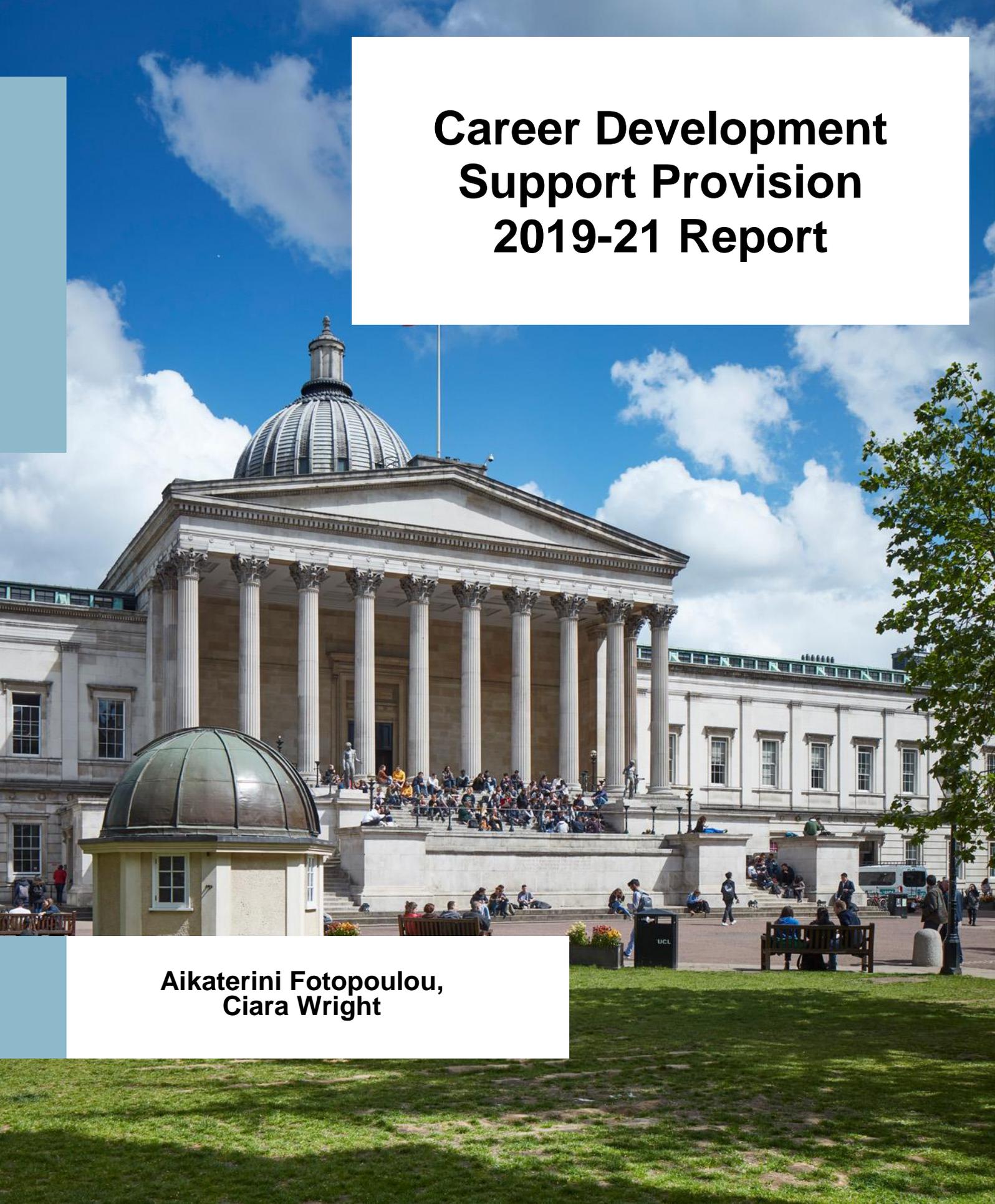




Career Development Support Provision 2019-21 Report



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Section I: Executive Summary

Rationale

A Faculty of Brain Sciences (FBS) staff data report in February 2021 revealed a leaky pipeline for staff with certain protected characteristics (Equality Act 2010), suggesting challenges with promotion and career development. The 2021 FBS staff survey, and staff feedback to Equality, Diversity and Inclusion (EDI) Equity leads, also revealed that the career development needs of certain staff groups, such as early career researchers (ECRs), senior academics and professional services staff (PSS) and technical staff (TS) may not be sufficiently addressed by the current provision and there were wide differences in satisfaction with career development opportunities between Divisions, with average ratings ranging from 59% to 69%.

Method

Data on provision was collected during spring and summer 2021 from providers at 1. UCL, 2. School, 3. Domain, and 4. Faculty levels and 5. Chairs of Athena Swan (AS) committees at the Divisional level. All providers were asked for description of provision for staff (not students), including eligibility, anonymized uptake and satisfaction/impact data for academic years 2019-20 and 2020-21.

Variability in the availability, quality and granularity of data meant that data could only be broken down by job role in two categories (academic/teaching and research staff vs. PSS/TS) and only in some instances by Division, approximate grade, and binary, self-selected gender (male/female). Data on race and other protected characteristics are not included in this report as there was minimal data availability on these characteristics from most providers and also at times the low baseline numbers can allow identification. Only raw data were meaningful to present given that baseline staff numbers in each category were not available in most cases, particularly at the Divisional level.

This report first presents provision and uptake at the UCL, Domain and Faculty levels, followed by Divisional provision and uptake. Each section of the report contains: Overview of provision, with staff eligibility, strong points, gaps and recommendations. This overview is then followed by detailed description of and data on opportunities by each provider, including uptake data (where available) and feedback data from the staff survey at the Divisional level.

Main Findings

- About 20% of staff on average in each FBS Division took advantage of the career development opportunities offered by central UCL providers. The provision mainly includes **Leadership schemes**, including 'women only' and 'Black, Asian and/or Minority Ethnic only' schemes, and **(early) career progression and enhancement skills schemes**, as well as **Covid19 support**.
- **Mentorship, appraisal and CV support, career development (ERCs) networks, and promotion/regarding application support** were mainly offered at the Divisional level, typically initiated as Gender Equality actions by AS Committees, but in most cases targeting all genders and other EDI goals. There are wide differences between Divisions on the quality and quantity of provision, as well as data availability and staff satisfaction, at least partly depending on the Divisional size, level of AS Award and related resources.
- There are several **grant application support opportunities** at both central and divisional level, but there are gaps in the provision both in terms of the staff groups that are eligible/targeted and the suitability of the provision for different, grant application needs.
- Less opportunities are available to **PSS and TS staff** than academic, teaching or research staff particularly at Divisional level. This is reflected in results of the FBS data survey.
- Academic, teaching or research staff identifying as **women** are less satisfied with career development support than those identifying as men in all divisions apart from the IoO.
- There was overall **poor data availability** on uptake, staff characteristics and almost no data on satisfaction/ impact, and **low compatibility of data breakdown** between providers, affecting evaluation and future planning.

Recommendations and Plans*

Actions for Divisions

1. **ECRs Support.** Appoint ECR champion(s) and Career Development Lead(s), who will (1) monitor staff data with specific reference to ECRs at different grades and EDI characteristics; (2) liaise with the FBS ECR Committee, promote their dedicated Faculty webpage and [welcome pack for early career researchers](#); (3) ensure engagement with ECRs career events at UCL level; (4) enhance ECR career networks at Divisional level, or 'pairing' activity with other Divisions, as appropriate.
2. **Mid-Career and Senior Staff Support.** Increase the support offered to mid-career and senior staff. The FBS and Divisions should examine survey staff data, as well as gather qualitative feedback, and consider whether peer-mentorship, coaching, grant support or other forms of support are needed. Staff engagement with the new [The Lab Leaders Series](#) should be measured and evaluated.
3. **Increase staff uptake of central provision.** Divisions should aim to increase staff awareness of UCL schemes. These schemes need to be highlighted during induction and appraisals.
4. **Promotion Application Support.** Faculty-wide coordination of promotion workshops, offering equivalent opportunities to PSS and TS across the Faculty and gathering uptake and satisfaction data across protected characteristics.
5. **Leadership Training.** Divisions should assess whether staff are aware of existing opportunities at UCL level and feel nominations are fair and offer equal and sufficient opportunity.
6. **Appraisals and CV feedback.** Divisions should monitor and improve the career development aspects of the appraisal process, sharing good practice between them and improving gender equity. Equivalent opportunities should be offered to PSS and TS.
7. **Mentoring.** Increase administrative support to formalize Faculty coordination and monitoring of mentorship schemes, 'pairing of schemes' and expand 'peer' mentorship for senior staff.
8. **Grant Application Support.** Faculty-wide coordination of good practice and data collection, identification of gaps in provision and targeted advertisement of related UCL opportunities and particularly events run by the Neuroscience Career Network and Academic Careers Office (ACO).
9. **Formalize Support Roles.** Ensure formal workload allocation and resources for all career development support roles.
10. **'Best Mentor' Award.** Consider organizing an annual, anonymous nomination and award in each Division, with promotion of the 'do and don'ts of good mentorship' by each winner.

*The recommendations of this report should be regarded in parallel to those of a recent FBS staff data report (Feb 2021; by Anna Cox, Vice-Dean Equality, Diversity & Inclusion and Ciara Wright, FBS Athena Swan Coordinator).

Plans for FBS EDI Team:

Leadership and Governance

1. Formalise current ad hoc coordination of career development provision under new EDI governance structure and appoint a new Faculty Academic Lead
2. Appoint a Faculty 'Career Development Gender Equity Coordinator' to work with the Faculty Gender Equity Lead, and AS Chairs to coordinate gender equity in support across the Faculty.

Coordination Across the Faculty

3. Develop and maintain a web-based, handbook with 'Career Development Support' opportunities for FBS staff
4. Develop and standardize a common 'staff characteristics' and 'provision satisfaction' questionnaire template to be used in all events.
5. Explore the potential of coordinating, streamlining and standardizing data collection and sharing within the Faculty, ideally through a common career development IT platform capable of facilitating bookings while also recording all data safely in a single, longitudinal record and allowing anonymized and confidential data analyses (eg. as offered by Eventbrite- not currently UCL licensed- or Inkpath – currently available only to students).
6. Ensure continuation and increased engagement of FBS PSS and TS mentorship scheme in all Divisions and provide satisfaction and impact data with sufficient granularity to evaluate the scheme.

Liaise with Other Stakeholders

7. Work with HR Workforce Reporting and Analytics team to optimize solutions for data gathering and cross-referencing.
8. Work with HR Business Partner, and the couple of existing Divisional PSS/TS networks, to launch a Faculty-wide PSS and TS network in response to the low support ratings among this staff in the staff survey.
9. Work with Faculty leadership to prioritise funds for pilot projects as the factor identified as the most helpful for staff engaged in research in the staff survey.
10. Work with data protection services and UCL Ethical Committee to explore ethical, data protection and other issues relating to using career development data for longitudinal meta-research into EDI
11. Encourage the Neuroscience Careers Network to organize events entitled more inclusively (e.g. 'grant writing for neuroscientists and mental health experts') to increase engagement with staff who do not identify as neuroscientists (e.g. mental health researchers, psychologists).
12. Encourage UCL providers of career development opportunities to collect and share data of uptake and satisfaction/impact, using staff's UPI to facilitate cross-referencing by HR, or to use the FBS's standardized 'staff breakdown' template (see below).

Section II: Introduction

Background and Rationale

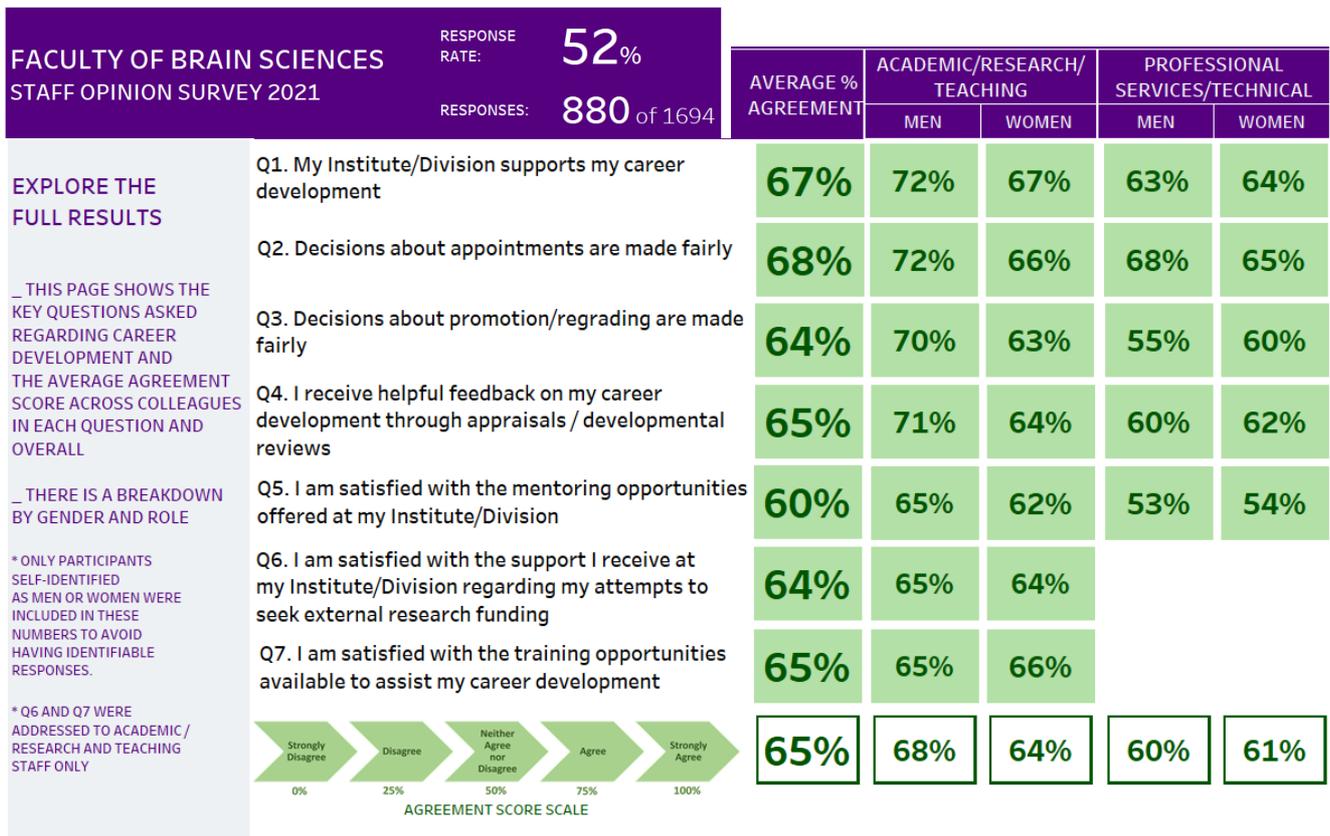
A recent FBS staff data report (Feb 2021; by Anna Cox, Vice-Dean Equality, Diversity & Inclusion and Ciara Wright, FBS AS Coordinator) revealed that there is a leaky pipeline for:

1. Staff identifying as Black, Asian and/or Minority Ethnic in Academic and Professional Staff Services;
2. Staff identifying as women in Academic, Research, Professional Services & Technical staff
3. Staff declaring a disability in Academic, Research and Technical staff categories.

