



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University College London	
Department	Institute of Ophthalmology	
Focus of department	STEMM	
Date of application	April 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: May 2013	Level: Silver
Contact for application <small>Must be based in the department</small>	Tim Levine	
Email	tim.levine@ucl.ac.uk	
Telephone	020 7608 4027	
Departmental website	https://www.ucl.ac.uk/ioo/	

Abbreviations / Terms

BRC	Biomedical Research Centre at Moorfields and IoO funded by NIHR
DEOLO	Departmental Equal Opportunity Liaison Officer
EC	Equality Challenge
ECR	Early Career Researcher
ECT	Equality Challenge Team
EDI	Equality Diversity and Inclusion, UCL HR
Faculty	UCL Faculty of Brain Sciences
HESA	Higher Education Statistics Agency
HoD	Head of Department
IoO	UCL Institute of Ophthalmology
IOX	Institute Executive Committee
Moorfields	Moorfields Eye Hospital

NIHR	National Institute for Health Research
PI	Principal Investigator (academic or fellow with managerial responsibility)
PSS	Professional and Support Staff (administrative/technical/support)
RA	Research Assistant
RCO	Royal College of Ophthalmologists
SAT	Athena SWAN Self-Assessment Team
UCL	University College London
WVUK	Women in Vision UK

Bench-marking statistics: sourced from HESA (2016/17 data).

Display Items

Green box - section impact summary

Beacon activity spread outside IoO



Yellow box – IoO survey data (year)

Blue box- personal quotes

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



Dear Athena SWAN Panel,

As Director and a member of our Equality Challenge Team, I vouch that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I am grateful to Athena SWAN for recognising the challenges we faced and granting us a twelve-month extension for Silver renewal. As we implemented our 2013 Silver Award action plan, we developed a comprehensive programme for career development, mentoring, and celebrating female scientists, all now embedded in the institute's calendar. Isolated from the main campus, we deliver support locally, and strive to provide a sense of belonging within the UCL community.

I became HoD in 2016 and, together with Equality Challenge Team (ECT), have acted to redress the gender imbalance and establish equality in leadership. For many years IoO' senior management was wholly male. Following an external review in 2015 we restructured the four departments into one single department, creating new roles to allow gender-balanced management and academic leadership. We now have female leaders as Director of Education (joint with Moorfields), and Deputy Directors of both Education and Research. Also, our ECT co-chairs have been appointed to the senior management team. Through these changes, we are improving collaboration and academic performance, providing equity of opportunity and progression, and creating a more collegiate, environment for post-docs and students.

In 2017, we commissioned an expert external audit of our equality programme and have taken further action as a result. We now provide support for career progression of all staff groups. We have created networks for all the department's members, fine-tuned appraisals for each staff group and linked them to promotions, and negotiated new funding streams from Moorfields Eye Charity that specifically benefit our early career researchers and fellows.

We are heartened to see that recent changes have begun to have impact. In our 2017 survey, over 85% of members responded that they are confident to report bullying/harassment, twice the level of previous surveys. Training has increased three-fold among Early Careers Research staff. All >200 planned appraisals planned for 2018 so far have been successfully completed.

I recognise the value of sharing good practice. We have been praised by the faculty for raising staff training standards in response to bullying/harassment,

and other departments are adopting our code of conduct and guidelines. Our ECT co-chair facilitates sharing of good practice across the university by co-chairing the UCL Athena Forum.

Such major organisational changes, simultaneous with a UCL-wide review of professional services, have left some staff anxious about their careers. We are finalising a Professional and Services Staff review (implementation August 2018) that we hope will alleviate much uncertainty.

This summer the institute celebrates its 70th anniversary with a major event highlighting the achievements of our staff and students. This is a perfect opportunity to look forward, with every member of our management team taking an active part in our equality measures as we strive to become a gold standard department.

Yours sincerely,

Professor Andrew D. Dick

(500 words)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Institute of Ophthalmology (IoO) is the largest centre for ophthalmology research in Europe, ranked #1 globally¹. Sited adjacent to Moorfields Eye Hospital, IoO is a department in UCL's Faculty of Brain Sciences. At >2 miles from main campus (25 minutes tube), IoO is the most isolated UCL department, presenting challenges in accessing the university's advantages. The institute is an L-shaped 4 storey building built in several phases, linked at ground floor level. The largest rooms (lecture theatre and common room) both seat ~60 people.

IoO's main focus is basic and translational research. It hosts 5 post-graduate courses (80 PGT students), and there are 99 PGR students (Table 1), without under-graduate teaching.

Table 1: IoO Members (Students and Staff) 2018

	Position	Number	% F
Students	PGT	80	70%
	PGR	99	61%
Total students:		179	65%
Staff (headcount)	PSS	80	70%
	Teaching	5	80%
	Research staff (excluding senior fellows)	116	51%
	Senior fellows (Research staff with PI responsibilities)	7	71%
	Academics (PIs, Teaching & Research contracts)	39	31%
Total staff:		247	55%

IoO is closely linked to Moorfields through:

- joint research and education strategies.
- joint staff: 36% IoO academics are clinicians with honorary Moorfields contracts; >50 Moorfields consultants hold honorary UCL contracts.
- the National Institute for Health Research Biomedical Research Centre (BRC) at Moorfields, which supports translational work at IoO and Moorfields (started 2007). The BRC provides £4M per annum on top of

¹ UCL ranked #1 by Center for World University Rankings for Ophthalmology in 2017.

IoO total research income of £19M. The BRC contribution is evenly spread among groups and supports infrastructure.

- a long-term plan to relocate IoO and Moorfields into one new building nearer to UCL campus.

IoO has 247 staff (Table 1). The principal investigators (PIs, equivalent to Group Leaders) include 39 academics on Teaching and Research Contracts, with managerial responsibility for the career development of staff and students in their groups. Seven independently funded research staff (senior fellows) with managerial responsibility are included in all PI activities. PIs report to HoD. PIs manage professional/support staff (PSS) funded from grants (52 technicians and administrators). Consultation on restructuring 28 core (HEFCE)-funded PSS to 23 will end June 2018. After implementation (August 2018) 20 of these will be line-managed by other PSS instead of academics. By including all individuals and groups, restructuring has opened up opportunities for many PSS.

IoO structure (Figure 1):

The institute is governed by the IoO Executive Committee that meets monthly with 13 members, including Research Theme Leads (1F:5M) who support cross-institute and IoO-Moorfields collaborations in three areas. Operational decisions are made at fortnightly meetings of the 4 deputy directors and an ECT co-chair with HoD and institute manager, all of whom sit on the IoO Executive, which ratifies decisions from other committees (Figure 1). PIs are consulted through Academic Staff Forum (every 6 weeks).

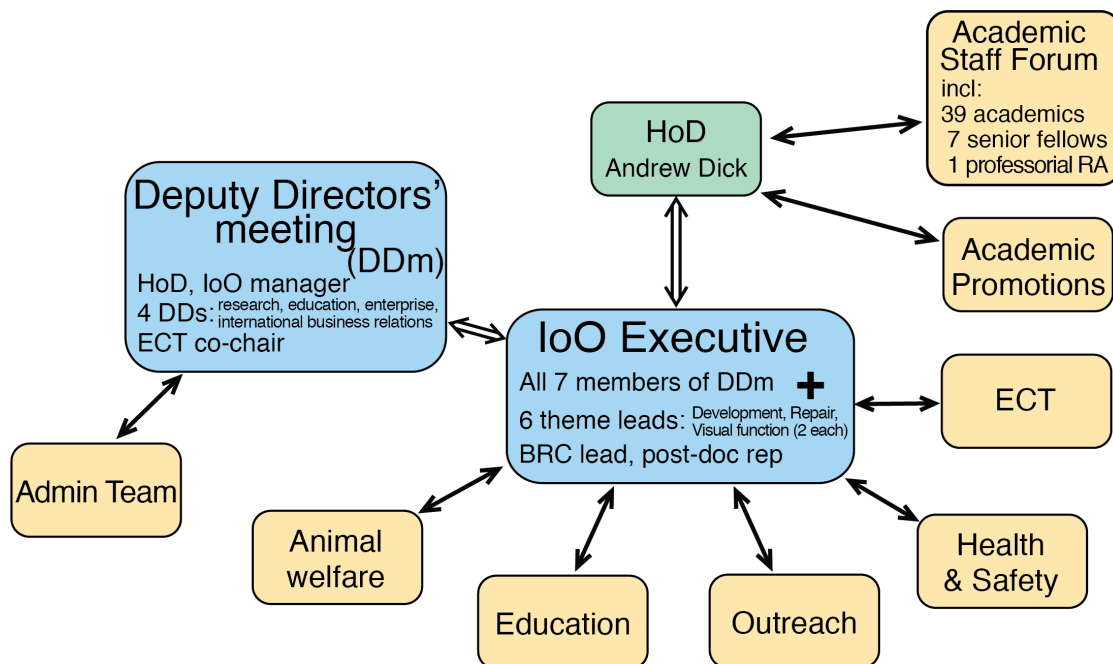


Figure 1: IoO Management Structure (decision-making committees in blue)

The current structure was created following Andrew Dick’s appointment as HoD (Sept 2016). Until 2016, IoO was managed through four Divisions, each led by male professors on the IoO Executive. In 2015 a Faculty-commissioned external review recommended re-structuring to address unequal allocation of resources between divisions, including staff support (administrative and technical) and internal budgets.

In 2017 IoO was audited by Caroline Fox and Sean McWhinnie (Oxford Research & Policy). A resulting plan targeting key issues (lack of networks, culture, appraisals) was then implemented, which is having a positive impact.

(486 words)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The Athena SWAN self-assessment team (SAT) was formed in 2011 and attained a Silver Award in 2013. Following our application for Silver renewal (November 2016) we were granted a 12 month extension to allow more time to demonstrate impact of our actions in the context of IoO restructuring. To achieve this, the team has increased numbers of both PSS in response to restructuring, and postdocs/students to expand career initiatives. Feedback on team membership from junior representatives is very positive.

I really enjoyed my year on the equality team. I grew personally, developing many skills. This experience proudly goes on my CV, as I believe it will help me find a job in science communication

Erika, Student

The team was re-branded “Equality Challenge Team” (ECT, Feb 2017) to more fully engage all IoO members and after event feedback (“I thought Athena Swan was just for women”). ECT actions are divided among **subgroups** (Figure 2). Subgroups ensure broad ranges of opinions for each set of actions, and spread workload across the team. Their membership determined by personal expertise and interest (Table 2).

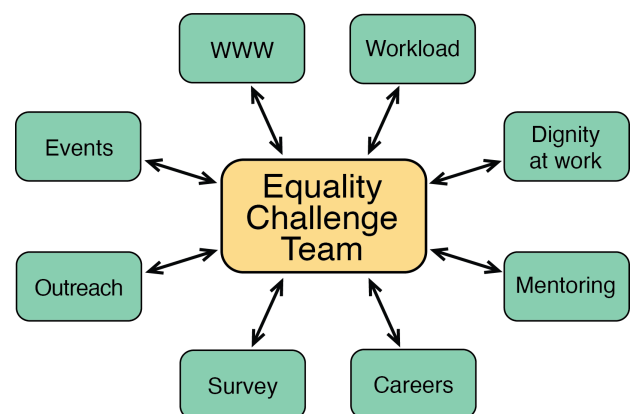







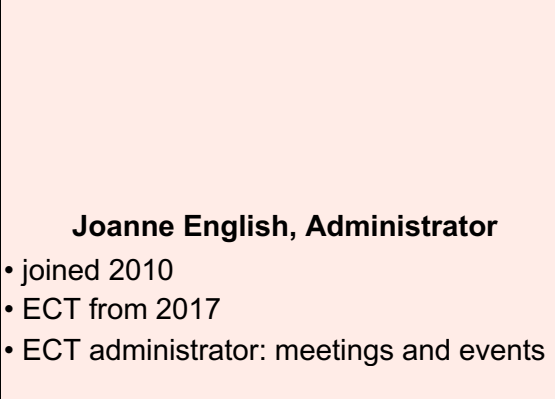


Figure 2: ECT Subgroups

Table 2: Composition of the ECT

Academic	PSS	Ex Officio	Fellow	Postdoc	PGR student
 <p>co-Chair: Maryse Bailly, Reader</p> <ul style="list-style-type: none"> • joined dept 2000 • ECT from 2013 • chair of ECT 2014-17; co-chair 2017-19 • subgps: bullying/harassment, workload, mentoring 		 <p>Maria Balda, Professor</p> <ul style="list-style-type: none"> • joined dept 2001; • ECT from 2014 • subgroup: careers 			
 <p>Chris Dainty, Professorial RA</p> <ul style="list-style-type: none"> • joined dept 2013 • ECT from 2017 • subgroups: events 		 <p>Andrew Dick, Professor (HoD)</p> <ul style="list-style-type: none"> • joined IoO/Moorfields 2015; HoD 9/2016 • ECT from 2017 • Subgroups: careers 			
 <p>ex-Chair: Clare Futter, Professor</p> <ul style="list-style-type: none"> • joined dept 2000 • ECT from 2011 • chair 2011-2014 • subgps: survey, bullying/harassment, workload 		 <p>co-Chair: Tim Levine, Lecturer co-chair UCL Athena Forum</p> <ul style="list-style-type: none"> • joined dept 2000 • ECT from 2016 • co-chair 2017-2021 • subgps: bullying/harassment, workload, www 			
 <p>Sudershana Dave, Administrator</p> <ul style="list-style-type: none"> • joined dept. 2008 • ECT from 2015 • subgroups: bullying/harassment, events 		 <p>Joanne English, Administrator</p> <ul style="list-style-type: none"> • joined 2010 • ECT from 2017 • ECT administrator: meetings and events 			



Diana Sefic-Svara, Technician

- joined dept 2013
- ECT from 2017
- Technical staff representative



**Susie Sandford Smith, Administrator
Faculty PSS Mentoring Scheme organiser**

- joined dept. 2010 • ECT from 2015
- set-up PSS network
- subgps: mentoring, careers, events, WWW



Gill Tunstall, HR Staffing Administrator

- joined dept. 2002 ECT from 2011
- works in recruitment; former DEOLO
- subgroup: bullying/harassment

Cynthia Wilson, Administrator

- joined dept. 2001. ECT from 2011
- subgroup: events
- EA to HoD since 2005



Nick Burt, Research Manager

- joined dept. 2001 (initially Lab manager)
- subgroup: survey, careers, WWW

Karen Bonstein, BRC Manager

- IoO Manager (& other roles) 1993-2007
- BRC manager from 2007
- ECT role: links with BRC & Moorfields





Pearse Keane, NIHR Clinician Scientist

- joined dept. 2013 • ECT from 2016
- previously at Moorfields
- subgroups: outreach



Mariya Moosajee, Clin.Sen.Lecturer

- joined dept 2011 • ECT from 2011
- previously at Imperial College
- subgroups: careers, events

<p>Karen Eastlake, Postdoc Postdoc network committee chair on Faculty ECR Support Committee</p> <ul style="list-style-type: none"> • joined dept 2011 (RA then PGR) • ECT 2017-May 18 • subgroups: events, careers, outreach 	<p>Louise Wong, Postdoc Departmental Equal Opportunity Liaison Officer (DEOLO)</p> <ul style="list-style-type: none"> • joined dept. 2012 (initially PhD student) • ECT from Sept '17 • DEOLO since Sept '17
 <p>Sarah Houston, PhD student</p> <ul style="list-style-type: none"> • joined dept 2016 • ECT from late 2017 • previously worked in the NHS • subgroups: events, careers, WWW 	<p>Joe Smith, PhD student</p> <ul style="list-style-type: none"> • joined dept 2015 (initially MSc student then RA then PGR since Jan 2018) • ECT 2017 - May '18 • subgps: mentoring, events, WWW, outreach
<p>Rachel Wang, PhD student</p> <ul style="list-style-type: none"> • joined dept 2016 • ECT 2017 – May '18 • previously at UCL • subgroups: events, careers 	<p>Qian Yang, PhD student</p> <ul style="list-style-type: none"> • joined dept. 1/2017 • ECT late 2017-18 • previously BSc/MSc at UCL • subgroups: events, careers
 <p>Viesturs Eglitis, PhD student Out@UCL LGBTQ+ network rep</p> <ul style="list-style-type: none"> • joined dept 2016 • ECT 2017-May 18 • subgps: bullying/harassment, events, careers 	

(ii) an account of the self-assessment process

The ECT informs the institute's self-assessment by consulting through: HR reports (UCL), workload model (IoO), surveys (IoO and UCL alternating years), and feedback from ECT focus groups, and events. The ECT's Terms of Reference (ToR), approved 2017, stipulate membership by diverse IoO members (term 3 years renewable), including HoD and a senior BRC manager (*ex officio*), and junior reps (1 year, renewable). Since 2017, the single ECT Chair was replaced by co-chairs (one of each gender). Co-chairs will have overlapping 4 year terms, so that the new co-chair can benefit from the experience of the existing co-chair. ECT male participation has increased in the last 2 years (24→32%).

