Athena SWAN Silver department award application

Name of university: UCL

Department: Division of Infection and Immunity

Date of application: Nov 2013

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

Contact for application: Professor Mala Maini

Email: m.maini@ucl.ac.uk

Telephone: 020 3108 2107

Departmental website address: http://www.ucl.ac.uk/infection-immunity

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.
### List of abbreviations used in the application

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full name</th>
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<tbody>
<tr>
<td>AS</td>
<td>Athena SWAN</td>
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<tr>
<td>HoD</td>
<td>Head(s) of Division</td>
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<td>LSHTM</td>
<td>London School of Hygiene and Tropical Medicine</td>
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<td>PGR</td>
<td>Postgraduate Research Degrees</td>
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<td>PGT</td>
<td>Postgraduate Taught Programmes</td>
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<td>PI</td>
<td>Principal Investigator</td>
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<tr>
<td>SAT</td>
<td>Self Assessment Team</td>
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<td>SLMS</td>
<td>UCL School of Medical and Life Sciences</td>
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</table>
Dear Athena SWAN Panel Members

We are delighted to endorse the application from the Division of Infection and Immunity for an Athena SWAN Silver Award. Athena SWAN is now core to Divisional activity and we have used the opportunities it presents to support and promote the careers of women in the Division.

To ensure cross-divisional ownership of the Athena SWAN process, we established a SAT chaired by Professor Maini, drawn from a cross-section of grades and geographical sites. This strategy helped to spread and implement Athena SWAN policies rapidly across the Division. The Division has made strenuous efforts to incorporate the ideals of gender equality. We now have two interim Co-directors: Professor Stauss and Professor Breuer. Both directors have balanced the competing demands of family life and successful academic careers. As a result we are passionately committed to a Division that is unashamedly supportive and egalitarian while maintaining the highest standards. To this end we have recently appointed several female academics to senior roles (Walker and Stockinger as Professors, Burns as Reader). This has improved our gender balance at Reader/Chair levels from 12.5% female in 2012 to 26% in 2013. We have also supported senior level female promotion (Kinloch) and actively mentored female academics to achieve high level fellowships and awards (Maini).

We have both personally made it our mission to ensure a truly representative gender mix at all levels. The Divisional Senior Management Team is now 40% women and female representatives are included as a matter of course on all Divisional committees. We regard the training and mentoring of young scientists, especially women, as key to implementing and sustaining Athena SWAN. Discussion of promotion is now mandatory in all appraisals. In addition we have introduced mentoring of young academics about their career progression by trained senior academics. To address the issue of women leaving science early in their careers, we have allocated £100K to bridge junior scientists applying for fellowships and have established grant workshops, run by senior faculty three times a year to help with applications.

To ensure that the Division fully understands and embraces Athena SWAN, we earmarked departmental funds for a staff booklet containing information on entitlement to maternity leave, mentoring, appraisal and career progression. We are delighted that feedback on this has been overwhelmingly positive. In addition, we have funded externally-led unconscious-bias training sessions which were rated as very useful by 86% of staff.
We passionately feel that for change to occur, women scientists need to be more visible as role models. In addition to increasing the profile of our own women scientists, we have established an annual Showcase of Women in Science, with scientific talks by world-class female scientists and discussions by male and female senior staff about combining career and family. We have scrutinised our external speaker program to ensure that women scientists are well represented. In this academic year this has resulted in an increase from 26% to 50% women speakers, a result that encourages us to continue working towards greater gender equality.

Professor Judy Breuer
Co-Director
Division of Infection & Immunity

Professor Hans Stauss
Co-Director
Division of Infection & Immunity

Word Count: 501
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

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

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.

a) A description of the Self Assessment Team

The Division’s Self Assessment Team (SAT) has been made up of 10 members and chaired by Professor Mala Maini. The SAT was assembled by the Head of Division (HoD) at the time, Professor Arne Akbar. He was an active member of the SAT, attending the meetings and helping to rapidly implement and disseminate new strategies through the Divisional structure. He provided information on the Divisional Management framework, including recruitment and financial issues. During the self assessment process, two new co-directors were appointed to lead the Division, one female (Professor Judy Breuer, Head of the Department of Infection) and one male (Professor Hans Stauss, Head of the Department of Immunology), who joined the SAT. Our SAT was selected to represent a well-balanced gender mix (6 female, 4 male), with a cross-section of staff at different grades, from different Divisional sites and with varied experiences of parental leave, flexible working and work-life balance (detailed in Table 1).

The team benefitted from the diverse skill sets and perspectives of its members, who were each allocated specific tasks as well as contributing their ideas for innovative strategies to address our gender issues. Dr Anna Schurich worked alongside Professor Mala Maini to develop and record strategies to support and advance women’s careers (Section 4), and with Dr Milica Vukmanovic-Stejic to design and analyse two staff surveys. Dr Milica Vukmanovic-Stejic also helped Dr Richard Milne to collate and present our data on gender demographics (Sections 3 and 4). Dr Ari Fassati worked with Professor Mala Maini to prepare the Case Reports and Action Plan. Mrs Sam Photiades provided divisional data and support with managerial implementation of our strategies, whilst Ms Karen Rumsey organised Unconscious Bias Training sessions, developed and updated our Athena webpages and monthly Divisional newsletter and helped to format the application.
<table>
<thead>
<tr>
<th>Name of SAT Member, Job Title(s) and Location</th>
<th>Work-Life Balance: comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Professor Arne AKBAR</strong>*</td>
<td>“All 3 kids were born during my time at UCL. My wife and I shared childcare responsibilities. Despite these pressures, I have progressed from postdoc to Professor in the Department. There has always been a flexible time policy and members of senior staff have always supported child care issues for both male and female staff.”</td>
</tr>
<tr>
<td>Job title(s): Professor of Immunology; Research Group Leader; Director of Division (October 2008-June 2013) Location: Rayne Building</td>
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<tr>
<td><strong>Professor Judith BREUER</strong></td>
<td>“I have worked full time for my whole career, having two children early on. I have moved between different universities in London, to take advantage of academic opportunities. I have always had a strong commitment to my family and was encouraged to arrange my schedule so that I could work from home if necessary.”</td>
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<tr>
<td>Job title(s): Professor of Virology; Co-Director, Division (from August 2013) Location: Cruciform Building</td>
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</tr>
<tr>
<td><strong>Dr Ariberto FASSATI</strong></td>
<td>“I find the work-life balance at UCL good, and try to help people working with me to achieve a good balance as well. The flexibility of the working environment means that I can spend time with my family during school breaks and take my daughter to school every morning”</td>
</tr>
<tr>
<td>Job title(s): Reader in Cellular &amp; Molecular Virology; Head of Wohl Virion Centre; Divisional postgraduate tutor Location: Cruciform Building</td>
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<tr>
<td><strong>Professor Mala MAINI</strong></td>
<td>“I have progressed within this Division from early career scientist on a fellowship scheme to Professor. During this progression I took 2 periods of maternity leave, initially returning to work 80% time for 5 years, and have continued subsequently to work flexibly to juggle our childcare with my husband.”</td>
</tr>
<tr>
<td>Job title(s): Professor of Viral Immunology; Honorary Consultant in Viral Hepatitis; Location: Rayne Building</td>
<td></td>
</tr>
<tr>
<td>Name of SAT Member, Job Title(s) and Location</td>
<td>Work-Life Balance: comments</td>
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<tr>
<td><strong>Dr Richard MILNE</strong>&lt;br&gt;Job title(s): Lecturer&lt;br&gt;Location: Royal Free Hospital</td>
<td>“I have seen how flexible working has advantaged a number of my colleagues, in particular those returning from maternity leave, and it is clear the Division has a very positive view of such arrangements.”</td>
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<tr>
<td><strong>Mrs Samantha Photiades</strong>&lt;br&gt;Job title(s): Divisional Manager&lt;br&gt;Location: Cruciform Building</td>
<td>“Since becoming Divisional Manager, I have managed requests for changes in work arrangements for a number of staff. In Senior Management Group we always try to accommodate requests – good staff are our most valuable asset.”</td>
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<td><strong>Ms Karen Rumsey</strong>&lt;br&gt;Job title: Divisional Research Administrator&lt;br&gt;Location: Royal Free Hospital</td>
<td>“My request to change my working hours from 5 days to 4 to allow me more time to complete my MA in Fine Art was accepted without question”.</td>
</tr>
<tr>
<td><strong>Dr Anna SCHURICH</strong>&lt;br&gt;Job title(s): Postdoctoral Research Associate (Maini Group)&lt;br&gt;Location: Rayne Building</td>
<td>“I joined the Division 4 years ago as a postdoctoral scientist. I feel that the Division allows flexible working, which supports a better work–life balance, as working hours in a lab can often be unpredictable.”</td>
</tr>
<tr>
<td><strong>Professor Hans Stauss</strong>&lt;br&gt;Job title(s): Professor of Tumour Immunology;&lt;br&gt;Co-Director, Division (from July 2013)&lt;br&gt;Location: Royal Free Hospital</td>
<td>“I moved to UCL in 2005 when our two girls were 6 and 4 years old. My wife has a demanding clinical job with on-call commitments so we share pre and post-school childcare. Managing our family gives me insights into the demands on other parents in the workplace and on the challenge of maintaining work/family/life balance.”</td>
</tr>
<tr>
<td><strong>Dr Milica Vukmanovic-Stejic</strong>&lt;br&gt;Job title(s): Senior Research Fellow (Akbar Group);&lt;br&gt;Module lead on MSc Molecular Medicine&lt;br&gt;Location: Rayne Building</td>
<td>“During my time in the Division I took maternity leave and then worked from home on Fridays for eighteen months. I had quite a lot of time off between 2006 and 2008 whilst my son was in hospital; my Research Group Leader, Arne Akbar, was very understanding and supportive. I still work from home occasionally to fit in with childcare requirements.”</td>
</tr>
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</table>
b) An account of the self assessment process