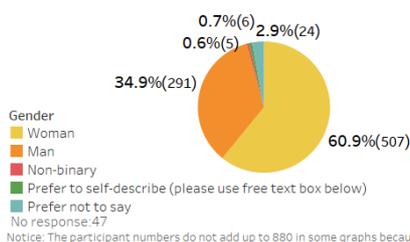
This leaky pipeline data suggests challenges with promotion and career development.

Feedback from staff groups in the faculty also revealed that the career development needs of certain staff groups, such as ECRs, senior academics and PSS/TS may not be sufficiently addressed by the current provision.

These impressions are confirmed by the 2021 FBS staff survey (see Figure 1), showing that on average 65% of all staff were satisfied with career progression and career development support. Satisfaction is marginally higher in male than female academic staff (68%M, 64%F), and falls to 60.5% among PSS and TS. There are wide differences between Divisions (see section IV).



% of Respondents per Gender



% of Respondents per Role

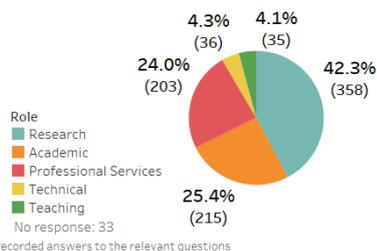


Figure 1: Faculty staff survey responses related to career development questions, with information on gender and job role

Methods of the Review

An initial scoping review revealed that at the time of the report, there were wide and overlapping opportunities for career development support for staff in FBS offered by (Figure 2):

- **Division/Institute level provision**, such as mentoring schemes run by individual Divisions of the Faculty, largely initiated and run by AS committees;
- **Faculty level provision**, such as the mentorship scheme for professional and technical staff across the Faculty;
- **Domain and Life and Medical Sciences (LMS) level structures**, such as the Neuroscience Domain's 'Careers Network' and the provision of the LMS 'Academic Careers Office' for clinical academics;
- **Central UCL departments**, such as Organizational Development within HR

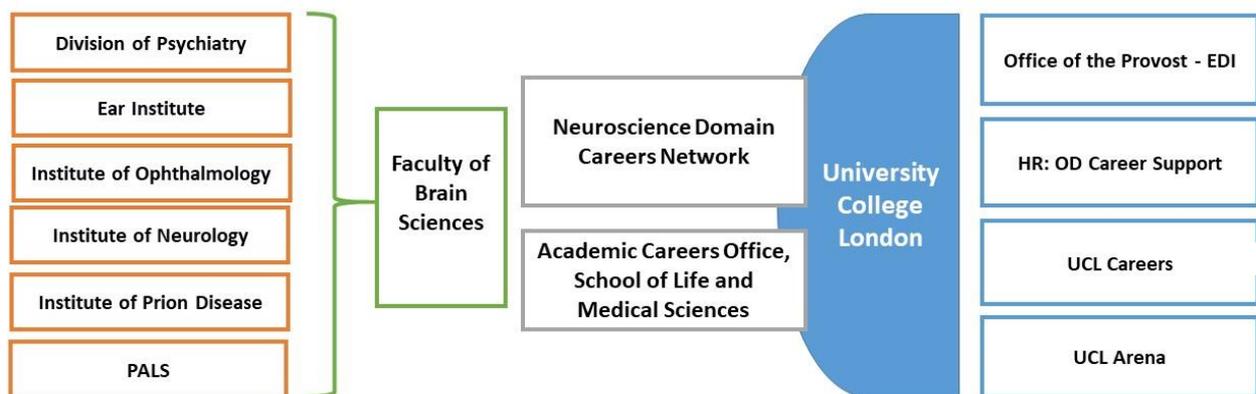


Figure 2: Organogram displaying the key providers of career development opportunities in the Faculty and wider UCL

Data collection. There is no central source for career development support data, so during spring and summer 2021, providers at all these levels were contacted directly via email and asked for provision, anonymized uptake and satisfaction data for academic years 2019-20 and 2020-21 (even if the latter had to be incomplete). This process of data collection necessitated more than 200 emails, including reminders, separate password-protection exchanges and clarification communications. Only the providers shown in the above Figure were judged to provide 'career development support', as opposed to more personal types of support (e.g. wellbeing seminars), or specialized, role-based skills training (e.g. Finance or IT training registered in MyLearning). Examples of 'excluded' training and network providers are presented in the Appendix.

Data Quality, Consistency and Granularity. There is no central depository or a standard format and breakdown structure for the requested data. In most cases, it was not possible to determine if given staff took part in more than one opportunity so data are treated as unique cases. Variability in the quality and availability of data meant that data could only be broken down by Division, approximate grade (see below), job role in two categories (see below) and binary, self-selected gender and only in some instances and with partial consistency. It was not possible to represent data by race, disability and other characteristics in meaningful and anonymous ways. Thus, 'research, teaching and academic' staff at grades 7 and below are designated as in an 'early career stage', staff in grade 8 are designated as in a 'mid-career' stage and staff in grades 9 and 10 are designated as 'senior'. PSS and technical staff as represented as a separate category. Clinical and other grades, when available, were adjusted to these categories as closely as possible. Divisions and Institutes of the Faculty are reported here based on Divisional AS committees. E.g. the Institute of Cognitive Neuroscience is reported as part of PALS.

Baseline Data. Only raw data were meaningful and reliable to present in the present report given that 'baseline' data on the actual staff number in each category were not available in most cases, particularly at the Divisional level. Below, we present the only available data (from the Tableau dashboard) on staff numbers in each grade (Tableau data were pre-categorised in these grade combinations), broken down by binary gender and job role categories, in each of the academic years of interest. These categories do not map precisely to the available data about UCL or Divisional career provision but are presented here to give an approximate indication of baseline staff numbers in the Faculty. Similar data at Divisional level were not available.

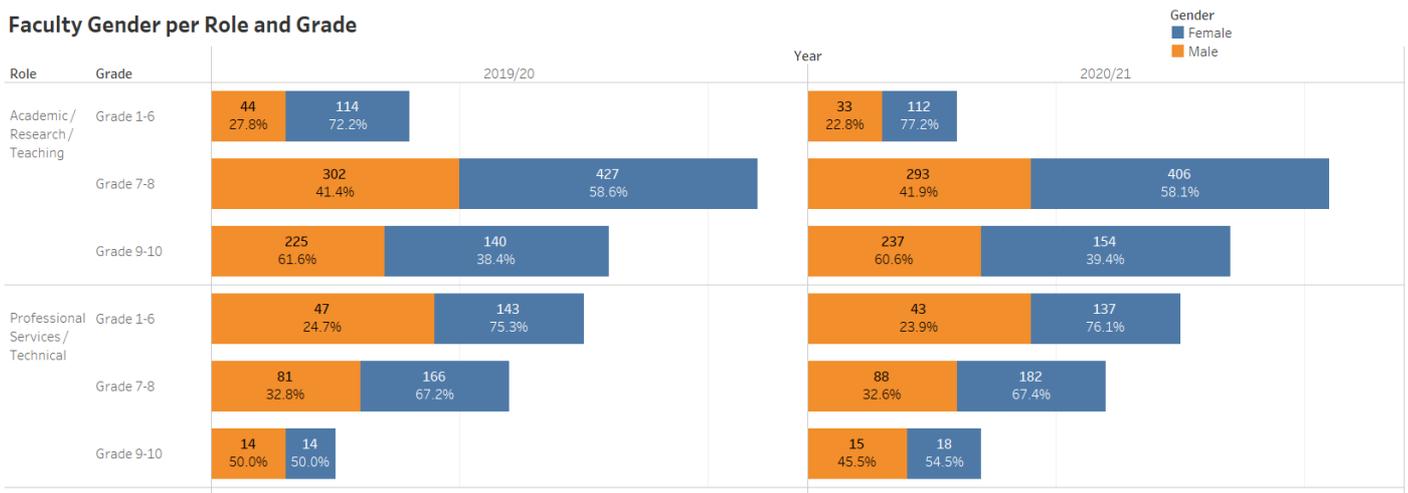


Figure 3: Faculty staff numbers in each grade (1-10), in 2019-20 and 2020-21, with information on gender and job role

Report Preparation and Checking. This report was written by Dr Aikaterini Fotopoulou, Faculty Gender Equity and AS Lead, with direct input from Ciara Wright, Faculty AS Coordinator and data processing and analyses of UCL data by A. Koukoutsakis, a postdoctoral researcher at PALS. The following members of staff provided feedback and checks on initial drafts of the report: Avili Feese, IoO AS Project Manager; and Jan Bieschke, Faculty Career Development Gender Equity Coordinator and IoPD representative in Faculty ECRs Committee.

Overview of Available Data and their Limitations

Organizational Strategy and Coherence. There is no central strategy, or data/provision sharing or coordination of these opportunities across levels of provision (UCL, Faculty and Division), with the notable exception of recent EDI and AS coordination initiatives and the FBS Early Career Researchers Committee, led by Prof Gill Bates, Faculty Lead for Doctoral Training and ECR. Data gathering efforts for the purposes of the current report revealed that most providers have little awareness of or coordination plans with the remaining providers.

Access and Staff Engagement. There is no central source of information about these opportunities for staff. Each provider features their provision details on their own UCL webpages. The FBS ECRs webpage is an exception, providing information on many providers. Enrollment is in most cases achieved through ad hoc systems, rather than any centralized system, such as HR's MyLearning that covers only a minority of providers such as Organizational Development and Arena.

Data Gathering, Staff Uptake and Satisfaction. There is great variability in the data gathering practices between the different providers. Central UCL departments with their own data analysts tend to hold some data on uptake but little data on satisfaction/impact of these provisions. Most other providers have limited and selective data on the uptake of all of these schemes, and little resources to support a more organized data gathering and sharing effort.

Section III- UCL Level of Provision

Overview of UCL Career Support Provision to the Faculty

The table below summarizes the eligibility of different categories of FBS staff to the Career Development Opportunities offered by the key seven central UCL departments (Organizational Development within HR, the EDI team within the Office of the Provost, UCL Careers and UCL Arena) and other providers (Neuroscience Career Network of the Neuroscience Domain, the ACO within LMS and finally the Faculty itself). A narrative overview is offered below and details of the provision and uptake of each of these providers are described in the next section. In the following section on Divisional provision (section IV), uptake of these opportunities is broken down by Division, where data were available.

Narrative overview:

Leadership. Formal leadership programmes are offered to all categories of staff by Organizational Development. Positions are limited and staff need to be selected and nominated by their divisions/departments. Leadership training opportunities for translational research are also offered by the ACO. There are well-attended 'women only' and 'Black, Asian and/or Minority Ethnic only' schemes.

Career Progression and Enhancement Skills. These are offered by different providers depending on different needs (for example, academic progression versus looking for a job outside academia, teaching qualifications or translational research innovation needs). There seems to be good provisions for ECRs and mid-career academics, but it is unclear whether the reduced emphasis on senior staff is justified. There is only very limited provision of career skills to PSS and TS, but there are new initiatives currently being developed by OD/HR such as '[apprenticeship](#)' schemes for TS.

Mentorship and Advocacy schemes. There are no formal mentorship schemes for staff with the exception of mentorship and advocacy schemes open only to early and mid-career Black, Asian and/or Minority Ethnic staff (by the EDI team of the Office of the Provost) and the recent mentorship scheme initiated by the Faculty, open only to PSS and TS. As the section of Divisional provision of support will show (section IV below), Divisional mentorship schemes, covering all genders are run by divisional AS committees and have been informally coordinated across the Faculty in the past 2 years.

Covid19 related Support. All staff at the Faculty were eligible to apply to the support scheme of the office of the Provost with some success (see below for detailed data).

Grant Application Support. The available opportunities for grant application support by UCL or the Faculty appear limited, particularly for senior staff. Specifically:

- The only available, dedicated support seems to be the seminars and workshops organized by the Neuroscience Career Network, mainly targeting early and mid-career researchers in neuroscience.
- There is also some seemingly ad hoc administrative support and facilitation regarding coordination of collaborative grant bids or mock interview preparations by the LMS Research Coordination Office, part of the Office of Vice Provost (Health).
- There is some selective support for grant applications regarding translational research by the LMS ACO particularly targeting early and mid-career clinical-academics.
- Finally, there is also dedicated support by UCL Arena for all staff wishing to apply for teaching and teaching-related fellowships and awards accredited by the Higher Education Academy.

Career Development Networks, Promotion or Appraisal Support. There does not appear to be any formal support for these aspects of career development. Specifically, there are several networks at UCL (e.g. a Parent and Carers Network; see Appendix), but they tend to have a much wider focus than career development. We could not identify any support for applying for promotion or undergoing annual appraisals. Such support is provided at Divisional level (see section IV below).

Provision Description, Eligibility and Uptake by the Faculty

Mapping Eligibility for Different Staff Categories across Providers

Table 1: Data on Career Support Provision by Faculty, School and Central UCL Providers							
Provider	HR - OD	OoP - EDI	UCL Careers	UCL Arena	NCN	ACO	FBS
Leadership Schemes							
Senior Academic/Research & Teaching	√					Clinical-academic	
Mid-career Academic/Research & Teaching	√						
Open/Dedicated to ECRs	√						
Professional & Technical Services	√						
Career Progression Skills (e.g. developmental conversations, coaching; teaching and translation skills)							
Senior Academic/Research & Teaching	√		On request	Teaching Only	Open to	Clinical-academic	
Mid-career Academic/Research & Teaching	√		On request	Teaching Only	√	Clinical-academic	
Open/Dedicated to ECRs	√		√	Teaching Only	√	Clinical-academic	
Professional & Technical Services	√						
Career Enhancement Skills (career outside academia advise; CV building; job interview training)							
Senior Academic/Research & Teaching			On request		Open to	Clinical-academic	
Mid-career Academic/Research & Teaching			On request		√	Clinical-academic	
Open/Dedicated to ECRs			√		√	Clinical-academic	
Professional & Technical Services						Clinical-academic	
Mentorship & Advocacy Schemes							
Senior Academic/Research & Teaching							
Mid-career Academic/Research & Teaching		BAME only					
Open/Dedicated to ECRs		BAME only					
Professional & Technical Services		BAME only					√
Covid19 Support							
Senior Academic/Research & Teaching		√					
Mid-career Academic/Research & Teaching		√					
Open/Dedicated to ECRs		√					
Professional & Technical Services		√					
Grant/Fellowship Support							
Senior Academic/Research & Teaching				Teaching Only	Open to		
Mid-career Academic/Research & Teaching				Teaching Only	√	Clinical-academic	
Open/Dedicated to ECRs				Teaching Only	√	Clinical-academic	
Professional & Technical Services							

Notes on Table. *BAME only* = Open to Black, Asian and/or Minority Ethnic staff only. *On request*: UCL careers provision seem mostly tailored towards students or recent graduates but there are some opportunities for staff. *Open to*: The NCN events are open to all staff but are mostly targeting self-identified Early Career Researchers. *Teaching Only*: UCL Arena support staff with teaching-related responsibilities. *Clinical-academic*: ACO supports all staff interested in translational, health-related research.

