

Athena SWAN Bronze University award renewal application

Name of institution: University College London

Year: 2012

Contact for application: Fiona McClement

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Date of previous award: May 2009

List of SET departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

FACULTY OF BRAIN SCIENCES

Ear Institute

Institute of Neurology

Institute of Ophthalmology

Division of Psychology and Language Sciences (*Silver Award*)

Mental Health Sciences (*Bronze Award*)

FACULTY OF THE BUILT ENVIRONMENT

Bartlett School of Architecture, Building, Environmental Design and Planning

FACULTY OF ENGINEERING SCIENCES

Department of Biochemical Engineering (*Silver Award*)

Department of Chemical Engineering (*Silver Award*)

Department of Civil, Environmental and Geomatic Engineering (*Silver Award*)

Department of Computer Science

Department of Electronic and Electrical Engineering

Department of Management Science and Innovation

Department of Mechanical Engineering

Department of Medical Physics and Bioengineering

Department of Security and Crime Science

FACULTY OF LIFE SCIENCES

Division of Biosciences (*includes MRC Laboratory for Molecular Biology which has a Silver Award*)

School of Pharmacy

FACULTY OF MATHEMATICAL AND PHYSICAL SCIENCES

Department of Chemistry

Department of Earth Sciences

Department of Mathematics

Department of Physics and Astronomy

Department of Science and Technology Studies

Department of Space and Climate Physics

Department of Statistical Science



FACULTY OF MEDICAL SCIENCES

Cancer Institute
Eastman Dental Institute
Division of Infection and Immunity
Division of Medicine
Division of Surgery and Interventional Science
UCL Medical School

FACULTY OF POPULATION HEALTH SCIENCES

Institute of Cardiovascular Science
Institute of Child Health
Institute of Epidemiology and Healthcare
Institute for Women's Health

Total number of university departments: There are 48 Academic Units formally listed in the university's regulations. These units function in a similar fashion to a department.

Percentage of SET departments as a proportion of all university departments: 69%

Letter of endorsement from a Vice-Chancellor – maximum 500 words

Sarah Dickinson
Senior Policy Advisor
30th November 2012

Dear Ms Dickinson,

I am very pleased to endorse UCL's SWAN Charter submission. The Charter is viewed by UCL's leadership as a most important initiative and we are fully committed to engaging with it.

The last three years have seen a period of political and financial turbulence that has been quite unprecedented in the last half century of UK universities. UCL has nevertheless emerged in a very strong position. We aim to be the UK's leading outward-looking university, making an increasingly important contribution to the society in which we function. A critical part of this vision is creating a sustainable workforce and student body, which draws on the diverse talents of both women and men.

Our level of commitment to gender equality in STEM is clear from the wide range of activities to advance women's careers implemented since we renewed our Bronze award in 2009. Dedicated colleagues across the university, including many inspirational women, are to be commended for translating our aspirations into tangible outcomes. From the appointment of senior Gender Equality Champions to women's mentoring schemes in our STEM faculties, as well as numerous departmental Silver SWAN applications, there have been efforts at all levels to advance female academic career opportunities.

I am very aware of the challenges in this area and am determined that UCL will meet these head on. The process of making this application has re-focused our attention on the challenges which are detailed herein. We will address these issues as a priority.

We need to accelerate the rate of change so that UCL retains its longstanding reputation as one of the most inclusive universities in the UK. From 2013 a clear framework for senior level accountability will be put in place, so that senior management members, myself included, are to be set stretching equality objectives, including one to improve female representation at senior grades, and be held to account on an annual basis by UCL Council. We are taking bold steps to make recruitment practices more transparent: all senior leadership roles are to be openly advertised and there will be at least 25% women on all UCL recruitment panels. There is still a long way to go, but I'm confident that the strategies and initiatives detailed in this application will accelerate our progress to get there.

Yours sincerely,

Professor Malcolm Grant
UCL President and Provost

The self-assessment process

A) Description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance, and how and why the team has changed since the original Bronze application;

| Name | University role and experience of work-life balance | Existing SAT Member from 2009 Renewal |
|--------------------------|--|---------------------------------------|
| Professor Tao Cheng | Tao is a Professor in GeoInformatics. She leads a research centre and is a mother of a teenage daughter. | Yes |
| Professor Helen Fielding | Helen is Professor of Physical Chemistry who works full time but usually only 4 days a week in UCL. She has taken 3 periods of maternity leave. | Yes |
| Professor Uta Frith | Uta is Emeritus Professor of Cognitive Development and has set up a network for Women in Science, called science&shopping. She is also setting up "UCL Women", a network that enables informal contact, mentoring and support. | Yes |
| Dr Liora Malki-Epshtein | Liora is a Lecturer in Civil Engineering who works full time and has taken two periods of maternity leave during her current job. | Yes |
| Professor Nick Tyler | Nick is the Head of CEGE and has promoted the opportunities for women in engineering and the need for an appropriate balance between responsibilities at work and at home. | Yes |
| Professor Jean McEwan | Jean is the Interim Dean of Faculty of Medical Sciences, Professor of Clinical Education, chair of the Improving Working Lives Committee at the Royal College of Physicians and Vice President of the Medical Women's Federation | No |
| Dr Yasin Ifat | Ifat is a Senior Lecturer at the Ear Institute. She finds that she has to regularly work outside of contracted hours. She has a particular interest in strategies that could offer a more visible and fair division of workload amongst staff. | No |
| Professor Robb McDonald | Robb is Head of Department of Mathematics and says of his work-life balance that he is 'happy enough with it'. | No |

| | | |
|---------------------------|--|-----|
| Professor Annette Dolphin | Annette is Prof of Pharmacology, FLS Chair of UCL 50:50 Gender Equality Group | No |
| Professor Mary Collins | Mary is the UCL Gender Equality Champion and Dean of Life Sciences. She has introduced a “core meetings in core hours” policy. Mary has two teenage children and shares domestic duties with her husband. | No |
| Professor Geraint Rees | Geraint actively engages in highly visible modelling behaviour designed to encourage staff to adopt a healthy work life balance. This includes explicit promotion of work/life balance in all his public profiles, explicitly acknowledging his childcare responsibilities and clearly communicating his lack of availability on family vacations. | No |
| Dr Liz Jones | Liz is a Teaching Fellow in Geomatics. Liz is a few years into establishing a career within the Teaching pathway at UCL and may consider starting a family in the future. She finds that she regularly works beyond contracted hours. | No |
| Dr Sarah Bridle | Sarah is a Reader in the Department of Physics and Astronomy carrying out research into the nature of the mysterious dark energy. Sarah has had two parental leave periods of 4 months each in the past three years and has supervised researchers who had career breaks and worked part-time. | Yes |
| Ms Sarah Chaytor | Sarah is a member of the 50:50 group and is currently on maternity leave. | No |
| Dr Andrew Faulkner | Andrew is Head of a research unit in the Division of Psychology and partner to woman in a senior academic position and has adult daughters. | No |
| Mr Nigel Waugh | Nigel is the Director of Human Resources and has experience of work-life balance policies and practices in higher education in both the UK and Australia. | No |
| Dr Anna Cox | Anna is a Senior Lecturer in Human-Computer Interaction. She is a PI on a research project looking at the impact of a range of digital technologies and practices on work-life balance. | No |

| | | |
|-------------------------|--|-----|
| Professor David Attwell | David heads the PhD in Neuroscience. He mentors a large number of young scientists and is very committed to the advancement of women in science. | No |
| Dr Andrew Clark | Andrew is Director of Research Planning, Office of Vice-Provost (Research) and reports having 'no distinctive experience of work-life balance.' | No |
| Ms Fiona McClement | Fiona is UCL's Equalities and Diversity Advisor. She has an excellent work life balance. | No |
| Ms Sarah Guise | Sarah is the Head of Equalities and Diversity. She has been working in equality, rights and diversity for the past decade. | Yes |

B) An account of the self assessment process

The first Athena Advisory Group (AAG) was established in 2005 and consisted of relatively senior members of UCL with interest and experience in issues relating to the principles of Athena. The Group was chaired by Professor Jan Atkinson who was appointed by the Provost as UCL's Athena SWAN Coordinator.

Following a Bronze award in 2006, the AAG continued to meet twice yearly to review and advance progress on the action plan. Membership of the AAG fluctuated over time as efforts were directed into departmental SWAN submissions. In 2008/09 a new SWAN SAT, comprising of new and existing members of the AAG, was formed to help develop the Bronze Charter renewal. A number of these members are on the 2012 SAT.

In 2010 Professor Jan Atkinson undertook a one-year project on 'Women in Leadership and Management'. This was initiated and championed by the Provost. One of the three key objectives of this project was to:

“build on the successful Athena SWAN Charter Awards to UCL and its departments in scientific disciplines and to disseminate ‘good practice’ in terms of gender equality across the whole of UCL”

This project involved consultation with over 160 members of staff and their responses informed the final recommendations of the project. The first and most critical of these recommendations was the establishment of a UCL-wide gender equality network which could better integrate and mainstream Athena SWAN actions into University-wide strategic activity, rather than it being perceived as a specialist, stand-alone project.

Professor Atkinson became an Emeritus Professor in 2011 and stepped down from her role as Athena SWAN Coordinator. The new 50:50 gender group was initiated in October 2012. It includes 15 members of staff, from lecturers to professors, several of whom are new to working on Equalities and Diversity at UCL. This was a deliberate move to broaden the gender equality network, bring in fresh ideas and involve more men. The 50:50 Group meets once or twice a term and Athena SWAN is a standing item. In addition a Bronze SAT sub-group to the 50:50 group was set up in July 2012 and met 4 times over the course of 6 months to consider and take forward specific issues and had final input on this submission.

Athena SWAN is also a standing agenda item for the University's Committee for Equal Opportunities (CEO) which meets 3 times per year, and there are three former Athena SWAN departmental leads on the Committee.

C) Plans for the future of the self assessment team

The Athena SWAN Bronze SAT will meet twice a year to ensure detailed input into and progression of specific activities. The 50:50 Group will continue to have the main oversight of Athena SWAN activities, however, as it has credibility and influence with the university's Senior Management Team (SMT) and it is crucial that Athena SWAN initiatives continue to be regarded as mainstream efforts. Membership of the SAT will be reviewed to ensure there is a gender balance, better representation from junior staff and students and a new Chair from STEM.

The SAT will continue to report back to the 50:50 Group and CEO. (1093 words)

3. Description of the institution

UCL is among the world's top multidisciplinary universities, as reflected in performance in a range of international rankings and tables. The university is a research intensive institution and a member of the Russell Group. It was founded in 1826 as a radically different university, opening up English higher education for the first time to people of all beliefs and social backgrounds. It was also the first university to welcome female students on equal terms with men.

Today UCL employs more than 9,000 staff of which approximately half are academic and research staff. Over 850 of the remaining staff are in teaching or NHS-related roles. 86% of all academic and research staff work in STEM departments. The university has the highest number of professors of any university in the UK.

In 2011 -12, 24,859 students were studying at the university in total. Of the 13,772 undergraduates, 62% of them are in STEM disciplines with the Faculties of Engineering and Maths and Physical Sciences have the largest number of students.

