Athena SWAN Silver department award application

Name of university: University College London

Department: Division of Medicine

Date of application: 30th April 2013

Date of university Bronze and/or Silver Athena SWAN award: May 2009

Contact for application: Ines Pineda-Torra

Email: i.torra@ucl.ac.uk

Telephone: 020 7679 6535

Departmental website address: http://www.ucl.ac.uk/silva/medicine/research (under revision)

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

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. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

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

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.
1. **Letter of endorsement from the head of department: maximum 500 words**

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

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

Athena SWAN Charter
Equality Challenge Unit
Queen’s House
55-56 Lincoln’s Inn Fields
London WC2A 3LJ

26th April 2013

Dear Ms Dickinson,

Re: Athena SWAN application for Silver Award: Letter of Endorsement

It gives me great pleasure to endorse this Athena SWAN Silver application for the Division of Medicine (DoM) at UCL. I have been the Divisional Director since November 2011, although I have been at UCL for much longer. Immediately on taking over as Director, I was keen for the DoM to apply for a Silver award, and I have been an enthusiastic supporter of this from the start. It has been apparent to me for many years that women suffer from prejudice and discrimination in science and in clinical medicine. Athena SWAN has served to remind us of these difficulties, highlighted the need to resolve them and provided the impetus to achieve a step-change in culture within my Division.

The self-assessment we undertook was reassuring in some parts (we achieve gender balance in our students and young researchers) but an alarming fall-off in progression to independent researcher and senior academics was evident. I don’t think we have a complete answer to this. For our clinical academics, this is in part related to their disciplines (some NHS specialties have only 15-25% of female consultants). Our staff survey highlighted issues related to career breaks for maternity leave and a lack of mentoring support. There is a perception that the DoM is dominated by men, either because we have too few female role models, or because the environment is unsympathetic to female scientists. This is a perception that I’m committed to change while I am leading the Division.

Our response thus far has been to tackle many of these issues by taking steps that are beginning to minimise the impact of some of the biases against women. We changed our Divisional Promotions Panel so it had 50% male/female representation, and decided we would actively encourage our female academics to apply for promotion and give them advice to optimise their applications. This resulted in three applications being submitted from female candidates which would not have occurred otherwise. Shortlisting and interview panels for new appointments have now at least 33% female representation and where I have been involved in senior appointments, I have ensured 50% female membership of these panels. Notable successes in 2012 include the appointment of three female Heads of Centres, and the first female Deputy Head of Division, but much remains to be done.
Growing up in Northern Ireland at the height of "the troubles", I witnessed at first hand, the corrosive effect that prejudice and discrimination has on individuals and society. I have not forgotten how the conflict was directed by men, but the peace movement was led by women. Ever since I have been convinced that the surest route to defeating bigotry of all kinds, is to remove all unfair barriers to the progress of women. The changes highlighted in our application are just a start for us and in the coming years we will aim to achieve and maintain gender balance at all grades, including our senior management positions.

Yours sincerely,

[Signature]

Professor Raymond MacAllister

Director – Division of Medicine, UCL
2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The Division of Medicine (DoM) self-assessment team (SAT) comprises selected clinical and non-clinical academics and non-academics from across DoM’s different sites, representing a wide range of professional and personal experiences. In June 2012, the team was assembled by the Divisional Director, Prof. Raymond MacAllister, and the Divisional Manager, Blathnaid Mahony. All initial members of the SAT were based at the Bloomsbury site and to represent other DoM sites, the team later welcomed three additional scientists. All members have participated enthusiastically in the SAT, and have taken responsibility for different activities since the initiative started.

Both genders are represented as well as different types of academic training (British, European and North American), ages (30s to 50s), experiences of parenthood and of returning to work after a parental leave. SAT members also have experience of living in dual career households and single households with childcare responsibilities.

The self-assessment team was comprised of the following:

- **Prof. Raymond MacAllister:** Divisional Director, clinical academic, Northern Irish
- **Prof. Rachel Chambers:** Head of Centre, non-clinical academic, Luxembourger
- **Prof. Margaret Ashcroft:** Head of Centre, non-clinical academic, British
- **Prof. Ian Zachary:** Head of Centre and Research Department, non-clinical academic, British
- **Blathnaid Mahony:** Divisional Manager, senior administrator, British
- **Aisha Carroll:** Deputy Divisional Manager, senior administrator, British
- **Dr. John Hurst:** Senior Clinical Lecturer, clinical academic, British
- **Dr. Reechi Sofat:** Clinical Lecturer, clinical academic, British Indian
- **Dr. Ines Pineda-Torra (SAT Lead):** Lecturer, non-clinical academic, Spanish
- **Dr. Markella Ponticos:** Senior Research Fellow, non-clinical academic, Greek, Royal Free Hospital
- **Dr. Petra Disterer:** Senior Postdoctoral Researcher, German, Royal Free Hospital
- **Dr. Slavica Tudzarova:** Senior Postdoctoral Researcher, Macedonian, Wolfson Institute for Biomedical Research (WIBR)

SAT members contributed their administrative and managerial insights and their experience of the practical issues faced by women balancing parenthood and career, and other aspects of work-life balance. Overall, our SAT reflects the diversity of backgrounds and life-work experiences characterised by a large UCL department.

(314 words)

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

The SAT met on seven occasions before submission. The process started in July 2012 when members of the team attended an Athena SWAN Workshop at UCL. During the application process, the lead and SAT members attended relevant seminars and workshops (“Work-life balance and Gender” at UCL in November and “Going for Silver” organised by Athena SWAN in December). The SAT also considered successful Silver Award applications and met with successful SAT Leads: Dr. Sarah Mole (MRC Laboratory, UCL) and Prof. Kate Jefferies (Division of Psychology and Language
Sciences, UCL). These meetings were very informative and helpful in drafting our application and Action Plan.

Staff data were provided by UCL’s HR Department with input from Blathnaid Mahony and Aisha Carroll; student data were provided by Registry and by our teaching administrators. An issue that was identified as key was a significant drop in the proportion of women between the postdoctoral and lecturer level. Thus, the SAT surveyed researchers at the postdoctoral/lecturer level to: 1) identify gender differences in career development strategies at this stage and 2) identify key areas for improvement. The team prepared a bespoke survey and liaised with UCL’s Head of Equality and Diversity to ensure the quality of the survey, which went live mid-December. Separate informal discussions with postdocs were also held. The survey and discussions highlighted areas of concern which informed our action plan design.

Survey results, planned and ongoing actions were communicated to the Heads of Centres and Professors' meeting in February and to DoM staff in March in seminars at the Bloomsbury and RFH sites. These meetings and seminars also helped to raise awareness of our application.

Throughout this process, Prof. MacAllister was closely involved and was kept informed of progress and challenges on approximately a weekly basis. He gave regular guidance and input, including the revision of data, design of the survey and feedback on early drafts of the Action Plan. He also suggested events where the Athena SWAN initiative could be communicated. Additionally, our website is being revamped and the team is creating a new page detailing our actions and programmed activities. We are also collecting articles and other resources discussing gender issues in academic biomedical research and links will be provided on the website once it goes live in May.

The final Action Plan derived from staff data, survey and discussion results, SAT meetings, and discussions with UCL’s Athena SWAN advisor. Both the application and Action Plan will be posted in the Athena SWAN page within the DoM’s new website.

(418 words)

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

After submission, the SAT will meet on a quarterly basis to coordinate implementation of the Action Plan and monitor progress, escalating to monthly meetings 9 months before our next application. We will recruit post-graduate students, to ensure their views and experiences are represented in the SAT (Action 5.6). As SAT activities will become part of the DoM’s culture, we expect new volunteers to replace leavers on the SAT, with the SAT Lead rotating every 2-3 applications. The SAT will ensure planned actions are implemented through close communication and collaboration with the individuals responsible for each action. The SAT will review progress towards milestones annually in a meeting to be held each spring after new annual student and staff data can be compiled. After each meeting, the SAT will report to the DoM Executive and Heads of Centres and Professors Committee and to DoM staff through the website and dedicated seminars.

(150 words)

(total of 882 words)

3. A picture of the department: maximum 2000 words

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.
The Division of Medicine is the largest department in the Faculty of Medical Sciences, within the School of Life and Medical Sciences. It incorporates clinical and non-clinical scientists, undertaking interdisciplinary research, teaching and clinical practice that aim to achieve excellence and impact nationally and internationally. The Division has ~390 staff based over the Bloomsbury, Royal Free and Whittington Campuses and is closely linked with three major teaching hospitals (University College London, the Royal Free Hospital and Whittington Hospitals). Our presence at the Whittington Campus is small.

The Divisional Director is Prof Raymond MacAllister (Professor of Clinical Pharmacology). The Division comprises 6 Research Departments (Table 1), each made up of smaller Research Centres. The Division has undergone significant changes during the last twelve months, with the addition of two formerly independent UCL Institutes: the Wolfson Institute of Biomedical Research (WIBR) in April 2012 and The Institute of Hepatology, which became part of the new UCL Institute for Liver and Digestive Health in July 2012.

The Division is managed by an Executive Committee, which includes the Director, Deputy Director, Heads of Research Departments, Manager and teaching leads. Research Departments may have Centres located on different sites. Managing a Division on two main sites (Bloomsbury and Royal Free campuses) is challenging and we try to promote integration by having a joint administrative support team, common policies and alternating core Divisional meetings between the sites.

<table>
<thead>
<tr>
<th>Research Department</th>
<th>Total No of Staff</th>
<th>Total No of academic/research Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Department of Clinical Physiology</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Research Department of Inflammation</td>
<td>98</td>
<td>57</td>
</tr>
<tr>
<td>Research Department of Internal Medicine</td>
<td>85</td>
<td>57</td>
</tr>
<tr>
<td>Research Department of Metabolism and Experimental Therapeutics</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>Wolfson Institute for Biomedical Research</td>
<td>80</td>
<td>43</td>
</tr>
<tr>
<td>UCL Institute for Liver and Digestive Health</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>388</strong></td>
<td><strong>272</strong></td>
</tr>
</tbody>
</table>

**Table 1: Number of staff in the Division of Medicine by Research Department**

Research:

The Division has 130 principal investigators (PIs) leading research to develop better mechanistic understanding, diagnostics and treatments for human diseases. The research portfolio is broad, with critical mass in inflammation, neuroscience, cardiovascular, respiratory, nephrology, hepatology, renal, rheumatology, imaging, experimental medicine and drug discovery. In the 2008 RAE 18% of investigators returned (17/96) were women, and for the REF2014, women are projected to be 24% of the Division’s return (31/130).

