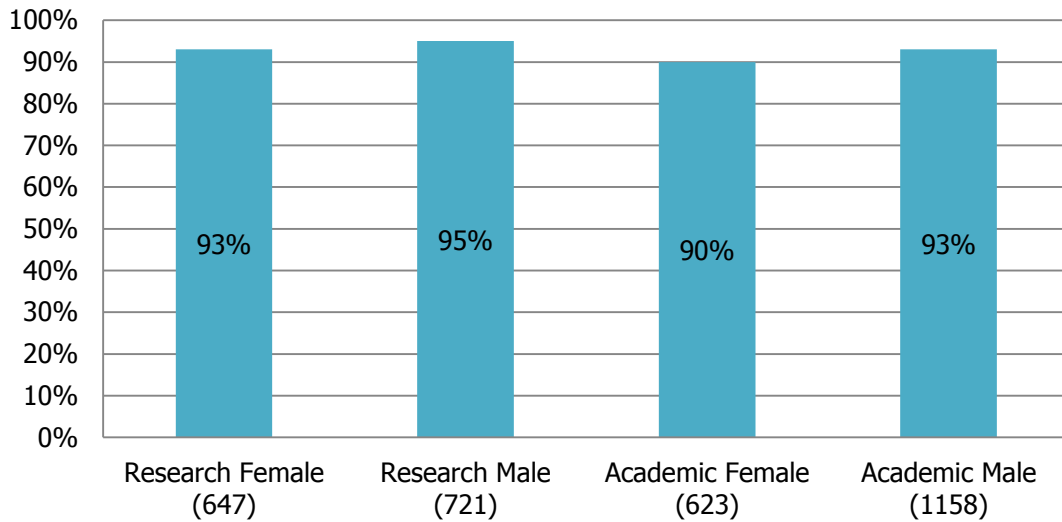
- UCL has produced guidance on supporting working parents and carers. This outlines policies and support for staff taking career breaks or working flexibly. It includes case studies from male and female staff - both professional services and academic - including the previous and current Deans of Life Sciences.
- A number of departments have identified suitable rest and breastfeeding rooms as part of their action plans. A list of these new/improved facilities has been compiled and the HR webpage has been updated and circulated. In 2012, there were just 2 identified rooms at UCL this has now increased to 12.



**v) Flexible working and Workload**

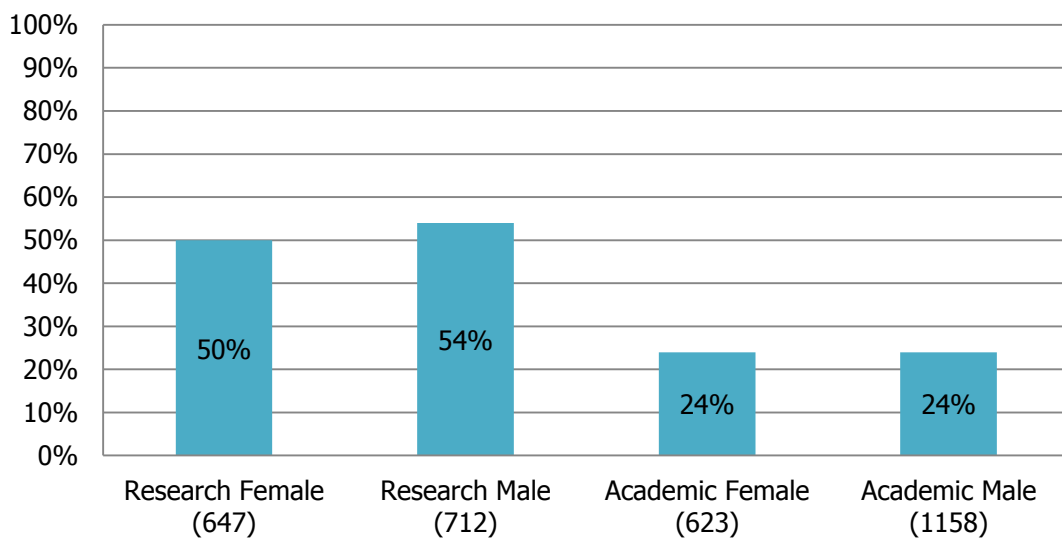
- Core hours are between 10-4. UCL’s Dignity at Work statement asks departments to ensure all core business takes place during these hours, wherever possible.
- Feedback from the 2013 survey was very positive in relation to flexible working:

**Graph 32: 2013 Staff Survey % positive response to 'My working time can be flexible'**



- However, there was a mixed picture across job roles and faculties in relation to workload (**Action 4.4**):

**Graph 33: 2013 Staff Survey % positive response to 'I can meet the requirements of my job without regularly working excessive hours'**





## vi) Development and Training

- All staff are expected to take part in at least 3 training/development events each year, and monitored via appraisal.
- All new starters must complete online E&D training within their first 6 weeks.
- 'Leading on Diversity' training has been available since 2013. In 2014, Faculty Managers were informed that each faculty was expected to send at least 2 people on each course. To date, 70 people have attended.
- Unconscious bias training sessions were arranged for senior leaders in 2012, 124 people attended (84 from STEMM). The E&D team have since developed an 'Understanding your biases' session, drawing on UCL academic expertise, which has been piloted with 2 STEMM departments and received encouraging feedback (88% positive). This will be offered to departments (many have bias training in their SWAN action plans) (**Action 3.1**). Online unconscious bias training is also currently in development (**Action 3.2**).
- uMentor is UCL's online mentoring platform. All staff can sign up as a mentor and/or mentee after completing an online training package. Mentors and mentees create a personal profile outlining the topics they wish to discuss as part of a mentor relationship. Mentees can search the mentor database by specific criteria or faculty. This platform is still relatively new, with 197 staff currently signed up. Our aim is to effectively promote uMentor and increase participation (**Action 2.4**).
- The 'Women in HE leadership development programme' has been set up to develop women at grades 9-10. The first cohort of 16 are attending 8 workshops. The programme is still in the pilot stage but feedback so far has been positive:

"This programme has given me the rare and valuable opportunity to meet and connect with a diverse and influential group of colleagues within UCL."

"I was offered a place on the Leadership Programme for Women as part of my HoD's succession planning. I have a much clearer vision of what I want to achieve in the next few years."

"This programme was a great opportunity to think about future career objectives which will benefit us as individuals and the organisation as a whole"

- Springboard has been offered to women across UCL since 2013. To date 92 women have attended (64 from STEMM):

“As a result of the course, I was able to motivate myself, re-evaluate my priorities, and applied for a PhD and thankfully, got accepted!”

“It has made me more reflective in terms of career-planning. It's also made me realise the value of networking”

- UCL has funded 15 women (9 STEMM) over the past 2 years to attend the Aurora programme, run by the Leadership Foundation. Feedback has been positive, and we will continue to fund delegates.
- Assertiveness training has been offered for several years, In January 2015 a pilot session was run for women. 14 women attended (12 from STEMM), and provided positive feedback:

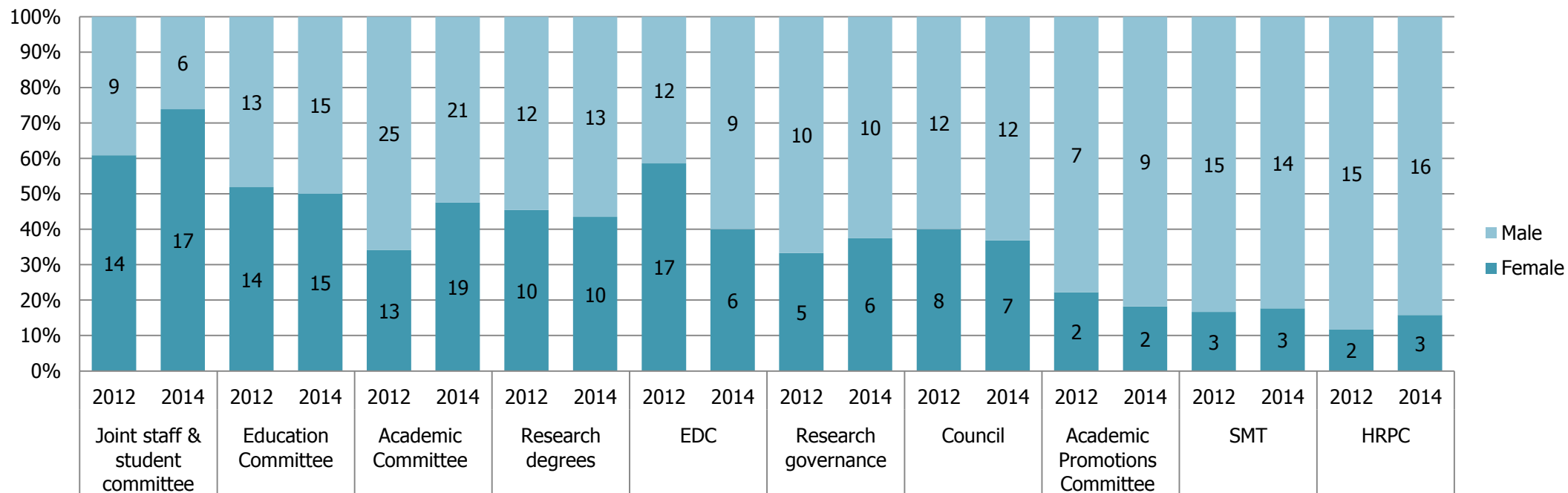
“I now feel able to say 'no' and negotiate ways to help reach a workable compromise”

“I now have confidence in making myself heard, especially in meetings”

#### **vii) Committee representation**

- The majority of key committees have between 50% and 37% female representation, including Council.
- Improvements have been made in several committees since 2012 (graph 34 (please note the EDC was re-organised))
- However, Academic Promotions Committee, SMT and HRPC still only have 16-18% female representation (**Action 5.3**).

**Graph 34: UCL Senior Committees 2012 and 2014**



(1600 words)

## b) SET departments management and culture

### i) Key equalities contacts

- Each department has at least one DEOLO (currently 110 DEOLOS, 56 in STEM). DEOLOs communicate events and policy updates to their department. They can also offer informal advice and support to students and staff.
- There are 4 (1 male, 3 female) Dignity at Work Advisers across UCL, (3 in STEM). They offer advice and support for individuals who feel they are being bullied or harassed at work. Advisers attend a tailored 2 day training course (**Actions 5.8 and 5.9**).

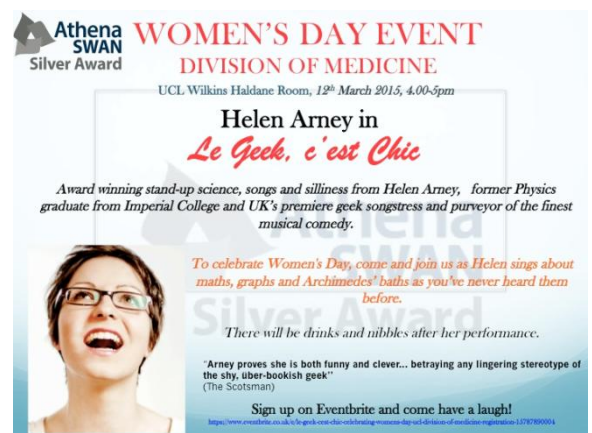
### ii) Department-level networks and resources

- Many departments have focussed on the key transition point between Postdoctoral roles and Lecturer/Senior researcher:
  - Early Career Researcher (ECR) Networks: To ensure ECRs have access to networking opportunities, peer support, and information on career development. These networks have consistently received positive feedback within departments, and many are now run by the ECR community rather than the SAT.
  - Career Events: departments have established annual careers events aimed specifically at ECRs. Topics covered have included: funding opportunities and grant writing, fellowship applications, job applications and presentations from female academics on their career development and advice.
- To ensure staff are aware of all relevant UCL policy and support, the majority of award-holding departments have created staff handbooks (**Action 5.6**).
- Many departments have initiated local mentoring schemes, including:
  - Students: third-years mentoring first-year students.
  - ECRs: supporting fellowship applications and career development
  - Promotions: guidance and support through the promotions process
  - Maternity: support before and after leave

### iii) Department events

A range of events are coordinated and communicated across departments each year to celebrate International Women's Day, Ada Lovelace Day, and Women in Engineering Day. Among others -

- The Institute for Women's Health arranged a series of events, including 'Seven'; a play portraying personal accounts of seven women's rights activists across the world. The seven women were played by senior men at UCL including Provost
- The Division of Medicine arranged a comedy night 'Le Geek c'est Chic'
- The UCL Women in Management Society held a day event with Bloomberg, 'Polish your Presence' which included training and networking.