The ECT meets monthly, communicating with staff and students electronically (newsletter, email), on noticeboards, and posts minutes on the internet. Support includes: a dedicated administrator (0.1 full-time equivalent); £5k budget through the BRC to support events and awards.

Since May 2016 there has been a much greater departmental involvement in both ECT actions (e.g. survey participation - see box), and the ECT itself (membership increased 16→22).

IoO Survey participation increased from 60% (2015) to over 80% (2017)

The ECT (through its co-chairs) feeds back:

- actions and recommendations at Deputy Directors’ meeting and Executive.
- summaries of surveys and annual ECT actions, impact and plans by emails to all.
- summaries of Workload Model emailed to all PIs, details discussed at Academic Staff Forum.

Influence of ECT

The ECT and its members have influence at the level of IoO, Faculty, and UK-wide (Figure 3).

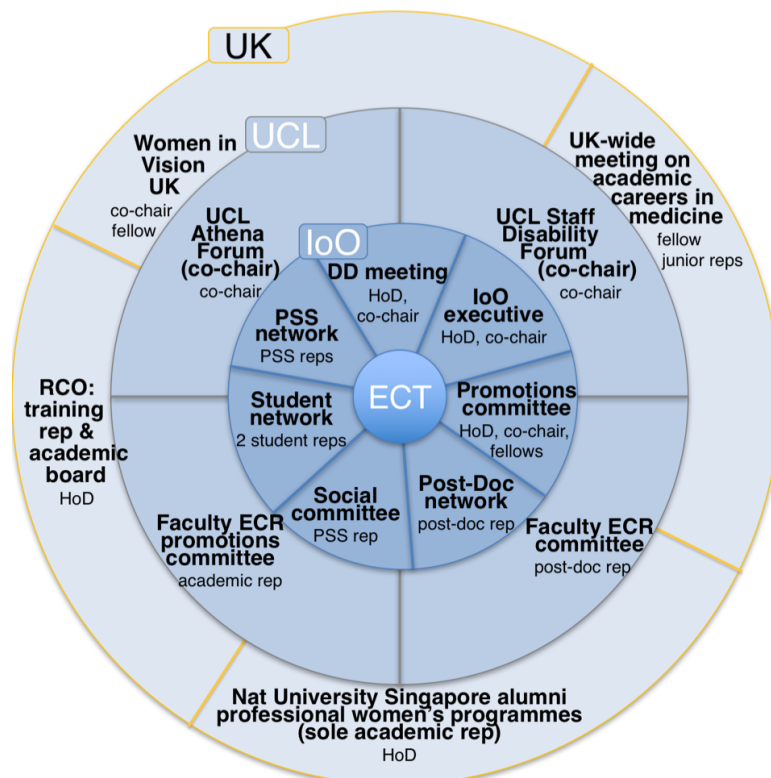


Figure 3: Sphere of Influence of ECT

Key ECT Achievements since 2013

Colour Coding

Athena SWAN process

Career support

Mentoring

Networking/role models

Appraisals/workload/flexible working

Culture

Faculty/UCL initiatives (blue)

Broader beacon actions (green)

2014

- Increased PSS and junior ECT representatives
- Careers events/workshops targeting postdocs/fellows
- ECR “Engage” events
- Female PIs celebrated on website

2015

- IoO Survey: 169 respondents
- Fellowship list and application booklet
- Grant review scheme
- Meeting Room renamed in honour of one woman in ophthalmology, with 24 others on display
- Annual internationally renowned “Inspiring Women in Ophthalmology” guest lecturer
- Parents and carers webpages
- Beta-testing UCL Unconscious Bias online training

2016

- Improved EC communication (monthly newsletter, posters) for all events
→ impact (78% respondents to 2017 survey obtain information from newsletter)
- Embedding of Athena actions into departmental management: ECT co-chair on Executive Committee
- Local mentoring scheme
- Summer school for A-level students
- PIs’ Workload Model
- Students induction “Zero Tolerance to Sexual Harassment”
- Bullying/Harassment subgroup

2017

- SAT re-branded Equality Challenge Team (ECT) with ToR
- Male ECT co-chair
- IoO Survey: 239 respondents (staff 81%)

Actions arising:

So far: careers event on teaching, flexible work
Future: fellowship awardee package, buddying



- Assigned mentors to all fellows
- Faculty ECR Committee led by IoO Deputy Director (Research)
- Negotiated grant schemes for ECRs from Moorfields Eye Charity
- Induction Booklet (all starters)
- Student, Postdoc and PSS networks
- Women Ophthalmologists/Vision Researchers Wikipedia categories, women researchers' biographies
- Established "Women in Vision UK", UK-wide support network for 200 women working in vision and research (Speakers list)
- "Working at the Institute" webpages (links include Faculty benefits)
- Annualised appraisal procedures and guidelines addressing career development/promotion; flexible working
- Guidelines for adverts to include flexible working and job sharing, taken up by UCL (2018)
- Bullying/Harassment: widespread posters

2018

- "Child support at meetings" awards (x5, >£2000 total)
- Strapline for internal communications
to improve work culture =====>
- Set up Faculty PSS mentoring scheme
- Staff induction booklet, including flexible working and parental leave
- Specific appraisal guidelines for each staff group with HR monitoring; shared with Faculty
- Monitoring recruitment panels for training (diversity and unconscious bias) at 100% panel members
- Institute code of conduct, and guidelines for bystanders and managers to address Bullying/Harassment

(iii) plans for the future of the self-assessment team

In addition to keeping up initiatives already started, we have an ambitious plan for new actions (pages 74-85, and Table 3). A major theme is transferring ownership of ECT activities to groups and leaders institute-wide: mentoring, dignity at work (addressing bullying/harassment) and PSS careers.

Table 3: High Impact Actions 2018-22

	Title	Action
Culture	Dignity at Work Champion to ensure effective reporting of bullying & harassment	56B
Career Support	Publish the IoO professorial pay gap	51D
	PSS careers lead to support career development	54B
Mentoring	Adopt “mentoring for all” culture	53D
Athena SWAN process	Advise central HR on automating data reports	3B

Monitoring progress

IoO management follows a calendar, with set months for reports from the different offices. From September 2018 onwards, the ECT will establish an annual cycle of business aligned with this calendar.

ACTION 3A: Align ECT’s monitoring and reporting schedule to IoO annual cycle

Survey

The ECT will run the IoO Survey in alternate years between UCL surveys. Survey analysis (e.g. 2017 above) allows us to assess impact of our actions and to inform new ones.

Data

The Athena process at IoO and >30 other UCL departments requires streamlining of central data generation for efficient usage. University-wide data-streams will be made more useful by inter-departmental action arising from the UCL Athena Forum, which is co-chaired by a member of the ECT.

ACTION 3B: Advise HR on automating data reports

Team

ECT membership will be refreshed (July 2018), decreasing to ~16, maintaining male representation >30%, and recruiting a junior clinical academic (page 29).

(1006 words)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(iv) Numbers of men and women on access or foundation courses

n/a

(v) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

n/a

(vi) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Increase in % female PGT from 2014
>95% completion rate
Fall in part-time studying

The IoO offers 5 post-graduate degrees: 3 MSc, 1 each MRes/PGCert.

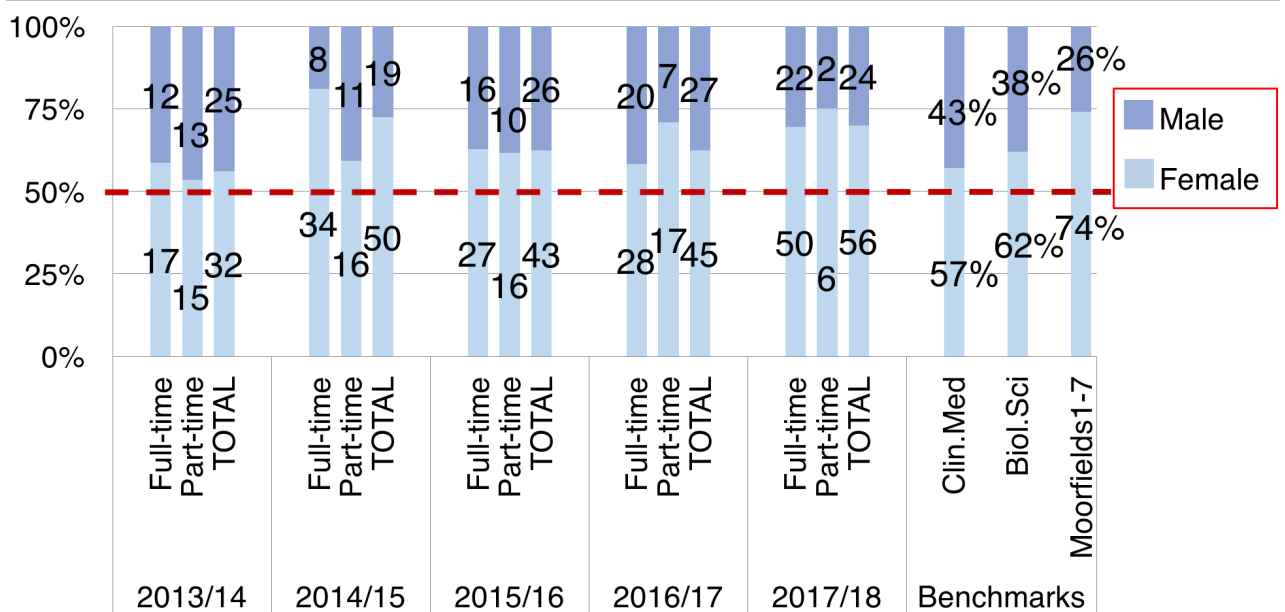


Figure 4: Enrolled PGT Student Numbers

Benchmarks: Clinical Medicine, Biological Sciences: UK PGT averages
 Nursing: Moorfields NHS Trust (bands 1 to 7)

Enrolment: While some MSc students come from undergraduate biological science courses, most are medically qualified doctors training in ophthalmology. Most PG Cert students are ophthalmic nurses, and are predominantly female (22F:6M). Before the latter course was introduced (2014) the proportion of females was 53% (2011-13 average). The PG Cert increased both average student numbers (57→80), and the proportion of females (67% 2014-2017 average) (Figure 4). This is above the benchmarks in clinical medicine and biological sciences, but below the benchmark in ophthalmic nursing.

Full-time/Part-time: The proportions of PGT students studying part-time has fallen (49%→10%), reflecting a higher proportion of non-EU students on our MSc courses (80% on Ophthalmology with Clinical Practice), whose visa requirements preclude part-time study. Men and women are equally likely to study part-time.

Achievement: >95% of students complete our courses. >70% are awarded distinction or merit, with slightly more females in this group because of very high achievement on the PG Cert (79% achieve merit/distinction). MSc students who chose not to complete or failed (2F, 4M) all were awarded PG Certs.

Recruitment

Table 4: PGT Recruitment

Year	Gender	Applicants	Offers	Acceptances	Proportion of applicants → offer	Proportion of offers → accepted	Proportion of applicants → accepted
2013-14	Female	34	30	23	88%	77%	68%
	Male	28	23	17	82%	74%	61%
	% Female	55%	57%	58%			
2014-15	Female	57	46	43	81%	93%	75%
	Male	31	22	13	71%	59%	42%
	% Female	65%	68%	77%			
2015-16	Female	63	51	41	81%	80%	65%
	Male	39	30	25	77%	83%	64%
	% Female	62%	63%	62%			
2016-17	Female	55	45	37	82%	82%	67%
	Female	38	29	25	76%	86%	66%

	Male	59%	61%	60%			
2017-18	Female	67	59	54	88%	92%	81%
	Male	41	36	31	88%	86%	76%
	% Female	62%	62%	64%			
Overall	Female	276	231	198	84%	86%	72%
	Male	177	140	111	79%	79%	63%
	% Female	61%	62%	64%			

Women were often more likely* than men to receive offers, but there were no differences* in the likelihood of women and men accepting offers, except in 2014-15 which is an outlier (Table 4).

(vii) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

*** Note on statistics:**

Data here and in subsequent tables/figures have been tested for difference by Chi-Square in 2x2 tables (p value 0.05)

The proportion of female PGR students previously identified as low (54% in 2013/14) has now come up to the benchmark value (62% in 2017/18).

Enrolment

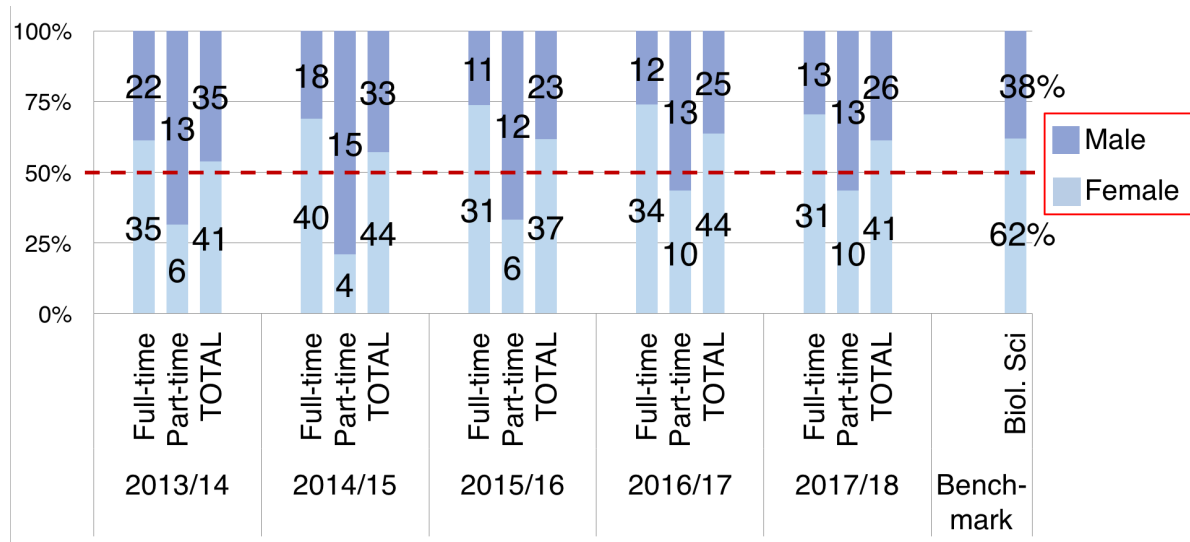


Figure 5: Enrolled PGR Students (excludes those writing up and thesis submitted)

In 2013/14 the proportion of female PGR students (54%) was below the national average for UGT biological science graduates (62%). To attract more

female graduates, we changed our website to showcase both female role models and careers events run locally. Since then the proportion of female PGR students has risen annually, reaching 62% in the last 2 years, in line with the benchmark (Figure 5).