Teaching:

All Divisional academics are active in undergraduate and postgraduate education, which is given the same priority as research. Divisional academics play pivotal roles in UCL’s undergraduate MBBS course for medical students, co-ordinated by the UCL Medical School. The Division also has 225
postgraduate research students undertaking PhDs or MDs, and offers three MSc programmes and one undergraduate integrated BSc for MBBS students.

Clinical work:

Our clinical academics are active as physicians in partner hospitals, with programmes of national and international standing in major medical specialities, and are responsible for delivery of several national specialist clinical services. The clinical mission is to provide the highest quality medical care, as practitioners of medicine and leaders of the NHS, and to work in partnership with patients to fulfil the research and teaching missions.

(445 words)

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

Student data

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

Not applicable – The Division of Medicine does not offer access or foundation courses.

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

<table>
<thead>
<tr>
<th></th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
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</tr>
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<td>66.7</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>52.4</td>
</tr>
</tbody>
</table>

The Division offers an Integrated BSc course in Clinical Sciences for MBBS students, attracting 8-10 students each year. No part-time courses are offered. During 2007-2012 women made up 52.4% of the students taking the course (Table 2). This is consistent with the percentage of women accepted onto the MBBS course over the same period (51%) and only slightly lower than the 55% women taking pre-clinical medicine courses nationally (HESA 2010/2011). In this context, no action is necessary. These data will be monitored annually to identify any change in trends (Action 1.1).

(97 words)

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.
Over the last five years, women taking our MSc courses have represented 72.5 – 90.9% of the total students, averaging 79.1% for the period (Table 3). This is above the UK average of 55% women for all postgraduate clinical medicine students (HESA 2010/11).

Table 3. Students on Postgraduate Taught Courses

<table>
<thead>
<tr>
<th></th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>30</td>
<td>18</td>
<td>32</td>
<td>37</td>
<td>46</td>
<td>163</td>
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<td>14</td>
<td>13</td>
<td>43</td>
</tr>
<tr>
<td>% Female</td>
<td>90.9</td>
<td>81.8</td>
<td>78.0</td>
<td>72.5</td>
<td>78.0</td>
<td>79.1</td>
</tr>
</tbody>
</table>

From 2007/08 to 2010/11, a higher proportion of females completed their course than males (Figure 1). For 2006/07 to 2009/10 there were high levels of course completion by female students, ranging from 75-100%. Data provided by Registry for 2010/11 are incomplete due to unavailability of data for part-time and deferred students entering courses.

Figure 1: Percentage of students completing Postgraduate Taught Courses

Our courses, particularly in Clinical and Public Health Nutrition, appear to have a stronger appeal to female students. The figures will be monitored annually so that any changes in balance can be identified and responded to expeditiously (Action 1.2). As we wish to encourage our MSc students to consider academic careers, we will run open days for MBBS and MSc students (see section 3(v) / Action 7.3)

(169 words)

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

In 2007/08 the proportion of women on postgraduate research degrees was 39%. Since then, female applications have increased (Figure 2), averaging 48.8% for 2008/09-2011/12, still lower than the national figure of 55.3% (HESA, 2010/11). The situation will be monitored closely (Action 1.2) and we will take actions to improve female take up of PGR degrees (see 3(v) below).

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

Undergraduate Courses

Students make a first and second choice on their iBSc applications: the above data only refers to those who indicated Clinical Sciences as their 1st choice (details of applicants who put the course as 2nd choice are not supplied to the Department). All of the students who were offered places, accepted places on the course.
Postgraduate Taught Courses

From 2007/8 to 2012/13, 48% of the total applicants for our Undergraduate Clinical Sciences iBSc were women. However, from 2007/08 to 2009/10, only 50-57% of female applicants were offered
places, whereas from 2010/11 to 2012/13, 83-100% of female applicants secured places, indicating an improved rate of recruitment of women to the iBSc (Figure 3). From 2007/08 to 2012/13, 78% of applicants for our post-graduate taught (PGT) courses, were women indicating that the Division provides courses attractive to women (Figure 4B), and a similar percentage of female and male applicants were offered places in these courses (Figure 4C).

Postgraduate Research Courses

Of 477 applications for PGR studentships, 48% were women (Figure 5B), which is below the national average. To make PGR courses more attractive to women, by 2015 the Division will host the first annual open day on PhD opportunities to MBBS and MSc students, which will include contributions from members of the SAT on the advantages of research degrees for women’s careers (Action 7.3). PGR offers were made to a slightly lower percentage of female than male applicants (Figure 5C). To reverse this trend, we will make recruitment and selection training including diversity and equality training, compulsory for all staff involved in the recruitment of PGR students (Action 2.5). The Division will continue to audit our application and success numbers to monitor acceptance rates (Actions 1.1 and 1.2). Collectively, these measures will aim to increase our development pipeline of women as future research leaders.

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

Figure 6: Degrees awarded for male and female students on Undergraduate Courses

![Bar chart showing degree classification by gender for undergraduate courses from 2007/08 to 2011/12.]

Data on degree classification by gender have also been generally stable over time. Over the period from 2007/8 to 2011/12, of 38 students awarded an undergraduate degree, 18 (47%) were women. Data on students receiving First and 2(i), demonstrate no gender inequality in achievement (Figure 6).

For post-graduate taught (PGT) courses from 2006/07 to 2010/11, 152 students enrolled of whom 81% were women. In general, a higher proportion of women completed these courses to date, particularly in 2010/11 (Figure 7). Data on students undertaking post-graduate research (PGR) courses from 2002/03 to 2006/07 (Figure 8) indicate that the annualised median (IQR) time to thesis submission for those completing was 4.1 years for women and 3.8 for men. Women therefore take 3-4 months longer, on average, to write up. Taken together, these data do not show a clear bias against female students regarding assessment and achievement, however, the longer PhD completion times for women needs to be studied as these may have knock on effects on future career progress. Our staff surveys and exit questionnaires described below will try to elicit the answers.

We will continue to audit our achievement and completion rates (Actions 1.1 and 1.2) and implement a questionnaire for all completing and non-completing PGT and PGR students to monitor their reasons for leaving before obtaining their degree, and gain information on future career intentions/destinations (Action 1.3). For instance, family commitments or maternity leave may account for the slightly longer average time to complete PGR courses by female students. Therefore,
the Division will ensure provision of pertinent information to female students (Action 2.1) including information about flexible working (Action 2.2). Importantly, the Division will also allocate funding (£25K per annum; amounting to 7% of our annual expendable budget) to provide technical support to supervisors to keep research projects running while female students are on maternity leave and during their initial return to work (Action 2.3). In the longer term, we will establish a mentoring scheme for all PGR students to provide them with greater support, including before, during and after maternity leave (Action 7.2).

(344 words)

Staff data

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

Figure 9: Percentage of female and male academic and research staff over time

Notes:
(1) Categories are based on a combination of title, grade and staff classification. All categories except “Research Assistant” and “Postdoc” are a combination of clinical and non-clinical grades. “Lecturer” category includes academic Lecturers and other clinical and non-clinical positions at equivalent level. “Senior Lecturer” category includes academic Senior Lecturers and other clinical and non-clinical positions at equivalent level.
(2) Dataset at 1 October each year.
Women constitute the majority of staff at the more junior research grades (75% and 56% at research assistant and postdoctoral levels, respectively), whereas the percentage of female staff decreases with increasing seniority, with women constituting 14% of Professorial staff in 2012 (Figure 9). Male clinicians represent the majority of all academic staff from Lecturer to Professorial level, but there are higher percentages of female non-clinical academics at Senior Lecturer to Professorial level than female clinicians at these grades (Figure 10).

Our data are consistent with the loss of female scientists transitioning from PhD and post-doc to academic careers (Lecturer and above). We are concerned about lack of leadership ambitions in our highly able women scientists. Our survey showed that fewer women at postdoctoral/lecturer level (67% vs 89% men) wish to become group leaders, and significantly more women (16% vs 9% men) would be satisfied with RA posts. We see it as essential that the Division encourages female PhD students to pursue academic careers. We have started a series of career workshops (Action 4.3) showcasing senior women role models. This and our new mentoring scheme for PGR students (Action 7.2) will add to our affirmative support of promising female students (Action 2.4).

From Lecturer to Professorial level the proportion of women drops significantly. To identify the causes of this female "leakage" at senior levels we have instituted an annual survey of postdocs that will be extended to the rest of the senior staff (Action 3.1). This survey has already impacted on the Division’s practice, with the establishment of a mentoring scheme for female postdoctoral staff to facilitate transition of postdocs to scientific independence (Action 4.2). Furthermore, an annual review of staff by the Heads of Centres and HR administrators using performance data will proactively identify women suitable for promotion or application for personal fellowships (Action 3.6). The career workshop held on 23rd April 2013 (Action 4.3) was well attended, received very positive feedback from the early career female attendees, and resulted in an immediate increase in female post-docs taking up on our new mentorship scheme (Action 4.2).

In preparing this application, the SAT recognised that long-term job opportunities rarely arise for non-clinical researchers, which particularly affects women since they represent a high proportion of postdoctoral staff. Pending on-going financial approval, the Division will advertise 1 non-clinical lecturer position each year and while we aim to recruit the best internal candidates, female candidates, identified through Action 3.6, will be actively encouraged by Heads of Centres to apply (Action 4.4). The Division has also taken several actions to advance and support women at senior levels, including making DoM promotion committees gender-balanced, gender-balanced headhunting for senior posts (Action 3.3), annual staff review to identify female researchers suitable for promotion (Action 3.5), and increased female representation at the executive level (Action 5.2). The DoM promotions committee is now 50:50 female to male and several women have been empowered to put themselves forward for executive leadership roles in the Division, e.g., Deputy Director of DoM (see our “Case studies”) and Vice-Dean of Enterprise.
(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

![Figure 11: Number of female and male voluntary leavers](chart)

Turnover of postdoctoral staff and of some RA staff and lecturers or equivalent is due to termination of grant funding and fixed-term contracts. However, more women than men leave at the postdoctoral and lecturer levels. While preparing the application we realised the Division does not monitor destination data and we will now implement an exit questionnaire to better understand reasons for staff leaving at all levels (Action 1.6). Our postdoctoral survey showed that key reasons for the low number of female postdocs pursuing academic careers are: 1) Maternity/family issues; 2) Lack of financial security; 3) Lack of supportive environment; and 4) Lack of clear career path. The Division has taken several actions to support and promote women at this transition point (see section 3vii) by supporting maternity leave planning, flexible working and core working hours for all decision-making committees. Turnover of senior posts is low. Slightly more women than men leave at Lecturer and Senior Lecturer level.