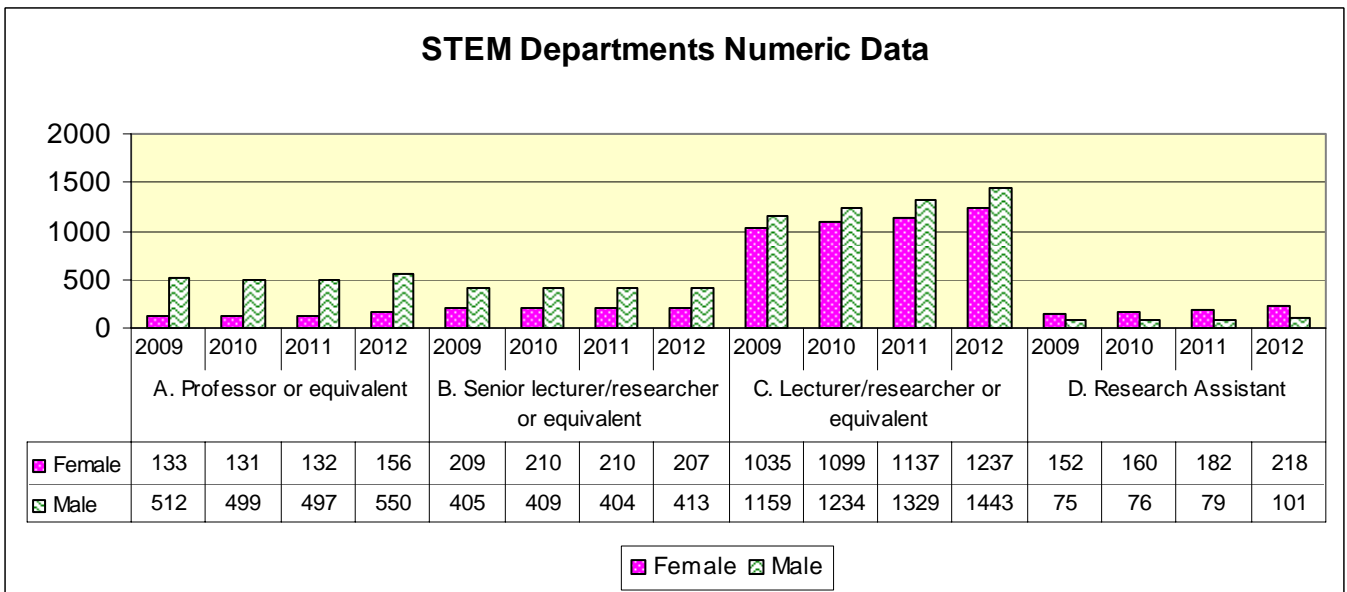
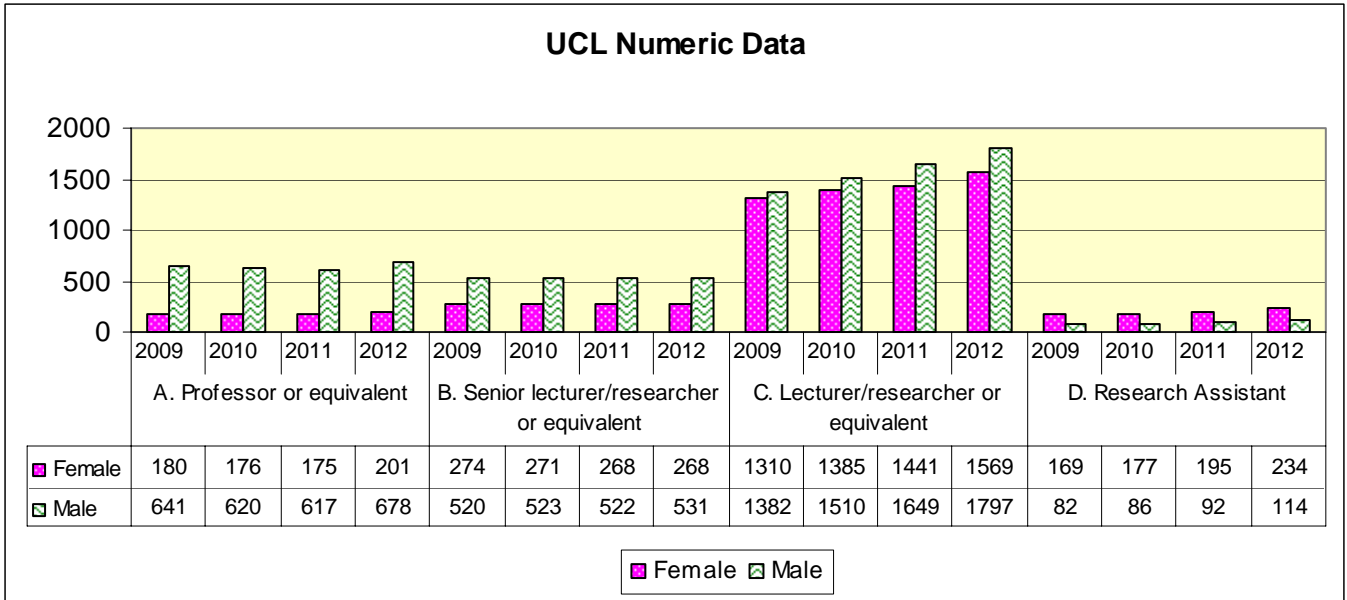
Of the 11,087 postgraduates, 69% are studying STEM subjects with Brain Sciences, Engineering and Medical Sciences being the most populous. Students from 150 countries study at UCL, making up more than one-third of the student body.

UCL's academic structure consists of 10 faculties, each home to world-class research, teaching and learning in a wide-ranging variety of fields. For example, the university's Faculties of Life and Medical Sciences are among the largest and most prestigious aggregations of academics in their fields and have a global reputation for teaching informed by cutting-edge research. The faculties are:

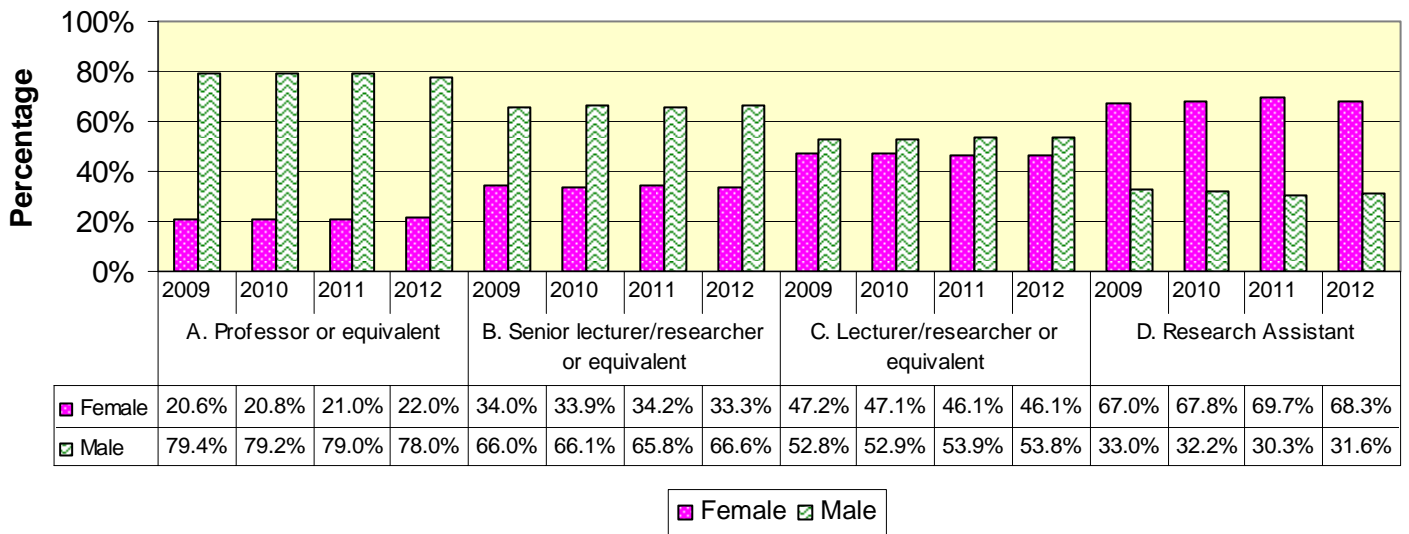
- o Faculty of Arts and Humanities
- o Faculty of Brain Sciences
- o Faculty of the Built Environment
- o Faculty of Engineering Sciences
- o Faculty of Laws
- o Faculty of Life Sciences
- o Faculty of Mathematical and Physical Sciences
- o Faculty of Medical Sciences
- o Faculty of Population Health Sciences
- o Faculty of Social and Historical Sciences

The University of London's School of Pharmacy, merged with UCL in 2011.

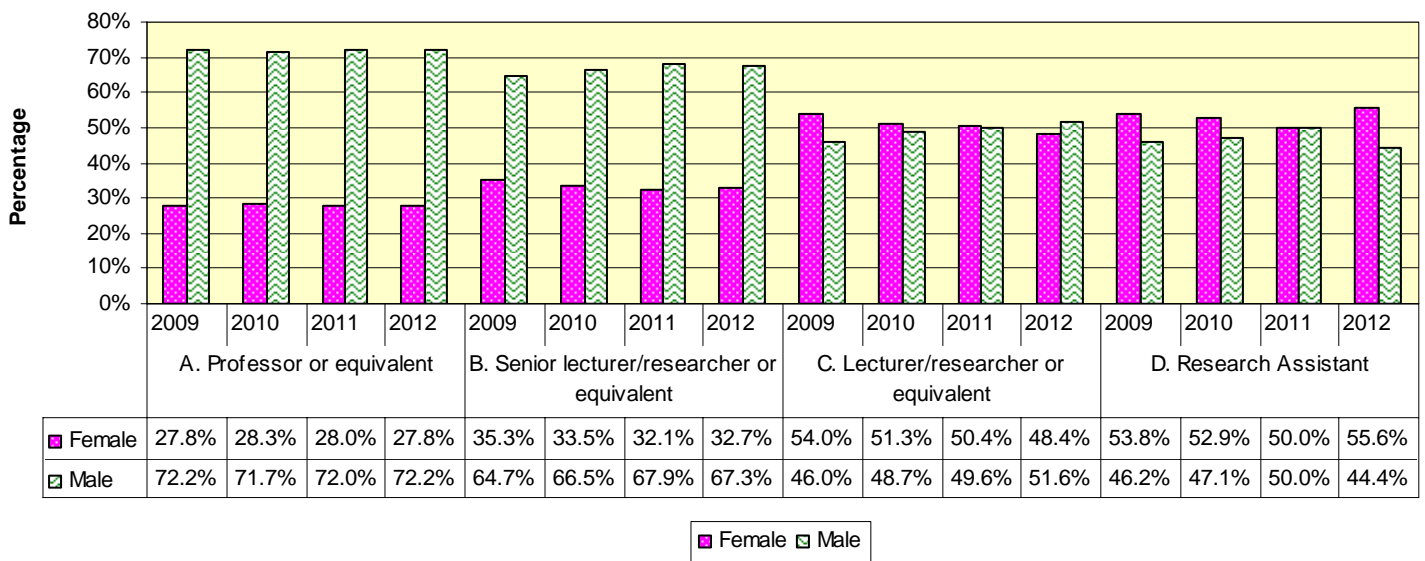
Provide data and a short analysis for at least the last three years (including clearly labelled graphical illustrations where possible) on the Female:male ratio of FTE academic staff and research staff



STEM Departments Percent



NON-STEM Departments Percent



Whilst the number of female academic and research staff has increased in the past 4 years, the ratios have generally stayed static. There has been a slight increase in the proportion of female professors at UCL; however there has also been a very slight reduction in the proportion of female senior lecturers/ researchers and lecturers /research equivalents. Because UCL is predominantly comprised of STEM departments, there are no meaningful differentials between STEM gender data and the institution as a whole.

The ratios appear to have stagnated for the following key reasons:

- Whilst recruitment of female staff into junior research positions in STEM departments has improved and women are appointed at a higher rate than which they apply, this is offset by higher averages of women leaving in this cohort than men;
- The turnover of staff in senior academic grades in STEM is extremely low, which means there are few opportunities to openly advertise these posts. For example in 2012 the turnover rate for professors in STEM was 0% for female staff and 1% for male staff;
- Over the past 3 years, the proportion of female staff applying for promotion to senior lecturer has been disproportionately small relative to the pool of potential candidates;
- More positively, in senior academic grades the proportion of women applying for promotion to Professor is equal to the pool of potential applicants. This has led to the proportion of female professors increasing; however year-on-year variances in promotion success rates has led to the gain being slight.

The highest level of attrition of female staff in STEM departments occurs between research assistant (68%) and lecturer / research equivalent (46%) in 2012. In contrast, a comparison with non-STEM departments shows that female research assistants are generally progressing equitably into lecturer / research equivalent posts. Until this year female staff accounted for half of all research assistants and half of all lecturers / research equivalents.

The recruitment, promotion and retention issues outlined above, and the actions being taken to address them, are discussed in more detail in section 4.

