



Athena SWAN Gold department award application

Name of university: University College London

Department: Institute for Women's Health

Date of application: November 2016

Date of Silver Athena SWAN award: April 2013

Date of university Silver Athena SWAN award: April 2015

Contact for application: Professor Judith Stephenson

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An Athena SWAN **Gold Department** award recognises a significant sustained progression and achievement by the department in promoting gender equality and to address challenges particular to the discipline. Applications should focus on what has improved and changed since the Silver award application.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Charter Coordinator well in advance to check your eligibility.

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

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

Glossary

3MT = 3 Minute Thesis	LSE = London School of Economics
ACF = Academic Clinical Fellow	MJ = Marcia Jacks (SAT)
ACL = Academic Clinical Lecturer	MOOC = Massive Open Online Course
AD = Anna David (case study)	OD = Organisational Development
AP = Angela Poulter (teaching administrator)	PACT = Parents and Carers Together
AS = Athena SWAN	PDRA = Post doctoral research associate
BME = Black and minority ethnic	PGR = Post graduate research
CA = Christina Ahlfors (SAT)	PGT = Post graduate taught
CALT = Centre for Advanced Learning and Teaching	PGTC = Postgraduate Teaching Committee
DP = Dilisha Patel (case study)	PSS = Professional Services Staff
DR = Dan Reisel (SAT)	RAE = Research Assessment Exercise
EDI = Equality, Diversity and Inclusion	RCOG = Royal College of Obstetricians and Gynaecologists
FGM = Female Genital Mutilation	REF = Research Excellence Framework
FLP = Future Leaders Programme	RG = Russell Group (Universities)
FPHS = Faculty of Population Health Sciences	SAT = Self-assessment team
HESA = Higher Education Statistics Agency	SB = Suzy Buckley (SAT)
HoD = Head of department	SLMS = School of Life and Medical Sciences
HR = Human resources	SS = Sioban Sen Gupta (Graduate Tutor Research)
iBSc = intercalated BSc	StAR = Student Academic Representative
ICH = Institute of Child Health	STEM = Science, Technology, Engineering and Mathematics
IfWH = Institute for Women's Health	SW = Simon Waddington (SAT)
IW = Ian Waller (SAT)	TEF = Teaching Excellence Framework
IWD = International Women's Day	UCL = University College London
JH = Joyce Harper (SAT)	UM = Usha Menon (IfWH Director)
JS = Judith Stephenson (SAT)	VJ = Vas James (SAT)
JT = John Timms (SAT)	
KB = Kate Bennett (SAT)	
KF = Kate Fernandes (EA to Directors)	

Colour coding:

Summary statement

Cross references to action plan

Quotes



Monday 21st November 2016

Athena SWAN Team
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

Dear Athena SWAN manager

As Interim Directors of the Institute of Women's Health (IfWH), it gives us great pleasure to endorse our Athena SWAN Gold application.

The IfWH embodies a key commitment of the Athena SWAN charter - to redress the absence of women in senior academic roles. Six years ago, we had twice as many men as women at senior lecturer or above; now we have equal numbers at this level, including professors. This contrasts very favourably with the proportion of female professors at UCL (28%) or in UK Biosciences (18%).

We applied for the directorship as a job-share to test out a model of flexible working that is uncommon at UCL: of the 80 heads of department, only 14% are women, only 3% BME and only two other posts are job-shares. Our experience of job-sharing is extremely positive which we hope will serve to encourage others. It has allowed one director to take the lead SAT role, which, in turn, has helped her carry out the director's role by providing a unique, granular insight into how the institute works, its culture and the roles people play.

We have outstanding senior role models across the spectrum of gender, ethnicity, home/overseas trained and private/state educated. This brings home to students and junior staff the fundamental SWAN belief that 'academia can only reach its full potential by benefiting from the talents of all'.

We take pride in our beacon activity – our summer school is now in its 4th year; many staff have visited schools and other universities to give talks on careers, health and gender equality, engaged with In2science and Nuffield schemes to inspire young people from disadvantaged backgrounds, and engaged with broadcasting and social media.



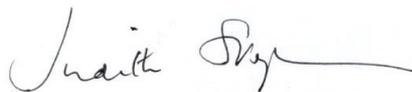
Being dispersed over nine sites is challenging, but the introduction of termly all-staff meetings has strengthened cohesion between staff and students. We have also instigated monthly senior staff meetings where discussion of challenges and possible solutions has contributed to a greater feeling of shared ownership.

Over 80% of our staff find the IfWH a supportive place to work, with a family-friendly culture and flexible working that encourages and celebrates career progression. This is reflected in low staff turnover. It is the norm for staff to go the extra mile in nurturing others' career progression: one Director received a Women-in-the-City award for her personal efforts; the other has supported and funded three of her junior staff to undertake higher degrees (2MSc, 1 PhD). Her group is most proud of a personal assistant who completed her MSc with distinction and went on to become a researcher at Bristol University.

Looking forward, we hope to advance gender equality further by encouraging more men to join the IfWH. Other elements of our action plan include a senior shadowing scheme, BME sponsorship programme and a term-long exhibition on Women at UCL in 2018.

We believe our ethos enshrines the values of the Athena SWAN charter and are confident that having experienced its benefits, our students and staff will uphold it wherever they work.

Yours faithfully



Professor Usha Menon and Professor Judith Stephenson
Interim Directors (job-share) IfWH

[499 words]

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Our self-assessment team (SAT) has a mix of professional services, research and academic staff (36% PS), gender (67% female), ethnicity and seniority ranging from Director to doctoral student. Members have specific roles relating to our action plan commitments. We have maintained continuity with four SAT members since 2012 (*); newer members have expanded the team's influence within and outside UCL.

Christina Ahlfors* has been with the IfWH since 2008 as HR Officer. She is an active member of an organisation that supports Swedish women working abroad. **SAT role:** Recruitment, Appraisal

Kate Bennett* is a statistician at the IfWH. She has four children (two of school-age) and takes full advantage of flexible working. **Data compilation, Monitoring, Social events**

Suzy Buckley see case study. **Parental leave, Mentoring, Flexible working**

Bola Grace is a part-time PhD student and a Student Academic Representative (StAR). An active volunteer for a youth club in her local community for many years, Bola loves working with young people. **Student support, Data compilation**

Joyce Harper is Director of Education and Faculty Graduate Tutor. In her 20 years at UCL she has progressed from Research Fellow to Professor. Joyce is a single parent with three school-aged boys. **Education, Outreach, Student support**

Marcia Jacks* see case study. **Induction, Race equality, Mentoring**

Vas James joined the Institute in 2014 as a Research Project Administrator. She balances her part-time position at the IfWH with volunteer work for the charity West London Action for Children, and looking after her two children. **Outreach, Beacon events**

Dan Reisel is a senior research associate in Women's Cancer, joining the Institute in 2013. Passionate about public engagement, he is co-founder of the charity BRCA Alliance and creator of the UCL-sponsored, free online course 'Making Babies in the 21st Century'. **Survey data, Beacon events**

Judith Stephenson see case study. **Co-lead, Beacon events, Flexible working**

John Timms* co-leads our SAT and is Reader in Cancer Proteomics. He joined the IfWH in 2006 and was promoted from Lecturer to Reader in 2015. He is a father of two whose wife also works as a scientist. **Co-lead, Action Plan**

Simon Waddington joined IfWH as a lecturer in 2009 and became Reader in 2011. He is strongly motivated to mentor those early in their scientific career. With his partner he has a step-son at University and two younger sons starting secondary school. **Career development, Data compilation**

Ian Waller see case study. **Financial data, Social events**



Figure 1: The IfWH SAT (2016)

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

Vision and strategy

Through the self-assessment process, we formulated a strategy aligned to both the IfWH vision of “**better lives for women and babies across the world**” and the Athena SWAN key principles. At a global level, we know that improving women’s health is key to improving the health of families and populations. At an organisational level, we applied our expertise in women’s health to the culture and processes that foster the health and wellbeing of all staff and students.

Our SAT debated whether 50:50 gender balance was desirable and realistic. It is a discipline that attracts women in particular, so gender balance at all levels may not be realistic. Nonetheless, the IfWH has historically had more men than women in senior positions and vice versa below.

Our goal is a gender ratio between 60:40 and 50:50 within an institutional culture where all can thrive. To achieve this we prioritised:

- Increasing women at senior levels with visible role models.
- Fostering a culture of inclusivity and flexible working for all staff and students.
- Promoting engagement and communication among staff working across multiple sites.
- Establishing a wide range of beacon and outreach activities in keeping with our vision.

Process

The team has met 21 times (at least bimonthly) since our Silver award in 2013 to implement our Action Plan and sustain progress. To assess impact, we monitor, by gender and grade, recruitment, appraisal, promotions, mentoring, invited speakers and attendance at meetings. SAT sub-groups meet to support student events, outreach and beacon activities.

We established **IfWH annual staff surveys** (2014 - 2016) to assess level of engagement, views on equality, transparency in our working practices, job satisfaction, training and support, career development and work-life balance.

We used **UCL biennial staff surveys** (2011, 2013, 2015) to compare responses from our staff with our faculty (FPHS), with UCL and with other Russell Group universities. With Athena SWAN's expansion to other staff groups in mind, we ran a **focus group with our professional services staff**, facilitated by an independent HR expert.

We reviewed the self-assessment process of other institutes, consulting with successful and non-successful applicants. To share good practice, we formed a **mock Athena SWAN panel** with three other UCL departments then preparing for gold awards. To learn about new developments in Athena SWAN we led, with UCL Institute for Child Health, a one day meeting '**Signalling Cygnets**' with invited speakers from other universities and the Equality Challenge Unit. SAT members also attended external Athena SWAN events, such as 'Inclusivity and Intersectionality', held at LSE.

Other highlights include a **video** addressing multiple forms of discrimination that we made with Laura Bates, founder of the Everyday Sexism Project, now on **UCL's HR website**, and invited talks by IfWH Directors on "**Health and Gender Equality**" at **Oxford University** and on "**Clinical Careers**" at a meeting of the **League of European Research Universities** hosted by HR Directors.

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

Going forward, the SAT will meet bi-monthly as before to monitor progress against our action plan and adapt as necessary. Since our silver award, we have recruited eight new SAT members who are eager to continue. We have newly designated SAT roles for improved data collection and for our website. As a relatively small institute with an ambitious Action Plan, non-SAT colleagues have also taken on responsibilities, e.g. for our Beacon programme (pages 50-68), which serves to embed the work across the institute.

[963 words]

3. A picture of the department: maximum 2000 words

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

Birth of the Institute and its Vision

The UCL Elizabeth Garrett Anderson Institute for Women’s Health (IfWH) was formed in 2004 as a joint venture between UCL and University College London Hospital (UCLH). It remains the only research institute of its kind in the UK, bringing together expertise from laboratory through clinical to public health sciences with the shared vision of “**better lives for women and babies across the world.**”

Research

The IfWH is part of the UCL Faculty of Population Health Sciences (Figure 2) which lies within the School of Life and Medical Sciences (SLMS). It has four research departments (Figure 3) with extensive global networks in Women’s Cancer; Maternal and Fetal Medicine; Neonatology; and Reproductive Health (heads of department in 2016; 3F:1M).

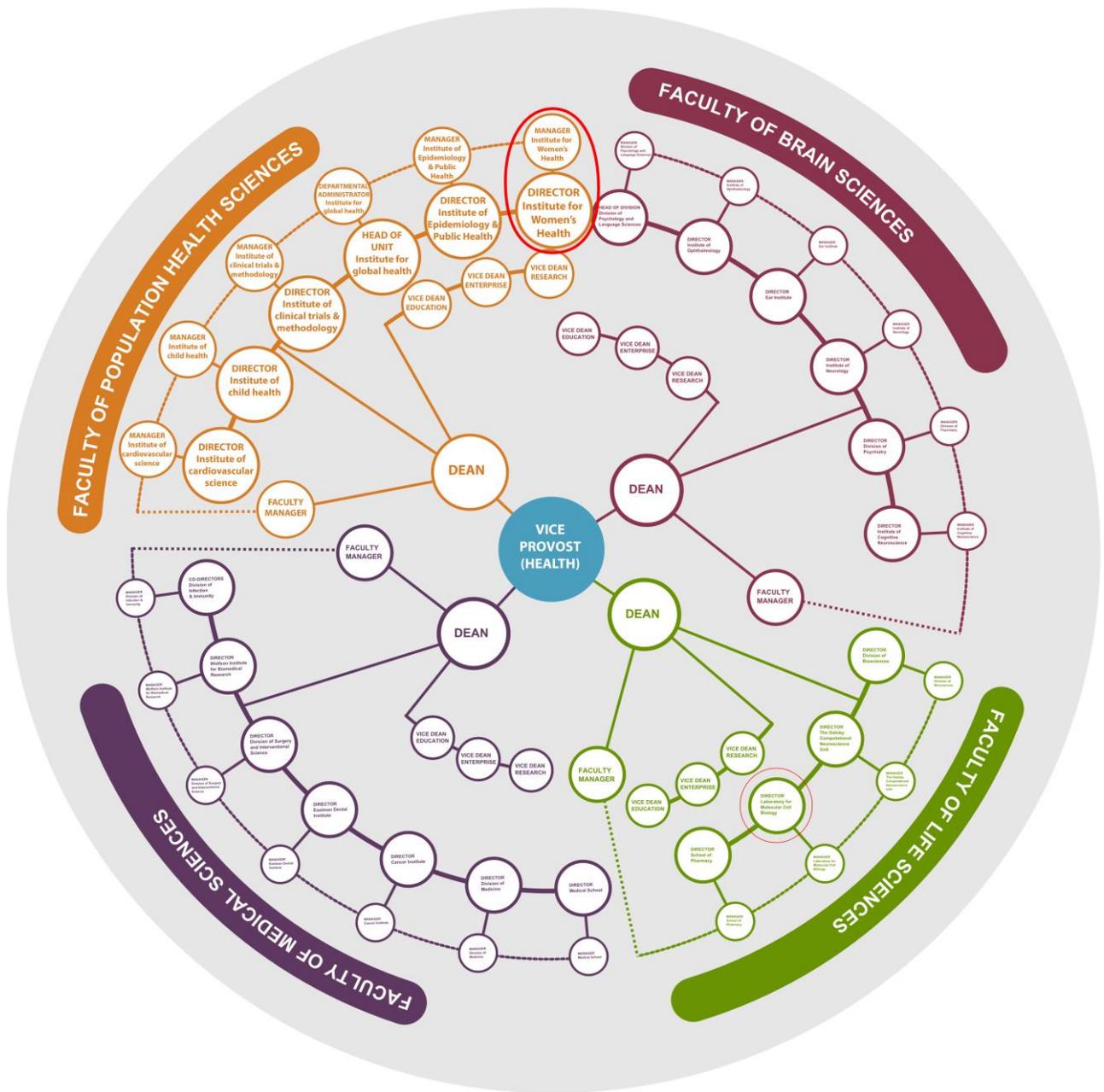


Figure 2: Organogram showing the IfWH's place within the Faculty of Population Health Sciences and the School of Medical Life Science at UCL

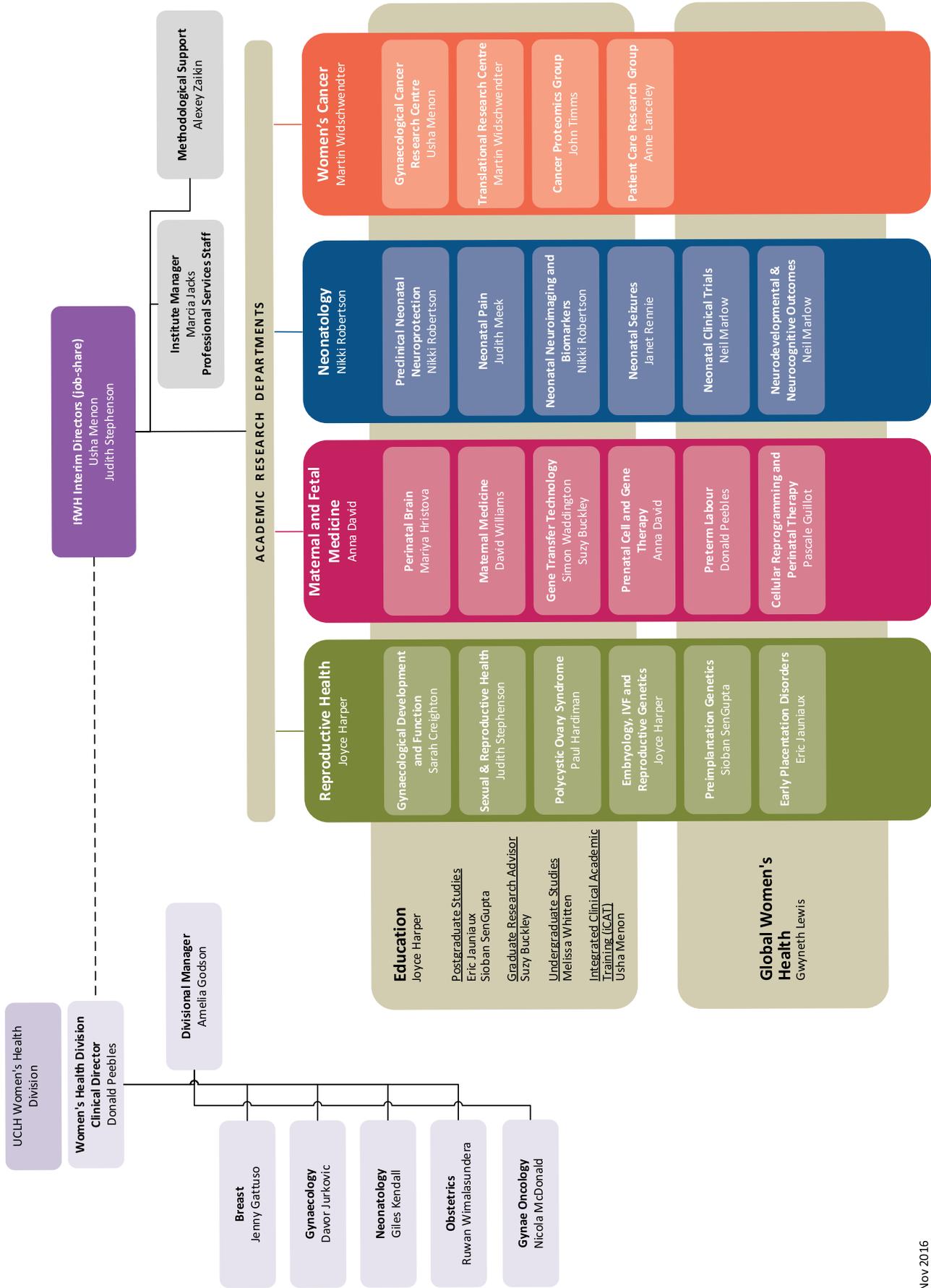


Figure 3: Organogram showing the structure of IfWH

Membership of the Institute

At the time of writing, we have 80 staff members (63% female; 37% male, Figure 4) of whom nearly a quarter are Professional Services (PS) staff and the rest are research or academic staff, including research assistants and post-docs. We have 81 graduate students, of whom 42 are on postgraduate taught (PGT) courses and 39 are undertaking research degrees. We have a mix of clinical (37%) and non-clinical (63%) academic and research staff, a mix of ethnicities (around 27% BME) and a further 96 honorary staff, from research fellow to professor, reflecting extensive collaborations in research and teaching.

The first three Directors (2004-09; 2009-11 and 2011-16) were male professors; the current directorship (since July 2016) is a job-share between two female professors.



Figure 4: The staff and students of UCL Elizabeth Garrett Anderson Institute for Women's Health taken at our Annual Meeting 2016

Postgraduate Education

The IfWH runs two MSc and Postgraduate Diploma Courses in 'Prenatal Genetics and Fetal Medicine' (since 1996) and 'Reproductive Science and Women's Health' (since 2009). Both MSc courses are delivered by clinical and scientific research leaders in the field, with equal numbers of male and female lecturers. **We have always offered flexibility to students**, including '**modular flexible**' places which means that students can complete over 2 to 5 years. For example, a current student chooses to take modules according to when her mother is available to look after her children.

The IfWH also offers PhD and MD(Res) part-time and full-time programmes in women's health.

Our postgraduate education programme has attracted numerous awards (page 41). We aim to support students to develop the skills that will enable them to make a positive impact on women's health. In conjunction with the UCL Graduate School, our programmes develop and foster not only the specific skills required in particular areas of research, but also generic and transferable skills, enabling students to compete for a broad range of career opportunities.

A comprehensive careers programme, including sessions on leadership and networking skills, is embedded within our MSc courses and open to all students (page 37).



Figure 5: IfWH MSc students (2013/14) and PGR students at graduation (2013).

The Physical Environment

Although relatively small in terms of numbers of staff, the IfWH is spread across 9 locations.

