

**Michael D Schneider, MD**

Professor  
Head, National Heart and Lung Institute

Ms Julie Ashdown  
Athena SWAN Charter  
Equality Challenge Unit  
7<sup>th</sup> Floor Queen House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Ms Ashdown,

Please find attached NHLI's application for Athena SWAN Silver Award.

I joined NHLI in September 2007 as Head of Cardiovascular Sciences, moving from Baylor College of Medicine, Houston, Texas, USA. I was delighted to join a division which demonstrated outstanding scientific excellence.

It was with pleasure that I accepted the post of Head of Division from 1<sup>st</sup> January 2009. Having already been kept up to date as a member of staff with the Division's intention to apply for a Silver Award, it was without hesitation that I supported its Athena SWAN Application in my new role as Head of Division.

NHLI is one of the largest divisions of Imperial's Faculty of Medicine, employing more than 100 academic staff (33% female), 150 research staff and hosting more than 150 research students. Furthermore, NHLI has more than 280 honorary members of academic staff.

Recently, NHLI has made concerted efforts to increase inclusiveness and communication as well as improving opportunities for career development, which the committee will read about in our application. NHLI hosts regular workshops and open meetings and our Athena SWAN Good Practice Workshops in January were well attended by most categories of staff.

Postdoctoral staff were the most difficult staff group to attract to the workshops despite NHLI being recognised as one of the most pro-active for postdoctoral development and a flagship Division for the Faculty of Medicine. Upon further discussion with this community, it transpired that they did not feel the need to attend as they had already benefited from the Division's work with the organisation of tailored open discussion forums, the creation of a postdoctoral career development day and dedicated committee.

The Division is able to address quickly and effectively any constructive criticism. Following a disappointing postgraduate research training review in 2006, NHLI is now one of the leading divisions for postgraduate research with submission rates for this academic year expected to peak at 88 per cent. A further review undertaken recently referred strongly to our commitment to research students and recognised our outstanding achievements in this area.

This application has provided us with the opportunity to reaffirm our achievements in the training and development of our outstanding junior scientists and the excellent work of the Athena Self Assessment Team has demonstrated that the Division wishes this to be carried through to senior scientists.

I am an emphatic believer in scientific excellence and in vigorously supporting women's career development. Our action plan, encompassing short, medium and long term activities will ensure that NHLI is committed to the advancement of the careers of women in academia.

Our greatest aspiration is increasing the representation and success of female clinician-scientists. Whatever else we do that strengthens the recruitment, mentoring, and career development for female researchers, our efforts will be seriously deficient if we do not also aspire to this long term aim. Medical school enrolments are roughly 50% female – where, why, and how are we losing them are questions that we will address.

I have no doubt that we can achieve our goals and that we would do honour to an Athena SWAN Award.

Please do not hesitate to contact me should you require any further information.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Michael D Schneider', with a long horizontal flourish extending to the right.

Professor Michael D Schneider  
Head, National Heart and Lung Institute



## Athena SWAN Silver award application form

**Name of institution:** Imperial College London      **Year:** 2009

**Department:** National Heart and Lung Institute

**Contact for application:** Dr Emma Watson

**Email:** [e.watson@imperial.ac.uk](mailto:e.watson@imperial.ac.uk)      **Telephone:** 020 7594 1427

**Departmental website address:** [www.imperial.ac.uk/medicine/nhli/](http://www.imperial.ac.uk/medicine/nhli/)

**Date of Bronze SWAN award:** N/A – Imperial College London, Silver 2006

Applications at Silver level should demonstrate what the department is doing in addition to university-wide policies to promote gender equality and to address challenges particular to the discipline.

Click [here](#) for additional guidance on completing this form.

We recognise that not all institutions use the term 'department', and that there are many equivalent academic groupings with different names. If in doubt, contact Athena SWAN staff in advance to check whether your department, or equivalent, is eligible to apply.

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

### **Letter of endorsement from the Head of Department**

An accompanying letter of endorsement from the Head of Department should explain how SWAN plans and activities contribute to the overall university strategy.

The letter provides the opportunity for the Head of Department to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university and departmental mission.

The letter should not exceed 500 words.

## 1. A picture of the department

Provide data on the following areas, and comment on their significance and how they have affected action planning. Data should be provided over a three-year period to enable comparisons to be made. The purpose of asking for this data is to identify what you are doing to create a pipeline for future appointments in your discipline, how you are attracting new staff and what you are doing to retain staff and promote them. The data also enable the recognition panel to get a snapshot of the department. If you are unable to provide any of the data please comment on the reasons for this.

We recommend that you use graphical illustrations to highlight the trends emerging from the data, in addition to providing the statistics and analysis. The tables and graphical illustrations must be included in a separate spreadsheet with the data clearly labelled.

There is a maximum of 100 words for the commentary on each section (i–xvi).

### 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.

The Division does not hold any such courses

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

NHLI does not hold an undergraduate course but is responsible for the Cardiovascular and Respiratory Science BSc (Imperial College London MBBS, Year 4). There are currently 51 students on these two courses, 41% female, which is lower than the year co-hort (52%). This is due to the low ratio of female students on the Cardiovascular BSc (25%). The Respiratory BSc is in line with the year co-hort (56% female).

NHLI will increase female undergraduates on these courses, specifically the Cardiovascular BSc, through outreach activities to school children (2.2.1.) and lectures to the MBBS students, prior to their BSc choices (2.2.2.).

- (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 your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Numbers of students are greatly affected by the nature of the courses held within NHLI, which have changed over the years with courses terminating and starting periodically. The Division has run and runs clinical masters which historically attract more male students.

NHLI also runs courses aimed at allied health professionals which as a profession has been traditionally viewed as being female dominated. Percentages on those courses have been of a minimum of 50% female.

NHLI has already reviewed and changed the adverts used for these courses and the next intake of students will show whether this initiative is a success.

- (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 your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

NHLI has enjoyed gender parity within its research students for many years. However, NHLI is actively increasing its student and fellow recruitment in a variety of ways including seminars to supervisors to increase their awareness of student funding opportunities to open days for students from all scientific areas.

NHLI's clinical research fellow initiative aims to engage with fellows in clinical training during conferences or training days (2.2.3.). The initiative aims to improve opportunities for fellows wishing to undertake research as well as increase the proportion of female fellows undertaking cardiovascular research (28% cardiovascular fellows compared to 53% for respiratory).

- (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 admissions and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Information is only available for Divisional studentships as others are recruited by individual supervisors and no data is held for these. Monitored

studentships include those awarded by the NHLI Foundation and the BHF Centre of Research Excellence.

NHLI has a high volume of applications with a high number of female applicants who are interviewed and recruited, despite some of its cross-disciplinary studentships attracting physicists, mathematicians and natural science students. NHLI will continue to monitor data ensuring adequate gender parity. Supervisors will now be asked to complete a studentship recruitment questionnaire (1.2.).

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action you are taking to address any imbalance.

There are no significant differences within the genders for degrees awarded within the Division. As a whole, the Division engages with its students at all stages of their degree to ensure that any problems are dealt with promptly for a smooth progression.

There have been no failed research degrees within the Division in the last few years. When a problem with a research supervisor is identified, whereby for example, their student completion or success rate is lower than the Division or where they have had several difficult student relationships, the supervisor is re-trained and mentored by an experienced supervisor.

- (vii) **Length of time for postgraduate completion by gender** – comment on any differences in completion times between males and females and say what action you are taking to address any imbalance.

Submission rates within the Division do not show a difference between female and male students. Successful completion is indicated by timely submission of theses within 5 years (historically) and now within 4 years. The Division's overall submission rate for both full-time and part-time students has increased to over 80% within 4 years for research degrees which is competitive throughout the UK and above the recommended 70% submission rate stipulated by Research Councils. As above, when a problem with a research supervisor is identified, the supervisor is re-trained and mentored by an experienced supervisor.

## Staff data

- (viii) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action you are taking to address any underrepresentation at particular grades/levels.

NHLI enjoys parity of gender for its research staff. These include staff with and without personal funding who do not yet hold an academic position.

In comparison to total NHLI academic staff, NHLI has few lecturers, reflected throughout the Faculty also. Numbers are low but NHLI has also enjoyed parity of gender for lecturers, despite academia attracting overall fewer women.

NHLI is recruiting stellar academics to ensure continuity in excellence, particularly with current senior staff approaching retirement. Recruitment is based primarily on scientific excellence and women and men meeting this criteria are approached, with search committees including female academics.

- (ix) **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 you are taking to address this.

NHLI does not hold data on success rates of job applications and thus data is only presented as job applications by gender.

Applications by gender correlate well with staff data by gender and grade. In future, recording of success rates by gender will be encouraged to ensure any potential differences in gender recruitment will be addressed.

- (x) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say how you plan to address this. Where the number of women in the department is small you may wish to comment on specific examples.

Analysis of the data reflects the number of staff by grades rather than differences in gender. Furthermore, small data in some categories do not enable identification of a trend or disparity. NHLI enjoys high numbers of research staff with parity of gender and this is reflected in parity of turnover of these grades for both male and female staff.

Research and Clinical Research staff leave NHLI either upon completion of their contract or appointment to another position within the College or the UK

as part of their career progression whilst senior staff such as Professors have left the Division through retirement.

- (xi) **Maternity return rate** – comment on whether your maternity return rate has improved or deteriorated and say how you plan to improve further. If you are unable to provide a maternity return rate, please explain why.

NHLI's maternity return rate for female academics is 100%. The College supports its female academic staff returning from maternity or adoption leave with its Elsie Widdowson Fellowship scheme. There have been no recent NHLI applications for this scheme but it is currently putting an application together with one female academic preparing to take adoption leave.

NHLI's maternity return rate for research staff is near 100% with 3 female staff not returning following their maternity leave in 2007. However, these were for reasons other than academic pressure such as partners relocating and changes in personal circumstances.

- (xii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade and whether this has improved or deteriorated and say how you plan to improve further.

NHLI does not hold data on adoption leave which probably indicates that no member of staff required this within the last 3 years. There have been 3 members of staff taking up paternity leave in this period which appears particularly low, however, NHLI does not know of any cases where leave was not taken up when necessary.

NHLI's efforts to continue increasing communications within the Division, with specific attention given to HR issues mentioned in this application, will ensure that members of staff are aware of all paternity, adoption and parental leave procedures and availability (4.1.2.).

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

Despite the lower percentage of female to male academics within NHLI (33% female), analysis of the data shows a higher ratio of female staff put forward for promotion and promoted than their male counterparts, relative to their staff



gender group. In 2008, 23% of female academic staff applied for promotion (100% success) compared to only 4% of male academics (67% success).

At least 50% of all academic promotion applications in the last 3 years were from female academic staff.

The high success rate of over 50% shows that academics are applying for promotion at an appropriate time in their careers.

- (xiv) **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.

Due to the geographical spread of NHLI across 9 separate sites, representation on committees includes consideration for location as well as scientific or administrative experience. Various NHLI committees are made up from set roles within the Division and thus gender representation can be dictated in cases by roles held by the members.

Adequate female representation based on NHLI's gender ratio of academic staff would equate to each committee having a 33% representation of female staff. Out of the 15 committees tabulated within this application, 7 fall below this percentage while 6 are above.

Adequate gender committee representation forms part of NHLI's Action Plan (4.2.).

- (xv) **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 you may wish to comment on specific examples.

Records for flexible working are only available for the very recent past so it is not possible to provide data. Data for staff working part-time is presented.

The Division is aware of several pockets of good practice with academics able to benefit from flexible and part-time working, however, discussion with the SAT and during the workshops revealed a disparity of openness and acceptance of flexible working which was heavily dependent on staff's line manager, research group or section.

Flexible working is therefore forming part of NHLI's Action Plan to address any inequity and ensure access to flexible working throughout NHLI (5.2.).

- (xvi) **Female:male ratio of academic 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 you are doing to address them.

NHLI has a handful of academics (8% male, 6% female) on fixed-term contracts who are new starters to the Division. Imperial members of staff can be considered for an open-ended contract after 6 years in employment. An agreement between Imperial College London and the Joint Trades Unions took effect from 1 July 2006 and was based on The Fixed Term (Prevention of Less Favourable Treatment) Regulations 2002.

## **2. Initiatives to advance and support women in the department**

Provide commentary on the thematic areas below, explaining what the key issues are in your department, based on the data above, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed (maximum 200 words each for sections i–xii).

- (i) **Promotion and career development** – comment on the appraisal and career development process and the evidence of gender balance in the process of identifying people for promotion.

Visits to sections have been organised for the Head of Division to meet all staff, where they have the opportunity for discussion with the Head of Division and the Division's research managers. These visits enable the identification of individuals who would benefit from further grant applications such as programme grants or career development fellowships and promotion.

Senior academics and administrators are circulated the academic promotions information at each round and requested to encourage applications from all eligible members of staff within their groups. The Division will ensure that reminders are sent at each round (2.1.). All staff are circulated the information for application for re-grading and performance pay twice a year. Mock interviews for academic promotions are organised for those academics requesting one and the Division is considering organising these as standard practice. Mock interviews are already organised automatically for clinical training and career development fellowships.

NHLI has implemented a scoring system to help the academic panel which takes into account publications, teaching (both undergraduate and postgraduate), committee activities and career breaks.

- (ii) **Support for staff at key career transition points** – comment on any initiatives, drawing out different approaches at different levels.

NHLI employs research managers responsible for the dissemination of information about sources of research funding and assisting with grant applications by providing independent assessment and advice. They are available at any time to discuss funding career progression and opportunities for specific grants.

NHLI has recently paid particular attention to postdoctoral research associates with a number of initiatives, including confidential open forums with the Head of Division, creation of a postdoc committee and hosting a postdoc career development and research day. Furthermore, NHLI has recently launched travel awards for attendance at workshops and conferences as a direct result from its open forums. Further forums concluded that postdocs were better supported within NHLI than previously. Forums which initially were avenues for complaints changed within a year to discussions on further improvements.

The NHLI newsletter has a dedicated section for junior scientists to discuss their work, raise their profile and which encourages collaboration. Staff are encouraged to take part in NHLI's research afternoons in a variety of ways. Noticing low female participation at these, NHLI successfully worked on increasing this ratio (60% of abstracts now submitted by female postdocs).

The introduction of an academic mentoring scheme forms part of NHLI's Action Plan (3.1.)

- (iii) **Flexible working** – comment on the numbers of staff working flexibly and at what grade 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 you raise awareness of the options available.

The College's flexible and part-time working policy is available on its staff pages. NHLI administration does not have records of any known cases of refusal of flexible or part-time working applications.

Discussion with staff during and following our workshops revealed that uptake of flexible working within the Division is currently seemingly dependent on individual line managers, sections or groups. There were clear differences throughout the Division where some staff were offered considerable flexibility, which was used and appreciated, compared to others where flexible working was not encouraged nor seemed supported.

NHLI vigorously supports the College's flexible work policy and increased support for flexible working throughout the Division forms part of our Action Plan.