Our SAT was established in May 2012 (Action 1) and after attending an Athena SWAN Good Practice Workshop on the 19th June 2012 at the UCLH Education Centre, we held our first meeting on 12th July, 2012. The SAT has met on seven occasions since. Six of these eight meetings were attended by the HoD, who was additionally updated on progress by the SAT Chair every 2-3 weeks. Members of the SAT team met informally between the meetings to work on their specific goals (described in 2a). As Diagram 1 below shows, members of our SAT hold roles on all our other major Divisional committees, allowing rapid and effective dissemination of gender issues and implementation of our strategies to tackle these. Members of the SAT being based on all three sites of our Division further facilitated the thorough communication and implementation of our Athena SWAN strategy.

Having identified the large drop-off of women in grades higher than post-doc as our major area of gender imbalance, we sought more information on the factors underlying this and approaches to tackle it. We designed a staff survey [Staff Survey I, Action 4] (response rate 84% of which 34% male and 66% female) to probe colleagues’ opinions on possible blocks to career progression for women, and on Divisional culture. To obtain more in-depth qualitative data we organised a focus group for post-docs, conducted snap-shot interviews and case studies. We drew up a list of actions for the short- and longer-term time scales to raise awareness of Athena SWAN and to address career progression for women within and beyond the Division. Finally we analysed our most recent data and distributed a follow-up staff survey [Staff Survey II, Action 4] to assess the impact of our initial actions (response rate 90%, of which 43% male and 57% female).

Throughout the process we benefitted from guidance from Harriet Jones, UCL’s Policy Advisor for Athena SWAN. She attended one of our SAT meetings, reviewed an early draft of our application and ran several workshops that were attended by members of our SAT. Professor Jean McEwan, in her role as SLMS Academic Lead for Athena SWAN, also ran two useful workshops that were attended by the Chair. Professor Maini benefitted from sharing perspectives and strategies with other SAT chairs and female colleagues from UCL and other UK universities.
Diagram 1: To show gender composition of all Divisional committees and which SAT members are represented on these committees.

**Divisional Executive**
Function: Strategic/operational direction of Division.
Frequency: 1 x week
Membership – 3, Women: 2 (67%)
SAT Members: Breuer, Photiades, Stauss (100%)

**Senior Management Team (SMT)**
Function: Translation of strategy through activity leads.
Frequency: 1 x month
Membership – 8, Women: 3 (38%)
SAT Members: Breuer, Maini, Photiades, Stauss (50%)

**Undergraduate Divisional Teaching Committee**
Function: Overview of undergraduate teaching.
Frequency: 2-3 x year
Membership – 13, Women: 2 (15%)
SAT Members: Fassati, Milne, Stauss (23%)

**Graduate Research Committee**
Function: Overview of research teaching.
Frequency: 2 x year
Membership – 17, Women: 5 (29%)
SAT Members: Akbar, Fassati, Maini, Stauss (24%)

**Divisional Taught Postgraduate Teaching Committee**
Function: Overview of taught postgraduate teaching.
Frequency: 2 x year
Membership – 15, Women: 5 (33%)
SAT Members: Akbar, Milne, Stauss (20%)

**Team/Lab Meetings**
Function: Operational and Research Reporting.
Frequency: 1 x week
Membership – all research groups hold these and SAT members attend their own meetings.

**Athena SWAN Self Assessment Team**
Membership – 10,
Women: 6 (60%)
SAT Members: Akbar, Breuer, Fassati, Maini, Milne, Photiades, Rumsey, Schurich, Stauss, Vukmanovic-Stejic
c) Plans for the future of the self assessment team

Our SAT will continue to meet every 4 months to monitor the implementation of our Action Plan, accelerating to every 2 months in the year before re-submission. A student representative will join the SAT and the Chair will rotate for each re-submission. The SAT plans to develop collaborative initiatives with the London School of Hygiene and Tropical Medicine (LSHTM) SAT such as future joint Athena Showcases (Action 8) and to appoint a designated Athena SWAN champion for the two new Institutes as they develop (Action 5). The SAT will review newly collated student and staff data on gender balance annually. During the self-assessment process we identified a need for more dedicated staff time to be spent monitoring data trends accurately and further developing innovative Divisional strategies. As one of our key actions (Action 2) we have appointed a new Research Co-ordinator (0.6FTE), Dr David Wiseman, to assist with our Athena SWAN implementation and renewals. He will also help with grant and fellowship applications, an essential step towards enhancing female retention and recruitment. Our two Staff Surveys provided us with valuable information about our colleagues’ experience of working in the Division and we plan to continue using annual staff surveys to re-assess the ongoing impact of our major Athena SWAN measures (Action 4).

Word Count: 895
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.

   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.

   **a) A pen-picture of the Division**

### Introduction

The UCL Division of Infection & Immunity comprises the Departments of Immunology (Head, Professor Hans Stauss) and Infection (Head, Professor Judy Breuer). Members of staff are based in the Rayne and Cruciform buildings on the Bloomsbury Campus or at the Royal Free Hospital in Hampstead. Many staff work at more than one site and inter-site collaborations are common. The Division has 132 members of staff, 53 based at the Royal Free Campus and 79 at the Bloomsbury Campus. Of these, 101 are academic, research and/or teaching staff (60 in the Department of Infection and 41 in the Department of Immunology).

### Research

The Division is a vibrant and world-class research community, the majority of our scientists achieving a 4* (the highest) or 3* rating in the 2008 Research Assessment Exercise. Our aim is to link laboratory research with the specialised clinical interests of the UCL teaching hospitals, providing an outstanding research and teaching environment. Embedded within our Division is the UCL MRC Centre for Medical Molecular Virology, which provides an additional layer of infrastructure and facilities. The Division is currently developing two exciting new Institutes to concentrate research expertise by discipline: the Bloomsbury Research Institute in collaboration with LSHTM; and the Institute of Immunity and Transplantation at the Royal Free Campus. The SAT membership currently includes staff involved with the development of both new institutes to ensure that that good Athena SWAN practice is transferred and embedded in the new Institutes. Each institute will have a designated Athena SWAN champion who will carry forward the Athena SWAN initiatives in the longer term (Action 5).

### Teaching and Training

Divisional Faculty are committed to teaching undergraduates and postgraduates and our cutting-edge research and clinical practice is used to inform and shape the teaching we deliver. The Division runs two popular second year undergraduate modules, Infection and Immunology and Molecular Medicine.

### Culture and environment

The Division hosts three seminar programmes: a weekly external speaker series and weekly internal speaker series (given by PhD students and post docs) at the Bloomsbury campus; a fortnightly external seminar series at the Royal Free Campus. Staff and students from all sites attend these seminars, ensuring regular interaction and fostering the feeling of cohesion in the
Division. We also hold a monthly Postgraduate Club with a variety of career talks and drinks, an annual PhD colloquium and frequent informal social gatherings, all encouraging a friendly and collaborative atmosphere. Despite the difficulties associated with being located on different sites, there is good interaction between all members of the Division and in the staff survey (Staff Survey II) conducted in 2013, 89% of staff felt that the Division had a supportive and inclusive culture.

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

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

The Division does not run any programmes in this category.

(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.

All UCL medical students take a “year out” from the standard medical curriculum (after the second year) to pursue an intercalated BSc (iBSc) degree. Students have a free choice from a selection of iBSc programmes (usually about 15) covering a broad range of medical subjects. The Division runs a popular iBSc course: “Infection, Immunology and Cell Pathology” and the data in this section refer to this (there is no part-time option for this course).

For two of the last five years there have been more male than female students on this course, for the other three years, the numbers were equal (Figure 1). Data for 2012-13 are consistent with the UCL Medical School intake (which represents the recruitment pool for this course) in which, for the academic year 2012-13, there were 878 (51%) male and 849 (49%) female students. National data for medical students in 2010-11 (comparator data in Figure 1) show slightly more females than males.
UCL Medical School has applied for an Athena SWAN silver award; we will work with them to make any changes to our iBSc programme required to support their application. Whilst it is clear that the gender balance of our course will be influenced by that of its recruitment pool, we will also implement measures aiming to allow a more consistent equality of representation on the iBSc.

**Actions implemented and planned:**

- To incorporate “student profiles” including female students in the recruitment material issued to second year students when they are choosing their iBSc and to the undergraduate teaching page on the Divisional Website (Action 10).

- To ensure that there is equal representation of current male and female iBSc students amongst those who staff the course stall at the iBSc student fair, the main mechanism through which students are recruited to the course (Action 10).
(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.