Centralised, UCL-wide Schemes

1. HR Organisational Development (HR- OD)

Overview: HR OD provides training and opportunities for **leadership** (see below), **coaching** (see below) but there is currently no provision for a centralised, online mentorship scheme and the previous uMentor scheme is discontinued. HR OD also offer some training on personal (rather than career) development (wellbeing and resilience), which is not covered in this report.

1.1. Leadership Training

Overview: HR OD offers most UCL Leadership Programmes catering for various grades and career stages, for which staff need to be nominated by their departments. There have been some changes to be implemented from October 2021 onwards (e.g. a new scheme for Research Team Leaders and Strategic Leaders), but in the period 2019-2021 these programmes included:

Emerging Leaders

Description: A leadership and development programme for Black, Asian and/or Minority Ethnic staff (People of Colour) at UCL grades 5, 6 & 7. Full information [here](#).

Eligibility: Black, Asian and/or Minority Ethnic staff (People of Colour) at UCL **grades 5, 6 & 7**.

Uptake: see below

Inclusive Leadership

Description: A race literacy programme for staff at grade 7 or above who lead teams at UCL. Inclusive Leadership is a new programme that aims to improve knowledge of 'race' in the workplace and develop allyship behaviours to support Black and Asian staff, and staff from other marginalised ethnicities. Full information [here](#).

Eligibility: Black, Asian and Minority Ethnic staff (People of Colour) at **UCL grades 7 or above**.

Uptake: see below

Future Leadership and Provost Leadership

Description: There has been some FBS uptake of these schemes in previous years but these schemes appear to have been replaced in 2021 by alternative schemes for senior academics (for leaders at grades 9 or 10) such as:

University Leaders

Description: A blended 8-month programme self-directed pre-work, whole cohort sessions, action learning, sub-group work, journaling and individual coaching to build reflective practice and increase capacity to adapt to complex systems and cultures. Full information [here](#).

Eligibility: All staff at **UCL grades 9 or 10**.

Uptake: see below

Women in Leadership

Description: A leadership enhancement programme for women planning for transition into more senior roles delivered through a hybrid of self-paced development modules and interactive online group sessions. Full information: [Women in Leadership*](#)

Eligibility: Women at UCL grades 6 and 7.

Uptake: see below

Senior Women in Leadership

Description: A leadership enhancement programme for women planning to take one more senior roles and enhance their leadership skills. Full information: [Senior Women in Leadership*](#)

Eligibility: Women at **UCL grades 8 and 9**.

Uptake: see below

1.2. Coaching

Description: There are no specific coaching schemes at UCL, but if a senior member of staff (typically Grade 9 and above) and their line manager identify a development and agree that coaching is the

most suitable solution and can be funded by the department, then HR OD provides coordination and makes available a pre-approved network of coaches (internal and external to UCL) that will agree to provide coaching for an agreed number of sessions (typically 6).

Eligibility: All *nominated* staff typically at **UCL grades 9 and above**.

Uptake: Data on uptake were not available at the Faculty level.

1.3. Developmental Conversations

Description: Regular one-to-one meetings between a colleague and their supporter to address day-to-day matters of their work environment. These are structured to enable us to review progress against our goals, to share lessons learned and discuss how to improve going forward, with longer term developmental planning in mind. Full information [here](#).

Eligibility: All staff.

Uptake: see below

1.4. Research Staff Development Programme

Description: OD has recently initiated a staff development programme for research staff, with courses provided in engagement influence and impact, knowledge and intellectual abilities, research and governance organisation, and personal effectiveness. Full information [here](#). Staff in the FBS do not appear aware of this scheme yet.

Eligibility: All staff with research responsibilities (including PS and Academic), depending on the specific course.



Figure 4: Data on participants in career development initiatives offered by UCL Organisational Development, by gender, year and job role

1.5. Data Overview and Comments

- Provision covers all staff grades and categories, but uptake is very small among ECRs
- The '(Senior) Women in leadership' schemes appear to have good uptake in the Faculty, but a drop is noted among academic women in mid- and senior career stages during 2020-21, presumably due to Covid19. This drop is not present among PSS.
- 'Developmental conversations' appears more popular among PSS than academic/research staff, with a small drop in 2020-21 among the former. There is no evidence of any consistent gender bias.
- Only a handful of academic staff took part in race-specific schemes 'Emerging Leaders' (all PSS and all female) and 'Inclusive Leadership' (all academic and all male).
- Organisational development has a dedicated data analyst who was able to provide excellent data services, with job role and gender breakdown but satisfaction/impact data was not available; race and other protected characteristics data could not be provided without identification risks.

2. Office of the Provost – Equality, Diversity and Inclusion (OoP-EDI)

Overview: The OoP – EDI provides a point of contact and coordination for several, central UCL EDI training opportunities and networks, as well as the following career development support opportunities:

2.1. B-Mentor

Description: A cross-institutional mentoring scheme for Black Asian and/or Minority Ethnic staff. There are two branches of the scheme: one for Academic and Research staff, one for PSS. The programme runs annually. The scheme's aim is to promote understanding of formal and informal structures, enhances opportunities for staff to develop and build skills/knowledge, and enables continuing professional development and personal growth. Full information [here](#).

Eligibility:

- B-Mentor Academic Mentoring Scheme: mentees should self-identify as Black, Asian, Mixed and 'other' background, at post-doc to lecturer level. Mentors can be from any ethnic background and must be at Senior Lecturer, Associate Professor/Reader or Professorial level.
- B-Mentor Professional Mentoring Scheme: mentees should self-identify as Black, Asian, Mixed and 'other' background, at grades 5-7 within PSS at UCL. Mentors can be from any ethnic background and must be at be grades 8-10.

Uptake: 3 Academic mentees and 2 PSS mentees, no gender, grade or Division information provided.

2.2. Inclusive Advocacy (IA)

Description: IA matches a Black, Asian and/or Minority Ethnic protégé to a senior UCL advocate, to work together for up to two years. Advocates use their networks, knowledge, and social capital to advance their protégé's career. Full information [here](#).

Eligibility: Open to academic and professional services staff across UCL. Protégés are Black, Asian and/or Minority Ethnic staff at grades 7 or 8, advocates are UCL staff at grade 9 or 10.

Uptake: 7 protégés, of which 4 are in PSS roles, 2 in teaching, 1 in research. No gender, grade or Division information provided.

2.3. COVID-19 Career Scheme

Description: funding or support to mitigate the adverse impact caused by the pandemic that results in lost work productivity that may cause longer term career harm. Three streams: (1) *Giving Back Time*, for example paying for childcare to give time back to the recipient, (2) *Equity Bridging Fund*, for example extensions to contracts or increased hours for part-time staff (3) *Supporting Teaching, Technical, Research, Academic and Professional Services*, to pay for temporary support via UniTemps. Full information [here](#).

Eligibility: All staff across UCL.

Uptake: 14 staff were successful in the 'COVID-19 Career Support Scheme'. 7 of these were in a scheme called 'Giving Back Time' and 7 in 'Equity Bridging Fund'. There was one application for the 3rd scheme, (Supporting Technical, Teaching, Research, Academic and Professional Services (STTRAP)) but it was unsuccessful. No details on Institute, gender, or role provided.

2.4. Overview and Comments

- There were 26 Faculty staff that took advantage of these schemes, with at least 6 of them being PSS, but breakdown of uptake data was not available to allow further analyses.
- The office does not appear to have a dedicated data analyst, satisfaction/impact data was not available; race and other protected characteristics data could not be provided without identification risks.

3. UCL Careers

Overview: UCL Careers is part of the University of London's network of locally provided college careers services. They are a dedicated point of contact for career management needs of all UCL research staff, PhD students and recent alumni. They offer:

- *Events*, including Employability talks, workshops, short courses and coaching sessions delivered by employers and careers consultants
- *One-to-one guidance discussions* with professional careers consultants who will help you to develop your own strategies for dealing with your situation
- One-to-one CV and application coaching
- Practice interviews
- Access to aptitude tests and personality questionnaires
- Access to college careers fairs and those organised by The Careers Group
- Access to a range of vacancy services
- A library containing labour market and occupational information, information on job-hunting skills and post-graduate study and specialist professional training in a mix of digital and paper formats
- Signposting to other specialist agencies within or outside the college.

3.1. One-to-one appointments

Description: A range of different appointment types to discuss (1) short guidance on a range of topics related to careers (2) application advice for CV's, cover letters, personal statements etc. (3) interview coaching. Full information [here](#).

Eligibility: All UCL research staff, PhD students and recent alumni.

Uptake: In 2019-2020, there were 1723 appointments available; only 702 (**52 by FBS**) of those were booked, leaving 1021 missed opportunities. Corresponding numbers in 2020-21 (until June 21) were 1008 available; 571 booked (**38 by FBS**); 437 missed opportunities. No details on gender, other protected characteristics or role provided.

3.2. UCL Careers Events

Description: UCL Careers hosts a broad range of events to help current staff and students develop their employability skills, explore sectors, and more. The events from UCL careers seem mostly tailored towards students or recent graduates but there were some for staff. For example, a researchers programme for researchers with workshops and events on careers inside and outside of academia. Full information [here](#).

Eligibility: All research or academic staff.

Uptake: The FBS uptake is very low. 2019-20: 8 staff and 2020-21: 4 staff. No details on gender, other protected characteristics, or role provided.

3.3. Overview and Comment

- UCL Careers offers a last quantity of opportunities, particularly for postdoctoral researchers but Faculty uptake is very low (< 5%). Given the lack of data regarding satisfaction and impact, as well as any other staff characteristics, it remains unclear whether there is low uptake because FBS staff do not know of the available opportunities, they are not fit-for-purpose or they are of low quality. The office has a dedicated data analyst, but satisfaction/impact data was not available; Named data, broken down by Division, can be made available but data on protected characteristics would require HR cross-referencing and access to race and other protected characteristics data would entail identification and GDPR risks.

4. UCL Arena

Description: UCL Arena is UCL's professional development pathway for teaching: a scheme of awards accredited by the Higher Education Academy giving teaching and support staff nationally recognised fellowships. They offer support to various pathways at different career stages and roles, starting with postgraduate students that are introduced to teaching practices with the 'Arena One' scheme and they can go to apply for 'Associated Fellow' status, and if they become lecturers they can continue to 'Arena Two' while they are on probation and then apply for Fellow Status. More specifically:

4.1. UCL Arena Fellowship All staff who teach, supervise, assess or support students' learning at UCL can gain recognition for their work. The scheme is accredited by the Higher Education Academy. Includes information on gaining fellowship at associate, fellow and senior fellow levels and UCL Arena events.

4.2. UCL Arena for Postdoctoral Researchers Professional development for postdoctoral researchers looking to develop their teaching and supervision.

4.3. UCL Arena Two for Probationary Lecturers UCL Arena for Probationary Lecturers is for Lecturers on probation to gain a teaching qualification in order to complete their probationary requirements and enables participants to apply to become a UCL Arena Fellow and Fellow of the Higher Education Academy.

4.3. UCL Arena for Professional Services For staff in learning support roles, including Teaching Administrators, Lab Technicians, ISD/Digital Education and Librarians who want to gain recognition for their work supporting students' learning with a UCL Arena fellowship, accredited by the Higher Education Academy.

4.4. UCL Arena Peer Dialogue Recruit a student quality reviewer, work in groups or be observed by a colleague to develop your teaching and your students' learning, through Peer Dialogue. Open to all staff who teach and support students' learning at UCL.

4.5. UCL Arena Programme Leaders, Directors and Administrators UCL Arena provides dedicated sessions and resources for experienced and aspiring programme leaders/directors and administrators. These sessions aim to support you and enable you to meet up with colleagues across UCL and discuss current concerns.

Eligibility: All staff with teaching or, teaching-related responsibilities.

Uptake: Arena One events were excluded as they target only postgraduate students. No details on gender, or role provided.

Arena Fellowships: 2019-20: **28** and 2020-21: **13**

Arena Training Events: 2019-20: **62** and 2020-21: **34**, one senior fellow in the 2nd year

Arena Two: 2019-20: **6** and 2020-21: **5**

4.6. Overview and Comment

- About 100 Faculty staff in 2019-20 and about 50 staff in 2020-21 took advantage of these schemes, but breakdown of uptake data was not available to allow further analyses. The drop was most likely caused by Covid19.
- The office does not appear to have a dedicated data analyst and satisfaction/impact data was not provided, although data on application success are presumably known. Named data can be made available but they would require HR cross-referencing and GDPR protection that were not available.

Other Levels of Support Provision

1. Neuroscience Domain Careers Network

Description: The UCL Neuroscience Careers Network (NCN) aims to promote the career development of UCL's neuroscientists and mental health researchers. The network provides opportunities for staff to meet their peers, share ideas, experience and initiate collaborations. It also provides a platform for careers advice and the dissemination of information regarding jobs, training and funding opportunities. The NCN is organised by a committee made up of representatives from a variety of departments under the UCL Neuroscience Domain and includes both post-doctoral researchers and PIs. The Network organises typically 6-8 career-advice seminars and grant writing workshops a year, including on

- **Grant writing workshops** (Grant writing support and mock grant interviews support)
- **Other Career Skills and Perspectives Workshops** (on: Presentation skills; Interview skills; Supervision skills; Resilience Skills; Alternative Careers; PI perspectives; Peer Mentoring)

Eligibility: All staff but mostly targeting self-identified Early Career Researchers

Provision and Uptake: During the 2019-2020 and 2020-21 academic years, there were 7 and 5 'Career Skills and Perspectives' Workshops and 2 and 3 'Grant Writing Workshops' offered each year, respectively. Reliable uptake data were available for only for 7 of these events, as shown below.

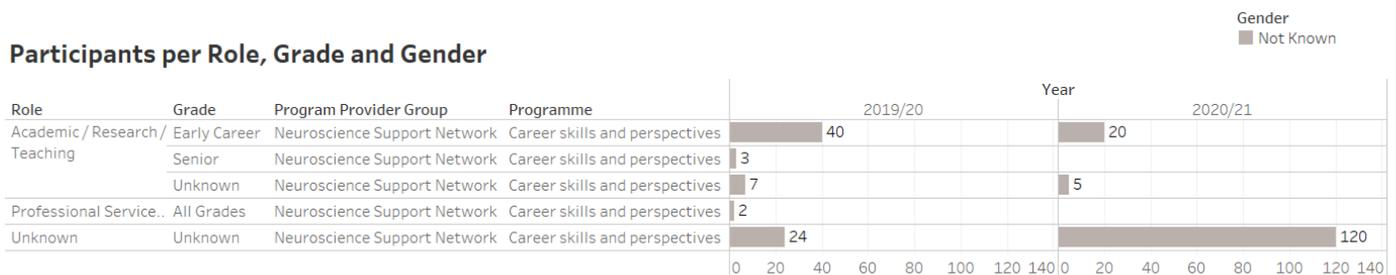


Figure 5: Data on participants in career development opportunities offered by the Neuroscience Domain Careers Network, by year and job role

Data Overview and Comment

- More than 100 Faculty staff per year, mostly early career staff (in addition to postgraduate students not covered in the present report) take advantage of the unique opportunities offered by this network, including dedicated and individualized grant application support.
- Qualitative data has shown that the network's restrictive name makes certain early career staff and students within the faculty that do not identify themselves as neuroscientists (e.g. mental health researchers, psychologists, psychiatrists, language experts) feel unsupported.
- The network is run by volunteers. Uptake and satisfaction data are incomplete and not systematically collected. When collected, satisfaction is very high. Named data on some opportunities can be made available but breakdown by staff characteristics they would require HR cross-referencing and GDPR protection that were not available.
- There was no evidence to suggest that Covid19 led to uptake drop, if anything, the opposite was observed.

