



**Department Application**  
Bronze and Silver Award



### **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

### **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

### **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

### **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

<b>Department application</b>	<b>Bronze</b>	<b>Silver</b>
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	University College London	
<b>Department</b>	Division of Medicine	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	30 November 2016	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: May 2013</b>	<b>Level: Silver</b>
<b>Contact for application</b>		
Must be based in the department	Jennifer Rohn	
<b>Email</b>	j.rohn@ucl.ac.uk	
<b>Telephone</b>	07984 217748	
<b>Departmental website</b>	<a href="http://www.ucl.ac.uk/medicine/">http://www.ucl.ac.uk/medicine/</a>	

## Abbreviations

ARS	Academic and research staff
AS	Athena SWAN
AS2013	Our 2013 AS Silver application process
BME	Black and Minority Ethnic staff
DoM	Division of Medicine
ECR	Early-career researcher
ECU	Equalities Challenge Unit
FTE	Full-time equivalent
HESA	Higher Education Statistics Agency
HoRDs	Heads of Research Departments
HR	Human Resources
IWD	International Women's Day
PDRA	Postdoctoral Research Associate/fellow
PI	Principal Investigator (Group Leader)
PSS	Professional/Support staff (Administrator/Support/Technical)
RA	Research Assistant
REF	Research Excellence Framework
SAT	Athena SWAN Self-Assessment Team
TF	Teaching Fellow
UCL	University College London

- All benchmarks unless otherwise stated are HESA 2014

SWAN Grades	Staff included
1	Research Assistant
2	Research Associate/Fellows/Postdocs
3	Lecturers, Senior Research Associate/Fellows, Teaching Fellows
4	Senior Lecturer, Principle Research Associates/Fellows, Principle Teaching Fellows
5	Readers, Professorial Research Associates
6	Professors

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

**397 words**

8<sup>th</sup> November 2016

Culture change is hard, and measuring it is even harder. But harder still is capturing it on paper. Nonetheless, I hope our application for Silver under the post-May charter gives a sufficient flavour of our progress since our 2013 Silver award. Athena SWAN gives us an opportunity to improve the working lives of all our staff, because if life is fairer for women it will inevitably be fairer for all. So it was natural to include in this application those in professional, administrative and support roles whose hard work makes the outstanding research and teaching that we do possible. I verify that the contents reflect an honest, accurate and realistic representation of our work.

From the outset of my Directorship, I prioritised early-career researchers, particularly the non-clinicians who have no NHS safety net. In our Division, many of these are women, and not enough made it to independence at UCL. This 'post-doc cliff' was a waste of talent and I wanted our Division to become the come-to place for talented post-docs. So we gave many of our junior staff an edge in this competitive world by offering mentorship, research review meetings, support for Fellowship applications, and encouragement to acquire teaching qualifications. One initiative, of which I am particularly proud, is our Maternity/Paternity Leave Award. Launched in 2013, it has thus far disbursed £86,000 to support 15 women during early parenthood. Our current application describes our plans to carry on with many actions that have already had significant, measurable impact, and to instigate new ones, including supporting more senior women in a career that is often brutally difficult.

The Division of Medicine owes all of its staff and students the opportunity to make the most of their talents and realise their ambitions. Gender balance remains one of the cornerstones of our strategy to make good on this obligation. Athena SWAN ensures that there is no going back.

Yours sincerely,



**Professor Raymond MacAllister**  
Division of Medicine - UCL

**Statement from incoming interim Head, Prof Ian Zachary:**

Although I took over interim Directorship with the end of Prof MacAllister's term in October 2016, as former Deputy Head I was a leading member of the SAT which oversaw our successful 2013 Athena SWAN Silver application, have since continued to be an active part of the SAT, working alongside the SWAN leads and Raymond to achieve our goals. I am completely committed to carrying on the outstanding work of my predecessor, who remains in the Division for advice and support.

Yours sincerely,



**Professor Ian Zachary**

Interim Director, Division of Medicine - UCL





**The Rayne, Bloomsbury Campus**



**Royal Free Hospital, Hampstead**

## **2. DESCRIPTION OF THE DEPARTMENT**

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Division of Medicine (DoM) is the largest department in UCL's Faculty of Medical Sciences, which sits in the School of Life and Medical Sciences. With a mix of clinical and non-clinical scientists, DoM excels at interdisciplinary research, teaching and clinical practice with national and international impact. In REF2014, UCL was deemed to have the greatest amount of "world leading" (4\*) research in Medicine and Biological sciences nationally; in Clinical Medicine, UCL was ranked first in the UK (*Research Fortnight's Power Rankings*).

DoM has 406 staff based on two sites, Bloomsbury and the Royal Free campus in nearby Hampstead, and is linked with three major teaching hospitals: University College London Hospital, the Royal Free Hospital and the Whittington Hospital. DoM is divided into seven Research Departments, each made up of smaller Research Centres:

**Table 1.** DoM staff

DoM Departments	Total no. of staff	No. of Research/ Academic staff	No of Prof/support staff
Research Department of Inflammation	118	60	58
Research Department of Internal Medicine	24	19	5
Research Department of Metabolism and Experimental Therapeutics	94	84	10
Research Department of Nephrology	23	20	3
Research Department of Respiratory	49	40	9
Wolfson Institute for Biomedical Research	62	40	22
UCL Institute for Liver and Digestive Health	36	31	5
<b>TOTAL</b>	406	294	112
<b>Proportion female</b>	48%	38%	73%

DoM is governed by an Executive Committee, including the Interim Director, Prof Ian Zachary, Deputy Director, Heads of Research Departments (HoRD), Manager and teaching leads. Such a broad remit, diverse expertise and geographic separation imparts vibrancy to the Division but also presents challenges to integration and logistics, which we mitigate by having a joint administrative support team, shared policies and alternating Divisional meetings between the two sites.

□

**Research and teaching: an intertwined mission.** Our Division has 130 principal investigators (PIs) focused on understanding the mechanisms of disease and developing improvements in diagnostics and treatments, often collaborating productively with industrial partners or performing clinical trials. Our diverse research portfolio is strong in inflammation, neuroscience, cardiovascular, respiratory, nephrology, hepatology, rheumatology, imaging, experimental medicine and drug discovery. Taking its lead from UCL’s 2034 goal to achieve a truly Connected Curriculum, academics as well as most research staff (from PhD students and postdocs to research-grade PIs) participate in undergraduate and postgraduate education. Our scientists and clinicians make major contributions to UCL’s MBBS course for medical students, and host postgraduate research

students undertaking PhDs or MDs. We also offer 5 MSc programmes, with further expansion imminent.

**Table 2.** DoM student breakdown

Student type	Male	Female	Combined	% Female
Undergraduate	33	66	99	67%
PGT	31	97	128	76%
PGR	80	97	177	55%
TOTAL	144	260	404	64%

We offer a prestigious undergraduate integrated BSc course for medical students (iBSc), which is unique in the UK. We also launched, in 2014, an innovative new 'flipped learning' BSc/MSc course for undergraduates (Applied Medical Sciences, AMS). Finally, many staff host internal and external project students during term and undergraduates seeking research experience over summer.

**Clinical excellence.** Clinical academics in DoM work in partner hospitals in major medical specialties, with a mission to achieve the highest quality medical care as leaders of the NHS, and to work in partnership with patients to fulfil ambitious research and teaching goals. They deliver programmes of national and international standing, and several national specialist clinical services, and work closely with basic scientists to develop novel diagnostics and treatments.

448 words

### 3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team



(i) The initial self-assessment team (SAT), which assembled in 2012 and successfully gained Silver in 2013, was expanded in January 2015, along with a new Lead for the challenge of applying under the new charter. The current SAT draws from its different geographical sites and represents a balanced snapshot of the entire Division, including clinical and non-clinical roles, students (undergraduate and PhD), ARS and PSS. Weighted towards the early-career (36%) and mid-career (50%) stages, the group is 60% female (with women from all categories above), and is diverse in nationality, skills and experience. It contains four BME members, people with childcare and elderly caregiving obligations, and maternity leave returners. All are volunteers or encouraged by the Lead, and participation is part of Enabling in the workload model, which is a promotion criterion.

Continuity of the SAT was maintained through six original members remaining, including the AS2013 Lead, and DoM's Director and Deputy Director. In addition, Eleanor Day, who was seconded as maternity cover for the Divisional Manager, joined the SAT during her tenure. As a past AS assessment panel member, her input was invaluable. All members play an active role in discussion and are deputized into smaller groups to cover all aspects of monitoring, analysis, assembling the application and discharging the Action Plan.

**Table 3.** The SAT

	<b>NAME</b>	<b>STATEMENT</b>
	<b>Bold:</b> member since AS2013 <i>Italics:</i> left SAT in past 3 years Researcher Academic PSS Student	
	Dr Jennifer Rohn ( <b>SAT Lead</b> ), Principal Research Associate	"Fixing gender inequality in STEM has to be achieved one department at a time."
	Ms Marion Atkinson, Divisional Manager	"As the new Divisional Manager I am impressed with the status of Athena SWAN within the Division."
	Dr Richard Day, Reader, Deputy postgraduate tutor	"I encourage researchers to work across disciplines to develop new therapies."
	Dr Matthew Gage, PDRA	"I'm impressed how Athena SWAN is benefitting my colleagues trying to juggle career and family."
	Dr Adam Giangreco, Principal Research Associate	"I have a toddler and am chair of Trustees for In2scienceUK, a UCL-supported widening participation charity."
	Ms Chaima Hale, Undergraduate	"I'm a mother of two, AMS student, mentor and athlete. Motherhood does not limit achievement and success."
	<b>Prof Raymond MacAllister</b> , Outgoing Divisional Director	"Feminising the DoM has made it a better workplace for everyone, all because of Athena SWAN."
	Mr Adrian Machinn, Administrator	"I'm HR administrator at the Royal Free. Through flexible working I'm a specialist Foster Carer for a local authority."
	<i>Ms Blathnaid Mahoney</i> , Former Divisional Manager	"When I came back to DoM from Maternity Leave, I greatly benefitted from flexible working."
	Dr Rachel van de Merwe, PDRA	"I co-represent early career researchers in the SAT team."
	<b>Prof Robin McAnulty</b> , Post-graduate Tutor	"I have three adult children and care for an elderly relative. Flexible working greatly facilitates care commitments."
	Dr Justine Newson, Technical staff	"I'm a Laboratory Manager, and part of the SAT to ensure equality for Technical Staff within DoM."
	<i>Dr Nina Parmar</i> PDRA	Formerly on the SAT co-representing the concerns of early-career researchers.

	<b>Mr Amit Patel,</b> PhD student	"I'm a first-year PhD student who believes everyone should have an equal opportunity to pursue their goals."
	<b>Dr Caroline Pellet-Many,</b> PDRA	"I had both my children while a DoM postdoc, where I was supported in many ways."
	<b>Dr Ines Pineda-Torra,</b> Senior Lecturer	"As previous AS Lead, I've seen big changes here and I'm confident we can continue to improve."
	<b>Dr Markella Ponticos,</b> Senior Research Associate	"I had my daughter while pursuing a research career. My aspirations would be impossible without Divisional support."
	<b>Dr Joanna Porter,</b> Clinical Reader	"I run a National Referral Centre and a laboratory. With two teenaged children, I've welcomed flexible working."
	<b>Dr Krista Rombouts,</b> Professorial Research Associate	"I am fully confident we will achieve a brighter future for everyone working within the Division."
	<b>Dr Reecha Sofat,</b> Clinical Lecturer	"Ensuring the workplace is fair, balanced and representative is essential; Athena Swan has begun to facilitate this."
	<b>Dr Vitor De Sousa Teixeira,</b> PDRA	"I believe we're creating a better environment for people to be successful in their research careers."
	<b>Prof Ian Zachary,</b> Interim Divisional Director	"I am totally committed to creating a workplace environment that supports women in pursuing their aspirations."

(ii) Since its inception, we have:

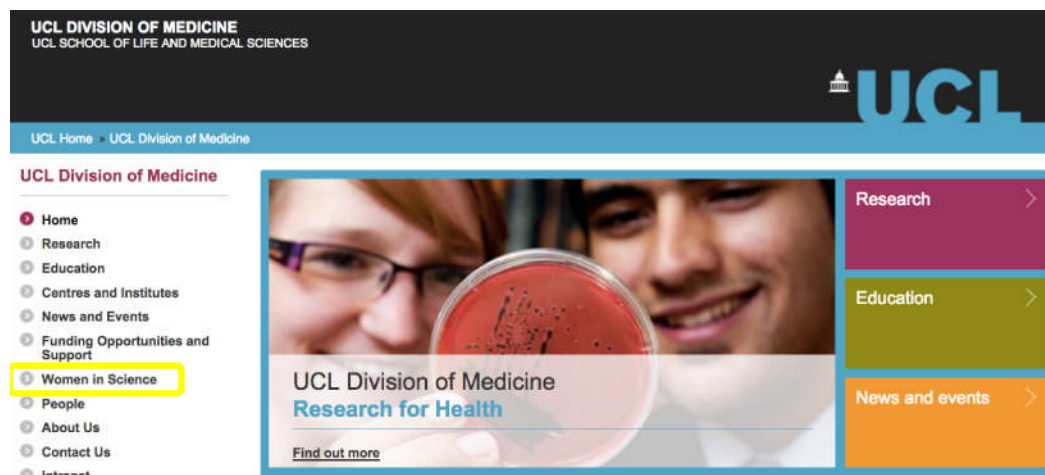
- Attended numerous SAT practical and philosophical seminars/workshops
- Met with UCL's SWAN coordinators
- Considered successful applications
- Visited other SAT meetings
- Met with other SAT Leads, including Gold leads

The SAT has met monthly in the 9-month run-up to deadlines, and in between, quarterly. All external input is shared within the SAT.

We obtained staff and student data from HR and the Registry. All other data were compiled by the SAT, under the oversight of the Divisional Director, with assistance from the Deputy Divisional Manager (Aisha Carroll), the Executive Assistant to Director (Anita Waterman), and other administrative staff. We consulted six focus groups (Action A2.6): (1) PhD students/postdocs; (2) Non-clinical Academic Staff; (3) Clinical Academic staff; (4) Maternity/Paternity Award recipients; (5) Professional/Admin Staff and (6) Technical Staff.

For wider staff consultation, we used data from UCL-wide surveys from 2011, 2013 and 2015. We re-ran our 2013 *ECR survey* in 2016. We also conducted four new surveys (Action A2.5): (1) *Mentorship*; (2) *Workload Model*; (3) *Has SWAN changed anything?* and (4) *Outreach*. Where possible, surveys were checked by UCL's Equality team. All data were discussed at SAT meetings, and used as a springboard to coalesce the new Action Plan and assess the impact of AS2013 actions (Action D1.7).

SAT updates were included as regular agenda items of various Heads of Centres/Professors/PI meetings throughout the period, and more detailed information presented at our annual Research Retreats (Action D1.7) and Graduate Student Days. These presentations helped raise awareness of our application, and SWAN principles more generally, and served as a conduit for two-way dialogue which further influenced our Action Plans (Action D1.7). Also, our website was updated with a new section entitled 'Women in Science' to contain information, inspiration and resources (Action D1.12). Finally, the SWAN lead forwards relevant news and information to a Division-wide email list, and SWAN updates and related events are highlighted in every termly Divisional Newsletter (Action D1.7).



**Screenshot from website highlighting new Women section**

(iii) After submission, the SAT will meet on a monthly basis to coordinate implementation of the Action Plan and monitor progress, with new volunteers replacing old members periodically while always ensuring continuity. We will seek more frequent turnover in the coming period as we believe allowing more people to experience the process will enhance the Division's sense of 'ownership' of AS principles (Action D1.7). The SAT Lead will rotate every 1-2 applications, with the outgoing lead remaining a member for one full cycle at the minimum when possible. The SAT will ensure actions are implemented through close collaboration with responsible individuals, and via an annual review of milestones at designated meetings. The SAT will report to the DoM Executive and Heads of Centres' and Professors' Committee quarterly, and to DoM staff through diverse channels mentioned in 3-ii (Action D1.7).

Word count: 658 words

## 4. A PICTURE OF THE DEPARTMENT

### 4.1 Student data

If courses in the categories below do not exist, please enter n/a.

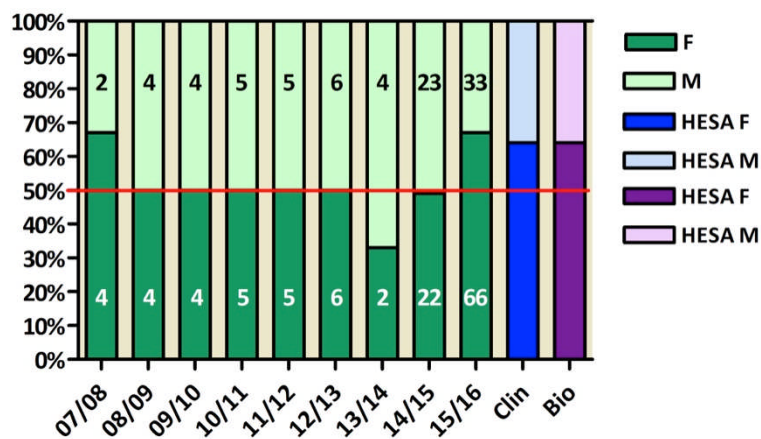
**SUMMARY:** Women are represented at or above parity on all our courses, and are not disadvantaged

(i) Numbers of men and women on access or foundation courses  
N/A

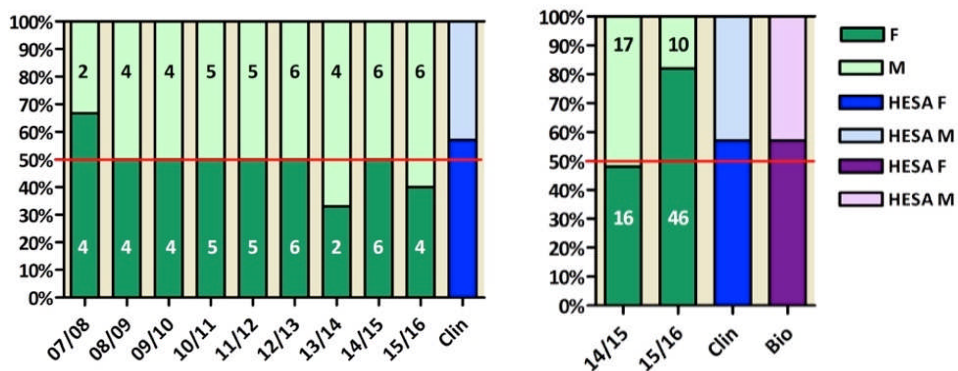
(ii) Numbers of undergraduate students by gender  
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

### Undergraduate

**Figure 1.** Undergraduate gender breakdown



**Figure 2.** Gender breakdown: iBSc (left) and AMS (right)

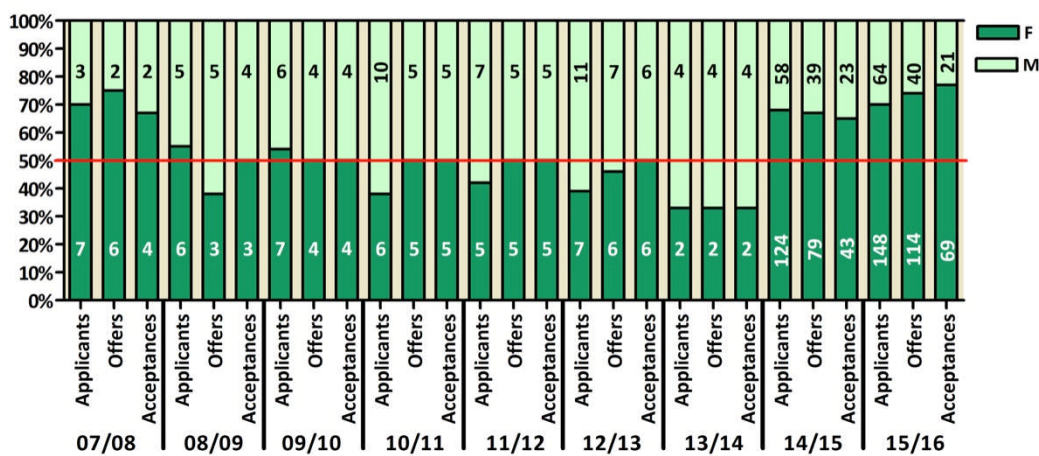


No part-time courses are offered. The integrated BSc (iBSc) course for medical students, currently comprising 40% women, is drawn from existing MBBS

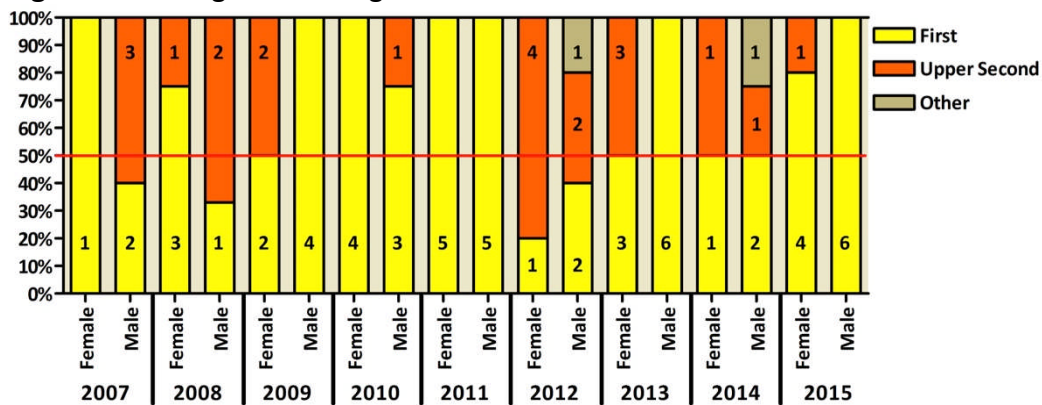


students (recruited outside of our Division), has very small numbers overall and has fluctuated between 68% and 40% female over the past nine years (average 49%), a figure consistent with the percentage of women accepted onto MBBS over the same period (**Figure 2**). These figures are lower than the 2014 HESA pre-clinical medicine benchmark (57%), and represent better gender parity. Our new AMS course attracted 33 students in 2014, and 56 students in 2015; the percentage of women doubled to 84% in the second intake (**Figure 2**). Preliminary figures for 2016/16 show a drop to 74% women (3-year average 69%, above the national average). We will monitor the situation as the course matures, along with ongoing surveillance of iBSc, and investigate further if ratios settle above 60:40 F/M. (**Actions A1.1, B6.6**)

**Figure 3.** Undergraduate application, offers and acceptances



**Figure 4.** Undergraduate degrees awarded



We note no areas of gender concern in applications, offers and acceptances. Slight gender differences in the number of firsts awarded is not statistically significant (Fisher's exact test, two-sided:  $p=0.169$ ) (**Figures 3-4**). These data will be monitored annually (**Action A1.1**).

“All courses should emulate the Division’s flexibility, which gives parents the confidence to further their education without compromising on family time.”

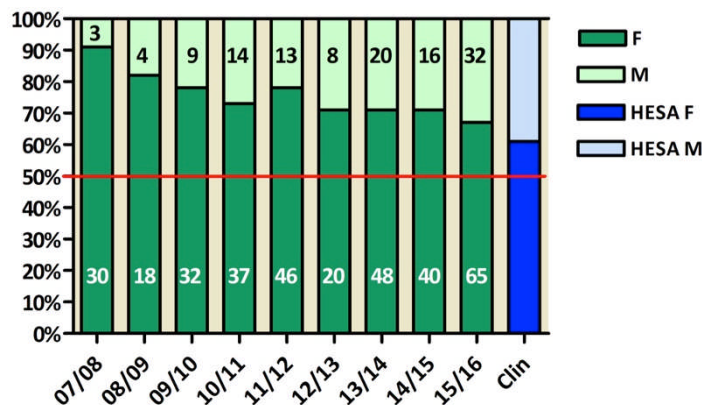
Chaima Hale, AMS student (right)



- (iii) Numbers of men and women on postgraduate taught degrees Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

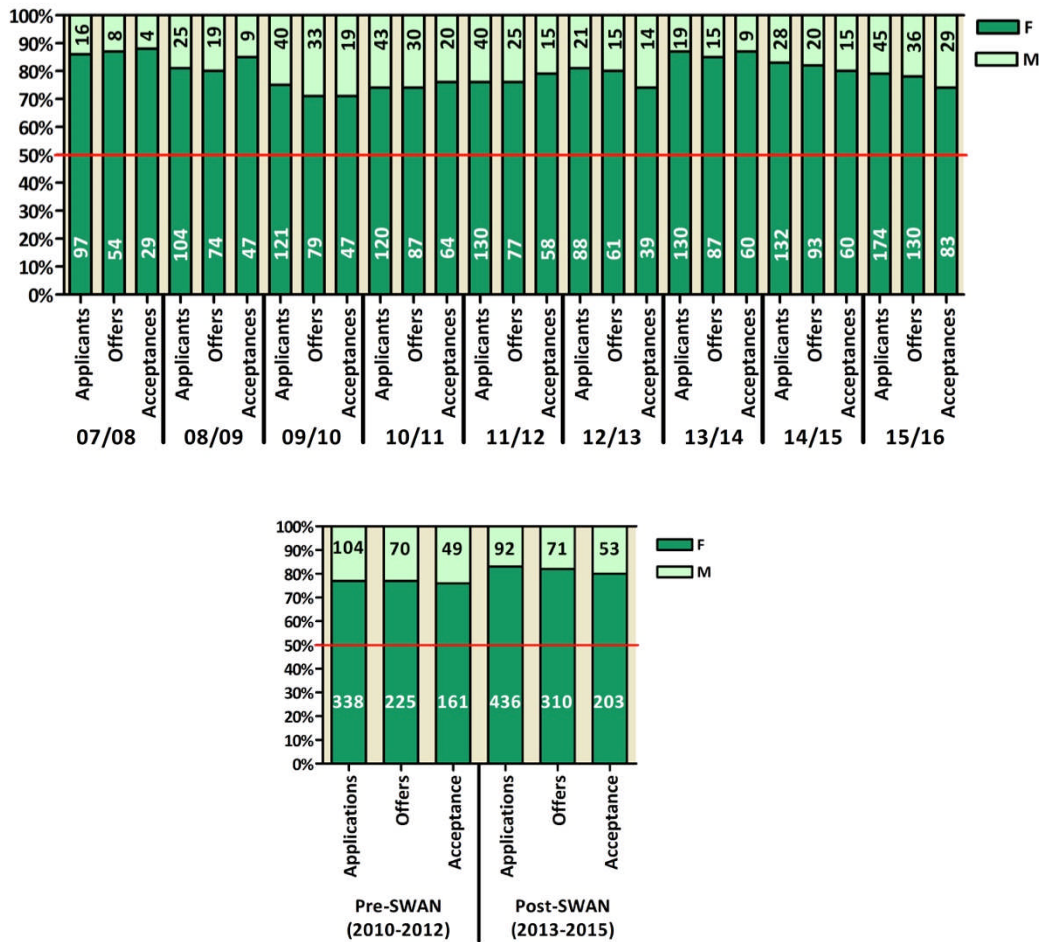
### Postgraduate Taught

Figure 5. PGT gender breakdown



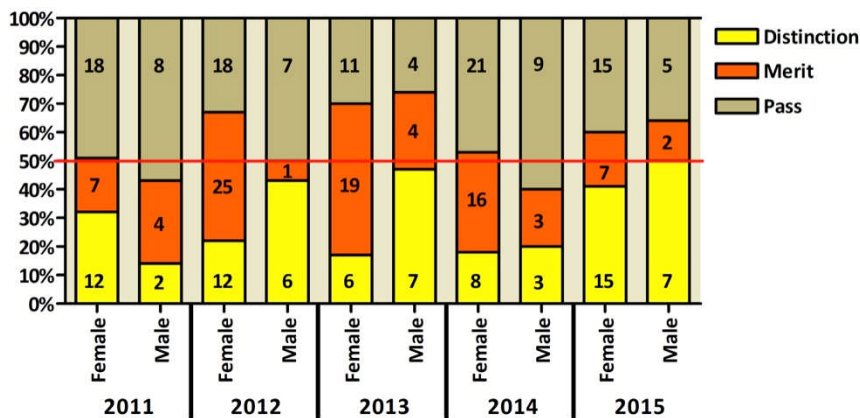
DoM’s PGT offerings are expanding and we currently have five PGT courses. Part-time students are very rare (e.g. only two in the cohort graduating in 2015/16). Over the past 9 years, women on PGT courses (currently 67%, average 76%) are approaching parity but still exceed the national average (61%) (**Figure 5**). Informal feedback suggests some of our older course themes (e.g. Nutrition) exerted a stronger appeal to women, but recent years have attracted a more balanced intake. We will continue to monitor (**Action A1.2**).

