



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Name of institution	University College London	
Department	Division of Psychiatry	
Focus of department	STEMM	AHSSBL
Date of application	31 st May 2022	
Award Level	Bronze	
Institution Athena SWAN award	Date: 18/10/2018	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Gemma Lewis	
Email	gemma.lewis@ucl.ac.uk	
Telephone	07912880023	
Departmental website	https://www.ucl.ac.uk/psychiatry/	

GLOSSARY

Abbreviation	Meaning
AS	Athena SWAN
MB BS	Bachelor of Medicine and Bachelor of Surgery
BAME	Black, Asian and Minority Ethnic
CMHS	Clinical Mental Health Sciences MSc programme
Division	Division of Psychiatry
ECR	Early Career Researcher (i.e. postdoctoral researcher)
EDI	Equality, Diversity and Inclusion
Faculty	Faculty of Brain Sciences
FT	Full-time
FTE	Full-time equivalent
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Authority
HR	Human Resources
HRBP	HR Business Partner (central UCL team, one per faculty)
M	Men
MHSR	Mental Health Sciences Research MSc programme
MSc	Master of Science
n	Number
ONS	Office for National Statistics
PGT	Postgraduate Taught (i.e. MSc)
PGR	Postgraduate Research (i.e. PhD)
PhD	Doctor of Philosophy
PS	Professional Services
PSS	Professional Services Staff
PT	Part-time
SAT	Self-assessment team
TM	Trial Manager
RA	Research Assistant
UCL	University College London
W	Women

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



Athena SWAN Team Advance HE
First Floor, Napier House
24 High Holborn
Holborn
London WC1V 6AZ

22 April 2022

Dear Athena SWAN Team

Athena SWAN Charter – Endorsement Letter

The Division of Psychiatry is committed to advancing gender equity. We are applying for an Athena SWAN silver award, after receiving Bronze in 2018 and Silver in 2013. I am personally committed to achieving a fair and equitable environment for all staff and students. To translate this commitment to action, I initiated the reorganisation of EDI structures to include advocacy for a broader range of protected characteristics including ethnicity. I have personally driven an improved appraisal and promotions process that is key to achieving our aims. I have taken a personal lead in increasing the retention of non-clinical women, and improving career development opportunities for Early Career Researchers.

The Division has demonstrated several key areas of impact since our 2018 submission:

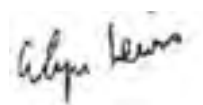
- Gender equity at professorial level: 40%W:60%M in 2018 to 50%W:50%M in 2021
- Retention and promotion of non-clinical women: 28% increase in non-clinical women at Grade 9 (Associate Professor)
- Increased leadership positions for women: the % of leadership positions occupied by women increased from 47% in 2019 to 53% in 2021. Four leadership roles awarded to early or mid-career women
- Improved working culture: 97%W:100%M agree that the Division supports flexible working (12% increase among women, closing the 2018 gender gap)
- Improved career development support:
 - 18% increase for women and men discussing promotion during appraisals
 - 24% increase among women and 6% among men for awareness of promotion opportunities and how to apply, closing the 2018 gender gap

- 35% increase among women and 54% among men for Early Career Researchers' awareness of career development opportunities, closing the 2018 gender gap
- 39% increase among women and 40% among men discussing flexible working during appraisals
- Increased proportion of men students: men MSc students increased by 8%, PhD students by 7%

Despite this progress there remain significant challenges concerning intersectionality, bullying and harassment and appraisals and promotions. Intersectional analyses have revealed inequalities relating to gender and race. BAME women are less likely to be appointed to academic posts (17%) compared with white women (21%) and men (24%), and BAME men (21%). Among PGT students, distinctions were awarded to 45% of BAME women, 73% of white women, 57% of BAME men and 67% of white men. Women also continue to experience higher levels of bullying and harassment than men (13%W:0%M). There is still evidence of gender differences in satisfaction with appraisals (64%W:83%M) and promotions (50%W:96%M). Our Action Plan addresses these key challenges.

At the heart of our comprehensive Action Plan is a desire to maintain and increase the active involvement of staff and students in efforts to improve our culture and support gender equity. Since our last Athena Swan submission, we have consolidated the structures that allow all staff and students to meet their peers and organise actions to improve their working environment. Athena SWAN and EDI are now standing items on newsletters and committees across the Division. We have nurtured a strong culture of empowering staff and students to initiate positive changes, with supporting structures that create a vibrant and inclusive work environment.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Division.



Total word count: 554

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Division of Psychiatry conducts world leading research on the causes, treatment and prevention of mental health problems. Staff and students belong to one of four departments within the Division:

- Epidemiology and Applied Clinical Research (78W:25M)
- Mental Health Neuroscience (21W:11M)
- Mental Health of Older People (32W:15M)
- Marie Curie Palliative Care (19W:5M)

The Division sits within the Faculty of Brain Sciences, which is one of four Faculties in Life and Medical Sciences (Figure 2.1).



Figure 2.1. The Division's position within UCL structures, highlighting the relationship with local NHS Trusts.

The Division is located in Maple House (Figure 2.2), close to Euston Station.



Figure 2.2. Maple House; location of the Division of Psychiatry.

The Division is close to the main UCL campus (Figure 2.3) and next to University College London Hospital (UCLH). The Division has close collaborative partnerships with local NHS Mental Health Trusts, in particular Camden and Islington NHS trust.

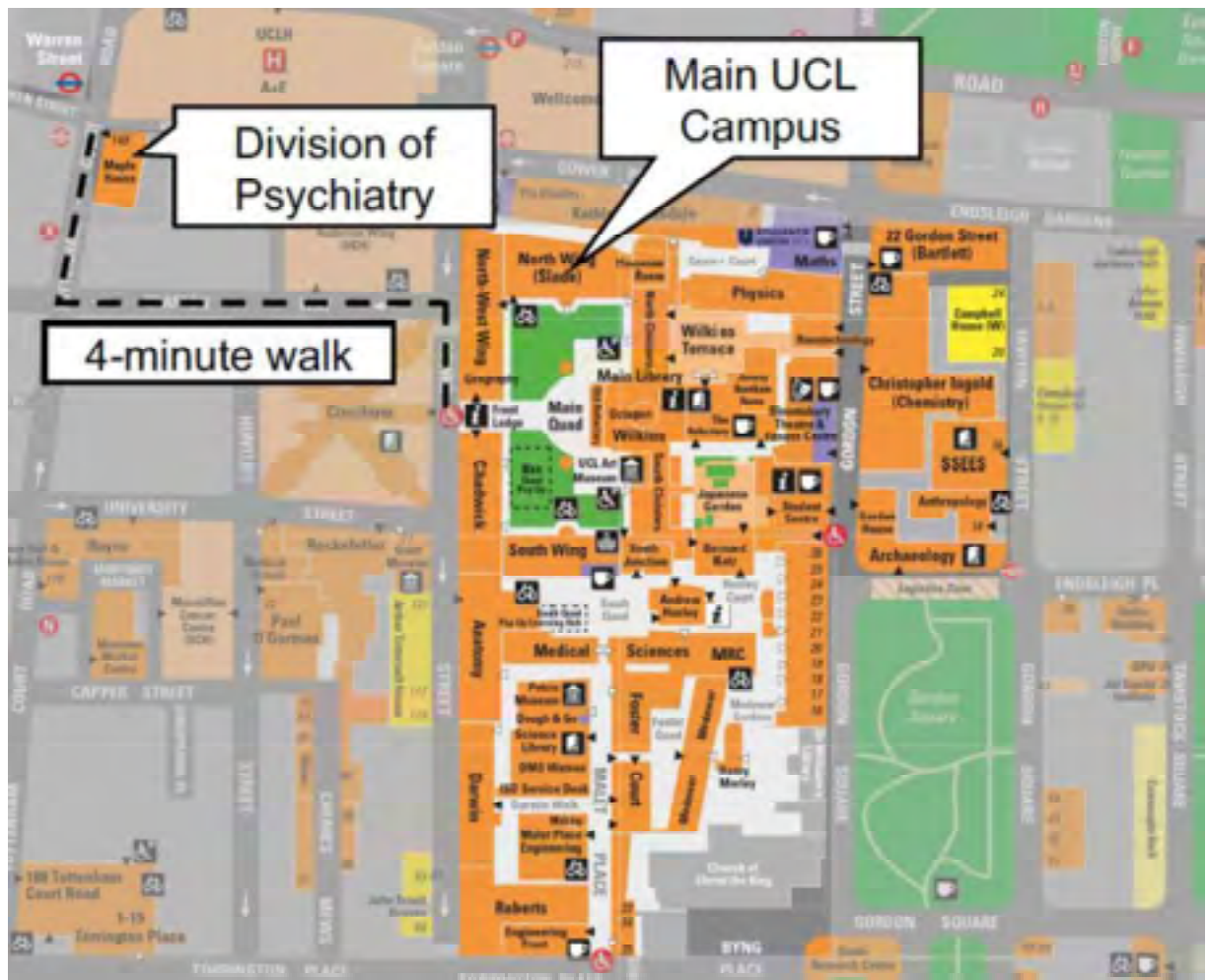


Figure 2.3. Location of the Division of Psychiatry (Maple House) in relation to the main UCL campus.

The Division runs three PGT courses (Table 2.1). Content overlaps and students are generally considered one cohort, although there are course-specific modules. As well as MSc (180 credits), options exist for shorter postgraduate certificates (60 credits) or diplomas (120 credits).

Table 2.1. PGT courses offered at the Division					
Name of course	Date launched	Further details	% of total cohort	Aimed primarily at	Duration
Clinical Mental Health Sciences (CMHS)	2014/15	Focus on clinical practice and its evidence base	~78%	Graduates - degree in psychology or a related scientific or social science discipline	FT: 1 year PT: 2 years Flexible: 2-5 years
Mental Health Sciences Research (MHSR)	2014/15	Focus on clinical practice and its evidence base	~18%	Graduates - professional health qualification (medicine, nursing, occupational therapy, psychology, social work)	FT: 1 year PT: 2 years Flexible: 2-5 years
Dementia: causes, treatments and research	2016/17	Offered jointly by the Division and Institute of Neurology	~4%	Graduates - degree in psychology or a related scientific or social science discipline	FT: 1 year PT: 2 years Flexible: 2-5 years

Total number of staff and students

The Division has 131 staff (74%W:26%M), 75 PhD students (76%W:24%M) and 163 PGT students (79%W:21%M) (Table 2.2).

Table 2.2. Total number of staff and students in 2020/21				
Position		Numbers		
		N	W:M	%W:%M
Staff	Research	74	58W:16M	78%:22%
	Academic	42	26W:16M	62%:38%
	Professional Services	15	13W:2M	87%:13%
	Total staff	131	97W:34M	74%:26%
Students	PhD	75	57W:18M	76%W:24%M
	PGT courses combined	163	128W:35M	79%W:21%M
	CMHS MSc	128	105W:23M	82%W:18%M
	MHSR MSc	29	18W:11M	62%W:28%M
	Dementia MSc	6	5W:1M	83%W:13%M
	Total students	238	185W:53M	78%:22%

Intersectional data are shown in Table 2.3, and analysed further according to national benchmarks in section 4.

Table 2.3. Intersectional data on staff and students in 2020/21					
Position		Numbers			
		Women		Men	
		BAME:White	%BAME:%White	BAME:White	%BAME:%White
Staff	Research	9:49	16%:84%	3:13	19%:81%
	Academic	3:23	12%:88%	1:15	7%:93%
	Professional Services	6:7	46%:54%	1:1	50%:50%
Students	PhD ^a	10:37	21%:79%	10:6	63%:37%
	PGT courses combined	60:68	47%:53%	17:17	50%:50%
^a Ethnicity data missing for 12 PhD students					

Governance

Professor Glyn Lewis (M) is Division Director and accountable to Faculty Dean, Professor Alan Thompson (M). The Deputy Director is Professor Gill Livingston (W). The Division is governed by an Executive Committee, which oversees all other committees (Figure 2.4) and meets monthly. The Advisory Board consists of all staff at Grade 8 or above and is consulted termly, to feed recommendations to the Executive Committee.

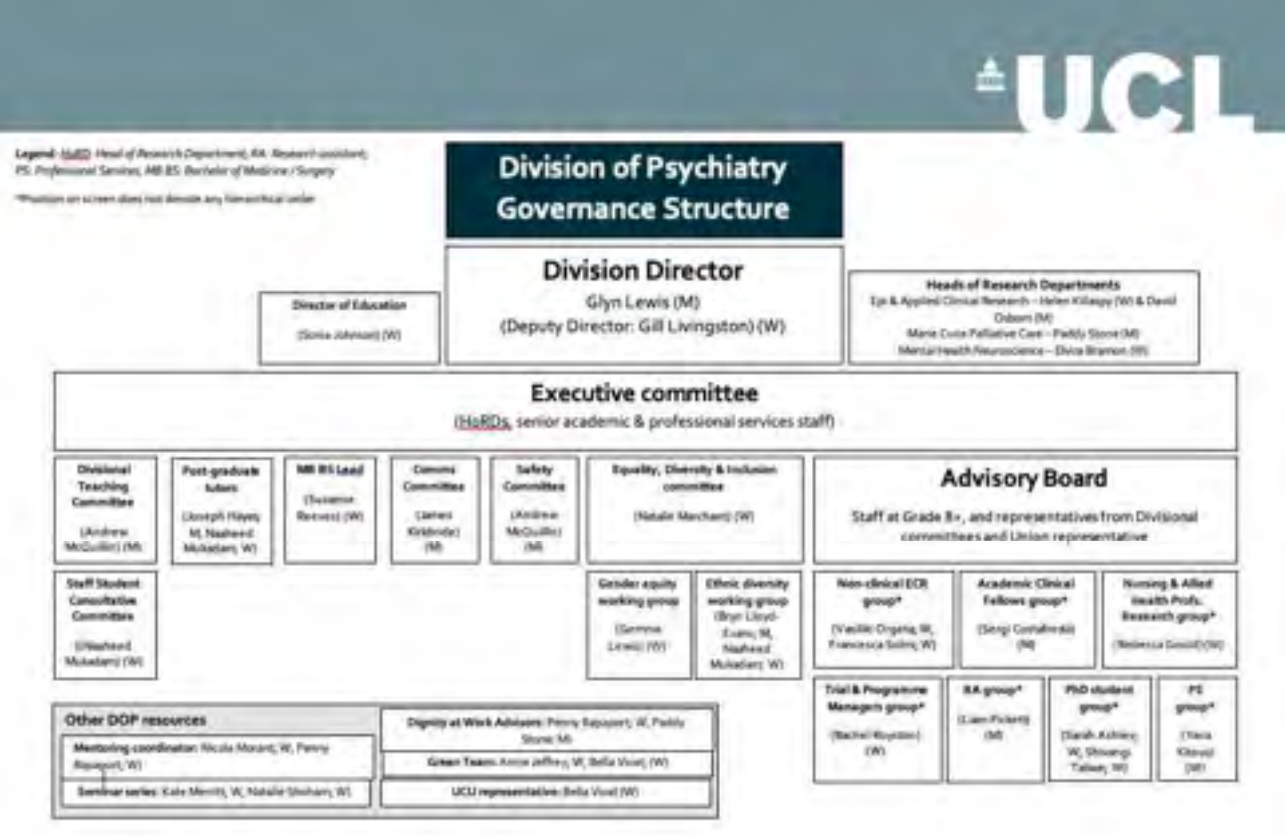


Figure 2.4. Organigram of the Division structure and its committees, with name and gender of committee chair/s .

Gender breakdown

The gender breakdown of the key leadership committees shown in Figure 2.4 is displayed in Table 2.4. The gender distribution of all other committees in Figure 2.4 is discussed in section 5.6.3.

The Executive Committee (46%W:54%M) and Divisional Teaching Committee (50%W:50%M) should match the gender distribution of Academic staff (62%W:38%M), leading to Action 2.1:

Action 2.1

Re-balance the gender distribution of the Executive Committee and Divisional Teaching Committee, to reflect Academic staff

The Heads of Research Departments and the Advisory Board closely resemble the gender distribution of Academic staff. The Director of Education and the MB BS lead are women. The EDI committee has an ECR (1W) and Professional Services (1W) representative, in addition to senior leadership, which explains the higher number of women on this committee.

All meetings are now held online due to COVID-19 and generally have >80% attendance.

Total word count: 463

Table 2.4. Gender breakdown of key leadership committees					
Name of committee	Composition of committee				
	Gender (%W:%M)	Academics (number)	Research (number)	PS (number)	PhD student (number)
Executive Committee ^a	46%W:54%M	11	2	2	0
Heads of Research Departments ^a	60%W:40%M	5	0	0	0
Divisional Teaching Committee ^a	50%W:50%M	9	0	4	0
Postgraduate Research Committee	88%W:12%M	1	1	2	4
Communications committee	77%W:23%M	1	2	3	0
EDI committee ^b	73%W:27%M	6	3	2	0
Athena SWAN SAT ^b	68%W:32%M	8	6	4	1
REED working group ^b	83%W:17%M	9	4	2	8
Advisory board ^c	67%W:33%M	45	14	2	11
^a Should be representative of senior Academic staff					
^b Should be representative of the Division					
^c Should be representative of staff at Grade 8 and above (mostly Academic staff, with smaller numbers of Research staff)					

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Restructuring EDI governance

The SAT was established in 2012 and attained a silver award in 2013. We applied for a silver renewal in 2016 but were unsuccessful and allocated a one-year extension. In 2018, we re-applied for silver and were awarded bronze. The main reason for losing our silver award was lack of evidence of impact, which we have since worked to address.

In September 2020, we re-structured our approach to EDI to include advocacy for a broader range of protected characteristics, in line with the Faculty approach (Figure 3.1).

This restructuring led to three newly created leadership positions:

- EDI committee Chair
- REED group Chair
- Disability group Chair

A new SAT chair was also appointed in September 2020.

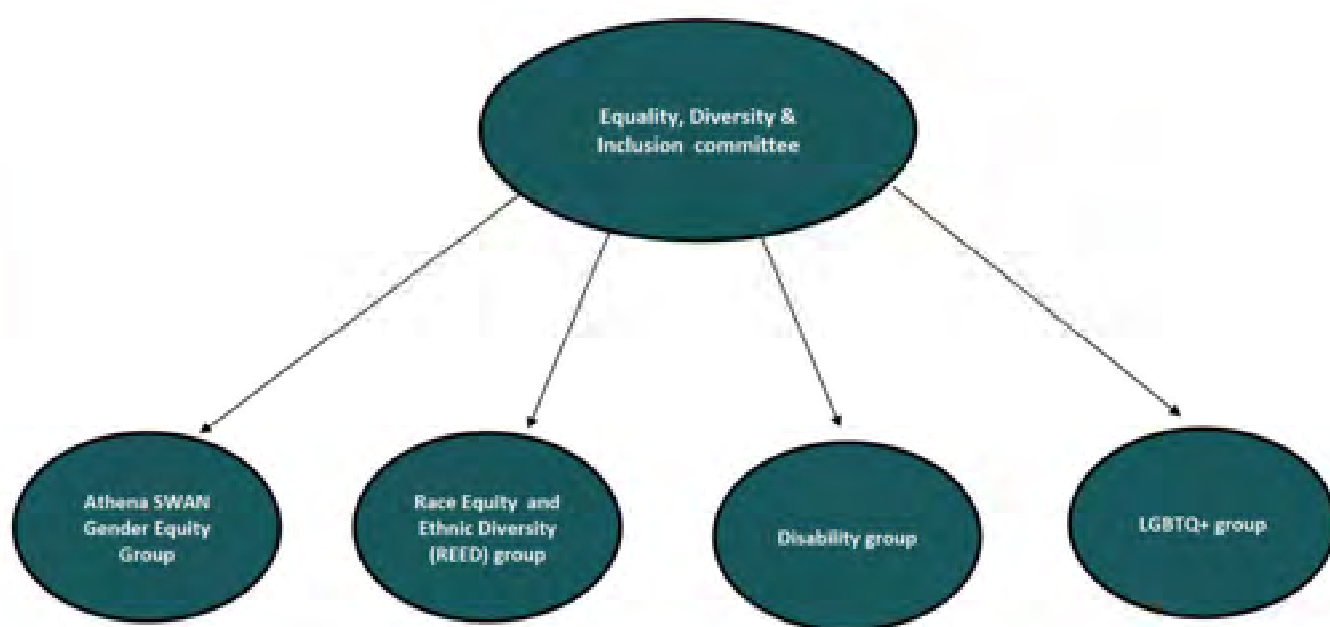





Figure 3.1: Structure of EDI committee and constituent working groups.

The three new leadership positions, and the role of SAT chair, were awarded to women early or mid-career researchers through open recruitment. This increased representation of women in prominent leadership roles, leading to Impact Box 1:




Impact Box 1: Four leadership positions for early or mid-career women	
Issue 	<u>In 2019:</u> <ul style="list-style-type: none"> • Lack of women in prominent leadership positions: • 14 leadership (decision making) positions in the Division, 47% occupied by women • No leadership positions occupied by early or mid-career researchers
Action/s 	<u>2019-21:</u> <ul style="list-style-type: none"> ✓ Divisional Executive Committee created three new EDI leadership roles ✓ A new SAT chair position was also advertised ✓ Roles advertised through open recruitment via email
Impact 	<u>By 2021:</u> <ul style="list-style-type: none"> • 17 leadership positions, 53% occupied by women (↑ 6%) • Four leadership positions occupied by early or mid-career researchers; all women who had never held a leadership position before

The AS SAT

Composition

We have expanded the SAT since our 2018 Bronze award, to broaden its representativeness and increase focus on intersectionality, leading to Impact Box 2:

Impact Box 2: Increased representativeness and diversity of SAT

Issue 	<u>In 2018:</u> <ul style="list-style-type: none"> • Certain groups not represented, including: • Trial managers (0) • Clinical psychologists (0) • Non-clinical Professors • Representative to work on intersectionality of gender and ethnicity
Action/s 	<u>2018-22:</u> <ul style="list-style-type: none"> ✓ Increased membership of under-represented groups through targeted open and equitable recruitment ✓ Several rounds of emails sent advertising positions on the SAT for certain roles within the Division
Impact 	<u>By 2022:</u> <ul style="list-style-type: none"> • Membership increased from 15 to 22 (64% W), including previously under-represented groups: • Trial managers (2W) • Clinical psychologist (1W) • Non-clinical Professor (1M) • Chair (1W) of REED is member of SAT, leading intersectionality • Increase in number of women with Institutional Citizenship roles

The SAT has 22 members (Table 3.1) (64%W:36%M). This is a higher proportion of men compared with the Divisional profile (74%W:26%M), but ensures that work to progress gender inequality is co-lead by allies.











We have an EDI Executive Assistant (1W) 0.4 FTE. The EA manages progress against the Action Plan, organises meetings, produces minutes, and develops and implements systems to record EDI data. We work closely with our faculty AS co-ordinator, who attends our SAT meetings, to ensure our approach reflects best institutional practice.













Our SAT is represented on Faculty and UCL-wide AS committees. Our SAT lead for outreach was recently appointed Faculty Outreach Coordinator. SAT members participate in UCL-wide AS mock panels and our application has been reviewed by UCL's internal mock panel.

The SAT lacks information on the experience of PGT students, most of whom are only at the Division for a brief time: 12 months if studying full-time, but longer if studying part-time or flexibly, leading to Action 3.1:

Action 3.1

Improve the SAT's knowledge of PGT student experiences by recruiting a PGT student/s to the SAT

Table 3.1. Current members of self-assessment team	
Nick Bass, Clinical Associate Professor	Christian Dalton-Locke, Project Manager and part-time PhD student
 <p>Joined Division in 2012 and SAT in 2017. Parents/carers, outreach sub-teams. Parent, experience of paternity leave, flexible working.</p>	 <p>Joined Division in 2016 and SAT in 2022. ECR and MSc student sub-teams.</p>
Sarah Dowling, Division Deputy Manager	Larisa Duffy, Trial Manager and part-time PhD student
 <p>Joined Division in 2012 and SAT in 2014. Professional Services sub-team. Parent, experience part-time and flexible working.</p>	 <p>Joined Division in 2014 and SAT in 2018. Trial Manager's sub-team. Parent, experience flexible working.</p>
Seema Duggal, Executive Assistant	Jacques Gianino, Division Manager
 <p>Joined Division and SAT in 2022. Professional Services sub-team and SAT project manager.</p>	 <p>Joined Division in 2011 and SAT in 2011. Professional Services sub-team. Experience part-time working.</p>
Jane Hahn, PhD student	James Kirkbride, Professor
 <p>Joined Division in 2020 and SAT in 2021. PhD student, culture and intersectional sub-teams.</p>	 <p>Joined Division in 2014 and SAT in 2018. Comms and intersectional sub-teams.</p>
Nancy Kouroupa, Trial Manager	Gemma Lewis, Research Fellow and SAT chair
 <p>Joined Division in 2020 and SAT 2022. Trial Managers and outreach sub-teams.</p>	 <p>Joined Division in 2015, SAT in 2018 and SAT chair since 2020. ECR, culture and intersectional sub-teams.</p>
Glyn Lewis, Head of Division	Natalie Marchant, Associate Professor and EDI committee chair

 <p>Joined Division in 2013 and SAT in 2013. Career development and culture sub-teams. Parent, experience part-time working.</p>	 <p>Joined Division in 2016, REED chair and SAT member since 2020. Parent, experience of maternity leave, part-time and flexible working.</p>
Nicola Morant, Associate Professor and mentoring co-lead	Naaheed Mukadam, Clinical Research Fellow and postgraduate research tutor
 <p>Joined Division in 2015 and SAT 2021. Mentoring sub-team. Parent, experience of part-time and flexible working.</p>	 <p>Joined Division in 2010 and SAT in 2018. PhD, clinical and intersectional sub-teams. Parent, experience part-time working.</p>
Llam Plkett, Research Assistant	Penny Rapaport, Clinical Research Fellow and mentoring co-lead
 <p>Joined Division in 2016 and SAT in 2017. Research Assistants sub-team.</p>	 <p>Joined Division in 2014 and SAT in 2021. Mentoring sub-team. Parent, experience flexible and part-time working.</p>
Charlotte Rawlinson, Research Assistant	Sarah Rowe, Associate Professor and Deputy Director of MSc
 <p>Joined Division in 2018 and SAT in 2022. Research Assistants sub-team.</p>	 <p>Joined Division in 2015 and SAT in 2021. MSc sub-team. Parent, experience of maternity leave and flexible working.</p>
Francesca Solmi, Research Fellow/Lecturer	Andrew Sommerlad, Clinical Research Fellow
 <p>Joined Division in 2015 and SAT in 2022. ECR and intersectional sub-teams.</p>	 <p>Joined Division in 2013 and SAT 2017. Career development, clinical sub-teams. Parent, experience of paternity leave and flexible working.</p>
Justin Yang, Research Fellow	Zuyu Wang, PhD student
 <p>Joined Division in 2019 and SAT in 2022. ECR and culture sub-teams.</p>	 <p>Joined Division and SAT in 2021. PhD and culture sub-teams.</p>

Recruitment and recognition

Members are recruited through emails sent to the whole Division. Membership is recognised at appraisals and in the criteria for promotion. We annually review and refresh membership, to ensure balanced representation. EDI contributions are not currently recognised in the Divisional workload model (section 5.6), leading to Action 3.2:

Action 3.2

Add EDI contributions to the workload model

Structure

The SAT is divided into sub-teams who work on specific action points from the Action Plan (Table 3.2).

Table 3.2. SAT sub-teams	
Sub-team	Function
Culture	Developing and promoting strategies to tackle bullying and harassment and improve well-being; ensuring equitable allocation of workloads and representation of role models
Communications	Developing strategies to improve inclusiveness of communication; promoting and advertising EDI initiatives
Career development	Enhancing appraisal and promotions processes, and networks, to mend leaky pipelines by improving retention
Mentoring	Developing and improving mentoring to enhance career development
Outreach	Designing activities to diversify recruitment of staff and students; promoting the work of the Division;; ensuring outreach work is distributed equitably
Parents and carers	Supporting staff with leave and caring responsibilities by ensuring

	connectedness and fair and equitable policies
Intersectionality	Reducing discrepancies in recruitment, PGT awards, pipelines according to gender and ethnicity
MSc students	Improving gender distribution of PGT courses; reducing discrepancies in recruitment and awards
Non-clinical ECRs	Encouraging cohesion and improving career development opportunities through networking and social capital among these groups
Non-clinical PhD students	
Clinical PhD students and ECRs	
Research Assistants	
Trial Managers	
Professional Services	

(ii) [an account of the self-assessment process](#)

Functioning of the SAT

The SAT meets once a month during core UCL hours (10am-4pm). Day and time alternates so that staff who work part-time or flexibly, with caring responsibilities, can regularly attend. During meetings, smaller working groups (sub-teams) report on their activity and receive feedback. Progress is monitored against the Action Plan. In March 2020, all meetings moved online.

Consultation

The SAT consults with the Division through annual staff and student surveys. Focus groups are also held, to identify problem areas and co-design Action Plans. To develop the 2022-27 Action Plan, the SAT held focus groups with:

- Research Assistants
- Trial Managers
- Professional Services
- Non-clinical ECRs
- PhD students

Athena SWAN is a standing item on all key decision-making committees. To keep staff and students informed about ongoing work, SAT members provide updates at Divisional meetings. The SAT chair regularly presents updates on data analysis, Action Plans and progress to the Executive Committee, EDI team and Advisory Group and receives feedback. The Division includes an EDI update as a standing item in the termly newsletter.

During the self-assessment process, the SAT consulted with critical friends including the UCL Institute of Ophthalmology and the central UCL EDI and AS teams. This application was reviewed by two UCL AS internal Mock Panels.

Collection of data

Self-assessment is an ongoing process based on a **data -> analysis -> action** cycle.

We collect data via:

Quantitative methods

- UCL EDI databases
- Staff and PhD student surveys

Qualitative methods

- Focus groups
- Event feedback
- Free text options in surveys

Staff and PhD student surveys

Surveys enable us to monitor the impact of actions and identify priority areas for future actions. Each survey questionnaire is reviewed and updated by our EDI groups. In response to feedback from staff and students, we recently changed our question on gender so that response options were non-binary and added a detailed question on ethnicity.

Since 2017/18, the response rate for the staff survey has decreased and there is a gender difference (69%W:60%M in 2020/21; Figure 3.2), leading to Action 3.3.

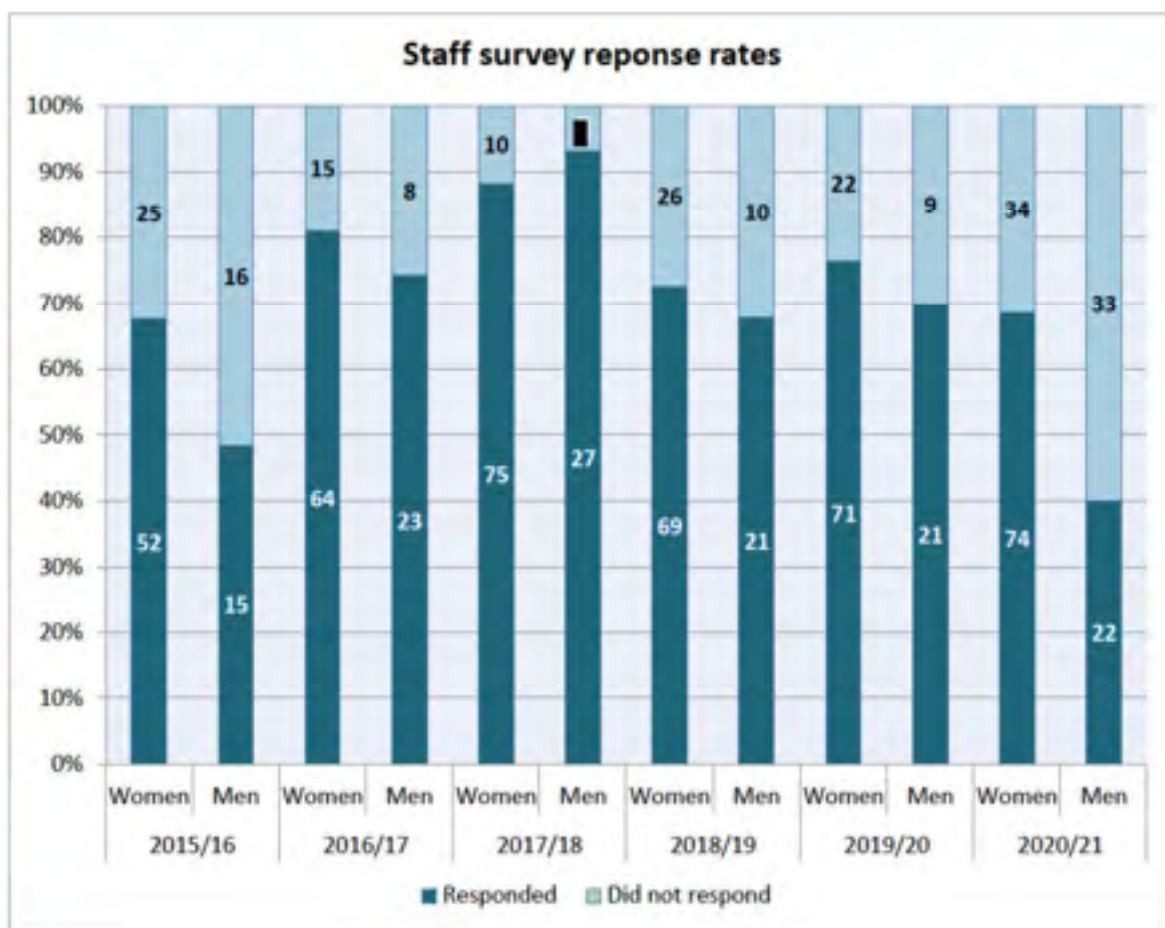


Figure 3.2. Staff survey response rates.