A minority of PGR are clinically qualified, on a dual career pathway to become clinical academics. They are considered together with more senior clinical academics (see Section 4.2).

Full-time / Part-time: Over the last 5 years approximately 33% PGR students have studied part-time. Only 3 of 43 of non-clinical PGR students (7%) study part-time, while among clinicians part-time studying is common (13 of 24, 55%). Part-time PGR studying is therefore also discussed in the Clinical Academic section (4.2).

Completion

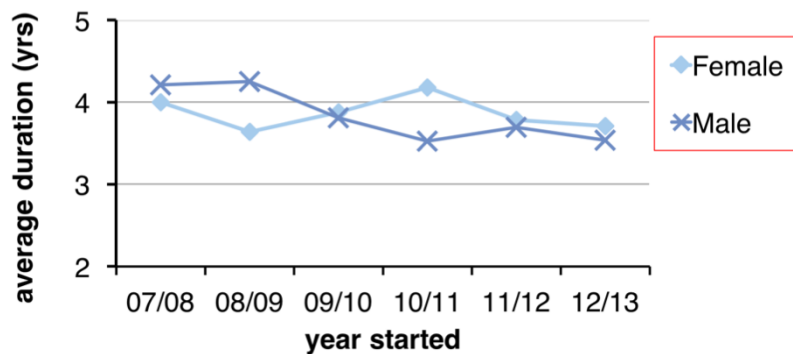


Figure 6: Years to Complete PGR course

There is no consistent gender difference in times to completion, which are gradually decreasing (Figure 6). To support students through to completion, we have introduced meetings between Graduate Tutors and students in the 12 month writing up period: when that starts and after 6 months. Tutors check 3 things: timetable for thesis submission, funding, career plans. Analysis of the first 6 months of this scheme identified sporadic compliance, and a need for record keeping at these meetings.

ACTION 41A: Improve support for PGR students in writing up period.

Recruitment

Women and men are equally likely to receive offers and those with offers are equally likely to accept (Table 5). To ensure good practice in PGR recruitment, we introduced local guidelines (2017) above those mandated by UCL. All candidates undergo a formal interview with a mixed-gender panel of 3 individuals, including primary and secondary supervisors.

Table 5: PGR Recruitment

Year	Gender	Applicants	Offers	Acceptances	Proportion of applicants → offer	Proportion of offers → accepted	Proportion of applicants → accepted
2012-13	Female	17	14	12	82%	86%	71%
	Male	16	12	9	75%	75%	56%
	% Female	52%	54%	57%			
2013-14	Female	16	13	12	81%	92%	75%
	Male	10	8	8	80%	100%	80%
	% Female	62%	62%	60%			
2014-15	Female	19	13	13	68%	100%	68%
	Male	10	9	8	90%	89%	80%
	% Female	66%	59%	62%			
2015-16	Female	12	8	7	67%	88%	58%
	Male	9	6	5	67%	83%	56%
	% Female	57%	57%	58%			
2016-17	Female	16	14	12	88%	86%	75%
	Male	15	12	11	80%	92%	73%
	% Female	52%	54%	52%			
Overall	Female	80	62	56	78%	90%	70%
	Male	60	47	41	78%	87%	68%
	% Female	57%	57%	58%			

Self-funding students and those named on applications (30% of 2016 intake) were not previously formally interviewed. HoD and the Education Committee have re-iterated the need for uniform application of the guidelines. From now supervisors will need to demonstrate compliance before PGR students can be registered. In the now case where the correct protocols have not been followed, Graduate Tutors contact the supervisor to re-iterate the need for good governance.

Improving record keeping:

The PGR recruitment data from UCL central records (Table 5) are incomplete, detailing only students recruited through UCL PhD programmes and subsequently assigned to IoO. ECT-initiated local recording of all data on

PGR applications, shortlists, and offers was initially unsuccessful due to changes of personnel in the Education Office and institute restructuring (2015/16), but then succeeded in 2016/17 (Figure 7). The results show that central Student Registry records (12F:11M) do not match the PGR students recruited (15F:9M). We have informed Student Registry of this problem.

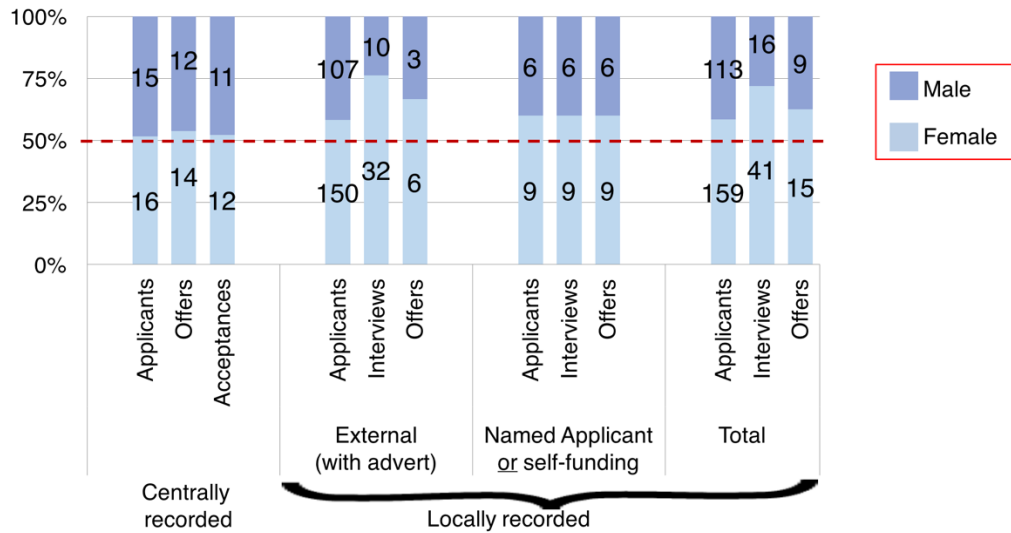


Figure 7: Inconsistent PGR Recruitment Records (2016/17)

Over half of PGR students were named applicants on applications or self-funding, so their posts have only 1 candidate throughout. Where students were recruited externally (with open advertisements) there is possible bias at interview stage in favour of females (76%, compared to 58% of the applicants). This might reflect a greater level of qualification by the female applicants. We will monitor this closely.

ACTION 41B: Analyse (by gender) whether PGR applications meet essential criteria.

(viii) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

n/a

4.2. Academic and research staff data

(i) Academic and Research Staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Non-clinical female professors rose from 25% to 35% over 5 years

Athena SWAN grades for different contract functions have equivalent UCL grades (Table 6).

Table 6: Athena SWAN Grades for Academics & Research staff with UCL grades

Athena SWAN Grade	Staff post shading indicates contract function: green = Research yellow = Teaching and Research	UCL Grade
1	Research Assistant (RA)	1-6
2	Postdoctoral Research Associate / Fellow	7
3	Lecturer	8
	Senior Research Associate/Fellow, Teaching Fellow	
4	Senior Lecturer	} 9
	Principal Research Associate/Fellow, Principal Teaching Fellow	
5	Reader	
6	Professor	10
	Professorial Research Associate	

Academics and Research Staff are 47% female, a level close to relevant benchmarks (Figure 8). The number of teaching-only staff (zero til 2013), has been 3-5 since - too few to be considered here. The department has 32 clinical staff (20%) a minority that is discussed separately (pages 29-32).

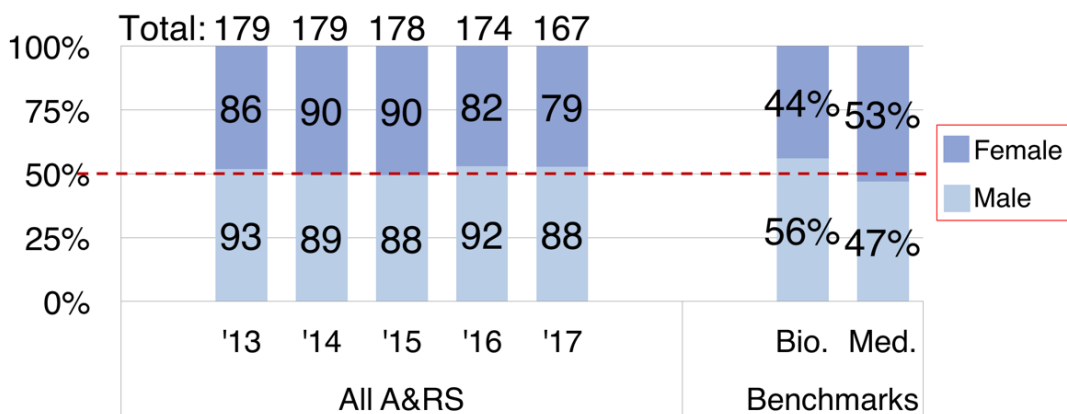


Figure 8: Total Academics and Research Staff at IoO (headcount)
Benchmarks: Russell Group: biosciences, medicine

Non-Clinical Research Staff

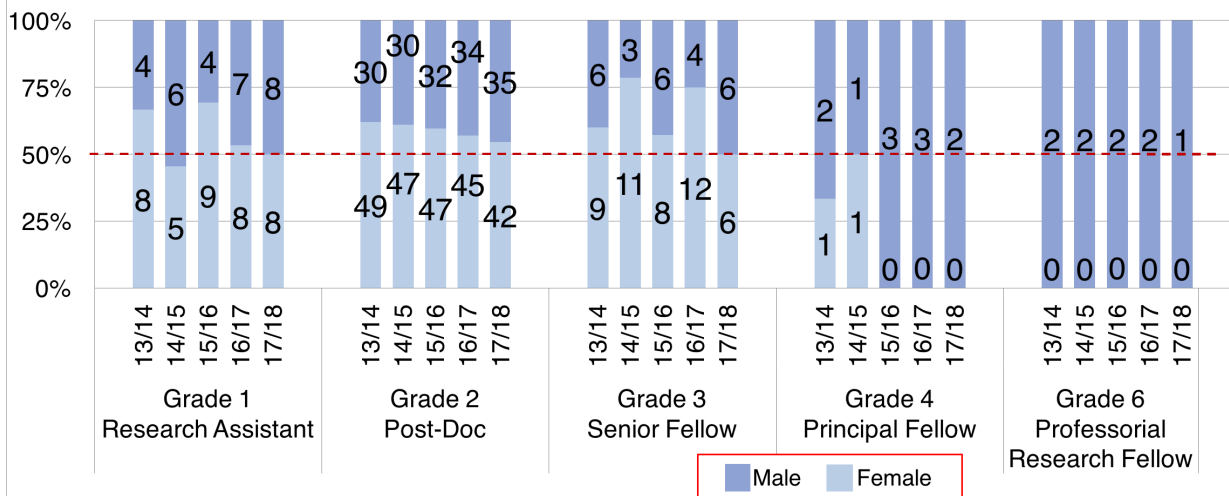


Figure 9: Non-clinical staff on research only contracts

The proportion of females across Grades 1-2 is fairly uniform (57%/59%). The proportion of women in grade 2 (postdocs) is showing a downward trend, which does not stem from reduced success at recruitment (Section 5), but is caused by more rapid turnover of female staff (see below) and will be monitored closely through yearly data analysis. The proportion of females in Grade 3 is slightly, but not significantly, higher (65% average). Grades 4-6 are male dominated suggesting a “broken pipeline”, even though the numbers are small. To reduce this problem in future, appointments to Grades 4 and above for staff on Research-Only contracts will be included in an action encouraging women to apply to Academic posts in Grades 3/4 (**ACTION 42A**, below).

Non-Clinical Academics

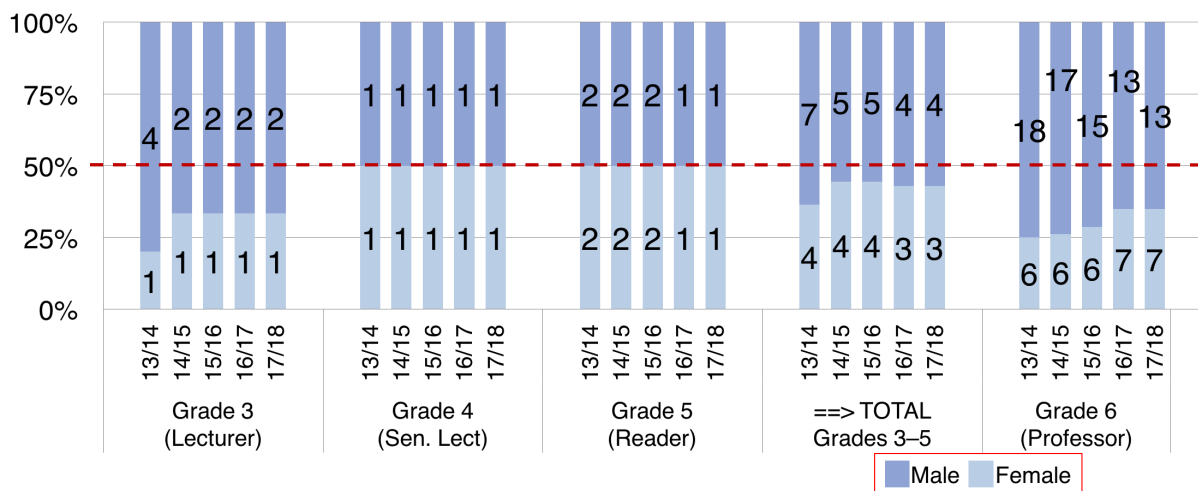


Figure 10: Non-Clinical Academic Staff by grade

Academic Staff at IoO (non-clinical and clinical) all have Teaching and Research contracts. According to UCL's Statute 18, academics have guarantees against dismissal similar to tenure. Given the appointment of most academics was before 2002, and that the 2008 financial crisis has imposed very low recruitment, a high proportion of academics were promoted to professors before the current period (69% in 2013; 74% in 2017). This is typical of many departments in our Faculty (e.g. Ear Institute; Institute of Neurology).

The proportion of non-clinical professors who are female has increased from 25% in 2013 to 35% in 2017 (Figure 10), a greater rise than across UCL in that period (23% to 28%).

The pool of non-professorial academics has changed little over the last 5 years, except when 2 male lecturers departed in 2013/14 (Figure 10). Progression is poor for staff of both genders. Concerns that promotion opportunities have been missed have been voiced repeatedly in surveys (UCL and IoO). To address this, in 2017 IoO revised appraisals and reconstituted the senior promotion committee. The impact in the 2018 promotion round will be monitored (see Section 5.1, **Action 51C**).

There has been only one new academic post in the period (M, professor). The financial constraint on hiring, coupled with low turnover, highlights the difficulty in redressing the academics' gender balance by recruiting junior academics. Other new professors have come from internal promotions (1F:2M).

Between non-professorial grades and professors, the proportion of women decreases slightly (43%→35%), but the major career bottleneck for women is gaining academic status in the first place.

To address this IoO has plans to **recruit 2 new non-clinical lecturers** in 2019 funded by faculty/HEFCE. These are in addition to the two new charity-funded streams to support senior ECRs (page 45). Since these will be the first new posts at this level since 2010, it is important to work towards gender-balanced appointments.

ACTION 42A: For new Academic Staff posts (and Research Staff at Grade 4 and above) encourage national/international high performing female colleagues to apply.

Clinical Students and Staff (Academics and Research)

An important minority of IoO members are medically trained ophthalmology clinicians. Ophthalmology is historically male dominated compared to

medicine as a whole. It is largely a surgical specialty. Women make up a minority of both clinical specialist trainees (46%) and consultants (26%)².

The clinician-academic path is long and complex. As for all medical disciplines, it runs in parallel with clinical training to eventually create dually qualified clinician scientists (Figure 11).

