



Athena SWAN Silver department award application

Name of university: University College London

Department: /v•š]šµš (}œ t}u v[• , o š Z

Date of application: 30th April 2013

Date of University Bronze Athena SWAN award: May 2009, renewed May 2013

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Departmental website address: www.instituteforwomenshealth.ucl.ac.uk/awards recognise that in addition

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can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

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

Sections to be included

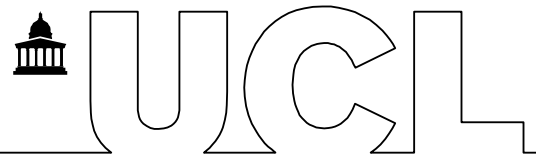
At the end of each section state the number of words used. [Click](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

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

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

UCL INSTITUTE FOR WORKING WOMEN
PIERCE
352 (6625 2) : 20 (1) HEALTH
DIRECTOR



29th April 2013

Sarah Dickinson
Senior Policy Advisor with responsibility of the Athena Swan Charter

Dear Sarah Dickinson

- [unreadable text]

women is likely to reverse. We need to ensure that more junior researchers get the support they need to allow them to develop into these roles in the future. This aspiration is clearly articulated in our action plan, and represents an excellent

The Institute is an excellent place to work (regardless of gender). We have an informal hierarchical structure- staff at all levels of the organisation are visible and approachable. It is clear in my day to day workings with staff in the Institute that people feel free to approach senior staff for advice and support, and often just to chat. Senior staff attend many of the social gatherings organised by the Institute staff. There is a general lack of formality which allows people to feel valued and included in decisions about the direction of the Institute. I believe these attributes generate a feeling of mutual trust and respect between members of the Institute and ensure excellent productivity of our staff.

It is my belief that actions highlighted in this application demonstrate the Institute is deserving of a Silver Award.



Professor Peter Brocklehurst
Director

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499 words(limit 500 words)

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

Stage 1. Self reflection and learning about Athena SWAN

The IfWH self assessment team was recruited in June 2012. This is the first time IfWH has applied for an Athena SWAN award. Our members attended information and training sessions on Athena SWAN.

Each draft of our action plan was reviewed and agreed by the IfWH executive committee (all IfWH Group Leaders), academic board and HR, all of whom have been extremely supportive of our work. The final draft was disseminated to all IfWH staff.

During the application process we have developed an Athena SWAN webpage on our Institute website; all our Athena application documents are available here and accessible to staff and the public.

(466 words)

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

Following our Silver Application, our SAT will meet quarterly. In April 2013 we invited two new members to our team to support our student-related actions: Dr Joyce Harper (Non-clinical Reader and Postgraduate tutor for taught courses) and Dr Angela Poulton (Graduate Administrator). Our team is now 67% female (5 men, 10 women). We will recruit new SAT members by asking for volunteers or by election, maintaining a 70% female membership.

We will implement our action plan through engagement with the lead officers designated to each of the 6 key themes. Ongoing review of p

3. A picture of the department maximum 2000 words

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

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place to work.

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

Across the department, around 2/3 of both students and staff are women (details below). We note that the department is a female dominated environment which by its nature attracts more women than men from both clinical and scientific backgrounds. Notably in clinical practice many women prefer to see a female doctor and currently 70% of UK trainees in Obstetrics and Gynaecology are female (RCOG Future Workforce Summary at <http://www.rcog.org.uk>). Biomedical sciences also attract more female than male academics. However we also believe that gender balance is key for effective working and for innovative, successful research. Our aim is that 12 t 2/3 of our staff and students should be women across IfWH. National HESA data for clinical medicine have the following data: research & teaching staff 34% female, research 60% female, teaching 57% female and professors 21% female.

(147 words)

3b. Student data

(i) Numbers of males and females on access/foundation courses. Comment on the data and describe any initiatives taken to attract women to the courses.

Not applicable as the IfWH has postgraduate research students only.

(ii) Undergraduate male and female numbers full and parttime. Comment on the figures.

women. We aim to increase applications from both women and men (target = 2/3 women) by advertising our courses informally (e.g. during teaching), through our website and at careers fairs and by increasing the engagement of current female students in these activities (currently done on ad-hoc basis) (Actions 1.1, 6.3, 6.4). Our SAT will review and publicise recruitment statistics annually (Actions 1.5, 6.5).

(295 words)

(iv) Postgraduate male and female numbers on research degrees and part-time students. Comment on the female: male ratio compared with the national picture for the discipline. Describe any

Figure 6 APPLICATIONS AND OFFERS FOR RESEARCH DEGREES
Dotted line indicates 50%. Dark shading represents

3b. Staff data

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

Figure 9 FEMALE AND MALE STAFF AT EACH RESEARCH GRADE

Dotted line indicates 50%. Dark shading represents women, light shading represents men.