There is also a gender difference in response to the PhD student survey (65%W:31%M in 2019/20; Figure 3.3), leading to Action 3.3.

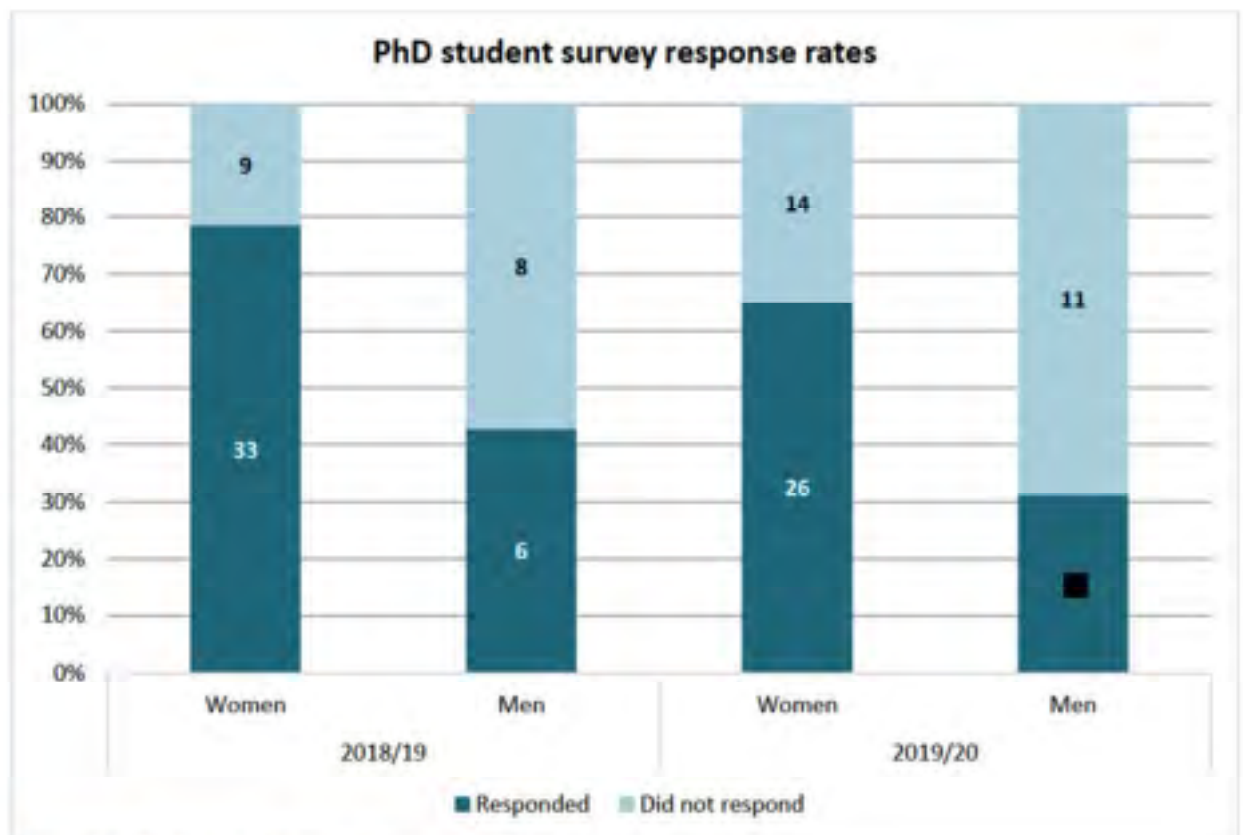


Figure 3.3. PhD student survey response rates.

Action 3.3	Increase response rates to staff and PhD student surveys
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(iii) plans for the future of the self-assessment team

Progress, implementation and monitoring

The SAT will implement and monitor the 2022-26 Action Plan by functioning and communicating as described above. We will introduce several changes to the SAT:

- Dedicated support is needed for co-ordination and data analysis (Action 3.4):

Action 3.4

Appoint SAT data leads. The role will involve co-ordinating, collating and managing data required for the next Athena SWAN cycle.

- Annual investigation of all data and progress against actions, to monitor and reset priorities (Action 3.5):

Action 3.5

Annual investigation of Athena SWAN data and interim impact so the SAT can identify data gaps, monitor progress and update the Action Plan

- Appoint a co-chair position to create another leadership role and a development pathway for EDI roles (i.e. member of SAT → co-chair). This will alleviate responsibilities for the chair through role sharing (Action 3.6):

Action 3.6

Recruit a co-chair for the SAT

- The SAT would like to continually learn from overcoming mistakes and problems (Action 3.7):

Action 3.7

Keep a lessons learned register, which will be completed by the SAT to improve the future running of the team

- 0% of the SAT have expertise in HR. Expertise in HR would be an asset to advise on issues such as fair recruitment, bullying and harassment and exit interviews (Action 3.8):

Action 3.8

Recruit Divisional HR manager to the SAT, to support the implementation of the Action Plan

Succession planning

A new chair and co-chair will be appointed every 4 years, with 1W:1M gender balance. SAT membership will be refreshed when members leave or reach the end of their terms, aiming to maintain representation of men $\geq 30\%$.

Total word count: 911

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses N/A
- (ii) Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender. N/A
- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Enrolment

PGT courses combined

Overall, PGT students are mostly women (Figure 4.1.1). This reflects the fact that ~80% of students on the largest MSc are psychology graduates, and UK psychology undergraduates are 81%W:19%M.

In 2018/19, the proportion of men decreased from 19% (n=23) to 13% (n=16), below benchmark (19%M).

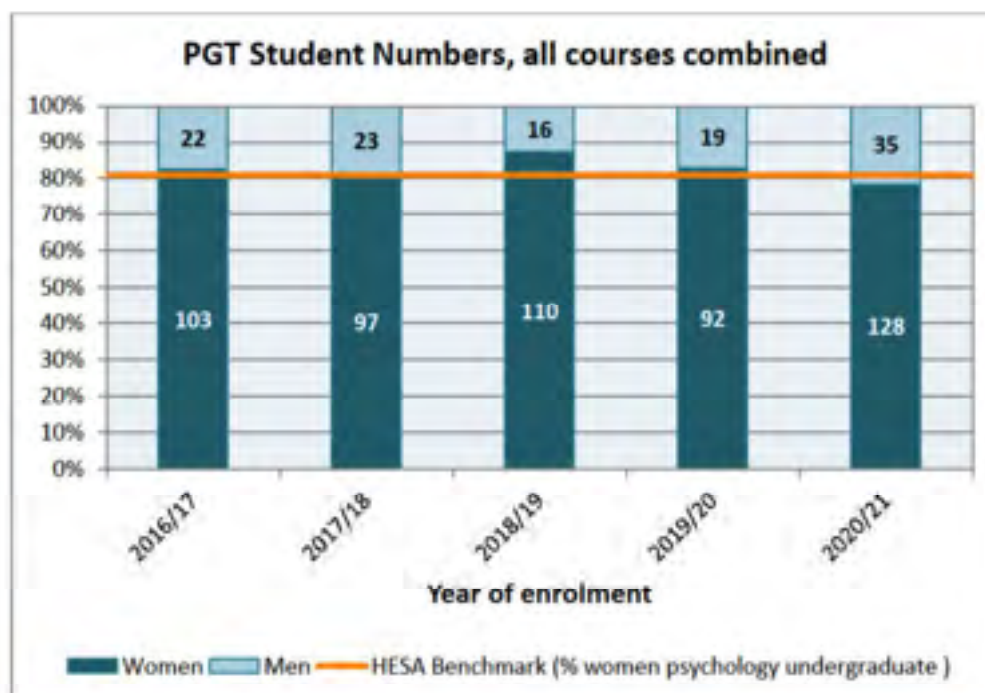


Figure 4.1.1: Enrolled PGT students (PGT courses combined). Benchmark is percentage of women on UK undergraduate psychology degrees; HESA data.

As CMHS/Dementia and MHSR target students from backgrounds with different gender distributions, we present enrolment data separately below. The reduction in men occurred on each course. A substantial reduction occurred on CMHS between 2017/18 and 2018/19; men reduced from 19% (n=16) to 9% (n=9) (Table 4.1.1).

Table 4.1.1. Number (%) of women and men enrolled on each PGT course				
	CMHS/Dementia		MHSR	
	Women	Men	Women	Men
2016/17	92 (89%)	12 (11%)	11 (52%)	10 (48%)
2017/18	81 (84%)	16 (19%)	16 (70%)	7 (30%)
2018/19	96 (91%)	9 (9%)	14 (67%)	7 (33%)
2019/20	75 (86%)	12 (14%)	17 (71%)	7 (29%)
2020/21	110 (82%)	24 (18%)	18 (62%)	11 (38%)
*CMHS and Dementia courses combined because students have similar backgrounds, with similar benchmarks.				




Numbers are smaller on MHSR, but a reduction in men occurred 2016/17 to 2017/18; men reduced from 48% (n=10) to 30% (n=7) (Table 4.1.1).

The proportion of men was below the national benchmarks of 19% for CMHS/Dementia and 34% for MHSR (the latter benchmark is a weighted average of psychiatrists, nurses and occupational therapists: 66%W:34%M) (Table 4.1.2).

Table 4.1.2. National benchmarking data for gender distribution of PGT courses		
Course/qualification	Gender	
	Women	Men
Benchmarks for CMHS/Dementia (82% of total PGT students, where 80% are psychology graduates and the remainder are a mix of social and biological sciences)		
Psychology undergraduate students (HESA, 2019/20)	81%	19%
Psychology PGT students (HESA, 2019/20)	81%	19%
Benchmarks for MHSR (18% of total MSc students^a, where 60% are psychiatrists and the remainder are nurses, occupational therapists or other clinicians)		
Qualified psychiatrists	45%	55%
Qualified nurses	90%	10%
Qualified occupational therapists	92%	8%
Weighted average benchmark ^a	66%	34%
^a Benchmark for MHSR, which is more diverse than CMHS: weighted average of gender distribution of psychiatrists (60%) and nurses and occupational therapists (40%)		

We took positive action to address the reduction in men and, since 2018/19, the number of men on each course has increased (Impact Box 3). In 2020/21, CMHS/Dementia consisted of 18% men (in line with benchmark; 19%) and MHSR consisted of 38% men (in line with benchmark; 34%).

Impact Box 3: Increases in the number of men enrolled on PGT courses

Issue	<u>Between 2016/17 and 2018/19:</u>
	<ul style="list-style-type: none"> • PGT courses combined; enrolled men fell from 18% (n=22) to 13% (n=16) • PGT courses separately: • A substantial reduction on CMHS 2017/18 - 2018/19; men reduced from 19% (n=16) to 9% (n=9). • Numbers smaller on MHSR but a reduction occurred 2016/17 - 2017/18; men reduced from 48% (n=10) to 30% (n=7). • Both figures below national benchmarks of 19% (for CMHS/Dementia) and 34% (for MHSR)
Action/s	<u>2018/19-20/21:</u>
	<ul style="list-style-type: none"> ✓ Annual monitoring of gender distribution of offers alongside national benchmarks by SAT ✓ Information sharing of monitoring data with MSc team including those in charge of admissions ✓ Positive action to bring number of men enrolled in line with benchmarks
Impact	<u>By 2020/21:</u>
	<ul style="list-style-type: none"> • PGT courses combined; number of men enrolled increased from 13% (n=16) to 21% (n=35) (↑8%) • CMHS/Dementia; number of men enrolled increased from 9% (n=9) to 18% (n=22) (↑9%) • MHSR; number of men enrolled increased from 33% (n=7) to 38% (n=11) (↑5%)

Enrolment among full-time (FT) and part-time (PT) PGT students

Due to small numbers when split by PT/FT status and gender, we present enrolment data for courses combined (Table 4.1.3), and for CMHS/Dementia separately, as numbers were sufficient for meaningful analyses on this course (Table 4.1.4). Furthermore, as MHSR students are clinicians, the vast majority study PT.

We are unable to disaggregate students who study flexibly from those who study PT, leading to Action 4.1.1.

Action 4.1.1

Investigate the gender distribution of students who study flexibly versus PT (i.e. disaggregate flexible from PT study)

Women are less likely to study PT or flexibly than men (e.g in 2020/21, 35%W:46%M).

Table 4.1.3: Number (%) enrolled PGT students (PGT courses combined) according to PT or FT status

Year	Women		Men	
	PT	FT	PT	FT
2016/17	38 (37%)	65 (63%)	15 (68%)	7 (32%)
2017/18	43 (45%)	54 (55%)	12 (52%)	11 (48%)
2018/19	34 (31%)	76 (69%)	9 (56%)	7 (44%)
2019/20	24 (26%)	68 (74%)	10 (53%)	9 (47%)
2020/21	45 (35%)	83 (65%)	16 (46%)	19 (64%)

A similar pattern was observed for CMHS/Dementia, indicating that this pattern is not solely a result of men clinicians studying PT on MHSR (Table 4.1.4), leading to action 4.1.2.

Table 4.1.4 Number (%) enrolled PGT students (CMH/Dementia) according to gender and FT or PT status

	Women		Men	
	PT	FT	PT	FT
2016/17	22 (25%)	69 (75%)	■ (42%)	■ (58%)
2017/18	27 (33%)	54 (67%)	6 (37%)	10 (63%)
2018/19	18 (19%)	78 (81%)	■ (33%)	■ (66%)
2019/20	9 (15%)	64 (85%)	■ (25%)	■ (75%)
2020/21	26 (24%)	84 (76%)	■ (17%)	■ (83%)

Action 4.1.2

Investigate and understand why fewer women than men choose to study PGT courses part-time or flexibly (rather than FT). If action is required, we will increase the number of women who study part-time or flexibly

Enrolment: Intersectional analyses

Results are presented for PGT courses combined due to small numbers (Figure 4.1.2). We were unable to disaggregate ethnicity and gender according to whether students were UK domiciled or not. Headcount data indicate that ~26% of PGT students are internationally domiciled. The needs of students, and the barriers they face, are likely to differ according to domicile. We will therefore first investigate the awarding gap according to ethnicity, gender and domicile. We will use the results of this investigation to tailor specific actions; Action 4.1.3.

On average, between 2016/17 and 2020/21, PGT students were 36% BAME women, 45% white women, 10% BAME men and 9% white men. We have been unable to obtain national HE benchmarking data by ethnicity and gender. The ratio of BAME to white men has become more balanced in recent years, potentially due to the greater number of men applicants (Impact Box 4).

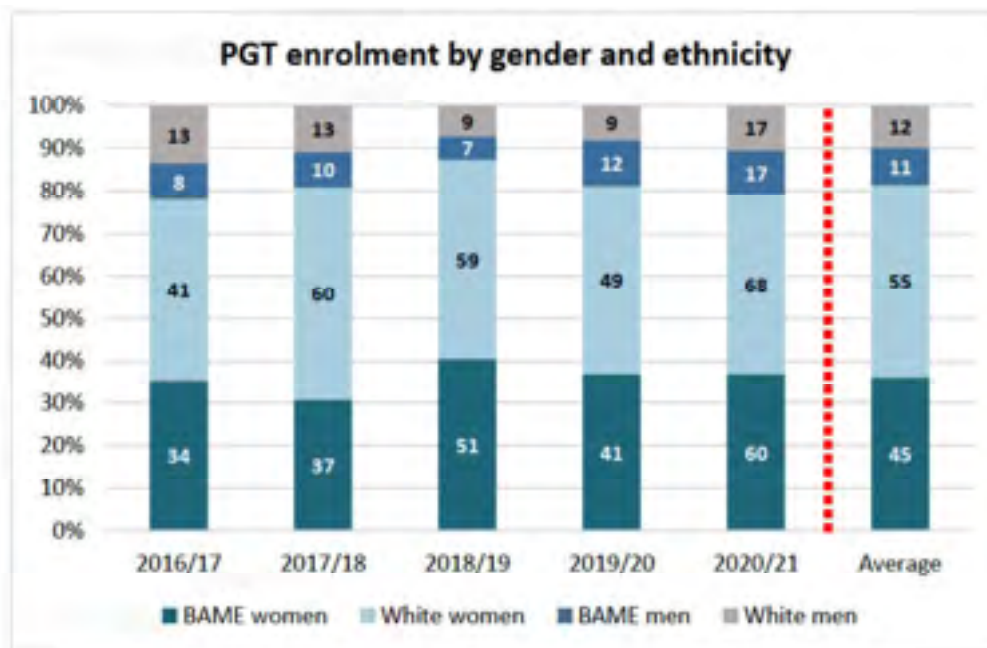


Figure 4.1.2. PGT enrolment by gender and ethnicity. Missing data per year is due to ethnicity not being recorded (missing n=29 in 2016/17 and n=1 in 2020/21). Average represents average of data across years.

Action 4.1.3

Investigate PGT enrolment data according to ethnicity, gender and domicile (UK or international) to identify under-represented groups.

Recruitment

Applications

PGT courses combined

Between 2016/17 and 2019/20, applications rose among women but remained similar among men (Figure 4.1.3). In 2020/21, applications rose from men as well as women.

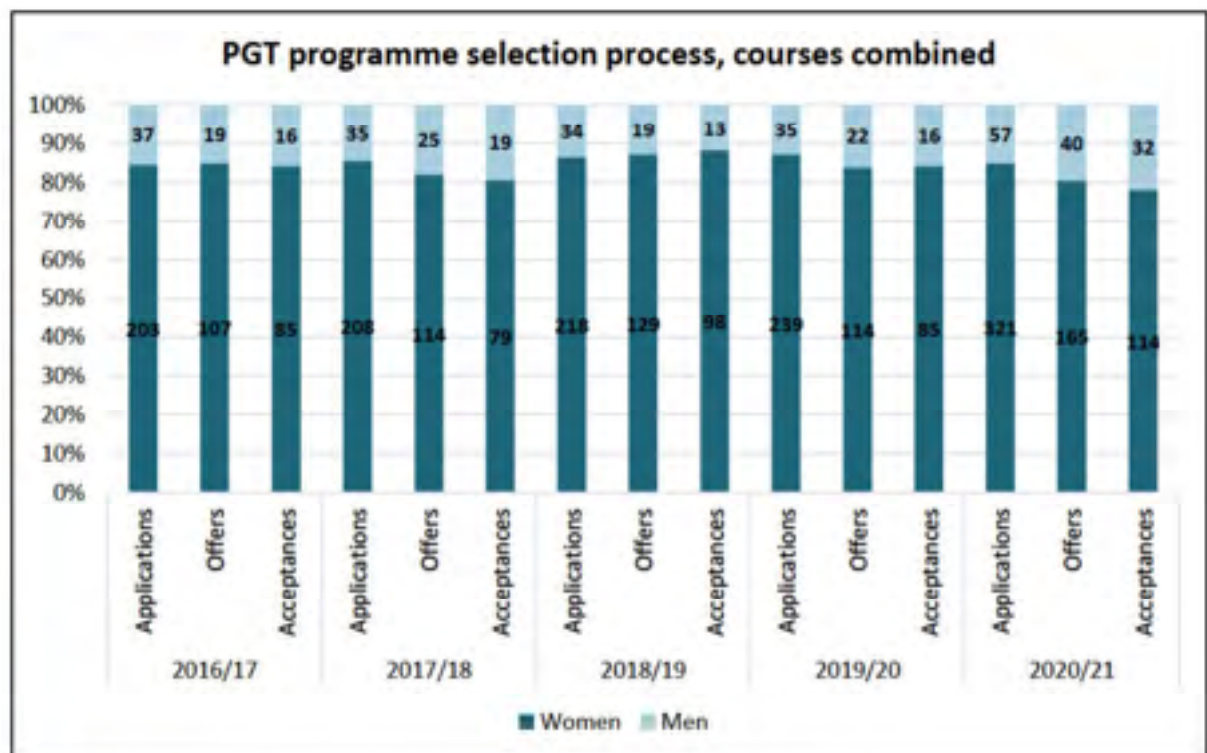


Figure 4.1.3. Applications, offers and acceptances (PGT courses combined).

PGT courses separately

On each course, there was a rise in applications from men in 2020/21 (Tables 4.1.5 and 4.1.6). This was due to actions aimed at marketing (Impact Box 4). Marketing actions did not result in more applications from men until 2020/21, which was why we took positive action (Impact Box 3).

In 2020/21, the proportion of applications from men on MHSR (34%) was in line with benchmark (34%; Table 4.1.6). Although improved, CMHS/Dementia applications from men (13%) remained below benchmark (19%; Table 4.1.5). We will continue to diversify marketing materials to increase applications from men (and other under-represented groups) and have designed new actions for this (Action 4.1.4).




Table 4.1.5. Number (%) applications, offers and acceptances

	CMHS/Dementia					
	Applications		Offers		Acceptances	
	Women	Men	Women	Men	Women	Men
2016/17	195 (87%)	30 (13%)	103 (88%)	14 (12%)	81 (88%)	11 (12%)
2017/18	194 (87%)	30 (13%)	105 (83%)	21 (17%)	71 (83%)	15 (17%)
2018/19	201 (88%)	27 (12%)	117 (89%)	14 (11%)	91 (90%)	10 (10%)
2019/20	222 (88%)	30 (12%)	103 (85%)	18 (15%)	75 (85%)	13 (15%)
2020/21	302 (87%)	47 (13%)	154 (83%)	31 (17%)	106 (82%)	24 (18%)

Table 4.1.6. Number (%) applications, offers and acceptances

	MHSR					
	Applications		Offers		Acceptances	
	Women	Men	Women	Men	Women	Men
2016/17	13 (65%)	7 (35%)	■ (44%)	■ (56%)	■ (44%)	■ (56%)
2017/18	14 (74%)	■ (26%)	9 (69%)	■ (31%)	8 (67%)	■ (33%)
2018/19	17 (71%)	7 (29%)	12 (75%)	■ (25%)	7 (70%)	■ (30%)
2019/20	17 (77%)	■ (23%)	11 (73%)	■ (27%)	10 (77%)	■ (23%)
2020/21	19 (66%)	10 (34%)	11 (55%)	9 (45%)	8 (50%)	8 (50%)

Impact Box 4: Increases in the number of men applying to PGT courses

Issue 	<u>In 2018/19:</u> <ul style="list-style-type: none"> • PGT courses combined; applications from men below benchmark: 12%M (n=34) • PGT courses separately: • CMHS/Dementia: applications from men (12%, n=27) below benchmark (19%) • MHSR: applications from men (29%, n=7) below benchmark (34%)
Action/s 	<u>In 2019/20:</u> <ul style="list-style-type: none"> ✓ Increased representation of men in marketing materials ✓ Broadened outreach to non-psychology graduates i.e. courses with more men ✓ Appointed committee led by clinicians from Division to lead outreach to increase recruitment to MHSR ✓ Annual recruitment drive to raise awareness of course among diverse groups
Impact 	<u>In 2020/21:</u> <ul style="list-style-type: none"> • PGT courses combined; applications from men rose to 13% (n=57) (↑3%) • PGT courses separately: • CMHS/Dementia: applications from men increased to 13% (n=47) (↑1%) • MHSR: applications from men increased to 34% (n=10) (↑5%)

Action 4.1.4

Increase the number of men who apply to the CMHS/Dementia PGT courses

Offers

PGT courses combined

The gender distribution of offers was in line with applications until 2019/20 and 2020/21, when more offers were made to men as positive action (Impact Box 3). In 2020/21, the distribution of offers was 80%W:20%M, in line with benchmark (19%M).

PGT courses separately

On CMHS/Dementia, the distribution of offers in 2020/21 was 83%W:17%M. On MHSR, the distribution of offers was 55%W:45%M, higher than benchmark (34%M). As this course recruits clinicians, there is a larger pool of men to recruit from. We will monitor this trend.

Recruitment: Intersectional analyses

BAME students are less likely to receive offers than white students, with BAME women least likely to be offered a place (Figure 4.1.4). On average, between 2016 and 2021, 46% of BAME women applicants were offered a place, compared with 62% of white women, 59% of BAME men and 71% of white men. This led to Action 4.1.5.

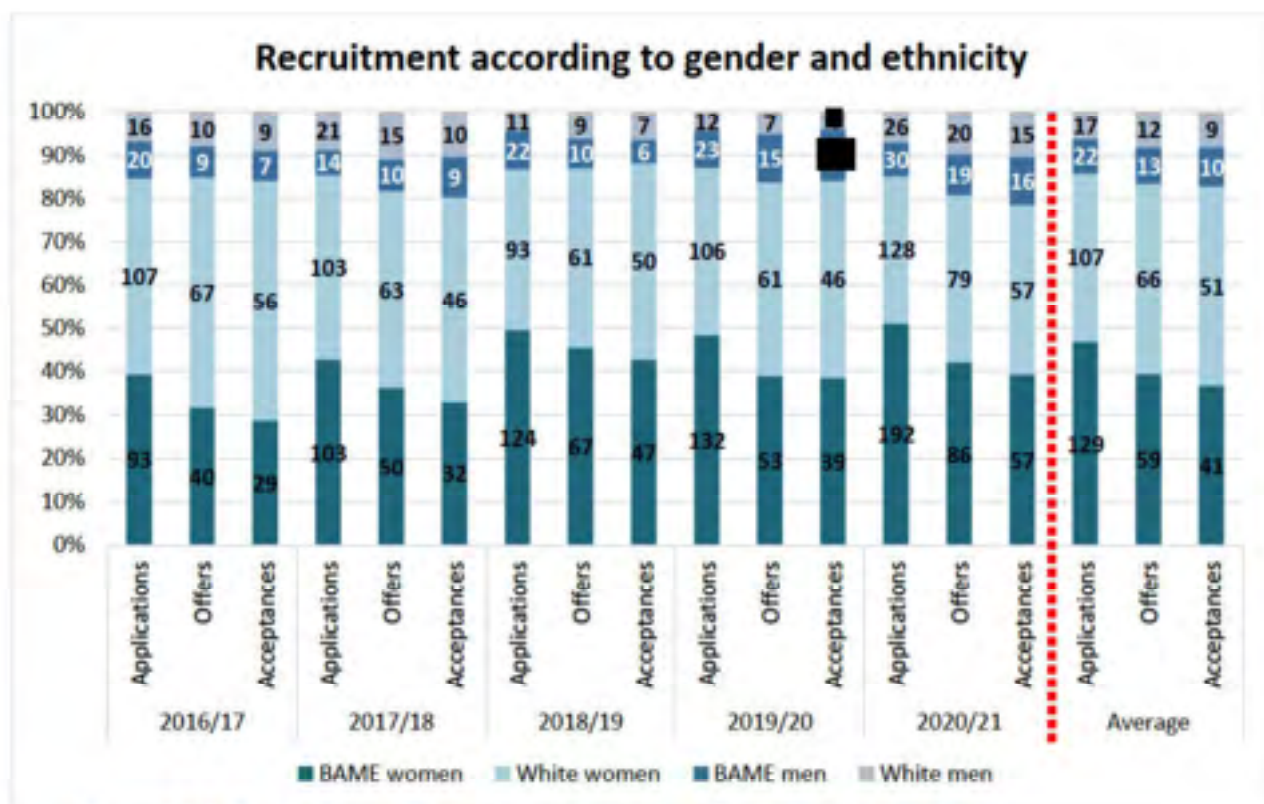


Figure 4.1.4. Applications, offers and acceptances for PGT students by gender and ethnicity. Unknown ethnicity: n=4 (2016/17); n=2 (2017/18); n=2 (2018/19); n=1 (2019/20); n=2 (2020/21). Average column represents the average of data across years.

Action 4.1.5	Investigate and act on intersectional differences in offers to PGT students, to increase the number of BAME women and men offered a place, particularly BAME women
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We also aim to increase applications from under-represented groups of BAME women and BAME men (E.G. Black students, who we suspect are under-represented; Action 4.1.6). We will identify under-represented groups by analysing data on gender, ethnicity and domicile. This action will be conducted in conjunction with Action 4.1.4 to increase the number of applications from men.

Action 4.1.6

Among students who apply to PGT courses, identify under-represented groups, and increase the number of applications from these groups

Completion

Completion data are available up to 2018 and rates are high, with no gender differences (Figure 4.1.5). 3M/5W did not complete our PGT courses over a five year period.

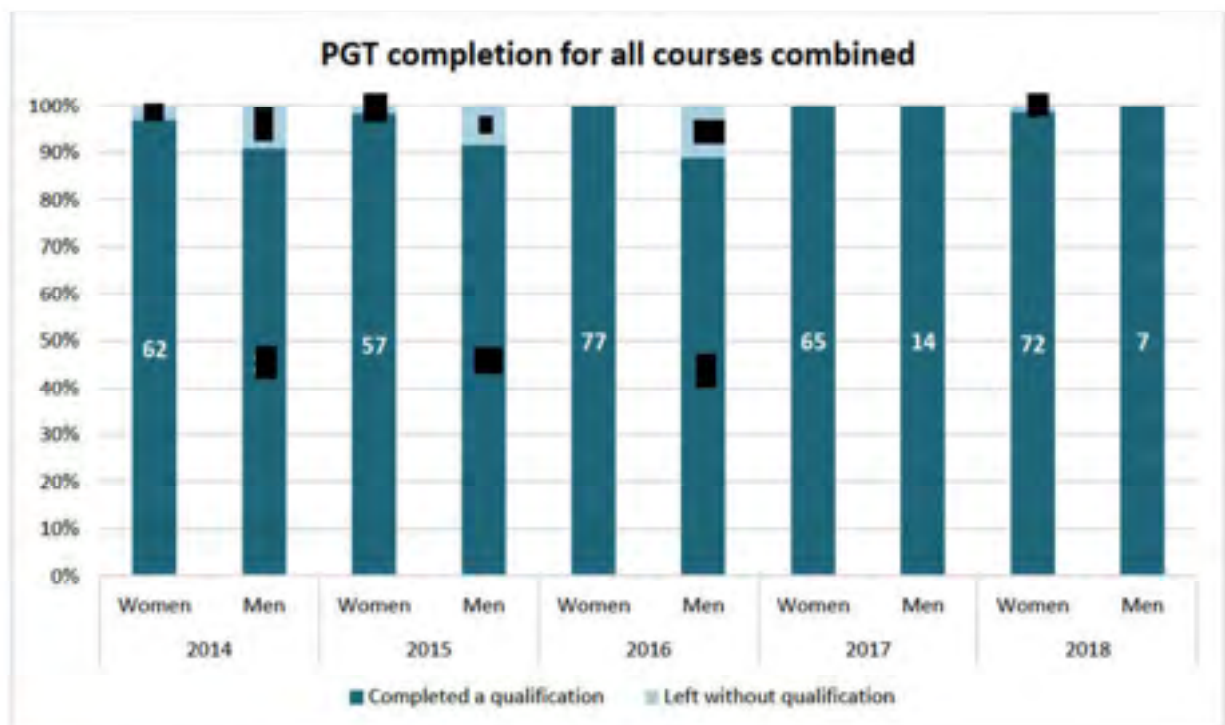


Figure 4.1.5. Completion rates for all PGT courses combined.

Awards

Between 2016/17 and 2018/19, a higher proportion of women received a distinction than men (E.G. 54%W:47%M in 2018; Figure 4.1.6). This reversed among 2019/20 graduates, with 68%W:85%M. This was likely due to the “No Detriment policy” introduced after the pandemic began. UCL adopted the “No Detriment” approach recommended by UK Office for Students and adopted by many Russell Group universities. Eligibility for a merit or distinction was based on the higher outcome of: EITHER: a) All assessed modules OR: a) The best 50%

of any modules assessed during the 2019-20 academic session AND: b) All modules assessed before or after the 2019-20 academic session. To address these gender differences, we have designed Action 4.1.7:

Action 4.1.7

We will form a working group to create an approach towards assessment that does not advantage women or men, and then trial and monitor the results to see if this is effective

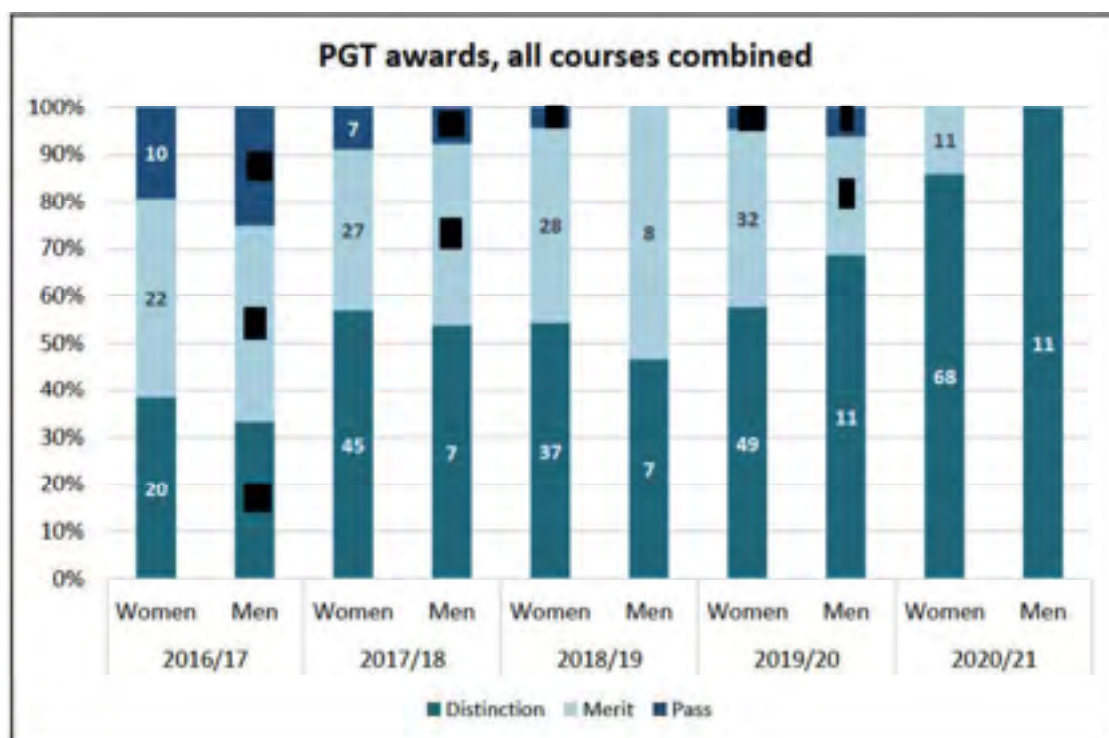


Figure 4.1.6. Awards for all PGT courses combined.