The Division aims to ensure that this is communicated thoroughly. The Head of Division already strongly expressed his support during the Athena HoD open staff meeting and further information will be communicated within NHLI's newsletter and website and via NHLI's Divisional Lead for Women.

Section and group administrators, Heads of Sections and Groups and line managers will be briefed to ensure understanding of the policy and its divisional support (5.2.).

- (iv) **Culture** – comment on how you demonstrate that the department is female-friendly and inclusive.

NHLI organises a range of events throughout the year including prestigious lectures, research afternoons and social events providing all staff and students the opportunity to get involved, communicate and foster collaborations. These events are publicised in advance, ensuring adequate time to plan work and personal commitments in particular for evening lectures, and aim to break down geographical boundaries, promote interaction in an informal environment, and are enthusiastically attended.

In 2007, NHLI launched a monthly newsletter which includes a letter from the HoD as well as news items, prizes awarded to staff or students, staff appointments and promotions as well as facilities and opportunities available throughout the university.

An annual party was organised to celebrate the achievements of NHLI's staff throughout the previous year, with the HoD congratulating all attendees personally. The Division has an annual research thesis prize and has submitted applications for its staff for the Rector's awards in recognition of pastoral care, work within equality and diversity and teaching.

- (v) **Recruitment of staff** – comment on how your recruitment processes ensure that female candidates are attracted to vacancies and how you ensure that recruitment processes comply with the university's equal opportunities policies.

Advertising of posts is made in relevant publications as well as Imperial's HR websites. Potential candidates are referred to the appropriate website location of any available post and encouraged to apply.

Selection panels for all posts are composed of academics, according to scientific expertise, and administrative staff when applicable and include

academics ultimately responsible for the line management of the post as well as others independent from it. Academic staff involved in recruitment must attend the College's training course.

NHLI's Action Plan includes the aspiration to increase the representation of female clinical academics (1.1.). NHLI enjoys parity of gender throughout training years but female clinical academics are a rarity. Furthermore, a noticeable difference lies within cardiovascular clinical academia with female percentages already falling at undergraduate level. This is not a problem exclusive to NHLI with international cardiovascular associations setting up working groups to address this problem (<http://www.theheart.org/article/513191.do>).

We aim to increase female academic scientists by raising respiratory and cardiovascular clinical science and NHLI's profile both nationally and internationally. We will do this through a variety of ways from outreach activities to school children (2.2.1.) through 'Women in Clinical Academia' days with guest external luminaries invested in the problem (2.2.4.).

(vi) **Representation on decision-making committees** – comment on evidence of gender balance in the mechanism for selecting representatives.

Committees within NHLI range from administrative, scientific, managerial and organisational. Due to the scientific and geographical nature of the Division, spread over 9 sites, representation on committees could be seen as unequal.

Adequate female representation based on NHLI's gender ratio of academic staff would equate to a 33% representation of female staff if based purely on gender.

NHLI will ensure appropriate representation of women on committees and in key divisional management roles (e.g. Education, Health & Safety, Heads of Sections). Where appropriate, key positions and committee memberships will be rotated (4.2.).

NHLI staff are encouraged to participate in activities beyond the Division and many female staff sit on Faculty and College-wide committees including the Principal's Advisory Group, CBS Policy Committee and Education Sub-Committees. Imperial-wide roles held by NHLI female academics include Faculty Ambassador for Women and Senior Tutor.

Representation of female academics on external panels has recently been actively targeted by the Faculty of Medicine Ambassador for Women. Suitably qualified female academics were identified and encouraged to apply for key positions on national research boards. This process was proven successful within NHLI with one of its female academics being appointed to the MRC Population and Systems Medicine Board.

- (vii) **Workload model** – comment on evidence of transparency and fairness.

NHLI does not have a formalised workload model but has informal systems to monitor workload within postgraduate and undergraduate teaching, research afternoon organisation and participation and so forth.

When staff participation is required for divisional programmes such as the annual postgraduate day, studentship application reviews and interviews, or research afternoons, staff are invited to volunteer.

If nomination is necessary, staff are given the opportunity to turn down the work requested when they are over-committed in other areas (undergraduate exams, marking, postgraduate assessments, grant applications, etc).

As a specific example, nominations for assessments of postgraduate work take into account the frequency of such nominations for individual members of staff through a comprehensive postgraduate database which includes all named assessors and is updated daily.

- (viii) **Cover for maternity and adoption leave and support on return** – comment on the mechanisms for covering workload absence and specific support on return.

Advice is available to all members of staff from the time of maternity or adoption leave initial discussions until their return to work. Advice on maternity policy and flexible working on return will also be made available on the NHLI website and via the Divisional Lead for Women. Staff and students on parental leave have continued access to their email and thus continue to receive divisional materials such as the NHLI Newsletter and Funding Bulletin, invitations to lectures and social events.

Students' studies are interrupted for an equivalent time whilst they are on parental leave ensuring that their timed targets are moved accordingly, ensuring equal opportunities. When returning from leave, they are helped with any part-time study arrangements required, which may be independent from their employment.

The College supports its female academic staff returning from maternity or adoption leave with its Elsie Widdowson Fellowship scheme. Discussions with staff during and following the workshops unfortunately identified a near total lack of knowledge of this scheme, which now features in NHLI's Action Plan (5.1.) and the Division has already started addressing this lack of knowledge.

Indeed, it is currently putting an application together with one female academic preparing to take adoption leave.

- (ix) **Timing of departmental meetings and social gatherings** – evidence of consideration for those with family responsibilities.

Meetings, special events and social gatherings have a range of timings throughout the day. With a mix of clinical and basic scientists on 9 different sites, it is a difficult task to accommodate the needs of full and part time staff as well as those with caring responsibilities or clinical commitments.

However, every effort is put in place to communicate events, both social and scientific, in sufficient time to enable any caring arrangements or clinical rotations to be put in place.

For example, annual lectures are scheduled to take place in the early evening but are timetabled at least six months in advance. These events are coupled with receptions before and after the event, are highly popular and attended to maximum capacity.

Finally, particular care is taken, wherever possible not to organise key committee and research meetings during school and term breaks.

- (x) **Outreach activities** – comment on the level of participation by female and male staff and whether they get recognition for being involved and the time and work put in.

NHLI is supportive of outreach activities and participation in such events is considered and recognised as part of the promotion process. NHLI has on many occasions featured talks regarding these activities within its research days and NHLI Newsletter.

Examples of activities include running science workshops for school children as part of the Imperial College INSPIRE project. Many staff are members of this scheme and participate by going into schools promoting science to children or inviting pupils into the laboratory.

Many NHLI female staff also participated in the recent Women in SET portrait series. Other activities include annual laboratory open days for charities such as Asthma UK.

NHLI is heavily involved in Imperial's Medical Sciences Summer School which is hosting 60 pupils this summer. All members of staff were invited to take part and care was taken to ensure equality of participation thus avoiding overburdening of academic staff already involved in such activities.

Outreach participation is also discussed as part of the grant application process with postdocs looking into future fellowship applications, giving specific attention to Research Council fellows whose grant conditions include outreach activities.

- (xi) **Induction and training** – comment on the support provided to new staff at all levels, noting what new arrangements you may be planning, as well as details of gender training.

Standard College staff induction procedures are followed within NHLI, including a Health and Safety induction, tour of the new staff member's section or group and introduction to key members of administrative staff.

However, this process will be customized with the production of an NHLI specific induction information leaflet to be added to all new staff packs (4.1.1.).

This leaflet will include information on the structure of the Division, both scientifically and administratively, as well as resources available to staff, including the Research Management office, Outreach office, NHLI's and other useful websites, etc, and how to access this information. The leaflet will be included on the NHLI website and will also be made available to current staff.

All new research students within the Division attend a two hour specially tailored induction which carries them through the postgraduate journey as well as introducing them to the Division. Current research students and supervisors are invited to join the regular student inductions to keep up to date with changes in procedures and regulations and meet new students.

All new NHLI staff and students are automatically added to its e-distribution list and will therefore receive its Newsletter no later than a month after starting.

- (xii) **Support for female students** – comment on the support provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher.

There is no difference in support for female or male students within NHLI. All students enjoy a formalised structure of support which includes each student having two supervisors and a mentor. The mentor is independent from the supervisory arrangements and provides support to the student when and if required. NHLI also has a number of NHLI Tutors, both female and male, which are campus based and provide further support to all students. At least one tutor attends each postgraduate induction.

Further support is available through NHLI's Postgraduate Office and Director of Postgraduate Studies as well as two College tutors.

Students are closely monitored so that any problems can be identified quickly and final thesis submission is not jeopardised. Interruption of Studies are put in place when appropriate (see section [2\(viii\)](#) above).



NHLI holds an annual postgraduate research day where all students take an active role in charring sessions, reviewing presentations or presenting their work. The day gives all students experience of scientific meetings as it is recognised that some students may not have the opportunity to attend conferences.

Final year students are encouraged to apply for early career fellowships such as the Wellcome Trust Sir Henry Fellowship, when appropriate.

### **3. Case study: impacting on individuals**

Describe how your department's SWAN activities have benefitted an individual woman working in the department (maximum 200 words).

Tracy Hussell joined NHLI as a postdoctoral fellow (1994). In recognition of her contribution she was awarded the title of honorary lecturer (1997). This enabled her to obtain a lectureship within the Faculty of Natural Sciences, where she was promoted to Senior Lecturer (1998). She was recruited to the Kennedy Institute of Rheumatology as a Reader (2003) and was promoted to a personal chair (2006). She rejoined NHLI in 2008 as Professor of Inflammatory Diseases.

Having tried for many years to have children Professor Hussell has recently been approved as an adopter after two years of training that required time off work. She will shortly welcome two young girls into her family. It has been highly advantageous to be supported by NHLI in her personal venture; in particular from female senior academics with young children.

Professor Hussell is determined to maintain her high academic standard and welcomes NHLI's support in flexible working hours, the ability to work at home and the scheduling of meetings within working hours and term time. She has never encountered anyone within NHLI who feels that this will not be possible and is fully supported in her application for an Elsie Widdowson Fellowship.

### **4. Further SET-specific initiatives**

Comment on any particularly innovative programmes not covered above which have been undertaken, noting their effectiveness to date and any plans to introduce new initiatives and/or review present practice (maximum 200 words).

The Head of Division Athena address was presented at the South Kensington Campus, as this campus is deemed to be the main College campus. Whilst all staff were invited to attend, it is recognised that one of NHLI's problems is

its multi-campus geography and the difficulty for members of staff to travel from one campus to another.

Following the presentation, it was discussed that it would be very useful for it to be repeated at each NHLI campus. The Divisional Lead for Women, who is also the Athena SWAN Lead, will therefore organise for campus based presentations where she will re-iterate the presentation and discuss this application and Action Plan.

## **5. The self-assessment process**

Describe the Self-Assessment Team members and the action planning process, as well as any consultation processes that were undertaken (maximum 500 words).

All members of staff and all students were invited to join the self-assessment process through the NHLI Newsletter, headed by our Head of Division who at the same time endorsed the application. Following this, all staff were invited to join the workshops (held on 7<sup>th</sup> January 2009). Staff unable to attend the workshops were invited to email queries, suggestions or comments, in confidence, to the Athena Lead or Administrator.

Staff were invited to be members of the Self-Assessment Team based on a number of factors which included but were not restricted to: availability to take part in the workshops, divisional managerial experience, in a dual career relationship, based on different campuses, staff with caring responsibilities, recent experience of the promotion process and those who had taken part in previous open forums.

Full biographies of the SAT members are available through their Personal WebPages (weblinks provided). The SAT is composed of, alphabetically:

Dr Nigel Brand, Senior Lecturer and BHF Centre MRes Education Co-ordinator, Harefield and South Kensington Campuses (Dual career relationship)

<http://www.imperial.ac.uk/medicine/people/n.brand/>

Dr Deborah Clarke, PostDoc and member of the PostDoc Committee, South Kensington Campus (Dual career relationship)

<http://www.imperial.ac.uk/medicine/people/deborah.clarke/>

Professor William (Bill) Cookson, Associate Head of Division and Campus Dean, Royal Brompton Campus

<http://www.imperial.ac.uk/medicine/people/w.cookson/>

Professor Clare Lloyd, Divisional Lead for Women, Athena SWAN Lead, South Kensington Campus (Dual career relationship, young family)

<http://www.imperial.ac.uk/medicine/people/c.lloyd/>

Professor Peter Openshaw, previous Head of Section, Director of Centre of Respiratory Infection, St Mary's Campus (Dual career relationship, main carer for children)

<http://www.imperial.ac.uk/medicine/people/p.openshaw/>

Dr Anna Randi, Clinical Senior Lecturer, Hammersmith Campus

<http://www.imperial.ac.uk/medicine/people/a.randi/>

Dr Sara Rankin, Reader (recent promotion), South Kensington Campus (Dual career relationship, young family)

<http://www.imperial.ac.uk/medicine/people/s.rankin/>

Dr Mark Paul-Clark, Lecturer (recent appointment), Royal Brompton Campus (Dual career relationship, main carer for children)

<http://www.imperial.ac.uk/medicine/people/m.paul-clark/>

Professor Michael Schneider, Head of Division, Director of the BHF Centre of Research Excellence, South Kensington Campus

<http://www.imperial.ac.uk/medicine/people/m.d.schneider/>

Dr Emma Watson, Research Manager, Athena SWAN Administrator.

<http://www.imperial.ac.uk/medicine/people/e.watson/>

The checklist was drafted by the Athena Swan Lead and Administrator in conjunction with several members of NHLI Administration. It was then reviewed and amended by the SAT and items for action already identified included in the draft Action Plan.

The SAT reviewed the application and discussed any other information that they had gathered from further discussions with colleagues. Members of staff, actively involved in Women in SET initiatives, were consulted regarding the application.

The Head of Division presented the application to the Division in an open meeting in May where further comments were presented to the SAT for inclusion in the application and Action Plan.

The Action Plan includes information already discussed from work within the Division preceding the application for Silver Award, such as the induction leaflet as well as suggestions from staff across the Division, outcomes of workshops and discussion with the Self Assessment Team.

An email to the Division will summarise the application process, and will provide the links to NHLI's dedicated page where the Athena Application, NHLI's Action plan, and HoD Open Meeting presentation slides will feature.

## **6. Action plan**

Please attach your action plan which summarises actions identified from the data and commentary above, naming the person responsible and time scale.

## **7. Any other comments**

Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 100 words).

NHLI was established as an independent research institute based at the Royal Brompton Campus and subsequently incorporated into Imperial's School of Medicine (1998).

It is one of the largest divisions of Imperial's Faculty of Medicine, employing more than 100 academic and 150 research staff, hosting more than 150 research students and having more than 280 honorary members of staff.

NHLI is located across 9 campuses and associated hospitals, with scientific interests in cardiovascular and respiratory research including both clinical and basic science.

It is structured into cardiovascular and respiratory sciences and molecular medicine, the latter incorporated into NHLI in 2007.