**Figure 6A.** PGT application, offers and acceptances; **B** (below) averages

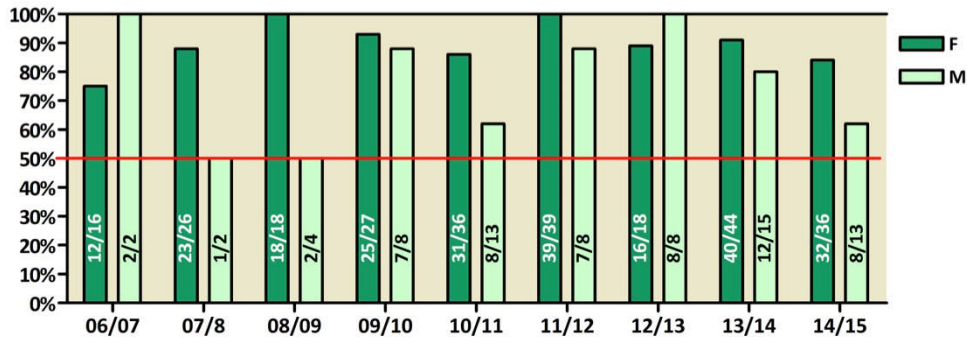


While many more women apply for PGT courses than men, overall our data finds little difference in offers and acceptances. However, in the three-year period after AS2013, a slightly higher percentage of women were offered and accepted places (**Figure 6A-B**). Increased offers may be due to our AS2013 action to offer staff more unconscious bias training. These actions are ongoing, as is close monitoring (**ACTIONS B6.2, B1.3, A1.2**).

**Figure 7.** PGT classifications



**Figure 8. PGT completions**

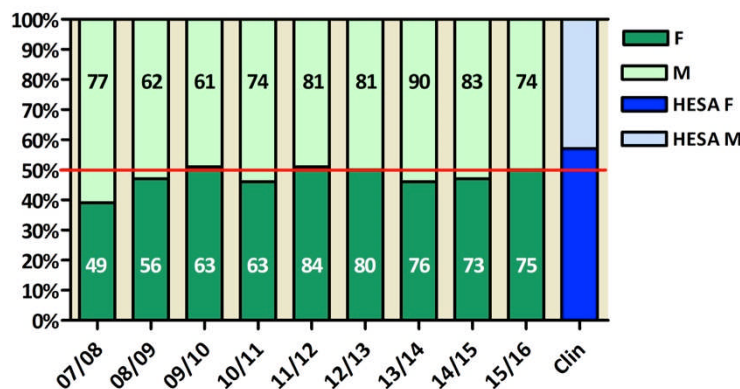


There were no gender differences in receiving Distinctions (Fisher’s exact test, two-sided,  $P=0.619$ ) (Figure 7). We will monitor this annually (ACTION A1.2). With the exception of 2012/2013, a higher percentage of women completed PGT than did men in every year since 2007 (Figure 8). We are concerned that men are not doing as well, so we will collect and analyse relevant data and initiate efforts to alleviate any identified problems (ACTIONS A1.3, B6.7).

(iv) Numbers of men and women on postgraduate research degrees

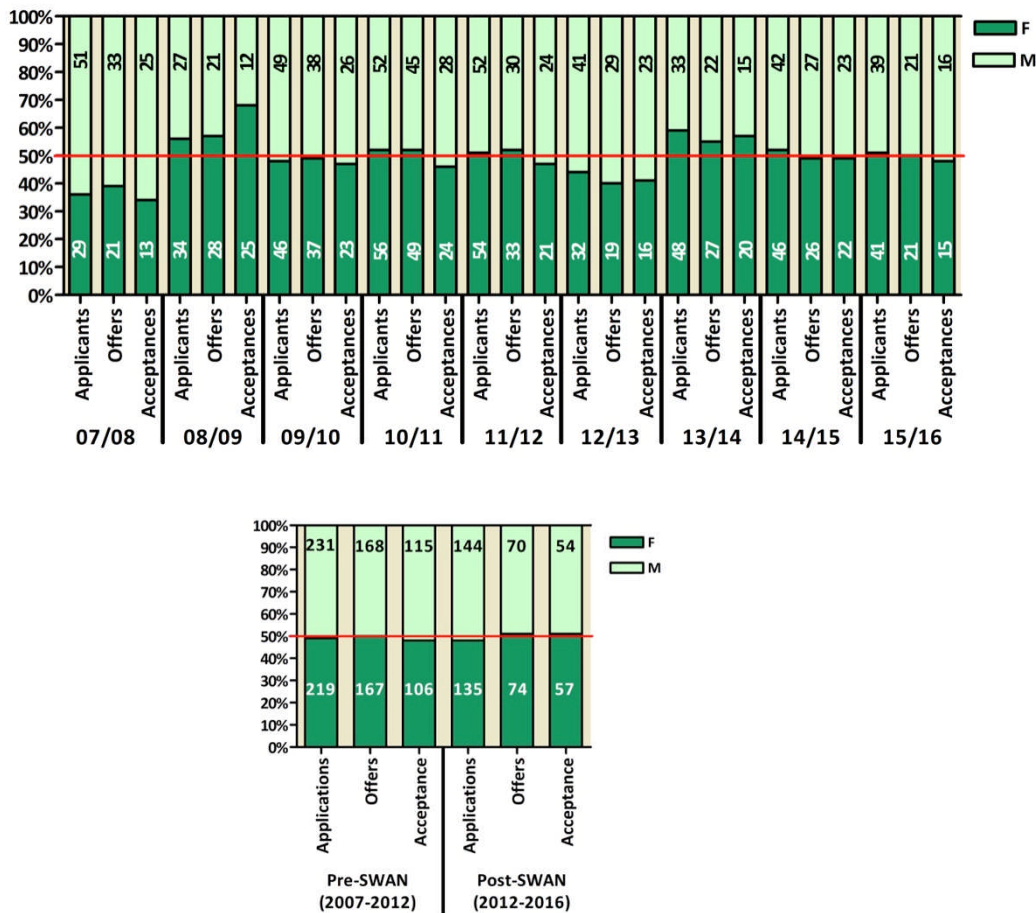
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

**Figure 9. PGR gender breakdown**



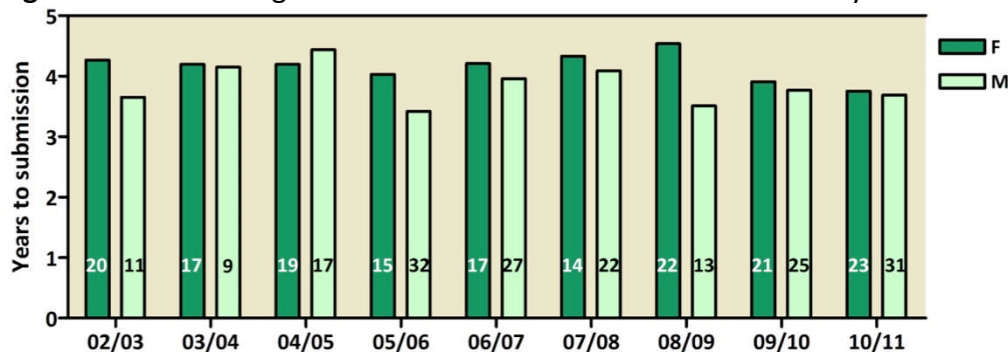
In the past 8 years, there has been approximately gender parity for our thriving cohort of PGR students overall (last 5-year average 49%), although this is slightly below the national average (57%) (Figure 9). 30% of PGR are part-time, the majority (77%) being clinicians for whom part-time enrolment is standard. We will continue monitoring (Action A1.2). and data analysis similar to PGT (Action A1.3).

**Figure 10.** PGR application, offers and acceptances; **B** (below) averages



In our AS2013, we noted that PGR offers were made to a slightly lower percentage of female than male applicants, and we established in-house unconscious bias training and better gender balance on recruitment panels (ACTION B6.1). Three years later, though the differences are small, we have seen an improvement to parity (Figure 10). We will continue to monitor closely (ACTION A1.2).

**Figure 11.** PGR average time to submission from indicated intake year\*



\* Completion typically takes 4 years; most recent intake data available is 2010/11

Full-time DoM PhDs are generally 3 years plus a further year to write and submit the thesis. From 2002 to 2008 intake years, women took more than four years to

complete their degree – and in all but 2004, men were slightly faster. **However, in 2009 and 2010, for the first time, women dropped below 4 years, and there was near parity in completion rates in the most recent data (3.7 years).** We will continue to monitor (Action A1.2, A1.3).

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Graduated iBSc medical students continue with their clinical studies, and AMS only began in 2014/15, so until 2017/18 there will be no direct pipeline possible. AMS offers an optional fourth-year MSci which thus far 40% of our students have opted for (50% of the females, and 35% of the males). Less formally, external undergraduates and postgraduates are occasionally attracted to our labs for MRes or PhDs after undertaking projects, which is actively encouraged.

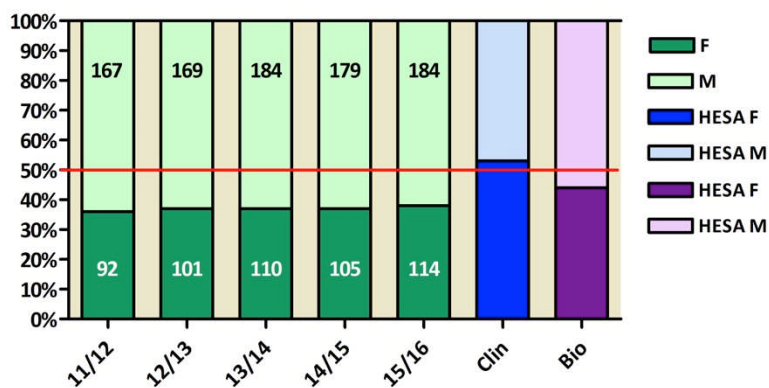
4.2 Academic and research staff data

SUMMARY: Women are still under-represented in the higher academic grades, but since AS2013, we have seen improvements.

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

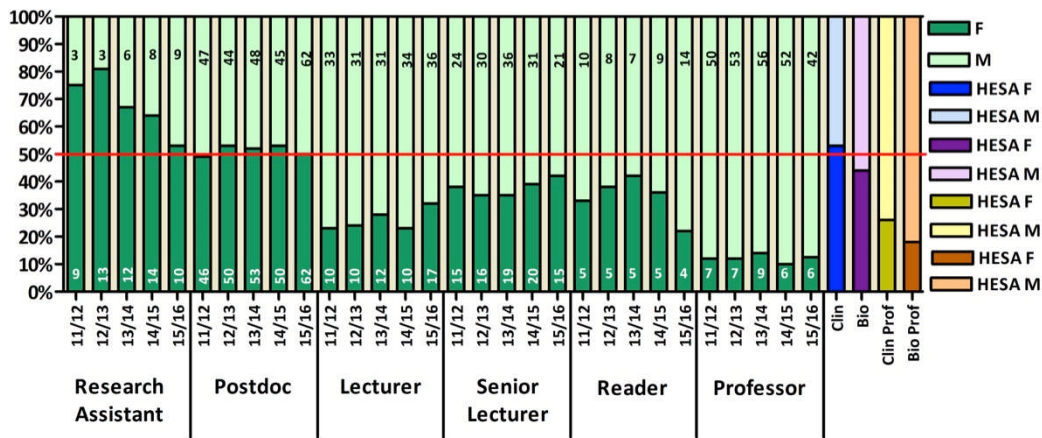
Figure 12. Gender breakdown of ARS overall



All staff data are presented by FTE. We have not separated research and teaching as the roles are intertwined for nearly all staff (all researchers have student contact, and we currently have only four teaching-only staff, all males). Only 8.6% of ARS are part-time (58% of these female). Over the past 5 years the proportion of female ARS within DoM has remained stable at approximately

38%, a figure significantly lower than the national average for clinical medicine (53%) or biosciences (44%), of which our department is a blend (Figure 12).

**Figure 13. ARS: Gender breakdown by grade**

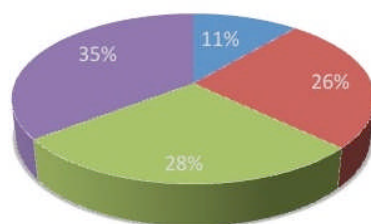


Unfortunately, since AS2013, external recruitment into DoM has been curtailed by UCL-wide financial limitations and replacement of posts being discouraged. This virtual hiring freeze has prevented us from making the gains we would have liked. Despite this, we have managed some improvements.

A comparison by grade shows the typical “leaky pipeline” profile common in STEMM academia; from above or at gender parity at research assistant and postdoctoral level, this proportion falls to 13% of female professors, a figure lower than the national professorial averages (26% for clinical medicine, 18% for biosciences) (Figure 13). Key drop-off points include the transition from postdoc (5-year average 50%) to lecturer (average 26%) and from reader (34%) to professor (12%). Senior lecturer levels averaged 38%. **However, lecturers increased in 2015/16 (up to a 5-year high of 32% with 7 more women in post). Senior lecturers also increased in 2015/16 from 32% to 40%, though this was due to successful retention of absolute numbers of women amidst a contracting pool.** Taking a broad-brush view of the data, the percentages at lecturer through to reader are fairly stable, whereas the major attrition occurs before and after this period. Issues surrounding these attrition points are explored in detail below and in Section 5.2.

**Figure 14. ARS by gender and clinical status**

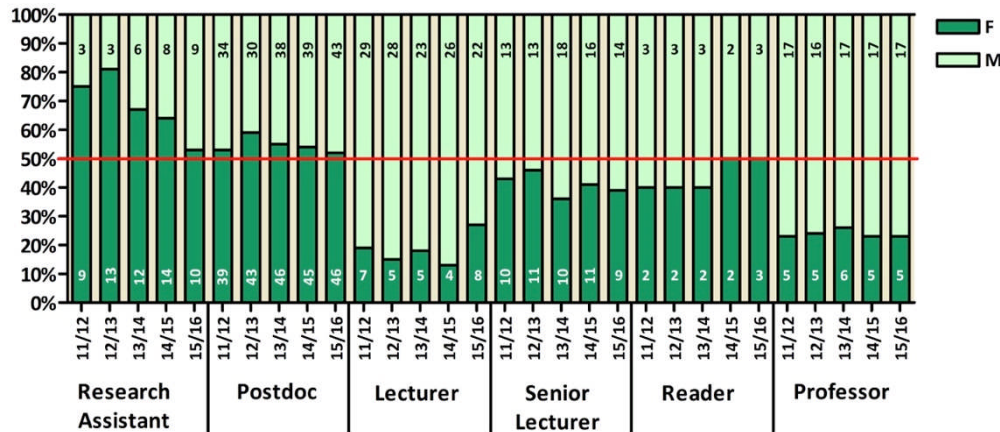
■ Clinical, Female ■ Clinical, Male  
 ■ Non-clinical, Female ■ Non-clinical, Male



As DoM is split unevenly between clinical (37%) and non-clinical (63%) roles (**Figure 14**), and because each category has its own career culture, we split them for further analysis.

### Non-clinical Academic and Research Staff

**Figure 15. ARS: Non-clinical by grade**



In 2015/16 there were 185 non-clinical ARS, 44% of whom were female. This proportion is lower than the national average for clinical medicine (53%) across all ARS grades, but identical to the biosciences benchmark (**Figure 15**). RA and PDRA levels were at or above parity throughout. **2015/16 saw an increase in the proportion of lecturers from an average of 16% to 27% (from an increase in the absolute number from an average of 5, to 8 women).** Female senior lecturer numbers have held stable. Though the sample size is small, the past two years have seen an increase from 40% to 50% in female readers. **These modest successes can be explained by successful recruitment, retention, and promotion policies implemented as part of AS2013 (Actions B5.7, B5.5, B3.1, B3.2, B3.4, B1.1, B1.2, B1.3, see below).**

In contrast, the total number of professors has remained roughly constant, currently at 23%. Although these figures are only slightly lower than the clinical medicine benchmark (26%), **they are much higher than the biosciences benchmark (18%).** Our ratios were affected by two professors leaving DoM for enhanced opportunities since 2013 (see 5.2iii).

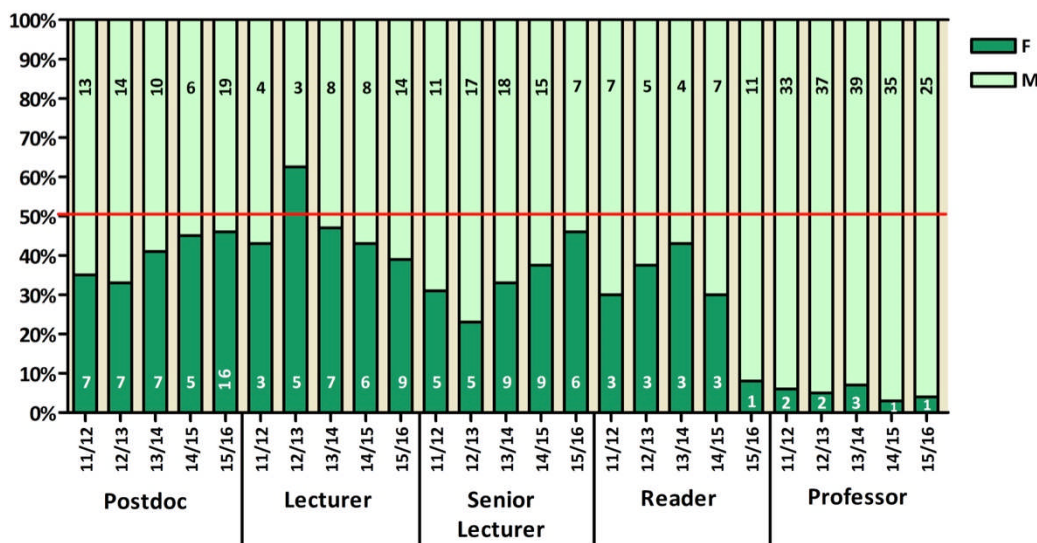
However, as one of our AS2013 actions, we lobbied central UCL successfully for two new non-clinical lectureships, named after Dame Carol Black, an internationally recognized DoM professor. The first application specifically encouraged women; 9 women and 8 men applied, and the post was filled by a promising internal female researcher (since promoted to Reader). **This constitutes an improvement, as in the three years before AS2013, there were only three non-clinical posts advertised, for which no women applied.** A second lectureship is currently being advertised (**ACTION B5.5**).





## Clinical Academic and Research Staff

**Figure 16.** Clinical ARS by grade



In 2015 there were 109 clinical ARS, 30.2% of whom were female; this is significantly lower than the clinical medicine national average (53%). **Figure 16** shows the data broken down by grade. We have no clinical RAs. PDRAs averaged at 40%. Although the percentage of women at lecturer level has fallen, the pool has been expanding and the absolute number has risen from 3 women in 2011 to 9 in 2015. **The proportion of female senior lecturers has risen dramatically in percentage terms (46% in 2015, from an average of 31% before), even despite contraction of the total size.** This suggests that AS2013 actions have helped in the retention and promotion of female clinician scientists.

However, in 2015, women comprised 8% of readers and 4% of professors, both lower than in the past, although sample sizes are small. Two clinical female professors also departed UCL for enhanced opportunities (see 5.2iii).

The key attrition point here is from senior lecturer to reader, and from reader to professor. A reality we cannot affect is that senior clinicians are usually recruited as hospital consultants, in specialities that are predominantly male.

We will continue to monitor staff numbers annually (Action A2.1).

**Summary.** We will carry on with successful actions (Actions B5.7, B5.5, B3.1, B3.2, B3.4, B1.1, B1.2, B1.3) and institute new ones (Actions B3.3, B4.2, B4.3, B4.5, B4.6, B5.9) to help achieve ambitious new goals for 2020: (1) non-clinical: 30% female lecturers, 50% senior lecturers and readers and 25% professors; (2) clinical: gender parity amongst PDRA through readers, and 15% at professor level.

#### SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

UCL has no formal career structure for technical staff transitioning to academia. However, long-standing technical staff are encouraged to undergo MRes and PhD projects in their labs, which happens periodically.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts.

Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

UCL does not use zero-hours contracts, and fixed-term contracts are used only when someone is employed for 9 months or fewer (e.g. maternity cover). All others have open-ended contracts. While some, particularly research staff, face funding end dates, all benefit from the same beneficial policies (such as flexible working or paternity leave). Staff whose contracts are nearing completion are added to UCL's redeployment register, where they do not have to compete with external candidates, but we try wherever possible to bridge research staff between contracts (see section 5.2v below).

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Staff turnover data are available from HR. Leaving aside academics who retired or took voluntary severance in the period (6 academic staff, all males), 12 academic staff departed to take up new external posts:

**Table 4. Academic leavers**

Grade	Female	Male	Full Time	Part Time
Clinical Professor	2	1	3	0
Non-Clinical Professor	2	2	4	0
Non-Clinical Reader or Senior Lecturer, Grade 9	1	3	4	0
Clinical Senior Lecturer	0	1	1	0

A relatively high proportion of academic leavers were female. However, they left to take up career-enhancing opportunities that were simply not available internally (examples below):

Successful female leavers



**Prof Jadwiga Wedzicha** was offered enhanced resources to join Imperial College London



**Prof Jean McEwan**, former Deputy Divisional Director, become Vice Dean Education at the University of Exeter



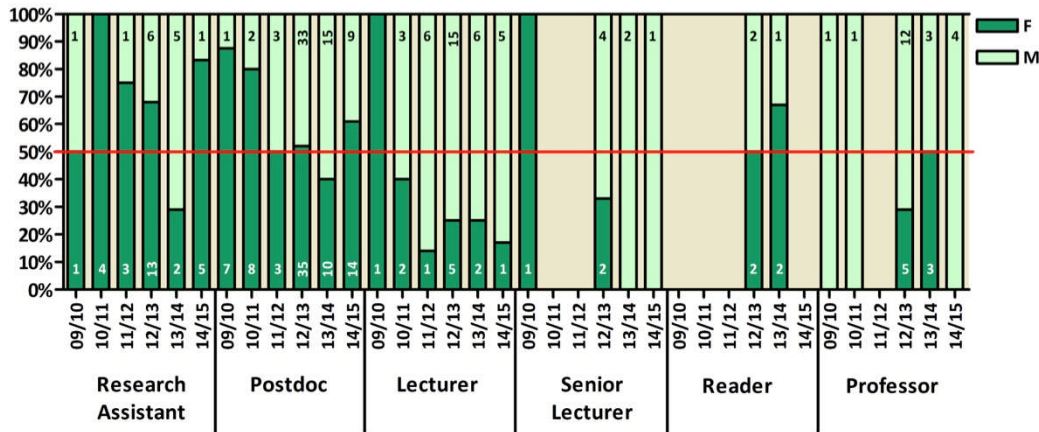
**Prof Margaret Ashcroft**

Redacted



**Dr Mohamed-Ali** became Director of the prestigious Anti-Doping Laboratory in Qatar. Together with DoM, she established a progressive PhD programme giving life-changing opportunities to women who would otherwise be unable to perform postgraduate studies due to cultural restrictions.

**Figure 17.** ARS turnover



\*2015/16 data were not available in time for inclusion

A separate odds ratio analysis of data in **Figure 17** show that, over the past three years, **the percentage of female leavers at RA, PDRA, Lecturer, and Senior Lecturer was consistent with the proportion of female staff at each level.** This constitutes a marked improvement, as in the period before our AS2013, proportionately more women than men left at both the RA and postdoc level. This is likely due the actions we put into place for AS2013 (see Section 5.2.iii).

However, this analysis also revealed that women were 50% more likely than men to leave DoM at reader level (OR=1.50) and nearly 3 times more likely at

professor level (OR=2.86) – although the low numbers of female staff, and leavers overall, makes firm conclusions difficult.

We have been working hard to help senior women fulfil their ambitions within UCL; for example, one of our female professors was supported to become Vice Dean for Enterprise, and another, to become Vice Dean International. Nevertheless, we are concerned by these turnover trends and will establish actions to make our Division more attractive for talented senior women (See 5.2iii, (Actions B5.9, B3.1, B3.2, B3.4, B5.7, D1.3, D1.11)). We will also initiate exit questionnaires for all staff to better understand effect of gender on turnover (Action A2.2).