We do not have data on awards for full-time and part-time/flexible students separately, leading to Action 4.1.8.

Action 4.1.8

Access data on, and investigate, awards according to gender and whether students study PT, flexibly or FT

Awards: Intersectional analyses

On average, between 2016/17 and 2020/21, BAME students were less likely to receive distinctions than white students (Figure 4.1.7). BAME women were least likely to receive a distinction. Distinctions were awarded to: 45% of BAME women, 73% of white women, 57% of BAME men and 67% of white men. We aim to address this (Action 4.1.9).

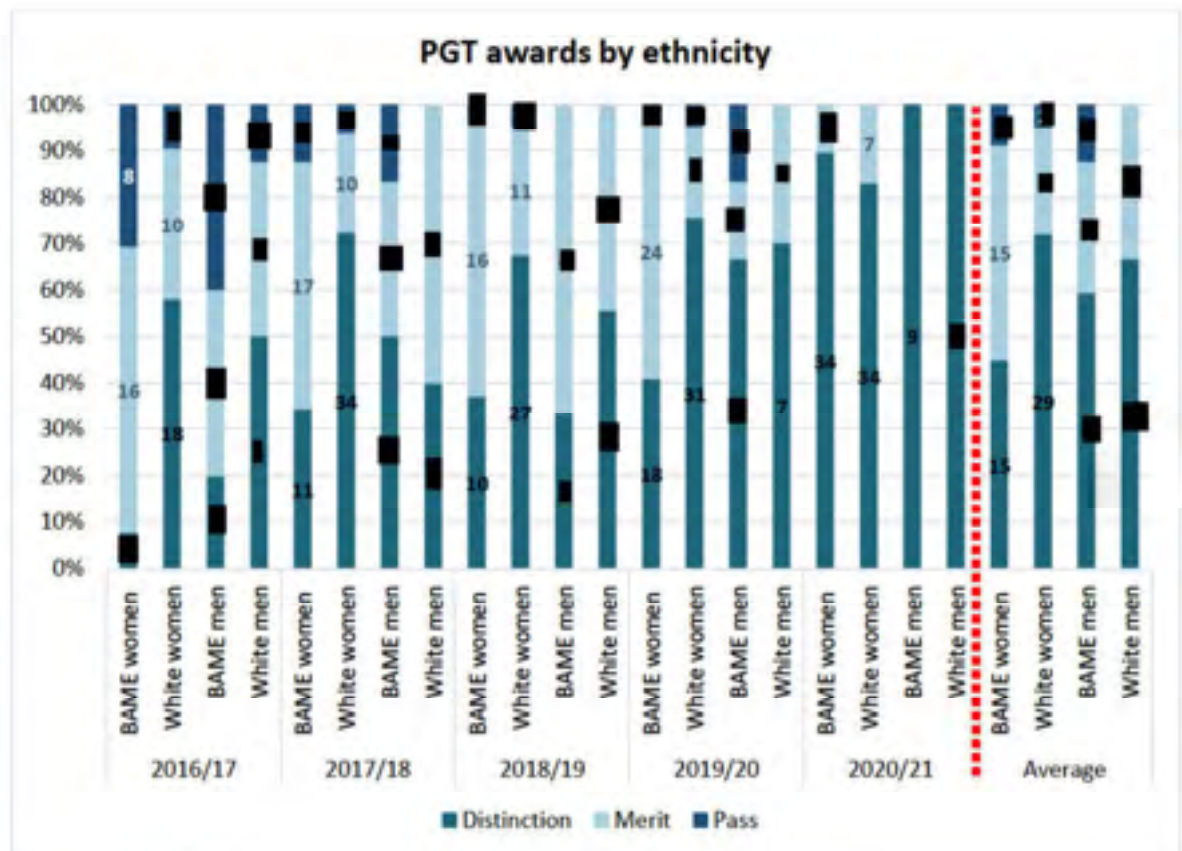


Figure 4.1.7. PGT awards by gender and ethnicity. Average column represents the average of data across years.

Action 4.1.9

Investigate and reduce the awarding gap which leads to BAME students (particularly BAME women) being less likely to receive a distinction than white students

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Enrolment

UCL central data show that the Division had 63 non-clinical PhD students enrolled in 2020/21, with a gender distribution of 75%W:25%M (Figure 4.1.8).

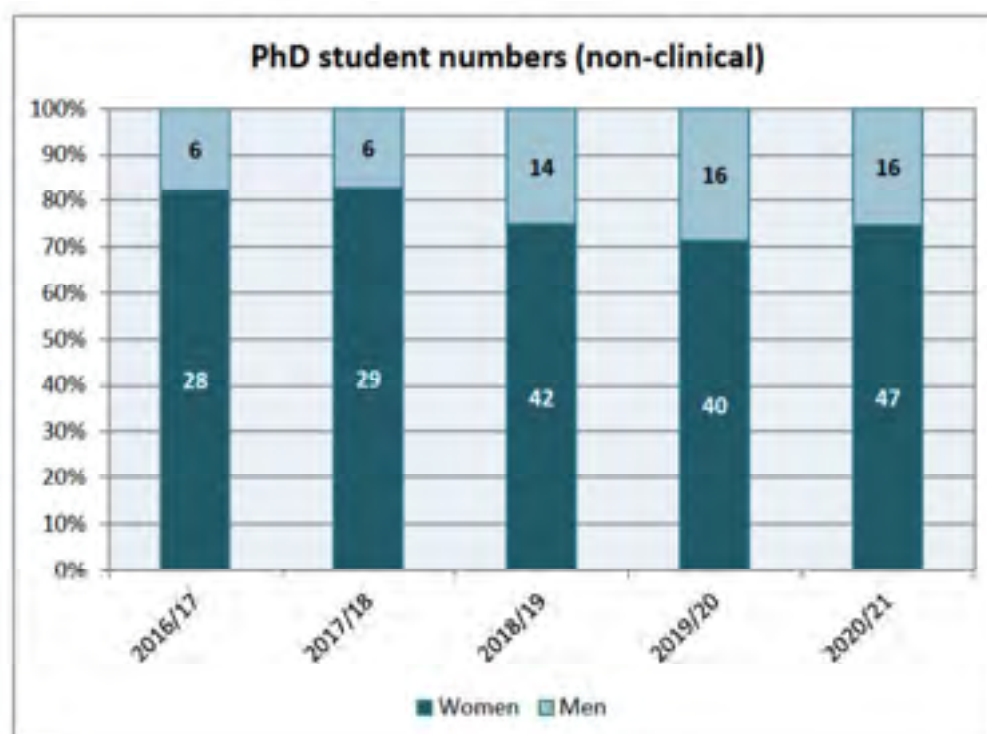


Figure 4.1.8. Number of non-clinical PhD students enrolled.

Non-clinical PhD students are from a range of backgrounds, with no single benchmark (Table 4.1.7). Most have a first degree in psychology, neuroscience or social sciences. Men are under-represented but, in recent years, we have increased the number of applications from men leading to more men enrolled (Impact Box 5).

Table 4.1.7. National benchmarking data for gender: PhD degrees

Data source	Gender	
	Women	Men
UK Psychology PhD courses (HESA, 2019/20)	76%	24%
UK Social Sciences PhD courses (HESA, 2019/20)	54%	46%
UK Biological and sports sciences PhD courses (HESA, 2019/20)	54%	46%
UCL PhD students overall (HESA, 2019/20)	67%	33%
UK HE PhD students (HESA, 2019/20)	50%	50%

Impact Box 5: Increasing the number of men PhD students

Issue	<p><u>In 2017/18:</u></p> <ul style="list-style-type: none"> Proportion of men enrolled on PhD courses, 17%; below benchmarks (Table 4.1.7) Proportion of men applicants, 13% (n=7); below benchmarks shown (Table 4.1.7)
Action/s	<p><u>From 2017/18 onwards:</u></p> <ul style="list-style-type: none"> ✓ Increased number of PhD supervisors, and sent regular emails to encourage supervisors to interact with potential students ✓ Extended the reach of advertising and ensured materials represented men and minority ethnic groups ✓ Developed system to ensure all PhD inquiries had similar and helpful response ✓ Strengthened links between PGT students and PhD promotion e.g. talks, websites, advertising ✓ Increased number of men on PGT courses, strengthening pipeline to PhD
Impact	<p><u>By 2020/21:</u></p> <ul style="list-style-type: none"> Proportion of men enrolled on PhD courses increased to 25% (n=16) (↑ 7%) Applications from men increased to 33% (n=7) (↑ 20%) Increases larger and more consistent among BAME than white men

These UCL central data do not contain students who approach supervisors directly and apply through other pathways, leading to Action 4.1.10. A headcount of non-clinical PhD students in the local system in 2021 showed 75 enrolled (57W:18M). Our analyses therefore lack data on 12 students (10W:2W).

Action 4.1.10	Develop system for recording data on PhD students who apply through systems other than central UCL, to gain a fuller picture of disparities by gender and ethnicity.
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Although we have increased the number of men, we need to move the gender distribution in line with benchmarks, leading to Action 4.1.11.

Action 4.1.11	Increase the number of men who apply for PhD degrees
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Enrolment: Full and part-time

The increase in PhD students since 2017/18 (Figure 4.1.8) is mainly due to an increase in those studying FT (Table 4.1.8). Women are more likely to study PT than men. Many PT PhD students are Research Assistants who work in the Division (research assistants are 80% women; section 4.2). The absolute number of PhD students who study PT has remained stable, leading to Action 4.1.12.

Table 4.1.8. Full-time (FT) and part-time (PT) students

Year	Women			Men		
	FT (n)	PT (n)	PT (%)	FT (n)	PT (n)	PT (%)
2016/17	12	16	57%	■	■	33%
2017/18	17	12	41%	■	■	17%
2018/19	27	15	36%	■	■	7%
2019/20	29	11	28%	■	■	6%
2020/21	34	13	28%	■	■	19%

Action 4.1.12

Ensure we attract and enrol PhD students who wish to study PT or flexibly, particularly women

Enrolment: Intersectional analysis

In 2020/21, PhD students were 16% BAME women, 59% white women, 16% BAME men and 10% white men (Figure 4.1.9).

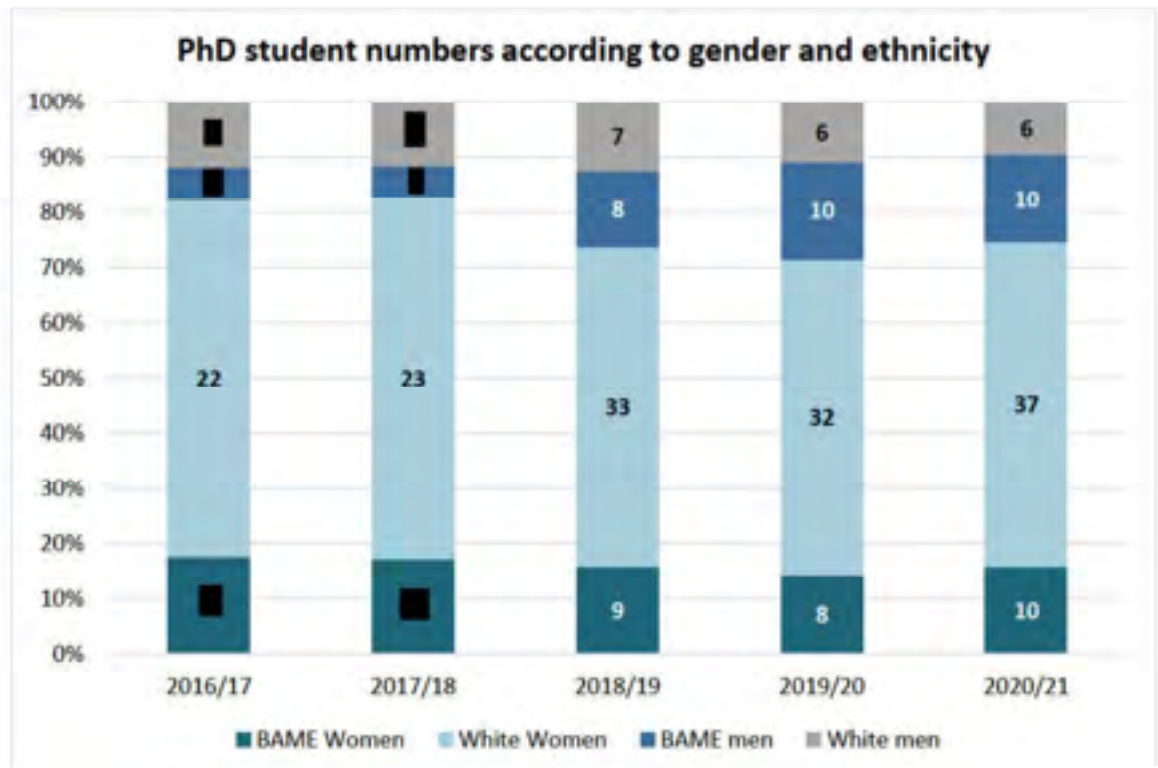


Figure 4.1.9. PhD student numbers by gender and ethnicity. In 2018/19, n=1 student missing ethnicity data.

The proportion of PhD students who are BAME men (16%) is above or in line with benchmarks (Table 4.1.9). However, the proportion of BAME women (16%) is below benchmarks, which we aim to address (Action 4.1.13).

Table 4.1.9. Benchmarking data for gender and ethnicity on PhD courses

Data source	Benchmark			
	Women		Men	
	BAME* (%)	White (%)	BAME* (%)	White (%)
HESA psychology PhD students, all universities	26%	50%	9%	15%
*Black, Asian (Indian, Pakistani, Bangladeshi, Chinese, other Asian background), mixed or other				

Action 4.1.13

Increase the number of applications to PhD courses that are from under-represented groups of BAME women and BAME men, particularly BAME women.

Recruitment

Applications from men increased from 2018/19 (Figure 4.1.10 and Impact Box 5). Offers remained approximately equal until 2020/21 when a higher proportion of women received an offer (Action 4.1.14).

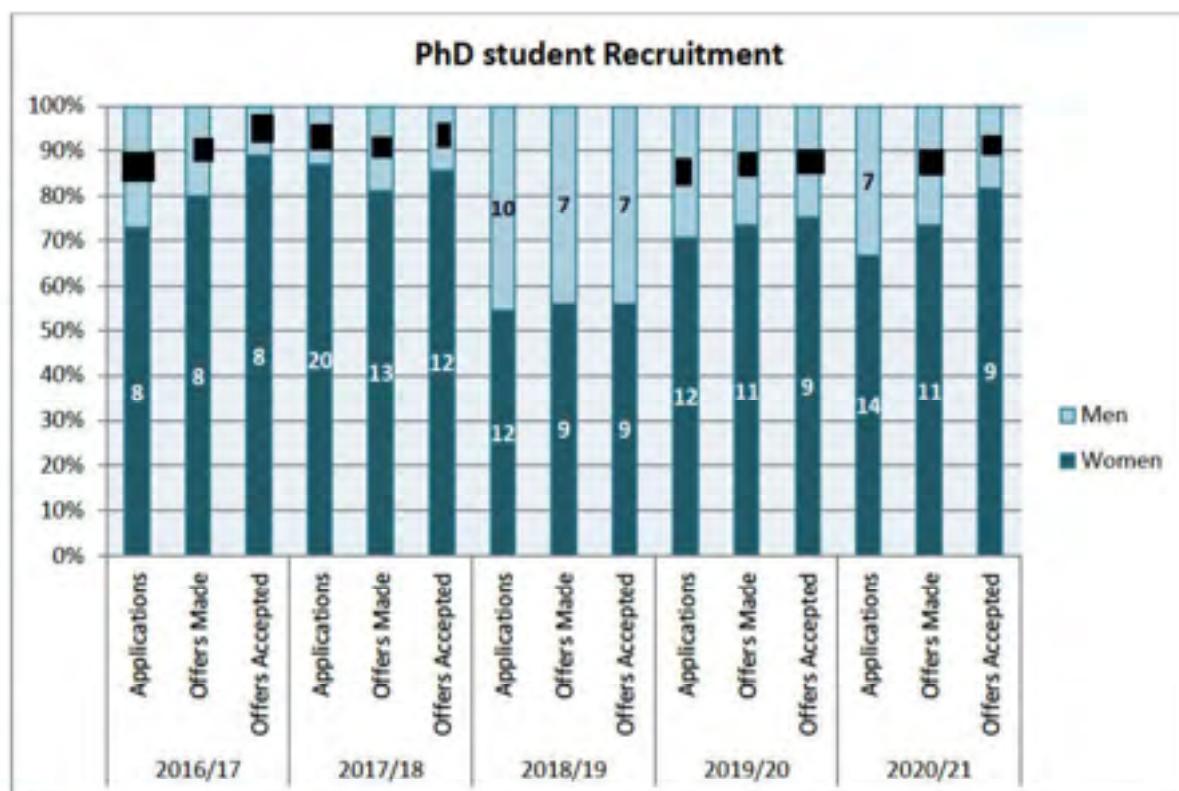


Figure 4.1.10. Applications, offers and acceptances for PhD students.

Completion

PhD completion rates are available up to 2016/17 and are high. Between 2016/17 and 2020/21, 100% PhD students did not complete (i.e. left their PhD programme without a qualification): 100%W/100%M, all full-time. Gender differences in the average time to submission were minimal (Figure 4.1.11). There was only 1 man as a PT PhD student, so time to submission could not be disaggregated by gender and PT/FT status.

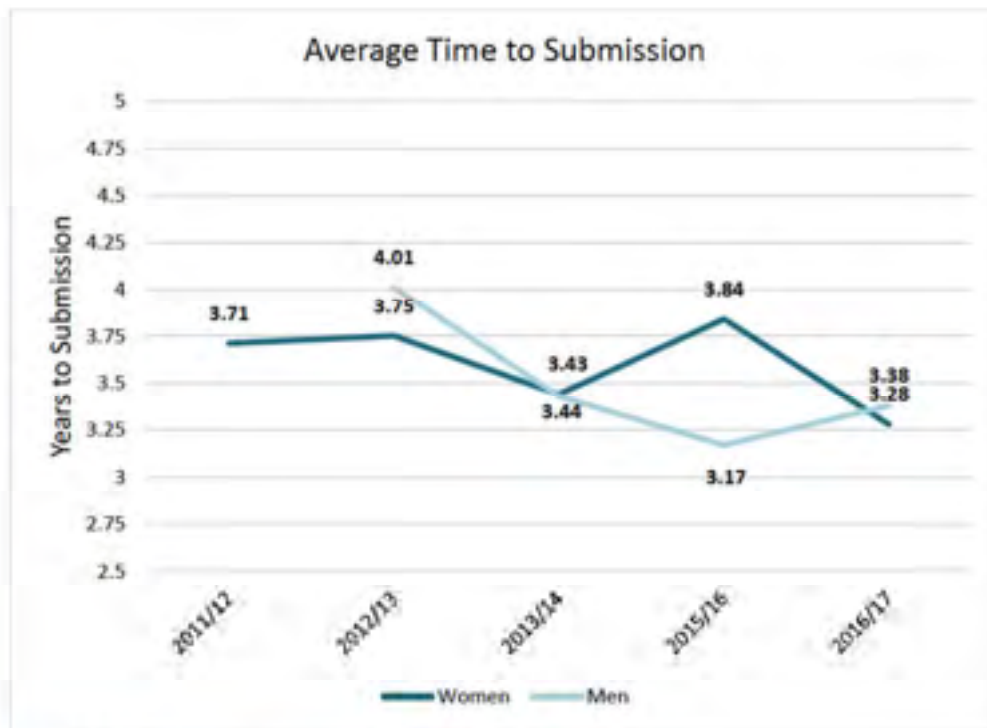


Figure 4.1.11. PhD completion data.

Recruitment: intersectional analyses

Numbers are small but there is evidence of intersectional bias in recruitment. On average, 50% of BAME women received an offer compared with 89% of white women, 67% of BAME men, and 50% of white men (Figure 4.1.12). We have designed Action 4.1.14 to address this.

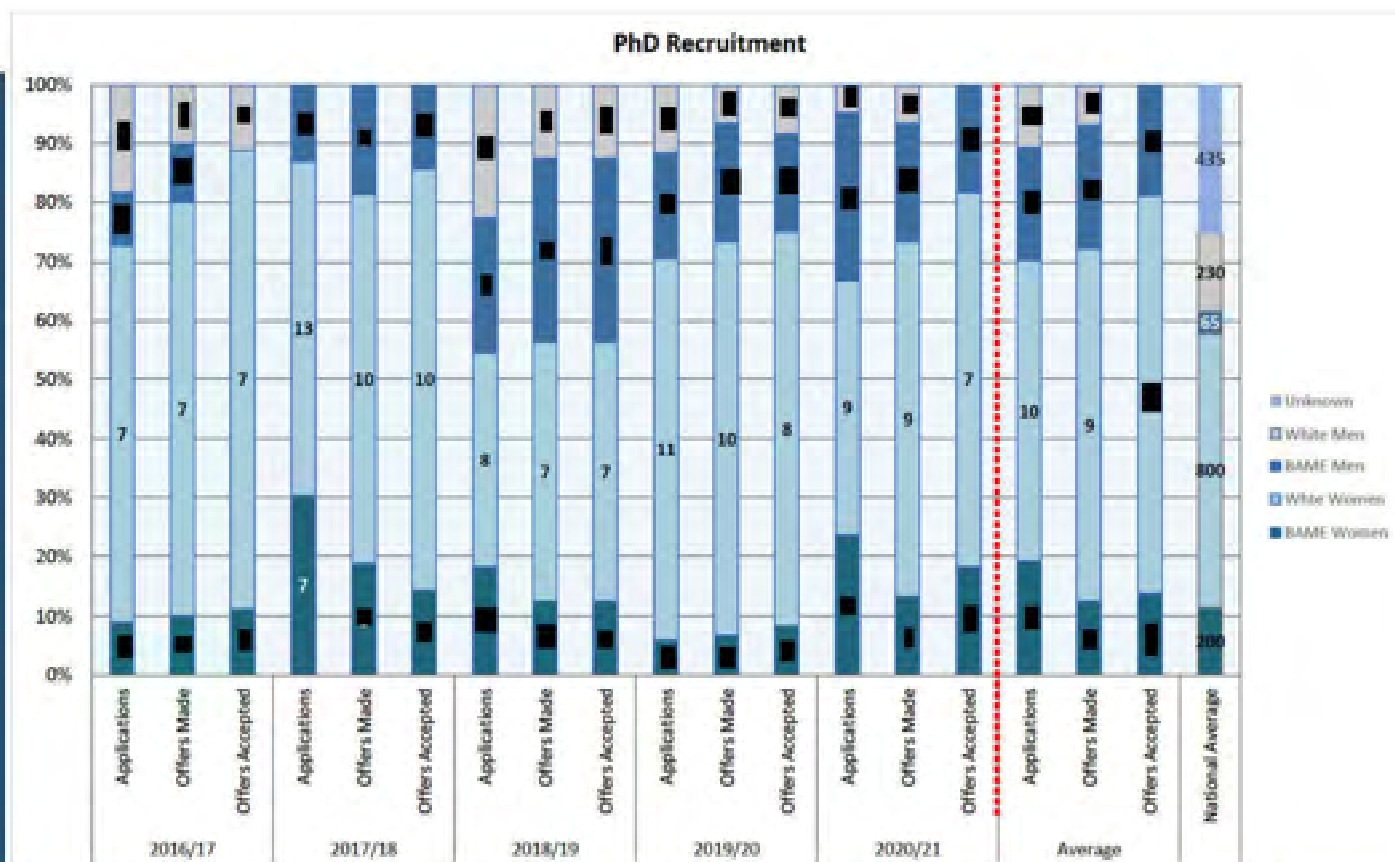


Figure 4.1.12. Applications, offers and acceptances for PhD students by gender and ethnicity. Average indicates the average across years. National average obtained from HESA data 2019/20.

Action 4.1.14

Investigate and act on disparities in recruitment of PhD students according to ethnicity and gender.

Clinical PhD students

Clinical PhD students (Figure 4.1.13) receive a salary rather than a stipend and are registered on UCL systems as staff. We have therefore also included them as staff in section 4.2. The vast majority work as clinical psychiatrists, with higher rates of part-time study than non-clinical students (Table 4.1.10).

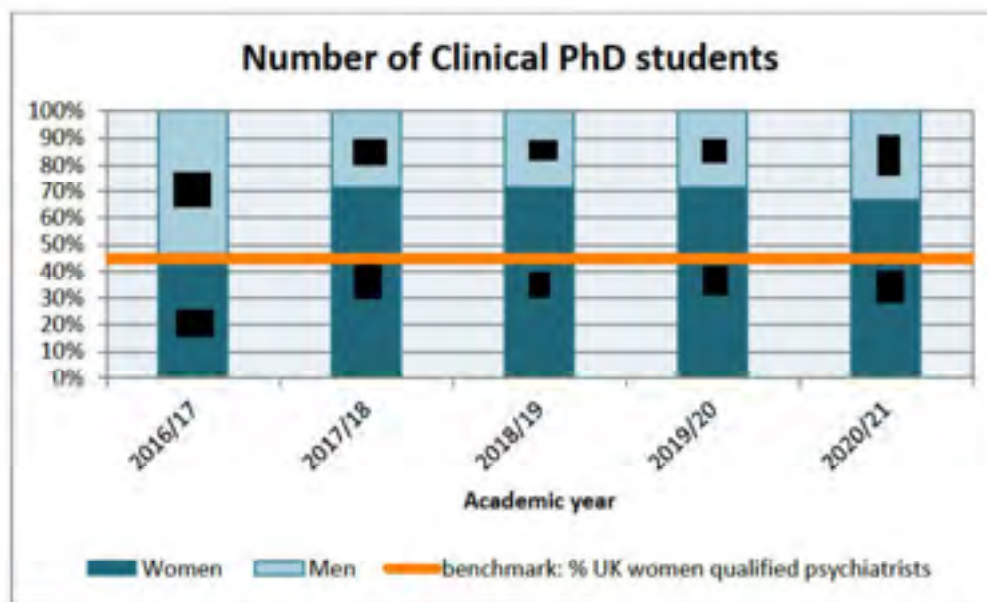


Figure 4.1.13. Number of clinical PhD students.

Table 4.1.10. Number of Clinical PhD students				
Year	Women		Men	
	PT	FT	PT	FT
2016/17	■	■	■	■
2017/18	■	■	■	■
2018/19	■	■	■	■
2019/20	■	■	■	■
2020/21	■	■	■	■
Percentages not reported due to small numbers				

Numbers are small but men are under-represented compared to national benchmarks shown in Table 4.1.11.

Table 4.1.11. National benchmarks for Clinical PhD students		
Data source	Gender	
	Women	Men
UK Medicine and Dentistry PhD courses (HESA, 2019/20)	59%	41%
UK Subjects Allied to Medicine PhD courses (HESA, 2019/20)	64%	36%
Qualified UK psychiatrists	45%	55%

We aim to increase representation of men clinical PhD students (Action 4.1.15).

Action 4.1.15	Increase the number of clinical PhD students who are men
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- (v) Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

N/A

Academic and research staff data

- (vi) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The UCL Academic Careers Framework comprises three tracks:

1. Academic: research and teaching tenured positions
2. Research only: not tenured
3. Teaching only

Teaching track is new and there are no teaching contracts in the Division. Staff lie within Research or Academic track depending on core activities (Table 4.2.1). Each track and Grade (except Grade 6) consists of a mixture of staff with or without clinical training. Most clinical staff are psychiatrists, with small numbers of clinical psychologists and other Allied Health Professions.

Table 4.2.1. Academic (in blue) and Research (in red) roles and grades according to clinical status		
Role		UCL Grade
Non-clinical	Clinical	
Research Assistant		6
Research Fellow	Clinical Research Fellow	7
Senior Research Fellow / Lecturer	Senior Clinical Research Fellow / Clinical Lecturer	8
Principal Research Fellow / Associate Professor	Principal Clinical Research Fellow / Clinical Associate Professor	9
Professorial Research Fellow / Non-clinical Professor	Clinical Professor	10

A standard career pipeline in the Division is shown in Figure 4.2.1.

- Most Research Assistants (Grade 6) have not done a PhD and aim to gain research experience before leaving the Division to train in clinical psychology
- Other Research Assistants aim to complete a PhD
- Progression from Grade 6 to 7 is rare across UCL, mainly because of the short duration of most Research Assistant posts
- Permanent Academic posts at Grade 8 are rare

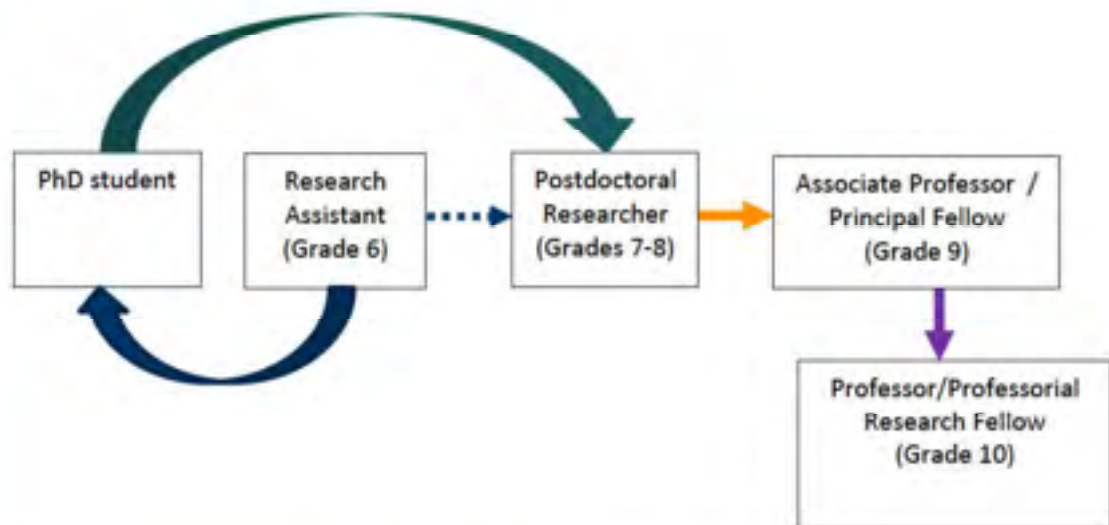


Figure 4.2.1. A standard career pipeline within the Division:

Key transition points for an academic career within the Division are:

1. Progression from PhD student to Postdoctoral Researcher (green line, Figure 4.2.1).
2. Progression from Postdoctoral Researcher to Associate Professor/Principal Researcher (orange line, Figure 4.2.1).
3. Progression from Associate Professor/Principal Researcher to Professor (purple line, Figure 4.2.1).
4. Progression from Research to Academic track is also a priority because Academic positions are tenured. Progression can occur through external fellowships, leading to proleptic permanent appointments (section 5.2).

Academic and research staff numbers

Research staff are mostly women, and this has remained stable over the years (79%W:21%M, 2020/21; Figure 4.2.2).

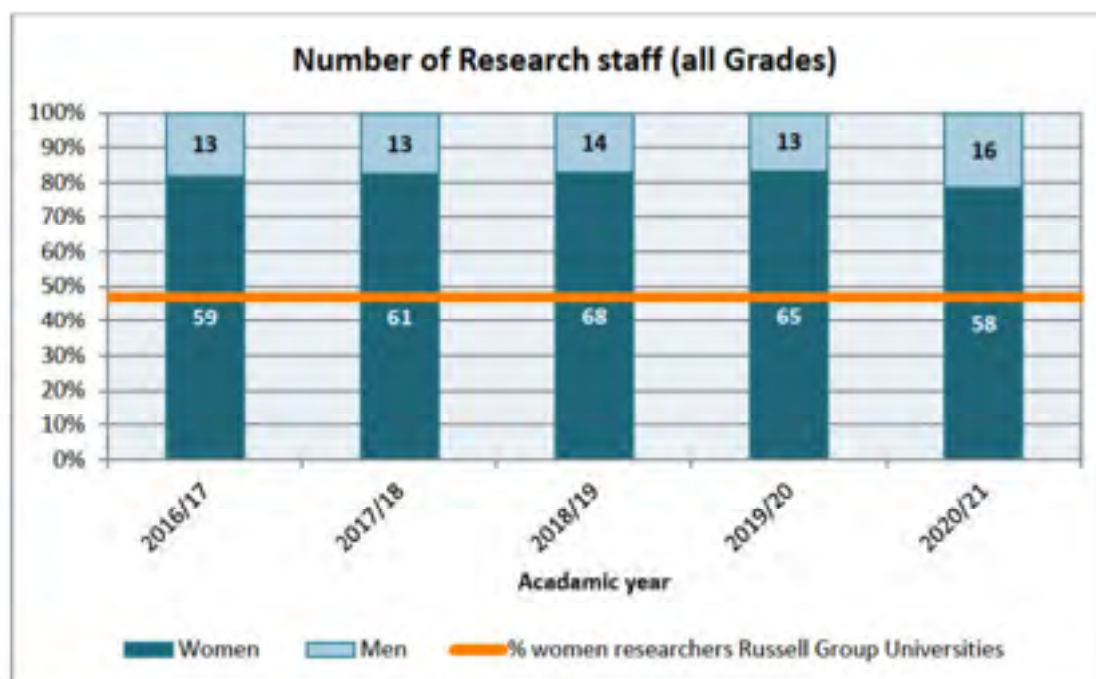


Figure 4.2.2. Number of research staff (all grades, clinical and non-clinical, PT and FT). Gold line is national benchmark.