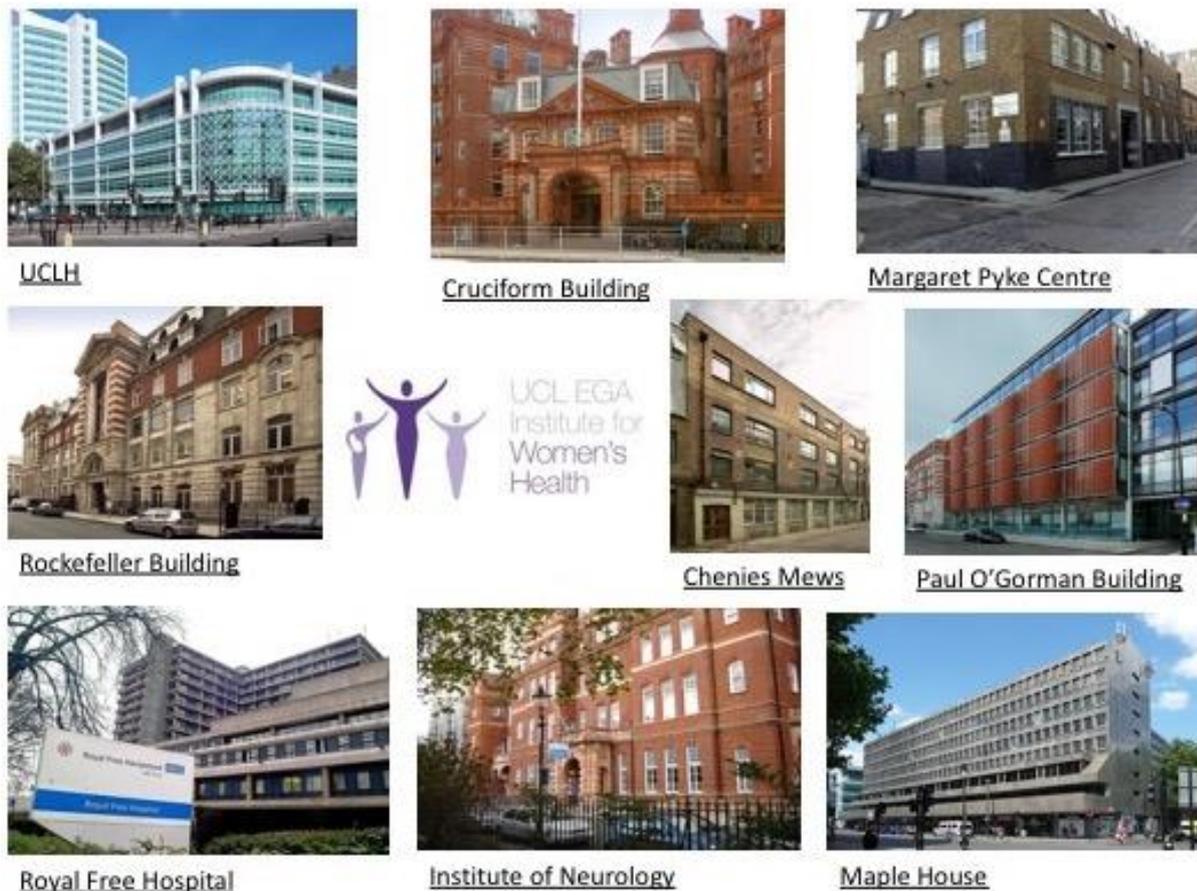


Figure 6: The 9 locations of IfWH

Our clinical academics in particular enjoy the supportive, flexible and family-friendly policies at IfWH that are seldom possible within clinical practice. We have been regularly awarded ACL and ACF (Academic Clinical Lecturer and Fellow) posts with a good gender balance (5F:3M 2012-16). Our excellence in developing clinical trainees has been praised by the National Institute for Health Research review panel (2015-16) and trainees themselves.

"The IfWH has been essential in the development of my post-graduate academic competence. Throughout my PhD I have had multiple opportunities to learn about different aspects of research, and gain new skills. I have had opportunities to teach undergraduates and Master students."

Clinical trainee in obstetrics and gynaecology, 2016, female.

To summarise our 'pen-picture' of the IfWH, we are proud of the following features that set the context for our application:

1. A unique institute with a breadth and depth of expertise that allows us to address both the severe effects of gender inequality (e.g. female genital mutilation) and the more subtle effects (e.g. everyday sexism) that affect women's health and wellbeing.
2. Successful action to promote female staff into senior academic positions, with highly visible role models
3. A culture of highly flexible working enjoyed by female and male staff at all grades, including job-sharing at Director level.
4. Outstanding support for students and trainees including a comprehensive careers programme and long-term, close ties with our alumni.
5. Strong sense of engagement and cohesion among staff and students despite being split across nine sites
6. Striking range of Beacon and Outreach activities with impact far beyond the institute and UCL.

Having achieved gender balance at senior levels, we now plan to attract more male students and staff to the institute, particularly at junior levels, as we believe this is not only the right thing to do but can enhance the discipline (see Action Plan). Other planned actions that we would highlight here are promoting job-sharing at senior leadership positions, better support for expectant/new parents and improving the quality of appraisals for all staff.

Some of the figures below show data for the last five years, others include more than five years' data. These differences reflect the availability of data rather than any selectiveness on our part. Throughout the application, **(GAP)** refers to our Action Plan and includes completed, as well as future, actions.

b) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

Student data

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

N/A

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

We have a new intercalated BSc (iBSc) in women's health undertaken by medical students. In the first year (2016/17) there are 11 women and 2 men. We aim to increase student numbers over the next few years and double the proportion of men (**GAP 1.5**).

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

Our postgraduate programmes attract more women, but selection is not biased by gender.

More women than men complete our taught courses. Over the last five years, the proportion completing taught courses who were female ranged from 58% to 91%, with a steady average of 89% since 2011 (Figure 7). This reflects a higher proportion of female applicants for our taught courses (Figure 10) rather than any significant gender difference in completion rates.

In keeping with a largely female discipline, our female:male ratio is higher than the national figure for post-graduate taught courses in medical/biology-related subjects (72% in 2014/15, HESA) although HESA does not provide a precise comparison with women's health.

In future, we aim to attract more male applicants to our taught courses. Given the reputation and popularity of our taught courses, we have never made special efforts to advertise outside UCL. Now we plan to produce promotional material oriented towards attracting male students (**GAP 1.5**).

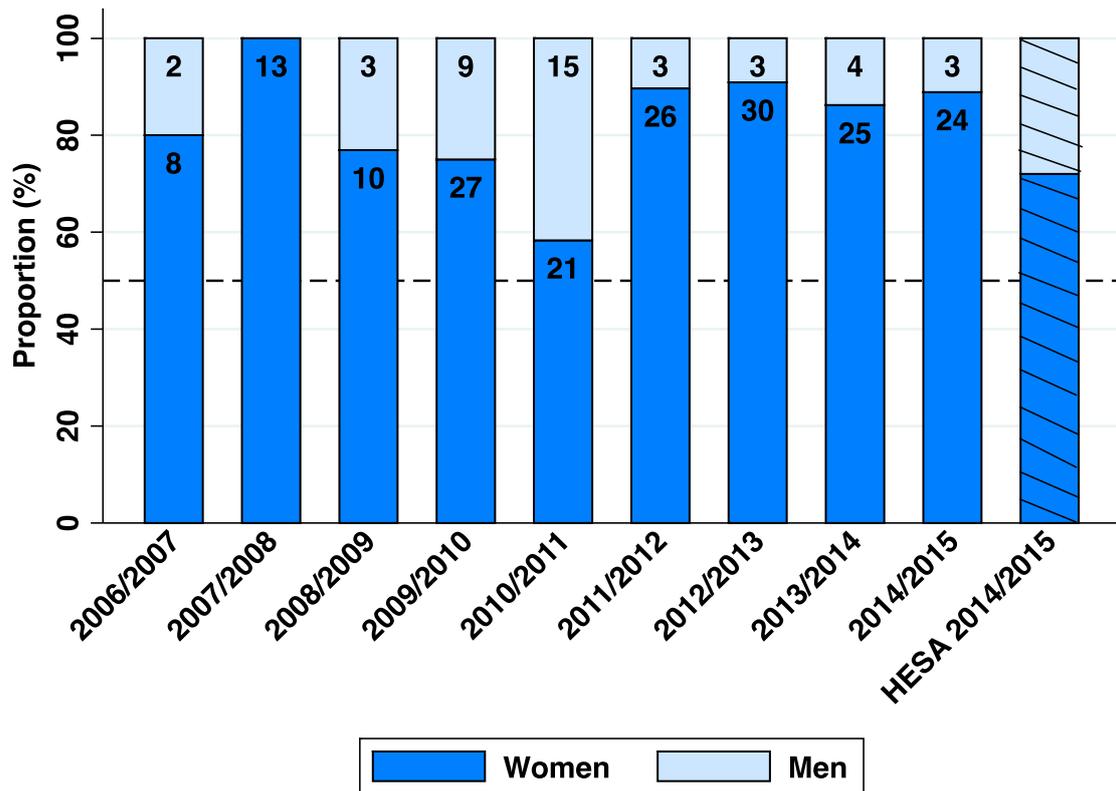


Figure 7: Completion of postgraduate taught degrees at IfWH

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

More women than men register for research degrees at IfWH; 73% of students enrolled over the last 5 years were female (Figure 8) compared with 61% nationally in medical/biology-related subject areas (HESA, 2014/2015). However, we also have more women applying for places than men (Figure 11). The proportion of PGR completing their thesis on time (whether part-time or full-time) has increased over the last ten years, particularly for women (Figure 9).

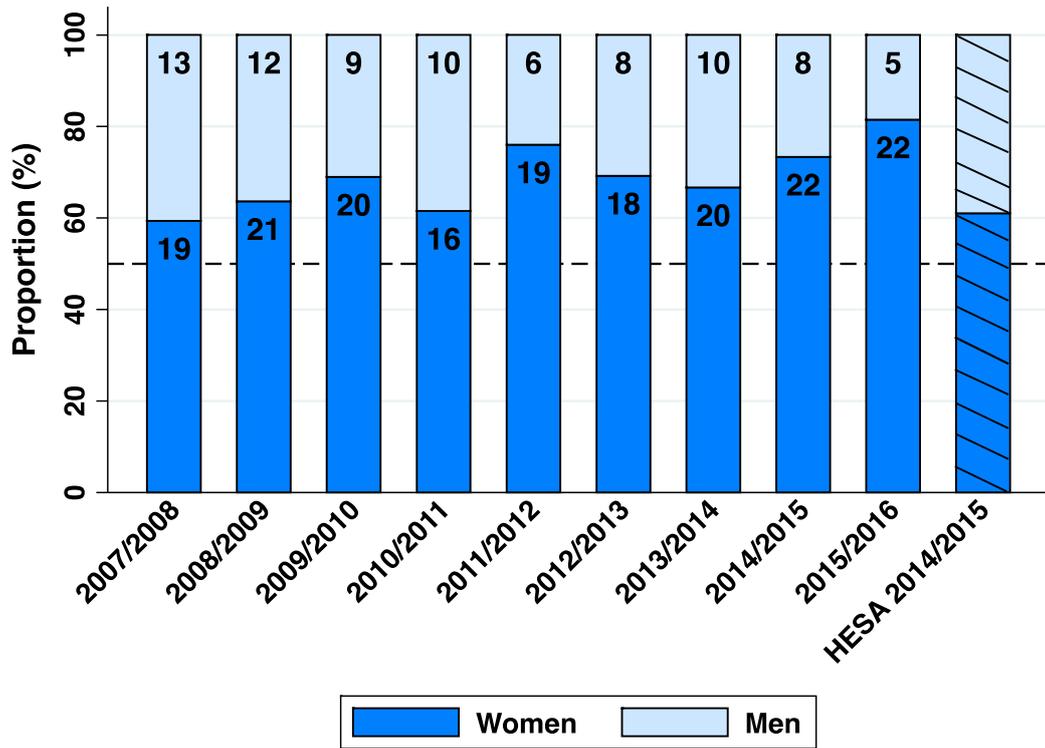


Figure 8: Postgraduate research (PGR) degree students registered at IfWH

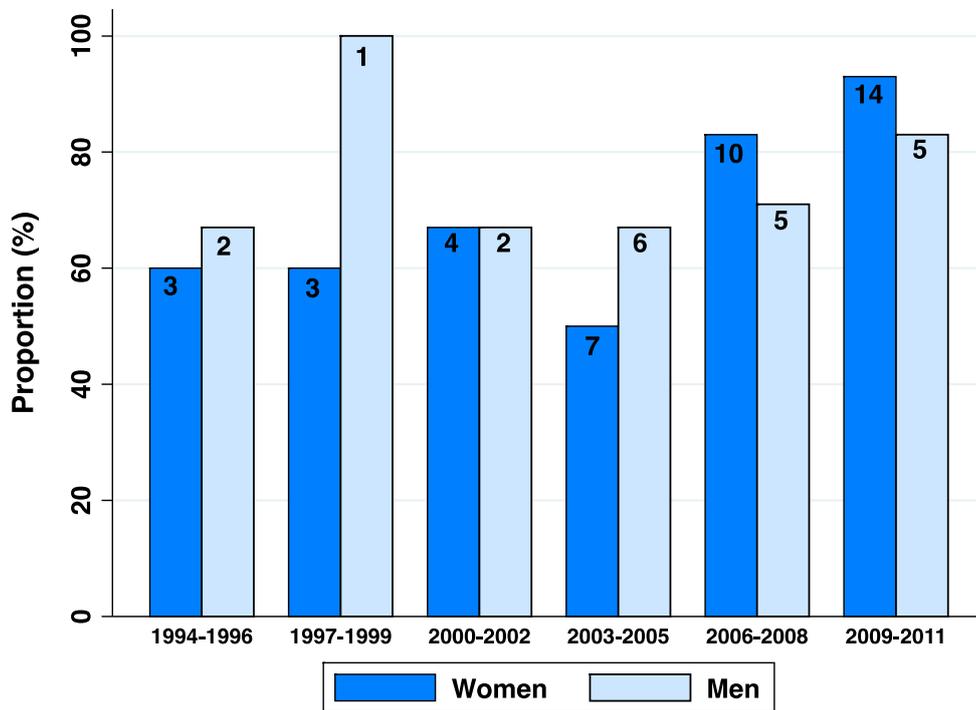


Figure 9: Proportion of PGR students who submitted on time

(v) **Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Student selection by UCL Admissions is not gender blind, but all MSc applications are assessed according to strict criteria. A small number of applicants (e.g. who do not meet entry criteria fully but have other relevant experience or qualifications) are referred to our admission tutors who have all had unconscious bias training.

We have had consistently more women than man applying for taught degrees; 80-87% of applicants have been female over the last five years. However, the proportion of applicants receiving offers over the last five years is similar for women and men, at 65% and 67% respectively (Figure 10), which suggests no gender bias in the selection process.

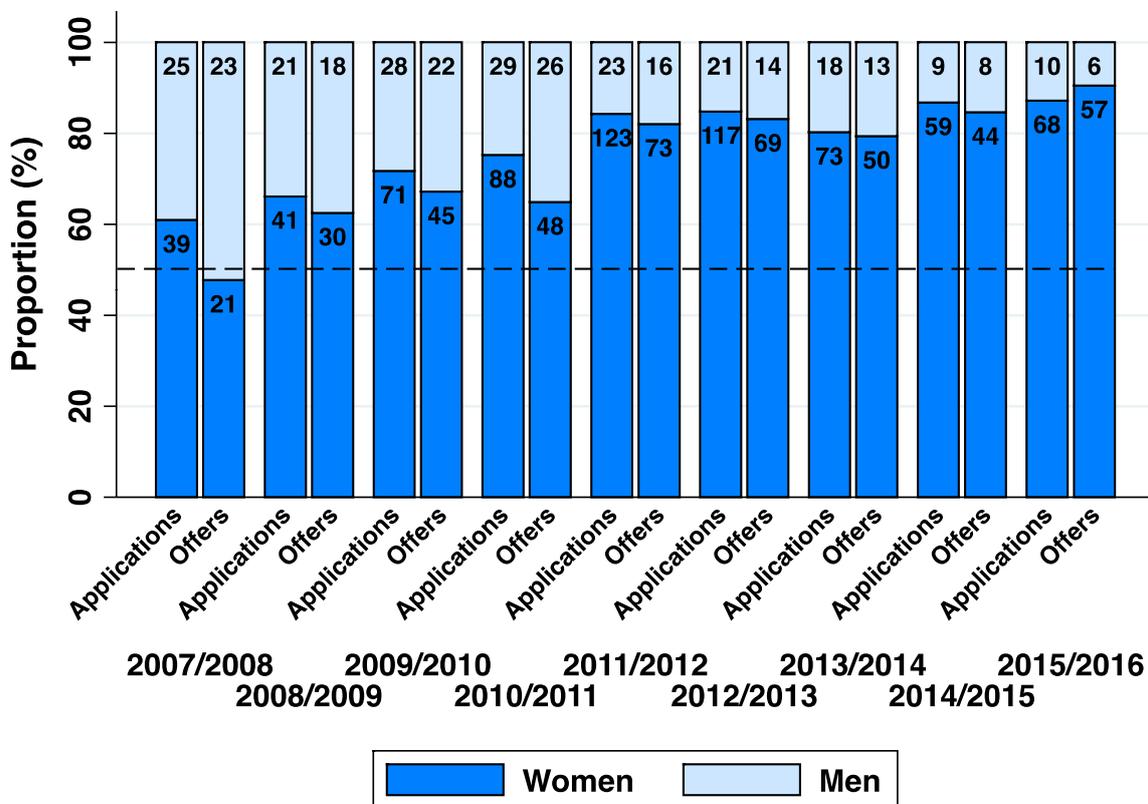


Figure 10: Applications and offers for postgraduate taught degrees at IfWH

Differences between the number of students offered places (Figure 10) and the number completing taught courses (Figure 7) reflect a substantial proportion of non-accepted offers (at least 25%) and the number of part-time students at any time.

Applicants for research degrees have also been predominantly female with 80-88% female applicants in the period 2011-2014; 2015 saw more gender balance in applications with 57% from women. Since 2007, similar proportions of female (58%) and male (49%) applicants have been offered places.

Courses and careers related to women's health consistently attract female students; around 80% of doctors now entering specialist training in obstetrics and gynaecology are female (RCOG data). The IfWH is no exception to this pattern. However, in future, we aim to achieve better gender balance in our postgraduate education programme. We have arranged to conduct a pilot study with UCL's Widening Participation team to explore the impact of initiatives to attract more male students (GAP 1.5).

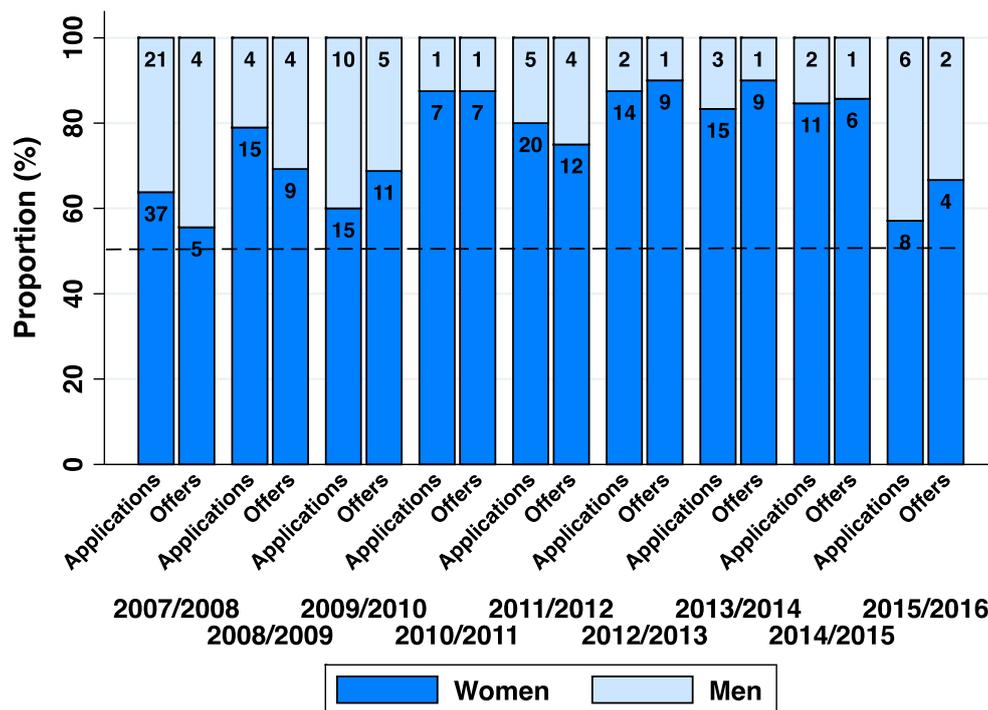


Figure 11: Applications and offers for postgraduate research degrees at IfWH

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action is being taken to address any imbalance.

Proportionately more female students (66%) attain merit or distinction than male students (48%) although numbers of men are rather small for statistical comparison (Figure 12). Assessments are submitted under candidate number so that marking is gender blind.

UCL is aiming to widen participation by 'liberating the curriculum'. We are in dialogue with UCL's Centre for Advanced Learning and Teaching (CALT) to explore whether this initiative could help increase male PGT attainment (**GAP 1.5**).

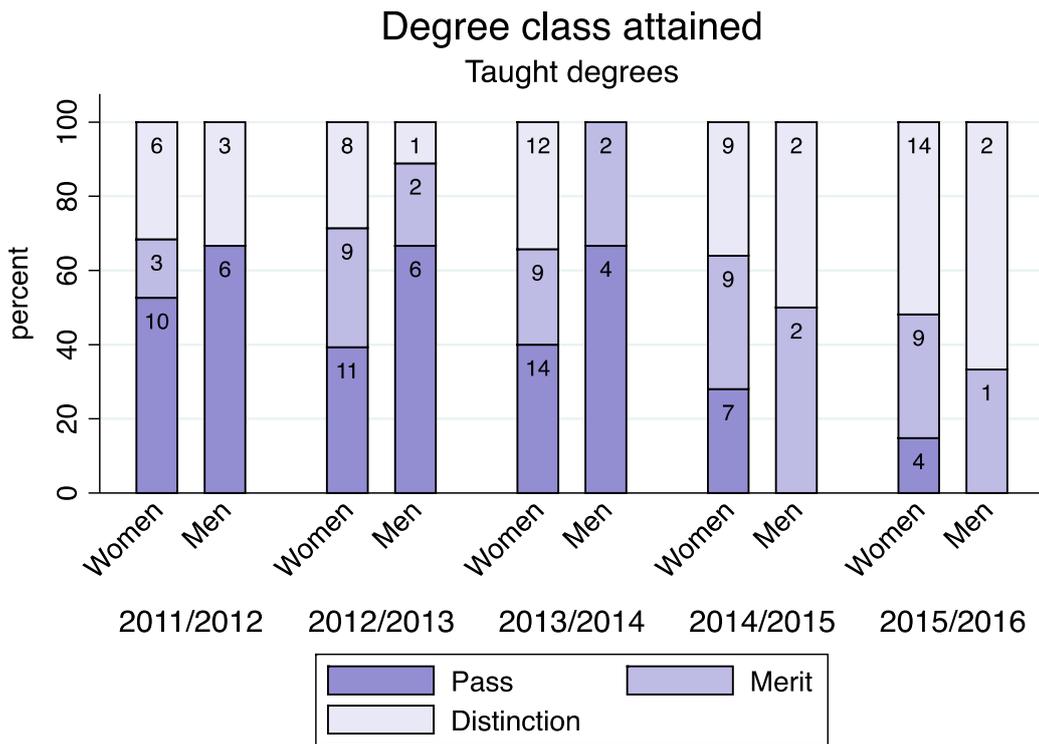


Figure 12: Grades attained by postgraduate taught students at IfWH

Staff data

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

Since our Silver Award, we have achieved a sustained gender balance at senior grades, including professorial level

Figures 13 and 14 show the same data: academic and research staff, by gender and grade, since 2009. The pattern of predominantly male staff at senior levels has changed as we have achieved gender balance at Senior Lecturer/Reader and Professorial levels (**GAP 1.1**). This partly reflects the loss of male staff who were not replaced, as well as the successful promotion and appointment of women into senior academic positions. In 2009/10 we had twice as many men at Senior Lecturer or above (M:14: F7); currently we have gender parity at these levels (12F:11M). Since our Silver award, we have promoted two women and recruited one to senior lecturer; four male professors left for various reasons, including promotion and retirement, and were not replaced, while two women were promoted to professor. In a small institute like ours, these gender shifts have a tangible effect on the culture of the department.