2060 words including all words in photo displays

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

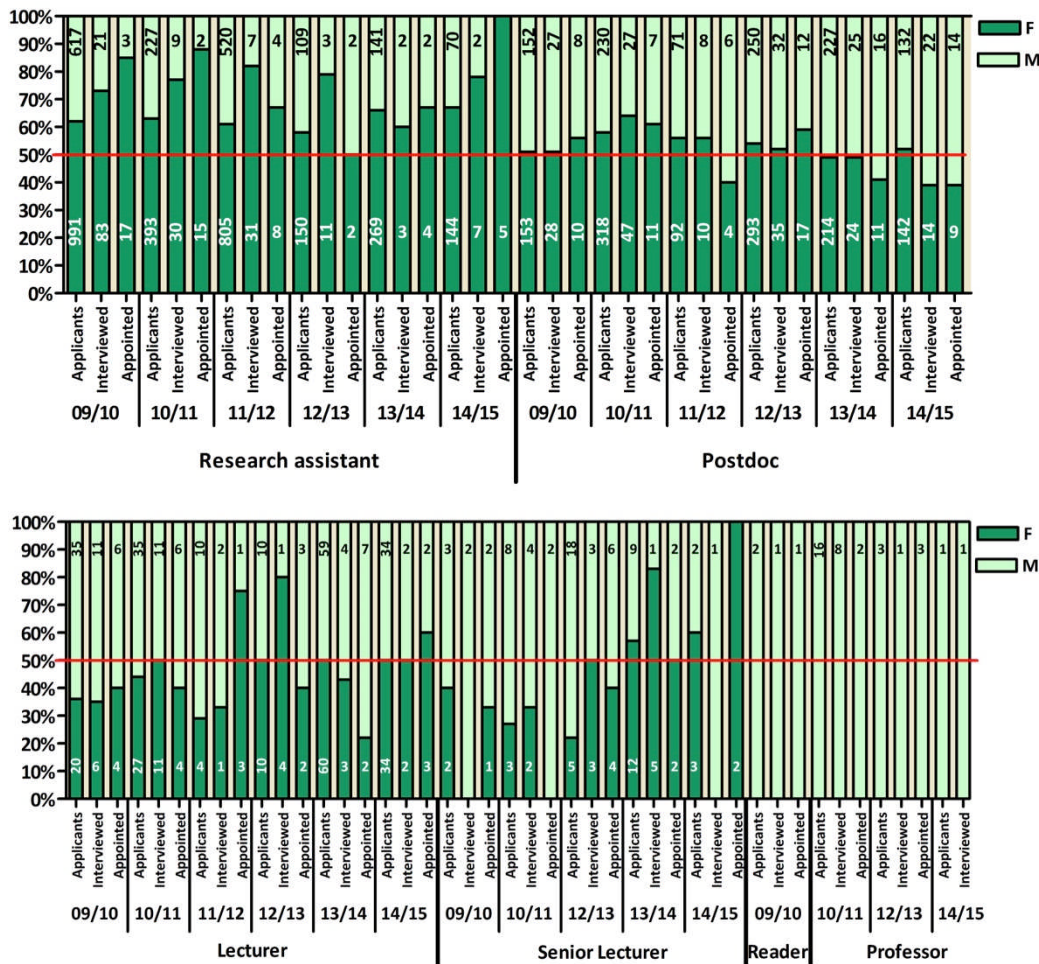
### 5.1 Key career transition points: academic staff

**SUMMARY:** We have invested a considerable amount of resources into numerous schemes that have directly supported our female staff in a way that benefits both genders

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

**Figure 18. ARS post applications\***



\*Note appointments sometimes include fellowships, which don't have applications/interviews

We have more women than men applying for and getting RA posts, likely because the undergraduate pool in our field is also female-heavy. For AS2013, we demonstrated parity at postdoc levels, and lecturer level, but fewer at senior lecturer level, and none at reader and professor (though there were very few

posts overall) (Figure 18). Three actions to address the problem were changing the wording of job advertisements to make them more attractive to women (Action B1.1); gender-balanced recruitment panels (Action B1.3) and gender-balanced head-hunting (Action B1.2). Since these actions commenced in 2013, **we have retained parity at RA, PDRA and lecturers, and newly exceeded 50% female for senior lecturers** in the past two years.

Using an odds-ratio analysis, after removing grade reader and professor grades, which have too few applicants or women to analyse, **we found no gender-specific difference in being called to interview, which suggests an encouraging lack of bias; odds of being hired after the interview also shows no gender differences for staff grades up through lecturer.** However, women were 30% less likely to be hired than men for senior lecturer posts (OR=0.70). Although the sample size is small, we are concerned by this result and will strongly encourage unconscious bias refreshers for all recruitment panellists (Action B1.3).

#### (ii) Induction

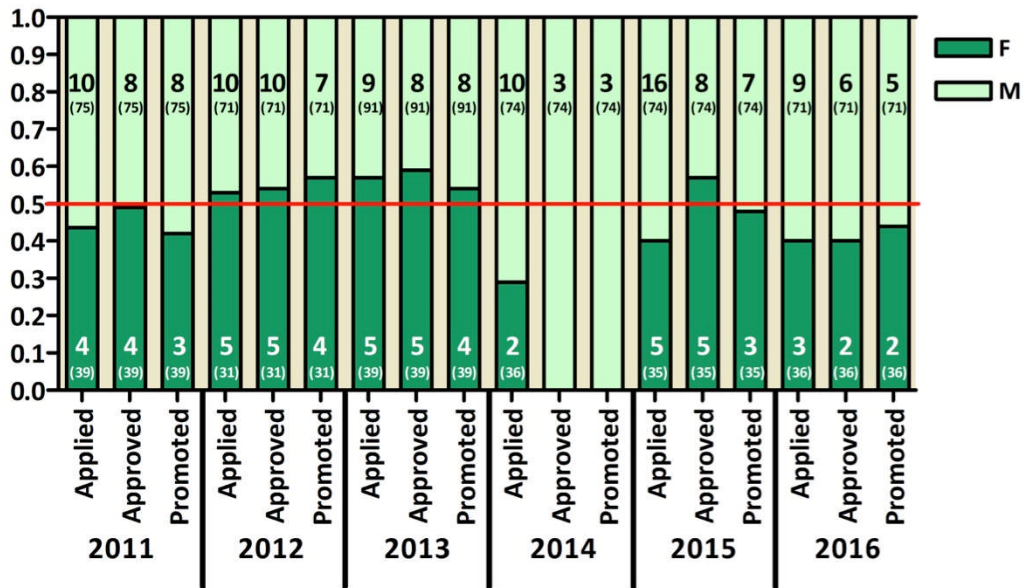
Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All starters are given a full induction and meet personally with the Divisional HR Manager to go through the Staff Handbook, which includes information about pay, hours, terms and conditions of service, maternity/paternity/parental leave policy, annual leave and benefits, and all aspects of work/life balance and childcare/work options (Action C1.1). They review a checklist with their line managers, so that expectations are aligned. (These procedures go beyond UCL policy: the one-on-meeting is a Divisional enhancement, and the Handbook and checklist are DoM-specific.) Return rate on these forms to HR is approximately 95%. We will aim for 100% for the next period by being more proactive (Action B2.1.) A full health and safety induction also occurs within the first week of employment and new starters must complete mandatory UCL diversity training during the same period; compliance is confirmed in the sign-off of the probationary period. DoM has received positive feedback about the process, for example, "A clear and efficient presentation of important information that made me feel part of the UCL community."

#### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

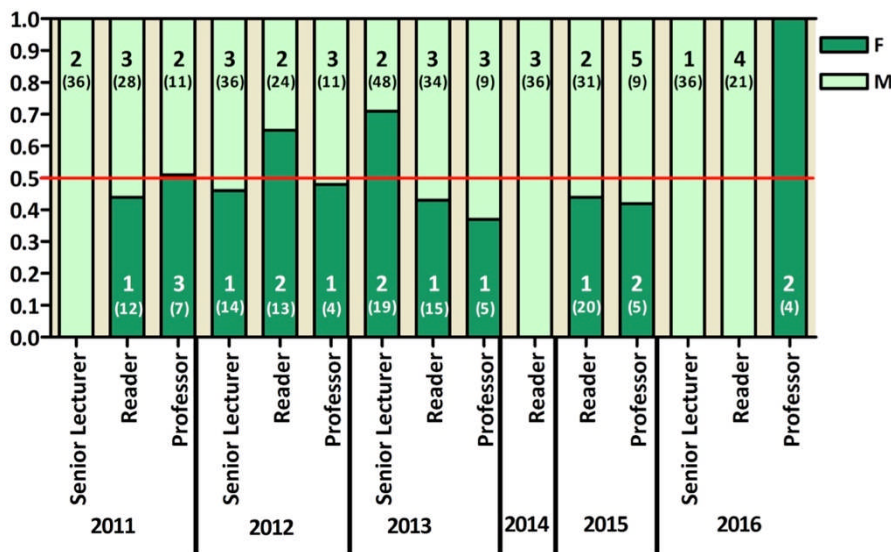
**Figure 19. ARS Senior promotions**



Given our severe restrictions on new recruitment, the main way we can redress gender imbalance in senior positions is via promotion. To normalize for the skewed gender proportions, we analyzed the number of people promoted from the eligible pool, set as the number of people of the same gender in the grade below the year before (numbers on each bar are the numbers advancing, while numbers in brackets are the number in the pool); gender success rates were then compared on a normalized scale.

Though very small numbers make trends difficult to establish, **Figure 19** shows that over the past six years, aside from 2014 when only three men were promoted, **the total number of women promoted to the senior grades (senior lecturer to professor) has fluctuated around parity (.50) since 2011, with an average of .49 (range .44-.56).**

**Figure 20. ARS Senior promotions by grade**





Breaking this down by grade (**Figure 20**), near gender parity is common (except, again, in 2014). Indeed, in the most recent round, the only two people promoted to professor were female.

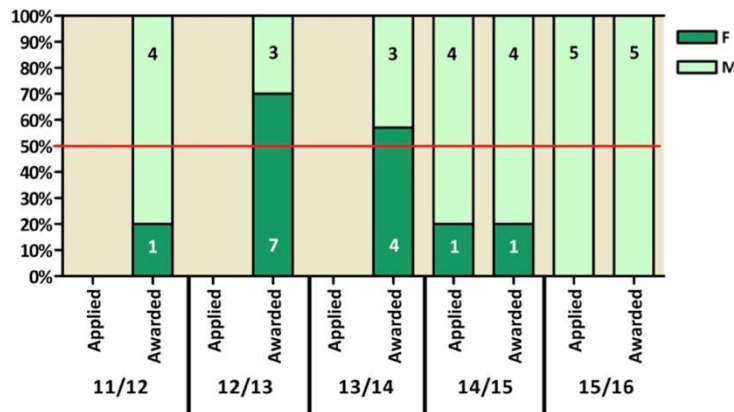
While the absolute numbers of women applying since AS2013 has not much changed, a success rate analysis (**Table 5**) shows that **women perform very well once they do** (aside from 2014), and in the past two years they have outperformed men. The DoM continues to support unsuccessful candidates in their future efforts to progress.

**Table 5.** Success rate after application

Gender	2011	2012	2013	2014	2015	2016
Male	80%	70%	89%	30%	44%	56%
Female	75%	80%	80%	0%	60%	67%

Overall, our data show that if senior women apply for promotion, they have a good chance of succeeding. Therefore the most important action we can take is **encouraging more women to apply and ensure that all applicants are fully prepared**. They aren't applying more frequently since AS2013, so we need to work harder (**Actions B3.4, B3.2, B.4.3, B4.5, B5.2**, see 5.2iii).

**Figure 21.** Promotion of non-senior research staff



At the less senior research grades, staff are promoted via a separate system. In the past, applying was left up to individuals, and UCL kept no records of applications. In 2014, to increase transparency within the system, the Faculty introduced the Rewards Committee, to which applications could be prompted by the individual or their line manager.

Very few junior research staff apply for promotion (**Figure 20**), as most are progressing up their grade scale, and even at the top, funding must be in place for promotion to be permitted. Since 2014, when we can analyse application rates, only 1 woman (and 8 men) have applied; though the sample is small, the Rewards Committee system seems less effective at elevating women. Therefore, we need to support women in successfully achieving in promotion criteria categories, and having the confidence to come forward where funding permits.

No part-time ARS were promoted in the period, though only 8.6% are part-time.

For all ARS, we proposed several actions in AS2013 to address promotion issues; as it can take longer than three years to build up a portfolio, it will take time for these actions to fully take effect. We discuss these ongoing actions and propose new ones in section 5.2iii. (Actions B3.3, B.4.3, B4.5, B5.2)

- (iv) **Department submissions to the Research Excellence Framework (REF)**  
Provide data on the staff, by gender, submitted to versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In the 2008 RAE, 20% of investigators (19/97) were women. For REF2014, when DoM returned all eligible staff, 23% of DoM's return (32/142) were women, which mirrored our 26% female academic staff.

#### SILVER APPLICATIONS ONLY

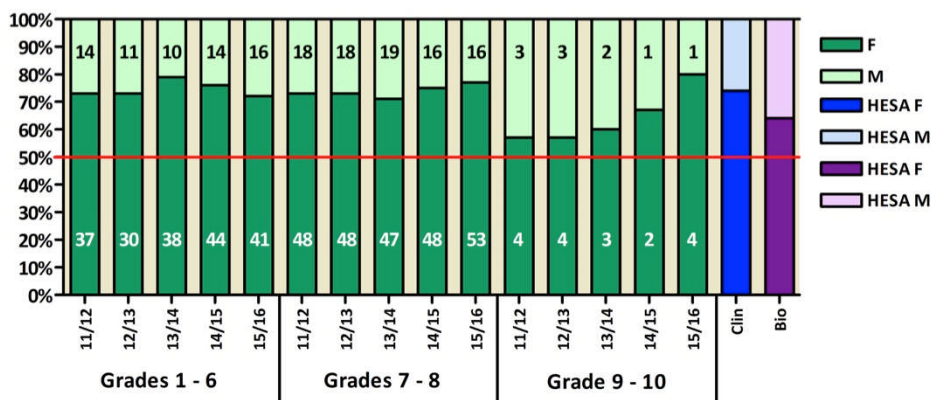
### 2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

- (i) **Induction**  
Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.
  
- (ii) **Promotion**  
Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

(i) **Induction.** All new staff receive the same support when starting, and uptake is just as robust (see Section 5.1 ii above).

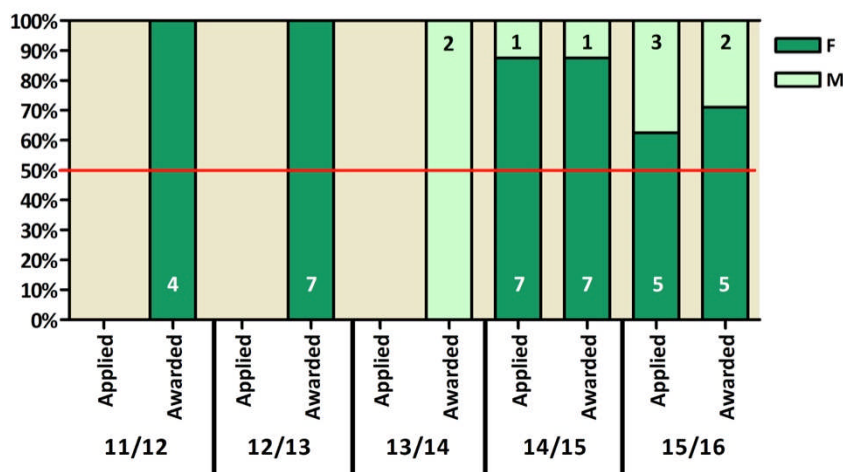
(ii) **Promotion.**

**Figure 22.** Total PSS by grade



As context, women make up 73% of all PSS (three-year average), which is nearly the same as the HESA benchmark for clinical sciences (74%) and higher than the Biosciences benchmark (64%). Before AS2013, the proportion of women in the top grades was far less than their overall proportion. Although the sample size is small, this percentage has risen steadily to 80% in 2015/16, meaning that for the first time, female manager numbers (Grades 9-10) now roughly mirror their overall numbers (**Figure 22**).

**Figure 23.** PSS promotions



The promotion process for PSS differs from ARS in that promotion only occurs when the post changes to a higher grade; otherwise, they must apply for newly advertised posts and this does not fall under promotion but rather recruitment.

The number are small, but applications and successes roughly mirror the gender balance in this cohort since the Rewards Committee began in 2014, meaning the male proportion is smaller. Both genders tend to succeed (**Figure 23**). Of the 7 PSS staff who were promoted in the most recent round, 1 (female) was part-time (14%); this mirrors the percentage of part-time PSS staff in total (13%).

Our technician focus group highlighted that once they reach the top of their banding, they are not actively encouraged to advance. We will use an improved

appraisal process (Action B4.4, B4.5) to identify and encourage career progression.

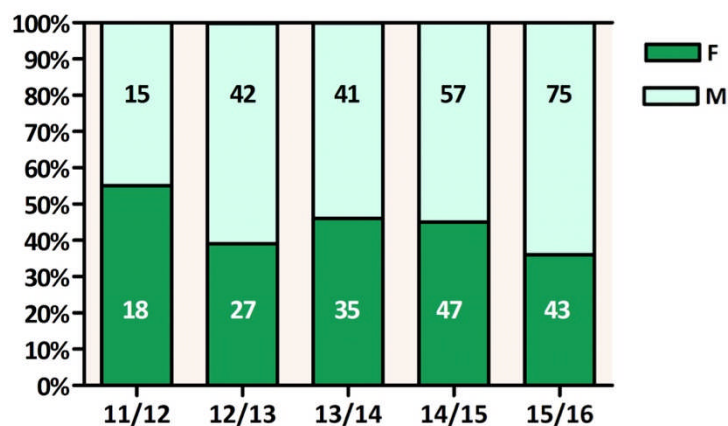
This application does not ask for PSS recruitment data, but extra analysis shows that with the exception of 2014 for support staff, which saw equal numbers of male and female applicants, women apply more than men and that this figure roughly equates with the proportion of women in post. Odds ratio analysis on interviewing and acceptance data for administrative and technical staff (the numbers in support staff were too low to analyze) showed that **women were disproportionately more likely to be interviewed than men. Likewise, women were even more disproportionately likely to be offered positions post-interview.** We were surprised, and speculate that unconscious bias is to blame, as such roles may be perceived as “female”. We will ensure that recruitment panels are alerted, and that bias training is strongly encouraged (Action B1.3).

## 5.2 Career development: academic staff

(i)

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Figure 24. ARS training uptake



Training is incentivized because it is part of appraisal criteria (three per year required). Uptake of UCL courses has increased markedly (from 33 in 2011 to 118 in 2015). 44% of women on average over time take part, which is somewhat higher than their proportion in DoM (38%) (Figure 24). We will continue to encourage both genders to take part. (Action B4.2). We will also ensure that mentors discuss career development courses in their sessions (Action B5.2).

“The Future Leaders Programme gave me the confidence and tools to become an effective leader in a way that is aligned with my values and beliefs.”

- Ines Pineda-Torra,  
Senior Lecturer



DoM also offers regular in-house sessions (uptake roughly gender equal) covering relevant areas including unconscious bias, appraisal and recruitment (Action B4.7). The Equal Opportunity Liaison Officers send regular emails regarding new policies. We are also committed to providing advanced leadership courses to staff regardless of gender (Action B5.7); for example, 6 men and 3 women were sent on the School’s Future Leaders Programme during the period. This led to two women becoming Vice Deans.

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

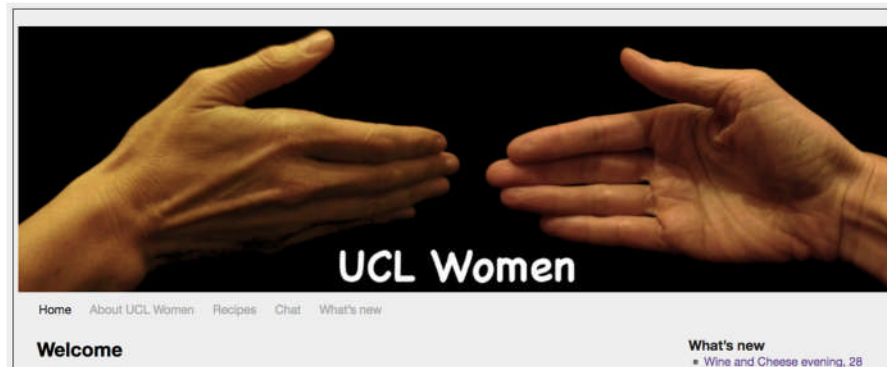
Recognising the importance of regular appraisals for staff development, in AS2013 we aimed to uplift appraisal uptake from 80% to 90-100%. To facilitate this, in 2014 the process was incentivized in that no staff member could apply for promotion or salary increments without an appraisal in the preceding 6-month period. The month was also standardised to September and harmonized with the promotions cycle. As a result, **uptake increased drastically, with most (>95%) staff taking part.** We will carry on with this action (Action B4.1). Senior staff members undergo an annual developmental review with the Head of Division. Finally, appraisal training sessions (for appraisers and (Actions B4.2, B4.3) endorse the use of promotion criteria as a framework for shaping the discussion, goals and agreed training. We will formalize the latter to make it more effective (see below) (Action B4.5).

(iii) **Support given to academic staff for career progression**

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

**Retaining senior women.** Our turnover statistics (Figure 17) and focus groups suggest that more support in the form of mentoring or coaching is needed for

our senior female academics. Up until now, our Mentorship Scheme (see below) has been available only for ECR. We therefore plan to provide information about coaching opportunities within and external to UCL (Action B5.9). Also, we will encourage them to join UCL Women, a senior networking group co-founded by our SAT lead in 2013 with two women from other disciplines. This popular group provides a platform for senior women across all STEM disciplines to network and support one another (Action B5.9).



### Early career researchers

In AS2013, we recognised that our ECR needed additional support, given the uncertain landscape of the academic profession. As a result, we put into place several key actions:

**Early Careers Group.** In 2014, the SAT encouraged ECRs (PhD and PDRA [Action B6.5, B5.10]) to self-organize as a supportive group. DoM also provided a catering budget. The launch event in 2015 attracted 60+ attendees, who were asked to provide feedback via written questionnaires.



### ECR Group launch event

Afterwards, events were planned during core hours, with a presentation and Q+A format with refreshments. A Facebook group was also established. The group held events in Nov 2015, April 2016 and June 2016. Speakers included junior PIs and people with successful careers outside of academia (e.g. a journal

editor, and a funding body representative). We will monitor successful outcomes by providing evaluation questionnaires at each meeting (Action B5.10).

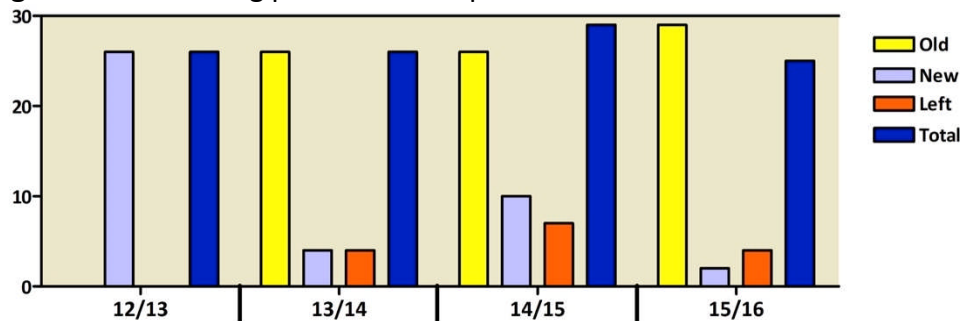
Recognising that additional challenges exist for ECR balancing a combined clinical and academic career, we will encourage clinical ECR to join an established support group run by current training fellows. Meeting monthly with invited internal and external senior clinical academics, topics include balancing research and clinical commitments, career progression, and the challenges of balancing family life with academic research and clinical medicine (Action B5.11).

**Curriculum Vitae clinic.** At the 2014 Division retreat, we instigated a surgery for postdocs and PhD students for CV advice from experienced staff members. Uptake was strong, and by popular demand this was repeated in 2015. We plan to continue these as a fixture of the annual retreat (Action B5.6).

**Career development workshop.** In 2013, we ran a half-day career development workshop for female ECR which received very positive feedback. From 2017 we will run this event biennially, opened up to both genders (Action B5.4).

### Mentoring Scheme

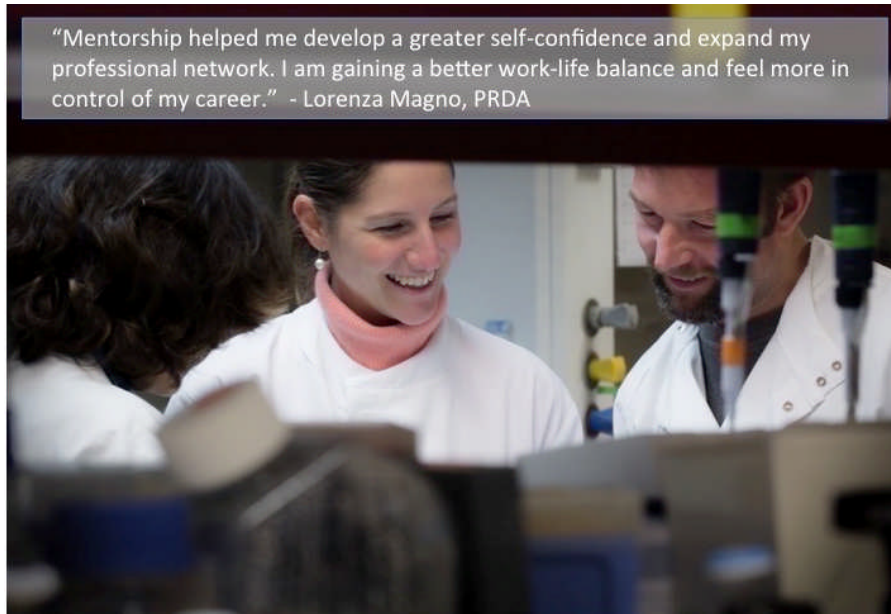
**Figure 25.** Mentoring pairs since inception



For AS2013, we set up a mentorship scheme pairing senior women with female postdocs. 42 mentees have entered the scheme since it began; we currently have 25 such pairs, with good and similar uptake over the 4-year period (Figure 25). A survey of mentees conducted in 2016 showed that all were happy with the scheme, and the majority thought its effects were positive. One mentee reported that the pairing had led to a flourishing research collaboration, while another was encouraged to ask for co-investigator status on her supervisor's grant, which was accepted. Another mentor advised on her mentee's job application and organised mock interviews, which led to the mentee starting her own research group in America.