Throughout the analysis period, a majority of the students starting taught postgraduate programmes (PGT) were female (Figure 2). This is consistent with or slightly higher than the national data for PGT courses in the “pre-clinical medicine” and “other medicine and dentistry” categories.

![Figure 2. The number of students on taught postgraduate programmes.](graph)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Number</th>
<th>Male %</th>
<th>Female Number</th>
<th>Female %</th>
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<tr>
<td>08-09</td>
<td>20</td>
<td>29</td>
<td>49</td>
<td>71</td>
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<tr>
<td>09-10</td>
<td>32</td>
<td>31</td>
<td>71</td>
<td>69</td>
</tr>
<tr>
<td>10-11</td>
<td>35</td>
<td>32</td>
<td>76</td>
<td>68</td>
</tr>
<tr>
<td>11-12</td>
<td>31</td>
<td>28</td>
<td>78</td>
<td>72</td>
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<td>12-13</td>
<td>22</td>
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</tr>
<tr>
<td>Other</td>
<td>285</td>
<td>39</td>
<td>445</td>
<td>61</td>
</tr>
<tr>
<td>Pre-clin</td>
<td>275</td>
<td>45</td>
<td>340</td>
<td>55</td>
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*Increase in overall numbers from 09-10 due to introduction of new programmes.*
These data indicate that the PGT courses we provide are attractive and accessible to female applicants, with no evidence of disadvantage at any stage of the application process. We will continue to audit gender breakdown in applications and acceptances and ensure we maintain a consistent and at least equal representation of females on our PGT courses.

**Actions implemented and planned:**

- Ensure that a majority of the recent graduates profiled in the “student experience” sections of the web pages for each programme are female.

- Ensure that female students or graduates are featured prominently in other publicity material we produce, for example, promotional videos for web pages, paper prospectus entries etc.

- Regardless of the route by which potential applicants reach our teaching and learning web pages, the Divisional “Women in Science” link is prominently displayed in the sidebar. (Action 6).

- Monitoring of numbers of male/female applicants will be included as a regular item on the agenda of programme management committees.

Divisional PGT completion rates (Figure 3) for males and females were close to 80% for the first two years of the analysis period (07-08 and 08-09). For the years 09-10, 10-11 and 11-12 rates were higher for females than males. Note that a majority of the non-completing students each year have taken a temporary interruption of studies for personal, immigration or financial reasons. This decision is not taken lightly and follows a series of meetings between the student and the programme director, as well as engagement with the wide range of pastoral support mechanisms that UCL has in place to support its students. The apparent reduction in the proportion of students from 2009 (of both genders) completing the courses is due to the introduction of part-time programmes.
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.

For all five years of the analysis there have been more female than male students registered for postgraduate research (PGR) degrees in the Division, in keeping with the national comparator data (Figure 4). Applicants for ad hoc PhD positions are driven by individual research interests and so cannot easily be targeted by Divisional actions, beyond ensuring that UCL recruitment procedures are adhered to. For our flagship “Bench to Bedside” PhD programme, we have ensured that shortlisting and interview panels are gender-balanced.
(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Undergraduate degrees

As stated above, we do not select applicants for our iBSc programme. The applicants are from the UCL Medical School, and anyone who chooses to can enrol on the iBSc programme. We have outlined the steps we take to encourage female applicants in the previous section.
Postgraduate taught programmes

For each of the last five academic years, we have received significantly more applications from females than from males (Figure 5). Over this period, the proportion of applicants given offers and accepting has been similar for both sexes (Figure 5).

![Bar chart showing the ratio of course applications to offers and acceptances by gender for postgraduate taught courses.](image)

Figure 5. Ratio of course applications to offers and acceptances by gender for postgraduate taught courses. Graph shows the percentage of male and female students who have applied, received and accepted offers in the five years from 2008/09 to 2012/13. The actual number of male/female students is indicated in each of the bars.
Postgraduate research degrees

Over the five years of the analysis, three have seen almost identical numbers of male and female applicants for PGR degrees and two (10—11 and 11-12) have seen significantly more female than male applicants (Figure 6). We cannot explain this change. As with the PGT courses, the proportion of applicants given offers and the proportion of offers accepted (Figure 6) has been broadly similar for both sexes over the five year period.

![Bar chart](chart.png)

**Figure 6. Ratio of course applications to offers and acceptances by gender for postgraduate research courses.** Graph shows the percentage of male and female students who have applied, received and accepted offers in the five years from 2008-09 to 2012-13. The actual number of male/ female students is indicated in each of the bars.
(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

For the iBSc in Infection, Immunology and Cell Pathology there were no major disparities between male and female students in the award of 1st class or 2(i) degrees (Figure 7). In 2008-9 no male candidates achieved a 1st class degree, whereas in 2009-10 and 2012-13 more males received 1st class degrees. Of note, student numbers on this course are low with few 1st class degrees awarded each year, but in most years 100% of both male and female students achieved excellent degrees of either 1st or 2:1 class.

![Figure 7. Degree classification by gender.](image)

**Figure 7. Degree classification by gender.** Graphs shows percentage of male and female students achieving 1st or 2.1 degrees on the iBSc course. Data covers five academic years from 2008-9 to 2012-13. The actual number of students is indicated in each of the bars.
Postgraduate taught degrees are classified as pass, merit (only awarded since 2010) or distinction (Figure 8). Females obtained slightly fewer distinctions than males in 2010 and 2013 but more in 2011 and more merits in 2012 and 2013 (N.B. low numbers mean these trends must be interpreted with caution).

![Figure 8. Degree classification by gender. Graphs shows percentage of male and female students achieving Distinction, merit or pass in taught postgraduate courses. Data covers five academic years from 2009-10 to 2012-13. The actual number of male/ female students is indicated in each of the bars.](image)

**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

For all the five years of this analysis (2009-2013) there were marked differences in gender representation according to staff grade (Figure 9). For research assistant, post-doc and lecturer (or equivalents) there were more females than males, whereas in the more senior posts (senior lecturer and above), there were more males than females. The data clearly suggested that there was a ‘leaky pipeline’ at the transition from post-doc towards the establishment of an independent research career.
To investigate possible reasons for this drop-off, and try to understand potential constraints on the career progression of women, we conducted a staff survey in November 2012 (Staff Survey I). We explored whether there was a gender difference in the attitudes to relocation for reasons of career progression, to travelling to conferences or to attending social gatherings/networking. Interestingly, the survey did not identify any differences in attitudes to relocating, with both male and female members of staff happy to consider relocation for their or their partner’s career. There was no difference in attitudes towards conference travel or to socialising/networking (with similar numbers of male and female researchers citing family obligations as a constricting factor for both these questions).

Figure 9. Gender ratio of academic and research staff. Graph shows the percentage of male and female members of staff in each category. Each of the 5 bars represents a year (from 2009-2013, left to right). Table shows the actual number of males/females in each category for the last 5 years. Please note: Lecturer grade include senior research staff, and senior lecturer grade includes Principle Investigators.
In Section 4 below we consider and discuss other factors potentially contributing to the “drop-off” including rates of female recruitment and promotion and return after maternity leave. Because there are very few “permanent posts” available, progression after post-doc level often requires the award of an independent fellowship. In section 4 we discuss a number of measures we have implemented and planned to advance women’s careers to senior posts and in particular to assist with fellowship applications (Actions 2, 6, 17, 18, 19, 21, 23).

(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.

Overall turnover was low and there was no major disparity by gender. Figure 10 shows voluntary turnover of staff – defined as staff recording reasons for leaving as: not returning from Maternity leave; Mutual Consent; Resignation; Voluntary Severance. The small turnover seen can be explained by the funding-dependant positions at junior level in particular, are in proportion to the starting number and have not had any detectable influence on the gender ratios overall.

**Word Count: 1,827**

![Voluntary turnover over time](image)

**Figure 10. Staff turnover by grade and gender.** Graph shows number of members of staff (male or female) leaving voluntarily (separated by year and grade as indicated). The percentage of staff leaving compared to total number of staff at that grade/ gender is indicated.
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.

We had a good gender balance in our application rate for positions. Selection for interview was proportional to the application rate, with a slightly higher number of women being invited overall. However, in 2 out of 3 years, there was a slight bias towards appointing men over women. This resulted in a disproportionate number of men being appointed compared to the proportion of original applications (Figure 11). N.B. very small numbers appointed in individual grades required combined data to be presented.

![Recruitment over time](image_url)

**Figure 11 Job application and success rates by gender.** Graphs show the percentage of male and female applicants, shortlisted applicants (Intv) and appointed applicants (Appt) in academic years 2009, 2010 and 2011. The actual number of males/ females in each category is indicated in the bars (*note a small number of applicants in 2011*)
**Actions implemented and planned:**

- We have distributed information and recent published literature and run a course on Unconscious Bias with a special focus on recruitment. The course was run by an external expert (Dr Marie Stewart MBE) on 6 different occasions specifically for our Division in order to maximise uptake. Over 70% of Divisional Staff have already attended (Action 13).

- An evaluation of the impact of this course revealed that 86% found this very helpful (this was equal between males and females, 85 and 87% respectively).