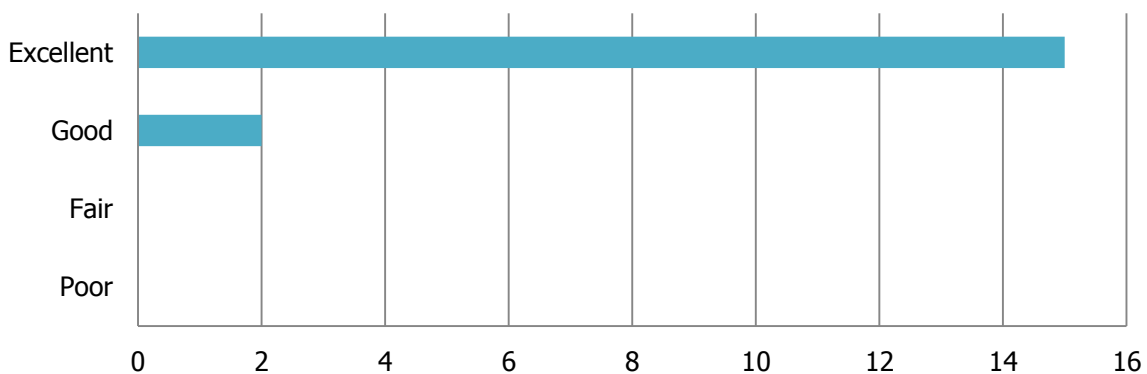




**iv) Department and Faculty training**

- Engineering and MAPS co-funded a training course on 'Public Speaking and Presenting Your Research for Women in STEMM'. 21 Women from the two faculties attended the workshop which received excellent feedback:

**Graph 35: Feedback from Public Speaking and Presenting Your Research for Women in STEMM - 'How would you rate the course overall?'**



- SLMS Academic Careers Office (ACO): Established in 2012. Information and advice is available on the ACO website for clinical and non-clinical careers, such as applying for a PhD or funding. The ACO runs several initiatives:
  - 'Future Leaders' succession planning programme - Two cohorts of sixteen aspiring leaders are recruited each year (50% female).

- 'Future Fifty' mentor scheme – created 50 mentoring pairs across SLMS (50% of mentors and mentees were female)
- Academic Role Models – Nominations were sought from across SLMS for role models who were passionate and have a positive impact on others. The nominees were at different stages in their career, in clinical and non-clinical, academic and teaching roles. The publication included a short interview with each role model (50% female), with an overview of their career and advice they would give to current PhD students.



(513 words)

c) Individual staff working in SET

i) **UCL Women**

- UCL Women is a grass roots network for female academic and research staff in STEMM, launched in January 2013.
- Lunchtime events are held where female academics (UCL and external) speak about their research and career progression.
- In March 2015 UCL Women held their first International Women's Day lecture. Professor Elizabeth Blackburn, Nobel Laureate, spoke about her research, followed by a discussion on a 'life in science' with Vivienne Parry OBE. The reception included a photo exhibition of women from the ACO Academic Role Models report. All 350 tickets sold out within 24 hours of being advertised. This will be an annual event.



## ii) Promoting female role models and celebrating success

- Achievements of women in STEMM are celebrated and announced via a range of communication streams including the UCL-wide newsletter (The Week@UCL) which is sent to all staff and students, faculty newsletters, the UCL-wide and E&D Twitter feeds and UCL and faculty news websites. However, given the size of UCL, in some cases, individuals may need to inform the communications team of their own news stories. The 50:50 group have proposed a number of actions to address this, and ensure the success of female staff and students are equally represented in UCL communications, and that female role models are promoted and represented at UCL events (**Actions 5.1, 5.2, 5.7**).
- A number of departments have recognised a lack of female representation in the images around their buildings. Departments have addressed this by naming rooms, student prizes and lecture theatres after eminent female scientists and ensuring that images and portraits include women. We will continue to redress this at institutional level (**Action 5.4, 5.5**)
- UCL academics have won the prestigious Royal Society Rosalind Franklin award for women in STEMM for the last two years: Professor Sarah-Jayne Blakemore in 2013, and Professor Rachel McKendry in 2014. Both awards were celebrated in The Week@UCL. The recipient of the award is expected to spend a proportion of the grant on a project raising the profile of women in STEMM. Rachel McKendry is organising a national competition to develop mobile phone apps to promote women in STEMM. Rachel was also invited to give the 2015 University of Cambridge WiSETI lecture. Sarah-Jayne Blakemore has launched the 'Scientific 23'; a website where scientists (currently 10 of 17 are female) are asked 23 questions posed by school pupils.

The screenshot displays the homepage of the 'the SCIENTIFIC 23' website. The header includes the site title 'the SCIENTIFIC 23' with the subtitle 'twenty-three questions about the lives of scientists', navigation links for 'All Interviews', 'All Questions', and 'About', and a search bar with the placeholder text 'Name or A-Level' and a 'Search' button. The main content area features a grid of six scientist portraits, each with a name and a quote:

- Zita Martins**: "There were no limits to our dreams and imagination when I was growing up. Neither of my parents were scientists but they raised us in a way that allowed us to see the world as it was."
- Diana McCarthy**: "I wanted to find out how you could get computers to do these amazing things, and use them to learn more about language and help people."
- Tim Dalgleish**: "Not knowing everything shouldn't be daunting, it should be exciting. It is fun not knowing stuff."
- Katerina Fotopoulou**: "There is nothing more satisfying for me than believing that my research has generated information that feeds back to patients and changes their lives."
- Helen Czerski**: "We need to improve the attitude that society has about science and that science has about society."
- Robert Winston**: "I ended up doing medicine with science because in vitro fertilization is the perfect combination - you're converting what you're doing in the lab straight into medicine."

At the bottom of the grid is a navigation bar with a left arrow, three dots, and a right arrow.

### iii) Case studies

"My promotion to 'Professor' is a direct result of the new promotions procedures in my department. The criteria and expectations remain rigorous, however the new procedure resulted in the opportunity to be put forward for consideration, when I would not have felt it appropriate to push forward on my own"

*Professor, Division of Surgery*

"This is my first research job post-PhD, and after 2 years of working full-time, I needed to negotiate a new work pattern to take on some of the caring responsibilities for my dad who has Alzheimer's disease. I now take one working week off per calendar month. At this point in my life, this is my idea of success! Now that my work-life balance has improved, so has my focus at work and wellbeing generally. I am grateful for the support of my line manager and UCL colleagues during this challenging time"

*Post-Doctoral Research Associate, UCL Medical School*



"After returning from maternity leave in 2013, I was granted a sabbatical in order to restart my research. The HoD also arranged for me to return to work part-time for the next three years, and arranged cover for the rest of my working week until I was able to return to full-time work. As a result, I felt fully supported and was able to spend a significant amount of time with my child.

*Senior Lecturer, Department of Civil, Environmental & Geomatic Engineering*

(618 words)

2731 (731 words over)



## 5. Embedding Athena SWAN: maximum 2000 words

Explain how Athena SWAN has been embedded within the university, with particular reference to all SET departments, including:

- a) Describe the steps taken to encourage all SET departments, including those less advanced, to apply for Athena SWAN department awards?
- The Provost has shown clear leadership on gender equality by being publicly supportive of E&D and SWAN since starting at UCL and, as described above, E&D is a key enabler in the UCL2034 Strategy. Many staff have observed that this has increased the momentum in relation to gender equality across the institution (see graph 23)
  - All STEM Deans have included achieving SWAN awards in their E&D action plan as part of the Accountability Framework (see 4a). As a result, Deans have been encouraging HoDs to establish a SAT and apply for an award.
  - The PAAS contacted all departments who had not yet started SWAN in January 2014. She met with all HoDs to outline the process and encourage them to apply.
  - Biochemical Engineering hosted an event for HoDs, outlining the benefits of engaging in SWAN. Presentations were given by the Provost, and HoDs from Biochemical Engineering and the Institute of Child Health (both Silver award holders), followed by a discussion session.
  - As a result of the above, 37 of the 42 STEM departments have an active SAT. We will continue to encourage the remaining 5 departments to engage in SWAN.

### Supporting non-STEMM Departments

- Including the IoE, there are 27 non-STEMM departments at UCL. The E&D Team are encouraging, via Deans and Faculty Managers, non-STEMM departments to consider establishing a SAT.
- In January 2015, the PAAS gave a presentation on the charter mark to HoDs in the Faculty of Social and Historical Sciences, and has since been contacted by 3 departments
- The Dean of Arts and Humanities has asked all departments to start setting up SATs and working on applications.

(269 words)

- b) What resources, skills and support does the university offer to assist SET departments with their submissions?

### Policy Adviser for Athena SWAN:

- The PAAS post was created in January 2013. Before this appointment there were 8 award-holding STEM departments, this has now increased to 23, with an additional 8 new award results pending.
- Initially this role was funded by STEM faculties, but in 2014 the role was made permanent with central funding.
- The PAAS attends departmental SAT meetings when required and gives expert advice to departments developing their action plan and application.
- She is responsible for providing data (see section 5.c), running SWAN events and producing guidance documents

- The PAAS provides detailed constructive feedback on draft applications.
- She also maintains the SWAN mailing list, website and newsletter (see section 5.f)
- The Head of E&D gives additional feedback on gold applications, university applications and critical applications such as those affecting funding.

## Resources

The PAAS has put together a number of supporting documents for SATs. These documents are publically available, and have had very positive feedback from UCL departments and a number of external institutions:

- *Athena SWAN Toolkit*: introduces the process, statistical and qualitative data analysis and presentation, expectations and requirements for applications, evidencing impact and 'dos and don'ts'.
- *Template graphs* are provided to make the data analysis and presentation easier and quicker for departments, thus reducing their workload.
- *Data explanatory notes*: to outline the staff data with advice on how to format and analyse the data.
- *Template action plan*: includes guidance on developing a SMART action plan
- *Timeline*: suggested minimum timeline and tasks for submitting a successful application
- *Template survey*: this is designed for departments to pick and choose questions relevant to their department, based on departmental surveys, the ASSET survey and the QuickCAT survey.
- *Making the most of your SWAN award*: advice on promoting and celebrating successful awards.
- *UCL policies*: a summary and links to key policies and provisions for students and staff that SATs should be aware of.
- *Athena SWAN Feedback*: summary of the feedback received by UCL departments
- *UCL Athena SWAN Fact Sheets*: a number of themed documents outlining departmental good practice and key themes which have been reviewed by the 50:50 group, and will be circulated to SAT leads and HoDs (not just STEMM), as well as to the Athena SWAN JISC mail list (see section 5.f)

## SWAN Events

Events to support departments with their self-assessment process:

- *Applying for a silver award* – the Head of E&D presented on her experiences of sitting on an SWAN assessment panel, and the PAAS outlined the HR data and how to present data for the application. This was followed by group discussions on topics relevant to the application such as support for promotion, mentoring and recruitment.
- *Sharing best practice* - presentations were given by SWAN leads from UCL Silver-award-holding departments, followed by Q&A and discussion.
- *SWAN surgery* – drop in session for departments to meet and discuss their good practice, challenges and ask questions in the run up to the SWAN deadline. A second surgery was hosted by Biochemical Engineering who shared experiences as they prepared for a Gold application, this was followed by group discussion to share ideas.
- *Policy briefing* – outlined UCL's parental leave and flexible working policies and examples of good practice

- *'Going for Gold'* – held in March 2015 in collaboration with Imperial and Cambridge. Included talks from gold departments, a gold award panel member and the ECU, followed by group discussions.

