



Athena SWAN Bronze department award application

Name of university: University College London (UCL)

Department: Department of Statistical Science

Date of application: November 2014

Date of university Bronze and/or Silver SWAN award: University Bronze award - 2006, renewed 2009, 2012

Contact for application: Patrick Wolfe

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

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

Sections to be included

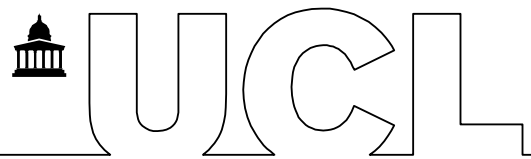
At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

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

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

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

Please see overleaf (488 words).



15 May 2015

Ms Sarah Dickinson
Athena SWAN Charter, Equality Challenge Unit
Queen's House, 55-56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Ms Dickinson,

It is with pleasure and pride that I endorse our Department of Statistical Science application for an Athena SWAN Bronze award. The application represents a considered assessment of where we stand with regards to gender equality, along with a realizable action plan with measureable results to move us forward. I am very grateful to the work of our self-assessment team (which represents a broad cross-section of roles and career stages across the Department, and on which I also serve).

While we are fortunate to count 3 women Professors of 6 in total amongst our ranks, we recognize that Statistics as a discipline is a long way from achieving gender equality. In our data we clearly see the classic 'pyramid effect' by which, beginning after taught postgraduate level, smaller and smaller proportions of women go on to careers in departments like ours. We are committed to helping to achieve change in this regard: we are a registered supporter of the London Mathematical Society's Women in Mathematics Good Practice Scheme, meaning that we have committed to five principles of good practice. I am our point of contact for this scheme. In 2013 we founded UCL Women in Mathematical Sciences, a series of regular scientific talks by women academics at different career stages, followed by Q-and-A luncheons where speakers discuss their career experiences. We administer the programme, and along with UCL Mathematics and the Centre for Mathematics and Physics in the Life Sciences and Experimental Biology, fund it. This group has stimulated interaction amongst women at various career stages, and has received very positive feedback.

Our senior management team—one of whom leads our SWAN efforts—and myself see gender equality as an important part of our strategic vision for the Department. With significant leadership presence by senior women to build on, we intend to make UCL Statistical Science a top recruiting choice for women candidates. Addressing the pipeline issue is critical for us to grow and further strengthen the department. From a retention point of view we are committed to making the Department a place where our staff can excel, with our full support for flexible working arrangements and active efforts to support the challenges faced by women academics as they advance to leadership positions at UCL and more widely.

In conclusion, we have already benefitted immensely from the self-assessment process: it has provided a clear forcing function to make us look holistically at where we are now, where we want to be, and how we are going to get there. I see this application as a catalyst for future action and our work towards a Silver application. We look forward to your feedback.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'T Fearn', with a long horizontal flourish underneath.

Tom Fearn

Professor of Applied Statistics and Head of Department of Statistical Science

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The SAT was established in October 2013, and has held in-person meeting 4 times at regular intervals in the year leading up to this application, complemented by extensive working subgroups and email discussion. There are currently 13 members (6 men and 7 women). The SAT represents a range of Department staff including students, administrative staff and academics at all levels of seniority. The members of the self-assessment team are as follows:

Dr Joakim Beck (Research Associate) is responsible for gathering and analysing data on flexibility and managing career breaks for the SAT.

Dr Codina Cotar (Lecturer) is responsible for collecting information on the Key Career Transition Points for the SAT.

Mr Franceso Donat (Postgraduate Research Student) is responsible for collecting data for the SAT on students' attitude towards a career in research.

Prof Tom Fearn (Head of Department) is responsible for collating information on policy for the SAT.

Dr Christian Henning (Senior Lecturer) brings his experience as Director of Studies to the SAT.

Ms Karen Leport (Teaching Administrator) brings to the team her experiences as Departmental Equality and Diversity Liaison Officer.

Mr Samuel Livingstone (PhD student) is responsible for collecting and analysing data on student and staff numbers and attitudes for the SAT

Dr Ioanna Manolopoulou (Lecturer) is responsible for the assessment of career progression experience and support for the SAT.

Prof Rumana Omar (Senior Lecturer, Head of Biostatistics Research Theme) is responsible for examining the career and promotion aspects of the female academics within the Department for the SAT.

Ms Urvashi Ramful (Undergraduate Student) helped in assembling data for the SAT on how students feel about pursuing a role in research.

Dr Matina Rassias (Teaching Fellow) brings to the SAT insight gained from being the mentor of postgraduates who teach.

Dr Hilde Wilkinson-Herbots (Senior Lecturer) is tutor for taught postgraduate students.

Prof Patrick Wolfe (Senior Management Team, Chair of SAT) is responsible for overall coordination of the self-assessment effort

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

The SAT began originally as an ad-hoc committee, once the Department took the decision to apply for Athena SWAN recognition. It is now integrated into the Departmental structure: it reports to the Senior Management Team at its regular monthly meetings, and also reports out at each Departmental full-staff meeting.

To date, the SAT has organized and administered two surveys: first, a survey to final year undergraduate and MSc students, with the goal of trying to understand why the gender mix on UCL taught programmes is roughly 1:1, whereas around 70-80% of applications for PhDs are from males. The SAT also conducted an anonymous survey amongst women academic staff in the Department. This qualitative analysis served to complement quantitative analysis of career progression and promotion of women staff, especially given the small sample size of quantitative data. The results of both of these surveys are discussed in the application below.

The SAT also spoke with other departments, including Mathematics and Computer Science, in order to help establish best practices and lessons learned to inform our action plan, and attended internal UCL presentations providing guidance on policies and SWAN application preparation.

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

The SAT will continue to meet at least termly to monitor progress against the action plan; to consider new inputs and actions; and to build on the progress achieved to work toward a Silver application. We expect that as progress is made, the SAT will increase its in-person meeting frequency to twice per term.

We have agreed that the SAT Chair position will rotate every two years amongst senior members of the Department, and SAT committee membership will rotate by 1/3 annually. We will continue to report to the Departmental Senior Management Team, and to have briefings at Departmental full-staff meetings.

(1000 words)

3. A picture of the department: maximum 2000 words

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

The Department of Statistical Science at University College has a long and distinguished history. It was founded in 1911 by Karl Pearson, and was the first university statistics department in the

world. It has a strong research reputation; many statisticians with a worldwide recognition were and are members of the Department.

The Department is very active. It has recently grown significantly, corresponding to a strong increase in grant funding, which is mainly research funding but includes some funding for teaching innovation. The staff size is 25.3 FTE compared to 13.1 in 2008. All staff and students are located over two floors of a single building on the southwest corner of UCL's campus.

Because the Department was smaller in the past, we have tended to have a lot of informal policies and practices. As we have grown over the last 5 years, we feel we need to make our good practice more formal, and we see Athena SWAN as a way of driving this effort.

As part of our growth, student numbers of the Statistics undergraduate programmes rose sharply from 2009 to 2010, and are fairly constant since then with an intake of slightly more than 100 per year. The number of MSc Statistics students fluctuated around 20-25 for many years but peaked at an intake of 39 for 2014/15 and is expected to remain above its long-term average in the next years. The number of PhD students (some of which are joint students with other departments) has grown to 41 from 25 in 2007. The Department reviews its teaching and learning strategy and the offered programmes and modules regularly, and encourages and supports innovation in teaching.

Currently the Department offers BSc programmes in Statistics; Statistics, Economics and Finance; Statistics, Economics and a Language; Statistics and Management for Business; and Economics and Statistics (most of them in collaboration with other departments), an MSc Statistics programme with a Medical Statistics pathway and an MSci international programme with a year abroad. Students in these programmes are included in our data.

In addition, the Department also participates in the MSc in Computational Statistics and Machine Learning and a BSc and an MSci programme in Mathematics and Statistical Science, which are programmes hosted respectively by the departments of Computer Science and Mathematics. Furthermore it teaches a number of Statistics modules for students of other departments.

The Department's research covers a wide range of applied and theoretical statistics with research themes and groups in Biostatistics; Computational Statistics; Financial Risk; Insurance; Econometrics and Stochastic Finance; General Theory and Methodology; Multivariate and High Dimensional Data; Stochastic Modelling and Time Series; Stochastic Processes; and Data Science; and research collaborations in many areas including Environmental Science, Chemistry, Oceanography, Engineering, Sports Science, Genetics, Pharmaceutical Research and Insurance.

The Department contributes to a number of interdisciplinary research centres, including the Centre for Mathematics and Physics in the Life Sciences and Experimental Biology and the London NERC Doctoral Training Partnership. These centres bring our staff and students into regular contact with other disciplines where gender ratios are closer to 1:1.

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

Student data

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

The department does not run any access or foundation courses.

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

Over the past three years the department has held on average 332 undergraduate students per year, 50% of whom have been female. 96% of students are enrolled full-time. For both part-time and full-time students, the ratio of males to females is about 1:1. This compares favourably with the HESA 2012/13 national average (0.74 females to every male), as is shown in Figure 1.