The main challenge is identifying enough senior female mentors – a factor which prevented us initially from mentoring PhD students despite demand. Next year we will open up the scheme to PhD students, using postdocs as mentors; this

has the advantage of developing mentoring skills in our ECR group, which is something they want (Action B6.4). Our survey did not indicate demand amongst men, so we will continue to target women. The survey also flagged up areas for improvement, which we will implement, including giving more guidance to mentors (especially the new postdoc mentors) (Action B5.2), and reviewing the pairings for compatibility (Action B5.3). We will also open the scheme to PSS (Action B5.2), as the survey revealed demand.



**Meet the Professor.** Recognizing that ECR benefit from discussing their careers with established women scientists, in 2015 we took advantage of our ongoing External seminar series to invite female speakers to meet with our postdocs and PhD students (either gender), with refreshments. From 2016 all speakers were invited to participate. This scheme will be ongoing (Action B5.12).



**Prof Christiana Ruhrberg**

"Create your own expert niche – and get help at home!"

## "Meet The Prof"





**Dr Anna David**

"Have a 'can do' attitude rather than doubting your abilities"



**Dr Jill Norman**

"Be more assertive and apply for promotion"



**Dr Dagmar Scheel-Toellner**

"Get the right mentor and seek help when needed"



## Support for Promotions

The Division emails eligible staff about the annual Senior Promotions Round and directs them to promotions criteria, which considers teaching, research and enabling (including administration, pastoral and outreach work) . At UCL, promotion to professor is possible solely on the basis of teaching, and allowances are always made for output affected by periods of maternity/paternity leave.

To address the scarcity of senior women, in AS2013 we ensured immediate gender parity in DoM's Senior Promotions Committee which puts staff forward, which has been balanced ever since (Action B3.1).

Various staff consultations point towards a continuing problem, which is that despite the guidelines published on the UCL website, women still don't understand what they *personally* need to achieve to be promoted. So for AS2013, Heads of Centre and HR administrators instigated a proactive review of all female staff at salary level grade 8 (senior postdocs) or higher for promotion readiness using objective metrics (e.g. publications, teaching hours, grant income). To date, 6 women have been proactively identified and subsequently promoted; those who put themselves forward were also supported. (Action B3.2). When relevant, due consideration was given to constraints of maternity leave. Given the promotions data in Figure 21, we will extend developmental review to research staff at the top of their bands at lower grades (Action B3.3).

In 2014, for AS2013, DoM held a promotions workshop which only 11 people attended (4 female, 5 male). Although the workshop was fruitful, the disappointing attendance numbers, and informal feedback, suggested that staff prefer a more private approach. We therefore designated four Promotion Mentors who anyone could approach for one-on-one advice. Consultation in 2016 suggests that staff members are not sufficiently aware of this service. Considering the promotions data (Figure 19), encouraging women to apply will be the most effective way to address our gender imbalance. We will therefore carry on with the scheme but will put more effort into advertising and encouraging staff, and expanding the number of mentors to spread the load (Action B3.4).



“I can only sincerely thank the Promotions Mentors for getting me through. Before, I hadn’t thought of myself as being eligible for promotion, and was not comfortable putting myself forward.” - Jo Cambridge (left), Professorial Research Associate

We will also facilitate more targeted advice in appraisals by providing a worksheet where the appraiser can specifically evaluate each appraisee in the four promotion categories and the pair can discuss a detailed strategy and timeline (Example **Table 6**). (Action B4.5)

**Table 6.** Hypothetical promotion worksheet

Criteria lacking in Appraisee	Example solutions Appraiser can offer
Staff member doesn’t have enough grants	Advise on funding streams; encourage them to seek feedback via the Grants Review scheme
Staff member is not teaching enough	Put in touch with Module Leads who could provide tutorial opportunities
Staff member is not doing enough enabling	Suggest they become a Mentor; put them forward for committee membership
Staff member doesn’t have enough papers	Suggest a colleague who could review their data and help with a publications strategy

This initiative should help all staff to actively engage in their own development in a goal-oriented fashion.

- (iv) Support given to students (at any level) for academic career progression  
Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All taught programmes embed within the curriculum skills that are high on the employability agenda, including team working, practical skills and presentation

skills. In addition, we allocate a Personal Tutor to all PGT who act as a mentor and together with course tutors and external lecturers, provide a source of careers advice and contacts. Our PGR are encouraged to teach in Divisional modules, and are supported to build a portfolio for teaching certification via UCL's Arena programme.

The 'flipped' AMS uses online interactive presentations that students watch in their own time; face-to-face tutorials are repeated four times and staff are sensitive and flexible with students who are parents or have care-giver responsibility, allowing them to choose tutorials to suit their family constraints.

Student handbooks contain Information about maternity/paternity policies, and all students have access to tutors for advice, but a more proactive approach may be needed (Action C2.1). PGR students are eligible for the Maternity/Paternity award (Action C1.3), and thus far three have received one.

An annual employer engagement event for AMS and careers event for postgraduate students highlight a broad range of employment opportunities. In addition, the AMS Inspirational Speakers programme, Postgraduate Research Day and Divisional seminar programme with Meet the Professor sessions, which are open to all students and staff, provide further networking opportunities and careers information (Action B6.5, B5.12).

Through these initiatives, DoM's programmes provide excellent prospects for student career progression with first destination data for students graduating in 2011/12, 2012/13 and 2013-14 indicating 74%, 87% and 93% respectively were in paid work or undertaking further study.

(v) Support offered to those applying for research grant applications  
Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

As part of AS2013, we realized that staff needed additional support to find funding – ECR in particular. In addition to updating our website to list major funding deadlines (Action B7.1), we put into place five major activities that have already had impact, which we will continue as ongoing actions.

**1. Fellowships candidate audit.** In 2013, Centre Heads were asked to start identifying junior staff who should apply for fellowships, and encourage them to enrol in the below scheme (Action B7.2).

**2. Fellowship and grant support scheme.** In 2015, we set up a Division-wide support system for ARS at all levels to advise on application proposals before submission, and to provide personal coaching and mock interviews. Since 2013, 18 people (eight women) have undergone up to three mock interviews. Nine were subsequently successful (four women). (Action B7.3)

"I'm grateful to the PIs who dedicated their time for mock interviews, without which I wouldn't have won my MRC Clinical Research Fellowship." - Marilina Antonelou, nephrology trainee



**3. Grant Review Scheme.** A related initiative, since 2015, is a research review panel, where staff can present ideas at an earlier stage to focus and improve any future grant applications. Thus far 22 staff (seven women) have participated, of whom five (including two women) have won funding. Women have comprised 27% of these panels. Although far fewer women than men are eligible to apply for grants, we recognize that we could do better to proactively encourage women to enter this scheme. (Action B7.4).

In late 2016 we will launch a second review panel on the Royal Free campus, to make the scheme easier for staff there to participate. This new panel is 50% women, with "committee fatigue" being avoided by asking female ECR to join in (one-third of the panel). Its senior advisory panel is also 50% female (Action B7.5). As a further (Action B7.4), we will change the composition of the panel on the Bloomsbury site from 27% female to 50%, again using some female ECR to avoid overloading our senior women.

**4. Expanded eligibility.** Many universities (and funding bodies) do not allow non-academic staff to apply for grants as PI in their own right; this arbitrary distinction is harmful towards the prospects of ECR, as fellowships have grown so competitive as to be almost unobtainable. DoM, on the other hand, allows postdocs to apply for such funding if the funder allows it. This policy has provided a lifeline for four of our ECR, including the postdoc highlighted in Case Study 1, who has recently become a PI after obtaining salary via her grant (Action B7.6.)

Collectively, the four initiatives above may explain why, within DoM in the period

- 40% of individuals prepared for interview for competitive fellowships succeeded compared to ~25% success rates documented by MRC and Wellcome Trust

- Our ECR Grant income increased from £2.5 million to £6 million
- Our ECR Fellowship income doubled in the past 4 years to over £2M.

During the course of this analysis we realized that it was difficult to retrospectively determine gender and success rates for funding applications; all applications will now be recorded on a central database, including a gender tick-box (Action A2.4).

**5. Safety net.** For ECR whose funding runs out, DoM offers bridging wherever possible. In 2014 with the start of the AMS course, a Teaching Fellow (TF) scheme was introduced with an annual budget of £250,000 whereby DoM would pay teaching salaries with protected time for research and funding applications. Eleven researchers (45% female) have been funded in this way. Aside from one male who was hired as short-term cover, six (3 males, 3 females) have since gone on to further positions within the university, while another woman discovered a passion for teaching and became a permanent TF elsewhere. One woman has transitioned to a part-time TF by attracting external salary. Finally, the one male who wanted a teaching career was promoted to Principal TF within DoM. Thus the scheme is remarkably successful for retaining talent within academia and within our Division in a way that also fosters our teaching mission. With our undergraduate offerings projected to increase, this scheme will continue to help more ECR (Action B7.7).



Finally, our ECR are also supported via the Maternity/Paternity Award scheme (Action C1.3, see 5.3ii).

Our 2013 ECR survey identified that women seemed less certain than men about staying in academia, so we hoped the above actions would foster the career

ambitions of our talented female ECR. Our repeat survey shows a positive impact on both genders:

**Table 7. ECR Survey (selected questions)**

Survey question ("Yes" answers)	2013 (N=76, 46 M, 30 F)		2016 (N=59, 22 M, 37 F)	
	F	M	F	M
Do you want to be a group leader?	67%	89%	93%	87%
Have you thought about leaving academic research?	87%	72%	50%	52%
Do you think the various Athena SWAN efforts for Early Career Researchers have been helpful? (new for 2016)	N/A	N/A	67%	80%

**SILVER APPLICATIONS ONLY**

**Career development: professional and support staff**

(i)

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

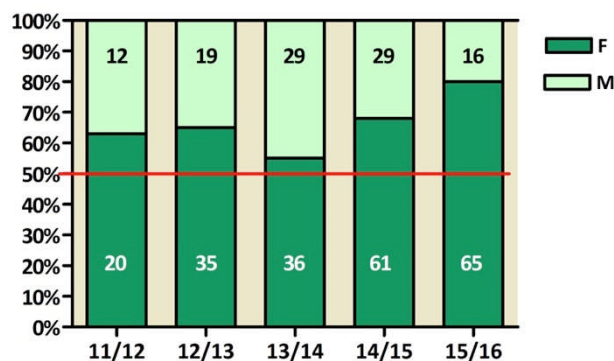
(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

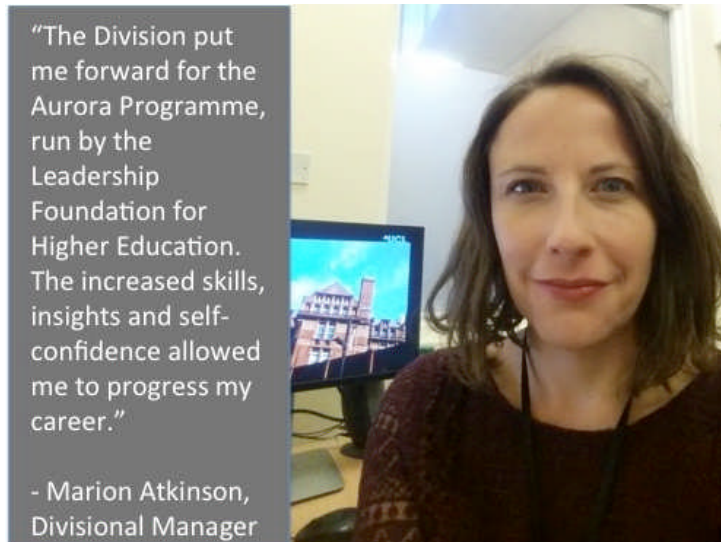
Comment and reflect on support given to professional and support staff to assist in their career progression.

**Figure 26. PSS training uptake**

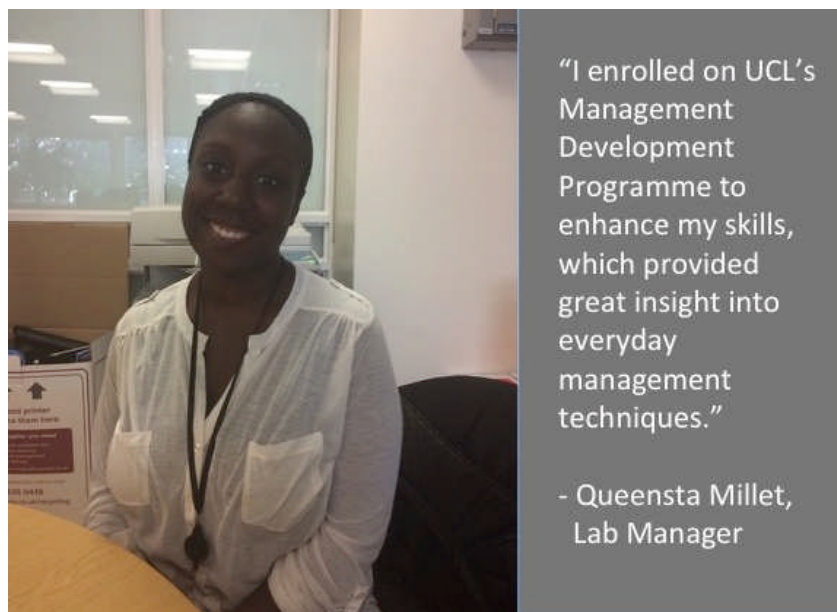


**Training.** PSS staff benefit from the same Divisional training, policies and

incentives available for all staff (5.2i). As with our ARS, PSS are incentivized to take Divisional and UCL-wide course as part of the appraisal criteria. Uptake for UCL courses has increased over the period (from 32 in 2011 to 81 in 2015), and more women than men participate (66.1% female on average over time) (**Figure 26**). This figure is less than the average percentage of PSS women overall (73%), so women are slightly under-represented in training. DoM will actively promote training (**Action B4.6, B4.7, B4.8**).



Our technician Focus group identified several UCL training courses on self-development which have been useful and transferable, but noted a lack of professional accredited courses and qualifications that could be used to support and progress career development. We will explore how these courses might be accessed or requested in future (**Action B4.9**).



**Appraisals.** Our administrative and support staff focus group identified that

academic appraisers did not understand the appraisee's profession, role and scope for development. PSS can now have their usual appraisal with a senior administrator joining in to facilitate (Action B4.4). Our technician focus group indicated broad approval of appraisals, perhaps because the careers of the pairs are more closely aligned.

**Support.** Our technical staff focus group reported that the lack of a formal career structure at UCL makes progression difficult, and the role can be isolating. The focus group itself has evolved into a new support network which has already met several times to discuss ways to improve their situation, including HEaTED, a provider of professional development, networking opportunities accredited qualifications useful for promotion. DoM will ensure that this information is included in induction materials for technical staff, and explore whether some costs could be underwritten (Action B4.9). The DoM will also support the new group in holding regular events, including outside speakers who could discuss alternative careers (Action B5.13.)

In 2015, DoM held a Careers Workshop for PSS with speakers and a chance to network, which was well attended (3 men, 25 women). We will make this a biennial event, as in alternating years the Faculty runs a similar workshop, and will encourage attendance via emails, appraisals and the Mentorship scheme (Action B5.8).

Our PSS can also progress in their roles via secondment opportunities. For example, our new Divisional Manager (female) was seconded from Research Finance Administration to interim Division Manager when the role became vacant, and eventually was appointed to the role. Similarly, when our senior teaching administrator went on maternity leave, a junior teaching administrative staff member (female) was seconded into her position as a developmental opportunity.



The new Divisional Manager, a member of the SAT, has consciously adopted a more proactive stance in encouraging the career development of PSS staff.



### 5.3 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

#### (i) Cover and support for maternity and adoption leave: before leave

Each person going on parental leave is offered a one-to-one meeting with their site's HR manager, who covers antenatal appointments, pay arrangements, keeping-in-touch, returning to work, UCL's childcare voucher scheme, and even tips about how to find good childcare (Action C1.1). As one leaver put it, "I was very nervous about how I could afford to go on maternity leave, but the chat answered all of my questions and in the end I had nothing to worry about. It was very reassuring."

#### (ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

For AS2013, we set up an Award scheme for ARS and PhD students to provide support during maternity and adoption leave. The scheme launched in July 2013 and continues to the present, with applications solicited twice annually and an annual budget of £25,000. In 2015 the budget was temporarily increased to £40,000 to reflect demand. In the December 2015 call, the Award was expanded to include PSS, and to include paternity support. To date we have disbursed £83,620 to fifteen awardees (3 PhD and 12 PDRA), covering a diverse range of needs (Figure 27) and having had significant impact (Table 8). According to other SWAN leads at UCL, our scheme is seen as unique. The scheme will be a priority as long as funds remain available. We will continue to share our experience of this scheme with other UCL Divisions (Action C1.3).

Figure 27. Maternity/Paternity fund usage



**Table 8.** Impact of Maternity/Paternity awards

Year	Role	Award	Purpose	Impact
2013	PDRA, non-clin	£3,930	PT RA replacement for 3 mo	Lupus UK Project grant (£68,369); Paper in <i>Am J Reprod Immunol</i>
2013	PDRA, non-clin	£10,480	FT RA replacement for 4 mo	Senior-author paper in <i>Arthritis Rheumatol</i>
2014	PDRA, non-clin	£6,000	Mice maintenance costs	First-author paper in <i>Cardiovasc Res</i>
2014	PDRA, non-clin	£2,450	Conference attendance in the USA	Recipient started her own group as PI in a different institute
2015	PDRA, non-clin	£5,390	FT RA replacement for 2 mo	The submitted paper is under revision
2015	PDRA, clin	£4,420	Nurse salary for 3 mo to help trial	The clinical trial was not interrupted and is still ongoing
2015	PDRA, non-clin	£6,876	FT RA replacement for 2 mo	First-author paper in <i>Scientific Reports</i>
2015	PDRA, non-clin	£400	Childcare for Keeping-in-touch days	Prepared a fellowship application; 1st-author paper published in <i>Trials</i>
2015	PDRA, non-clin	£2,800	Consumables to finish a publication	First-author paper under peer review at <i>Free Radical Biol &amp; Med</i>
2015	PhD, clin	£8,000	PT RA replacement for 5 mo	Paperwork and data collection finalized for upcoming clinical trial
2015	PDRA, non-clin	£7,630	70% costs, FT PDRA replacement 3 mo	Paper is now being written
2015	PhD, clin	£11,441	PT RA replacement for 6 mo*	Crucial sample collection carried on; data helping towards PhD upgrade
2016	PDRA, clin	£1,830	Two advanced refresher courses	None yet: The recipient is still on leave and will take courses on return
2016	PhD, clin	£5,913	PT clin PDRA replacement	Unique biobank collections not interrupted during leave
2016	PrinRA, non-clin	£8,760	2 day/wk buyout from teaching**	Recipient can get more AS work done during core hours

\* Disbursed over two separate awards

\*\* To allow effective Athena SWAN lead activity for 5 mo before submission with toddler at home

FT = full-time; PT = part-time

### (iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The above Award scheme also supports leavers returning to work – for training or refresher courses, or money for childcare to attend conferences in the early years of parenthood. Our awardee focus group highlighted the importance of continuing the research during leave, meaning projects (and by extension, careers) were not jeopardized; indeed, most awards directly facilitated papers, grants and/or career progression to PI (Action C1.3).

### Maternity/Paternity Award impact



"The award meant I could start experiments immediately upon my return without worry."  
- Deborah Chong

"On my return I'll be able to start patient recruitment for my PhD project straightaway."  
- Julia Flint

"I am resubmitting the paper using data generated by my replacement."  
- Jigisha Patel

"Without the award, my project would have been in serious jeopardy, and I am not sure whether I could have continued."  
- Kate Webb

The DoM offers breast feeding/expressing rooms; there are 14 other baby facilities around campus including one at the Royal Free site. DoM also offers flexible working conditions to all returners (Action C1.4). Finally, it encourages new parents to join the Mums and Dads network organized by the Institute for Child Health (Action C1.5).

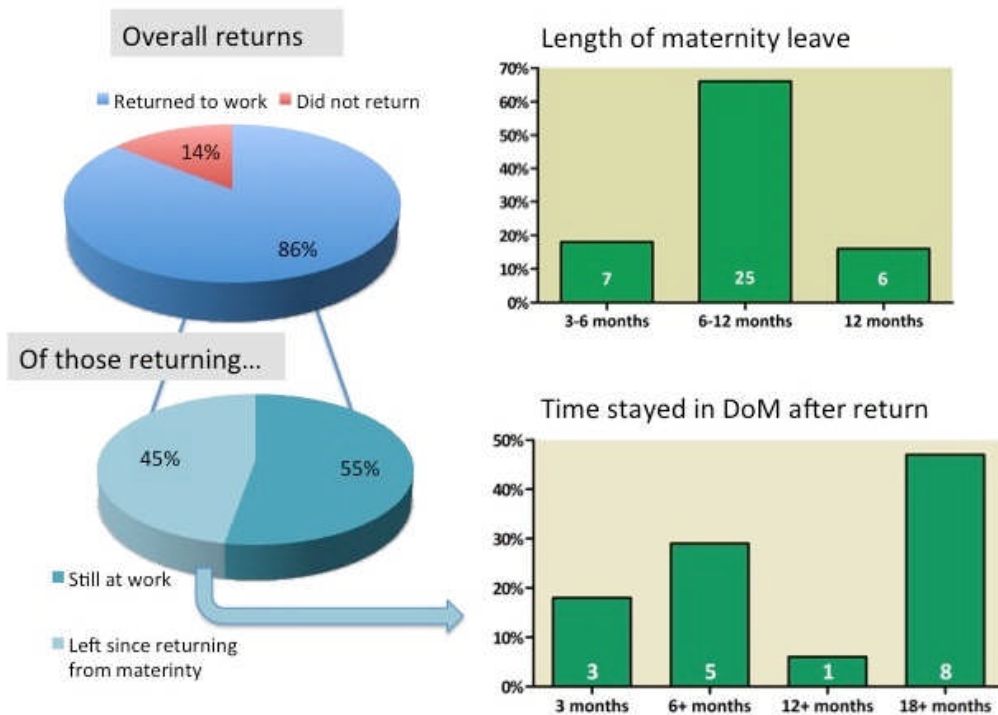
### (iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

#### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

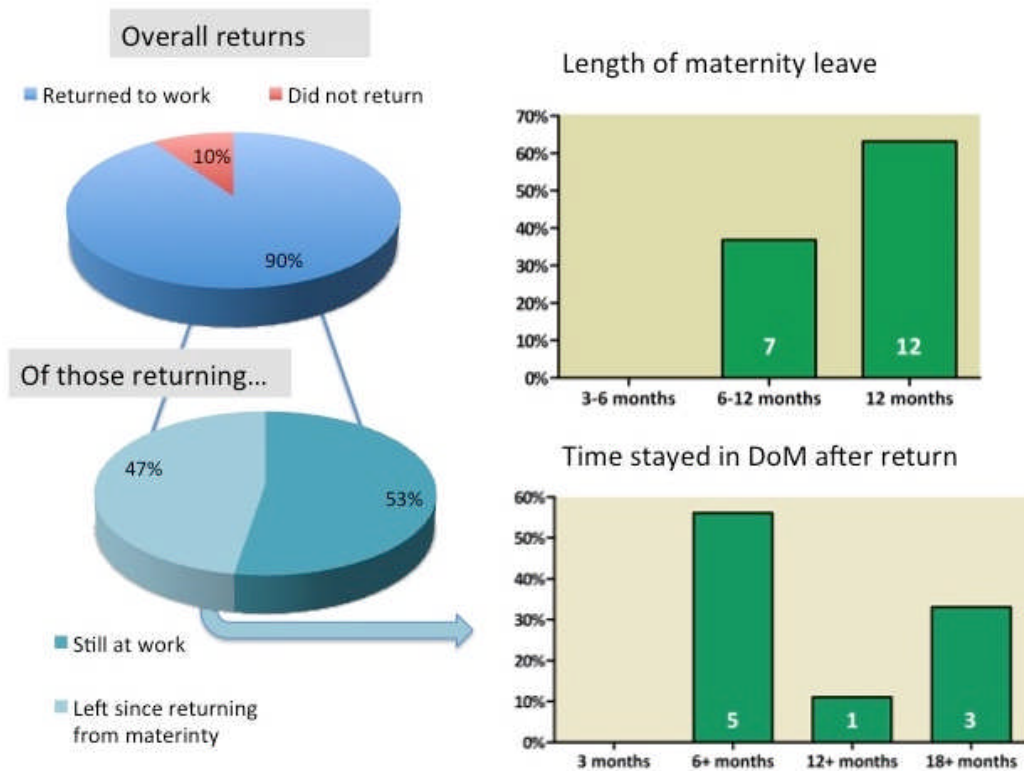
**Figure 28. ARS maternity\***



**Academic/research staff.** In the period 2010-2016, 15 research staff (7 clinical and 8 non-clinical) went on leave (**Figure 28**). 86% of these returned to work, which is in line with the national average (Chanfreau *et al.*, 2011, *Maternity and Paternity Rights and Women Returners Survey 2009/10*, Department for Work and Pensions) for professional staff in education and health (87%). Of those that returned, 55% are still employed in the DoM; the rest (45%) left at the end of their contract, or their funding ended during leave (3 individuals: one took up a scientist post in America and two have been re-employed in our Division). Departures usually occurred after a full 18 months of work. Two women had two pregnancies during the period, which may reflect our positive culture about having families.

The majority (65%) took 6-12 months of maternity leave (27% national average), and 16% had returned to work by 12 months (20% national average). This may be a positive reflection on the flexible working conditions within DoM. Indeed, of the returners, 5 have returned part-time. We recognize that academic researchers tend to be passionate about their vocation and this could explain why so few take the full 12 months. The Maternity/Paternity scheme (5.3ii, **Action C1.3**) is already helping to keep up career momentum during this period.

**Figure 29.** PSS maternity return data



90% of PSS staff returned to work in DoM between 2010-2016, in line with the national average (Chanfreau *et al.*, *ibid*) for associate professional staff in education and health (90%). Of those that returned, 53% are still employed in DoM. The majority (63%) of those that returned to work took 12 months' leave, which reinforces our assumption that ARS returned earlier because of career norms, not because DoM is unsupportive. None took fewer than 6 months.

**(v) Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

During inductions, shared parental, adoption, paternity and maternity leave are discussed along with UCL offerings. Only two men have requested shared paternity leave in the period, supported by one-on-one discussions with DoM HR about the process. We want this uptake to improve, so will raise awareness of the scheme through different channels than just induction (Action C1.6).

"I'm excited and terrified to be taking parental leave. I'm so pleased that I have the opportunity to care for my daughter and hopefully get to really know and understand her."

Redacted

(vi) Flexible working

Provide information on the flexible working arrangements available.

All staff can apply to amend their working hours, which is granted if service provision is sustainable on part-time or compressed hours. For example, a male member of staff recently amended his hours to a compressed week to cover childcare (Action C1.1).