In relation to broader issues of cultural change, previous and existing SATs have noted that gender equality is not widely seen as a business benefit at UCL. The 2009-12 Action Plan therefore included a proposal to develop a Business Case on diversity. Whilst this did happen to some extent under the 'Women in Leadership and Management' project, spearheaded by Professor Atkinson (referred to in section 2B), the 'Business and Economic Case' aspect of this work was neither specific enough nor promoted effectively enough. In the new Action Plan the university will be revisiting this in a more vigorous manner. The Vice Provost (Research) has allocated funding for a dedicated researcher to examine and report on the academic and economic benefits for equality and diversity at UCL. It is anticipated that this report could be helpful for the sector generally. (Action 4.3)

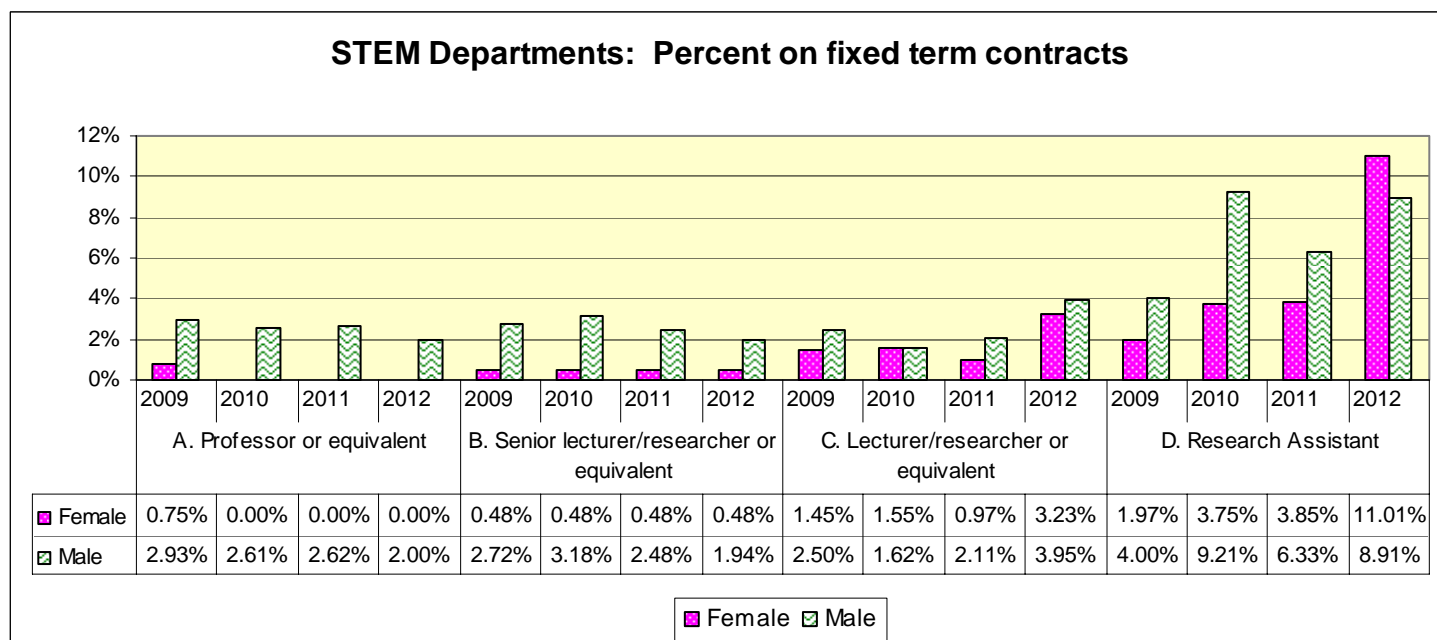
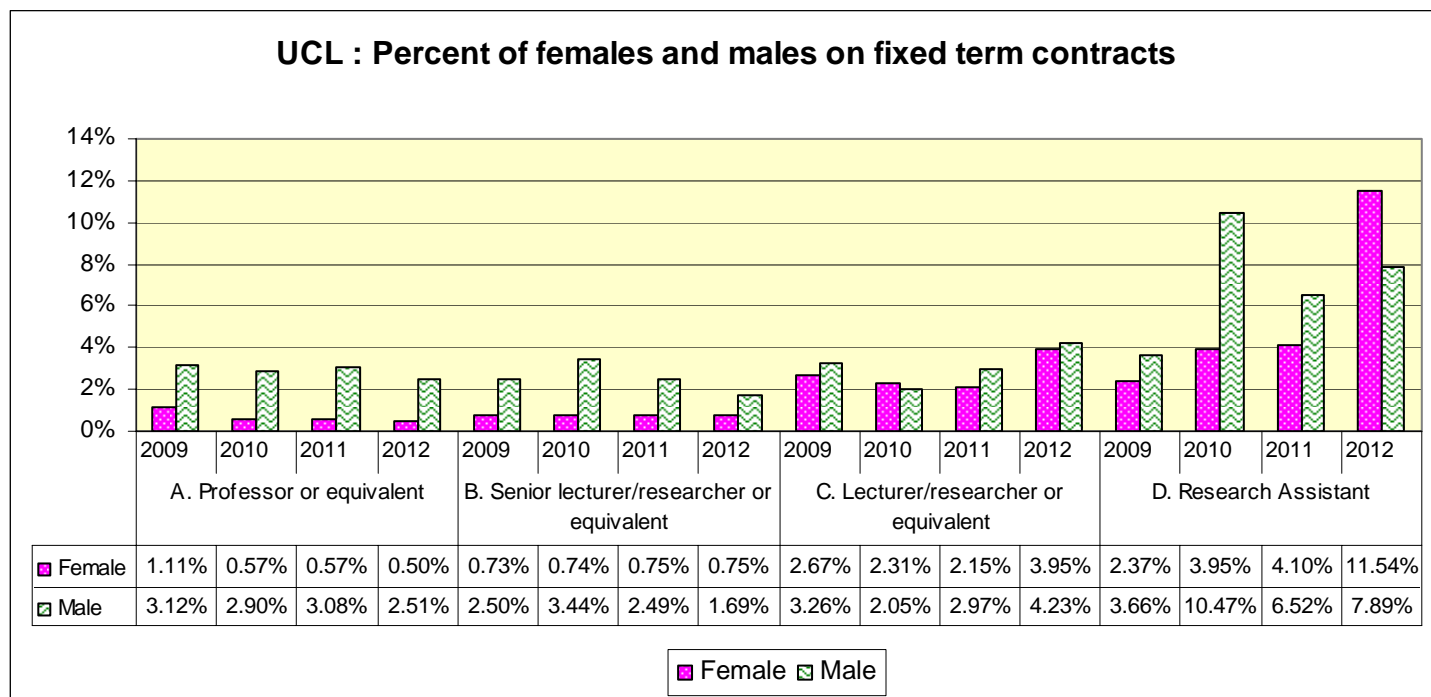
In addition, Professor Rees, (member of the 2012 Bronze SAT and Deputy Dean of the Faculty of Brain Sciences) is developing of a mathematical workforce model for the university. The model will enable UCL to model and make more accurate workforce projections, and will provide an opportunity to determine the degree to which different policy options could impact upon the gender ratio of the academic workforce over the next 30-50 years, given existing patterns of workforce turnover and attrition. (Action 2.3). This model and the research described above will create a platform for more widespread debate and engagement across the university on gender equality, as it is anticipated it will generate more interest for academic staff than HR-led initiatives alone.

In 2010 a network of senior Equality Champions was appointed by the Provost to help the university fulfil its equality and diversity ambitions by driving forward cultural change and providing visible leadership commitment. Professor Mary Collins, Dean of Life Sciences is UCL's Gender Equality Champion and her focus has been particularly helpful in advancing women's careers in STEM, as evidenced in later sections. (998 words)

Supporting and advancing women's careers

4. Key career transition points

A) Female:male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts – across the whole institution and in SET departments.



At UCL fixed term contracts are only used for staff who will be employed on a short-term basis (typically a year or less). Women are slightly less likely than men to be on fixed-term contracts at all levels at UCL apart from research assistants.

In STEM departments, the number and proportion of women on fixed-term contracts are very small from lecturer upwards. The proportion of research assistants on fixed term contracts in STEM has increased significantly in the past year, however, and for the first time in 3 years women are over-represented in this group. Some year-on-year variation should be expected so further analysis will need to be undertaken next year to establish whether this is a pattern (Action 2.4).

Whilst the vast majority of academic and research staff are now on permanent or open-ended contracts, UCL is dependent upon competitive funding to support the continued employment of most researchers. Thus there continue to be challenges with non-renewal of research posts linked to grants in highly specialized research areas where the individual cannot be placed in a different research team when their funding runs out. All staff at risk in this category are put on onto the university’s redeployment database. We will monitor success rates in the redeployment by gender (Action 2.5).

Looking at the proportion of research staff on funding limited contracts, women are only slightly over-represented in this group (54% female:46% male.)

Staff on permanent but funding limited contracts

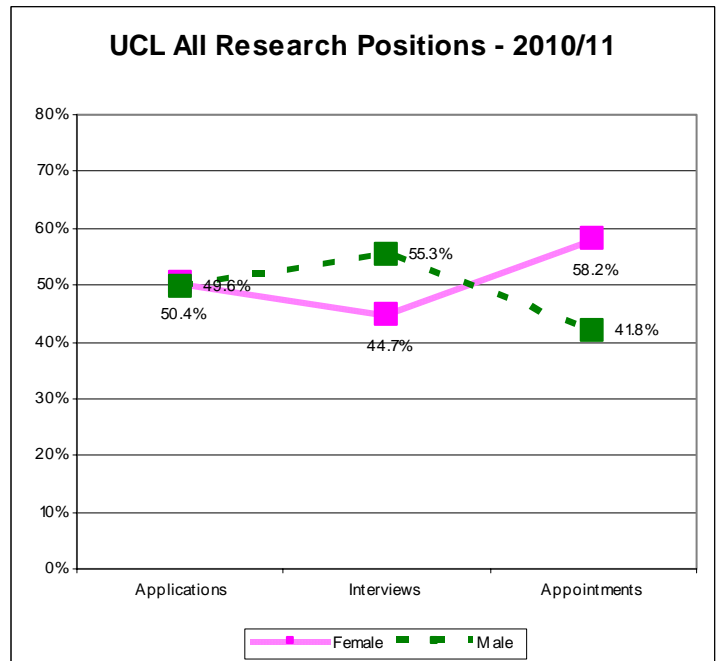
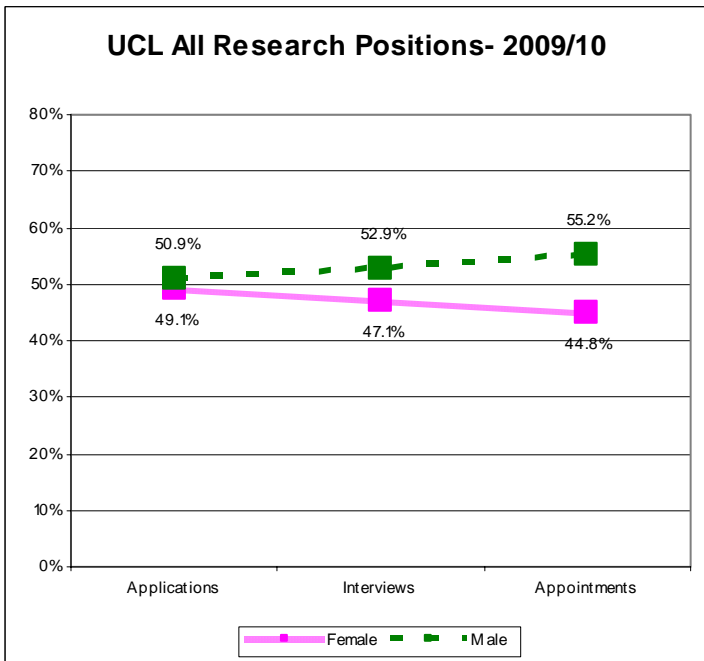
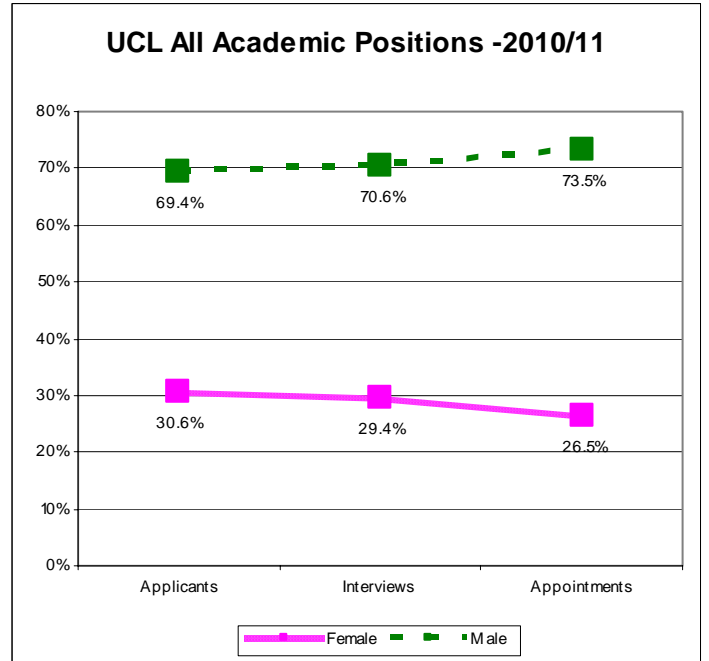
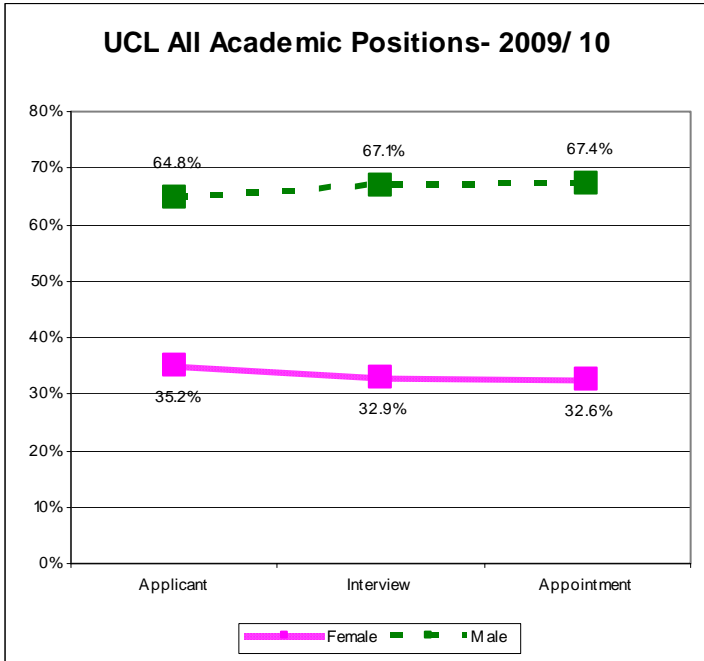
| Job Category | Female | Male | Total |
|----------------------|--------|------|-------|
| Academic | 3 | 17 | 20 |
| Admin and managerial | 82 | 24 | 106 |
| Clinical | 1 | 2 | 3 |
| NHS-related | 4 | | 4 |
| Research | 97 | 84 | 181 |
| Teaching | 93 | 100 | 193 |
| Technicians | 30 | 31 | 61 |
| Total | 310 | 258 | 568 |