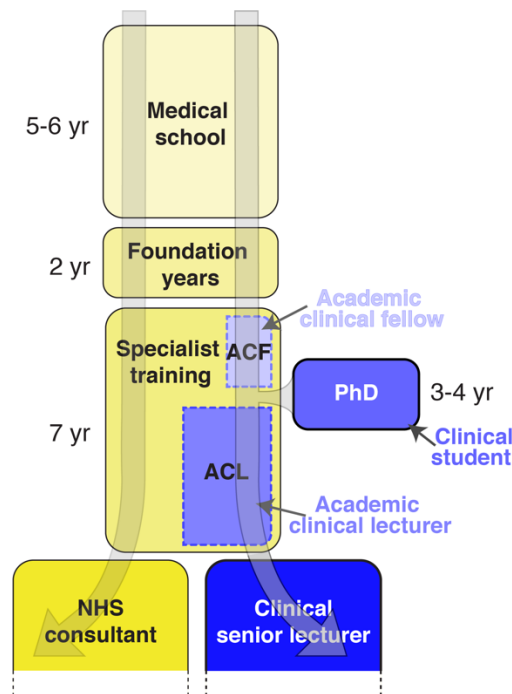


Figure 11: Training paths for Clinicians and Clinical Academics³

There are multiple phases of academic training, some of which (Academic Clinical Fellow and Academic Clinical Lecturer, ACF/ACL Figure 11) are allocated a fixed proportion of the working week of specialist training (25% and 50% respectively).

The BRC has a national role in training, and HoD has multiple national roles (Figure 3), giving IoO a central UK-wide role in ophthalmology training (See Section 7).

Clinical Students

Over the last 5 years UCL has recorded an average of 20 clinicians at IoO in Grades 2 and 3. However, detailed comparison of central data with information available at the institute (for 2017 only) shows a lack of agreement. UCL data includes some, but not all, clinical PGR students. Also whole groups of clinical staff have been allocated to different SWAN grades in different years. Accurate data will be needed in future to monitor actions and integrate our clinical trainees into wider training opportunities (Section 7).

² Royal College Ophthalmologists Workforce Census 2016

³ Simplified from framework of NIHR at [www.nihr.ac.uk/\[.../...\]/training-programmes](http://www.nihr.ac.uk/[.../...]/training-programmes)

ACTION 42B: Maintain a record of the clinical career status for all starters (staff and students)

For 2017/18, the IoO Education Office identified which PGR students are clinical. They make up a minority (n=24, 36%) of total active PGR students. The gender ratio (11F:13M, 46%F) is the same as the proportion of women among ophthalmology trainees UK-wide (46%), which suggests that there is no barrier to female trainees entering academia. Among clinical PGR students, part-time studying is relatively common (54%, compared to only 8% (3/43) non-clinical students). The proportion of females studying part-time has been 47% (2016-18), *i.e.* there is no gender bias in part-time studying.

Clinical Staff

Academic Clinical Lecturers:

These clinical research staff (recorded at SWAN Grades 2 or 3) are employed on fellowships with open-ended contracts (same as non-clinical staff, see “Fixed-term *etc.* contracts” below). In 2017/18, the only year where we have accurate data, there were 11 clinical staff at this stage (6F:5M). Better data gathering (Action 42B) will make us able to monitor this group.

Clinical Academic Staff (Grades 4-6):

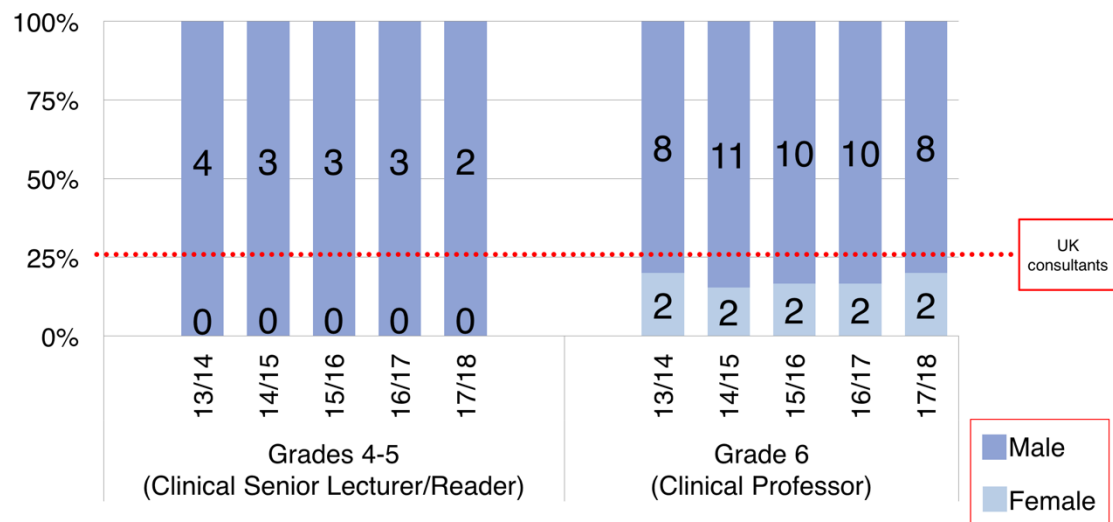


Figure 12: Clinical Academics

The low proportion of females (13% average) is half the proportion of women who are consultant ophthalmologists (Figure 12), and well below the levels of both female non-clinicians and female clinical students (above).

To address the gender imbalance in Clinical Academic careers, we organised a one day “Medical Careers in Research” workshop (December 2017) for junior ophthalmology trainees throughout the UK to explore opportunities in



research and network with clinical academics from IoO/Moorfields. Sixteen trainees attended from all over the country (6F:10M), and all gave feedback with maximum ratings. Six trainees (5F:1M) have pursued contacts with organiser to discuss entering a research career.

ACTION 42C: Set up UK-wide “Research Careers for Ophthalmology” meetings (every 2 years).

Given the career pressures on clinician scientists, it is predictable that they need extra support at every stage. The BRC, linked to the London Medical Deanery and the Royal College of Ophthalmology already provides clinical mentoring. Academic mentoring is a separate requirement to support the development of a dual career. Clinician scientists at all levels are included in the invitation to take up the IoO mentoring scheme, and when someone wants mentoring, a mentor is found among the more senior clinical academic staff.

The ECT will get more information from junior clinical academics, so that it can better support this group.

ACTION 42D: Increase support for junior clinical academics: (1) recruit clinical PGR representative on ECT; (2) focus group for junior clinical academics & research staff.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

UCL has specific provisions to support the transition of technical staff to research & academic roles. In particular, technical staff who register for a PhD part-time only pay half of the fees (the rest is covered by UCL).

A favoured route of progression at the IoO is for technicians to be named on charity PhD studentship applications by their PI. Overall 10 IoO technicians/RAs (8F:2M) have progressed to a PhD and further academic roles since 2009, 2 of them part-time. Most are currently in postdoc positions.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As across UCL, IoO has no zero-hours contracts. Fixed-term contracts are only used for up to 9 months, for example maternity cover.

Most research staff (all postdocs, some technicians) are funded by grants with fixed end dates. Nevertheless, they are given an open-ended contracts by UCL, and are made redundant when funding runs out, unless they can be redeployed.

Three months before the grant end date, research staff have priority access to all UCL job opportunities through Redeployment. Before any UCL post is advertised externally, it is pre-advertised internally (1-2 weeks), and suitable candidates can have job trials (4-8 weeks).

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Academic Staff

Out of 12 leavers in the last 3 years, six were retirements (all M, full-time), five (4M full-time 1M part-time) went to similar posts in other countries, and one (M, full-time) left academia.

Clinical Research Staff (incl. Clinical PGR students): all clinical leavers returned to clinical careers (11F:15M, proportion consistent with overall cohort).

Non-clinical Research Staff

Overall there were 104 leavers from 2012 -2017 (67F:37M, 64% female) left loO. This proportion of women is slightly higher than those working at loO during that period (57%; see Figure 9). Although short term funding is clearly a factor prompting research staff to leave, broadening experience can also be important for a research career path and may discourage some staff from seeking continued employment at loO when their first funding period ends.

Specific destinations

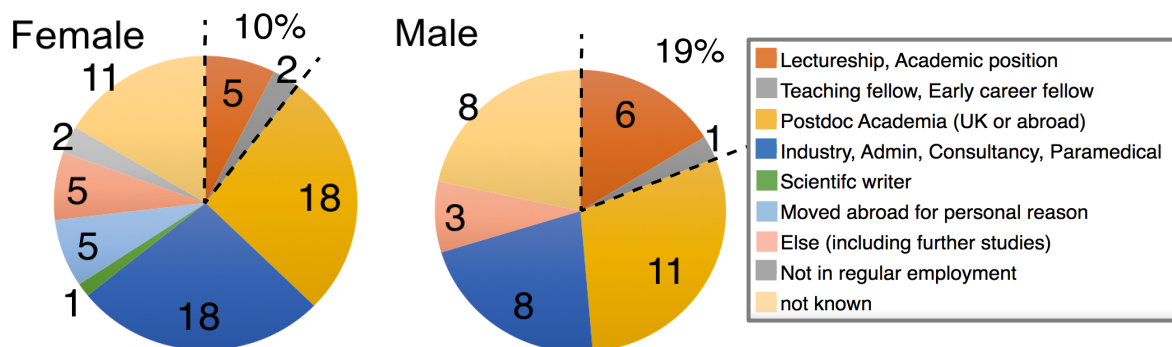


Figure 13: Non-clinical Research Staff Leaver Destinations 2012/3 to '16/17

Non-clinical research staff leavers achieved academic positions (lectureship, teaching, fellowships) with an even gender split (7F:7M, [Figure 13](#)), compared to overall 64% females (67F:37M). This difference is not statistically significant. Other destinations shows similar uptake between genders, especially the major ones: another postdoc, industry. The “moved abroad for personal reasons” category includes 5 women, all from 2012-14, so that gender difference has not persisted after ECT actions started.

The ECT will continue to monitor progression of ECRs along the academic pipeline. Along with **Career Development Events/Training** (page 41), there are 1-2 presentations per year on non-academic career options by former IoO staff working in industry or editing, including accounts of work-life balance. These more informal events had 25 to >50 attendees and are well received. Future destinations planned include consultancy, medical laboratory science, production/quality control.

(Standard section: 1747 words; extra Clinical section: 570 words)

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department’s recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Recruitment Process: For all posts, Job Descriptions and Person Specifications include equality and diversity values and IoO’s Silver Athena SWAN Award. Before advertisement, line managers inform HR of the selection panel’s make-up. This shortlists and interviews, and must involve at least 3 people, gender balanced (imbalance no greater than 75%:25%), all trained in:

- Recruitment, Selection and Right to Work (HR Policy Briefing)
- Equality and Diversity (online)
- Unconscious Bias (online) – module piloted by the ECT for EDI.

In the last 24 months, only one recruitment panel was not gender balanced (3F:0M).

Because only one academic staff member was appointed (grade 6, M), this section describes Research Staff recruitment (Grades 1-3). All UCL adverts for these grades say “UCL Taking Action for Equality”.

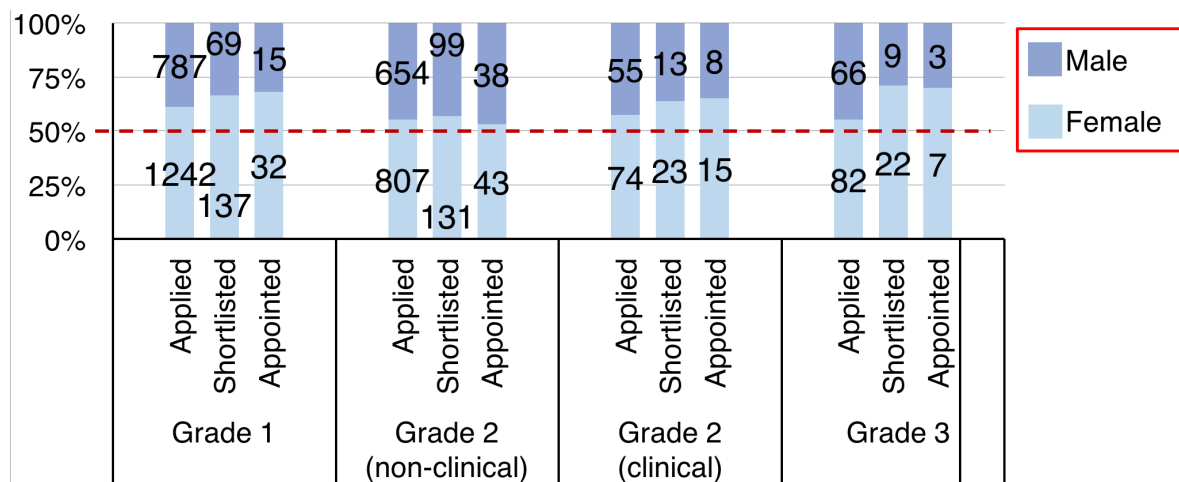


Figure 14: Staff Recruitment aggregated over 5 years (2012/13 – 2016/17)

Applications: Grade 1 (RAs) applicants are 61% female, in line with the gender balance of biology graduates nationally (62%F) (Figure 14). Applicants for Grade 2 (postdocs) are 55% female, close to biological sciences PGR students in Russell Group universities (53%).

From 2017, after consultation with central HR, we included a statement supporting flexible working and job sharing in job adverts. This policy was subsequently adopted UCL-wide (April 2018).



Shortlisting and appointments: Appointees in Grades 1/2 reflect the gender balance of applicants; however, for Grade 3, significantly more females are short-listed than expected from the applicants (Figure 14, $p=0.05$). To consider possible bias against men, Figure 15 shows the Grade 3 in detail.

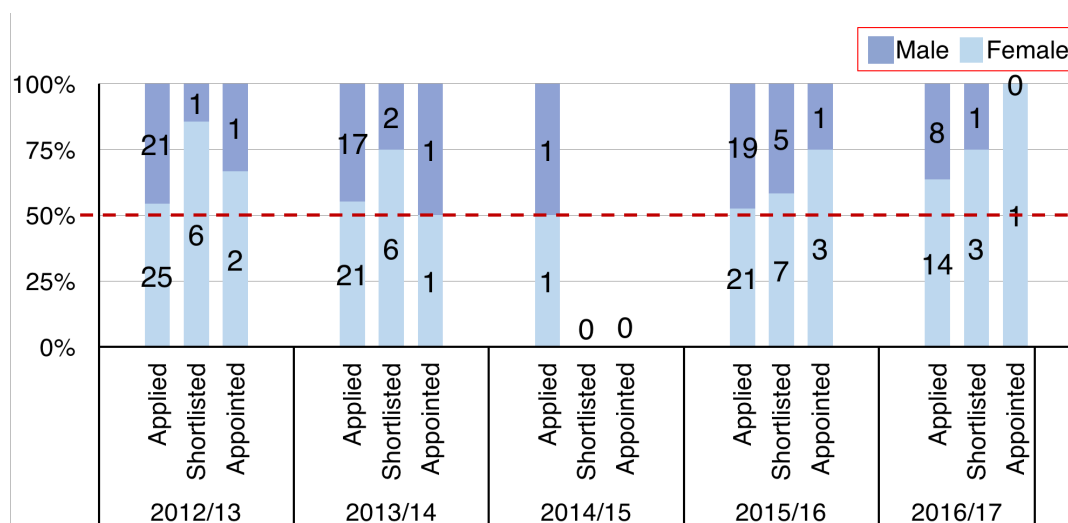


Figure 15: Grade 3 recruitments 2012/13 – 2016/17

This shows that the increased shortlisting of women was confined to 2012-14. We will continue to monitor this.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Given the lack of Academic Staff recruitment, the following applies to all research staff.