## **NHLI Athena SWAN Application**

### ***Action Plan – May 2009***

#### A) Introduction

NHLI aligns itself to the aims of the Athena SWAN Charter by wishing to retain and attract the brightest women in cardiovascular and respiratory science, irrespective of grade. It wishes to recruit new female academics in basic and clinical sciences at lecturer level and beyond.

This Action Plan was developed with this goal in mind. NHLI wishes to increase retention where attrition is occurring, to increase entry where recruitment is deficient, and to improve the quality of work and training environments and career development for all women at all levels.

Beyond the actions to ensure continuity of fairness of process for those women who do apply for posts, the Division will explore the affirmative steps that could be taken to raise its profile as a female-friendly workplace and solicit more and better applications from women.

The Divisional plan also recognises the importance of communications and the difficulties of ensuring these are effective within such a large and geographically widespread division.

## B) Action Plan Summary

Ref	Description	Responsibility	Timetable
<a href="#">1.1.</a>	Women in Academic Medicine	Faculty Ambassador for Women (Maria Belvisi) Faculty Research Theme Leaders (Bill Cookson & Michael Schneider) Head of Division (Michael Schneider) Divisional Lead for Women (Clare Lloyd)	Research & information gathering – summer 2009 onwards  Annual reports from January 2010 onwards
<a href="#">1.2.</a>	Monitoring of Studentship Applications and Recruitment	Research Manager (Emma Watson) Postgraduate Administrator (Clodagh Li) Director of Postgraduate Studies (Jane Mitchell)	Trial summer 2009  Launch October 2009
<a href="#">2.1.</a>	Increase Communication of the Promotion Process	Divisional Manager (Paul Hiron) Deputy Divisional Managers (Richard Mattin & Carol-Anne Shaw) Section Administrators (Various) Academic Mentors (Various tbc)	In line with Imperial's academic promotion timetable
<a href="#">2.2.</a>	Increase Recruitment of Female Scientists	Faculty Research Theme Leaders (Bill Cookson & Michael Schneider)	To be co-ordinated with <a href="#">1.1.</a>
<a href="#">2.2.1.</a>	Increase Outreach Activities to School Pupils	Cardiovascular and Respiratory Clinical Leads will be identified to work with Imperial's Outreach Office	Research & information gathering – summer 2009  Outreach activities from 2010
<a href="#">2.2.2.</a>	Monitor and Increase Participation of BSc's	Director of Undergraduate Studies (Sue Smith) Cardiovascular and Respiratory Clinical Leads will be identified to work with the Director of Undergraduate Studies	Research & information gathering – summer 2009  Launch 2010
<a href="#">2.2.3.</a>	Increase Recruitment of Clinical Research Fellows	Research Manager (Emma Watson) Director of Postgraduate Studies (Jane Mitchell) Cardiovascular Lead (tbc) Respiratory Lead (Omar Usmani)	Trialled February 2009  Launch June 2009

<a href="#">2.2.4.</a>	'Women in Clinical Academia' Day	Faculty Research Theme Leaders (Bill Cookson & Michael Schneider) Cardiovascular Lead (tbc) Respiratory Lead (tbc)	Co-ordinated with 1.1. Launch 2010
<a href="#">3.1.</a>	Academic Mentors	Head of Division (Michael Schneider) Associate Head of Division (Bill Cookson) Deputy Divisional Managers (Richard Mattin & Carol-Anne Shaw) Divisional Lead for Women (Clare Lloyd) Learning and Development Centre Centre for Educational Development Human Resources	Research & information gathering – winter 2009  Launch 2011
<a href="#">3.2.</a>	Interim Professional Development Day	Head of Division (Michael Schneider) Associate Head of Division (Bill Cookson) Divisional Lead for Women (Clare Lloyd) Learning and Development Centre Centre for Educational Development Careers Advisory Service	Launch Autumn 2009
<a href="#">4.1.</a>	Communications and Information		Ongoing
<a href="#">4.1.1.</a>	NHLI Induction Information Pack	Deputy Divisional Managers (Richard Mattin & Carol-Anne Shaw) Research Managers (Alun Owen & Emma Watson) Human Resources Manager (Siobhain Griffin)	January 2010
<a href="#">4.1.2.</a>	Improved Divisional Staff Communications	Head of Division (Michael Schneider) Associate Head of Division (Bill Cookson) Group, Section Administrators & PAs (Various)	Summer 2009
<a href="#">4.1.3.</a>	NHLI Athena Annual Report	Athena Lead (Clare Lloyd) Athena Administrator (Emma Watson)	2010

<a href="#">4.2.</a>	Committees and Management Roles	Head of Division (Michael Schneider)  Associate Head of Division (Bill Cookson)  Divisional Lead for Women (Clare Lloyd)  Committee Chairpersons (Various)  Senior Academic Staff (Various)	Autumn 2009 with regular reviews
<a href="#">4.3.</a>	Visibility of Academic Women	Audio Visual Technician (Tony Rocha)  BHF Centre of Research Excellence Manager (Katie Payne)  Research Manager (Emma Watson)  Centre for Respiratory Infection Manager (Lindsey-Anne Cumming)  Course Administrators (Various)	Ongoing
<a href="#">5.1.</a>	Elsie Widdowson Fellowships	Divisional Lead for Women (Clare Lloyd)  Deputy Divisional Managers (Richard Mattin & Carol-Anne Shaw)  Section Administrators (Various)	May 2009
<a href="#">5.2.</a>	Flexible Working	Divisional Lead for Women (Clare Lloyd)  Heads of Sections (Various)  Deputy Divisional Managers (Richard Mattin & Carol-Anne Shaw)  Section Administrators (Various)	October 2009 with yearly review
<a href="#">5.3.</a>	Postdoctoral Travel Awards including Caring Responsibilities	Research Manager (Emma Watson)  PostDoc Committee (Various)	September 2009



## C) Action Plan

### 1. The Fundamentals for Success

- The Base line for Action, Evidence and Data
- Taking Action, Leadership, Resources and Accountability

#### **1.1. Women in Clinical Academic Medicine**

There is such a problem worldwide in recruiting and retaining female clinical academics that a 'Women in Clinical Academia' working group, which includes Imperial, was established. This group will examine barriers, real or perceived, to the career progression of women working in clinical academic medicine and dentistry (*Reference: Medical Schools Council, <http://www.medschools.ac.uk/women.htm>*).

Similarly, the Faculty Ambassador for Women and Divisional Leads aim to research existing roadblocks for women in clinical academia. This research will include organising an informal networking meeting for female clinical academics who will be invited to share their experiences (summer 2009).

NHLI, in conjunction with the College, wants to increase the representation of female clinical academic within the Division. The Division will be represented by Professor Clare Lloyd (Divisional Lead for Women and Athena Lead) and Professor Maria Belvisi (Faculty Ambassador for Women) who will encourage female clinical academics to take part in the research. NHLI also hosts two Faculty Research Theme Leaders, namely Professor Michael Schneider (Cardiovascular Research Theme Leader and Head of Division) and Professor Bill Cookson (Respiratory Research Theme Leader and Associate Head of Division), who will advise on their particular scientific theme.

NHLI's specific goal is to increase the proportion of women in cardiology and respiratory academia. It has already established several specific action plans linked to this goal ([2.2.](#)) and will aim to address clinical women's roadblocks when these are identified.

#### **1.2. Monitoring of Studentship Applications and Recruitment**

Student recruitment to NHLI's divisional programmes of study is currently monitored centrally by the Division and includes monitoring for gender equality. Applications to these programmes show gender balance and monitoring has not identified a problem. NHLI expects that this will continue to be the case.

However, the Division aims to roll out this monitoring to all studentships throughout the Division to ensure equality of all applications and identify any areas of inequality.

This will be led through NHLI's Postgraduate Office (Emma Watson, Research Manager and Clodagh Li, Postgraduate Administrator) and will require NHLI staff to complete a questionnaire following each recruitment. It will be supported by the Director of Postgraduate Studies (Professor Jane Mitchell).

This initiative will be trialled over summer of 2009 and launched in October 2009 for any future recruitments.

## 2. Key Career Transition Points

- Appointment and Promotion Processes
- Action to level the Appointment and Promotion Playing Fields

### **2.1. Increase Communication of the Promotion Process**

NHLI's data suggests that female academics are both being put forward and promoted and promoted at a similar rate as male academics within the Division. However, workshops and discussion with staff acknowledged that the promotion process has been perceived by some members of staff as poorly communicated by the College.

NHLI must abide by Imperial's promotion process but it will continue to ensure that all members of staff, both Imperial employees and those holding honorary contracts, are aware of the promotion process and its timetable.

Introduction of the Interim Professional Development Day ([3.2.](#)) and Academic Mentors ([3.1.](#)) scheme will further highlight the promotion process to all members of staff.

### **2.2. Increase Recruitment of Female Scientists**

NHLI will encourage the recruitment of new female academics, both clinical and non-clinical. Beyond ensuring the fairness of process for those women who do apply, it will develop affirmative action that could be taken to solicit more and better applications from women. For clinical academic appointments this will be coordinated with [1.1.](#) above.

It is an accepted fact that female cardiovascular clinical academics are less represented within clinical academia and thus specific attention will be taken to increasing female cardiovascular clinical academics (<http://www.theheart.org/article/513191.do>).

#### *2.2.1. Increase Outreach Activities to School Pupils*

Increasing female clinical academic staff representation does not rely solely on ensuring opportunities for female clinical academics are available. It also requires ensuring that female pupils choose clinical academia as a life career.

NHLI therefore aims to increase its outreach activities to school pupils, informing them of the opportunities that are available to them and sharing with them NHLI's excitement for medical research, both as basic and clinical scientists. NHLI will ensure that both respiratory and cardiovascular sciences are represented.

#### *2.2.2. Monitor and Increase Participation of BSc's*

The data has shown that female participation in the respiratory BSc year of the College's MBBS programme is equal to male participation. However, it is clear that at this level, female students are already starting to avoid cardiovascular science as a topic.

NHLI aims to increase the representation of female students on the cardiovascular BSc by engaging with students during their three preceding years and therefore prior to choosing their BSc topic.

NHLI will research the most appropriate way of engaging with these students, which could be through a series of lectures or through an open day.

NHLI will continue to monitor female participation on the respiratory BSc and ensure continuity of gender parity.

This will be led by NHLI's Director of Undergraduate Studies (Sue Smith) and could be launched as soon as the new academic year (October 2009) depending on the results of the research and availability of timetabling.

### *2.2.3. Increase Recruitment of Clinical Research Fellows*

NHLI's data show that clinical research fellows (CRF) follow the trend of parity within respiratory science and are under-represented within cardiovascular sciences.

NHLI's Clinical Research Fellow initiative aims to attract more cardiovascular and respiratory CRFs to NHLI to undertake research degrees. The initiative includes raising the profile of the Division within the nation's training fellow community through attendance and presentations at conferences and training days and optimising the research entry process (project and supervisor choices, funding applications, etc).

In particular, the initiative will target female cardiovascular trainees to actively recruit them to NHLI and provide them with the training that will form the basis of their clinical academic career.

The initiative was trialled in February 2009 with a presentation to North West Thames Respiratory Trainees, which was very successful. It will be launched more formally through NHLI's attendance at the British Cardiovascular Society conference and annual meeting on 1, 2, 3<sup>rd</sup> June 2009. NHLI has also already applied to the British Thoracic Society to attend its meeting and conference in December 2009.

The initiative is led by NHLI's Research Manager and Director of Postgraduate Studies in conjunction with a respiratory and a cardiovascular lead.

### *2.2.4. 'Women in Clinical Academia' Day*

NHLI will set up a 'Women in Clinical Academia' day and ensure participation of its clinical female academics. These days will be tailored for both respiratory and cardiovascular clinical academics as both specialties will present different roadblocks which must be broken down.

This will be organised following the results of the research from [1.1](#). and will be led by the Cardiovascular and Respiratory Faculty Research Theme Leaders.

### 3. Career Development – Provision, Support and Encouragement

- The Provision of Career Development
- Career Development Activities

#### **3.1. Academic Mentors**

NHLI has worked extensively towards the development of research trainees at degree and postdoctoral levels, having identified these career stages as being critical in retaining and developing the best staff. It has worked in line with the Graduate Schools and the Learning and Development Centre to provide a structure of mentoring and career development for each research student (including clinical research fellows) and postdoctoral scientist (See section 2(ii) of the NHLI Application).

NHLI has recognised that structured, constructive mentoring should not be limited to trainees and should also be available to academic staff. It was clear from discussions with staff throughout NHLI (Open Forums and Athena Workshops) that there was a need and a wish to have similar structures for academic staff.

NHLI will therefore introduce a structure of academic mentors throughout the Division. This mentoring system will be separate from any probationary scheme and will be structured in order that support and training is available for both mentors and mentees with recommendations such as time commitments and proposed outcomes.

NHLI will monitor participation to ensure a balanced workload for mentors, ensuring quality of the mentorship and preventing the detriment of their own career development.

Importantly, NHLI will gather feedback and monitor the programme as a whole ensuring that it is effective and fulfils its aims.

This scheme to be led by the Head and Associate Head of Division, supported by the Divisional Lead for Women and Divisional Administration Staff. It will require input from other departments throughout Imperial such as the Learning and Development Centre, the Centre for Professional Development and Human Resources.

The Division aims for the scheme to be implemented by summer 2011, following the research into and establishment of the scheme starting summer 2009.

#### **3.2. Interim Professional Development Day**

The introduction of NHLI's academic mentoring scheme will take research, planning and structuring prior to its launch.

However, NHLI also wishes to address the need for academic staff professional development in the short term, while the mentoring scheme is established.

The Division will therefore set up a series of interim professional development days, available to all NHLI academic staff and providing a confidential and voluntary service, facilitating career planning and professional development.

This scheme will be led by the Head of Division and Associate Head of Division, supported by the Divisional Lead for Women and Divisional Administration Staff. It will also require input from other departments throughout Imperial such as the Learning and Development Centre, the Centre for Professional Development and Human Resources.

NHLI aims to set up the first such day at the beginning of the new academic year, from October 2009.

## 4. Organisation and Culture

- Management Ethos, Structures and Decision Making
- Organisational Values, Communications and Culture

### 4.1. **Communications and Information**

With its geographical spread and size, NHLI has suffered from communication difficulties; an issue it has worked on addressing for several years.

Thus, communications and information provision within NHLI has increased significantly over the last few years. NHLI launched its monthly newsletter in 2007 following workshops with academic staff who had voiced concern over the provision disparity of some information. The newsletter is sent to all staff and students within NHLI, including those staff holding honorary contracts, staff on parenting leave, etc.

Further initiatives will be put in place to continue to increase communications and information provision within the Division.

Documents will be reviewed by the Divisional Lead for Women prior to their launch.

#### 4.1.1. *NHLI Induction Information Pack*

Following discussion workshops, it was revealed that new members of staff can sometimes feel isolated within their research group. Whilst information on what NHLI support structures exist can be found on NHLI and Imperial's websites, it can be difficult to find if you don't know where to look or don't know that it is available.

