

# UCL BRAIN SCIENCES EQUALITY, DIVERSITY, AND INCLUSION STRATEGIC PLAN 2019-2025

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Faculty of Brain Sciences

# UCL BRAIN SCIENCES EQUALITY, DIVERSITY AND INCLUSION STRATEGIC PLAN 2019/20-2024/25

## ABOUT US

**VISION** - where we should go and why

The Faculty of Brain Sciences is recognised as an inclusive place to work and study, with students, staff and leadership well educated about and engaged with EDI values.

**MISSION** - who we are, how we work toward our vision, and what makes us unique

We strive to make Brain Sciences a place where everyone values diversity and proactively monitor how we work to ensure equality of opportunity. We recognise that everyone in the Faculty has a role to play in creating a culture that has belonging and inclusion at its heart.

**CORE VALUES** - guiding principles of our work and how we operate

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. Equality of opportunity will only exist when we recognise and value difference and work together for inclusion.

Diversity is when we recognise, respect and value difference in its broadest sense. It is about creating a culture and practices that recognise, respect, value, and embrace difference for everyone's benefit.

Inclusion refers to an individual's experience within the workplace and in wider society, and the extent to which they feel valued and included.

**TODAY** - where we are now (2022)

SWOT analysis in Appendix

## GOALS

**LONG-TERM GOALS** - what we will do to realize our vision

1. Develop strong leadership and governance of EDI
2. Increase engagement of all staff and students in improving the Faculty culture
3. Advance knowledge of, share and adopt best practice in EDI
4. Reduce existing inequalities in admissions, support, participation and awards for all students
5. Reduce existing inequalities in recruitment, access to career development opportunities and progression for all staff.
6. Champion a culture of belonging, accessibility, and inclusion for all identities.

Our self-evaluation framework has informed the strategic priority areas for recent and current years, as shown below.

### **2019/20 Goals focus on Planning and Preparation**

- Develop and promote initial FBS EDI strategy
- Refresh membership of FBS EDI committee. Leads for gender, race and disability equality identified. Sub-committees for gender and race established with regular meeting schedule.
- Divisional/institute leads (Deputy directors for EDI) established in IoO, Psychiatry & PALS
- Increased FBS expertise by UCL AS mock participation
- Responded to COVID pandemic through development of the *No-carer left behind principle* in PALS, subsequently taken up by UCL as new HR no-detriment policy for staff <https://www.ucl.ac.uk/human-resources/covid-19-support/coronavirus-hr-policies-and-guidance/no-detriment-principle-staff-covid-19>. Provided advice to managers for supporting BAME staff during COVID lockdown & remote working
- Development of Delphi model for governance of AS SAT teams & Delphi template for Athena SWAN application writing.
- Trial and evaluation of online training session titled Racialised Implicit Bias Training, focussing on sociological aspects that drive our thinking behind racism, 'race' and whiteness, and intersectionality.
- Development of training module for new Athena SWAN members
- Development of training webinar for Athena SWAN teams on creating SMART action plans and communicating impact
- IoN successfully applied for Silver AS Award

### **2020/21 Goals focus on Leadership and Governance of EDI, and Communication and Engagement**

- Ensure resourcing required to implement culture change: Directors of EDI in departments, additional Equity Leads appointed at Faculty-level
- Raise profile and ensure visibility of EDI agenda and initiatives within faculty and divisional/institute agendas through enhanced comms strategy.
- Analysis of HR data to produce 2021 FBS Staff Data Report
- Analysis of staff survey data to produce report
- Development of exit interview process for staff and PhD students leaving UCL and piloted in PALS
- Promotion and adoption of Delphi Model for governing an effective AS SAT, reporting to Charter and promoting equality throughout FBS
- Creation of Curriculum Workshops with Programme leads to discuss ways of diversifying their curriculum.
- Development of guidance for all staff to follow when organising meetings and events about requesting information about and responding to accessibility adjustments
- FBS Staff Survey launched to support benchmarking of inclusivity of culture at both Faculty and Institute/Division levels
- IoO & PALS successfully apply for Silver AS Award and Prion Diseases for Bronze.

### **2021/22 Goals focus on Culture and Staff Development**

- Faculty EDI strategy planning document updated and extended
- Faculty EDI self-evaluation framework developed
- Analysis of focus group data to produce report on Ethnic Minority Experiences in Brain Sciences

**SHORT-TERM GOALS** - what will be done YR1, YR2, YR3, etc.

Data collection and analysis to produce FBS Career Development Report

- Bullying and harassment training to be delivered to priority groups e.g. PhD students and ECRs.
- Exit interview process revised and rolled out across FBS.
- Improvement of intercultural competence through Faculty workshops, and input into wider UCL initiatives.
- EDI research fund established.
- Inclusive recruitment training developed
- Carers fund launched.
- PS&T initiatives, e.g. Away Day in June 2022.
- Piloting of Teachly project to enhance educational experience and reducing race awarding gap
- Launched Science of Bias module as mandatory training for undergraduates in the faculty.
- DoP and EI awarded Silver AS Award.
- YR2 of FBS Staff Survey to support monitoring of EDI impacts at both Faculty and Institute/Division levels

Our self-evaluation framework informs the strategic priority areas for future years, as shown below.