(555 words)

c) Describe the framework in place within the university that provides access to tools and processes for the self assessment process.

- The PAAS attends the first SAT meeting held by each department to introduce the charter and to explain support available.
- The PAAS maintains an 'Athena SWAN Leads' mailing list, which includes all UCL SAT leads and other SAT members. This provides an opportunity to share research, events and best practice. SWAN leads are also able to post questions and share information with the group.
- The guidance documents described above, successful applications, event presentations and contact details are all available on the UCL SWAN website
- The majority of data is provided by HR and student data services each year. Currently, this is circulated by the PAAS, but it is planned that departments will be able to access their staff data via the intranet in by the end of 2015 (**Action 6.5**).
- A summary has been put together for Deans and HoDs outlining the process, and gives advice on identifying a SAT and SWAN lead.

(151 words)

d) How does the university recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?

- Successful awards are announced in The Week@UCL (weekly newsletter), the SWAN newsletter and in faculty communications.
- In 2014, following an incredibly successful round where 10 UCL departments received an award, the Provost dedicated his 'Provost's View' section of the UCL newsletter to E&D, with a focus on departments' achievements
- Playing a major role in a SWAN application is formally recognised in the promotions process

**Provost's View: Women in the workplace (and what men can do to help)**  
5 March 2015

This week saw something of a departure for me. On Monday, it was my great pleasure to take part in SEVEN, a documentary play presented by the UCL Institute for Women's Health and based on the real life stories of seven women's rights activists from Nigeria, Afghanistan, Guatemala, Russia, Pakistan, Northern Ireland and Cambodia.



The reason it marked a departure for me was that I was one of the seven senior men at UCL chosen to stand on stage and voice the stories of these seven courageous women. My fellow performers were Professor Sir John Tooke, Vice-Provost (Health) and Head of UCL School of Life and Medical Sciences; Professor David Lomas, Vice Provost-elect (Health) and Dean of Medical Sciences; Professor Anthony Smith, Vice-Provost (Education & Student Affairs); Professor Alejandro Madrigal, Pro-Provost for the Americas; Professor Peter Brocklehurst, Director of the UCL Institute of Women's Health; and Professor Anthony Costello, Pro-Provost for Africa and the Middle East and Director of the UCL Institute for Global Health.

The purpose of the event was to rethink the status of women in societies and the role that UCL can play – through academic influence and impact – to improve the lives of women internationally. It was also an opportunity for all of us involved in reading the play to immerse ourselves in these tragic but very powerful stories, and to consider what that experience might mean for our roles and responsibilities in promoting gender equality at UCL.

**Marking International Women's Day**

SEVEN is just one part of a whole fortnight of events to mark International Women's Day. Another highlight is [UCL Women's inaugural International Women's Day Lecture](#) on 10 March, which I will also be attending. Nobel Laureate Professor Elizabeth Blackburn will be giving the lecture, which will be followed by a reception and a photo exhibition of female staff nominated as part of the [SLMS Academic Role Models publication](#).

There are many extraordinary women working here and this is something we must celebrate. I worry, however, that in some instances that they are successful despite, rather than because of, our working culture.

UCL has certainly made progress in recent years – the proportion of female professors has been increasing year-on-year, with higher proportions of women than men recently being promoted to professor in our academic promotions rounds. But despite this, the proportion of female professors still only stands at 24% (albeit above the Russell Group average of 21%). The very small number of female heads of department is another big challenge, in my mind, and one that we will address.

**Provost's View: Honouring our commitments on equality and the environment**  
8 May 2014

When drawing up an institutional strategy, it is easy to make commitments about issues such as equality, diversity and environmental sustainability; the challenge is following up rhetoric with meaningful action.

So, it is extremely heartening to be able to report on some significant examples of progress.

**Athena SWAN awards**

I would like to give my warmest congratulations to all 10 UCL departments that received an Athena SWAN award in the recent round. Thank you to all those who were involved in putting together the applications and all the hard work that has gone into the process.

Athena SWAN is a charter for women in science, technology, engineering, maths and medicine (STEMM). Our success to date shows UCL's commitment to, and progress in, supporting the advancement of women in STEMM in a way that is meaningful on the ground.

The 10 new awards – five silver and five bronze – represent a huge increase in the number held by UCL departments. We now have a total of 22: 13 silver and nine bronze, with more than 50% of all STEMM departments holding an award. UCL is making fast progress, and in the past two application rounds, UCL made up a quarter of all silver awards given to departments nationally.



This means that UCL can now work towards applying for an institutional silver award. I chair UCL's 50:50 gender equality group and I'm looking forward to leading on that institutional Athena SWAN application.

Athena SWAN is more than just an award scheme or kitemark; it is actually one of the best tools that we have for improving working and studying environments on the ground in academic science.

Example of 'Provosts View' articles focusing on E&D and Athena SWAN

- Announcements are made via the E&D Twitter feed and Facebook page
- Successful applications are published on the UCL SWAN website
- A celebration event has been planned for March 2016, to be hosted by Provost, to thank SAT members for their contribution to the progress made on gender equality across UCL (**Action 6.1**)
- In Autumn 2015 UCL will launch the new 'Sir Stephen Wall Excellence in Diversity' award. This will reward individuals and teams for their work on diversity initiatives. This award will promote the work currently being undertaken across the institution and encourage engagement in E&D activities (**Action 5.10**).

(170 words)

e) How does the university coordinate, report and monitor progress on action plans across SET departments?

- Coordinating and monitoring progress across UCL is challenging, given its devolved nature, and the large number of STEMM departments (42) (**Action 6.4**). FSLs play a role in monitoring the progress of action plans across departments in their faculties (see section 5.f).
- As stated above, faculties have included SWAN within their E&D action plans; as a result progress is monitored at least annually.
- The PAAS is invited to attend SLMS Senior Executive Group meetings every 6 months to give an update on SWAN progress across the School and corporately. This is an opportunity to raise any concerns with Deans and the Vice Provost (Health) about progress at department level.
- A checklist has been produced to enable Deans to have constructive discussions with HoDs to ensure departments are maintaining momentum and progressing their action plans. This was

developed after feedback from some Deans that they weren't sure what to ask in order to have an informed discussion and manage performance in this area.

(159 words)

f) How does the university share good practice among SET departments and across the university?

- *SWAN leads email list*: all UCL SAT leads are added to the SWAN leads mailing list. The E&D team use this list to disseminate the UCL SWAN newsletter, information from the SWAN JISCmail list, announcing successful awards, publicising events and training and to share innovative ideas from within UCL and externally. SWAN leads can post to the list.
- *UCL Athena SWAN newsletter*: this is produced and sent out to departments every 2 months. The newsletter covers topics such as 'key themes from recent feedback', examples of impact and best practice from recent award winners.
- *UCL Athena SWAN Fact Sheets* - pull together good practice and innovative actions from all current UCL SWAN awards. The Fact Sheets have been reviewed by the 50:50 group (as part of developing this application) and will be circulated to HoDs (including non-STEMM departments) and SATs, and the Athena SWAN JISCmail list; sharing UCL STEMM department good practice across the institution and externally. These Fact Sheets will be updated annually.



Example UCL Athena SWAN Newsletters

### Faculty SWAN Leads (FSL)

- Each of the 7 STEMM Faculties has a dedicated FSL. The FSLs are from a range of academic and professional services roles.
- This role is intended to improve communication within and between STEMM faculties in relation to SWAN and gender equality, and to ensure best practice is shared and reported to the 50:50 group. Each FSL has an *ex-officio* post on the 50:50 group.
- The way in which leads have supported their faculty varies:
  - In Medical Sciences, Sandeep attends each SAT meeting across the Faculty
  - In Brain Sciences, Helen has established the pilot 'peer challenge' scheme – Silver-award-holding departments are paired with Bronze or aspiring Bronze departments. Members of the Silver department SAT review the other department's data, application and action plan. The Silver SAT representatives meet with the Bronze/aspiring Bronze department to discuss the application and give constructive feedback. The Bronze department then does the same for the Silver department. This ensures Silver departments are taking part in 'beacon' activities and supporting other UCL departments, and that both can learn from one another. A similar scheme is being

arranged between other comparable departments (for example LMCB and Biochemical Engineering are supporting one another in applying for Gold).

### **Beacon activities - sharing good practice beyond UCL**

- Several colleagues have supported departments within UCL and externally:
  - Sara Mole, SAT lead for the Lab for Molecular Cell Biology, has sat on a research institute SAT, and also supported the successful UCL Institute of Child Health Silver application.
  - The HoD and SAT leads in Biochemical Engineering have launched Bio/Chemical Engineering workshops with the universities of Cambridge, London Southbank and Westminster, sharing ideas and their experiences in working towards a Gold application
  - Ines Pineda-Torra, SAT lead for the Division of Medicine advised the Infection and Immunity SAT while putting together their Silver application.
  - Caroline Wardle, SAT co-chair for Computer Science presented at an event hosted by the British Computer Society for departments working towards SWAN awards.
- Departments share good practice through networks such as the London Mathematical Society good practice scheme, and the Medical and Dentistry Schools Council SWAN activities. The PAAS attends and contributes to the London and South SWAN regional network.
- Members of the E&D Team have been invited to speak on gender equality and SWAN at a range of external events such as the ODHE network, the Bloomsbury Doctoral Training Centre and the Westminster briefing 'Gender and STEM: Where next for universities?'
- UCL is a member of LERU (League of European Research Universities), and members of the E&D team attend meetings of the gender working group where SWAN activities are viewed as highly innovative by non-UK universities.
- UCL shares ideas and good practice within the Russell Group Equality Forum.
- The PAAS led a round table discussion on supporting researchers taking maternity leave, with Adrienne Hopkins, Equality Adviser from Oxford University, at the Women and Change conference 2014. This is recognised as a serious and complicated problem nationally. The session focused on sharing best practice and forming a plan for future activity. As a result, a virtual network has been established, with representatives from over 20 universities and research institutes.

(696 words)

(Total = 2000 words)

## 6. 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.

### Astrea

Astrea is UCL's grassroots network for women in Professional Services. It's open to all Professional Services women, at all stages of their careers and levels of seniority. It was co-founded by Alice Chilver and Emma Todd (on the 50:50 group, FSL for the Built Environment)), and is run by a steering group. Events are held on a bi-monthly basis on themes such as 'Communicating with confidence', 'Being ready to seize the next opportunity: ace your application' and 'How to network effectively'. Attendance to events averages at ~70, with 500+ women signed up to the Astrea mailing list.



Astrea co-founders Emma and Alice

Astrea held its first conference in December 2014. The conference was funded by all UCL faculties, the ACO and some central Professional Services departments. 250 women attended, most of whom were from UCL, but some were from the IoE, LSE and Queen Mary University. The day included a panel discussion with high profile speakers:



From left to right:

- Dame Nicola Brewer, UCL's Vice Provost International and Gender Equality Champion
- Harriet Minter, Editor for the Guardian's Women in Leadership section
- Lindsay Nicholson, Member of UCL Council and Editor-in-Chief of Good Housekeeping magazine
- Noreena Hertz, Professor at UCL focusing on decision-making, strategy and globalisation
- Stella Creasy, Labour MP for Walthamstow

In addition, parallel sessions were held on topics including career development, 'making policy work for you' and 'own your success'. There were candid talks by UCL Professional Services women on their own career development, obstacles they have overcome and advice. Feedback from the survey has been extremely positive, for example, 85% of delegates identified three or more practical actions that they could take to support their own development, and 89% of delegates felt more confident about their own role and development than they did before the conference.