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

DoM offers phased returns to work, flexible working and compressed hour working. These options are all outlined during induction and reinforced when the situation arises (Action C1.1). On an informal basis, most staff members are able to arrange flexible arrangements with their line managers– as when caretaker or childcare responsibilities suddenly change.



"The Division made it easy for me to work flexibly after the birth of my child, which helped so much in the transition."

- Blathnaid Mahony, former Divisional Manager

## 5.6 Organisation and culture


### (i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The SAT has made conspicuous and wide-reaching changes to the department's practices, including schemes that involve a considerable investment of resources. The Athena Swan logo is used routinely in communications by DoM's Director and Manager. As mentioned previously, staff are now kept up to date with all Athena SWAN initiatives through various diverse channels and have a forum for two-way dialogue via regular staff meetings. The UCL-wide staff survey suggests that this approach is working. In 2011 only 48% of staff thought there were adequate opportunities to get their ideas passed up to senior management, but this increased to 53% in 2013 and to 57% in 2015. This suggests that staff, regardless of gender, feel increasingly confident in speaking openly, which is essential in driving culture change. The most recent survey shows that 75% of all staff also believe that two-way communication with their direct line manager is effective, a percentage which has remained consistent since 2011.

In a separate bespoke divisional survey in 2016, a question asking whether people have seen a difference in the "workplace experience and culture" since AS2013 have shown that 43% of women (and 46% of men) think it has improved. As one respondent said, "The culture within the Division has definitely become more friendly to women. Athena SWAN has become part of the new normal." In the ECR survey the response to a similar question was even more positive (67% female, 80% male; **Table 7**), likely because most AS2013 actions were aimed at them.

**International Women's Day.** In 2015, we instigated an annual International Women's Day (IWD) event to celebrate women in science and raise awareness of Athena SWAN principles (**Action D1.10**). The launch event, which featured science comedian Helen Arney, was a great success.



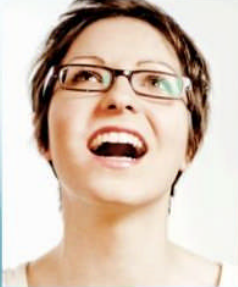
# WOMEN'S DAY EVENT

## DIVISION OF MEDICINE

UCL Wilkins Haldane Room, 12<sup>th</sup> March 2015, 4.00-5pm

### Helen Arney in *Le Geek, c'est Chic*

*Award winning stand-up science, songs and silliness from Helen Arney, former Physics graduate from Imperial College and UK's premiere geek songstress and purveyor of the finest musical comedy.*



*To celebrate Women's Day, come and join us as Helen sings about maths, graphs and Archimedes' baths as you've never heard them before.*

*There will be drinks and nibbles after her performance.*

*"Arney proves she is both funny and clever... betraying any lingering stereotype of the shy, über-bookish geek"*  
(The Scotsman)

**Sign up on Eventbrite and come have a laugh!**  
<https://www.eventbrite.co.uk/e/le-geek-cest-chic-celebrating-womens-day-ucl-division-of-medicine-registration-1578780004>

For 2016 IWD, we held an exhibition of three female cartoonists who had worked in residence in DoM. All three were on hand to discuss their impressions of our Division and its cultures and practices. Well attended, it was a unique opportunity to reflect upon our department from an unusual outside perspective. Later, one of the three (*Guardian* cartoonist Ros Asquith) won a Wellcome Trust fellowship to return to DoM for further artistic residence.



UCL Division of Medicine presents



## Cartoons, Criticism and Commentary: International Women's Day event





#### (ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

DoM staff adhere to UCL policies on equality, dignity at work, harassment, bullying and disciplinary processes, described during induction (Action D.1). DoM has two Departmental Equal Opportunities Liaison Officers (one for each site) who disseminate changes to relevant policies and news (Action D.1). To complete probation, all staff must complete online diversity training including disability, race, sex and sexual orientation discrimination. Over the past three years, DoM has offered further training on unconscious bias and recruitment and selection (with good and roughly gender equal uptake), which highlight equality and diversity (Action B1.3, B4.7).

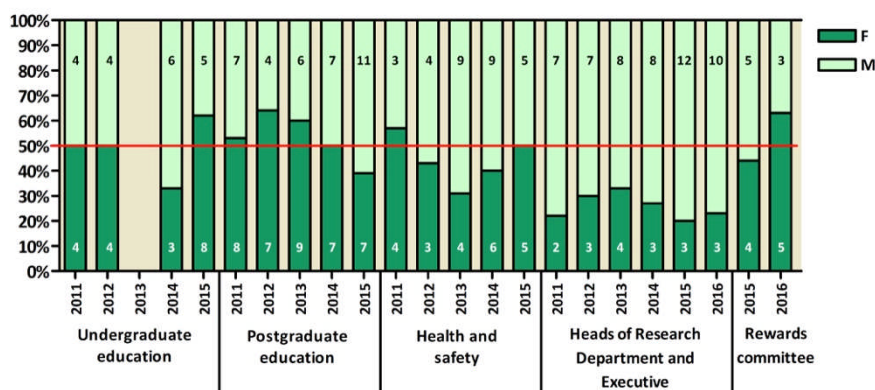
In April 2016, DoM was recognized by UCL Union with one of its inaugural Zero Tolerance to Sexual Harassment Awards for signing up to its pledge to fight sexual harassment. In the 2013 UCL-wide staff survey, 18% fewer females than males said they would feel able to report bullying, whereas in the 2015 repeat survey, 1% more female staff said they would. This significant improvement may be the result of in-house training sessions and/or the improved culture.

When grievances are brought, we are committed to responding as soon as possible, first taking an informal approach. DoM has had only one incident of a staff member making a bullying claim and this was dealt with immediately, with the claimant happy to continue with her work. In the past ten years, despite our large size, there has been only one tribunal for constructive dismissal, in which DoM was vindicated.

#### (iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

**Figure 30. Committee membership**



\*2013 UE committee data unavailable

The Heads of Research Departments (HoRD) and Executive Committee, and Heads of Centre committee membership are conferred automatically on those holding the appropriate post; as our senior staff are disproportionately male, these committees reflect this (**Figure 30**). We have improved female representation by actively identifying women for leadership roles and encouraging them to apply for vacancies. Since 2013, this approach has resulted in one woman being appointed as HoRD. In addition, we also instituted a women’s champion who sits on the HoRD and Executive Committee. Two Divisional women are Vice-Deans for the Faculty and also are members of the HoRD and Executive Committee together with the Divisional Manager (also a woman). However, if these two committees are not taken into account, the other committees are currently near parity. As there are fewer women at the higher grades, we are sensitive to ‘committee overload’, and therefore also ask ECR (both genders) to sit on some committees, which provides useful experience. All committees contain some PSS (**Table 9**) (**Action D1.3**)

**Table 9. PSS on committees (current)**

Committee	Number of PSS	% PSS
Undergrad Education	5	39%
Postgrad Education	3	17%
Health & safety	2	20%
Rewards	5	63%
HoRDs/Exec	1	8%

**(iv) Participation on influential external committees**

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

The Head of Division regularly forwards committee calls to staff that he feels would be appropriate, regardless of gender, including some ECR (**Action D1.11**). As a result, women in our Division are well-represented in external expert committees, including Wellcome Trust and other major funding charities,

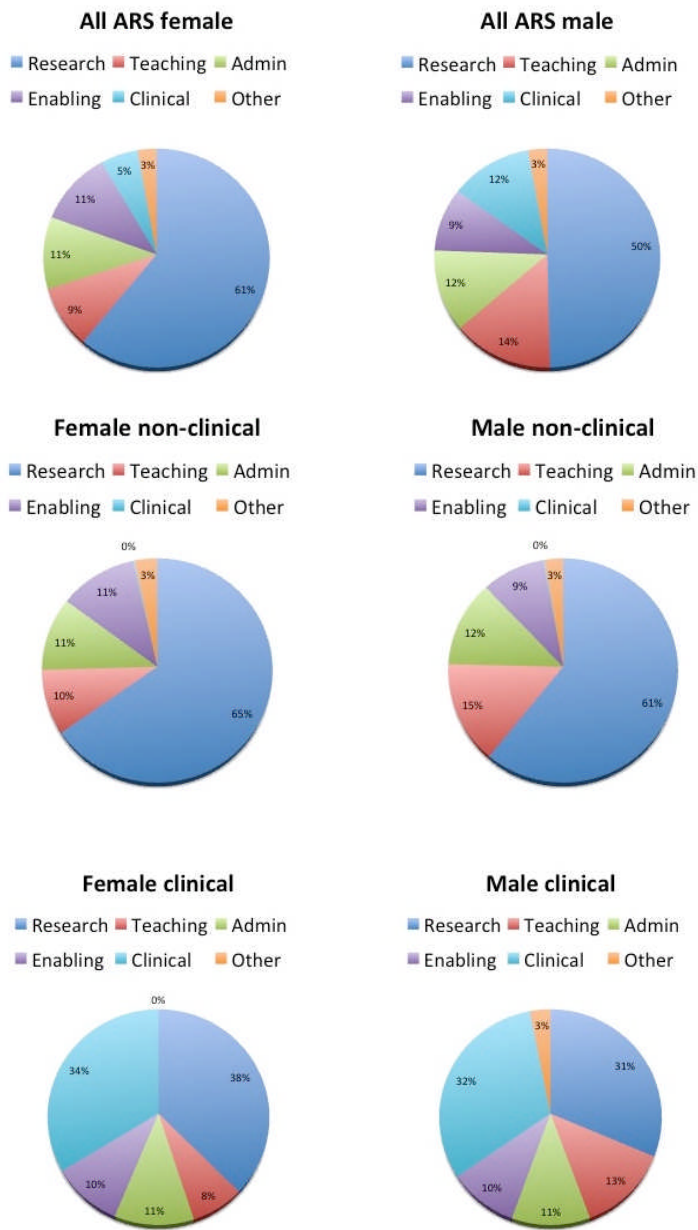
various Research Councils, The Medicines and Healthcare products Regulatory Agency, the National Institute for Health and Care Excellence, and international grant-funding bodies. Recent consultation identified that our external panellists were 29% female, which mirrors the proportion of female ARS academics (27%). Most were professors (59%); the rest were Readers (22%) or Senior Lecturers (19%).

#### (v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

In the past, we informally monitored work distribution, but did not have evidence of fair allocation. In 2016 we created and distributed a Workload Model survey for ARS with a good response rate (137; 83 men and 54 women). The model divided work into six categories and respondents estimated time spent to the nearest 10%. We were pleased to discover nearly equal allocation. The main (small) differences were that women do slightly more research, while men do slightly more teaching; amongst clinicians, men do slightly more clinical work than do women. We did not judge these differences to be significant enough to solicit action. We will run this survey on an annual basis to monitor trends (Action A2.3).

**Figure 31. Workload model survey**



This year, we did not include PSS, so we will work with them to design a model more appropriate to their roles, and run this annually (Action A2). If any disparities are revealed, we will adjust workload by inspecting individual cases that seem unbalanced, via scrutinizing of Appraisal data. (Action A2.3, B4.5).

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

For AS2013, we adjusted all key meetings to core hours (10AM-4PM), which continues to the present. (Action C1.2). The UCL-Wide staff survey suggests that these provisions have had a positive impact. In response to a question asking whether the person could meet requirements of the job without working excess hours, 12% fewer female staff answered this positively than males in 2013, but in 2015, 9% *more* female staff responded positively to this than males. This improvement may also be due to our proactive stance about flexible working and workload allocation. A few smaller meetings, such as local lab meetings and some social events, are still held outside core hours, due to the constraints of clinical schedules, or to room availability issues. Wherever possible organizers are encouraged to give notice far in advance so that childcare arrangements can be made. Centre and lab heads will be strongly encouraged through Heads of Centre Meetings and the HoRD and Executive Committee to have lab meetings in core hours; this will be monitored (Action C1.2)



Annual Summer Party

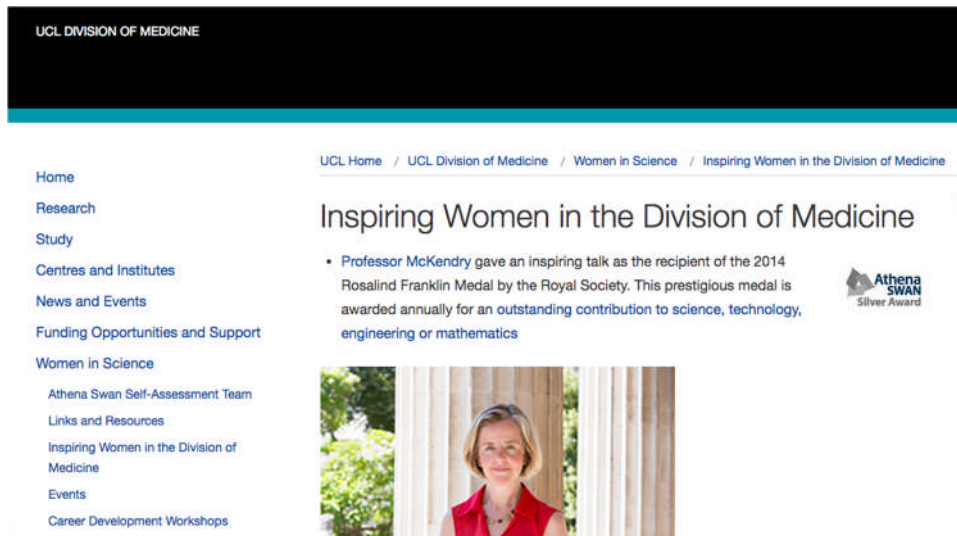
#### (vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

**Event organization.** We have had a diverse range of AS-related events including 'Meet the Professor', ECR Careers, and IWD events, which clearly appeal to women. Women are also invited to play leading roles in event organisation and programming. We will ensure gender parity in event organisation committees in the next period (Action D1.4).

**Publicity materials.** We strive to include female imagery on all materials including the website. For AS2013, our website was revamped to include a

Women in Science section, including an “inspiring women” subsection. We will highlight more women here including younger role models (Action D1.12).



Screenshot from the website

**Speakers.** Our Division has improved female representation in departmental talks since AS2013 (Action D1.6).

Figure 32. External Seminar Series

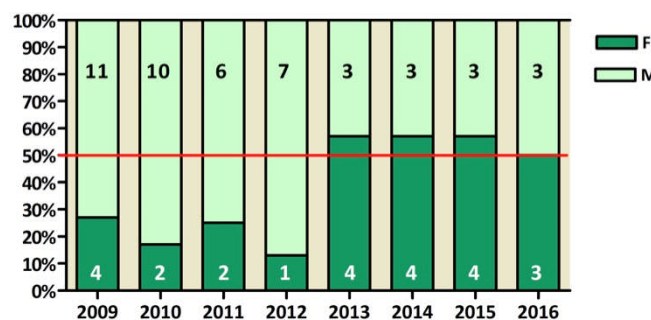
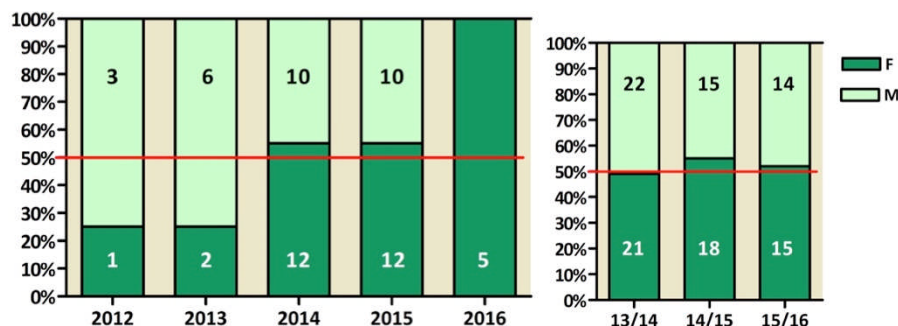


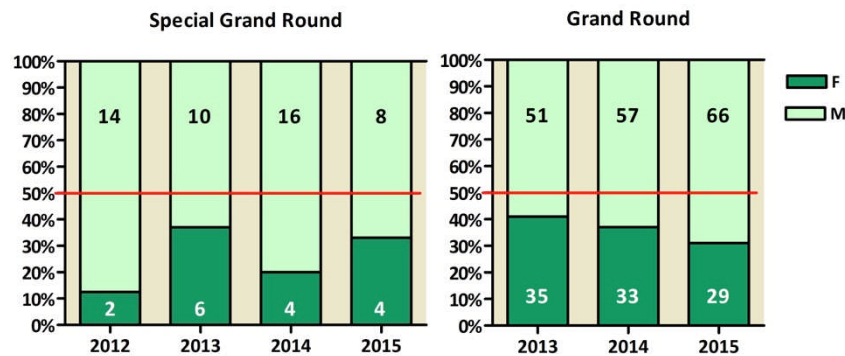
Figure 33. Internal (A, left) and PhD upgrade (B, right) series



Our flagship External (Distinguished) Speakers series used to be male-dominated (22% female 4-year average), but as a direct result of AS2013, we immediately achieved and slightly exceeded parity (55% female 4-year average) by making a conscious effort to consider excellent women (Figure 32). We also improved our

Internal speaker series ratios (comprised of ECR as well senior PIs) from 25% in 2012-13 to better than parity since (2016 only half completed for both) (**Figure 33A**). In 2013 we launched a high-profile MPhil/PhD Upgrade series to allow younger colleagues to raise their profiles (**Action B6.3**); these have had gender parity since inception (**Figure 33B**).

**Figure 34.** Clinical talks



Our most prestigious clinical series is the Special Grand Round (**Figure 34A**). This series had poor female representation in 2012 (12.5%) and before, but we have made significant improvements since as a result of AS2013 (30% female, past three-year average). The normal Rayne Grand Round (**Figure 34B**) is slightly better (36% female, three-year average; older data not available) though has a downward trajectory. This imbalance is harder to remedy as the clinical pool is heavily male due to the specialities represented. According to register data, the clinical audience for grand rounds is 39% female on average. We therefore will raise our percentage female speakers for both Rounds to match this at 40% (**Action D1.6**).

DoM also features more specialist series that are not centrally organized, where data are scantier. Some feature gender parity in speakers, some have improved after a conscious effort, and others need attention. We will initiate a central database for monitoring annually. Using this, the SAT can apply Divisional pressure onto the organizers if necessary (**Action D1.6**).

#### (viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.


Include public engagement as well as student recruitment and widening participation

**Table 10.** Outreach amongst DoM staff\*

Outreach category	Annual participants	% Female
Public engagement	19	37%
Widening participation	20	25%
Not-for-profit business and charity	14	36%
Social media	15	47%
Broadcast and print media	8	38%

\*24 survey respondents plus independent data sources

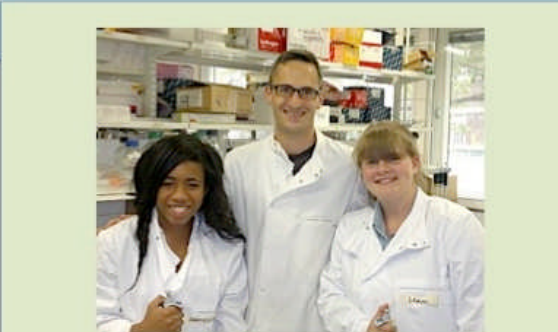
DoM staff and students participate in diverse engagement activities that collectively reach audiences of well over 30,000 annually, including through social media, research open day, science festivals, broadcast and print media, and student widening participation schemes (**Table 10**). While staff at most grades participate, the average is Senior Lecturer level. Women’s participation roughly reflects or exceeds their proportion of staff as a whole; our Workload Model (Figure 31) indicates no gender differences in Enabling, where outreach is included.



**Prof Rachel McHenry**  
Print and broadcast media, talks at schools, presentations to Parliament, Founder of Rosalind Franklin National Appathon, Winner of 2015 Provost’s ‘Spirit of Enterprise’ competition, Director of iSense (digital health engagement)



**Dr Jenny Rohn**  
Print and broadcast media, pundit, *Guardian* blogger, Verified Twitter account, Science is Vital founder, science novelist, Editor of LabLit.com



**Dr Adam Giangreco**  
Diverse widening participation portfolio including Chair of Trustees of In2scienceUK charity, work placement host for AS-level students, co-founder EyeSTEMM student career pathfinder app

DoM regularly holds Open Days and Summer Schools for A-level students, with gender parity in staff participation, frequently pairing up with UCL’s widening participation initiatives to target local under-privileged students.

Two of our SAT members, the current and former Lead, perform beacon activities, engaging with audiences about women in science and Athena SWAN, both in person and in print.





**Article about Athena SWAN in *The Guardian***



**Ines Pineda-Torra (second from right) talking about AS with school students**

We currently don't collect data on the genders of our live audiences – aside from our open days and summer schools, where girls predominate (reflecting our undergraduate cohorts). We will request that engagers distribute an evaluation prepared by the SAT, including a gender tick-box (offering a non-binary option) and room for feedback (Action D1.5).

Outreach and engagement activities are recognised via an annual UCL Social Enterprise Award, through termly Divisional newsletters, and are a key component of ARS promotion criteria. Therefore, encouraging people to participate will make them more eligible for promotion; areas for improvement would be discovered via the new appraisal promotions worksheet (Action B4.5). This should incentivise and increase the uptake of outreach.

7393 words including all words in photo displays, and the phrases in Tables 6 and 8

**SILVER APPLICATIONS ONLY  
CASE STUDIES: IMPACT ON INDIVIDUALS**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

**CASE STUDY 1: DR CAROLINE PELLET-MANY (SENIOR RESEARCH ASSOCIATE AND MEMBER OF THE SAT)**



**Caroline with Colin and Juliette**

I have always felt greatly supported by DoM in general and by my line manager in particular. I was encouraged to take charge of my own career at an early stage and became a co-applicant for my second post-doctoral position. During this time, I became pregnant with my second child and received financial help from the Division's Maternity/Paternity Award scheme to pay for the maintenance of mice lines in my absence, so that I could carry on where I left off on return.

Moreover, because I have always been interested in teaching, I was financially supported to go on a course to obtain a postgraduate certificate in teaching and learning in higher education at the prestigious London Institute of Education. This gave me the confidence to develop my own CPD course in Essential Lab Skills and Molecular Biology Techniques that I ran for the first time in June 2016. I was also given the chance to give lectures, supervise BSc and PhD students to further develop my career.

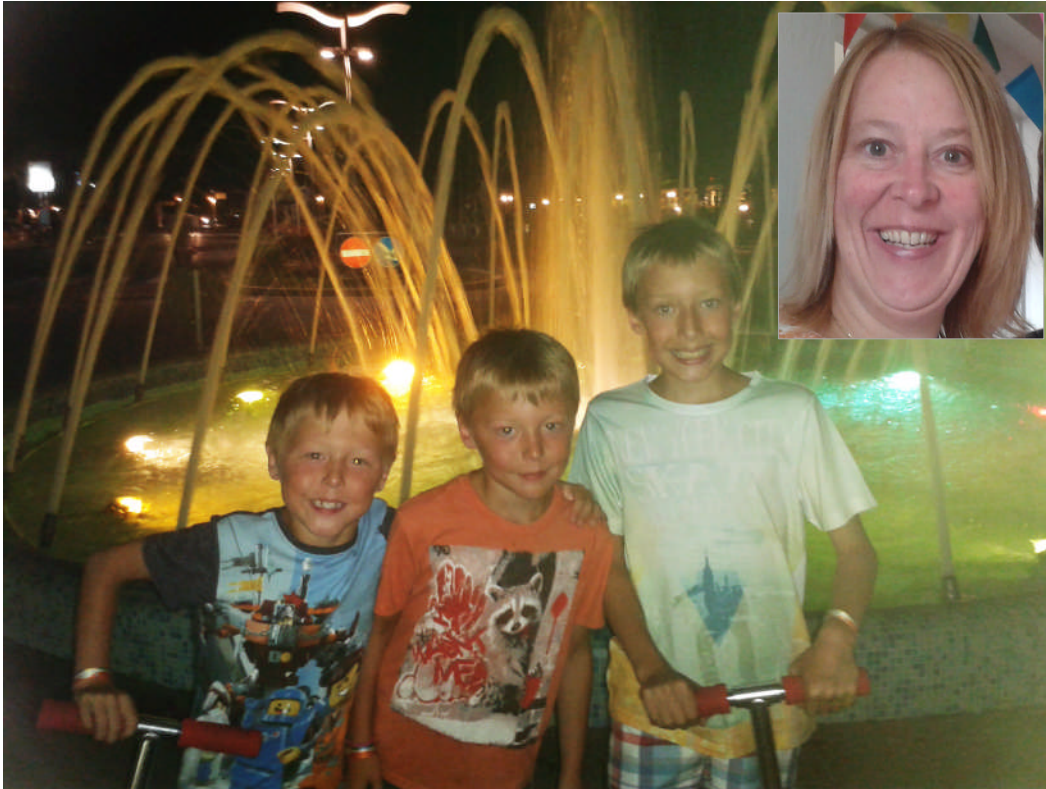


**Caroline (far left, front) with her CPD students and course assistants**

Last year, I was also strongly supported to apply for a project grant as a principal investigator. I presented my project to a panel of senior scientists in DoM's new Grant Review Scheme, who helped me fine-tune the plan. Unfortunately, this application was unsuccessful; nevertheless, the funding body encouraged me to resubmit the application after refocusing the project. During this time, DoM bridged my position in the AMS Teaching Fellow scheme, and I also gained new eLearning skills to develop the online part of my workshop. I am happy to report that my project grant resubmission was successful, so I can now cover my own salary, and develop as a PI within DoM.

I have been in the Division now for the last ten years, and strongly feel that I have grown as a scientist as well as a teacher by being given the opportunities and constant support.

## CASE STUDY 2: MS AISHA CARROLL, HUMAN RESOURCES MANAGER



**Aisha, and her sons Gabriel, Jacob and Benedict**

I have been working as support staff in DoM for 15 years. During this time, not only has my career changed quite substantially, but so has my home life.

I have been working fairly autonomously from day one. My immediate line manager left within six months of me being hired as a divisional administrator, and I “held the fort” for the following three months. After completing a further year in post I became pregnant. Unfortunately at this stage DoM did not have a system in place to cover posts and therefore my work was split amongst other team members.

After returning from my first maternity leave, I found that DoM had grown substantially, and my role expanded and changed to accommodate.

My second pregnancy in 2007 was cut short when my twins were delivered prematurely at 29 weeks. I had not yet gone on maternity leave and therefore the post was left open. However on this occasion the work was covered and on return to work I was offered the opportunity to specialise my role and deal solely with HR.

