

# Athena SWAN Feedback – November 2016

## Gold Department

Please note that the below feedback is not an exhaustive appraisal of every point made in the submission. Additionally, while feedback is offered to applicants on each section of the form, it should be noted that applications to the Athena SWAN Charter are assessed “in the round”.

<b>Institution and department name:</b>	University College London, Institute for Women's Health	
<b>Level of award applied for:</b>	Gold	
<b>Letter of endorsement from head of department</b>		
<i>Commended</i>		<i>For future consideration</i>
<p>Positive letter.</p> <p>The panel noted that job-sharing agreements are not usual at this senior level, and considered this to demonstrate that senior management is leading by example.</p> <p>BME sponsorship programme.</p>		
<b>The self-assessment process</b>		
<i>Commended</i>		<i>For future consideration</i>
<p>Broad and diverse self-assessment team (SAT), with representation from PhD students, and a Director.</p> <p>Male and female co-chairs.</p> <p>Identification of priorities (page 6).</p> <p>Annual staff survey; it would be helpful to include response rates broken by gender.</p> <p>Focus group with professional services staff.</p> <p>Mock Athena SWAN panel.</p> <p>Video addressing multiple forms of discrimination created with the founder of Everyday Sexism Project.</p> <p>Use of sub groups for specific tasks.</p>		<p>Further detail on the reporting and communications structure of the SAT within the institute.</p> <p>More detail about the SAT's future plans, including succession planning or rotation of membership.</p>
<b>A picture of the department</b>		
<i>Commended</i>		<i>For future consideration</i>
<p>Modular flexible placements for students (page 12); clarity about whether this is an institute or university initiative would be helpful.</p> <p>Careers programme is embedded within MSc course.</p> <p>Recognition of and commitment to address the underrepresentation of men at junior levels.</p> <p>Promotion of job-sharing at senior leadership levels.</p> <p>Admissions tutors have all had unconscious bias training.</p> <p>Plans to conduct a pilot study with the UCL widening participation team to explore the impact of initiatives to attract more male students, and to investigate whether “liberating the curriculum” would increase male PGT attainment.</p> <p>Improvement of the gender profile at professorial level.</p> <p>No female senior lecturers, readers or professors have left since 2010 despite receiving offers from other universities.</p> <p>Good use of quotes (throughout the application).</p>		<p>Further detail on how the institute manages the split across 9 locations.</p> <p>Disaggregation of clinical and non-clinical staff data.</p>
<i>Criteria not met</i>	Staff data disaggregated by clinical/non-clinical.	

Supporting and advancing women's careers	
Key career transition points	
<i>Commended</i>	<i>For future consideration</i>
<p>100% of line managers have undertaken face-to-face unconscious bias training.</p> <p>External members of recruitment panels will be asked to confirm any training they have undertaken in their university, and if necessary, asked to complete UCL's online training.</p> <p>Statement about flexible working, and encouraging applications from underrepresented groups, included in advertisements.</p> <p>Monitoring BME representation on panels.</p> <p>Trained bias and selection experts; however the panel noted that it should not be the sole responsibility of BME staff to "police" bias in selection.</p> <p>Peer-review, costing and administrative support for grant applications, and monthly updates to the Executive Committee on grant applications (and success) by grade and gender.</p> <p>Increase in funding to female PIs.</p> <p>Career surgeries.</p> <p>Future Leaders Programme, and the associated impact on four women's careers (page 31).</p> <p>Proposed shadowing scheme for senior leadership.</p> <p>Future Fifty Mentoring Scheme.</p> <p>Mentorship is discussed at appraisal.</p> <p>BME sponsorship programme.</p>	<p>Further reflection on recruitment to senior roles; more clarity would be useful regarding the grades relating to the data in figure 18.</p> <p>It would be helpful to present the data for REF and RAE by gender in relation to the eligible pool of staff (i.e. the proportion of eligible women submitted and the proportion of eligible men submitted).</p> <p>Further reflection on the data in figure 24, with an action as appropriate.</p>
Career development	
<i>Commended</i>	<i>For future consideration</i>
<p>The panel commended the benchmarking of survey responses (figure 25); they queried how the institute had sourced Russell Group data as this was particularly useful.</p> <p>Appraisal explores what support staff need to achieve a good work-life balance.</p> <p>Responding to negative feedback about appraisal.</p> <p>A second induction meeting will be held for professional and support staff to aid partnership working.</p> <p>IfWH Culture document will be included in induction.</p> <p>Buddy scheme.</p> <p>All new starters are required to complete diversity training.</p> <p>Comprehensive career programme for students (page 37); details of the uptake of these by gender would be helpful.</p> <p>Videos by male and female alumni on the employability webpage.</p> <p>Mock grant applications as part of MSc assessment.</p> <p>All new students are assigned a student mentor.</p>	<p>Survey responses to be broken by gender (figures 25, 26).</p> <p>Improved gender balance in the external speakers at the annual research student day (page 39).</p>
Organisation and culture	
<i>Commended</i>	<i>For future consideration</i>