"As one of the new IoE people, I wanted to thank you all for a wonderful event. I wasn't sure what to expect but it was engaging, supportive, informative and useful – plus everyone was lovely and I now feel glad to be part of UCL."

"It was a very creative and heartfelt conference that made me feel better about myself. At the same time it gave me the opportunity to listen to other women's views and experiences. It was a wonderful, unique experience".

### **Alignment with UCL Race Equality Charter Mark application**

We chose to submit our SWAN application at the same time as the REM trial submission so that we could align our action plans where appropriate. The PAAS has worked closely with Fiona McClement in the E&D team, who project coordinated the REM application, to ensure that work is not duplicated, to share ideas, and to discuss issues where race and gender intersect. This has led to several shared actions (**Actions 1.4, 3.1, 3.5, 5.8, 5.9**)

A meeting has also been set up between members of the Race Equality Steering Group and SWAN leads to discuss how SATs can consider intersectionality in their activities and action plans.

(495 words)



## 7. 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 data and within this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations **for the next three years.**

The action plan should demonstrate how Athena SWAN Charter principles will be sustained and implemented in all the university's STEMM departments. It may include elements from individual departmental action plans, but should also cover cross-STEMM initiatives

## UCL Silver Athena SWAN Action Plan 2015-2018

(I = intersectional activities)

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
<b>1. Support for Students</b>						
1.1	Departments to sign up to the UCLU Zero Tolerance to Sexual Harassment pledge	<ul style="list-style-type: none"> <li>- UCLU Women's Officer has already promoted the pledge to UCLU clubs and societies, and 160 (~80%) have signed up so far.</li> </ul>	<ul style="list-style-type: none"> <li>- The Zero Tolerance Pledge will be opened up to UCL departments to sign.</li> <li>- The pledge will be circulated and promoted to HoDs via the Exchange newsletter, and via SWAN networks</li> </ul>	<ul style="list-style-type: none"> <li>- May 2015</li> </ul>	UCLU Women's Officer	100% of STEM departments signed up to the pledge by December 2015.
1.2	Encourage departments to apply for funding from Widening Participation to run tailored outreach activities for girls	<ul style="list-style-type: none"> <li>- UCL WP offer funding for departments to run outreach activities tailored to tackle underrepresentation within their area.</li> <li>- UCL Engineering run an annual 'Women in Engineering' taster day</li> <li>- UCL Mathematics have run a Women in Mathematics open day for the last 10 years. They also ran a 'Celebrating women in mathematics' event in collaboration with the Royal Institution in 2015. 27 schools and 270 students and 30 teachers attended.</li> </ul>	<ul style="list-style-type: none"> <li>- Promoted Widening Participation fund to department SATs via the SWAN newsletter and email list</li> <li>- Particularly encourage those departments where less than 50% of students are female (despite being considerably above national average, departments in BEAMS could still make progress towards 50%)</li> </ul>	<ul style="list-style-type: none"> <li>- Promote in September and October annually from 2015 via the SWAN email list and newsletter</li> <li>- Applications are due in November each year.</li> </ul>	Policy Adviser for Athena SWAN	At least 10 departments running outreach activities aimed at encouraging female students to study STEM subjects where they are underrepresented, particularly in BEAMS, over the next 3 years.
1.3	Promote Engineering's 50/50 gender balance outreach policy	<ul style="list-style-type: none"> <li>- UCL Engineering requires schools to send 50% female students to their outreach activities.</li> </ul>	<ul style="list-style-type: none"> <li>- The Faculty of Engineering is currently preparing a report assessing the impact of its outreach activities</li> </ul>	<ul style="list-style-type: none"> <li>- January 2016</li> </ul>	Engineering Education Developer and Co-Ordinator	All Deans receive the Engineering outreach impact report.

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
			<p>which will be circulated across UCL to Deans and SWAN leads.</p> <ul style="list-style-type: none"> <li>- Promote this initiative to other Faculties, asking them to consider a similar approach to outreach activities as part of their E&amp;D Actions Plans</li> </ul>	<ul style="list-style-type: none"> <li>- September 2016</li> </ul>	Head of Equalities and Diversity	<p>An increase in 'smarter' outreach activities across UCL.</p> <p>Faculties include tailored outreach activities in their annual equality and diversity action plans, where appropriate i.e. female students are underrepresented.</p>
1.4 I	<p>Contribute to the 'Liberating the Curriculum' working group which aims to collaborate closely with UCLU Liberation Networks and the E&amp;D team, to challenge the current Euro-centric, white-hegemonic, male-dominated curriculum. The group aims to ensure that knowledge from these marginalised knowledge producers is fairly represented in UCL curricula.</p>	<p>In 2014, UCL hosted a lecture on 'Gendered innovations' for International Women's Day. UCL STEM academics presented on the gendered dimension of research, and including gender within your teaching and curriculum design</p>	<ul style="list-style-type: none"> <li>- Create processes and tools which academics can use to review diversity in curricula.</li> <li>- Encourage departments to cover the importance of including gender within research design in research methods training</li> <li>- Ensure taught courses include readings from female academics</li> </ul>	<ul style="list-style-type: none"> <li>- Steering Group established February 2014, ongoing work until 2017.</li> </ul>	Director of UCL Centre for Advanced Learning and Teaching (CALT)	<p>STEMM departments scoring highly on 'diversity' within the Institutional Quality Review (IQR) process. (IQR is a rigorous internal audit of the quality of academic departments)</p>
1.5	<p>Improve the consistency of experience and support of students around pregnancy, parental leave, childcare and caring responsibilities</p>	<ul style="list-style-type: none"> <li>- UCLU Women's Officer has been working on reviewing the information currently available to students, and online information available has been improved</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to improve information and support available online</li> <li>- Run interviews with personal tutors to assess their level of confidence in supporting student carers.</li> </ul>	<ul style="list-style-type: none"> <li>- From January 2015</li> <li>- July 2015</li> </ul>	<p>Student Registry</p> <p>UCLU Women's Officer</p>	<p>10 sessions to be held a year, fully attended</p>

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
			<ul style="list-style-type: none"> <li>- Work with Centre for Advanced Learning and Teaching (CALT) to ensure supervisor and personal tutor training includes information on supporting student parents and carers (informed by interviews above)</li> <li>- Improve data available on the number of student parents and carers at UCL</li> </ul>	<ul style="list-style-type: none"> <li>- December 2016</li> <li>- From September 2015, to be reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>Head of Equalities and Diversity / Director of CALT</li> <li>Student Data Services</li> </ul>	<ul style="list-style-type: none"> <li>All attendees of the training are aware of the support for student parents and carers</li> <li>80% of new students declare their caring status</li> </ul>
<b>2. Promotion, retention and career development</b>						
2.1 I	Implement and promote the recommendations put forward from the Academic Promotions and Reward Review	<ul style="list-style-type: none"> <li>- The review is currently underway.</li> <li>- The 50:50 group were consulted on the design of the review survey</li> <li>- The 50:50 group provided a paper to the review committee outlining the 2013 staff survey responses by gender, and best practice from SWAN departments</li> <li>- Focus groups have been organised with female staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Draft a set of criteria and guidance which would then be subject to informal and formal consultation</li> <li>- Implement agreed recommendations</li> <li>- Monitor the impact of these actions in future staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>- June 2015</li> <li>- September 2016</li> <li>- January 2016, 2018 (biennial survey)</li> </ul>	<ul style="list-style-type: none"> <li>Vice Provost (Education),</li> <li>Senior Management Team</li> </ul>	<ul style="list-style-type: none"> <li>At least 70% of female staff responding positively to 'the promotions process at UCL is applied fairly' by 2018 (currently 40%)</li> </ul>
2.2	Faculties & Divisions establish formal mechanisms to consider the allocation of discretionary pay awards at all levels	<ul style="list-style-type: none"> <li>- UCL reports annually on the breakdown, by Faculty, of male and female recipients of discretionary awards.</li> <li>- The Faculty of Medical Sciences have established a Reward Committee, that reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Write proposal paper for HRPC, with evidence of impact from the Faculty of Medical Sciences' scheme (will have 2 years of data by 2016)</li> <li>- Implement recommendations approved by HRPC</li> </ul>	<ul style="list-style-type: none"> <li>- March 2016</li> <li>- September 2016</li> </ul>	<ul style="list-style-type: none"> <li>HR Director</li> </ul>	<ul style="list-style-type: none"> <li>Discretionary pay awards are monitored by gender, with no evidence of bias.</li> <li>A fair and transparent process is in place within each Faculty.</li> </ul>

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		the applications for discretionary pay awards and other changes to salary to ensure the process is fair, and to review by gender (e.g. are women applying or being nominated for such increases in pay)				
2.3 I	Ensure equality and diversity is included into all training offered by UCL	<ul style="list-style-type: none"> <li>- Training has been offered specifically focusing on equality and diversity; for example unconscious bias, online E&amp;D training and Leading on Diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all training consultants are contractually required to include equality into their training materials (for example, recognising and discussing gendered stereotypes and the impact these might have)</li> <li>- Provide training consultants with ideas and suggestions for including equality and diversity within their materials and courses.</li> </ul>	<ul style="list-style-type: none"> <li>- Contracts amended by October 2015</li> <li>- Materials provided to consultants by July 2015</li> </ul>	<p>Director of Organisational Development</p> <p>Head of Equalities and Diversity</p>	<p>All contracts amended.</p> <p>All training, where relevant, considers and explicitly covers equality and diversity.</p> <p>Positive feedback from participants</p>
2.4 I	Improve the uMentor platform in response to feedback gained from SATs	<ul style="list-style-type: none"> <li>- uMentor was launched in 2014, and the launch event was hosted by Provost.</li> <li>- There are currently 197 staff signed up as mentors or mentees</li> <li>- In March 2015, a session was held for SATs to outline the platform and to gain feedback on how it could be improved</li> </ul>	<ul style="list-style-type: none"> <li>- Simplify the current mentor selection criteria until there is a higher number of available mentors</li> <li>- Recruit a higher number of mentors</li> <li>- Run face to face training sessions for departments</li> <li>- Run a promotional campaign to encourage staff to engage in uMentor</li> <li>- Include a method for evaluation within the system (e.g. a biennial survey or /exit/ survey when a</li> </ul>	<ul style="list-style-type: none"> <li>- May 2015</li> <li>- July 2015</li> <li>- August 2015</li> <li>- September 2015</li> <li>- October 2015</li> </ul>	Director of Organisation Development	At least 2500 staff signed up as a mentor or mentee by 2018.