NHLI has therefore decided to customise its induction process by providing all members of staff with an NHLI specific induction information pack which will be added to the College's starter pack for new staff.

This information pack will include information regarding the structure of the Division, both scientifically and administratively and a guide on who's who within the Division. The *who's who* guide will include key roles such as the Divisional Lead for Women, the Director of Postgraduate Studies and leads for the Athena Action Plan. It will also include key administration roles such as NHLI's Research Managers, Divisional Manager and Deputy Divisional Managers.

Upon completion, the information will be sent electronically to all current staff, ensuring that they are also kept up-to-date.

The information pack will be put together by the Research Managers and Deputy Divisional Managers with support from human resources and is expected to be ready by January 2010. It will then be distributed by human resources within new staff packs.

#### *4.1.2. Improved Divisional Staff Communications*

Opportunities such as flexible working, professional development events and postdoctoral travel awards are listed in NHLI's Newsletter and Funding Bulletin. How this information is then cascaded out can vary, for example some group or section administrators discuss relevant items during group or section meetings.

NHLI will re-enforce its policies, particularly in respect of items highlighted in workshops and the Athena Application, through the NHLI Newsletter, its Deputy Divisional Managers and group and section administrators. NHLI will also interact with academics' personal assistants.

#### *4.1.3. NHLI Athena Annual Report*

NHLI will put together an Athena Annual Report which will describe its activities towards the recruitment, training and retention of female academics. It will showcase the progress of its Action Plan, staff achievements and will be used as a tool for the recruitment of new female investigators, additional to generic and scientific literature and recruitment tools.

This report will be led by the Athena Lead and Administrator and will be annual with the first planned for summer 2010.

### **4.2. Committees and Management Roles**

Women represent 33% of overall academic staff, however, NHLI's data showed that some of NHLI's committees had a lower representation from female staff in comparison to overall female staff, whilst other showed over-representations and thus potential committee overload. The lower representation is noticeable for committees which include clinical or cardiovascular scientists, but is similar to staff distribution in those fields.

The Division will ensure the appropriate representation of women on committees and in key divisional management roles (e.g. Director of Postgraduate Studies, Tutors, IT, Health & Safety, Divisional Advisory Group, Heads of Sections). It will also include any appropriate rotation of key positions and committee memberships.

This will be led by the Head of Division, Associate Head of Division in conjunction with committee chairpersons, senior academic staff and will be ongoing.

### **4.3. Visibility of Academic Women**

The Division will increase the visibility of its women scientists in all NHLI communications. This will include pictorial visibility as well as textual and will include its website, the BHF Centre of Research Excellence literature and website, literature associated with the Clinical Research Fellow initiative ([2.2.3.](#)).

NHLI will continue to encourage female staff to update their Personal WebPages and provide technical and writing support for those who require it. The Division will invite female staff to sign up to the College's Expert Directory for media appearances and to join

the GetSET database run by the UK Resource Centre for Women in SET (media appearances, public appointments, etc).

Staff responsible for this will vary across the Division and will include the Course Organisers, Research Managers, BHF Centre of Research Excellence Manager, Centre for Respiratory Infection Manager and AV Technician (who has responsibility over NHLI's website).



## 5. Flexibility across the Working Day, Working Year and Working Life

- Career Breaks and Returning
- Flexible working

### **5.1. *Elsie Widdowson Fellowships***

The Elsie Widdowson Fellowship Scheme enables female academics to return from maternity or adoption leave and concentrate solely on research for a year in a way that fits in most easily with family obligations.

Whilst these fellowships are a College led initiative, NHLI has listed the scheme as an item in its Action Plan as it was learnt that most staff, academic and administrative, were unaware of its existence.

NHLI supports this scheme and will ensure that it is discussed with any female academic taking maternity or adoption leave.

This action plan item has already been launched. In May, NHLI approached one of its academic female staff who was about to take adoption leave. An application for an Elsie Widdowson fellowship is currently being drafted in conjunction with NHLI to be sent within the next couple of weeks.

This action will be led by the Divisional Lead for Women, supported by the Deputy Divisional Managers and group and section administrators.

### **5.2. *Flexible Working***

Discussion with staff during and following NHLI's workshops revealed that uptake of flexible working within the Division is currently dependent on individual line managers, sections or groups.

The Division aims to ensure that this is communicated thoroughly. The Head of Division has already strongly expressed his support during the recent Athena HoD open staff meeting and further information will be included within NHLI's newsletter and website and via NHLI's Divisional Lead for Women.

Section and group administrators, Heads of Sections and Groups and line managers will be briefed to ensure understanding of the policy and its divisional support.

Co-ordinated action will be taken to ensure that across NHLI there is a wide knowledge of the College's flexible working policy and to emphasise the NHLI's support of flexible working.

### **5.3. *Travel Awards including Caring Responsibilities***

Following workshops with postdoctoral staff which revealed their need for support in attending conferences and workshops, NHLI applied to the NHLI Foundation (registered charity 1048073) for a grant to support its postdoctoral staff in this area. This grant was

successfully awarded and the NHLI Foundation Postdoctoral Training Awards launched in January 2009 (See section 2(ii) of the NHLI Application).

Concurrently, the Athena application brought to the attention of the self assessment team, the difficulty for postdoctoral staff with caring responsibility of attending workshops or conferences. While travel grants cover attendance and travel arrangements, postdoctoral scientists encounter difficulties in arranging costs for any out-of-the-ordinary caring responsibilities.

The Division therefore secured further funding to cover extra-ordinary costs relating to caring responsibilities for any postdoctoral staff awarded an NHLI Foundation Postdoctoral Training Award.

The second round of application will be announced in autumn 2009 and will include this extra funding.

This scheme is administered by NHLI's Research Manager, publicised in the NHLI Newsletter and Funding Bulletin and supported by the NHLI PostDoc Committee.

## **NHLI Athena SWAN Application**

### ***Tabulated and Graphical Data***

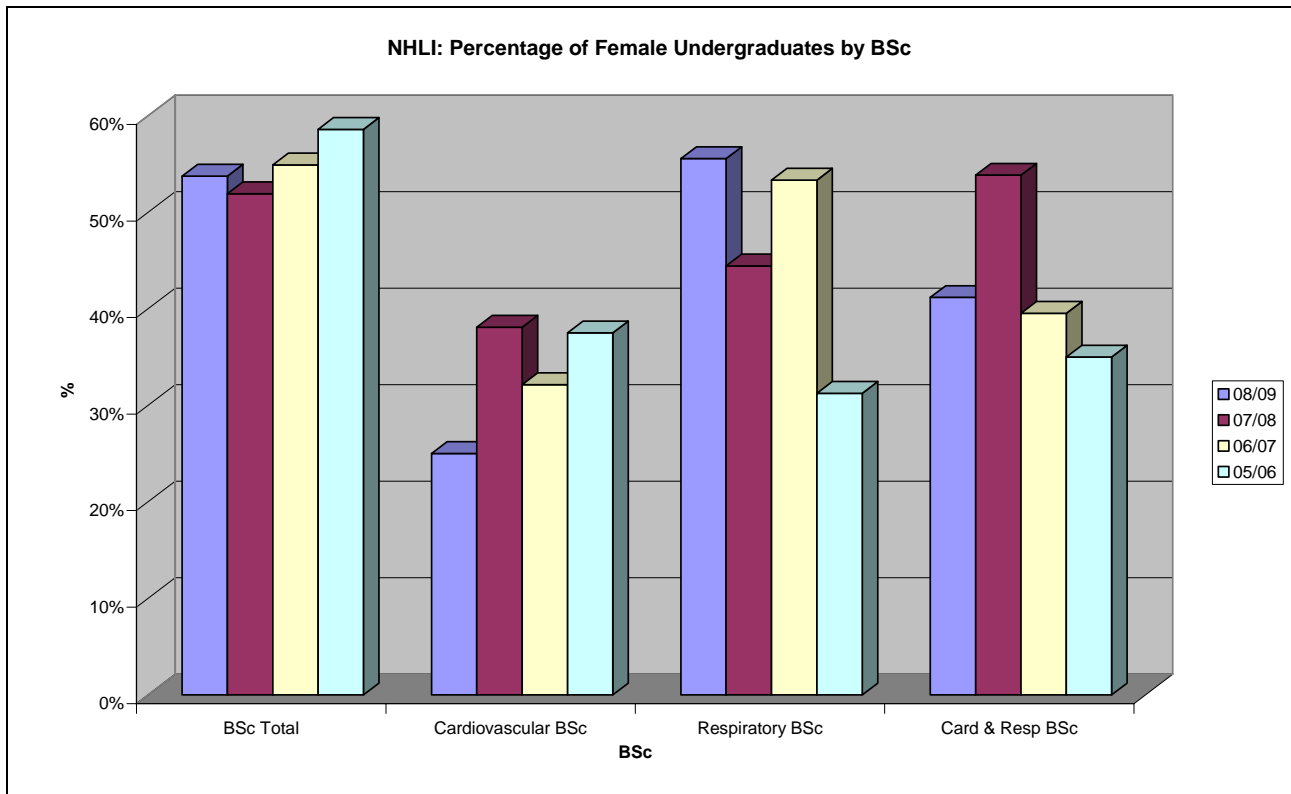
#### **1. A picture of the department**

##### **Student data**

##### **i. Numbers of males and females on access or foundation courses**

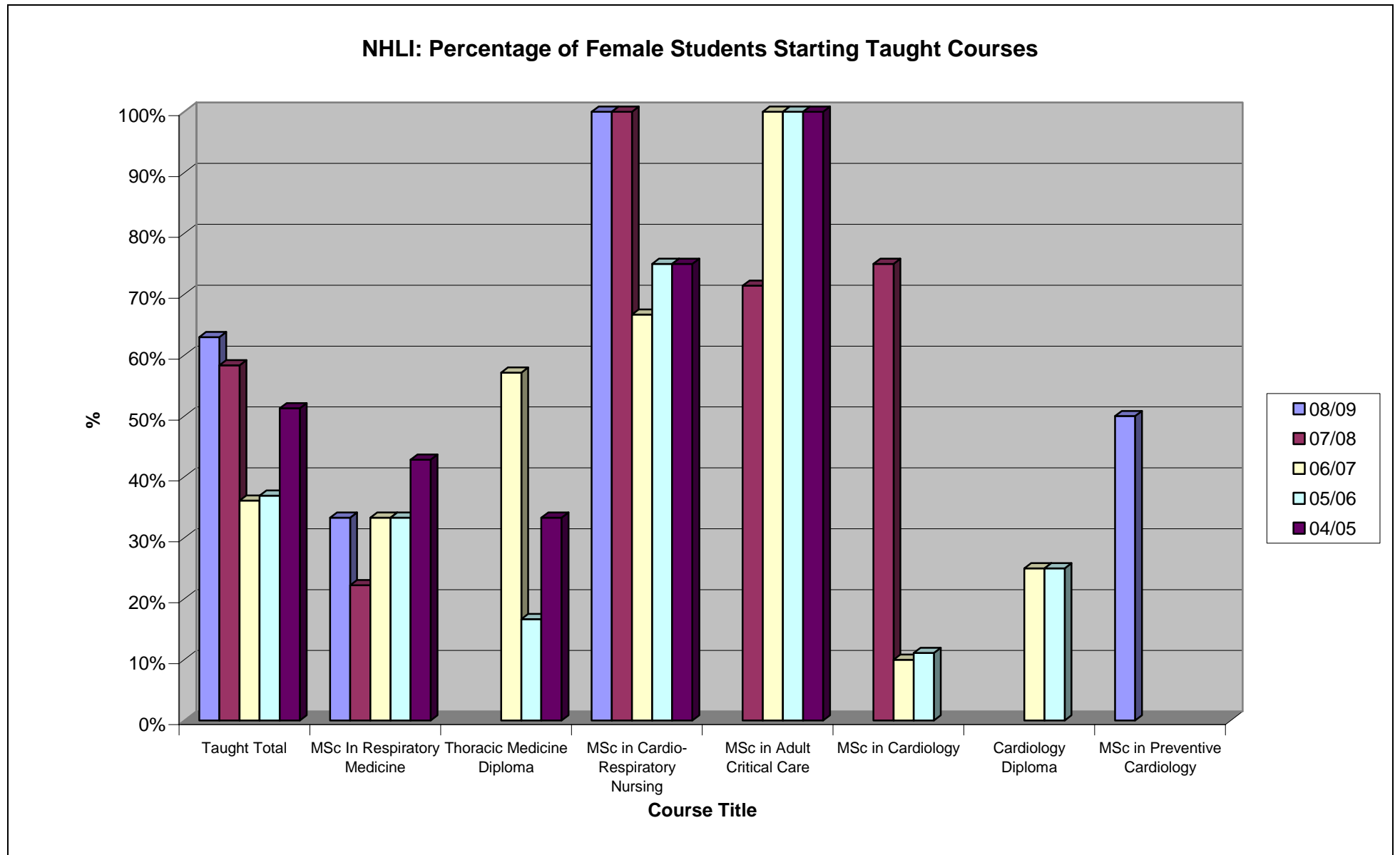
*N/A – NHLI does not hold such courses*

ii. Undergraduate male and female numbers



	BSc	Cardiovascular BSc	Respiratory BSc	Card & Resp BSc
Academic Year	Female (Total)			
08/09	170 (320)	6 (24)	15 (27)	21 (51)
07/08	163 (314)	8 (21)	8 (18)	21 (39)
06/07	157 (286)	9 (28)	8 (15)	17 (43)
05/06	208 (355)	9 (24)	5 (16)	14 (40)