### **2022/23 Goals focus on Educational Experience and Staff Development**

- Work closely with schools and specialist organisations to widen participation of underrepresented groups, including PGT and PGR.
- Develop a decolonised and accessible curriculum.
- Provide our diverse student cohort a truly inclusive, personalized teaching and learning experience
- Review and evaluate assessment systems and practice to ensure fairness.
- Implement contextual offers for BAME students on our u/g programmes and monitor progress.
- Reduce the awarding gap.
- Ensure equitable recruitment and progression for all staff.
- Embed EDI contributions into career frameworks, such as appraisals.
- Create career development opportunities and support for underrepresented groups and staff with caring responsibilities.
- Ensure mentoring and coaching is available to all staff.
- Investigate whether consultancy, industry research projects, UCLB projects, etc are representative of the demographics of our faculty
- Begin work to recruit our share of 50 Black academics for UCL in 3 years (21/22-23/24).
- YR3 of FBS Staff Survey to support monitoring of EDI impacts at both Faculty and Institute/Division levels

### **2023/24 Goals focus on Educational Experience and Beaconing Good Practice**

- Work closely with schools and specialist organisations to widen participation of underrepresented groups, including PGT and PGR.
- Develop a decolonised and accessible curriculum.
- Provide our diverse student cohort a truly inclusive, personalized teaching and learning experience
- Review and evaluate assessment systems and practice to ensure fairness.
- Implement contextual offers for BAME students on our u/g programmes and monitor progress.
- Reduce the awarding gap.
- Ensure Brain Sciences EDI work is visible across UCL and beyond.

- Enhancing our intersectional work to support Divisions/Institutes in their Athena SWAN awards.
- Lobby UCL to re-apply for the Disability Standard
- Inform and shape wider UCL EDI initiatives.
- Equality practice within the Faculty is seen as sector-leading.
- Develop and rigorously evaluate policies for equality issues.
- Complete work to recruit our share of 50 Black academics for UCL in 3 years (21/22-23/24).
- YR4 of FBS Staff Survey to support monitoring of EDI impacts at both Faculty and Institute/Division levels

#### **2024/25: Goals focus on Beaconing Good Practice and Culture**

- Ensure Brain Sciences EDI work is visible across UCL and beyond.
- Enhancing our intersectional work to support Divisions/Institutes in their Athena SWAN awards.
- Lobby UCL to re-apply for the Disability Standard
- Inform and shape wider UCL EDI initiatives.
- Equality practice within the Faculty is seen as sector-leading.
- Develop and rigorously evaluate policies for equality issues.
- Prion Diseases to apply for Silver Award
- Further develop our staff and students' education in equalities issues including understanding of bullying and harassment.
- Ensure action in response to trends in bullying and harassment data.
- Champion a culture of belonging, accessibility, and inclusion for all identities.
- Embed EDI as part of the everyday language and decision making in all aspects of Faculty life.
- Establish a meaningful Faculty workload model.
- Provide increased support for international staff and students regarding immigration and cultural adjustment.
- YR5 of FBS Staff Survey to support monitoring of EDI impacts at both Faculty and Institute/Division levels
- Formulate new strategy for 25/26-30/31

#### **MEASUREMENTS OF SUCCESS -** what benchmarks will be used as indicators of success

1. Increased EDI resource and leadership across the Faculty
2. Increased availability and uptake of EDI related training
3. Silver Athena SWAN awards and working towards Gold in all Divisions/Institutes.
4. Establishment of FBS EDI research centre.
5. Significantly reduced inequities in admissions, participation and awards of those with protected characteristics for UG, PGT and PGR students demonstrated through survey responses (NSS, PTES) and qualitative data (focus groups, etc)
6. Significantly reduced inequities in recruitment, access to career development opportunities and progression for all staff demonstrated through increased representation of under-represented groups in staff and student body at all levels, and reduction of leaky pipeline for BAME, women, and disabled staff
7. Improvements in staff survey results demonstrating that staff groups and those with protected characteristics feel that they are valued, treated with respect, have equal access to career development

	support, are included, and have fair workloads. Increased confidence in staff and students in reporting of bullying and harassment as evidenced by survey results.
<b>RESOURCE ASSESSMENT</b> - infrastructure required to realize vision	<ol style="list-style-type: none"> <li>1. Faculty Equity Leads for Gender, Race, Disability, LGBTQ+, and Religion and Belief</li> <li>2. Active and effective Faculty subcommittees for Gender, Race, Disability LGBTQ+ equality and Religion and Belief</li> <li>3. Divisional/institute EDI leads (Directors and Inclusion Leads) &amp; Athena SWAN teams in all divisions/institutes</li> <li>4. Dedicated professional services staff to support the work to be done at both faculty and institute/division level: 2.0 FTE at Faculty Level, 3.0 FTE in institutes/divisions.</li> </ol>