2. Academic Careers Office (ACO)

Overview: The ACO, part of the Office of the Vice Provost (Health) in LMS, provides support to the research community through training and career development opportunities in health related disciplines across UCL. Their schemes aim to build capacity, resilience and leadership skills to drive innovation in translational research. They are funded through the education theme of the UCL Hospitals Biomedical Research Centre with support from the National Institute for Health Research. They also offer some specialised training (e.g. coding skills for clinicians) which is not covered in this report. Their main schemes include:

2.1. ACCELERATE scheme

Description: The ACCELERATE training programme aims to build translational research capacity at UCL through training and development **for early to mid-career researchers** from any discipline. Full information [here](#).

- ACCELERATE offers 4 different training packages:
- Technical training ([ACCELERATE Expertise](#)), including data management and involving patients and public in research.
 - Skills development ([ACCELERATE Success](#)), including coaching, pitching, network building and grant writing support.
 - Innovative thinking ([ACCELERATE Innovation](#)) for medical innovation, including mentoring and entrepreneurship skills development support.
 - Introduction to translational research, a self-paced, online resource for how to get started, and where to find support ([ACCELERATE Potential](#)).

Eligibility: All research and academic staff but mostly targeting clinical-academics at early and mid-career stages.

Uptake: see below for number of staff per scheme and career stage. Gender or other breakdown data were not available.

2.2. Ignite Scheme

Description: Training **for Professors and other leaders** in the medical profession, focused on innovation and debates, to encourage learning from other sectors and developing new ways of thinking and working. Full information [here](#).

Eligibility: **Professors and other leaders** in the medical profession.

Uptake: No uptake from FBS, 1 professor put forward (male) but was not successful

2.3. ADAPT to Lead Scheme

Description: A portfolio of personal development schemes which aims to build a more resilient and risk-tolerant academic community through programmes targeted at researchers. Full information [here](#).

Eligibility: All research and academic staff but mostly targeting clinical-academics.

Uptake: 1 participant from FBS in 2020 (male)

2.4. Funding for Added Integrated Academic Training (IAT)

Description: UCL's IAT allows entry to a pathway of some protected academic time and training for clinicians at various (predoctoral and postdoctoral) levels. Full information [here](#). In addition, IAT trainees have annual funding to attend conferences/short courses/research meetings/career development programmes of their choice with agreement of their academic supervisor.

Eligibility: All IAT trainees.

Uptake: The tables below includes information only on postdoctoral uptake in ACO schemes, but this breakdown was not available for IAT funding opportunity where only the following total numbers were available: 11 trainees in 2019-2020 and 13 in 2020-21

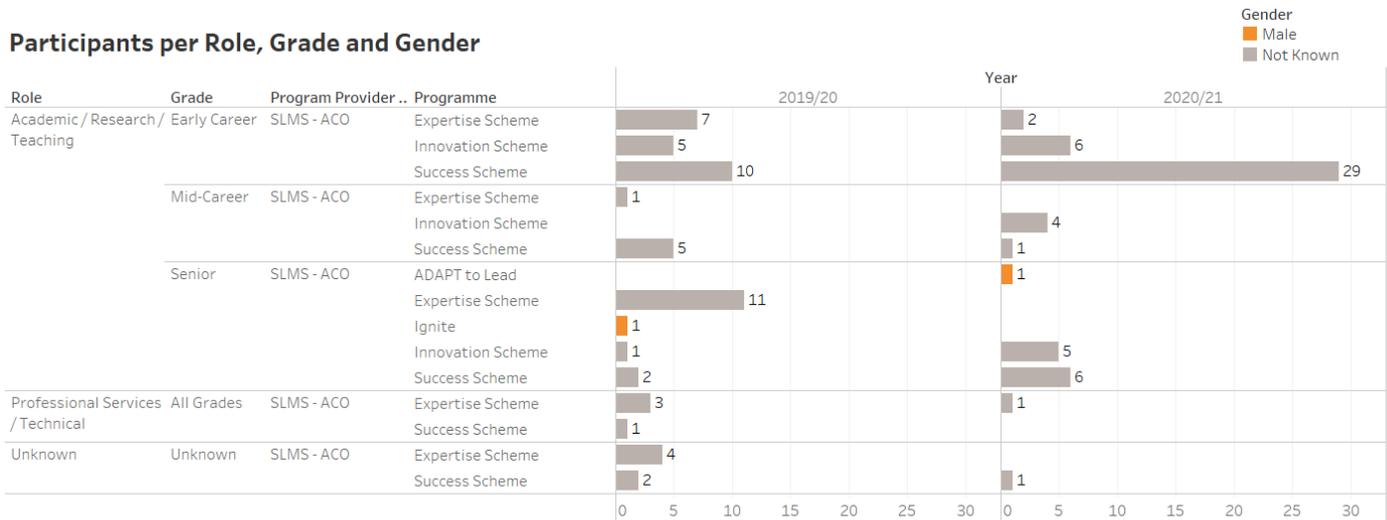


Figure 6: Data on postdoctoral participants in Academic Careers Office schemes, by year and job role, with limited data on gender.

2.5. Data Overview and Comment

- Around 40 Faculty staff per year, mostly early career staff (in addition to postgraduate students not covered in the present report), including a handful of PSS per year, take advantage of the unique opportunities offered by ACO.
- ACO appears to be highly organized and well-staffed with fast data availability, although satisfaction, or impact data were not provided, and data were not broken down by protected characteristics. Named data, broken down by Division and job role on some opportunities can be made available but breakdown by further staff characteristics would require HR cross-referencing and GDPR protection that were not available.
- There was no evidence to suggest that Covid19 led to any marked uptake drop, if anything, the opposite can be observed among early career researchers.

3. The Faculty of Brain Sciences

Professional Services and Technical Staff Mentoring Scheme

Description: The Professional Services and Technical staff mentoring scheme is open to all staff in those role types across the Faculty. The scheme was first launched in 2018, and due to staff leaving was put on hold after this initial round. It relaunched in February 2021, with the appointment of the AS Coordinator (Ciara Wright) enabling capacity to deliver on the schemes organisation. Each round of the scheme lasts for 12 months. Training for the latest mentors and mentees was conducted by an external mentoring consultant. The next round of the scheme will be launched in January 2022.

The scheme was developed as:

- Previous schemes have been more geared towards providing support to academics and researchers and sometimes only to women in those categories.
- There has not been anything (Faculty-wide) that acknowledges the specific challenges PSS and TS staff face, related to: a) flat role hierarchies or b) career pathways.
- A need was identified for more dedicated career support for PSS and TS staff who previously may have felt overlooked by the mentoring schemes available.

Full information [here](#).

Eligibility: all PSS and TS from FBS.

Uptake: 2021-22: 15 mentors (3M/12F), 19 mentees (3M/16F)

Data Overview and Comment

- This scheme was introduced given the absence of mentorship schemes for PSS at the Divisional level (in contrast to Divisional mentorship schemes for research, reaching and academic staff).
- Uptake for this scheme is relatively high given that it is its first year.
- The scheme appears to be highly organized, although satisfaction, or impact data will need to be provided in future time points. Named data, broken down by Division, job role, and other staff characteristics can be made available for HR cross-referencing and anonymization.

Lab Leaders Series

Description. A new collection of videos entitled [The Lab Leaders Series](#) will be available from 2022. The series aims to provide insight into how to build successful research teams.

Eligibility: The series aims to better prepare the next generation of Lab Leaders and as well as inspire existing PIs.

Section IV- Divisional Level of Provision

Overview of Divisional Provision

In addition to the Career Development opportunities offered by central UCL providers and summarized in Section III above, Divisional AS committees have set up and run a number of career development support opportunities. These typically started as data-driven, Gender Equality actions, but in most cases have long been extended to all genders. The table below summarizes the eligibility of different categories of FBS staff to the career development opportunities offered by each of the Faculty's Divisions/Institutes that have an AS committee. A narrative overview is offered below and details of the provision and uptake of each of these Divisions are described in the next section.

Narrative overview:

Support with Promotion, or Regrading Applications. In contrast to the lack of support from central UCL departments regarding the promotions or regrading process (see section III), four out of six of the Faculty's Divisions (IoO, IoN, PALS and DoP) offer dedicated workshops or other forms of support for academic, teaching and research staff, run by AS committees. Frequency, eligibility, uptake and satisfaction data on these currently vary, so recommendations include Faculty-wide coordination. There is a lack of equivalent support for PSS and TS in most Divisions. Not surprisingly, the later categories of staff feel less supported in career development overall (men 63% : women 64%) and view decisions about promotions/regrading as less fair (men 63% : women 64%) than male but not female academic, teaching and research staff (men 70% : women 63%) –detailed data in Section I. Therefore, **recommendations include** Faculty-wide coordination of promotion workshops, offering equivalent opportunities to PSS and TS across the Faculty, improving gender equity in the process based on Divisional-based data and gathering data regarding other protected characteristics in each Division.

Leadership: In contrast to the formal leadership programmes offered by Organisational Development and other central UCL departments (see section III), there is no formal leadership training, or coaching organized at Divisional level. Nevertheless, Divisions have to select, nominate and fund candidates for the central schemes. **Recommendations include** *assessing whether staff are aware of existing opportunities and feel nominations are fair and offer equal and sufficient opportunity.*

Appraisals and Developmental Reviews: As part of the AS process, all Divisions have initiated good monitoring processes for training appraisers and for noting uptake. However, PSS and TS? (men 60% : women 62%) and female staff in academic, research or teaching roles (64%) agreed to a lesser degree with our survey statement regarding the availability of useful career development feedback during their appraisal or developmental review than male staff of the later category (71%) – see detailed data in Section I. **Recommendations include** *offering equivalent opportunities to PSS and TS? across the Faculty, improving gender equity in the process based on Divisional-based data and gathering data regarding other protected characteristics in each Division.*

Mentoring: All larger Divisions (PALS, Psychiatry, IoN and IoO) run their own dedicated mentoring schemes open to all 'Academic/Research & Teaching' staff, including ERCs but frequently not including professors as mentees. Following informal coordination efforts at the Faculty level, the EI and IoPD (decision pending) have considered partnering with the IoO and IoN, respectively, to share mentors and mentees. Uptake and satisfaction data on these are mostly available but not readily accessible as these schemes are run for the most part by academics without resources. Faculty survey data revealed relatively low satisfaction with mentorship (average 60%; among res/teach/academic staff: men 65% : women 62%; please note that in the Faculty survey this may

include mentorship by PIs, peers, as well as mentors in formal mentorship schemes), particularly among PSS and TS? (men 53% : women 54%). AS committees have highlighted that there are no schemes for PSS and TS and hence the Faculty initiated and run the first round of a dedicated scheme coordinated by Ciara Wright (see section III). **Recommendations:** *Increase administrative support to formalize Faculty coordination for mentorship schemes, coordinate EDI and satisfaction data and expand 'peer' mentorship for senior staff. Advertise the faculty PSS and TS scheme in all Divisions.*

Career Progression and Enhancement Skills through Career Development Networks. Contrary to formal schemes offered by central UCL departments, career progression and enhancement skills are offered at Divisional level via networks typically organized around job roles or research themes. This seems appropriate given the specialized nature of some career development needs, but the quality and equality of provision within and across Divisions is hard to evaluate. An excellent example are networks ECRs. Most divisions (with the exception of the IoPD) offer a network for ECRs and several related seminar opportunities, but coordination attempted by the Faculty's Early Career Researchers Committee (Led by Gill Bates; Faculty Lead for Doctoral Training and ECR; coordinated by Rik Ganly-Thomas, Faculty Doctoral and Researcher Development Manager) has highlighted many gaps within and across Divisions and a difficulty to gather data as these networks are frequently run by postdoctoral volunteers on intermittent basis. **Recommendations** *include Faculty-wide coordination of good practice, identification of provision gaps and discontinuations and data collection around these opportunities.*

Grant Application Support. In addition to the available opportunities for grant application support offered by UCL, the LMS and the Neuroscience Domain (see Section III), four of the six Divisions offer some grant application support to their staff. These tend to focus on ECRs but expand to more senior researchers or academics in three of these divisions. In many cases, grant support is offered by single workshops, or a series of seminars organized by staff networks and satisfaction data is not regularly collected. The Faculty's survey showed that there was an average of 64% satisfaction with available opportunities for grant application among research, academic and teaching staff with no obvious gender bias (men 65% : women 64%). Small grants for pilot studies or preparations for external grant applications are not available at divisional level. **Recommendations** *include Faculty-wide coordination of good practice and data collection, identification of gaps in provision, targeted advertisement of related UCL opportunities, 'rebranding' of the scope of events run by the Neuroscience Career Network.*

Covid19 related Support. There were no specific schemes at Divisional level, although most divisions reported adjusting their practices and organizing one-off support events due to Covid19. **Recommendations** *include Faculty-wide coordination of good practice and targeted advertisement of any UCL Covid19 schemes.*

General Issues:

Data availability and monitoring: Uptake and satisfaction data were not systematically collected by most divisions (a notable exception is the IoO), cross-referencing by HR is not an established practice that HR providers easily and raw data, instead of percentages, are the only available data as staff breakdown by grade (and EDI characteristics) is not available at Divisional level.

General recommendations:

Data collection and sharing should be streamlined, facilitated and individualized with a career development IT platform capable of facilitating bookings while also recording all data safely in a single, longitudinal record and allowing anonymized and confidential data analyses (eg. as offered by Eventbrite- not currently UCL licensed- or Inkpath – currently available to students).