Before day 1, managers (PIs) receive an induction checklist detailing administrative steps and activities to make the new starter feel welcome, with a completion timeline. The PI devises an induction plan with activities for week 1.

New staff discuss the plan with their PI on day 1, and are introduced to their immediate team and key colleagues. An HR Staffing Administrator meets all new staff on day 1-2. This provides a welcoming space and opportunity to go through key information including: pay, hours, terms and conditions of service, annual leave, parental leave, benefits, work/life balance, childcare/work options, dignity at work, local facilities and social networks (all in the Induction Booklet).

New staff are welcomed with a formal mention in the monthly newsletter and encouraged to attend the UCL “Provost’s Welcome” event (termly).

During week 1, new staff review the checklist with their PI, review team protocols (core hours, meetings schedule, *etc.*) and complete mandatory training (Health/Safety – local, “Diversity in the Workplace” and “Unconscious Bias” – both UCL online and compulsory from 2018). General training (*e.g.* Information Security, Green Awareness) is completed before week 6. Additional training (research: defined by the project; teaching: if post-holder will manage students) is discussed in week 1 and booked through UCL’s Organisational Development department.

Further meetings after 1 and 3 months form part of “Probation”, also in the Booklet. Probation ends with a final meeting after 9 months. The PI reports holding each meeting to HR.

To recruit new academics (Grades 3/4, 2019), the range of inductions will increase.

ACTION 51A: Create bespoke induction packages for postdocs, fellows, lecturers [PSS, Action 52A below].

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Research Staff (Grades 1 and 2)

Promotions, almost all Grade 2 to 3, are overseen by an annual (June) faculty junior promotions committee that uses a UCL-wide process. All IoO applications have been successful. The rate for postdoc promotion (2.0%/year) is similar to the Faculty average. Given that some postdocs are recruited at a junior level (straight after PhD) and leave after 2-3 years when funding ends, it is not clear what percentage of postdocs are eligible for promotion each year.

One IoO PI has been particularly effective in supporting staff for promotion, accounting for 4 postdoc promotions in this period. Although related to this PI's success in securing continued funding, this demonstrates good practice. Unfortunately, and despite this PI's repeated efforts to hire more females, this is a heavily male group, inadvertently contributing to the poor gender balance of Grade 1-3 promotions (Figure 16).

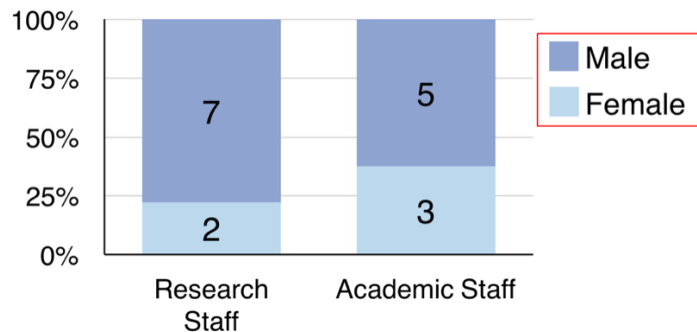


Figure 16: All Research Staff and Academic promotions in 5 years (2013-17)

Staff can also progress from Grade 2 to 3 without applying formally for promotion, being effectively promoted when they obtain fellowships (Grade 3). Here women have outperformed men (5F:2M), partially redressing the overall balance.

Appraisals for postdocs are tailored for their needs, being timed 2 months prior to Grade 1/2 promotions (pages 42-40). In the IoO Survey (2017) only 32% of postdocs reported discussing promotion at appraisal. The appraisal focus groups showed that knowledge of UCL junior promotions was patchy. Both postdocs and PIs had concerns that fixed budget grants cannot fund postdoc promotions. This lack of information is a critical stumbling block.

ACTION 51B: Increase Grade 2 research staff (postdoc) promotions

Academic Staff and Senior Research Staff (Grades 3-5)

A single promotion process applies to research staff at Grade 4, and non-clinical and clinical academics in Grades 3/4/5 (Grades 4 and 5 merged as “Associate Professors” from 2017/18).

All recent promotion applications were successful ([Figure 16: Senior](#)). The gender ratio (3F:5M, 38% female) is in line with that of academics in grades 3-5, so both genders are being promoted equally.

Some academics have remained at Grade 3 for ~15 years without applying for promotion ([Figure 10](#)), suggesting missed career development opportunities. To encourage senior promotions, in 2017 the IoO senior promotion committee changed its membership to rebalance gender and seniority (previously male professor dominated). Also ToR changed to a new annual cycle:

- June/July: re-timed Academic Staff appraisals with promotion discussions
- October: invite potential applications
- November: review draft applications, give non-binding recommendations and tips for improvements (fits the UCL-wide December application deadline)
- June: advise any unsuccessful candidate on career development.

The senior promotion committee will build on these changes:

ACTION 51C: Proactive approach to identify pathway to promotion for academics and senior (Grade 4) research staff

Professors (Grade 6)

In 2016, HoD noted a significant gender pay gap among professors (F<M). To redress this, in 2017/18 he actively encouraged 3 female professors to seek higher pay through the Professorial Assessment Review, which runs annually in each faculty to reward outstanding professorial contribution. All three were successful.

ACTION 51D: Publish the IoO professorial pay gap.

This beacon activity will spur similar moves across UCL.



(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The IoO returned 100% of all eligible academics to the REF, and the RAE before it back to 2000, with the sole exception of one academic (M) in 2014. 100% coverage is mandated by Faculty for 2021.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

New PSS receive the same induction as academics/research staff from HR and their line managers (see 5.1). Focus groups with PSS (2018) suggested they need bespoke inductions.

ACTION 52A: Induction package tailored for PSS Staff

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

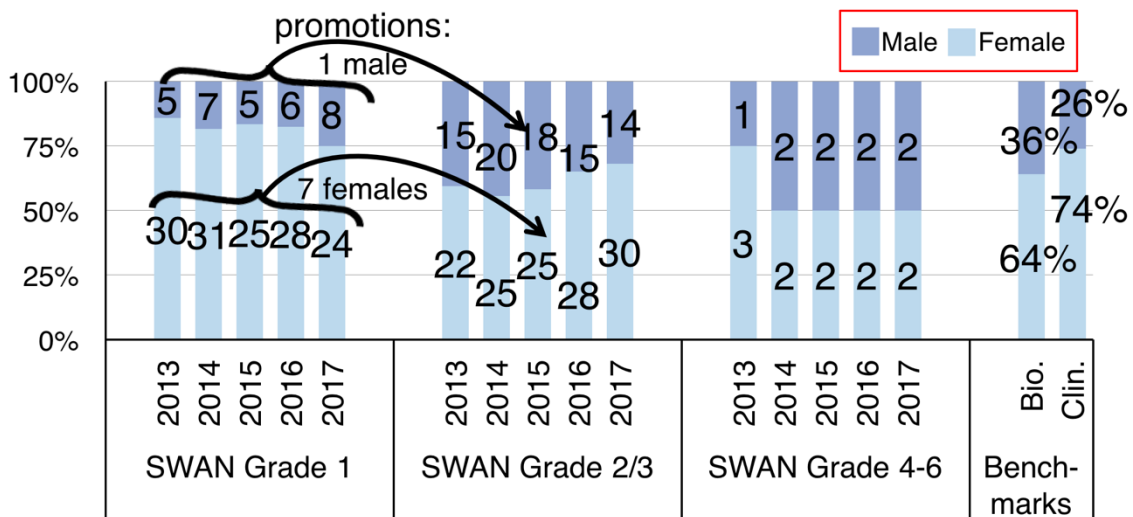


Figure 17: PSS profile by year and promotions (total in 5 years, arrows)
benchmarks: biosciences / clinical sciences

General PSS profile: Most staff are Grades 1-3, with very few at Grades 4-6. Grades 1-3 are 70% female, between relevant benchmarks (Figure 17). There is a drop in females with increasing grade, most clearly between Grade 1 and Grades 2/3. However, since 2013 there has been some normalisation with the proportion of women in Grade 1 decreasing to 75% and in Grades 2/3 increasing to 68%.

Promotions: A formal promotion process is not available. PSS are regraded if their work stretches beyond their job description, with a new job description written to reflect a higher grade. The 8 such promotions over 5 years were all from Grade 2 to 3 (UCL grade 6→7) (Figure 17, arrows); gender balance was 7F:1M, consistent with grade 6 PSS. PSS have also achieved promotion by applying for higher grade posts occasionally at the IoO and more commonly in other UCL departments.

Promotion and career aspirations are now discussed, together with incremental or contribution points, in PSS appraisals, which provide opportunities to discuss promotion (Section 5.4(ii)).

Redeployment/Secondment: Three PSS (2F:1M) successfully utilised the UCL internal redeployment/secondment process to secure higher grade positions within UCL. All were first seconded to cover maternity leave at a higher grade, then were promoted into that grade. Sourcing secondment opportunities is streamlined by HR, who email all PSS about all UCL secondment opportunities.

Other **ACTIONS** to improve prospects for PSS: see Section 5.4.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The Aurora Programme developed my leadership skills, after which I became Department Graduate Tutor, and sat on senior appointment panels.

Jacqui, Lecturer

UCL provides an extensive development programme for research staff. UCL recommends staff undertake 3 training sessions/year. Training options are

explained at induction. Historically training take-up was low, partly because of our geographical isolation. Since 2016 there has been a comprehensive career development events programme and improved information (website, emails, posters). Refocussing appraisals on career development (see ii, below) caused a major increase in training (Figure 18).

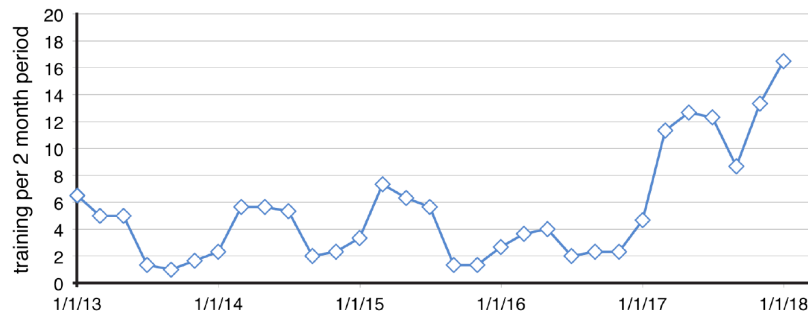


Figure 18: Academics and Research Staff training

A minority reported no training in the last 3 years in the 2017 Survey (F16%, M30%). Lower male training uptake reflects reluctance by senior academics.

UCL’s system misses training organised elsewhere. The IoO survey (2017), asked about total training events (Figure 19).

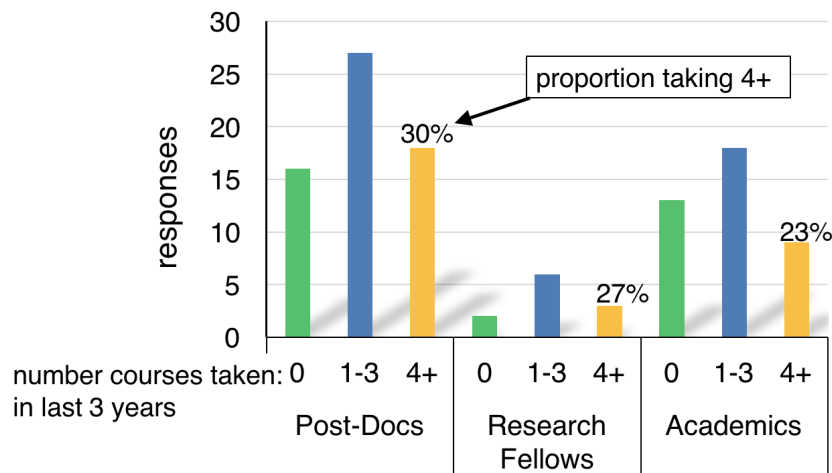


Figure 19: Courses by research staff and academics (IoO survey 2017)

30% of postdocs took ≥4 courses in 3 years suggesting that a culture change in favour of career development has started.

Over 130 different UCL-based courses were taken by IoO staff since 2013, but we lack feedback on course quality and suitability to recommend specific training and encourage staff.

ACTION 53A: “CourseAdvisor” training database.

ECT training events

The ECT careers subgroup runs training events annually including a grant writing forum (20-30 attendees). The recently formed postdoc and student networks will join in coordinating local training and activity in career development (page 41).

UCL sponsors places on development programmes for early/mid-career IoO staff, including the Leadership Foundation Aurora Development Programme (1F lecturer), the EUREKA fellowship in Translational Medicine (1F fellow), and the Women Springboard development programme (1F postdoc).

The Springboard programme was a fantastic experience. It helped me prioritise, set goals, and take a three-month sabbatical (USA, with my young daughter), taking my research in a new direction, and giving me a support network.

Amanda, fellow

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

In 2015, the Faculty introduced yearly appraisals (previously 24 months). The guidelines cover teaching, research, leadership, enterprise (the four activities that contribute to UCL promotion), training, promotion, and flexible working/work-life balance. Because of changes in institute management, and an inadequate paper-based appraisal system, these guidelines were poorly followed. The institute did not meet its 100% target (92%). 30% of respondents did not find appraisals useful (2015 survey).

The appraisal process was revised following the appointment of the new director:

- 1) Appraisal tree for academic staff to divorce line management from appraisal
- 2) Set months for appraisals to coordinate with annual promotion cycles
- 3) The ECT added a checklist (completion of mandatory training, workload model for academics), and organised electronic filing by appraiser, and checklist monitoring by HR.

Training improved (see above), but disappointingly 28% F/M still found appraisal not useful (IoO survey mid-2017), and completion of the checklist was low.

Appraisal Taskforce

Created in October 2017, this comprised HoD, Institute Manager, HR staffing administrator, and representatives of ECT, PSS, postdoc, academics (Grades 4&6). It created focus groups for all staff groups, which identified staff-specific issues, and one common issue (managers ignoring guidelines).

Redesign for 2018 appraisals includes:

- a major change in who drives appraisal, **now the appraisee**. This empowers staff to take control of their career development. The HR administrator supports people through this change: appraisees can raise concerns directly or via the appraisal form.
- tailored guidelines and checklist for each staff group (since shared with Faculty)
- Athena SWAN-related activities formally recognised at appraisals (adopted by Faculty December 2017)
- timely and adequate appraisal fully checked: Research Staff (grades 1-3 and PSS: by HR; Academics and Research Staff (4+): by HoD).
- appraisals deemed lacking repeated, with appraiser required to re-fresh mandatory UCL Appraiser Training, and/or appraisee given a different appraiser

The new appraisal procedures were formally launched in February before the first round of 2018 appraisals. All >200 grade 1/2 ARS (and PSS, page 47) have successfully completed their appraisals (100%).

Feedback from 2 of 6 staff who raised issues directly with HoD:

“Exactly what I was hoping for!”

“Thanks for checking the appraisals!”

ACTION 53B: Embed positive approach to appraisals: annual reporting; spread our procedures as best practice.

(iii) Support given to Academic and Research Staff for career progression

Comment and reflect on support given to Academic and Research Staff, especially postdoctoral researchers, to assist in their career progression.



Career Development Events/Training

ECT junior representatives and the careers subgroup run 3-4 careers events per year locally to support development.

- “Career Days”: Academic (2014; 19F:4M), Non-Academic (2016, 20F:12M), Teaching (2018; 14F:11M; this followed requests by 84% of 2017 IoO-survey respondents).
- Speed Lunch Discussions (20-30 attendees, covering 5-6 career issues in PI-moderated groups, 2 per year).

These events alternate with other ECT events developing careers, including destinations (page 34) and training (page 39).

ACTION 53C: Coordinate multiple networks (postdoc, student, ECT, and across Faculty) for an integrated events programme.