iii. Postgraduate male and female numbers completing taught courses

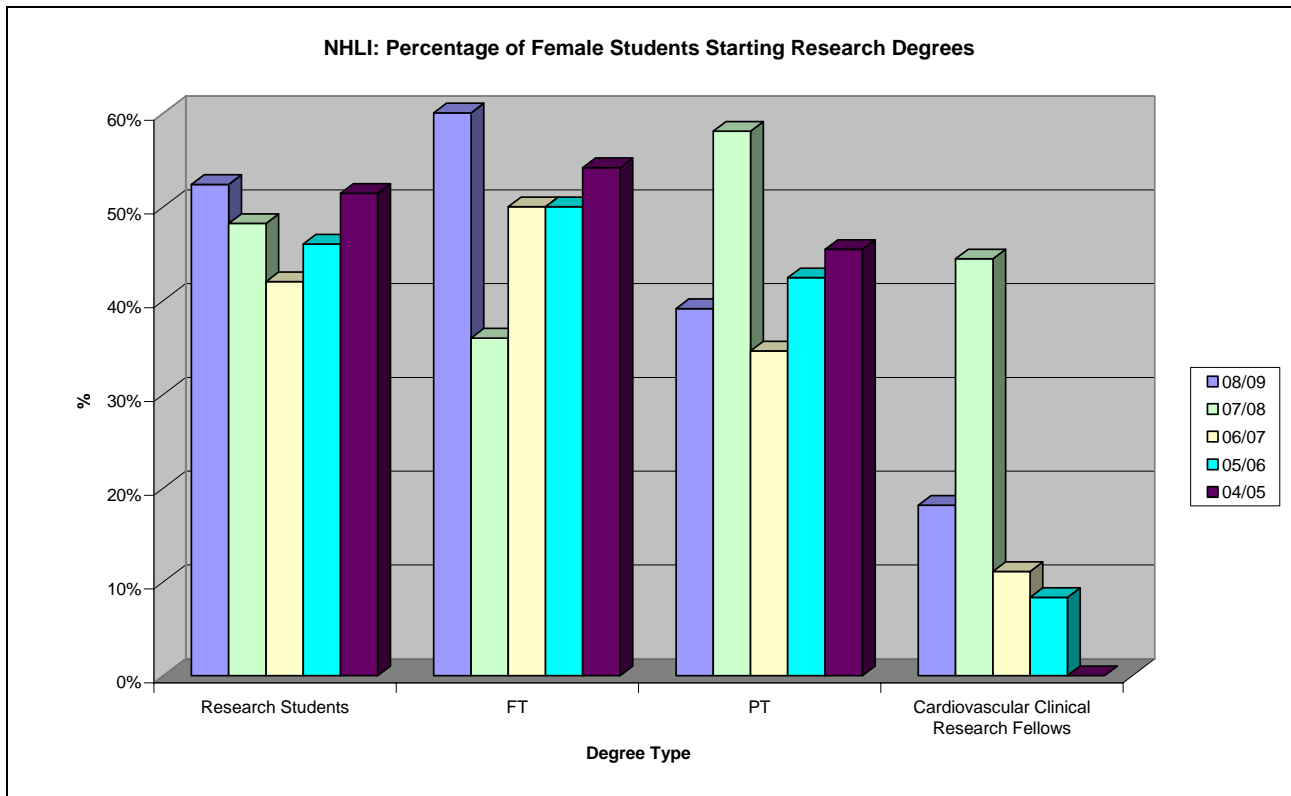


	Total Taught Courses	MSc in Respiratory Medicine	Thoracic Medicine Diploma	MSc in Cardio-Respiratory Nursing	MSc in Adult Critical Care	MSc in Cardiology	Cardiology Diploma	MSc in Preventive Cardiology
Academic Year	Female (Total)							
08/09	17 (27)	2 (6)	N/A*	9 (9)	0 (0)	N/A*	N/A*	6 (12)
07/08	14 (24)	2 (9)	N/A*	4 (4)	5 (7)	3 (4)	N/A*	N/A**
06/07	13 (36)	2 (6)	4 (7)	2 (3)	2 (2)	1 (10)	2 (8)	N/A**
05/06	17 (46)	4 (12)	1 (6)	6 (8)	3 (3)	1 (9)	2 (8)	N/A**
04/05	20 (39)	3 (7)	2 (6)	6 (8)	9 (9)	0 (3)	0 (6)	N/A**

\* Course was discontinued

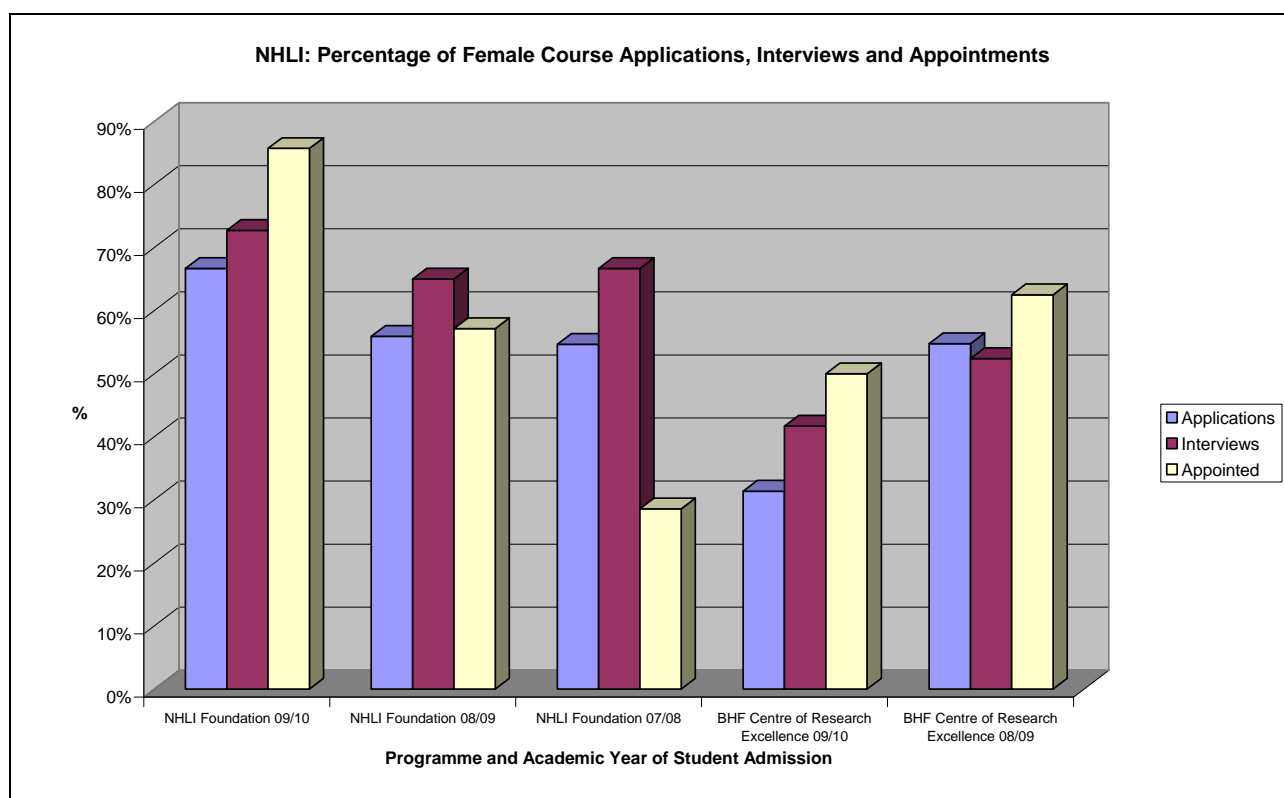
\*\* Course was set up in 2008/09

iv. Postgraduate male and female numbers on research degrees



	Total	Full Time	Part Time	Cardiovascular Clinical Research Fellows
Academic Year	Female (Total)			
08/09	33 (63)	24 (40)	9 (23)	2 (11)
07/08	27 (56)	9 (25)	18 (31)	4 (9)
06/07	21 (50)	12 (24)	9 (26)	1 (9)
05/06	29 (63)	15 (30)	14 (33)	1 (12)
04/05	18 (35)	13 (24)	5 (11)	0 (4)

v. Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above



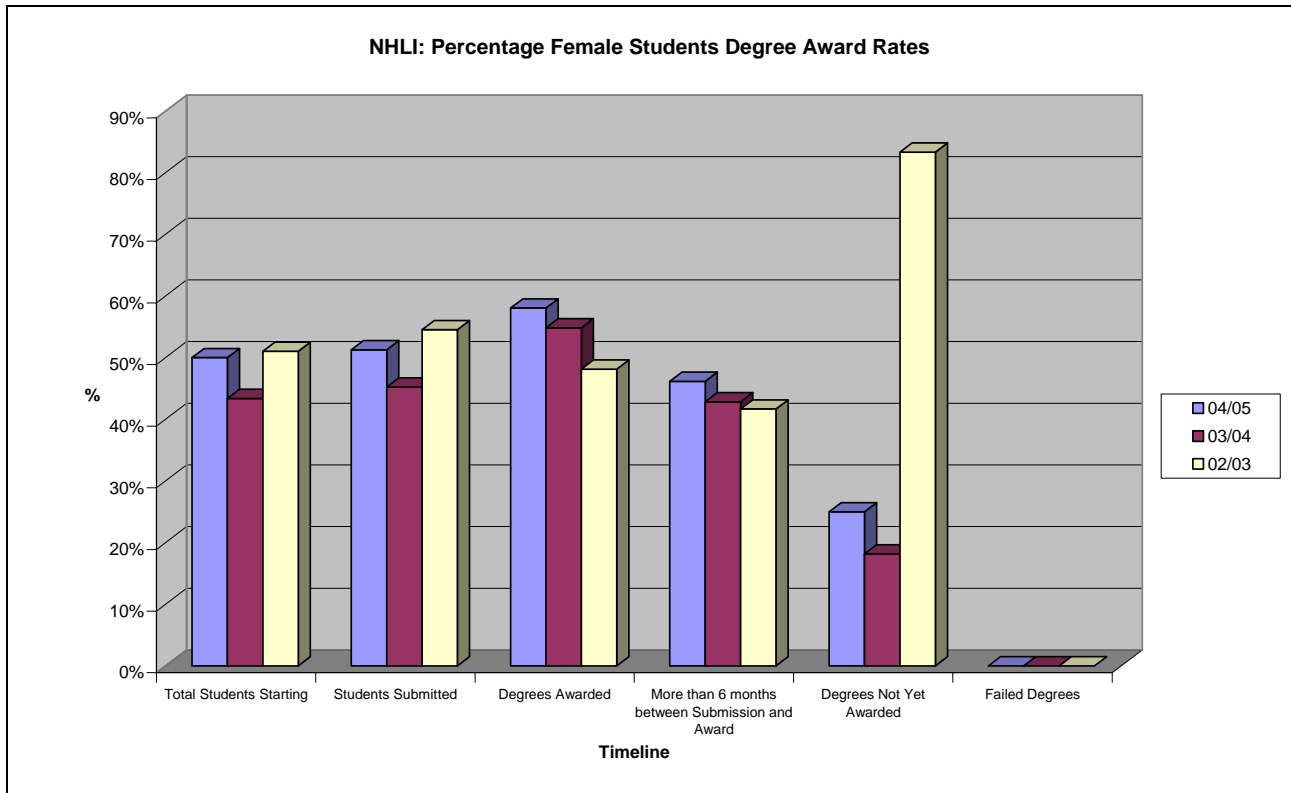
<b>NHLI Foundation Studentships</b>			
	Applications	Invited to Interview	Appointed
Academic Year of Student Admission	Female (Total)		
09/10	66 (99)	16 (22)	6 (7)
08/09	33 (59)	13 (20)	4 (7)
07/07	82 (150)	22 (33)	2 (7)

<b>BHF Centre of Research Excellence Studentships</b>			
	Applications	Invited to Interview	Appointed
Academic Year of Student Admission	Female (Total)		
09/08	16 (51)	10 (24)	5 (10)
08/09	46 (84)	11 (21)	5 (8)



**vi. Degree classification by gender**

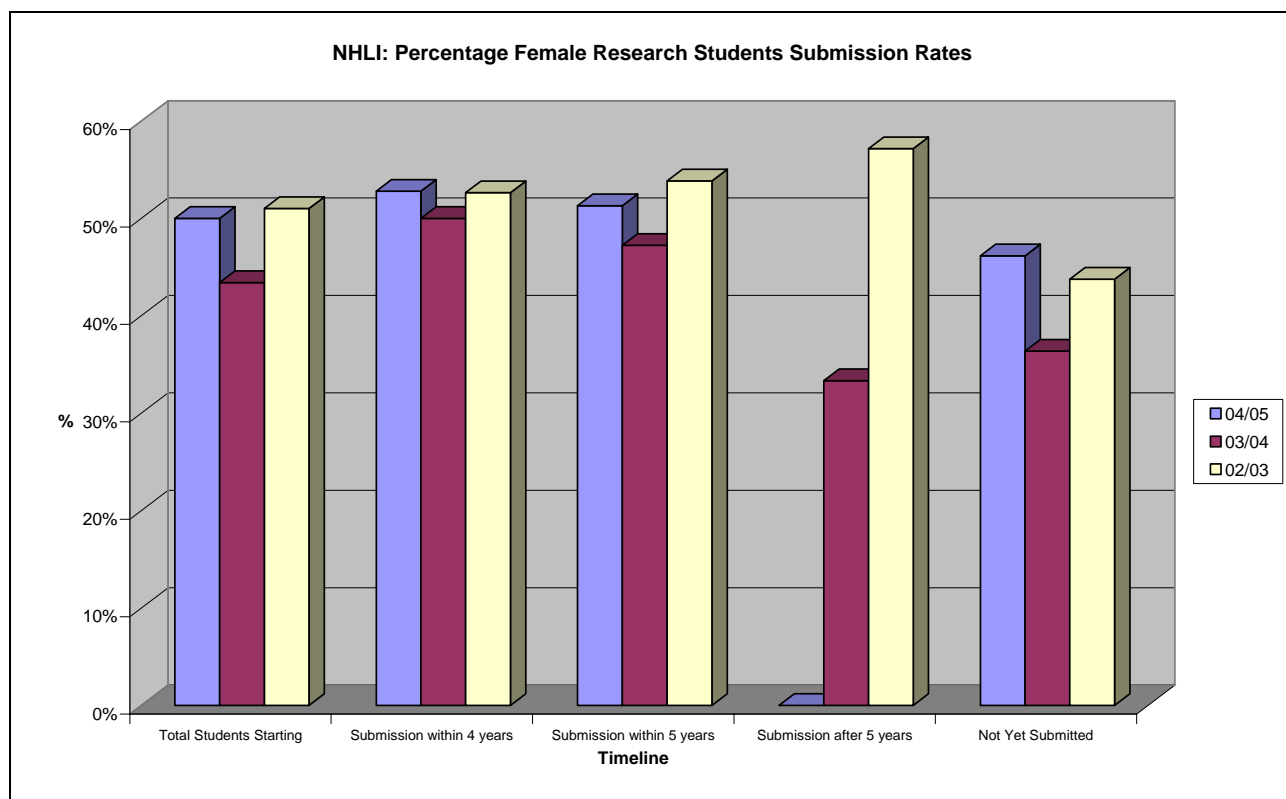
*Note: As the Division does not host an undergraduate degree, we have analysed the ratio of female/male students who are awarded their research degree. Time passed between submission and award of the degree can indicate a number of issues such as timing of viva voce, amounts of thesis corrections required and even poor supervision as this has been linked to viva voce outcomes.*



	Total Students Starting	Students Submitted	Degrees Awarded	More than 6 months between submission and Award	Degrees Not Yet Awarded	Failed Degrees
Academic Year	Female (Total)					
04/05	26 (52)	20 (39)	18 (31)	6 (13)	2 (8)	0 (0)
03/04	23 (53)	19 (42)	17 (31)	6 (14)	2 (11)	0 (0)
02/03	25 (49)	18 (33)	13 (27)	5 (12)	5 (6)	0 (0)