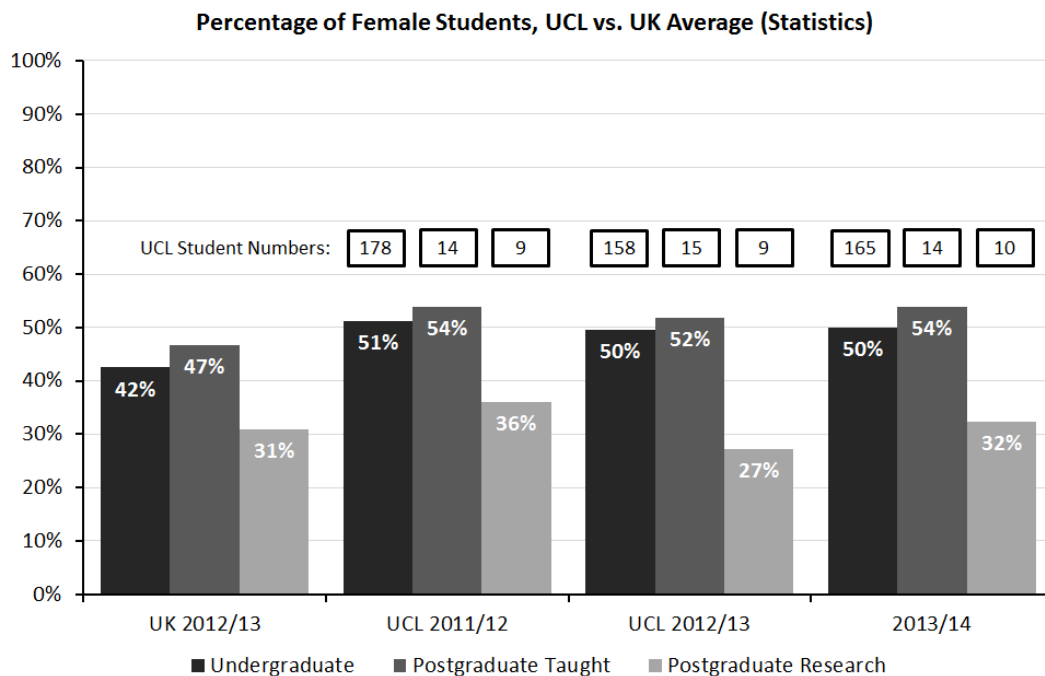


Figure 1: National average data from HESA showing gender proportions for undergraduate, postgraduate taught, and postgraduate research (leftmost bars), compared with UCL Statistics student gender splits for 2011/12, 2012/13, and 2013/14.

The SAT discussed the data in Figure 1, and agreed that it would be important to continue to monitor this, and to break down the data by fee status.

Action 3.1: Continue to monitor undergraduate, postgraduate taught, and postgraduate research student data by fee status for a 50/50 gender balance.

If we further stratify by fee status, we see that overseas students account for 82% of females enrolled on undergraduate courses, compared with 69% of males (see Figure 2).

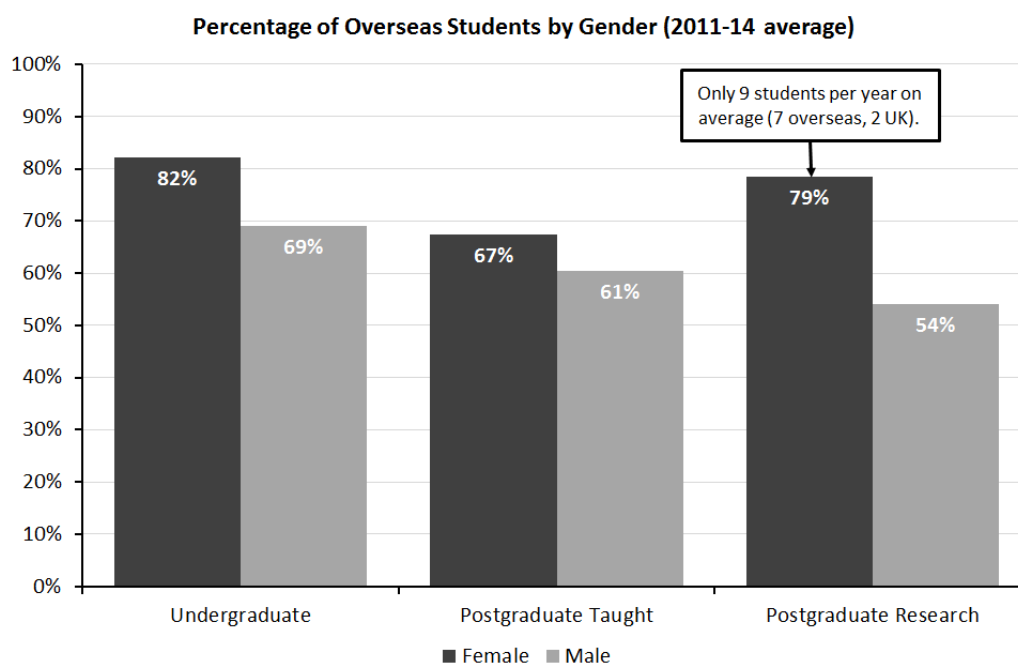


Figure 2: UCL Statistical Science overseas and UK students by gender, and grouped by program level. Data shown are 2011-14 averages.

From Figure 2 we conclude that less than half of home students are women at undergraduate level, while more than half of overseas undergraduates are female. The SAT discussed this and agreed that action will be taken to address the home-student gender imbalance.

Action 3.2: Encourage more undergraduate applications from women home students.

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

There have been on average 27 taught postgraduate students enrolled in the department per year between 2011 and 2014, and 53% of these have been female. Full-time students account for 89% of this number (56% of which are female). Again this is higher than the national average (47%, shown in Figure 1). Figure 2 shows that 67% of females and 61% of males are overseas students.

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

The majority of the 30 postgraduate research students per year have also been enrolled full-time (88%). Around one third (31%) of these students have been female (34% in the full-time case), which is in line with the HESA national average (also 31%), see Figure 1. Although Figure 2 shows that 79% of female students are from overseas, it should be noted that there have only been 9 female research students per year on average. For males 54% are not from the UK.

The SAT discussed these data and agreed that this is the first key ‘pinch point’ where aggregate numbers start to deviate strongly. This will be a key focus for the SAT and the Department going forward.

Action 3.3: Implement outreach and promotion to move towards a 50/50 gender balance at postgraduate research intake. For example, we have added links to Women in Science and the London Mathematical Society’s good practice scheme to the front page of our website. Other specific actions are discussed below, throughout the application.

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

On average, at undergraduate level there are 2.4 applications for every offer made, and half of these offers are accepted. For females specifically the numbers are similar (2.3 applications per offer, and again 50% are accepted).

For taught postgraduate courses 2.3 applications are made for each offer (2.2 for females only), and one of every 1.8 offers are accepted, both in total and for females only.

In the case of research degrees 3.2 applications are made per offer (the same for males and females), and for each that is accepted, 1.7 offers are made. In the case of females admitted to postgraduate research, for each acceptance there are 2.5 offers made. These data are summarized in Figure 3.

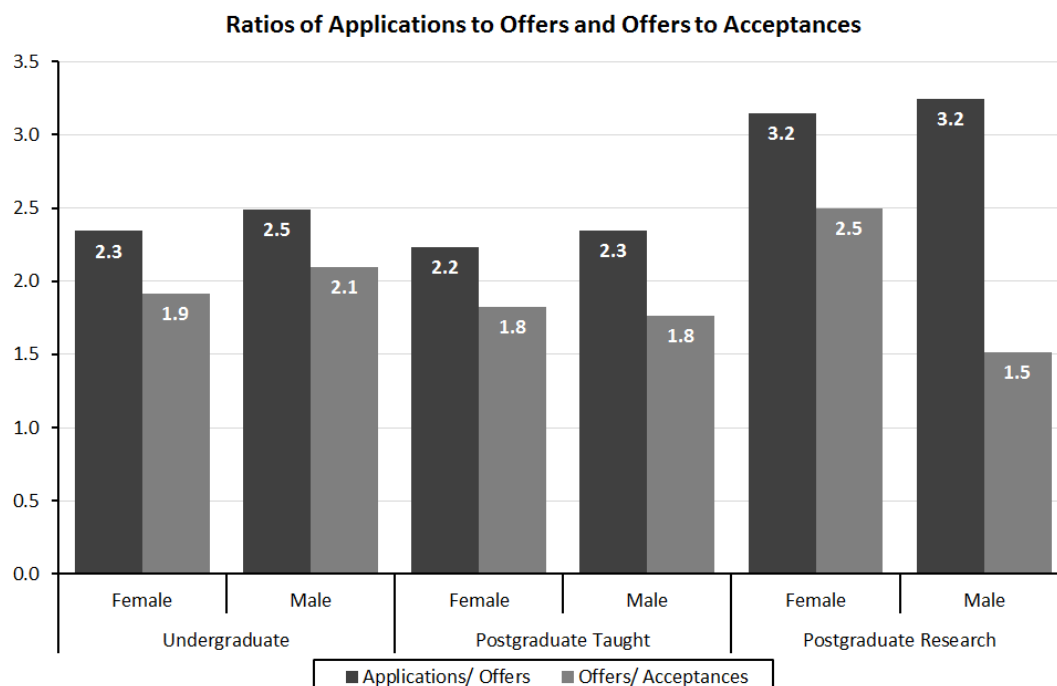


Figure 3: UCL Statistics student application/offer and offer/acceptance ratios by gender, averaged over 2012-2014. For example, while one per every 1.5 males offered a postgraduate research place accepts, only one per every 2.5 females offered a postgraduate research place accepts.