(157 words)

(Total: 2026 words)

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

**Key career transition points**

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

During the past three years the majority of job opportunities in the Division were research posts (66, mainly Postdoctoral and Research Assistant), clinical posts (27, predominantly Clinical Research Associates at Lecturer level with some at Senior Lecturer level) and technical posts (23, including research technicians and lab managers) *(Figures 12 & 13).* There were only three non-clinical academics appointed (2 Lecturers and 1 Senior Lecturer) for which there were no female applicants. Notably, all posts at professorial and reader level were clinical and had no female applicants. Overall, the proportion of women appointed to clinical or academic positions (Lecturer level & above) is considerably lower than for other job types.

*Figure 12: Offered positions in the Division of Medicine by post type*

*Figure 13: Proportion of female and male staff appointed in the Division by post type*

Staff appointed at academic posts has been omitted here since there were no female applicants.
Analysis of recruitment data by grade shows women are the majority of applicants for postdoctoral and RA posts, whilst they were the minority for Lecturer & Senior Lecturer posts, and there were no
female applicants for Readerships and Professorships (Figure 14A & B). The Division recognises that there is a significant imbalance at this level and is committed to changing this.

In terms of gender equality and the shortlisting of candidates for posts; the data indicate that at Research Assistant level, female applicants are more likely to be shortlisted for interview than men. At Postdoctoral, Lecturer and Senior Lecturer levels the shortlisting of female candidates is proportional to the number of female applicants and, as noted, there were no female applicants for senior level positions during this period. It is noted that two appointments (one male and one female) at Lecturer/Senior Lecturer level resulted from awards of fellowships.

The 3 senior posts recruited to were clinical consultant appointments and it can be seen that the percentage of female consultants working in these disciplines, i.e. General Medicine and Radiology, in the NHS is considerably less than men, with women representing less than 1/3 of consultants in these fields. There are other medical disciplines, e.g. General Practice, Oncology and Paediatrics, which have much greater gender balance at consultant level. It is a particular characteristic and issue for the Division of Medicine that the majority of our Professors and Readers are clinical consultants (59% and 66% respectively) and that our associated clinical specialities have a particularly low level of female consultants. However, positive trends are that over the last ten years show the percentage of female consultants in General Medicine and Radiology has increased and, in general, women now represent 55% of medical students and it is anticipated that Medicine will be the first previously male dominated profession where parity is achieved. The Division recognises that given the relatively small number of women operating at consultant level in our associated disciplines, we will need to take a much more pro-active approach to seeking out suitable female candidates (Actions 3.2, 5.2 & 6.1). While awaiting definitive UCL-wide guidance, for senior level posts we have determined the Division will undertake a gender balanced head hunting process using agencies that subscribe to the voluntary code of conduct (Lord Davies, Women on Boards report 2012) and we will ensure corresponding adverts/job descriptions are attractive to female applicants (Action 3.3).

The Division also recognises that long-term job opportunities arise infrequently for its non-clinical researchers, with only three clinical senior posts being offered in the period reviewed. As women represent a high proportion of our postdoctoral staff, they are particularly affected by this lack of opportunity. Pending on-going financial approval, the Division plans to advertise one new non-clinical Lecturer position each year to retain/develop the best internal candidates and female candidates will be encouraged to apply (Action 4.4).

In conclusion, the absence of female applicants at Reader and Professorial level concerns the Division and we are determined to change this and have set specific pro-active actions for the next three years.

(512 words)

(ii) Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.
Applications for promotion to senior research and academic grades, i.e. to Principal Research Fellow and Senior Lecturer and above, are first considered against the stated promotion criteria by the Divisional Senior Promotions Committee to decide whether the applicant is suitable to go forward for consideration by the UCL Senior Promotions Committee. Applications for promotion at the more junior research grades, i.e., up to Senior Research Fellow (Grade 8) are submitted by the Head of Division; he provides a written statement evaluating the candidate against the stated promotion criteria. However, staff members at all levels have the right to propose themselves without Divisional approval.

From 2010 onwards, the proportion of women successfully promoted to Senior Lecturer level and above was consistent with the proportion of women applying for promotion, except in 2009 (Figure 15). Data from 2012 have been included to illustrate trends although results will only be known in July 2013. These data indicate that, fewer women than men apply for promotions. In 2012, the Division put in place several actions to address this. The Head of Division now performs an annual review of current senior academic and research staff to identify suitable female candidates who can be encouraged to apply for promotion if not already intending to do so (Action 3.5). Although the number of applicants only slightly increased in 2012, this has already had impacts. Two Senior Research Fellows (see Case Study A) and a Lecturer were encouraged to apply for promotion to Principal Research Fellow and Senior Lecturer respectively. These women acknowledge they wouldn’t have entered the promotion process without specific encouragement from the Division, due to their own perception of the process and of application criteria. In 2012, the Division also trained four professors (three men and one woman, two of whom are part of the Athena SWAN SAT) as “Senior Promotion Mentors” who will actively assist the Head of Division in this task in the next promotion round and will support candidates in preparing their applications. With this, we aim to increase the number of women applying for senior promotion.

We additionally analysed whether there was any gender bias in the internal review or final promotion processes. With the exception of 2009, the proportion of women of the total female applicants that were successfully promoted is similar to or higher than the proportion of successful men (Figure 16). Nevertheless, to improve the fairness of the process, in 2012 the Division started to gender balance the composition of the Senior Promotions Committee, instituting a 50:50 split and will continue to do so in the future (Action 3.4).
b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

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

Job descriptions and adverts are reviewed both by Divisional administrative staff and HR to ensure that wording is gender neutral and that items included in person specifications are appropriate and measurable. Positive action statements are included in adverts for posts where there is an identified shortage of female staff at that level within UCL and also, for part-time appointments, where feasible, the Division will note in adverts that there is flexibility in determining working hours.

The Division has two senior HR administrators who are responsible for ensuring that the Division adheres to UCL’s equal opportunities policies in terms of recruitment processes. All shortlisting is undertaken against the stated person specification, interviews are conducted with at least three panel members and as a consequence of the Athena Swan initiative it is a now Divisional policy, implemented and adhered to since June 2012, that at least one panel member should be female. However, to avoid overburdening women in the Division, female senior postdocs will now be trained and invited to sit on staff recruitment panels and this will be limited to 5 panels per year for all women (Action 3.7). The Division is flexible about the timing/method of interviews to accommodate applicants with caring commitments, e.g., interviews have been conducted via telephone. The Division has also arranged sessions in recruitment and selection training (attended by over 60 staff in the 2010/2012 period) and unconscious bias training (attended by 8 staff in July 2012, with another 10 staff due to undergo training in May 2013) in addition to central UCL training provision and will continue to do so in the future. The Division has now determined that by 2016 all staff involved in recruitment will have undertaken unconscious bias training. The number of staff trained will be reported annually to the SAT (Action 7.1). Additionally, a Divisional HR administrator will monitor the required gender balance in our recruitment panels (Action 1.5).

There is no shortage of females applying and being appointed to posts at the more junior grades (Figure 14). In fact there is an indication that woman are more likely to be appointed than men at RA level. No women applied for positions at Readership or Professorial level during this 3 year period, although only 3 posts were offered at this level. Consequently, it has been agreed that job plans and job descriptions/adverts for posts at this level will be carefully tailored to encourage women to apply (Action 3.3a). In addition, a gender-balanced head hunting process will be established to ensure suitable female candidates are identified and encouraged to apply for new senior appointments.
(Action 3.3b).

(434 words)

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

We have identified that the key transition point where the proportion of women in the Division drops significantly is from postdoc to lecturer (Figure 9). At Lecturer, Senior Lecturer Reader and Professor level the proportion of staff that is female is consistently lower than for men. To monitor the causes of this female attrition at senior levels, the Division has now established an annual survey of postdocs & lecturers that will be extended to all senior staff (Action 3.1). Our first survey in December 2012 highlighted the need for a mentoring scheme for women at this level (Action 4.2). With this, the Division aims to provide our female postdocs with independent careers advice from more experienced senior staff and to aid them in their transition to scientific independence. The mentoring scheme will also support female researchers before, during and after periods of maternity leave. The three organisers (Dr Ponticos, Dr Tudzarova and Dr Disterer) are members of the SAT and they are presently actively encouraging female postdocs in the Division to enrol in the programme. It’s being co-ordinated on a Campus basis and to date there are 6 mentors and 8 mentees signed up at the Bloomsbury site and 9 mentors and 9 mentees signed up at the Royal Free site. We also hope to offer cross-divisional mentorship in the future, particularly for senior women aspiring to leadership roles. We are in the process of pairing mentors with mentees and the programme will be active by the end of May 2013.

Our first career development workshop took place on 23rd April 2013. It provided information on career transition to Divisional staff (Action 4.3). “Athena SWAN: More than Myth”, Career Development Day for Women in the Division of Medicine” was attended by 30 female postdocs and junior clinical researchers from the Division and included talks from major funding bodies regarding grant applications (i.e. MRC, BHF and Wellcome Trust), perspectives from female role models in the Division, and a panel discussion involving women at all levels in their careers. The event was held in core hours (1-4pm) and ended with a reception, which was an excellent opportunity for younger female members of staff to network informally with senior female colleagues in the Division.

Feedback from attendees was very positive, with comments such as “it was absolutely fantastic and the best thing I could have done” and “great inspirational talks” and the attendees noted that they wanted more events like this, events offering practical advice, i.e., on fellowship applications, and three of the attendees noted that they will sign up for the mentoring scheme as a result of attending the session.