Among Academic staff, the gender distribution is more even and has remained stable over the years (61%W:39%M, 2020/21; Figure 4.2.3).

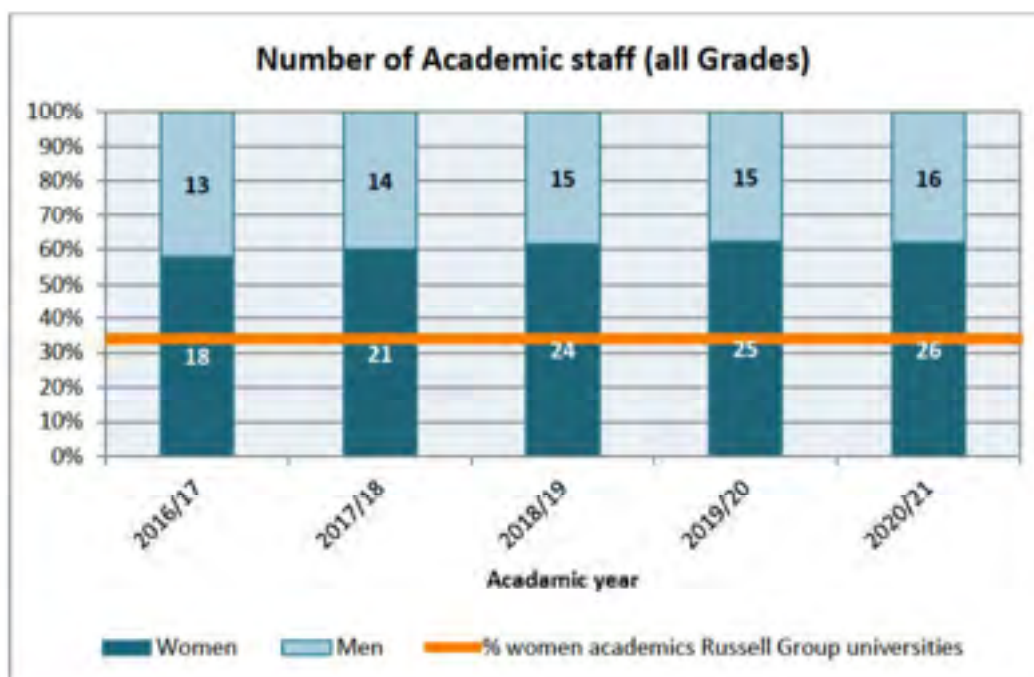


Figure 4.2.3. Number of academic staff by gender (all grades, clinical and non-clinical, PT and FT). Gold line is national benchmark.

Clinical status of Academic and Research staff

Research staff are mostly non-clinical (83%, 2020/21; Figure 4.2.4), and these non-clinical research staff have a gender distribution of 84%W:16%M. The gender distribution of the small number of clinical research staff is more even (54%W:46%M).

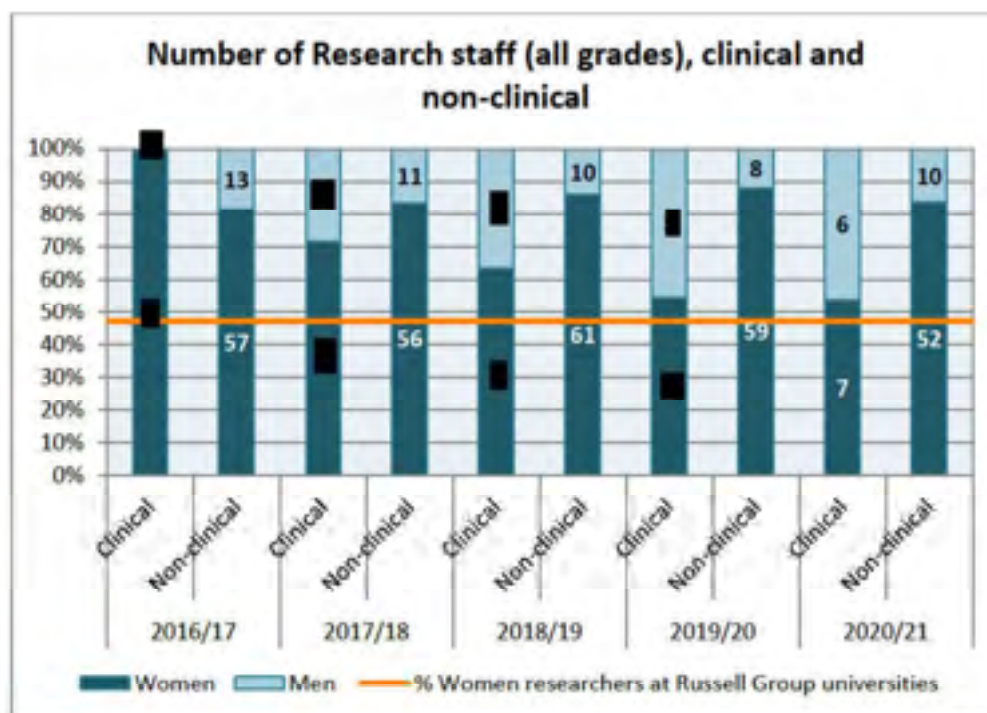


Figure 4.2.4. Number of Research staff by clinical status (all grades, PT and FT). Gold line is national benchmark.

Academic staff are mostly clinical (67%, 2020/21; Figure 4.2.5), though there is a substantial number of non-clinical staff. The gender distribution of clinical academic staff is 61%W:49%M and non-clinical staff are similar (64%W:46%M).

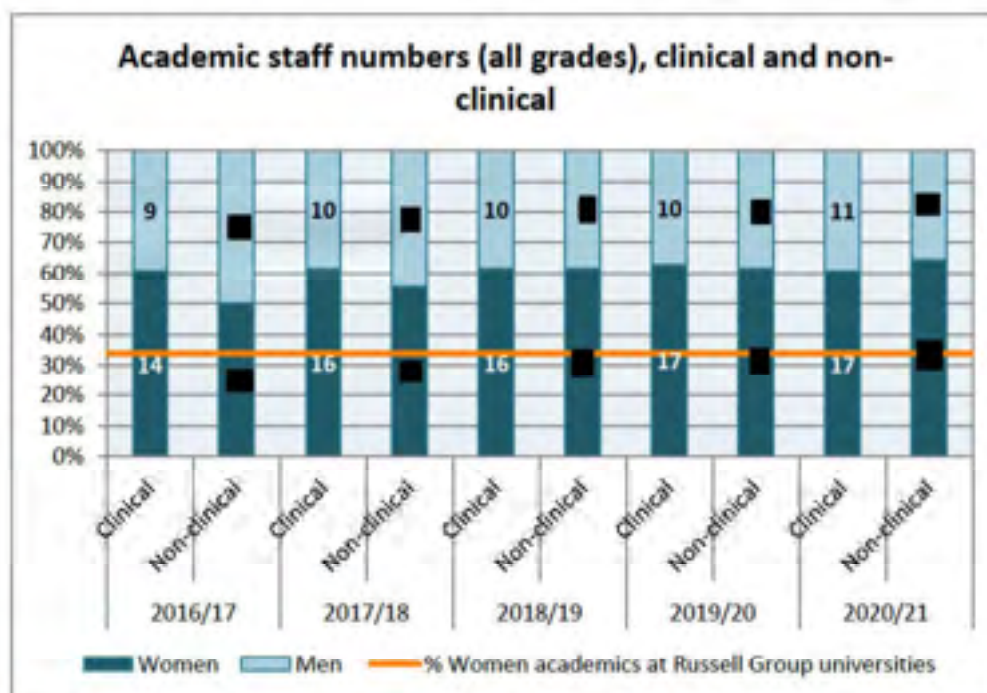


Figure 4.2.5. Number of Academic staff by clinical status (all grades, PT and FT). Gold line is national benchmark.

National benchmarks

Benchmarks for clinical and non-clinical staff vary and there is no single benchmark for all staff. At Research and Academic levels, the Division has a higher proportion of women than UCL, Russell Group Universities and London Universities (Table 4.2.2). This is due to the many staff from psychology backgrounds, which at UK undergraduate level is 81%W:19%M.

Table 4.2.2. National benchmarking data for Research and Academic staff				
National benchmarking data for Academic and Research staff				
Data	Research		Academic	
	% Women	% Men	% Women	Men
UCL ^a	51%	48%	38%	62%
Russell Group Universities ^a	47%	53%	34%	66%
London Universities ^a	51%	49%	42%	58%
Academic psychiatry	-	-	40%	60%
^a Data are from 2018/19 HESA				

Qualified UK psychiatrists are 45%W:55%M and UK academic psychiatry is 40%W:60%M. The Division clinicians are: 58%W:42%M. The higher proportion of women compared with psychiatry benchmarks is likely driven by the presence of clinical psychologists and Allied Health Professionals in the clinical group.

Academic and Research staff by grade

There is substantial overlap between Academic/Research contract and Grade. When also split by gender, numbers are too small for meaningful analysis at certain Grades. We therefore first present Academic and Research staff combined by Grade (Figure 4.2.6).

At our last application (2017/18), there was a bottleneck for women postdoctoral researchers at Grades 7 and 8, preventing progression to Grade 9.

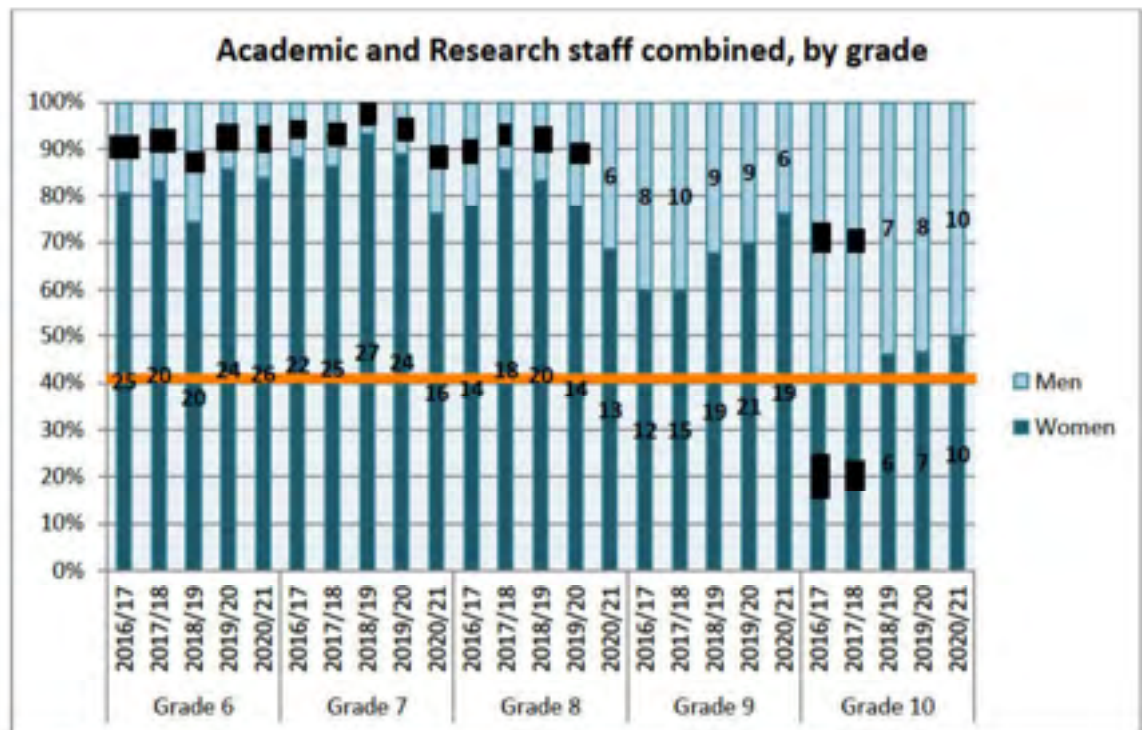


Figure 4.2.6. Academic and research staff combined by Grade. Gold line indicates National Benchmark: proportion of women Academic and Research staff (41%) in Russell Group Universities.

This bottleneck was affected by clinical status (Figure 4.2.7). The number of clinical women increased at Grade 9 and, in 2017/18, 48% of Grade 9 staff were clinical women. However, non-clinical women comprised 12% of Grade 9 (compared with 71% of Grade 8).

Since 2017/18, this pattern has markedly improved, as we worked to mend the leaky pipeline for non-clinical women postdoctoral researchers (Impact Box 6).

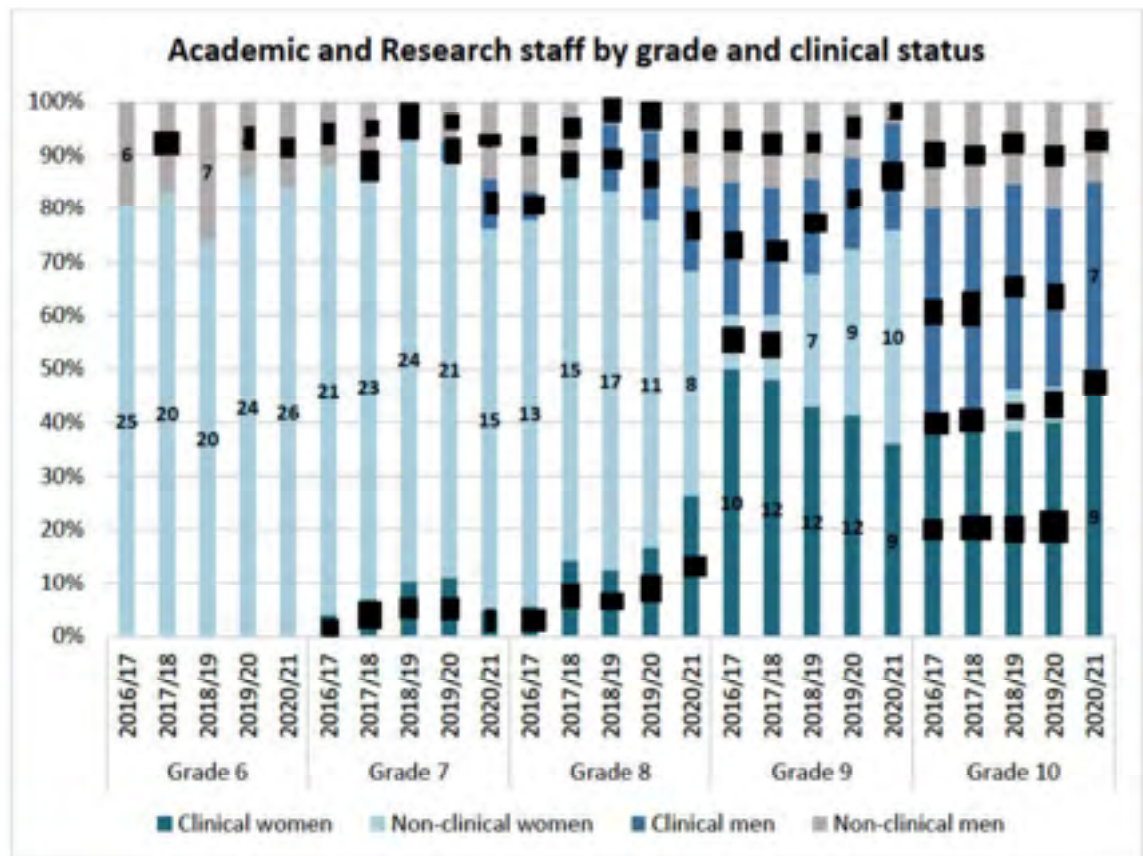





Figure 4.2.7. Academic and Research staff combined, by Grade and clinical status.

Impact Box 6: Flattening leaky pipeline for non-clinical women postdoctoral researchers (ECRs)	
Issue 	In 2017/18: <ul style="list-style-type: none"> • Bottleneck for non-clinical women postdoctoral researchers at Grades 7 (79% non-clinical W, n=23) and 8 (71% non-clinical W, n=15) • Affected progression to Grade 9 (Associate Professor): 12% non-clinical W, n=3
Action/s 	2017/18-20/21: <ul style="list-style-type: none"> ✓ Standardisation of appraisals, including checklists to ensure all staff discuss career progression, training opportunities and promotions ✓ Actively encouraged postdocs to apply for promotion during appraisals ✓ Implemented a promotions panel and feedback system to improve quality of promotion applications ✓ Regularly publicised opportunities as part of the Division MSc including teaching, leading journal clubs and student supervision, with clear links articulated between activities and career progression ✓ Established Divisional non-clinical ECR network who meet regularly to support development, training, career progression
Impact 	By 2020/21: <ul style="list-style-type: none"> • Number of non-clinical women at Grade 9 (Associate Professor) increased to n=10 (40%) (↑ 28%)

Snapshot of pipelines

A comparison of the pipelines is shown in Figures 4.2.8 (2017/18) and 4.2.9 (2020/21). Since our 2017/18 application, the pipeline has flattened for non-clinical women postdoctoral researchers (Impact Box 7).

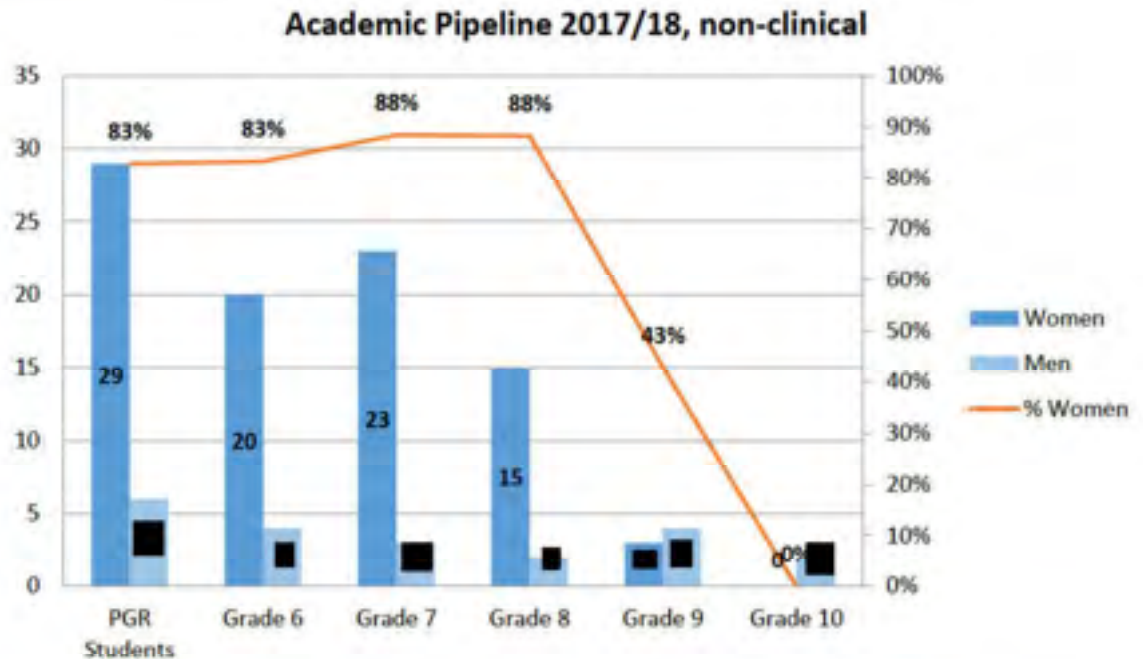


Figure 4.2.8. Snapshot of pipeline for non-clinical Academic and Research staff in 2017/18.

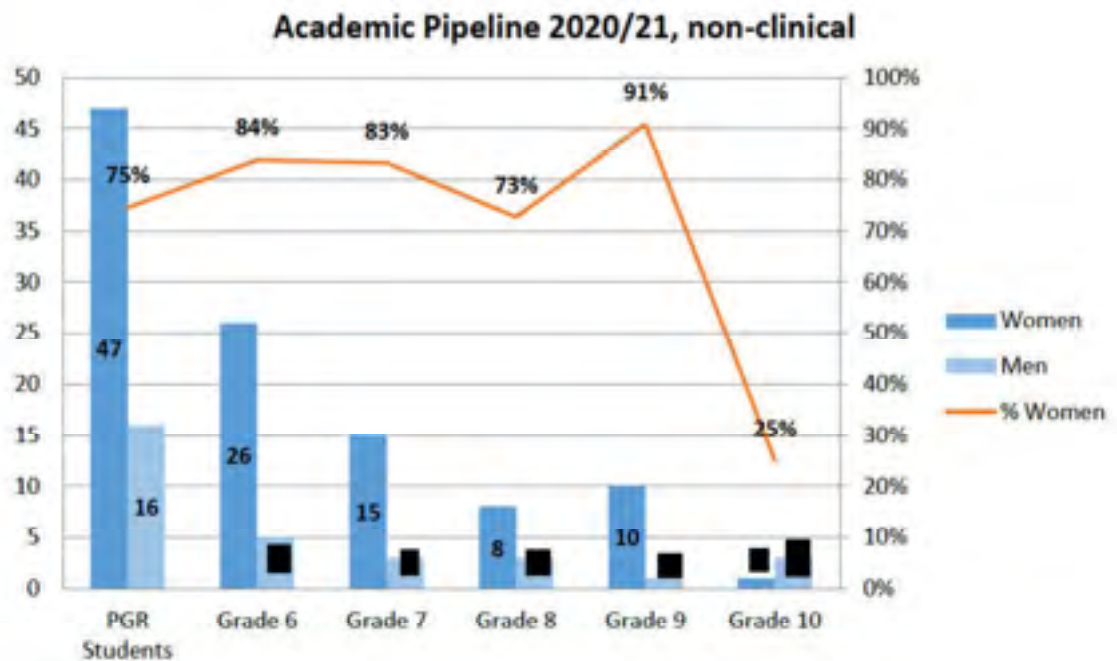


Figure 4.2.9. Snapshot of pipeline for non-clinical Academic and Research staff in 2020/21.

Research staff by Grade are shown in Figure 4.2.10. The number of women Research Assistants (Grade 6; 84%W in 2020/21) has remained stable and in line with psychology undergraduate benchmarks (81%W:19%M).

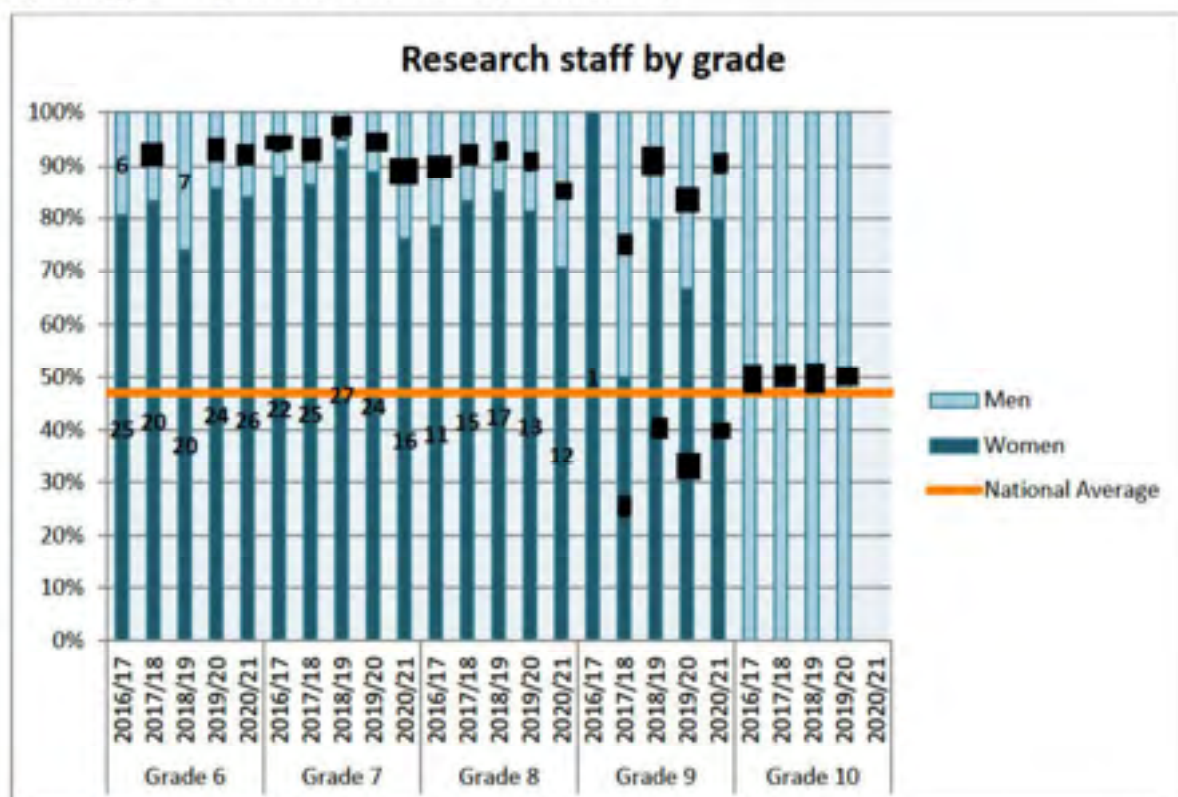


Figure 4.2.10. Research staff by Grade. Gold line indicates National Benchmark: proportion of women Research staff (47%) in Russell Group Universities.

Academic staff by grade are shown in Figure 4.2.11.

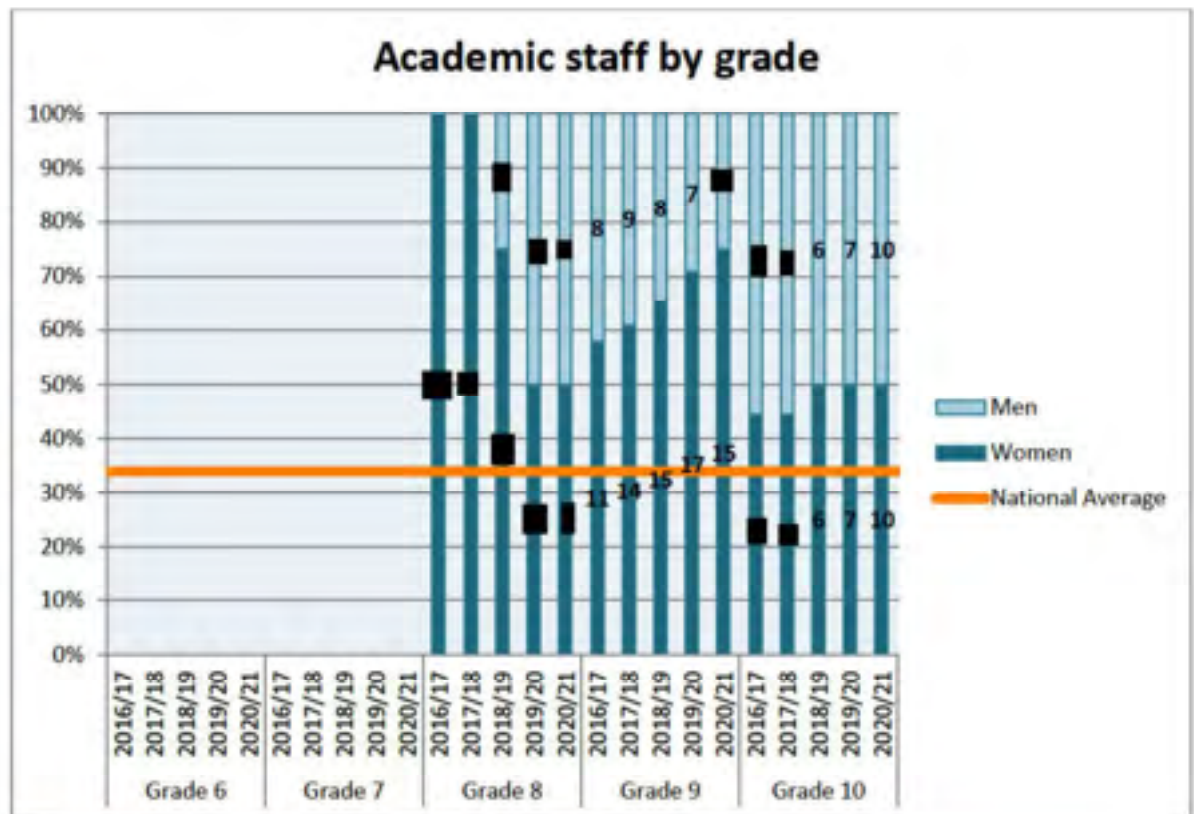





Figure 4.2.11. Academic staff by Grade. Gold line indicates National Benchmark: proportion of women Academic staff (34%) in Russell Group Universities.

In 2017/18, there was also a bottleneck for women at Grade 9, preventing progression to Grade 10 (Professor). We worked to address this and the number of women Professors has risen steadily, with gender parity attained in 2020/21 (Impact Box 7).

Impact Box 7: Increasing the number of women professors	
Issue 	In 2017/18: <ul style="list-style-type: none"> Gender inequality at Professorial level: ■ women and ■ men professors (Grade 10; 40%W:60%M) despite Associate Professors (Grade 9) being 60%W:40%M
Action/s 	2017/18-20/21: <ul style="list-style-type: none"> ✓ Professorship roles policy requiring 1 man and 1 woman to be nominated per year ✓ Mandatory items on promotion and career development added to appraisal checklists ✓ Actively encouraged people at Grade 9 to apply for promotion: staff encouraged to familiarise themselves with promotions criteria and self-nominate more confidently ✓ Implemented promotions panel and feedback system to improve quality of applications
Impact 	By 2020/21: <ul style="list-style-type: none"> Achieved gender equality among Professors: 10W/10M professors (50%W:50%M) (↑10% for women)

There is still work to do as the gender distribution of Professors (50%W:50%M) does not match the gender distribution of Associate Professors (60%W:40%M). The increase in women Professors has been driven by the progression of clinical rather than non-clinical women (Figure 4.2.7), leading to Action 4.1.1. Actions aimed at appraisals, promotions, mentoring and external fellowships; section 5) should increase the number of non-clinical staff at Grade 10.

Action 4.2.1	Increase the number of women Professors, particularly women from non-clinical backgrounds
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Academic and research staff numbers, according to PT/FT status

The proportion of PT women and men has remained stable (Table 4.2.3), with more PT women (20%W:29%M). This gender difference among PT versus FT is larger for academic than research staff.

Year	Academic				Research			
	Women		Men		Women		Men	
	PT	FT	PT	FT	PT	FT	PT	FT
2016/17	6 (33%)	12 (66%)	1 (7%)	13 (93%)	12 (24%)	49 (78%)	1 (29%)	3 (71%)
2017/18	7 (33%)	14 (66%)	1 (7%)	13 (93%)	18 (28%)	46 (72%)	1 (20%)	4 (80%)
2018/19	6 (25%)	18 (75%)	1 (31%)	3 (69%)	25 (35%)	46 (65%)	1 (31%)	2 (69%)
2019/20	7 (28%)	18 (72%)	1 (20%)	5 (80%)	22 (32%)	46 (68%)	1 (33%)	2 (66%)
2020/21	7 (27%)	19 (73%)	1 (13%)	7 (88%)	15 (24%)	47 (76%)	1 (17%)	5 (83%)

Note: Numbers are small for men so percentage trends should be interpreted with caution

The gender difference for PT versus FT staff is similar by Grade (Figure 4.2.12).

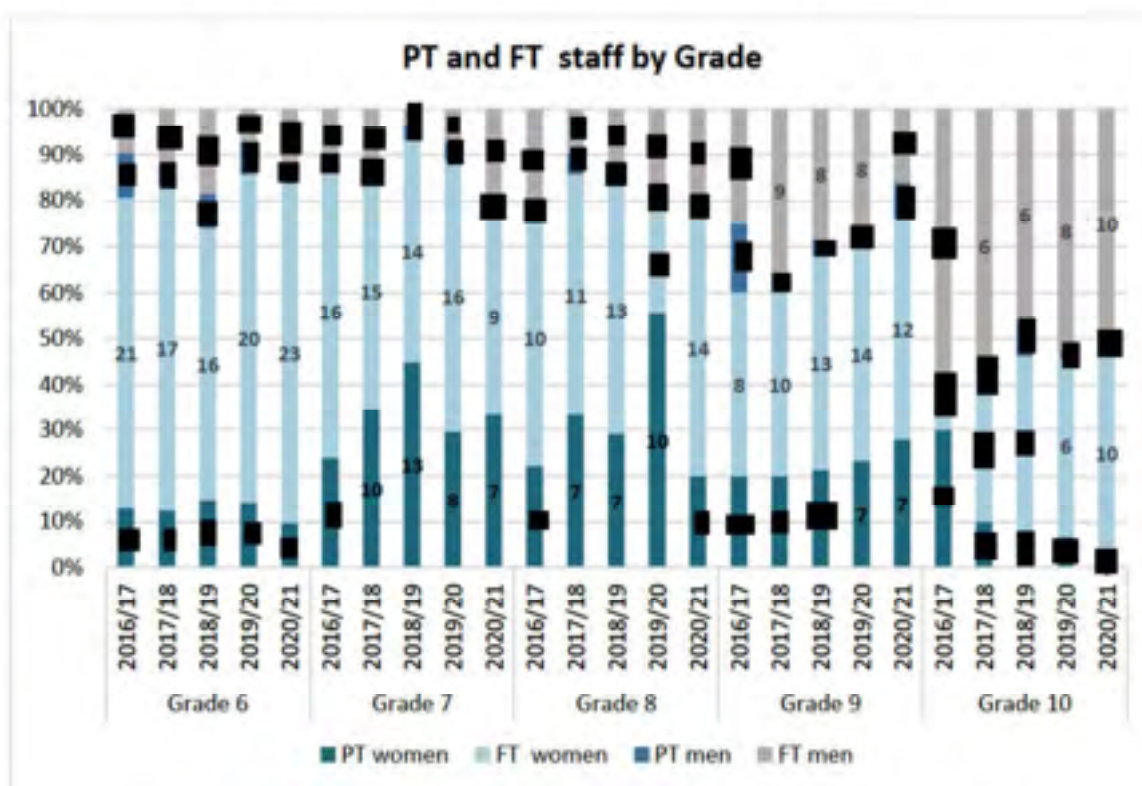


Figure 4.2.12. Academic and Research staff (combined) by Grade and PT/FT status.

