Athena SWAN Silver Department award renewal application

Name of institution: University College London
Date of application: November 2013
Department: Chemical Engineering
Contact for application: Dr. Dan Brett
Email: d.brett@ucl.ac.uk Telephone: 020 7679 3310
Departmental website address: www.ucl.ac.uk/chemeng/
Date of previous award: 2009
Date of university Bronze and/or Silver SWAN award: 2006, renewed 2009 & 2012
Level of award applied for: Silver renewal

Athena SWAN Silver Department award renewals recognise that in addition to university-wide policies the department has made progress in promoting gender equality and addressing challenges particular to the discipline. It is expected that after three years Athena SWAN Bronze Department award holders should be at the stage to make a new application for a Silver Department award. However, in exceptional circumstances a Bronze Department renewal award submission can be made.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. Where the department unit that made the original application has changed, it is up to the new unit for submission to decide whether a renewal application is appropriate or whether a new award application should be made. If in doubt, contact the Athena SWAN Charter Coordinator well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

At the end of each section state the number of words used.

Click here for additional guidance on completing this template.

1. Letter of endorsement from the Head of Department – maximum 500 words
Re: Athena SWAN Silver Application

I am delighted to strongly endorse this application for an Athena SWAN Silver Award following the work done by our Self-Assessment Team (SAT). It is essential to the Department of Chemical Engineering’s Equality and Diversity Agenda, and consistent with UCL’s origins as the first UK University to accept women on equal terms with men. UCL’s legacy of diversity was a key reason attracting me to join UCL last year.

It is a privilege to lead such a diverse, energetic and highly motivated Department. It provides a friendly and supportive atmosphere, and an attitude consistent with the ethos of Athena SWAN. We unanimously aspire to work in a Department and discipline that has gender equality according to all metrics. The Department is going through an unprecedented period of change and expansion that offers challenges and opportunities. At such a time, Athena SWAN accreditation helps provide the mandate to act. In recognition of its importance, we have elevated the SAT, in the form of the Equality and Diversity Committee, to Departmental Committee status.

Our three female academic staff are amongst our most dynamic, productive and influential. Each have substantial careers and strong promotion progression, and are, simultaneously, raising families with multiple children. Careful management of maternity leave and a perinatal-friendly departmental culture is enabling them to maintain strong progress. I am delighted to report that the Department appointed its first female professor this year (see Prof. Angel’s Case Study).

Our undergraduate student numbers have increased markedly over the last five years having participated in, and benefited from, the IChemE’s whynotchemeng? campaign. Our proportion of female undergraduates is consistently above the national average (30% vs. 26% for Chemical, Process and Energy Engineers HESA 2011/12).

While we strive to progress gender equality through various initiatives identified in the Action Plan and have made good progress, the SAT report identifies a problem in recruiting female staff. We are taking this very seriously and, in the last two recruitment rounds, have personally led missions to international conferences (including female academic representation) to identify applicants and target female researchers. This approach has resulted in attracting excellent female candidates for Lecturer, one of which was, unfortunately, unable to accept an offer due to the two-body problem, while others have applied who would not have done so otherwise.

We are currently in the process of recruiting two new Lecturers and hope to be successful in employing at least one female. Like last year (Dr Lettieri), our recruitment committee is led by a female staff member (Prof. Angel).
I commend the various activities organised and initiated by the SAT and Department, including: Women in Chemical Engineers Lecture Series, targeting of female PDRAs, mentoring schemes, outreach activities, establishment of the UCL Women Engineers Society, etc.

There is clear progress, but more will be done. Renewal of our Silver Award will recognise our progress and provide impetus and organised structure for future success. I look forward to the Department continuing to be part of this wonderful initiative.

Yours faithfully,

Marc-Olivier Coppens
 Ramsay Memorial Professor and Head of Chemical Engineering
 University College London
2. The self-assessment process – maximum 1000 words

a) The Self-Assessment Team (SAT)

The SAT is composed of the standing members of the Equality and Diversity Departmental Committee* (EDC) plus representatives of the Post Graduate and Student body. Membership of the EDC and SAT rotates annually, but retains the Departmental Equal Opportunities Liaison Officer (DEOLO) (Brett) and the Advisor to Female Students (Sorensen). Rotating the membership allows the SAT to benefit from different perspectives and opinions within the Department, and to involve more members of the Department in Athena SWAN, and equality and diversity more generally.

‘Dr. Dan Brett – Reader, SAT Chair, joined the Department in 2007 as Lecturer and was promoted to Senior Lecturer in 2010 and Reader in 2013. He is the DEOLO and active in outreach activities.

‘Professor Giota Angeli – Professor. Is the first ever female professor in the Department and brings experience of the senior promotion process. Giota has two children (both school aged), and is married to a professor in another UCL engineering department.

‘Professor Haroun Magherefteh – Professor. Haroun is a long-serving academic with significant experience of, and memory of, the history of the Department. He is the Graduate Admissions Tutor for the MSc in Chemical Process Engineering. He has a very active research group and leads several major European Union research projects. Haroun has two children of which one is still school aged.

‘Dr. Eva Sorensen – Reader and Deputy Head (Education). Eva has a particular remit for student activities. She is former DEOLO and has championed equality and diversity in the Department and College for over 15 years. She is highly influential in shaping the future teaching provision of the Department and Faculty through her role in the Integrated Engineering Programme. Eva has two children, both school aged.

*Dr. Ana Jorge Sobrido – Research Fellow. Ana joined the Department in 2013 from Dept. Chemistry. Her recruitment was targeted in a concerted effort to bring outstanding female researcher talent to the Department. She is currently in the process of submitting an EPSRC Fellowship for Growth: Building UK Leadership in Engineering. With this process she is receiving support, mentoring from within the Department and through the Faculty Research Facilitators.

*Ms. Rema Abdulaziz – Ph.D. Student. Rema leads our Women in Chemical Engineering activity and has been instrumental in setting up the UCL Women’s Engineering Society and website.

Mr. Ignatius Hadi – Undergraduate student (Year 4). Ignatius represents our undergraduate student body.

Departmental Administrator: This position is currently vacant but formally held by Ms. Caroline Lenihan, prior to her leaving. A replacement DA is currently being recruited.

b) The Self-Assessment Process

In order to elevate the SAT to a position of influence in the Department and ensure effective communication at the highest level, a Departmental Equality and Diversity
Committee (EDC) was established (2012) that also acts as the SAT - plus representatives of the Post Graduate and Student body. As such, the EDC / SAT occupies a position equivalent to the Teaching and Research committees and is bound by the same reporting requirements (reporting to the HoD, Executive Team, all Staff meetings) and meeting schedule of twice per term.

The SAT is composed of 4 women and 3 men from a range of different roles, family structures, work / life balance experiences and career stages. At the time of writing, we are in an interim period between Departmental Administrators but we aim to make our new DA a member when recruited.

In addition to the formal meetings, we use separate Focus Groups (composed of SAT members and other relevant stakeholders) to examine issues such as outreach, improving PDRA applications, and recruitment processes. The SAT also operates through regular e-mail contact.

Statistics on gender are discussed at SAT meetings and Staff Meetings leading up to each new academic year. Statistics on Ph.D. students and PDRAs, including gender distribution, are disseminated at Staff meetings.

Examples of activities run and initiated by EDC/SAT include the following:

- Instrumental in establishing the UCL Women Engineers Society and website\(^1\) (Led by Rema Abdulaziz), including a range of regular events, lectures and networking events (Fig. 1).
- Organisation of events to promote women in science and engineering, particularly to attract women into the research aspect of Chemical Engineering. For example:
  - Presentation given to all M-Level students explaining what Research is and extolling the benefits of a career in this area for women (Led by Dr. Sorensen).
  - Invitation of leading female academics to give seminars to the Department with the opportunity for students to ask questions about their careers and life in academia.
- Input via other social media is also used for dissemination (Facebook\(^2\) and Twitter\(^3\))

a) Plans for the future of the self-assessment team.

---

2. UCLWE
3. @uclwe

Fig. 1 Example of women in engineering event co-organised by members of the SAT.
We are pleased with the mechanism in place for reporting and meeting using an official Departmental committee. We will continue to meet twice per term to discuss and deliver the Action Plan, as well as use Focus Groups to lead individual projects. We don’t currently have any representation from technical staff on the SAT; however, we are delighted to have recently made an offer, which has been accepted, for a new female technician and hope to invite her to join the EDC/SAT.

The Department has historically been very small by national standards in terms of staff and PDRAs; this has allowed us to solicit feedback via input at committee meetings and informal personal communication. However, the number of staff has increased and we are now in need of a more systematic method of obtaining feedback on relevant issues, this will be addressed in the Action Plan.

We are proud of our Athena SWAN Silver Award and display it in the main departmental display case alongside Lord Ramsay’s Nobel Prize. We also display the logo prominently on our website and as part of e-mail signatures. However, we need to include more information about equality and diversity, and what Athena SWAN represents, on our web site. We are currently building a new web site that will describe this.