It has also been decided that, in addition to annual appraisals, postdoctoral staff will undergo an annual review to identify female candidates who can be supported for promotion or application for personal fellowships (Action 3.6).

(473 words)

**Career development**

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

It is Divisional policy that all staff attends three learning events each year and staff is routinely reminded of training and learning events. The Division has now moved to an annual appraisal cycle for all, from the UCL-required a two-year cycle. We see appraisal as an essential mechanism to support career development via constructive discussion. We aim to uplift our appraisal completion rates to 90-100% percent (from 80% currently) and we will ensure that line managers are adequately trained to conduct appraisals. Training sessions for appraisers, focusing on the appraisee’s career development will ensure an affirmative experience for the appraisee. We will also implement a feedback system to review the quality of appraisal discussions *(Action 4.1)*.

The Division writes to all eligible staff to alert them to the annual Senior Promotions Round and directs them to UCL’s promotions criteria, which incorporates consideration for teaching, research and enabling work (which includes administration, pastoral and outreach work). At UCL, it is possible to be promoted to professor solely on the basis of teaching and the criteria provides for allowances to be made in terms of the quantity of output where staff have taken periods of maternity/paternity leave.

It is evident that the key issue for the Division is a lack of female representation at senior grades. To address this, as noted previously, it was decided that the composition of the Division’s Senior Promotions Panel should be gender balanced *(Action 3.4)* and that consideration should be given to all female staff at Grade 8 level or above to see whether they would be suitable to apply for promotion *(Action 3.5)* and consequently three female candidates were identified and submitted applications. Five female candidates in all were supported for promotion in 12/13 and, in two cases; consideration was given to the quantity of their output due to periods of maternity leave.

(307 words)

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

All new starters have an induction with one of our Divisional HR administrators within their first week and at this meeting research and academic staff are provided with detailed guidelines, produced by the Division, outlining recommended training opportunities and career development and promotion procedures at UCL. These guidelines have been provided to staff for approximately the last five years. In addition, new starters at induction are provided with a Divisional Staff handbook, which includes our flexible working policy and the policy on Maternity and Paternity Leave.

A requirement of which UCL is proud, is that all new staff within six weeks of appointment undertake Equality and Diversity training. The rationale for this policy, including gender discrimination, can be found here: [http://www.ucl.ac.uk/hr/docs/equal_opportunity.php](http://www.ucl.ac.uk/hr/docs/equal_opportunity.php). The Division will continue to monitor and ensure that this training is completed by all new starters *(Action 5.1)*.

We will now publicise these policies in the new Athena SWAN section of the revamped Divisional website *(Action 6.1)*. In addition, all relevant career and personal development training organised by UCL for female students or staff (such as the “Springboard Programme” currently being undertaken by 2 Divisional female academics) will be highlighted in the new Athena SWAN section of our website *(Action 5.4)*.
(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Recognising the particular training needs of early career women scientists, we will extend the mentorship programme for female staff at postdoctoral/lecturer level (*Action 4.2*) to incorporate all female postgraduate students (*Action 7.2*), including those going on maternity leave. Additionally, support will be given to our most promising female students to help them apply for fellowships and to encourage them in the pursuit of academic careers (*Action 2.4*). This will involve pairing them with a senior academic who will provide career development advice, assistance with fellowship/grant writing and practice interview training. The Division also plans to provide all new students (UG, PGT and PGR) at their induction with the same information as staff regarding maternity policies/provisions and this information will also be posted in our website (*Action 2.1*). To make academic research more attractive to women, the Division will host an annual open days on PhD opportunities to MBBS and MSc students, highlighting the advantages of research degrees for women's careers (*Action 7.3*). Finally, the Division has prioritised funding for technical support to students and supervisors to maintain projects during periods of maternity leave (*Action 2.3*); this has had immediate impact with the first request to access these funds just received.

(200 words)

**Organisation and culture**

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

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

There are six Divisional committees in operation. Committee membership generally occurs via recommendation by the Divisional Director and/or committee chair, except the Heads of Centres and Professors Committee (HCPC; Committee 1) and the Heads of Research Department and Executive Committee (HRDEC; Committee 2) where membership occurs by eligibility through post. Female representation on committees where members are appointed by the Divisional Director or Committee chair is equal to (Committee 3) or greater than (Committees 4-6) male. There are fewer women than men on the HRDEC and HCPC, reflecting fewer women than men at Reader/Professorial grades.
Overall, the process for appointment to committees enables at least 50% female representation. Importantly, implementation of 50% female representation on the Senior Promotions Committee from 2012 (Action 3.4) and our actions targeted at senior staff (Actions 3.3, 3.5 & 3.6) aim to address gender imbalance at Reader/Professorial level, and thus enable improved female representation on Committees 1 and 2. Additionally, a “Female Champion” is to be appointed to the Executive Committee (Action 5.2).

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

Permanent contracts in the Division are typically within senior staff grades from Lecturer to Professor. RAs or postdocs normally depend on time-limited funding from project grants or fellowships. Across grades, the percentage of women on permanent contracts is lower than men at all levels (Figure 18A), being particularly low at Professorial and Senior Lecturer level. Women are a higher proportion of non-clinical permanent staff at all grades compared with clinically trained permanent staff (Figures 18B & 18C). Notably, at Reader level women are the majority of non-clinical permanent staff although numbers at this level are low. The relatively low percentage of female clinically trained permanent staff reflects the low percentage of women nationally in the clinical specialties that are most strongly represented in the Division.

Consistent with the high proportion of women at RA and postdoctoral level (Figure 9), women form the largest proportion of staff on fixed-term contracts at these grades (Figure 19). It is not relevant to separate non-clinical and clinically trained staff at these grades since there are no clinically trained RA or postdocs.

At Lecturer and Senior Lecturer level (inclusive of some senior researchers on grant funding) women with fixed term contracts greatly outnumber those with permanent contracts (18 vs 1), though the percentages of permanent and fixed-term female Lecturers are very similar, and numbers of permanent lecturers are very low for both men and women. Pending financial approval, the Division
will advertise 1 non-clinical lecturership each year aiming to recruit the best internal candidates, and female candidates will be encouraged to apply (Action 4.4). Other actions to support female staff at senior levels are discussed in detail in the staff data section of this application.

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

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As seen above, Divisional appointments to Committees enable at least 50% female representation unless membership is by eligibility through post such as the HRDEC and the HCPC (**Figure 17**). In the latter female representation is less than male representation reflecting the lower percentage of female Professors (**Figure 9**) and Heads of Centres. However, the Divisional Director is committed to promote women in Divisional and UCL’s Committees and to senior management posts, e.g., three female Heads of Centres have been appointed in the last year and one female professor was actively encouraged and supported to be Faculty Representative on UCL’s Promotion Panel. With implementation of 50% female representation on the Senior Promotions committee from 2012 (**Action 3.4**) and our actions targeted at senior staff (**Actions 3.3, 3.5 & 3.6**) we aim to address gender imbalance at Reader/Professorial level, and thus enable improved female representation on influential divisional committees.

(147 words)

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

The Division’s main roles, research and teaching, are given similar weighting in appraisal and promotion according to UCL and Divisional criteria. Additional activities recognised in appraisals and promotions (staff at Lecturer level and above) include enabling (e.g. committee work, tutorial and pastoral support for students) and knowledge transfer (outreach; clinical or commercial translation of research). Occasionally intensive enabling tasks are performed, such as leading the Athena SWAN application, and this has been given strong weighting in the current round of Divisional promotion applications.

The Division recognises that there is a propensity for women to undertake more enabling activities than their male counterparts, e.g., the co-ordination of teaching activities, which would impact on the time available for research. For example, until recently, 6 out of the 9 Divisional teaching co-ordination roles were undertaken by women. To counteract this, the Division will review and rotate teaching management appointments (i.e. Postgraduate, Undergraduate and Deputy Postgraduate Tutor roles) once every three years and we will not expect staff to take on additional enabling roles, without first curtailing existing enabling commitments (**Action 3.8**). The response to the section of our staff survey addressing workload management did not reveal significant differences between male and female respondents. However, we will continue to conduct annual staff surveys to monitor workload balance (**Action 3.1**).

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

Scientific seminars are an important focus for junior and senior academics. For junior staff, internal seminars provide an opportunity to present findings and develop effective scientific communication. For junior and senior academics, seminars by invited speakers are crucial in continuing education, networking and developing scientific collaborations. Internal committees and user group meetings are essential not only to ensure the Division functions as an effective unit, but are also key to developing future directions and strategies.

It is therefore essential that meetings are inclusive and scheduled when individuals with other responsibilities (e.g. family/carer) can attend. Table 4 shows the timetable of all Divisional meetings/seminars. Most regular events occur within the new Divisional core hours of 10am and 4 pm. Meetings outside these times are advertised well in advance in order to give those with caring responsibilities time to make arrangements in order to be able to attend. A particular success has been a newly instituted monthly ‘social’. Starting at 4pm, it is open to all staff in the Division in order to encourage networking and collaboration; the event has also recently been extended from the Bloomsbury to the Royal Free site.

<table>
<thead>
<tr>
<th>Table 4: Divisional meetings and social events</th>
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<tbody>
<tr>
<td><strong>Bloomsbury Site</strong></td>
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<td><strong>Royal Free Site</strong></td>
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<td>Division of Medicine Executive Committee</td>
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<tr>
<td>Heads of Centres Meeting</td>
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<tr>
<td>Grand Round</td>
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<td>Radiation Safety Committee</td>
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<td>Safety Committee</td>
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<td>Rayne User Group</td>
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<td>Student Staff Consultative Committee</td>
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<td>Undergraduate Education Committee</td>
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<td>Postgraduate Education Committee</td>
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<tr>
<td>Division of Medicine Seminar Series</td>
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<tr>
<td>Division of Medicine Staff Social</td>
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<tr>
<td>“Bun Day”</td>
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(187 words)

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

In the last UCL staff survey (2012), 83% of female Divisional staff considered they are treated with fairness and respect while 75% felt their goals and objectives are aligned with those of UCL. Notably, 89% of the Division’s female staff is proud to work at UCL and 82% would recommend UCL as a place to work. 67% of them considered that UCL is committed to advancing equal opportunities. These figures were collected before we started discussing the Athena SWAN process within the Division and we will monitor whether they are improved in our next staff survey (Action 3.1).