- A major success in this area was the recruitment at the end of 2012 of 2 female Professors (1 fulltime, 1 part-time) and 1 female reader to our Division. This represents an increase in the proportion of women in the top 2 grades in our Division from 12.5% in 2012 to 26% in 2013 (Figure 12). This is better than other top UK universities (Figure 13), although there is still a lot of scope for further improvement.

![Figure 12. Gender ratio of senior academic and research staff.](image_url)

*Graph shows the actual of male and female members of staff in each category. Each of the 5 bars represents a year (from 2009-2013).*
Figure 13. Proportion of female Professors in Biosciences at selected UK Universities.
HESA data showing the percentage of male/female Professors at leading UK Universities in 2011/2012. UCL total refers to the total number of Professors in all Bioscience disciplines at UCL. On the left of the graph is the data for our division for 2012 and 2013 (pre/post Athena SWAN process). The actual number is indicated in each bar.
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.

These data are difficult to interpret because of very small numbers. In total over 2010-2013 there have been 5 promotions in the senior grades (to Senior Lecturer, Reader and Professor). In the junior grades the proportion of female promotions (around 67%) correlates well with the proportion of women in these grades (data not shown). However, through the focus groups that were held, our SAT committee identified a lack of awareness about promotion criteria amongst these junior grades that might also be limiting progression at this level.

In the senior grades 40% (2 out of 5) of promoted individuals were female, which is increased compared to the existing proportions of females in these categories, indicating opportunities for advancement for women within our Division. However it was again commented that it should not be left solely to the individual to raise the possibility of promotion.

Actions to tackle promotion are detailed in Section b)ii) and Career Development a)ij) below.
(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.

We have identified a number of possible factors that may be driving a bias in recruitment, all of which we are taking steps to address as described below.

**Actions implemented and planned to encourage more female applicants:**

- The recent joint appointment of a male and female Head of Division, demonstrates our commitment to equality extending to the highest level.

- We are clearly advertising the success of women in our division. We have added a prominent link on our divisional website showcasing a number of senior female role models within the division in a carousel (see screenshot below), that applicants will see when researching the Division. Our “Women in Science” web-feature has been kept as the default front-page of our Divisional Website for several months over the last year (Action 6).

![Women in Science carousel screenshot](image)

- We are advertising the UCL courses on interviewing techniques through our website and newsletters and have started offering one-to-one training and feedback in these skills to our existing juniors to help with both external applications and internal promotions.

- We routinely give individual feedback to unsuccessful applicants to help with subsequent applications.
Actions Implemented and planned to address potential bias in recruitment panels:

- To raise awareness of potential unconscious gender bias the Athena SWAN lead presented some data highlighting this problem (including the paper by Moss-Racusin et al, PNAS 2012) at a special Athena SWAN meeting for the whole division (Action 9).

- Unconscious Bias Training sessions were set up specifically as part of our Athena SWAN initiative (as discussed in Section 4 (a) (i) above), providing guidance in fair recruitment techniques (Action 13).

- We have made a commitment to always have at least one member of each gender of the science faculty present on every interview committee, in line with new UCL policy. This will be monitored in future, and individuals will sit on a maximum of 4 panels a year to avoid overburdening of staff (Action 15).

- All interview panel members are required to first complete UCL’s fair recruitment briefing, which includes information on the Equality Act 2010.

- Other actions taken to raise awareness of Athena SWAN issues included setting up an annual Athena SWAN Showcase event, a new webpage: “Women in Science” and monthly features on our Athena SWAN actions in our divisional newsletter. (Actions 6,7,8).

- A regular reminder and update on our progress with this will be fed back to the other senior members of staff involved in recruitment at the Senior Management Team meetings attended by the Chair of the SAT at least twice per term and to the junior members of the Division at one of the internal seminars (Actions 1,9,11).

(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.

Although the number of senior women has already increased substantially, we need to implement actions to sustain and enhance this improvement to further redress the gender imbalance at senior levels.

As outlined above, we identified our key transition points to be between post-doctoral scientists, and independent fellowships/lecturer/senior lecturer positions. The actions described below outline the actions we have taken, and plan to take to support staff through these transition points.
Actions implemented and planned:

- A major recent development is the appointment of 2 new Heads who will run the Division jointly. In keeping with the Athena SWAN initiative, we have appointed one male (Hans Stauss) and one female (Judy Breuer) as Joint Heads of Division; this will provide a powerful role model from the top down.

- To explore factors limiting career progression from post-doc onwards we set up a focus group with the help of our Athena SWAN advisor, Harriet Jones. The post-docs who attended confirmed the point raised by the junior members of our SAT committee, that there is uncertainty about the timing, processes and opportunities for promotion or applications for lecturer posts. In response to the uncertainty about junior promotions we implemented a change in our annual appraisal system, adding an obligatory section requiring the consideration of promotion (Action 20).

- In addition to the supervisor-led appraisal, post-docs at key career transition stages (e.g. applying for fellowships) are being offered a personal mentor (who they can select from an advertised panel of self-nominated senior staff), who will address opportunities, and help them prepare for personal fellowships and career progression (Actions 17,18). This scheme is particularly targeted at women since they are disproportionately represented in the post-doctoral grade. For mentors participating in our new scheme we have arranged a specifically tailored training session in January 2014 run by an international expert in mentoring with an interest in helping women (Dr Bak-Meier).

- Our Staff Survey II showed that the overwhelming majority of staff (95%) believe that the mentoring scheme will be beneficial. 84% of junior staff (research assistant, post-doc and lecturer) would like to have a mentor. The scheme has been notified to staff by e-mails, through our webpages and newsletter and several mentorship arrangements have already been set up. Women scientists have been particularly encouraged to join this scheme by a personal e-mail from the SAT Chair. The scheme will be reviewed and assessed annually (Actions 17,18,19).

- A Fellowship Advisory Panel has been set up to convene 3 times a year, before major grant-body deadlines, to coach and advise potential applicants on their written proposals and prepare them for their Fellowship Interviews (Action 23).

- Coaching programmes: dedicated career development sessions such as Springboard and “Take Control of your career” have been and will continue to be offered when appropriate. To encourage further take-up of the various courses offered by UCL (such as assertiveness training, networking skills, how to increase your profile), all female staff in junior positions have been provided with a list of these by the SAT chair and encouraged to attend (Action 19).

- Another important suggestion to aid female career progression raised by our focus group was financial assistance with bridging gaps between post-doctoral funding and obtaining independent fellowships. To this end we have allocated the Robin Weiss fund (£100,000) for the short-term extension of the most competitive junior scientists to help them secure independent funding (Action 21). This scheme will be evaluated annually and at the end of 3 years, we anticipate being able to renew these funds from discretionary sources.
The SAT committee made the observation that male scientists were being invited to speak at our weekly External Seminar Series far more often than females (Figure 15), which surprised the staff responsible for inviting speakers who had not consciously registered this discrepancy. In response to this, the SAT suggested that more eminent female scientists be invited to speak and this has already equalised the gender balance of invited speakers (Figure 15). Efforts to maintain this will be monitored annually (Action 16). We anticipate that the strong representation of high profile female scientists as external speakers will serve an important role model to junior scientists and also reduce any possible gender bias amongst senior staff involved in recruitment. The impact of this increase in female speakers has been evaluated in Staff Survey II showing that 87% of staff liked this initiative and felt it had a positive impact on their views on academic careers/progression. For example, one respondent commented that “It’s important to have high profile female speakers for the External Seminars, they give a good role model.”

**Figure 15. Gender ratio of external seminar speakers.** Graph shows the number of male and female speakers for each year (2009-2013).

The impact of these actions were evaluated by Staff Survey II, distributed to all staff, showing that these initiatives were seen as very useful by at least 85% of staff. Responses from senior staff involved in recruitment showed that 87% thought that the unconscious bias training was useful, 90% found initiatives to increase awareness of the Athena SWAN (newsletter, website, presentations) useful. Supportive comments: “The key aspect is to ensure that female members become central players in the running of an integrated department - Although it is worth saying that a number of initiatives that make provision for people with families also benefits men as well as women which is good”; “There are
good role models for women in science within the Division and amongst the external seminar speakers’.

- A new initiative that we set up in response to our finding of a lack of women progressing to senior positions is an annual “Showcase of Women in Science” (Action 8). The first of these took place on 16th Oct 2013 and was attended by 75 members of our Division and others from within and outside UCL. The programme included talks by male and female senior staff about their career paths, focusing on how they combined their career progression with family life; a session by an external Motivational Speaker with expertise in coaching scientists on “Career Progression in Science: Transitioning to Independence”; and a seminar by a world-leading female scientist covering her research work and career path.

The impact of this initiative was assessed by a feedback form distributed at the end of the Showcase and completed by 50 attendees (67% response; 34 female, 16 male). The feedback showed that 98% of the respondents found the presentations useful and interesting and 76% that they left the event feeling more confident about their academic careers.

The showcase event was the homepage of the Divisional website for September-October 2013.
“I found all the talks very inspiring and it was fantastic that you (Mala) and the other speakers were so open and honest. Your slide of the grant acceptances and rejections will stay with me!”

Dr Isobella Honeyborne, Postdoctoral Scientist, Centre for Clinical Microbiology

- A new initiative, UCL Women, has been launched across the Science and Engineering faculties to enhance networking between female staff. Members of our division including post-docs have been encouraged to attend and have already started to participate in this.