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
			mentoring pair stops meeting)			
2.5	Analyse UCL funding data by gender, including: 1. Male/female applicants for funding/fellowships, 2. Gender balance of successful recipients 3. Identify any issues with particular funders/subject areas	- Data on the applications and success rates for ERC grants were presented to and discussed by the 50:50 group in 2014	- Data to be presented and discussed at the 50:50 group meeting in May - Identify any gender issues in the application and success rate - Actions in place where appropriate - Discuss any issues identified with relevant funders	- Data presented and actions developed at 50:50 group meeting in October 2015 - Data and actions reviewed biennially thereafter	Director of Research Planning	Any gender imbalances identified and actions in place where appropriate
<b>3. Recruitment</b>						
3.1 I	Offer and promote UCL Unconscious Bias training to departments	- Unconscious bias training sessions were held for senior staff across UCL in 2012 - The E&D team have piloted in-house 'Understanding your biases' training sessions with 2 STEMM departments with positive feedback - Many departments have included bias training in their SWAN Action Plans.	- The UCL bias training session will be promoted to departments across UCL and attendance will be recorded and monitored. Aim to run at least 6 sessions a year - Head of Equalities and Diversity to run 'train the trainer' sessions with members of the E&D team, and Organisational Development to spread this workload. - The E&D team plan to develop a document outlining training the team can offer; unconscious bias will be incorporated into this.	- Offer UCL bias training from September 2015 onwards  - From September 2015  - To be launched and publicised in September 2015, reviewed annually from September 2016	Head of Equalities and Diversity	At least 100 members of staff participating in unconscious bias training each year  Departments able to fulfil their SWAN action plans
3.2 I	Roll out online unconscious bias training	- UCL already offers online E&D training, which is compulsory as part of induction. - Online unconscious bias	- Pilot course with several SWAN departments - Roll out and promote to all UCL departments. Specifically target SWAN	- May 2015  - January 2016	HR Information Office  Head of Equalities and	At least 500 individuals completing the training each year (at least 1000 to have completed by 2018)

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		training is already in development	departments - many have unconscious bias training within their action plans. - Review completion rates annually	- January 2017, annually thereafter	Diversity,	
3.3 I	Improve quality and analysis of online recruitment data, including data on panel membership.	- UCL reports key recruitment data by Faculty to Council, including gender and ethnicity of applicants, those shortlisted and appointed - UCL policy states that no interview panel should be all male, or all female - Departments should also make efforts to consider other areas of diversity when identifying panel members	- Improve data access and data quality for interview panel membership from the online recruitment system - Make it easier for departments to enter panel data - Ensure annual KPI reports include the gender and ethnicity of panel members - 50:50 group to contact departments who are regularly not following UCL policy to ensure no interview panels are 100% male or female.	- Recruitment reporting requirements to be built into new HR system due to go live in 2016 - KPI Reports to include panel membership data from October 2017 onwards - 50:50 group to review from October 2017 onwards	Director of Policy and Planning, HR	Accurate and reliable data reported to Deans and action taken where problems are identified  100% of interview panels across UCL to have both male and female members.
3.4	Support BEAMS in attracting female applicants at all grades	- UCL departments have undertaken actions to attract female applicants; these actions have been compiled in the UCL SWAN Fact Sheets, which will be circulated within UCL and externally	- Run a workshop on this theme for SWAN leads to share ideas and good practice. - Ensure each Faculty in BEAMS includes actions to encourage female applicants in their annual equality and diversity action plan	- January 2016  - From May 2016	Policy Adviser for Athena SWAN  Deans of Engineering, MAPS, and the Built Environment	At least a 10% increase in the proportion of female applicants for jobs within BEAMS within the next 3 years.
3.5 I	Develop a 'life at UCL' website, along with a promotional video	- The SWAN Bronze Award and Stonewall Diversity Champions logos are displayed at the top of the UCL jobs website - There is a link to the E&D	- Improve the current 'working at UCL' website which publicises UCL's family friendly policies, staff benefits and development opportunities. Ensure this	- To be published and available by January 2017	HR Director	A large number of views on the UCL YouTube channel (at least 10,000 views over 2 years)

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		website and family friendly policies on the UCL jobs website	<p>promotes 'life at UCL' to prospective, new and current staff.</p> <ul style="list-style-type: none"> <li>- Develop a video that evidences that UCL is a welcoming and supportive place to work, and is an institution that values equality</li> <li>- Prominently display the video on the UCL jobs website and 'life at UCL' website.</li> <li>- Ensure the video is available and promoted via the UCL YouTube channel</li> </ul>			
3.6 I	Improve the transparency and fairness of HoD recruitment	<ul style="list-style-type: none"> <li>- The Head of Equalities and Diversity ran a research project at UCL on the Head of Department role, and leadership positions at UCL. This report, along with a number of recommendations was presented to SMT in January 2015.</li> </ul>	<ul style="list-style-type: none"> <li>- HRPC to consider paper recommending changes to the policy and procedure for the selection and appointment of HoDs.</li> <li>- Communicate policy changes</li> <li>- Monitor the impact of these changes on the gender balance of recruited HoDs.</li> </ul>	<ul style="list-style-type: none"> <li>- Paper to be considered in March 2015 for implementation of approved recommendations by August 2015.</li> <li>- Communicate September 2015 onwards</li> <li>- Monitor as part of the institutional KPI report</li> </ul>	Director of Policy and Planning, HR	An increase in the diversity of HoDs: Currently 13% of HoDs are female – increase to at least 20% by 2018.
3.7 I	Develop a video to be incorporated in the Recruitment and Selection briefing, making discussions of unconscious bias within recruitment a more prominent focus of the	<ul style="list-style-type: none"> <li>- Members of interview panels must first complete the Recruitment and Selection briefing, which covers the Equality Act 2010, unconscious bias and UCL recruitment</li> </ul>	<ul style="list-style-type: none"> <li>- Write the script and arrange filming and editing of the video</li> <li>- Integrate within the Recruitment and Selection training</li> <li>- Update feedback forms to include a specific question</li> </ul>	<ul style="list-style-type: none"> <li>- May 2015</li> <li>- June 2015</li> <li>- June 2015</li> </ul>	<p>HR Policy Officer</p> <p>Equalities and Diversity Adviser</p>	<p>Positive feedback from attendees</p> <p>Attendees report a better understanding of unconscious bias and how to account for bias within the recruitment</p>



	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
	training	policy	on understanding of bias			process in updated feedback forms
<b>4. Career breaks, workload and flexible working</b>						
4.1	Review childcare, and other care provision at UCL	<ul style="list-style-type: none"> <li>- The President and Provost initiated a review of current childcare provision, the recommendations of which were discussed by EDC and soon to be considered by HRPC.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop action plans for recommendations approved by HRPC.</li> <li>- Implement action plans.</li> <li>- Ensure the impact of actions can be measured by including questions relating to parental leave and childcare in the UCL staff survey</li> </ul>	<ul style="list-style-type: none"> <li>- Review to be considered by HRPC in autumn 2015</li> <li>- Action plan drafted by first term in 2016 for implementation thereafter.</li> <li>- Staff survey updated by October 2015.</li> </ul>	HR Director	<p>Inclusion of relevant questions in the UCL 2015 staff survey.</p> <p>Improvements evidenced in response to new questions between 2015 and 2017 staff survey results.</p> <p>Improvements in the childcare provision at UCL</p>
4.2	Effectively promote the new provision of Shared Parental Leave	<ul style="list-style-type: none"> <li>- The Policy Adviser for Athena SWAN was a member of the Shared Parental Leave working group in HR</li> <li>- UCL has opted to offer the same provision for maternity and shared parental leave (18 weeks full pay)</li> </ul>	<ul style="list-style-type: none"> <li>- Run technical training for Department Managers and HR staff</li> <li>- Run and promote training sessions hosted by the PACT network</li> <li>- Update the 'supporting working parents and carers' document and promote updated version.</li> </ul>	<ul style="list-style-type: none"> <li>- Feb – April 2015</li> <li>- May 2015</li> <li>- September 2015</li> </ul>	<p>HR Director</p> <p>Policy Adviser for Athena SWAN</p>	Positive take up of Shared Parental Leave (this is hard to quantify as it is a new UK provision)
4.3	Develop support package for expectant and returning parents	<ul style="list-style-type: none"> <li>- Coaching sessions run at PACT events for fathers, expectant mothers, and parents returning from parental leave.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate sessions run at PACT network meetings</li> <li>- Consider whether these sessions would be beneficial if run regularly and implement if appropriate</li> <li>- Run sessions for staff considering adoption or in the process of adopting</li> </ul>	<ul style="list-style-type: none"> <li>- August 2015</li> </ul>	<p>PACT Chair</p> <p>Head of Equalities and Diversity</p>	<p>Impact and positive feedback identified in evaluation of PACT sessions</p> <p>At least 2 sessions run per year for expectant parents and parents returning from leave.</p>
4.4	Require each Department	<ul style="list-style-type: none"> <li>- Several UCL departments</li> </ul>	<ul style="list-style-type: none"> <li>- Compile examples of best</li> </ul>	<ul style="list-style-type: none"> <li>- October 2015</li> </ul>	Head of	Each Faculty to assess

	<b>Objective</b>	<b>Actions already taken</b>	<b>Actions</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Measures</b>
	to develop and publish its own workload allocation model	<ul style="list-style-type: none"> <li>have developed their own workload allocation models</li> <li>- Workload was a main agenda item at the 50:50 group in Feb 2014</li> </ul>	<ul style="list-style-type: none"> <li>practice from UCL departments, to be discussed at the 50:50 group</li> <li>- 50:50 group and the Head of Equalities and Diversity to develop a proposal</li> <li>- Present a proposal to the HRPC</li> </ul>	<ul style="list-style-type: none"> <li>- February 2016</li> <li>- March 2016</li> </ul>	<ul style="list-style-type: none"> <li>Equalities and Diversity</li> <li>HR Director</li> </ul>	<ul style="list-style-type: none"> <li>how workload is allocated across departments</li> <li>A 20% increase in positive responses to staff survey questions relating to workload (graph 33) by 2018</li> </ul>
4.5	Support the career development of researchers who wish to work part time	<ul style="list-style-type: none"> <li>- Communicated to all managers that staff wishing to return to full time work after part time, they must allow all requests, unless there are severe financial constraints</li> </ul>	<ul style="list-style-type: none"> <li>- Run a number of focus groups with part time staff to discuss their particular issues and challenges, with targeted actions in place as a result.</li> <li>- Pilot a UCL Fellowship scheme (one in each Faculty) for part time (0.8 or less) applicants.</li> </ul>	<ul style="list-style-type: none"> <li>- May 2016</li> <li>- To be considered as part of the 2017 annual funding cycle.</li> <li>- If approved, to be available from September 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Equalities and Diversity</li> <li>Provost</li> </ul>	<ul style="list-style-type: none"> <li>Fellowship in place, with a good number of applicants.</li> <li>Positive feedback received from fellowship holders.</li> </ul>
4.6	Pilot a 'returners fund', which in the first instance would specifically be targeted towards staff returning part time from parental/carers leave	<ul style="list-style-type: none"> <li>- Those returning from parental leave are offered a term's sabbatical leave which releases them from teaching and administrative duties for 1 term.</li> </ul>	<ul style="list-style-type: none"> <li>- To be discussed and proposed as part of the annual funding cycle</li> <li>- Returners fund to be promoted to staff each term</li> <li>- Applicants would be welcomed each term for funding that would support their career development and return to work. Applicants would be free in the first pilot year, to put forward any proposals that would support them, we expect applications might</li> </ul>	<ul style="list-style-type: none"> <li>- October 2015</li> <li>- March 2016</li> <li>- From September 2016</li> </ul>	<ul style="list-style-type: none"> <li>Provost</li> <li>Head of Equalities and Diversity / Internal Communications Manager</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the number of women progressing through the academic pipeline working part time</li> <li>Review of pilot evidences the impact of the scheme on individuals across UCL.</li> </ul>