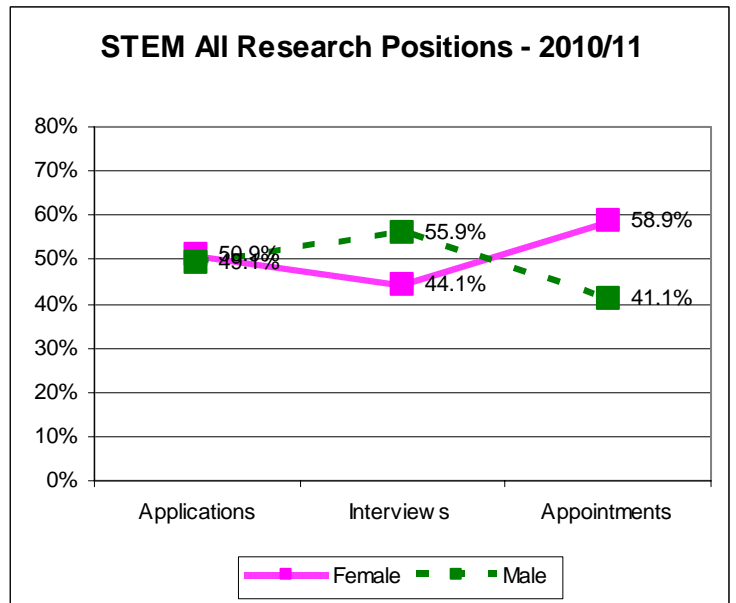
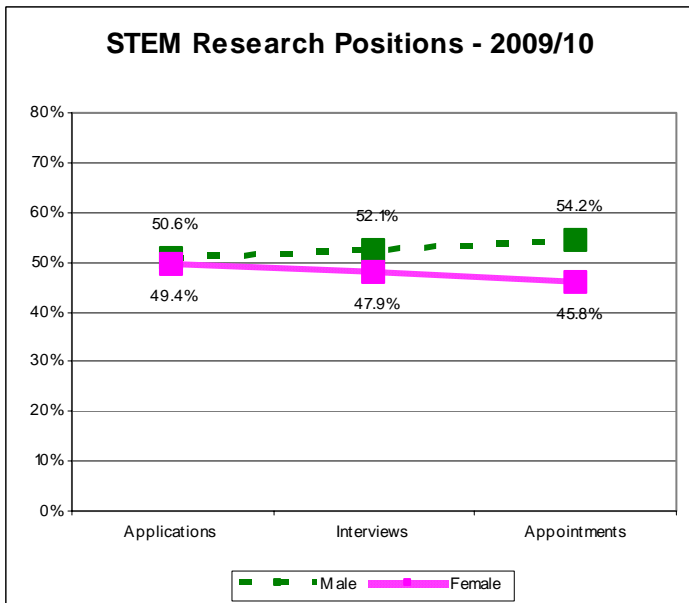
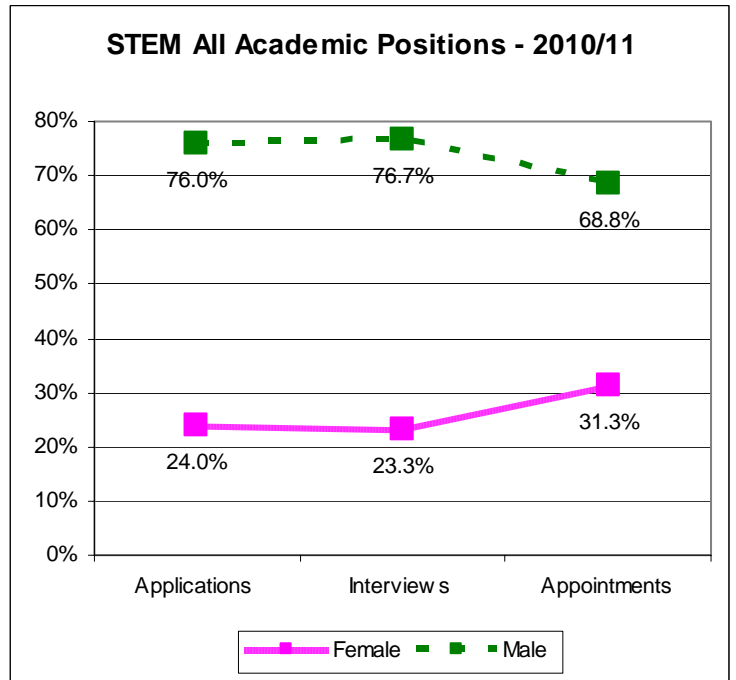
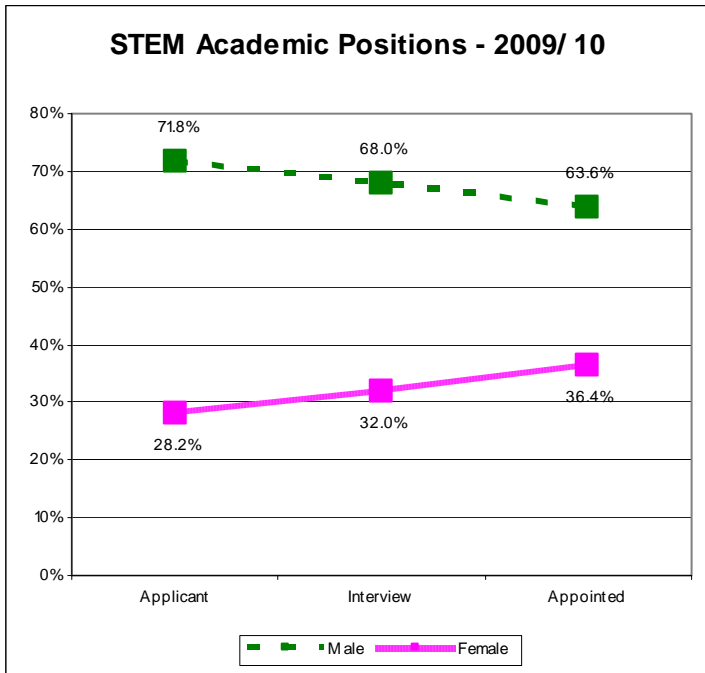
| Job Category | Female | Male |
|----------------------|--------|------|
| Academic | 15% | 85% |
| Admin and managerial | 77% | 23% |
| Clinical | 33% | 67% |
| NHS-related | 100% | 0% |
| Research | 54% | 46% |
| Teaching | 48% | 52% |
| Technicians | 49% | 51% |

The attrition of female staff from research assistant to lecturer in UCL’s STEM disciplines is greater compared to non-STEM. UCL undertakes exit interviews, but they are not compulsory and there is very little take up, so in future we will be focusing on this group to understand whether women are leaving academia or pursuing research posts elsewhere. A short online questionnaire may yield better results than an exit interview (Action 2.6).

Contract researchers, particularly in the sciences, are often dependent on support from senior staff in order to obtain and maintain the funds that directly support their employment. To ensure there is not a gendered aspect to this patronage, the university intends to make being a mentor a requirement of promotion to Professor (Action 2.2).
(Words: 359)

B) Female:male ratio of academic staff job application and appointment success rates





A focus of the 2009-2012 Action Plan was on improved collection and analysis of recruitment data, which has been fully achieved. The introduction of an online recruitment system in 2009 has allowed sophisticated reporting to take place. Due to the new system being implemented midway through the reporting period, it is only possible to provide two full years of data.

The data show that in 2010/11, 30% of applications to academic positions at UCL were from female candidates, with a slight drop off after interview where they only accounted for 26% of appointments. This is reversed in STEM, where female candidates accounted for 24% of applications but 31% of appointments.

For research positions in STEM, the position is similar with female candidates accounting for 50% of applications and 58% of appointments. This is a significant improvement from the previous year when women only accounted for 45% of appointments. At UCL generally, and in STEM, female applicants are less likely to be invited for interview than men but then more likely to be appointed to the post once interviewed, which may indicate bias coming into play in shortlisting. To help mitigate the risk that gender bias is a feature in recruitment, in the past year a series of high-level workshops on unconscious bias has been held for Heads of Departments (HoDs). These were particularly well attended by STEM HoDs. Unconscious bias workshops will continue to be rolled out for all staff with management responsibility in grades 9 and 10 and issues of bias will also be incorporated into a recruitment and interviewing training day.

Analysis of the data shows that 19 professors were appointed through open recruitment in STEM in 2011-2012. 16 men and 3 women were appointed and 21% of all applications were from female candidates. A further 27 professors were recruited through the use of headhunting companies, of which 7 of the appointed candidates were women. This means that 15% of those appointed to STEM professor posts through open recruitment were female and 25% of STEM professors appointed through headhunting were female. It is intended that we will strengthen the requirement that headhunting companies provide diverse shortlists (Action 1.3).

Additional activities to improve recruitment outcomes are:

- pilot the use of the positive action provisions of the Equality Act 2010. (Action 1.5)
- ensure all recruitment panels have at least 25% women on them. UCL considers that striving to have a more suitable gender balance on panels is not only an effective (e) quality control mechanism, but that it may also impact on the performance of a candidate at interview, as well as give a positive and welcoming impression of UCL. A number of measures will be implemented to ensure women in male-dominated areas are not being asked to sit on panels at a disproportionate rate. (Action 1.1 and 1.2) (Words: 471)

C) Female:male ratio of academic staff promotion rates

| 2012 STEM Academic Promotions | | Successful | Unsuccessful | Total |
|-------------------------------|--------|------------|--------------|------------|
| Professor | Male | 25 | 3 | 28 |
| | Female | 11 | 3 | 14 |
| Reader | Male | 27 | 1 | 28 |
| | Female | 13 | 2 | 15 |
| Senior Lecturer | Male | 12 | 1 | 13 |
| | Female | 7 | | 7 |
| Principal Research Associate | Male | 1 | | 1 |
| | Female | | | |
| Principal Research Fellow | Male | 1 | 2 | 3 |
| | Female | 0 | 3 | 3 |
| Principal Teaching Fellow | Male | 1 | | 1 |
| | Female | 1 | | 1 |
| Grand Total | | | | 114 |

| 2011 STEM Promotions | | Successful | Unsuccessful | Total |
|------------------------------|--------|------------|--------------|-------|
| Professor | Male | 18 | 7 | 25 |
| | Female | 11 | 2 | 13 |
| Reader | Male | 26 | 3 | 29 |
| | Female | 5 | 1 | 6 |
| Senior Lecturer | Male | 11 | 1 | 12 |
| | Female | 5 | | 5 |
| Principal Research Associate | Male | 2 | | 2 |
| | Female | 1 | | 1 |
| Principal Teaching Fellow | Female | 1 | | 1 |
| Grand Total | | | | |

| 2011 STEM Promotions | | Approximate pool of potential applicants | % Applying | % Successful |
|----------------------|--------|--|------------|--------------|
| Professor | Male | 66% | 66% | 72% |
| | Female | 34% | 34% | 85% |
| Reader | Male | 66% | 83% | 90% |
| | Female | 34% | 17% | 83% |
| Senior Lecturer | Male | 54% | 71% | 92% |
| | Female | 46% | 29% | 100% |

| 2010 STEM Promotions | | Successful | Unsuccessful | Total |
|------------------------------|--------|------------|--------------|------------|
| Professor | Male | 25 | 10 | 35 |
| | Female | 7 | 2 | 9 |
| Reader | Male | 16 | 4 | 20 |
| | Female | 10 | 1 | 11 |
| Senior Lecturer | Male | 15 | 1 | 16 |
| | Female | 9 | 1 | 10 |
| Principal Research Associate | Male | 4 | | 4 |
| | Female | | 1 | 1 |
| Principal Teaching Fellow | Male | 1 | 20 | 21 |
| Grand Total | | | | 127 |

| 2010 STEM Promotions | | Approximate pool of potential applicants | % Applying | % Successful |
|----------------------|--------|--|------------|--------------|
| Professor | Male | 66% | 80% | 71% |
| | Female | 34% | 20% | 78% |
| Reader | Male | 66% | 65% | 80% |
| | Female | 34% | 35% | 91% |
| Senior Lecturer | Male | 54% | 62% | 94% |
| | Female | 46% | 38% | 90% |

When looking at promotions data at UCL, it is difficult to compare STEM and non-STEM data as the vast majority of academic staff work in STEM and so the number of non-STEM staff applying for promotion is far too small to demonstrate trends.

Over the past 3 years, the proportion of female academic staff applying for promotion to Reader and Professor has been equitable to the pool of potential candidates. However, women are not applying at a high enough rate, relative to their numbers, for promotion to senior lecturer. In 2011 women accounted for 46% of all lecturers in STEM departments but only 29% of promotion applications to senior lecturer came from women.