The Division has been fully supportive of my needs whilst working here. I have on two occasions amended my working hours and now manage my working hours both at home and work. Being a single mum to three young boys means that I occasionally need flexibility to cover aspects of childcare. My managers are not only fully supportive but extremely accommodating. My role as HR

manager for DoM is not only varied but challenging and I am always supported with my workload. For me personally I find UCL a family-friendly employer and I think I would be hard pushed to find another employer who would meet my needs to an equal measure.

631 words

## 6. FURTHER INFORMATION

Please comment here on any other elements that are relevant to the application.

We believe that all our Actions will benefit people regardless of ethnicity. 18% of our SAT are BME, which closely mirrors DoM's 22% BME staff, and we include BME imagery in publicity materials. However, because subtle factors are at play for BME women, we will set up a working group to reflect on intersectionality as it might affect our BME staff (Action D1.2). If this group identifies any areas for improvement, the SAT will act on them. We will also start monitoring BME student and staff data annually (Action A1.4, A2.7), and track responses by ethnicity in all future surveys and questionnaires so that we can harvest relevant information, seeking advice on how to protect identities (Action D1.2).

We are proud of our beacon activities, which we plan to increase in the coming period.

- We have discussed our Maternity/Paternity Award scheme with other SWAN leads, and have also shared best practice about our Mentorship scheme.
- Our two SWAN leads continue to be active speaking about women in science to a broad audience, from school students and scientific peers to adult non-scientists, in print, broadcast and in live events.
- We set up a progressive PGR programme joint with the Qatar Anti-Doping Laboratory to allow women to earn PhDs in a culture where they otherwise would not be permitted.
- Finally, UCL Women, co-founded by one of our SWAN leads, has had a big impact university-wide. From smaller events to high-profile International Women's Day talks co-sponsored by the UCL Provost (speakers have included Nobel laureate Elizabeth Blackburn and SWAN pioneer Jocelyn Bell Burnell), a true collegial cross-disciplinary network had evolved.

260 words

**TOTAL WORD COUNT: 11,847**

## 7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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## UCL DoM Athena SWAN - Impact from Previous Actions

Note: numbering is in line with main action plan and may not be consecutive here

SECTION A - STUDENT AND STAFF DATA				
A.1 STUDENT DATA MONITORING				
Area of activity	Identified Issue(s)	Action number	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Undergraduate (UG) student data: numbers, recruitment, grades	N/A	A1.1	<p>a) Monitoring of UG student data by gender to identify any changes to current trends.</p> <p>b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly. Data monitored to include applications, offers, acceptances, overall numbers, time to complete, completion rates and grades.</p>	The monitoring took place, and we identified a possible area of concern in new AMS course: disproportionately high female numbers. See Section B6.6 for response.
Postgraduate taught (PGT) and postgraduate research (PGR) student data. numbers, recruitment, grades, completion rates and time	N/A	A1.2	<p>a) Continue monitoring PGT and PGR student data by gender to assess any changes in current trends. Data monitored to include applications, offers, acceptances, overall numbers, time to complete, completion rates and grades.</p> <p>b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly.</p>	The monitoring took place, and we identified one possible area of concern: female PGR recruitment. See section B6.1 for response.
PG student completion rates	N/A	A1.3	Routine monitoring and review of completion rates of PG students.	The monitoring took place, and we identified one possible area of concern: male PGT completion. See section B6.7 for response.
A.2 STAFF DATA MONITORING				
Area of activity	Identified Issue(s)	Action number	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Obtaining and analysing staff data (overall numbers, appointments, recruitment, promotion, turnover by gender)	Lack of gender parity in various aspects of staff.	A2.1	<p>a) HR support to continue monitoring overall staff numbers, appointments, promotion, and turnover by gender to understand current situation and trends.</p> <p>b) Organise an annual meeting with the SAT to report on and discuss findings.</p>	The monitoring took place, and lack of gender parity in various areas were clearly identified and tracked (details/actions to rectify covered in other sections). See sections B1, B3, B4 and B5.
Work distribution	Before now we did not know or track the workload allocation to our staff formally; hence it was difficult to know when action was required.	A2.3	Workload model survey for ARS (Academic & Research Staff) created and distributed in 2016	We were able to conclude that no significant gender differences identified
Surveys	We did not have a clear picture of our Divisional outreach activity, nor whether the new Mentorship scheme (launched 2013) was working. We wanted also to know whether men, PhD students and PSS staff were interested in the scheme. We also wanted to gauge directly if AS2013 had had an impact on morale, organization and culture.	A2.5	<p>(a) ECR survey run in 2013 and 2016</p> <p>(b) Mentorship survey of effectiveness of mentorship scheme carried out in 2016.</p> <p>(c) Survey of SWAN impact carried out in 2016</p> <p>(d) Outreach survey carried out in 2016</p> <p>(e) Review of DoM responses in UCL-wide biennial staff survey</p>	<p>Surveys were carried out with sufficient uptake, and data were reviewed and used to inform Divisional Strategy.</p> <p>As an example, our 2013 ECR survey alerted us to the fact that women ECR were less likely than men to want to be group leaders and more likely to think of leaving academia; the 2016 repeat survey reassured us that the actions we put into place were working.</p>

Focus groups	We did not have a clear picture of the specific concerns and areas of interest of our diverse types of staff in areas not covered by surveys, or not covered for that particular group of people.	<b>A2.6</b>	Focus groups carried out for PhDs & post docs, non-clinical academic staff, clinical academic staff, recipients of the maternity / paternity award, administrative staff and technical staff.	Focus groups were carried out with sufficient uptake, and data were reviewed and used to inform Divisional Strategy.  For example, it revealed that PSS would like mentors, so we will implement them; that senior women felt uncertain about promotion criteria, so we set actions to address this, and so forth. (e.g. B5.1, B3.2, B3.3, B3.4, B4.2, B4.3, B4.5)  The Technicians focus group had the added impact of crystallizing into an ongoing networking group that will now start holding regular events (see B4.9).
<b>SECTION B - CAREER PROGRESSION</b>				
<b>B.1 STAFF RECRUITMENT</b>				
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Impact from any previous actions in the area</b>
Increase number of applications from female researchers and from female academics for top senior level posts (Senior Lecturer, Reader, Professor)	DoM has a dearth of women in senior academic positions; disproportionately fewer women have applied for these posts	<b>B1.1</b>	Ensure that job plans and adverts/job descriptions are tailored to attract female applicants to apply.	We have retained parity at RA and PDRA and newly, achieved parity for lecturers, and exceeded 50% female for senior lecturers in the past two years.  Headhunting for the first Dame Carol Black lectureship resulted in 9 women and 8 men applying, a woman was appointed (B5.5). This is a significant improvement over the three years prior to AS 2013 when there were 3 non-clinical posts advertised to which no women applied.
	As above	<b>B1.2</b>	Undertake a gender-balanced headhunting process, through available networks, to ensure that suitable female candidates working in the field will be encouraged to apply for senior level posts.	As above
Recruitment panels	As above  We also do not know currently whether any bias exists for Reader and Professor-level panels as instances have been too low to analyse	<b>B1.3</b>	(a) A requirement that all staff recruitment panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives in panels of 5 and so forth was instituted in July 2012.  (b) However, to avoid overburdening women in the Division, female senior postdocs will be invited to sit on these panels, and women in the Division will be limited to 5 panels per year.	Recruitment panels became gender balanced. In 2014/15 our most recent recruitment data shows that for all levels except Reader and Professor (which were too scarce to analyse) once interviewed, women had an equal or greater chance of being appointed compared to men (Fig 18).  Recently we have exceeded 50% senior lecturer appointments being female, we have retained parity at RA, PDRA and lecturer levels.
<b>B.3 PROMOTION</b>				
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Impact from any previous actions in the area</b>
Gender balance in annual Senior Promotions Committee and perception of fairness of the promotions process	AS2013 identified that female academics were disproportionately less likely to be promoted; it was noted that the Committee that put people forward was male-dominated. Staff surveys have indicated that more women than men perceived the process to be unfair: in the UCL-wide staff survey 2015, 48% of men but only 22% of women agreed that UCL's promotion process was fair.	<b>B3.1</b>	It became mandated that the composition of the annual Senior Promotions Committee be 50-50 male-female.	Since AS 2013 the Senior Promotions Committee has been gender balanced.  Due to the low levels of promotions overall we are unable to quantify the actual impact on senior promotions, although it appears we are close to gender parity with success rates (Fig 20). Three women have been promoted to professors and one to reader during the period since AS2013.



Female applications for promotion to senior posts (senior lecturer or above)	Analysis indicated that if senior women put themselves forward for promotion, they were generally as likely to succeed as men. But they were less likely to put themselves forward, so the lack of gender balance in promotions couldn't be redressed simply by making the process post-application fairer.	B3.2	Perform annual review of current senior (UCL grade 8 and above) academic/research staff (started in 2012) to see whether there are suitable female researchers who should be encouraged to apply for promotion.	As above
Promotion mentors	Since 2014, when UCL began recording this formerly informal process, only 1 woman (and 8 men) have applied; though the sample is small, this seems disproportionately male.	B3.4	Promotion mentors were introduced in 2013 and taken up by some, but awareness of this service seemed low based on focus group feedback.	Demonstrable successes from this scheme have included promotions of 5 senior women who were supported by promotions mentors (see page 42 for one example, Jo Cambridge).
<b>B.4 APPRAISALS AND TRAINING</b>				
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Impact from any previous actions in the area</b>
Appraisal rates	Appraisal rates were only 80% in 2012; this was raised to 95% in 2016 but due to the overarching importance of appraisals, we want to achieve 98-100% annually.	B4.1	a) Continue monitoring annual appraisal completion rates (2012 completion rate was about 80%)  b) Standardise September as the month in which all Divisional staff have their appraisals, which is harmonized with the Promotions cycle: incentivized by stating that no one could apply for Promotion without having been appraised in the previous 6 months  c) Undertake annual staff appraisals on a more consistent basis with a close vigilance by our HR administrator.	Our rates have improved from 80% to 95%
Effective Appraisals	Not as many women were putting themselves forward for promotion. In 2015 UCL-wide survey question "I think UCL's promotions criteria are clear", 55% of men but only 30% of women agreed.	B4.6	3 Training actions per year are a mandatory part of the appraisal.	Uptake of UCL courses has increased markedly (from 33 people taking face to face UCL training courses in 2011 to 118 in 2015 for ARS and from 32 people to 81 for PSS). This now represents 40% of all ARS and 72% of all PSS taking courses. See Figure 24 for ARS training uptake and Figure 26 for PSS training uptake.  While the number of ARS women taking training (44%) exceeds their proportion (38%).
<b>B.5 STAFF SUPPORT - CAREERS</b>				
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Impact from any previous actions in the area</b>
Career development for female staff and PhDs	Our ECR survey in 2013 indicated demand for a mentorship scheme amongst female postdocs, as well as showed lower scores than men on questions where a mentor's support might alleviate the problem (e.g. see Table 7 in the application).  In the 2016 mentor survey, at least one respondent indicated in the free-text box that they thought compatibility should be reviewed (presumably because they might have preferred an alternative mentor)	B5.1	Establish a mentor scheme for female staff at the postdoc level (clinical and non-clinical), to support the transition to senior academic grades (in the Division of Medicine or to other Departments) and particularly to support the transition to lecturer/junior group leader level.  The scheme will also be available to provide support to female researchers before, during and after maternity leave.	There have been 42 mentorship pairs since the start of the scheme. Currently there are 25 such pairs with good and similar uptake over the 4 year period.  First survey of mentees in 2016 showed that all respondents were happy with the scheme and the majority thought its effects were positive.  See Figure 25 for details

Number of female researchers at lecturer level and above.	Fewer women than men in senior academic posts, which is part of a world-wide trend ("the leaky pipeline").	<b>B5.4</b>	Run half-day career development workshop to provide information and discuss issues regarding the transition to higher research/academic grades for Women Researchers in the Division.	Done in April 2013, positive qualitative feedback collected.
		<b>B5.5</b>	Dame Carol Black Lectureships: non-clinical lecturer position intended to recruit the best internal candidate. The posts would be available to either male or female candidates, with active encouragement of female candidates.	One lectureship filled by the best candidate in 2014 (female); another recruitment in progress December 2016.
Curriculum Vitae clinic		<b>B5.6</b>	CV clinic implemented in 2014, a surgery for postdocs and PhDs for CV advice at the Divisional Annual Retreat.	By popular demand CV clinic was repeated in 2015 and again received positive qualitative feedback.
Nurturing and retaining senior women	Our data indicated that women more disproportionately more likely to leave DoM at Reader and Professor level than men. Focus groups of both clinical and non-clinical women indicated some problems with morale and not feeling adequately supported; some indicated they felt isolated.	<b>B5.7</b>	We began supporting and encouraging women to attend the Future Leaders Program at UCL and other leadership courses.	Within the Division two senior women were appointed to Vice Dean positions (see example of Rachel Chambers, p.29).  Three women attended the Future Leaders course, and they now feel more confident to progress their careers (see example of Dr Pineda-Torra, p37).
Support for ECRs	Prior to AS2013, the Divisional Director identified that ECR faced an uncertain fate, especially the non-clinical scientists with no NHS safety net, and made it a personal priority to improve their chances.	<b>B5.10</b>	The ECR support group was established in 2014. It regularly meets and facilitates career orientated presentations on a variety of topics - including consideration of non-academic career options.	Attendance of over 60 people to events, positive feedback from evaluation sheets (see fig on p40 for some quotes).
Role Models	See B5.10 for rationale.	<b>B5.12</b>	In 2015 'Meet the Prof', small group sessions were established for post-docs and PhDs to interact with established senior female scientists before they delivered their seminars.	Many sessions have been run and advice dispensed and discussed. See p38 for details.
<b>B.6 STUDENT SUPPORT - CAREERS</b>				
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Impact from any previous actions in the area</b>
Recruitment	In 2013, PGR offers were made to a slightly lower percentage of female than male applicants. This has now been rectified but we want to remain vigilant.	<b>B6.1</b>	Institute a requirement that all members of PGR studentship recruitment panels should undergo prior recruitment training (including diversity & equality training), and that panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives (panels of 5) and so forth.	Improvement in PG offers and associated acceptance rates for women  To avoid overburdening women in the Division: a) female senior postdocs now sit on panels and b) women in the Division are limited to 5 recruitment panels per year
Improve visibility and showcasing of PhDs	Prior to AS2013, there was a limited platform for PhD students to give talks and be visible in front of more senior staff.	<b>B6.3</b>	(a) In 2013, we instigated a series of talks for PhD upgrades to improve visibility of PhDs.  (b) From 2015, PhD students (and postdocs) were invited to give talks at the Annual Research Retreat - formerly it was only group leaders.	This has been done over the last 3 years and had gender parity. It has received positive qualitative feedback.
Ensure students (UG, PG) know about career options	Ad hoc / informal feedback has indicated that some students feel unprepared regarding their career opportunities. Mentorship survey in 2016 indicated that PhD students want mentors.	<b>B6.5</b>	Advertise the ECR group to PhDs (see B5.10).  Annual employer engagement event for AMS  UCL wide, Faculty careers events are organised and advertised to students  Meet the prof sessions (see B6.3)  DoM PGR day	All these events have been carried out and received positive qualitative feedback.

B.7 SUPPORT FOR FINDING FUNDING				
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Funding opportunities (for academics but also ECR in particular)	As academic posts are rare within DoM and in wider UK higher education, grants, fellowships and bridging are the best way to retain our talented postdocs until such positions arise - otherwise they may be lost to academia. Many may choose to leave academia for worthwhile posts in other sectors, but talented individuals who genuinely want to become academics need our support.	B7.1	Updated website to show major funding deadlines.	Success rates for competitive fellowships were 40% among those who were prepared for interview; this compares to ~25% success rates documented by MRC and Wellcome Trust.
		B7.2	Fellowships candidate Audit - Centre Heads identify junior staff who should apply for fellowships and encourage them to enrol in the scheme at B7.3.	Grant income from ECRs increased from £2.5 million to £6 million during the period.
		B7.3	Fellowship and grant support scheme: Division-wide support system for ARS at all levels to advise on application proposals before submission and to provide personal coaching and mock interviews.	ECR Fellowship income doubled in the past 4 years to over £2M.
		B7.4	Grant review scheme - a research review panel where staff present ideas at an earlier stage to focus and improve future grant applications.	Since 2013, 18 people (eight women) have undergone up to three mock interviews. Nine were subsequently successful (four women).
		B7.6	Allow post docs to apply for funding in their own right if the funder allows it.	At least 4 ECRs have become PIs through the expanded eligibility scheme.
Support for ECRs while finding funding		B7.7	The Division is proactive in bridging ECRs where possible, running a scheme to allow many of its ECRs to be bridged for a fixed period as teaching fellows. This gives them time to apply and obtain external funding.	Eleven researchers (45% female) have been bridged as teaching fellows since the 2014/15 academic year. Six (3 males, 3 females) have since gone on to further positions within the university, two (one male, one female) decided to follow teaching careers and gained permanent positions (one externally one was promoted to principle teaching fellow within the Division), one (female) chose to remain in teaching and became a permanent TF elsewhere. One (female) is still part-funded by the scheme but is part-funded through external research funding.

SECTION C - FLEXIBLE WORKING AND MANAGING CAREER BREAKS				
C1. STAFF SUPPORT				
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Awareness of flexible working policies at UCL	Flexible leave and maternity leave are already well accessed, but we want to continue to ensure all staff are informed sufficiently, because lack of awareness of flexible working might discourage staff from having children or committing to other caregiving obligations.	C1.1	<p>(a) Publicise parental leave, return to work and flexible working policies widely in the Athena SWAN section of the Division's website.</p> <p>(b) Specifically highlight parental leave and flexible working policies at induction.</p> <p>(c) Each person going on parental leave is offered a one-to-one meeting with their site's HR manager, who covers antenatal appointments, pay arrangements, keeping-in-touch, returning to work, UCL's childcare voucher scheme, and even tips about how to find good childcare.</p>	<p>Information successfully added to the website</p> <p>All new staff inductions cover paternity leave, flexible working and how to find out more information. No measurable impacts were established that we can report.</p> <p>Regarding previous action (c), multiple instances of positive feedback have been given to HR leads. Examples:</p> <p>"I was very nervous about how I could afford to go on maternity leave, but the chat answered all of my questions and in the end I had nothing to worry about. It was very reassuring."</p> <p>"I was terrified that my grant was due to expire on maternity leave - it was keeping me awake nights - but my HR lead helped me work out that the funding body would freeze the grant and I could pick up again on return. She also recommended a great online forum for finding a childminder. She spend an hour with me going over everything and it alleviated all my concerns."</p> <p>"I found it very comprehensive and easy to follow. Many important topics were covered."</p>
Flexible working	As above	C1.2	All Core meetings arranged in Core hours (10AM-4PM). Where local meetings cannot be organised in Core hours due to circumstances that cannot be changed (clinicians having clinics during core hours, for example), organisers are asked to give as much notice as possible.	In UCL-wide staff survey 2015, increased % of female staff now respond that they can meet the requirements of their job without working excess hours (from 31% in 2013 to 45% in 2015).
Maternity/Paternity award scheme	It is widely believed that maternity leave and subsequent knock-on effects can negatively impact the careers and prospects of female researchers and academics ( <i>Women in Scientific Careers</i> , Sixth Report of Session 2013-14 Report, House of Commons Science and Technology Committee).	C1.3	<p>Maternity/Paternity Award Scheme launched, offered to staff and PhD students to provide support during maternity and adoption leave through to a few years after return.</p> <p>Launched July 2013, included PSS from Dec 2015.</p>	To date disbursed £83.6k for various schemes to enable people to stay in touch with their research and to ensure that maternity leave does not impair career momentum. Demand so high in 2015 that budget was increased from £25K to £40K PA. See Table 8 for all details of specific impact, and figure on p51 for quotes from recipients. The Maternity Award focus group also gave 100% favourable feedback.
Return to work	As above	C1.4	<p>(a) DoM offers breast feeding / expressing rooms and flexible working to all returnees.</p> <p>(b) The Maternity/Paternity award scheme also supports returners. For example, we have made awards for childcare fees so that a woman could attend a key conference, and we have funded training courses to help a returner refresh her skills.</p>	See Figures 28 and 29. The maternity returns data for all staff shows a high level of return and of retention for people returning from maternity leave

C.2 STUDENT SUPPORT (not covered above)				
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Support & information for UG, PGT and PGR students with family commitments & during maternity	It is widely believed that maternity leave and subsequent knock-on effects can negatively impact the student experience ( <i>Meet the parents: the experience of students with children in further and higher education</i> , National Union of Students, 2009). It is very important that our students are not disadvantaged by being unaware of existing support.	C2.1	New and current UG, PGT and PGR students to be provided with information on support for current, expectant and new parents. They also have access to our maternity/paternity scheme (C1.3).	3 awardees from our maternity/paternity scheme were PhD students (C1.3).
SECTION D - CULTURE				
D1. ORGANISATION AND CULTURE				
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Impact from any previous actions in the area
Awareness of UCL's policies for discrimination on the grounds of gender, harassment or bullying.	We know of no problem in this sphere but it is best practice to make sure the information is widely known and understood.	D1.1	(a) Include links to the procedures for discrimination on the grounds of gender, harassment or bullying in the Division's website /Athena SWAN section.  (b) Include information in bespoke induction material  (c) DoM has Departmental Equal Opportunities Liaison Officers who disseminate changes to relevant policies and news.	Information made available on the website and in inductions as planned.  DoM recognised by UCL Union in April 2016 with an inaugural Zero Tolerance to Sexual Harassment Awards for signing up to its pledge to fight sexual harassment.  UCL-wide staff surveys evidenced improvements. In the 2013 survey 18% fewer females than males said they would feel able to report bullying, whereas in the 2015 repeat survey 1% more female staff said they would
Committee structure	Before AS2013 some of our committees were not gender balanced. This sent the wrong message to Divisional staff and students.	D1.3	(a) Increase gender parity of committees - aside from the two that are conferred automatically and therefore reflect overall staff gender ratios (see p. 58 for details).  (b) ECR reps to be included in Heads of Centres, Profs and Pls meetings.	Excluding Committees such as the Exec whose membership is determined by role and seniority, committee membership has achieved gender parity. All have input from PSS staff and many have input from ECRs.
Role Models - low representation of female speakers in the Division's major (and minor) seminar series	Not all of our seminars and workshops have gender parity (or proportionate gender representation in clinical seminars in heavily male-dominated specialities) though we have improved. In the course of preparing this application we found it extremely difficult to harvest gender information as it was often not recorded. We have a need for better information in the form of a database of all seminars and workshops (speakers, session chairs and organizers by gender).	D1.6	Set out to achieve better gender balance in our major seminar series.	We have achieved equal female representation in our flagship External Seminar Series, our Internal Speakers (both improved from significant lack of parity before AS2013) and our PhD Upgrade Series (parity from its launch in 2013/14 academic year).
Awareness of Athena SWAN actions	For AS2013, there was limited awareness of AS principles generally within the Division. Awareness has since been raised, but still not all staff embrace them (see survey statistics in the 'impact' column). Therefore we still have work to do. The SAT can often be 'in a bubble' so we need to work with more staff in discharging our actions.	D1.7	(a) SAT updates included as regular agenda items in Heads of Centres/Professors/PI meetings throughout the period.  (b) Detailed information presented at graduate student days.  (c) Detailed information presented at our annual Research Retreats.	Presentations were made aimed at raising awareness of our application, and SWAN principles more generally, and served as a conduit for two-way dialogue which further influenced our Action Plans.  In a separate bespoke Divisional survey in 2016 the question of whether people have seen a difference in the "workplace experience and culture" since AS2013 showed that 43% of women (and 46% of men) think it has improved. In the ECR survey the response to a similar question was more positive (67% female, 80% male; Table 7).
AS Self-assessment team	We have only two students on our SAT (one UG and one PGR) and no PGT. As at least one problem was identified in PGT, this was not ideal.	D1.9	Recruit postgraduate and undergraduate students to ensure their views are represented in the SAT.	Our current SAT has one PGR and one undergraduate student for the first time.

International Women's Day	International Women's Day is celebrated prominently around UCL but until 2015 the Division never took part. This may have sent the message that we were not celebrating women appropriately.	<b>D1.10</b>	In 2015, we instigated an annual International Women's Day (IWD) event to celebrate women in science and raise awareness of Athena SWAN principles and have had 2 annual events thus far.	The 2015 and 2016 events were very well attended (>50 people) and fostered networking and a sense of communal fun according to informal feedback. For the 2015 event, we even had attendees from outside of our Division, and outside of UCL - including people not in academia, which made the Q&A session much more inclusive and interesting.
Female representation on external committees	DoM staff on external committees are ambassadors for our Division and such experience is part of promotion criteria. If women were under-representative this would be a negative thing. However we did not know how many women (or indeed men) took part.	<b>D1.11</b>	The Head of Division regularly forwards committee calls to staff that he feels would be appropriate, regardless of gender, including some ECR.	Recent consultation (2016 email survey) for the first time identified that our external panellists were 29% female, which mirrors the proportion of female ARS academics (27%).
Role models - website	Students and staff will visit our website to get a picture of our department. Showing that we have talented women will help attract other women and send a positive signal about our inclusiveness and culture as a department.	<b>D1.12</b>	Inspiring women section added to website	Inspiring Women section successfully added to website and populated.