We see from the rightmost set of bars in Figure 3 that the same 'pinch point' is identifiable in the ratios of offers to acceptances for postgraduate research places: Although we are offering to male and female candidates at roughly the same rate at which applications are received (both ratios round to 3.2), we are seeing fewer female acceptances: only one per every 2.5 females, compared to one per every 1.5 males.

Action 3.4: Investigate causes for the observed differential in the proportion of offers accepted at postgraduate research intake, by a survey of the most recent intake.

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

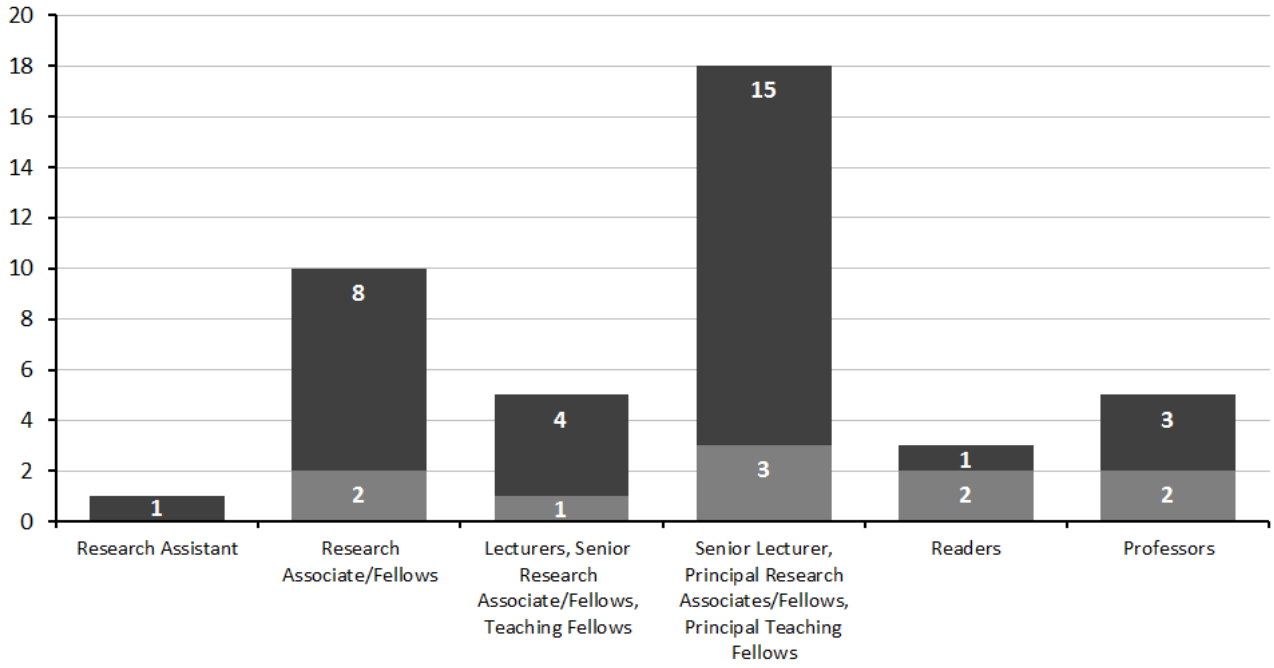
Of those students achieving first class honours over the past 3 years, 52% are female. For upper second class honours the figure is 46%. Around 30% of females enrolled on undergraduate degrees are achieving first class honours, with 70% leaving with upper second class or higher. This compares with 27% of males achieving first class degrees and 73% attaining at least an upper second class grade. There is not a large difference between the proportions of overseas students achieving first class honours (30% for females, 28% for males) compared with those of their UK counterparts (29% for females, 25% for males).

Staff data

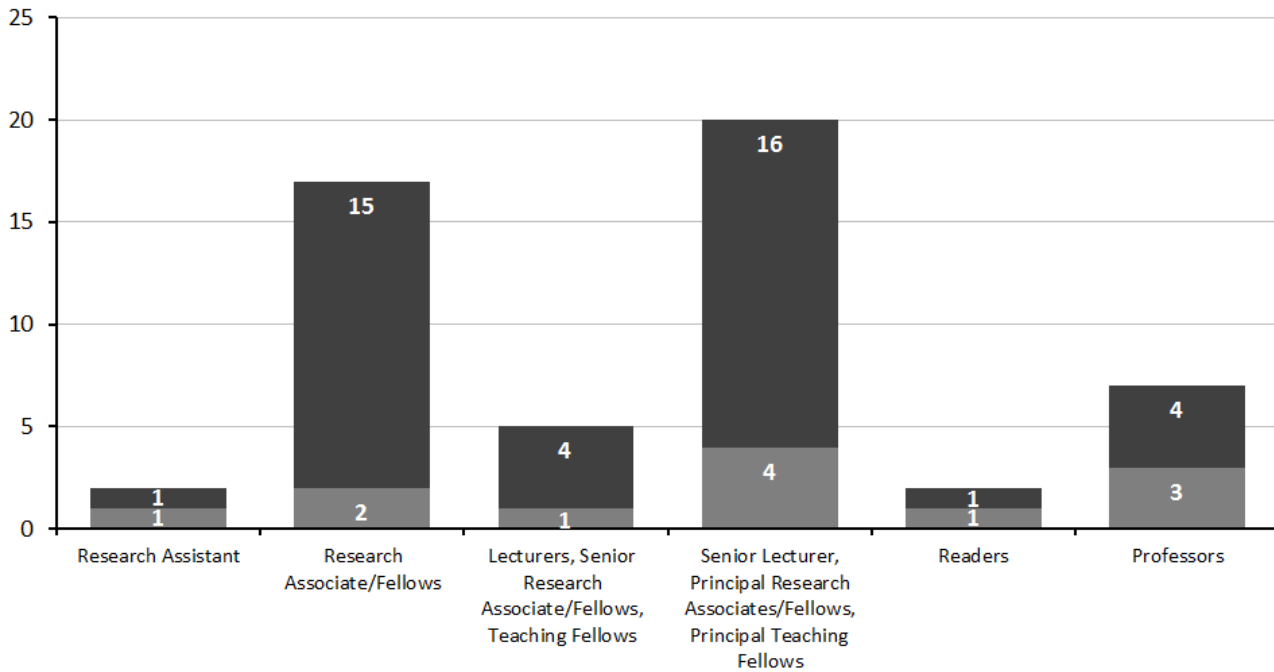
- (vii) ***Female: male ratio of academic staff and research staff*** – *researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels*

Over the past 3 years, the ratio of male to female members of academic and research staff has been 3:1. The mix is more even at more senior levels, as shown in Figure 4 below.

2012 SWAN Categories by Gender



2013 SWAN Categories by Gender



2014 SWAN Categories by Gender

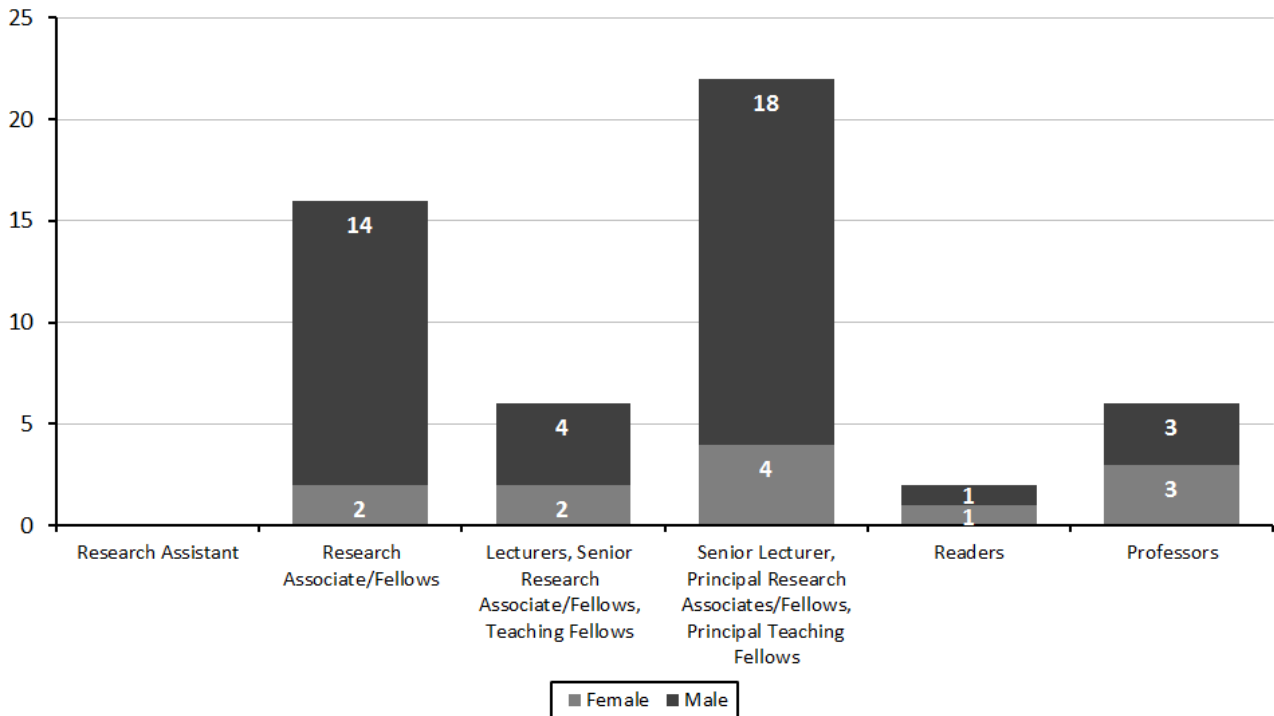


Figure 4: SWAN academic and research staff categories by gender, for years 2012, 2013, and 2014.