**Words for section: 999**

### 3. A picture of the department – maximum 2000 words

a) Pen-picture of the Department

The Department of Chemical Engineering at UCL is one of the oldest Chemical Engineering Departments in the world and the first in the UK. It has traditionally been a small department, composed of only 16 (3 female) academics at the time of the last Athena SWAN return. Since then, the Department has gone through an unprecedented period of expansion and change, including a new Head of Department in 2012, Prof. Marc-Olivier Coppens. The Department has now grown to 21 (3 female) academics (with at least two new appointments planned in 2014), with a further 4 Teaching Fellows currently in post. There are currently 6 technical (all male but with a new female due to join the team in Q1 2014) and 8 (all female) administrative staff.

The Department is regarded as a very friendly place to study and work (see staff questionnaire feedback - below). There is a healthy social calendar, including the Annual Ramsay Dinner and other events run by the Ramsay Chemical Engineering Student Society (Cocktail Evening, Pub Quiz, industry visits, etc.)

The physical environment in the Department continues to improve in terms of the extensive decoration that has taken place over the last four years. Space is a critical issue for the Department as we have grown to fill all that we have. While there are long-term plans in place to improve this situation, space will be our major challenge for the next Athena SWAN assessment period. This will affect the quality of the working environment and may be an issue in terms of recruiting new members of staff.
For a relatively small department, the undergraduate numbers are high – 2013 UG total of 386 (30% female), with a further 30 (43% female) on our M.Sc. course (both above the national average). As a consequence, the staff / student ratio is low and this is a challenge for delivering the personal service and support to our UGs. The National Student Survey has highlighted this as being an issue and we are currently going through a period of substantial change in the way we deliver UG teaching in the Department.

In addition, a programme is underway to overhaul the teaching provision across the Faculty of Engineering Science in an Integrated Engineering Programme (IEP), for which Chemical Engineering is taking a leading and proactive role. While this is a period of extreme change, it offers great opportunities for innovation in the way we encourage female students and inspire motivation to pursue a career in research, science and engineering.

We currently have 45 Ph.D. students (27% female) and 22 (18% female) post-doctoral research associates (PDRAs). Research income continues to grow year-on-year which allows greater opportunity for post-doctoral positions; however, we are not currently part of any Doctoral Training Centres which may present a challenge for securing funding for Ph.D. students in future. However, our overseas intake of Ph.D. students is strong and helped by our international connections and initiatives. For example, the Department has led the establishment of a new Faculty of Engineering (Prof. Stef Simons, as Dean of Faculty) in the Nazarbayev University Kazakhstan, and we host two full time Kazakh Ph.D. students (both female) in the Department.

b) Statistical Executive Summary

Student data

(i) **Access and foundation male and female numbers** – full and part time.

The Department does not run access or foundation courses but regularly takes students from other foundation courses, including UCL's own "University Preparatory Certificate for Science and Engineering".

The preferred A-level choice for entry to our programmes is Chemistry, Mathematics and Physics; however, female students are under-represented in Physics after the age of 16 (http://www.iop.org/). Recognising this, the Department widened its entrance requirements and now runs a first-year module "Physics for Chemical Engineers" for students without A-level Physics. This module is taken by approximately 20% of our intake, over 40% of which are female, a higher proportion than our entry as a whole. This action was taken in 2007 and is commensurate with the increase in female undergraduates that we have seen (see below).

(ii) **Undergraduate male and female numbers** – full and part-time.

Figure 2 shows the absolute numbers for total UG cohort since 2008. This shows a sustained increase and we believe national programmes such as the *Why Not ChemEng?*
programme run by IChemE has played a part in this, as well as the continued improvement in the prestige and performance of the Department and UCL. The Why Not ChemEng? programme has reached out to school-ages students to show the exciting range of opportunities, activities and careers for chemical engineers and have used strong positive role models, media images and case studies to promote female interest in the subject.  

![Student enrolment graph](image)

**Figure 2. Gender comparison of undergraduate students enrolled on full time study from 2008 – 2013.**

The percentage of female students has varied from a low of 28% and has now stabilised at 30%, which compares with a national average of 26% (Figure 3). We are very pleased to have increased our female student fraction, particularly in light of the overall increase in UG intake, and to be higher than the national average.

![Gender comparison graph](image)

**Figure 3. Gender comparison since 2010 compared to the National Average showing the stabilisation of the percentage of female intake.**


5 HESA Students in HE institutions
The Department has acted to improve its percentage of female students by: i) reviewing its publication material to attract more female applicants; ii) involving current female students in UCAS visits to attract more female acceptances; iii) employing the Athena SWAN branding.

We plan to substantially improve our outward facing profile through development of a new web site, positive gender role model case studies in film format online and further use of the Athena SWAN brand.

Figure 4 shows the breakdown of UG degree classifications (1st and 2:1). Our female students consistently perform better than their male colleagues at the highest level, consistently gaining a higher proportion of 1st Class awards.

![Figure 4. Gender comparison of percentage of students achieving 1st and 2:1 degree classifications.](image)

The Department has no part-time undergraduate students.

<table>
<thead>
<tr>
<th>ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>Target</td>
</tr>
<tr>
<td>Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1.1</td>
</tr>
<tr>
<td>Action 2.1</td>
</tr>
<tr>
<td>Action 5.5</td>
</tr>
</tbody>
</table>

(iii) **Postgraduate male and female numbers on and completing taught courses – full and part-time.**
The Department runs a single M.Sc. course in Chemical Process Engineering. The total number of taught postgraduate students has ranged between 16 and 44 over the last 5 years. While the percentage of female students increased steadily from 2007 – 2009 (actually reaching 50:50 in 2008), there was a decline in female numbers to 2011 (Figure 5). However, the M.Sc. admissions tutor has actively encouraged female students to apply and to accept offers. This includes trips taken to our key geographical areas of recruitment (e.g. China and Far East) to give presentations to students there and interviews with perspective students before they apply. Also, the publicity material has a good gender balance and, in particular, student profiles of successful past female students are included. We believe the effect of these actions has been to increase the female percentage to 52% in 2012 and remains above 43% in 2013.

We are encouraged by our female M.Sc. numbers which compare very well with the National Average of 29% female, and we have a target to maintain >40% female intake.

![Figure 5. Gender comparison since 2007 for postgraduate taught courses (this is exclusively the M.Sc.) showing absolute numbers of female and male students (lines) and %female intake.](image)

The completion rate for male and female students has dropped quite substantially recently (2012/2013), this being quite drastic for the males (only 58% in 2012). The female students have fared better as can be seen in Figure 6. We are not certain of the reason for the fall so will use Action 2.1 to gain student feedback by running exit interviews/surveys. We are already examining our entry requirements and research supervision strategy.

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2.1 Establish formal UG and PG exit questionnaire</td>
</tr>
</tbody>
</table>

6 https://www.ucl.ac.uk/chemeng/prospective-students
t has no part-time taught postgraduate students.

Our PGT strategy reflects that for our UG in the Action Plan.

![Proportion completing PGT courses](image)

**Figure 6. Gender comparison showing the number percentage of students completing their M-Level programme of PG study.**

(iv) **Postgraduate male and female numbers on research degrees and completion times** – full and part-time.

The Department’s total Ph.D. cohort has continued to increase over the last 5-6 years (Figure 7). However, this is been predominantly due to increased male numbers, with the female numbers remaining relatively steady between 12-15.
Despite retaining a stable female intake, in 2012/13 we fell below the national average of female postgraduate students for Chemical, Process & Energy Engineering (29%)\(^7\) with a female cohort of 27%.

An Action will be raised to address this by: (i) delivering an all-female ‘What is Research?’ presentations to UG and M.Sc. students; (ii) commissioning a professional film for the web site that follows three women at different stages of their careers and shows their motivations and day-to-day activities; (iii) use UCL Women Engineers Society to run events to attract women into research; (iv) promote the innovation / commercialisation aspect of research projects for which the Department is known. We also need to improve the office facilities and space offered to Ph.D. students through decoration and additional seating / desk space.

Figure 8 shows the time it took students starting in the years shown to complete their Ph.D. studies. It can be seen that female students consistently take longer to complete their studies, although the differences are relatively small (few months). We will use our planned exit questionnaire to identify if there is a systematic reason for this.

<table>
<thead>
<tr>
<th>Objective L2</th>
<th>ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>To maintain the number of female postgraduate students</td>
</tr>
<tr>
<td>Progress</td>
<td>Moderate – M.Sc. numbers have increased (to over 50% in 2012) and Ph.D. numbers remained stable. However, the relative % of female Ph.D. students has...</td>
</tr>
</tbody>
</table>

---

\(^7\) HESA Students in HE institutions (2011/12).
### ACTION PLAN 2013 (See ACTION PLAN 2013 for details)

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Monitor student data by gender and entrance grades</td>
</tr>
<tr>
<td>2.1</td>
<td>Establish formal UG and PG exit questionnaire</td>
</tr>
<tr>
<td>2.2</td>
<td>Monitor PG training accounts and make recommendations for courses based on EO agenda</td>
</tr>
<tr>
<td>2.3</td>
<td>Launch campaign to increase female Ph.D. numbers</td>
</tr>
<tr>
<td>5.4</td>
<td>Improve communications, reporting of news and recognising contributions across the range of activities</td>
</tr>
<tr>
<td>5.5</td>
<td>Improve Athena SWAN Departmental exposure, E&amp;D and female student /PG and PDRA profiles</td>
</tr>
</tbody>
</table>

### Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

The Department has experienced a steady increase in the number of undergraduate students (Fig. 2) and has now approximately stabilised. For undergraduate students, the ratios of applications to offers and to acceptance is similar for male and female students although in 2012/2013, there was a substantial increase in acceptances by female students (Fig. 9).