Mentoring

Mentoring was extremely positive. My mentor was excellent, which gave me confidence. I am absolutely sure this was critical for me being offered a lectureship.

Francesca, postdoc

The ECT Mentoring subgroup (2 academics, 1 PSS, 1 PGR) created a mentoring scheme in 2016, following survey requests and focus groups indicating difficulty in accessing UCL’s “uMentor”. Open to all institute staff, it runs for 12 months, year 2 optional. Both mentors (about 20) and mentees, mostly ECRs (Table 7), receive formal training through locally run workshops (UCL Organisational Development/external consultant). Training includes information on UCL’s uMentor for those who want a non-IoO mentor.

Table 7: Academics and Research Staff on the IoO mentoring scheme

	2016/17		2017/18	
	Male	Female	Male	Female
Postdocs	6	6	2	6
Fellows		1	-	2
Lecturer			-	1
PhD students			2	3
Clinical teaching fellow			-	1
RA		1		
Mentees total	6	8	4	13

After mentor-mentee pairing, progress is monitored at 6 and 12 months with a short questionnaire, and in the IoO survey. 14/17 research staff in the 2017 IoO survey felt they had benefited from this scheme, with appreciative testimonials from mentees moving to new positions (2F:2M).

Senior postdocs and fellows are encouraged to join as mentees, and also as mentors paired with 3rd/4th year PhD students, early postdocs). PSS mentoring needs were identified, so we created a PSS mentoring scheme (page 48).

ACTION 53D: Adopt “mentoring for all” culture

Support for Fellows

In 2015 we identified (and corrected) a simple stumbling block for fellows: omission from the “IoO PI-list” for emails, preventing participation in key meetings (e.g. Academic Staff Forum), and reducing collaborative and leadership opportunities.

To support fellows as they establish, the ECT is in finalising a detailed awardee induction package, which includes the PI/sponsor identifying a mentor and appraiser if either is not obligatory under the fellowship.

ACTION 53E: Introduce fellowship awardee package

Local Networking

In the 2017 IoO survey 39% of postdocs reported not networking enough. The external audit emphasised that postdocs felt isolated, and lacked peer support.

An ECT postdoctoral representative created a postdocs’ network (2017), co-chairing the committee (7F;1M, including 1 junior fellow), which meets monthly with the ECR Academic Lead.

The network has successfully lobbied management to provide a subsidised coffee maker for the IoO common room. It runs networking events: monthly coffee mornings; quarterly “hacky hour”/IT drop-in sessions; “IoO Lates”, Slack Space forum. It emails postdocs about relevant events (IoO, across campus).

Since 2016 the ECT junior representatives have organised twice yearly “Meet the Directors” events, where HoD and deputy directors answer questions (some pre-submitted) from junior IoO members. In future, this will be coordinated between multiple networks (see **Action 53C**).

The postdoc network and student committee have organised a full day academic symposium (May 2018), funded through IoO management that will give all students/postdocs the opportunity to present their work and network. In future, the postdoc and student networks will coordinate with the ECT to run annual symposia and career development events.

Postdocs also get opportunities to network with outside speakers in the IoO Speaker Programme and the ECT “Inspiring Women in Ophthalmology” (Section 5.6), and to join the national “Women In Vision Network” (pages 62/72).

Faculty Networking

The IoO Deputy Director of Research is chair of the Faculty ECR Support committee, joined by an ECR from the Postdoc network and the IoO’s ECR Academic Lead. This forum allows ECRs and the academic leads to share resources.

National/International Networking

The ECT supports ECRs attending national/international meetings (see Action 55B, page 50). ECT members were instrumental in setting up the Women in Vision UK network. So far 30 IoO ECRs have gained access to this UK-wide colleague network.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All students have pastoral (PGT) or graduate (PGR) tutors for advice and support, meeting 2-3 times/year or as needed, and twice in the writing up period, with specific focus on career plans (PGR Completion, page 21). Students can request a female graduate tutor, none have so far. Graduate tutors hold a student induction event every term, with ‘meet your tutor’ events in between for new starters. All students attend a Research Integrity workshop (“The Dilemma Game”) before upgrade (90% in years 1/2). Inductions and these workshops are followed by social events for networking with other PGR students.

To alleviate feelings of student isolation (identified in the external audit), a PhD student network was created early 2018, supported by a graduate

tutor. Progress through milestones is monitored through the UCL student logbook. Student Academic representatives (StARs; PGT, PGR, 8F:6M (57% cf 62% female students overall) are elected yearly to represent students' views locally on the Staff Students Consultative Committee (includes an ECT rep), and at faculty and university levels.

To support career development, students have access to a large number of courses at UCL. A range of IoO events are open to all (incl. PGR students) to support their careers, including:

- ECT career events, designed by postdoc and student representatives to ensure a balanced content
- the annual symposium, providing academic peer-to-peer support, run with input from StARS and ECT student reps via the Education Office
- public patient/family engagement outreach events

We do not yet keep detailed records of the details of the PGR destinations, which would indicate whether these actions are working.

ACTION 53F: Survey PGR student leaver destinations

Some PGR students have expressed an interest in being mentored, which ties in with interest shown by our postdocs in acting as informal mentors for new PhD students, using their experience as mentees on our mentoring scheme

ACTION 53G: Buddy scheme for PGR students

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

IoO Research Administration advertises all upcoming fellowship deadlines (generic and specialist/ophthalmic) in all monthly newsletters.

Early grant planning is supported by an ECT-run grant writing forum for ECRs (page 39). More fully fleshed out grants from ECRs can be reviewed in detail in 6 monthly workshops by peers and senior academics in the Faculty. At application stage, IoO Research Administration offers ECRs and academics grant review (and interview rehearsals where appropriate) by the IoO Internal Peer Review Panel. Contributions by panel members (3F:8M) are recognised at appraisal.

Fellowship Applications

Fellowship application rates have remained fairly stable, and our success rate is high (27%), indicating good support overall (Table 8).

Table 8: Fellowship applications and successes (2013-2017)

^{†1}2 applications from 2017 pending a decision are excluded from successes.

Applications	2013	2014	2015	2016	2017^{†1}	Total
Female	9	9	12	9	7 ⁽⁺¹⁾	46 ⁽⁺¹⁾
Male	8	5	10	7	6 ⁽⁺¹⁾	36 ⁽⁺¹⁾
Total	17	14	22	16	13⁽⁺²⁾	82⁽⁺²⁾
Successes	2013	2014	2015	2016	2017	Total
Female	2	3	2	2	0	9
Male	3	2	5	0	3	13
Total	5	5	6	2	3	22
Success rates	2013	2014	2015	2016	2017	Total
Female	22%	33%	17%	22%	0%	20%
Male	38%	40%	50%	0%	50%	36%
Total	29%	36%	27%	13%	23%	27%

Males (36%) are consistently more successful than females (20%, statistical trend, $p=0.09$). We do not know whether this reflects gender imbalance in accessing local support, success at shortlisting or success at interview. To ensure uniform access to local support, we developed guidelines (2017) mandating all candidates to have their applications read by a member of senior staff, and their sponsor/PI to set up a mock interview. The Research Office will now remind ECRs about the guidelines (monthly in the newsletter) and implement them. The office will monitor both compliance and successes, importantly differentiating between success at short-listing and at award stage, reporting back to the ECT.

Bridging Support

Across UCL academic positions (Grade 3 lectureships) can be offered to ECRs who have obtained senior fellowships. This makes obtaining a senior fellowship a key career stage. Supporting fellows to win these grants is therefore a high priority. This has led to IoO developing **two new career development support schemes** with Moorfields Eye Charity:

- (i) Bridging Funds

(ii) Early-Career Awards

Both streams will be awarded twice/year and are designed to help fellows secure highly competitive follow-on grants by bridging/supporting them, allowing

- application for studentships (virtually impossible on a 3 year junior fellowship)
- time to obtain an independent publication record
- support for pilot data
- prepare competitive senior fellowship/job applications.

Four female fellows applied in October 2017, with 2 successes (1 PhD fellowship, 1 Career Development Award).

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

UCL runs many courses: professional development and self-development (conflict resolution, assertiveness *etc.*). UCL expects and entitles PSS to train 3X/year. Take up has been much lower (0.3/yr, [Figure 20](#)), and unlike Academics and Research Staff, has not picked up recently ([Figure 18](#)).

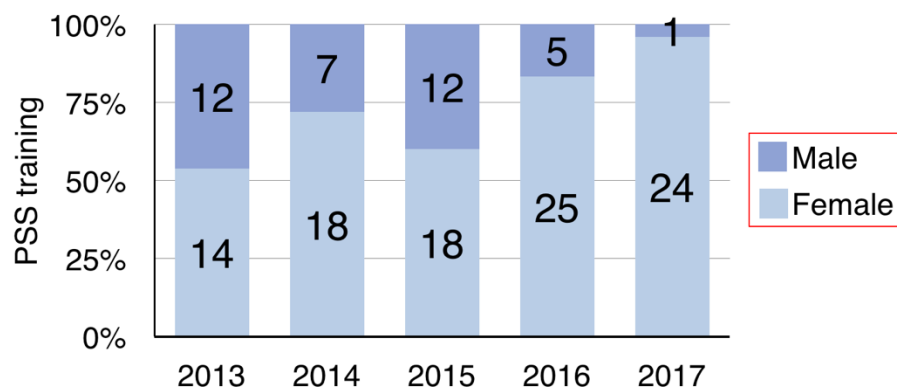


Figure 20: PSS training at UCL (excluding equality/recruitment training)

Feedback from ECT members and PSS network suggests this is due to:

- good courses being oversubscribed with long waiting lists
- most PSS have been here for >10 years, so have taken the desirable courses.
- core PSS managed by academics, who are ill-qualified to advise (changing August 2018, see Appraisal/Development, below)

To mitigate lack of training, ECT delivered two PSS workshops in 2016 (Mentoring/coaching, Careers). Attendance was good (12F:6M) with positive feedback and further workshops suggested. ECT also funded conference registration for two PSS (2017). Some PSS were unwilling to train during the restructuring. We expect (and will monitor) improvements now this is over.

ACTION 54A: Financial support for external PSS training and conference attendance.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

PSS reported 58% satisfaction with career support (2017 IoO Survey). PSS appraisals have been particularly affected by the delays in IoO restructuring. They were reviewed with all other appraisals (page 40). PSS-specific appraisal forms and guidelines were agreed by the PSS network, and are being spread to other departments in Faculty.

On implementation of the PSS restructuring plan (June 2018) all HEFCE-funded PSS will be line-managed (hence appraised) by other PSS, and not by Academics, who had line-managed everyone in the old divisional structures. Like Academics and Research Staff, PSS can request a change of appraiser (none yet).

The first round of PSS appraisal under the revised procedures took place in Feb-April 2018, with 100% completion, and positive feedback.

(iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.



The IoO has 80 PSS, with length of service ranging from a few months to 31 years.

Mentoring

PSS benefited from dedicated career development and mentoring/coaching/networking workshops ((i), above), which identified an interest in mentoring and a lack of PSS mentors at the IoO. This led to faculty-wide discussions with Athena SWAN representatives, who formed UCL's first inter-departmental PSS mentoring scheme. Launched in February 2018, an IoO ECT member sits on the committee. Four IoO PSS already signed up to the scheme, and three have been found mentors. This scheme is now informing the development of a university-wide scheme.



Networking

PSS members of ECT set up a PSS network. Meetings started (2017) as informal monthly coffee mornings. They are now more formal with an agenda and actions arising (e.g. appraisals).

PSS are actively involved in a wide range of ECT actions, supporting much of its activity, including our celebration of International Women's Day (page 64) and role models (**see ACTION 56H**).

Delivering better support

PSS career options and support are still limited compared to Academics and Research Staff. The ECT will take action to redress this imbalance.

ACTION 54B: PSS careers lead to support career development

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

95% satisfied with the information provided to new parents (IoO Survey 2017).

Awareness of UCL's range of benefits (including childcare vouchers) up from 54% (2015) to 78% (2017, UCL survey)

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

UCL's leave information is explained in an easily comprehensible way in "Parent/Carers" webpages under "Working at the Institute" (and in the Induction Booklet). Staff thinking of starting a family can contact parents through the IoO parent's mailing list and the UCL Parents and Carers Together/PACT network.

The ECT has run multiple events ("Engage", Career Speed-Lunch, International Women's Day) where personal experiences of parenthood, career breaks/interruptions and work-life balance have been discussed by fellows and academics (male and female).

When someone informs their line manager/HR that they are pregnant, details on applying for leave are emailed, and a meeting with HR is organised to explain arrangements, including leave entitlement, work-life balance policy, and the possibility of working part-time.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

For PSS, a replacement for maternity cover is usually put in place by the department after a meeting with line managers. When possible PSS staff are involved in recruiting their cover, and they overlap for handover periods before and after leave. Research Staff's project are usually put on hold until they return, with no specific procedures in place.

UCL is creating a Central Maternity Fund to pay for maternity cover/job share, which we will promote as soon as it is complete (predicted in mid 2018).

All staff taking maternity leave have optional Keeping-In-Touch days. The IoO shares a dedicated, lockable parents' room at Moorfields and we have baby-changing facilities next to the foyer. We reviewed Health and Safety recommendations to allow babies/children into offices.

During leave, staff are usually kept informed by email (including monthly newsletter). Academics often maintain email links to their team, thus communicating relevant developments. We have no formal policy on communication during leave.

ACTION 55A: Regulate communication with staff on maternity leave (and other long leave periods)

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

In the 2017 survey: 50% of women and 33% men with dependent children felt their career was/had been affected. Audit of return from maternity/leave support procedures (2017) found:

- No formal procedures were in place.
- Level of support varied between line managers.

A formal process was introduced (late 2017):

- 1) a formal meeting with line-managers 1/2 weeks after return
- 2) tailored appraisal within 6 months.
- 3) HR reminds both parties in week 1, reiterating provisions for flexible work (and Central Maternity Fund, when on-stream). The meeting resolves potential problems and sets realistic objectives.
- 4) The line manager confirms holding the meeting to HR, highlighting issues that arose. The subsequent appraisal emphasises support and setting future objectives.

The process has been now successfully carried out twice.

Feedback from the survey and Engage meetings showed widespread concern about childcare costs. Earlier this year, the ECT created pilot Childcare Support Awards assisting ECRs/PGRs attending meetings if they need to take children (£60/child/day). We funded all five applicants (£1650 total; 4F:1M) (Figure 21). Experience from this scheme will be used to offer the scheme to the maximum range of carers.

ACTION 55B: Establish yearly ECT Parent/Carers Support Award



Attending the ARVO conference is an important and valuable experience for PhD students. The Equality Challenge Childcare Support Award makes a huge difference to me as I will not have to leave my baby son behind and we will get family time together

Dimitrios, PGR student.

Figure 21: Recipient of IoO Childcare Support Scheme

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

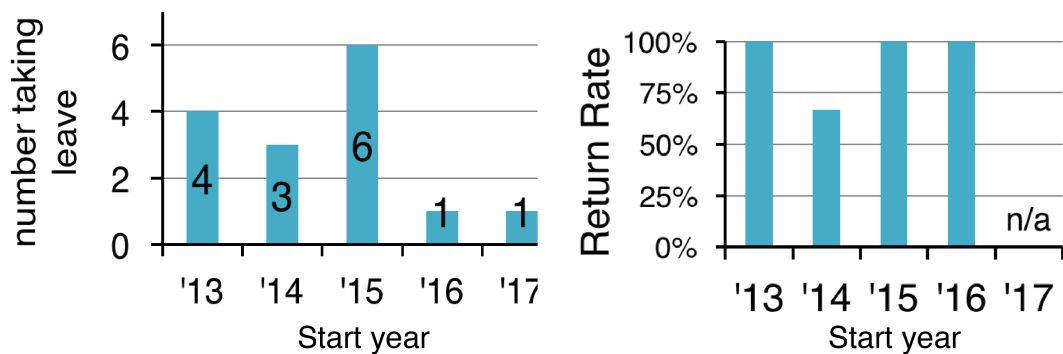


Figure 22: Academic/Research Staff Maternity

Since 2012, 26 Research Staff and 1 academic have taken maternity leave (Figure 22): duration 4-10 months, average 9 months. Of those, 4 did not come back, 3 moving nearer to family, 1 choosing not to come back for under 4 weeks. Excluding 4 currently on leave, the number employed after 6, 12 and 18 months was 19, 18, and 16 respectively. Three grade 2/3 staff returned (and have remained) part-time after maternity leave.