Mapping Eligibility to Different Career Development Support Opportunities for Different Staff Categories across Divisions

Table 2: Data on Career Support Provision by each Divisional AS Committees within FBS						
Type of Support	Division/Institute					
	DOP	EI	ION	IOO	IOPD	PALS
Promotion Support						
Senior Academic/Research & Teaching	x	x	x	√	x	√
Mid-career Academic/Research & Teaching	x	x	x	√	x	√
Open/Dedicated to ECRs	x	x	√	√	x	√
Professional & Technical Services	x	x	x	√	x	x
Leadership Scheme(s)						
Senior Academic/Research & Teaching	x	x	x	x	x	x
Mid-career Academic/Research & Teaching	x	x	x	x	x	x
Open/Dedicated to ECRs	x	x	x	x	x	x
Professional & Technical Services	x	x	x	x	x	x
Appraisal Meetings						
Senior Academic/Research & Teaching	√	√	√	√	√	√
Mid-career Academic/Research & Teaching	√	√	√	√	√	√
Open/Dedicated to ECRs	√	√	√	√	√	√
Professional & Technical Services	√	√	√	√	√	√
Mentorship Scheme(s)						
Senior Academic/Research & Teaching	<i>partly</i>	<i>partly</i>	√	√	<i>partly</i>	√
Mid-career Academic/Research & Teaching	<i>partly</i>	<i>partly</i>	√	√	<i>partly</i>	√
Open/Dedicated to ECRs	√	√	√	√	x	√
Professional & Technical Services	x	x	x	√	<i>partly</i>	x
Career Support Network(s)						
Senior Academic/Research & Teaching	√	√	x	√	x	x
Mid-career Academic/Research & Teaching	√	√	x	√	x	x
Open/Dedicated to ECRs	√	√	√	√	x	√
Professional & Technical Services	√	x	x	√	x	x
Grant Support Scheme/Network(s)						
Senior Academic/Research & Teaching	√	x	√	<i>partly</i>	<i>partly</i>	x
Mid-career Academic/Research & Teaching	√	x	√	<i>partly</i>	x	x
Open/Dedicated to ECRs	√	x	√	<i>partly</i>	x	√
Professional & Technical Services	<i>not appl</i>	<i>not appl</i>	<i>not appl</i>	<i>not appl</i>	<i>not appl</i>	<i>not appl</i>

Table notes. Partly = provision that covers only a subgroup of staff at this category, or minimal activities towards staff support; not appl = not applicable. Research, teaching and academic staff at grades 7 and below are designated as 'early career stage' (ECRs), staff in grade 8 are designated as in a 'mid-career' stage and staff in grades 9 and 10 are designated as 'senior'. Clinical and other grades are adjusted to these categories as closely as possible.

Division of Psychiatry

Table 3: DoP Data on Provision by AS Committee

2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff
Staff Grade	6	7	8	9	10	Grades 5-9	Grades 3-8
Promotion Meetings						Regrading Meetings	
Open to	√	√	x	x	x	x	x
	N/A	N/A					
Leadership Scheme(s)						Leadership Scheme(s)	
Open to	X	x	x	x	x	x	x
Appraisal Meetings						Developmental Reviews	
Open to	√	√	√	√	√	√	√
Uptake	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mentorship Scheme(s)						Mentorship Scheme(s)	
Open to	√	√	√	√	x	x	x
Uptake 2019-20	2M:1F	0M:7F	0M:2F	0M:3F			
Uptake 2020-21	0M:6F	1M:3F	x	1M:0F			
Satisfaction	N/A	N/A	N/A	N/A	N/A		
Support Networks Res & Career	<i>Non-clinical ECRs network; Epidemiology Strategy Group; Res Assistants Group; Mental health of older people meetings</i>					Professional Services Group	
Open to	√	√	√	√	√	√	x
Uptake 2020-21	2M:20F	4M:35F	3M:6F	1F	3M	2M:13F	
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	
Grant Support Through Network	<i>Mental Health Neuroscience Dep. Meeting</i>					-	-
Open to	√	√	√	√	√		
Uptake	N/A	N/A	N/A	N/A	N/A		
Satisfaction	N/A	N/A	N/A	N/A	N/A		
Support Networks Res Clin Career (available only from 2020)						-	-
Open to	√	√	√	√	x	x	x
Uptake 2020-21	Only PhD	11M:27F	0M:6F	0M:2F			
Satisfaction	N/A	N/A	N/A	N/A	N/A		

Notes on Table.

- Data by Gemma Lewis, DoP AS Chair. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level
- N/A = Data were not available; √ = available provision; x = not available provision
- Clinical grades/job roles do not map exactly on the non-clinical grades reported above.
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification
- The DoP monitors appraisals at the time of AS submission, but it is unclear if the process is regularly monitored.
- **Additional Data:** The DoP runs a number of support and research networks with at times overlapping career support functions and other times with a primarily research interest; only data from the ones that include explicit career support were included in the above table.

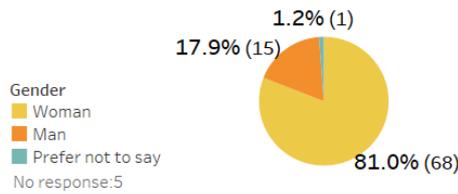
What did staff at the DoP say in the 2021 survey:



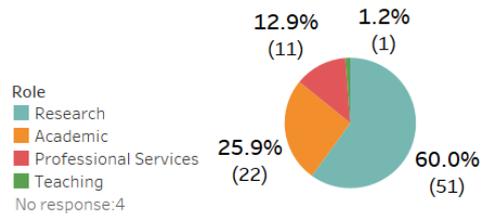
DIVISION OF PSYCHIATRY
RESPONSE RATE: **65%**

STAFF OPINION SURVEY 2021
RESPONSES: **89** of 137

% of Respondents per Gender



% of Respondents per Role



Notice: The participant numbers do not add up to 89 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE

i EXPLORE THE FULL RESULTS _ THIS PAGE SHOWS THE KEY QUESTIONS ASKED REGARDING CAREER DEVELOPMENT AND THE AVERAGE AGREEMENT SCORE ACROSS COLLEAGUES IN EACH QUESTION AND OVERALL _ THERE IS A BREAKDOWN BY GENDER AND ROLE * ONLY PARTICIPANTS SELF-IDENTIFIED AS MEN OR WOMEN WERE INCLUDED IN THESE NUMBERS TO AVOID HAVING IDENTIFIABLE RESPONSES. * Q6 AND Q7 WERE ADDRESSED TO ACADEMIC / RESEARCH AND TEACHING STAFF ONLY	QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
			MEN	WOMEN	MEN	WOMEN
	Q1. My Institute/Division supports my career development	73%	88%	71%	50%	69%
	Q2. Decisions about appointments are made fairly	72%	89%	69%	50%	56%
	Q3. Decisions about promotion/regrading are made fairly	68%	84%	66%	50%	50%
	Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	69%	84%	68%	25%	64%
	Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	69%	79%	68%		57%
	Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	65%	82%	61%		
	Q7. I am satisfied with the training opportunities available to assist my career development	65%	70%	64%		
		69%	82%	67%	44%	59%

AGREEMENT SCORE SCALE

Figure 7: Faculty staff survey responses from Division of Psychiatry related to career development questions, with information on gender and job role

UCL Level of Provision – Uptake by Staff in the Division of Psychiatry

Available data for the uptake of UCL opportunities by staff at the DoP revealed a comparable proportion of staff relative to other Divisions, took part in UCL schemes (2019-20: 38 and 2020-21: 18; ~ 20% of all staff), with relatively small numbers in all grades and roles, possibly impacted by Covid19. Data on gender were not sufficient to draw any firm conclusions. Leadership and Arena courses, as well as UCL Careers 1-to-1 support appointments were the most attended opportunities.

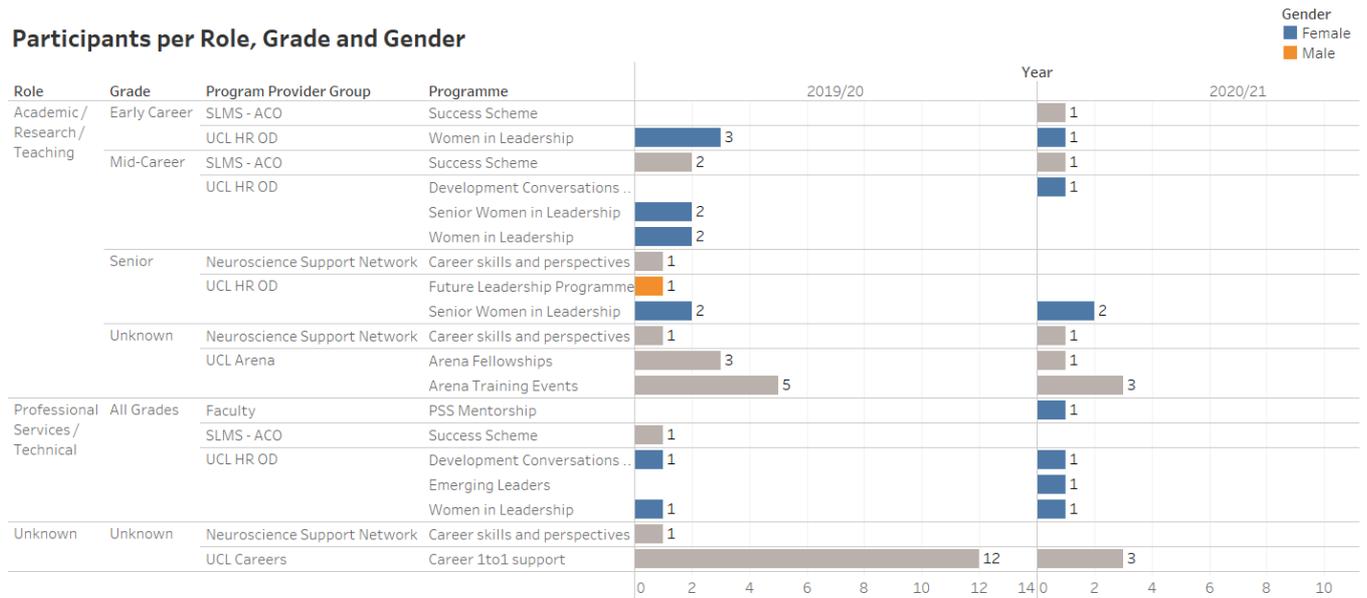


Figure 8: Data on DoP participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. The DoP offers a wide range of career development support opportunities to its staff, including a mentorship scheme and several staff networks such as an Early Career Network that meet regularly. The DoP appears to also nominate several staff to UCL leadership schemes. It has one of the Faculty’s highest average satisfaction rating (69%) with career development support among staff.

Gaps and Challenges Identified. However, detailed uptake and satisfaction data are not always available and uptake of some Divisional (mentorship scheme), or UCL (Neuroscience support network) opportunities appears very low, possibly also due to Covid19. There appear to be very limited opportunities for PSS and TS staff, reflected also in lower ratings of this group in the staff survey. Also, survey feedback reveals women are more satisfied than men (please note only 18% of survey responders were men) with career development support opportunities, feedback during appraisals, mentorship, grant applications support, and the fairness of career progression in the Division.

Recommendations

1. Explore some of the inequalities revealed by the survey data in greater depth by qualitative studies.
2. Use no 1 to enhance career development support provision for PSS/TS and women;
3. liaise with Faculty to formalize ‘local’ data gathering, storage and monitoring;
4. increase and monitor staff awareness of divisional and UCL career development opportunities.

Institute of Prion Disease

Table 4: IoPD Data on Provision by AS Committee							
2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff
Staff Grade	6	7	8	9	10	5-9	3-8
Promotion Meetings						Regrading Meetings	
Open to	x	x	x	x	x	x	x
Leadership Scheme(s)						Leadership Scheme(s)	
Open to	x	x	x	x	x	x	x
Appraisal Meetings						Developm. Reviews	
Open to	√	√	√	√	√	√	√
Uptake 2019-20	3M:3F	4M:5F	3M:1F	2M:1F	N/A	10M:9F	15M:17F
Uptake 2020-21	2M:3F	4M:5F	3M:1F	3M:1F	N/A	10M:8F	13M:13F
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mentorship only Informal – current plan is to join IoN						Mentorship Scheme(s)	
Open to	√	√	√	√	x	x	x
Uptake 2019-20	x	0M:1F	1M:0F	1M:0F	x	x	x
Uptake 2020-21	x	0M:1F	1M:0F	2M:0F	x	0M:1F	x
Satisfaction	N/A	N/A	N/A	N/A	N/A		
Career Networks						Support Networks	
Open to	x	x	x	x	x	x	x

Notes on Table.

- Data by Jan Bieschke, Faculty Career Development Coordinator and IoPD representative in Faculty ECRs Committee. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level
- Clinical grades/job roles do not map exactly on the non-clinical grades reported above.
- Several staff have reported that the more desirable conditions of MRC contracts acts as a barrier to application for promotion that would entail a transition to a UCL contract.
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification
- Additional Data:** Two (in 2019-20) and three (in 2020-21) male senior academics received grant support from UCL and one senior (male) in 2019-2020 and two (one female and one male) in 2020-21 academics also 'career specific training' from UCL. These are reflected in section III of this report.
- Additional Data:** The IoPD also provided uptake data of wider UCL 'job skills' training for staff in all grades and categories ranging from 3 to 12 per cell. These are not represented here as they were not explicitly career development provision. They did not portray any gender bias.

What did staff at the IoPD say in the 2021 survey:



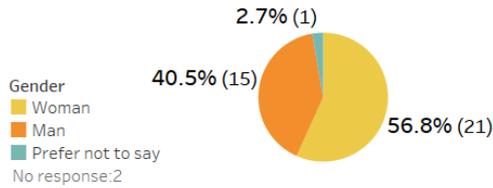
INSTITUTE of PRION DISEASES

RESPONSE RATE: **45%**

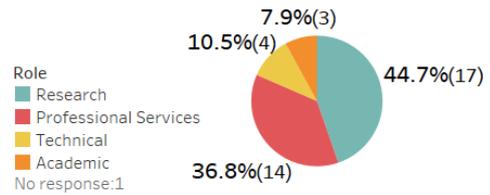
RESPONSES: **39** of 86

STAFF OPINION SURVEY 2021

% of Respondents per Gender



% of Respondents per Role



Notice: The participant numbers do not add up to 39 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE						
<p>i</p> <p>EXPLORE THE FULL RESULTS</p> <p>THIS PAGE SHOWS THE KEY QUESTIONS ASKED REGARDING CAREER DEVELOPMENT AND THE AVERAGE AGREEMENT SCORE ACROSS COLLEAGUES IN EACH QUESTION AND OVERALL</p> <p>THERE IS A BREAKDOWN BY GENDER AND ROLE</p> <p>* ONLY PARTICIPANTS SELF-IDENTIFIED AS MEN OR WOMEN WERE INCLUDED IN THESE NUMBERS TO AVOID HAVING IDENTIFIABLE RESPONSES.</p> <p>* Q6 AND Q7 WERE ADDRESSED TO ACADEMIC / RESEARCH AND TEACHING STAFF ONLY</p>	QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
			MEN	WOMEN	MEN	WOMEN
			AGREEMENT SCORE SCALE			
	Q1. My Institute/Division supports my career development	54%	63%	55%	53%	47%
	Q2. Decisions about appointments are made fairly	64%	75%	66%	70%	50%
	Q3. Decisions about promotion/regrading are made fairly	49%	56%	54%	46%	40%
	Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	58%	71%	53%	68%	47%
	Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	52%	54%	61%	54%	39%
	Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	68%	75%	58%		
	Q7. I am satisfied with the training opportunities available to assist my career development	70%	55%	78%		
		59%	64%	61%	58%	45%

Figure 9: Faculty staff survey responses from Institute of Prion Diseases related to career development questions, with information on gender and job role

UCL Level of Provision– Uptake by Staff in the IoPD

Available data for the uptake of UCL opportunities by staff at the IoPD revealed a relatively smaller proportion of staff in relation to other Divisions (2019-20: 6 and 2020-21: 9; ~ 10% of all IoPD staff) taking part in only a few of the available schemes, in all grades and roles. Covid19 may have impacted participation but this proportion is lower than most other Divisions (~20%). Data on gender were not sufficient to draw any firm conclusions. Only two members of staff appeared to have been put forward for leadership training in the past two years. Opportunities of the Academic Careers Office, as well as Developmental Conversations from Organisational Development were the most attended opportunities. There did not appear to be participation in any other schemes by ECRs at the IoPD.