![Figure 9. Gender comparison of applicants, offers and acceptances for UG Chemical Engineering.](image)

### ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)

<table>
<thead>
<tr>
<th>Objective</th>
<th>L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>To increase the number of applications to</td>
</tr>
</tbody>
</table>
undergraduate courses from female students

<table>
<thead>
<tr>
<th>Progress</th>
<th>Good - (590, up from 470 in 2010)</th>
</tr>
</thead>
</table>

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

| Action 1.1 | Monitor student data by gender and entrance grades |
| Action 5.4 | Improve communications, reporting of news and recognising contributions across the range of activities |
| Action 5.5 | Improve Athena SWAN Departmental exposure, E&D and female student /PG and PDRA profiles |

**Staff data**

(vi) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent).

The number of academic and research staff has remained almost constant at 13 for over a decade up to 2009 after which there followed an increase in numbers (primarily at the Lecturer level) to a current academic staff of 21. Despite significant efforts to attract female applicants, all of those recruitments were male.

Three members of academic staff are female (two joined in 1996 and the third in 2001). Two are currently Readers and the third was promoted to Professor in 2013 (see Case Study for Prof. Angeli). National average (HESA 2011/2012) is 33% female academic staff and 4% professorial. So while the Chair promotion is encouraging, making our female professorial representation 14%, the Department as a whole is underrepresented, particularly at Lecturer level.

The Department currently has 4 female Research Associates, but all are recent recruits. In 2012 one of our PDRAs, Dr. Eleftheria Polykarpou gained a Lecturer position at UCL Australia.

Figure 10 shows the academic pipeline by gender. While UG, PGT and PGR numbers are quite steady (actually increasing by percentage) there is a substantial decrease at Researcher stage, with no Lecturers or Senior Lecturers currently female. This is our ‘leak point’ (point at which our female representation starts to rapidly decrease) and probably the greatest challenge we have as the SAT to help the Department improve this situation.

So far, the Department has closely monitored the application process and encouraged female candidates to apply by using positive action statements according to UCL policy. All of our panel staff are trained in E&D and fair recruitment.\(^8\)

In 2013 we adopted a much more aggressive campaign to recruit academic staff - see Section 4(iii).

\(^8\) However, the online training has been recently renewed. A new Action is for all staff who have not undertaken E&D training since the new Equality Act in 2010 to complete this online course (which is compulsory for all new starters).
Figure 10. Academic pipeline by gender from undergraduate to professor. Scale is condensed to show lower numbers in the later categories, absolute numbers for UGs are given.

**ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>L5 &amp; M2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>To have more female postgraduate research students going into academic positions at UCL or elsewhere.</td>
</tr>
<tr>
<td>Progress</td>
<td>Good progress on execution of Action Plan; however, limited impact in that only one of our PGs has secured an academic position.</td>
</tr>
</tbody>
</table>

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Monitor staff appointments and promotion success rates.</td>
</tr>
<tr>
<td>3.1</td>
<td>Share best practice in recruiting female academics with other Departments and execute targeted campaign to attract applicants.</td>
</tr>
<tr>
<td>5.1</td>
<td>Ensure all staff have received new online E&amp;D training.</td>
</tr>
</tbody>
</table>

(vii) **Turnover by grade and gender** – where numbers are small, comment why individuals left

The turnover rate in the Department is very low. It is widely agreed that the Department is a very friendly and supportive environment (see Staff Questionnaire data in Section 6(vi)). We support staff in progressing within the Department and it is common for academics to serve out their careers in the Department. Over the last five years we have had one junior academic leave due to family issues related to their visa which required him to return to his home country (male - 2013).

For PDRAs, the full term of their contracts is usually served, PDRAs leaving almost always go on to further PDRA contracts or lectureships elsewhere or stay in the SET area by going into industry.

There is currently no formal process for recording the destination of our leavers, and we plan to put in place a formal exit questionnaire to record where our staff go when they leave us, and to address any issues raised from these (in particular in relation to gender).
### Action Plan 2009 (See ACTION PLAN 2009 for Key)

<table>
<thead>
<tr>
<th>Action 1.2</th>
<th>Monitor staff appointments, promotion success rates and turnover.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1.3</td>
<td>Establish recording mechanism for staff destinations including exit questionnaire at Dept. level.</td>
</tr>
</tbody>
</table>

**Words for section: 1509 (excluding Action Tables)**

**Supporting and advancing women’s careers – maximum 5000 words**

#### 4. Key career transition points

(i) **Job application and success rates by gender and grade**

![Figure 11. Gender breakdown of recruitment process showing proportion of applicants, interviewed and appointed for research and academic staff.](image)

Figure 11 provides a breakdown of the application process for research and lecture positions. Over the 3 year period, there were 17 appointments – 10 were research assistant or associate posts (8 men appointed, 1 woman, 1 withheld their gender). 4 Lecturer posts (all male); 2 Teaching Fellows (1 male, 1 female), and a professor – (male). For 2013, we are currently undertaking a recruitment round for a two lectureships. As described in Section 4(iii) we are adopting a much more proactive campaign to attract female applicants.
Objective | L3 & L4  
---|---  
Target | To attract more applications from females to academic positions  
Progress | Action Plan has been executed effectively, plus new initiatives. However, no new female academics have been recruited. The impact has so far been limited.

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Monitor staff appointments and promotion success rates.</td>
</tr>
<tr>
<td>3.1</td>
<td>Share best practice in recruiting female academics with other Departments and execute targeted campaign to attract applicants.</td>
</tr>
<tr>
<td>5.1</td>
<td>Ensure all staff have completed new online E&amp;D training.</td>
</tr>
</tbody>
</table>

(ii) **Applications for promotion and success rates by gender and grade**

Potential candidates for promotion are identified by the Head of Department following staff appraisals and discussions. The Departmental Senior Management Team (composed of professorial staff) comment on potential candidates before the HoD puts the candidate forward to the Faculty. Some applications are rejected at the Departmental level (details are confidential), of those being put forward we have a 100% success rate over the last five years. For applications that are unsuccessful, comprehensive feedback is provided from the professorial promotions panel and the HoD providing direction on the route required to achieve future success.

All of our female academic members of staff have experienced healthy promotional progress (Table 1) In 2013, Giota Angeli was promoted to Professor, the first Chair held by a women in the Department’s history.

**Table 1.** Career progression of the Department's three female members of academic staff.

<table>
<thead>
<tr>
<th>Female academic</th>
<th>Career progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorensen:</td>
<td>1996: Lecturer, 2000 Senior Lecturer, 2006: Reader</td>
</tr>
<tr>
<td>Angeli:</td>
<td>1996: Lecturer, 2002 Senior Lecturer, 2006 Reader, 2013: Prof.</td>
</tr>
<tr>
<td>Lettieri:</td>
<td>2001: RAEng Research Fellow, 2006 Senior Lecturer, 2007: Reader</td>
</tr>
</tbody>
</table>

(iii) **Impact of activities to support the recruitment of staff**

Our analysis has shown that the Department has a problem in attracting suitably qualified female applicants to fill and / or accept Lectureship positions. We see this as our biggest gender equality challenge. The following describes the measures we have taken and will continue to adopt / adapt according to continuous review and learning.
• Female representation on all recruitment panels. In the case of Lectureships, we now typically have two females represented on each panel (also to cover in case one female is not able to attend all interviews).

• The Department has moved to a more comprehensive interviewing process that allows the candidate’s to experience more of the ‘feel’ of the Department and get to meet as many of the staff and students as possible. For all academic grades, this involves an informal dinner the night before the interview, a breakfast the day of the interview, tour of the Department and UCL campus, meeting with students, informal ‘afternoon tea’ in addition to the formal interview and presentation to the Department. In doing this, the candidate has the exclusive attention of the interview panel throughout their visit – as opposed to cramming in multiple interviews over a short period. This means that there is significantly more flexibility in the programme to allow for the particular circumstances of the applicant and to make them feel more comfortable and connected with their potential colleagues. Depending on the applicant’s availability, the programme is flexible, with only the formal presentation and interview compulsory. For female applications, two or all of the existing female staff are involved directly.

• All staff sitting on recruitment selection panels are required to attend training courses: Recruitment and Selection HR Policy Briefing / Fair Recruitment and Selection Skills. A record is kept as part of each member of staff’s training account. All members should have also completed equality and diversity training as this is an essential aspect of induction.