Our Research Assistants remain predominantly female, but our Postdoctoral Researchers have become more gender-balanced (54%F: 46%M in 2015/16). The pattern of predominantly female staff in the most junior positions has persisted. We hope to address this by increasing the number of men entering the discipline (**GAP 1.5, 1.6**).

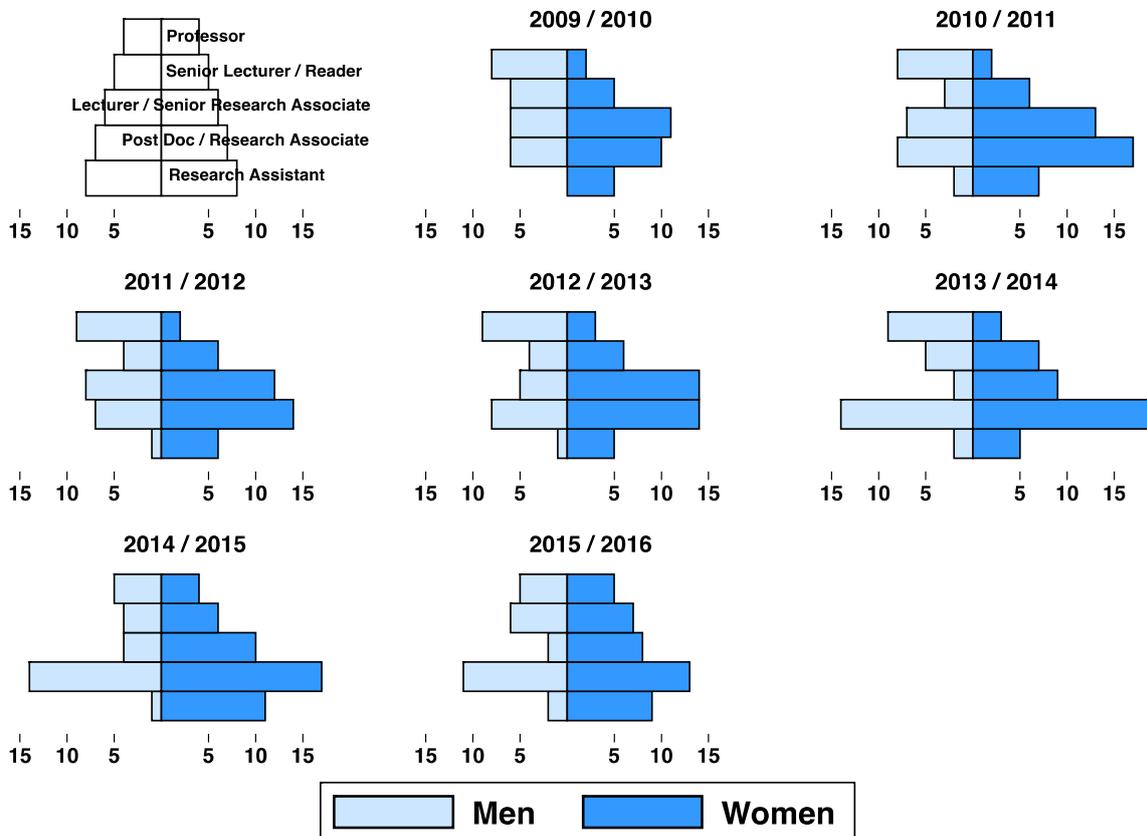


Figure 13: Academic and research staff at IfWH

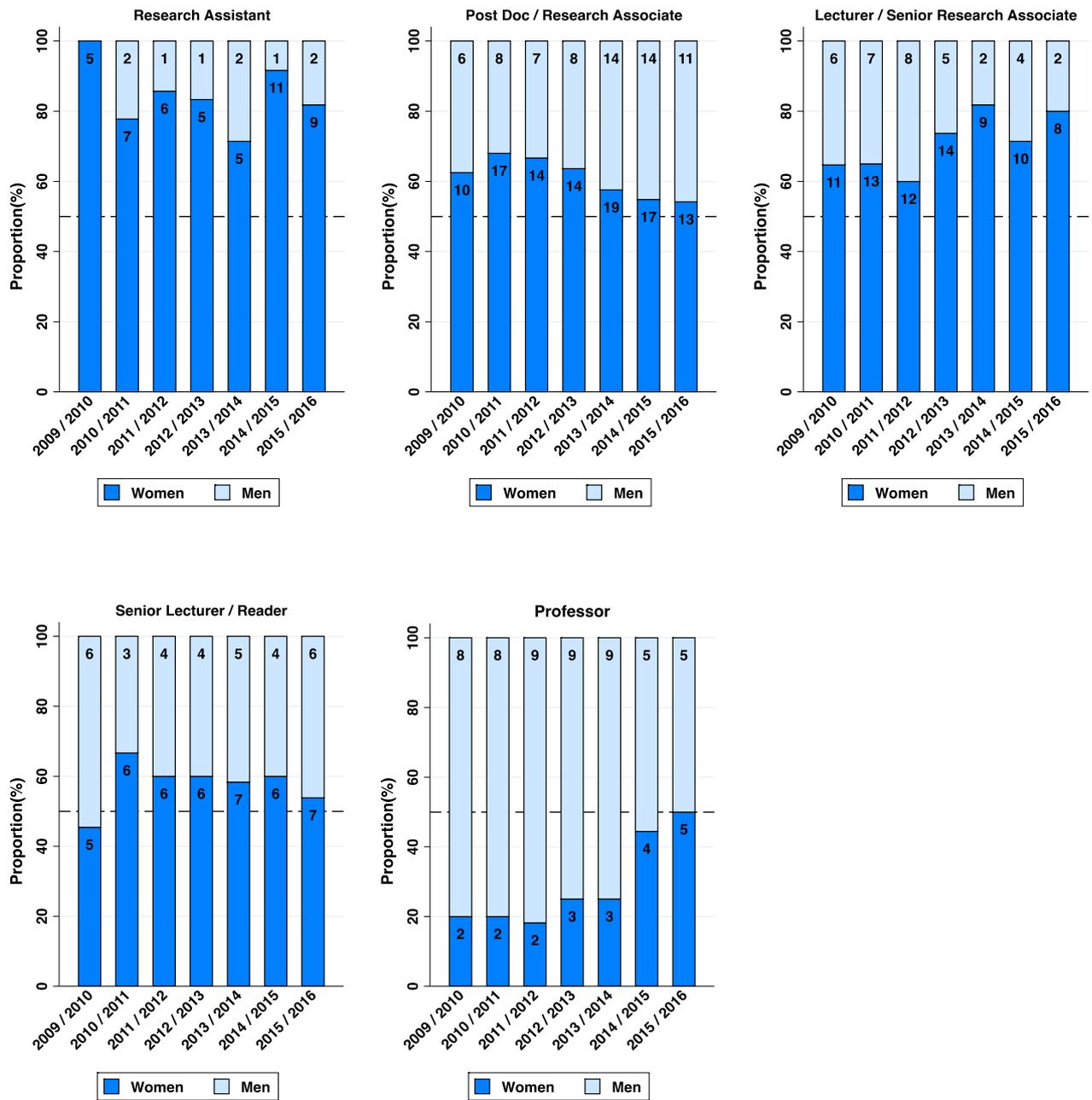


Figure 14: Academic and research staff at IfWH

(ii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say how the department plans to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

We have sustained retention of female senior staff.

Across all grades, including full- and part-time staff, the average annual turnover of staff is 16%, with little difference by gender (17% F, 15% M, Figure 15). The highest number of leavers were at Research Associate level (25% F, 26% M) often when grant funding ended. For other grades, the numbers are too small to make meaningful comparisons.

A more striking finding is that no female Senior Lecturers, Readers or Professors have left since 2010, despite job offers from other prestigious universities (**GAP 2.1**):

“The IfWH has provided a unique environment for my research, opportunities for promotion and leadership roles and great bunch of people to work with that other job offers could not match.”

Senior academic, 2016, female.

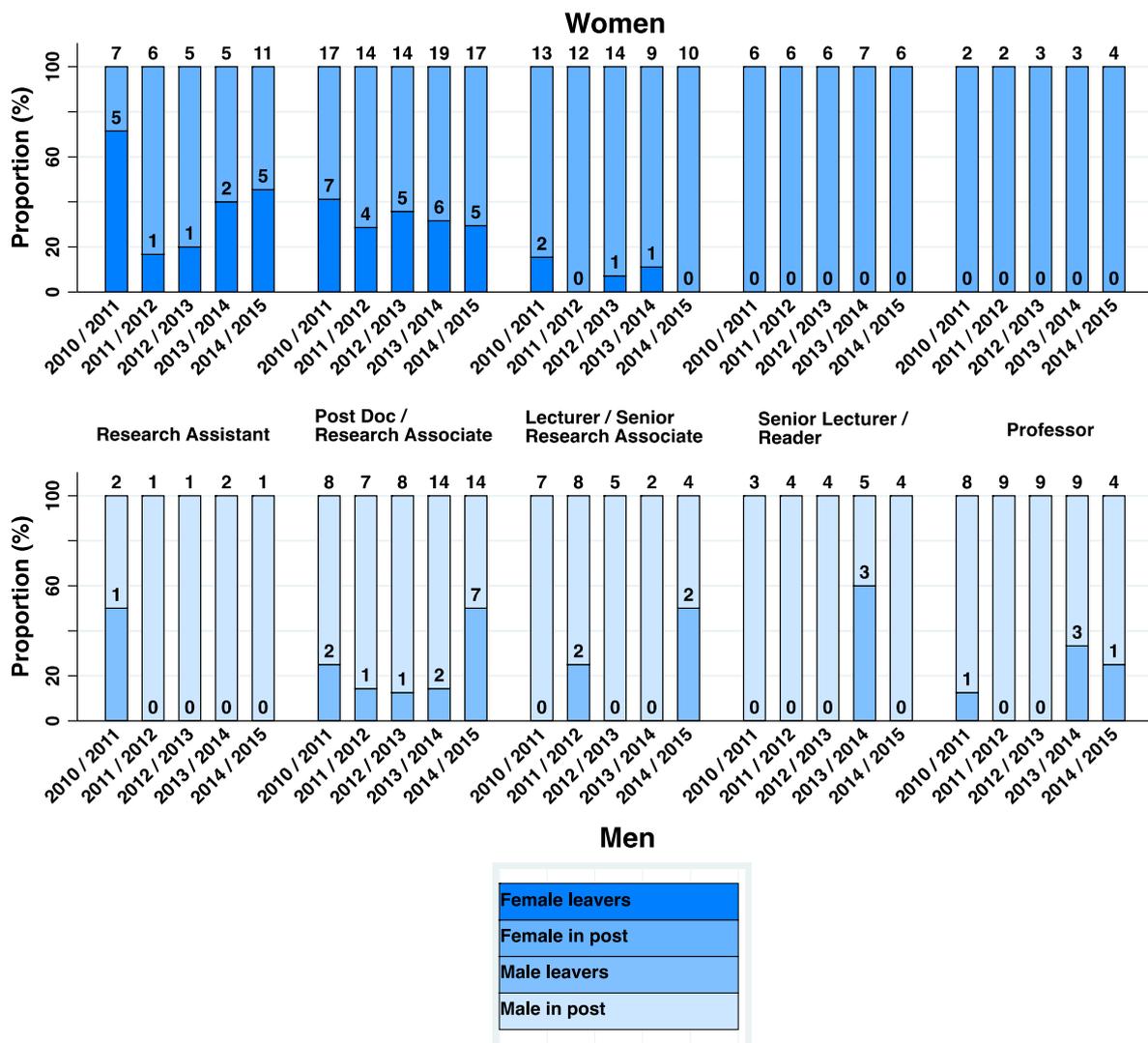


Figure 15: IfWH staff turnover

Since 2010, 62% of all leavers have been women (Figure 16), which reflects the proportion of female staff in the institute (63%). The majority of staff resign or become redundant because funding comes to an end. Information about why staff leave or what they go on to do is fairly limited. We will therefore implement a leaver’s questionnaire to explore reasons for leaving and future employment or other plans (GAP 3.8).

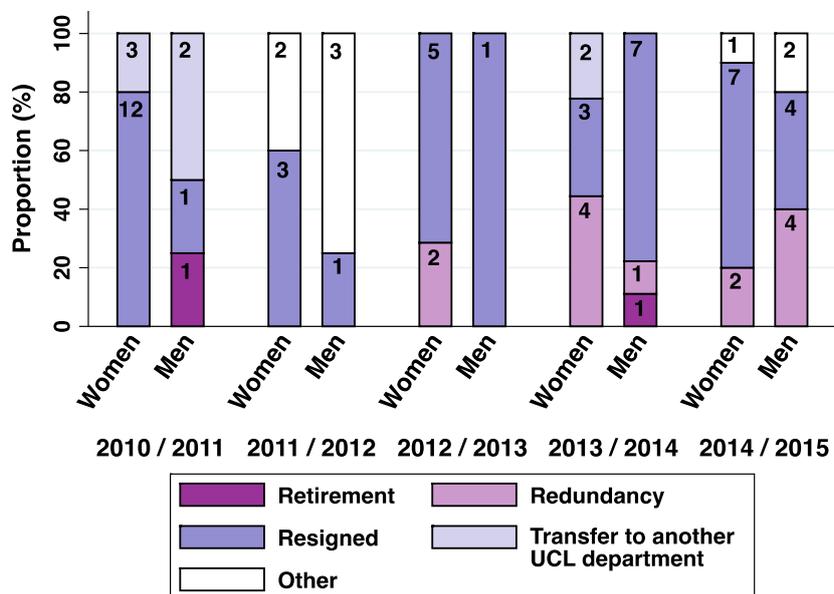


Figure 16: Reasons for staff leaving

Career destinations for PGT and PGR students are collected by our teaching administrator and individual supervisors and show that the majority of students go on to work in research or clinical positions (Figure 17). In future, we will standardise and simplify data collection to make information on career destination more complete and accessible for monitoring (GAP 3.8).

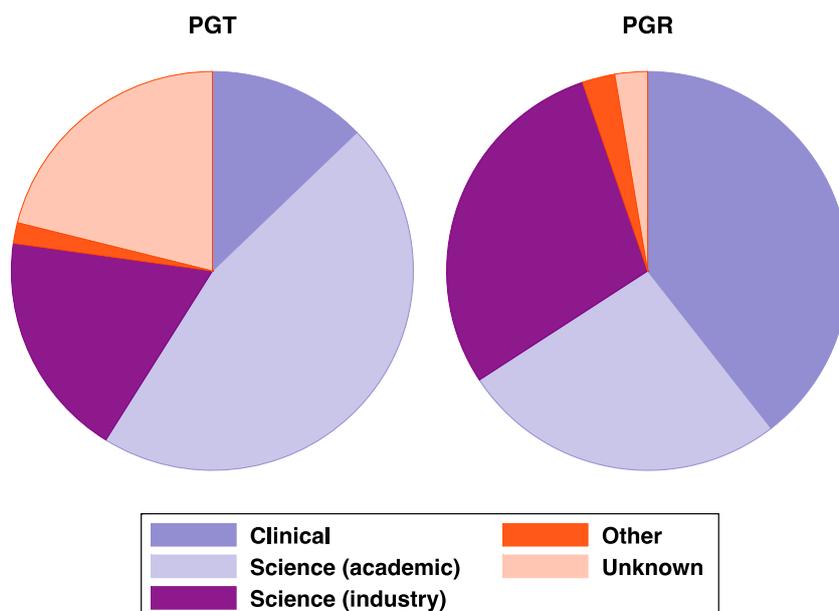


Figure 17: Career destinations of previous PGT (1997-2016) and PGR (2011-2016) students

[1920 words]

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

Key career transition points

a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department’s Silver award.

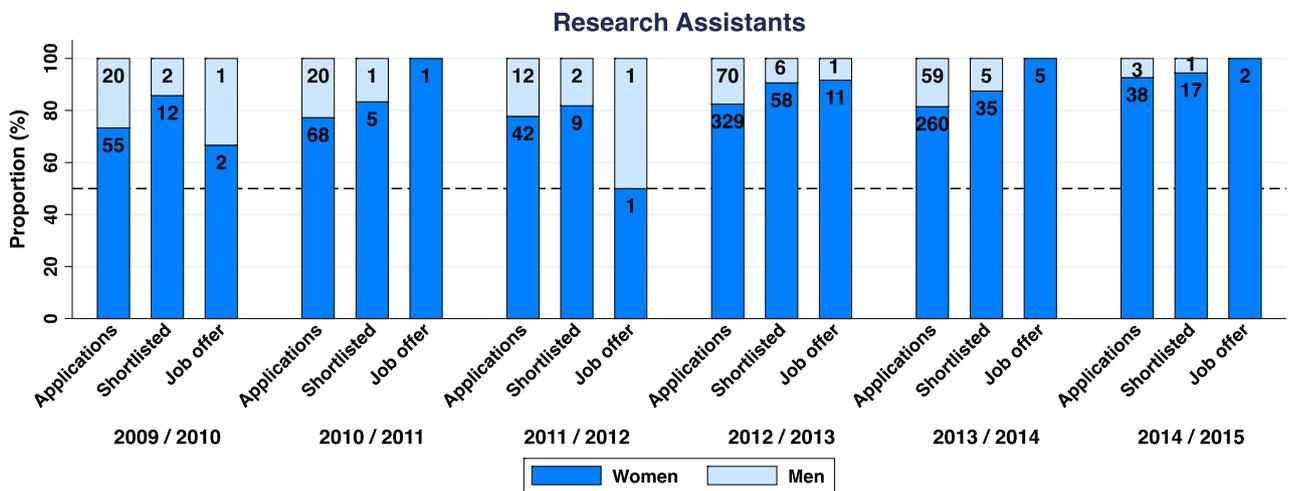
(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Staff recruitment is not biased by gender.

The number of posts and applicants varies considerably by year, but the proportion of applicants shortlisted is similar by gender (Figure 18).

For job offers, the data suggest occasional gender imbalance favouring either women (e.g. Research Assistants 2013/14) or men (e.g. PDRA 2012/13) but random variation is likely where the number of posts is small. Nonetheless we scrutinised our hiring practices and confirmed that 100% of line managers had undergone face-to-face unconscious bias training.

In future, we will ask external staff on selection panels to confirm any training undertaken in their own organisation or to complete UCL’s online training. We will also ask IfWH line managers to update training every three years (GAP 1.3).



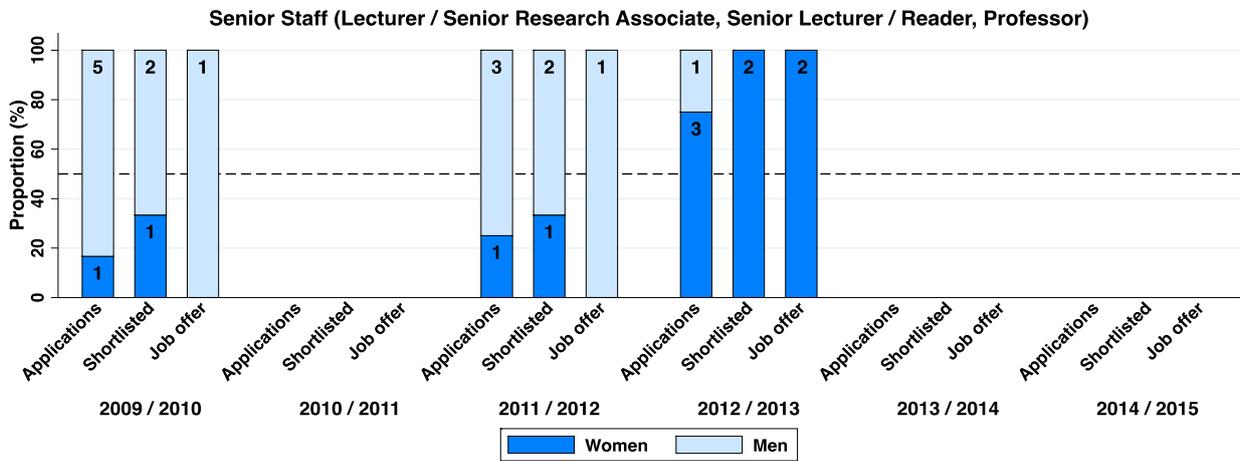
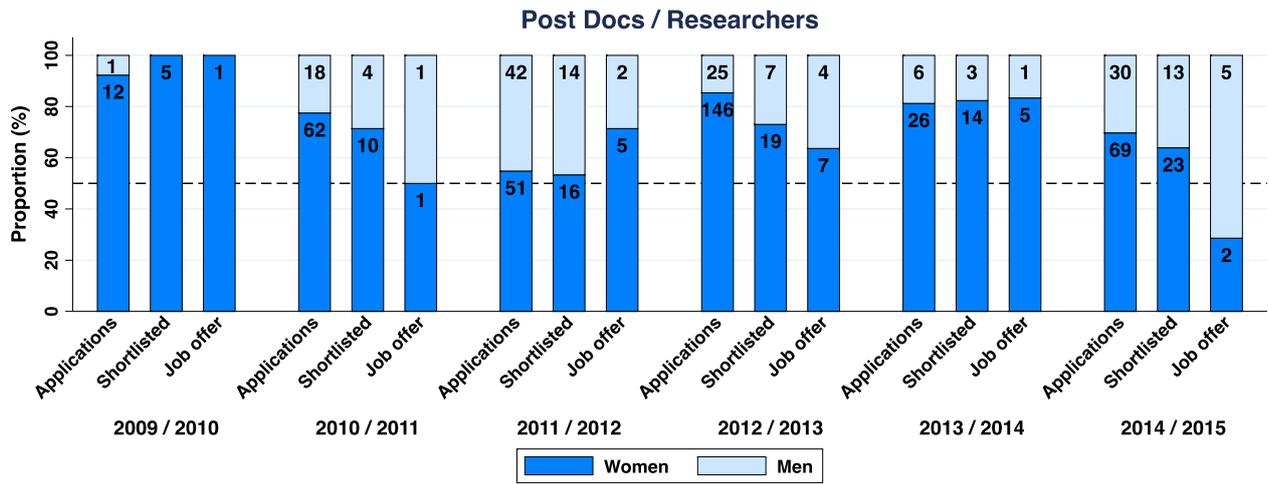


Figure 18: Job applications, short lists and offers at IfWH

(ii) **Applications for promotion and success rates by gender and grade** – comment on where these differ, whether these have improved and say what further action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

We have sustained a high success rate for senior promotions.