There are a number of female-friendly and inclusive social events in the Division that promote informal staff interactions. An especially well attended event is “Bun Day”, organised monthly at 11am, where coffee and pastries are provided in a collegial atmosphere. Prof. MacAllister initiated a monthly “End of the month Social” event at 4pm open to all staff and students. These are also well
attended and provide an excellent networking opportunity for younger members of staff and students. These events are deliberately held at or close to core hours so that female staff with caring responsibilities can attend or arrange alternative care in advance. New this year, the Divisional Director has organised a Research Retreat in May in Richmond for all research staff and students; invitations were sent out well in advance to allow for alternative caring arrangements to be put in place. Additionally, the career development workshop dedicated to female postdocs was held from 1pm-4pm followed by a reception to encourage networking.

Finally, one of the best opportunities for students and younger staff to interact with more senior members is the weekly Seminar Series held both at the Bloomsbury and Royal Free sites. This combines presentations from Divisional students and staff, as well as from external speakers. We have estimated that over the past four years only 20-30% of the invited speakers were female. Although this is consistent with the percentage of women at more senior grades in the Division and probably nationally, we believe this should be enhanced; starting with the next series, we have determined that we will increase invitations to female scientists to present at our seminar to 50% (Action 5.3).

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

The Division is active in offering GCSE, BTEC and A Level students the opportunity to get involved in science. Students from both state and selective London schools are offered up to one week placements in Divisional Research Centres, enabling them to learn laboratory techniques and shadow scientists. Students are also recruited via the In2Science program (http://in2scienceuk.org/) co-founded by a Divisional female student and supported by a male Senior Fellow and by the Division’s Executive Committee. This programme involves a 2 week laboratory placement scheme for gifted A-level science students from low income backgrounds (the poorest 10% of our society). The aim of this scheme is to inspire and motivate these students and support them with applications to competitive research universities. Last year was a great success with 70 students being placed in laboratories at UCL and Kings and with 80% of them accepted at UK universities. This work is recognised as an enabling activity, expected of all academic staff and included in the criteria for promotion.

(166 words)

Flexibility and managing career breaks

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

(i) Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Numbers of staff taking maternity have increased annually from 2008 to 2013. This included three staff with two periods of maternity leave each. Of those taking maternity leave, 2/5 returned in 2008/09, 6/9 in 2009/10, 8/11 in 2010/11, and 12/17 in 2011/13. For 7 of the non-returners, the end
of the period of maternity leave coincided with the end of their fixed term contracts. This data indicate an increase in numbers taking maternity leave and modest improvement in return rates.

(80 words)

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

Numbers of staff taking paternity leave are low. In the last 5 years, 2 postdocs took paternity leave, one of whom returned, one who did not, but was close to the end of a fixed term contract at the beginning of the period of leave. There were no parental leave requests. In the Royal Free site, there was one adoption leave request from a RA in the 2011-2012 period. To encourage uptake, the Divisional HR administrators will make specific mention of the policy at induction, the Division will send a message to existing staff to publicise the policies and will include them on the Divisional website (Action 6.1).

(108 words)

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

Six applications for flexible working, either to care for children or to care for elderly relatives were made by female staff and all applications were approved. It is recognised that the numbers of applications are relatively low and the Division needs to do more to promote flexible working options (see below and Actions 2.2 & 6.1).

(56 words)

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

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

The number of staff working formally agreed flexible working hours is small. However, informal agreements for flexible working (i.e. working from home and flexible start and finish times) that do not reduce working hours are common within the Division and currently arranged with line managers. UCL enables work from home on computer-associated research by providing easy desktop and email access. A previous staff survey showed that 81% of Divisional female staff respondents agreed that their working time can be flexible. However, our recent postdoctoral staff survey showed that 78% of responders would prefer it if the possibility of flexible working hours was not dependent on the supervisor and 89% thought that the possibility of flexible working hours should be more openly publicised.

Therefore, to further encourage flexible working, the Division will provide information about the formal route for requesting flexible working to staff and students at their induction, will send a briefing to all
staff/managers about flexible working and will now publish this information in the new Athena SWAN section in the Divisional website (**Actions 2.2 & 6.1**).

(178 words)

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

Maternity leave cover is provided for core scientific and support staff. Cover for postdocs or PhD students depends on the funding body and the group leader’s ability to secure a replacement. In some cases, another lab member undertakes the work and staff members contributing in this way are recognised by the group leader. For group leaders, maternity leave may require arrangements for alternative supervision of staff. Staff is given full information on maternity policies, benefits, leave and flexible working on return to work at their induction and also when they communicate their pregnancy to the Divisional HR administrator. Those on leave are actively encouraged to undertake keeping in touch (KiT) days so that they are kept up to date with their lab and regularly invited to special events and seminars. KiT days are also used to discuss return arrangements. On return to work, staff members can apply for flexible working and this is discussed at the outset as a UCL-specific procedure. Also, returnees may negotiate reduction in teaching. Our Divisional HR administrator monitors how well returnees settle back in a separate meeting with them.

Information on facilitating the return to work of new parents will now be easily accessible in our Athena SWAN webpage, and new parents will be encouraged to link with others in the Division to provide support (**Actions 2.2 & 6.1**).

The Division has a good track record of supporting staff for multiple periods of maternity leave before and after they go on leave. In particular, one staff member at Reader level and two postdocs took two periods of maternity leave in the past 4 years. The Division will now put in place funding to provide technical support to maintain research projects whilst a student or staff member is on maternity leave and during their initial return to work (**Action 2.3**).

(304 words)

**Total words: 4824**

5) **Any other comments: maximum 500 words**

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

The DoM wishes to support female researchers at each stage of their careers to ensure that they can achieve their goals in research, teaching, enablement and knowledge transfer and this entails supporting female scientists on an individual basis and well as introducing overarching policies and initiatives to support their advancement. To this end, in 2012/2013, the Division has provided the following support and funding to facilitate the work of individual female researchers:

1. Provision of salary support for two female Senior Research Associates to allow them time to develop and submit applications for postdoctoral fellowships.
2. Supported a female academic to lead a successful bid for a major item of equipment to an important funding charity and UCL and provided £30K towards the cost of the equipment.

3. Allocation of £30K to a female Clinical Lecturer to provide funds for seed research in preparation for the submission of an external funding bid.

4. Funding a researcher for 2 months to enable a female Lecturer to complete research work and committed further part-funding for a PhD studentship.

5. Allocation of (£20K per annum) to fund a part-time Research Assistant for a female Professor to support the research of her group.

6. Co-ordinating the provision of £80K (with £25K from the Division) for refurbishment works to allow a major research project, headed by a female Reader, to proceed.

7. Provision of £5000 to support an interdisciplinary networking initiative led by a female Reader.

8. Provision of an attractive retention package for a successful female Professor and the waiving of the overhead costs on an industry award, which would have prevented the project from progressing.

The DoM is committed to supporting female Professors to gain top senior management positions. For example, 3 female Professors were made Heads of Centres in 2012, the DoM nominated a female Professor as Vice Dean of Enterprise for Medical Sciences, and she is now a member of the Faculty Executive. Also in 2013, the DoM created a new position of Deputy Director of the Division, and appointed Professor Jean McEwan, (previously interim Dean of Faculty of Sciences at UCL). She now leads on education, appraisal and communications for the DoM, and is a member of the DoM Executive (See Case Study B).

Finally, the Division acknowledges the importance of the monitoring and implementation of the measures described in our Action Plan and the additional workload that it represents on its Divisional HR administrators. Thus, one of the HR posts has been reconfigured (i.e. duties have been removed) in order for them to have capacity to support the Athena SWAN initiative and related actions. Some of the responsibilities for this post include monitoring female representation in recruitment panels and to ensure that women in the Division are not overburdened by limiting their contribution to 5 panels a year, close monitoring of staff appraisals, implementation of staff and student exit questionnaires amongst other duties. This position has been labelled in our Action Plan as “New AS HR support”.

(498 words)

6) Action plan

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

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.
## UCL DoM Athena SWAN Action Plan 2013

### 1. The Department (A)

<table>
<thead>
<tr>
<th>Area of activity</th>
<th>Action</th>
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<th>Responsibility</th>
<th>Timescale</th>
<th>Evaluation/Success Measure</th>
</tr>
</thead>
</table>
| **Student data (UG, PGT and PGR)** | 1.1 | a) Continue monitoring *UG student data* by gender to identify any changes to current trends.  
b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly. | iBSc Academic Lead and Undergraduate Teaching Administrator – Overall coordination by Jean McEwan (Lead for Undergraduate Teaching) | To be in place by April 2014. | Undergraduate student data sets by gender are complete and reported by UTA each year. If trends are not maintained (e.g. current gender ratios reverse) the SAT, will agree on appropriate action. |
| **Postgraduate taught (PGT) and postgraduate research (PGR) student data** | 1.2 | a) Continue monitoring *PGT and PGR student data* by gender to assess any changes in current trends.  
b) Organise an annual meeting with the SAT to report on and discuss trends. If trends change, the reasons for change will be analysed and actions will be designed accordingly. | MSc Administrator (PGT) and PGR Student Administrator – overall co-ordination by the Postgraduate Tutor (Robin McAnulty) | To be in place by April 2014 | PGT and PGR student data sets by gender are complete and reported by MSc Administrator (PGT) and PGR Student Administrator each year. If trends are not maintained (i.e. current gender ratios reverse) the SAT, will agree on corrective action. |
| **Exit questionnaire for postgraduate research students** | 1.3 | a) Implement *exit questionnaire* to collect data on next destination of *students* that leave the Division and monitor career progression by gender.  
b) Organise an annual meeting with the SAT to report on and discuss findings. | Postgraduate Tutor and HR Administrators – overall responsibility HR Administrator (AS Support) | Survey in operation by Sept 2013 and first report to SAT in April 2014 and annually thereafter | Data collected and analysed annually. Identified gender differences will be discussed by the SAT, which will agree on future actions. |
1. The Department (B)