**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?

Members of the division have annual appraisals with their line manager **(Action 20)**, which is above and beyond UCL policy, at which we are now routinely considering opportunities for promotion. Both appraisal forms and promotion application forms have sections addressing teaching and enabling activities, including organisation of conferences, school visits etc. These activities, which are additional to our research work, are strongly encouraged within UCL and also required of us when applying for external funding to our major grant-giving bodies. In all aspects of our assessment, achievements are assessed in terms of quality rather than quantity and in light of the individual’s circumstances, taking into account, for example, reduced working hours and career breaks.
Issues arising at individual appraisals are then fed back to the Head of Department who will discuss nominations for promotion or adjustments in workload at the Senior Management Team meetings. The two Heads of Department (co-directors of the Division) review performance against promotion criteria to identify candidates for promotion. Annually, in line with the UCL annual promotions meeting in November, a decision is made at the Senior Management Team meeting which candidates shall be put forward by the Division to be considered for promotion.

Our Division has always particularly valued teaching contributions, as evidenced for example by the promotion of one of our teaching leads, Peter Delves, to a personal Chair in 2009 on the basis of his teaching contribution and subsequently to Faculty Vice Dean for Teaching and Pro-Provost for Europe and Central Asia. The UCL Provost Teaching Award in the category of ‘Staff at the beginning of their teaching career’ was given to our Deputy Director of Divisional Teaching, and SAT member, Dr Richard Milne in 2013. Management roles and enabling activities have also been well-recognised, as exemplified by our previous Head of Division (Professor Mary Collins) being promoted to Dean for Life Sciences.

We have recognised that giving post-docs the chance to contribute to our taught courses with their own lectures and tutorials will give them transferrable skills to enhance career progression. The involvement of these more junior staff in our lecture series has also meant that students are now exposed a more balanced gender ratio amongst their teaching staff as role models.

**Actions implemented and planned:**

- We have adapted our Annual Appraisal forms to include a compulsory field requiring the default discussion of the candidate’s opportunities for promotion. This has already resulted in the promotion of a female Senior Lecturer to Reader (Action 20).

- To mitigate for the fact that staff with family responsibilities may find it harder to travel to international conferences, candidates can now record the number of invitations to give external talks rather than the actual number given.

- To monitor contribution to teaching we have assessed this according to the gender balance in our division (Figure 16). All 3rd year courses have some female lecturers on them and the proportion of female lecturers is in line with the number of senior women in our Division.
By including more female post-docs in a range of teaching roles including tutorials we will be able to further balance the representation of women lecturing students, continue to monitor this and ensure that in the future there is no large discrepancy on any of our courses.

(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?

Although we have many supportive mechanisms in place and a flexible working policy, we have realised during the Athena SWAN assessment that these opportunities are not always known about, due to lack of adequate dissemination.

Actions implemented and planned:

- We have therefore implemented a new policy, whereby new staff at all levels will be given a specially designed booklet during their induction. This booklet informs new staff of their entitlement to parental leave, flexible working, compassionate leave, and the training and promotion opportunities available to them (Action 24). Our new Divisional Staff Induction Booklet was created by the SAT team (with professional help from Medical Illustration) and has already been distributed to all existing staff to ensure they are aware of all our good employment practices. Their feedback on the usefulness of this leaflet has been assessed Staff Survey II (Action 4), showing that 71% of staff thought the leaflet was useful (16% were already aware of the information). For example, one member of staff said: “The staff booklet is useful as it includes these issues alongside other practical information so is more likely to be taken seriously.”
New members of staff are introduced to the division through our monthly divisional newsletter in addition to more informal one-on-one introductions; during their induction with the Divisional Manager they will also be given the Staff Booklet.

All new staff already initially undergo equality and diversity training online, and within a year of starting will also attend an Unconscious Bias training course similar to that attended by existing members of our Division (Action 13).

Our newly implemented mentoring scheme offers the opportunity to feedback to an independent senior member of staff in cases where individuals and supervisors are in disagreement regarding the balance of assigned tasks (Action 17).

(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, 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.

We currently have a postgraduate and deputy postgraduate tutor to support students in their studies and to give pastoral support to PhD students. Existing PhD students all have a secondary supervisor who has in a number of cases proved to be very helpful as a supplement to the primary supervisor.

Action implemented and planned:

- Recently we have implemented an additional layer of support in the form of a thesis committee composed of 3 to 4 senior staff with at least one from each gender. This can be especially helpful in the case of personal conflicts between the student and primary supervisor (Action 12). The main roles of the thesis committee are as follows: Provide support and guidance throughout the PhD; Approve the research plan (month 3); Discuss first interim report of research (month 9); Upgrade the student (month 15); Discuss second interim research report and advise on plan of thesis.

- Additionally we provide personal tutors for iBSC and masters students who are available for pastoral support. Female students can request a female tutor.

- To facilitate networking between the students we run a monthly postgraduate club where high profile speakers give talks often related to a variety of career opportunities in science. Refreshments are provided by the Division. This is very popular with our students of both genders. As a further Athena SWAN action we have extended these talks to include topics such as “My career path: combining science with raising a family”, which was particularly well-attended and well-received by a large number of female students (Action 11). We plan to regularly schedule talks such as this which particularly support female students’ career progression.
**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.

Divisional committees which are comprised mainly of senior staff, have a gender balance reflective of that present in our higher grades of Professor and Reader (Figure 17).

<table>
<thead>
<tr>
<th>Committee</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Divisional Executive</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b) Senior Management Team</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>c) Undergraduate Teaching Committee</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>d) Taught Postgraduate teaching committee</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>e) Graduate Research Committee</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

**Figure 17: Female and Male representation on Divisional Committees.**
Importantly there is no evidence that female staff are predominantly seconded to the less influential committees. In fact our most senior management team, which takes all the major decisions on the running of the Division, has recently been re-organised by our male and female Co-Directors to include 3 women and 5 men (Diagram 1, Section 2), a favourable ratio given the composition of our Division.

(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.

Table to show female:male ratios of academic and research staff on fixed- and open-ended contracts.

<table>
<thead>
<tr>
<th>SWAN category</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fixed</td>
<td>Open</td>
<td>Total, M</td>
</tr>
<tr>
<td>(1) Professor or equivalent</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>(2) Reader or equivalent</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(3) Senior Lecturer/ Principal</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Researcher or equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Lecturer/Senior Researcher or</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Post Doc/ Researcher or</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Research Assistant or</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>20</td>
<td>52</td>
</tr>
</tbody>
</table>

Data: 2012/13

All our positions at post-doctoral level and below are fixed term. Since men are clustered in the more senior grades, more men are in permanent positions (open-term contracts). However, within each grade, there are equivalent proportions of male and female permanent contracts. Actions to get more women in open contracts are therefore those detailed to help them to progress to the more senior positions.

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?

Actions implemented and planned:

- Our Senior Management has now been re-organised to a new group of 8 members, comprising 5 men and 3 women. Ultimate decision-making rests with the newly appointed Co-Directors of the Division, one of whom is male, one female.

- To further enhance the contribution of women to our committees we have started to involve more junior female scientists, thereby enhancing their career prospects by strengthening their CVs and confidence. This will have the added value of protecting senior female members of staff from “committee overload”. For example, two senior female members of staff have been able to step down from the undergraduate and postgraduate teaching committees.

(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 Divisional Manager, Sam Photiades, keeps a log of workload distribution of administrative and teaching roles for each member of the Division and this is reviewed at Senior Management Team Meetings. Each individual’s workload is discussed at their promotion and appraisal meetings with their Head of Department. This division has relatively light teaching responsibilities and the workload distribution is not therefore a major issue. We are fortunate to also have several staff members who take the lead on teaching and excel at this. These staff have been recognised, retained and promoted for their excellent teaching contributions as described above.

Actions implemented and planned:

- In recognition of the fact that staff with parental responsibilities may find it harder to take up all invitations to speak at other institutes and conferences, our promotion forms will now encourage staff to record invitations to speak rather than actual talks given.

(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.

Most of our departmental meetings have taken place after 10am and before 4pm for several years. Our regular scientific seminar series are scheduled at lunchtime and other lab meetings such as journal clubs and lab-user meetings also take place during UCL core hours (10am-4pm).
**Actions implemented and planned:**

- We have now rescheduled all regular Divisional social events to also fall into these regular working hours.

- For additional social events we strongly encourage advance notification to allow childcare arrangements to be made when necessary. For example, a monthly drinks get-together in the Rayne Building takes place from 4-6pm and used to be advertised with only a week’s notice. At the request of the Athena SWAN SAT, the dates for these events are now distributed at the beginning of term, allowing plenty of notice to arrange attendance beyond core hours.

The impact of this has been evaluated by a questionnaire showing that overall 85% of staff (91% of males and 81% of females) were happy with the initiative to ensure that social gatherings were organised in a more family friendly manner (earlier in the day/ longer notice).

- The Athena SWAN process has helped to legitimise staff members insisting on the scheduling of all meetings within core hours. For example, a proposal put forward to move our weekly internal seminar series from a slot within the core hours to one outside it was blocked by our Athena SWAN SAT and as a result this change did not take place.

- At Senior Management meetings and through our Divisional Newsletter we have asked group leaders to ensure that key decision-making does not take place at social events outside core hours, in order to avoid women being disproportionately excluded from this process.