Before our silver award, 5 women and 2 men gained promotion; since then, 7 women and 3 men have been promoted (Figure 19) **(GAP 2.3)**.

Ahead of UCL’s annual promotions round, we notify all eligible staff and our Executive Committee considers each case for promotion, encouraging and supporting individuals to apply as appropriate. Consequently, nearly all applications succeed, the exceptions being 1 man in 2010 and 1 woman in 2011 who became professor in 2014 **(GAP 2.3)**. Since our Silver award, a female senior lecturer has been promoted to Reader and then onto Professor (see **AD case study**).

Grade promoted to	2010 - 2013		2013 - 2016	
	Women	Men	Women	Men
Post Doc/Research Associate	2	0	2	0
Lecturer/ Senior Research Associate	1	1	1	2
Senior Lecturer/Reader	1	1	2	1
Professor	1	0	2	0

Figure 19: Promotions within IfWH

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

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

We support equality and diversity at each stage of recruitment. HR staff check draft adverts and job descriptions to ensure that the language avoids bias. Positive action statements are added according to the post (below), with information about our SWAN Silver award. Our homepage displays the Silver award logo.

Adverts for many senior positions include the statement: *“We welcome applications from women and minority ethnic groups as they are underrepresented at these levels.”*

Our SAT secured agreement for IfWH job adverts to include a statement about flexible working, now becoming UCL-wide policy (GAP 3.4):

“These are full time positions, but job share, part time and other flexible working may be considered.”

Going forward, we will retain statements relating to BME and job-sharing, but remove reference to women.

For early career posts, we will include the following statement: (GAP 3.1):

“We welcome applications from men and minority ethnic groups as they are underrepresented at these levels.”

Our hiring practices comply with UCL’s recruitment policy and our HR team monitors selection panels for diversity. Since 2012 we have exceeded UCL’s target of 25% women on panels. We then set our own target of 60% because this figure is close to the proportion of women in the institute (Figure 20) (GAP 1.4). Since 2015 we have also monitored BME representation: 40% of panels had at least one BME member which is exemplary for UCL; around 27% of our staff are from BME groups. UCL is training a pool of BME staff as bias and selection experts. By drawing on this pool, we aim to increase the proportion of panels with BME members to 50% (GAP 1.4).

Year	% panels with ≥60%F (IfWH)*	% panels with ≥25%F (UCL)	% panels with ≥1 BME
2012-2013	75%	100%	
2013-2014	73.3%	100%	
2014-2015	78.5%	100%	
2015-2016	100%	100%	40%

*21% of panels were all female; none were all male

Figure 20: Make-up of recruitment panels within IfWH

All our panel members (and new staff) are required to complete UCL’s Online Diversity Training (GAP 3.1). For our Silver action plan, all line managers (around a third of employees) attended a half-day training session on ‘Unconscious Bias’; we will ensure that all new line managers do the same and that existing staff re-train regularly (GAP 1.3).

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

Our support for career progression has brought gender balance at senior levels, grant success for female PI's, and positive feedback.

We have reduced attrition in the career pipeline for women (Figure 21) (GAP 1.1, 2.1).

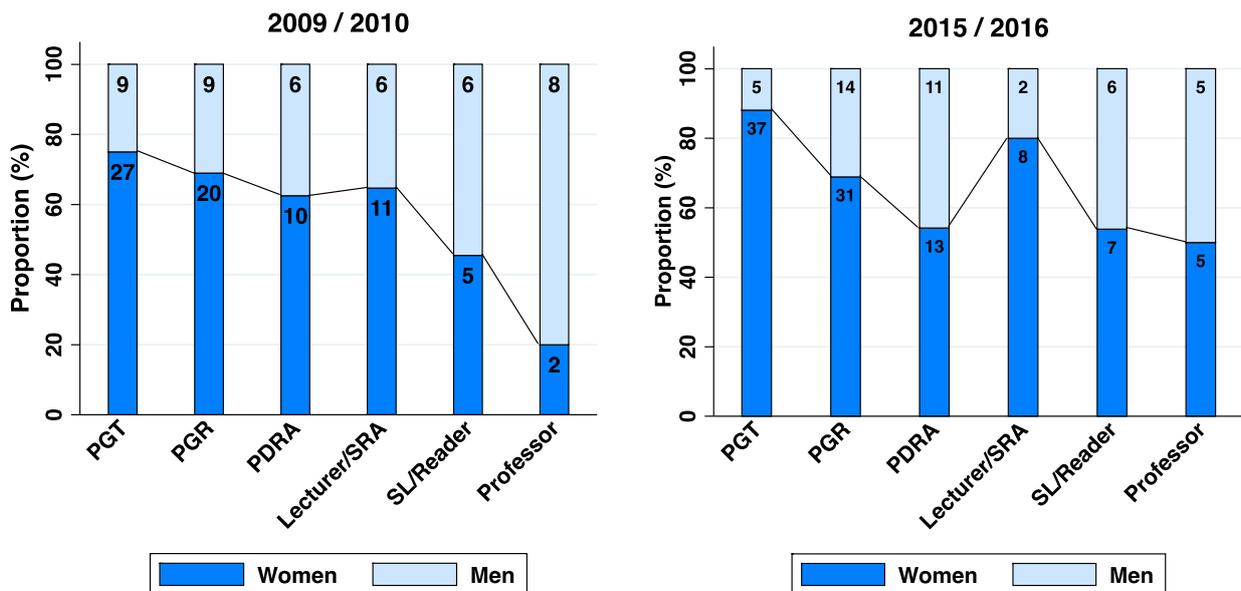


Figure 21: Career pipelines at IfWH

Supporting grant applications

Securing external research funding is a key measure of academic success. Since our Silver award, we have introduced additional peer-review, costing, and administrative support for grant applications (GAP 2.6) and funding to female PI's has risen markedly (Figure 22). Publication output is another key success measure; we returned similar numbers of eligible male and female staff in the RAE (2008; 10F and 12M) and REF (2014; 15F and 17M) (GAP 2.7).

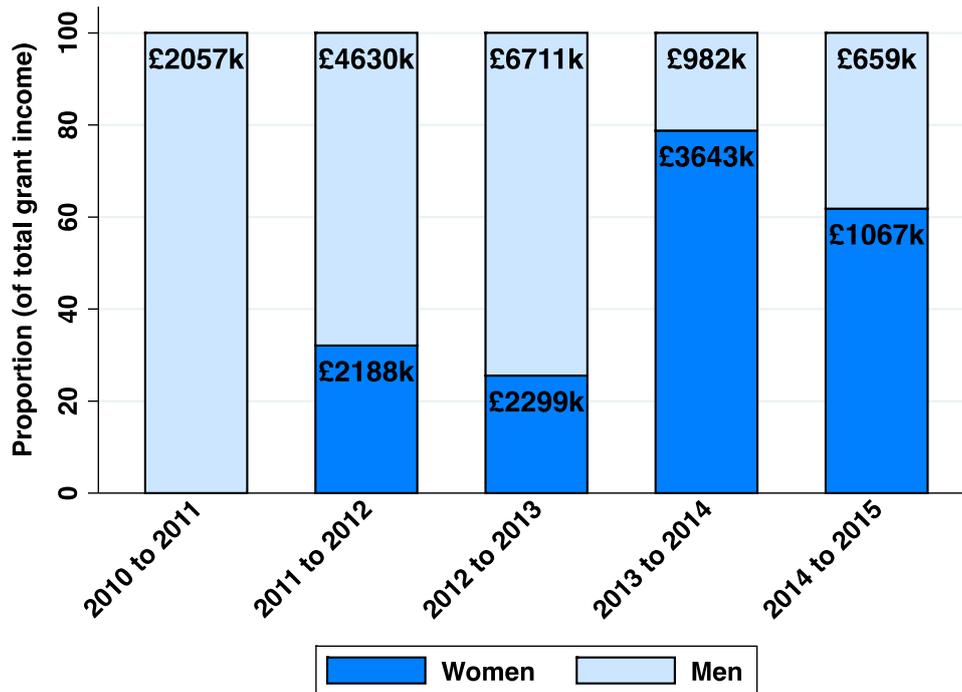


Figure 22: Grant awards at IfWH

We appointed a Finance & Costing Officer (**GAP 2.6**) to take on much of the administrative burden associated with grant submissions. He provides the Executive Committee and senior staff with monthly updates on submissions, by grade and gender, and success rates. These data help to identify our key funders and provide more tailored support to research staff.

Personal development

We have invested in a number of initiatives to support individual career development (see HoD letter, **DP and JS case studies**), including monthly ‘**Career Surgeries**’ where two senior academics with different expertise assess CVs and meet together with staff at any career stage to discuss issues affecting their career progression (**GAP 2.2**). Feedback has been very positive (Figure 23).

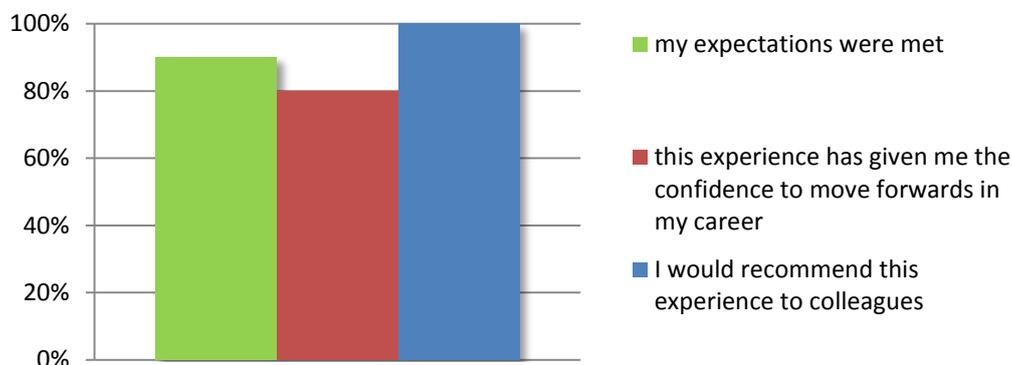


Figure 23: Feedback from participants in IfWH career surgeries

“I felt that my queries regarding my future career prospects were understood very well. I was given invaluable advice that I hope to act on before the end of the year.”

Senior researcher, 2016, female

Our termly **all-staff meetings** (page 47) feature sessions on personal or career development by invited speakers (**GAP 3.1**). These have included:

- introduction to coaching
- preparing grant applications
- appraisal and mentoring
- UCL core values
- leading staff
- managing the academic workload
- wellbeing

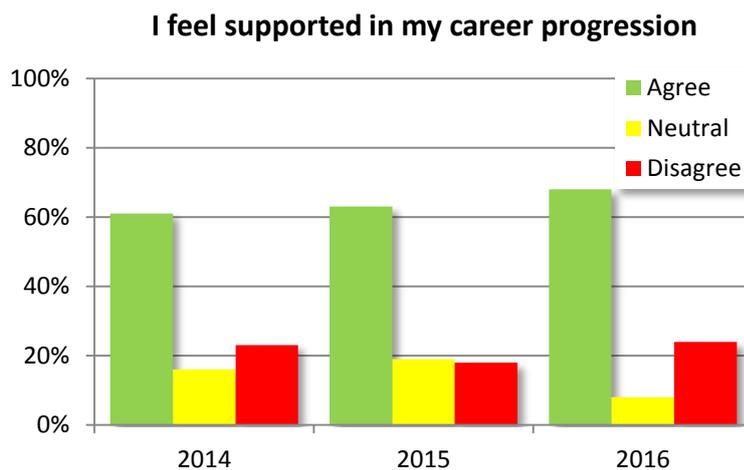


Figure 24: IfWH responses to annual staff survey

A growing proportion of staff feel supported in their career progression (Figure 24) with no significance difference by gender (data not shown). In the 2015 UCL survey, 90% of IfWH respondents felt there were ‘no barriers to career progression because of gender’.

Leadership training

The IfWH identifies individuals most likely to benefit from UCL’s various leadership courses and supports them through competitive selection processes. **Four women have attended the popular Future Leaders Programme (FLP) and subsequently been promoted to Reader, Professor or Institute Director.** We lobbied central HR to expand from one to four courses this year (**GAP 2.5**). Two staff (male Reader and female Director) are currently on the FLP, and a Senior Lecturer has been selected for the Aurora Programme (women-only leadership).

After attending the FLP, our SAT co-lead initiated a **network for all women completing the FLP** to continue peer-support for personal and career development. Meeting every 2 or 3 months, we discuss topics such as how to negotiate increased pay and work/life balance. UCL senior management and central HR have welcomed our proposal for members to **shadow UCL senior management** (Provost, Vice-Provosts and Deans); the first shadowing placements will start in February 2017 (**GAP 2.5**).

Mentoring

We promote mentoring through our own peer-mentoring schemes (page 39), by highlighting UCL’s online mentoring platform (U-mentor) at all-staff meetings, and by senior staff participating in UCL’s ‘Future Fifty Mentoring Scheme’ (in one case resulting in promotion to Reader) and the Academy of Medical Sciences Mentorship programme. We plan to work with UCL Organisational

Development to modify the U-mentor scheme, aiming for greater participation **(GAP 2.4)**.

The proportion of staff with a mentor has increased from 18% in 2014 to 24% in 2016, with 38% saying they would like a mentor (IfWH staff surveys). Further enquiry suggested that people wanting a mentor have often 'not got around to it'. To encourage action, we will invite advocates to describe how their careers have benefited from mentoring at an all-staff meeting **(GAP 2.4)**. We have also added discussion of mentorship to our appraisal check-list **(GAP 2.3)**.

Regarding BME staff development, our IfWH manager recommended setting up a more active sponsorship programme based on her experience of the limitations of mentoring schemes. By highlighting these issues at our all-staff meetings, we will encourage BME staff to engage with the B-MEntor and Sponsorship schemes **(GAP 2.4)**.

Networking

We provide numerous networking opportunities for all staff grades, from student to Director:

- Weekly or monthly meetings within research departments
- Termly all-staff meetings **(GAP 3.1)**
- Annual scientific meeting
- Social events, including coffee mornings and weekly yoga classes **(GAP 3.3)**.

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

IfWH staff feel more positive about their work and personal/career development than other academic groupings.

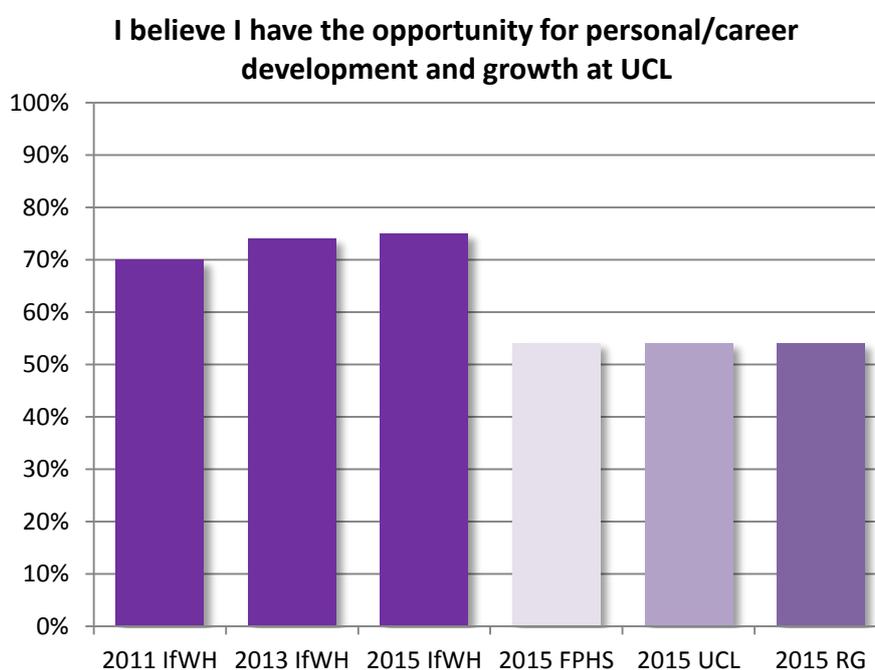


Figure 25: IfWH staff responses to UCL's staff survey in 2011, 2013 and 2015, compared with our Faculty, UCL and Russell Group Universities for 2015

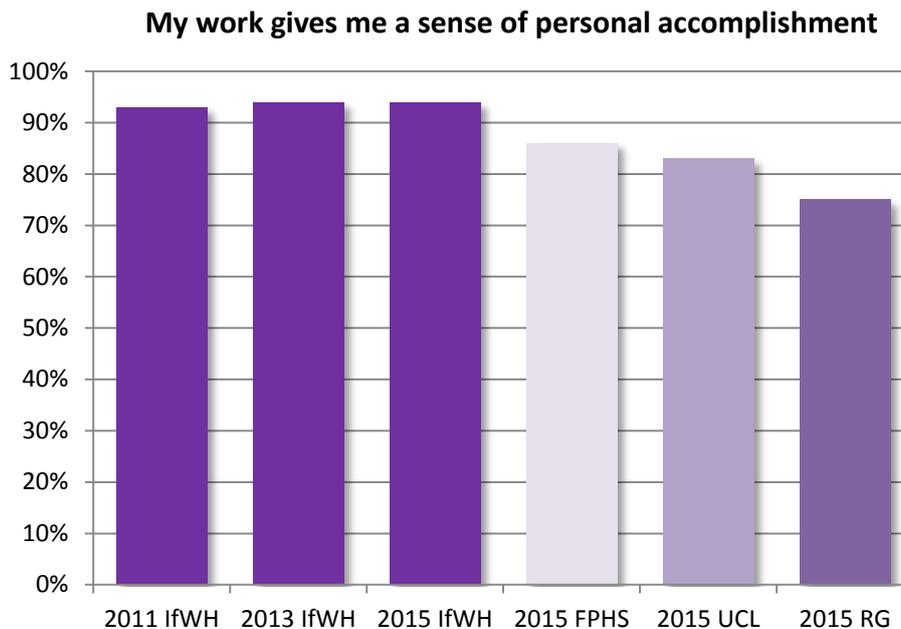


Figure 26: IfWH staff responses to UCL’s staff survey in 2011, 2013 and 2015, compared with our Faculty, UCL and Russell Group Universities for 2015

Appraisal

During appraisal, line managers explore achievements, challenges, future goals and training needs with their staff. In 2015, we added a prompt to explore what support staff may need to achieve a good work-life balance (**GAP 2.3**).

In 2015, SAT monitoring showed that only 67% of appraisals had been completed. After organizing a session on appraisal at our next all-staff meeting, 88% of appraisals were completed within 3 months; currently the figure is 92%. However, 24% of staff surveyed (2016) did not find appraisal constructive. Responding to feedback, we aim to enhance appraisals (**GAP 2.3**) by:

- holding all appraisals in February to increase completion rates and stimulate discussion of common themes at all-staff meetings
- including a new workload model (Figure 34, page 46)
- adding a checklist to ensure that promotion criteria, career development, publications for next REF, teaching workload / portfolio (page 45) and mentoring requirements/plans are discussed on each occasion (**GAP 2.7**)
- ensuring all line managers complete forthcoming UCL online appraisal training (**GAP 2.3**).

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

Induction

Our induction follows UCL guidelines, but was re-developed in 2009 by our institute manager when she felt that her own induction experience could have been better.

Before their contract starts, all new staff receive an induction pack. Appointments are announced at our monthly senior staff meetings and staff are welcomed in the quarterly IfWH newsletter. The induction pack includes:

- *welcome letter (where to go on their first day, how to get UCL ID, email etc., web links to UCL-wide policies on flexible working, parental leave, crèche and childcare etc.)
- *induction HR checklist to be completed with their line manager
- *Job Description and Personal Specification
- *contacts for IfWH PS Staff
- *departmental organogram (Figure 3)
- *Health & Safety policies
- *IT desktop Welcome Pack

“I felt that the induction process was clear and well-structured, I was given enough opportunities to ask questions, introduced to other colleagues, and was made to feel welcome by all. Additionally, all the standard training courses, [including] comfort at the workstation, were easily available to me.”

PSS, 2016, female.

Responding to our PSS focus group (page 7), we will expand their induction so that new PSS meet more key staff, and hold a second induction meeting a few months later to aid partnership working with IfWH staff. **(GAP 2.8)**

We plan to include a bespoke ‘**IfWH Culture**’ document **(GAP 3.4)** to highlight areas we consider unique to IfWH such as all-staff days, social activities and a **buddy scheme** for new starters (since 2014) which aims to help them feel at home and able to ask questions they might not want to ask a line-manager **(GAP 2.4)**.

About being “buddied”:

“I appreciated being allocated a “buddy” at the start of my induction, this made me feel a lot more comfortable knowing that there was a particular person who I could approach if I needed anything.”

PSS, 2016, female.

About being a buddy:

“I believe that having a buddy-scheme at work can make a huge difference to the new starter, but it also adds value to my understanding of IfWH when looking at the Institute’s culture through a new employee’s eyes.”

PSS, 2016, female.

Training

We require or offer a wide range of training through UCL and within the IfWH:

- We require new starters to complete online diversity training (page 28).
- We require line managers and staff on recruitment panels to complete Unconscious Bias training (page 28). We will ask all line managers to repeat this training every 3 years **(GAP 1.3)**.
- UCL runs a comprehensive Professional Development Programme (free to all staff) with over 50 courses. **All IfWH staff are encouraged to attend any courses they feel would be helpful for their career progression (GAP 2.5).**
- We hold **in-house training** through our termly all-staff meetings (page 31).
- We identify **individuals** to nominate for UCL courses that select competitively, including Astrea (for PSS), Aurora, Springboard and Future Leaders Programme **(GAP 2.5)**.

In our 2016 survey, **96% reported no difficulty in obtaining permission to attend skills training courses**. We will improve monitoring of uptake and impact through our surveys and through appraisal **(GAP 2.5)**.

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The outstanding support enjoyed by our students is shown by surveys, our alumni network and individual awards.

Our support initiatives apply to all students, although the large majority are female. We have some of the highest reported satisfaction by PGT at UCL (Student Barometer surveys) reflecting course improvements tailored to students’ feedback.