Despite our efforts, we have still found it difficult to attract and appoint female staff. In 2013 we made an offer to a female applicant based in the USA but unfortunately she did not accept the offer due to the two-body problem.

One strategy that we have initiated to targeting female researcher applications to lectureship positions is for the HoD to lead delegations of academics (always including female staff representation) to international conferences to host stalls / receptions and recruitment meetings. At the most recent American Institute of Chemical Engineers (AIChE) meeting in San Francisco (Nov 2013), the Department hosted a reception to which targeted female researchers were specifically invited. Our Ph.D. students, who were also present, organised a Women in Chemical Engineering dinner to which they were also invited.

Prior to the away team leaving for the conference, a list of names and research areas are circulated amongst academic staff with a reminder to staff of our pressing need to recruit female academics. During poster sessions, for example, our staff approach the researchers to get to know them and inform them of the opportunities available in the Department.

This is a resource and time intensive activity; however, we feel progress will only come through such high-profile proactive activities. We will continue to adopt this approach and look forward to an improved female application rate for our current recruitment round. We also feel that we have a lot to learn from other Departments in what improves female applications and acceptance levels. We will liaise with the other Departments in the Faculty, and more broadly, to share best practice in this regard.
<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1.2</strong></td>
</tr>
<tr>
<td><strong>Action 3.1</strong></td>
</tr>
<tr>
<td><strong>Action 5.1</strong></td>
</tr>
</tbody>
</table>

(iv) Impact of activities to **support staff at key career transition points** – interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training.

Our analysis shows that the ‘leak begins at the Ph.D.→PDRA level and in the challenging first step into securing the first academic position. We are therefore taking steps to support our students and staff. This will be reviewed and monitored via the ‘mentoring’ activity (Action 4.1). Current initiatives and activities include:

- Involving PDRAs in proposal writing and recognising them as Research Co-Investigators. For example, Dr Jorge (SAT member) has been included in four proposals in 2013. When winning these projects, having the female named on the proposal makes it much easier to employ them directly into the project.
- In-department training programmes in essential skills such as writing grant proposals, understanding the funding landscape, paper writing, presentation skills, etc. For example, the Electrochemical Innovation Lab Skills Development Programme is run every two months (each session ca. 3 hours) for the researchers active in electrochemical technology. Attendance is close to 100% (~30 students and researchers). In addition, students run their own skills training programme covering a wide range of subjects (an example of the subjects covered in 2013 includes: computer programming, statistical analysis, instrument demos, CAD, science of corrosion, Latex for Beginners, etc.) Each student decides themselves what subject to deliver. This was initiated and run by a female Ph.D. student (Ishanka Dedigama).
- The Department provides a training fund for all Ph.D. students to ensure adequate provision for travel to international conferences, where the students can build their networks and be inspired to stay in the discipline. Travel funds are matched by the UCL Graduate School, who manage the applications. Funds are available to any Ph.D. student. Students are made aware of the scheme via their supervisors (who make the application on their behalf) with the HoD writing an endorsement in each case. Students, on average, attend one international conference per year.
- UCL offers a comprehensive career development and professional training range of courses. All Ph.D. and PDRAs are encouraged to attend and supervisors make recommendations as to the most appropriate courses depending on their level of progression. A record of attendance is kept for all Ph.D. students, with each student expected to accrue ten ‘training points’ per year (different courses attract different training points). For PDRAs, training provision is discussed in their yearly appraisals where needs and gaps are identified.
- Ph.D. students are encouraged to explore scientific careers outside of academia. For example, recently, female Ph.D. students have taken part in secondments into industry and government.
• Fellowship applications: PDRAs are allowed time and given encouragement and support to apply for prestigious fellowships. For example, Dr. Jorge is currently applying for an EPSRC Engineering Leadership Fellowship application and receiving mentoring from academic staff in one-to-one sessions and support from the Vice Provost Research Office to help construct the Case for Support.

• We aim to offer PDRA positions with a richer learning experience and broader career appeal. Feedback from female Ph.D. students (various mechanisms for feedback exist including a monthly meeting with the HoD where all Ph.D. students have a ‘round table’ opportunity to discuss directly with the HoD) has shown that while a research career is attractive, many want to keep options open and don’t see PDRA positions as flexible enough. We have experimented with offering PDRA positions that are technically based but contain an appreciable component of technology innovation and business development. Using UCL Enterprise funds, through schemes such as Discovery-to-Use or Proof-of-Concept, research projects have been formulated that offer business case formulation, interaction with industry and company spin-out experience. Further funding applications to the TSB, Carbon Trust, Royal Society and EPSRC for ‘innovation’ and commercially led activities are on-going to provide these opportunities.

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 4.1</td>
</tr>
<tr>
<td>Action 4.2</td>
</tr>
</tbody>
</table>

5. Career development

(i) Impact of activities to support promotion and career development – appraisal, career development process, promotion criteria.

For academic staff, appraisals are conducted by the HoD in a one-to-one meeting. The HoD has undergone Equality and Diversity Training prior to undertaking interviews.

Prior to the appraisal meeting a progress form is completed (this is a standard UCL Appraisal, Review and Development Scheme document) which should be competed and passed to the Reviewer at least 5 working days before the review meeting. This gives the reviewee the opportunity to summaries main achievements in relation to aims and objectives for the review period and highlight any significant changes in responsibilities since the last review. A summary of any factors affecting achievement aims and objectives and description of contribution to the work of the Department over the review period is also documented along with major activities, tasks and priorities anticipated in the coming review period and any training or other support needed to assist in achieving them.

During the review meeting discussions are recorded by the reviewer based on: (i) significant achievements since the last review; (ii) aims and objectives not achieved, any factors that have affected the achievement of objectives and, if appropriate, actions agreed to reduce the impact of such factors in future; (iii) objectives agreed for the
coming review period; and (iv) any actions that may be required within the Department (or elsewhere) to enable aims and objectives to be achieved, including any additional reasonable adjustments.

Following the written comments by the reviewer, the reviewee has a period in which to respond in writing if they wish to add any further comments.

Appraisals are technically run according to a 2 year schedule, as dictated by UCL policy. However, as a new HoD has joined, most staff have had an appraisal in the last year to establish a record and this has allowed the HoD to familiarise himself with the career stages, training needs and general concerns of staff.

| I have had an appraisal within the last 24 months | 82% |

Routes to promotion are generally discussed at review with the aims and objectives typically formulated to aid in the process of moving to the next stage. A range of metrics are considered when considering the case for promotion including: teaching, enabling, knowledge transfer and research. Promotion to professor is possible via a ‘teaching route’ provided a substantial level of innovation in the field can be demonstrated. Promotions via this route are rare at UCL and none have occurred in the Department.

All staff receive a Mentor when they arrive who guides them through induction, acts as first contact for technical and other questions and concerns. When making a case for promotion, the mentor is often the person asked to provide an internal reference.

When staff are considering promotion, a special appraisal meeting is sometimes held or at least a meeting with the HoD to provide guidance and feedback on the draft case.

For PDRA staff, appraisals are conducted via a similar process, yearly. Direction is provided as to career progression and aims and objective for the coming year recorded.

We consider there to be scope for assessing the effectiveness with which the appraisal system is working for staff, with the potential to design a bespoke system to satisfy identified needs. We also recommend that a copy of this Athena SWAN proposal is provided as part of the induction process. (Action 6.1)

The EDC also recommends establishment of a formal mentor scheme (Action 4.1) for PDRAs where each is assigned an official academic mentor who provides an alternative perspective from the supervisor, with an emphasis on career development - female academics matched with female PDRAs.

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 4.1 Review support offered to PDRAs and PhD students, make improvements where necessary</td>
</tr>
<tr>
<td>Action 6.1 Flexible working policy arrangements and review of appraisal</td>
</tr>
</tbody>
</table>

* UCL STAFF SURVEY: Note that as the number of group (gender) respondants is less than 10 for the Department, the total response is aggregated across both genders. Employee Engagement Index = 79%
(ii) Impact of activities to support **induction and training** – support provided to new staff at all levels, and any gender equality training.

All new staff are required to complete an online gender equality training course as part of their induction. All staff sitting on interview panels must have undergone the Fair Recruitment training module (this is logged on their training account).

On joining the Department the HoD undertakes the induction process (often in addition to the new starter’s mentor), where, in addition to introducing the operational aspects of the Departments running, UCL policy / support from department / information on flexible working, maternity/paternity leave etc. is provided.

Depending on the experience of the new member of staff, their teaching allocation will typically start at a low level and ramp up to a full load according to an agreed schedule.

It is customary for staff to introduce themselves to the new member and discuss potential areas of collaboration. The HoD organises a social gathering to welcome the new starter/s.

All staff are expected to undertake three learning and development events per year and managers are expected to undertake management development training each year, taking account of the relevant expectations of UCL management competency and academic excellence. During the appraisal meeting, areas of training are identified to improve performance in the current role or development aimed to equip the reviewee to undertake a broader, different or more senior role.

(iii) Impact of activities that **support female students** – 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.