The gender balance of senior academic staff in Figure 4 reflects the success of our internal promotions procedure in recognising and rewarding the accomplishments of female academic staff. From Figure 4 we also see that there is little variation at the senior levels among the past 3 years, owing to promotions roughly balancing with departures.

Over the past three years, there has been an increase in the number of Research Associates (6 more males) and lecturers (3 more males and 2 more females). This reflects the tail end of our latest period of expansion. Actions to implement recruiting strategies targeting women hires at Research Associate and Lecturer level are described later in this application, where we study the breakdown between female applicants, offers, and hires.

Over the past 3 years, the proportion of full-time academic and research staff that are women averages to 19%. The proportion of part-time academic and research staff that are women averages to 42% over this same period, though the actual numbers are small (4 out of 9 in 2014). These data are shown in Figure 5.

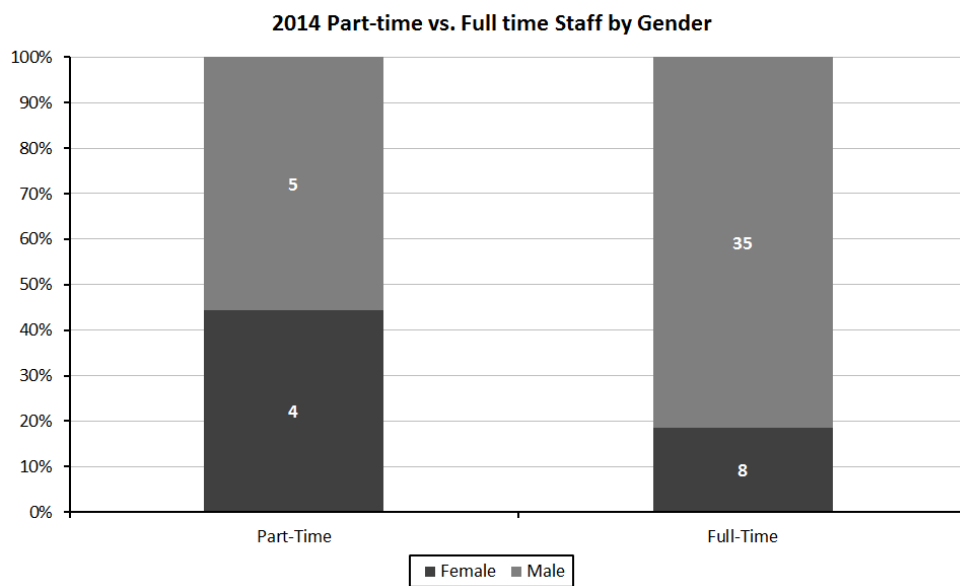
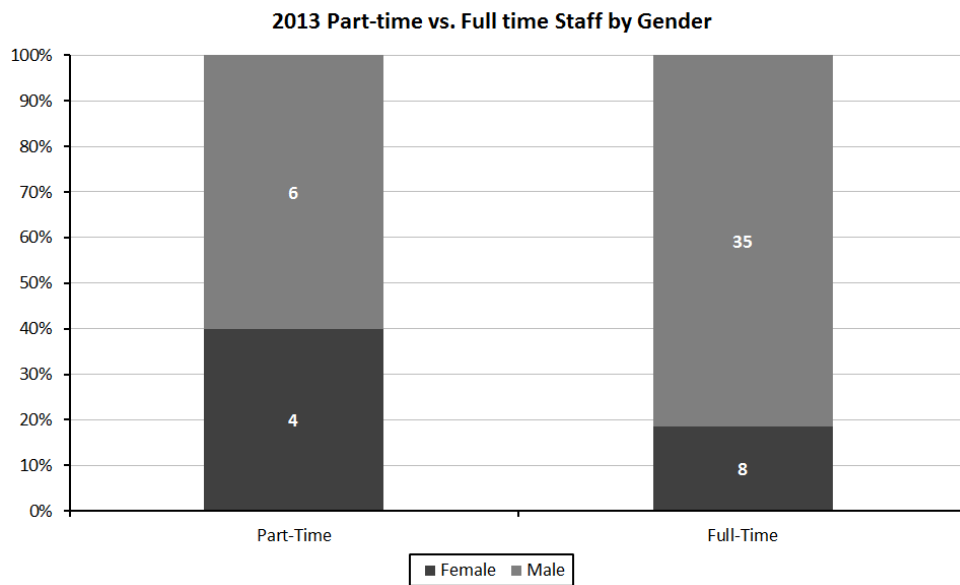
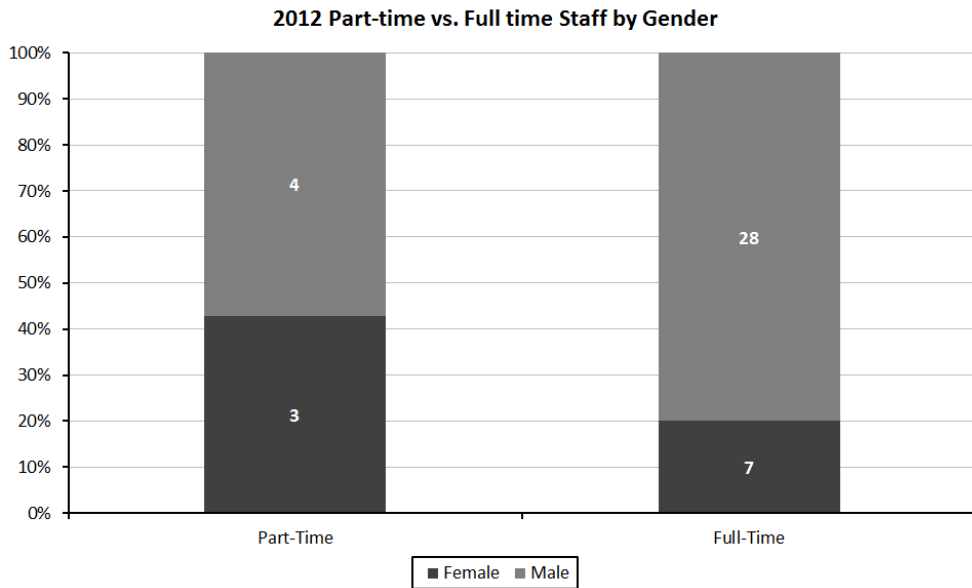


Figure 5: Part-time and full-time academic and research staff by gender, shown for years 2012, 2013, and 2014.

The data described in Figure 5 reflect UCL's support for academic and research staff who choose to work part-time. As a result of these data, the SAT decided that we should publicise to all staff the opportunities to work part-time.

Action 3.5: Publicise to all staff the opportunities to work part-time.

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Between 2012 and 2014 five female members of staff have left the department (around 18% of those employed), compared with ten male staff members (11% of the total). Four of the five female leavers left during 2014. Of these four, one elected not to return from maternity leave, while the other three left because their current research projects reached the ends of their respective funding periods.

(1726 words)

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

Key career transition points

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

Since October 2010 the Department has appointed 6 teaching staff, 30 research staff and 12 academic staff (2 Professors, 1 Reader and 9 Lecturers). Figure 6 shows the corresponding data.