Intersectional analysis: Academic and research staff numbers by ethnicity

Among Research staff in 2020/21, 16% of women were BAME and 17% of men (Table 4.2.4). This is below benchmarks by 5% and 3% respectively (Table 4.2.5).

Among Academic staff in 2020/21, 12% of women were BAME and 6% of men (below the benchmark by 3% and 6% respectively).

Many Research women had unknown ethnicity, which prevented conclusions about whether BAME women are lost at a faster rate than white women.

However, among Professors, there are no BAME women and one BAME man.

For BAME compared with white women, the reduction is steeper from MSc to PhD and Research levels (Figure 4.2.13). For BAME men, the reduction is steeper than for white men from PhD to research and academic levels (Figure 4.2.13).

These data indicate a leaky pipeline for BAME staff, leading to Action 4.2.2.

Action 4.2.2

Improve the leaky Academic Pipeline for BAME women and men, from MSc to Professor levels

Table 4.2.4. Number (%) Academic and Research staff according to ethnicity

Year	Research						Academic					
	Women			Men			Women			Men		
	BAME	White	Unknown	BAME	white	Unknown	BAME	White	Unknown	BAME	white	Unknown
2016/17	12 (21%)	40 (71%)	■ (8%)	■ (14%)	10 (71%)	■ (15%)	■ (6%)	17 (94%)	-	■ (8%)	11 (85%)	■ (7%)
2017/18	12 (20%)	42 (69%)	7 (11%)	■ (8%)	10 (77%)	■ (15%)	■ (5%)	20 (95%)	-	■ (7%)	12 (86%)	■ (7%)
2018/19	14 (19%)	46 (68%)	8 (11%)	■ (14%)	11 (79%)	■ (7%)	■ (12%)	21 (88%)	-	■ (7%)	12 (80%)	■ (13%)
2019/20	11 (17%)	44 (68%)	10 (15%)	■ (23%)	10 (77%)	-	■ (12%)	22 (88%)	-	■ (7%)	12 (80%)	■ (13%)
2020/21	10 (17%)	36 (62%)	12 (21%)	■ (19%)	13 (81%)	-	■ (12%)	22 (85%)	■ (3%)	■ (6%)	13 (81%)	■ (13%)

Note: percentages for men and academic/unknown BAME women are based on small cell sizes and are too small for meaningful analysis.

Table 4.2.5. UCL Benchmark for academic and research staff, by ethnicity and gender

Data source	Gender and ethnicity					
	Women			Men		
	BAME ^a (%)	White (%)	Unknown (%)	BAME ^a (%)	White (%)	Unknown (%)
Academic	14%	78%	8%	13%	78%	9%
Research	21%	65%	14%	21%	62%	17%

^aBlack, Asian (Indian, Pakistani, Bangladeshi, Chinese, other Asian background), mixed or other.

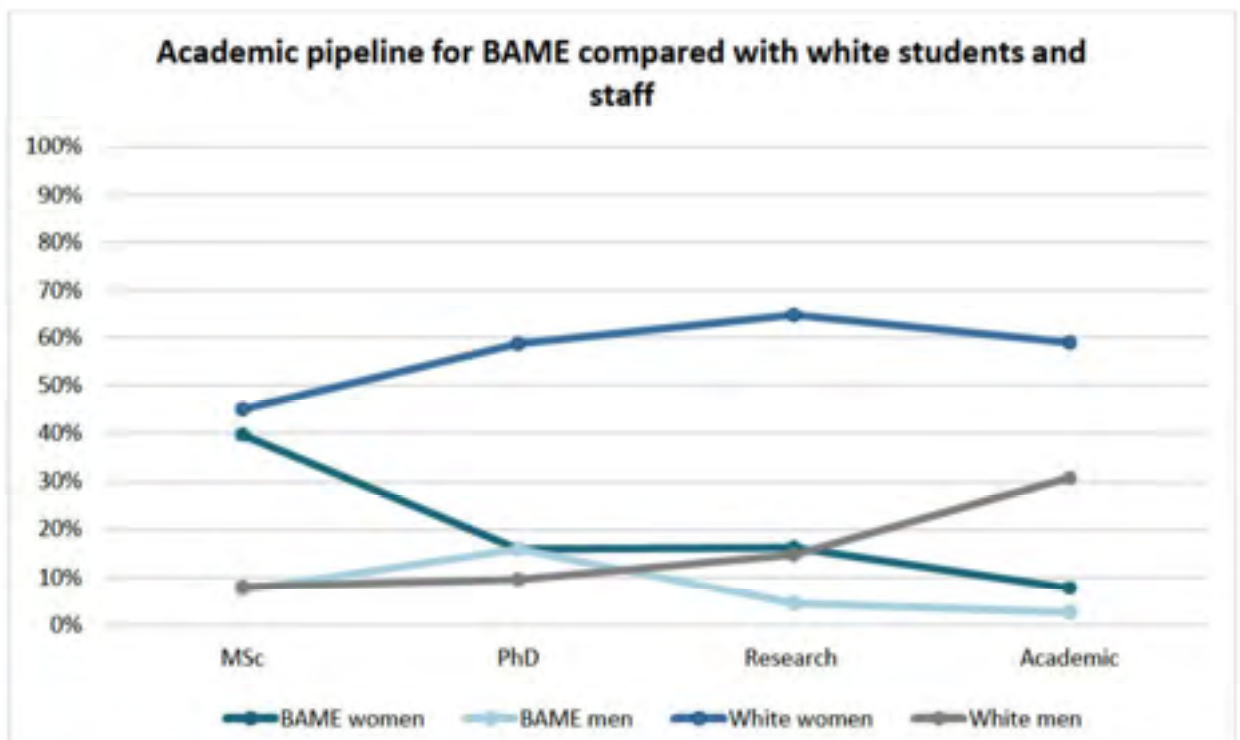


Figure 4.2.13. Academic pipeline for BAME compared with white students and staff.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

N/A

- (vii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts

UCL does not use zero-hour contracts. Fixed-term contracts are used for up to nine months, for example maternity cover.

UCL manages impermanent contracts by issuing 'open-ended' contracts (i.e. with an end date). These posts are mainly funded through time-limited research grants and staff are made redundant when the funding expires (Table 4.2.6).

Table 4.2.6. Snapshot of number of staff on each contract (at end of 2020/21 academic year)

Role	UCL Grade	Fixed term ^a		Open-ended ^b		Permanent	
		Women (n)	Men (n)	Women (n)	Men (n)	Women (n)	Men (n)
Research Assistant	6	6	■	20	■	■	■
Research Fellow	7	■	■	16	■	■	■
Senior Research Fellow	8	■	■	13	6	■	■
Principal Research Fellow	9	■	■	■	■	■	■
Associate Professor	9	■	■	■	■	15	■
Professor	10	■	■	■	■	10	10

^aFixed term: impermanent contract of up to nine months.

^bOpen-ended: impermanent contract longer than nine months.

Redeployment

Three months before grants end, research staff receive priority access to all UCL jobs through redeployment. Before posts are advertised externally they are advertised internally through redeployment (for one-week), and suitable internal candidates can have job trials (four to eight weeks). In the 2020/21 staff

survey, 70% (n=54) of women and 84% (n=21) of men were aware of the UCL redeployment process, leading to Action 4.2.3.

Actions within the Division

In addition to the UCL redeployment process, the Division:

- Announces new grants at Advisory Board meetings and publicises them in the termly newsletter. All researchers on fixed-term or open-ended contracts are therefore made aware of job opportunities.
- Has used Biomedical Research Centre funds to provide bridge funding to two postdoctoral researchers (1W, non-clinical; 1M, clinical).

Action 4.2.3	Increase awareness of UCL redeployment processes
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(viii) Academic leavers by grade and gender and full/part-time status

Academic and research leavers by grade

Most staff who left the Division 2016/7 to 2020/21 were Research Assistants at Grade 6; Figure 4.2.14). The distribution of Grade 6 leavers (87%W:13%M) was slightly different to the average gender distribution of Grade 6 staff during this time (82%W:18%M). We will monitor this (Action 4.2.4).

Women Grade 7 leavers (82%W) were similar in proportion to Grade 7 staff (86%W).

Grade 8 leavers (91%W) were more likely to be women, compared to the average distribution of Grade 8 (78%W). This likely contributes to the leaky pipeline for women progressing to senior roles. Actions aimed at addressing the leaky pipeline for non-clinical women (section 5) should address this, along with actions aimed at leavers (Action 4.2.4).

The number of leavers at Grades 9 and 10 was too small for meaningful analyses.

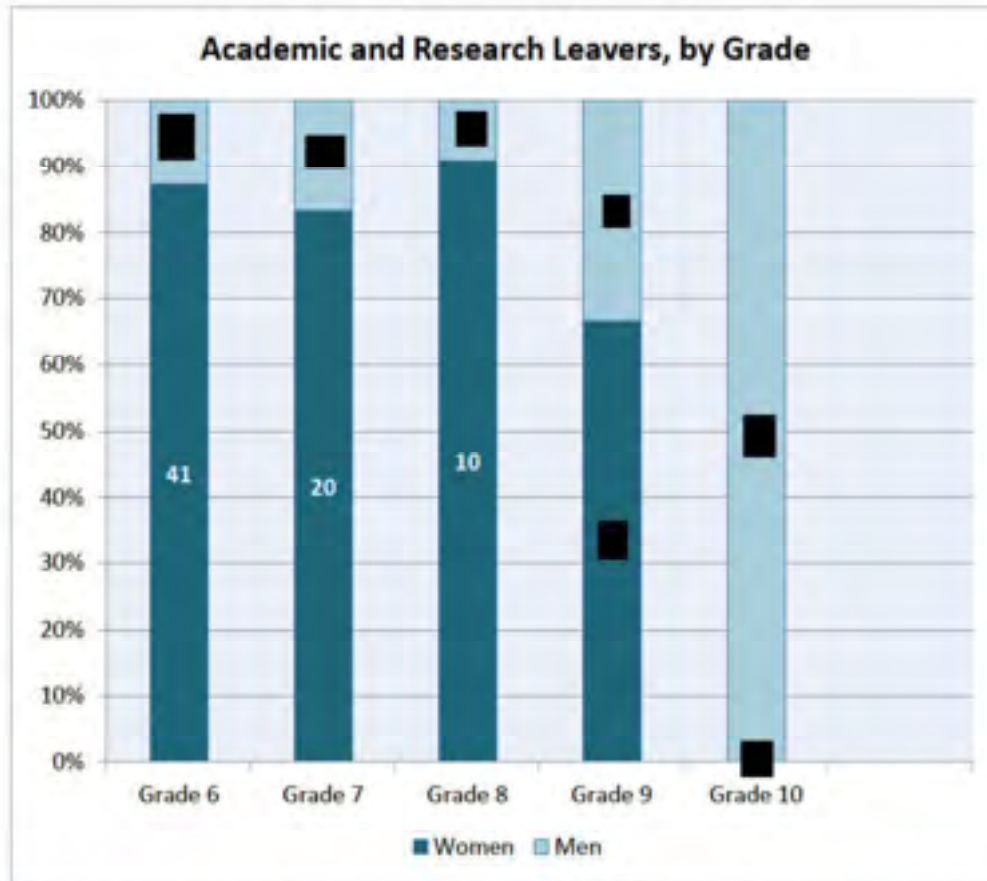


Figure 4.2.14. Academic and research leavers by Grade between 2016/7 and 2020/21.

Academic and research leavers by grade and FT/PT status

The number of men working PT is small. Between 2016/17 and 2020/21, [REDACTED] PT men left (Figure 4.2.15). Although numbers are too small for meaningful analyses, the gender distribution of PT leavers (91%W:9%M) contains more women than PT workers overall (80%W:20%M). Actions aimed at retaining non-clinical women (section 5) and understanding and reasons for leaving (Action 4.2.4) should address this.

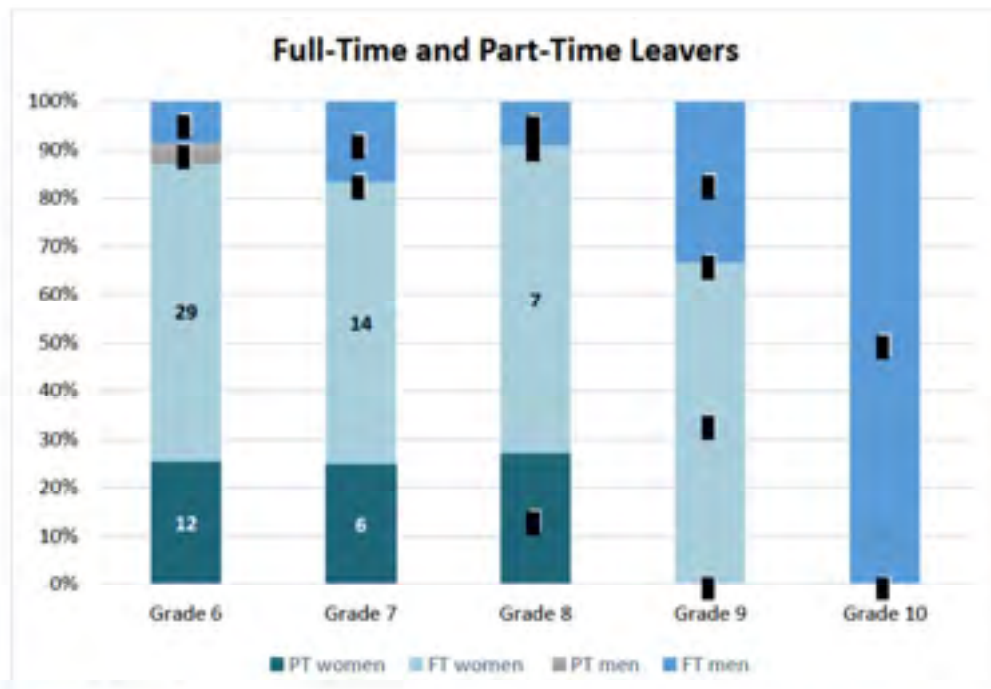


Figure 4.2.15. Academic and research leavers by Grade between 2016/7 and 2020/21.

Reasons for leaving

Reasons for leaving are shown in Table 4.2.7. More information about why people resign is needed, leading to Action 4.2.4.

Table 4.2.7. Reasons for leaving according to Grade										
Reason for leaving	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Women (n)	Men (n)	Women (n)	Men (n)	Women (n)	Men (n)	Women (n)	Men (n)	Women (n)	Men (n)
Resignation	29	■	10	■	6	■	■	■	■	■
Redundancy	12	■	8	■	■	■	0	0	0	0
Retirement	0	0	0	0	■	0	0	0	0	■
Redeployment	0	0	■	0	0	0	0	0	0	0
Left a post covering parental leave	0	0	■	0	0	0	0	0	0	0

Action 4.2.4

Develop and implement exit interviews to understand reasons for leaving, and act on these reasons to increase the retention of under-represented groups.

Total word count: 2,858

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Fair recruitment practices:

The Division implements rigorous fair recruitment practices:

- The Division manager confirms that all staff who sit on selection panels have attended EDI and Fair Recruitment training
- The Division manager ensures that no single gender exceeds 75% of each recruitment panel as per UCL HR policy (achieved 100% in the last 5 years)
- All job adverts are reviewed by PSS to check they comply with UCL HR policies on neutral language, diversity and inclusion. Recruiters are notified if not and revise the advert
- The Division ensures that the following statements are included in job adverts:
 - Under additional responsibilities: 'To actively follow and promote EDI policies, including Equal Opportunities and Gender and Race Equality policies'
 - 'We have an Athena Swan Bronze award and half of our professorial staff are women. We have an active Race Equity and Ethnic Diversity committee and welcome applicants from minoritised groups'
- The Division's external website promotes the visibility of careers/mentoring/bullying and harassment support/peer support networks/parents and carers (all SAT initiated areas)
- Job adverts state that the Division will consider applications to work on a part-time, flexible and job share basis wherever possible

There are several ways we plan to improve recruitment; Action 5.1.1:

Action 5.1.1	Extend EDI sections of all job adverts
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Academic and Research staff recruitment

Recruitment data are shown for 2016/17 to 2020/21 (1st October – 30th September). During this time, no external academic appointments were made for Associate Professor (Grade 9) or Professor (Grade 10).

Research Assistants

~82% of Research Assistant (Grade 6) applicants were women (Figure 5.1.1). Most Research Assistants are psychology graduates and their gender distribution is in line with this benchmark (81%W:19%M; UK psychology undergraduates).

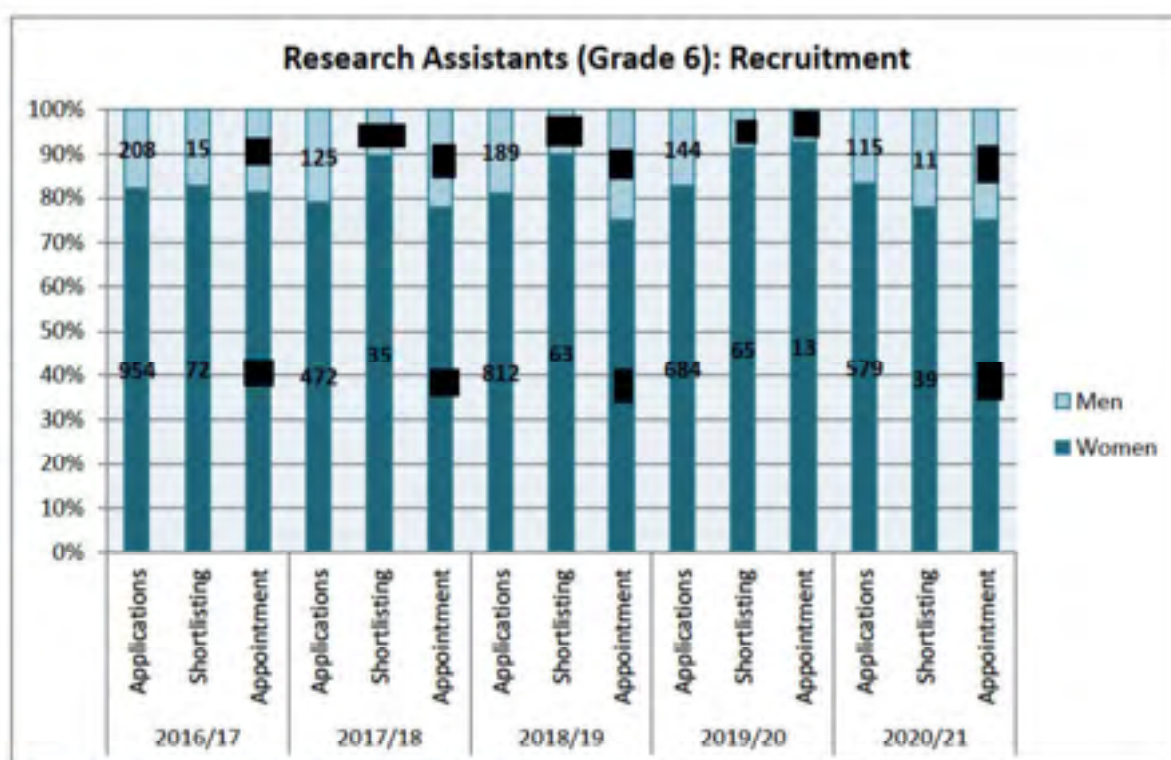


Figure 5.1.1. Recruitment for Research Assistants (Grade 6).

Between 2017/18 and 2019/20, women were more likely to be shortlisted than men, but this was rebalanced in 2020/21. We will monitor this, and actions designed to address the larger shortlisting bias towards women Research Fellows (see below) will also be used for Research Assistants (Action 5.1.2).

Research Fellows

~71% of Research Fellow (Grades 7/8) applicants were women (Figure 5.1.2). Progression to Grade 7 usually follows a PhD. The gender distribution of Grade

7/8 applicants is broadly consistent with enrolled PhD students (76%W:24%M). There were slightly more women among PhD students, which we will monitor (Action 5.1.2).

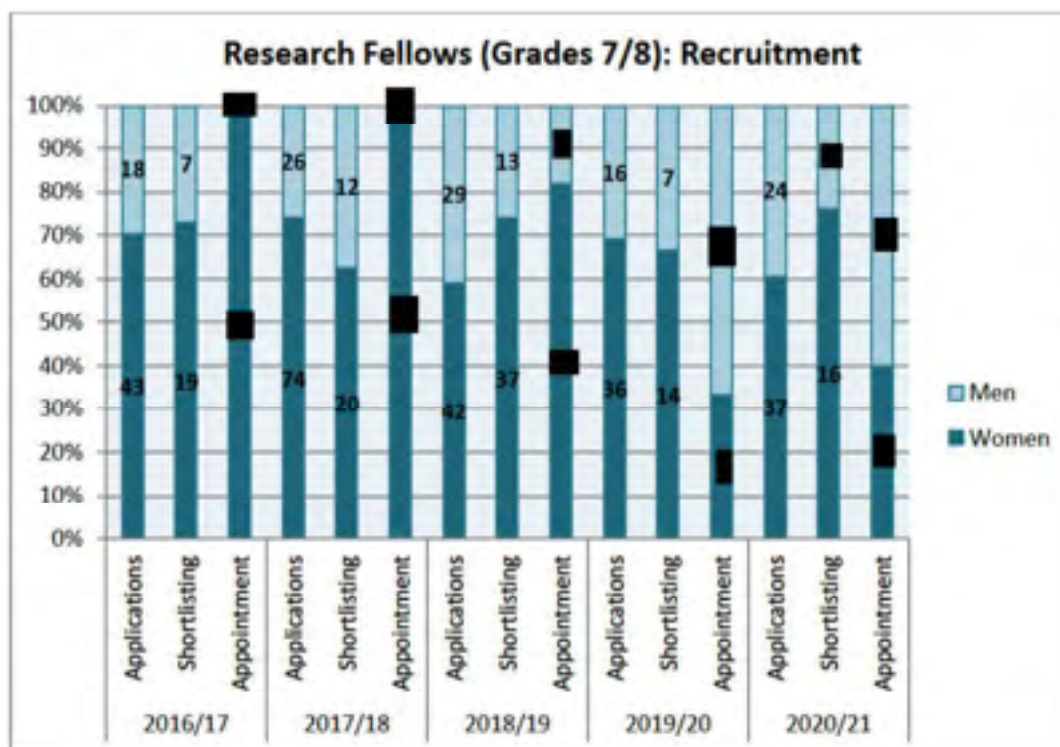


Figure 5.1.2. Recruitment for Research Fellows (Grade 7) and Senior Research Fellows (Grade 8).

Women Research Fellows were more likely to be shortlisted than men in 2018/19 and 2020/21; Action 5.1.2:

<p>Action 5.1.2</p>	<p>Address discrepancies in shortlisting rates for Research Assistants (Grade 6), Research Fellows (Grade 7) and Senior Research Fellows (Grade 8), which lead to women being more likely to be shortlisted than men</p> <p>Monitor gender distribution of Research Fellow applicants in relation to PhD students</p>
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Intersectional recruitment analyses

Figure 5.1.3 shows recruitment data by ethnicity for all Grades and years (2016/17 to 2020/21) combined due to small numbers when split by gender and ethnicity.

Shortlisting

We identified biases according to ethnicity (Figure 5.1.3). Shortlisting occurred for:

- 6% of BAME women
- 13% of white women
- 7% of BAME men
- 13% of white men

The SAT collaborated with the Divisional Race Equity and Ethnic Diversity group to design actions to address this; Action 5.1.3.

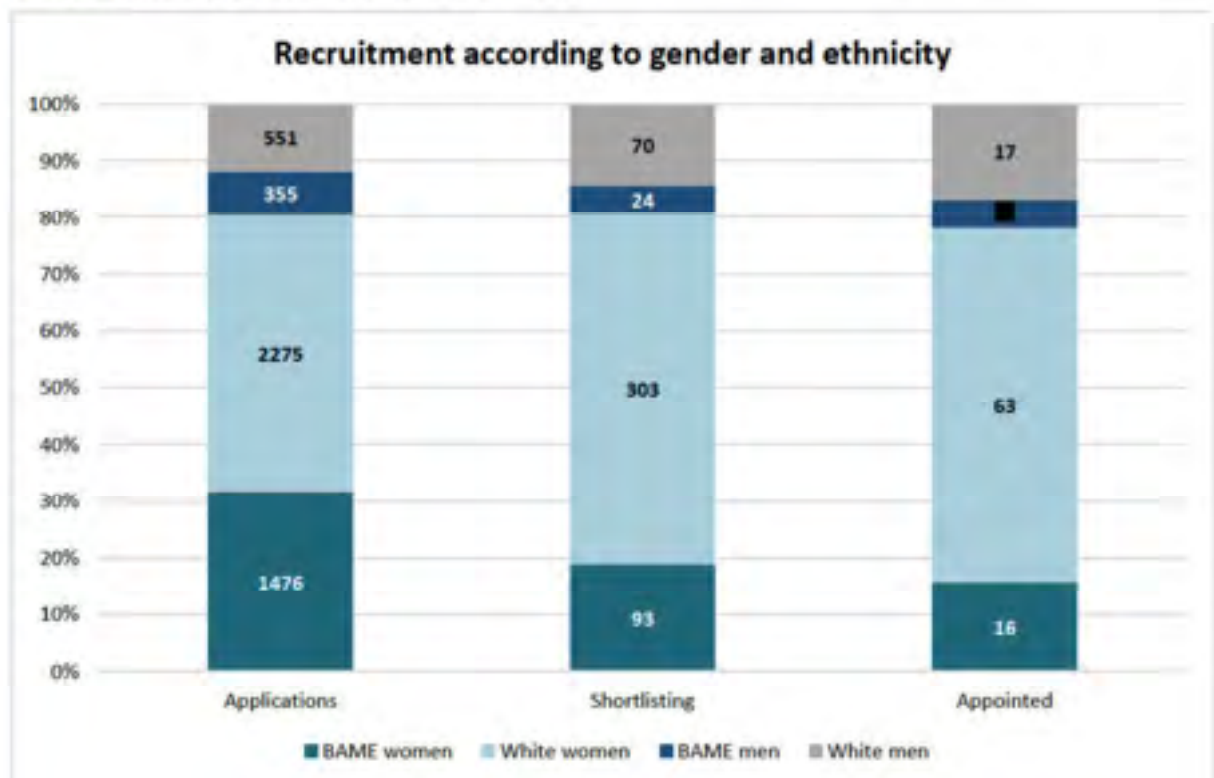


Figure 5.1.3. Recruitment for all Academic and Research grades between 2016/17 and 2020/21, according to gender and ethnicity.

Action 5.1.3

Address biases at shortlisting, which lead to BAME applicants being less likely to be shortlisted than white applicants

Appointments

There was an intersectional difference at appointment, with BAME women least likely to be appointed (Figure 5.1.3). Appointments occurred for:

- 17% of BAME women
- 21% of white women
- 21% of BAME men
- 24% of white men

We have designed actions to reduce intersectional biases at appointment;

Action 5.1.4:

Action 5.1.4

Address biases at the appointment (interview) stage, which lead to intersectional differences, with BAME women least likely to be employed

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.

The SAT has enhanced UCL-wide induction procedures through the following actions:

- Termly 'Welcome to the Division' event: the Director, and senior staff, welcome new starters and provide an overview of the Division, including its structures and values
- At the Divisional induction event EDI chairs deliver presentations on EDI, including bullying and harassment and mentoring
- New staff are welcomed in the termly Divisional newsletter
- Line managers arrange for a Divisional administrative induction for all new staff

- Line managers ensure that new staff have attended the induction and feel able to raise queries and concerns. Each line manager completes a one month and three month probation form for each new staff member
- The online staff handbook contains all induction information and staff are directed to this during the induction event and via email

Attendance at the Divisional induction event was high and similar by gender except in 2021 when a higher number of men did not attend (Figure 5.1.4); Action 5.1.5.

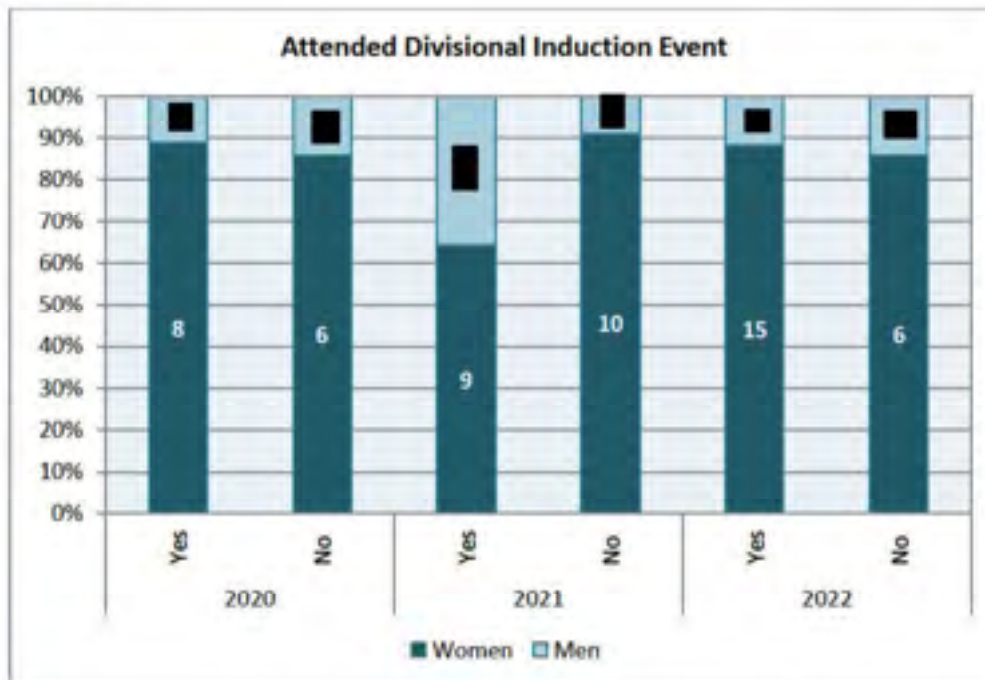


Figure 5.1.4. Attendance at Divisional Induction Event for all staff (Academic, Research, Professional Services)

Action 5.1.5	Increase uptake of inductions
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Effectiveness of the induction is assessed with a question on satisfaction in our staff survey. In 2020/21, 68%W:100%M were satisfied with their induction. We have designed actions to reduce this gender difference; Action 5.1.6:




(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotions Data 2018-2021

In 2017, UCL unified promotion processes for research, teaching and academic staff into an Academic Careers Framework, identifying four domains of personal impact: research, education, enterprise/external engagement, and institutional citizenship. Successful promotions take effect from 1st October.

Promotions were a key area of action after our last application, as we worked to mend the leaky pipeline for women. Impact Box 8 describes how staff are encouraged and supported through the process. We have improved awareness of promotion opportunities and how to apply (Impact Box 8). We have also improved support during the application (Impact Box 8). This has led to an increase in the number of women promoted (Impact Box 8).