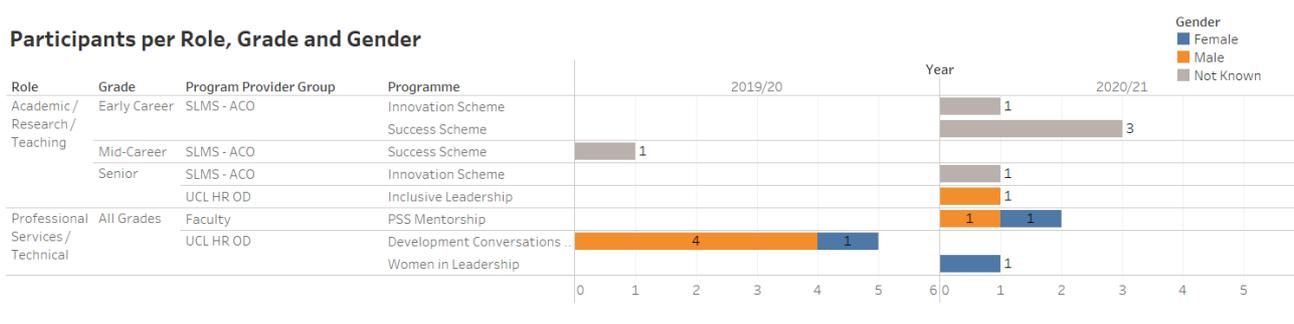


Figure 10: Data on IoPD participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. The IoPD has been aware of some lack of career development support provision and has initiated some informal mentorship relationships, monitors appraisal meetings well and the uptake of some UCL grant support opportunities. Importantly, as part of the Faculty’s Gender Equity coordination efforts, it has agreed to liaise with the IoN to benefit from some of their schemes in the future and has good representation at the Faculty’s ECRs Support committee.

Gaps and Challenges Identified. However, the IoPD lags behind other (large and small) divisions in the Faculty in its provision and data availability in most domains. This appears reflected in the relatively low satisfaction ratings of staff regarding career development support and the fairness of career progression decisions. Also, survey feedback reveals women, and PSS and TS are overall less satisfied than men with career development support opportunities and the fairness of career progression in the Division, although given the small number of staff in some categories further, qualitative examination of this data would be required. Moreover, the perceived lack of career development support may be impacted by the necessity, on promotion, to transition from MRC to UCL contracts, which are widely regarded by staff to be less favorable.

Recommendations

1. Explore some of the challenges and inequalities revealed by the survey data in greater depth by qualitative studies.
2. Use no 1 to enhance career development support provision for all and particularly PSS and TS and women;
3. liaise with Faculty to formalize ‘local’ data gathering, storage and monitoring;
4. increase and monitor staff awareness of divisional and UCL career development opportunities. The latter may be particularly useful given the small size of the IoPD.

Institute of Neurology

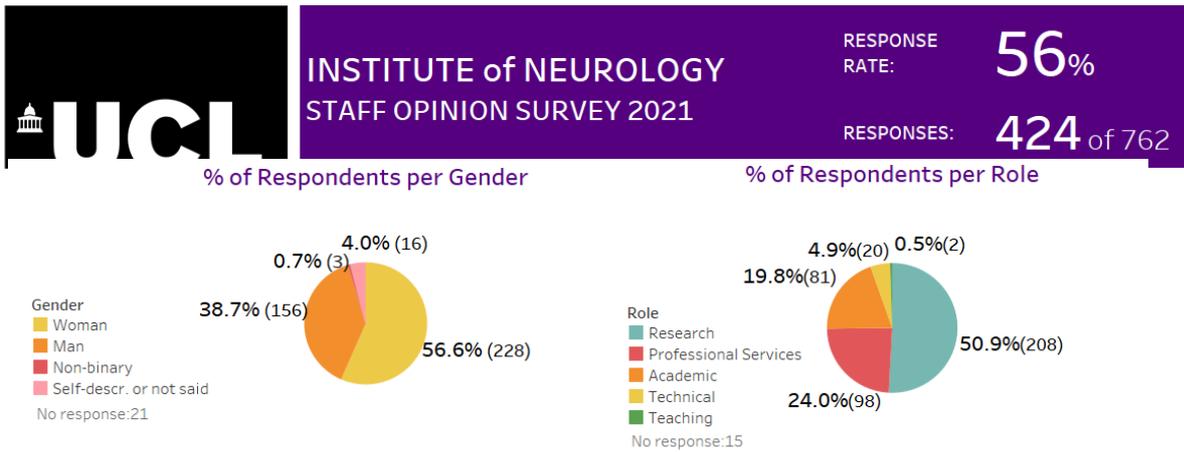
Table 5: IoN Data on Provision by AS Committee

2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff
Staff Grade	6	7	8	9	10	5-9	3-8
Promotion Workshop						Regrading Meetings	
Open to	√	√	x	x	x	x	x
Uptake 2019-20	13M/34F						
Uptake 2020-21	21M/52F						
Satisfaction	Available; not provided						
Leadership Scheme(s)						Leadership Scheme(s)	
Open to	x	x	x	x	x	x	x
Appraisal Meetings						Developm. Reviews	
Open to	√	√	√	√	√	√	√
Uptake 2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Uptake 2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mentorship Scheme(s)						Mentorship Scheme(s)	
Open to	√	√	√	√	√	x	x
Uptake 2019-20	62 non-clinical mentees; 16 clin. mentees						
Uptake 2020-21	9M/47F						
Satisfaction	N/A	N/A	N/A	N/A	N/A		
Support Networks ECRs, by ION/DND	ARUK Network Early Career Committee; one Career Event per year, networking events and journal club ~20-40 participants					Support Networks	
Open to	√	√	x	x	x	x	x
Uptake 2020-21	Careers Event: 115						
Satisfaction 2020-21	Careers Event: 100%						
Research Grant Supp. Mock Interviews	ARUK - Support for grant applications, by ION/DND					-	-
Open to	√	√	√	√	√		
Uptake 2019-20	5F/6M						
Uptake 2020-21	8F/8M						
Satisfaction	N/A	N/A	N/A	N/A	N/A		

Notes

- Data provided by Ana Faro, IoN AS Project Manager. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level.
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification.
- Some events were cancelled due to Covid-19 in 2020, others were made available online.
- Additional Data:** Uptake Data (12 staff in each year) for on UCL leadership programmes with gender breakdown was also available; no gender bias noted. These schemes are presented separately in this report; see Section III and below. The IoN runs a number of other research and training seminars; only data from the ones that include explicit career support components were included in the above table.
- The IoN monitors appraisals at the time of AS submission but it is unclear if the process is regularly monitored across the IoN.
- The IoN has recently opened its mentorship scheme to the IoPD, offering mentor exchange.

What did staff at the IoN say in the 2021 survey:



Notice: The participant numbers do not add up to 424 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE					
QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
		MEN	WOMEN	MEN	WOMEN
		AGREEMENT SCORE SCALE			
Q1. My Institute/Division supports my career development	67%	71%	66%	60%	64%
Q2. Decisions about appointments are made fairly	68%	69%	66%	74%	70%
Q3. Decisions about promotion/regrading are made fairly	65%	67%	63%	64%	66%
Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	66%	70%	65%	57%	66%
Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	59%	63%	60%	49%	53%
Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	64%	63%	66%		
Q7. I am satisfied with the training opportunities available to assist my career development	65%	63%	67%		
	65%	66%	64%	61%	64%

Figure 11: Faculty staff survey responses from Institute of Neurology related to career development questions, with information on gender and job role

UCL Level of Provision – Uptake by Staff of the Institute of Neurology

Data on UCL provision uptake revealed that a marginally lower proportion of total IoN staff (2019-20: 130 and 2020-21: 98: ~17% and 12% respectively) took part in the available schemes in comparison to the proportion of staff in most other Divisions (~20%). All grades and roles appeared to participate in a wide set of opportunities, with lower numbers among mid-career (Grade 8) academic, research and teaching staff. Data on gender were not sufficient to draw firm conclusions. Events of the Neuroscience Career Network, the ACO Success Scheme, Leadership courses, Arena Training Events and UCL Career 1-to-1 Support Appointments were the most attended opportunities.

Participants per Role, Grade and Gender

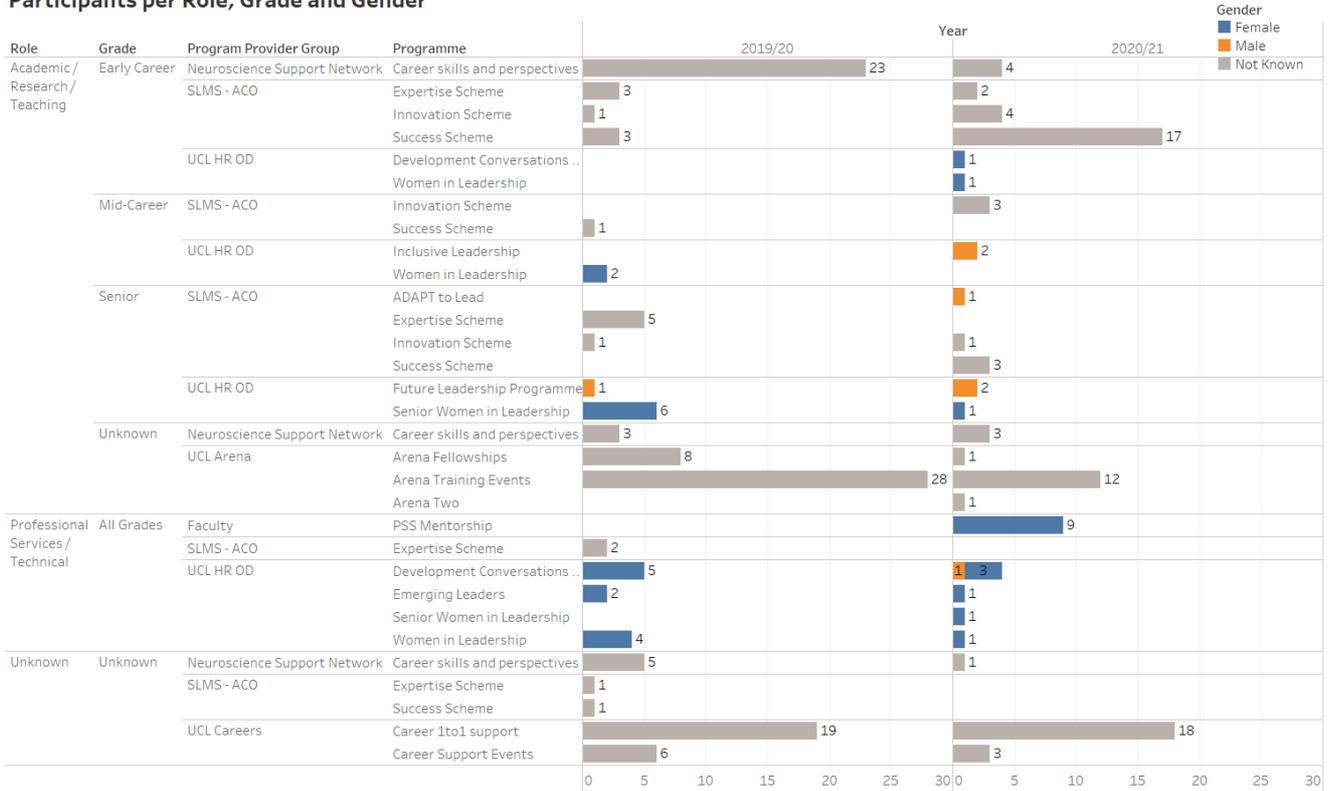


Figure 12: Data on IoN participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. The IoN offers a wide range of support opportunities, including a popular mentorship scheme, promotion and grant application support for ECRs and several staff support networks that meet regularly. The IoN appears to also nominate several staff to UCL leadership schemes and its staff appear aware and engaged with a wide set of career development support opportunities offered by UCL. It has the third highest satisfaction score for career development support in the Faculty.

Gaps and Challenges Identified. However, detailed uptake and satisfaction data are not always available and uptake of some Divisional (mentorship scheme), or UCL (Neuroscience support network) opportunities appears very low, possibly also due to Covid19. There appear to be very limited opportunities for PSS/TS staff, reflected also in lower ratings of this group in the staff survey. Also, survey feedback reveals women are more satisfied than men (please note only 18% of survey responders were men) with career development support opportunities, feedback during appraisals, mentorship, grant applications support, and the fairness of career progression in the Division.

Recommendations

1. Explore some of the inequalities revealed by the survey and uptake data in greater depth by qualitative studies.
2. Use no 1 to enhance career development support provision for PSS and TS, mid-career staff and women;
3. liaise with Faculty to formalize 'local' data gathering, storage and monitoring;
4. increase and monitor staff awareness of divisional and UCL career development opportunities.

Institute of Ophthalmology

Table 6: IoO Data on Provision by AS Committee

2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff
Staff Grade	6	7	8	9	10	5-9	3-8
Promotion Workshops	ECRs Promotion & Appraisal Workshop; PI promotions workshop in 2020 postponed due to Covid19					Regrading Workshops Focus: Accelerated increments & contribution points	
Open to	√	√	x	x	x	√	√
Uptake 2019-20	6M:25F					N/A	N/A
Uptake 2020-21	N/A					20M/7F	
Satisfaction	N/A	N/A				Qualitative positive	
Leadership Scheme(s)	Several training events for managers (aver attendance ~20; pos feedback), but no specific leadership scheme					Leadership Scheme(s)	
Open to	x	x	x	x	x	x	x
Appraisal Meetings	Training to managers and ECRs offered; with highly positive feedback					Developm. Reviews	
Open to	√	√	√	√	√	√	√
Uptake 2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Uptake 2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mentorship Schemes						Mentorship Schemes	
Open to	√	√	√	√	√	√	√
Uptake 2019-20	3M:12F						
Uptake 2020-21	N/A					4M:4F	
Satisfaction	Qualitative only – mostly positive					N/A	N/A
Support Networks Res & Career	Regular ECRs events (aver. attendance ~25); ECRs speed networking; My PI Story; Careers Outside Academia; IoO Res Network (aver. attendance ~35)					Support Networks PSS/TS lunch and learn network (110 staff)	
Open to	√	√	√	√	√	√	√
Satisfaction	N/A	N/A	N/A	N/A	N/A	3.5/4 overall	
Career Support Events & Workshops	Career Talk; Pathways to Operations Management (110); Resilience Training (12F); IoO Lates (188); Other seminars					Career Support Events: Speed Networking; Remote Working; Career Surgery; Meet the Directors	
Open to	√	√	√	√	√	√	√
Uptake 2019-20	Average attendance by event ~30; typically F > M					Career Surgery Workshop: 2M/1F Meet the Directors:2M/11F Speed Networking: 3M/18F	
Uptake 2020-21	Less events and data due to Covid19					N/A	N/A
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grant Support	1 grant writing support workshop offered						
Open to	√	√	√	√	√	-	-
Uptake 2019-20	N/A	N/A	N/A	N/A	N/A		
Uptake 2020-21	Postponed due to Covid19						
Satisfaction	N/A	N/A	N/A	N/A	N/A		

Notes

- Data provided by Avili Feese, IoO AS Project Manager. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level.
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification.