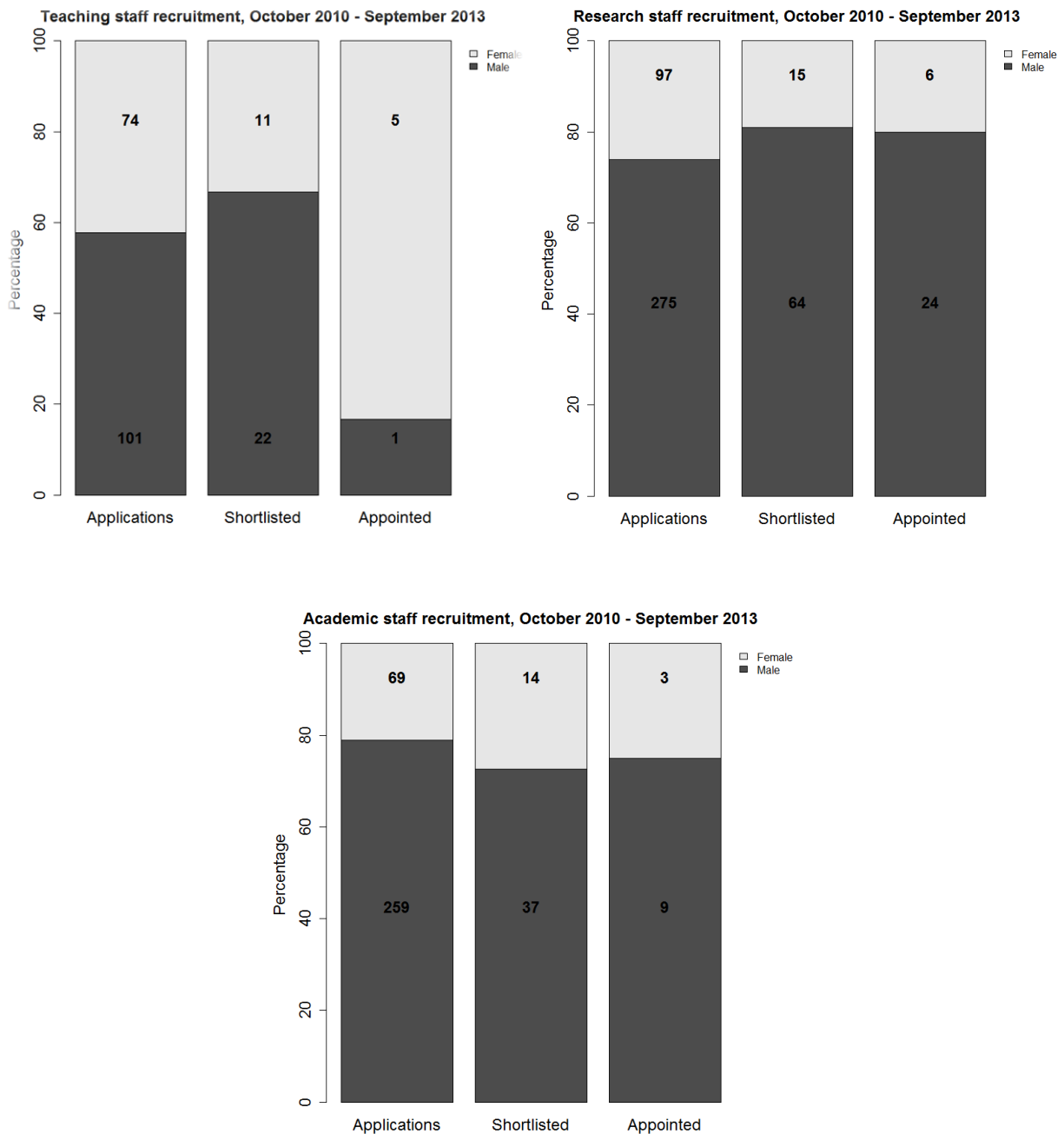


Figure 6: Recruiting data by gender, shown for the 3 most recent years of hiring. From top left to bottom right, the numbers of males are as follows: 101,22,1; 275,64,24; and 259,37,9.

Figure 6 highlights key points that have been discussed by the SAT. First, the ratio of male to female applicants is far from 50/50. Second, in the cases of research and teaching staff recruitment, we see some leakage from application to shortlisting stage—though for academic staff, the proportion of women shortlisted increases relative to the proportion of applicants. Finally, we see that for research and academic staff, the proportion of women appointed remains the same as the proportion of women shortlisted. For teaching staff, this proportion increases sharply; the SAT is unsure why this is the case.

Action 4.1: Investigate and monitor the ratios of application to shortlisting, as well as the final stage of teaching appointments, to understand reasons behind the observed data. To do this, over the next 3 years we will review all documentation after appointments are made.

Actions to increase the number of female applications for posts are discussed below.

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

Over the last 3 years, 7 staff have been promoted. There have been no unsuccessful cases. This is made up of promotions to Professor (2), Senior Lecturer (5). Of these, 2 have been female: one to Professor, and one to Senior Lecturer. This 2:5 gender ratio is consistent with our overall 1:3 ratio of female to male staff.

The annual promotions process at UCL is well advertised, including case studies made available on a central website, and additionally by email from our Head of Department, who welcomes staff to discuss their promotion prospects should they be unsure. Promotion is also discussed at appraisals, which is the main method of feedback for staff working towards promotion.

The SAT discussed actions that could be taken to support promotion, following on from an SAT-administered staff survey (detailed under Additional Comments, below). On the basis of this, the Departmental Senior Management Team has taken action to establish a Departmental Promotions Committee. This committee will meet annually to discuss the promotion prospects of all staff.

Action 4.2: Make sure all staff are aware of the new Departmental Promotions Committee and understand the process and how it will benefit them.

Action 4.3: Draft Departmental-level guidance for appraisers to ensure that appraisals include specific conversation about career development and work towards promotion.

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

- (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

Our Department committed to the London Mathematical Society's Good Practice Scheme for gender equality in 2013, as detailed in our Head of Department's attached letter supporting this application. The scheme supports UK mathematics departments in embedding equal opportunities for women within their working practices. The logo appears prominently both in job adverts and on our website. Additionally, since autumn 2011 all our advertised senior staff vacancies include the wording "We particularly welcome female applicants and those from an ethnic minority, as they are currently under-represented within UCL at this level."

Each job advert has a link to 'Employee benefits' which details family-friendly benefits, among other things, such as maternity leave, paternity/partners leave, adoption leave, work-life balance policy, workplace nursery and the childcare vouchers scheme. Moreover, since 2013 all vacancies advertised include the wording, "Our department is working towards an Athena SWAN award. We are committed to addressing gender inequality within our department". If successful, this will change to show the Athena SWAN Bronze logo and a statement about our progress. As detailed elsewhere in this application, staff survey data indicate that our Department comes across as a welcoming and supportive place to work.

We ensure that all appointing panel members have attended training in fair recruitment (which includes information on the Equality Act of 2010), and from 2011 we have required that at least one female member of staff is present on each appointing panel. This action predates UCL's 25% female representation rule introduced in 2013, which we implemented in all interviews since. At our last professorial hiring panel, we achieved a 50/50 gender balance.

At the same time, we are careful not to overburden female staff on appointing (and other) committees by ensuring a fair distribution of work among our staff in general, and our female staff in particular. We achieve this in part by inviting women from other departments to contribute towards representation on panels. The SAT is sensitive to the fact that a 50/50 balance for every hiring panel would impose an unreasonable workload on our current staff. However, the SAT agrees that as the gender balance of our staff improves, we will be able to consequently approach a 50/50 target.

Our Head of Department, who chairs all appointment panels at Lecturer level and above, received training in unconscious bias awareness in 2012. Some but not all members of our academic staff have attended unconscious bias training organized within UCL.

Action 4.4: Encourage all staff to undertake unconscious bias awareness training.

- (ii) ***Support for staff at key career transition points*** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

From the data presented above, the SAT has identified our key transition points to be from MSc to PhD, and from PhD to researcher. Addressing these transition points will lead to a more balanced talent pool at Lecturer applicant level. Each of these transition points has been discussed by the SAT, leading to the following actions.

First, we have implemented a number of actions to encourage females to go on to PhD study.

Action 4.5: Actively encourage PhD study to all our undergraduates and MSc students.

We have introduced since October 2014 the group activity 'Meet your Professor' which engages students in research-based education—that is, learning which is built around activities typically undertaken by researchers—right from the start of their undergraduate experience. This is designed to introduce students to the research culture of the department in general and to the

work of one academic. This will ensure that the students, working in groups of six, come into close contact with the research of our staff, and that female undergraduates in particular will see examples to guide, influence and encourage them towards a potential academic career. For final year students we have introduced further opportunities to encourage them towards an academic career, such as the possibility attend various informal research seminars and to work on an undergraduate research project under the supervision of a member of our academic staff.

The SAT feels that, once in postgraduate research study, it is vital that a good proportion of female mathematicians make the transition to research careers. In 2013 we ran two different year-long reading groups. Both were very well attended, not only by participants from our department but also by participants from the Mathematics and Computer Science departments. The reading groups gave the participants the opportunity to learn and understand together a new area of statistics. The first reading group was geared towards 3rd-year undergraduates and MSc students, and the second one was geared towards PhD students and postdoctoral researchers. These events have been attended by a good number of female students. Not only did the female students actively participate in presenting and discussing ideas in the Reading Groups, but they used this opportunity to enquire and seek active advice about further study after their degree. Indeed, already 3 of the female undergraduates who attended these Reading Groups last year are now applying for PhD study, and another 2 have already started an MSc degree.

Action 4.6: Ensure that reading groups continue, and that female students are encouraged to attend.

The SAT discussed ways to highlight the research achievement of female members of staff, to serve as examples and encouragement to current staff and students.

Action 4.7: Highlight research achievements by staff, especially female staff, more visibly around the Department. With this in mind, we have already dedicated a noticeboard which displays the research of females in the Department (academic staff, research staff and PhD students). The noticeboard also advertises various scientific events and workshops which feature prominently leading women in statistics, or are geared towards the encouragement and advancement of women in statistics.

The SAT also discussed achieving a better gender balance of Departmental seminar speakers. A challenging but attainable first goal will be to reach approximately 1/3 female speakers.

Action 4.8: Invite at least 1/3 female speakers to our weekly Departmental seminar.

The SAT also feels we should increase interaction between our MSc and PhD students, to help our MSc students to find out what life as an early-career academic entails.

Action 4.9: Open our yearly PhD student research conference to MSc student participation.

Recognizing the importance of having somebody experienced to guide and advise students, we have also introduced the role of mentor for postgraduate students who teach. This position is filled by one of our experienced female academic teaching staff members. The role of the mentor is to give advice on issues related to teaching matters. This position has been created based on feedback from our female PhD students and postdoctoral fellows.

Action 4.10: Make new postgraduate students aware of this position (via their welcome packs) when they start their studies.

We have also created new networking and interaction opportunities through our new "Women in Mathematical Sciences" Lecture series. This series takes place three times a year and is aimed at female 3rd and 4th year, MSc and PhD students, postdoctoral Fellows and Staff. The series is well attended, and on average we have over 50-60 participants, out of which approximately 10 are female academic staff members, and the remaining are students and postdoctoral researchers. The events include informal networking lunches, academic seminars and (in the future) open discussions about gender issues by experts in the field of Equality and Diversity. The informal lunches have served as a good meeting point for the participants to seek advice and guidance on a career in academia, while the academic seminars have given them the opportunity to be inspired and encouraged by the example of successful women in academia.