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
			<ul style="list-style-type: none"> <li>include conference attendance and related expenses e.g childcare, additional specific training or support posts (part time or match funded by department)</li> <li>- Applications would be reviewed each term by small committee, made up by 50:50 group members on a rotational basis</li> <li>- Review pilot programme and make recommendations for future years</li> </ul>	<ul style="list-style-type: none"> <li>- September 2016, January 2017, April 2017 annually</li> <li>- June 2016</li> </ul>	<ul style="list-style-type: none"> <li>50:50 group members</li> <li>Policy Adviser for Athena SWAN</li> </ul>	
<b>5. Culture, communication and organisation</b>						
5.1	Ensure no UCL-wide, or Faculty level events have all-male speakers or panel members	<ul style="list-style-type: none"> <li>- Many UCL departments have ensured gender balance of invited speakers as part of their SWAN action plans</li> <li>- A monitoring form has been developed by the 50:50 group and circulated to all STEM departments; this includes monitoring gender balance of invited speakers, nominations for prestigious awards etc. data will be monitored annually by the 50:50 group from November 2015.</li> </ul>	<ul style="list-style-type: none"> <li>- Deans to monitor the gender balance of invited speakers at Faculty-run events. This will be included as part of their Faculty E&amp;D action plans.</li> <li>- Engage with the new UCL Events Network – bringing together all events organisers to share ideas and good practice.</li> </ul>	<ul style="list-style-type: none"> <li>- From October 2015</li> <li>- From March 2015</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Policy Adviser for Athena SWAN</li> </ul>	No UCL or Faculty events have all-male panels or speakers.
5.2	Improve gender balance of UCL Honorary Fellows, and Honorary Degrees	<ul style="list-style-type: none"> <li>- The Honorary Degrees and Fellowships Committee is currently</li> </ul>	<ul style="list-style-type: none"> <li>- Each UCL Equality Group (see Figure 1) to nominate at least one person for a</li> </ul>	<ul style="list-style-type: none"> <li>- To be discussed by equality groups, and put</li> </ul>	Chairs of UCL equality groups,	At least 40% of honorary degree recipients and honorary

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		<p>representative. Gender balance = 9 female, 13 male.</p> <ul style="list-style-type: none"> <li>- Since 1997, 77 men and 23 (23%) women have been awarded an honorary degree</li> <li>- The proportion of female honorary fellowships has been increasing: 1990-99: 16% F 2000-09: 24% F 2010-14: 34% F</li> </ul>	UCL honorary fellowships or degree. The EDC will review nominations and put them forward to the UCL committee	<p>forward to EDC in Summer term annually, from 2015</p> <ul style="list-style-type: none"> <li>- To be confirmed and submitted by EDC at the end of Summer term annually from 2015</li> <li>- Nominations to be submitted to Academic Services in September each year</li> </ul>	Chair of EDC	fellows are women each year.
5.3	Provost to initiate a review of committee membership and the timing of meetings.	<ul style="list-style-type: none"> <li>- The majority of UCL key committees have between 50% and 37% female representation, including UCL Council</li> <li>- However, Academic Promotions Committee, SMT and HRPC have only 16-18% female representation</li> </ul>	<ul style="list-style-type: none"> <li>- Provost to initiative review into diversity and timing of UCL committees</li> <li>- Implement recommendations of the review</li> </ul>	<ul style="list-style-type: none"> <li>- October 2016</li> <li>- October 2017</li> </ul>	Provost	An increase in the Diversity of UCL Committees 90% of meetings held in core hours
5.4 I	Arrange a photo exhibition showcasing women across UCL. To be launched at the Athena SWAN Celebration Event (see action 6.1)	<ul style="list-style-type: none"> <li>- UCL Women held an event for international women's day in March 2015, after a guest lecture from Nobel Laureate Elizabeth Blackburn, a reception was held, at which a number of images of female UCL scientists were displayed – these</li> </ul>	<ul style="list-style-type: none"> <li>- 50:50 group and Race Equality Steering Group to run a call for nominations for inspiring women from across UCL, actively encouraging nominations for women with unconventional career paths.</li> <li>- A gender and ethnicity balanced panel to choose 30 women from these</li> </ul>	<ul style="list-style-type: none"> <li>- January 2016</li> <li>- February 2016</li> </ul>	<p>Policy Adviser for Athena SWAN</p> <p>Head of Equalities and Diversity</p>	UCL Women in Science are celebrated and promoted. Junior staff and students can learn from the experiences and career development of these individuals.

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		women had been nominated as role models as part of the SLMS Academic Role Models publication. Action 5.4 incorporates feedback that there should more ethnic and other diversity within the female role models presented.	<p>nominations who will be photographed for the exhibition, ensuring that there are women from different cultural backgrounds.</p> <ul style="list-style-type: none"> <li>- Photos to be displayed in the Cloisters for international women's day for several weeks – staff and students regularly walk through the Cloisters in the UCL main building so the exhibition will be seen by 100s of staff and students.</li> <li>- Photos will be displayed with a short bio outlining career progression and research interests</li> </ul>	- March 2016		
5.5	Improve the gender balance of images in UCL buildings in order to address unconscious bias about gender and leaders / scientists	- There are already a number of buildings and lecture theatres across UCL named after female academics e.g. the Kathleen Lonsdale Building	<ul style="list-style-type: none"> <li>- Use the images from the photo exhibition (Action 5.4) around UCL buildings as permanent features</li> <li>- Ask each Dean to identify a room or lecture theatre to be named after an inspiring female scientist in their area of research and teaching.</li> <li>- Ensure buildings, rooms, and images at the new UCL East campus are representative</li> </ul>	<ul style="list-style-type: none"> <li>- May 2016</li> <li>- September 2017</li> <li>- 2018</li> </ul>	<p>UCL Deans</p> <p>Director of UCL Estates</p>	<p>All images from the celebration event are on display across UCL</p> <p>A higher number of lecture theatres or rooms which are named after eminent female role models</p> <p>A higher proportion of images around UCL buildings of female role models</p>
5.6	Create an online UCL staff handbook	- A large number of departments have put together staff handbooks	- To ensure consistency of information provided to staff, create a UCL staff	- From September 2017	HR Director	Consistent provision and easy access to UCL policies and procedures.

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
		to ensure everyone has easy access to information on UCL policies (e.g. maternity, flexible working).	handbook outlining and summarising policies on flexible working, parental leave, training opportunities, promotion process, and other important information			Improved response to questions relating to training provision, benefits, flexible working and promotion in staff survey  Positive feedback from Department Administrator Forum
5.7	Ensure news stories at UCL and Faculty level promote the successes of women across UCL	-	<ul style="list-style-type: none"> <li>- Policy Adviser for Athena SWAN to meet with Faculty Communications Managers, and UCL Communications and Marketing team to discuss methods of ensuring diversity in news stories.</li> <li>- Develop additional targeted actions within Faculties in collaboration with Faculty Communications Managers (for example, encouraging staff to nominate one another for news items – as well as individuals nominating themselves)</li> <li>- Via the Exchange newsletter, remind Managers to send examples of news items to the Communications and Marketing team, and to encourage women in their departments to put forward news items</li> </ul>	- January 2017	Policy Adviser for Athena SWAN  Faculty Communications Managers	Communications Managers report an increase in the proportion of success stories from women being put forward for news items.
5.8	Launch and promote the	- There are 4 (1 male, 3	- Recruit academic / male	- In place by	Head of	At least 4 new advisers

	<b>Objective</b>	<b>Actions already taken</b>	<b>Actions</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Measures</b>
	updated Dignity at Work Policy, and broaden the Dignity at Work Advisers Network	female) Dignity at Work Advisers across UCL, (4 in STEMM). They offer advice and support for individuals who are experiencing difficulties in their team, or feel they are being bullied or harassed at work. Dignity at Work Advisers all attend a tailored 2 day training course.	<ul style="list-style-type: none"> <li>- Dignity at Work Advisers Promote the updated Dignity at Work Policy via the UCL newsletter, the DEOLO network, SWAN networks, leaflets and the E&amp;D website</li> </ul>	<ul style="list-style-type: none"> <li>- October 2015</li> <li>- From May 2015</li> </ul>	Equalities and Diversity	<p>recruited, 50% of whom are male.</p> <p>Some newly recruited advisers are from academic or research roles</p>
5.9 I	Review Manchester University's 'Report and Support' campaign to see whether it could be emulated at UCL	<ul style="list-style-type: none"> <li>- E&amp;D Team used to collect informal bullying and harassment stats from DEOLOs and Dignity at Work Advisers, which were then presented at EDC</li> </ul>	<ul style="list-style-type: none"> <li>- Review Manchester's evaluation</li> <li>- Consider whether a similar model could be developed for UCL and write a report making recommendations</li> </ul>	<ul style="list-style-type: none"> <li>- Review January 2016</li> </ul>	Head of Equalities and Diversity	Recommendations are presented to EDC, actions in place where appropriate
5.10	Launch the 'Sir Stephen Wall Excellence Prize' for innovation in equality and diversity	<ul style="list-style-type: none"> <li>- Sir Stephen Wall was UCL's Chair of Council 2008-2014 and very supportive of E&amp;D initiatives</li> <li>- E&amp;D initiatives have been recognised in existing award schemes; for example, Astrea won the 'Empowerment' award at the Professional Services Conference.</li> </ul>	<ul style="list-style-type: none"> <li>- Promote the new awards scheme across UCL</li> <li>- Celebrate and promote award winners across UCL</li> </ul>	<ul style="list-style-type: none"> <li>- To be launched in November 2015</li> <li>- To run annually thereafter</li> </ul>	<ul style="list-style-type: none"> <li>Provost</li> <li>Head of HR Policy and Planning</li> </ul>	<p>Innovative ideas, and those evidencing impact, are rewarded and celebrated each year.</p> <p>Increased engagement in equality and diversity initiatives.</p>
5.11 I	Departments to sign up to the 'Equalities and diversity: statement of commitment and policy' devised by the Dean of	<ul style="list-style-type: none"> <li>- Statement already drafted and approved by the E&amp;D Team and HR Director</li> </ul>	<ul style="list-style-type: none"> <li>- Send to Deans, Heads of Department and SWAN Leads</li> <li>- Departments to adapt as needed and communicate</li> </ul>	<ul style="list-style-type: none"> <li>- May 2015</li> <li>- July 2015</li> </ul>	<ul style="list-style-type: none"> <li>Equalities and Diversity Adviser</li> <li>Heads of Department</li> </ul>	90% of UCL departments have publicly signed up to the statement by December 2015.

	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
	Engineering Sciences to get clear leadership and action planning at the departmental level across E&D areas		with their staff and students			
<b>6. Supporting self assessment teams</b>						
6.1	Run a celebration event for Athena SWAN SATs	<ul style="list-style-type: none"> <li>- Awards currently celebrated in internal UCL communications such as the UCL newsletter</li> </ul>	<ul style="list-style-type: none"> <li>- Provost to host an event to celebrate UCL's achievements with SWAN and promoting gender equality. All staff involved in SWAN activities – past and present - will be invited.</li> <li>- This event will also double-up as the launch for the photo exhibition (see actions 5.4 and 5.5)</li> </ul>	<ul style="list-style-type: none"> <li>- March 2016</li> </ul>	Provost, Equalities and Diversity team	Academic and professional services staff across UCL who provide time and effort to put together SWAN applications attend and are thanked and celebrated
6.2	Encourage engagement in Athena SWAN from Non-STEMM departments	<ul style="list-style-type: none"> <li>- Greek and Latin have a Bronze GEM award</li> <li>- The PAAS has already met with HoDs from the Faculty of Social and Historical Sciences to discuss SWAN</li> <li>- In 2014, the Faculty of Social and Historical Sciences, and the Faculty of Arts and Humanities produced a report outlining the gender disparities and issues across the two Faculties, with a number of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>- Changes to the charter mark will be communicated to HoDs</li> <li>- HoDs will be asked to identify SAT leads</li> <li>- Training sessions will be run for SAT members in Non-STEMM Faculties</li> <li>- Pair STEMM SWAN award holding departments with non-STEMM departments starting work on applications.</li> </ul>	<ul style="list-style-type: none"> <li>- May 2015</li> <li>- October 2015</li> <li>- January 2016</li> <li>- February 2016 Review pairings and success annually</li> </ul>	Policy Adviser for Athena SWAN	SATs in place in the majority of non-STEMM departments by 2018, with 50% departments holding SWAN awards
6.3	Broaden membership of 50:50 group to include more non-STEMM	<ul style="list-style-type: none"> <li>- There are currently 2 representatives from non-STEMM academic</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure IoE are represented on the 50:50 group following the merger</li> </ul>	<ul style="list-style-type: none"> <li>- October 2015</li> </ul>	Policy Adviser for Athena SWAN	All UCL Faculties are represented on the 50:50 group