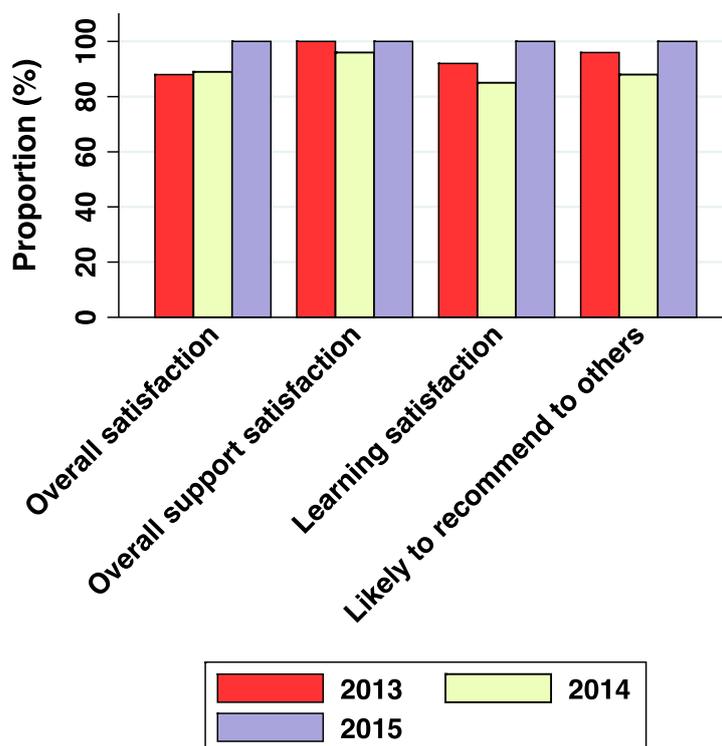


Figure 27: Postgraduate taught student satisfaction from 2013 to 2015.

“Every aspect of the course is focused on the betterment of the students. All members of staff are actively involved in helping to make sure this is achieved.”

MSc student, female, 2015

We provide a **comprehensive career programme**, over six half-day sessions (**GAP 2.2**):

- 1) Introduction to UCL careers service and how to apply for jobs
- 2) Careers in genetics in NHS and the private sector
- 3) Careers in embryology
- 4) Careers in medicine, and applying to medical school
- 5) Clinical and non-clinical PhDs: how to choose a supervisor and what to expect
- 6) Talks from external experts and **alumni** (see below) about a wide range of different careers

“No other institute runs such a well-structured careers programme as IfWH and the satisfaction ratings in the student surveys reflect this.”

Faculty Education Officer, 2016.

Our employability web page has videos by female and male alumni and our Director of Education who concludes *“at the IfWH we look on you as a lifelong friend, and look forward to helping you in your career paths.”*

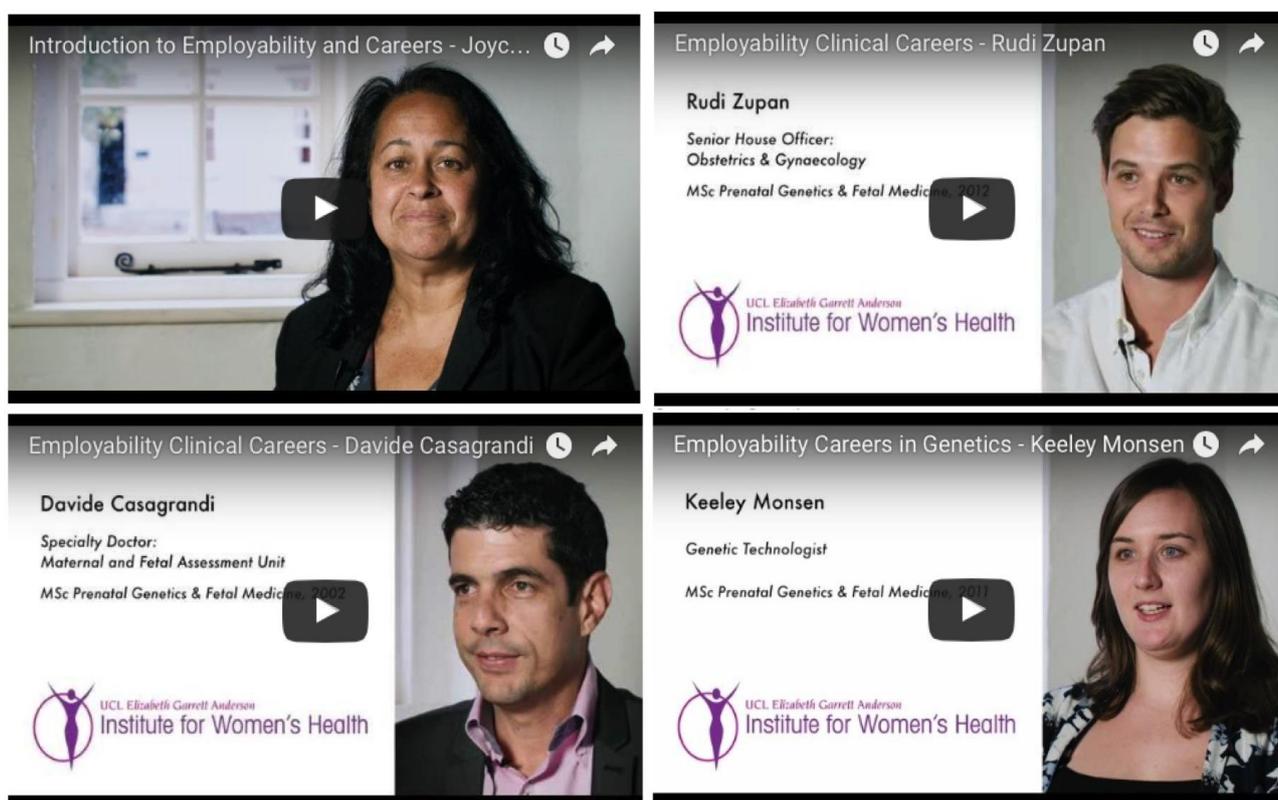


Figure 28: Selection of videos on IfWH employability webpage

Students are integral to the academic and social life of the IfWH. Student Academic Representatives (StARs), elected by their peers, contribute to termly Staff Student Consultative Committee meetings and Postgraduate Teaching Committee so that action can be taken in response to student feedback.

There are numerous opportunities for students to develop new skills:

- Annual Research Student Day and Mini-presentation Day (see below)
- Annual IfWH Scientific meeting, with awards for best student presentation and poster
- Termly all-staff meetings provide rehearsals for PhD upgrade vivas and student-focused sessions
- Monthly Journal club, where senior staff facilitate critical appraisal of a research paper selected by a student **(GAP 2.2)**
- Monthly seminars on Research Methodology by senior staff **(GAP 2.2)**
- Mock grant applications as part of MSc summative assessment

"I feel we learned many things [from the grant application] that we couldn't have learned from any other assignment. It was a very good experience overall and I'm very glad we had the opportunity to do it."

MSc student, 2013-14, female.

Since 2008 we have held an **annual research student day** organised by students, for students. Prizes for the best oral and poster presentations are awarded. External speakers (5F:8M) have talked about 'succeeding in research', top 10 academic resources, public engagement and life post-PhD. Fun sessions are included such as research 'speed-dating' where students pair up to learn more about each other's research. The day typically ends with informal networking over food and drink.



Figure 29: PGR 'speed dating' session at IfWH 8th Annual Research Students Day, 2016

In 2013, following student feedback, we initiated an **annual mini-presentation day**. To sharpen presentation skills, in 2015 we introduced the '3MT' style where students have to present in three minutes using one slide. The mini-presentation day is preparation for IfWH, Faculty and UCL 3MT competitions. This year we also videoed the presentations for students' personal use (**GAP 2.2**).

Since our Silver award, we have appointed a **Graduate Research Advisor (GAP 2.2) who has led our PhD peer-mentoring scheme and expanded it to early-career researchers (GAP 2.4)**. The scheme provides training for mentors and is now firmly embedded. All new students are assigned a student mentor based on background (academic/clinical) and physical location. The Graduate Research Advisor monitors the scheme to check that each pairing works well.

"I can definitely say that everything was made better when I was introduced to my mentor. I could only recommend this to everyone. It is an amazing help."

PGR student, 2016, female.

Our support goes beyond the courses; we run an **active student alumni program** with an annual networking event, newsletter (Figure 30), social media network, and meet-ups at conferences (**GAP 2.2**).



Figure 30: The first IfWH alumni newsletter (2015)

Individual awards:



Figure 31: IfWH's Graduate Administrator, Angela Poulter, has been nominated every year since 2012 for Union Student Choice Awards. She received Outstanding Support for Teaching (2012-13) and Outstanding Personal Support (2013-14)



Figure 32: Student Academic Representative (StAR) Natasha Liou receiving two awards from the Vice Provost (Education) in 2015 for Staff Choice and UCL Union's StAR of the Year

Organisation and culture

a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

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

Of the seven IfWH committees (Figure 33), three have a female chair (but see page 45), one a male chair and three have male and female co-chairs.

Our teaching committees have been predominantly female. We hoped that moving the Post-Graduate Teaching Committee into all-staff meetings might increase male attendance, but it did not. However, adding our new **teaching portfolio** (page 45) to appraisals is designed to improve engagement with teaching, and the increasing emphasis on teaching at UCL provides further leverage (**GAP 3.6**).

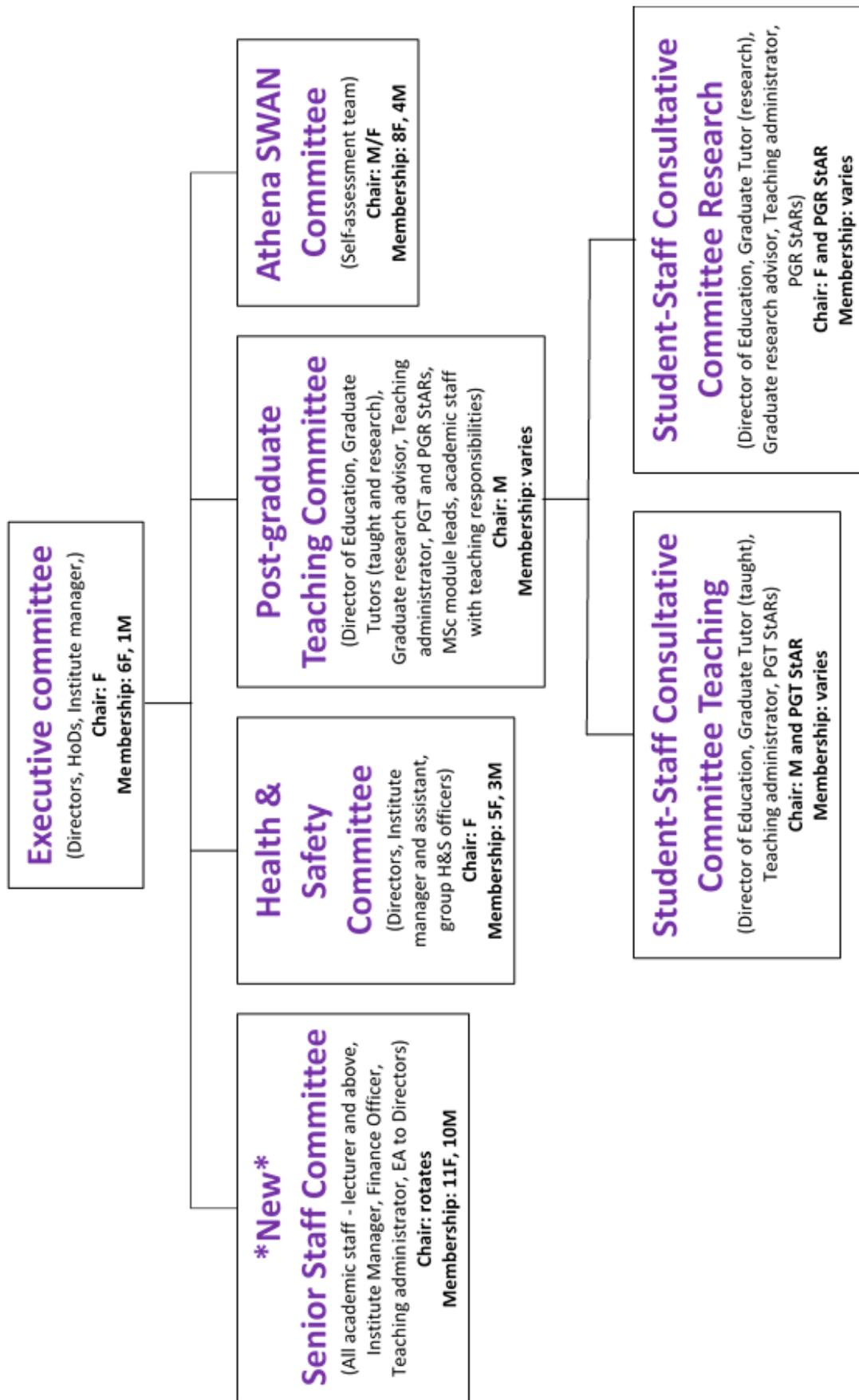


Figure 33: Structure of IfWH committees with chair and membership gender balance

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

We have 14F:9M permanent academic staff and 27F:9M research staff on grant funding, reflecting the larger number of women in junior posts (Figure 13).

We are sensitive to the lack of security for non-tenured researchers and strive to support them. The average length of employment of 18 staff in this position, for whom data were available, is 5.9 years (typical grant funding lasts 2-3 years) and a third of these staff (4F:2M) were promoted during this time.

With great effort, we have secured permission from SLMS for limited bridging funding for these staff. In our 2017/18 budget forecast exercise, we are building in a contingency fund for staff on non-tenured contracts. We will act earlier (6 rather than 3 months before contracts end) to explore redeployment opportunities **(GAP 2.2)**.

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

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

Recognising that the Executive Committee had become predominantly female due to recent senior promotions and change in Directorship, the interim Directors introduced a Senior Staff committee to widen representation from Group Leads and PSS and to improve gender balance **(GAP 3.6)**. The **new Senior Staff committee is gender balanced** (11 women and 10 men) and meets monthly, followed by the Executive Committee (6 female, 1 male) which executes the decisions reached. Going forward, the Chair of the senior staff committee will rotate so that the gender of the Chair varies and more people can gain experience of chairing meetings **(GAP 3.6)**.

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

Finding a workload model suited to the context and needs of our institute, in terms of granularity, was challenging. We piloted one model that was too detailed in some areas and neglected others. Our SAT then proposed to adapt the model consultant clinical academics already complete annually. With agreement from the Executive Committee, we revised it to reflect UCL promotions criteria and ensure relevance to all staff (Figure 34).

We debated whether to record number of hours, or percentage of time, on activities; we concluded that percentage responses were more likely to be accurate and that any issues about working hours should be addressed under work/life balance in 1:1 meetings and appraisal. We will

implement this workload model as part of annual appraisal for all staff (starting February 2017) **(GAP 2.3)**. Although the completed form can be discussed at appraisal, the data will be anonymous for monitoring.

Since UCL is placing greater emphasis on the quality of education it offers, we have decided to record teaching workload in a separate, more detailed, record that staff can use to create their own teaching portfolio **(GAP 2.3)**.

IfWH Workload 2017

Job title:

Male / Female (please delete as appropriate):

Please allocate the percentage of your time spent on each activity on an **average** month. Any activities not covered here should be listed in the 'Other' box at the bottom.

Activity	Percentage	
Research work <i>(includes experimental work, data collection and analysis, discussion of results etc)</i>		Research
Writing of grants		
Writing of papers		
Research administration <i>(includes reporting, reviewing, finance, ordering, health and safety etc)</i>		
Clinical duties <i>(includes in-patients, out-patients, supporting activities etc)</i>		Teaching
Teaching of undergraduates <i>(includes lecture/tutorial preparation and delivery, marking etc)</i>		
Teaching of postgraduates <i>(includes lecture/tutorial preparation and delivery, marking etc)</i>		
Supervision of postgraduates <i>(includes PhD and MPhil students)</i>		
Knowledge transfer <i>(includes engagement with industry, outreach activities etc)</i>		Knowledge transfer
Conferences or work at other institutes for academic purposes <i>(includes invited talks etc)</i>		
Departmental administration <i>(includes Teaching committee, Athena Swan committee, Health and Safety committee, Executive meetings, IfWH staff meetings etc)</i>		Enabling
Other Faculty/UCL wide administration <i>(includes Diversity meetings, Faculty executive meetings, Away days etc)</i>		
Other enabling activities <i>(includes mentoring/coaching etc)</i>		
Personal development <i>(includes training courses etc)</i>		
Other <i>(please list)</i>		
Total	100	

Figure 34: New workload model form for IfWH

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

In 2012 we started moving all institute committee meetings into core hours. In 2014, we introduced termly **all-staff meetings in core hours (10am to 4pm)** to support communication, engagement, training and career development (**GAP 3.1**). These meetings provide updates on key developments, rehearsals for student upgrades, and presentations from staff, students, Faculty Dean and external speakers. We have ensured **gender balance in speakers (60F: 59M for internal and 12F: 13M for external speakers)**.

Feedback on communication and engagement has been encouraging: 90% of survey respondents (2016) thought internal communication had improved and 81% thought the meetings were a good use of their time.

“Overall what I like most about the meetings is coming together as an Institute, otherwise I would not see or meet people from different departments. The best part of the last meeting was the introduction to mentoring which was not only informative, but really fun and interactive.”

Survey respondent, 2016.

Social gatherings are held on-site or nearby during core hours:

- coffee mornings;
- weekly yoga attended by all grades
- Summer picnic
- Christmas lunch.
- ten pin bowling (especially popular).

Planning these events has been rather ad-hoc; in future a social committee will prepare an annual events calendar, keeping accessibility issues in mind (**GAP 3.3**).



Figure 35: IfWH social events including sack race at 2013 summer picnic, 2014 Christmas lunch and 2016 yoga at midday

Impact is seen over time and by comparison with other academic groupings:

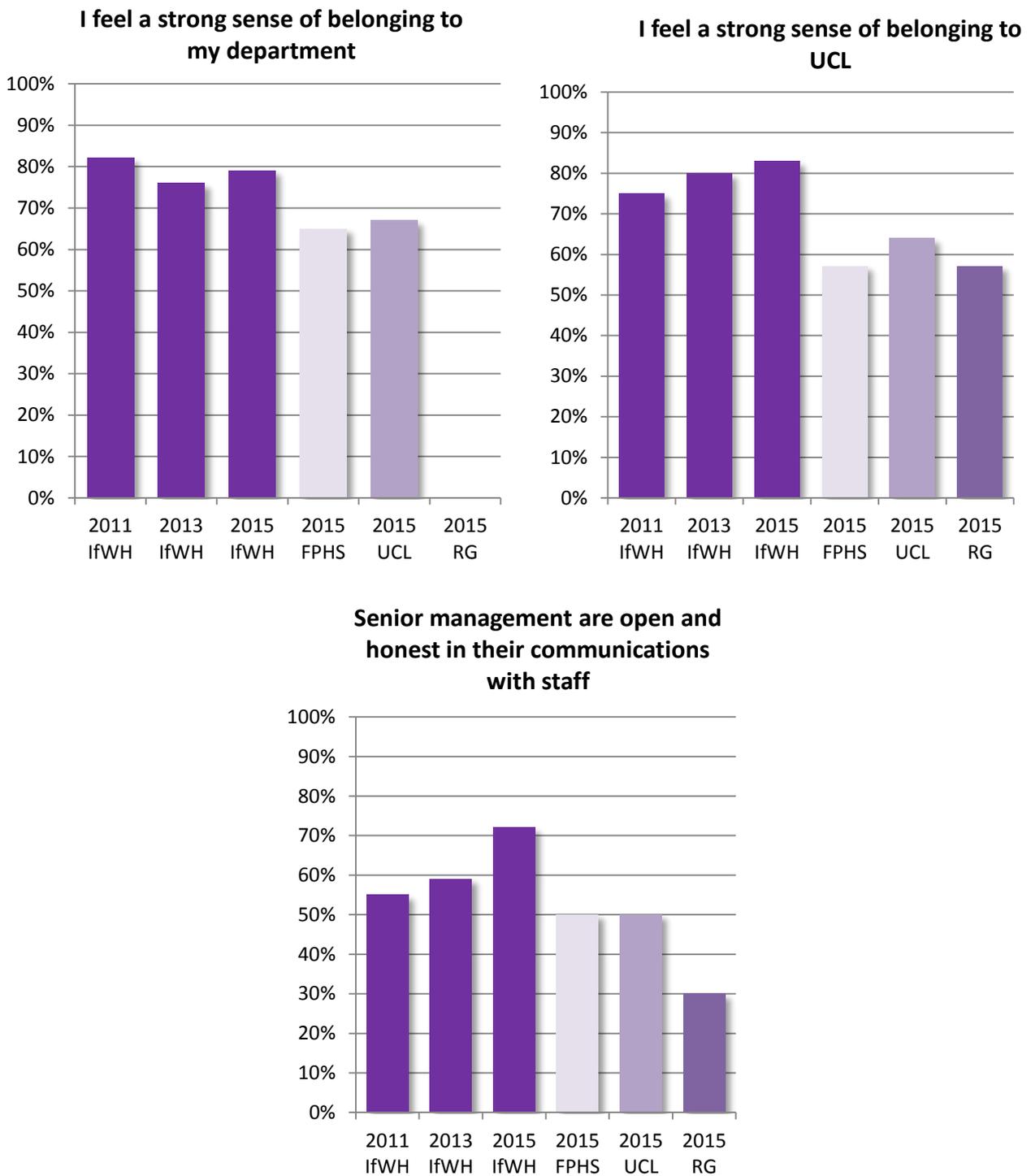


Figure 36: IfWH responses compared with Faculty, UCL and Russell Group Universities showing impact of our inclusive culture

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

Beacon activity is a key part of our culture.

Through the self-assessment process, our SAT came to appreciate how much Beacon activity is embedded in our institutional culture. Whether through seemingly small changes, like improving the institute logo, introducing family-friendly policies, or hosting ambitious events, e.g. for International Women’s Day, our aim is to promote gender equality in all we do.

- Athena Swan is a standing item on the IfWH Executive Committee agenda **(GAP 3.1)**.
- Both SAT co-leads are on the Faculty’s EDI steering committee **(GAP 3.7)**.
- One SAT co-lead is on the Gender 50:50 subgroup for flexible working **(GAP 1.2)**.
- Responding to a comment that our logo presented an unrealistic female form, we changed it to a broader range of stylised female figures **(GAP 3.2)**.

New logo



UCL EGA
Institute for
Women's
Health

Old logo



UCL Elizabeth Garrett Anderson
Institute for Women's Health

Figure 37: New and improved IfWH logo

- Many staff, including the IfWH Directors, include the Friend of Out@UCL (UCL’s LGBTQ+ network) in their email signatures to show they are allies **(GAP 3.2)**.
- IfWH is one of a few UCL departments to receive an award for pledging and holding workshops promoting **“Zero tolerance to Sexual Harassment.”** **(GAP 3.1)**.