Action 4.11: Hold three joint Mathematics-Statistics lunches and networking events per year for 3rd, 4th year undergraduate, MSc and PhD students, postdoctoral researchers and academic members of staff.

Career development

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

- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

UCL has a probationary scheme for lecturers which allows them to develop their research and teaching excellence during the first few years (typically 3 years). The Head of Department is responsible for annually monitoring the professional development and academic excellence of probationary lecturers. To help our new lecturers establish a strong career profile, personal mentors (more senior members of staff) to provide advice are assigned to each one. These relationships often continue past the probationary period up to the first promotion and beyond. Although the department has not yet had any requests for a female mentor, the SAT feels that new staff should be made aware of the opportunity to request this.

Action 4.12: Add wording to prospective mentor assignment emails, indicating that mentees are welcome to discuss the choice of mentor with the Head of Department.

Our staff are generally given light teaching loads to allow for high quality of both research and teaching, with an additional 50% reduction (roughly) during the first year of newly appointed lecturers. As per UCL policy, all academic staff are appraised every two years, with the exception of probationary lecturers and professors, each of these categories being appraised annually.

Action 4.13: Communicate to all staff that they may request an annual appraisal if preferred.

Promotion criteria are focused around quality of research papers, winning research grants, and teaching and knowledge transfer. As described earlier in this application, we have established a Departmental Promotions Committee to ensure that all staff have additional annual opportunities to be considered for promotion.

Research staff are appraised after six months at the first instance (following a six month probationary period), then annually by the Principal Investigator responsible for their funding. These appraisals cover both progress within the assigned projects as well as towards the career progression of the member of research staff. This ensures that research staff are well prepared for the next stages of their careers.

UCL takes teaching, pastoral and outreach contributions very seriously with regards to promotion. These criteria are codified as a part of UCL promotions policy. Additionally, career breaks (such as parental leave) are taken into account during promotion applications. Such breaks are further supported by our Department.

The department has long had an internal peer review system for grant applications. This ensures that junior members of staff receive detailed feedback from experienced colleagues, as well as overall guidance and advice on obtaining research funding. This resource is available to all members of staff, and is regularly taken up by both male and female staff members. The department also recently (2014) launched an internal online research resource where members of the department (both staff and students) can share research ideas and ask questions, exchange grant application advice and ask research-related questions.

- (ii) ***Induction and training*** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

UCL offers a wide variety of training courses both for new and experienced members of staff, all of whom are required to attend three training sessions per year. All new members of staff are required to complete online training in Equality and Diversity. Additional sessions on Unconscious Bias, organized by the London Mathematical Society (and more recently by the Department of Mathematics), are regularly offered and advertised to our staff. Members of staff have attended the workshop and report that they have found it useful. Staff who serve on appointment panels are required to attend Recruitment and Selection Policy training, which includes information on the Equality Act, and a brief introduction to unconscious bias. Those who supervise PhD students also are required to attend the Successful PhD Supervision training course at UCL. Within our Department, a new training course for PhD supervision in Mathematics and Statistics (organised jointly between the two departments) will be offered in January 2015 and will also specifically address gender issues.

Action 4.14: Ensure that all staff complete training in Equality and Diversity.

UCL's Organisation Development service organises courses, training sessions and online tutorials covering a wide variety of skills such as leadership and management, professional development and transferrable skills. Similarly, the Centre for the Advancement of Learning and Teaching provides training sessions for teaching excellence. Information about upcoming sessions is available online, and is also promoted directly through departmental emails. Finally, the Faculties of Engineering and Mathematics & Physical Science are jointly funding a Master Class for Women in Science on public speaking and communicating research, which has been advertised to the

women in our department and was attended by a senior member. This training course has received excellent feedback.

Additionally, probationary lecturers are required to attend lecturer teaching training, called Arena Two, as well as to submit a successful fellowship application to the Higher Education Academy. The Arena Two course is a term-long programme which provides training and information for different teaching methods and promotes the 'Connected Curriculum' research-based teaching initiative at UCL. It also promotes methods of teaching that can be effective to a diverse audience, so that students of different backgrounds, genders, or disabilities receive equal learning opportunities and experiences.

A new UCL initiative, UCL Women, is a network for women in engineering and the sciences at postdoctoral level and above. UCL Women organizes events aimed at networking and providing support to both males and females. We regularly advertise these events among our members of staff, along with a wide range of training activities for female members of staff. For example, our Departmental Manager is currently participating in UCL's Springboard development programme.

Action 4.15: Actively promote UCL's range of training activities for female members of staff.

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

As mentioned earlier, our department is organizing a special training session on supervising PhD student, in January 2015, paying special attention to gender issues that may arise. This will help equip both male and female PhD supervisors to nurture females in academia, especially since the transition from PhD to postdoctoral researcher sees a decrease in female participation. As described throughout this application, the SAT has agreed actions to address this decrease.

With regards to undergraduate students, the department generally assigns personal tutees randomly; however, if any student has an issue with their personal tutor, they are free to request a switch. This could be for a variety of reasons, including gender. Our Departmental Teaching Administrator (who is also a member of the SAT) has acted as a point of contact for such issues in the past.

Finally, undergraduate teaching is relatively balanced between male and female staff members; for example, during the academic year 2013/14, two out of three core modules for 1st year undergraduates were taught by females. This creates a balanced image of role models in statistics for undergraduate students and hopefully helps promote gender equality later on in their careers.

Organisation and culture

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

- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The current representation on committees is given in Table 1 below.

Committee	Female	Male	Chair
Senior Management Team	1	3	M
Teaching	11	23	M
Research	1	3	F
Graduate	1	2	M
Computing and Infrastructure	0	4	M
Staff-Student	1	4	M
Athena SWAN SAT	7	6	M

Table 1: Membership of committees by gender at October 2014

The membership of these committees has been quite stable over the last three years. The main changes that have any relevance to the gender balance were the replacement of a female member of the Senior Management Team by a male in 2012 (because of a partial retirement), a change of the chair of the Research Committee (though both outgoing and incoming were female) in 2013, and the resignation of another female member of the Research Committee after several years of service, also in 2013.

Given the overall proportions of male and female staff in the department, the overall breakdown of committee membership by gender is relatively balanced. It is noticeable that most of the chairs are male. In most cases however, chairing the committee is associated with holding a particular administrative role, such as Director of Studies or Graduate Tutor. These carry a substantial administrative load and we attempt to share them out as fairly as possible. As a result of SAT discussions, we have instituted a system whereby key administrative roles will be rotated on a 4-year cycle. This balances roles and responsibilities, and ensures that all staff have an opportunity to take part in leadership and decision-making roles. This in turn feeds into opportunities for promotion.

All teaching staff are members of the Teaching Committee. For the smaller committees members are chosen either because of their administrative roles (for example tutors at all levels—undergraduate, postgraduate taught, postgraduate research—are automatically members of the Staff-Student Committee) or are invited to join by the chair of the committee in consultation with the Head of Department. The criteria for this would be relevant expertise and a willingness to serve.

One committee not listed above is the Promotions Committee, which is being established and will consist of all the full-time Professors in the department (currently 3 males and 2 females).

Action 4.16: Continue to monitor the gender balance and representation as chairs of Departmental committees. As chairs become open, we will send an email announcing that the opening has come up, and asking if any members of staff wish to put themselves forward.

- (ii) ***Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.***

There are no staff on fixed-term contracts; all research associates are on open-ended contracts with a funding end date; all academic staff are permanent. Staff on both forms of open-ended contracts are able to benefit from the same provisions in relation to training and work/life balance and parental leave policies. Researchers coming towards the end of their funding are added to UCL's redeployment register. Table 2 below gives the numbers and ratios in each category.

Date	Researchers			Lecturers and Above		
	Female	Male	Ratio	Female	Male	Ratio
Oct 2012	2	8	0.25	7	19	0.37
Oct 2013	2	14	0.14	8	21	0.38
Oct 2014	0	9	0.00	8	21	0.38

Table 2: Numbers of research and academic staff by gender, and ratios of female to male staff for the past three years.

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

The main decision-making committees within the Department are the Senior Management Team, the Departmental Teaching Committee and the Departmental Research Committee. The representation on these committees can be seen in Table 1 above, and the chairing of these

committees is also discussed in the previous section. All teaching staff are members of the Departmental Teaching Committee. The Departmental Research Committee has a female chair and in selecting the other membership we have ensured a balancing across research areas. We currently have one senior female staff member sitting on a UCL working group on replacing degree classes by grade-point averages.

The Senior Management Team is currently 3 male academics and the female Departmental Manager. This balance is clearly less than ideal. In the past we had a female Head of Department, and the balance was more even.

Action 4.17: Rotate members of the Senior Management Team in future, with the goal of achieving greater gender balance. We will do this by making sure to advertise openings, as well as to consider the size of the Team.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

UCL has a system of regular appraisals in which targets are set for all areas of activity, including enabling, and performance against those targets is reviewed. The promotion system also has criteria that include enabling activities. UCL is currently reviewing its promotion procedure and it seems very likely that even more emphasis will be given to such activities in the future.

In this context, contributing to one of the major administrative roles is important for career progression, but not if it impacts severely on research output. The department has a policy of rotating roles such as Departmental Tutor or Admissions Tutor on a typical timescale of 4 years, with the successor being identified in advance and appointed as a deputy to provide cover if needed and ensure continuity at changeover.