A lot of the support offered to Ph.D. students is student led. The UCL Women Engineers Society organises regular meetings, coffee mornings, seminars and social events where female students and PDRAs can meet and share experiences, as well interacting with experienced female academics.

Supervisors provide advice on careers and help with job and fellowship applications. Female members of staff are also available to coach and mentor on an informal basis.

The relatively low number of female PDRAs in the Department means that it has been quite easy to give time and provide personal contact and interest in their wellbeing. However, with our target to increase numbers, a more structured approach is required and we have identified the need to initiate a more formal mentoring system for PDRAs, as described above. This will be initiated via Action 4.1.
6. Organisation and culture

(i) Male and female representation on committees

Figure 12 summarises the female/male representation on committees (* represents Chair – *officio members only). It can be seen that there is strong female representation on most of the committees (except Computing) and the fractional representation on committees is significantly higher than the fraction of female academics in the Department. Indeed, the concern here is that ‘committee overload’ can take place. This is guarded against by limiting female staff to chairing no more than one committee, running meetings in a flexible way (see Section 6(v)), receiving input and suggestions at meetings but minimising the work load associated with off-line deliverables.

Committee gender composition has remained approximately the same for the last 3 years and we aim to maintain the status quo at this level going forward.

Figure 12. Gender representation on departmental committees. * Represents the Chair.
**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

| Action 5.2 | Monitor committee membership and mitigate against committee overload. |
| Notes | Maintain gender balance on committees commensurate with Departmental balance. New female technical staff will be asked to sit on Computing Committee. |

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**

UCL does not use fixed term contracts unless in specific examples such as maternity cover contracts. All of our PDRAs (4F:18M) are technically on UCL open ended contracts but with a funding end date. In practice this acts as a fixed term contract, but they benefit from the same opportunities as all other UCL staff (training, able to take maternity from first day of employment, etc.) and are added to the UCL redeployment register before the end of their funding. All academic staff are on permanent contracts (3F:18M).

To extend contracts PDRAs are encouraged to apply for Fellowships and we provide mentoring and support for this process. The Department has an excellent role model in this regard in the form of Dr. Paola Lettieri who was the first woman engineer to be awarded a RAEng Research Fellowship in 2000 (Fig. 13).

(iii) **Representation on decision-making committees**

Please refer to Fig. 12 above. Service on Departmental committees is an important enabling activity and taken into account when considering cases for promotion. Potential members for a committee are identified based on a annual review by the Head of Department and the Committee Chair of the current committee membership and possible knowledge gaps, and the roles, skills, interests and development needs of staff. The proportion of time spent by female staff attending meetings is accounted for in their workload.

Female members of staff are (positively) disproportionally represented on decision making committees and play a very active role in shaping the future of the Department both in terms of research and teaching.

(iv) **Workload model**
Workload allocation takes into account individual contributions over time to UCL Expectations (teaching, research, enabling, knowledge transfer), circumstances, development needs and strengths.

Although not prescriptive, a spreadsheet Work Hours Allocation Model (WHAM) is used to inform management judgements on role and teaching allocation decisions, which normally follow discussions with individuals.

At its inception ca. 2004, the model focussed on core teaching and enabling activities (including administrative, committee and research enabling) that must be done for the Department to undertake its primary responsibilities. It was recognised that time, rather than course unit value as used hitherto, was the basic currency most important to academic staff.

Since then, the model has become quite complex. Some outreach activities and enabling roles beyond the Department are included. All activities and weighting factors are visible on the intranet and feedback is invited.

Given the miriad of activities undertaken by academic staff, the freedom allowed for the individual interpretation of roles and tasks and the absence of a time sheet management culture in the Department, the model is only expected to be indicative rather than exact.

<table>
<thead>
<tr>
<th>ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>Target</td>
</tr>
<tr>
<td>Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 5.3</td>
</tr>
</tbody>
</table>

(v) **Timing of departmental meetings and social gatherings**

Departmental meetings are predominantly scheduled in the early afternoon, between noon and 4pm. If meetings overrun, members of staff doing school runs are excused if necessary.

Departmental seminars are arranged well in advance and typically in the early afternoon following lunch.

The timetabling of teaching activities has in the past always taken into account nursery and school drop offs / pick-ups, though with the introduction of a new Common Timetable within College, this may no longer be possible. The Action Plan will be used to consider and feed into the Integrated Engineering Programme formulation to take into account flexible working from the perspective of the Department.
The Department has two annual evening social gatherings for staff; one at Christmas attended by past and present staff and friends of the Department within College, another which is attended by past and present students and staff. These events are organised well in advance so that staff have opportunity to make any caring arrangements necessary.

The increase in the number of research contracts and UG student intake, inevitably means that staff have increasing stress on their time. Effective scheduling and running of meetings is a priority. Wherever possible, meetings are arranged with sufficient notice, lunch time meetings are avoided and meetings are kept to time. No undue pressure is put on staff that they must attend meetings. Sometimes last-minute changes to schedules are unavoidable, but we are progressively using electronic diaries that make schedule changes easier to manage. For research meetings, use of online meeting tools are increasingly used (e.g. Skype), allowing staff to work from home or when travelling.

<table>
<thead>
<tr>
<th>ACTION PLAN 2013 (See ACTION PLAN 2013 for details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 6.3 Influence the Integrated Engineering Programme formulation based on the flexible working perspective of the Department.</td>
</tr>
</tbody>
</table>

(vi) **Culture**

It is well-accepted that the Department is a friendly and supportive place to work. The relatively small size of the Department and the diversity of the staff and students is believed to be a significant factor in this regard.

The Department’s research activities are split into four main areas and the staff within each area act as informal advisors for each other, both in terms of research and in terms of teaching. This informal mentoring, often on a day-to-day basis, is part of the departmental culture and is particularly efficient and contributes to a friendly and supportive environment. The support also extends to postgraduate students as the research area staff team take collective responsibility for all the students within the area, and not just for their own. This is also done to ensure that female postgraduate students have a female role model even if her supervisor is male.

Staff work very hard in the Department but there is no culture of long working hours and members of staff are not normally expected to be available outside normal College working hours. However, staff are happy to go the extra mile when required. Staff are only expected to partake in the social life of the Department and College as far as practicable.

| ![I am happy to go the “extra mile” at work when required] | 87% |

A good work-life balance is strongly encouraged and is achieved to a reasonable extent by all members of staff. Younger members of staff, in particular, are reminded of its importance by their mentors and the Head of Department. (As Chemical Engineering is not as lab-based as many other SET disciplines, there are perhaps more opportunities for flexible working).
The language used, both formally and informally, is consciously respectful in terms of gender, age, disability, race, sexuality and religion or none. All staff are on first name terms and there are no boundaries between staff on different grades or between administration, academic and technical roles.

<table>
<thead>
<tr>
<th>I am treated with fairness and respect at UCL</th>
<th>83%</th>
</tr>
</thead>
</table>

There is a child positive culture, staff use UCL crèche facilities and often bring their children to visit during school holidays. New-born visits are a good excuse for cakes or celebratory drinks.

Inclusive social engagement occurs between staff, and between staff and students, as appropriate (e.g. Ramsay Society events through the year).

The Department (through the SAT) has been highly involved in setting up the UCL Student Society of Women in Engineering. The main objective of the Society is to enhance the student experience for women in engineering at UCL by developing a meaningful community body of female students at all levels in the field of engineering, and providing opportunities for networking, professional development, mentoring, and outreaching activities. The Society plans to create a long lasting network with sponsors from industry who will provide employment/internship/scholarships opportunities for the next generation of engineering leaders from UCL. In addition to this, the Society will exist to support and serve the local school community through the development and delivery of academic engineering engagement activity as part of UCL’s global outreach agenda.

We routinely use all-female teams to engage with prospective students at open days and research days and invite leading female chemical engineers to explain their research and career progression. Informal opportunities are available following seminars to meet and ask questions to the speakers. All speakers have been from the UK so far, we will aim to give an international perspective by piggybacking on the Departmental Seminar Series that provides funds for international speakers to present.

We rely on feedback to monitor the ‘feel and thinking’ of the Department. UCL conducts comprehensive staff surveys that allow a picture to be generated and specific Departmental issues to be addressed. One is currently underway and the last was in 2011.

<table>
<thead>
<tr>
<th>Overall, I am satisfied with the job I do</th>
<th>86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in the work I do</td>
<td>100%</td>
</tr>
<tr>
<td>My work gives me a sense of personal accomplishment</td>
<td>90%</td>
</tr>
<tr>
<td>I understand how my work contributes to the objectives of my department/division</td>
<td>90%</td>
</tr>
</tbody>
</table>

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

| Action 3.2 | Encourage return of UCL staff survey; analysis and reporting of results. |

10 [http://uclwe.cs.ucl.ac.uk/uclwe.html](http://uclwe.cs.ucl.ac.uk/uclwe.html)
Outreach activities

The Department is committed to delivering a broad, exciting and dynamic outreach programme. This is both educational and entertaining, so as to inspire and motivate prospective students and the general public as to the importance and fascinating aspects of technology, science and particularly chemical engineering. We have some outreach activities that are particularly aimed at female students, and always try to ensure a gender balance / representation at outreach events and open days. For example, we routinely pitch an all-female student team when delivering open days.