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<tr>
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<tbody>
<tr>
<td><strong>Staff data</strong></td>
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</tbody>
</table>
| Obtaining and analysing staff data (APPOINTMENTS, PROMOTION AND SALARY RATES) by gender | 1.4 | a) New Athena SWAN HR support to continue monitoring **staff appointments and promotion** by gender to understand current situation and trends.  
b) Organise an annual meeting with the SAT to report on and discuss findings.  
c) Data communicated to staff in a dedicated seminar. | New Athena SWAN HR support – overall co-ordination - DoM Executive Committee | First report to SAT in April 2014, meeting with staff in June 2014 and annually thereafter | Data collected, analysed and reported annually. Identified gender differences will be discussed by the SAT, and agreed actions will aim to improve on the differences for new recruits. |
| **Gender balance on recruitment panels at all levels within the Division** | 1.5 | a) HR Administrator (AS HR Support) to communicate new guidelines to staff  
b) Annual report to SAT by HR Administrator (AS HR Support) on **gender balance of recruitment panels** over previous 12 months.  
c) Organise an annual meeting with the SAT to report on and discuss findings.  
d) Data communicated to staff in a dedicated seminar. | HR Administrators – overall responsibility of the New Athena SWAN HR support | First report to SAT in April 2014, meeting with staff in June 2014 and annually thereafter | Data collected, analysed and reported annually. Identified gender differences will be discussed by the SAT and action will be taken if the agreed standard (i.e. at least one female representative out of a panel of three) is not being met without due cause. |
| **Exit questionnaire for members of staff** | 1.6 | a) Implement **exit questionnaire** to collect data on next destination of staff members that leave the Division and monitor career progression by gender.  
b) Reasons for leaving will be analysed by gender.  
c) Organise an annual meeting with the SAT to report on and discuss findings. | Dr Reecha Sofat and HR Administrators – overall responsibility of AS HR Support | Survey in operation by Sept 2013 and first report to SAT in April 2014 and annually thereafter | Data collected and analysed annually. Identified gender differences will be discussed by the SAT, which will agree on future actions. |
## 2. Initiatives to advance and support female students (A)

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</table>
| Support & information for UG, PGT and PGR students with family commitments & during maternity (2.1-2.3) | 2.1                                                                   | **a)** New UG, PGT and PGR students to be provided with **information on support** for pregnant students.  
**b)** Information will be provided at time of induction  
**c)** Links to information will be published in a dedicated “Women in DoM” section within the website | PGR Student Administrators and Postgraduate Tutors and Ines Pineda Torra (website) | By November 2013 | 1. Information to female PGR students is distributed as part of their induction.  
2. Links to information are published in the DoM website  
3. Improved results on annual survey |
|                                                                                  | 2.2                                                                   | **a)** Publish information about the possibilities for **flexible working for students with family commitments** in the Athena SWAN section within the DoM website  
**b)** Provide information during student induction  
**c)** Quantify numbers of students applying for flexible working  
**d)** Review data at SAT annual meeting | Postgraduate Tutors and Deputy Postgraduate Tutors | By November 2013. First report to SAT in April 2014 and annually thereafter | All pregnant students or with caring responsibilities will be offered flexible working.  
Monitor success by evaluating take up |
|                                                                                  | 2.3                                                                   | **Continue to provide funding (£25K per annum agreed) to provide technical support** to keep research projects progressing whilst a student (or member of staff) is on maternity leave and during their initial return to work | Divisional Administration and Head of Division (Blathnaid Mahony and Prof. Raymond Macallister) | Ongoing and revision of uptake by September 2013 and annually thereafter | Number of female students that opt for flexible working increases  
and female student completion rates improve |
## 2. Initiatives to advance and support female students (B)

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</table>
| Support for female UG, PGT, PGR students in their career development             | 2.4    | a) To **identify and support** the most promising female UG, PGT and PGR students to apply for PhD studentships or fellowships/grants to pursue academic careers  
   b) Monitor number of female students applying for studentships and fellowships and their outcomes and provide annual report to the SAT | New AS HR Support and Heads of Centers - coordinated by Prof Ian Zachary | April 2014 | Data collected and analysed annually. First report to SAT in Spring 2015  
   If the proportion of female students applying for funding is low, the SAT will design future actions aiming to correct this. |
| Ensure fair representation on recruitment panels                                 | 2.5    | Institute a requirement that all members of **PGR studentship recruitment panels** should undergo prior recruitment training (including diversity & equality training), and that panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives (panels of 5) and so forth.  
   To avoid overburdening women in the Division: a) female senior postdocs will be encouraged to sit on panels and b) women in the Division will be limited to 5 recruitment panels per year | PGR Administrators and PGT Tutors | Instituted by November 2013 | Monitor numbers annually at SAT spring meeting. |
### 3. Initiatives to advance and support female staff- Key Career Transition Points, Appointments and Promotions (A)

<table>
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<tr>
<th>Area of activity</th>
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<tbody>
<tr>
<td>Increase in number of female researchers transitioning from postdoc to independent researcher (lecturer or junior group leader level)</td>
<td>3.1</td>
<td>Carry out a <strong>survey</strong> among <strong>staff/postdocs</strong> (male and female) and junior group leaders up to lecturer level currently present in the Division in order to identify causes of the drop in female researchers transitioning to more senior posts and differences in career planning by gender.</td>
<td>Inés Pineda-Torra, and Dr. Reecha Sofat</td>
<td><strong>First survey carried out in December 2012. Surveys planned December 2013, 2014, 2015.</strong></td>
<td>Data collected and analysed by January 31 each year. Report to SAT and Heads of Centers by March 31. The SAT will identify new challenges and design actions accordingly. Improvement in numbers of women at postdoc level that pursue an academic research career in the Division or other Departments.</td>
</tr>
<tr>
<td>Increase number of female researchers at senior staff levels (lecturer and above)</td>
<td>3.2</td>
<td><strong>Annual succession planning review</strong> undertaken for all senior roles/posts within the Division to anticipate where staff are due for retirement, the consideration of female staff that could be potentially suitable for these roles.</td>
<td>Divisional Manager (Blathnaid Mahony), HoD (Prof. Macallister) and Executive Committee</td>
<td>Annually, starting Autumn 2013</td>
<td>Improve numbers of females at Lecturer level and above.</td>
</tr>
<tr>
<td>Increase number of applications from female researchers for top senior level posts (Senior Lecturer, Reader, Professor)</td>
<td>3.3</td>
<td>a) Ensure that job plans and adverts/job description are tailored to <strong>attract female applicants to apply</strong> b) Undertake a gender balanced headhunting process, through available networks, to ensure that suitable female candidates working in the field will be encouraged to apply for senior level posts</td>
<td>DoM Executive Committee and AS HR support</td>
<td>May 2013</td>
<td>Improve numbers of applications from female researchers for senior posts (Senior Lecturer, Reader, Professor)</td>
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</table>
### 3. Initiatives to advance and support female staff- Key Career Transition Points, Appointments and Promotions (B)

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</thead>
<tbody>
<tr>
<td>Gender balance in annual Senior Promotions Committee</td>
<td>3.4</td>
<td>Continue to gender balance the composition of the annual Senior Promotions Committee. Aim at 50-50 male-female representation.</td>
<td>HoD (Prof. Macallister)</td>
<td>September each year</td>
<td>Improve the perception of fairness in the senior promotion process. To be reflected in annual UCL staff survey.</td>
</tr>
<tr>
<td>Female applications for promotion to senior posts (lecturer or above)</td>
<td>3.5</td>
<td>Perform annual review of current senior academic/research staff (started in 2012) to see whether there are suitable female researchers who should be encouraged to apply for promotion</td>
<td>HoD (Prof. Macallister) and Divisional Manager (Blathnaid Mahony)</td>
<td>Annually-at the start of the Autumn Term</td>
<td>Increased number of applications for promotion to Lecturer level and above from female candidates</td>
</tr>
<tr>
<td>Female applications for promotion at research assistant and postdoc level</td>
<td>3.6</td>
<td>Perform annual review of research assistants and postdocs who have been at the top of their grades for more than two years, to identify suitable female candidates who can be supported for promotion or personal fellowships</td>
<td>Divisional Manager (Blathnaid Mahony) and HoCs’ representative (Prof Ian Zachary)</td>
<td>Annually – in conjunction with the above action</td>
<td>Increased number of applications for promotion to Research Associate or Lecturer level from women</td>
</tr>
<tr>
<td>Gender balance in recruitment panels</td>
<td>3.7</td>
<td>A requirement that all staff recruitment panels should include a minimum of 1 female representative (panels of 3) and 2 female representatives in panels of 5 and so forth was instituted in July 2012. However, to avoid overburdening women in the Division: a) female senior postdocs will be invited to sit on these panels; and b) women in the Division will be limited to 5 panels per year</td>
<td>New AS HR Support</td>
<td>May 2013</td>
<td>To encourage more female staff to be involved in the recruitment process.</td>
</tr>
<tr>
<td>Gender balance in teaching co-ordination duties</td>
<td>3.8</td>
<td>Review and rotate teaching management appointments (i.e. Postgraduate Tutors, Undergraduate Tutor and Deputy Postgraduate Tutors) every three years</td>
<td>HoD (Prof. Macallister) and Divisional Manager (Blathnaid Mahony)</td>
<td>September 2013</td>
<td>To ensure that female academics are not over burdened with teaching co-ordination responsibilities</td>
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</table>
### 4. Initiatives to advance and support female staff- Career advice and support (A)

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<tr>
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<tbody>
<tr>
<td>Appraisals and career development</td>
<td>4.1</td>
<td>a) Continue monitoring annual appraisal completion rates (current completion rate of about 80%)&lt;br&gt;b) Undertake annual staff appraisals on a more consistent basis with a close vigilance by our HR administrator.&lt;br&gt;c) Continue monitoring that all line managers are trained to conduct appraisals&lt;br&gt;d) Organise tailored training to managers to conduct appraisals and actively encourage them to address career development aspects at appraisal.&lt;br&gt;e) Implement a system to review the quality of appraisal discussions</td>
<td>Divisional Administration (Blathnaid Mahony) and HR Administrators</td>
<td>April 2014</td>
<td>Completed appraisals for 90-100% staff annually.&lt;br&gt;All appraisal reports address a career development plan/action/element.</td>
</tr>
<tr>
<td>Numbers of female researchers at lecturer level and above. Transition of postdoc to independent researcher at lecturer /junior Group Leader level.</td>
<td>4.2</td>
<td>Establish a mentor scheme for female staff at the postdoc level (clinical and non-clinical), to support the transition to senior academic grades (in the Division of Medicine or to other Departments) and particularly to support the transition to lecturer/junior group leader level. The scheme will also be available to provide support to female researchers before, during and after maternity leave.</td>
<td>Markella Ponticos&lt;br&gt;Petra Disterer and&lt;br&gt;Slavica Tudzarova</td>
<td>April 2013, with annual revision of mentor and mentee list</td>
<td>Improve numbers of female postdocs pursuing independent research careers (inside or outside the Division) and transitioning to lecturer level and above. Improve support and awareness of career development issues for female researchers. To be reflected in staff and postdoc survey. &lt;br&gt;All Post Docs to have been allocated a mentor by May annually</td>
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</table>
4. Initiatives to advance and support female staff- Career advice and support (B)