The Senior Management Team allocates roles, and monitors the workload of all members of staff, taking into account supervision of research staff and students, teaching, and administrative duties. One member of the Senior Management Team is responsible for teaching allocation. To ensure that members of staff are not being overburdened, teaching allocations are made using a formula that takes into account all of the items above.

Action 4.18: Distribute more explicit information to all members of staff regarding how teaching allocations are made, and how other duties are distributed across the Department.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The Department tries to schedule all such events within UCL core hours 10-4, and there are very few exceptions to this. The most common slot for a Departmental meeting is early on a Wednesday afternoon, when there is no teaching. The only regular exception is the annual meeting of the Board of Examiners, where several such meetings have to be fitted into one day. For this reason the Statistics Board typically starts at 9am and lasts all morning. The Department communicates to staff that there is no problem should they need to arrive late for this, for example because of family responsibilities. Our main social gathering is a regular departmental tea at 3.30 on Thursdays. For other ad-hoc gatherings we try to keep within core hours (10-4) whenever possible.

(iv) **Culture** –*demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.*

The department aims to be friendly and all inclusive. Staff and students have access to a variety of networking and social opportunities. For example, weekly departmental tea allows networking within the department. University-wide events such as masterclasses and PhD seminars are widely publicised, and see a large number of PhD students and staff from across London Universities.

As described elsewhere in this application, the gender balance among the students on taught courses, both undergraduate and postgraduate, is close to 50/50. We monitor student feedback for any indication of problems. To date there is no indication from student feedback that any group feels excluded.

Where the gender balance is uneven, at the levels of PhD, research staff and above, we have made efforts; e.g., via the Women in Maths initiative described elsewhere in this application, to encourage the smaller group to feel included.

UCL’s most recent staff survey provides qualitative data on staff satisfaction as follows.

Positive:

The statement 'I feel a strong sense of belonging to my department/division' reached 70% agreement across UCL, versus an 84% figure within the Department.

Around 80% of employees at UCL feel they are treated with fairness and respect, versus a 90% figure within the Department. This compares to 69% averaged across UK universities, and 75% for the Russell Group.

The statement 'I believe that UCL is committed to advancing equal opportunities' received a 90% response within the Department. This compares to 81% across UCL, and is a 15% improvement on the previous survey at Department level.

The statement ‘My working time can be flexible’ received 97% positive feedback from within the Department.

Room for Improvement:

Communication about the benefits available to staff at UCL (e.g., pension, childcare vouchers, Employee Assistance Scheme) is sufficient' received a 53% positive response within the Department

Action 4.19: Improve communication about available benefits, particularly family-friendly policies and equalities training, to all members of the Department.

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

In the academic year 2013-14 the department ran two outreach activities for A-level students. The recruitment for these was targeted at under-performing schools, as identified by UCL admissions. No attempt was made to aim for a particular gender balance, but the realized balance was close to 50/50. The activities involved simple data analyses and group discussions of the results, attempting to give a flavour of applied statistics. The team running these activities (all volunteers) comprised one male and two female lecturers. Activities like these are considered, along with administrative duties and supervision of PhDs and PDRAs, in a formal points system when teaching duties are allocated. The UCL appraisal and promotion processes are designed to take into account the whole range of activities undertaken by academic staff. In the promotion procedure, explicit account is taken of knowledge/transfer and exchange activities as well as enabling activities.

Action 4.20: Feed back to UCL administration to ask schools to ensure 50/50 representation from students. While the gender balance of both participants and academic staff were positive in current instances, this will help ensure that the balance is maintained. Our staff/students involved in outreach will be gender-balanced teams.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

During the past three years, two staff members have been on maternity leave. One female lecturer on 0.8 full time employment was on maternity leave for 47 weeks, and handed in resignation after the 44th week due to a change in partner's employment circumstances. A teaching assistant, employed on 390 hours per academic year, was on maternity leave for 40 weeks, and returned on same hours. At UCL, staff can apply for a maximum of 52 weeks maternity/adoption leave with up to 18 weeks full pay. We consider UCL to have a generous financial cover. UCL offers a 1-term sabbatical for maternity returners which releases them from teaching and administrative duties to allow them to focus on their research.

Action 4.21: Promote and encourage staff to take up the 1-term sabbatical leave after maternity.

- (ii) ***Paternity, adoption and parental leave uptake*** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

At UCL, from 1st April 2013, the entitled paternity/partners leave was increased to 20 working days. A full-time postdoctoral researcher took paternity leave for 4 weeks in May 2013, and returned to full time. During the last three years, no adoption leave has been requested. In response to feedback from managers and staff across UCL, its Human Resources Department produced a comprehensive documentation on maternity/paternity/adoption/parental leave for UCL staff, including answers to frequently asked questions, to support all staff pending childcare responsibilities. This service is easily accessible online through their homepage. Our Head of Department circulated an email to all staff as soon as this new service was launched.

- (iii) ***Numbers of applications and success rates for flexible working by gender and grade*** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

For the past last three years, no formal application has been made for flexible working. We believe that the biggest reason is that such requests usually are arranged informally between the concerned parties within the department. Those employed on a part-time contract have been employed on less than full time from the outset. As stated above, 97% of Departmental staff responded positively to the question about flexible working in the UCL staff survey.

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

- (i) ***Flexible working*** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

For the past three years, the department has not received a formal request for flexible working arrangements. Our department, and statistical science departments in general, can accommodate requests for flexible working arrangements, such as frequently working from home. There are staff who work from home more than one day a week. For example, a postdoctoral researcher worked from home a few days a week, as he had a young child at home.

The Department has implemented an online poll so that staff members can see who is out-of-office when. Information on UCL policies about flexible working hours, as well as maternity and paternity leave, and provisions for staff with families, are available through the central UCL website (where new staff are directed at induction) and have also been collated and placed in the departmental intranet page. Additional information is available through the UCL Parents and

Carers Network, which is publicised via email to members of the Department. Probation and appraisal meetings provide an opportunity to discuss flexible working opportunities.

Action 4.22: We will more frequently promote awareness of flexible working opportunities via the departmental mailing list.

When allocating teaching, all requests for flexibility are considered and every effort is taken to meet them, with particular priority given to those with constraints arising from family responsibilities. This might range from requests that all teaching should be concentrated in a single term, as requested routinely by one of our Readers, to requests that classes should be scheduled at times that fit in with childcare and other family commitments. Also, one of our Teaching Fellows a couple of years ago wanted to plan her childcare arrangements several months in advance: at the time, the teaching allocations had not been finalised because of uncertainties over the availability of new members of staff, but we agreed that her teaching would take place on specific days of the week so that she was able to make the necessary arrangements.

Table 3 below contains data on part-time working in the department over the past 4 years.

	Female	Male
2011 Academic staff	2 (0.60 FTE and 0.50 FTE)	
2011 Research staff		
2012 Academic staff	2 (0.60 FTE and 0.50 FTE)	
2012 Research staff		
2013 Academic staff	3 (0.60 FTE, 0.50 FTE, 0.20 FTE)	
2013 Research staff		1 (0.20 FTE)
2014 Academic staff	3 (0.60 FTE, 0.50 FTE, 0.20 FTE)	1 (0.50 FTE)
2014 Research staff		

Table 3: Numbers of part-time working arrangements in the department since 2011.

- (ii) ***Cover for maternity and adoption leave and support on return*** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Staff members that are preparing to take maternity or adoption leave usually in the first instance contact our Departmental Manager, to plan their leave, and discuss the cover during the time. Cover is normally achieved by spreading the load across the more than 30 members of the Department, as part of the teaching allocation process. To support women on return from maternity leave, we encourage their application for sabbatical leave as described above.

(4997 words)

Any other comments: maximum 500 words

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

As part of the Athena SWAN self-assessment of our Department in terms of promotions, we collected available data from promotions in the past 10 years. There have been promotions to senior lecturer, reader and professor during this period. The female professors in this department are in pay bands 1 or 2, which is similar to their male colleagues. Since the number of female staff are small to draw any reasonable conclusions for example percentage successful in promotions, we contacted all women in our department and asked them to fill out a questionnaire. We received 7 responses (verbal or written), and one person declined to answer the questions. The results are summarized as follows.

Overall Message:

In general the experience from this Department has been good and people have not felt discriminated for or against. A couple of responders noted the significant improvement in parental policies at UCL (and outside UCL), which have been welcome, especially in terms of flexible hours and adjusting workloads. There were a few instances where it was felt there was scope for improvement because of potential indirect discrimination.

Suggestions Arising:

Many of the respondents felt that they had to work harder to achieve similar levels of confidence as their male peers. This could imply that women were less likely to ask for raises or promotions. A couple of the respondents suggested (a) encouraging women to be more assertive and (b) having an automated mechanism to suggest raises and promotions. As a suggestion independent of gender, two respondents would like to see more support in terms of putting together the actual promotion application.

Most people raised the issue of the workload: as one of the responders put it, working long hours has unintended consequences in terms of having a family. A few people felt that very long hours are required in order to be promoted, as opposed to a regular work week. This affects both men and women, even more so depending on who is the primary carer in a family. Two of the respondents would like to see more equal take up of policies by men and women in terms of caring. One difficulty with promotions is the necessity to attend conferences, which is very hard for primary carers. Finally, primary carers are more likely to have time constraints in the early morning and late afternoon, and so work at home sometimes to manage child care.