Until 2012, women achieved higher success rates at academic promotion than men overall. However, this year women were less successful at Reader and Professor but 100% successful to senior lecturer. Year-on-year variation is to be expected and will continue to be monitored annually.

Anecdotal evidence and Staff Survey results strongly suggest that women are more likely to wait longer to put themselves forward for promotion. Each year Deans now hold workshops on promotions for faculty staff that aim to debunk the myths and clarify the process. A video of a seminar on promotion, targeted specifically at female staff, is also available on the Human Resources intranet along with audio files on 'tips and strategies for success'.

The Faculty of Life and Medical Sciences has committees which systematically consider the potential for promotion of every member of the Faculty. Others, such as the Division of Medicine, have a gender balanced committee which reviews applications for promotion. In October 2012 the Deans of the School of Life and Medical Sciences (SLMS) ran a workshop to train faculty in mentoring and supporting applications for promotion, which was felt to be of particular benefit to women. In the Faculty of Maths and Physical Sciences, the Dean directed all HoDs to give specific consideration to nominating women in their department and be proactive in supporting and developing their applications.

An SMT workstream has been established which focuses on 'eliminating barriers to promotion and career development'. Chaired by Professor Mary Collins, Dean of Life Sciences and Gender Champion, this high-level group will develop policy solutions and programmes which mitigate the perceived risk factors that deter women from putting themselves forward for promotion, such as lack of confidence, and make a comprehensive range of recommendations to UCL Council in 2013. (Action 3.2).

Improvements will continue to be made to the appraisal system. In the Faculties of Life Sciences, Brain Sciences and Medical Sciences, it will become mandatory for appraisals to be undertaken on an annual basis (rather than the two yearly minimum, as per UCL policy). This will ensure staff can formally discuss their training needs and career development regularly. The appraisal form template will also be amended so that preparing for promotion is routinely discussed with all staff. (Action 3.3)
(Words: 487)

5. Career development

A) Researcher career support and training

Initiatives undertaken by the career service are:

- Career Planning in the Sciences. A series of online modules delivered in *Moodle* covering a range of research skills important to the early career researcher. The programme aims to encourage postdoctoral scientists to actively use career management techniques;
- Each year a UCL Academic Career Planning Forum is held which is popular with post doctoral researchers. Last years event featured 6 panel speakers, 3 of whom were female academic scientists;
- Workshops on Academic Career Planning, Career Skills for Researchers and Academic Interviews are held in each Faculty every term;
- Research staff have access to one-to-one support from specialist advisors in twice weekly sets of appointments;

- Practice interviews. These are available for all researchers and involve a role play based exercise with a Careers Consultant for up to an hour.
-

The Organisational Staff Development (OSD) unit runs a 12 month Professional Development for Researchers Programme. This includes workshops on themes such as writing targeted grant papers, writing a peer review, supervising students and 'softer' skills such as resilience and making an impact. Figures show that 848 research staff have taken part in this programme over the past 3 years, 65% of whom were women.

OSD also promote the use of the Researcher Development Framework - a professional development tool, developed by Vitae, to help researchers at all stages of their careers to understand the knowledge, attributes and skills required to succeed.

A University-wide coaching programme has been introduced which has seen a number of staff become accredited coaches. It is anticipated that all staff will eventually have access to an internal coach at UCL, if they request one. The programme was developed with early career researchers as the target group. In addition, the university will be running the Springboard Women's Development Programme in 2013.

SLMS has developed an Academic Careers Office (ACO), the Director of which is Professor Geraint Rees. The mission of ACO is to promote, support and develop all aspects of academic and clinical academic careers in the School and Biomedical Research Unit at UCL. Its focus is on providing training, support and mentorship, to researchers in particular, with an explicit focus on equality and diversity. The ACO website features a section on gender equality and case studies of successful female academics. A forthcoming 'Academic Role Models' publication attracted a high proportion (~60%) of female nominees and will highlight the careers and attitudes of male and female role models.

UCL is signed up to the Concordat and this is promoted on our webpages.

The new Action Plan commits the university to establishing a circle of career advisors in each faculty (Action 2.1) and themed development events will be hosted by different faculties, which will be open to all but marketed and targeted specifically at women (Action 3.5). (Words: 468)

B) Mentoring and networking

Between 2009 -12, mentoring programmes were set up in the Faculty of Biomedical Sciences, the Division of Medicine, the Division of Psychology and Language Sciences and the Department of Biochemical Engineering.

In SLMS, a new mentoring scheme, 'Future Fifty' was launched by the ACO in October 2012. It provides mentoring from fifty experienced mentors drawn from across the School, including formal mentor/mentee training and ongoing support. Talented men and women are evenly represented on this programme as mentors and mentees. A planned cohort of 50 mentees has been recruited for 2012 and the scheme will continue annually.

A new action agreed is to make being a mentor a condition of becoming promoted to Professor. This will significantly increase the pool of mentors available. Due to gender segregation between the higher and lower grades, it will also automatically lead to many more men being required to mentor more junior women and acquiring first-hand knowledge of the barriers to women's careers, aka 'reverse mentoring'. (Action 2.2)

In SLMS, Professor Philippa Talmud and Professor Uta Frith have initiated a new networking group called 'UCL Women'. The first events have been scheduled for January 2013. As well as a series of social, supportive and networking events, plans are being made to collate stories of women working in science at UCL at different career stages, who can serve as role models.

OSD have been developing an online mentoring platform – uMentor - so that UCL has a core space to share information, provide online training, and materials on mentoring. With uMentor staff can find and select a mentor through a mentor match tool, which profiles and matches mentors and mentees (Action 3.4)

(Words: 277)

Comment on the effectiveness of activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as:

A) Conferences, seminars, lectures, exhibitions and other events.

Female STEM staff at UCL receive great encouragement to raise their profile, for example:

- On International Women's Day 2012, UCL scientists were involved in an event that celebrated leading women in science from across the world, at the Science Museum.
- In 2011 Dr Maggie Aderin-Pocock (UCL Physics & Astronomy) and Dr Sue Black (UCL Computer Sciences) took part in 'Soapbox Science' with the aim of challenging the public's view of women and science.
- The Mathematics Department host a yearly 'Women in Mathematics' day as well as a 'Meet the Mathematicians' event in spring 2012 where over half of the presenters (mathematicians) were women

In future, STEM divisions will be setting targets to ensure a high proportion of all speakers invited to UCL are women. (Action 3.7). Some areas which are very male dominated, such as the Division of Surgery, will also be setting ambitious targets to attract female visiting professors.

(words: 153)

B) Providing spokeswomen for internal and external media opportunities.

UCL's Experts' Database includes hundreds of women scientists willing to provide media comment. UCL's Gender Champion, Professor Mary Collins, wrote to women in her faculty urging them to sign up to the register if they hadn't already. A prominent example of one such expert is Dr Lucie Green, a Research Fellow in UCL's Department of Space and Climate Physics who works in TV and radio extensively. Dr Green has contributed to many programmes on BBC 1, BBC News 24, ITV and BBC World including GMTV, the Xchange, the One Show, Material World and Sky at Night programmes. She also co-presented the Stardate series on the BBC and the Transit of Venus Horizon special.

In the past few months, Dr Melissa Terras, a Reader in Electronic Communication, wrote an article in the Guardian on how to achieve work-life balance in academia and Professor Uta Frith featured in a detailed interview in the Independent on the visibility of women in science.

Internally, The Week@UCL newsletter is the major channel for communicating with staff. The most recent issue featured an article about Professor Jane Dacre's success winning a 2012 Woman of Achievement Award.

The Faculty of Medical Sciences newsletter recently featured a podcast interview with Caroline Moore, a newly appointed Senior Lecturer in the Division of Surgery. In the interview Caroline discusses her clinical expertise in urological surgery and how she balances her work and life with her family of four children and husband.

Professor Jean McEwan, Interim Dean of Medical Sciences, developed a Leadership in Medicine project which includes a series of podcasts and films on the university's website on the theme of "[Women Role Models in Medicine, Surgery and Dentistry - Leading change](#)".
(Words:282)

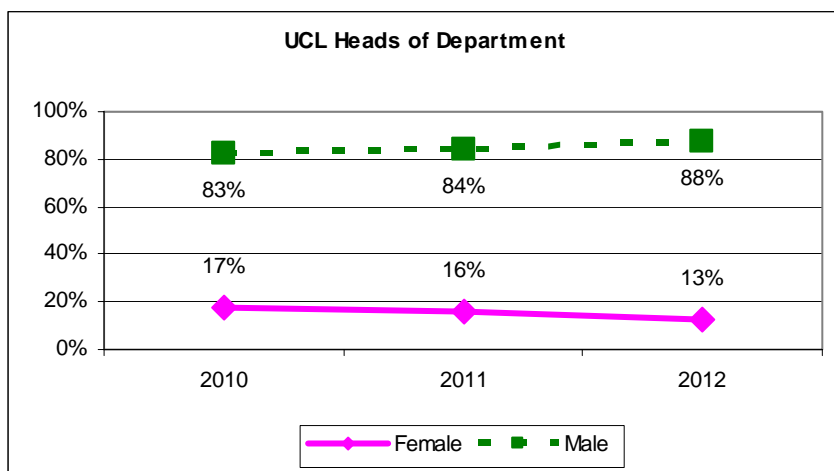
C) Nominations to public bodies, professional bodies and for external prizes.

A review of the two electronic newsletters sent to all staff showed that women accounted for 24% of all announcements relating to prestigious external prizes in the Provost's Newsletter and 47% in The Week.

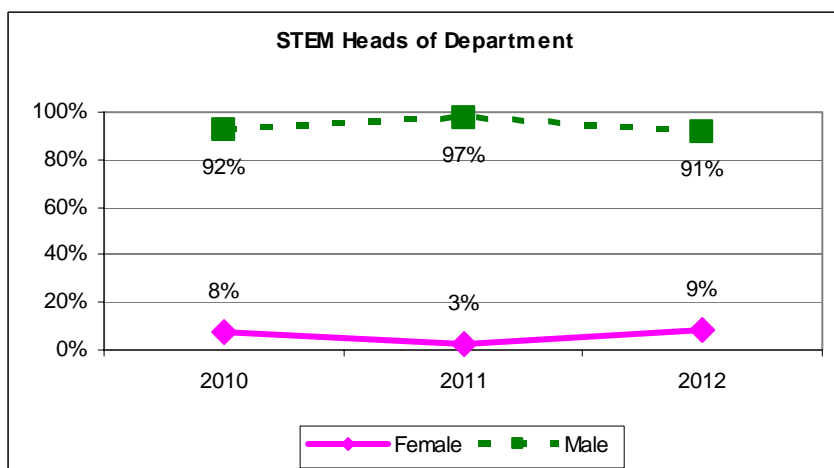
Internally, each year the Provost rewards the outstanding work of 11 individuals and teams at the Provost's Teaching Awards. Award winners receive a £2,500 bonus and female staff have attained around 40% of these awards.
(Words: 69)

6. Organisation and culture

A) Female:male ratio of Heads of School/Faculty/Department



| | 2010 | 2011 | 2012 |
|--------|------|------|------|
| Female | 10 | 9 | 8 |
| Male | 48 | 48 | 56 |
| Total | 58 | 57 | 64 |



| | 2010 | 2011 | 2012 |
|--------|------|------|------|
| Female | 3 | 1 | 4 |
| Male | 36 | 37 | 42 |
| Total | 39 | 38 | 46 |

The proportion of female HoDs has decreased by 5% over the past 3 years whilst in STEM it has increased by 1% after a dip last year.

This is clearly an unsatisfactory direction of travel for UCL and firm action to address this is proposed. It must be acknowledged, however, that the HoD role is not widely considered to be an attractive role as there is a perception of an extensive time commitment, and so may be off-putting to staff struggling to maintain a work-life balance. At UCL, HoDs are appointed by Council on the advice of Provost, following Provost's consultation with academic colleagues and the Dean. Consultation with the 50:50 Group and the Equality Champions has found that some staff perceive the role as very administrative and potentially a harmful distraction from research.

Two workstreams have been set up which will be led by members of SMT. The first workstream focus on 'attracting diverse staff to leadership roles'. This group will examine the HoD role and how the non-academic workload of staff in these roles could be reduced. (Action 4.5)

Another workstream will look at leadership development and succession planning, and how to encourage and develop more women into HoD and other leadership roles. (Action 4.6.)

Both these workstreams will meet for up to a year and will report back to UCL Council.