The Department is aware and actively promotes the UCL Widening Participation agenda and considers delivery of such material as an essential part of the academic job role and this is expressly stated as a requirement for promotion.

Examples of Outreach performed by staff include (taking female members of staff as examples):

- Dr. Sorensen is governor of a large inner London state secondary school and is involved in supporting the science activities within this school through support to teachers and evaluating pupils’ science work through, for instance, a Science Fair. She is also chair of the Curriculum Committee and also supports the school with university transition activities.
- Prof. Angeli has been running an Open Day and a University of London Taster Course which aim to provide school children a chance to experience university life and also to introduce them to chemical engineering concepts and career prospects. In addition, she has been organising the activities of the UCL Summer School in the Department for teachers.
- Dr. Lettieri has been involved in the organisation of the Engineering programme for the annual BA Festival of Science, working in collaboration with the British Association for the Advancement of Science, the Royal Academy of Engineering and the Learning Grid, and is currently acting as mentor for her replacement on the committee.

In addition, our research students are becoming increasing interested in delivering exciting outreach activities, for example:

- **Green Man Festival**: Einstein’s Garden (Fig. 14)
- Setting up of the UCeIL outreach website to promote public understanding of ‘green’ energy.
- Mithila Manage (female Ph.D. student – own initiative): Organisation of day trip to Drax power station for undergraduate and M.Sc. students.

---

11. [http://www.ucl.ac.uk/prospective-students/widening-participation/wp-home](http://www.ucl.ac.uk/prospective-students/widening-participation/wp-home)
13. [http://www.ucl.ac.uk/ucell](http://www.ucl.ac.uk/ucell)
7. Flexibility and managing career breaks

(i) Maternity return rate
The existing three female members of academic staff have had two children each during their UCL careers; the maternity return rate has been 100%.

No PDRA pregnancies have occurred during the assessment period.

One Ph.D. has had a baby in 2010 and returned to complete her studies subsequently.

(ii) Paternity, adoption and parental leave uptake
The Department supports fathers through paternity leave. This has always been granted – see the Case Study for Dr. Mazzei as an example of flexible working for new fathers.

The Department now actively encourages the new UCL policy of 4 weeks paid paternity leave (double the UK minimum), and UCL and the Department fully support and encourage the new provision of additional paternity leave. These new policies have been advertised to staff through e-mail circulars.

(iii) Numbers of applications and success rates for flexible working by gender and grade
All members of academic and research staff make use of flexible working and work from home on a regular basis. The arrangements for this are informal and are flexible as long as any core commitments are covered and their whereabouts is known to the Department. No staff have been refused permission to work flexibly.

(iv) Flexible working

All staff routinely use flexible working to some degree. For example, four members of staff, two male (Professor and Senior Researcher) and two female (Senior Researchers) routinely use flexible working around nursery and/or school drop off/pick-up.

<table>
<thead>
<tr>
<th>My working time can be flexible</th>
<th>77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As long as I get my work done, I have a choice deciding how I do my work</td>
<td>90%</td>
</tr>
</tbody>
</table>

For work that requires specific facilities and location onsite, a flexible approach is taken; for example, the workshop technicians typically start early (<7:30am) and leave for home earlier, so giving more family time in the evening.

Use of modern technology also allows greater scope for flexible working. For example, use of Skype for student and project meetings and collaborative working tools (OneNote and Google Docs) are regularly used for staff and students to work together effectively while allowing for travel, family and other commitments.
As we have a new HoD, the style of appraisals may have changed and not all members of staff have had an appraisal since he has been in post. The SAT will therefore consult with the HoD to ensure that flexible working policy is adequately covered.

The SAT recommends an investigation into whether appraisal is working for staff, and whether they feel they gain support and discuss their career development affectively. This will be performed by running a focus groups / e-mail poll.

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

| Action 6.1 | Flexible working policy arrangements and review of appraisal system. |

(v) **Cover for maternity and adoption leave and support on return**

The Department is flexible in supporting women leading up to maternity leave and on return. The Department puts in place provision for covering teaching, research and administrative duties, ramping up to a sustainable load following an appropriate and agreed schedule. The main vehicle for doing this is through the cover of teaching using Teaching Fellows. The Department now has 4 Teaching Fellows who are highly qualified researchers paid to deliver teaching material to cover those on long term leave due to illness, maternity or fellowships. This scheme not only provides effective cover for staff, but also acts as a valuable career acceleration platform for the Teaching Fellows into academia. For example, Dr Eleftheria Polykarpou moved from being a PDRA in the Department to taking up a Teaching Fellowship which gave her the experience necessary to secure her first academic post at UCL Australia as a Lecturer in Energy and Resources.

During the last Athena SWAN assessment period, one female academic member of staff had a child (Dr. Paola Lettieri) and her return from maternity leave was managed with provision of teaching cover and a gradual return to a sustainable teaching and administrative load.

Future actions are required to ensure that staff are fully aware of the opportunities available to them when taking maternity / paternity / additional leave and will be a feature of the Action Plan.

**ACTION PLAN 2009 (See ACTION PLAN 2009 for Key)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>L3 &amp; M3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>To support women returning from maternity leave</td>
</tr>
<tr>
<td>Progress</td>
<td>Completed - Scheme in place and will continue to be reviewed and monitored when next required.</td>
</tr>
</tbody>
</table>

**ACTION PLAN 2013 (See ACTION PLAN 2013 for details)**

| Action 6.2 | Continue to offer support to women returning from maternity leave and monitor evolving needs. |
| Notes      | This Action includes the need to ensure staff know the opportunities and support available to them when they take maternity/paternity/addition leave. |
8. 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 implemented since the original application that have not been covered in the previous sections.

Note on selection of our Case Studies: We have selected one case study based on the career progression to professor of Pangioti Angeli, the first female to hold a Chair in this Department’s history (the oldest in the UK), and how flexible working, support and mentoring has allowed this to occur on a rapid timescale – certainly on a par with dynamic male colleagues.

Due to the requirement to have the other Case Study drawn from outside of the SAT, because all of our female PDRAs are new to the Department (in 2013) and because we used Dr. Lettieri in our previous Athena SWAN application, we have chosen to highlight the case of a male junior academic. The Case described how flexibility in working arrangements has allowed him to progress during the course of having two children since 2009 when he joined as Lecturer.

9. Action plan

Provide a new 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.

10. Case study: impacting on individuals – maximum 1000 words

Prof. Pangioti Angeli (Member of SAT)
Professor in Chemical Engineering
http://www.ucl.ac.uk/chemeng/people/angeli

A Case for Career Support and Flexible Working

I am a Professor in the Department of Chemical Engineering. I joined the Department as a Lecturer in 1996 after completing a PhD at Imperial College. I progressed to Senior Lecturer in 2002 and to Reader in 2006. I was promoted to a Chair in 2013, the first female Professor in the Department of Chemical Engineering at UCL.
My main research interests are in the area of two-phase flows which find applications in the oil and process industries. When I joined the Department there was almost no research activity in that area. I was given encouragement to pursue my research vision and build my own research group. I was able to win significant Research Council, European and industry funding and establish state of the art experimental facilities equipped with advanced instrumentation. The support provided by the Department in developing my teaching material and research programme has helped me achieve awards of a Royal Academy of Engineering/Esso Engineering Teaching Fellowship (1999), and a Royal Academy of Engineering/Leverhulme Trust Senior Research Fellowship (2011). For example, I received help with writing grant and Fellowship applications from a senior mentor, and now I offer the same help and advice to PDRAs and students.

I have held many administrative positions within the Department, including Department Admissions tutor from 1997 to 2003. Subsequently, in my role as Schools Liaisons Officer I was responsible for outreach activities that aimed to promote the image of the Department and of Chemical Engineering in schools. As part of this I was responsible for the organisation of open days and coordinated the Department WISE (Women in Science and Engineering) and later on the WET (Women in Engineering and Technology) initiatives. I am currently Chair of the Departmental Publicity committee, responsible for the outward image of the Department with the aim of attracting high calibre students and researchers to study and work with us.

Since joining the Department, I have had two periods of maternity leave, both of them lasting 18 weeks. Upon my return from each leave, I was able to work flexible hours that accommodated my family responsibilities. In addition, a teaching fellow that was hired to cover my second maternity leave was able to continue until the end of the academic year and help with my teaching and administrative duties. My researchers were also very understanding and were happy to arrange progress meetings at my home during the leave. My children attended the UCL nursery, located within the main UCL campus. The proximity of the nursery made visits possible when necessary. Flexible working hours are still possible which enable me to balance my family and work life.