UCL DoM Athena SWAN Action Plan 2016

Key:

HIGH priority action:	XX.X
Medium priority action	XX.X
Other actions:	XX.X

SECTION A - STUDENT AND STAFF DATA							
A.1 STUDENT DATA MONITORING							
Area of activity	Identified Issue(s)	Action number	Previous actions (Athena SWAN 2013 pre-May Silver application)	New or Ongoing Action to be taken in the area	Responsibility	Timescale	Evaluation/Success measure
Undergraduate (UG) student data: numbers, recruitment, grades	N/A	A1.1	<p>a) Monitoring of UG student data by gender to identify any changes to current trends.</p> <p>b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly. Data monitored to include applications, offers, acceptances, overall numbers, time to complete, completion rates and grades.</p>	ONGOING, monitor & review annually each November.	<p>(a) Division Graduate Tutor in liaison with respective Course leads</p> <p>(b) SAT lead calls the meeting</p>	<p>Begin collecting data for previous academic year in Sept 2017 for monitoring, then annually.</p> <p>Meeting November each year.</p>	<p>Annual review of data by SAT. Complete and high-quality data available and tabulated annually by November meeting such that trends are clear for further actioning if necessary.</p> <p>Meeting takes place in November 2017 (and annually thereafter) with all data analysis complete no less than 1 week before for review for robust discussion.</p>
Postgraduate taught (PGT) and postgraduate research (PGR) student data. numbers, recruitment, grades, completion rates and time	N/A	A1.2	<p>a) Continue monitoring PGT and PGR student data by gender to assess any changes in current trends. Data monitored to include applications, offers, acceptances, overall numbers, time to complete, completion rates and grades.</p> <p>b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly.</p>	ONGOING, monitor & review annually each September	<p>(a) Division Graduate Tutor in liaison with relevant postgraduate tutors.</p> <p>(b) SAT lead calls the meeting</p>	<p>Begin collecting data for previous academic year in Sept 2017 for monitoring, then annually.</p> <p>Meeting November each year.</p>	<p>Annual review of data by SAT. Complete and high-quality data available and tabulated annually by November meeting such that trends are clear for further actioning if necessary.</p> <p>Meeting takes place in November 2017 (and annually thereafter) with all data analysis complete no less than 1 week before for review for robust discussion</p>

PG student completion rates	N/A	<b>A1.3</b>	Routine monitoring and review of completion rates of PG students.	Aside from ongoing monitoring and review, newly instigate an action to collect data on reasons for not completing to understand identified completion rate disparity.  Report on and discuss findings at annual SAT meeting.	Robin McNulty in liaison with the relevant post graduate Tutors	Design methodology for data collection on why students do not complete by March 2017 and disseminate to graduate tutors.  Liaise with student office to obtain PGR data by March 2017  Ensure data is collected and analysed for discussion at SAT annual meeting, planned for November 2017	Data are robust enough to draw conclusion about completion rates; routine data are complete and high quality in time for the November meeting as discussed above.  To address gender inequalities, identified gender differences will be discussed within the SAT, which will agree on future actions.
Ethnicity of students (UG and PG)	We want to consider intersectionality issues of our female students from now but have not been collecting and analysing these data historically.	<b>A1.4</b>		Add analysis of BME to the annual November review SAT, starting in 2017. Also see D1.2.	(a) Adrian Machinn  (b) SAT lead calls the meeting	Begin collecting data for previous academic year in Sept 2017 for monitoring, then annually.  Meeting is in November each year.	Annual review of intersectional data by SAT. Complete and high-quality data available and tabulated annually by November meeting such that trends are clear for further actioning if necessary in consultation with the new working group (D1.2)  Meeting takes place in November 2017 (and annually thereafter) with all intersectional data analysis complete no less than 1 week before for review for robust discussion
<b>A.2 STAFF DATA MONITORING</b>							
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action number</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Action to be taken</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Evaluation/Success measure</b>
Obtaining and analysing staff data (overall numbers, appointments, recruitment, promotion, turnover by gender)	Lack of gender parity in various aspects of staff.	<b>A2.1</b>	a) HR support to continue monitoring overall staff numbers, appointments, promotion, and turnover by gender to understand current situation and trends.  b) Organise an annual meeting with the SAT to report on and discuss findings.	ONGOING, monitor & review annually each November.	(a) HR leads  (b) SAT lead calls the meeting	Begin collecting data for previous academic year in Sept 2017 for monitoring, then annually.  Meeting November each year.	Annual review of data by SAT. Complete and high-quality data available and tabulated annually by November meeting such that trends are clear for further actioning.  Meeting takes place in November 2017 (and annually thereafter) with all data analysis complete no less than 1 week before for review for robust discussion
Exit questionnaire for members of staff - understanding where our staff go when they leave, and why	We have identified some gender disparity in staff turnover; female staff are more likely to leave than male staff at Reader and Professor levels	<b>A2.2</b>	Questionnaire developed but not yet implemented.	a) Once informed of a decision to leave, relevant HR manager will forward a link to the anonymous exit questionnaire to the leaver, which contains gender tick box.  b) Reasons for leaving will be analysed by gender.  c) Reported on and findings discussed at annual January SAT meeting	HR leads	Link will be forwarded to all leavers from March 2017. Data will be analysed at January SAT meeting (starting January 2018 and annually thereafter).	Data collected and analysed annually, available at least 1 week before the January 2018 meeting (and annually thereafter).



Work distribution	Before now we did not know or track the workload allocation to our staff formally; hence it was difficult to know when action was required	A2.3	Workload model survey for ARS (Academic & Research Staff) created and distributed in 2016	(a) Continue ARS workload model annually, monitor its findings  (b) Create and implement a model to cover professional and support staff (PSS) in consultation with representatives from those in technical, administration and support roles	Deputy Divisional Manager	Next survey to be distributed August 2017, to be repeated annually	Data will be discussed at October 2017 SAT meeting (and annually thereafter) to review if there is gender disparity. Data are tabulated on time and robust enough to draw conclusions. If problems are newly identified, we will adjust workload by inspecting individual cases that seem unbalanced by scrutinising appraisal data.
Research funding applications	When we compiled grant and fellowship application data and success by gender for this application, fragmented records made it very difficult and time-consuming to collect all relevant information.	A2.4		Collect higher-quality and complete data on gender in funding applications to allow for future analysis, all in one central database. Collection to include if shortlisted for interview where applicable, and whether/how much coaching/mock interviewing took place	Liam Banks and Derek Gilroy	Data to start being collected by Jan 2017, to be analysed by Jan 2018 and annually thereafter.	Data will be discussed at March 2018 SAT meeting (and annually thereafter) to review if there is gender disparity on the basis of which action should be taken. Data are tabulated on time and robust enough to draw conclusions.
Surveys	We did not have a clear picture of our Divisional outreach activity, nor whether the new Mentorship scheme (launched 2013) was working. We wanted also to know whether men, PhD students and PSS staff were interested in the scheme. We also wanted to gauge directly if AS2013 had had an impact on morale, organization and culture.	A2.5	(a) ECR survey run in 2013 and 2016  (b) Mentorship survey of effectiveness of mentorship scheme carried out in 2016.  (c) Survey of SWAN impact carried out in 2016  (d) Outreach survey carried out in 2016  (e) Review of DoM responses in UCL-wide biennial staff survey	Ongoing - ensure surveys are repeated regularly and data reviewed. If uptake is weak, incentives will be offered (e.g. the chance to win a £30 voucher). Include questions on PhD / post doc platforms such as Research Retreat and PhD upgrade series in ECR survey (B6.3).  For the UCL-wide staff survey, we will offer a more substantial inducement as uptake was suboptimal in 2015 (e.g. chance to win an iPad).	(a) Caroline Pellet-Many  (b) Markella Ponticos  (c) Jenny Rohn - SAT lead  (d) Jenny Rohn - SAT lead  (e) Divisional Manager	(a) August 2019 and every third year after  (b) November 2018 then biennially  (c) September 2018 then biennially  (d) June 2019 then every third year  (e) December 2017 then biennially	Surveys occur on time. Data, which are discussed in the next SAT monthly meeting after data compiled (no less than three months from survey opening) are robust enough to inform strategy, measure impact of our actions, and allow us to tailor actions as appropriate.  At the meeting the effectiveness of each survey will be reviewed and questions will be altered on the basis of this for the following surveys (while keeping as much continuity as possible so that data can be compared through time).
Focus groups	We did not have a clear picture of the specific concerns and areas of interest of our diverse types of staff in areas not covered by surveys, or not covered for that particular group of people.	A2.6	Focus groups carried out for PhDs & post docs, non-clinical academic staff, clinical academic staff, recipients of the maternity / paternity award, administrative staff and technical staff.	Carry out the same focus groups biennially so that they can influence Divisional strategy; ensure rotation of group members to maximize diversity of opinions. Cross ref: (B4.4.B4.5.B4.9.B5.7.B5.12, B5.13, C1.3, C2.1).	Ines Pineda-Torra	Carry out on a 3 per year rolling rota. Begin in April 2018 (Clin staff, non-clin staff, ECR) and April 2019 (Mat award, admin staff, tech staff)	Focus groups held on time (see Timescale field). Data, which is discussed in the next SAT monthly meeting after data compiled (no less than three months from focus group meeting) are robust enough to inform strategy, measure impact of our actions, and allow us to tailor actions as appropriate.  At the meeting the effectiveness of each group will be reviewed and format will be altered on basis of this for the next time.  Feedback on careers awareness from course focus groups discussed B6.5.

Ethnicity of staff	We want to consider intersectionality issues of our female staff from now but have not been collecting and analysing these data. We need to do this in order to identify and where necessary address disparity between the treatment of women and men from diverse ethnic backgrounds.	<b>A2.7</b>		Add analysis of BME staff to the annual November review SAT, starting in 2017.	(a) Adrian Machinn  (b) SAT lead calls the meeting	Begin collecting data for previous academic year in Sept 2017 for monitoring, then annually.  Meeting November each year	Annual review of intersectional data by SAT. Complete and high-quality data available and tabulated annually by January the following year such that trends are clear for further actioning if necessary, in consultation with the new working group (D1.2).  Meeting takes place with all data analysis complete 1 week before for review.
<b>SECTION B - CAREER PROGRESSION</b>							
<b>B.1 STAFF RECRUITMENT</b>							
<b>Area of activity</b>	<b>Identified Issue(s)</b>	<b>Action</b>	<b>Previous actions (Athena SWAN 2013 pre-May Silver application)</b>	<b>Action to be taken</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Evaluation/Success measure</b>
Increase number of applications from female researchers and from female academics for top senior level posts (Senior Lecturer, Reader, Professor)	DoM has a dearth of women in senior academic positions; disproportionately fewer women have applied for these posts	<b>B1.1</b>	Ensure that job plans and adverts/job descriptions are tailored to attract female applicants to apply.	Continue with previous actions, also see B5.5 for December 2016 filling of the 2nd Dame Carol Black Lectureship post. Exec committee to review application data annually.	DoM (Division of Medicine) Executive Committee (from data compiled by SAT)	Ongoing, annual review in July looking back at previous year, starting July 2017	By July 2018, see Improved numbers of applications from female researchers for any Reader and Professor post advertised so that they are proportionate to the number of women in the eligible pool during the same period. Retain parity at other levels.
	As above	<b>B1.2</b>	Undertake a gender-balanced headhunting process, through available networks, to ensure that suitable female candidates working in the field will be encouraged to apply for senior level posts.	As above	DoM Executive Committee (from data compiled by SAT)	Ongoing, annual review in July looking back at previous year, starting July 2017	As above
Recruitment panels	As above  We also do not know currently whether any bias exists for Reader and Professor-level panels as instances have been too low to analyse	<b>B1.3</b>	(a) A requirement that all staff recruitment panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives in panels of 5 and so forth was instituted in July 2012.  (b) However, to avoid overburdening women in the Division, female senior postdocs will be invited to sit on these panels, and women in the Division will be limited to 5 panels per year.	Strongly encourage unconscious bias refreshers for all involved in recruitment panels and shortlisting so that good momentum is retained and we don't get complacent.	HoD	Arrange courses and advertise in November 2017; hold courses in February 2018	Likelihood of being hired after an interview to be equal for men and women by January 2019.  Likelihood of being shortlisted after applying to be equal for men and women by January 2019.

B.2 INDUCTIONS							
Area of activity	Problem to rectify	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Frequency of inductions	Although we have 95% induction rate, the importance of this is such that we want to improve to as close to 100% as possible.	<b>B2.1</b>		Induction rate should be 100%; this will be actively monitored. Explanations will be required for any staff not having an induction within 6 months of starting.	Divisional Manager	Achieve 100% by March 2018 and maintain thereafter	Data shows that 100% of new staff had inductions carried out compared to the current 95%
Effectiveness of inductions	Inductions need to give the necessary information regarding HR policies.		See Actions C2.1 and D1.1.	See Actions C2.1 and D1.1.			
B.3 PROMOTION							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Gender balance in annual Senior Promotions Committee and perception of fairness of the promotions process	AS2013 identified that female academics were disproportionately less likely to be promoted; it was noted that the Committee that put people forward was male-dominated. Staff surveys have indicated that more women than men perceived the process to be unfair: in the UCL-wide staff survey 2015, 48% of men but only 22% of women agreed that UCL's promotion process was fair.	<b>B3.1</b>	It became mandated that the composition of the annual Senior Promotions Committee be 50-50 male-female.	(a) ONGOING. Continue keeping panel 50:50 and monitor the composition annually.  (b) NEW: Present favourable data on gender parity in promotions that we currently have at Annual Retreat so that staff realize the process is fair.	(a) Deputy Director  (b) SAT lead	(a) September 2017 and each year thereafter  (b) Annual Retreat happens every May	Gender parity in senior promotions from September 2018 round; statistics demonstrate that the likelihood of women getting promoted by the senior promotions committee is equal to that of men.  Improvement of the perception of fairness in the senior promotion process in biennial UCL staff survey 2017; aim for 70% of women agreeing that the process is fair (up from 22% in 2015)..
Female applications for promotion to senior posts (senior lecturer or above)	Analysis indicated that if senior women put themselves forward for promotion, they were generally as likely to succeed as men. But they were less likely to put themselves forward, so the lack of gender balance in promotions couldn't be redressed simply by making the process post-application fairer.	<b>B3.2</b>	Perform annual review of current senior (UCL grade 8 and above) academic/research staff (started in 2012) to see whether there are suitable female researchers who should be encouraged to apply for promotion.	Continue with previous actions, monitor annually to ensure we maintain action.	Deputy Director	Annually, at the start of the Autumn Term (Oct 2017).	Increased number of applications for promotion to Senior Lecturer level and above from female candidates (specifically at least 6 women applying to be senior lecturers, 4 to be readers and 2 to be professors), by the 2018 September round.
Female applications for promotion at research assistant and postdoc level	Since 2014, when UCL began recording this formerly informal process, only 1 woman (and 8 men) have applied; though the sample is small, this seems disproportionately male.	<b>B3.3</b>		Perform annual review of research assistants and postdocs who have been at the top of their grades for more than two years, to identify suitable female candidates who can be supported for promotion or personal fellowships.	Overall oversight by Deputy Director in liaison with Divisional Manager and Heads of Centres representative	Annually – in conjunction with the above action (October 2017)	Increased number of applications for promotion to Research Associate or Senior Research Associate level from women; 50:50 M/F ratio of promotion to these levels in line with the eligible pool, by the September 2018 round

Promotion mentors	See rationales from B3.2 and B3.3	<b>B3.4</b>	Promotion mentors were introduced in 2013 and taken up by some, but awareness of this service seemed low based on focus group feedback.	Advertise this service within the Division via all-staff email; appraisal, mentor training and staff reviewers (B3.2 and B3.3) to include advice to encourage people to take up the service.  Increase number of mentors from 4 to 10 to help spread the load, ensuring that there are mentors on both geographical sites.	Deputy Director	Advertisement will begin in January 2017 (including within the New Year newsletter). Number of mentors will be increased by April 2017 from 4 to 10 mentors. (If demand is greater, more mentors will be co-opted as needed.)	Increased awareness and take-up of service and demonstrable successes. Specifically, number of women mentored in this way is increased from 5 to 10 in 2018, 15 in 2019 and 20 in 2020. Number of women applying for promotion reaches gender parity in respect to the eligible pool from Oct 2019 onwards. This will also feed into the outcome for action B3.2. Awareness to be measured through SWAN impact survey, starting in the Sept 2018 iteration, with >90% or respondents being aware.
<b>B.4 APPRAISALS AND TRAINING</b>							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Appraisal rates	Appraisal rates were only 80% in 2012; this was raised to 95% in 2016 but due to the overarching importance of appraisals, we want to achieve 98-100% annually.	<b>B4.1</b>	a) Continue monitoring annual appraisal completion rates (2012 completion rate was about 80%)  b) Standardise September as the month in which all Divisional staff have their appraisals, which is harmonized with the Promotions cycle: incentivized by stating that no one could apply for Promotion without having been appraised in the previous 6 months  c) Undertake annual staff appraisals on a more consistent basis with a close vigilance by our HR administrator.	Ongoing, monitor appraisal rates annually.  Divisional Manager to take a more proactive approach with staff who fail to file appraisals (5% of staff, approx. 20 people)	Divisional Manager	Report each November starting in 2017.	Completed appraisals for 98-100% staff annually in the September 2018 round.
Effective Appraisals	Not as many women were putting themselves forward for promotion. In 2015 UCL-wide survey question "I think UCL's promotions criteria are clear", 55% of men but only 30% of women agreed.	<b>B4.2</b>		Carry out in-house appraisal training for line managers. This will include training available to staff, promotion and careers.	HR leads	Training uptake quantified Sept 2017 and Sept 2019.  Approval ratings for appraisal to be improved and ultimately reflected in in UCL-wide survey 2019	Improved awareness of career development issues - reflected in 2017 UCL-wide staff survey In answers to the questions "My last appraisal set work objectives for the coming appraisal period and led to me developing my skills to achieve them" and "My last appraisal helped identify opportunities for career development"; increase female positive response from 59% and 56% respectively to 80% for both.  75% of line managers to have completed in-house training by June 2019

As above	<b>B4.3</b>		Carry out in-house appraisal training for <i>appraisees</i> to enable them to get the most out of their appraisals.	HR leads	As above	Appraiser training is carried out once every two years with at least 60% of staff taking part by June 2019.  Have achieved the required 3 trainings per year for 75% of all staff by July 2019.  2015 UCL-wide survey question "I think UCL's promotions criteria are clear", increase female agreement from 30% to 80%.
Focus group identified that administrative and support staff in particular did not feel their appraisals were as effective as they could be, as their academic line manager was not completely familiar with their career paths or developmental needs.	<b>B4.4</b>		Administrative/support staff to be given the option of a senior administrator being present at appraisals to provide advice on career progression / help facilitate the appraisal.	HR leads	Next year's cycle Sept 2017	100% of all staff who desire (optional) senior admin support presence in their appraisal are receiving it, by Sept 2018 cycle. System in place to capture this information by same date.
Not as many women putting themselves forward for promotion. Focus groups indicate that women still don't understand what they <i>personally</i> need to achieve to ready themselves for promotion. In 2015 UCL-wide survey question "I think UCL's promotions criteria are clear", 55% of men but only 30% of women agreed.	<b>B4.5</b>		The Division will introduce an optional appraisal worksheet which all managers will be asked to follow. It has to be optional to comply with central UCL HR policy, however we will strongly encourage widespread uptake across the Division.  The worksheet will be tailored to staff type and ensure that promotion and training among other relevant areas are covered.	HR lead & SAT lead	Next year's cycle Sept 2017	Improved awareness of career development issues - reflected in 2019 UCL-wide staff survey: uplift percentage answering positive to relevant questions to 80% (see B4.2 Outcome field for detail of those questions)  90% of all appraisal reports address a career development plan/action/element based on the worksheet by Sept 2019.
As above	<b>B4.6</b>	3 Training actions per year are a mandatory part of the appraisal.	Continue with current actions, cover in appraisal training (see B.4.2, B4.3). Encourage both genders to take up training and opportunities; this should be helped for PSS by a senior administrator sitting in on PSS appraisals (as per B4.4). As a Division encourage women in particular to take up training opportunities. Also B4.7, B4.8, B4.9.	Deputy Divisional Manager	March 2018 to review training uptake data and be more proactive if goal not achieved.	By March 2019, staff uptake of training improved across both genders such that 75% of appraisals show that at least 3 training activities carried out in previous year as monitored via the checklist which is already included in the standard appraisal form.
As above	<b>B4.7</b>	In-house training on various topics such as appraisal, recruitment, unconscious bias.	Continue and strongly encourage attendance by all groups of staff.	Deputy Divisional manager	Ongoing, report at annual SWAN meeting in November	Staff uptake of in-house training improved from about 25% currently to 40% by Sept 2018.
As above	<b>B4.8</b>		Actively advertise available training to all staff.	Divisional Manager	April 2017	Staff uptake of training improved, by Sept 2018 as above.

Technical staff training	Our focus group of technicians indicated that comprehensive accredited training, needed for promotion, is not available at UCL. Hence this was affecting their ability to be promoted or to progress in their careers.	B4.9		Explore potential for accredited training of technical staff and how the Division/UCL could underwrite these costs in order to allow career progression.	Justine Newson	November 2017	Options for training identified by January 2018 and if sourced and affordable, advertised to technicians by June 2018.  Improved perception of support evidenced by focus group which next meets in April 2019 (see A2.6): the group reports back that all are satisfied on this issue (if not, SAT will find out why and seek to rectify)
<b>B.5 STAFF SUPPORT - CAREERS</b>							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Career development for female staff and PhDs	Our ECR survey in 2013 indicated demand for a mentorship scheme amongst female postdocs, as well as showed lower scores than men on questions where a mentor's support might alleviate the problem (e.g. see Table 7 in the application).  In the 2016 mentor survey, at least one respondent indicated in the free-text box that they thought compatibility should be reviewed (presumably because they might have preferred an alternative mentor)	B5.1	Establish a mentor scheme for female staff at the postdoc level (clinical and non-clinical), to support the transition to senior academic grades (in the Division of Medicine or to other Departments) and particularly to support the transition to lecturer/junior group leader level.  The scheme will also be available to provide support to female researchers before, during and after maternity leave.	(a) Run surveys of mentees biennially so we can act on outcomes (A2.5). Survey to newly include mentor/mentee compatibility questions.  (b) Extend to all female staff (including PSS) and PhD students (also see B6.4).  (c) Advertise existing UCL online mentor portal "uMentor" which contains many helpful resources	Markella Ponticos	Run survey in November 2018 and biennially thereafter.  Extend to all female staff and PhD students from November 2017  Advertise enrolment in UCL uMentor online portal in April 2017	Improved awareness of career development for female staff and PhDs reflected in staff and postdoc survey (A2.5): for ECR question "Have you thought about leaving academia", decrease 'yes' responses from 50% to 20% by next August (2019) survey. (Leaving academia is also a perfectly acceptable career route [see also B.5.4, B5.10]; we will also consider that not achieving 20% is acceptable provided that genders don't differ more than 10%.)  Biennial survey of mentee.- satisfaction maintained at 100% (or not lower than 90%) (A2.5) - achieved by Nov 2018 survey. Biennial survey of mentors shows that at least 70% of inexperienced mentors have taken the advised training by Nov 2018 survey.
		B5.2		(a) Point mentors towards available training & guidance to allow them to effectively discuss career development and training opportunities in their sessions.  (b) Survey for mentors to run alongside mentee survey which will include question about whether this training has been taken up.	Markella Ponticos	As above	As above
		B5.3		Ensure mentor/ mentee pairings are reviewed for compatibility annually.	Markella Ponticos	From December 2017	Positive feedback on compatibility of mentor pairs from mentee survey (>90% by November 2019 survey results)

Number of female researchers at lecturer level and above.	Fewer women than men in senior academic posts, which is part of a world-wide trend ("the leaky pipeline").	B5.4	Run half-day career development workshop to provide information and discuss issues regarding the transition to higher research/academic grades for Women Researchers in the Division.	Re-run workshop every other year, making it open to both genders. Newly include information about attractive careers alternative to academia, as there will never be enough academic posts for the number of postdocs generated.	Anita Waterman	November 2017, November 2019 and every 2 years thereafter,	Qualitative feedback from the event shows positive outcomes and confidence from at least 80% of respondents (Nov 2017 event and subsequently).  Exit questionnaires (A2.2) indicate successful progression of at least 80% of ARS leavers, whether that be academia or alternative careers.
		B5.5	Dame Carol Black Lectureships: non-clinical lecturer position intended to recruit the best internal candidate. The posts would be available to either male or female candidates, with active encouragement of female candidates.	New post to be recruited to in December 2016, currently recruitment is actively open to be decided by end of December 2016.  Lobby central UCL for another similar post to be recruited to in 2019/20.	Divisional Director and DoM Executive Committee.	One post filled, second ongoing Dec 2016. Start lobbying in Feb 2018 for a new post to be recruited to in 2019/20.	Gender parity in applications to the Dec 2016 lectureship including strong female internal candidates; a new post to be successfully advertised in the 2019/20 academic year, likely December 2019 but subject to negotiation.
		B5.6	CV clinic implemented in 2014, a surgery for postdocs and PhDs for CV advice at the Divisional Annual Retreat.	ongoing - annual, monitor feedback.	Anita Waterman	Annually at Annual Retreat (May 2017 is next instance)	For May 2017 and thereafter a new evaluation questionnaire will be distributed to participants; 90% of participants satisfied with the event.
Curriculum Vitae clinic							
Nurturing and retaining senior women	Our data indicated that women more disproportionately more likely to leave DoM at Reader and Professor level than men. Focus groups of both clinical and non-clinical women indicated some problems with morale and not feeling adequately supported; some indicated they felt isolated.	B5.7	We began supporting and encouraging women to attend the Future Leaders Program at UCL and other leadership courses.	Continue leadership courses and top-level encouragement from HoD to senior women to apply for Vice Dean positions and other leadership positions within greater UCL.  This includes PSS.	HoD	March 2017 and annually thereafter	Increased attendance of women on leadership courses; from 3 currently to 6 by March 2018 and 12 by March 2020 (all totals cumulative)  By 2018: Improve support and awareness of career development issues for female staff within DoM. Focus group (next April 2018) will report that senior women now feel more supported as measured by at least 80% of participants thinking it has improved  Retention of women at senior level (Reader and Professor) within the Division so that it is at least as equal to that of men; by March 2019.
PSS career development	Our analysis indicated that very few PSS were being promoted, although we are aware that the PSS system by its nature is less upwardly mobile than that of research academia.	B5.8	Divisional PSS careers day held November 2015	Biennial PSS careers and networking day open to all Divisional PSS staff who are encouraged to attend via email, appraisals and mentorship scheme. (Faculty away day aimed at PSS is run in the alternating years; attendance at this will also be encouraged via the same channels).	Divisional Manager	Event to be held November 2017 and biennially thereafter	PSS career progression both within and outside the Division as measured by increase in staff being promoted from 7 in 2015 to 12 by Dec 2019 (within DoM) and by 75% of staff indicating progression in their Exit surveys (outside UCL).  Staff feel supported and aware of career development issues as reflected in UCL-wide staff survey; answer to "There are sufficient opportunities for training and development to improve my skills in my current job" to increase from 59% in 2015 to 80% in 2017

Support to all female staff, especially senior academic staff	See B5.7 rationale above	<b>B5.9</b>		(a) Arrange/encourage coaching.  (b) Encourage joining UCL Women (academic/research staff only, as this is its membership)	SWAN lead	March 2017, email to be sent to relevant staff with details. Repeat annually.	Monitoring uptake of coaching through the annual appraisal (include on worksheet B4.5); by March 2019, at least 8 senior women have taken up coaching.  Monitor recruitment to UCL Women from the Division: by March 2019, at least 20 new women have joined. By September 2019, solicited feedback from newcomers to group indicate that the majority find the group helpful. If so we will carry on recommending it as in dictated in the Timescale.
Support for ECRs	Prior to AS2013, the Divisional Director identified that ECR faced an uncertain fate, especially the non-clinical scientists with no NHS safety net, and made it a personal priority to improve their chances.	<b>B5.10</b>	The ECR support group was established in 2014. It regularly meets and facilitates career orientated presentations on a variety of topics - including consideration of non-academic career options.	(a) Events are ongoing and have included both academic speakers as well as speakers from alternative careers such as publishing - but aside from Launch event, no evaluations were distributed.  (b) NEW: Collect feedback and data following all events to allow impact to be analysed and future presentations designed to better meet need.	Manuella Platé	Ongoing, 3-4 events per year. Next event scheduled for Feb 2017 so new standard evaluation form to be finalised by Jan 2017.	Evaluation questionnaires following events held show that on average at least 80% of participants find events useful and enjoyable.  Also see B6.4
Early career-Clinical Scientists	Additional challenges exist for ECR balancing a combined clinical and academic career, so the basic ECR Support Group might not fulfil all the needs of less established clinical scientists.	<b>B5.11</b>		Encourage early-career clinician scientists to join the Clinical Science Support network, a grassroots group instigated in 2015 by a DoM fellow, which addresses the additional challenged for balancing a combined clinical and academic career	Reecha Sofat	Advertise by email in March 2017 and annually thereafter at same time	By March 2018, ten new women join the group. Solicited feedback from newcomers to group indicate that the majority find the group helpful. If so we will carry on recommending it as in dictated in the Timescale.
Role Models	See B5.10 for rationale.	<b>B5.12</b>	In 2015 'Meet the Prof', small group sessions were established for post-docs and PhDs to interact with established senior female scientists before they delivered their seminars.	Continue with the series, compile speaker biographies and advice as an online resource for the inspiring women section of our website (D1.11).	Caroline Pellet - Many	November 2017	Feedback from ECR focus group (next convening April 2018) indicate that majority are happy with the scheme.
Technician support network	Technician focus group identified that this group feel isolated and would benefit from regular networking sessions; the focus group expressed the wish to evolve into a formalized support network.	<b>B5.13</b>		Formalise the newly formed Technician Support Network and allocate it Divisional resources.	Justine Newson	Ongoing, 3-4 events per year. Next event to be scheduled for May 2017 so new standard evaluation form to be finalised by April 2017. Group to consider whether inviting technicians from other Divisions within UCL would enhance the networking.	Evaluation questionnaires following each event held (next May 2017 and thereafter) show that at least 80% of participants find it useful and enjoyable.  By May 2019, at least 65% of our technical staff participate in the group.