(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.

Our Division has a reputation of being very inclusive and supportive. However we were keen to evaluate this properly and seek further ways of enhancing it.

**Action implemented and planned:**

- To formally evaluate our divisional culture we conducted 2 Staff Surveys (a more comprehensive staff survey at the beginning, Staff Survey I, and a more focused one at the end of our Athena SWAN application process, Staff Survey II) . These questionnaires highlighted many aspects of this inclusive culture in our division. For example, people felt accepted and reports of bullying were very rare (1%). Positive comments that were made included: (“I’ve never suffered any of these (examples of bullying/unpleasant behaviour) things at UCL”; “I have had a pleasant time at UCL”) (Action 4). Staff Survey I showed that, regardless of their gender, members of staff feel well-supported in the Division, are able to attend internal social events (only 3% of men and women never attend Divisional social functions and in all groups, more women attend than men).
• Staff Survey II showed that 84% of women and 89% of men in the division felt the Division already had an inclusive and supportive culture; 59% of men and 53% of women felt this had improved further as a result of the Athena SWAN process. Comments included: “Overall, I feel that UCL has a good commitment to helping women in academia”, “I don’t feel that being a female has affected my career progression at UCL”. We will continue to collect data in an annual survey of staff (Action 4).

• A snap-shot survey to collect qualitative data regarding staff satisfaction with Divisional Culture was conducted by an independent administrative staff member who was not the line manager of anyone interviewed. This gave very positive responses from staff at a range of grades, with some examples shown below:

“I knew that UCL attracted excellence and would be a good place to work, and especially to do good work in collaboration with clinicians and other researchers. My expectations have been exceeded because not only has everyone been excellent in their field, with something worthwhile to contribute, but my colleagues are also lovely people, many of whom I count as friends.” Lyn Ambrose, Senior Research Technician, Immunology

“I feel that the transition from Postdoc to PI would have been more difficult if it were not for colleagues and support staff at Infection and Immunity and the larger UCL.” Dr Clare Jolly, Principal Investigator

(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 very committed to outreach activities to increase public understanding of our work and to encourage community participation. In particular, outreach work with children from local primary schools within our Division has been led by the MRC Centre for Medical Molecular Virology, located within the Division and which is directed by two of our female Professors (Mary Collins and Judy Breuer). SAT member Richard Milne and Division colleague Greg Towers run regular outreach sessions for local primary schools, visiting the schools and hosting children at UCL. These are very popular and are appreciated by children and parents. Richard Milne from our SAT also gives talks to children from local secondary schools, encouraging them to consider higher education. After a recent talk given to a group of year 8 and year 9 girls the organizer commented: “it was clear you had thought about how to tailor your talk for our particular demographic of pupils”.

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.

Over the last 4 years all except one member of staff has returned from maternity/paternity leave; this member was due to move on to a new clinical contract following maternity leave (Figure 18). Numbers taking maternity/paternity leave have increased over this period (only 1 Paternity leave taken). To further support staff returning to work after maternity we have written a new Divisional booklet describing opportunities for part-time and flexible working and set up a Maternity fund. The option for sabbatical leave and Keep in Touch days will also be discussed with them by our HR head.

![Graph showing maternity and paternity leave and return](image)

**Figure 18. Maternity and paternity leave and return**. Graph shows the number of the members of staff taking maternity or paternity leave (black bars) and returning to work afterwards (white bars) for the four years from 2009-2012. Table shows the actual number of members of staff and the percentage of those who have returned. * In 2012 one individual left the Division during the period of leave.

(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.

Paternity leave has been taken informally but numbers have not been documented.

**Actions implemented and planned:**

- We will collate data on paternity as well as maternity and adoption leave taken over the coming years (Action 3).
We have promoted the UCL policies and benefits for maternity, paternity, additional paternity, adoption leave and parental leave through the new booklet we have provided to existing (and will provide to all new) staff. UCL offers 4 weeks paid paternity leave (double the legal requirement), and fully supports the new provision of additional paternity leave (Action 24).

Information about leave has also been uploaded onto the website for all existing staff to see on the Athena SWAN pages (Actions 6,24).

(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.

Table to show the numbers of staff of each grade who work part-time.

<table>
<thead>
<tr>
<th>Part time working</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWAN Category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Professor or equivalent</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 Reader or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Senior Lecturer/Principal Research or equivalent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4 Lecturer/Senior Researcher or equivalent</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5 Post Doc/Researcher or equivalent</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6 Research Assistant or equivalent</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

The Table shows that more females than males are working part-time and these are particularly at the post-doc stage, which coincides with a common child-bearing age. In addition to part-time working, the Division is very open to flexible working arrangements, with many staff shifting their hours to suit their needs and for example working from home when required. No data are available on this because it is the norm within the Division (for examples, see our case studies and Table I on SAT work-life balance) and is not formally requested or recorded.

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.

Our flexible arrangements are informal and arranged on an individual basis with the relevant group leaders within the division. Some degree of flexible working is almost universal amongst staff in our Division and is regarded as a positive way of supporting a work/life balance whilst
optimising productivity. Some examples of this are illustrated in our case studies and our table of work/life balance for SAT members.

Action implemented and planned:

- The availability of flexible working has now been further promoted through our website, Divisional newsletter and, in detail, in the newly distributed Divisional Booklet (see image below featuring Dr Sharyn Thomas, Postdoctoral Associate in Professor Hans Stauss’ team. Dr Thomas is on her second period of maternity leave and after her first returned to working 4 days per week) (Actions 6, 7, 24).

![Staff Booklet](image.jpg)

- We have included examples of women scientists flexible working arrangements (both for childcare and for care of elderly relatives) on our “Women in Science” website in the text of the Carousel and under the heading “Our Women in Science”.

**iii) 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.

Actions planned and implemented:
A new Maternity fund will be set up in the Division. The HoDs have set aside £25K a year to be allocated by the SAT in response to applications by women from the Division taking maternity leave and requesting support, for example in the form of technical cover for the continuation of their laboratory work in their absence (Action 22).

Support on return now includes clear provision of information on the availability of part-time and flexible working options through the Divisional booklet and website and a meeting upon return with the Divisional Administrator.

Upon return, staff will also be encouraged to select a mentor with experience of managing work/life balance with a family. (Actions 17, 18)

Word Count: 4400
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.*

Overall the work done by the Athena SAT has been very fruitful and has led to a network of initiatives that have already delivered measurable impact, in addition to those to be tackled in the future through the Action Plan. The main issue identified by the SAT was the high number of female scientists "lost" at the transition stage to independence. **The following paragraph is a brief summary of the major actions already implemented to tackle this and shown to have had an impact in our Division.**

The SAT raised awareness and explored Athena SWAN issues through Divisional talks, a new Women in Science Divisional webpage, monthly newsletter features, a focus group, snapshot interviews and two staff surveys. A new staff booklet was designed by the SAT and distributed, clearly explaining our appraisal and promotion system and entitlements to, for example, maternity leave and flexible working. The Divisional Heads created a Maternity Fund (£25k/year to be allocated for technical support etc), which will give practical assistance for junior women taking maternity leave. To ensure equal opportunities for women particularly in the appointment process, an external expert was brought in to run Unconscious Bias Training for all our staff. To safeguard the proactive and routine consideration of men and women for promotion, the SAT altered the Divisional Annual Appraisal Forms to include a box requiring mandatory discussion of promotion. A mentoring programme was set up, training in mentorship arranged and junior women in the Division encouraged to select a mentor to assist them with career progression and to attend UCL coaching sessions in networking and assertiveness. A common bottleneck in career progression was identified as the highly competitive step of obtaining a personal fellowship. To assist with this, a new Research Coordinator was appointed, a Fellowship Advisory Panel started to meet three times a year and the Robin Weiss fund of £100K was set up for the most promising applicants needing short-term bridging. Junior members of staff were exposed to more balanced role models of by increasing the number of female scientists invited for external seminars so that they accounted for 50% of our programme speakers. A Divisional Athena SWAN showcase focused on Transitioning to Independence; at both this event and a Postgraduate Club meeting, male and female speakers highlighted the opportunities to successfully combine a career in science with family commitments. Overwhelmingly positive feedback has already received on these initiatives: 85% of attendees found the Unconscious Bias Course very helpful, 98% of the Showcase respondents found the presentations useful and interesting. Of the 90% of staff responding to the anonym zed staff survey II, 95% viewed the mentoring scheme as a very helpful initiative, and 80% of junior staff felt that Athena SWAN initiatives overall had a positive impact on their views on academic career progression. Importantly, there has already been an impact on the recruitment and promotion of additional female senior members of staff. Female representation on senior committees has improved and a female Professor now co-heads the Division.

*Word Count: 499*
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.