Impact Box 8: Improved awareness of promotion opportunities and how to apply, and increases in the number of staff promoted	
Issue 	<p><u>In 2016/17:</u></p> <ul style="list-style-type: none"> • 0 women promoted to Grade 9 and 0 to Grade 10 (Table 5.1.2) <p><u>In 2017/18:</u></p> <ul style="list-style-type: none"> • 53%W:72%M aware of promotion opportunities and how to apply in staff survey (Figure 5.1.5) • 66%W:70%M discussed promotion during their appraisal in appraisal checklists (Figure 5.1.6)
Action/s 	<p><u>2016/17-20/21</u></p> <ul style="list-style-type: none"> ✓ Clear and transparent guidelines in staff handbook, to enhance knowledge of promotions process ✓ Introduced promotion as compulsory discussion point in appraisals and on appraisal checklists. ✓ System for providing detailed feedback to candidates to improve applications: internal panels for junior (to UCL grades 7 & 8) and senior (to UCL grades 9 & 10) promotions. Panels provide written feedback on how to improve application. ✓ Emails sent to all staff by Division Director when promotions are, explaining that funds for the promotion do not need to be secured before the application ✓ Discussions about promotions at ECR (postdoc) group meetings: E.G. from the Deputy Dean of Faculty who explained the process and how decisions are made
Impact 	<p><u>In 2018/19:</u></p> <ul style="list-style-type: none"> • Number of women promoted to Grades 9 and 10 increased. E.G. in 2018/19, two women were promoted to Grade 9 and three to Grade 10 (Table 5.1.2) <p><u>In 2019/20:</u></p> <ul style="list-style-type: none"> • 84%W:88%M discussed promotion during appraisal (↑18% in women and ↑18% in men) (Figure 5.1.6) <p><u>In 2020/21:</u></p> <ul style="list-style-type: none"> • 77%W:78%M aware of promotion opportunities and how to apply (↑24% in women and ↑6% in men), with elimination of gender difference (Figure 5.1.5)

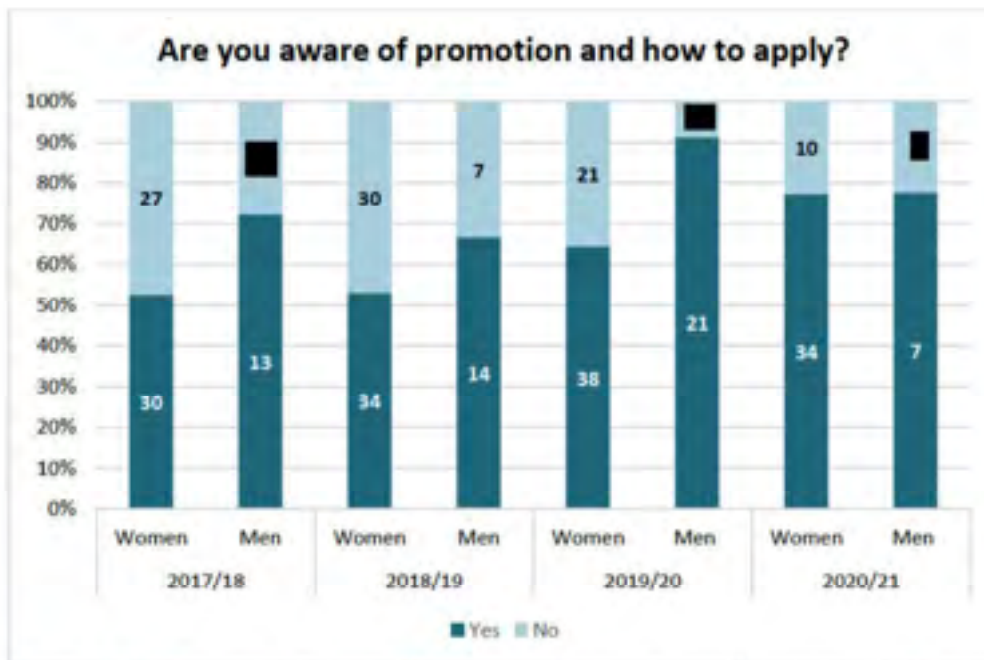


Figure 5.1.5. Data on whether staff are aware of promotion and how to apply (from the annual staff surveys which asked this question).

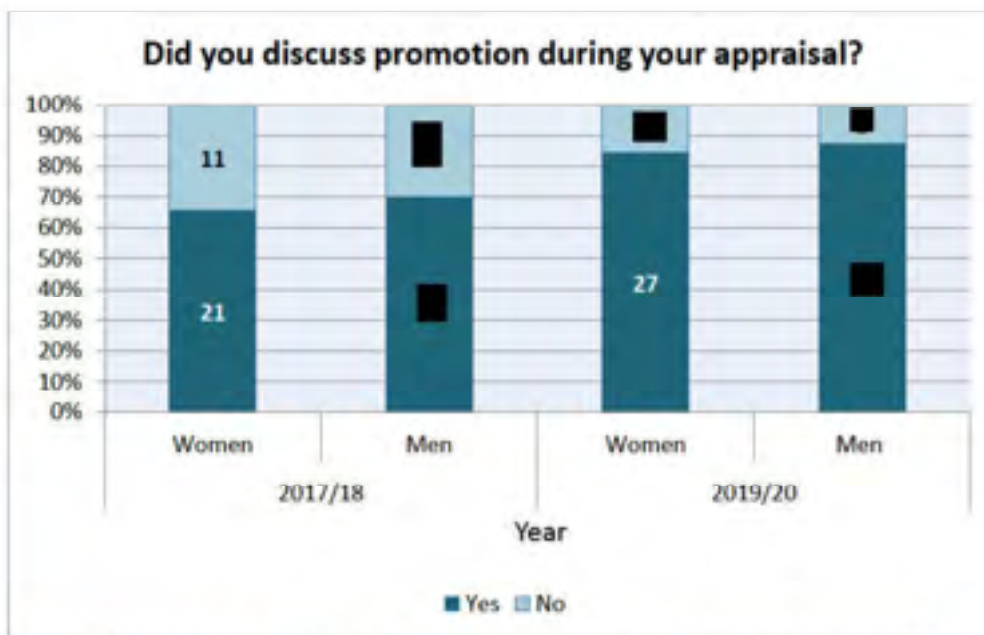


Figure 5.1.6. Data on whether staff discussed promotion during their appraisal (from the appraisal checklists, which were available 2017/18 and 2019/20).

Promotion application forms encourage staff to indicate personal circumstances that may have affected their output including career breaks, disability and ill-health. We will add guidance on personal circumstances to our new promotions workshops (see Action 5.1.7). We will inform all line managers that personal circumstances are considered; see Action 5.1.7).

UCL runs two promotion rounds each year: junior (to Grades 7/8) and senior (to Grades 9/10). Data on promotions between 2016/17 and 2020/21 are shown in Tables 5.1.1 (junior) and 5.1.2 (senior). The success rate in the Division was high, with only one unsuccessful application (non-clinical woman applying for promotion from Grade 7 to 8 in 2020). Two PT staff were promoted (woman Grade 7 to 8 in 2020, and woman Grade 8 to 9 in 2021).

The number of women promoted to Associate Professor (Grade 9) and Professor (Grade 10) has increased substantially (Impact Box 7 and Table 5.1.2). The number of women promoted to Grade 7 or 8 has also increased, but more slowly (Actions 5.1.7).

Table 5.1.1. Early career promotions to Grades 7/8 (all staff promoted to these Grades were non-clinical)

Year promotion awarded	Number of promotions to Grade 7	
	Women	Men
2016/17	■	■
2017/18	■	■
2018/19	■	■
2019/20	■	■
2020/21	■	■
	Number of promotions to Grade 8	
	Women	Men
2016/17	■	■
2017/18	■	■
2018/19	■	■
2019/20	■	■
2020/21	■	■

Table 5.1.2 Senior promotions to Grade 9/10						
Year promotion awarded	Number of promotions to Grade 9					
	Women			Men		
	Total	Clinical	Non-clinical	Total	Clinical	Non-clinical
2016/17	0	0	0	1	0	1
2017/18	3	1	2	0	0	0
2018/19	2	1	1	1	1	0
2019/20	3	2	1	2	2	0
2020/21	2	0	2	0	0	0
Year promotion awarded	Number of promotions to Grade 10					
	Women			Men		
	Total	Clinical	Non-clinical	Total	Clinical	Non-clinical
2016/17	0	0	0	0	0	0
2017/18	2	2	0	0	0	0
2018/19	3	3	0	1	1	0
2019/20	1	1	0	2	2	0
2020/21	1	0	1	1	0	1

Analyses are based on small numbers but more women from clinical versus non-clinical staff groups were promoted to Grade 10 (Table 5.1.2).

The gender distribution of those promoted aligned with the gender distribution of the Grade they were promoted from, except for Grade 9 (Table 5.1.3). A higher proportion of men than women from Grade 8 were promoted to Grade 9, likely driven by clinical versus non-clinical differences in promotion.

Table 5.1.3. Comparing the gender distribution of staff who were promoted with the gender distribution of the Grade they were promoted from		
Grades	Gender distribution	
	Staff who were promoted	Grade they were promoted from
Promoted to Grades 7/8	82%W:12%M ^a	84%W:16%M ^b
Promoted to Grade 9	71%W:29%M	78%W:22%M
Promoted to Grade 10	64%W:36%M	67%W:33%M
^a The average of Grades 7 and 8		
^b The average of Grades 6 and 7		

We expect our actions targeting appraisals, promotions, mentoring and fellowships (section 5) to continue to improve the leaky pipeline for women. We will annually monitor promotions data by gender and clinical status to ensure this is the case; Action 5.1.7:

Actions 5.1.7	Monitor promotions data annually, to ensure the continued success of actions at key transition points
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We still need to improve sense of fairness, support and encouragement. In the 2020/21 staff survey, women were less likely to think that decisions about promotion and regrading were made fairly (Table 5.1.4).

Table 5.1.4. Decisions about promotions / regrading are made fairly (numbers too small to split by clinical status).			
Number and percent who responded 'yes'			
Responses	Overall	Women	Men
Academic and Research staff along with professional services ^b	30 (47%)	19 (33%)	11 (79%)
Academic and Research staff only ^a	29 (42%)	18 (37%)	11 (85%)
Academic staff only ^c	16 (76%)	8 (62%)	8 (100%)
Research staff only ^c	13 (32%)	10 (28%)	3 (60%)
^a Excluding four people who said the question was not applicable to them			
^b Professional services group only contained one person in response to this question			
^c Few men within the staff survey so analysis should be interpreted with caution			

Table 5.1.4 indicates that Research staff (28%W:60%M) are less satisfied with the promotions process than Academic staff (67%W:100%M). This is supported by data from a focus group the SAT held with postdoctoral non-clinical research staff, for example:

"A colleague was promoted, and I thought I was eligible because they were. I investigated what was required and involved. This was all done very much on my own account"
(non-clinical woman, Grade 7)

"Misunderstandings of the criteria, and being dissuaded, including being told that I wasn't eligible, which was incorrect"
(non-clinical woman, Grade 8)

A focus group the SAT held with Research Assistants also revealed a lack of awareness of the promotions process, for example:

"A lot of us don't know much about promotions and how we get them or whether we're eligible. This is probably because of the high turn around of RA staff but it would be good to raise awareness"
(non-clinical woman, Grade 6)

Fewer women than men received enough support and encouragement to apply for promotion and internal regrading (Figure 5.1.7). In the 2019/20 staff survey: 50%W:96%M agreed.

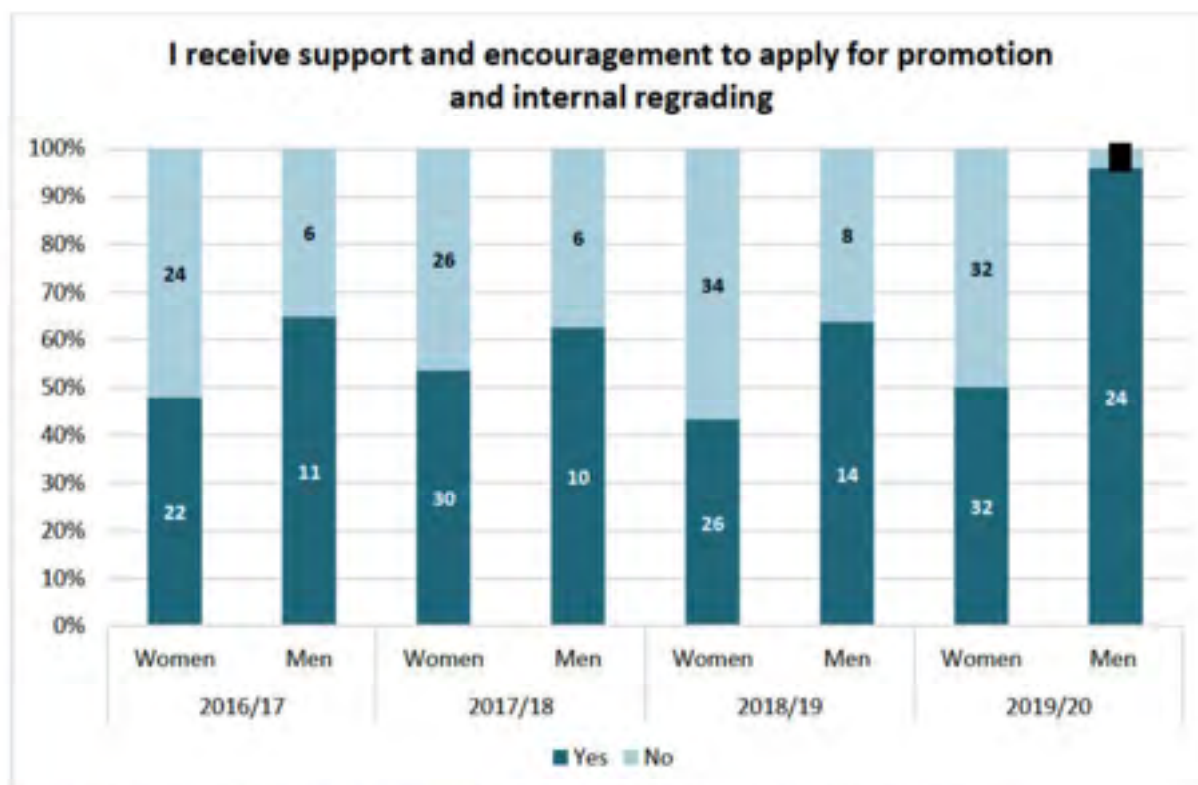


Figure 5.1.7. Data on whether staff received support and encouragement to apply from promotion from annual staff surveys which have data on this question. We were unable to disaggregate these data according to Academic or Research roles.

We have designed several actions to improve sense of fairness, support and encouragement for promotions, particularly among Research staff (Actions 5.1.7 and 5.1.8).

Actions 5.1.8	Improving sense of fairness, support and encouragement to apply for promotion
Actions 5.1.9	Improving support during the process of applying for promotion

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

For 2021 REF, we submitted all staff on academic contracts (N=43; 65%W and 8 independent researchers (50%W). This represents a higher proportion of women, compared to the 2014 REF (10 of 19 people submitted were women; 53%). We do not have data disaggregated by gender from the Research Assessment Exercise (2008).

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Figure 5.2.1 shows the structure of PS, and the roles of core PSS staff (n=14, 2 men) in the Division. Other PSS staff (n=4, all women) work as administrators or managers on individual research projects.

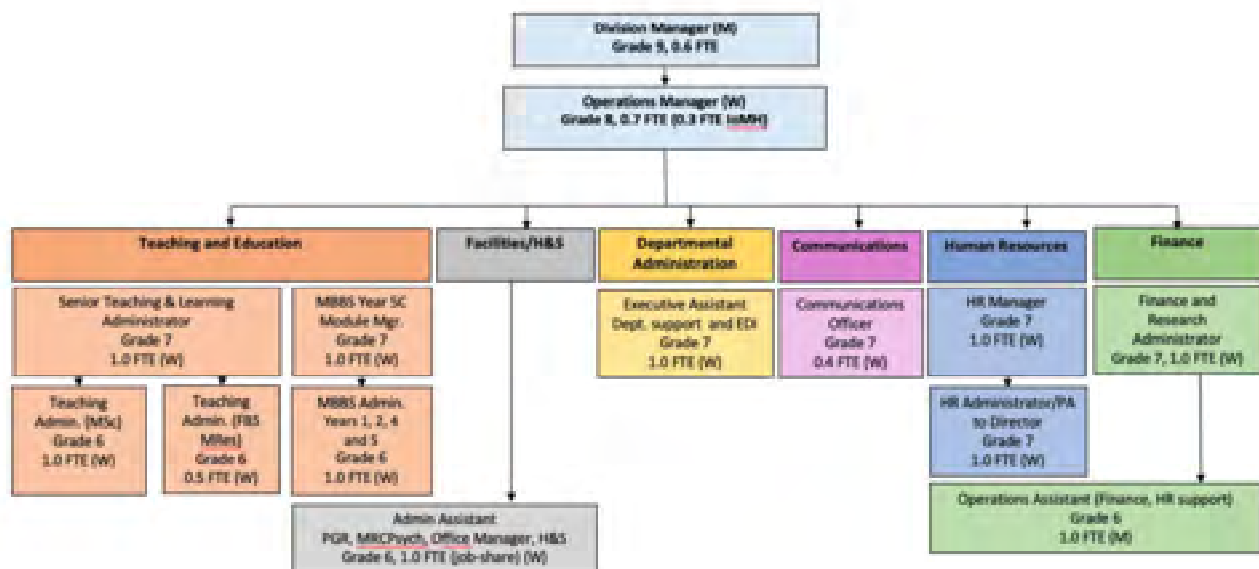


Figure 5.2.1. Organigram showing the structure of Professional Services and the various roles within the Division.

Professional Services Staff Numbers

PSS are 89%W:11%M (Figure 5.2.2). The proportion of women has risen in recent years, to higher than the National benchmark (79%W:21%M) for administrative and secretarial staff (HESA, 2019/20); Action 5.2.1.

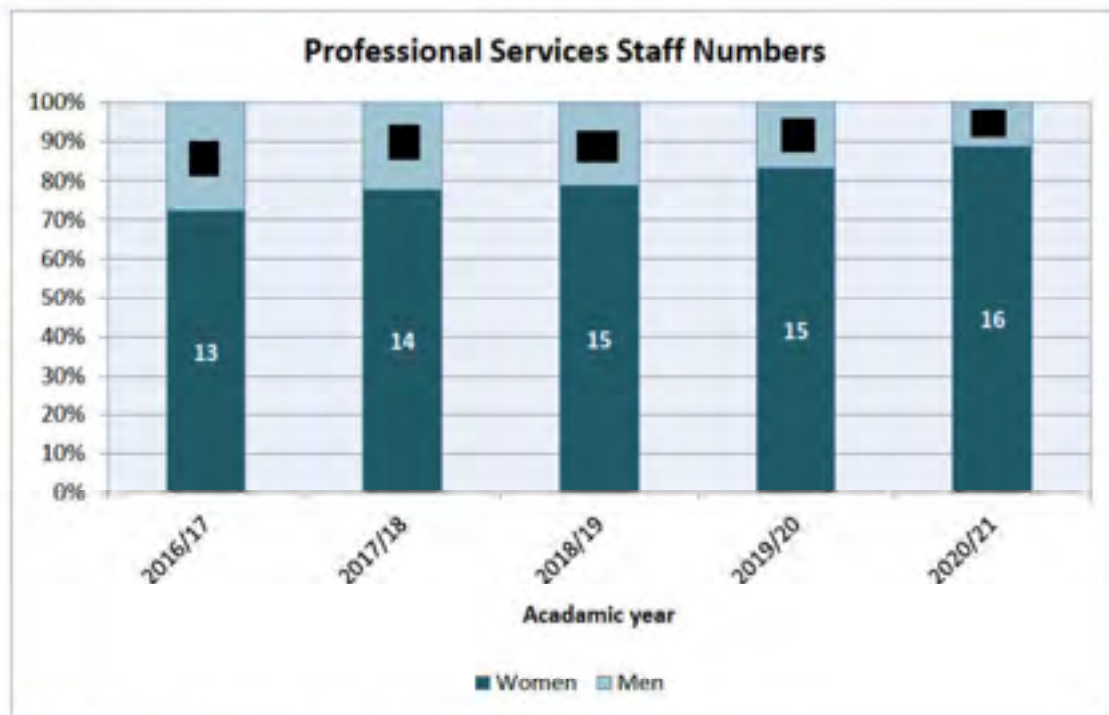


Figure 5.2.2. Professional Services staff numbers.

The proportion of BAME PS women (39%) is considerably above national HE benchmarks (Figure 5.2.3). The proportion of BAME PS men (9%) is below HE benchmarks; Action 5.2.1.

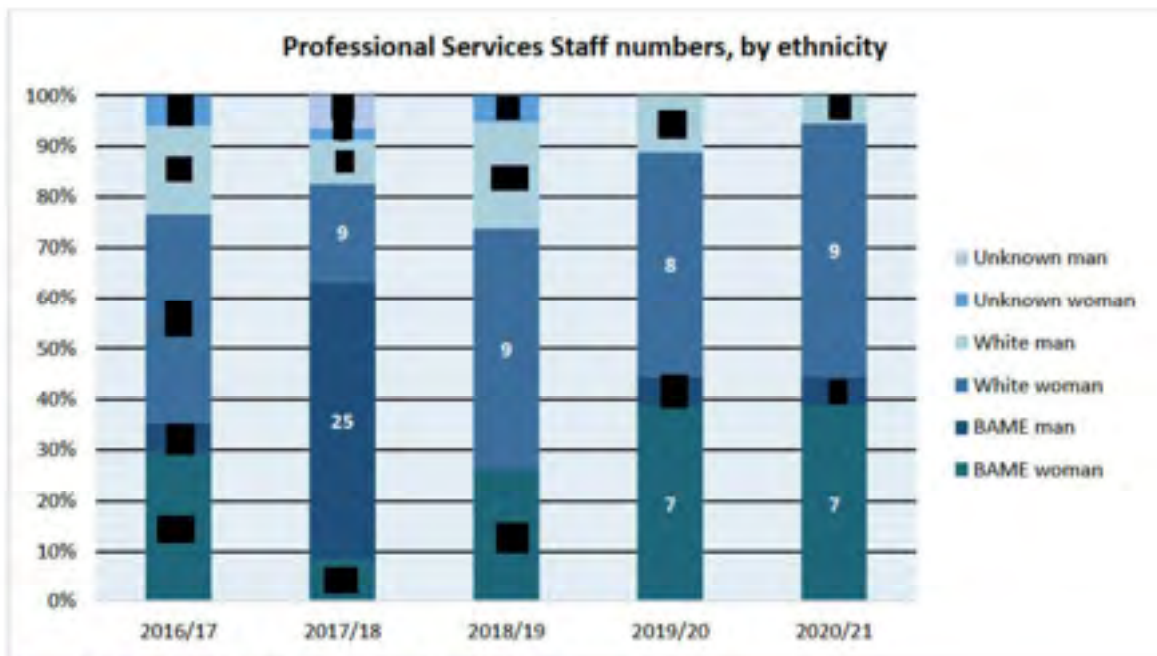


Figure 5.2.3. Total PS staff numbers by ethnicity.

Professional Services Recruitment

Over 70% of applications for PS roles were from women (Figure 5.2.4). Women and men were approximately equally likely to be shortlisted, but women were more likely to be appointed (Action 5.2.1).

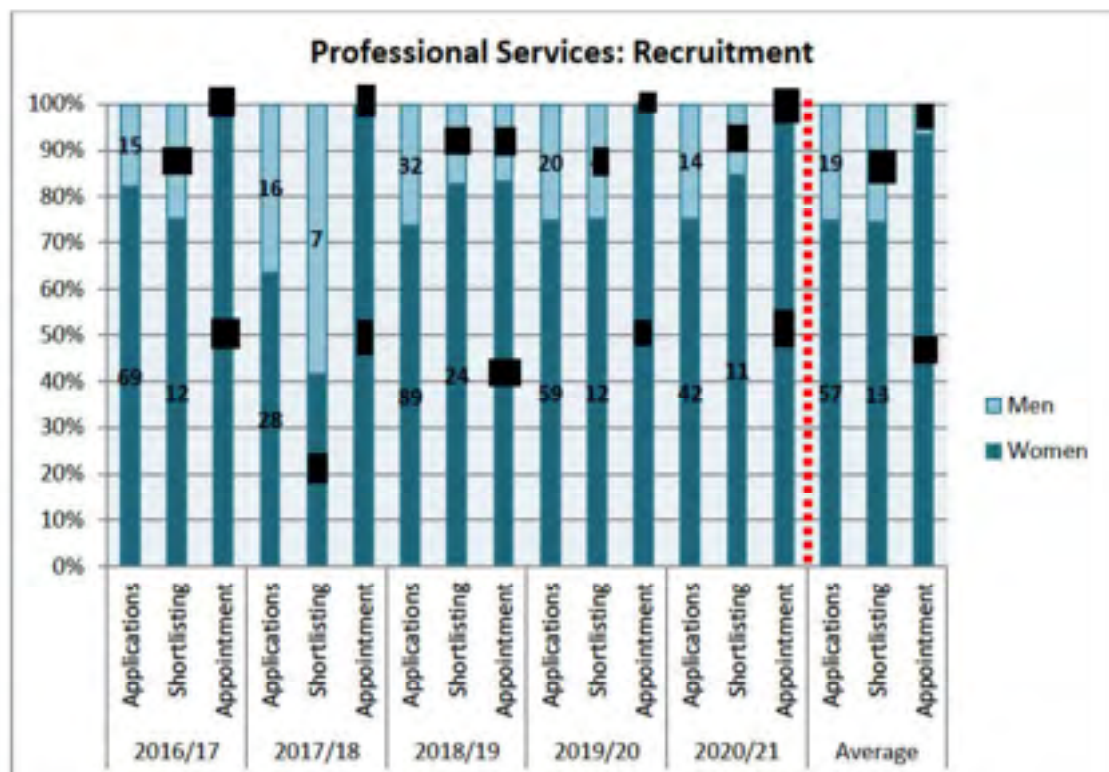


Figure 5.2.4. Recruitment for Professional Service staff (Grades 5-7 combined, due to relatively small numbers when split by gender). Average is average of data over years.

Action 5.2.1

Address biases at interview/appointment stage which result in women being more likely to be recruited than men

Induction

PSS undergo the same induction processes as Academic and Research Staff (section 5.1). Uptake of inductions is monitored, with staff who are unable to attend the first session following their appointment asked to attend a subsequent session. PS attendance is monitored by the Deputy Division Manager, and there has been 100% attendance since 2019.

Effectiveness of the induction is assessed with a question on satisfaction in our 2021 staff survey. It was not possible to disaggregate responses by role and gender to report on PSS but there is scope for improvement (68%W:100%M said

they were satisfied with the induction they received when they first joined the Division; Action 5.1.6)

All core PSS also have an induction with the Deputy Division Manager which includes a discussion of job description, a review of the staff handbook, and promotion of relevant initiatives including PS mentoring scheme.

Promotion

There is no in-post promotion process for PSS in UCL. Instead, PS posts are regraded when there is a significant change to duties. Otherwise, PSS must move to another role to obtain a higher grade. Table 5.2.1 shows the ways in which the Division supports PSS to obtain higher graded posts.

Table 5.2.1. Career development opportunities for PSS		
Activity	Uptake	Summary
Shadowing	■ W (2022)	Worked with someone in a different Department/Faculty, at a higher Grade
Apprenticeships	■ W (2022)	Work-based training element of a Level 3 apprenticeship in HR Support. Now developing a project aimed at enhancing fair recruitment practices in the Division
Secondment	■ W (2022)	Worked in Faculty Medical Sciences at a higher Grade, as Faculty Executive Assistant, 7 months
Acting-up	■ W (2019-22)	Temporary positions at higher Grades within the Division. One position ongoing, others resulted in roles at higher Grades within the Division.
Regrading	■ W (2019-22), 100% success rate.	Regraded to a post with more responsibility
Performance-related increments	■ V (2016-22)	Considered during appraisals and awarded for outstanding performance achieved and maintained over the previous year

Feedback on secondments has been positive:

"My secondment was the best thing I have ever done. It gave me a huge insight as to how Faculties work, and how the Division of Psychiatry work feeds and fits into that. I met a huge number of senior people who I would otherwise never have access to. Also my manager gave me the opportunity to be involved in a number of extremely interesting projects, which definitely helped me learn new skills. It was an invaluable experience"

(Woman, Grade 7)

"I was fortunate to take up a secondment role as a MBBS Module Manager for Year 5C at UCL, which was an acting up role. This role has rewarded me with great organisational skills, by always planning and making sure the tasks are done efficiently in a professional and timely manner. It was a brilliant experience! It gave me a boost of confidence and courage, it made me realise to believe in myself more!"

(Woman, Grade 6)

A focus group led by the SAT in 2022 revealed that awareness of regrading and performance-related increments needs to be improved, leading to Action 5.2.2:

Action 5.2.2

Improve awareness of regrading and performance-related increments among PSS.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

EDI

All staff complete fair recruitment training before sitting on recruitment panels (examples in Table 5.3.1). All staff are required to complete unconscious bias and diversity training during induction.

Table 5.3.1. EDI related training courses taken by staff between 2018 and 2021

Course	Number attending	
	Women	Men
Introduction to Prevent at UCL (safeguarding the welfare of our students and staff)	31	7
Unconscious Bias	45	12
Staff online diversity training	68	18

Since 2019, we have introduced mandatory bullying and harassment prevention training ("Where Do You Draw the Line"). All line managers have completed this training, and it is open to all staff. Feedback was positive, including:

"I thought the "Where do you Draw the Line" training was helpful, gave a lot of time to reflect on behaviours (including my own) and people of all levels seemed to contribute."

Attendee, woman, 2019

Leadership



We use targeted emails from HoD to ensure staff apply for leadership training, particularly women. Staff have attended the following courses:

- Emerging leaders
- Women in leadership
- Advancing leaders
- Leadership in action
- Women in research
- Inclusive leadership
- Senior women in leadership
- Research team leaders
- Strategic leaders
- University leaders

Skills training

UCL recommends staff undertake three training courses per year. After our last application, we worked to increase awareness of training opportunities, particularly those related to career development (Table 5.3.2 and Impact Box 9).

Table 5.3.2. Number (%) aware of training opportunities		
Year	Aware of three or more training opportunities ^a	
	Women	Men
2017/18	29 (46%)	7 (35%)
2018/19	58 (78%)	22 (88%)
2019/20	62 (81%)	21 (84%)
^a Including UCL staff training courses/attending MSc lectures/Divisional peer groups/MSc teaching or marking/Divisional travel funds.		

Impact Box 9: Increased awareness of training opportunities within the Division	
Issue 	<p><u>In 2017/18:</u></p> <ul style="list-style-type: none"> 46% of women (n=29) and 35% (n=7) of men aware of three or more training opportunities <p><u>By 2018/19:</u></p> <ul style="list-style-type: none"> Awareness improved but gender difference; women less aware: 78% (n=58) of women and 88% of men
	<p><u>2017/18-19/20</u></p> <ul style="list-style-type: none"> ✓ Clear communication via email and termly newsletter that staff are expected to attend three or more training sessions per year ✓ Updated staff handbook to include details of training opportunities available in the Division and UCL
Impact 	<p><u>By 2019/20:</u></p> <ul style="list-style-type: none"> 81% (n=62) of women and 84% of men (n=21) aware of three or more training opportunities in Division, with reduction of gender differences

Data on training courses was collected in our staff surveys since 2017/8.
Learning and Development training records are not comprehensive: leavers' data are deleted and Divisional training is not recorded, leading to Action 5.3.1:

Action 5.3.1	Support and encourage staff to increase their rate of formal recording of training so we can collect data on training attendance by gender. We will devise a local system to record training.
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Although we increased awareness of training opportunities, this did not translate to uptake (Table 5.3.3), leading to Action 5.3.2.

Table 5.3.3. Training opportunities		
Year	I took three or more training opportunities ^a ; n(%)	
	Women	Men
2017/18	31 (49%)	7 (35%)
2018/19	31 (46%)	12 (55%)
2019/20	32 (43%)	8 (36%)
^a UCL staff training courses/attending MSc lectures/Divisional peer groups/MSc teaching or marking/Divisional travel funds/Other training		

Action 5.3.2	Provide support and encouragement to staff to increase their uptake of training courses.
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(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Description of the appraisal process and appraisal training

- To standardise and improve the appraisal process, all appraisers are required to attend UCL training
- Staff at all levels are scheduled for an annual appraisal with their line manager and are notified by email when this is due
- Data on uptake is collected by UCL HR (for all appraisees) and in the staff surveys (among those who respond).
- Staff experiences of the process are collected from the annual staff survey and appraisal checklists

Uptake of appraisals for staff at all levels

Increasing uptake was a key part of our 2018 Action Plan. Uptake of appraisals increased from 2017/18 to 2020/21 (Figure 5.3.1 and Impact Box 10).

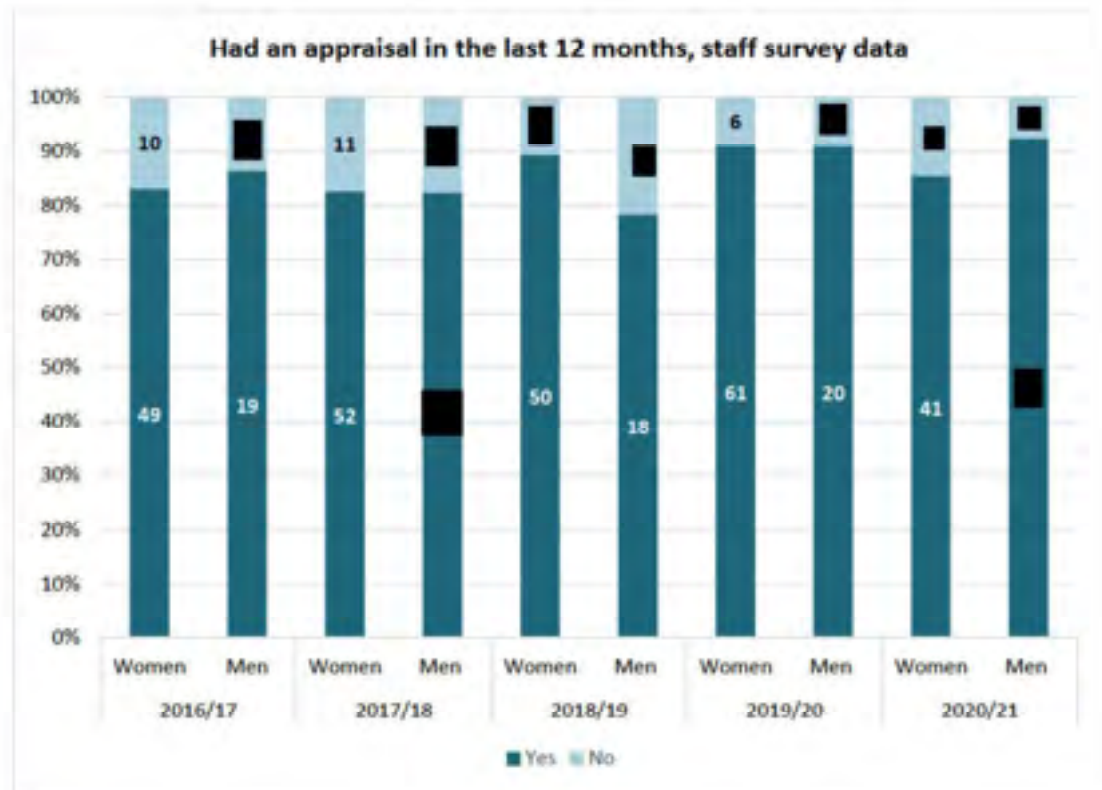





Figure 5.3.1. Uptake of appraisals.