Figure 38: IfWH SAT member Joyce Harper receiving UCL award for Zero Tolerance to Sexual Harassment

Beacon Events: International Women’s Day (IWD) (GAP 3.2)

IfWH led two week-long programmes of public events in partnership with UCL medical school to celebrate International Women’s Day (March 8th 2015 and 2016) and “challenge the way society sees women.” **Over 1000 people attended the first programme, many from outside UCL, and nearly 2000 people attended this year.** The programmes included drama, debate, comedy and art with notable impacts described below. IfWH provided most of the funding, the rest we secured from SLMS/Faculty.

The International Women’s Day Team



Figure 39: The team attracted members from across UCL (red boxes are from IfWH)

International Women's Day Events at UCL



What are the most important issues facing women in today's world?
 To celebrate International Women's Day 2015, the UCL Institute for Women's Health
 invites you to a series of events that will challenge the way society sees women.

PROGRAMME OF FREE PUBLIC EVENTS

Monday 2nd March



Theatre: SEVEN

The greatest meeting of women's play Seven, featuring women's rights activists from around the world, will be read by UCL's most senior staff, including the UCL President. The reading will challenge us to rethink the status of women in societies and the role that UCL can play. Through academic influence and impact, to improve the lives of women internationally. The reading will be followed by a conversation with the audience.

🕒 10pm - 11pm 📍 Courtyard Theatre 1 (Courtyard Building, Gower Street)
 🎟️ 7pm: Drinks reception | Reserve your free place at www.ifwh.ucl.ac.uk

Tuesday 3rd March

Film: HONOR DIARIES

The film Honor Diaries features five courageous activists speaking out about gender inequality, forced marriage, the right to education and female genital mutilation. Followed by a panel discussion with Professor Sarah Longman, Dr Richard Horton, The Lancet, and Maria Odeh (London UNHCR).
 🕒 6pm - 8pm 📍 Courtyard Theatre, Institute of Child Health, 40 Gower Street London, WC1E 6BT



🕒 8pm: Drinks reception | Reserve your free place at www.ifwh.ucl.ac.uk

Thursday 5th March



Debate: Does egg-freezing enable women 'to have it all'?

UCL Institute for Women's Health invites you to a public debate on the science and social effects of egg freezing, including the role of employers in supporting women to freeze their eggs.
 🕒 10am - 1pm 📍 Courtyard Theatre 1 (Courtyard Building, Gower Street)

Reserve your free place at www.ifwh.ucl.ac.uk

Thursday 5th March

Comedy show: Viva La Vulva by Kate Smurthwaite

UCL Institute for Women's Health is teaming up with comedian and political activist Kate Smurthwaite who will be leading a special one-off comedy show about everything a new girl needs to know about menstruating.
 🕒 7pm - 8.30pm 📍 Courtyard Theatre, Courtyard Building, access via Main Place



Reserve your free place at www.ifwh.ucl.ac.uk

Tuesday 10th March

Lunch Hour Lecture: How can we improve growth of small babies before birth?



The failure of babies to grow normally in the womb is a common pregnancy complication. Babies are at risk up to 1000 of pregnancies, yet at present, there is no treatment. Dr Maria Odeh will discuss her work developing a therapy to improve the growth of small babies before birth.
 🕒 11pm - 11.30pm 📍 Courtyard Theatre, Courtyard Building, access via Main Place

Reserve your free place at www.ifwh.ucl.ac.uk

Figure 40: IWD 2015 Schedule of events

International Women's Day Events at UCL

What are the most important issues facing women in today's world?
 UCL's Institute for Women's Health invites you to a series of events to celebrate International Women's Day 2016.

BOOK YOUR FREE PLACE: WWW.UCLWOMENS DAY.ORG



IfWH
 UCL
 INTERNATIONAL WOMENS DAY

Monday 7th March

Theatre: RITES

Rites is a powerful play based on interviews with girls, women and families affected by female genital mutilation (FGM). UCL's Professor, Michael Arthur, has an acting role and will chair a panel discussion following the performance.



7pm-9pm | Play 8pm, followed by discussion
 8004 | 16 Charles St, London WC1R 0EJ
 Cash bar

Tuesday 8th March



Lunch Hour Lecture: 'Reproduction without Sex' - Professor Joyce Harper

How possible is it to have sex without sex? Since the first birth in 1976, from coral reef farming to surrogacy in India, as well as exciting advances for disease and a host of other technological advances, what does the future hold?

1-3pm | 8pm
 Darwin Lecture Theatre | Darwin Building, access via Water Place

Tuesday 8th March

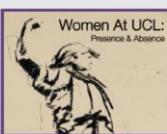
Debate: Buying fertility on the internet - fair play or risky business?

Should people be able to buy sperm and eggs over the internet, is it legal? Should we encourage this, or are the risks too great? Join our wide-ranging panel of experts to explore the future of fertility treatment online.



4pm-6pm
 Darwin Lecture Theatre | Access via Water Place
 Reception to follow

Wednesday 9th March



Story Booth: Women at UCL - Presence and Absence

Have you got a story to tell about women's presence and absence at UCL? We've got our Story Booth to share your experiences. Part of a month-long exhibition that explores the roles and spaces occupied by the 100 women admitted to UCL, and how this has changed since 1826.

12pm-5pm
 UCL North Cloisters | Main Quad, Lower St, London WC1E 6BT

Wednesday 9th March

What's funny about everyday sexism?

Stand-up Comedy and Conversation with Laura Bates, founder of Everyday Sexism Project and award-winning comedian. Laura Graham and Lily Beaton.



6pm-8pm
 Darwin Lecture Theatre | Access via Water Place
 Reception to follow

Thursday 10th March



Lunch Hour Lecture: 'Ovarian Cancer Screening' - Professor Usha Menon

Ovarian cancer is the most common cause of death from women's cancer. How about the West? Today, from one of the world's largest, wealthiest nations with over 20,000 British women to find out whether a screening programme will save lives.

1-3pm | 8pm
 Darwin Lecture Theatre | Darwin Building, access via Water Place

Figure 41: IWD 2016 Schedule of events

An IWD event with particular impact was the documentary play SEVEN which tells the true-life stories of seven female activists from around the world. For the performance that we staged, we had UCL's most senior men, including the provost, read their powerful and often harrowing stories. It was the first time that SEVEN had been performed by the senior faculty of a UK university. The immediate impact on the Readers during rehearsal and the performance itself was palpable. Audience feedback was hugely positive:

“The fact that I heard only women and their stories, not the men reading them is a testament to both the writing and the engagement of the readers”

“To see our most senior males at UCL identify as women who’ve suffered real hardship was quite unique and powerful”



Figure 42: Performance of the play SEVEN during IWH 2015

By chairing the Q&A, our SAT co-lead was able to challenge the Provost publicly about gender imbalance in UCL’s senior management. We made a video with the Provost and others about their participation in SEVEN. In it he said:

“I took part in SEVEN because I thought it was really important that senior members of UCL did something very active during international women’s week.”

“What I learned is that I had never really thought through what it must be like being a woman subjected to such terrible treatment and circumstances.”

SEVENontouratUCL



Figure 43: Online interview with UCL Provost and others about their participation in SEVEN

We believe this event may have had some influence on a shift in gender balance among UCL's most senior staff; **before the event only 1 of 7 Vice Provosts were female, currently 3 of the 7 are female.**

The Provost's response to SEVEN also included a thoughtful all-staff news item about improving female promotion and tackling discriminatory behaviour.

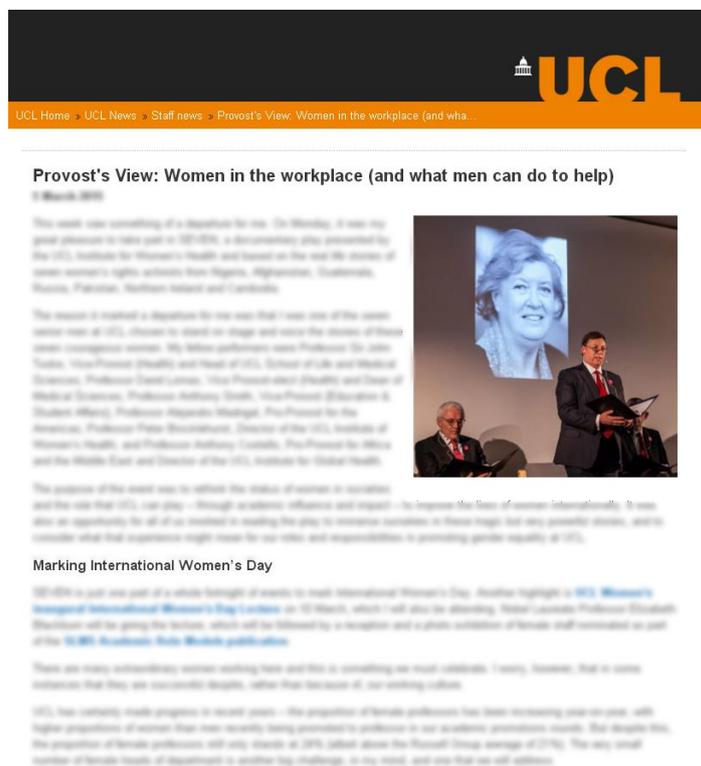


Figure 44: Excerpt from UCL Provost's newsletter

Further evidence of impact from SEVEN comes from its place in UCL's Athena SWAN Silver award (2015) and Goldman Sachs requesting our support in developing their gender equality programme.

During the SEVEN Q&A, when the Provost referred to sexism 'cropping up from time to time' at UCL, a member of the audience asserted it was an 'everyday' issue. Inspired by this exchange, we invited Laura Bates, well-known founder of the 'Everyday Sexism Project' and two comedienne to host an event for **IWD 2016** which we called "**What's Funny about Everyday Sexism?**" (Figure 41). Audience feedback was hugely positive:

"I pay a lot to study at UCL. This just made it all feel worth it. THANK YOU THANK YOU."

We also made a video, now on IfWH and UCL’s HR website, in which Bates tackles multiple forms of discrimination (Figure 45).



Figure 45: Screen shot from online video of Laura Bates, founder of the “Everyday Sexism Project”

After SEVEN, the Provost asked to be involved in our next IWD programme and so took part in 'Rites,' a play about female genital mutilation, **staged by medical student group Viva La Vulva** (Figure 46).



Figure 46: UCL Provost and others in play about FGM, ‘Rites,’ directed and staged by medical student group Viva La Vulva for IWD 2016

Another **IWD event** with wide impact was an exhibition led by IfWH in partnership with UCL Equality, Diversity and Inclusion team: “**Women at UCL: Presence and Absence**” (Figure 47). We worked with an independent artist, who used UCL archival material to produce 12 mixed-media works (“Theirs to Ours”) that explored the changes at UCL since admission of women in 1838 to the present day. The exhibition was promoted in respected external art publication ‘Art Licks’.

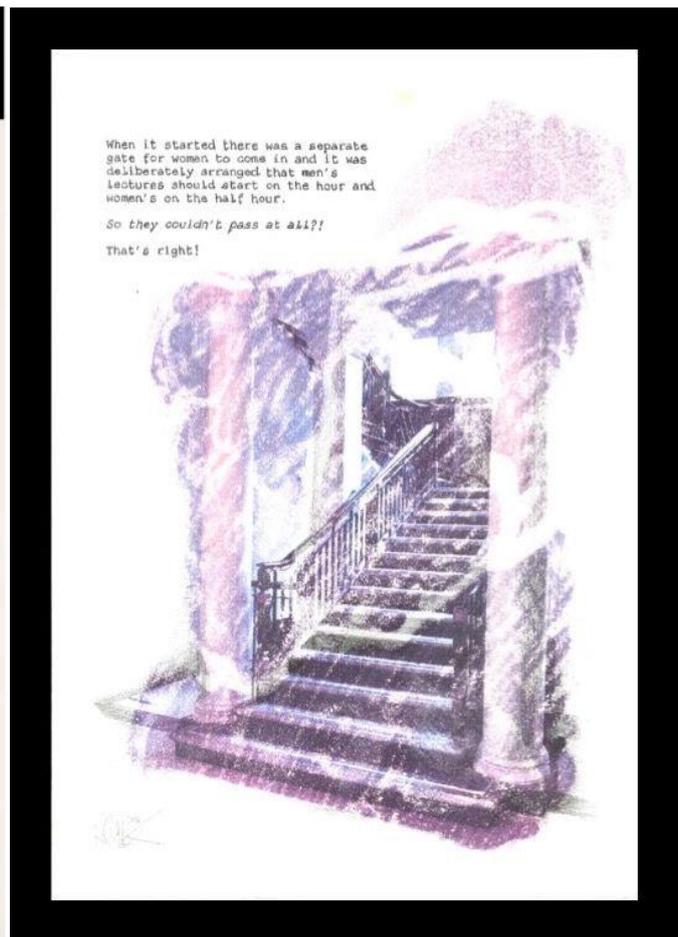
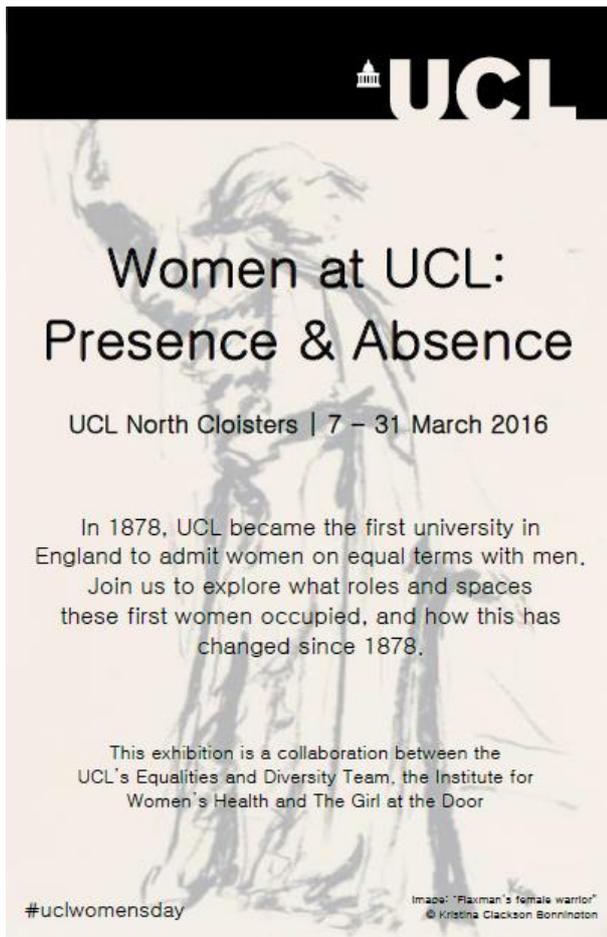


Figure 47: Poster (left) and art work from the Women at UCL: Presence and Absence exhibition; *Theirs to Ours: Clocks and Gates*, (Copyright: Kristina Clackson Bonnington 2016); Quote reads: 'When it started there was a separate gate for women to come in and it was deliberately arranged that men's lectures should start on the hour and women's on the half hour.

So they couldn't pass at all?!

That's right!'

Opened by the Provost, the exhibition was combined with current portraits of 24 UCL women, **including two members of our IWD team (in red)** nominated by staff and students for *inspiring, encouraging, or helping them to think differently about their work or study*“ (Figure 48).

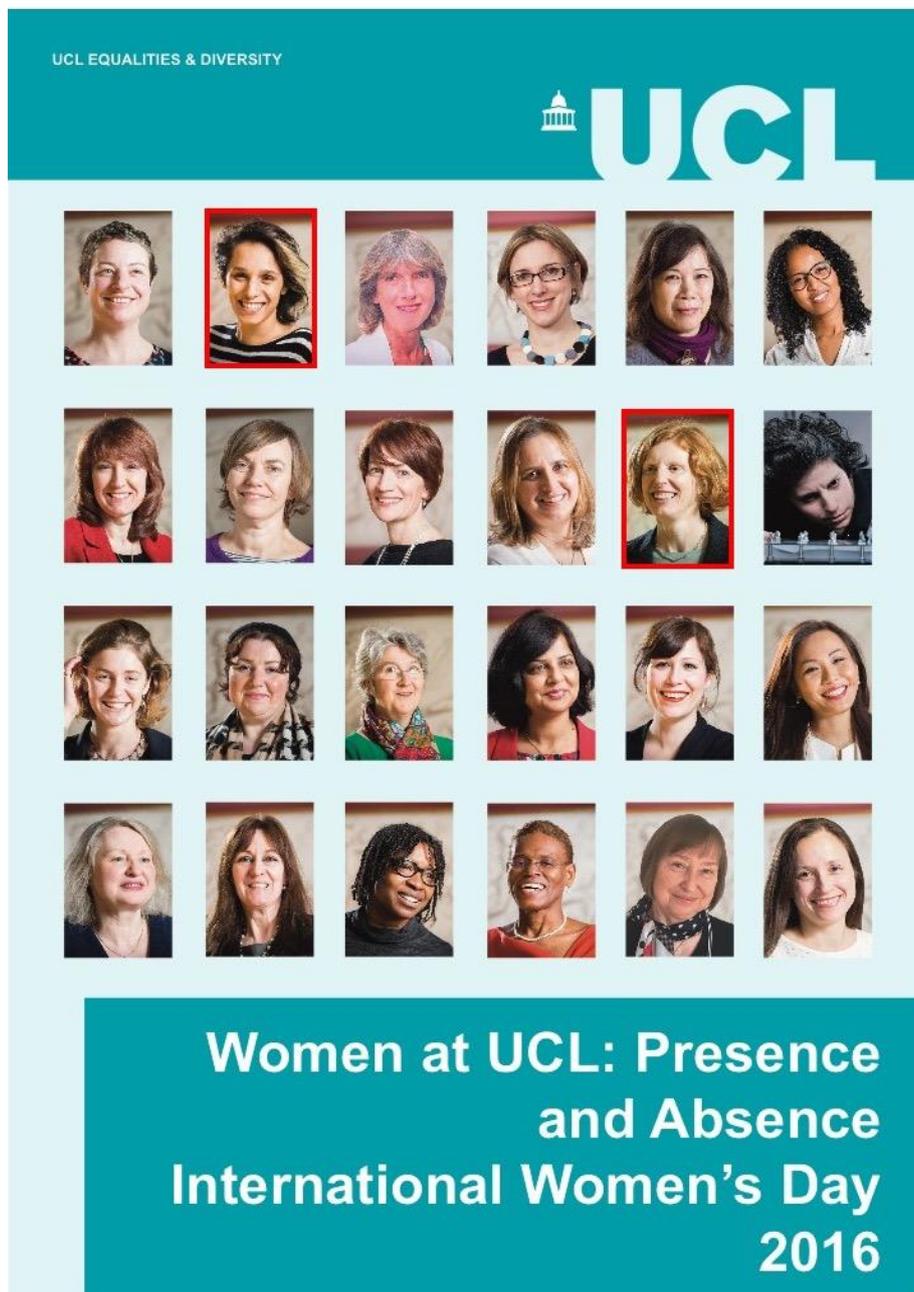


Figure 48: Women at UCL: Presence and Absence poster (IWD team members highlighted in red)

“This is UCL absolutely at its best.”

UCL Provost, opening the exhibition.

We are now working with UCL Culture to extend the theme of **Women at UCL: Presence and Absence** into a **6 month exhibition in 2018 to coincide with the 100th anniversary of International Women's Day (GAP 3.2)**.

Beacon Events: Signalling Cygnets

We co-hosted a national event "Signalling Cygnets" with UCL ICH to share information and good practice on Athena SWAN (GAP 3.7). Approximately 70 delegates attended from across the country and speakers included a gold award holder. 95% of attendees rated the event as good or excellent.

"As someone new to the area I found the positivity and support for Athena SWAN very encouraging. It was also great to hear the success stories and to get input on how to work up the awards. The opportunity to network and get feedback on specific areas was also valuable."