Action Items:

Some of the suggestions arising are already addressed in our action plan. Additional actions are as follows.

Action 4.23: Offer assertiveness training to all members of staff.

Action 4.24: Offer additional mentoring and feedback on constructing promotions applications.

Action 4.25: Offer funds for carers to enable attendance at professional conferences.

(452 words)

5. Action plan

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

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Appendix: Action Plan

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
Action 3.1: Continue to monitor undergraduate, postgraduate taught, and postgraduate research student data by fee status for a 50/50 gender balance.	Review data each year for the next 3 years.	Undergraduate Admissions Team	Hennig	Oct 2015 (annually thereafter through 2017)	Trends identified, with actions in place as a result
Action 3.2: Encourage more undergraduate applications from women home students.	Further break down HESA data where possible; design outreach opportunities	Undergraduate Admissions Team	Hennig	Mar-Sep 2017	Increase number of women home applicants to above UK average by 2019
Action 3.3: Implement outreach and promotion to move towards a 50/50 gender balance at postgraduate research intake.	Continue to promote via website, and expand outreach activities at leading undergraduate institutions	Postgraduate Admissions Team	Cotar	Sep-Dec 2016 (annually thereafter through 2017)	Increase in female postgraduate research applicants above UK average by 2018
Action 3.4: Investigate causes for the observed differential in the proportion of offers accepted at postgraduate research intake.	Investigate by a survey of the most recent intake, and report on this differential	Postgraduate Admissions Team	Cotar	Jun 2015	Potential causes identified, with actions in place as a result
Action 3.5: Publicise to all staff the opportunities to work part-time or flexibly.	Send email, discuss at all-staff meeting, update staff manual	Head of Department	Leport	Jan, May 2015 (annually thereafter through 2017)	Raise awareness of part-time working, as reflected through staff survey
Action 4.1: Investigate and monitor	Over the next 3 years,	Senior	Manolopoulou	Jan 2015	Possible reasons identified and

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
the ratios of application to shortlisting, as well as the final stage of teaching appointments, to understand reasons behind recruiting numbers.	review all documentation after appointments are made. This will enable us to understand the decision being made during the recruitment process; for example the reasons female applicants were not invited to interview.	Management Team			with actions formulated
Action 4.2: Make sure all staff are aware of the new Departmental Promotions Committee and understand the process and how it will benefit them.	Send email, discuss at all-staff meeting, update staff manual. This will happen each year in the run up to the promotions round.	Head of Department	Wolfe	May 2015 (annually thereafter through 2017)	An increase in the number of staff being identified for and successful in promotion.
Action 4.3: Draft Departmental-level guidance for appraisers to ensure that appraisals include specific conversation about career development and work towards promotion.	Send email, discuss at all-staff meeting, update staff manual. This will be monitored via subsequent staff surveys.	Head of Department	Omar	May 2016 (annually thereafter through 2017)	Above 80% positive response by 2018 to the staff survey question 'I find my appraisal helpful in developing towards promotion and career development'.
Action 4.4: Encourage all staff to undertake unconscious bias awareness training.	Send email, discuss at all-staff meeting, update staff manual	Head of Department	Leport	Jan, May 2015 (annually thereafter through 2017)	All staff participating in shortlisting panels to have completed training by 2017
Action 4.5: Actively encourage PhD study to all our undergraduates and MSc students.	Add research-based teaching initiatives to augment "Meet Your	Departmental Teaching Committee	Cotar	Oct 2016	Increase in female postgraduate research applicants above UK average by 2018

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
	Professor''				
Action 4.6: Ensure that reading groups continue, and that female students are encouraged to attend.	Publicise to female students	Women in Mathematics Team	Cotar	Sep 2015 (annually thereafter through 2017)	50/50 gender balance in reading groups; positive feedback from female students.
Action 4.7: Highlight research achievements by staff, especially female staff, more visibly around the Department.	Publicise via noticeboard and Departmental website	Women in Mathematics Team	Cotar	Jan-Dec 2015	Double the number of notices on the Departmental website in 2015; at least 1/3 of notices will be about women (reflecting current gender balance). We will expect this to increase as the proportion of female staff increases.
Action 4.8: Invite at least 1/3 female speakers to our weekly Departmental seminar.	Identify and invite more female speakers	Departmental Seminar Organiser	Manolopoulou	Jul 2015 (annually thereafter through 2017)	1/3 target reached each year
Action 4.9: Open our yearly PhD student research conference to MSc student participation.	Publicise via email. We will monitor feedback from students to ensure female students equally enjoy and benefit from this event	PhD Student Conference Organisers	Livingstone	Jul 2015	MSc participation in conference, positive feedback from female MSc and PhD students.
Action 4.10: Make new postgraduate students aware of our teaching mentor (via their welcome packs) when they start their studies.	Include in welcome packs	Departmental Manager	Leport	Sep 2015	All new students aware of teaching mentor resource, and a good proportion of female students making use of the resource.

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
Action 4.11: Hold three joint Mathematics-Statistics lunches and networking events per year for 3rd, 4th year undergraduate, MSc and PhD students, postdoctoral researchers and academic members of staff.	Organise the events and publicise via email, and the department noticeboard	Women in Mathematics Team	Cotar	Mar, Oct, Dec 2015 (annually thereafter through 2017)	Continued positive attendance and feedback from these events
Action 4.12: Add wording to prospective mentor assignment emails for probationary staff, indicating that mentees are welcome to discuss the choice of mentor with the Head of Department.	Update mentor assignment policy document	Head of Department	Wolfe	Jan 2016	All new mentees informed of this
Action 4.13: Communicate to all staff that they may request an annual appraisal if preferred.	Send email, discuss at all-staff meeting, update staff manual	Head of Department	Wolfe	Jan 2016, (annually thereafter through 2017)	All staff informed of this, and a number of our female staff opt to take up this option.
Action 4.14: Ensure that all staff complete training in Equality and Diversity.	Send email, discuss at all-staff meeting, update staff manual	Head of Department	Leport	Jan, May 2015 (annually thereafter through 2017)	All staff have completed training by 2017
Action 4.15: Actively promote UCL's range of training activities for female members of staff.	Email announcements, staff noticeboard	Departmental Manager	Manolopoulou	Jan 2016	Awareness of opportunities increased, as reflected by staff survey and uptake of training

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
					opportunities
Action 4.16: Continue to monitor the gender balance and representation as chairs of Departmental committees.	As chairs become open, we will send an email announcing that the opening has come up, and asking if any members of staff wish to put themselves forward	Senior Management Team	Fearn	From Jan 2015	Committee and chair representation that reflects staff proportion
Action 4.17: Rotate members of the Senior Management Team in future, with the goal of achieving greater gender balance.	We will do this by making sure to advertise openings, as well as to consider the size of the Team	Senior Management Team	Fearn	Oct 2016	Team representation that reflects staff proportion
Action 4.18: Distribute more explicit information to all members of staff regarding how teaching allocations are made, and how other duties are distributed across the Department.	Send email, discuss at all-staff meeting, update staff manual	Senior Management Team	Fearn	Jan 2016	All members of staff aware of the process by which teaching and other duties are allocated, as reflected by staff survey
Action 4.19: Improve communication about available benefits, particularly family-friendly policies and equalities training, to all members of the Department.	Send email, discuss at all-staff meeting, update staff manual	Departmental Manager	Manolopoulou	Oct 2015	Improvement of awareness of members of staff of these benefits, as reflected by staff survey
Action 4.20: Feed back to UCL widening participation to ask schools to ensure 50/50 representation from	Initiate discussion with UCL widening participation and determine what input we	Outreach Team	Hennig	Jul 2016	Maintain a good gender balance of representation in school visits.

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
students.	are able to have.				
Action 4.21: Promote and encourage staff to take up the 1-term sabbatical leave after maternity.	Send email, discuss at all-staff meeting, update staff manual. Make sure that individuals have a meeting with their line manager before their leave for maternity and on their return. Ensure that this is discussed at both meetings and that all line managers are aware of the policy.	Head of Department	Wolfe	May 2015 (annually thereafter through 2017)	Uptake of this benefit by members of staff
Action 4.22: Promote awareness of flexible working opportunities.	Send email, discuss at all-staff meeting, update staff manual	Departmental Manager	Manolopoulou	May 2015 (annually thereafter through 2017)	Additional uptake by staff of flexible and part-time working opportunities.
Action 4.23: Offer assertiveness training to all members of staff.	Organisational Development at UCL offers assertiveness training, and will soon be piloting assertiveness for women. These courses will be promoted to staff via email and discussions at all staff meetings.	Head of Department	Manolopoulou	May 2015	Communication of this training to all members of staff. Positive feedback on training as evidence by staff survey.
Action 4.24: Offer additional	Departmental Promotions	Departmental	Wolfe	Oct 2016	Continued successful Departmental

<i>Action objective</i>	<i>Action specifics</i>	<i>Responsibility</i>	<i>Accountability (SAT Member)</i>	<i>Timescale</i>	<i>Success measures</i>
mentoring, feedback on constructing promotions applications.	Committee will assign a Promotions Mentor to each applicant.	Promotions Committee		(annually thereafter through 2017)	record of promotion cases; positive response from staff in staff surveys in relation to promotion
Action 4.25: Offer funds for carers to enable attendance at professional conferences.	Formalise and advertise via email, discuss at all-staff meeting, update staff manual	Head of Department	Omar	Jan 2016	Uptake of this benefit by members of staff