7. **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 1 (SAT member): Professor Mala Maini** has a Chair of Viral Immunology, is Deputy Head of the Department of Immunology and Honorary consultant in Viral Hepatitis. She obtained her Medical Degree in 1986, MRCP in 1991 and FRCP in 2009. She obtained a PhD in Immunology in 1998. She was awarded an MRC Clinical Training Fellowship in 1995 to work at UCL. She became a faculty member at UCL in 2007 (Senior Lecturer), promoted to a Readership in 2009 and to a Chair in 2010. Mala joined the Division of Infection & Immunity in 2002 straight after maternity leave for her second daughter, with a 2yr old and a 6 month-old baby. She worked 80% time for the next 5 years. Mala says that she was "supported by Professor Mary Collins as head of Division, who she saw as a role model, with 2 young daughters herself who set a strong example e.g. leaving meetings that ran after 4.30 loudly announcing that she had to do the school pick-up, bringing her kids into her office during school holidays and creating a family-friendly culture within our Division". Mala acknowledges particularly critical support from the Division over her MRC Clinician Scientist Fellowship: her application was selected but the interview was the day after she gave birth (she had notified the MRC about this possibility at the time of application), the MRC refused to allow Mala to attend but promised to rearrange another interview date. They then contacted Mala 6 weeks later to say that all fellowships had been allocated. Professor Mary Collins, then Head of Division, wrote a strong letter of complaint to the MRC; they re-convened the panel and awarded the fellowship to Mala.

Mala has been supported by the Division throughout the years and has continued to juggle her scientific career as a PI (running what is widely recognised to be a leading lab on hepatitis B virus immunology) with clinical work as an Honorary Consultant in Viral Hepatitis and with family life. Once Mala returned to full-time (since 2007), she was supported in working Fridays from home on many weeks for some years. This flexibility was very helpful in balancing work and home. Mala has continued to set an example of the possibility to manage her demanding work-load with a degree of flexible working; for example, sometimes she has started work early and left in time to collect her children, on other occasions she has started and finished later than core hours. Through her annual joint research/clinical appraisals Mala has had advice in managing workload. For example she was encouraged to cut back on one of her clinics at the Royal Free after a couple of years when the workload became unsustainable. Professor Collins took Mala to several events that provided additional encouraging role models in particular the Royal Society event “Mothers in Science, 64 ways to have it all”. In turn Mala has mentored many young women scientists in her group, supporting their fellowship applications and career progression. The SAT recommended that the Head of Department review Mala’s workload, which led to action being taken to rebalance her commitments by, for example, relinquishing her membership of the undergraduate and postgraduate teaching committees.

As a result of her work as chair of the SAT, Mala became aware of the availability of specific coaching to help build confident communication skills for presentations and interviews at a senior level; she took advantage of this in her preparation for a Wellcome Trust Senior Investigator Award, which she successfully obtained in July 2013. In response to the launch of
our new mentoring scheme, Mala has already been approached by a junior female scientist from one of the other groups in our Division, who she has started mentoring.

Case 2: Dr Clare Jolly is a MRC Career Development Research Fellow and Principal Investigator in the research Department of Infection at UCL. Originally from Melbourne, Australia, she obtained her BSc (Honours) and PhD from the University of Melbourne. She was awarded a Wellcome Trust Travelling Fellowship to undertake postdoctoral research in the laboratory of Professor Quentin Sattentau at Imperial College London and latterly at the William Dunn School of Pathology, University of Oxford. During her postdoctoral research she discovered the virological synapse that mediates HIV-1 cell-to-cell spread. This work sparked her keen interest in the cell biology of HIV-1 infection and dissemination between T lymphocytes that continues to be her main research interest. In late 2008, she was encouraged by Professor Mary Collins to move to UCL in the Division of Infection and Immunity to start her independent research group. Professor Collins, Head of Division at that time, was Clare’s sponsor for a MRC Career Development application. Clare was successful and her lab now consists of two post-doctoral scientists and a PhD student, as well as MSc and iBSc students. In 2011, Clare successfully applied to the MRC for a project grant to expand her research and her group. In consultation with the SAT, the Division has underwritten Clare’s salary to extend it beyond the end of her current fellowship so Clare will be able to apply for a Senior Fellowship with both MRC and Wellcome Trust. Clare also currently organizes an annual national conference for recently independent virology researchers (RIVR). She notes that it is encouraging to see an equal number of female and male PIs at the RIVR meetings, attesting to the strength of female scientists in UK virology. She is inspired by the presence of numerous successful female group leaders within the Division of Infection and Immunity at UCL that provide excellent role models. Clare is now part of the mentorship programme started by the SAT and has chosen Professor Greg Towers as her mentor. She thinks this programme is very helpful to improve her career prospects.

Word Count: 966
<table>
<thead>
<tr>
<th>Issue identified</th>
<th>Action no.</th>
<th>Actions implemented (by November 2013)</th>
<th>Planned Actions (Nov 2013-2016)</th>
<th>Time-scale</th>
<th>Measures of Success</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate information about gender equality issues pertinent to our Division. (Staff Survey I)</td>
<td>1</td>
<td>Self-Assessment Team established and Athena SWAN application submitted.</td>
<td>Post-submission, Athena SWAN committee to monitor implementation of Action Plan. Regular reminders and update on our progress with this will be fed back to the other senior members of staff involved in recruitment at the SMT meetings attended by the Chair of the SAT at least twice per term and to the junior members of the division at one of the internal seminars. Student representative, and SLMS Research Co-ordinator will be co-opted onto SAT and Chair will change for each re-submission.</td>
<td>Meetings every 4 months starting in Jan 2014. Meetings every 2 months from Jan 2016 leading up to re-submission.</td>
<td>Athena SWAN Committee is established in the Divisional Committee structure with representation at the Senior Management Group level. Senior management to consistently consider equality and diversity in management decisions.</td>
<td>Current SAT and new members over time.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Additional/specialist support: Business case secured funding for new post (shared with SLMS) – Research Co-ordinator – to enhance research and Athena SWAN support processes in Division. Appointment made – appointee took up post October 2013.</td>
<td>New appointee (Dr David Wiseman, Research Co-ordinator) to join SAT and to provide specialist research support and to assist with collection and dissemination of gender-related data and issues.</td>
<td>In post in Oct 2013, impact to be assessed in Oct 2015.</td>
<td>Increased applications and awards of research grants and fellowships Other goals on Action Plan successfully implemented.</td>
<td>Dr David Wiseman, SLMS Research Co-ordinator</td>
</tr>
</tbody>
</table>
### Section 1: THE SELF-ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>Issue identified</th>
<th>Action no.</th>
<th>Action details</th>
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</thead>
<tbody>
<tr>
<td>Inadequate information about gender equality issues pertinent to our Division.</td>
<td>3</td>
<td>Collation of data for monitoring purposes: Divisional database established, data tabulated and analysed.</td>
</tr>
<tr>
<td>(Staff Survey I)</td>
<td></td>
<td>To collect data currently unavailable / inconsistently collected about gender equality issues, such as staff returning from/taking maternity, paternity leaves, and maintain the database.</td>
</tr>
</tbody>
</table>
|                                                                                  | 4          | Staff Surveys I (response rate 70%) and follow-up Staff Survey II (response rate 90%)  
|                                                                                  |            | Focus group (post docs) and case studies carried out. Issues raised by focus group fed into actions discussed in this application. |
|                                                                                  |            | Staff Survey to be carried out annually to monitor staff opinions, changes in attitude/awareness of Athena SWAN scheme and further opportunities for improvement. |
|                                                                                  | 5          | Athena SWAN Champions to be appointed for each of the Institutes in the Division to take forward the initiatives in that Institute, and to report any key issues / staff feedback to the SAT. |