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<tr>
<td>Number of female researchers at lecturer level and above. Transition of postdoc to independent researcher at lecturer / junior Group Leader level</td>
<td>4.3</td>
<td>Continue to organise annual half-day career development workshops (like event held in April 2013) to provide information and discuss issues regarding the transition to higher research/academic grades for Women Researchers in the Division.</td>
<td>Dr Inés Pineda-Torra, Prof Ian Zachary and Prof Margaret Ashcroft</td>
<td>Annually each Spring (starting April 2013)</td>
<td>Improve support and awareness of career development issues for female researchers within DoM. To be reflected in staff and postdoc survey.</td>
</tr>
<tr>
<td>Number of female researchers at lecturer level and above. Transition of postdoc to independent researcher at lecturer / junior Group Leader level</td>
<td>4.4</td>
<td>Subject to on-going financial approval, the Division is planning to advertise for 1 new non-clinical lecturer position each year and the intention would be recruit the best internal candidate. The posts would be available to either male or female candidates, with active encouragement of female candidates.</td>
<td>Divisional Director (Raymond MacAllister) and DoM Executive Committee.</td>
<td>Recruitment process to start in August each year, i.e., the start of the financial year.</td>
<td>Provide a career path to a proportion of basic science researchers in the Division. Overtime, to increase the numbers female staff in permanent posts at senior grades.</td>
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</table>
5. Initiatives to advance and support female staff- Culture, Communications and Departmental Organization (A)

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<tbody>
<tr>
<td>Equality and Diversity training</td>
<td>5.1</td>
<td>Monitor and ensure that Equality and Diversity training is completed for new starters: identify completion rate and seek to improve this as necessary. Annual report to go to SAT in Spring each year</td>
<td>New AS HR Support</td>
<td>First report in Spring 2014 and annually thereafter</td>
<td>Aim for 90% completion rate</td>
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<td>90% of new starters completed training by March 2015</td>
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<tr>
<td>Gender balance in the Executive Committee</td>
<td>5.2</td>
<td>Invite a “women’s champion” to join the DoM Executive Committee, which is the senior decision making committee within the Division.</td>
<td>HoD (Prof. Macallister) and Divisional Manager (Blathnaid Mahony)</td>
<td>May 2013</td>
<td>Improved female representation at an executive level</td>
</tr>
<tr>
<td>Role Models- Low representation of senior female speakers in the Division’s external seminar series</td>
<td>5.3</td>
<td>Invite high profile external/external (UCL) female academics to give talks at the Division’s seminar series; aiming at females representing 50% of the speakers who have been invited</td>
<td>Organising Committee for Postgraduate Seminar Series (coordinated by Prof Margaret Ashcroft)</td>
<td>September 2013 and annually thereafter</td>
<td>Increased proportion of females invited to speak 50% to showcase successful role models to students and staff</td>
</tr>
</tbody>
</table>
| Awareness of Athena SWAN actions                       | 5.4    | a) Establish a permanent Athena SWAN section in the Division’s website (named “Athena SWAN: More than Myth”) to communicate the actions put in place for the advancement of women in the Division  
  b) Organise annual seminars to disseminate Athena SWAN actions within the Division | Deputy HoD (Prof. Jean McEwan) and SAT Lead (Dr Ines Pineda Torra) | Website: September 2013 and annual revision | Improve awareness of career development and novel support schemes for female researchers within DoM. To be reflected in staff and postdoc survey. |
5. Initiatives to advance and support female staff- Culture, Communications and Departmental Organization (B)

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<tbody>
<tr>
<td>Awareness of UCL’s policies for discrimination by gender, harassment or bullying.</td>
<td>5.5</td>
<td>a) Include links to the procedures for discrimination by gender, harassment or bullying in the Division’s website/Athena SWAN section.</td>
<td>New AS HR Support</td>
<td>September 2013 and annual revision</td>
<td>Improve awareness of UCL’s policies for discrimination by gender, harassment or bullying.</td>
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<td>b) Include information in induction material</td>
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<td>To be reflected in staff and postdoc survey.</td>
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<tr>
<td>AS Self-assessment team</td>
<td>5.6</td>
<td>Recruit postgraduate students to ensure their views are represented in the SAT</td>
<td>SAT Lead (Dr. Ines Pineda Torra)</td>
<td>September 2013</td>
<td>Improved representation of postgraduate students in the SAT</td>
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6. Initiatives to advance and support female staff- Career breaks/flexible working

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<tbody>
<tr>
<td>Awareness of flexible working policies at UCL</td>
<td>6.1</td>
<td>a) Publicise parental leave, return to work and flexible working policies widely in the Athena SWAN section of the Division’s website</td>
<td>HR Administrator and SAT Lead (Dr. Ines Pineda Torra)</td>
<td>September 2013 and annual revision</td>
<td>Improved awareness and update of parental and flexible working policies by all members of staff.</td>
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<td>b) Specifically highlight parental leave and flexible working policies at induction.</td>
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<td>To be reflected in staff and postdoc survey.</td>
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<td>c) Send briefing to existing staff/managers highlighting parental leave and flexible working policies</td>
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### Unconscious bias

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| Unconscious bias | 7.1    | Sessions in **unconscious bias training** have/are being arranged by the Division.  
   a) All staff involved in recruitment to be encouraged to undertake the training.  
   b) Report on the number of staff who have received training to the SAT in spring each year. | HR Administrators | April 2016 | Improved awareness about unconscious bias by senior members of staff.  
To be reflected in staff and postdoc survey.  
Aim for 100% of DoM staff sitting on recruitment panels to have been trained. |

### Support for PGR students and student completion times

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</table>
| Support for PGR students and student  | 7.2    | a) Extension of mentoring scheme for postdoctoral researchers to incorporate PGR    | Postgraduate Tutors and Deputy Postgraduate Tutors | In place by January 2015 | Increase in retention in academia of PGR students.  
Completion rates and quality of thesis by pregnant PGR students, that complete their PhD, improves |
| completion times                      |        | students to encourage them to pursue academic careers including mentoring support for PGR students before, during and after maternity leave |                |                 |                                                                             |
|                                       |        | b) Monitor completion rates and quality of thesis by pregnant students               |                |                 |                                                                             |

### Women representation in PGR Courses

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<tbody>
<tr>
<td>Women representation in PGR Courses</td>
<td>7.3</td>
<td>Host an annual open day on PhD opportunities to MBBS and MSc students, including contributions from members of the SAT team on the advantages of research degrees for women’s careers</td>
<td>Postgraduate Tutors Dr. Reecha Sofat Markella Ponticos</td>
<td>May 2015</td>
<td>Increase number of women applying to PGR Courses</td>
</tr>
</tbody>
</table>
Case study: impacting on individuals: maximum 1000 words

Describe how the department’s SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

CASE STUDY A: Dr Markella Ponticos

Dr Markella Ponticos joined the Division of Medicine at the Royal Free Campus as a junior postdoctoral scientist in 1998. After completing two consecutive post-doctoral positions, she was encouraged by the then Head of Centre, Prof Dame Carol Black, to apply for a fellowship in order to pursue her own independent research interests. In 2005, she was awarded a British Heart Foundation (BHF) Intermediate Fellowship. This allowed her to establish independent but complementary research within the Division as a group leader, running her own projects and applying for external research funding as a principal investigator.

She had a period of 6 months maternity during her Intermediate Fellowship in 2006, and returned to work in 2007. The Division was very supportive throughout this time when she initially required flexible hours to balance her work and family commitments and later on to settle her young daughter into nursery. Research meetings and seminars have always been arranged during core working hours allowing her to participate in most events. For events outside working hours, such as the Scleroderma Patients Day held annually by the department, she was again able to participate fully by bringing her daughter with her.

The Division has consistently supported her career development, for example by providing bridging funding between applications for her research, allowing her to apply for further funding which currently supports a PhD student and a technician. In addition to training PhD students, she has been given the opportunity to be a tutor for First and Second year Medical School students, which involves a modest time commitment whilst providing her with more experience in supervision and teaching within the Faculty. In 2012, as part of the Division’s Athena SWAN action plan, the Divisional Director identified her as a suitable candidate to apply for promotion to Principal Research Associate. She confirms that if she had not been strongly encouraged to apply, she would not have considered putting herself forward. Her subsequent application was approved by the DoM Committee and has gone forward to the UCL Promotions Committee for consideration. The Division is supporting her application for a BHF Senior Research Fellowship in 2013.

CASE STUDY B: Prof. Jean McEwan

Having worked at UCL for over twenty years, I have personally benefited from supportive initiatives in the Division of Medicine to encourage the development of women in senior leadership roles. I am a clinical academic, a cardiologist with a particular interest in vascular disease and in medical education. I have three children, who have grown up during my time here and like many other women I was a joint carer for my elderly mother; after she unfortunately suffered a stroke, I travelled to Scotland once a month for seven years to look after her. Flexible working practices, supported and encouraged by the Division have enabled me to meet the diverse obligations of these responsibilities.

My personal development was accelerated in 2009; I was asked by the then Divisional Director to participate in a UCL senior women’s mentoring programme. This afforded me insights into the workings of the organisation and opened my eyes to the value of supportive networks. I also sought out and was encouraged by the Division to participate in external executive coaching for almost two
years, which served to focus my career ambitions and strategies. The divisional management ensured I had time for this personal development.