Dr. Luca Mazzei
Lecturer in Chemical Engineering
http://www.ucl.ac.uk/chemeng/people/mazzei

A Case for Flexible Working and Paternity Leave

I came to UCL for my PhD studies in 2004. A few months after graduation, in January 2009, I was appointed Lecturer. In the following four years my wife and I had two children, in 2010 and 2013. Since my appointment, the Department has been very helpful towards me and my family, making balancing my career and family commitments possible. Flexible working hours, meetings being held at reasonable hours and the possibility to work sometimes from home allowed me to fulfil my family responsibilities, in particular collecting my children from nursery in the evening. The Department has also been very supportive during difficult moments, which are inevitable with children; for instance, when they are unwell and cannot go to nursery.
The Department has supported me in my research, providing DTG funding for a PhD studentship at the beginning of my lectureship and allowing me to freely pursue my research interests. My teaching and administrative work commitments have been gently introduced through the years to buffer the transition to the lectureship and allow me to gain experience without having to persistently work overtime. I am currently teaching parts of three undergraduate modules and one graduate module, supervising eleven PhD students (four as primary supervisor) and various MEng and MSc students and mentoring twenty-four tutees. I am the departmental deputy undergraduate admission tutor (in charge of the admission process last year) and Deputy Chair of the Departmental Computing Committee (Chair last year), having previously covered also other administrative positions.

The friendly environment in which I have been working from day one and the freedom and flexibility offered have made my research progress and significantly broaden, leading to EPSRC funding, many publications and international collaborations with academics and industry. The encouragement and mentoring by some of my colleagues, and the collaborations that we established, have considerably helped this progression and development.

Words for section: 766
2009 ACTION PLAN

University College London - Department of Chemical Engineering

Gender Action Plan 2009

2009 -2012

Long term objectives...

STUDENTS:
L1. To attract more female undergraduate students aiming at least 10% above UK HE average (30% vs 28%, so already above)
L2. To maintain the number of female postgraduate students at least 10 % above UK HE average (46-8% vs 28%, above)

STAFF:
L3. To maintain the supportive and friendly atmosphere in the department
L4. To attract more applications to academic positions from females
L5. To have more female postgraduate research students going into academic positions at UCL or elsewhere

2009-10

Medium-Short term objectives...

M1. To monitor the progression of female students, particularly in relation to ethnicity and culture
M2. To provide information on academic careers earlier in the undergraduate programme
M3. To introduce mentors for women returning from maternity leave to support them for 1 year if required
M4. To ensure full transparency of the Work Hour Allocation Model (WHAM)
M5. To include all relevant aspects of outreach activities and committee roles beyond the department in the WHAM
M6. To include all funded research and knowledge transfer activity in the WHAM
M7. To introduce a formal annual review policy for core committees to ensure a good gender and age balance
M8. To ensure all staff have received fair recruitment training
<table>
<thead>
<tr>
<th>Objective</th>
<th>Target</th>
<th>Action</th>
<th>Time Scale</th>
<th>Success Criteria</th>
<th>Monitoring</th>
<th>Progress (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 &amp; L2</td>
<td>To ensure a good gender &amp; ethnicity balance in all student publicity material</td>
<td>To review the gender &amp; ethnicity displayed in all student publicity material</td>
<td>July – Dec’09</td>
<td>That the material clearly displays an above average proportion of female and ethnic minority students</td>
<td>Publicity material</td>
<td>Completed</td>
</tr>
<tr>
<td>L1</td>
<td>To increase the number of applications to undergraduate courses from female students</td>
<td>To monitor the undergraduate application to offers and to acceptance ratios, To involve more female students in UCAS visits, To closely monitor the progression of female students through personal tutors, To continue to support the IChemE’s whynotchemeng campaign</td>
<td>Continuous</td>
<td>That the number of female undergraduate students is increased to at least 10% above UK HE average level</td>
<td>Monitoring ratios, Monitoring progress</td>
<td>Good (590 in 2012 up from 470 in 2010)</td>
</tr>
<tr>
<td>L2</td>
<td>To maintain the number of female postgraduate students</td>
<td>To monitor the postgraduate application to offers to acceptance ratios, To closely monitor the progression of female students through the MSc and PhD Tutors</td>
<td>Continuous</td>
<td>That the number of female postgraduate students is maintained above 40%</td>
<td>Monitoring ratios, Monitoring progress</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

M.Sc. numbers have increased (to over 50% in 2012) and female Ph.D. numbers remained stable. However, the percentage of females on Ph.D. has decreased (see Action 3.1 in 2013 Action Plan)
<table>
<thead>
<tr>
<th>Objective</th>
<th>Target</th>
<th>Leading*</th>
<th>Action</th>
<th>Time Scale</th>
<th>Success Criteria</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L5 &amp; M2</strong></td>
<td>To have more female postgraduate research students going into academic positions at UCL or elsewhere</td>
<td>PhD Tutor and all staff</td>
<td>To embed material in UG and PG courses early which encourages women to pursue research, To monitor the number of female postgraduate research students who go into academic positions, To encourage academic careers, To offer careers’ advice</td>
<td>Continuous</td>
<td>That more female postgraduate research students go into academic positions at UCL or elsewhere</td>
<td>Monitoring first posts for graduating students</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Target</strong></td>
<td><strong>Leading</strong>*</td>
<td><strong>Action</strong></td>
<td><strong>Time Scale</strong></td>
<td><strong>Success Criteria</strong></td>
<td><strong>Monitoring</strong></td>
</tr>
<tr>
<td><strong>L1, L2, L5 &amp; M1</strong></td>
<td>To better understand the relationship between gender, ethnicity and culture in relation to female students</td>
<td>Departmental Tutor</td>
<td>To monitor the progression of female students, particularly in relation to ethnicity and gender due to a concern that the role of women in some more traditional societies may lead to their being underrepresented in higher education, particularly in science and engineering.</td>
<td>July – Sep.’09</td>
<td>To understand the relationship between gender, ethnicity and culture in relation to female students</td>
<td>Monitoring progression of female students based on ethnicity and culture</td>
</tr>
<tr>
<td><strong>L3 &amp; M3</strong></td>
<td>To support women returning from maternity leave</td>
<td>HoD</td>
<td>To introduce mentors for women returning from maternity leave</td>
<td>July – Sep.’09</td>
<td>That all women returning from maternity leave have a mentor if required</td>
<td>Monitoring allocation of mentors</td>
</tr>
</tbody>
</table>

**Good progress on delivery of Action Plan; however, only limited result in that only one of our PGs has secured a Faculty position. PDRAs go into further research positions in academia and industry.**
<table>
<thead>
<tr>
<th>Objective</th>
<th>Target</th>
<th>Action</th>
<th>Time Scale</th>
<th>Success Criteria</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3, M4, M5 &amp; M6</td>
<td>To ensure full transparency of the WHAM &amp; inclusion of all relevant factors</td>
<td>HoD</td>
<td>To formalise and agree the weightings used in the WHAM and, to include relevant aspects of outreach activities and committee roles beyond the department</td>
<td>July’09 – July’10</td>
<td>That all members of staff understand the basis and limitations of the WHAM and obtain maximum agreement with the tasks and duties and allocation weightings used</td>
</tr>
<tr>
<td>L3 &amp; M7</td>
<td>To ensure a good distribution of gender and age in departmental committees</td>
<td>HoD &amp; committee chairs</td>
<td>To formalise a policy whereby the membership of all committees are reviewed annually in order to ensure a good balance in terms of gender and in terms of age where possible</td>
<td>July’09 – Dec’09</td>
<td>That all committee memberships are reviewed annually according to the policy and that a good balance is achieved where possible</td>
</tr>
<tr>
<td>Objective</td>
<td>Target</td>
<td>Action</td>
<td>Time Scale</td>
<td>Success Criteria</td>
<td>Monitoring</td>
</tr>
<tr>
<td>L3 &amp; L4</td>
<td>To attract more applications from females to academic positions</td>
<td>HoD</td>
<td>To ensure that females are encouraged to apply through positive statements in advertisements and through contact with the department, and To continue to ensure that females are encouraged to take up a post if offered to them</td>
<td>Next available vacancy</td>
<td>That the proportion of applications from females is increased</td>
</tr>
</tbody>
</table>

**Completed**
New WHAM published for 2012.
Continual improvement necessary to ensure that changing roles are recorded and the full range of activities are recognised.