- The Institute noted that there were many gaps in their provision and data gathering efforts during 2020-21 due to Covid19; the division did organize a ‘working remotely training event’, attended by 129 staff.
- The IoO has recently opened its mentorship scheme to the Ear Institute, offering mentor exchange.
- **Additional Data:** The Institute provided a rich dataset of related training opportunities (e.g. managers training in ‘dealing with difficult conversations’ or ‘GDPR Roadshow’) but this training feel outside the more specific career development scope of this report. The IoO also provided a rich dataset of UCL career support undertaken by their staff. In the current report such data are represented separately as provided by the source (see section III and below). The IoO runs a number of other research and training seminars; only data from the ones that include explicit career support components were included in the above table. The IoO indicated that they collect feedback in many of the above schemes but did not always provide the content of this feedback, hence this was designated as N/A above.

What did staff at the IoO say in the 2021 survey:

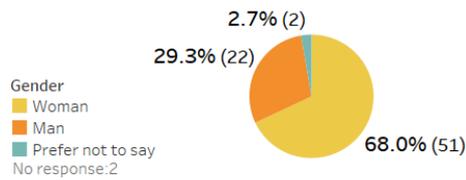
INSTITUTE of OPHTHALMOLOGY

RESPONSE RATE: **37%**

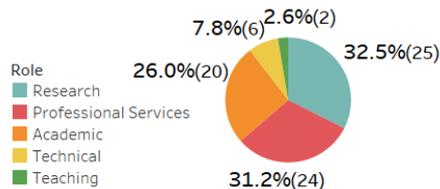
RESPONSES: **77** of 208

STAFF OPINION SURVEY 2021

% of Respondents per Gender



% of Respondents per Role



Notice: The participant numbers do not add up to 77 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE

i	QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
			MEN	WOMEN	MEN	WOMEN
			AGREEMENT SCORE SCALE			
EXPLORE THE FULL RESULTS _ THIS PAGE SHOWS THE KEY QUESTIONS ASKED REGARDING CAREER DEVELOPMENT AND THE AVERAGE AGREEMENT SCORE ACROSS COLLEAGUES IN EACH QUESTION AND OVERALL _ THERE IS A BREAKDOWN BY GENDER AND ROLE * ONLY PARTICIPANTS SELF-IDENTIFIED AS MEN OR WOMEN WERE INCLUDED IN THESE NUMBERS TO AVOID HAVING IDENTIFIABLE RESPONSES. * Q6 AND Q7 WERE ADDRESSED TO ACADEMIC / RESEARCH AND TEACHING STAFF ONLY	Q1. My Institute/Division supports my career development	68%	64%	75%	75%	64%
	Q2. Decisions about appointments are made fairly	66%	68%	68%	100%	60%
	Q3. Decisions about promotion/regrading are made fairly	67%	75%	73%	75%	55%
	Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	68%	68%	68%	75%	67%
	Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	67%	70%	74%	75%	58%
	Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	73%	65%	82%		
	Q7. I am satisfied with the training opportunities available to assist my career development	72%	75%	70%		
		69%	69%	73%	80%	61%

Figure 13: Faculty staff survey responses from Institute of Ophthalmology related to career development questions, with information on gender and job role

UCL Level of Provision –Uptake by staff of the Institute of Ophthalmology

Available data for the uptake of UCL opportunities by IoO staff revealed that a comparable proportion of total staff in relation to other Divisions in the Faculty (~20%; 2019-20: 51 and 2020-21: 32) took part in a wide set of the available schemes. All grades and roles appeared to participate in such opportunities but qualitative feedback indicated that Covid19 has affected interest in such opportunities. Only four members of staff took part in Leadership schemes, none in senior schemes such as the ‘Senior Women in Leadership’. Data on gender were not sufficient to draw firm conclusions. Events of the Neuroscience Career Network, ACO Schemes, Arena Fellowship and Training Events and UCL Career 1-to-1 Support Appointments were the most attended opportunities.

Participants per Role, Grade and Gender

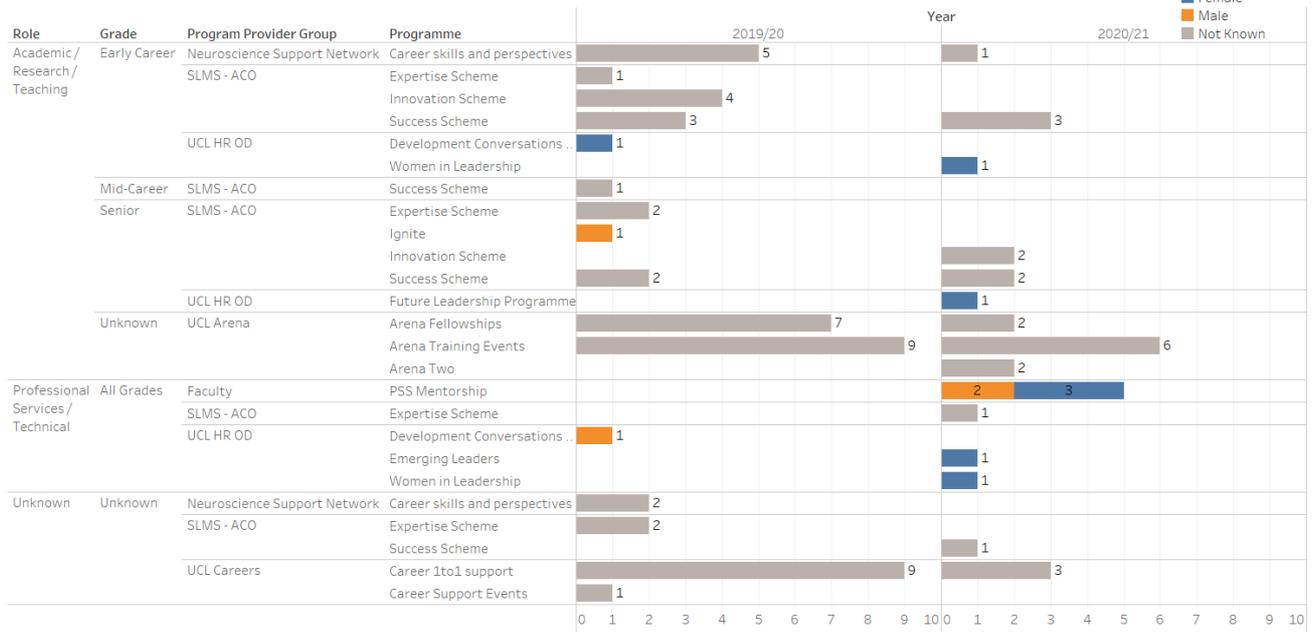


Figure 14: Data on IoO participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. The IoO offers a wide range of career development support opportunities to its staff, including a mentorship scheme, promotion, appraisal and grant application support workshops and several staff support networks. The IoO has one of the Faculty’s highest average satisfaction rating (69%) with career development support among staff and the highest score among PSS and TS. Indeed, the IoO is particularly commendable for a. the most extensive career support provision for PSS and TS in the Faculty and b. the availability of both quantitative and qualitative data around many, carefully targeted and organized career development opportunities and c. no evidence of gender inequality, apart from an apparent greater satisfaction among PSS and TS men than women.

Gaps and Challenges Identified. Uptake and satisfaction data were not always available and uptake of UCL leadership and other schemes could be enhanced, as can mentorship, particularly if/when Covid19 is no longer an issue. Also, survey feedback revealed female PSS and TS are less satisfied than men (please note that this may be partly an artefact of unequal numbers in this category) with career development support opportunities.

Recommendations

1. Explore the inequality revealed by the survey data in greater depth.
2. Use no 1 to enhance career development support provision for female PSS and TS;
3. liaise with Faculty to formalize ‘local’ data gathering, storage and monitoring;
4. increase and monitor staff awareness of UCL career development opportunities.

Division of Psychology and Language Sciences

Table 7: PaLS Data on Provision by AS Committee

2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff	
Staff Grade	6	7	8	9	10	5-9	3-8	
Promotion Workshop						Regrading Meetings		
Open to 2019-20	√	√	√	√	x	x	x	
Open to 2020-21	x	X	x	x	x	x	x	
Uptake 2019-20	x	2M/7F	1M/2F	2M/2F				
Satisfaction 2019-20		100%/80%	90%/90%	85%/80%				
Leadership Scheme(s)						Leadership Scheme(s)		
Open to	x	X	x	x	x	x	x	
Appraisal Meetings						Developm. Reviews		
Open to	√	√	√	√	√	√	√	
Uptake 2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Uptake 2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Satisfaction	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Mentorship Scheme						Mentorship Scheme(s)		
Open to	√	√	√	√	√	x	x	
Uptake 2019-20& 20-21	0M/1F	1M/16F	0M/3F	3M/7F	0M/2F			
Satisfaction 2019-20	<i>Low response rate ~ Covid19: 5/6 mentees positive</i>							
Satisfaction 2020-21	N/A	N/A	N/A	N/A	N/A			
Support Networks ECRs career support	<i>PALS Career Talks; CEHP ECRs Group; Chandler House ECRs Group. Small participation and no data on first two. Data below are from Chandler House</i>						Support Networks	
Open to	√	√	√	x	x			
Uptake 2019-20	N/A	N/A	N/A					
Uptake 2020-21	0M/3F	0M/1F	0M/4F					
Satisfaction	N/A	N/A	N/A					

Notes

- Data provided by Jane Warren, PALS AS Chair, supplemented by Aikaterini Fotopoulou, Faculty Gender Equity Lead and former PALS AS Career Transition Lead. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification.
- PALS is aware that its staff can take part in several other UCL career development and EDI schemes and networks, but specific data were not available, or monitored. These schemes are presented separately in this report (see Section III and below).
- PALS monitors appraisals at the time of AS submission and has implemented a number of related actions, but the process does not seem to be regularly monitored.
- PALS runs a number of other research and training seminars; only data from the ones that include explicit career support components were included in the above table.
- PALS's mentorship scheme runs in 2-year cycles, an average 20% decline in participation was noted during the Covid19 period. It is unclear whether a new cycle will start after the completion of the 2021 one.

What did staff at PALS say in the 2021 survey:



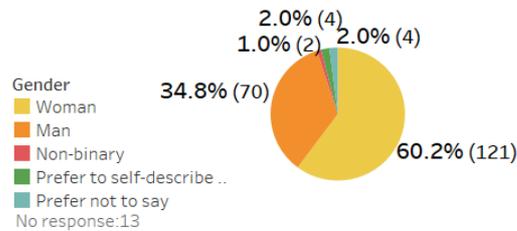
**PSYCHOLOGY and
LANGUAGES SCIENCES**

STAFF OPINION SURVEY 2021

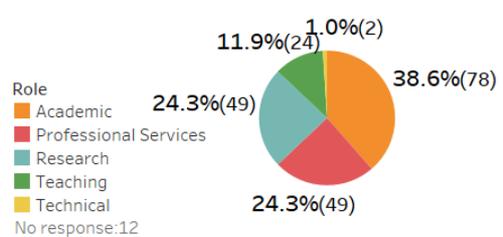
RESPONSE RATE: **49%**

RESPONSES: **214** of 435

% of Respondents per Gender



% of Respondents per Role



Notice: The participant numbers do not add up to 214 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE

i	QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
			MEN	WOMEN	MEN	WOMEN
			EXPLORE THE FULL RESULTS			
<p>EXPLORE THE FULL RESULTS</p> <p>THIS PAGE SHOWS THE KEY QUESTIONS ASKED REGARDING CAREER DEVELOPMENT AND THE AVERAGE AGREEMENT SCORE ACROSS COLLEAGUES IN EACH QUESTION AND OVERALL</p> <p>THERE IS A BREAKDOWN BY GENDER AND ROLE</p> <p>* ONLY PARTICIPANTS SELF-IDENTIFIED AS MEN OR WOMEN WERE INCLUDED IN THESE NUMBERS TO AVOID HAVING IDENTIFIABLE RESPONSES.</p> <p>* Q6 AND Q7 WERE ADDRESSED TO ACADEMIC/ RESEARCH AND TEACHING STAFF ONLY</p>						
	Q1. My Institute/Division supports my career development	69%	73%	68%	69%	67%
	Q2. Decisions about appointments are made fairly	67%	74%	65%	59%	64%
	Q3. Decisions about promotion/regrading are made fairly	61%	70%	59%	48%	59%
	Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	64%	70%	61%	67%	58%
	Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	61%	66%	59%	63%	55%
	Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	58%	59%	57%		
	Q7. I am satisfied with the training opportunities available to assist my career development	64%	68%	63%		
		63%	68%	62%	61%	61%

Figure 15: Faculty staff survey responses from Psychology and Language Sciences related to career development questions, with information on gender and job role

UCL Level of Provision –Uptake by staff at PALS

Available data for the uptake of UCL opportunities by PALS staff revealed that a comparable proportion of total staff in relation to other Divisions in the Faculty (2019-20: 94 and 2020-21: 53; ~20% and ~12% respectively) took part in a wide set of the available schemes. All grades and roles appeared to participate in such opportunities. Data on gender and grades were not sufficient to draw firm conclusions. Events of the Neuroscience Career Network, UCL Arena and UCL Careers 1-to-1 Support Appointments were the most attended opportunities.