Figure 49: Poster and photo from our Signalling Cygnets event

Further Role Models (GAP 2.1):



Figure 50: Two IfWH staff (in red) were voted as SLMS academic roles model in 2014



Figure 51: IfWH Director was chosen to front the UCL £600 million fundraising Campaign 'It's all academic' in 2016



Figure 52: IfWH Director received “Women-in-the-City Woman of Achievement Award” (2015) which recognises senior women who actively promote and encourage the progress of women



Figure 53: IfWH promotes flexible working through job-sharing at Director level, 2016



Figure 54: IfWH manager (Marcia Jacks) received the Provost's excellence award for her contribution to UCL's Bronze Race Equality Charter Mark award, UCL's Race Equality Steering Group and being an excellent role model in 2016

Impact is reflected in our survey findings (2016):

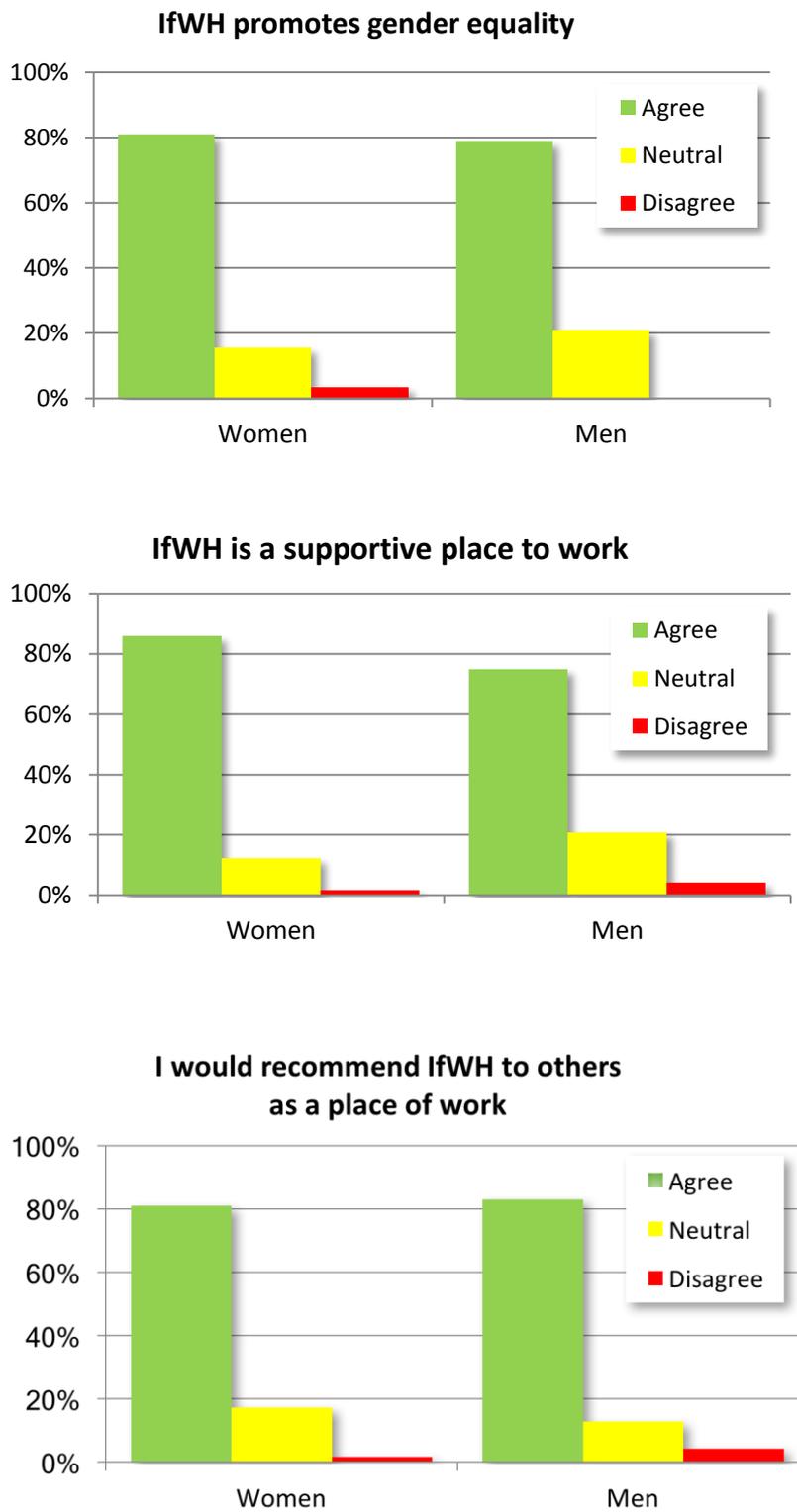


Figure 55: Responses from IfWH survey 2016 showing impact of our inclusive culture

Impact is also reflected in IfWH staff responses to UCL's survey:

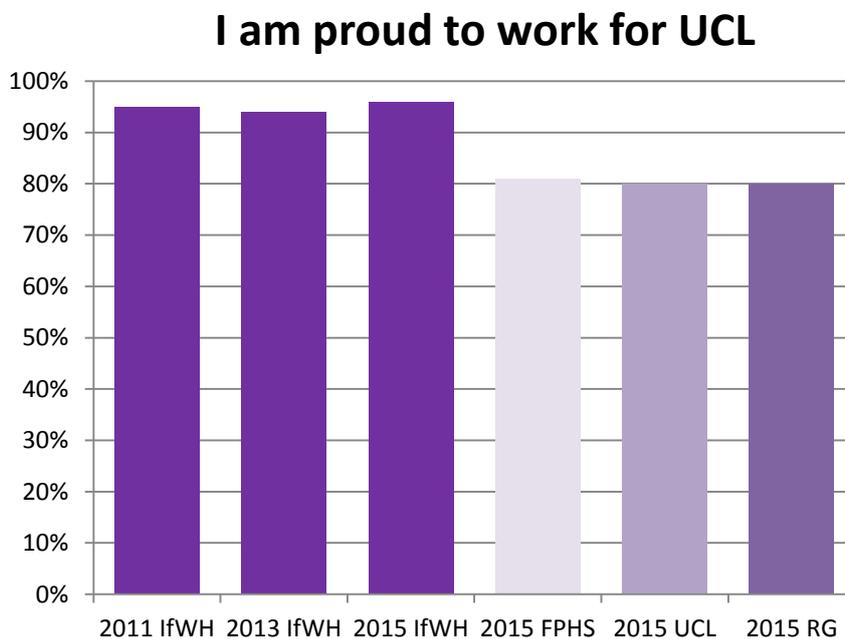
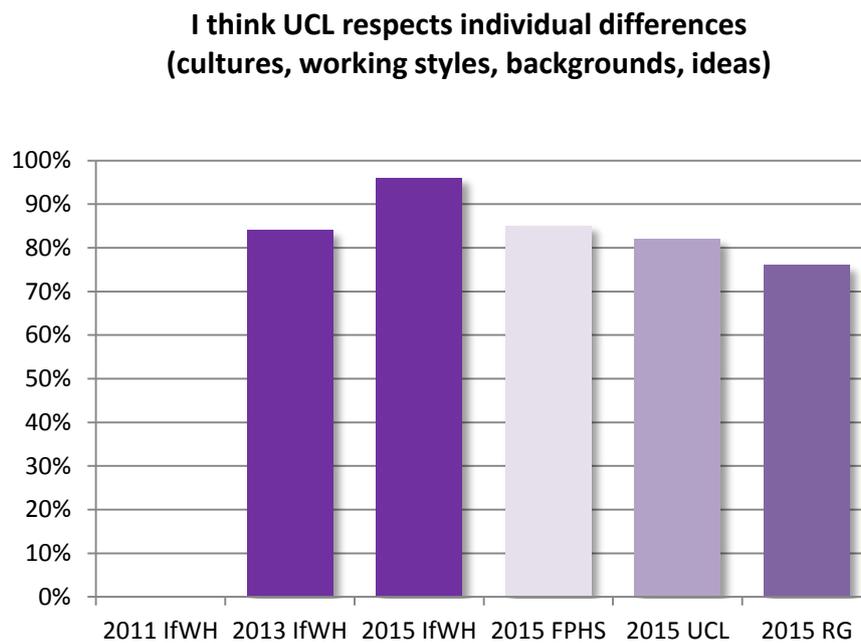


Figure 56: IfWH responses compared to Faculty, UCL and Russel Group Universities showing impact of our inclusive culture

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

Outreach is integral to our work; our programme is extensive and varied.

Connecting with diverse communities – whether through a summer school, free online course or pub gathering – brings our research alive and makes women’s health issues accessible to all. Activities are highlighted in a video on our website.

We are especially proud of our Summer School for A-level students and new ‘Massive Open Online Course’ on reproductive ethics, accessed by over 3,500 students globally. Engaging with male audiences can be a challenge; we aim to follow the example of UCL Engineering who insisted that schools bring equal numbers of boys and girls to their education programmes (**GAP 1.7**).

Event or Activity	IfWH presenters	Audience
Placements at IWH		
IfWH Summer School	3F:1M	27F:16M
In2Science – for young people from low income backgrounds.	1F	5F:1M
Nuffield placements – encourages young people from disadvantaged backgrounds into STEMM	1F	8F:1M
Research placements – undergraduate summer placements	3F:1M	3F:1M
Interaction with Press/radio/TV/social media		
TV: BBC2, BBC News 24, ITV News, Channel 4 News, Channel 5 News, Zee TV Print: Guardian, Telegraph, Times, The Statesman, New York Times, The Times of India. USA Today Online: Science Daily, MedicalResearch.com, DailyRxNews, Yahoo News, The HealthSite, Evening Standard, Independent Online, Huffington Post Global Women Connected, website set up by SAT member	5F:2M	Viewers and readers
Public Events and Talks		
UCLH Research Open Days	3F	60F:40M
Charity open days/lectures (e.g. Medicins Sans Frontieres, FGM charity)	3F:1M	80F:50M
Pint of Science - scientists discussing their research with pub audiences	3F:1M	20F:30M
UCL Lunchtime Lectures (live streamed and on UCL’s youtube channel)	3F	60F: 50M
Other talks for non-scientists	1F	120F:110M
Invited talks		
Talks in schools on careers in research	2F	250F:250M
Health and Gender Equality Lecture -Oxford University	1F	60F:40M
Presentation on Clinical Careers – League of Research Universities	1F	75F:75M
Other Events and Activities		
Women in Science Week	1F	180F:120M
Comedy Events	2F	160F:30M
Museum workshops	1F	180F:60M
Elizabeth Garrett Anderson 150 th Anniversary Event	1F:1M	150F:130M
TED ^x UCLWomen Event - celebrating the achievements of women at UCL	3F	80F:20M
Massive Open Online Course (MOOC)	6F:5M	3500 students
Movie screenings	1F	120F:40M

Figure 57: Outreach activities with gender balance of presenters and audience



Figure 58: IfWH Summer school students 2014



Figure 59: UCL lunch hour public lecture given by IfWH staff



Figure 60: Professor Martin Widschwendter from IfWH explains promising new research to prevent women's cancer on 'Trust me I'm at Doctor'

2014 students

800 student applications, 108 placements



Durshant Somaskantha from Kingsbury high school just started his Biomedical science degree at UCL. Durshant had a placement with Dr Eridan Rocha Ferreira in UCL's Neonatal Neuroprotection Group last summer.

Dursahant said 'I don't think I would be in the same position today if I did not do the placement and meet such inspirational scientists'

Figure 61: IfWH post-doc researcher working with 'In2science' where school students from low income families work alongside STEM scientists to help their transition into university

Flexibility and managing career breaks

a) Provide data for the past five years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance, how they have affected action planning, and any improvements since the department's Silver award.

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

Length of maternity leave among IfWH staff is double that of academics in Russell Group Universities

In the past five years, 17 staff (12 research, 1 academic, and 4 PS) have taken maternity leave, with 15 returning to work, of whom 11, 9 and 8 were in post at 6, 12 and 18 months, respectively. Reasons for leaving after return from maternity leave are not routinely collected; in future, we will hold exit interviews when a staff member leaves (**GAP 3.5**).

The average duration of maternity leave for IfWH staff (335 days) is almost double that for Russell Group universities (191 days, data from Department for Work and Pensions 2014). We believe this is testament to our family-friendly policies and staff confidence in job security.

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

Over the past five years, maximum paternity leave was taken by a Research Associate who returned to work full-time and a PSS member who returned to work flexibly (see **IW case study**). Adoption leave was taken by one woman with the same support as for maternity leave. There has been no request for shared parental leave; we aim to increase awareness of this option during expectant parent meetings with IfWH HR (page 68, **GAP 3.5**).

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

Flexible working is the norm at IfWH

The majority of staff work flexibly (see **all case studies**) following discussion with their line manager. This means that formal requests to HR are unnecessary.

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

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

To aid flexible working, we moved all institute meetings into core working hours, avoiding school holidays (GAP 3.1). Our SAT co-lead was on the UCL 50:50 gender equality group (2012-14) and has promoted job-sharing in leadership positions as a way of working more flexibly – with the Provost directly and through the 50:50 subgroup on flexible working.

80% of staff reported enough flexibility in 2013 (data not shown) and 86% in 2016. Aiming to increase this to 100%, we will raise awareness of flexible working through our web-site, at induction, supervision and appraisal meetings (GAP 2.3, 3.1, 3.4, 3.5).

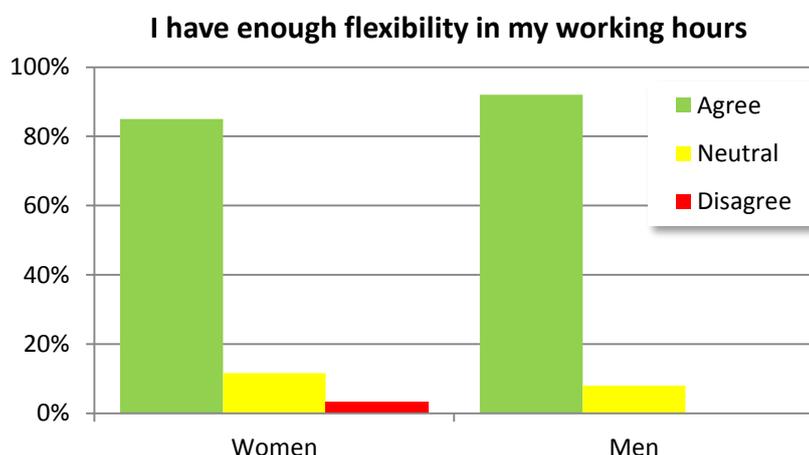


Figure 62: Responses from IfWH survey 2016 showing impact of our flexible working practises.

“Plenty of options for me to work from home, and work flexibly eg working less in the school holidays and more during the term time.”

Research Associate, female.

“I can choose to work at home if it fits in with my plans. This is a great advantage since I can get much more done while juggling commitments at home.”

Professor, female.

“The IfWH has been absolutely brilliant with how flexible working hours have been.”

PhD student, female.

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

Staff planning parental leave meet with their line manager to review work plans and discuss any support needed in pregnancy. In future, we will offer an **expectant parent meeting with IfWH HR** to discuss benefits, assistance with the complex UCL maternity leave calculator, crèche, child care vouchers, UCL network 'Parents and Carers Together' etc. **(GAP 3.5)**. Staff will also be allocated a maternity/paternity leave buddy – someone with recent experience of the issues to provide ongoing support **(GAP 3.5)**.

Finding appropriate maternity cover for academic and research staff can be challenging when the work is highly specialized. Recently, we had the opportunity to secure an external temporary appointment at the same level (see **SB case study**) which meant that she felt able to take a full year's leave without pressure to continue working.

Supervisors invite parents on leave to work events so they can feel connected with the Institute if they wish to. In future, we will offer a meeting, by skype or in person, with IfWH HR to discuss phased return to work, including paid sabbatical and flexible working arrangements **(GAP 3.5)**. Infants are always welcome and **we recently widened a front door to improve access for people with buggies or impaired mobility (GAP 3.5)**.

Our 2016 survey showed that 86% of staff who had been on maternal/ paternal leave felt supported on their return to work. We aim to increase this to 100% **(GAP 3.5)**.

In collaboration with ICH, we are seeking to run a childcare scheme during school summer holidays for 5-12 year olds because finding appropriate childcare during this time is often very challenging. All of the relevant staff we surveyed (12F and 4M from all grades) said they would value such a scheme. We will take this initiative forward with central UCL and the UCL crèche **(GAP 3.5)**.

[4985 words]

5. Any other comments: maximum 500 words

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

As the only Institute for Women's Health in the UK, the pursuit of equal rights and wellbeing for women underpins our working culture and is fundamental to our research.

Creating two lively programmes of public events for International Women's Day has energized our institute, raised our profile in UCL and enabled new partnerships within and outside the university. **Drama, comedy and art** have been particularly successful in drawing large, appreciative audiences to debate issues affecting gender equality in academic and daily life.

At this year's exhibition, '**Women at UCL – Presence and Absence**', individuals were invited to share their personal experiences on this topic, including being videoed by IWD team member Asma Ashraf and photographed by UCL student Polina Tishina. An independent artist, Merlin Evans, 'live-scribed' the event with drawings (Figure 63) that were compiled into a beautiful scrapbook.



Fig 63: Visitors to the exhibition: Young, old, female, male, academics, students and public (left) and Creative Director of UCL Institute of Making (right)

Our draft **programme for IWD 2017** includes a play about abortion, "*I told my mum I was going on an RE trip*", with panel discussion; a sculpture workshop exploring gender equality with artist Kristina Clackson Bonnington, and a debate on 'Is there is a right time to have a baby?' in collaboration with the British Fertility Society.

Public engagement and patient participation run deep in our institutional culture. In the image below, created by artist Lizzie Burns, each dot represents eight of the 202,638 women who took part in the world's largest trial to evaluate ovarian cancer screening, led by IfWH Director Usha Menon. The image was used in thank-you cards sent to each participant (2015).



Figure 64: UK Clinical Trial of Ovarian Cancer Screening

We look forward to contributing to the wider equality agenda, particularly around **race equality**. We will share experience and good practice from our new Shadowing Scheme for senior women with UCL EDI to help them develop an initiative on Committee Shadowing for BME staff.

Encouraging more men to join the IfWH is a challenging but important goal. UCL's graduate population is currently 61% female, our Faculty's is 71%, reflecting a national trend whereby women are already 35% more likely than men to enter higher education. If the trend continues, a girl born today will be 75% more likely to go to university than her male peers.

Colleagues in UCL Engineering department have had unusual success in tackling their gender imbalance (predominantly men) by insisting that schools bring equal numbers of boys and girls to their education programmes. Within months of implementing this policy, the number of women applying to their undergraduate courses outstripped the number of men.

The IfWH does not offer an undergraduate degree in women's health, although this may change in the next few years. By reviewing our summer school and other placements, which tend to have more women (Figure 57), and by learning more from our colleagues in engineering, we will assess whether similar 50:50 policies might have the desired effect of encouraging more men to enter our discipline.

Finally, a heart-felt comment overheard in the audience during our Signalling Cygnets event: "I wish I worked here."

[494 words]

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2017-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
1. ACHIEVE GENDER BALANCE OF STAFF AND STUDENTS							
1.1	<p>Attain gender balance at senior levels.</p> <p>(In 2009/10 we had twice as many men at Senior Lecturer or above (7F:14M)).</p>	<p>Currently we have gender parity at Senior Lecturer or above (12F:11M).</p> <p>Achieved 50F:50M professors in 2016.</p> <p>Gender balance (2F:2M) on short list for IfWH director position (2016).</p>	Silver action plan aim achieved.				
1.2	<p>Increase opportunities for flexible working in leadership positions.</p> <p>(Only 11/80 (14%) UCL heads of department are female and only three posts at this level are job-shares).</p>	<p>IfWH male director succeeded by two women (1 BME, 1 White) in a job-share (2016).</p> <p>Case studies presented on website highlighting career pathways, flexible working and support from IfWH.</p> <p>Part-time working sustained by female academics: a female lecturer and senior lecturer work 0.8 and 0.6 FTE, respectively.</p>	IfWH Directors to host a UCL-wide event in 2017-18 to promote job-sharing in academic leadership positions.	JS, UM	Summer 2017	High	At least 3 more UCL head of department posts are job-shares by 2020.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2017-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
1. ACHIEVE GENDER BALANCE OF STAFF AND STUDENTS							
		One SAT co-lead is on the Gender 50:50 subgroup for flexible and part-time practices.					
1.3	Mitigate against unconscious bias in recruitment.	All line managers and internal interviewer panel members have completed unconscious bias training (UBT).	<p>All new line managers and internal interviewer panel members to complete face-to-face UBT. Current staff to re-train via online moodle course every 3 years.</p> <p>All external interviewer panel members will be asked to complete the UCL UBT online moodle training (via generic UCL account) if not trained by their own organization.</p>	MJ, CA	<p>January 2017 onwards</p> <p>September 2017 onwards</p>	<p>High</p> <p>Medium</p>	100% of interview panels members completed UBT within 3 years by 2018.
1.4	<p>Increase diversity on interview panels.</p> <p>(22% of panels were single gender in 2013-14).</p>	IfWH set criteria of 60% women for interview panels. Since Silver award, 100% of our 30 interview panels met this criteria.					100% of interview panels have gender balance between 60F:40M and 50F:50M.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2017-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
1. ACHIEVE GENDER BALANCE OF STAFF AND STUDENTS							
	(BME representation on panels not recorded until 2015).	Since 2015, we have monitored BME representation on interview panels; 40% had at least one BME member.	We will utilise UCL's new central BME 'Bias and Selection Specialists' pool to increase BME representation on interview panels.	MJ, CA	September 2017	Medium	At least 50% of interview panels have BME representation.
1.5	Achieve gender balance in applicants for PGT courses and PGR degrees. (We have consistently more females applying for PGT and PGR courses). (66% of female students attain merit or distinction <i>versus</i> 48% male students, although number of male students is very small).	For PGR degrees, the proportion of male applicants and offers increased in 2015/16 versus previous years. Male alumni encouraged to participate in career sessions. Mandatory attendance of all PhD supervisors at supervisor training course implemented.	Design new advertising material aimed predominantly at men. Add section to IfWH website on ' <i>Why women's health is for men</i> ' - male staff describe career options likely to appeal to men. Target male undergraduates by increasing the number of youtube and website videos. Increase visibility of male IfWH staff on our website. Approach individual male iBSc and PGT students and	DR, SW, JT VJ, KF KF, VJ, SS, JH KF, VJ SS, JH	March 2017 March 2017 March 2017 March 2017 June 2017 onwards	Medium High Medium High High	Double proportion of male iBSc students in women's health by 2020 intake. Increase in PGT and PGR male applicants to at least 25% men by 2020 intake.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2017-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
1. ACHIEVE GENDER BALANCE OF STAFF AND STUDENTS							
			<p>encourage them to apply for PGT and PGR courses, respectively.</p> <p>Conduct pilot study with UCL's Widening Participation team to assess strategies to attract male students.</p> <p>Explore with CALT whether 'liberating the curriculum' initiative could improve male MSc degree attainment.</p>	<p>JS, VJ, SS</p> <p>JH, BG, AP</p>	<p>Autumn 2018</p> <p>June 2019</p>	<p>Medium</p> <p>Low</p>	<p>At least two new strategies identified to raise male student numbers.</p> <p>Similar proportions (+/- 5%) of male and female students attaining merit or distinction at MSc by 2020.</p>
1.6	<p>Increase male research assistants.</p> <p>(Currently we have 18% men at this level).</p>	None to date	<p>New positive action statements in job adverts welcoming applications from men because they are under-represented at this level.</p> <p>Identify male PGT students likely to benefit from research assistant experience and support them to apply for these positions.</p>	<p>MJ, JS</p> <p>SS, JH</p>	<p>Jan 2017</p> <p>June 2017 onwards</p>	<p>High</p> <p>High</p>	<p>Increase male research assistants to at least 25% by 2020.</p>

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2017-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
1. ACHIEVE GENDER BALANCE OF STAFF AND STUDENTS							
1.7	Extend outreach activities to improve gender balance. (Outreach involves somewhat more women than men).	Established an extensive program of outreach activities including In2Science and Nuffield placements, talk to press/TV/radio/social media and a Massive Open Online Course (MOOC). Achieved gender balance in Summer school 2016 (3F, 3M)	Maintain outreach program. Involve more male staff in outreach activities through encouragement at appraisal and internal advertising of activities (currently presenters are 47F:16M). Drawing on experience of UCL Engineering Department, pilot mandatory gender balance in Summer school participants.	SAT (led by JS) SS, SB	2018-19 Summer 2017	Low Medium	Increase male outreach presenters to at least 60F:40M. Summer School students at least 60F:40M in 2018-2020 cohorts.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
2.1	Avoid attrition of senior female academics.	No loss of senior female academics since 2010 despite job offers at other prestigious universities	Silver action plan aim achieved - stronger female pipeline to senior levels.				