**vii. Length of time for postgraduate completion by gender**

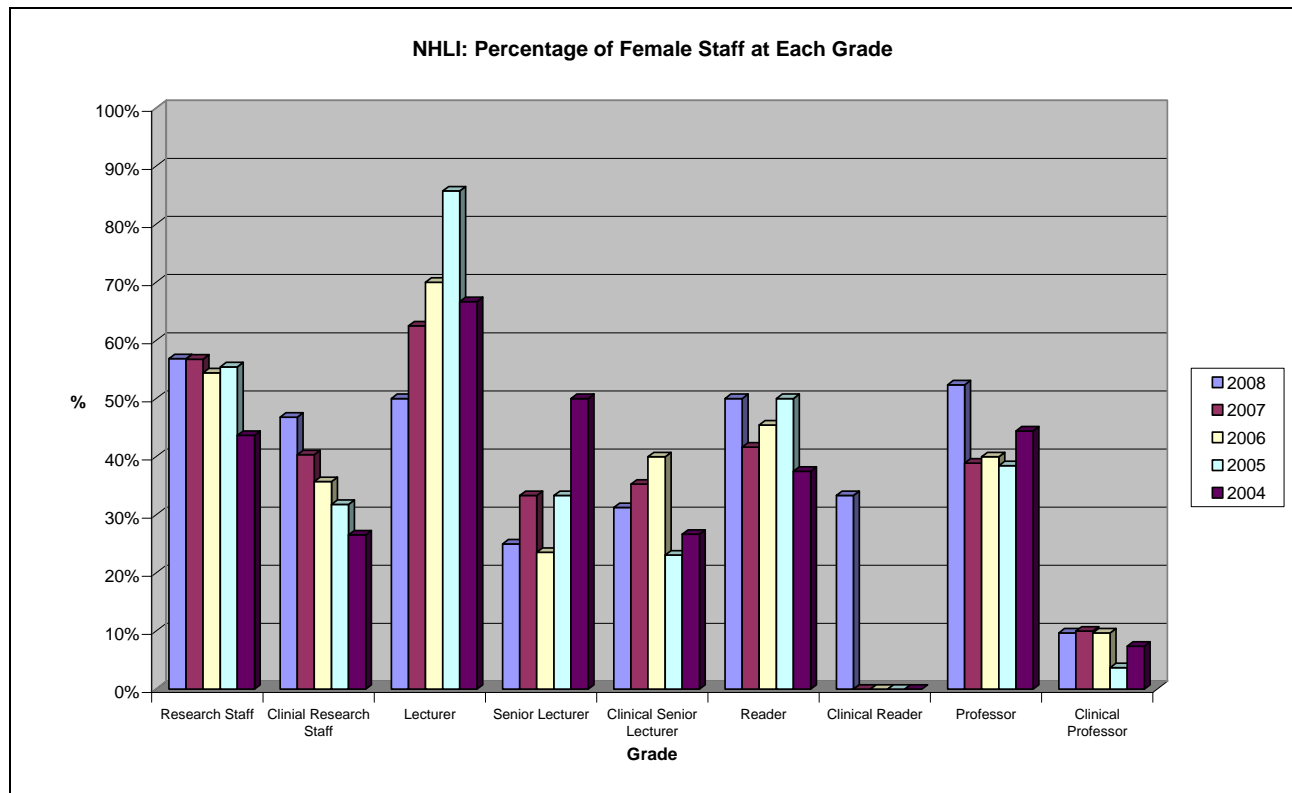
*Note: Successful completion is indicated by timely submission of theses within 5 years, and more recently within 4 years.*



	Total Students Starting	Submission within 4 years	Submission within 5 years	Submission after 5 years	Not Yet Submitted
Academic Year	Female (Total)				
04/05	26 (52)	19 (36)	20 (39)	0 (0)	6 (13)
03/04	23 (53)	11 (22)	17 (36)	2 (6)	4 (11)
02/03	25 (49)	10 (19)	14 (26)	4 (7)	7 (16)

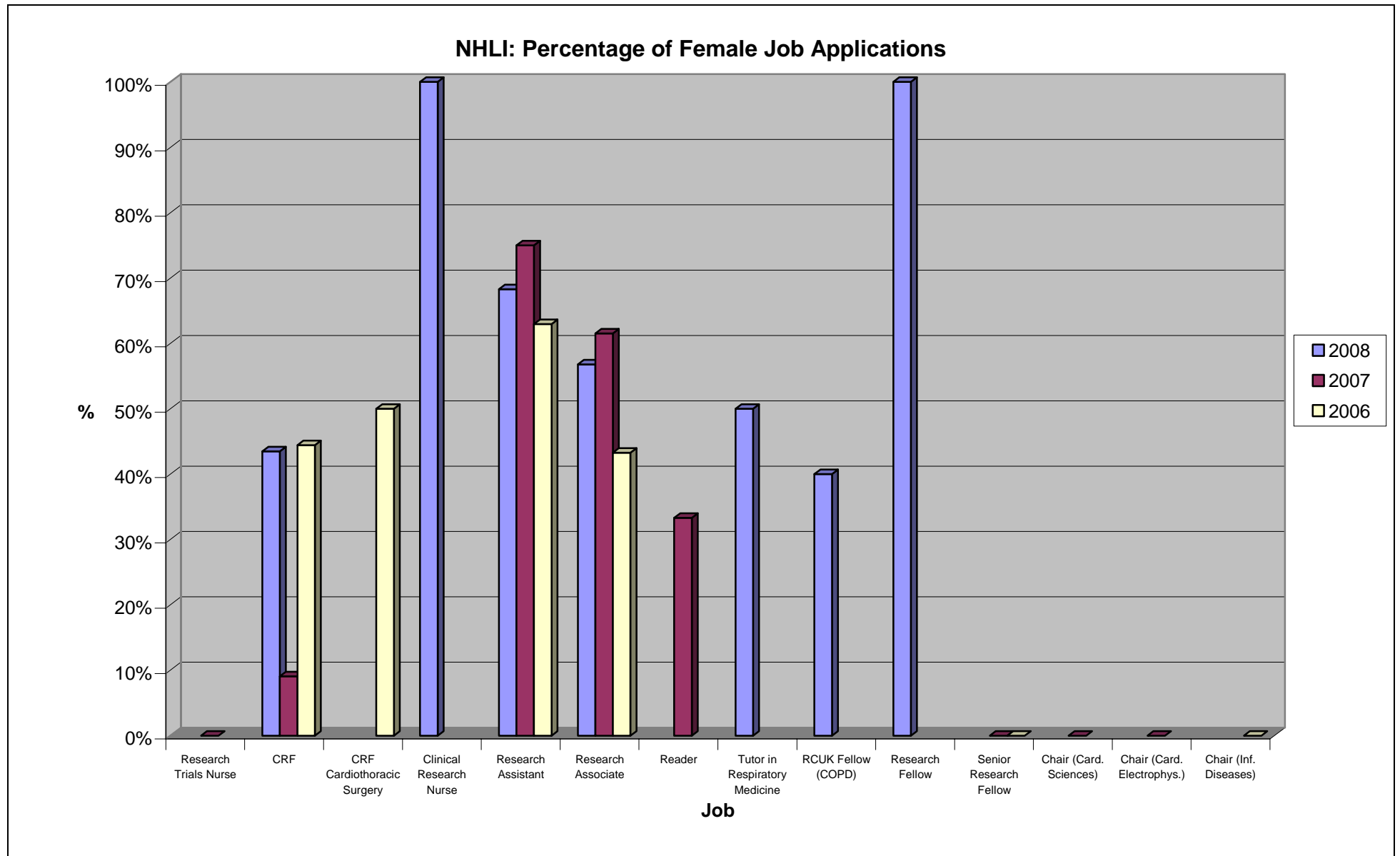
## 2. Staff Data

### viii. Number of male and female staff (academic and research) at each grade



	2008	2007	2006	2005	2004
Grade	Female (Total)				
Research Staff	83 (146)	88 (155)	86 (72)	71 (128)	83 (190)
Clinical Research Staff	22 (47)	23 (57)	20 (56)	21 (66)	17 (64)
Lecturer	7 (14)	5 (8)	7 (10)	6 (7)	4 (2)
Senior Lecturer	2 (8)	3 (9)	4 (17)	5 (15)	4 (8)
Clinical Senior Lecturer	5 (16)	6 (17)	4 (10)	3 (13)	4 (15)
Reader	5 (10)	5 (12)	5 (11)	6 (12)	3 (8)
Clinical Reader	1 (3)	0 (3)	0 (2)	0 (2)	0 (4)
Professor	11 (21)	7 (18)	8 (20)	5 (13)	4 (9)
Clinical Professor	3 (31)	3 (30)	3 (31)	1 (27)	2 (27)

ix. Job application and success rates by gender and grade

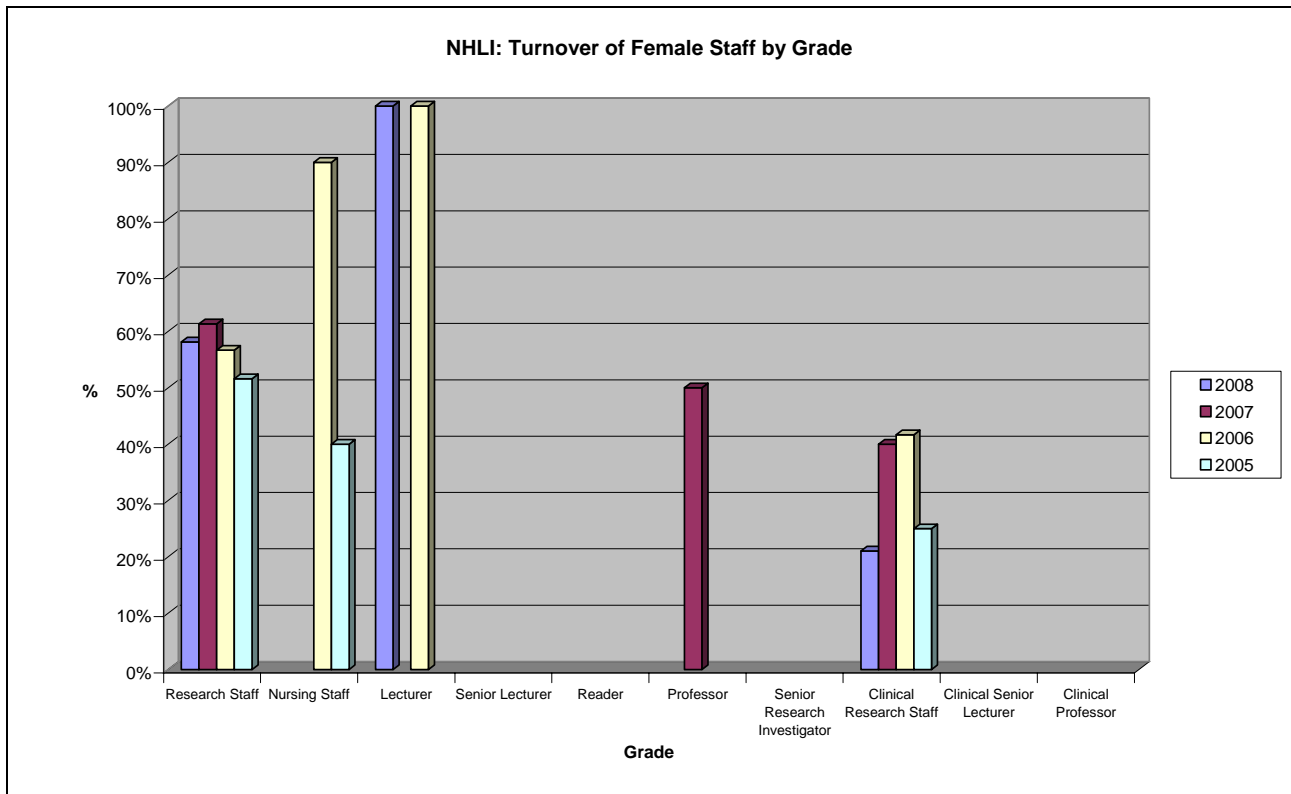


Note: NHLI does not hold data on success rates thus data is presented showing job applications by gender.

Post	2008		2007		2006	
	Total individual posts	Female Applications (Total)	Total individual posts	Female Applications (Total)	Total individual posts	Female Applications (Total)
Research Trials Nurse	0	0 (0)	1	4 (5)	0	0 (0)
Clinical Research Fellows (CRF)	8	10 (23)	1	1 (11)	3	3 (9)
CRF in Cardiothoracic Surgery	0	0 (0)	0	0 (0)	1	2 (4)
Clinical Research Nurse	1	1 (1)	0	0 (0)	0	0 (0)
Research Assistant	3	71 (104)	1	12 (16)	2	17 (27)
Research Associate	29	167 (294)	6	51 (96)	14	45 (104)
Reader	0	0 (0)	1	1 (3)	0	0 (0)
Tutor in Respiratory Medicine	1	1 (2)	0	0 (0)	0	0 (0)
RCUK Fellow in COPD	1	2 (5)	0	0 (0)	0	0 (0)
Research Fellow	1	1 (1)	0	0 (0)	0	0 (0)
Senior Research Fellow	0	0 (0)	1	0 (2)	1	0 (1)
Chair in Cardiovascular Sciences	0	0 (0)	1	0 (2)*	0	0 (0)
Chair in Cardiac Electrophysiology	0	0 (0)	1	0 (1)	0	0 (0)
Chair in Infectious Diseases	0	0 (0)	0	0 (0)	1	0 (1)