Impact Box 10: Increased uptake of completed appraisals	
Issue  <ul style="list-style-type: none"> • In 2016/17 and 2017/18 staff surveys, ~83% of women and ~86% of men had completed an appraisal in last 12 months • In 2018/19; gender difference, with appraisals completed by 89% of women and 78% of men 	
Action/s  <ul style="list-style-type: none"> ✓ Mandatory appraisal training for all supervisors by May 2020; training dates announced in newsletter and internal communications ✓ Newsletter article on importance of preparing for appraisals aimed at appraisees; summer 2018 newsletter ✓ Expectations about timeliness and impact of appraisals covered by Director in induction; added to induction with effect from summer 2018. 	
Impact  <ul style="list-style-type: none"> • By 2019/20, 91% of women and 91% of men had completed an appraisal (↑8% in women and ↑5% in men) • Appraisal completion fell slightly in women in 2020/21 (to 89%), but remained higher than 2016/17 	

Staff feedback about the appraisal process

As well as increasing the uptake of appraisals, we sought to ensure that appraisals focused on career development and flexible working as 2017/18 data (Figures 5.3.2 and 5.3.3) indicated this was an issue, leading to Impact Box 11.

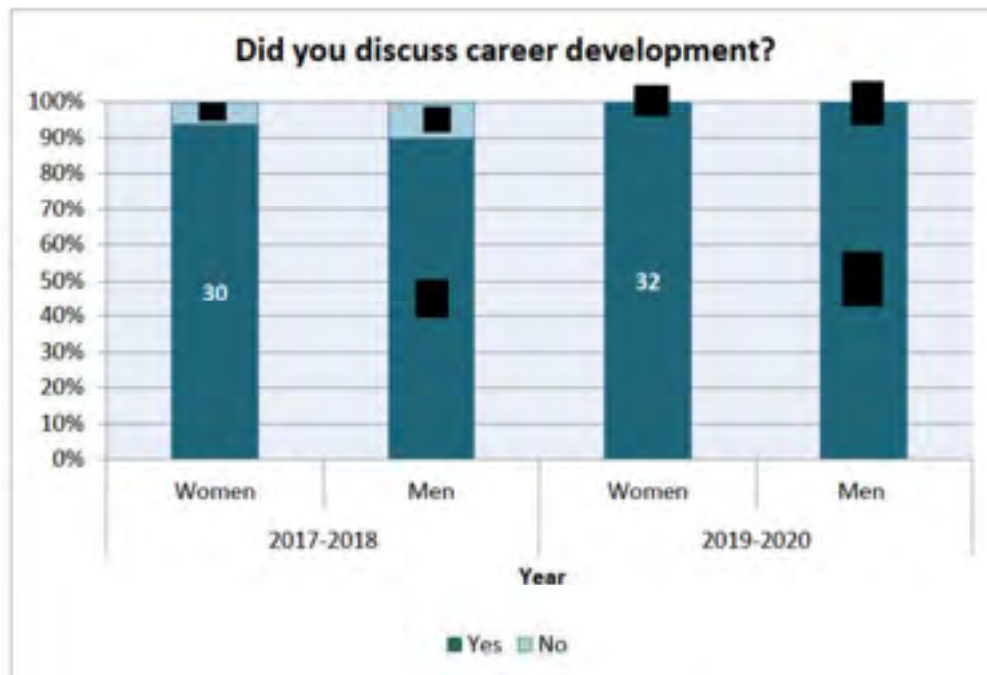


Figure 5.3.2. Discussion of career development during appraisal.

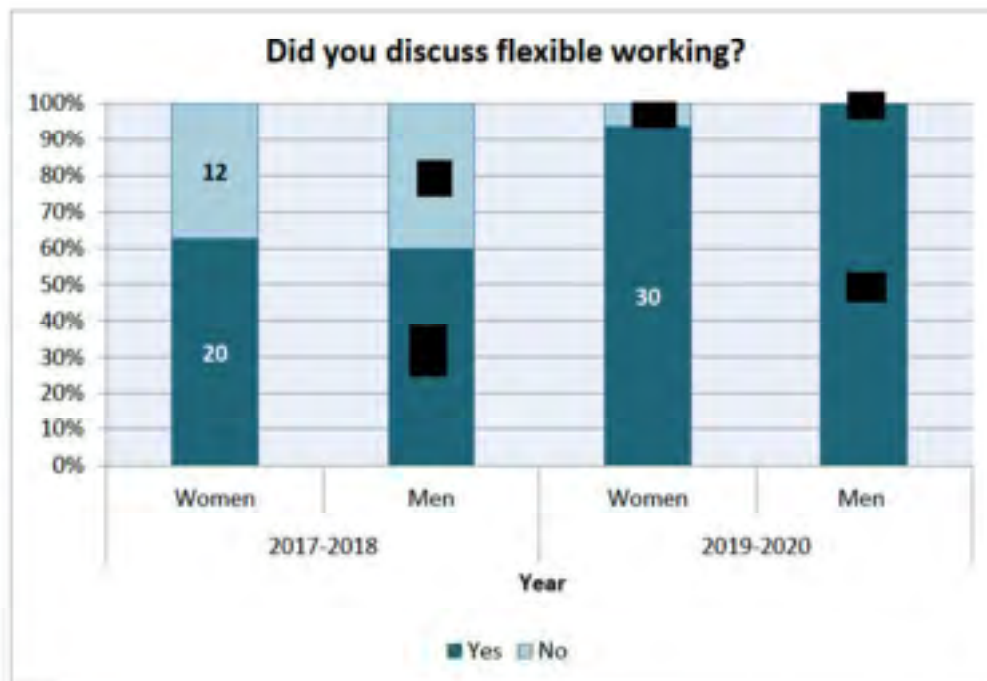





Figure 5.3.3. Discussion of flexible working during appraisal.

Impact Box 11: Increased discussion about career development and flexible working during appraisals	
Issue 	Data from 2017/18 appraisal checklists showed that: <ul style="list-style-type: none"> • Career development discussed by 94% of women and 90% of men • Flexible working discussed by 61% of women and 60% of men
Action/s 	2017/18-19/20: <ul style="list-style-type: none"> ✓ Mandatory appraisal training for all supervisors by May 2020; training dates announced in newsletter and internal communications ✓ Produced newsletter article on the importance of preparing for appraisals aimed at appraisees; summer 2018 newsletter.
Impact 	Data from 2019/20 appraisal checklists showed that: <ul style="list-style-type: none"> • Career development discussed by 100% of women and 100% of men (↑4% of women and ↑10% of men, with elimination of gender difference) • Flexible working discussed by 94% of women and 100% of men (↑39% of women and ↑40% of men)

We need to improve overall satisfaction with the appraisal process (Figure 5.3.4). Satisfaction increased in 2017/18 and 2018/19 and there were no gender differences, but it decreased among women in 2019/20; Action 5.3.3. We also need to improve the quality of feedback on career development: In the 2020/21 staff survey, 62%W:64%M received helpful feedback on career development through appraisals; Action 5.3.3.

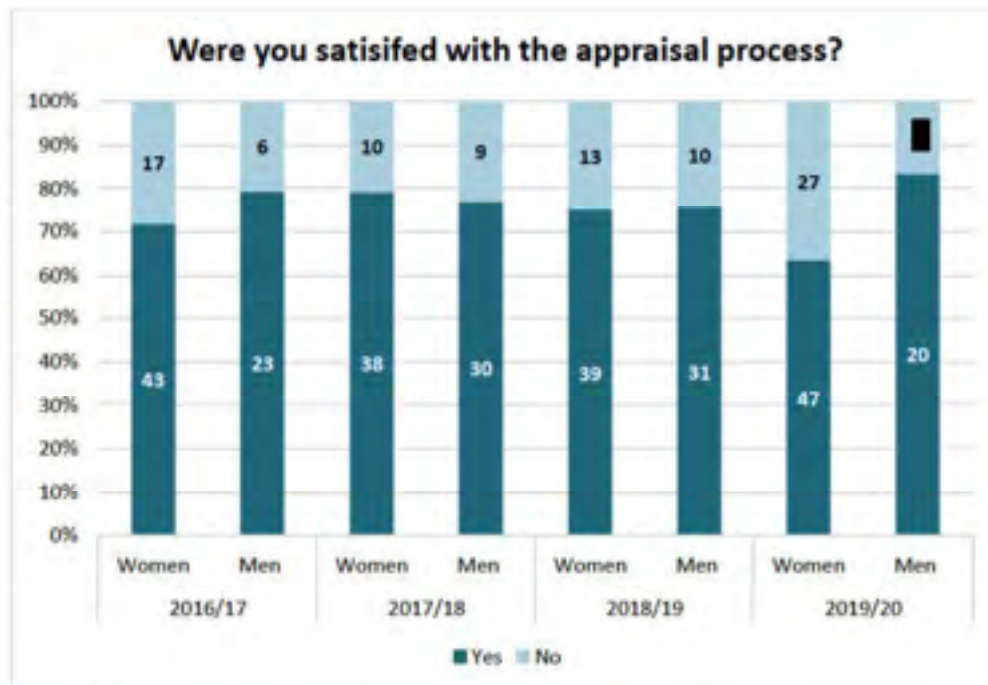


Figure 5.3.4. Satisfaction with the appraisal process.

Action 5.3.3

Improve the quality of appraisals by increasing their value to the appraisee as a source of information, particularly on career development

- (iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Postdoctoral researchers (ECRs)




ECR Network

In 2018 we set up the ECR Network, responding to feedback that postdoctoral researchers wanted more career development opportunities. The network has 53 members (43W:10M) and is jointly led by two women postdoctoral Fellows. It is aimed at non-clinical postdoctoral researchers (Grades 7-8 and Grade 9 if not tenured).

Key activities during monthly meetings include:

- Identifying and publicising training opportunities relevant to ECRs e.g. presentations from UCL Organisational Development
- Demystifying the promotions process: For example, promotions workshops including tips for successful applications
- Supporting and developing fellowship applications: Tips for success from successful fellows; opportunities to present ideas and receive feedback; presentations from the Faculty Strategic Facilitator
- Publicising and explaining the mentorship scheme to encourage uptake
- 'Meet the senior researcher': Presentations from senior researchers who share their career journeys and tips for success
- Improving well-being and work-life balance: For example, interactive workshop from the UCL workplace well-being co-ordinator
- Identifying and sharing general career development opportunities and resource

The ECR network has been instrumental in improving career development opportunities for postdoctoral researchers, leading to Impact Box 12.

Impact Box 12: Improved career progression opportunities for postdoctoral researchers (ECRs)	
Issue 	Among ECRs: <ul style="list-style-type: none"> • In 2015/16 staff survey, 68%W:71%M reported high awareness of coaching and mentoring • In 2017/18 staff survey, 83%W:67%M reported high awareness of training and development opportunities • In 2018/19 staff survey, 72%W:63%M felt supported in career progression • In 2018/19 staff survey, 6%W:10%M felt significantly disadvantaged in career progression because of gender • In 2018/19 staff survey, 46%W:30%M aware of three or more training opportunities
Action/s 	2018/19-19/20: <ul style="list-style-type: none"> ✓ ECR Network, a peer-support network to advance career development for non-clinical ECRs ✓ Divisional travel fund; funding for training and travel to conferences for ECRs ✓ Promoted training to staff using Athena noticeboard and newsletter ✓ Newsletter article on opportunities as part of Division MSc including teaching, leading journal clubs and student supervision with clear links articulated between these activities and career progression.
Impact 	In 2019/20 staff survey, among ECRs: <ul style="list-style-type: none"> • 86%W:85%M reported high awareness of coaching and mentoring (↑18% in women, ↑14% in men, with elimination of gender difference) • 91%W:100%M reported high awareness of training and development opportunities (↑8% in women, ↑33% in men; narrowing gender difference by 8%) • 80%W:84%M felt supported in career progression (↑8% for women, ↑21% for men, reducing gender difference by 5%) • No women and no men felt significantly disadvantaged in career progression because of gender (↓6% in women, ↓10% in men) • 81%W:84%M aware of three or more training opportunities (↑35% in women, ↑54% in men, narrowing gender difference by 13%)

Feedback included the below quotes:

“The ECR network is brilliant! It’s so friendly and active and shares information I’d never have found myself. I love that it’s run by postdocs for postdocs. The well-being workshops really helped me cope during the pandemic”

Woman, non-clinical postdoc, Grade 7

“I was inspired to apply for promotion after the promotions workshop at the ECR network, and I got it! The tips for success and career stories are also really inspiring and reassuring.”

Woman, non-clinical postdoc, Grade 8

External Fellowship awards

The SAT held a focus group with ECRs, to identify other career development needs. External fellowships were a key discussion point. External fellowships buy out a researcher’s time to lead their own project and develop their independence. Many external fellowships lead to proleptic permanent appointments from Faculty, making them a key target for mending leaky pipelines.

The Division has 15 externally funded postdoctoral Fellows (Figure 5.3.5). Of these, five are non-clinical (100%W) and 10 are clinical (50%W:50%M). Given

most staff are non-clinical, this indicates a lack of non-clinical relative to clinical Fellows and a lack of men non-clinical Fellows, leading to Action 3.2.4:

Action 5.3.4

Improve career development opportunities for non-clinical postdoctoral researchers, especially support and encouragement to apply for external fellowships



Figure 5.3.5. External Fellowship holders

Other Peer Networks

Other peer networks in the Division (Table 5.3.4) provide career development support, including opportunities to receive feedback on work and advice on progression.

Table 5.3.4. Other peer networks		Numbers	
Name of network	W	M	
Academic Clinical Fellows Network	13	15	
Research Assistants network	18	■	
Trial and programme managers group	19	■	
Qualitative health research network	24	■	
Epidemiology strategy group	22	11	
Health and Social Care Professionals Researcher Group	15	■	
Professional Services network	11	■	

In the 2020/21 staff surveys, research staff were asked whether they were satisfied with training opportunities and supported in their career development:

- Although there was no gender difference, only 60% of staff were satisfied
- 75%W:86%M agreed the Division supports their career development.

To explore the 2020/21 survey results above, the SAT held Focus Groups with Research Assistants and Trial Managers.

Research Assistants

In a focus group chaired by the SAT Lead, several RAs felt that:

- Their career development was often not a priority and was often not regularly discussed with supervisors
- Several felt neglected from impactful aspects of projects such as papers, data analysis, presenting work and attending meetings
- As their roles are often busy and many do fieldwork, they often do not have time to gather and disseminate information on career development

Action 5.3.5	Improve career development opportunities for Research Assistants
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Trial Managers (TM)

In a focus group chaired by the SAT TM representative, several TMs felt that:

- There is often a sense of lack progression. TMs fall between academic/research and PS roles. The promotions process is often unclear for this reason
- Not all TMs get the necessary recognition on papers. Some are only added to trial protocol papers. There is often limited opportunity to contribute to analyses and writing papers, which most TMs want
- There is sufficient training for TMs who join the Division but there are few career development opportunities for experienced TMs

Action 5.3.6

Improve career development opportunities for Trial Managers

Mentoring scheme

The Academic and Research staff mentoring scheme aims to help people identify and achieve career progression goals and advises about publications, funding, fellowships, developing collaborations, supervising junior staff and leading research projects.

Uptake of women to the mentoring scheme increased substantially from 2019/20 onwards (Figure 5.3.6 and Impact Box 13).

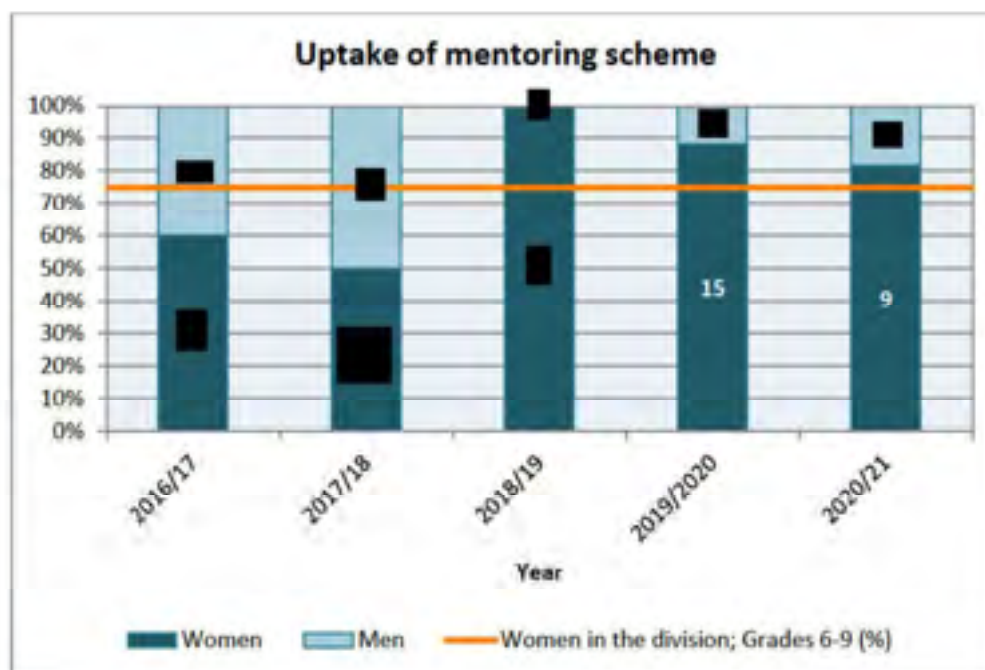





Figure 5.3.6. Uptake of Divisional mentoring scheme.

Impact Box 13: Increased uptake of mentoring	
Issue 	In 2017/18: <ul style="list-style-type: none"> Uptake of mentoring scheme relatively low: ■W/■M Gender distribution of mentees (50%W:50%M) did not reflect staff scheme aimed at (~75%W:25%M; Grades 6-9)
Action/s 	From 2018/19 onwards: <ul style="list-style-type: none"> ✓ Division mentoring leads regularly attended peer-network group meetings to publicise scheme ✓ New mentoring opportunities highlighted at all-staff meetings and in newsletter. ✓ Handbook updated to highlight mentoring opportunities for all staff groups ✓ Information about scheme included in new face-to-face induction programme ✓ Matching process was introduced
Impact 	By 2019/20: <ul style="list-style-type: none"> Uptake of mentoring increased substantially in women: 15 women ($\uparrow n=13$) and ■ men Increase in women mentees led to gender distribution becoming more similar to target pool: 87%W:13%M

We still need to increase uptake, especially among men (Figure 5.3.7), leading to Action 5.3.7. Awareness of the mentoring scheme has always been high, but dropped in women and men in 2019/20, and a gender difference re-emerged (86%W:80%M were aware of the mentoring scheme), leading to Action 5.3.7.

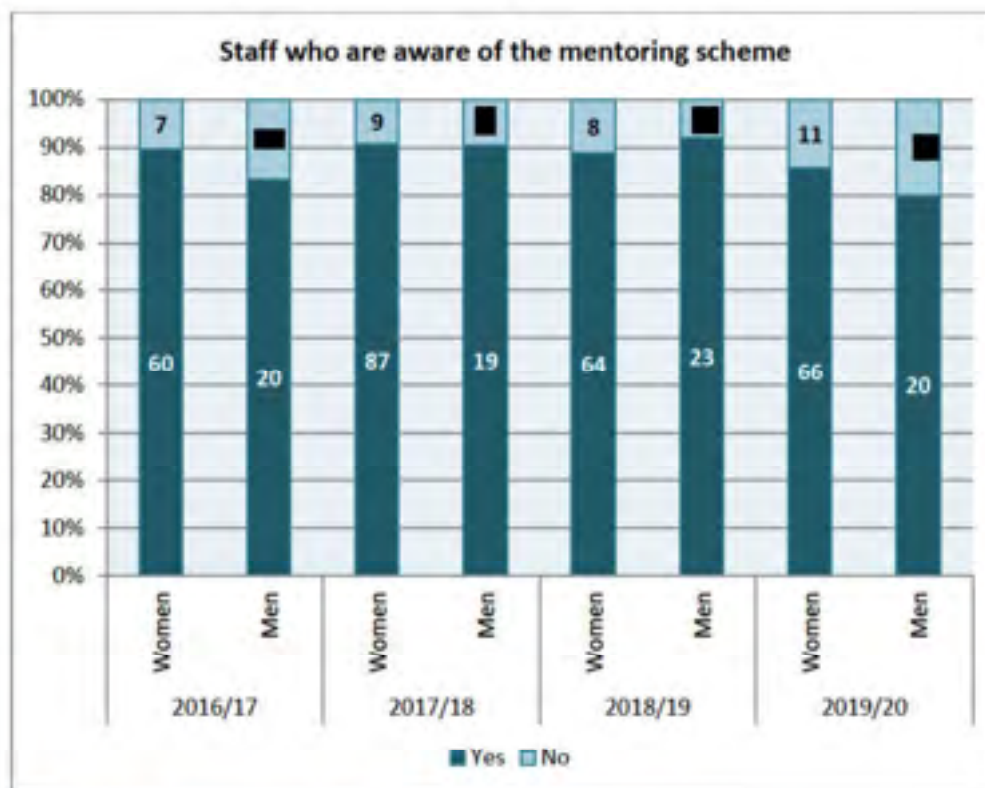


Figure 5.3.7. Awareness of the Divisional mentoring scheme.

Staff feedback was positive including:

"My mentor was great. She gave me tips on how to succeed as a woman in academia; being confident and assertive. She helped me carve a clear plan for applying for a Fellowship and commented on my drafts. I now have a Fellowship and a proleptic permanent appointment in the Division."

Woman, non-clinical postdoc, Grade 8, accessed mentoring scheme 2018.

The 2020/21 staff survey indicated more needs to be done to improve mentoring opportunities: 61%W:71%M were satisfied with Divisional mentoring opportunities, leading to Action 5.3.7:

Action 5.3.7	<p>Increase uptake of mentoring scheme, particularly among men</p> <p>Increase awareness of the mentoring scheme, particularly among men.</p> <p>Increase satisfaction with the mentoring process, particularly among women.</p> <p>Collect annual data on satisfaction from staff and student surveys</p>
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- (iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

PGT students

We provide the following career development support to PGT students:

- Workshop: Doing a PhD: why and how?
- Workshop: So, you want to be a clinical psychologist?
- Meet the researcher session
- Next steps in mental health careers session: mental health nursing; social work; counselling psychology; graduate medicine
- Dedicated webpage: “MSc Mental Health Sciences Careers:” Presentations from MSc careers workshops and wider resources are posted here
- Mentoring scheme: each student is paired with a mentor who provides personalised career development advice

PhD students

We provide the following career development support to PhD students:

- PhD student representatives (■W) organise monthly meetings, disseminate information and resources and represent students at Divisional and Faculty level
- Cohort lead: A postdoc (■M) meets quarterly with first year PhD students to help them form a cohort group and bring added benefit through peer-to-peer learning, training and skills development
- Open access to all MSc talks, modules and resources
- Students are invited to departmental and network meetings where they can present work and receive feedback
- Mock vivas

Data on career development among PhD students was available from the 2018/19 and 2019/20 student surveys (Tables 5.3.5 and 5.3.6). Satisfaction with support from supervisors and training opportunities was high. However, PhD students need more information and support regarding career options after their PhD, including postdoctoral careers. They also need wider access to career related opportunities outside their PhD.

Table 5.3.5. Data on career development from 2018/19 PhD student survey			
Questionnaire item	Number (%)		
	Total	Women	Men
I feel well supported by my supervisors	28 (87%)	22 (88%)	■ (100%)
Meetings with my PhD supervisors are productive and help resolve problems	27 (84%)	22 (88%)	■ (75%)
I am satisfied with the amount of contact time with my supervisors	30 (94%)	24 (96%)	■ (100%)
I feel there is enough support from the Postgraduate Tutors	18 (56%)	■ (60%)	■ (50%)
I have access to sufficient information and support regarding postdoctoral careers	11 (34%)	■ (40%)	■ (25%)
My supervisors provide advice and support regarding my career after my PhD	17 (53%)	■ (56%)	■ (50%)
I have access to useful training and skill development workshops	26 (81%)	22 (88%)	■ (75%)
I am given access to career related opportunities outside my PhD	17 (53%)	■ (64%)	■ (25%)
Note: The number of men students was low, so comparisons by gender should be interpreted with caution. Key areas where improvements are needed are highlighted in gold			

Table 5.3.6. Data on career development from 2019/20 PhD student survey			
Questionnaire item	Number (%)		
	Total	Women	Men
I feel well supported by my supervisors	25 (89%)	■ (91%)	■ (100%)
Meetings with my PhD supervisors are productive and help resolve problems	24 (86%)	■ (91%)	■ (67%)
I am satisfied with the amount of contact time with my supervisors	25 (89%)	■ (96%)	■ (67%)
I feel there is enough support from the PGTs	20 (71%)	■ (70%)	■ (67%)
I have access to sufficient information and support regarding postdoctoral careers	9 (32%)	■ (35%)	■ (0%)
My supervisors provide advice and support regarding my career after my PhD	14 (50%)	■ (52%)	■ (33%)
I have access to useful training and skill development workshops	24 (86%)	■ (91%)	■ (33%)
I am given access to career related opportunities outside my PhD	16 (57%)	■ (57%)	■ (33%)
Note: The number of men students was low, so comparisons by gender should be interpreted with caution. Key areas where improvements are needed are highlighted in gold			

Action 5.3.8

Improve career development opportunities for PhD students

- (v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Support to those applying for grants

Grant and fellowship opportunities are advertised via email and newsletter.

- A dedicated Finances and Research Team supports all aspects of grant and fellowship applications
- All Academic and Research staff are encouraged to present research proposals at Divisional meetings to receive feedback. Each department within the Division meets regularly and staff present research proposals and receive feedback
- Feedback on the development of research proposals is also provided by peer-support career development networks
- Mock interview training for academic and research staff who reach interview stage for a grant or Fellowship application

In the 2020/21 staff survey, 59% (n=23) of women and 91% (n=10) of men were satisfied with the support they received at the Division regarding their attempts to seek external research funding.

To specify actions to address this, we disaggregated by role and found gender differences among Academic staff, indicating this is not an issue confined to ECRs: among Academic staff, 65%W:100%M agreed with the statement. Among Research staff, 69% agreed (the latter could not be broken down by role and gender).

Action 5.3.9

Improve support regarding attempts to seek external research funding

Data on grant success were available up to 2019/20. Men obtained more grants than women until 2018, when success rates fell among men but not women (Figure 5.3.8). This brought the gender distribution of success rates in line with the average gender distribution of Grades 7-10 (those applying for most Grants).

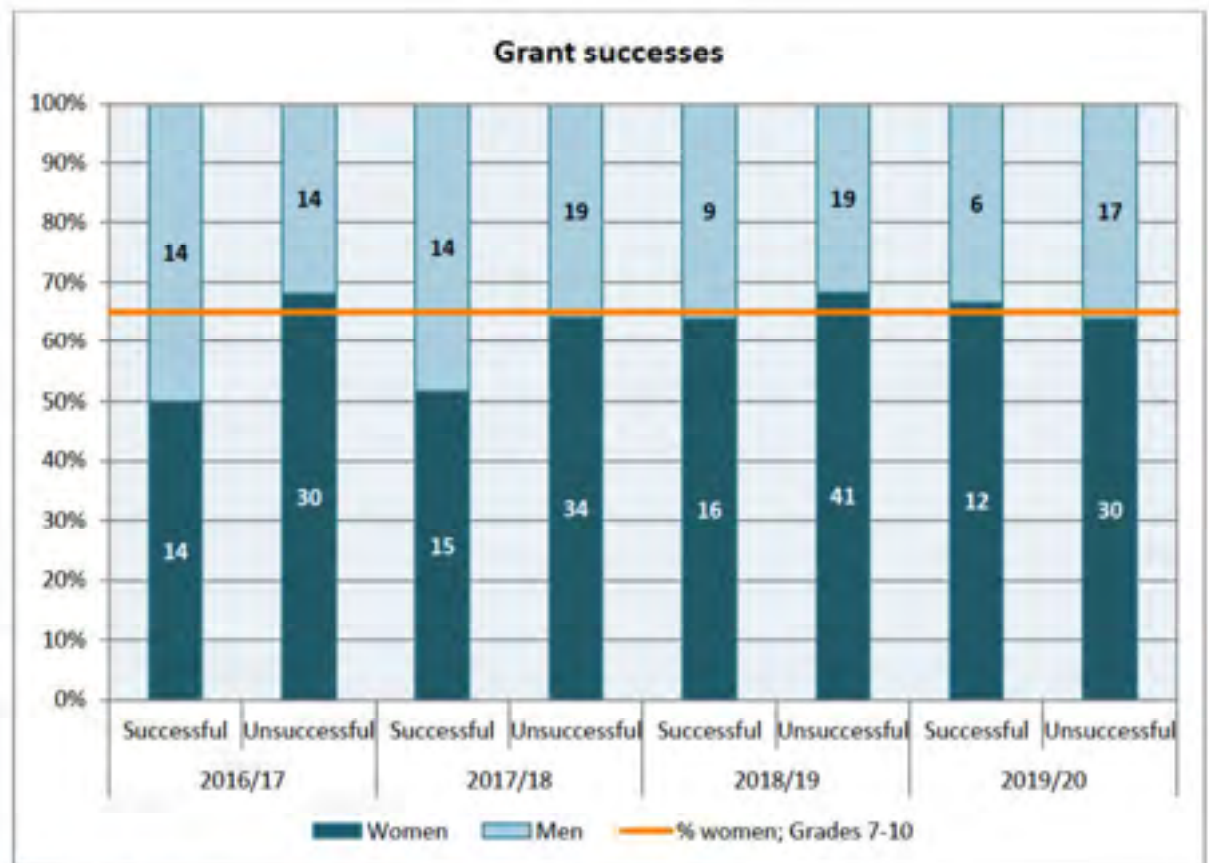


Figure 5.3.8. Grant success.

Support when unsuccessful

Staff who are unsuccessful with fellowship or grant applications meet with their supervisors to review the feedback and make decisions about re-applying.

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Training

EDI

All staff undertake 'Diversity in the Workplace' and 'Unconscious Bias' training within the first six weeks after their appointment. We encourage all staff to attend anti-bullying and harassment workshops. One PS woman attended a positive action programme for BAME staff in 2020/21.

Skills training

PSS are expected to complete a at least three training courses per year. Training opportunities are highlighted at team meetings. The Division Manager co-leads a Faculty-wide network for PSS in finance roles. The Deputy Division Manager initiated a Faculty-wide network for PSS who support PhD students and graduate tutors. PSS are encouraged to apply for UCL leadership courses during appraisals, with two women engaged in courses. Two other women have attended leadership courses since 2017. Two women have attended project

management training. During appraisals, PSS are encouraged to attend conferences (9W■M have attended career development conferences, 2017-22).

Higher degrees

Since 2018, ■■■ PSS (■V/■M) have undertaken PhDs. Two have completed and one is ongoing. All PSS undertaking PhDs within the Division were able to attend MSc modules as required.

Appraisal/development review

All PSS have an annual appraisal with their line manager and are invited to regular meetings with the Deputy Division Manager to discuss personal development and career progression. PSS are included in the data above (Section 5.3.3). When disaggregated by role, 100% of PSS had received an appraisal in the last 12 months (numbers too small to split by gender).

Engagement with UCL Communities of Practice and Faculty Networks are discussed at appraisals, along with Institutional Citizenship (i.e. voluntary) opportunities such as first aid training (■W). Two women are trained in mental health first aid.

In the 2020/21 staff survey, 50% (n=5) of PSS (numbers too small to disaggregate responses by gender) agreed that they receive helpful feedback on their career development through appraisals. The SAT held a focus group with PSS to explore these data and design Action 5.4.1:

Action 5.4.1	Improve feedback on career development during appraisals for PSS
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Support given to professional services for career development

Mentoring

PSS mentoring is coordinated by Faculty. The Faculty mentoring scheme was developed in 2017 by a working group that included the Deputy Division Manager. The scheme was paused due to staff capacity issues and relaunched

in January 2021. In the 2020/21 staff survey, 40% (n=4) of PSS were satisfied with the mentoring opportunities offered at the Division, leading to Action 5.4.2:

Action 5.4.2	Improve mentoring opportunities for PSS
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Networking

Prior to COVID, the PS team met monthly to discuss operations. A rolling programme of presentations was developed, so that staff received support. In addition to learning opportunities, this approach improves staff cohesiveness. While working remotely during COVID, meetings were increased to weekly. The Division Managers put PSS in touch with contacts across UCL for informal conversations in areas of professional interest.

Between 2020 and 2021 the PS team was restructured to align staff working in similar roles into sub-teams. This enables mid-level staff (grade 7) to develop line management skills, providing experience to obtain more senior roles.