B.6 STUDENT SUPPORT - CAREERS							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Recruitment	In 2013, PGR offers were made to a slightly lower percentage of female than male applicants. This has now been rectified but we want to remain vigilant.	B6.1	Institute a requirement that all members of PGR studentship recruitment panels should undergo prior recruitment training (including diversity & equality training), and that panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives (panels of 5) and so forth.	Ongoing, monitor compliance annually in November	Head of Education and Divisional Tutor	Reviewed during the assessments outlined in A1.2	See A.1.2.  From November 2017: Odds of being recruited after an interview to remain equal for men and women (being proportional to number of applicants).
		B6.2		Unconscious bias training encouraged for all recruiters for PGR and PGT, or refreshers for those not having them in the past 5 years.	Head of Education and Divisional Tutor	In Nov 2017, staff will be notified of the need for training and encouraged to comply; annually thereafter.	As above.
Improve visibility and showcasing of PhDs	Prior to AS2013, there was a limited platform for PhD students to give talks and be visible in front of more senior staff.	B6.3	(a) In 2013, we instigated a series of talks for PhD upgrades to improve visibility of PhDs.  (b) From 2015, PhD students (and postdocs) were invited to give talks at the Annual Research Retreat - formerly it was only group leaders.	(a) Ongoing, monitor annually in November.  (b) We will add a question to the biennial ECR survey asking for their views on these two platforms (see A2.5)	Robin McAnulty for Upgrade Talks, Anita Waterman for Retreat.	Ongoing, monitor each November	By 2019, new ECR survey questions (see A2.5) show that >80% of PhD students are happy with the Upgrade series and their opportunities at the Annual Research Retreat.
Career development for PhDs	Ad hoc / informal feedback has indicated that some students feel unprepared regarding their career opportunities. Mentorship survey in 2016 indicated that PhD students want mentors.	B6.4		Extend mentor scheme as above to all female PhD students (also B5.1). Expanded mentee cohort to be included in biennial Mentee survey.	Markella Ponticos	Start assembling a panel of Postdoc mentors in June 2017 and advertising the scheme to PhD students. Aim to launch November 2017 and invite each new intake to take part annually on same month.	Uptake of scheme by students and 90% student feedback on next available Mentorship survey cycle November 2018.  20 pairs recruited in the first intake remaining stable year on year.
Ensure students (UG, PG) know about career options		B6.5	Advertise the ECR group to PhDs (see B5.10).  Annual employer engagement event for AMS  UCL wide, Faculty careers events are organised and advertised to students  Meet the prof sessions (see B6.3)  DoM PGR day	Ongoing, monitor uptake	Head of Education and Divisional Tutor	Ongoing, monitor uptake and discuss at each April SAT meeting.  Annual feedback from course focus groups on career awareness (cross ref A2.6)	By June 2018, feedback from course focus groups show improving trends in career awareness of students with 70% understanding where to find further information (A2.6)  Student feedback from ECR events, <i>after each event</i> , indicate that the majority (70%) find the events useful - see B5.10. If not, organizers are notified to consider changing aspects that are flagged up.

AMS undergraduate course female intake numbers	Gender balance in our new undergraduate AMS course launched 2014/15 has varied considerably in first three years of existence and currently has more women than the national average. This is likely complicated by it being a new course; overall student numbers also doubled in its second year and are projected to increase further. It is possible that the course has yet to stabilize.	<b>B6.6</b>		<p>Females started out at 48% (national average of 57%) then doubled in 2nd year to 84% (well above national average). To date ALL applicants meeting eligibility requirements are automatically accepted. The student gender ratio of students is therefore a direct result of disproportionate application rates, or reflects fluctuations due to low numbers.</p> <p>We will monitor the gender ratio but not take further action until the course has stabilized (inspect trends for two more years, take action in 2018 depending on the picture: ideally no more than 60:40 F/M ratio in line with the benchmark.)</p> <p>Actions to be based on recruitment feedback and could include strategic changes to Open Day presentations or format, visiting all-boys schools, etc.</p>	Course leads & marketing lead	Nov 2018 for identifying and implementing actions if female numbers are still disproportionately high on AMS. Expect quantifiable improvement in ratios by October 2019.	Ratios are acceptable: having the disparity consistently lower than 60:40 female:male or in line with national average if this changes through time. Target to be achieved by 2019/20 intake (measured October 2019).
PGT male completion	Analysis through time shows that in general, a higher percentage of women complete PGT than do men. We are concerned that men are not doing as well, but first we need to understand why.	<b>B6.7</b>		Collect data from students who do not complete to understand identified completion rate disparity.	Robin McNulty in liaison with the relevant post graduate Tutors	<p>Collect and analyse information, design and implement relevant action by July 2018. Monitor impact of action by July 2019 and refine as necessary.</p> <p>Report on and discuss findings at annual SAT meeting. (A1.3)</p>	No significant gender difference in the likelihood of completion of PGT courses determined by gender by July 2020.

B.7 SUPPORT FOR FINDING FUNDING							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Funding opportunities (for academics but also ECR in particular)	As academic posts are rare within DoM and in wider UK higher education, grants, fellowships and bridging are the best way to retain our talented postdocs until such positions arise - otherwise they may be lost to academia. Many may choose to leave academia for worthwhile posts in other sectors, but talented individuals who genuinely want to become academics need our support.	B7.1	Updated website to show major funding deadlines.	Continue with previous actions, monitor that website is kept updated at least once every 6 months from December 2017.	Anita Waterman	Dec 2017	Double the number of people applying for funding by Dec 2019.
		B7.2	Fellowships candidate Audit - Centre Heads identify junior staff who should apply for fellowships and encourage them to enrol in the scheme at B7.3.	Candidate audit carried out at least annually from December 2017.	Deputy Director	Dec 2017	Double the number of people applying for funding by Dec 2019.
		B7.3	Fellowship and grant support scheme: Division-wide support system for ARS at all levels to advise on application proposals before submission and to provide personal coaching and mock interviews.	Continue with action, monitor its execution and success annually in December.	Deputy Director	Dec 2017	20% of eligible pool getting to interview stage of personal fellowships by Dec 2019.
		B7.4	Grant review scheme - a research review panel where staff present ideas at an earlier stage to focus and improve future grant applications.	Continue with action, monitor its completion and success annually in December. Be more proactive in encouraging women to enter grant review scheme, make Bloomsbury panel gender-balanced.	Deputy Director	Dec 2017	Previously 7 women out of an eligible pool of 22 participated, increase to 50% of eligible pool participating by Dec 2019 and then maintain thereafter.
		B7.5		Implement 2nd Grant Review Scheme panel based at the Royal Free Campus, ensure gender parity of panel	Deputy Director	Dec 2016	More people are attracted to the scheme: 40 in total by Dec 2018
		B7.6	Allow post docs to apply for funding in their own right if the funder allows it.	Continue with action, monitor its execution and success annually in December.	Deputy Director	Dec 2017	Increase beneficiaries of this from current 4 people in the past period to 10 people in the coming SWAN period (audit August 2020).
Support for ECRs while finding funding		B7.7	The Division is proactive in bridging ECRs where possible, running a scheme to allow many of its ECRs to be bridged for a fixed period as teaching fellows. This gives them time to apply and obtain external funding.	Ongoing, review opportunities quarterly and when student growth necessitates more posts.	HoD	Ongoing, review success twice a year in March and October	By June 2019, more than 90% of bridged staff go on to further positions within or outside of DoM, or are hired permanently as teaching fellows either within or external to DoM.

SECTION C - FLEXIBLE WORKING AND MANAGING CAREER BREAKS							
C1. STAFF SUPPORT							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Awareness of flexible working policies at UCL	Flexible leave and maternity leave are already well accessed, but we want to continue to ensure all staff are informed sufficiently, because lack of awareness of flexible working might discourage staff from having children or committing to other caregiving obligations.	<b>C1.1</b>	(a) Publicise parental leave, return to work and flexible working policies widely in the Athena SWAN section of the Division's website.  (b) Specifically highlight parental leave and flexible working policies at induction.  (c) Each person going on parental leave is offered a one-to-one meeting with their site's HR manager, who covers antenatal appointments, pay arrangements, keeping-in-touch, returning to work, UCL's childcare voucher scheme, and even tips about how to find good childcare.	(a) Annually advise existing staff where they can find relevant information, via an Athena SWAN-branded email.  (b) Annually send briefing to existing staff/managers highlighting parental leave and flexible working policies (these people in particular are the only ones who will really be able to track which men have pregnant partners)	HR Administrators and SAT Lead	Ongoing, send out each August (next, August 2017)	Use biannual SWAN survey to determine awareness of the policies and ensure at least 80% of staff are aware of the policies and where to find out further information. Next survey scheduled for Sept 2018.
Flexible working	As above	<b>C1.2</b>	All Core meetings arranged in Core hours (10AM-4PM). Where local meetings cannot be organised in Core hours due to circumstances that cannot be changed (clinicians having clinics during core hours, for example), organisers are asked to give as much notice as possible.	Continue to proactively schedule as many smaller meetings as possible in core hours through applying encouragement and incentive at the highest levels in the Division (HoRds & Exec committee); this will also include lab/team meetings. This will be monitored through room booking system.	Divisional Exec Committee	Ongoing, review each November (2017 next)	Further improvement to UCL-wide survey question about meeting requirements of job without working excess hours, from 2015 36% male/45% female agreeing, to over 70% for both.  Booking system shows that 80% of all small meetings are within core hours by January 2019.
Maternity/Paternity award scheme	It is widely believed that maternity leave and subsequent knock-on effects can negatively impact the careers and prospects of female researchers and academics ( <i>Women in Scientific Careers</i> , Sixth Report of Session 2013-14 Report, House of Commons Science and Technology Committee).	<b>C1.3</b>	Maternity/Paternity Award Scheme launched, offered to staff and PhD students to provide support during maternity and adoption leave through to a few years after return.  Launched July 2013, included PSS from Dec 2015.	(a) Continue with scheme  (b) Share with other departments within and outside of UCL, which have expressed much interest in the scheme.  (c) Encourage PhD students and PSS to apply as thus far there has not been much uptake from this cohort (3 PhD students, no PSS; although it is possible none of these has experienced pregnancy in the past year).	SAT lead	Ongoing. Since its inception, calls go out in December and July of each year with decisions on awardees made at the SAT meeting directly after each call. Next call scheduled for 15 December 2016.	70% or more of awardees when personally contacted by the SAT lead one year later provide evidence of impact (August 2017 consultation). Feedback from individuals benefiting from the scheme through a focus group continue to reveal >95% satisfaction (next group convenes April 2019).

Return to work	As above	<b>C1.4</b>	(a) DoM offers breast feeding / expressing rooms and flexible working to all returnees.  (b) The Maternity/Paternity award scheme also supports returners. For example, we have made awards for childcare fees so that a woman could attend a key conference, and we have funded training courses to help a returner refresh her skills.	Ongoing	HR leads	Annual review in August by Exec committee of flexible working patterns	Analysis of maternity returns data continues to show favourable retention, the same or better as that seen in 2016 (as presented in Figures 28 and 29).  SWAN survey shows that >90% of people are aware of return-to-work policy and process (next survey Sept 2018)
	As above	<b>C1.5</b>		Encourage all new parents to join the 'Mums and Dads network' organized by the DoM's affiliated department, Institute of Child Health	HR leads		
Shared Paternity leave	There hasn't been much uptake of shared parental leave (two over the past period). We cannot set a target for increasing shared parental leave, as this decision is uniquely personal to the expectant parents and a number of factors come into play, such as the career demands of the pregnant partner, relative salaries, etc. We do however wish to disseminate the information more strenuously so that all who are considering this option can make an informed choice.	<b>C1.6</b>		(a) Raise awareness of right to Shared Parental Leave through different channels including newsletters, the Annual Retreat, other divisional meetings, and the SWAN-branded email sent in Augusts as per C1.2.  (b) HoRDS to encourage managers to talk to expectant parents about this option.	Deputy Divisional Manager and SAT lead	We aim to disseminate in a staggered fashion so that there is a constant influx of awareness:  The SWAN-branded email goes out each August (next August 2017).  We will include this item in each Spring divisional newsletter annually (next: March 2017)  The next Annual Retreat is May 2017; item to be included in the SWAN talk given by Lead  HoRD agenda item each December (next: December 2018)	SWAN survey shows that >90% of people are aware of shared paternity leave availability and process (next survey Sept 2018).

C.2 STUDENT SUPPORT (not covered above)							
Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Support & information for UG, PGT and PGR students with family commitments & during maternity	It is widely believed that maternity leave and subsequent knock-on effects can negatively impact the student experience ( <i>Meet the parents: the experience of students with children in further and higher education</i> , National Union of Students, 2009). It is very important that our students are not disadvantaged by being unaware of existing support.	<b>C2.1</b>	New and current UG, PGT and PGR students to be provided with information on support for current, expectant and new parents. They also have access to our maternity/paternity scheme (C1.3).	Ongoing. Ensure information in clearly laid out in handbooks distributed to all students.  NEW: Liaise with teaching administrators to embed questions about awareness into pre-existing student surveys and focus groups in order to collect gender-specific information on student awareness of maternity/paternity policies.	Teaching administrators. Tom Olney - overall responsibility	SAT lead to meet with Tom Olney in March 2017 to start modifying existing surveys and briefing about focus group discussions. All modified materials to be ready to implement on 2017/2018 student intake (from October 2017).	By May 2018, >90% of students aware of where to find out more information on relevant policies and benefits, as assessed within in-course focus groups and surveys for students. This level is maintained as assessed each May going forward.

#### SECTION D - CULTURE

##### D1. ORGANISATION AND CULTURE

Area of activity	Identified Issue(s)	Action	Previous actions (Athena SWAN 2013 pre-May Silver application)	Action to be taken	Responsibility	Timescale	Evaluation/Success measure
Awareness of UCL's policies for discrimination on the grounds of gender, harassment or bullying.	We know of no problem in this sphere but it is best practice to make sure the information is widely known and understood.	<b>D1.1</b>	(a) Include links to the procedures for discrimination on the grounds of gender, harassment or bullying in the Division's website /Athena SWAN section.  (b) Include information in bespoke induction material  (c) DoM has Departmental Equal Opportunities Liaison Officers who disseminate changes to relevant policies and news.	(a) Ongoing, review via UCL-wide staff survey. We also expect our widespread changes in culture and openness generally would have a knock-on effect in this area.  (b) In-house harassment awareness course to be run by July 2017	Department Equal Opportunities Liaison Officers	Ongoing, review annually in November	Improved awareness of UCL's policies for discrimination on the grounds of gender, harassment or bullying, to be measured by improvements in answer to question in UCL-wide survey about feeling able to report bullying (was 57%, increase to 90% or better by November 2019)
BME women / discrimination	We have not considered intersectionality as a Division, and we want to do so going forward.	<b>D1.2</b>		(a) Include BME tick boxes in all future information gathering (surveys, focus groups, evaluation forms for events) to allow analysis of the impact of ethnicity, such that we can monitor responses by both gender and ethnicity and discover any issues unique to the intersection of gender and ethnicity. (We will consult with UCL Equality, Diversity and Inclusion Team in the HR Division to ensure that we protect anonymity.) Also see A1.4.  (b) Set up a working group to reflect on intersectionality.	Adrian Machinn	April 2017 for tick boxes to be incorporated into all consultation and evaluation materials  Advertise for volunteers for a working group by April 2018.	Working group meets by June 2018 and a helpful discussion spawns ideas and actions (meeting quarterly thereafter, reporting back to SAT lead each time).  Evidence emerges by January 2019 that concerns are analysed and addressed and that Divisional policy is influenced by their reports; this to be evaluated by discussion between head of working group and SAT lead so that any concerns and suggestions are discussed in the subsequent SAT.  Staff BME data (action A2.1) is collated every year, is robust and informs discussion and policy changes from July 2018 after the group meets

Committee structure	Before AS2013 some of our committees were not gender balanced. This sent the wrong message to Divisional staff and students.	<b>D1.3</b>	(a) Increase gender parity of committees - aside from the two that are conferred automatically and therefore reflect overall staff gender ratios (see p. 58 for details).  (b) ECR reps to be included in Heads of Centres, Profs and Pls meetings.	Ongoing (a) Retain parity in committee structure where this can be controlled.  (b) ECRs continue to be included in committees.  (c) PSS continue to be included in committees.	HoD	Ongoing, review annually in November	All committees where membership is not determined by role retain gender parity.  ECRs and PSS continue to be included on committees and their representation does not decrease.
Event organisation	We are unaware of the gender composition (speakers and session chairs) of all of the seminars and workshops that take place in DoM (the main ones are known), and we have not kept a central eye on gender composition of event organization. It is presumed that better gender balance will send a better message and also, when the organizing committee is balanced, it will lead to more female speakers being asked.	<b>D1.4</b>		(a) Ensure gender parity in event organisation committees by support from HoD and Divisional Manager. Organizers whose gender ratios are not appropriately balanced (50:50 for committees comprised of 2-4 members, at least one woman in a group of 3, at least 2 in a group of 5) will be informed that the next iteration of the meeting will require that it be so.  (b) When speaker data are collected in new database (see D1.6), gender of organizers (and session chairs where relevant) also recorded.	HoD and Divisional Manager	Starting in January 2017, this requirement will be explained and promoted at staff meetings as an agenda item during Athena SWAN updates.  Gender of event organizers and chairs reviewed alongside speaker data (D1.6) annually from April 2017, and organizers informed about any lapses by May 2017 so they can improve for next time.	Statistics on >90% of event organisation committees to show parity ratios (50:50 for committees comprised of 2-4 members, at least one woman in a group of 3, at least 2 in a group of 5) by November 2018 and maintained thereafter.
Outreach audiences: school students and general public	We do well in outreach and widening participation (WP) but SAT currently does not tally up the types of schools targeted in our outreach (e.g. comprehensive, private, grammar, single sex- schools) and the size / composition (how many are) of our audiences. These statistics are already collected elsewhere but thus far we have not collated the data together for review.  We also have no standard evaluation form that staff and students performing other forms of outreach and engagement can distribute to audiences.	<b>D1.5</b>		(a) Develop evaluation questionnaires to be used at all widening participation events.  (b) Develop a central Database for locally-harvested teaching admin data.  Frequency of events, AMS: There are approximately 5 bespoke open days a year, 2 school visits, 3 UCL-wide open days in which AMS participates, and 1 University of London event. We have approx. one Teachers Conference in conjunction with UCL Widening Participation. iBSc: There is an annual Fair, and students who register an interest are invited to the Royal Free for an open day the following week.  Other public engagement events happen frequently throughout the year and are self-organized by staff.	SAT lead	Questionnaires developed by November 2017, used by June 2018  Database to collate locally-harvested data by Jan 2018, updated after each event (next outreach survey is June 2019).	Robust qualitative and quantitative data on our outreach and widening participation activities in place at end of student year annually starting in July 2019. Analysis of data to determine if there is an untoward gender/BME disparity (e.g. an all-female audience at an all-girls school would not be considered untoward, but at mixed school, it would be). If a problem exists (gender ratios >10% outside of the national average), actions devised and implemented.  For non-school general audiences, robust qualitative and quantitative data on our activities in place at end of academic year annually starting in July 2019 . Analysis of data to determine if there is an untoward gender disparity.

Role Models - low representation of female speakers in the Division's major (and minor) seminar series	Not all of our seminars and workshops have gender parity (or proportionate gender representation in clinical seminars in heavily male-dominated specialities) though we have improved. In the course of preparing this application we found it extremely difficult to harvest gender information as it was often not recorded. We have a need for better information in the form of a database of all seminars and workshops (speakers, session chairs and organizers by gender)	<b>D1.6</b>	Set out to achieve better gender balance in our major seminar series.	(a) Ongoing - maintain gender parity where we have achieved it. Achieve increased female representation where we do not currently have gender parity (50:50 for non-clinical talks, 40% female for clinical talks) unless case can be made that a particular subspecialty cannot achieve this - in that case, we will achieve proportional to the number of women in that subspecialty (usually approx. 30% women).  (b) Initiate a central database and annually monitor trends. Apply Divisional encouragement where there is not evidence of gender parity being achieved.	Krista Rombouts	Database organised by September 2017, annual review September 2018 at which time HoRDs will apply pressure to any seminar series that needs improvement.	By Sept 2019:  Improved female representation on all non-clinical seminar series: 50/50 gender parity.  For clinical Grand rounds achieve 40% female in line with audience.  For Specialist series (clinical) achieve 30% female in line with specialism ratios.
Awareness of Athena SWAN actions	For AS2013, there was limited awareness of AS principles generally within the Division. Awareness has since been raised, but still not all staff embrace them (see survey statistics in the 'impact' column). Therefore we still have work to do. The SAT can often be 'in a bubble' so we need to work with more staff in discharging our actions.	<b>D1.7</b>	(a) SAT updates included as regular agenda items in Heads of Centres/Professors/PI meetings throughout the period.  (b) Detailed information presented at graduate student days.  (c) Detailed information presented at our annual Research Retreats.	(a) Ongoing. Continue to present SAT updates to as wide a range of staff and students as possible including at Heads of Centres/Professors/PI meetings, our annual retreats and graduate student days.  (b) NEW: Shuffle composition of SAT more frequently than in the 9 month run-up to applications so that more people can gain first-hand experience with the process, which will expand the Division's sense of 'ownership' of SWAN principles. In parallel, more members of staff not on SAT to be approached for help discharging actions; this will also help to relieve the burden on SAT, and will allow more staff to register 'enabling' activities in their portfolio for promotion.	SAT lead	Ongoing, annual presentations in Spring research retreat, detailed presentations at Heads of Centres/Professors/PI meetings at least 3x a year, annual updates at graduate student days.  First SAT reshuffle to occur in March 2017 then every 18 months thereafter.	First SAT reshuffle occurs in March 2017 then every 18 months thereafter.  Staff survey and Athena Swan survey to evidence further improvements in culture by at least 70% of respondents agreeing that the workplace culture has improved by September 2019.



AS Self-assessment team	We have only two students on our SAT (one UG and one PGR) and no PGT. As at least one problem was identified in PGT, this was not ideal.	D1.9	Recruit postgraduate and undergraduate students to ensure their views are represented in the SAT.	NEW: increase undergraduate and PGR presence to two members each and find one PGT willing to take part.	SAT Lead	Ongoing, review composition of SAT every 18 months in February, ahead of the reshuffle.	One additional undergraduate and PGR and 1 PGT student joining the team by March 2017, as well as turnover of 20% of the current membership each reshuffle (see also D1.7)
International Women's Day	International Women's Day is celebrated prominently around UCL but until 2015 the Division never took part. This may have sent the message that we were not celebrating women appropriately.	D1.10	In 2015, we instigated an annual International Women's Day (IWD) event to celebrate women in science and raise awareness of Athena SWAN principles and have had 2 annual events thus far.	Ongoing. Repeat the International Women's day event each year.	Anita Waterman	March 2017 on IWD and annually thereafter.	Turnout (at least 50 people) and positive feedback from the day (using the standard event evaluation form described in D1.5): per event, at least 80% of respondents find it enjoyable/useful.
Female representation on external committees	DoM staff on external committees are ambassadors for our Division and such experience is part of promotion criteria. If women were under-representative this would be a negative thing. However we did not know how many women (or indeed men) took part.	D1.11	The Head of Division regularly forwards committee calls to staff that he feels would be appropriate, regardless of gender, including some ECR.	Ongoing. Our 2016 survey revealed female participation is already proportionate but we want to maintain momentum.	HoD	Ongoing review every three years (next consultation, April 2019).	Percent of women on external committees should continue to mirror the % of women who are ARS within the Division.  Monitored every three years in April using the same consultation method as 2016 (email survey).
Role models - website	Students and staff will visit our website to get a picture of our department. Showing that we have talented women will help attract other women and send a positive signal about our inclusiveness and culture as a department.	D1.12	Inspiring women section added to website	(a) Currently the section is a bit old, contains very few examples, and will be updated.  (b) It will include a wider cross section of inspiring women including ECR and BME staff. We also have a few undergraduate students (e.g. Chaima Hale on our SAT) doing outreach and these will also be highlighted.	July 2017	Anita Waterman and Tom Olney	Updated Website contains at least ten new female profiles by July 2017. Annual refresh on same month (archive older profiles in accessible form but highlight new ones regularly), at least 3 new profiles a year.