More positively, the proportion of female Deans has increased on an interim basis. 3 of the 10 Deans are now women and two of these lead Science Faculties. In future, all Dean posts will normally be openly advertised to increase the diversity of the candidate pool. (Action 1.4). (Words: 272)

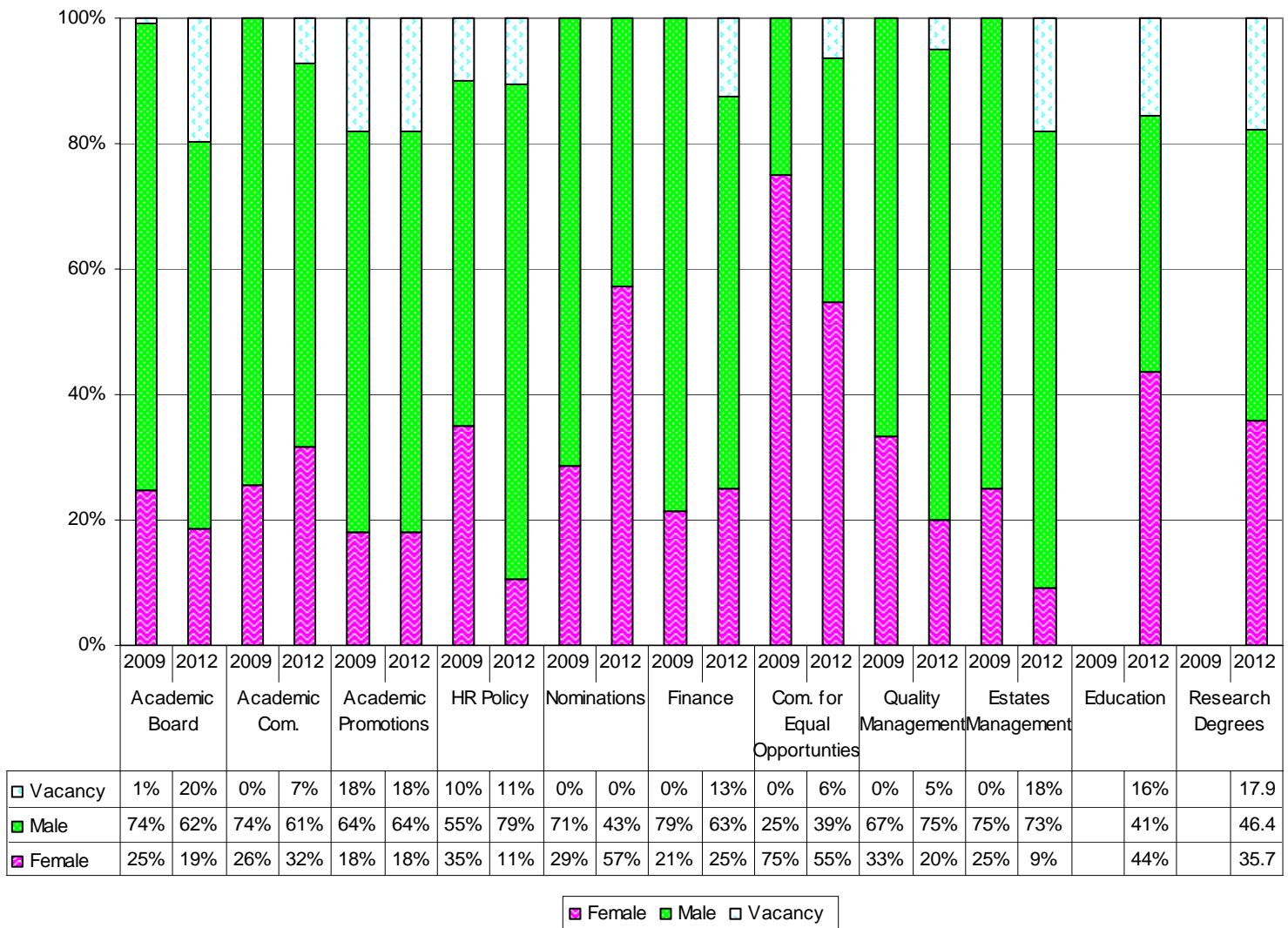
B) Gender balance on the senior management team at university level.

UCL's SMT comprises the Provost, Deans of Faculties, Vice-Provosts and the Director of Finance and Business Affairs. There are 3 women out of a total of 18 members. Representation of women on the SMT has decreased since 2009 as a consequence of turnover and also the creation of a new post of Vice-Provost (Education) to which a male candidate was appointed. The small size of the SMT unfortunately means that relatively minor changes in composition have a disproportionate impact on gender balance.

UCL is in the process of recruiting a new Provost to take over from Professor Malcolm Grant following his retirement in 2013. Sir Stephen Wall, Chair of Council and Equality Champion, is acutely aware of the lack of diversity at senior levels and had made every effort to ensure a diverse shortlist of candidates. The headhunters were given a firm brief to find talented women and BME candidates and UCL's Equality Groups, including the 50:50 group were closely consulted on the process. The recruiting panel is also very diverse. Whatever the outcome, it is clear that diversity considerations have been mainstreamed throughout the process.

(Words: 183)

C) Gender balance on influential committees at university level.



In 2009, UCL committed itself to improving women’s representation on influential committees. Since then, SMT has reviewed the committee system in the light of concern that UCL’s formal structure was unnecessarily complex and that attendance at some of these committees was not a good use of staff time.

Many committees were disestablished and replaced by lead officer arrangements or reformed with more streamlined membership. This has yielded mixed outcomes in terms of female representation. Some influential committees have increased the proportion of women: Academic Committee, Nominations Committee and two new UCL committees - the Education Committee and the Research Degrees. The Education Committee has slightly more females than men, and the Research Degrees Committee has ten females out of 23.

Conversely, membership of executive committees, such as Academic Promotions Committee and Human Resources Policy Committee (HRPC), are entirely ex officio and offer no scope for increasing representation of female members (unless women are appointed to these ex-officio roles). To mitigate this, the views of male and female staff, including members of the 50:50 Group, are sought and considered in the development of e.g. proposals for new HR policy brought to HRPC for approval.

The SAT have explored options for addressing gender balance on committees, by looking at the scope of ex-officio members to nominate colleagues to deputise for them, or creating co-opted posts if there are no current vacancies. However, it was felt these options defeat the original purpose of the review. Efforts are being focused on encouraging women to put themselves forward for vacancies that do exist. The Vice Provost (Operations) will be writing to all staff seeking nominations from under-represented groups. (Action 4.7).

As part of a new Equalities and Diversity Accountability Framework (EDAF) (Actions 4.1 and 4.2), Deans will be asked to audit divisional and faculty level committees to ensure they are representative where possible.

(Words: 308)

D) Evidence from equal pay audits/reviews.

The 2011 equal pay review found that:

- A basic mean salary comparison by gender for grades 1-9 showed only very small differences in each grade, well within acceptable parameters.
- At professorial level, the gap was 7.1% in favour of men. This gap was caused by both higher average mean salaries within the higher professorial bands plus a higher proportion of men in these bands.

To remedy the above:

- Allowing Deans to make cases to increase the in-band salaries of professorial staff where a clear equity issue has been identified;
- Scope to increase salaries within band to reward performance. This may reduce the need for market supplements, which are overwhelmingly paid to men;
- To make future professorial rebanding exercises be driven by Deans rather than through self-application, as men are more likely to put themselves forward for and assertively negotiate pay, awards and promotion.
- To set targets for Deans to reduce the pay gap in their faculty where it exists.

Deans have given a greater proportion of performance-based salary increases to women in this year's round, which has reduced the gaps.

This year's early results show that the gap between all female and male professors has reduced from 8.4% to 5.8%. Again, the main reason for this differential remains the lower proportion of women as the bands increase in seniority.

(Words: 225)

E) Female:male ratio of staff in the 2008 Research Assessment Exercise/ Research Excellence Framework

The RAE 2008 data were reviewed and analysed by gender. Panels where the differences were most apparent were further examined by Unit of Assessment. Overall there were no broad issues of concern regarding staff selection relating to sex.

92% of staff were returned to the RAE 2008 out of the 2044 that were eligible. There was a small (3%) difference in selection rates with women being less likely to be selected.

Of the 14 Panels, there were 3 panels where the submission rate differences between the sexes were larger, in two of which women were less likely to be selected than men. One of these was in SET and the other was in the social sciences. There was also a SET panel where women were significantly more likely to be returned than men.
(Words: 141)

Data for the REF are not yet available.

F) Transparent workload models

UCL has Workload Allocation Framework which is highlighted in HoDs training sessions.

Our 2011 staff survey data show that this framework may lead to varying satisfaction levels at the local level. Looking at SET faculties by gender there is only one faculty where women are more than 5% below the UCL benchmark in answer to the question “I can meet the requirements of my job without regularly working excessive hours”. However, when the data is analysed by grade and staff group a distinct pattern emerges: in all UCL faculties in grades 9 and 10 (senior lecturer and above) and often at Grade 8 (lecturer) there is significant gap of more than 5% below the UCL average of staff reporting working excessive hours. The same pattern emerges when academic staff are compared with research and support staff. This indicates that while workload is not a gender issue, per se, the heavy workload in senior, and especially academic roles, may pose a barrier to anyone with responsibilities outside work.

In terms of recognising pastoral work, ‘Enabling’, which includes good citizen and outreach work, is an explicit part of academic promotions criteria.

With the new Personal Tutor Strategy it is a requirement for all academic staff to undertake a personal tutoring role, thus ensuring that the task of supporting students in their studies is undertaken equally by men and women.
(Words: 227)

G) Work-life balance

In UCL’s Equalities and Diversity Strategy 2011-2014 there is an objective to reduce the number of meetings held during the core hours of 9.30 – 5pm by a third. Professor Mary Collins, Gender Equality Champion has shown leadership in this area by writing to her SMT colleagues urging them to follow her example. Professor Collins has children herself and acts as a role model in this regard by consistently and visibly leaving meetings early that finish outside these times. An identical policy has been adopted in the Faculty of Brain Sciences, and all SLMS cross-Faculty Board meetings are held in core hours.

UCL has a comprehensive Work-Life Balance policy that provides a framework by which managers can ensure that staff get the level of flexibility they need. We record all contractual changes to working hours centrally but not informal requests. We consider that it is the informality of the flexible working that is the one of the more female-friendly elements of working at UCL, and in academia more widely, and that to formalise these arrangements would lead to additional administration and potentially less flexibility for staff.
(Words: 185)

H) Publicity materials

The Week@UCL's editorial policy is explicit about 'endeavouring to include images and stories that reflect the diversity of the UCL community'.

UCL's Corporate Identity Guidelines include a section on appropriate language. It states: "At UCL we speak in an engaging and thought provoking way, we are proud to tell people the great things we are working on and achieve. We are confident, but not dry and stuffy." Under 'our personality' and 'our values', diversity is very prominent as are traits that project a caring and supportive environment.

An audit of the images used on UCL's website and key pages (for prospective and current students, opportunities and resources for staff, research-focused pages) found women were extremely well represented in images (ranging from 45%- 65% over the course of 4 weeks in September 2012)

The importance that is attached to reflecting our student population correctly is demonstrated in the design brief for our current Undergraduate Prospectus under the Project Brief heading and the Visual Elements/Photography section which explicitly make reference to the diversity of our student population. Reference to this is also made on the page of the Publications and Marketing Services website which is targeted at UCL staff producing student recruitment communications.

(Words: 201)

7) Flexibility and managing career breaks

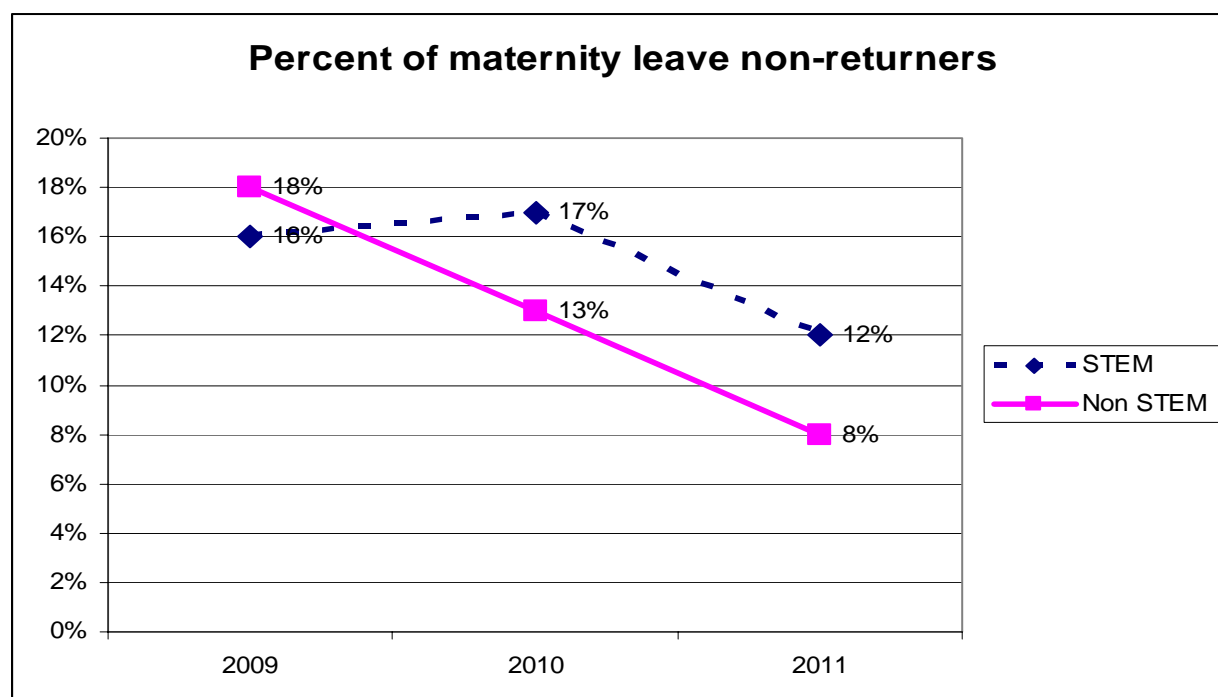
A) Flexible working

Flexible working is advertised on the UCL website via the work-life balance policy. During the first day of induction all managers are encouraged to talk to staff about whether they need flexible working arrangements via an induction checklist that prompts this.