	<b>Objective</b>	<b>Actions already taken</b>	<b>Actions</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Measures</b>
	members, and improve current gender balance.	departments	<ul style="list-style-type: none"> <li>- Identify Faculty SWAN leads in each non-STEMM Faculty</li> <li>- Ensure there are more male representatives on the 50:50 group.</li> </ul>	<ul style="list-style-type: none"> <li>- October 2016</li> </ul>		The 50:50 group has gender balanced membership
6.4	Improve monitoring of department action plans	<ul style="list-style-type: none"> <li>- A checklist has been developed for Deans to enable discussions with HoDs in their Faculties to ensure progress on SWAN; this has been circulated to all STEMM Deans</li> </ul>	<ul style="list-style-type: none"> <li>- Ask all Faculties to dedicate one meeting per annum of their Faculty equality and diversity committees to receiving reports and updates from each department on their SWAN action plan</li> </ul>	<ul style="list-style-type: none"> <li>- From September 2015, then annually</li> </ul>	Faculty Deans	<p>Faculties offer administrative support to departments who are behind schedule.</p> <p>No department fails to renew their award</p>
6.5	Enable SATs to directly access and download their staff data for SWAN applications via the intranet	<ul style="list-style-type: none"> <li>- Currently HR reports are provided to departments via the Policy Adviser for Athena SWAN</li> <li>- New system is currently being tested by 2 SWAN departments</li> </ul>	<ul style="list-style-type: none"> <li>- Make SWAN reports available to departmental administrators in each department</li> <li>- Run training to outline how to access the reports and provide clarity on how the reports are designed</li> <li>- Devise written guidance on the above</li> </ul>	<ul style="list-style-type: none"> <li>- From October 2015</li> <li>- September 2015</li> </ul>	<p>HR Information Office</p> <p>Policy Adviser for Athena SWAN</p>	<p>All departments to have easy access to the data required for SWAN applications.</p> <p>Reduction in emails from departments about SWAN data</p>

## University College London Athena SWAN: UCL Bronze Renewal Action Plan 2012-2015

\* Please note that we are submitting our application for Silver a year prior to our Bronze award expires (renewal due April 2016). Some actions from our previous action plan have been carried forward or superseded by actions in our 2015-18 action plan. These are referenced where applicable.

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
<b>1. Recruitment</b>						
1.1 Require all UCL recruitment panels to comprise of at least 25% women	<p>Abolition of all-male panels is creating a more welcoming environment for female interviewees</p> <p>Potential for 'stereotype threat' is reduced</p> <p>Decision-making is representative</p> <p>Increase in proportion of females appointed at senior level</p>	<ul style="list-style-type: none"> <li>- Propose amendment to Recruitment and Selection Policy as part of planned review of policy and inform staff.</li> <li>- Implement revised policy</li> <li>- Incorporate amendment into recruitment training.</li> <li>- Incorporate improved monitoring arrangements on the ROME recruitment system.</li> <li>- Develop and introduce process to ensure panel chair confirms women on panels</li> </ul>	HR Director	<p>Nov 2012</p> <p>Feb 2013</p> <p>May 2013</p>	High	<p><b>Complete</b> - This policy has been implemented and communicated. Following feedback, the policy has been updated to state that interview panels "must not consist of only men or only women. For assistance meeting this requirement, contact the E&amp;D team. In addition to gender balance, where possible seek to have ethnic diversity and other elements of diversity e.g. disabled staff, on the panel." <b>Please see Action 3.3 in the 2015-18 action plan.</b></p>
1.2 Develop a central database of senior women who are trained in recruitment and selection	<p>High number of suitable women are available for panel participation.</p> <p>Women are not being required to spend a disproportionate time on recruitment panels</p>	<ul style="list-style-type: none"> <li>- Promotional material to encourage female staff to become part of a central pool is widely disseminated</li> <li>- HoDs are nominating suitable women</li> <li>- Organise, where necessary, additional recruitment training for participating women</li> </ul>	<p>Head of Equalities and Diversity</p> <p>Heads of Departments</p>	<p>Feb 2013</p> <p>Apr 2013</p>	High	<p><b>Complete</b> - departments have been provided with the list of all UCL staff who have attended the HR Recruitment and Selection Briefing – this will allow them to monitor who has not attended training in their own department, and invite trained female panel members from other UCL departments. This is currently provided by the E&amp;D Team but will be made available for departments to download themselves. <b>Please see Action 6.5 in the 2015-18 action plan.</b></p>

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
1.3 Ensure search firms who work for UCL find appropriate female and minority ethnic candidates	Increase in the proportion of senior female staff appointed	<ul style="list-style-type: none"> <li>- Clarify requirement on ROME for monitoring diversity of applicants through search firms</li> <li>- Establish means of monitoring diversity of candidates applying through search firms</li> <li>- Develop standard clauses to be used in contractual arrangements with search firms</li> <li>-</li> </ul>	Head of Equalities and Diversity  HR Process Manager  Deans / Director of Legal Services	Feb 2013  Mar 2013  May 2013	Medium	<b>Complete</b> – UCL has drawn up a list of preferred executive search firms. Search firms are now contractually required to provide a long list with a minimum 30% female representation. This will be monitored and reported as part of the KWI report. <b>See section 4.a)ii)</b>
1.4. Openly advertise all Dean and leadership and senior management role vacancies	Increase in the proportion of female staff appointed to leadership and senior management roles	<ul style="list-style-type: none"> <li>- Provost to inform SMT of change</li> <li>- Policy amendment to be conveyed in internal communications</li> </ul>	Provost	July 2013	Medium	<b>Complete</b> - All posts are advertised openly in conjunction with the use of executive search firms. Since our 2012 application, 6 senior posts became available, all were advertised openly. 4 senior women have been employed.
1.5. Communicate UCL's recent decision to allow the voluntary use of the positive action provisions from the Equality Act 2010	Increase in the proportion of staff being appointed from diverse backgrounds	<ul style="list-style-type: none"> <li>- Communicate this decision through usual internal communications mechanisms</li> <li>- Incorporate amendment into recruitment training</li> </ul>	Deans / Internal Communications Manager  Head of Equalities and Diversity / Head of Employment Policy	Feb 2013  Feb 2013	Medium	<b>Complete</b> – the 'tie-break' clause is outlined in the HR Recruitment and Selection Policy Briefing. Information was also circulated through Exchange (HoD newsletter). As yet there is no evidence of this having been used.
<b>2. Turnover and Retention</b>						
2.1 Establish a 'circle of career advisors' in each faculty	Female and minority ethnic staff receive consistent, impartial, high-quality career advice	<ul style="list-style-type: none"> <li>- Draft overview of role</li> <li>- Work stream 2 to give approval and advice on implementation</li> <li>- Deans to promote the role</li> </ul>	Head of Equalities and Diversity / Deans	Dec 2012 Feb 2013  Feb 2013	High	<b>In progress</b> – Draft role overview was circulated to Deans. The way in which this system has been implemented has differed in different Faculties e.g. the Faculty

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
	Increase in the proportion of women being promoted	to faculty staff and approve volunteers - Briefing sessions organised for volunteers		July 2013		of Population Health Sciences has adapted this to hold 'careers surgeries'. This will be monitored via the Accountability Framework.
2. 2 Ensure professorial banding and reward incorporates mentoring into the assessment criteria	Senior academic staff are incentivised to pass on their skills and experience to more junior staff  Increase in the proportion of women being promoted	- Propose amendment to criteria as part of planned professorial reward review. - Apply amendment to banding and reward process - Heads of Department to monitor level of mentoring	HR Head of Policy and Planning  Heads of Department	Achieved Nov 2012  May 2013  July 2014	Medium	<b>Complete</b> – Following feedback on this action from the Athena SWAN assessment panel, this action has been softened. Criteria have been amended and we expect Heads to monitor all enabling activities; including mentoring which is given as an example.
2.3 Develop formal mathematical workforce model looking at existing patterns of workforce turnover and attrition	Better understanding of the degree to which different policy options impact on gender ratios  More effective policy implementation	- Develop model - Data provided by Human resources - Promote wide-spread discussion and engagement with model as part of new Faculty Accountability Framework on E&D	Director, SLMS Academic Careers Office	March 2013  May 2013	Medium	<b>Not complete</b> – This action has been superseded by the KWI report that is circulated to Faculty Deans each year and reviewed by Council. It is hoped that with the introduction of the new HR system that more sophisticated workforce modelling can be undertaken.
2.4 Monitor proportion of female researchers on short-term fixed term contracts	Dependant on findings	- Produce data report - Further actions dependent on results	HR Information office / Head of Equalities and Diversity	October 2013 and  October, 2014	Medium	<b>In progress</b> – This has historically been difficult to monitor as all staff at UCL are on 'open ended contracts' – this means that all staff are eligible for the same benefits and support. With the introduction of the new HR system, this will be possible. SWAN reports will be updated accordingly.
2.5 Monitor rates of internal redeployment	Women are being internally redeployed at equitable levels	- Analyse database - Investigate reasons for any differentials in non-redeployment	Equality and Diversity Advisor	January 2014	Low	<b>Complete</b> – The new redeployment system has been in place and monitored since April 2014.

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
2.6 Improve processes for gaining more exit information from female STEM research staff	Decrease in the proportion of female STEM researchers leaving academia	<ul style="list-style-type: none"> <li>- Amend leaving letter</li> <li>- Tailor online exit survey</li> <li>- Analyse data and report back to Heads of Departments</li> </ul>	HR Process Team / equality and Diversity Advisor  Heads of Department	March 2014	Low	<b>In progress</b> – A new Exit Survey has been developed that will be sent to all leavers (currently exit surveys are only sent to those who resign). The survey has been designed and is currently being developed by the HR Information Office. The new survey will be in place, automatically sent to all leaves, and monitored annually from October 2015
<b>3. Career Development and Promotion</b>						
3.1 Identify/develop pilot bespoke leadership courses for female and minority ethnic staff. Costs to be identified for funding	More leaders being appointed from under-represented groups	<ul style="list-style-type: none"> <li>- Research and select consultants / programme and require them to draw up a project plan, application form and promotional materials</li> <li>- Programme advertised to all staff</li> </ul>	Head of Organisational Staff Development	Feb 2013  May 2013	Medium	<b>Complete</b> – The OD team in HR is running a Women in Higher Education Leadership Programme for women in grades 9 and 10. This has been running from October 2014 and will end in March. Future plans will be developed following feedback. In addition, Springboard is run regularly at UCL. UCL has funded 15 women (9 STEM) over the past 2 years to attend the Aurora programme, run by the Leadership Foundation. Feedback has been positive, and we will continue fund delegates. UCL ran the Stellar HE leadership programme for ethnic minority staff and fully funds 4 staff on the programme each year. <b>See section 4.a)vi)</b>
3.2 Senior Management Team work stream to investigate and make recommendations on	More women being promoted	<ul style="list-style-type: none"> <li>- Write Terms of Reference for Work stream</li> <li>- Meetings twice a term</li> <li>- Report to University</li> </ul>	Dean of Life Sciences (Gender Equality)	Achieved Nov 2012  Nov 2013	High	<b>In progress</b> – Provost initiated the Academic Promotions and Reward Review in 2014. This was delayed due to a change in