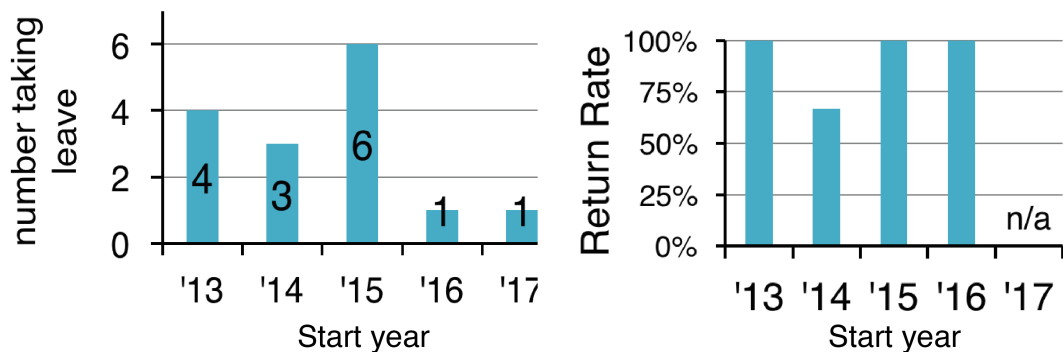


Figure 23: Maternity in PSS (NB: 2017 leaver still on leave)

19 PSS took maternity leave since 2012 (Figure 23). Two did not return (one administrative and one technician, both resigned), and the numbers still in post after 6, 12 and 18 months were 16, 16 and 14 respectively. Four (all technicians) changed from full-time to part-time on return.

Overall, the non-return rate for Academics/Research Staff (15%) and PSS (11%) are fairly similar.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

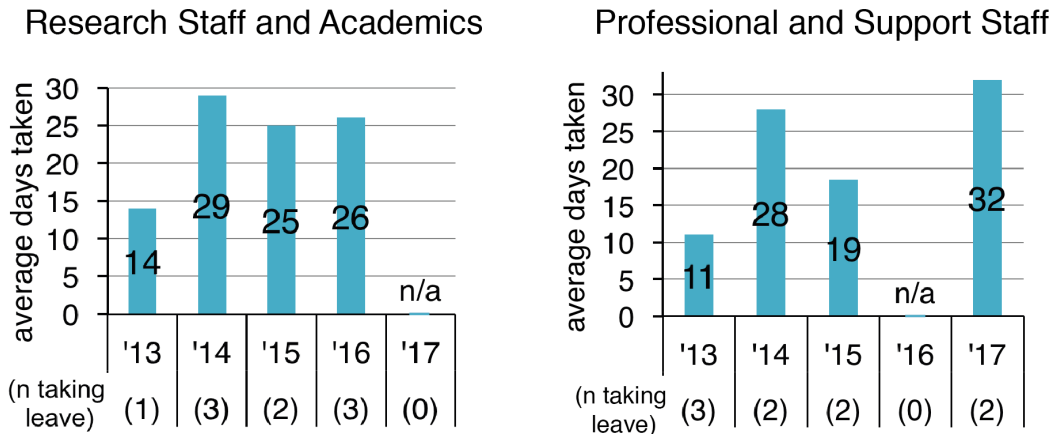


Figure 24: Paternity/partner's leave

Since 2013, UCL has offered up to 28 days (4 working weeks) paid Paternity/Parental leave (previously 2 weeks). 8 A&RS and 8 PSS have taken paternity leave, and one female (PSS) has taken partner's leave (Figure 24). UCL adopted the sharing of up to 12 months parental leave in 2016. One person (F, PSS) has taken this up. No one has taken adoption leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Able to work flexibly: 95%,
 Of whom, difficulty arranging flexible work: 6%
IoO Survey 2017

UCL's flexible working policy is discussed at induction, and flexible arrangements reviewed at appraisal. Most arrangements are informal, organised with line managers/Pis. Over 95 % survey respondents felt able to work flexibly, and had no difficulty in arranging it (95%). The majority vary start and finish times (92%) and/or work from home (64 %), facilitated by

remote computer access, with overall no difference between male and female. Since 2013, 7 members of staff (2F:2M PSS and 3F Research Staff) successfully changed working hours, (in addition to 7 women returning part-time from maternity leave).

Survey analysis revealed that some staff (32F:25M in 2017) had considered changing their work hours, but had not done so because of uncertainties about UCL policy (8F:3M), manager support (12F:10M) or impact on career (5F:6M).

In 2017, we revised the website to provide clearer information on UCL flexible work policy, and updated the induction pack. Flexible working is now discussed at appraisal, following our revised procedures.

(vii) [Transition from part-time back to full-time work after career breaks](#)

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The IoO has no policy on transition from part-time back to full-time roles. UCL policy is that a change to part-time for a non-specified period will become a permanent arrangement after a trial period (usually 8 weeks). If other arrangements have been put in place to cover the remainder of their job, which is usually the case for PSS, it may not be possible for them to revert to full-time.

For postdocs working on specific projects, there may be more flexibility for reverting to full-time, especially if they are the only person with the key skills to carry out the work.

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Embedding Athena Principles

Athena SWAN has led to considerable changes within IoO. Equality topics are now routinely present in internal communications, including newsletter, noticeboard in the common room and posters in >10 congregation points. The IoO website prominently displays the Athena logo, linked to ECT's pages, which are redesigned every ~2 years (hyperlinks kept active).

Awareness of Athena SWAN/Equality Challenge:

2015: 70% → 2017 to 92% **IoO Surveys**

To embed ownership of ECT actions, the WWW subgroup created new “Working at the Institute” webpages. These cover many topics initiated by the ECT (Careers/Mentoring, Dignity at Work, Parent/Carers, Networks) and Jobs and Staff Benefits. This generic title and subpages are visible to all, including potential applicants, to demonstrate the institute’s commitment to equality issues.

To enhance institute-wide ownership of future actions, ECT subgroups will include more non-ECT staff from their outset, with HoD’s input to identify eventual non-ECT chairs.

Inclusive Culture

Our new networks (postdoc, student, PSS) help reduce isolation. We also support a friendly, inclusive and relaxed work atmosphere through:

- Successfully lobbying of UCL to preserve our portering staff (rather than agency staff)
- Refurbishing the Common Room and information display screens (one each in foyer and common room)
- A Social Committee (“SoCo”) organising events for all ([Figure 25](#)): weekly lunchtime clubs (book, knitting, yoga), monthly evening socials (“Thanks Science it’s Friday”, IoO Lates, Film club); yearly institute BBQ for IoO members and family



Figure 25: SoCo activities

- Inclusive/diverse culture, with LGBTQ+ visibility and awareness raised by training event (Autumn 2018) for allies of LGBTQ+ people, organised at IoO by a member of the ECT and delivered by Friends of Out@UCL.
- Wellbeing clubs: weekly yoga and martial art classes; mindfulness, meditation and health checks (UCL Wellbeing week).

While the newsletter communicates monthly news effectively, events are not highlighted effectively, unless organisers distribute 20+ posters to key locations. We have obtained new screens to use in future for this purpose.

ACTION 56A: Communicate event information and news effectively.

Celebrating Success

In addition to successes in research, winning grants and fellowships, there have been many awards as role models, and non-academic work achievements. A monthly email reminder to send stories of personal success (awards, prizes, courses/training completion, charity event participation, creative work, family celebrations) precedes publication of the newsletter (Figure 26).



Figure 26: Award Winners: (clockwise from top left) Cultivating Excellence Group, Provost’s Excellence Award for Head Porter, Skype “Hackathon”, Moorfields Star

An annual academic event for all IoO members is the “Institute of Ophthalmology Day”, with an eminent international female guest speaker. There, HoD makes 5 awards, 2 research (ECRs), 1 teaching and 2 citizenship and collegiality (team and individual).

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

In the UCL 2015 survey, >80% IoO staff reported being treated with respect at UCL and good attitudes to racial/cultural difference/equal opportunity. However, a considerable minority witnessed (33%F:25%M) or experienced (16%F:9%) bullying or harassment. Just over half (52%F:62%) felt able to report incidents without negative impact.

IoO took steps to empower people to recognise and report bullying and harassment so we can eventually eradicate it.

2016

- Students: mandatory “Zero Tolerance to Sexual Harassment” workshops during induction (with UCLUnion)
- ECT-led bullying/harassment committee (30% members non-ECT)
- Anti-bullying/harassment posters with local/central contact information (Figure 27) displayed prominently (website, IT screen, all toilets)

Figure 27: Anti-bullying/harassment poster

2017/18

- Organised “Where do you draw the line” training of **all staff**: ten workshops, each run by senior members of EDI; additional “Taking the Lead” workshops for PIs. IoO are piloting such universal coverage.
- Developed the first example in UCL of departmental Code of Conduct, guidelines for managers and bystanders faced with bullying/harassment. All were presented by HoD to the department at a lunch-time meeting.

In the 2015 UCL survey only 20% who witnessed or experienced bullying/harassment reported it. This increased to 32% in 2017, and we are optimistic that our actions will improve this further, because most respondents (87%, F=M, IoO survey 2017) say they are willing to seek help if they witness or experience bullying/harassment. Increased reports to HR and HoD at IoO (up 80% in 2017 *cf.* 2016) indicate improved confidence to report, which is an important step towards preventing future bullying/harassment. We will use our experience to address local issues more thoroughly and to share best practice

ACTION 56B: Dignity at Work Champion to ensure effective reporting of bullying & harassment.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

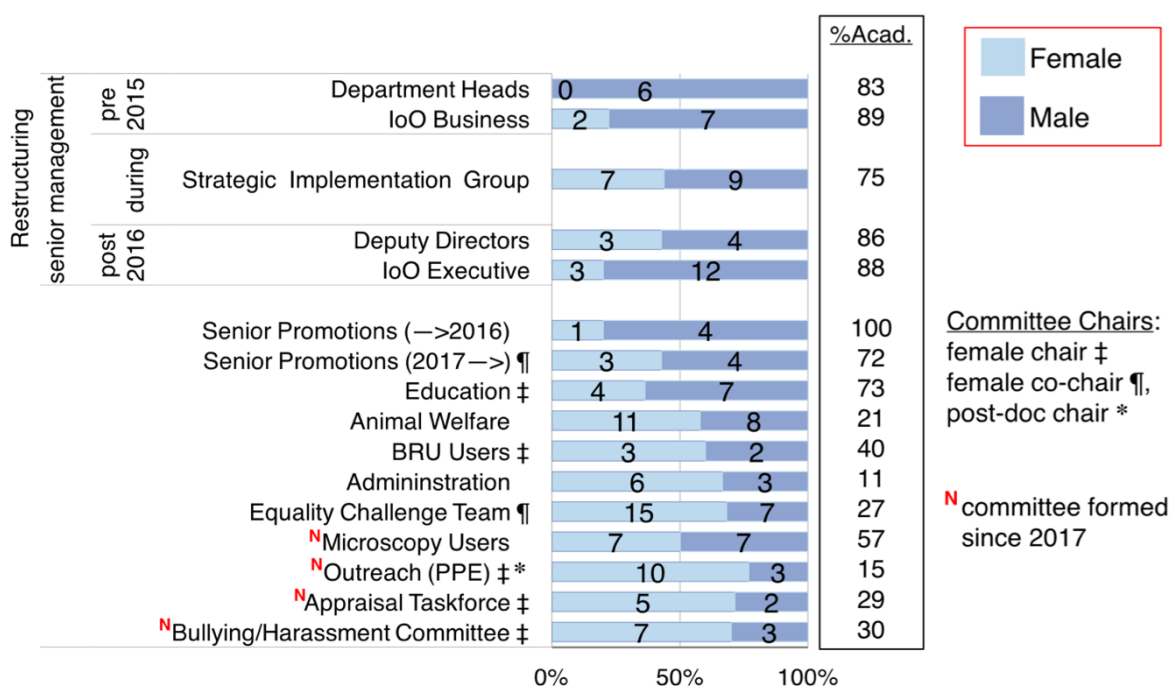


Figure 28: Make-up of IoO committees (showing % Academics “%Acad.”)

Influential committees

Senior Management (Figure 28, top): IoO senior committees were highly male dominated – the four male research department heads sat on both. We now have two senior management committees, IoO Executive and Deputy Directors’s meeting. The overall gender balance of these (29% female) is close to that of IoO tenured academics (30%).

Senior Promotions: historically heavily male-biased and only professors; reformed in 2017 to balance gender and seniority.

Other IoO committees: most committees include high proportions of women, and replacing some academics with PSS, postdocs/fellows and PGR students (Figure 28, lower half). Gender balance is representative of each group: postdocs 70% female, fellows 67%, PSS 69%, PGR 55%; academics 33%.

Recruitment

All recruitment is done through an inclusive email inviting applications. Where applications are lacking, committee chairs invite people to apply. Replacement members are agreed by current committees. Reconstitution of committees (e.g. Promotions) and chair changes are agreed by the Executive.

Action 56C: All IoO committees review ToR and report annually.

Committee Overload / Role Rotation

Major decision-making committees (Executive and Deputy Directors’ meeting) have a 3 year term (renewable for 3).

The Workload Model (section (v) below) indicated uneven contributions to committee membership among academic staff. With input from the Executive, HoD will introduce role rotation for all other major roles, balancing career development versus burn-out. This will signify a major culture change.

Action 56D: Role rotation (3 years renewable for 3) to give all staff opportunities in committees and roles.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

All staff are encouraged to join external committees (reinforced at appraisals and through mentoring), and schedules are adjusted to accommodate this. Several academics are/have been on external grant funding committees,

including Wellcome, BBSRC, MRC and international. As recorded through the workload model, male professors appear to do ~50% more of this task than female ones.

To encourage women to apply for membership of external committees, senior women are showing the lead with their Leadership positions at IoO (e.g. Deputy Directors, Theme Lead, ECR Academic lead) and inclusion on UCL committees (e.g. Faculty Executive Team, Early Career Research Support Committee).

Women in Vision Network

To globally raise our female staff profile and increase their visibility and likelihood of being recruited to external committees, two ECT members and the female IoO Theme lead founded the Women in Vision UK (WVUK) Network. It is hosted on the IoO website and press articles and a Twitter feed ensures world-wide increased visibility of accomplishments of women, including those at IoO. The network globally raises the profile of >220 females and maintains a fully accessible list of female speakers (not all in the network), including 16 from IoO (details Section 7, page 67).

The IoO Workload Model (see below) will be used to determine the impact of these activities.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The biggest problem as a senior academic is that I cannot get my work done in a 37-hour week, it is more like 60 hours **IoO Survey 2015**

In 2015/16, we developed a workload/contribution model for academics, which **monitors gender and seniority discrepancies in activity**. Four categories (Research, Teaching, Leadership/Enabling/Outreach and Enterprise/Knowledge transfer) are those used in appraisals and promotion. The model also **records outcomes and accomplishments**. PIs are asked to complete the questionnaire a month before appraisal, and individual results are discussed at appraisal. Returns are anonymised by HR, and analysed by gender and seniority (professors vs. non-professors) by the ECT-workload



subgroup. Averaged data and conclusions are sent to all PIs and discussed at the Academic Staff Forum.