**Good**
Only Computing Committee underrepresented at 20% (new female technical will be asked sit on this committee).

Action Plan has been executed **effectively**, plus new initiatives. However, no new female academics have been recruited. The impact has so far been **limited**.
<table>
<thead>
<tr>
<th>L3, L4 &amp; M 8</th>
<th>To ensure that all members of staff are aware of fair recruitment policy</th>
<th>HoD and DEOLO</th>
<th>To review which members of staff have received fair recruitment training, To ensure that remaining members of staff also received training</th>
<th>July'09 – Dec'09</th>
<th>That all members of academic staff have received gender equality training</th>
<th>Monitoring uptake of equality training</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To ensure that all members of staff are aware of fair recruitment policy</td>
<td>HoD and DEOLO</td>
<td>To review which members of staff have received fair recruitment training, To ensure that remaining members of staff also received training</td>
<td>July'09 – Dec'09</td>
<td>That all members of academic staff have received gender equality training</td>
<td>Monitoring uptake of equality training</td>
<td>Completed</td>
</tr>
</tbody>
</table>

*: The person leading will depend on departmental position, hence roles are given rather than names as these may change

**Key:**
DEOLO: Departmental Equal Opportunities Liaison Officer
HoD: Head of Department
IChemE: Institution of Chemical Engineers
WHAM Work Hour Allocation Model

All members of staff have received recruitment training. Recommendations (for recruitment literate, for example) or new directives are communicated to all staff.
## 2013 ACTION PLAN

<table>
<thead>
<tr>
<th>Action</th>
<th>Description of action</th>
<th>Action taken already and outcome at Nov 2013</th>
<th>Further action planned at Nov 2013</th>
<th>Progress Log</th>
<th>Responsibility</th>
<th>Timescales</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Baseline Data and Supporting Evidence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1    | Monitor student data by gender and entrance grades  
Annual report to  
- All standing Departmental Committees  
- Presentation at Staff meeting | Data collected for entry and cohorts; Data compared with national figures. | Use data for input into Actions below | UG numbers stabilised at 30% female – above national average. | EDC (Chair to compile) | Data becomes available Jan of each year – annual statistics compiled Q1 of each year for report at Q2 Staff meeting. | Maintain or increase above national figures. |
| 1.2    | Monitor staff appointments, promotion success rates and turnover.  
Annual report to Executive Team | Short list and decision grids collected for all appointments. No evidence of discrimination. | Keep record of staff training. | All staff sitting on interview panels have a logged entry in training account showing they have completed EO training. | EDC (Chair to compile) and DA | Compile statistics Q1 of each year for report at Q2 Staff meeting. | Provide report and data for ‘Key Career Transition Points’, analysis activity. |
<table>
<thead>
<tr>
<th>1.3</th>
<th>Establish recording mechanism for staff destinations including exit questionnaire at Dept. level. Annual report to: - Executive Team</th>
<th></th>
<th>EDC, HR and DA.</th>
<th>Mechanism in place - Q2 2014. Review procedure annually at Q2. Increase proportion of leaver destination information. Monitor for gender difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>UG and PG Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Establish formal UG and PG exit questionnaire Annual report to: - All standing Departmental Committees - Presentation at Staff Meeting</td>
<td>Informal discussions with personal tutors and supervisors. Individual feedback given provided to EDC. Create online questionnaire implemented in Moodle (online teaching and training resource). This may be integrated with a broader scope exit questionnaire.</td>
<td>EDC formulate exit questionnaire collectively EDC Chair to liaise with other Dept. committees to establish a broader scope exit questionnaire. HoD commission combined questionnaire led by DEOLO.</td>
<td>EDC compile E&amp;D questionnaire (Q2 2014). Other committees formulate questions (Q3 2014). Combined questionnaire implemented in Moodle for 2014 leavers (Q3 2014). Review questions annually. Report on initial findings Q1 2015. Instigate and achieve high return rate &gt;60%. Identify reason for continuing decrease in M.Sc. completion rates.</td>
</tr>
<tr>
<td>2.2</td>
<td>Monitor PG training accounts and make recommendations for courses based on EO agenda.</td>
<td>PG (Ph.D.) students already required to take a required amount of training ‘points’</td>
<td>Promote PG uptake of training courses available in EO and career targeted courses.</td>
<td>EDC (Sorensen) in collaboration with UCL Graduate School</td>
</tr>
<tr>
<td>2.3</td>
<td>Launch campaign to increase female Ph.D. numbers</td>
<td>All-female presentations at Introduction to Research event for UG and M.Sc.</td>
<td>All-female presentations at ‘What is Research’ events and students. Commission film for website. Use UCL Women in Engineering Society to run events to attract women into research. Promote the innovation/commercialisation of research projects. Improve working environment and space.</td>
<td>PG Admissions Tutor (Dr. Paola Lettieri) and Deputy Publicity Committee to maximise positive expose at research level publicity material. EDC (Rema Abdulaziz) to promote UCL Women Engineers Society by running a research workshop. HoD and Estates to improve Ph.D. working (office) environment.</td>
</tr>
</tbody>
</table>

| 3 | Key Career Transition Points, Appointments and Promotions |
| 3.1 | Share best practice in recruiting female academics with other Departments and execute targeted campaign to attract applicants. | Maintain profile data. | Leak detected at PDRA level with dearth of academic appointments at Lecturer grade. Issue identified as priority. | Mentoring of Fellowship applications begun. PDRA applicants successfully targeted. | HoD (to lead academic teams to recruitment and conference events); Research Committee (identify ‘hit list’ of potential applicants), DA (construct gender conducive Job description and Person Spec. | Q1 2014 – liaise with other departments to share best practice on attracting female applicants (DELO). Q2 2014 – deliver report to HoD on best practice for attracting and recruiting female staff to academic positions. For every academic recruitment round deliver findings from best practice report. | Report delivered on best practice for attracting female applicants. Increase applications by 100%. Achieve female staff levels at or above average national levels. |
3.2 Encourage return of UCL staff survey; analysis and reporting of results.  
Staff have been encouraged to participate in the survey by HoD and Faculty Dean.  
Analysis performed and compared to previous staff survey; feedback included in EDC staff reports.  
Data from previous UCL staff survey used in Athena SWAN report. New UCL staff survey currently being collected.  
HoD, Dean of Faculty, EDC  
Last survey 2011 Q1 2014 for results of new UCL staff survey. Q2 2014, deliver report to HoD on EO relevant aspects of staff survey.  
Achieve >80% return rate and identify implications for Department. Actions in place in response where relevant.

<table>
<thead>
<tr>
<th>4</th>
<th>Career Advice and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Review support offered to PDRAs and PhD students, make improvements where necessary</td>
</tr>
<tr>
<td>4.2</td>
<td>Create and promote PDRA posts with broader opportunities for career development</td>
</tr>
<tr>
<td>5</td>
<td>Culture, Communications and Departmental Organization</td>
</tr>
<tr>
<td>5.1</td>
<td>Ensure all staff have received new online E&amp;D training.</td>
</tr>
<tr>
<td>5.2</td>
<td>Monitor committee membership and mitigate against committee overload.</td>
</tr>
<tr>
<td>5.3</td>
<td>Review Working Hours Allocation Model (WHAM)</td>
</tr>
<tr>
<td>5.4</td>
<td>Improve communications, reporting of news and recognising contributions across a range of activities.</td>
</tr>
</tbody>
</table>
### 5.5 Improve Athena SWAN Departmental exposure, EO and female student/PG and PDRA profiles

<table>
<thead>
<tr>
<th></th>
<th>Improved gender balance in promotional material</th>
<th>Identified need for greater exposure of positive role models in web media.</th>
<th>New website commissioned for launch Q1 2014 Resources committed by HoD for continued improvement of web material (professional multi-media)</th>
<th>Publicity Committee, EDC and Faculty Media Services</th>
<th>Q1 2014 – website goes live. Content reviewed quarterly Q2 2014 – EO and female profile videos go live.</th>
<th>EO web presence on new Dept. site. Improved exposure of our female students and researchers to act as motivational/role model examples via online videos.</th>
</tr>
</thead>
</table>

### 6 Career breaks/灵活的工作安排

#### 6.1 Flexible working policy arrangements and review of appraisal system.
- Move to annual appraisal schedule
- Review appraisal process.

| | UCL policy on flexible working is available on website. The Department has historically been very supportive of flexible working arrangements. Discussion of flexible working available during induction and appraisals. | Continuation of policy following transition of HoDs. Move to annual appraisal timetable. Review appraisal process. | HoD transition complete. Appraisal review process required. | HoD (setting appraisal format), DA (executing appraisal documentation and process); HoD and line managers (provide appraisals); EDC perform survey and recommendations for appraisal review). | Induction events and appraisals. Q2 2014 EDC report on feedback from staff on appraisal process. Q3 2014 revised appraisal process and established schedule set. | Ensure continued high level of productivity and staff satisfaction through flexible working practice. Deliver appraisal review based on staff feedback. |
| 6.2 | Continue to offer support to women returning from maternity leave and monitor evolving needs. | Provision of mentoring and flexible working practice. | Ensure staff know the opportunities and support available to them when they need to take maternity/paternity/addition leave. Produce posters and publicity material. | Scheme operational | HoD, DA, line managers | Review annually in Q3 meeting. | Ensure a staged and supported return to work following maternity leave and provision of mentor if required. |
| 6.3 | Influence the Integrated Engineering Programme formulation based on the flexible working perspective of the Department. | Provide feedback to IEP formulation committees of potential impact on culture and flexibility of working in the Department | Dr. Sorensen has high level access to IEP decision making process. | EOC to monitor compatibility of IEP with Departmental flexible working practices. Dr. Sorensen to feedback to IEP formulation process | Q1 – Q3 2014 | Retain high level of flexible working practice incumbent in the Department following introduction of IEP. |

**Notes and Key to Action Plan:**

EDC = Equality and Diversity Committee  
DA = Departmental Administrator  
HoD = Head of Department  
IEP = Integrated Engineering Program  
PDRA = Post-Doctoral Research Associate  
Q(1,2,3,4) = quarter (of year)