<p>Bridging funding for non-tenured researchers. Gender balanced speakers at all-staff meetings (page 47). Accessibility will be considered in future events planning (page 47). Changes made to the logo to reflect a broader range of female figures, following feedback. Pledge relating to and workshops promoting zero tolerance to sexual harassment; some clarity would be helpful on who attends these workshops. International women's day events over two-weeks. Documentary play SEVEN, and the Provost's engagement with this. Engagement with Goldman Sachs; further detail on this would be helpful. Following the example of UCL Engineering who require that schools bring equal numbers of boys and girls to their education programmes.</p>	<p>Inclusion of five years of data relating to committee membership. Survey responses to be broken by gender (figures 36, 56). The panel suggested that the institute consider how to measure the impact of these beacon activities (e.g. on local communities, service users, wider medical sector etc).</p>
<i>Criteria not met</i>	Five years of data relating to committee membership.
<b>Flexibility and managing career breaks</b>	
<i>Commended</i>	<i>For future consideration</i>
<p>Maternity and paternity leave buddies. Replacement cover for highly specialised staff member (page 68); further consideration of how to embed this into policy would be useful. Childcare scheme during school summer holidays.</p>	<p>Consider formalising flexible working in the institute to ensure transparency and consistency in the application of policies.</p>
<b>Any other comments</b>	
<i>Commended</i>	<i>For future consideration</i>
<p>Committee shadowing for BME staff. Innovative programme for international women's day.</p>	
<b>Action plan</b>	
<i>Commended</i>	<i>For future consideration</i>
<p>Inclusion of baselines. Actions are mostly SMART and ambitious. Prioritisation of actions.</p>	<p>It may be more useful for roles to be included in the responsibility column rather than (or as well as) names to help the institute maintain continuity in the case of staff turnover. Consideration of whether any future/ongoing work is required to maintain actions 1.1 and 2.1. Some of the targets in action 2.3 are relatively low; for example, 60% of staff agreeing appraisal is constructive, 75% of line managers trained, 60% of staff think promotions is fair.</p>
<b>Case studies: impacting on individuals</b>	
<i>Commended</i>	<i>For future consideration</i>
<p>Broad selection of individuals. Illustrates the supportive culture of the institute.</p>	
<b>Final Comments</b>	
<p>The panel considered the application to clearly demonstrate the supportive culture of the institute, in which equality is embedded in everyday practices. The application provides many examples of sustained impact and innovative beacon activities, with strong leadership in equality and diversity. Further consideration and action will be required in order to increase the representation of men at junior staff and student levels; the panel noted that proposed actions are a good start in this regard, though more proactive interventions may be required in the future. Additionally, workload planning, as a recent development, will</p>	

require monitoring for effectiveness and impact. The institute should also consider the experience of clinical staff and any additional support they may require. In future applications, data for clinical and non-clinical staff should be disaggregated.

**Good Practice Example**

Promoting flexibility and job-sharing at senior leadership positions; currently the directorship of the institute is shared between two individuals.

**Recommended Result**

Gold

**Comments on the application (presentation, format, etc.)**

Figure 2: text is illegible.

Figure 13: Comparing data between years is difficult in this format; figure 14 is a more useful format.

Figure 17: would be helpful if split by gender.

Action plan: the plan might be clearer without the inclusion of completed silver action points (with no further action required).