I have been equipped over the past four years to take on roles of increasing responsibility within UCL Medical School and the Division of Medicine, where I am now Deputy Director. Influenced by the Athena SWAN initiative, the Divisional Director created a new role of Deputy Director, with the hope that this would enable the appointment of more women to senior roles. I was encouraged to consider the role and then was subsequently appointed. I am also Director of Undergraduate Education in UCLH NHS Foundation Trust and a Sub-Dean in UCL Medical School, leading Year 4 of the curriculum. Another opportunity arose in 2012 when, I was appointed in competition as the interim Dean of the Faculty of Medical Sciences; a position I held for three months. This was advertised as a “developmental opportunity” and in the role I certainly learned a lot and continued to develop my skills in management and leadership. The feedback from Vice Provost and Provost was very positive. I am an example of how the creation of a supportive environment and developmental opportunities can benefit women and the university and I am grateful to many members of the Division who have supported and encouraged me.

I have the privilege of being the academic lead for Athena SWAN in the School of Life and Medical Sciences, and in that role and as Dean I have been able promote the values espoused by the Charter. Under my direction we have implemented changes which will benefit women, such as encouraging a core hours policy and having effective and affirmative annual appraisal closely aligned to preparation for promotion. I am piloting the effect of an informal women’s networking and support group (the ABC group, Alternative Book Club) which uses directed reading relating to leadership, personal development and business psychology, to focus support and encouragement and friendship. I see it as my personal responsibility to cascade the sort of opportunities previously afforded to me to other women.

[525 words]

(Total: 879 words)
A. Figure 14A:
There are no missing data, rather there were no posts offered at certain grades during the periods assessed. For instance, there was recruitment at Professorial level in 2010-2011, but none in 2009-2010 or 2011-2012.

B. Impact from ongoing actions:
The SAT has not only implemented certain actions detailed in the original application but additional measures have been successfully introduced. A description of these and their impact is as follows:

-Senior Promotion Mentors and Staff Review (Action 3.5):
Prof McEwan led a dedicated workshop to train four Professors as confidential Promotion Mentors to aid new female applicants throughout the senior promotion process and those reapplying after an unsuccessful attempt. Mentors were drawn from multiple Centres within the Division to maximize impact across scientifically and geographically distinct Centres. The 2012 Staff Review identified 3 (out of a total of 5) women who were specifically encouraged to apply. Two successful promotions resulted, totalling four women being promoted in 2013 (Figure 15). The unsuccessful candidate will be allocated a Promotion Mentor to further increase her future chances of promotion. Following this month’s Staff Review and anticipating upcoming senior promotion deadlines, three women have been identified as suitable candidates, encouraged to apply and allocated a Promotion Mentor.

Overall, the number of women applying and achieving promotion within the Division is rising (Figure 15), with higher success rates for women compared to men (Figure 16A). Our concern regarding the low absolute number of women applying compared to men prompted us to assess the percentage of applications considering the pool of eligible candidates (from Lecturer to Reader level) (Figure 16B). This shows the percentage of women applying in 2012-2013 was, for the first time, higher than that of men. Thus, our implemented actions already appear to be impacting on the number of women applying and obtaining a senior promotion. We will continue to actively review our staff, identifying, encouraging and mentoring eligible female candidates through the promotion process.

-Female postdoc counseling by the Director of the Division (not in Action Plan)
Following this year’s Divisional retreat and informed by the AS process, Prof MacAllister invited all presenting female students and postdocs (7 in total) to individually meet and discuss their career plans with him. This resulted in the Division supporting an extension of two posts. One student from this pool was also selected, based on her impressive achievements, to represent the Division at the Provost’s visit to the Faculty in October. The Director has agreed to continue with these sessions in the future. These are examples of active efforts from the Division to retain female staff at all levels and to encourage their scientific careers. These efforts have resulted in a total of 3 female researchers having their contracts extended, allowing them time to apply for independent fellowships.

-Maternity Fund (Action 2.3):
The Division allocated £25K/year to support students, staff and their projects during/around maternity leave. Though initially intended to fund salaries for technical support, this now includes support for consumables or childcare costs to enable keeping in touch with work during leave or while gradually returning to work. A communication publicising these awards with an application form (Figure 20) was sent out in July. The SAT will review applications and allocate funds in September. To date, we have had one request from a Group Leader regarding the support of a
postdoc and, based on inquiries, we are expecting at least three other applications. These funds will clearly support and have a positive impact on the career of some female researchers in the Division.

-Mentoring Scheme (Action4.2):
Interested female postdoctoral mentees were paired with senior staff mentors and the programme formally started over the summer. This scheme has been very well received (examples in Figure21) and we will monitor its impact in an upcoming survey.

-Promoting female senior staff (not in Action Plan):
A non-clinical female Professor (grade 10.1) was actively encouraged and supported by Divisional Management to apply for promotion to grade 10.2 (outcome due October).

-External speaker Seminar Series (Action5.3):
We planned to issue at least 50% of invitations to female scientists and have now received confirmation from four of them, representing 57% of speakers. This is a marked improvement compared to the past (Figure22).

-Impact on the Division’s culture:
1.Increased female representation at Divisional events
Prof MacAllister persistently requested a gender-balanced composition of chairpersons resulting in a 50:50 composition at the Annual Retreat and the PhD Student Day. Additionally, there was a marked increase in the number of women participating in the popular Divisional Special Grand Rounds this year (Figure23).

2.Promoting a supportive environment
Since our application, women at different career stages directly approached Prof MacAllister on at least 5 occasions for support suggesting staff recognize his commitment to the Athena SWAN principles.

-Women Champion (Action5.2):
Prof MacAllister appointed Prof Claudia Mauri as the new Champion for Women. She will participate in the predominantly male Executive Committee. Her remit will be to raise awareness of gender issues and our SAT have asked that this became a standing item at these meetings, which has been agreed. Prof Mauri will also co-ordinate and chair an annual review by Heads of Centres to identify female candidates to be supported by the Division for fellowship applications (Action3.6).

-New Lectureship (Action4.4):
A request has been made to the College and it should be advertised before the end of September. To honor outstanding female scientists and to increase awareness of female role models, the lectureship has been named the “Prof Dame Carol Black Lectureship”, after an outstanding role model for women in science at UCL. She was only the second woman to be President of the Royal College of Physicians, and is a Master of the American College of Physicians and a Fellow of 15 Medical Royal Colleges and Faculties. She will chair the appointment’s committee for this post.

-Postdoc review (Action3.6):
Line managers were asked to review female staff at the top of this grade to be supported for promotion to Senior Research Associates. Two female postdocs were identified.

Total Word Count: 997
Figure 15 (Updated). Applications for promotion by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Applicants</th>
<th>Male Successful</th>
<th>Female Applicants</th>
<th>Female Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>80%</td>
<td>20%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>82%</td>
<td>18%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>80%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>71%</td>
<td>29%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Figure 16A (Updated). Promotion success rates by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Applicants</th>
<th>Male Successful</th>
<th>Female Applicants</th>
<th>Female Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>60%</td>
<td>40%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>67%</td>
<td>33%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>80%</td>
<td>20%</td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Figure 16B (New). Promotion by gender considering total eligible pool*

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Applicants</th>
<th>Male Successful</th>
<th>Female Applicants</th>
<th>Female Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>8%</td>
<td>19%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>13%</td>
<td>14%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>13%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

*Values refer to the percentage of male or female researchers that apply/are put forward for promotion or are successfully promoted from the total pool of eligible candidates (all researchers from Lecturer to Reader level)
Figure 20: Application form for the Maternity Fund (Action 2.3)

Application form for small awards to assist personnel and projects in relation to periods of maternity leave. Completed forms should be returned to Blathnaid Mahony (b.mahony@ucl.ac.uk).

<table>
<thead>
<tr>
<th>Name of applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and position of person going on maternity leave, anticipated dates of leave and their current source of funding</td>
</tr>
<tr>
<td>Details of the relevant funder’s policy in terms of providing alternative resources during maternity leave</td>
</tr>
<tr>
<td>Details of the amount of funding being requested and what it is proposed to fund</td>
</tr>
<tr>
<td>Where this information is known to the applicant: details of alternative sources of funding available to the PI (e.g. discretionary funds) and an explanation about why these are not available to the applicant</td>
</tr>
<tr>
<td>Explanation of how this support will be of assistance to the PhD student/researcher in their work</td>
</tr>
<tr>
<td>Explanation of how this support will be of assistance to the Principal Investigator’s work</td>
</tr>
</tbody>
</table>
Figure 21: Examples of feedback on our new Mentoring Scheme
(Names have been omitted for confidentiality purposes)

Dear Petra and Ines,

I had my first meeting with my mentor today and it was absolutely fantastic.

Thank you so much, you do not realise how much you have helped me.

It was so nice to talk to her and she gave me some excellent advice. Really amazing and I feel so lucky to have such a great mentor.

Thanks again and thanks for organising such a great scheme,

Best wishes,

[Signature]

Research Associate

Re: The DoM Mentoring Scheme—Feedback

Dear Ines Pineda Torra,

I was asked to give a brief feedback about my first meeting in the DOM mentoring scheme.

I had my first meeting on 17th of July. We talked for about 40 minutes about both our careers. Besides being a very pleasant meeting, I was able to give me tips for my career outside. While I am naturally focused on my research project, he pointed to several important activities outside your own scientific topic that are also very important for getting tenure at a later stage in my career. With concrete suggestions we made a list of action points, which we will use in our next meeting in 2 months. For example, inspired by this meeting I already joined the UCL neuroscience committee to meet a wide range of neuroscientists within UCL. I also liked the fact we are both from different fields. It was a perfect demonstration of the importance of cross field interaction: It turned out I could help him with the neuroscience part of his bioengineering course.

In conclusion, I find the mentoring scheme very useful and wish to continue with these meetings.

If you want to have more detailed feedback please let me know.

Kind regards, [Signature]

Re: The DoM Mentoring Scheme—Feedback

Dear Ines, I really liked meeting my mentor . He is extremely engaging and I felt comfortable discussing several things with him. He seems genuinely interested in my welfare and success. I think this is a great program. Thanks richa.
**Figure 22: Invited speakers to External Seminar Series by gender**

![Bar chart showing the percentage of male and female invited speakers from 2009 to 2013.](chart)

**Figure 23: Speakers and panellists on the Special Grand Rounds by gender**

![Bar chart showing the percentage of male and female speakers and panel members in 2012 and 2013.](chart)