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
		<p>Positive female role models at reader and professor levels providing support and mentoring for colleagues, with case studies on IfWH website.</p> <p>IfWH Director wins prestigious award in 2015 for supporting other women's career progression.</p>					
2.2	<p>Improve career development for students and junior staff.</p> <p>(National problem of career insecurity for non-tenured researchers. At IfWH 68% staff feel supported in their career progression)</p>	<p>Active and extensive alumni network. Alumni return to deliver career sessions.</p> <p>Career advice surgeries held with choice of senior staff in 2015 and 2016. Available to all academic staff; very positive feedback reported.</p> <p>Monthly journal club and research methodology</p>	<p>Earlier action (at 6 months before end of contract) to explore redeployment and bridge-funding opportunities.</p> <p>Contingency / bridge funding for non-tenured staff built into IfWH annual budget forecast exercise.</p>	<p>CA, SW</p> <p>IW, JS, UM</p>	<p>January 2019</p> <p>December 2016</p>	<p>Medium</p> <p>Medium</p>	<p>Increase proportion of staff feeling supported in their career progression to at least 80% by 2020</p> <p>Secure bridge funding for at least one non-tenured researcher per year.</p>

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
		<p>seminars led by senior staff.</p> <p>IfWH 6-session careers programme provided annually with invited speakers from a variety of careers/industries with positive feedback reported (praised by Faculty).</p> <p>Graduate Research Advisor appointed and annual PGR mini-presentation day initiated in 2013. PGR students practice presentation skills and receive peer feedback. Students go on to participate in IfWH, Faculty and UCL 3MT competitions.</p> <p>IfWH annual scholarship awarded on the basis of financial hardship.</p>					

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
2.3	<p>Improve appraisal and promotion procedures.</p> <p>(24% reported that appraisal was not constructive in 2016).</p>	<p>We have had 7F and 3M staff promotions since our silver award.</p> <p>IfWH appraisal forms updated with checklist to include discussion of work-life balance.</p> <p>Staff promotion opportunities and vacancies advertised through website link and via email notifications.</p> <p>Exec committee considers every eligible staff member before annual senior promotions round. Only 2 unsuccessful applications for promotion since 2010 (1M and 1F who later became professor).</p> <p>Information on how to apply for promotion and</p>	<p>Implement appraisal month (February) to ensure completion of appraisals in a timely fashion.</p> <p>Checklist added to appraisal paperwork to ensure promotion criteria, career development, publications for REF and TEF, teaching workload / portfolio and mentoring requirements/plans are discussed annually.</p> <p>All Line Managers to undertake UCL Appraiser Training (preferably face-to-face).</p> <p>Organise sessions on appraisal to communicate improvements and increase transparency at all-staff meeting.</p> <p>Workload model included with appraisal (beginning</p>	<p>MJ, CA</p> <p>CA, SB</p> <p>CA, MJ</p> <p>KF</p> <p>SAT (led by SB)</p>	<p>February 2017</p> <p>January 2017</p> <p>January 2017 onwards</p> <p>January 2017</p> <p>February 2017</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p>	<p>100% of staff are appraised annually.</p> <p>At least 60% of staff report that their appraisal was constructive (staff survey).</p> <p>At least 75% of line managers complete face-to-face appraisal training.</p> <p>100% of line managers complete UCL online appraisal training once available</p> <p>At least 60% staff think promotions is a fair process in staff survey.</p>

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
		eligibility included in promotion round emails. Staff encouraged to attend UCL Promotions briefings.	Feb 2017). Collate data annually and monitor for gender differences. Draw up future actions based on any issues highlighted by this data.				
			Promotion case studies presented on website highlighting career pathways, including PSS.	KF, VJ	2018	Low	
			Add question to annual survey to monitor how staff view our promotion process.	JT, DR	June 2017	Low	
2.4	Establish and improve IfWH mentoring schemes. (24% of staff have a mentor and an additional 38% of staff would like one).	Peer-mentor allocated to every new research student (since 2013). Mentors attend training at ICH. Early-career mentoring programme for late stage PGR students and early career academics initiated but uptake is low.	Liaise with UCL OD to improve U-Mentor (it is being redesigned) Promote B-Mentor and UCL's BME sponsorship scheme and encourage individual IfWH staff to apply when appropriate.	SB, BG MJ, SB	June 2019 June 2017	Low Medium	At least 60% of staff have a mentor and report positive effects in staff survey. BME women and men engage with mentoring and sponsorship schemes.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
		<p>Promotion of UCL's U Mentor online 'matching' system.</p> <p>Mentoring training session and information given at IfWH staff meeting.</p> <p>Buddy system for all new staff initiated in 2014.</p>	Successful mentor and mentee to present at all staff meeting.	JS , KF	Autumn 2017	High	
2.5	<p>Increase uptake and awareness of training opportunities and provide high quality leadership training for academic staff.</p> <p>(Staff survey 2014/2015 showed PDRAs spend an average of 3 days/year on transferable skills training courses but would like more).</p>	<p>UCL offers an extensive staff development programme; courses are free, grade-specific courses are offered, and uptake has been encouraged.</p> <p>Successful nominations for senior leadership courses: 4F have completed popular Future Leaders Programme (FLP), with all achieving subsequent academic promotions.</p>	<p>Line managers to encourage attendance at training in leadership, management, teaching skills, presentation skills, how to publish, grant writing and career development coaching, through appraisals.</p> <p>Monitor training uptake by grade and gender.</p> <p>Approach specific staff to attend Future Leaders course.</p>	<p>JS, UM, MJ, CA</p> <p>CA, KB</p> <p>JS, UM</p>	<p>2017 onwards</p> <p>June 2017 onwards</p> <p>June 2017 onwards</p>	<p>High</p> <p>Low</p> <p>Medium</p>	<p>100% of staff feel they had no difficulty in obtaining permission to attend training courses in staff survey.</p> <p>Increase in training uptake seen year on year. 75% of staff spend 5 days/year on training by 2020.</p> <p>At least one senior staff from IfWH on FLP every year.</p>

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
		<p>Currently 1M and 1F are on this course.</p> <p>Lobbied central HR to expand FLP from one to four courses this year.</p> <p>We initiated a new shadowing scheme for senior women in SLMS to shadow UCL senior management (Provost, Vice-Provosts and Deans);</p>	<p>Publicise Astrea, Aurora and Springboard training programmes (women only) and encourage specific individuals to attend.</p> <p>3 Deans and 5 Vice Provost (Operations) have agreed to be shadowed.</p>	<p>CA</p> <p>JS</p>	<p>June 2017 onwards</p> <p>February 2017</p>	<p>Medium</p> <p>High</p>	<p>5 or more senior shadowing placements completed by women in SLMS by 2019.</p> <p>Senior shadowing scheme extended across UCL.</p>
2.6	Increase success with research grant applications	More support for grant-writing through internal review by HoD, new finance officer and training courses has resulted in higher grant success rate (>40% over last 5 years) than UCL or Faculty (~30%) and increased grant income among women.	Silver action plan aim achieved. Continue current level of support and monitoring of outcomes for all researchers submitting grants.	IW , HoDs	December 2016 onwards	High	Maintain annual grant success rate of least 40% for men and women.

	Overall Aims (problem / issue identified)	Silver Actions to date and impact	Future actions (2016-2020)	Responsibility (lead in bold)	Time-scale	Priority	Success measures
2. SUPPORT FOR CAREER DEVELOPMENT							
2.7	Maintain gender balanced REF and TEF returns. (Females and males equally likely to be submitted)	Discussion of publications for next REF added to appraisal checklist. We have developed a new teaching workload model that can be used to create your personal teaching portfolio (e.g. for teaching qualifications) and will also be useful for TEF.	Promote teaching workload / portfolio to all staff and add to appraisal checklist.	SS, JS	February 2017	Medium	No gender bias in the staff returned in the REF or TEF. At least 20% of staff complete teaching portfolio by 2018, rising to 40% by 2020.
2.8	Improve career development for Professional Support Staff (PSS)	PSS focus group held to gather their views on career development and other work issues (see next column, future actions). Social activities held in core hours to encourage PSS to attend.	Add specific section on career development to appraisal form for PSS. Improve induction procedure including establishing their objectives early on, meeting key staff within IfWH not just their line manager, hold stage 2 induction after staff has been in post a few months.	MJ, CA, JS MJ, CA, JS	February 2017 April 2019	Medium Low	At least 80% of PSS respond positively to feeling supported in their career and supported in their role questions in staff survey. At least 70% of PSS regularly attend IfWH social events.

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
		<p>Equality Charter Mark actions.</p> <p>50:50 F:M balance achieved for speakers at IfWH Annual Conferences and all-staff meetings.</p> <p>All our interview panel members (and new staff) are required to complete UCL's Online Diversity Training.</p> <p>IfWH Facebook and Twitter profiles actively updated with current news.</p>					
3.2	Establishing a program of Beacon activities that promote gender equality.	<p>Extensive International Women's Day (IWD) program run by IfWH in 2015 and 2016. Attended by around 1000 and 2000 people respectively. Varied program included drama, debate, comedy and art. UCL Provost</p>	<p>Maintain annual programme of events for IWD.</p> <p>Our IWD programme for 2017 includes a play about abortion, a sculpture workshop exploring gender equality, and a debate on whether there is a right time to have a baby.</p>	<p>JS, VJ, DP</p> <p>JS, VJ, DP</p>	<p>March 2017-20</p> <p>March 2017</p>	<p>High</p> <p>High</p>	<p>Participant evaluation (feedback forms) of IWD programme is at least 90% positive</p> <p>IfWH shares practice with at least two other UCL departments or external groups organizing similar events.</p>

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
		<p>took part in annual IWD drama.</p> <p>IfWH logo re-designed to reflect a more realistic female form.</p> <p>Many staff, including the IfWH Directors, include the Friend of Out@UCL (UCL's LGBTQ+ network) in their email signatures to show they are allies.</p>	<p>Extend the theme of Women at UCL: Presence and Absence into a 6-month exhibition in 2018 to coincide with the 100th anniversary of IWD.</p>	JS, VJ, DP	March 2018	High	<p>IfWH programme publicized by South Bank festival for IWD</p> <p>Critical evaluation of 2018 centenary exhibition feeds into IWD programme for 2019-20</p>
3.3	<p>Hold social events to promote IfWH 'belonging' and increase morale.</p> <p>(61% of staff attend IfWH social events, and 58% would like to see more of them; staff survey 2016).</p>	<p>Successful summer picnics held in 2013 and 2014. IfWH social events committee established. Well attended Christmas lunches held annually. Weekly yoga classes have been well attended by of staff of all grades.</p>	<p>Prepare annual calendar for IfWH social activities to provide dates far in advance, coordinated by social events committee (e.g. termly quiz with mixed gender/job role teams).</p> <p>Plan all social events in core working hours where possible.</p>	<p>IW, KB</p> <p>IW, KB</p>	<p>June 2017</p> <p>June 2017</p>	<p>Medium</p> <p>Medium</p>	<p>At least 70% attend social events (staff survey).</p> <p>At least 90% agree with 'I feel a strong sense of belonging to my department' (staff survey).</p>
3.4	Increase visibility, accessibility and support of flexible	UCL flexible working policies accessible through website and	Bespoke IfWH Culture document included in induction pack; will also	SB, MJ, CA	December 2018	Medium	At least 95% positive response to flexible

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
	<p>working opportunities for all staff, particularly those with caring responsibilities</p> <p>(86% of staff reported enough flexibility in their work in 2016 survey).</p>	<p>adhered to. Staff made aware of flexible working at quarterly staff meetings.</p> <p>Appraisals include discussion around work-life balance and flexible working.</p>	<p>highlight flexible working options.</p> <p>Positive statement included in all IfWH job adverts about job share, part time and other flexible working practices</p>	CA, MJ	January 2017	High	<p>working question (staff survey).</p> <p>One new job-sharing arrangement by 2020</p>
3.5	<p>Improve support for those planning and/or returning from maternity, paternity and adoption leave.</p> <p>(5 negative responses in 2016).</p>	<p>Expectant parent meeting with HR before parental leave and 'Welcome back' meeting with line manager.</p> <p>New births announced in IfWH newsletter.</p> <p>Improved access to buggies and mobility impaired staff/visitors with wide, easy to open door installed at Chenies Mews.</p>	<p>More details added to planning meeting including assistance with UCL maternity leave calculator. Interim meeting provided to discuss salary details on part-time options, phased return to work and flexible working arrangements.</p> <p>Maternity/paternity buddy scheme implemented to provide an informal source of information and advice.</p> <p>Hold exit interviews for all staff leaving IfWH including those not returning after maternity leave.</p>	<p>SB, MJ, CA</p> <p>SB, MJ, CA</p> <p>MJ, CA</p>	<p>January 2019</p> <p>January 2019</p> <p>February 2017</p>	<p>Medium</p> <p>Medium</p> <p>High</p>	<p>100% have no difficulty in accessing parental/carer's leave or in their phased return to work (staff survey).</p>

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
		Staff surveyed to canvas their opinions and requirements for a 5-12 year old summer childcare scheme (in conjunction with ICH).	With ICH leading, present plans for Summer childcare scheme to UCL. Discuss with UCL crèche and investigate possible venues and administration logistics. Pilot scheme launched in summer 2019.	SB (to liaise with ICH)	Autumn 2017	Medium	Successful pilot scheme run in summer 2019 and expanded for future years.
3.6	Improve gender balance at meetings and social events. (PGTC is largely female)	Monthly senior staff meeting initiated to widen representation from Group Leads and PSS and to improve gender balance.	<p>Rotate Chair of senior staff meeting to vary chair gender and enable members to gain experience of chairing meetings.</p> <p>Use new teaching portfolio to encourage more male attendance at PGTC.</p> <p>Monitor attendance at social events and canvas staff for new ideas which may appeal to different sexes.</p>	<p>UM, JS</p> <p>JH, SS</p> <p>IW, KB</p>	<p>April 2017</p> <p>February 2017</p> <p>June 2017</p>	<p>Low</p> <p>Low</p> <p>Medium</p>	<p>Gender balance of Chair for senior staff meetings between 60F:40M and 50:50</p> <p>Increase male attendance at PGTC to at least 60F:40M.</p> <p>Achieve at least 60F:40M attendance at social events.</p>
3.7	Share best practice across UCL and elsewhere.	'Signalling Cygnets' - AS sharing knowledge and practice meeting held jointly with ICH in Oct 2016 (attended by 70 delegates).	Hold an annual event to share new ideas and promote good AS practice (follow-on from Signalling Cygnets).	JS, JT, SB	Autumn 2017	Medium	At least 90% of attendees rate the events as good or excellent.

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
		<p>Set up new SLMS FLP network (for women completing FLP).</p> <p>SAT Co-leads on our Faculty Equality and Diversity Steering Committee.</p> <p>Mock AS panel held in Oct 2016 attended by 3 UCL departments to discuss their gold applications.</p>	<p>Extend SLMS FLP Network membership to men.</p> <p>Hold annual mock panel events with departments seeking Athena SWAN awards.</p>	<p>JS, SW</p> <p>JS, JT, SB</p>	<p>May 2019</p> <p>Autumn 2017</p>	<p>Low</p> <p>Medium</p>	<p>Three or more UCL departments participate in IfWH-led mock panels each year.</p>
3.8	Monitor, review and disseminate gender balance data	<p>All gender data collected by HR and Admin Teams for annual review by SAT.</p> <p>Local postgraduate taught student feedback survey implemented for each MSc module. Response rates improved with the use of Socrative website tool. Data for IfWH also taken from annual</p>	<p>Liaise with UCL HR to improve the timeliness and accuracy of staff data.</p> <p>Make annual staff survey mandatory for all staff, including PSS (84% completion in 2016). Re-write to include new questions to allow better data analysis and identification of areas for improvement. Survey results available on website with</p>	<p>SAT (led by MJ)</p> <p>JT, JS, UM, DR</p>	<p>June 2017</p> <p>June 2017</p>	<p>Medium</p> <p>High</p>	<p>At least 85% completion of annual staff survey each year.</p>

	Problem identified	Actions completed (pre-2016)	Further actions (2016-2020)	Responsibility	Time-scale	Priority	Success measure
3. ORGANISATION AND CULTURE							
		Student Barometer surveys.	thematic commentary on findings.				
		Annual gender data posted on website. AS activities reported in Annual Review and newsletters. Annual Survey shows staff are aware of and support IfWH gender equality practices.	Improve data collection on career destinations for PGT and PGR students.	SS, SW	Autumn 2017	Low	At least 90% known career destinations for PGT and PGR students.
			Introduce questionnaire for all staff leaving to explore reasons for leaving and future employment or other plans.	CA	Autumn 2017	Low	At least 75% complete leaver's questionnaire.

7. Case study: impacting on individuals : maximum 1500 words

Describe how the department has changed and how its staff have benefited on the journey to applying for Gold.

Provide a small number of case studies of individuals working in the department and show how the inclusive culture and working practices of the department have enabled them to pursue a career in STEMM.

At least one of these case studies should be a member of the self assessment team, and at least one should be someone else in the department. There should also be at least one case study from a male member of staff. More information on case studies is available in the guidance.

Suzy Buckley

I joined IfWH in 2010 as a senior research associate and was promoted to Lecturer in 2013. Once I was more secure in my career, I investigated the possibility of having baby by myself. I was only able to consider this option due to the strong support of my line manager and the knowledge that I could work flexibly after having the baby. I gave birth to a boy (Joe) in February 2015 and took a full year's maternity leave. The Institute manager was extremely helpful and arranged for my supervisory and teaching responsibilities to be taken on by a maternity leave cover appointment. I kept in touch with my line manager and students but did not feel under pressure to work so I could enjoy time with my new baby.



I returned to work at 0.8 FTE and now juggle work with looking after a toddler. I found the transition hard, but was supported by IfWH and offered good advice on dealing with work/life balance issues by my HoD at my recent appraisal. I currently work alternate long and short weeks which means Joe is only in nursery for 2 days a week, with the rest of the childcare being covered by my parents. It's a complicated arrangement but means that Joe, I and the grandparents get the best of all worlds.

I chose to become heavily involved with the IfWH Athena Swan team so that my experience of maternity leave and returning to work can benefit others.

Anna David

Over the last three years I have achieved two significant promotions in which the IfWH has played a major supportive role. In April 2016, I successfully applied to be Head of Research Department of Maternal Fetal Medicine through a competitive interview process. The department has grown steadily since I began my academic life at UCL in 2000, to become a major international player, conducting pioneering research in novel therapeutics and clinical trials in pregnancy. I am enjoying working with my colleagues to bring their research ideas into the clinic.



Concurrently I successfully applied for promotion to Professor of Obstetrics and Maternal Fetal Medicine in 2016, encouraged by senior staff at the Institute. The promotion is an endorsement of my strong track record in attracting funding, research students and clinical translation of experimental medicine. The environment at the Institute is an important part of my success as it

has allowed my research team staff to work flexibly, take maternity leave and subsequently return to work.

Part of my success must be attributed to my attendance in 2015 at the UCL School of Life and Medical Sciences Future Leaders Programme which was paid for by the Institute. This bespoke training course consisting of one day per month over the year allowed me to develop skills in academic management and leadership. My leadership project to establish a joint Centre for Prenatal Therapy at UCL's Institutes for Women's Health and Child Health is now being realized, consolidating research into a pipeline for clinical benefit.

Marcia Jacks

I joined UCL over 20 years ago as a Department Administrator and enjoyed a steady career progression before becoming Institute Manager at IfWH in 2009. Shortly after joining, I introduced an Induction pack for all new staff which has improved year on year.



My own career progression was supported by my line managers, enabling me to complete a diploma, and then a Masters in Health Services Management. I am involved in work around Diversity and Equality and Co-Chair of the Race Equality Steering Group, receiving a Provost Excellence Award (Equality) in 2015 as recognition of my work in this area.

Having a good work life balance helped me to achieve my degree and care for my children. I have been blessed to have good line managers so even before there was an emphasis on good work life balance I was able to negotiate coming into work after 9am so I could drop my children to school. When I joined IfWH, my youngest daughter was still in primary school and I worked between 9 and 4 so I could take her to school and pick her up from After School Club and then worked at home in the evenings to remain full-time. I now have a grandson and recently when my eldest daughter got a new job I was able to change my working hours to fit in with taking and collecting him from school on certain days, just when I thought my school run days were over!

Dilisha Patel

I began working at IfWH as a volunteer in Judith Stephenson's team in 2011, after looking for research opportunities.

Through the last five years in the Institute I have, with the support of my manager and research group, progressed from a volunteer to a research assistant, been promoted to research associate and am about to embark on a PhD. I have been working towards a PhD for a while and during this time I have had incredible encouragement from my research group. Colleagues and senior staff at the Institute have given support to discuss career progression through their career advice surgeries and provided a platform to prepare and practise with mock interviews for opportunities.



I have gained a lot of experience and been involved in many of the Institute activities, from being a part of the International Women's Day organising committee to co-chairing the Institute's Communications team.

Recently I suffered from a back injury that severely limited my movement. Whilst at home recovering I was able to continue working from my "Home Office." I felt fully supported by the

Institute as I was able to focus on my recovery and continue working towards targets and deadlines without the pressure of needing to travel into work every day.

Judith Stephenson

I joined UCL in 1990 as a research fellow, was appointed professor in 2005 and am currently interim Director IfWH, job-sharing with Professor Usha Menon. My research focuses on use of contraception and how women plan and prepare for pregnancy. Public engagement is a core part of my research, for which I received the UCL prize for Leadership in Public Engagement in 2012.

I am passionate about the broader determinants of women's health, including gender equality in the workplace, and was keen to bring more job-sharing / job-splitting arrangements into senior posts at UCL for the benefit of all staff. I was grateful to be given free rein by the previous Director and financial support from the Institute to establish a programme of events for International Women's Day. The Provost has been an enthusiastic participant in these events and encouraged me to explore the potential for more job-sharing / splitting in senior roles.



I have always found the IfWH a very flexible and supportive place to work. When my two teenage step-children chose to live with our family, flexible working made it much easier to manage the demands of UCL and home. Being nominated by the previous Director for the Future Leaders Programme proved enormously helpful, giving me the confidence to apply for and receive awards that I would not otherwise have even considered. I was particularly delighted to receive an award last year from Women-in--the-City for nurturing and developing other women's careers.

Ian Waller

I joined UCL in April 2011 to lead the finance and research administration team at the Institute, which is the position I still hold.

My son Finch was born in July 2014. Up until a few months ago, my wife and I were able to share all of Finch's childcare needs between us, without requiring childminders or nurseries. This was only possible because of the trust and support of the Institute Manager, Marcia Jacks. Marcia allowed me to work flexibly throughout the week. Working from home two days a week and in the office for three, working reduced hours during the day when at home and making these hours in the evenings and during the days I'm in the office. For this trust and support, I will be forever grateful! I cannot emphasize strongly enough the positive impact that this has had on my family. Not only has it enabled me to spend significant and irretrievable time with my son, as he developed through his first few months as a helpless baby into a toddler with serious attitude, but also providing Finch with what we felt to be the best possible start in life.



This flexible working has also had a huge impact on my whole family life. Not only enabling me to care for my son, but also enabling to do the school run with my 11 year old step-daughter, which has helped draw the whole family closer together - well, on good days anyway!

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