<table>
<thead>
<tr>
<th>Planned Actions (Nov 2013-2016)</th>
<th>Time-scale</th>
<th>Measures of Success</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;Snapshot&quot; data for the division provided annually, analysed by SAT and additional actions implemented. Analysis reported to senior committees.</td>
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<tr>
<td></td>
<td></td>
<td>Data analysed by SAT annually in November.</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Snapshot&quot; data for the division provided annually, analysed by SAT and additional actions implemented. Analysis reported to senior committees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey sent to staff annually in September, analysis to be presented at SAT and relayed to key departmental committees in November.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response rate for annual survey to be at least 80%. Actions to be developed as a result of analysis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Photiades (Divisional Manager) and David Wiseman</td>
</tr>
<tr>
<td>SAT members nominated to lead survey (to rotate each time survey is run)</td>
</tr>
<tr>
<td>Athena SWAN Champions appointed and publicised. Champions to be members of the SAT.</td>
</tr>
<tr>
<td>SAT</td>
</tr>
<tr>
<td>Issue identified</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Lack of awareness about Athena SWAN amongst Divisional staff (Staff Survey I)</td>
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</table>
## Section 1: THE SELF-ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>Issue identified</th>
<th>Action no.</th>
<th>Actions implemented (by November 2013)</th>
<th>Planned Actions (Nov 2013-2016)</th>
<th>Time-scale</th>
<th>Measures of Success</th>
<th>Personnel</th>
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</thead>
<tbody>
<tr>
<td>Lack of awareness about Athena SWAN amongst Divisional staff</td>
<td>8</td>
<td>First annual Athena SWAN Showcase held on 16 October, 2013 with 98% of respondents finding this very useful for their career planning.</td>
<td>Establish the Athena SWAN Showcase as an annual event with additional annual Showcases to be organised jointly with LSHTM.</td>
<td>Division event to be held in October each year, jointly with LSHTM from 2014.</td>
<td>Athena SWAN Showcase event will continue to generate high level of attendance from staff/students, and positive feedback from attendees</td>
<td>Mala Maini</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td><strong>Divisional Meeting:</strong> promoted Athena SWAN at special meeting for the whole Division (9 April, 2013).</td>
<td>Involve and inform all members of the Division by including Athena SWAN items in the agenda of every Divisional meeting.</td>
<td>Update the Division every 6 months.</td>
<td>Any issue identified at Divisional meetings are fed back to Athena SAT for action.</td>
<td>SAT Chair</td>
</tr>
<tr>
<td>Issue identified</td>
<td>Action no.</td>
<td>Actions implemented (by November 2013)</td>
<td>Planned Actions (Nov 2013-2016)</td>
<td>Time-scale</td>
<td>Measures of Success</td>
<td>Personnel</td>
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<tr>
<td>Marginal gender imbalance detected for iBSc students (more men than women apply)</td>
<td>10</td>
<td>Examples of successful female iBSc students presented at annual recruitment showcase.</td>
<td>Every year when advertising the course and on the stall at the iBSc Student Fair, we will ensure that there is equal representation of current male and female iBSc students to present successful cases of female students in the iBSc and to promote applications from female students.</td>
<td>2014-2016 (June)</td>
<td>No gender imbalance in iBSc students.</td>
<td>Drs Mahdad Noursadeghi and Richard Milne</td>
</tr>
<tr>
<td>Support for female students – need to enhance the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career.</td>
<td>11</td>
<td>Monthly Postgraduate club meetings have extended presentations at this monthly meeting to include topics such as “My career path: combining science with raising a family” delivered by male and female speakers.</td>
<td>Continue to include presentations encouraging work-life balance examples in the programme for this meeting. Students to suggest topics and items for discussion.</td>
<td>Group meets monthly, ‘SWAN themed’ talks to be given every year.</td>
<td>Feedback collected from students show positive comments about these sessions.</td>
<td>Postgraduate Club organiser; Graduate Tutors</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Thesis Committee: new committee added into support structure for students. The committee is gender-balanced to provide the best-mix of support to students.</td>
<td>Monitor feedback from students and their progresses to evaluate the effectiveness of the Committee. Make improvements in response to feedback if required.</td>
<td>2013-2016</td>
<td>Feedback collected from student records positive comments about these sessions.</td>
<td>Graduate tutors</td>
</tr>
<tr>
<td>Issue identified</td>
<td>Action no.</td>
<td>Actions implemented (by November 2013)</td>
<td>Planned Actions (Nov 2013-2016)</td>
<td>Time-scale</td>
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<td>Personnel</td>
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<tr>
<td>Major fall-off of female staff after postdoctoral level: Recruitment Panels</td>
<td>13</td>
<td>Organised half-day course on unconscious bias that was attended by over 70% Divisional staff, with 90% finding this very helpful.</td>
<td>Repeat Unconscious Bias half-day courses to be arranged every 2 years for Divisional staff (for the remaining 30% of staff, and new members of the Division).</td>
<td>Summer 2015 (next)</td>
<td>At least 80% of our staff will have received Unconscious Bias Training.</td>
<td>Divisional Administration</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td></td>
<td>Maintain levels of Unconscious Bias training amongst staff by ensuring all new staff complete online Equality and Diversity training within first year of appointment.</td>
<td>2013-2016</td>
<td>At least 80% of our staff will have received Equality and Diversity Training.</td>
<td>Divisional Administration (in induction sessions for new staff)</td>
</tr>
<tr>
<td>Major fall-off of female staff after postdoctoral level: Recruitment Panels</td>
<td>15</td>
<td>Appointment committees re-organised to include more female academics.</td>
<td>Maintain gender balance of appointment committees. Ensure that each member of staff is limited to a maximum of 3-4 interview panels each year to avoid overburdening of female staff. Invite junior female staff to be trained and then participate in interviewing committees; evaluate in appraisals.</td>
<td>Junior staff to attend recruitment training in 2014. To be invited onto panels after training. Review annually in November</td>
<td>Gender representation on all interview panels (minimum 25% female). Women are not overburdened with appointment panel commitments (max 4 per year). Appraisals of junior staff record offers to participate in recruitment panels.</td>
<td>Line managers (recruiters and appraisers); Divisional Manager</td>
</tr>
<tr>
<td>Issue identified</td>
<td>Action no.</td>
<td>Actions implemented (by November 2013)</td>
<td>Planned Actions (Nov 2013-2016)</td>
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<td>Personnel</td>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Major fall-off of female staff after postdoctoral level: Career Development</td>
<td>16</td>
<td>More female scientists invited to speak at our weekly External Seminar Series</td>
<td>Continue to monitor gender balance of male:female speakers in our seminar series and aim to achieve close to 50:50 women:men ratio.</td>
<td>Monitored annually in November</td>
<td>50:50 ratio of women:men presenters achieved annually.</td>
<td>External Speaker/senior management team</td>
</tr>
<tr>
<td>support</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Major fall-off of female staff after postdoctoral level: Career Development</td>
<td>17</td>
<td>Mentoring: Mentoring programme established to mentor mentees at key career transition points. Mentors selected by mentees from a panel of mixed gender senior staff that will be trained.</td>
<td>Mentors undergo training (Jan 2014) and mentoring programme expands. Mentoring specifically targeted to junior women.</td>
<td>Training: January 2014, New mentors/mentees identified on a continuous basis</td>
<td>Mentoring scheme has substantial take-up amongst female postdoctoral scientists in Division (&gt;50%).</td>
<td>Dr Wiseman</td>
</tr>
<tr>
<td>support</td>
<td>18</td>
<td>Evaluate mentoring programme with an anonymized feedback questionnaire after 6 months, 18 months and 30 months.</td>
<td></td>
<td>2014-2016</td>
<td>Positive feedback for mentoring scheme. On-going commitment to revise scheme as necessary following feedback.</td>
<td>SAT</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Coaching programme: SAT Chair has sent personal emails to women scientists in the Division to encourage them to take up training opportunities offered.</td>
<td>Monthly Divisional newsletter will be updated with training opportunities.</td>
<td>2014-2016</td>
<td>Appraisal data will provide information of training opportunities taken up.</td>
<td>SAT Chair, Karen Rumsey</td>
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<td>Issue identified</td>
<td>Action no.</td>
<td>Actions implemented (by November 2013)</td>
<td>Planned Actions (Nov 2013-2016)</td>
<td>Time-scale</td>
<td>Measures of Success</td>
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<td>Major fall-off of female staff after postdoctoral level: Promotions &amp; Fellowships</td>
<td>20</td>
<td><strong>Appraisals</strong>: appraisal form redesigned to include question about promotion.</td>
<td>Always discuss promotion prospects at annual appraisal. PI/line managers conducting appraisals to inform Divisional Manager when appraisee has reached top of scale/grade for more than 12 months. Highlight possibility of fellowships and bridging fund at the yearly appraisal.</td>
<td>Appraisals to be conducted for all staff every year New forms and guidance in place from November 2013</td>
<td>All staff appraised every year. Staff survey would record more positive comments about support for staff seeking promotion. Increased number of female scientists applying for promotion.</td>
<td>Line managers (appraisers); Divisional Manager.</td>
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<td>21</td>
<td><strong>The Robin Weiss Fellowship Fund</strong> (£100k) has been made available to provide bridging funding for the most promising junior members of staff seeking independent fellowships.</td>
<td>Awards procedure will be established and assessment committee formed and awards made. Award will be publicised to all postdoctoral staff.</td>
<td>Process in place and committee to be formed in Jan 2014. First applications expected from Jan 2014. Data analysed annually, in November.</td>
<td>Number of women successfully applying for fellowships will increase.</td>
<td>Divisional Manager; Senior Management Group; Professor Robin Weiss.</td>
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<td>Major fall-off of female staff after postdoctoral level: Promotions &amp; Fellowships</td>
<td>22</td>
<td>Maternity Fund: £25k has been set aside by the Division to support the maintenance of projects during leaves and/or support childcare cover to allow mothers to attend “keeping in touch” activities.</td>
<td>Scheme will be announced in January 2014 Divisional Newsletter and applications received thereafter. Applications to be reviewed by SAT at meetings.</td>
<td></td>
<td>Positive responses to scheme recorded in Staff Survey and appraisals feedback.</td>
<td>SAT</td>
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<td>23</td>
<td>Advisory panel on Fellowship applications established to meet 3 times a year to review all fellowship applications.</td>
<td>Advisory panel will continue to meet to assess fellowship applications.</td>
<td></td>
<td>More successful fellowship applications from female post-docs.</td>
<td>Advisory panel</td>
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<td>Major fall-off of female staff after postdoctoral level: Information about Flexible Working</td>
<td>24</td>
<td>A new Staff booklet has been produced detailing parental leave entitlement, opportunities for flexible working, the need to discuss promotion at annual appraisal to be given to all existing and newly appointed staff. A follow-up staff survey showed 90% found this a helpful initiative.</td>
<td>Annual update to include new flexible working policies and any changes in UCL/Divisional policies. Publicise any updates to all staff. Points from booklet such as availability of flexible working to be highlighted at every appraisal.</td>
<td></td>
<td>Staff survey would record more positive comments about and knowledge of opportunities for flexible working.</td>
<td>Karen Rumsey</td>
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