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
'eliminating barriers to promotion and career development' for female staff		Council every 6 months	Champion)			leadership. The 50:50 group were consulted on the development of a survey, and provided the group with a report of the gender statistics from the UCL staff survey, and good practice from UCL SWAN departments. Focus groups were also held, of which one was for female academics. <b>Please see action 2.1 in the 2015-18 action plan.</b>
3.3 Ensure that possibility of promotion is considered at each appraisal meeting	More women being promoted	<ul style="list-style-type: none"> <li>- Propose amendment to performance appraisal process as part of planned review of policy.</li> <li>- Apply additional section for appraisal forms as part of planned review of performance appraisal</li> </ul>	HR Head of Policy and Planning	Achieved Nov 2012  Sep 2013	Medium	<b>In progress</b> – UCL plans to move to an annual appraisal process, in place of the current biennial requirement. A number of proposals are currently going through a consultation process. Proposals will enhance the current process, so that training needs and long term career development (including promotional readiness) will be more explicit, along with considering changed ways of working e.g. flexible working. A large number of STEMM departments have adapted the appraisals process to focus more clearly on promotions as part of their SWAN action plans.
3.4 Develop an online mentoring platform	More women have access to a mentor. Mentoring is culturally embedded across the university	<ul style="list-style-type: none"> <li>- Platform developed</li> <li>- Platform launched and promoted across the university</li> </ul>	Organisational Staff Development Team	Achieved Nov 2012  Jan 2013	High	<b>Complete</b> – uMentor was launched in January 2014, and the launch event was attended by Provost. <b>Please see action 2.4 in the 2015-18 action plan.</b>
3.5 Hold a series of professional development events hosted by faculties	Staff from different groups are more actively supported in their career	<ul style="list-style-type: none"> <li>- Consult with Workstreams/ Equality Champions and Equalities Networks to</li> </ul>	Deans	May 2013	Medium	<b>Complete and ongoing</b> – there are a number of professional development programmes being

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
aimed at underrepresented groups, such as women in STEM	advancement	develop a list of professional development events that would be useful to underrepresented staff groups - Deans to appoint designated faculty staff to plan and organise the events - Events to be promoted through The Week, etc.	Internal Communications Manager	Jun 2013  Sept 2013		held by faculties. <b>See sections 4.b)ii) and 4.b)iv).</b> For example: - Most departments have identified the move from Post Doc roles to Lecture/Senior researcher as a key transition point for women. There are a number of networks for early career researchers at Faculty level; running sessions on e.g. CV development and funding. - A presentation masterclass for female scientists, led by Dr Maggie Aderin-Pocock (UCL research fellow and presenter of BBC's Sky at Night) was hosted and paid for by the Faculty of Engineering and the Faculty of MAPS. Other Faculties are considering hosting the training. - The SLMS Academic Careers Office run several schemes for academics across SLMS including the 'Future Fifty Mentors' and the 'Future Leaders Programme'. These aren't specifically aimed at women, but the ACO ensures that 50% of participants in all programmes are female.
3.6 Yearly, rather than 2 yearly appraisals, to be compulsory in the School of Life of Medical Sciences	Staff can formally discuss career development and promotion more regularly	- Deans to cascade information on this requirement to Divisional and Departmental Heads	Deans of Life and Medical Sciences	Jan 2013	High	<b>Complete</b> – Staff in SLMS are required to have yearly appraisals. Many SWAN departments across UCL now have yearly appraisals. In addition, plans are in place for annual appraisal to be rolled out

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
						across UCL – a new policy is currently in consultation, and implementation planned for 2015/16 academic year.
3.7 New 50% target for visiting female speakers in the Faculty of Medical Sciences	Profile of female academics are enhanced  Female students and junior members report feeling inspired through feedback / evaluation forms	- Target set by the Interim Dean of Medical Sciences - Target communicated to Divisions and Departments	Interim Dean of Medical Sciences	Dec 2012	High	<b>Complete</b> – All departments in FMS hold an SWAN award and have either already achieved this target or are working towards this within their SWAN action plans.  Building on this action, departments have been provided with a monitoring form – all STEM departments have been asked to complete the form and return it to the SWAN Adviser annually and data will be presented to the 50:50 group. The form includes the gender balance of invited speakers, nominations for awards, members of senior UCL and external committees etc. <b>Please also see action 5.1 in the 2015-18 action plan.</b>
<b>4. Culture and Accountability</b>						
4.1 Systematically embed measurable equality and diversity outcomes into Provost, Vice-Provost and Dean job descriptions and appraisals. One of these outcomes must be on increasing the proportion of senior women in the Faculty.	Clear E&D accountability at senior levels  Increase in the proportion of senior women in Faculty	- Review existing wording in job descriptions and draft new wording in liaison with Equality Champions - Agree E&D appraisal objectives for all SMT members	Provost  Provost	Feb 2013  From 2013	High	<b>Complete</b> – equality and diversity outcomes are included in Provost, VP and Dean Job Descriptions and appraisals. The impact of visible commitment to E&D from senior management (actions 4.1 and 4.2) can be seen in <b>Graph 23</b>



Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
4.2. Initiate Faculty E&D Action plans. Progress to be reported by Deans to Council on an annual basis.	Consistent, meaningful E&D activity taking place at the faculty level  The advancement of the careers of women in STEM is a reality on the ground	<ul style="list-style-type: none"> <li>- Agree faculty action plans, including how the faculty will help deliver UCL-wide E&amp;D objectives</li> <li>- HR to advise Deans and Committees</li> <li>- Communicate actions plans to staff</li> </ul>	Deans  Head of Equalities and Diversity  Faculty Communication Teams	Feb 2013  Mar 2013  April 2013	High	<b>Complete –</b> The Accountability Framework has been running since 2013. Summary of action plans reviewed by council annually. <b>See section 4.a)i) and graph 23.</b>
4.3 Research and disseminate report on the business benefit of gender equality in higher education	Business benefit is widely understood and embraced	<ul style="list-style-type: none"> <li>- Approval for funding granted</li> <li>- Appointment of research staff</li> <li>- Research undertaken and published</li> <li>- Review report and develop plans for follow-on or supplementary studies to further develop evidence case for equality and knowledge base of best practice measures outside HE sectors.</li> </ul>	Vice Provost of Research	Achieved Nov 2012  April 2013	Medium	<b>Complete –</b> This research project was completed in 2013, and launched on the E&D website.
4.4. Encourage a university-wide practice of faculty and department 'core business in core hours' and flexibility to meet work life balance needs of staff.	Key faculty and department meetings do not exclude staff with dependents.	<ul style="list-style-type: none"> <li>- Amend Work-life Balance Policy</li> <li>- and communicate to staff</li> <li>- Audit of meetings by Faculty / Department and implementation of new practice.</li> </ul>	Head of Employment Policy  Deans / Heads of Department	Feb 2013  Apr 2013	Medium	<b>Complete –</b> UCL policy states core hours to be between 10 and 4. This has been communicated to staff. SWAN departments have all ensured that meetings and key department events take place between 10 and 4.
4.5 Establish Senior Management Team Work Stream on 'Attracting Diverse Staff to Senior Roles'	Increase in proportion of female Heads of Department	<ul style="list-style-type: none"> <li>- Work stream Terms of Reference written</li> <li>- Work stream to meet for up to one year and make recommendations to University Council</li> </ul>	Dean of the Faculty of Laws	Achieved Nov 2012  Nov 2013	High	<b>In progress –</b> This workstream was led by the Head of Equalities and Diversity who conducted an internal review of the processes for recruiting and supporting HoDs. This has led to <b>actions 3.4 and 3.5 in the 2015-18 action plan.</b>

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
4.6 Establish Senior Management team Work Stream on 'Leadership development and succession planning'	Women are being encouraging and developed into taking on more leadership roles	<ul style="list-style-type: none"> <li>- Work stream Terms of Reference written</li> <li>- Work stream to meet for up to one year and make recommendations to University Council</li> </ul>	Dean of the Faculty of Population health Sciences	<p>Achieved Nov 2012</p> <p>Nov 2013</p>	High	<b>Complete –</b> A work stream met to discuss this issue and has set up the 'Future Leaders' programme run by the ACO in SLMS and OD. There are 2 cohorts of 16 a year. Intake is 50:50 female/male. Considerations of equality issues are built into the programme. Feedback has been very positive from the ACO programme. <b>See section 4.b)iv).</b>
4.7 Encourage female staff to nominate themselves for committees with vacancies	To increase the proportion of women on influential committees	<ul style="list-style-type: none"> <li>- Audit of vacancies undertaken by Academic Services</li> <li>- All staff email sent out</li> </ul>	<p>Academic Services</p> <p>Vice Provost Operations</p>	<p>Achieved Nov 2012</p> <p>Dec 2012</p>	High	<b>Complete –</b> Positive action statements included in adverts for vacancies. The majority of UCL key committees have between 50% and 37% female representation, including UCL Council, with improvements being made in 4 key committees since 2012. <b>Please see action 5.3 in the 2015-18 action plan.</b>
4.8 Increase transparency of workloads	To ensure the fair allocation of research, teaching and enabling tasks across divisions	<ul style="list-style-type: none"> <li>- Investigate web-based system based on the model adopted by the Division of Psychology and Language Sciences'</li> <li>- Roll out software</li> </ul>	Equality Champions	2015	Low	<b>In progress –</b> Workload was discussed by the 50:50 group in February 2015 and plans are in place to review workload allocation models across UCL. <b>Please see action 4.4 in the 2015-18 action plan.</b>
<b>5. Support for Parents</b>						
5.1 Double UCL paid paternity leave provision so that men / same-sex partners can take up to 4 weeks paid leave after their partner gives birth	Men are enabled to spend more time with their newborn children, as women are thus transforming societal gender roles	<ul style="list-style-type: none"> <li>- Secure financial commitment</li> <li>- Propose amendment to Paternity Policy as part of planned review of policy and inform staff.</li> <li>- Change the paternity leave policy and communicate to</li> </ul>	HR Director	<p>Nov 2012</p> <p>Nov 2012</p> <p>Feb 2013</p>	Medium	<b>Complete –</b> 4 weeks full pay paternity leave is in place and has been communicated to staff. Of those instances recorded, 27 of 56 (48%) individuals have taken all four weeks since the policy was introduced.

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
		staff				
5.2 Facilitate the option for women who work part-time after maternity leave (and who are on UCL centrally funded contracts) to go back to full-time work within a 2-4-year timeframe.	More flexibility but also more security for women returning from maternity leave  Maternity leave and any subsequent part time working not having a detrimental effect on career development	<ul style="list-style-type: none"> <li>- Secure funding commitment (post funding to be retained by department)</li> <li>- Propose amendment to Work Life Balance Policy as part of planned policy review</li> <li>- Proposed policy amendment to be communicated in a special E&amp;D feature in The Week, Exchange and Provost Newsletter</li> <li>- Amend work-life balance policy and communicate to staff</li> </ul>	HR Director	Dec 2012  Dec 2012  Feb 2013  May 2013	Medium	<b>Complete</b> – UCL policy has been updated and has been communicated via the Exchange newsletter (for managers and HoDs).
5.3 Investigate possibility of an externally sponsored fund for staff with dependants to cover childcare costs for conferences	More women able to attend national and international conferences	<ul style="list-style-type: none"> <li>- Funding options explored</li> <li>- Establishment of fund if successful</li> </ul>	Interim Dean of Medical Sciences	2014- 2015	Low	<b>In progress</b> – This was incorporated into the childcare review. The Faculty of Engineering have allocated an annual budget to cover these expenses. We will monitor how successful this initiative has been before considering implementation more widely. <b>Please see action 4.6 in the 2015-18 action plan.</b>
5.4 Establish new parents and carers network	Staff who are parents are sharing information and resources to a much greater degree	<ul style="list-style-type: none"> <li>- Proposal and guidelines for network drawn up</li> <li>- Network advertised to all staff</li> <li>- Network coordinated by Equality and Diversity Team</li> </ul>	Head of Equality and Diversity	Jan 2013	Medium	<b>Complete</b> – The Parents and Carers Together (PACT) network was launched in the summer 2014. The group meets once a month and meetings have included training on time management, and meeting with local charities and support groups. There are currently

Principle Action	Measure of success	Activities required	Leads	Timeframe	Priority	Update: April 2015
						over 100 people on the mailing list. The group has male and female co-chairs. <b>See section 4.a)iv).</b>