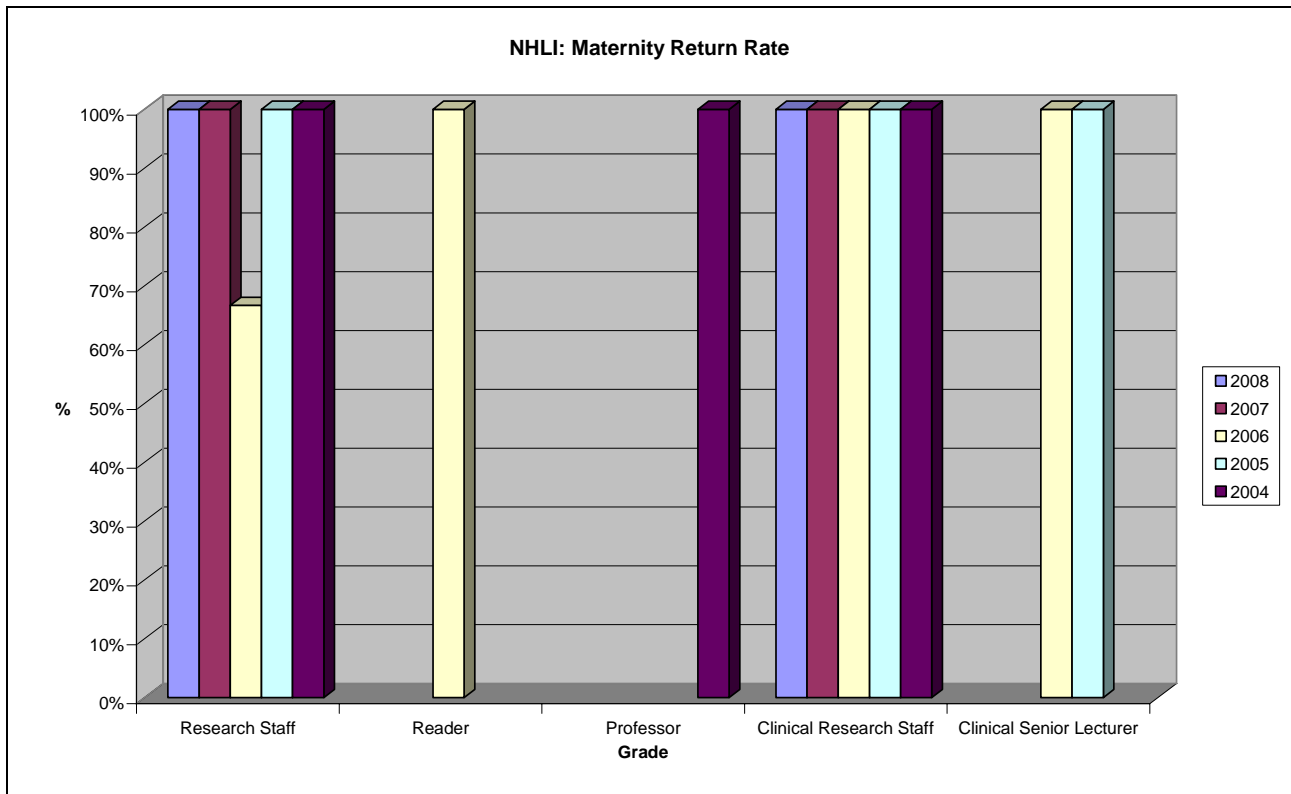
\*By nomination

**x. Turnover by grade and gender**



	2008	2007	2006	2005
Grade	Female (Total)			
Research Staff	25 (43)	27 (34)	17 (30)	16 (31)
Nursing Staff	0 (0)	0 (0)	9 (10)	2 (5)
Lecturer	1 (1)	0 (1)	2 (2)	0 (1)
Senior Lecturer	0 (0)	0 (0)	0 (0)	0 (1)
Reader	0 (3)	0 (0)	0 (1)	0 (0)
Professor	0 (1)	1 (2)	0 (0)	0 (0)
Senior Research Investigator	0 (0)	0 (0)	0 (0)	0 (1)
Clinical Research Staff	4 (19)	10 (25)	10 (24)	6 (24)
Clinical Senior Lecturer	0 (1)	0 (5)	0 (3)	0 (1)
Clinical Professor	0 (3)	0 (2)	0 (0)	0 (1)

**xi. Maternity return rate**



	2008	2007	2006	2005	2004
Grade	Staff Returning from Maternity (Total Staff on Maternity)				
Research Staff	5 (5)	2 (2)	6 (9)	2 (2)	3 (3)
Reader	0 (0)	0 (0)	1 (1)	0 (0)	0 (0)
Professor	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Clinical Research Staff	5 (5)	4 (4)	2 (2)	2 (2)	2 (2)
Clinical Senior Lecturer	0 (0)	0 (0)	1 (1)	2 (2)	0 (0)

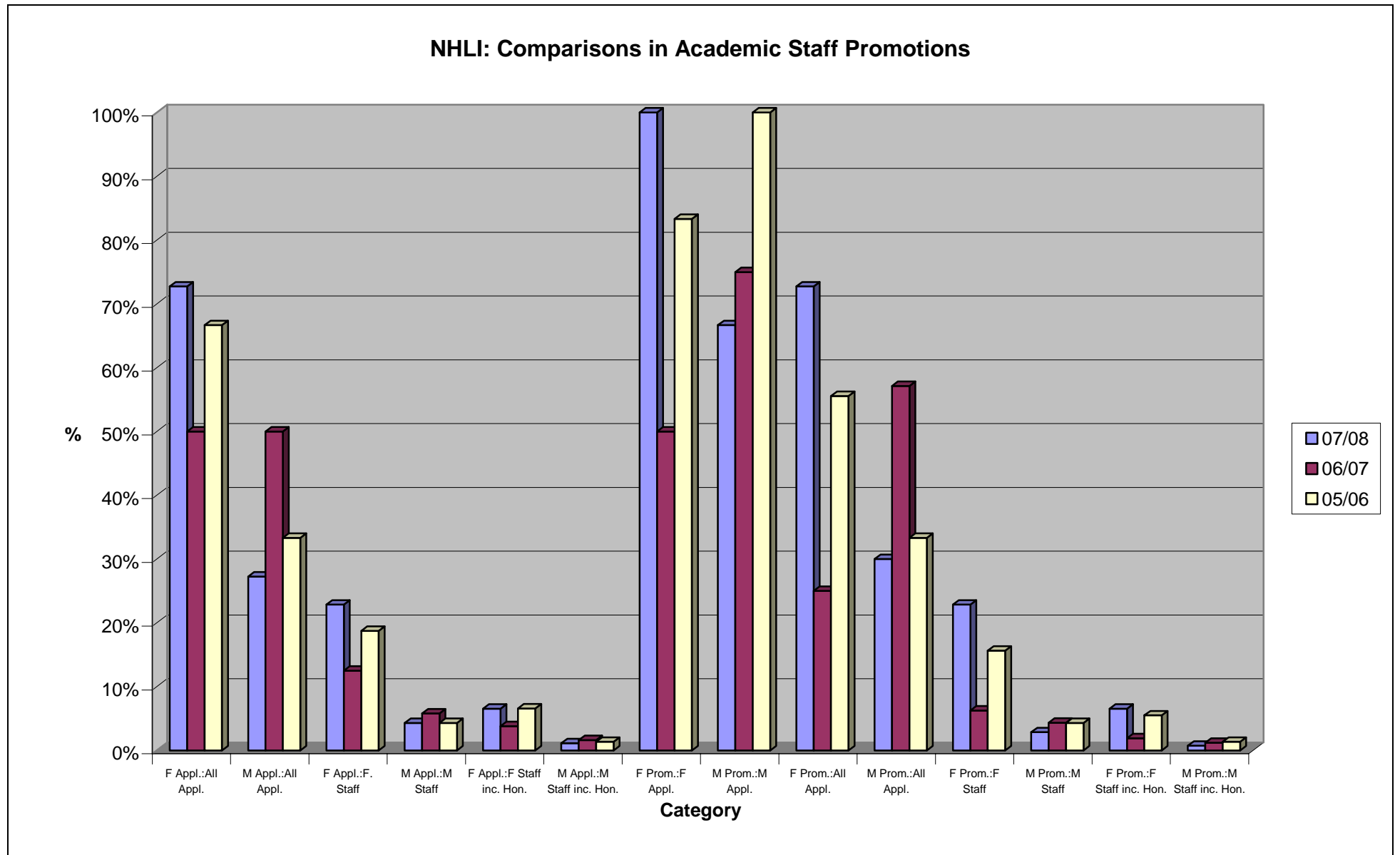
**xii. Paternity, adoption and parental leave uptake**

*Note: NHLI does not hold any records of adoption or parental leave. The table below lists members of staff who have taken paternity leave.*

Grade	2008	2007	2006
Research Staff	0	1	0
Lecturer	1	0	0
Professor	0	0	1



xiii. Promotion application and success rates by gender and grade

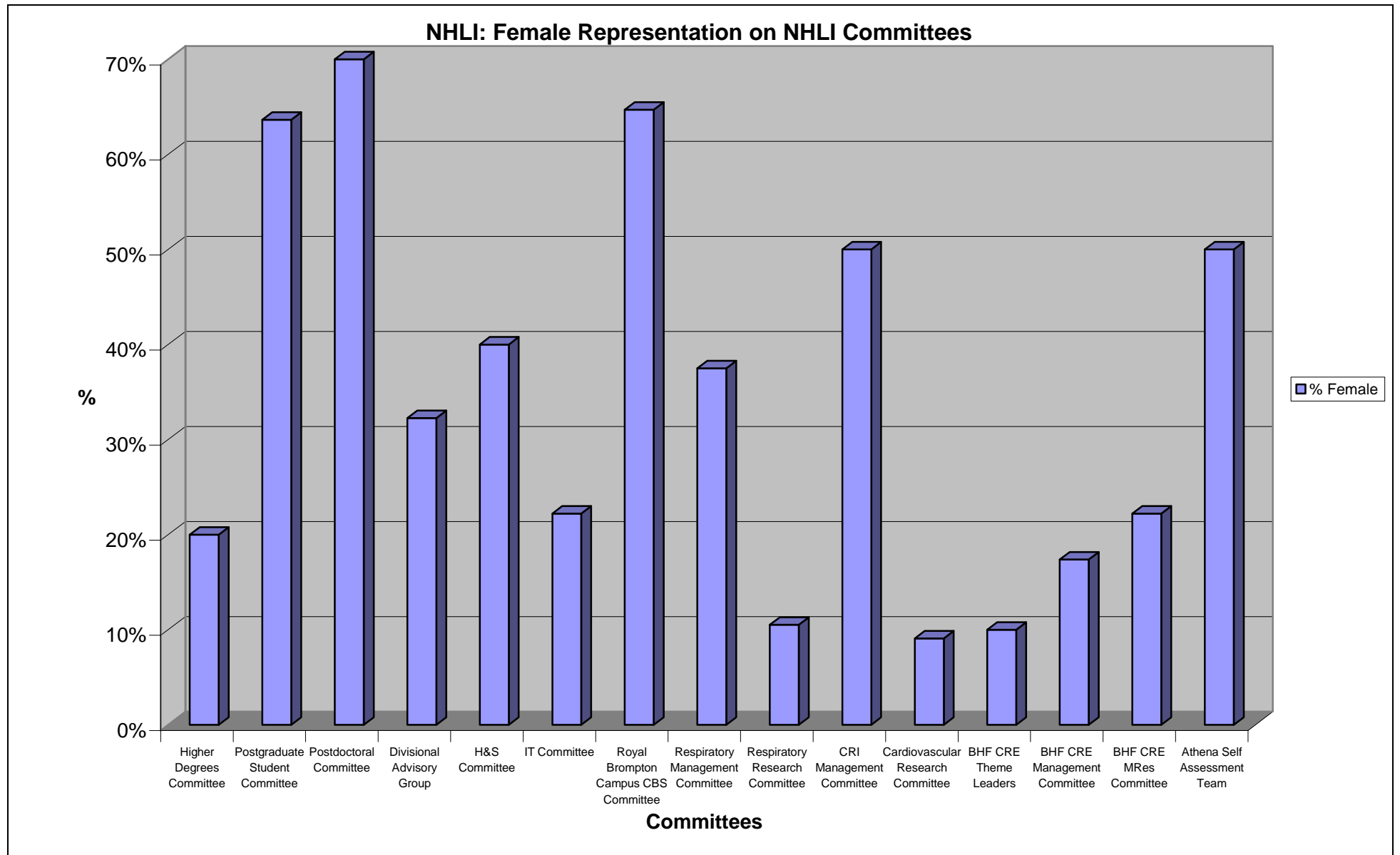


*Note: Medical divisions such as NHLI are composed of members of Academic Staff employed by Imperial but also some holding honorary contracts with Imperial but employed by its associated NHS Trusts. Academic Staff holding honorary contracts are equally entitled to academic promotion and thus comparison with Staff and Staff including Honoraries is essential to ensure appropriate data analysis. Numbers for promotions are low each year, due to the nature of the applications, and thus comparisons of staff put forward in comparison with total staff are also essential. For these analyses, comparison between female and male applications are made.*

Academic Year	Female Applications	Female Promoted	Female Staff	Female Staff including Honoraries	Male Applications	Male Promoted	Male Staff	Male Staff including Honoraries
07/08	8	8	35	122	3	2	70	267
06/07	4	2	32	105	4*	3	69	248
05/06	6	5	32	91	3	3	70	220

\* One application withdrawn

xiv. Male and female representation on committees



NHLI Committees	Female (Total)
Higher Degrees Committee	5 (25)
Postgraduate Student Committee	7 (11)
Postdoctoral Committee	7 (10)
Divisional Advisory Group	10 (31)
Health and Safety Committee	6 (15)
IT Committee	2 (9)
Royal Brompton Campus CBS Committee	11 (17)
Respiratory Management Committee	3 (8)
Respiratory Research Committee	2 (19)
Centre for Respiratory Infection (CRI) Management Committee	5 (10)
Cardiovascular Research Committee*	1 (11)
BHF Centre of Research Excellence (CRE) Theme Leaders	2 (20)
BHF Centre of Research Excellence (CRE) Management Committee	4 (23)
BHF Centre of Research Excellence (CRE) MRes Committee	2 (9)
Athena Self Assessment Team	5 (10)