<b>LIST OF CONTRIBUTORS AND ACKNOWLEDGEMENTS</b>	
<b>Contributors (alphabetical order)</b>	Anouchka Sterling Anna Cox Carolyn McGettigan Ciara Wright Jake Cable Katerina Fotopoulou Linda Ali Brown Manjula Patrick
<b>Acknowledgements</b>	Thanks to the FBS Equity Leads for their input and leadership.

<b>APPENDIX</b>	
<b>TODAY</b> - where we are now (2022)	<p>Strengths</p> <ul style="list-style-type: none"> <li>- Commitment from senior leadership to enhancing EDI evidenced through appointments of Vice Dean EDI, 1.0 FTE Faculty EDI Manager, 1.0 FTE Faculty EDI Coordinator and 2*1.0 FTE EDI Coordinators within Institutes.</li> <li>- 5 Equity Leads appointed to ensure Faculty-level initiatives targeting gender, race, disability, religion and belief, and LGBTQ+ equity.</li> <li>- Local engagement in EDI issues throughout FBS via Athena SWAN Chairs, Directors of EDI and Inclusion Leads in each department.</li> <li>- Effective communication mechanisms established, with EDI spotlight in Faculty newsletters.</li> <li>- Effective engagement mechanisms established, with successful launch of staff surveys and focus groups.</li> <li>- Strong engagement with the race awarding gap project for undergraduate students, with Awarding Gap lead working to specific strategy, and 'Teachly' project targeted at improving inclusion</li> </ul>

- Good practice in some Institutes/Divisions in getting high levels of engagement on bullying and harassment training & commitments from some institutes/divisions to enhance this.
- Good impact in some areas in terms of reducing visible bullying.
- 3 Institutes/Divisions have Silver AS awards and are working towards Gold. 3 Institutes/Divisions are working towards Silver.
- Vice Dean of Education and Faculty Tutor demonstrably committed to embedding EDI within their own strategies.
- Detailed understanding of career development in the Faculty through report created by Gender Equity Lead.

#### Weaknesses

- Only 4% of academic staff declared that they identify as disabled or neurodivergent, compared to 33% of UK working population.
- Leaky pipelines for female staff (81% UG female but only 34% Professors are female) and BME staff (56% UG BME but only 8% Professors).
- Lack of recognition: only 65% of staff feel EDI work is recognised; only 54% of staff feel EDI work is rewarded; only 55% of staff feel their achievements are recognised.
- Lack of diversity in leadership: less than 30% of Academic FET are women; 12% of Academic FET are from non-white ethnic groups; only 1 members of FET identifies as LGBTQ.
- BAME awarding gap exists: 19/20 gap mean = 2.89
- PS&T staff feel undervalued: 36% of PS&T staff feel their Institute/Division supports their career development equal to academic staff; 40% of PS&T staff feel they are valued, and treated with fairness and respect equal to academic staff.
- Bullying and harassment: 75% of staff who experienced or witnessed bullying and harassment did not report it.
- Inequity in feelings of inclusion: BAME, women and disabled staff scored lower than White, male and non-disabled staff (8% lower for BAME; 4% lower for women; 8% lower for staff with disabilities/neurodivergence)
- Workloads: 49% of staff feel that workloads are not allocated fairly.
- EDI roles are not consistently formally recognised within workloads.
- Varied resourcing of EDI within institutes and divisions.
- Limited data and understanding of the EDI issues that impact our students.
- Gaps in datasets due to legacy institutional databases.

#### Opportunities to

- Increase participation in EDI training courses related to bullying and harassment
- Increase importance of EDI work throughout all Faculty strategies, as UCL's new vision includes addressing inequality.
- Use local expertise to support EDI strategy, through funding research projects
- Use departmental EDI leads (Directors of EDI; Athena SWAN Chairs; Inclusion Leads; EDI PS support) to support delivery of EDI initiatives throughout FBS
- Engage with new Athena SWAN framework which could reduce burden of Athena SWAN and allow expanded focus on broader EDI.
- Use technology such as Teachly to improve teaching and learning experience

- Use UCL commitment to hire 50 Black Academics to improve our Faculty Academic diversity
- Embed EDI planning and delivery within wider Faculty initiatives

#### Threats

- Staff becoming jaded from EDI work not being recognised or rewarded, so no longer engaging.
- Lack of funding link to AS removing incentive for engaging with the framework.
- Ongoing COVID pandemic impacting marginalised groups the most.
- Lack of capacity of UCL EDI Team to deliver on pledges, resources and support.