Managers are the main mechanism by which staff are made aware of their flexible working rights. The approaches to this will, inevitably, vary by faculty but our staff survey data indicate that a high proportion of staff enjoying flexible working arrangements. Across UCL 84% of staff – males and females - report that 'there is flexibility in working schedules'. There is only one SET faculty where this is significantly lower, but where fully 78% of women have flexible working arrangements, which is still very encouraging. The evidence suggests that flexibility is not a major issue, or a gender issue, at UCL, especially for academic and research posts, where data indicate great deal of autonomy in how and when work is done. Likewise for the question "I have a choice deciding how I do my work" 87% staff (89% male, 86% female) consider they have this level of autonomy, comparing favourably to the Education and Skills benchmark of 76%.

(Words: 198)

B) Parental leave



| 2011 | Returned to work | Did not return | Maternity Leave Total |
|----------|------------------|----------------|-----------------------|
| STEM | 107 | 14 | 121 |
| Non STEM | 24 | 2 | 26 |

| 2010 | Returned to work | Did not return | Maternity Leave Total |
|----------|------------------|----------------|-----------------------|
| STEM | 95 | 20 | 115 |
| Non STEM | 13 | 2 | 15 |

| 2009 | Returned to work | Did not return | Maternity Leave Total |
|----------|------------------|----------------|-----------------------|
| STEM | 81 | 16 | 97 |
| Non STEM | 14 | 3 | 17 |

The proportion of women returning from maternity leave in STEM increased from 87% in 2010 to 92% last year. UCL's maternity leave policy provides for a high level of flexibility for women returning from leave. For example, the policy allows for one term of sabbatical leave without teaching commitments for research active academic staff returning from maternity or extended carer's leave. This leave enables staff to more quickly re-establish their research activity. Academics interested in taking it can request the sabbatical from their HoD no later than four weeks of returning from maternity leave.

It is proposed that women who work part-time after maternity leave will be able to request to go back to full-time work within a 2 year timeframe. The request to return to the same number of hours will only be turned down if there are strong business reasons. (Action 5.2)

The university offers a childcare voucher scheme which is open to all employees, including part-time and fixed term employees. The vouchers work through a salary sacrifice system that means staff do not pay tax or national insurance on childcare vouchers and can save over £900 per year.

The School of the Built Environment, Engineering and Mathematical and Physical Sciences recently began offering funding to researchers working in the EPSRC remit to support the development of their career following return from maternity or parenting leave. The aim of the scheme is to widen access to leadership careers in scientific research. The programme funds a total of up to 16 awards (4 per round) of up to £10,000 each. The funding can be used for attendance at conferences, secondments or short term research assignments (e.g. to an external laboratory), short-term research assistant support or teaching buyouts for a few months to allow individuals to concentrate on research.

In 2011 there were 55 recorded instances of paternity leave (81% of which were in STEM which is what the university would expect to see.)
(Words: 324)

C) Childcare

UCL has a 62 place on-site Nursery accommodating children between the ages of 3 months and 5 years, spread over two settings, serving both staff and students. Since October 2011, with the opening of a new site, it has nearly doubled its intake.

In 2012 both sites were deemed “Good” By Ofsted and ‘the effectiveness which the setting promotes equality and diversity’ and ‘the settings’ engagement with parents’ were deemed as “Outstanding”.

The Nursery prides itself on all staff offering excellent relationships with parents and carers, resulting in the children receiving highly personalised care. Although freely advertised through the UCL website, word of mouth is its strongest marketing tool.
(Words: 98)

Any other comments

Please comment here on any other elements which you think relevant to the application

1. The university has allocated funding for a new grade 8 post to work exclusively on Athena SWAN. The postholder will be closely linked into the Vice Provost (Research) Office and be embedded in STEM departments and funded by SET faculties. This demonstrates a significant resourcing commitment the institution has made to Athena SWAN.
2. Childcare can be difficult for women with dependents who are invited to speak at international conferences. The SAT discussed the desirability of a fund or bursary, perhaps externally sponsored, being established to assist staff. Exploring and taking forward the possibility of this has been agreed as a longer term action (Action 5.3). In the shorter term, a carers network will be set up which will enable staff with dependants to link up and exchange information and resources on child care (Action 5.4).

3. Approval for paternity leave is meant to be captured on our MyView self-administered HR system, but again it must be stated that in reality there is very patchy reporting of this, particularly amongst academic staff, so it is difficult to establish how widespread uptake is. The Action Plan contains a commitment to explore doubling paid paternity leave so that men or same-sex partners can take up to 4 weeks paid leave after their partner gives birth and getting better data will be key to resourcing this. (Action 5.1)
4. In most areas, the profile of STEM researchers in institutions such as UCL is closely linked to research grants. We therefore make conscious efforts to ensure representation of female staff in leading major research bids, for instance two of our seven EPSRC programme grants are led by women professors, a much higher proportion than nationally. To lead a recent £12M collaborative research bid to EPSRC we selected (through a highly competitive process) a female reader working part-time because of family care commitments and we provided strong support to enable her to reconcile the leadership role with such commitments.
6. Reflecting the importance of supporting academics re-establish their work after career breaks, we have made seven grants totalling £68K in the last year, and hope to expand such support in future in partnership with EPSRC and the Wellcome Trust.
7. We ensure women researchers are well represented within UCL's Grand Challenges and Public Policy initiatives, supporting their profile beyond the research community. 50:50 is a universal aspiration for membership of key bodies within these initiatives, with almost all achieving 40%.

Previous winners of a Provost's Award for Public Engagement (PE) are:

2011: Prof Clare Elwell (SET)

2010: Dr Kath Woolf (SET)

2009: Dr Caroline Bressey (non-SET)

In 2011, of 5 PE awards given, 3 went to women.

In 2010, of 4 PE awards given, 3 went to women.

In 2009, of 4 PE awards given, 3 went to women.

The Beacon Mentors, appointed to help lead culture change with respect to engagement in their faculties in 2010, were all women (Profs Sophie Scott, Clare Elwell, Judith Stephenson, Jane Holder and Dr Claire Thomson).

University College London Athena SWAN: UCL Bronze Renewal Action Plan 2012-15*

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
|---|--|---|---|--|----------|
| 1. Recruitment | | | | | |
| 1.1 Require all UCL recruitment panels to comprise of at least 25% women | <p>Abolition of all-male panels is creating a more welcoming environment for female interviewees</p> <p>Potential for 'stereotype threat' is reduced</p> <p>Decision-making is representative</p> <p>Increase in proportion of females appointed at senior level</p> | <ul style="list-style-type: none"> - Propose amendment to Recruitment and Selection Policy as part of planned review of policy and inform staff. - Implement revised policy - Incorporate amendment into recruitment training. - Incorporate improved monitoring arrangements on the ROME recruitment system. - Develop and introduce process to ensure panel chair confirms women on panels | HR Director | <p>Achieved** Nov 2012</p> <p>Feb 2013</p> <p>May 2013</p> | High |
| 1.2 Develop a central database of senior women who are trained in recruitment and selection | <p>High number of suitable women are available for panel participation.</p> <p>Women are not being required to spend a disproportionate time on recruitment panels</p> | <ul style="list-style-type: none"> - Promotional material to encourage female staff to become part of a central pool is widely disseminated - HoDs are nominating suitable women - Organise, where necessary, additional recruitment training for participating women | <p>Head of Equalities and Diversity</p> <p>Heads of Departments</p> | <p>Feb 2013</p> <p>Apr 2013</p> | High |
| 1.3 Ensure head-hunting companies who work for UCL find appropriate | Increase in the proportion of senior | <ul style="list-style-type: none"> - Clarify requirement on ROME for monitoring | Head of Equalities and Diversity | Feb 2013 | Medium |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
|--|--|--|---|--------------------------|----------|
| female and minority ethnic candidates | female staff appointed | diversity of applicants through head hunting companies - Establish means of monitoring diversity of candidates applying through head hunting processes - Develop standard clauses to be used in contractual arrangements with head hunting companies | HR Process Manager Deans / Director of Legal Services | Mar 2013 May 2013 | |
| 1.4. Openly advertise Dean and leadership and senior management role vacancies | Increase in the proportion of female staff appointed to leadership and senior management roles | - Provost to inform SMT of change - Policy amendment to be conveyed in internal communications | Provost | July 2013 | Medium |
| 1.5. Communicate UCL's recent decision to allow the voluntary use of the positive action provisions from the Equality Act 2010 | Increase in the proportion of staff being appointed from diverse backgrounds | - Communicate this decision through usual internal communications mechanisms - Incorporate amendment into recruitment training | Deans / Internal Communications Manager Head of Equalities and Diversity | Feb 2013 Feb 2013 | Medium |
| 2. Turnover and retention | | | | | |
| 2.1 Establish a 'circle of career advisors' in each faculty | Female and minority ethnic staff receive | - Draft overview of role - Workstream 2 to give | Deans | Dec 2012 Feb 2013 | High |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
|--|--|--|---|--|----------|
| | consistent, impartial, high-quality career advice Increase in the proportion of women being promoted | approval and advice on implementation - Deans to promote the role to faculty staff and approve volunteers - Briefing sessions organised for volunteers | | Feb 2013 July 2013 | |
| 2. 2 Ensure professorial banding and reward incorporates mentoring into the assessment criteria | Senior academic staff are incentivised to pass on their skills and experience to more junior staff Increase in the proportion of women being promoted | - Propose amendment to criteria as part of planned professorial reward review. - Apply amendment to banding and reward process - Heads of Department to monitor level of mentoring | Director, HR Policy and Planning Heads of Department | Achieved Nov 2012 May 2013 July 2014 | Medium |
| 2.3 Develop formal mathematical workforce model looking at existing patterns of workforce turnover and attrition | Better understanding of the degree to which different policy options impact on gender ratios More effective policy implementation | - Develop model - Data provided by Human resources - Promote wide-spread discussion and engagement with model as part of new Faculty Accountability Framework on E&D | Director, SLMS Academic Careers Office | March 2013 May 2013 | Medium |
| 2.4 Monitor proportion of female research assistants on short –term fixed term contracts | Dependant on findings | - Produce data report - Further actions dependent on results | HR Information office | October 2013 and October, 2014 | Medium |
| 2.5 Monitor rates of internal redeployment | Women are being internally redeployed at equitable levels | - Analyse database - Investigate reasons for any differentials in non- | Equality and Diversity Advisor | January 2014 | Low |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
|---|--|--|---|-----------------------------------|----------|
| | | redeployment | | | |
| 2.6 Improve processes for gaining more exit information from female STEM research staff | Decrease in the proportion of female STEM researchers leaving academia | <ul style="list-style-type: none"> - Amend leaving letter - Tailor online exit survey - Analyse data and report back to Heads of Departments | Equality and Diversity Advisor | March 2014 | Low |
| 3. Career Development and Promotion | | | | | |
| 3.1 Identify/ develop pilot bespoke leadership courses for women. Costs to be identified for funding | More leaders being appointed from under-represented groups | <ul style="list-style-type: none"> - Research and select consultants / programme and require them to draw up a project plan, application form and promotional materials - Programme advertised to all staff | Director, HR Consultancy and Organisational Staff Development | Feb 2013 May 2013 | Medium |
| 3.2 Senior Management Team work stream to investigate and make recommendations on 'eliminating barriers to promotion and career development' for female staff | More women being promoted | <ul style="list-style-type: none"> - Meetings twice a term - Report to University Council every 6 months | Dean of Life Sciences (Gender Equality Champion) | Nov 2012 Nov 2013 | High |
| 3.3 Ensure that possibility of promotion is considered at each appraisal meeting | More women being promoted | <ul style="list-style-type: none"> - Propose amendment to performance appraisal process as part of planned review of policy. - Apply additional section for appraisal forms as part of planned review of performance appraisal | Director, HR Policy and Planning | Achieved Nov 2012 Sep 2013 | Medium |
| 3.4 Develop an online mentoring platform | More women have access to a mentor | <ul style="list-style-type: none"> - Platform developed - Platform launched and promoted across the | Organisational Staff Development Team | Achieved Nov 2012 | High |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
|--|--|--|--|---|----------|
| | Mentoring is culturally embedded across the university | university | | Jan 2013 | |
| 3.5 Hold a series of professional development events hosted by faculties aimed at underrepresented groups, such as women in STEM | Staff from different groups are more actively supported in their career advancement | <ul style="list-style-type: none"> - Consult with Workstreams/ Equality Champions and Equalities Networks to develop a list of professional development events that would be useful to underrepresented staff groups - Deans to appoint designated faculty staff to plan and organise the events - Events to be promoted through The Week, etc. | Deans Internal Communications Manager | May 2013 Jun 2013 Sept 2013 | Medium |
| 3.6 Yearly, rather than 2 yearly appraisals, to be compulsory in the School of Life of Medical Sciences | Staff can formally discuss career development and promotion more regularly | <ul style="list-style-type: none"> - Deans to cascade information on this requirement to Divisional and Departmental Heads | Deans of Life and Medical Sciences | Jan 2013 | High |
| 3.7 New 50% target for visiting female speakers in the Faculty of Medical Sciences | Profile of female academics are enhanced Female students and junior members report feeling inspired through feedback / evaluation forms | <ul style="list-style-type: none"> - Target set by the Interim Dean of Medical Sciences - Target communicated to Divisions and Departments | Dean of Medical Sciences | Dec 2012 | High |
| 4. Culture and accountability | | | | | |
| 4.1 Systematically embed | Clear E&D accountability | <ul style="list-style-type: none"> - Review existing wording in | Provost | Feb 2013 | High |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
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| measurable equality and diversity outcomes into Provost, Vice-Provost and Dean job descriptions and appraisals. One of these outcomes must be on increasing the proportion of senior women in the Faculty. | at senior levels Increase in the proportion of senior women in Faculty | job descriptions and draft new wording in liaison with Equality Champions - Agree E&D appraisal objectives for all SMT members | | From 2013 | |
| 4.2. Initiate Faculty E&D Action plans. Progress to be reported by Deans to Council on an annual basis. | Consistent, meaningful E&D activity taking place at the faculty level The advancement of the careers of women in STEM is a reality on the ground | - Agree faculty action plans, including how the faculty will help deliver UCL-wide E&D objectives - HR to advise Deans and Committees - Communicate actions plans to staff | Deans | Feb 2013 Mar 2013 April 2013 | High |
| 4.3 Research and disseminate report on the business benefit of gender equality in higher education | Business benefit is widely understood and embraced | - Approval for funding granted - Appointment of research staff - Research undertaken and published - Review report and develop plans for follow-on or supplementary studies to further develop evidence case for equality and knowledge base of best practice measures outside HE sectors. | Vice Provost (Research) | Achieved Nov 2012 April 2013 | Medium |
| 4.4. Encourage a university-wide practice of faculty and department | Key faculty and department meetings do | - Amend Work-life Balance Policy | Head of Employment Policy | Feb 2013 | Medium |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
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| 'core business in core hours' and flexibility to meet work life balance needs of staff. | not exclude staff with dependents. | and communicate to staff - Audit of meetings by Faculty / Department and implementation of new practice | Deans / Heads of Department | Apr 2013 | |
| 4.5 Establish Senior Management Team Work Stream on 'Attracting Diverse Staff to Senior Roles' | Increase in proportion of female Heads of Department | - Work stream to meet for up to one year and make recommendations to University Council | Dean of the Faculty of Laws | Nov 2013 | High |
| 4.6 Establish Senior Management team Work Stream on 'Leadership development and succession planning' | Women are being encouraging and developed into taking on more leadership roles | - Work stream to meet for up to one year and make recommendations to University Council | Dean of the Faculty of Population Health Sciences | Nov 2012 Nov 2013 | High |
| 4.7 Encourage female staff to nominate themselves for committees with vacancies | To increase the proportion of women on influential committees | - Audit of vacancies undertaken by Academic Services - All staff email sent out | Academic Services Vice Provost (Operations) | Achieved Nov 2012 Dec 2012 | High |
| 4.8 Increase transparency of workloads | To ensure the fair allocation of research, teaching and enabling tasks across divisions | - Investigate web-based system based on the model adopted by the Division of Psychology and Language Sciences' - Roll out software | Equality Champions (SMT) | 2015 | Low |
| 5. Support for parents | | | | | |
| 5.1 Double UCL paid paternity leave provision so that men / same-sex partners can take up to 4 weeks paid leave after their partner gives birth | Men are enabled to spend more time with their newborn children, thus transforming societal gender roles | - Secure financial commitment - Propose amendment to Paternity Policy as part of planned review of policy and inform staff. - Change the paternity leave policy and communicate to staff | HR Director | Nov 2012 Nov 2012 Feb 2013 | Medium |