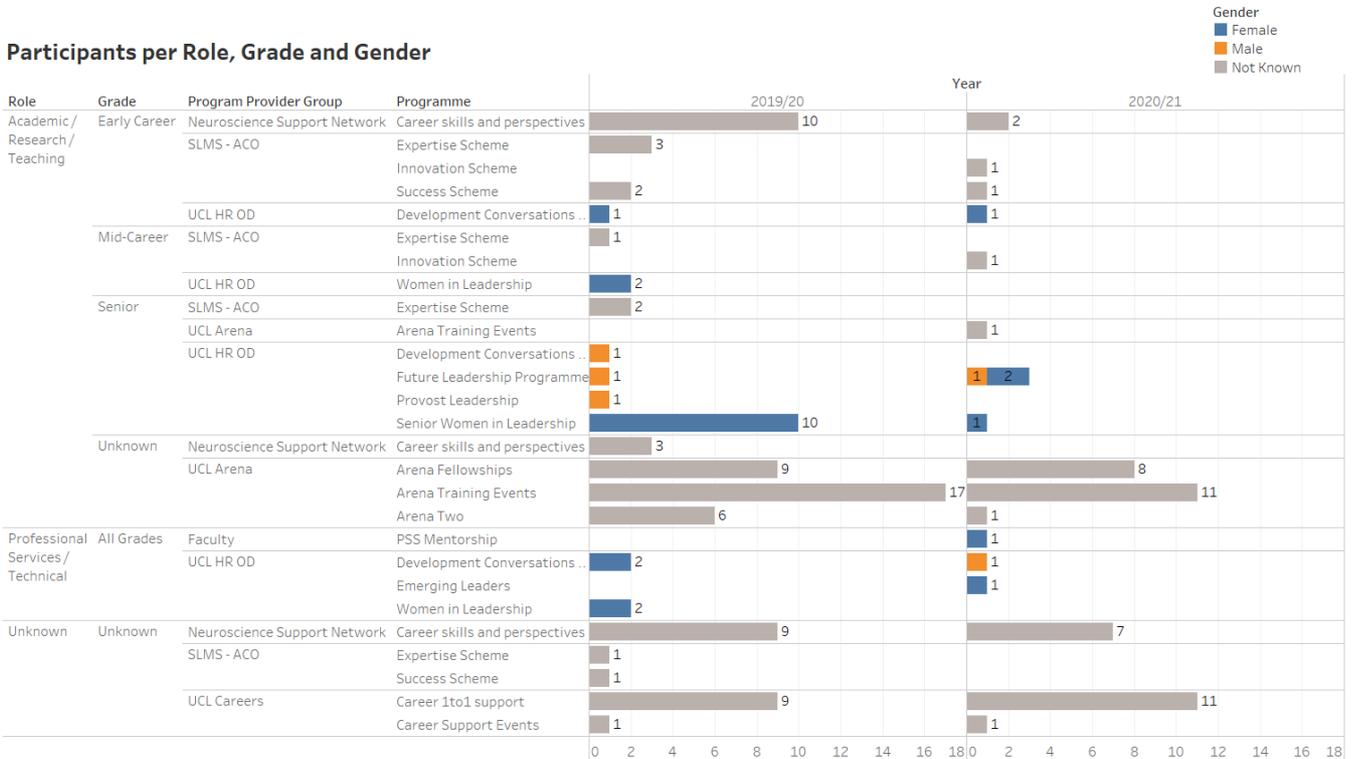


Figure 16: Data on PaLS participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. PALS offers certain career development support opportunities to its staff, including a dedicated mentorship scheme, promotion workshop, and ECRs support networks in certain of its sub-departments. Although not formal schemes or seminars, PALS organizes many career support-related communications, such as Sophie Scott’s podcast ‘What Works’.

Gaps and Challenges Identified. Only minimal data on uptake and satisfaction data were available and it is not clear who oversees some of PALS schemes and initiatives and whether they will continue. PALS does not appear to offer any career support to its PSS and TS. Some areas of support, such as grant application, appraisals training and peer support through networks are missing. PALS’s average satisfaction rating with career development support (63%) is higher to only one other Division in the Faculty, with women in academic, research and teaching roles being less satisfied than men and rating decisions regarding career progression as less fair.

Recommendations

1. Increase career development support provision to cover missing areas.
2. Explore the inequality revealed by the survey data in greater granularity and where possible with further qualitative data analysis.
3. Use no 2 to enhance career development support provision for female staff and PSS and TS;
4. liaise with Faculty to formalize ‘local’ data gathering, storage and monitoring;
5. increase and monitor staff awareness of UCL career development opportunities.

Ear Institute

Table 8: EI Data on Provision by AS Committee							
2019-21	Res & Teach (Early Career)		Academic/Res & Teaching			PS Staff	Technical Staff
Staff Grade	6	7	8	9	10	5-9	3-8
Promotion Meetings						Regrading Meetings	
Open to	x	x	x	x	x	x	x
Leadership Scheme(s)						Leadership Scheme(s)	
Open to	x	x	x	x	x	x	x
Appraisal Meetings						Developm. Reviews	
Open to	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mentorship Scheme(s)	Shared with IoO					Mentorship Scheme(s)	
Open to	√	√	√	√	√	x	x
Uptake 2021-2	1F	1F	x	x	x		
Satisfaction	positive	positive					
Support Networks Career & Grant Support	<i>ECRs monthly career peer-support meetings; 2020 Online Early Career Support Day; 2021 ECRs Workshop & regular ECRs book club</i>					Support Networks	
Open to	√	√	√	x	x	x	x

Notes

- The following information was provided by Lucy Handscomb, Chair of AS Committee and Magdalena Zak, EI representative at Faculty ECRs Support Committee. Raw data, instead of percentages are provided as staff breakdown by grade and gender is not available at Divisional level
- Data on race and other protected characteristics are not represented here as there is minimal data availability on these characteristics and also at times the low baseline numbers can allow identification.
- The EI has joined the IoO's mentorship scheme for the first time in 2021, under a principle of reciprocity whereby mentees will be given mentors from IoO proportionally to the EI mentors offered.
- The EI ran a live online careers support day (Oct 2020) for ECRs, Data on uptake and satisfaction were not available as the staff member who organized the day was on maternity leave.
- ECRs at the EI also have monthly meetings organised and run by the ECRs themselves, including many career support elements.
- In 2021, EI run a workshop "Bridging the confidence gap" supported by UCL funding (UCL Research Staff Development Programme) and offered also to ECRs from IoO. Following this they run a monthly book club which seeks to identify the psychological mechanisms that affect performance and confidence at work and how to deal with them.

What did staff at the EI say in the 2021 survey:

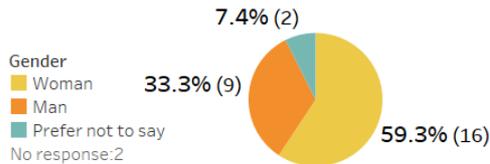


The EAR INSTITUTE
STAFF OPINION SURVEY 2021

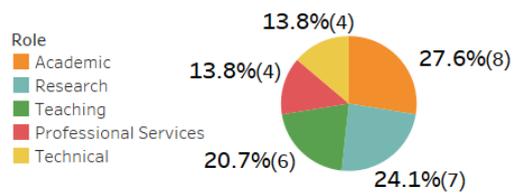
RESPONSE RATE: **44%**

RESPONSES: **29** of 66

% of Respondents per Gender



% of Respondents per Role



Notice: The participant numbers do not add up to 29 in some graphs because there were no recorded answers to the relevant questions

CAREER DEVELOPMENT BY GENDER AND ROLE

i	QUESTIONS	AVERAGE % AGREEMENT	ACADEMIC/RESEARCH/TEACHING		PROFESSIONAL SERVICES/TECHNICAL	
			MEN	WOMEN	MEN	WOMEN
EXPLORE THE FULL RESULTS _ THIS PAGE SHOWS THE KEY QUESTIONS ASKED REGARDING CAREER DEVELOPMENT AND THE AVERAGE AGREEMENT SCORE ACROSS COLLEAGUES IN EACH QUESTION AND OVERALL _ THERE IS A BREAKDOWN BY GENDER AND ROLE * ONLY PARTICIPANTS SELF-IDENTIFIED AS MEN OR WOMEN WERE INCLUDED IN THESE NUMBERS TO AVOID HAVING IDENTIFIABLE RESPONSES. * Q6 AND Q7 WERE ADDRESSED TO ACADEMIC / RESEARCH AND TEACHING STAFF ONLY	Q1. My Institute/Division supports my career development	67%	83%	60%	67%	58%
	Q2. Decisions about appointments are made fairly	67%	75%	69%	50%	63%
	Q3. Decisions about promotion/regrading are made fairly	63%	75%	68%	25%	63%
	Q4. I receive helpful feedback on my career development through appraisals / developmental reviews	57%	71%	55%	42%	50%
	Q5. I am satisfied with the mentoring opportunities offered at my Institute/Division	45%	58%	40%	42%	42%
	Q6. I am satisfied with the support I receive at my Institute/Division regarding my attempts to seek external research funding	79%	80%	78%		
	Q7. I am satisfied with the training opportunities available to assist my career development	64%	58%	67%		
		63%	72%	62%	45%	55%

Figure 17: Faculty staff survey responses from the Ear Institute related to career development questions, with information on gender and job role

UCL Level of Provision – Uptake by Ear Institute Staff

Available data for the uptake of UCL opportunities revealed that a comparable (marginally higher) proportion (in relation to other Divisions in the Faculty) of total EI staff (2019-20: 22 and 2020-21: 19; ~23%) took part in a wide set of the available schemes. All grades and roles appeared to participate in such opportunities. Data on gender and grades were not sufficient to draw firm conclusions.

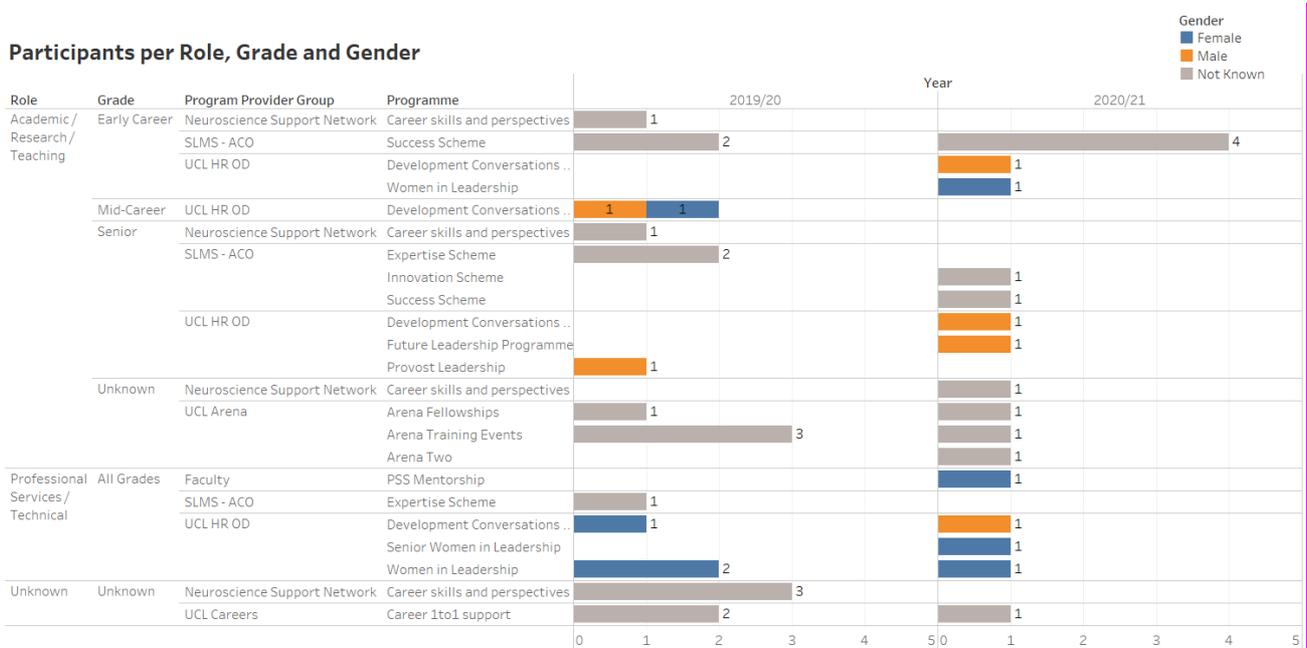


Figure 18: Data on EI participants in various career development schemes, with information on year, gender and job role

Overview and Analysis

Strong Points. The EI offers certain career development support opportunities to its staff, such as early career support events, a peer career support group and a recent pairing with the IoO for mentorship of some of its staff. The EI has the highest proportional uptake of UCL career support opportunities in the Faculty and staff showed relatively high satisfaction with the available grant application support.

Gaps and Challenges Identified. Only minimal data on uptake and satisfaction data were available, some areas of support, such as promotion application support, appraisals training and monitoring, peer support through networks for more senior staff are missing and given the small size of the Institute, there are concerns about how career support needs can be met. The EI does not appear to offer any career support to its PSS and TS, a lack which is reflected in the low satisfaction ratings of these groups in the staff survey. The EI's average satisfaction rating with career development support (63%) is higher to only one other Division in the Faculty, with women in academic, research and teaching roles being less satisfied than men and rating decisions regarding career progression as less fair, and vice versa among PSS and TS.

Recommendations

1. Pair with IoO and liaise with Faculty AS coordination efforts to increase career development support provision to cover missing areas and formalize 'local' data gathering, storage and monitoring.
2. Explore the inequality revealed by the survey data.
3. Use no 2 to enhance career development support provision for female staff and PSS and TS.

Appendix

1. Types of Staff Support Providers Deemed not Eligible

Many levels of provision, ranging from Office of Provost to Individual Divisions offer training and support opportunities to staff that were excluded as not specific to career progression.

Examples include:

Secondment opportunities

Description: Secondments can support career development particularly for PSS staff. Secondments are temporary positions within a different area of UCL, giving staff members access to roles for a short-term period (mostly 6-12 months, often covering staff maternity leave), so they can develop skills and experience necessary to advance to the next grade.

Eligibility: all UCL employees, depending on the role.

Uptake: no data available at Faculty-level

UCL Astrea Network

Description: A network for women in professional services roles at UCL. The network meets regularly to learn new skills, hear inspiring career stories and build connections with women at all levels across UCL. Full information [here](#).

Eligibility: All women in PSS at UCL.

Uptake: Data on uptake were not available at the Faculty level.

UCL Parents and Carers Together (PACT) Network

Description:

UCL Parents and Carers Together (PACT) is a volunteer-led grassroots network that was established in May 2014 to support staff members who are balancing new or ongoing caring responsibilities with work and to raise awareness of UCL policies that support parents and carers.

Eligibility: All staff at UCL.

Uptake: Data on uptake were not available at the Faculty level.

Innovation and Enterprise Training Sessions and Funding Opportunities

Description: Regular activities to educate, support and train staff interested in consulting, commercialization and partnerships, and how UCL can support staff to get started or try something new. The subjects include: Intellectual property, conflicts of interest, consultancy information, starting a business or social enterprise. The office also provides seed funding for industry collaboration and commercialization. Full information [here](#).

Eligibility: All staff with relevant research needs.

Uptake: The office has not responded to our requests for Faculty uptake data.

Certain Specific Learning and Development Opportunities by HR

Description: Various opportunities offered by HR for learning, skills development, as well as assistance with training such as [study assistance](#), [apprenticeships](#) or mobility programmes (e.g. [Erasmus](#)).

Eligibility: All staff with relevant needs. Further information contained in the links above, and [Learning and Development website](#).

ISD Digital Skills and Education Training

Description: Face-to-face training in areas such as data analysis, Office 365, programming, desktop applications, and other needs. Full information [here](#).

Eligibility: All staff.

2. List of Acronyms

ACO – Academic Careers Office
AS – Athena Swan
DoP – Division of Psychiatry
ECRs – Early Career Researchers
EDI – Equality, Diversity and Inclusion
EI – Ear Institute
FBS – Faculty of Brain Sciences
GDPR – General Data Protection Regulation
HR – Human Resources
IAT - Integrated Academic Training
IoN – Institute of Neurology
IoO – Institute of Ophthalmology
IoPD – Institute of Prion Diseases
ISD – Information Services Division
LMS – Life and Medical Sciences
OD – Organisational Development
OoP – Office of the Provost
PACT – Parents and Carers Together
PALS – Division of Psychology and Language Sciences
PSS – Professional Services Staff
TS – Technical Staff
UCL – University College London

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Our vision is that the Faculty of Brain Sciences is recognised as an inclusive and fair place to work, study and progress one's career, with students, staff and leadership well educated about and engaged with EDI values.

<https://www.ucl.ac.uk/brain-sciences/about-faculty/equality-diversity-and-inclusion>

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COVER PHOTO: Matt Clayton