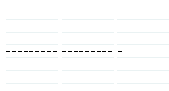


Figure 10 CLINICAL AND NON-CLINICAL FEMALE AND MALE STAFF AT EACH RESEARCH GRADE
Dotted line indicates 50%. Dark shading represents women, light shading represents men.

61% (42/69) academic staff are female. There is a clear decrease in the proportion of women (i) at post-doctoral level and (ii) at professorial level. However our retention of female staff from post doc to reader level is very good; for example in 2012, 83% of research assistants were female, 64% post-docs were female, 60% readers and 23% professors were female (Figure 9).

Differences in the career progression of clinical versus non-clinical female academics are described in Figure 10. 30 (43%) of our academics are clinicians. 57% (17/30) of our clinical academics are female; 64% (25/39) of our non-clinical academics are female. Some of our clinical academics have substantive UCL contracts but carry out 50% clinical work within UCL; 47% of these are women.

Our research assistants are almost all non-clinical PhD students; occasionally we have nurses

The proportion of clinical and non-clinical female academics increases to 70% at lecturer/ senior lecturer level and is maintained at 60% at reader level. We believe this to be largely due to the supportive working environment at IfWH, coupled with mentoring provided for more junior female staff by our many excellent senior female role models. $S \quad \delta X \quad X]] \quad Z ^ \mu \% \% \text{ of } K E \check{s} \quad () \text{ CE}$
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Attrition of female staff begins at reader level with a steep drop to 28% women at professorial level. We are taking positive steps to reverse this change within IfWH, encouraging our female academic staff to pursue their career progression. Of our 3 current female professors have all been promoted within the Institute. We expect our female senior lecturers and readers to progress to professorial level and continue to strongly encourage our IfWH female staff to pursue promotion, which will be supported through our mentoring and coaching initiatives (Actions 2.1, 3.1). We are targeting recruitment of external

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
female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria

All research posts advertised through UCL and linked through the IfWH website. To encourage applications from women to all research grades, we continue to promote IfWH as a flexible, family-friendly place to work; for example on our website we now have information on our flexible working opportunities and core working hours (Action 4.6) as well as case studies of positive female role models at IfWH (Action 1.3, 2.5), and we plan to include a section for photographs of IfWH staff with their families at our social events (Actions 4.4, 4.6).

Advertisement for every post at IfWH is checked by UCL for gender equality (as per the 153(t)5.10(er)-1463(p)-4(o) guidance).

Our key points of attrition of female staff are at the research assistant to post-doctoral and reader to professor transitions, whilst we have an excellent track record for retention of female staff from postdoc to reader grades (consistently above 60%).

We have on average 7 PhD students at research assistant level each year; our aim is that all will progress to postdoc within IfWH. Where possible their names would be put on grant applications to

(4) 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?

Figure 13: DURING YOUR TIME AT UCL HAVE THERE BEEN ANY BARRIERS TO MOVING TO
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Annual appraisal is mandatory for all staff at IfWH (this is above UCL requirements early appraisal) and is undertaken by the line manager. Clinical academics are jointly appraised by their UCL academic line manager and UCLH clinical line manager. IfWH human resources send electronic reminders and the UCL appraisal form is completed on We plan to monitor completion of these forms, with HR reminders until completion (Action 3.2) We already provide termly interim reviews for all staff (with minimum 3-monthly progress reviews for PhD students), however to ensure that this is consistent across departments we are designing an electronic review form to be completed monthly at minimum and logged to IfWH (Action 3.2)

Under the current UCL appraisal process, discussions include research output, publications, other achievements, long

these processes (all line managers have enrolled and will have completed by May 2016) on 5.6).

Since numbers promoted are necessarily small there is no evidence for or against gender balance in any past process. However both our staff survey and discussions within the SAT indicate that staff do not always feel encouraged to apply (Figure 12). Comments included:

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clinical career progression] because consultant researchers hold CLINICAL senior lecturer _

For Grades 7 to 8, HR alerts the department to those at the top of the scale and promotion will be based on academic attainment and ability and a satisfactory standard of work to be determined with line manager/HOD. We have recently added links to this on our website (http://www.ucl.ac.uk/hr/docs/promotions_procedure_links.php). During promotion rounds we will ensure our staff are reminded of these criteria by email (Actions 2.4, 2.6). To increase awareness of promotion opportunities we will continue to publicise successful promotions in our quarterly IfWH newsletter and will invite CE v š o Ç % o CE } u } š (u o • š ((š } Z our website (Action 2.5).

(499 words)

(ii) Induction and training to 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

(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.