The response rate is good except for male professors (Figure 29). This issue was been resolved by HoD for the 2018 model. He monitors workload completion through appraisals, and contacts any PI not completing.

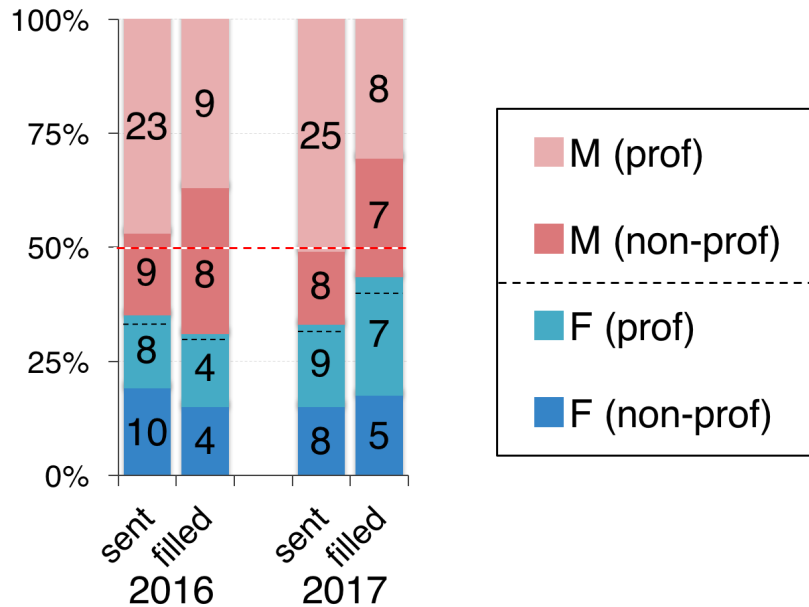


Figure 29: Replies from PIs

A dominating feature in the workload model was group size. Professors, especially male professors, supervise greater numbers of ECRs (Figure 30).

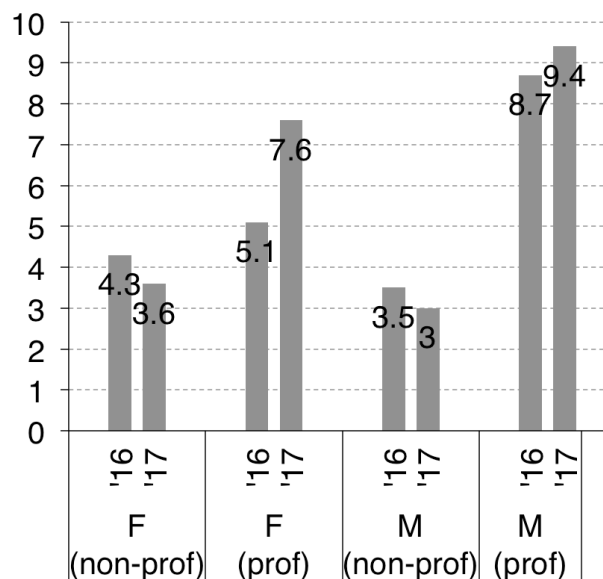


Figure 30: Group size (supervisees = Research Staff + PGR students)

Other research activity and teaching were overall similar across the groups; enterprise was similar in 2017 (Figure 31).

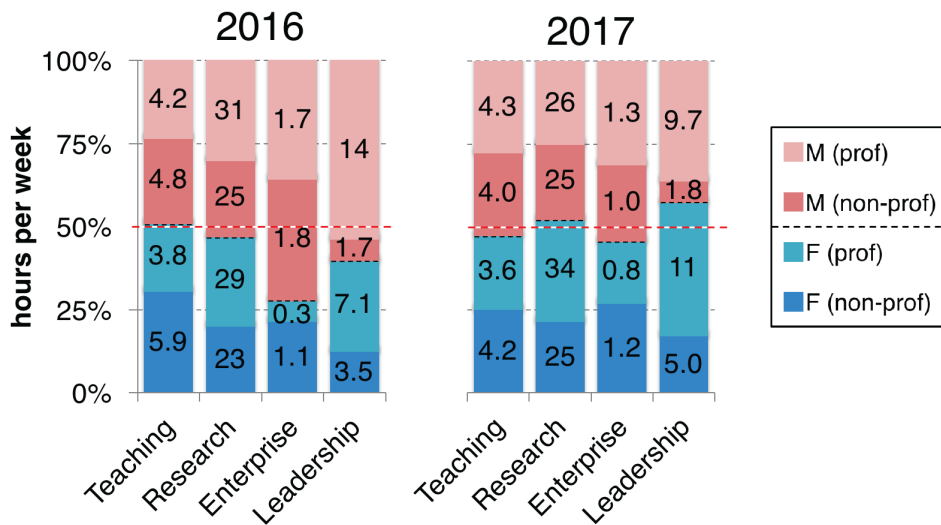


Figure 31: Workload in 4 main categories of work

Differences were present in the leadership category. Female non-professors in particular do more enabling and outreach than males, which is accounted for by significantly more internal committee representation.

Looking at specific tasks, the biggest difference (both years) is lower participation of female non-professors in reviewing manuscripts and grant applications (Figure 32).

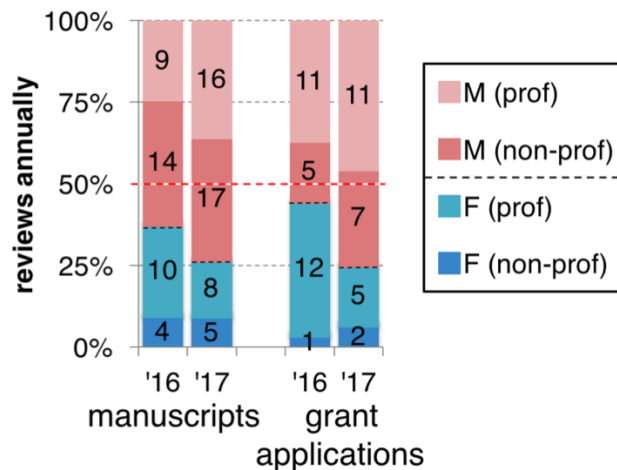


Figure 32: Reviewing manuscripts/grants (one element of "leadership")

Although reviewing is often felt as onerous, it is an important route to name recognition and knowledge of the cutting edge, and contributes to academic profile. We are now addressing this (Women in Vision UK Network, section 7).

In a focus group, regarding transparency male professor feedback was that they would be keener if they could compare their personal performance to

their peers. On fairness, it was suggested that the model should record organisational citizenship behaviour more open-endedly.

ACTION 56E: Improve workload model: more personal feedback; record more nuanced institutional citizenship

Role Rotation

See Committee Overload (page 58).

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

The importance of scheduling lab meetings and other events within UCL core hours (10 am to 4 pm) is regularly reiterated in the IoO newsletter. ECT events are usually at lunchtime with sandwiches provided. Special events running after 4 pm are advertised well in advance, including a limited number of science talks for the lay person in the Social Club (“IoO Lates”). Plenty of notice is given for these student and postdoc-led social gatherings. For special events and seminars, attendance has been overall above expectation.

The rate of seminars/talks/events* taking place outside core hours has been $\leq 5\%$ in 2 of the last 3 years (*excluding “IoO Lates”)

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

Seminar Speakers

Over the last four years IoO has increased the proportion of female outside speakers above that of the proportion of female senior academics in our field. This proportion is now $\sim 45\%$, a great improvement on the past, exceeding our 2013 aim of 35% (Figure 33). The IoO monthly seminar series (2017->) is gender balanced (50:50). Our engineering-oriented Imaging Seminar series where all 6 speakers in 2016 were male, then took a particularly proactive approach: 2/7 were female in 2017, and 2/3 in Jan-April 2018.

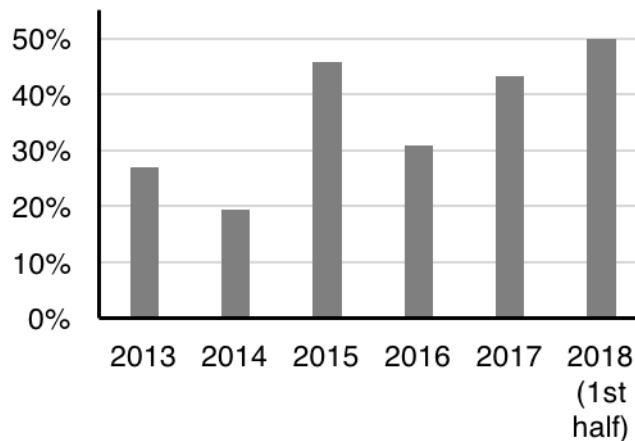


Figure 33: Proportion of institute-wide seminars given by women

Visibility

A meeting room was renamed in honour of Dr Marcelle Jay, a former institute member. As well as our Silver Award, the room contains an Inspiring Women display (Figure 34) that has generated interest from staff and visitors from UCL (e.g. Faculty Dean), who often suggest women to add in the next iteration.

We noticed that hardly any high achieving women in our field have a biography page on Wikipedia (ophthalmologists 29F:560M). Also, entire categories were missing, including Female Vision Scientists and Women Ophthalmologists. We addressed this by holding a lunchtime Wikipedia workshop. Then 2 female students (1 ECT member) wrote four new individual biography pages, 3 of them were published. The difficulty of publishing one page indicates that rules that gate access to Wikipedia are applied more harshly to women. We are addressing this by contributing to the “WikiProject Women”.

ACTION 56F: Expand the number of Wikipedia biographies for notable female vision scientists by 30%; link with the Wikiproject “Women in Red”

Role Models

The ECT runs an “Inspiring Women in Ophthalmology” annual event with a female guest lecturer since 2015 when Marcelle Jay was present to inaugurate the room named after her (Figure 34).



Figure 34: Inspiring Women in Ophthalmology and the Marcelle Jay Room

The keynote is preceded by a shorter lecture by an IoO fellow, alternating gender, and followed by a brief presentation of equality actions and a networking reception. While these events have been highly subscribed (over 60 people), disappointingly there have been few male attendees. Lack of male participation is a general issue that we will address at the departmental level, and through the UCL Male Allies initiative (ECT co-chair).

Action 56G: “He for She” event for staff groups disengaged from equality process.

To coincide with **International Women’s Day**, we run “Meet the Women Behind the Science” events (since 2017): 6 IoO women (majority academics, also including PSS) give short lay talks about their career in the Common Room – our largest meeting space. Attendance (50F:15M) is limited by room size (Figure 35).



Figure 35: International Women’s Day celebration

The ECT role models webpage is dominated by female academics (12), with one PSS member.

Action 56H: Widen range of role models for greater variety of exemplary behaviour and career pathways/positions.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Public engagement and outreach activities are recognised at appraisal and promotions, and are included in the Workload Model. 30 IoO members (F:M 60%:40%) have been involved in numerous outreach events (Figure 36), and many won awards for communicating research.

The ECT Events subgroup organises a “**Discover Ophthalmology Taster Day**” summer school for 15 A-Level students, with talks and interactive workshops by students and Grades 1-3 Research Staff (overall 13F:3M). Feedback is positive from attendees and teachers.



Figure 36: Outreach at IoO Creative

The IoO’s formal Public Patient Engagement committee, created and chaired by a senior postdoc, provides guidance, support for engagement activities. It will fund 6 Ophthalmology Engage events in 2018-20, decided by yearly competition. The first attracted over 30 patients (Figure 37).



Figure 37: Ophthalmology Engage: leading a positive life with Best disease

(6715 words)

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

REDACTED CASE STUDY 1:

"I feel the career support and the opportunities for networking provided to me through the institute broaden my career prospects. I am very happy in my current post, and the training and guidance I have received bode well for my career progress."

Overall, starting as a technician with little experience, and with continuous support at IoO, I am now a confident and skilled production manager in control of her career.

REDACTED CASE STUDY 2:

"I've been a member of the ECT since it started. Now I've co-founded the Women in Vision UK Network, where I heard about the challenges of gender inequality and mistreatment of women in STEM within my own vision community. This has made me committed to being a positive role model for the younger generation, supporting and mentoring them through their careers to create a legacy of talented clinicians and scientists in ophthalmology."

(was 989 words)

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Beacon UK networking



Figure 38: First annual meeting of WVUK network

In 2017, three IoO women (ECT co-chair, ECT clinical fellow and professor) founded the WVUK network. This network promotes connections between women working in all fields related to vision, to foster collaborations and mentoring, and increase the profile of females. The network now has over 220 members (38 from IoO), spread nationwide and through a range of careers (basic scientists to clinicians, journal editors and charities) and seniority (students to professors, all range of clinical careers). In December over 60 women from across the UK attended the inaugural meeting in London ([Figure 38](#)). The launch was supported by Dame Sally Davies who recorded a formal video message of support for the meeting.



The meeting allows members to network, fosters early careers and supports women at every level in their careers. The next meeting (December 2018) will be in Liverpool. In addition to its own meetings, WVUK links with various societies, and organises events at national and international Ophthalmology meetings.

WVUK hosts a female speakers list, so that seminar/event organisers can request female speakers. The 33 WVUK members on the list so far benefit from being on this openly available national database of vision experts.

WVUK aims to increase women's visibility, displaying articles and posts about members' achievements, as well as media coverage of the network itself (Daily Telegraph; various Ophthalmology journals). This promotes members' profiles globally.

The network is advertised in the induction package and at ECT events where ECRs are encouraged to join.

Role of IoO in ophthalmology training

The IoO has a central UK-wide role in ophthalmology training. The BRC has a remit to expand and develop education and training and influence across England and Wales and globally. It trains Academic Clinical Lecturers at IoO by supporting NIHR Clinician Scientist and NIHR Clinical Lecturer positions, which develop future leaders in the field. The BRC's training theme has close links to academic training at the Royal College of Ophthalmologists (RCO), which has a training website coming late 2018 with links to IoO, and which runs annual symposia and is linked to the NIHR. As Andrew Dick is the academic rep on the RCO's Education and Training committee, as well as a member of the RCO's Academic Board,

Through these close links, both the RCO and BRC will collaborate closely with IoO in setting up regular UK-wide "Research Careers for Ophthalmology" meetings (Action 42C), and devising ways to support early/mid-career clinical academic researchers (Action 42D). In the latter case, what we find here will inform decisions on training support nationwide by BRC and RCO through our influences on ophthalmology training.

(430 words)



8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

JOB TITLE	NAME
DD (deputy director) education	Virginia Calder
DD research (also Deputy HoD)	Alison Hardcastle
EA-to-HoD	Cynthia Wilson
ECR Academic Lead	Rachael Pearson
ECT admin	Joanne English
ECT clinical fellows	Pearse Keane, Mariya Moosajee
ECT co-chairs	Maryse Bailly, Tim Levine*
Education manager	Julie Mallaghan
Finance Manager	Natasha Studinska
Graduate tutors	Karl Matter, Jacqui van der Spuy
HoD	Andrew Dick
HR Staffing administrators	Claire Roberts, Gill Tunstall
IoO manager	Steve Bunting
Research administration manager	Nick Burt

* co-chair
UCL Athena
forum

High Impact Actions		
Culture	Dignity at Work Champion to ensure effective reporting of bullying & harassment	56B
Career Support	Publish the IoO professorial pay gap	51D
	PSS careers lead to support career development	54B
Mentoring	Buddy Scheme for PGR students	53G
Athena SWAN process	Advise HR on automating data reports	3B

Abbreviations:

DD – Deputy Director

ECT – Equality Challenge team

PGR – Post-graduate research

SMT – Senior management team

ToR – Terms of Reference

ECR – Early Career Researcher

HoD – Head of Dept

PSS – Professional Services Staff

RCO – Royal College of Ophthalmologists

WVUK – Women in Vision UK Network