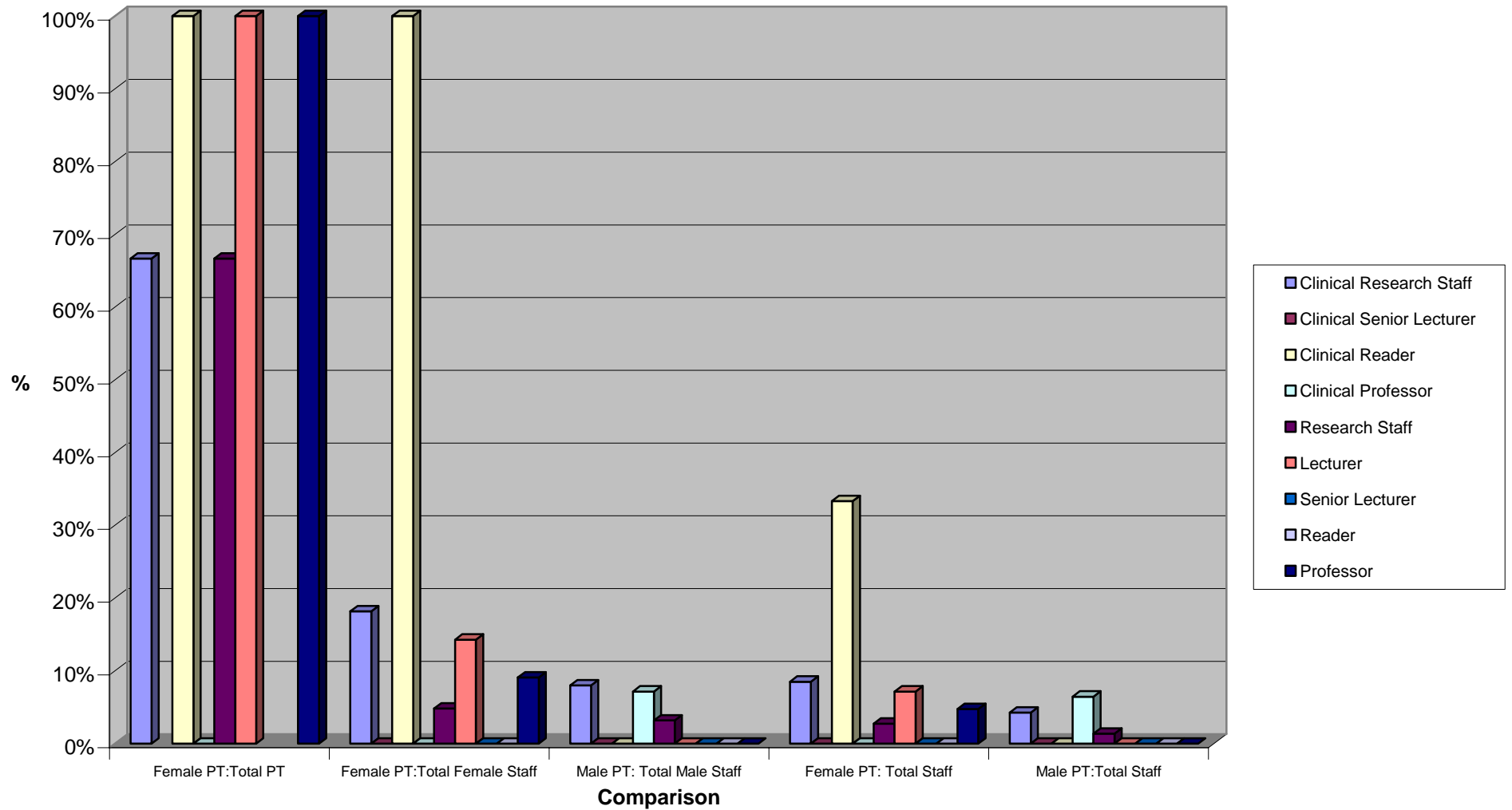
\* Former committee

**xv. Numbers of applications and success rates for flexible working by gender and grade**

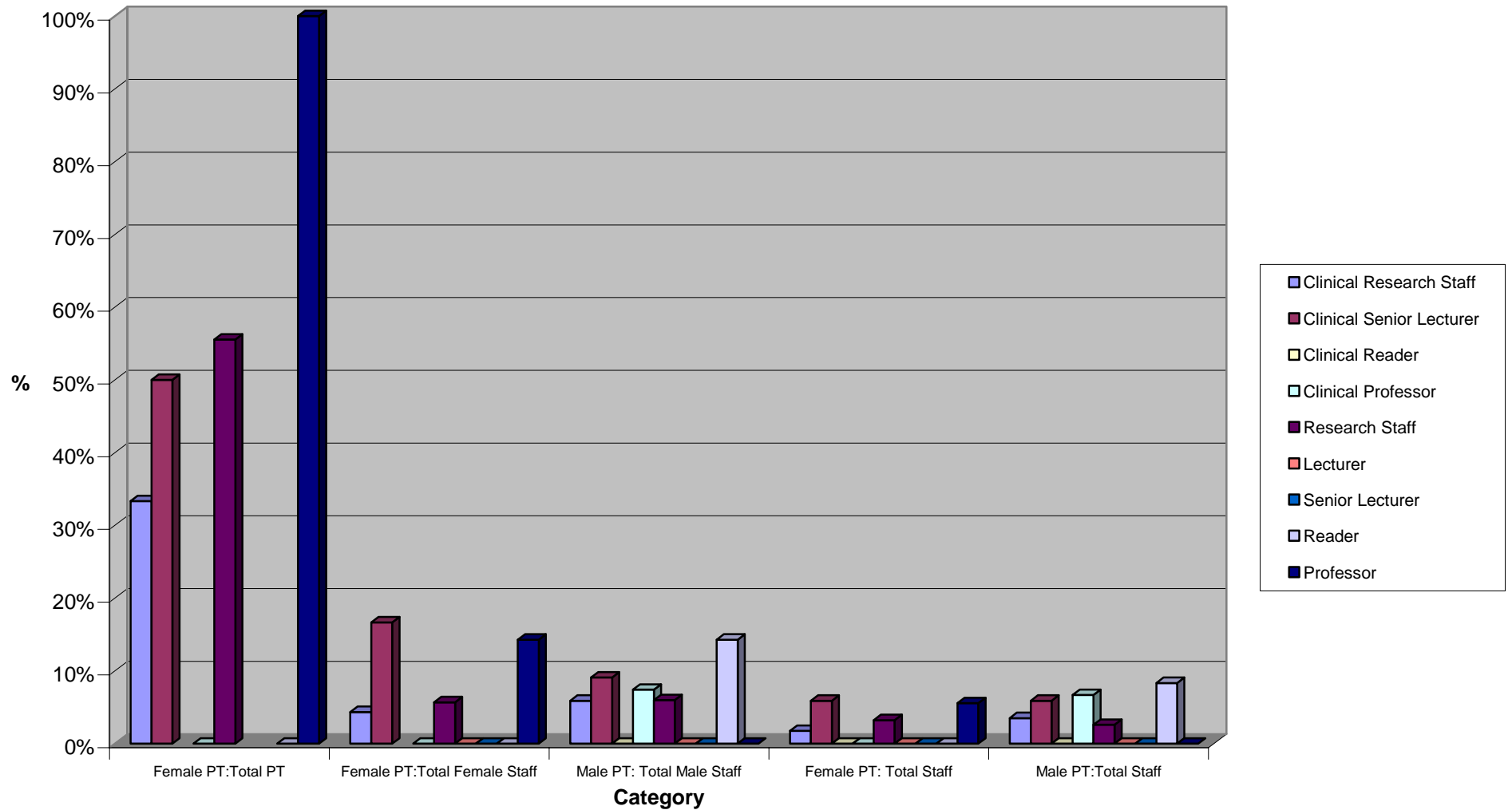
*Note: Records for applications and success rates for flexible working are only available for the very recent past so it is not possible to provide data. However, data for female staff on part-time contracts for each grade is provided. Three graphs are presented, one each for 2008, 2007 and 2006, comparing the female and male ratios relative to grade.*

Grade	2008		2007		2006	
	Female Part-Time (Total Part-Time)	Female Staff (Total Staff)	Female Part-Time (Total Part-Time)	Female Staff (Total Staff)	Female Part-Time (Total Part-Time)	Female Staff (Total Staff)
Clinical Research Staff	4 (6)	22 (47)	1 (3)	23 (57)	3 (6)	20 (56)
Clinical Senior Lecturer	0 (0)	0 (5)	1 (2)	6 (17)	1 (2)	4 (17)
Clinical Reader	1 (1)	1 (3)	0 (0)	0 (3)	0 (0)	0 (2)
Clinical Professor	0 (2)	3 (31)	0 (2)	3 (30)	0 (2)	3 (31)
Research Staff	4 (6)	83 (146)	5 (9)	88 (155)	3 (6)	86 (158)
Lecturer	1 (1)	7 (14)	0 (0)	5 (8)	1 (1)	7 (10)
Senior Lecturer	0 (0)	2 (8)	0 (0)	3 (9)	0 (0)	4 (10)
Reader	0 (0)	5 (10)	0 (1)	5 (12)	0 (0)	5 (11)
Professor	1 (1)	11 (21)	1 (1)	7 (18)	1 (1)	8 (20)

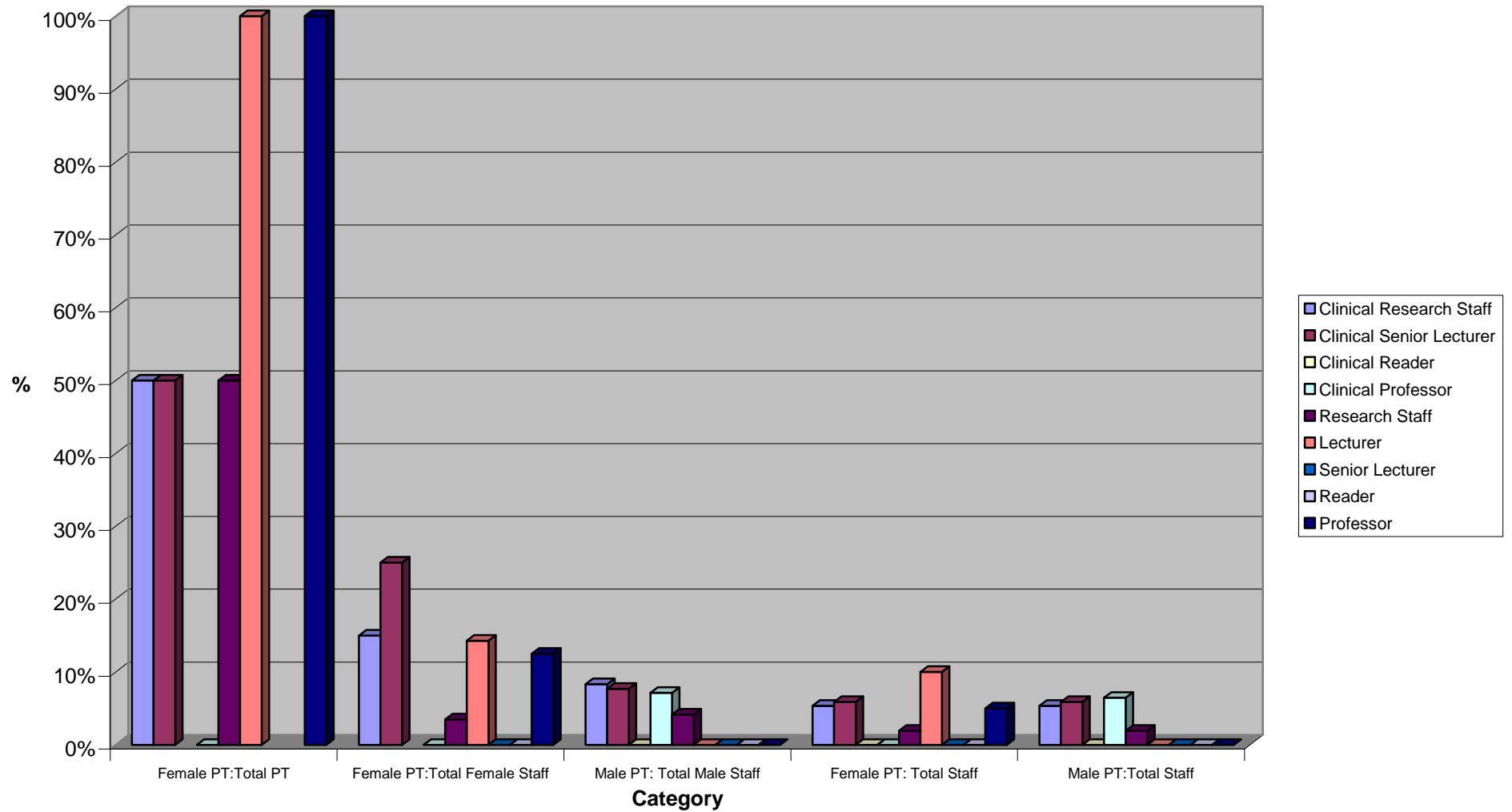
NHLI: 2008 Ratio of Part-Time Staff by Gender and Grade



NHLI: 2007 Ratio of Part-Time Staff by Gender and Grade

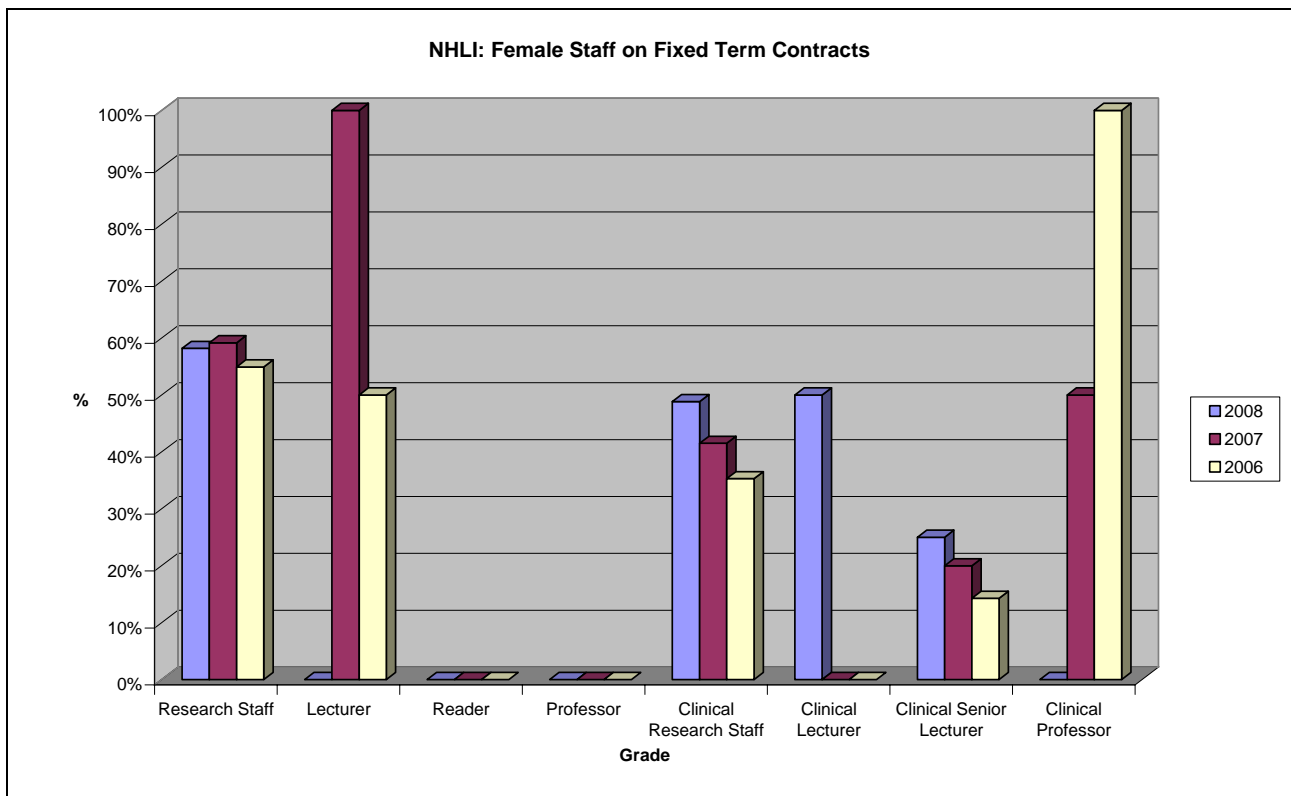


NHLI: 2006 Ratio of Part-Time Staff by Gender and Grade





**xvi. Female:male ratio of academic staff on fixed-term contracts and open-ended (permanent) contracts**



	2008	2007	2006
<b>Grade</b>	<b>Female (Total)</b>		
Research Staff	71 (122)	71 (120)	67 (122)
Lecturer	0 (0)	1 (1)	1 (2)
Reader	0 (0)	0 (1)	0 (1)
Professor	0 (0)	0 (1)	0 (1)
Clinical Research Staff	21 (43)	22 (53)	18 (51)
Clinical Lecturer	1 (2)	0 (0)	0 (0)
Clinical Senior Lecturer	1 (4)	1 (5)	1 (7)
Clinical Professor	0 (2)	1 (2)	1 (1)