We ensure that within the 3 year PhD funding period students focus on finishing their data collectio

graduate tutors for taught and research students and the institute manager) and currently there are 5 men and 5 women and all attend (figure 12)

The Strategic Planning Board meets monthly chaired by Prof Peter Brocklehurst. Again u u œ•Z]‰]• (]Æ U }u‰ œ]•]v P h >, ealt] and Neonatology, t]WV [• , clinical academic leads and non-clinical leads in education and management. There are currently

b) For each of the areas below, explain what the key issues are in the department, what steps

Although we do not have a single shared workplace or informal space for networking, we take steps to integrate our staffs as much as possible. For example, we allocate research assistants and associates from across departments and specialities to shared offices (usually around 4 people per office), which serve as informal spaces to discuss research ideas, share information about the department (for example on flexible working options) and provide peer support; these staff routinely join together to go for lunch at cafes on the nearby Tottenham Court Road. The support provided through these informal structures is invaluable to our junior staff and we now plan to offer more structured formal peer support, equipping our female academics with the tools to

The main centre for our meetings is the Rockefeller Building (which also houses other UCL Institutes) as this is within walking distance of our other sites. For clinicians in particular this space offers a sanctuary away from the busy clinical working environment at UCL. We plan to add an IfWH to the main entrance of the Rockefeller Building, to make our activities visible and share successes and good Athena SWAN practice with staff from other departments and in particular with UCL medical students (Action 5.5).

Many of our staff are parents and we are a particularly family friendly department; for example we all know which of our colleagues (at all levels) have children and routinely ask after them; we encourage flexible working, both formally through supervision and informally to one another, in support of work-life balance (see case studies); the arrival of a new baby is shared with staff and celebrated (as is any good news, papers, grants, promotions etc) (Action 4.9); and children are always welcome in our offices and are warmly invited to attend our social events. Many of our departments regularly hold family days; for example our Perinatal Brain Group, with families, went to the Leonardo anatomy exhibition last autumn and will attend the Kenham Science Festival this June to participate in public activities around science. This year we will hold our first Institute wide summer picnic and games in July on a Saturday and all families will be warmly invited; we are also moving our Christmas party to daytime hours and aim to widen family participation in all social events (Action 4.4).

To maximise the participation of staff with caring responsibilities we have now adopted core hours 10am-4pm for our decision-making committees and our departmental leads are now working to move all meetings to within core hours and not in school holidays (Action 4.1). A further action is to ensure that at least 50% external speakers are female (currently more are men), ultimately aiming for 2/3 women (Action 5.4).

We plan to set up an online work-life balance notice board on the IfWH website as this is the IfWH hub most visited by our staff, on which we will display information from UCL examples of female role models, updates on social and team events, notices of forthcoming grant applications etc (Action 5.5). Finally we will demonstrate our inclusive culture by displaying the work the SAT have done towards the Silver Award application (see key and action points) on the IfWH website pages.

Eighty percent of both men and women at IfWH feel they have enough flexibility in their working hours (Figure 15); indeed we regard this as a key strength of the Institute which enables staff with families in particular to attain a work-life balance (see case studies). We operate informal flexible working arrangements; this does not reduce the hours but they are used by many to cover responsibilities. In practice this means slightly shorter hours on site at the IfWH balanced by longer working hours at home. All research leads are aware of flexible working hours and welcome them (see case studies). All of our senior female academics (Professors, Readers, Senior Lecturers) work flexibly and encourage students and post-docs to recognise how flexible research can be as a career.

Our new supervision guidance will ensure that flexible working is always discussed at induction, interim and appraisal meetings and that options for informal and formal flexible working are offered to all staff (Actions 3.2.3, 3.4.6).

(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

Any other comments maximum 500 words

Please comment here on any other elements which are 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 it is planned to address any gender disparities identified.

For all regardless of gender are fundamental to our working culture, values and research mandate and our staff are immensely proud to be a part of this. Our working culture is egalitarian and extremely familyfriendly, creating a positive and supportive working environment for all.

The Athena SWAN self-assessment process has helped us to understand our strengths as a highly supportive, flexible and femalefriendly Institute, whilst identifying weaknesses that we had not previously recognised. Our main findings have been 1) we do not yet have formal, institute-wide

6. Monitoring t our SAT will meet quarterly to review our action plan progress, our IfWH HR data by gender, and the experiences of our staff through an annual survey.

Our vision is that IfWH be recognised not only as a global research hub as a centre of excellence for women and men working in academic and clinical science. Outstanding leadership will be key to our success; from our Institute Director Professor Brocklehurst, from our Departmental leads and from individual staff at all levels of experience. Through the actions of our Athena SAT, focussing on the development of all staff as individuals and building on our strengths as an equal opportunities and family friendly workplace, we hope to

496 words (Limit 500)