| Principal Action | Measure of success | Activities Required | Leads | Timeframe | Priority |
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| 5.2 Facilitate the option for women who work part-time after maternity leave (and who are on UCL centrally funded contracts) to go back to full-time work within a 2-4-year timeframe. | <p>More flexibility but also more security for women returning from maternity leave</p> <p>Maternity leave and any subsequent part time working not having a detrimental effect on career development</p> | <ul style="list-style-type: none"> - Secure funding commitment (post funding to be retained by department) - Propose amendment to Work Life Balance Policy as part of planned review of policy - Proposed policy amendment to be communicated in a special E&D feature in The Week, Exchange and Provost Newsletter - Amend work-life balance policy and communicate to staff | HR Director | <p>Dec 2012</p> <p>Dec 2012</p> <p>Feb 2013</p> <p>May 2013</p> | Medium |
| 5.3 Investigate possibility of an externally sponsored fund for staff with dependants to cover childcare costs for conferences | More women able to attend national and international conferences | <ul style="list-style-type: none"> - Funding options explored - Establishment of fund if successful | Interim Dean of Medical Sciences | 2014- 2015 | Low |
| 5.4 Establish new parents and carers network | Staff who are parents are sharing information and resources to a much greater degree | <ul style="list-style-type: none"> - Proposal and guidelines for network drawn up - Network advertised to all staff - Network coordinated by Equality and Diversity Team | Head of Equality and Diversity | Jan 2013 | Medium |

* Many of the actions in this plan appear to be taking place at an organisational level, rather than being specifically focused on STEM faculties. Since 86% of all UCL academic and research staff work in STEM areas, this is where the initiatives will have the most impact.

** Some achieved actions have been included to give context to subsequent actions

| UCL SWAN Action Plan 2009-2012 | | | | | |
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| Issue | Action | Person responsible | Time-scale | Measurement of success | Progress |
| 1. Improved data collection and analysis | | | | | |
| Need for centrally held data on flexible working requests to monitor work/life balance policy in UCL | Develop a means for departments to feed back formal flexible working requests to HR | Sarah Guise, HR Departmental Administrators | May 2010 | Up to date information on flexible working requests held on corporate database and in departments | Not achieved <i>Self-reporting on MyView is still patchy due to highly devolved nature of management at UCL. No longer viewed as a priority as staff survey results indicate many men and women enjoy informal flexible working arrangements.</i> |
| Incomplete monitoring of recruitment equalities data | Roll out of new Online Recruitment Tool | Tim Wells, ROME Project Manager & Niyi Akinmutande, Assistant HR Director - Operations and Information | Completed by September 2009 | 95% capture for online equalities recruitment monitoring forms | Fully achieved |

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| Analysis of m:f responses in SET/UCL from Staff survey on issues relating to gender equality e.g. work-life balance, promotions | Develop follow up activities based on staff survey findings | Sarah Brant, HR Director and Deans of Faculties | Initial meeting 03/06/09 | An action plan for follow up is developed and approved by the Senior Management Team and implemented by Deans | Fully achieved |
| Need for Faculty Teaching Committees (or equivalent in new LS Faculty structure) to monitor and analyse changes in student gender balance | Gender data on students to be presented annually at FTCs | Sarah Guise/Equalities and Diversity Coordinator, Gary Smith, Student Data Services | Annually | FTCs have a clearer idea of how they compare to other HEIs. Significant differences in the gender profile of students are addressed by FTCs in subsequent meetings. | Mainly achieved <i>But still room for improvement. Monitoring of student data will be done more systematically in faculties with the new Equalities and Diversity Accountability Framework (EDAF).</i> |
| Need for monitoring of maternity leave returners | Ensure that this data is collected by departments and monitored corporately | Sarah Guise, HR Policy Departmental Administrators | Ongoing | Annual data is kept, monitored and reported to the Committee for Equal Opportunities | Partially achieved <i>Data has been collected but not presented to the Committee yet.</i> |

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| Promotions data for junior (grades 7-8) academic and research staff not routinely disaggregated by gender and presented to the Academic Promotions Committee | Regular equalities monitoring of junior academic promotions submitted to the Academic Promotions Committee | Cheryl Newsome Assistant HR Director Consultancy Services | Ongoing | Annual data on academic promotions from grades 7-10 is submitted to the Academic Promotions Committee for review | Fully achieved |
| 2. Culture change | | | | | |
| Equalities (including gender equality) not widely seen as a business benefit | Consider the business case for promoting equality. Compare and benchmark with other similar HEIs nationally and internationally (e.g. UC Berkeley - http://undsci.berkeley.edu/article/socialsideofscience02). Consultation with Professor Virginia Valian (Hunter College, NY) - expert on gender biases. | Prof Jan Atkinson + SWAN SAT AAG Dr Alastair McClelland | June 2010 - 2012 | Business case endorsed by Committee for Equal Opportunities, presented to all relevant committees and Heads of Department and incorporated into the new Gender Equality Scheme in 2010. | Partially achieved <i>This action is being revisited more robustly in 2012-15 Action Plan.</i> |

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| <p>Women not adequately represented on UCL's most influential committees</p> | <p>Identify the Executive Committees where there is scope for attracting and widening diversity and equality. Promote these committees across UCL for co-opted membership. Include additional web information on decision powers of these committees</p> | <p>Equalities and Diversity Coordinator, Chair of CEO</p> | <p>June 2010 - 2012</p> | <p>Representation of women on executive committees increased by 5% per annum</p> | <p>Partially achieved <i>Some committees have increased the proportion of women whilst some have not.</i></p> |
| <p>Successful women's scientific careers need to be communicated throughout the UCL, and the SET community in particular as role models</p> | <p>Consider the impact of putting on the UCL SWAN web site (possibly on or linked from the UCL News page) an interview with a successful female scientist in UCL (at any level from undergraduate to professor) to promote UCL's successes in careers for Women in SET</p> <p>Provide success stories to the Provost for his weekly newsletter and to</p> | <p>Sarah Guise, HR, Prof Jan Atkinson + SWAN SAT subgroup</p> <p>Media Communications Web Management Team</p> | <p>Dec 2009</p> | <p>Creation of a webpage with all successful award applications and links to relevant sites e.g. LMCB SWAN page</p> <p>Successful UCL SET females are more regularly featured in weekly email newsletters</p> | <p>Fully achieved</p> |

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| | writers of the UCL news email. | | | | |
| Equalities awareness Master Class (including gender issues) for new members of the Provost's Senior Management Team and Heads of Department | Organise management specific gender training with external consultants | Barbara Barrett, Head of Organisational and Staff Development | From autumn 2009 onwards | 80% of SMT and HoD have had training by 2012 | Fully achieved |
| Survey into unconscious gender biases | Questionnaire piloted across PALS Division (UKRC Culture Analysis Tool) | Prof Jan Atkinson + SWAN SAT AAG subgroup | | | Fully achieved |
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| 3. Career progression | | | | | |
| Mentoring for women in the Faculty of Biomedical Science | Assertiveness training being arranged for mentees Effectiveness of | Fiona Eldridge (independent consultant), Jane Dacre, | To be reviewed in April 2010 | Positive feedback and career progression of mentees and | Fully achieved |

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| | scheme to be reviewed after 1 year | Biomedical Science | | positive feedback from mentors. Continuation of scheme. | |
| 4. Staff benefits | | | | | |
| UCL does not maximise communication of the non-financial staff benefits to potential applicants and current employees | Develop a comprehensive staff benefits package to emphasise the support for parents and family-friendly working practices | Geoff Lang, Assistant HR Director Policy & Planning and Head of Payroll and Pension Services | December 2009 | Information on UCL's comprehensive benefits package is made available to all job applicants and Total Reward Statements remind existing staff of benefits | Partially achieved. <i>Benefits package now available to all job applicants but the action on Total reward Statements is still in progress.</i> |
| 5. Equal pay | | | | | |
| Equal pay audit of new professorial pay banding arrangements | Equal pay audit of professorial staff to be carried out | Geoff Lang, Assistant HR Director Policy and Planning | June 2009 | UCL addresses any gender pay differences of 5% or more | Fully achieved |
| 6. Dissemination of Good Practice across SET in UCL | | | | | |

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| <p>Successful (SWAN) initiatives in one department or division to be communicated to other departments</p> | <p>Disseminate across all UCL SET departments effective activities developed in UCL's successful Silver applications or Equality Action Planning e.g. Psychology and Language Sciences (PaLS) Division's Wiki on family support</p> | <p>Prof Jan Atkinson + SWAN SAT subgroups</p> <p>Sarah Guise, HR</p> | <p>2009-2012</p> | <p>Successful activities are piloted and evaluated by other departments. UCL has achieved enough Silver SET departments to apply for a university-wide Silver SWAN by 2012.</p> | <p>Partially achieved. <i>Several internal events sharing good practice/ 34 Departments at various stages of preparing to submit for Silver and Gold.</i></p> |
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