To provide an informal forum where PSS can explore ideas for professional development, a peer-run Administrators' Group was started in 2020. This group meets monthly and has initiated a buddy system to provide mutual support.

Among PSS, 60% (n=6) agreed that the Division supports their career development (numbers were too small to disaggregate responses by gender). After the Sat held a focus group with PSS, we designed Action 5.4.3:

Action 5.4.3	Improve career development opportunities for PSS
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5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(vi) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

UCL's maternity/parental/adoption/carer's (extended) leave policy is explained in the Divisional staff handbook, which staff are directed to at the Divisional induction event.

Before taking leave, staff discuss arrangements with Divisional HR: 'keeping-in-touch (KIT)' days, annual leave, UCL's flexible working policy.

The Division's resources include ■■■ parental leave buddies (■W:■M). The buddies are publicised as contact points for those planning or considering parental leave. They have been consulted by ■W:■M members of the Division in the last 18 months. Topics have included how to stop academic work during leave, KIT, returning to work and sharing leave between parents.

Data on awareness of parental/carer's leave is available in our staff surveys from 2016/17 to 2019/20 (Figure 5.5.1). Since our 2018 application, awareness of UCL guidance on parental leave has remained relatively stable among women (69%), but risen among men (76%), leading to a gender difference (Action 5.5.1)

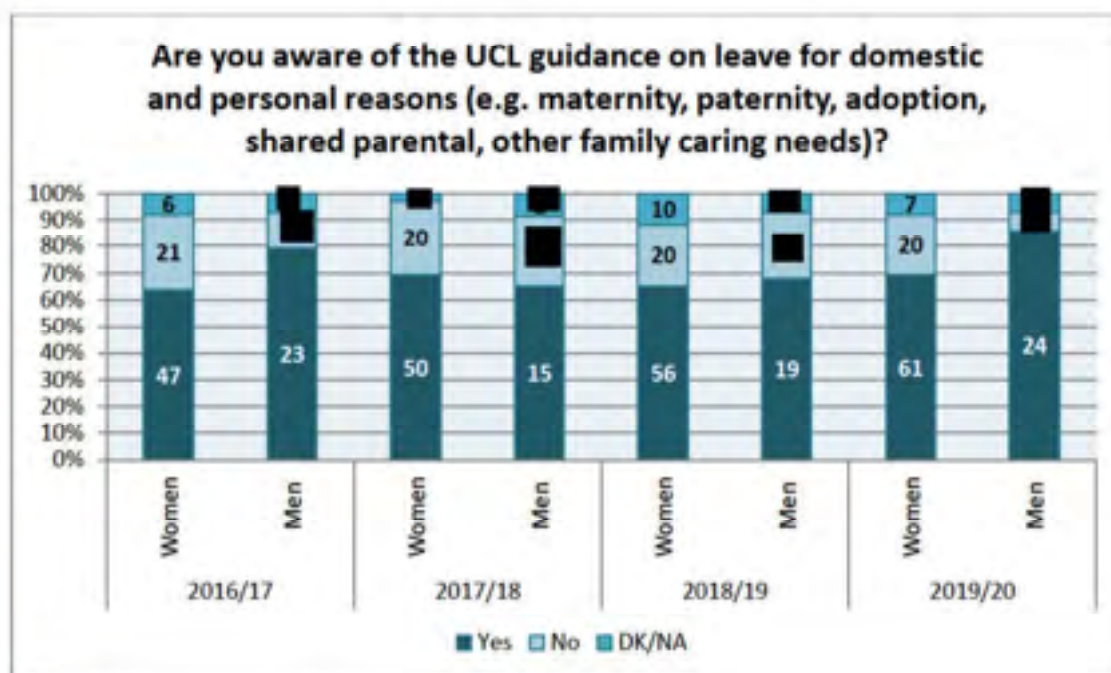


Figure 5.5.1. Awareness of UCL guidance on leave.

Action 5.5.1	Improve awareness of UCL guidance on parental/carer's leave
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We do not have a Divisional system to monitor parental and carer's leave for PhD researchers, leading to Action 5.5.2:

Action 5.5.2	Create a local system for recording PhD students who take parental or carer's leave
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We do not ask about PhD student experiences of parental/carers leave processes, leading to Action 5.5.3:

Action 5.5.3	Collect data on PhD students' perceptions of the support and guidance available surrounding parental/carers leave
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(vii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Line managers determine whether cover is necessary for PSS during parental leave; otherwise work is spread between existing roles.

Group leaders decide whether cover is necessary for research staff; otherwise the project is put on hold. Cover is funded by UCL, if not by the funder of the project.

Academics taking leave arrange for another academic to supervise staff.

Where feasible, staff are involved in recruiting cover and conducting handovers before and after leave.

To assist staff on KIT days, we have a quiet room which can be used for breastfeeding or expressing breastmilk. We have received informal feedback about privacy because the quiet room is also used for prayer: Action 5.5.4. We also signpost staff to the UCL map of breastfeeding rooms. There are no baby-changing facilities in Maple House but they exist close by: Action 5.5.4.

Action 5.5.4	Ensure that the quiet room, which can be used for breastfeeding, is lock-able from the inside and is clearly sign-posted
	Sign-post the nearest public baby-changing facilities to Maple House

Whilst UCL has a comprehensive parental leave policy, we do not have a local Division-wide policy for supporting staff, leading to Action 5.5.5.

Action 5.5.5

Develop and implement a local Division-wide policy to support staff before and during parental leave, along with their return to work

In the 2020/21 staff survey, 88%W:100%M agreed that the Division provides staff with support when they take family breaks (Figure 5.5.2); Action 5.5.6.

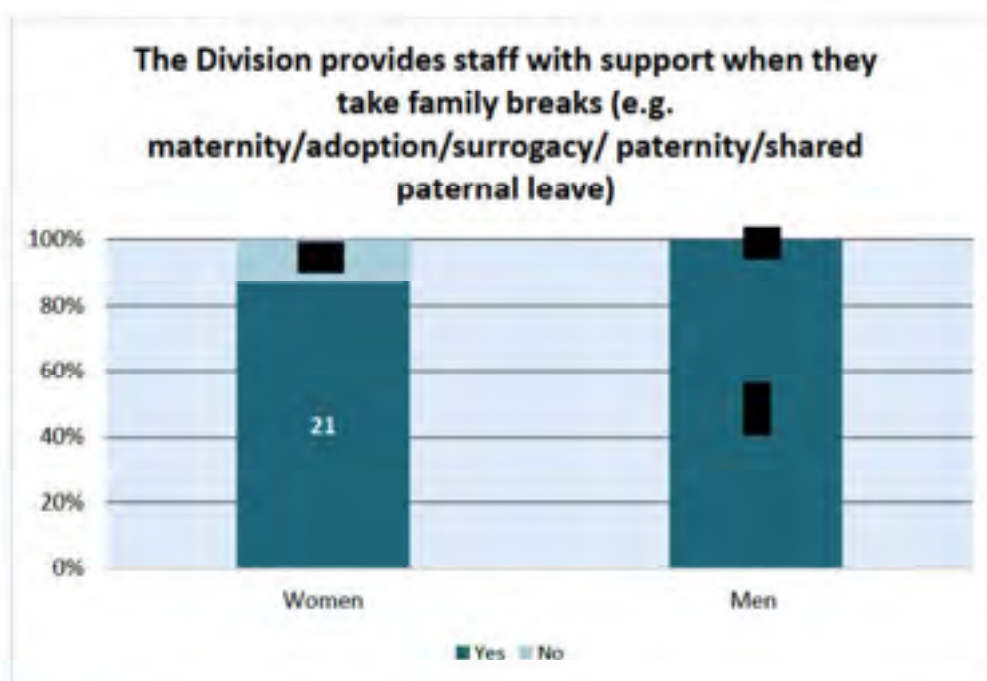


Figure 5.5.2. Support during family breaks.

Action 5.5.6

Improve support for staff when they take parental leave (i.e. during the leave)

(viii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Line managers contact new parents to plan their return to work, reiterate provisions for flexible work, resolve potential problems and set realistic objectives.

The Division handbook includes information for parents on childcare vouchers, parent and carer groups, and local nurseries.

In 2016/17 to 2019/20 staff surveys, 100% of staff felt supported upon returning to work (Figure 5.5.3).

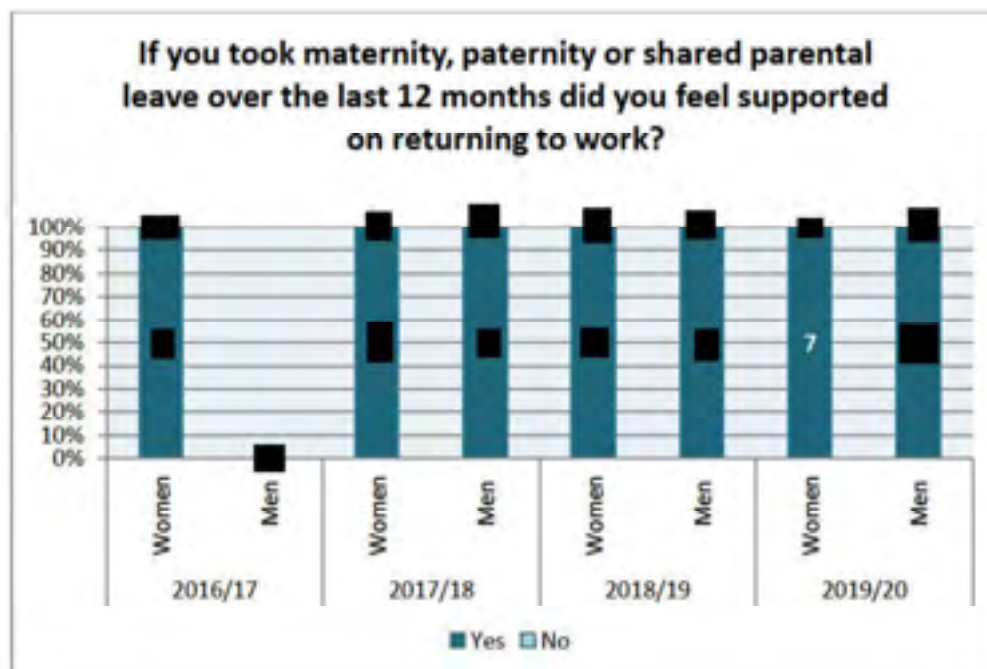


Figure 5.5.3. Support upon returning to work.

In the 2020/21 survey, staff were asked whether they agreed with the statement: the Division provides staff with support when they return from parental or carer's leave (Figure 5.5.4). Among those who considered the question relevant, 81%W:100%M agreed; Action 5.5.7.

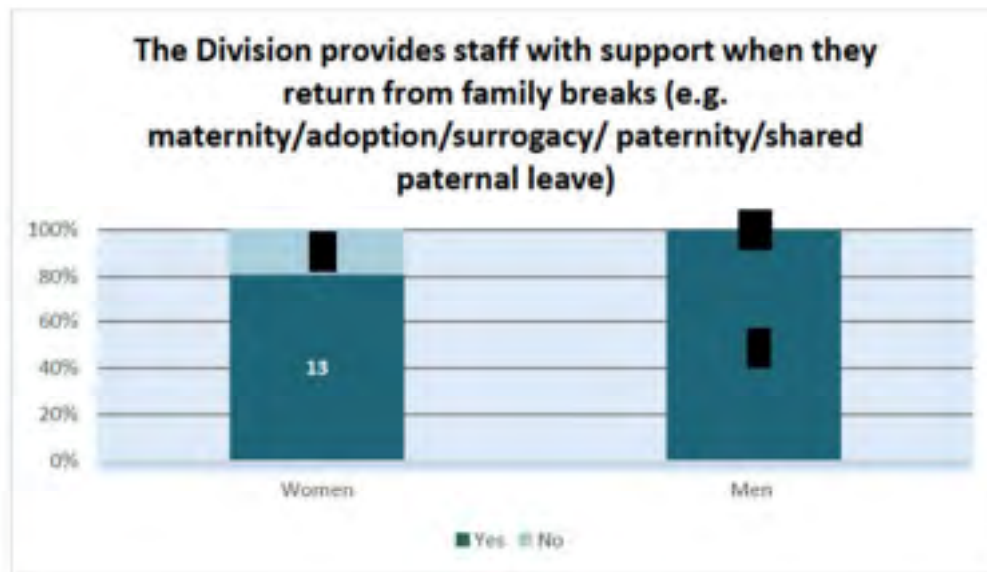


Figure 5.5.4. Support when staff return from family breaks.

Action 5.5.7	Improve support for staff when they return from parental leave.
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Maternity return rate

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Academic and research staff maternity return rates

- The maternity return rate is high; over the past five years, one woman did not return (Figure 5.5.5).
- Longer-term retention has improved since 2018/19 (Figure 5.5.5), probably due to general increases in retention (section 4.2).

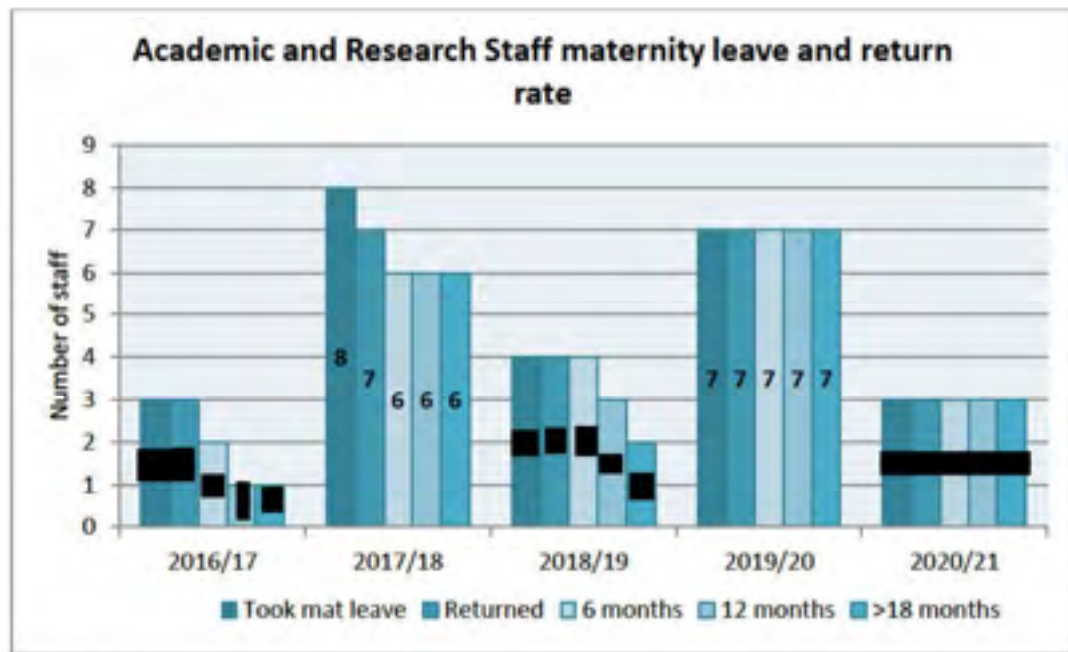


Figure 5.5.5. Maternity return rate among Academic and Research staff.

Professional Services maternity leave and return rates

Numbers were too small for meaningful analyses (Figure 5.5.6), but:

- 100% of women returned after maternity leave
- In 2016/17, 50% were retained 6, 12 and 18 months after maternity leave
- The one person who took maternity leave in 2018 returned but was not in post six months later



Figure 5.5.6. Maternity return rate among Professional Services staff.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(ix) **Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

UCL's paternity/parental/adoption/carer's (extended) leave policy is explained in the Divisional handbook, which staff are directed to at the Divisional induction event. The Divisional parental leave buddies are available to discuss individual cases.

We cannot differentiate between paternity and shared parental leave.

Between 2016/17 and 2020/21, one man took paternity/shared parental leave (Figure 5.5.7), returned and remained in post 18 months later. Anecdotal data suggest that our paternity data is incomplete as we are aware of more than one person who has taken this leave; Action 5.5.8.

No men from Professional Services took this leave between 2016/17 and 2020/21.

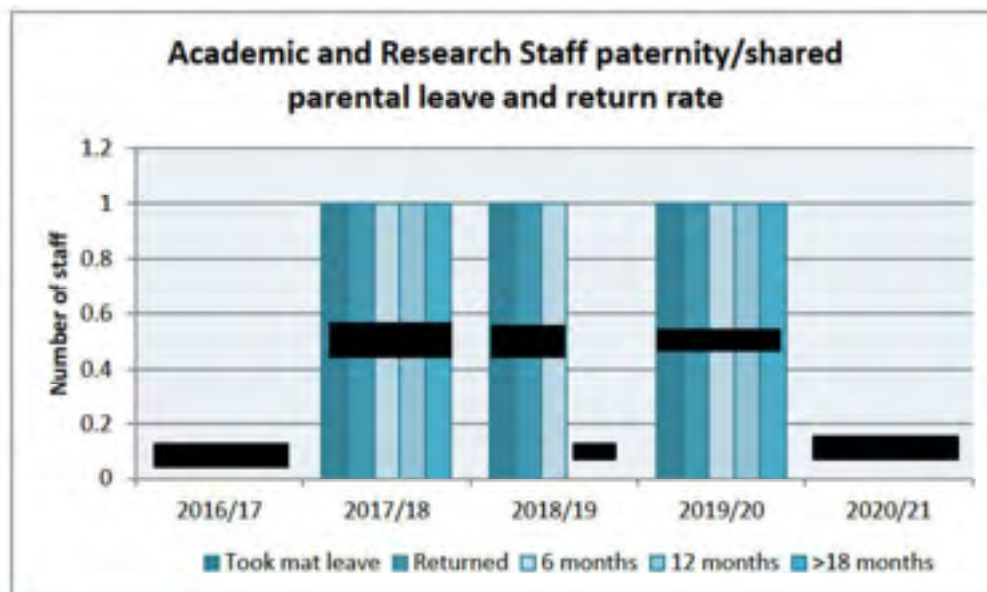


Figure 5.5.7. Paternity return rate among Academic and Research staff.

Action 5.5.8

Improve accuracy of data on paternity leave/shared parental leave

Carer's leave

The number of staff who take carer's leave is low (Figure 5.5.8), generally with a higher proportion of women.

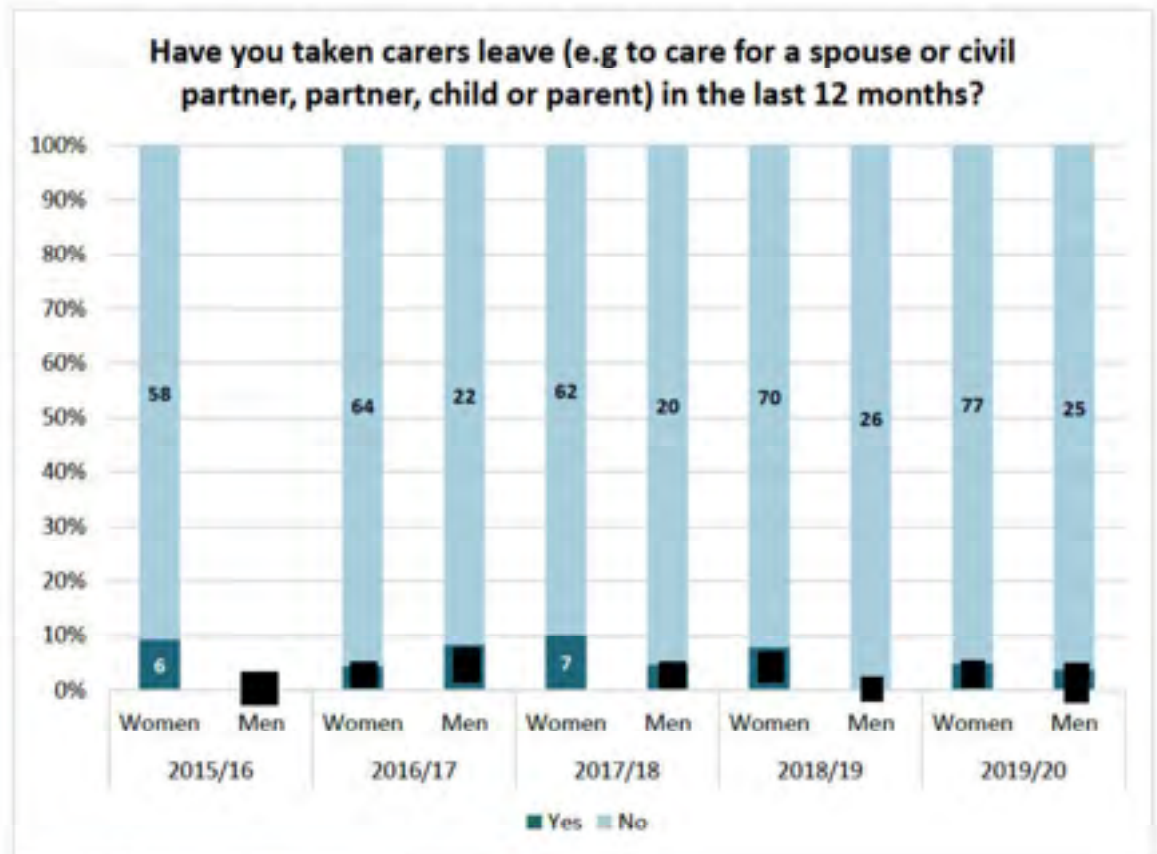


Figure 5.5.8. Annual staff survey data on carer's leave.

(x) **Flexible working**

Provide information on the flexible working arrangements available.

Flexible working arrangements available from the UCL Work-Life Balance Policy are shown in Table 5.5.1. These options are explained in the Divisional handbook, with links to further information.

Table 5.5.1. Flexible working arrangements available from the UCL Work-Life Balance Policy

Arrangement	Summary
Flexitime	A set of "core hours" with periods either side, within which staff choose arrival and departure times
Annualised hours	Working time organised on the basis of the number of hours worked over a year rather than a week
Term-time working	Variation on annualised hours in that hours worked coincide with school or UCL terms only
Shift working	Staff can swap shifts with colleagues can enable staff to address individual domestic commitments
Rota working/staggered hours	Agreement of a fixed pattern of starting and finishing time for teams
Job sharing	Part-time working, where all aspects of a job are shared between two people.
Job splitting	Job share in which the range of tasks within a role are split between two or more staff
Part-time working	Staff reduce working hours to enable them to meet responsibilities outside work
Flexible retirement and part-time working	Staff apply for flexible retirement and take part of their pension if they reduce working hours
Compressed hours	Staff work longer hours on some days and shorter hours on other days
Career breaks	Unpaid leave for up to 6 months to care for someone who is seriously ill
Employee Assistance programme	Practical advice, and emotional support to help staff manage problems effectively.

Individual flexible working arrangements are discussed and agreed between Divisional staff and line managers. The handbook encourages staff to approach the Head of Division or Head of Department if they find their manager's decisions unhelpful. All job adverts include a statement of proactive support for flexible working.

Senior staff who work flexibly include statements in their email signatures such as: *I work flexibly so you may get emails from me outside of normal working hours. Please do not feel any pressure to respond outside of your own working pattern.*

Awareness of (Figure 5.5.9), and support for (Figures 5.5.10 and 5.5.11), flexible working has increased since our 2018 application, leading to Impact Boxes 14 and 15.

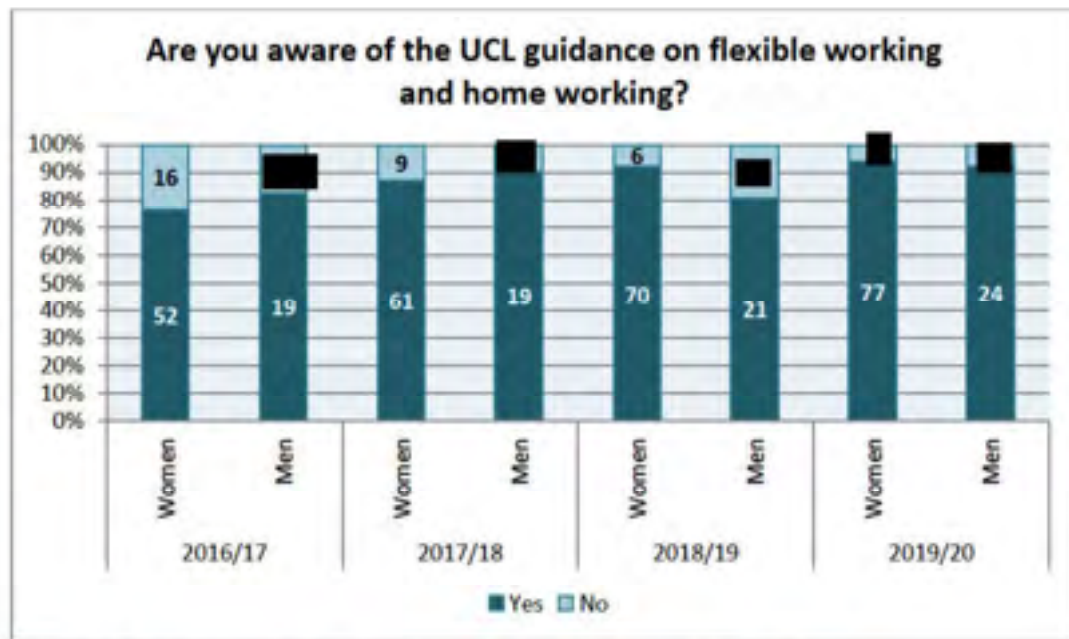


Figure 5.5.9. Awareness of UCL guidance on flexible working among staff.

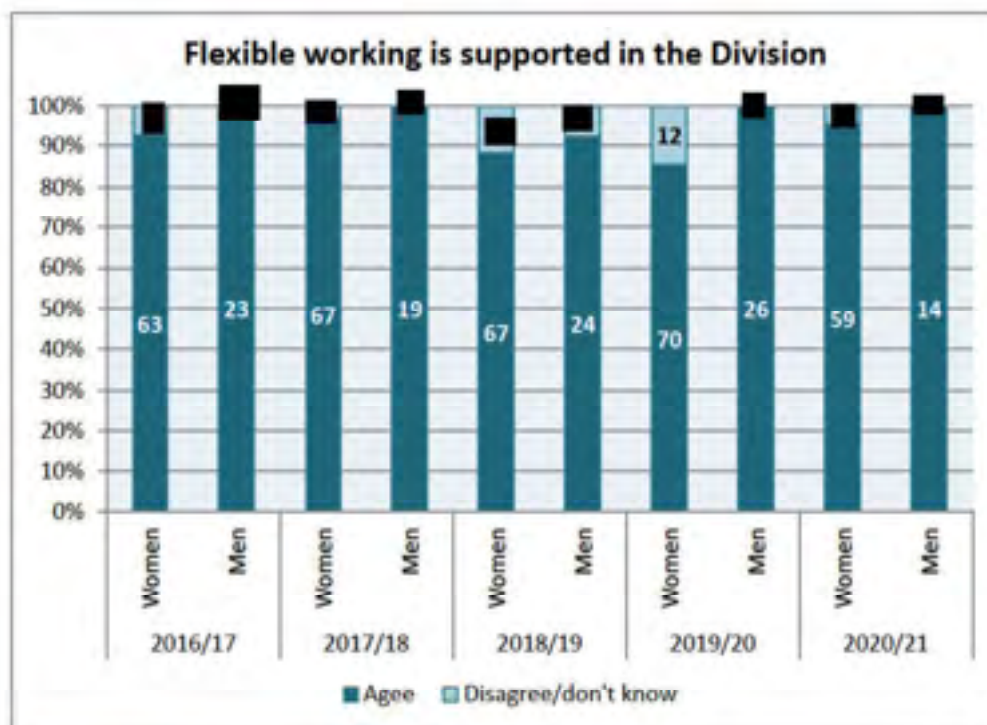


Figure 5.5.10. Support for flexible working in the Division.

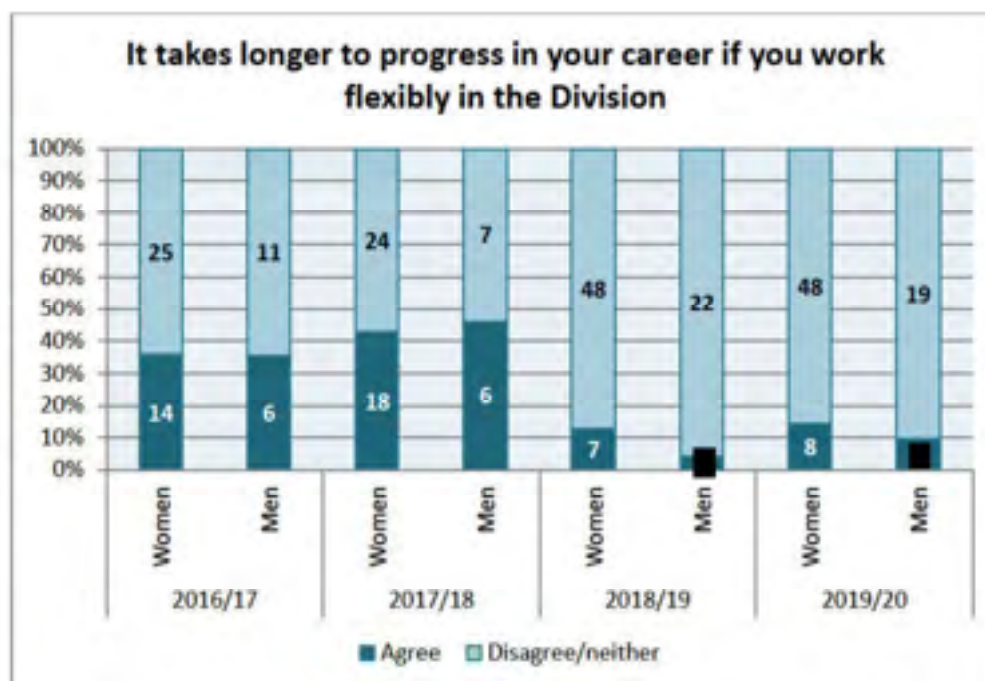








Figure 5.5.11. Staff views on whether it takes longer to progress in the Division if you work flexibly.

Impact Box 14: Increased awareness of flexible working	
Issue	<u>In 2016/17 staff survey:</u>
	<ul style="list-style-type: none"> 76%W:83%M aware of UCL guidance on flexible and home working
Action/s	<u>In 2018:</u>
	<ul style="list-style-type: none"> ✓ Focus groups to identify areas where there was lack of awareness or understanding along with issues and barriers ✓ Report on flexible working and recommendations about systems for implementing it publicised at all-staff meeting. ✓ TOIL policy clarified as particular issue arising from focus groups. ✓ Updated staff handbook with clear information about options for flexible working and how to apply
Impact	<u>In 2019/20 staff survey:</u>
	<ul style="list-style-type: none"> 94%W:92%M aware of UCL guidance on flexible working (↑18% in women and ↑9% in men, with elimination of gender difference)

Impact Box 15: Increased support for flexible working	
Issue 	<p><u>In 2016/17 staff survey:</u></p> <ul style="list-style-type: none"> • 93%W:100%M agreed that Division supports flexible working • In 2018/19; decline: 88%W:92%M • By 2019/20, 85%W:100% M agreed that Division supports flexible working <p><u>In 2016/17 staff survey:</u></p> <ul style="list-style-type: none"> • 36%W:35%M agreed that it takes longer to progress in your career if you work flexibly in the Division
Action/s 	<p><u>In 2019:</u></p> <ul style="list-style-type: none"> ✓ Staff encouraged to explain in email signatures if they worked flexibly; helped publicise and normalise flexible working <p><u>In 2020:</u></p> <ul style="list-style-type: none"> ✓ Article in newsletter reiterating support and encouragement for flexible working ✓ Re-advertising revamped resources in staff handbook ✓ Published report based on the focus group on intranet ✓ Launched quarterly parents coffee Zoom to address challenges of remote working; inviting group to raise issues to feedback to EDI committee
Impact 	<p><u>In 2019/20:</u></p> <ul style="list-style-type: none"> • 14%W:10%M agreed that it takes longer to progress in your career if you work flexibly in the Division (↓22% in women and ↓24% in men) <p><u>In 2020/21:</u></p> <ul style="list-style-type: none"> • 97%W:100%M agreed that the Division supports flexible working (↑12% from 2019/20 in women, with elimination of gender difference)

(xi) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

We promote the use of annual leave accrued during parental leave to facilitate return to work on a part-time basis, or to follow a phased return to work, without contractual changes. All requests to return to work on a part time contract are honoured. To formally support transition back to full time, we have designed Action 5.5.9:

Action 5.5.9

Implement a local policy to support and enable staff who work part-time after a career break to transition back to full-time roles (where this is desired)

5.6. Organisation and culture

(xii) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Transparent and inclusive communication and consultation

We ensure transparent and inclusive communication and consultation about EDI by:

- Including EDI as a standing item in meetings and on key committees
- Promoting EDI announcements and events through Divisional twitter
- Including EDI as a standing item in termly Divisional newsletter and staff meetings
- Presenting EDI data at staff meetings and receiving feedback to guide actions
- Promoting EDI on Divisional webpages, intranet and staff and student handbooks
- Director's pledges about EDI goals, publicised on intranet.

In the 2020/21 staff survey, 63%W:79%M felt included in in all relevant communication; Action 5.6.1:

Action 5.6.1	Improve inclusivity of all relevant communication
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Social and networking events

There is a divisional social committee managed by two staff members. Regular social events include: international lunch shares, pub quizzes and country walks. Events are publicised in email and in newsletter. Annual social events include a winter party and summer party, which have now resumed after a hiatus during the pandemic.

During the COVID-19 lockdown, we changed our strategy for social events to include:

- Weekly online Pilates
- Online film screenings
- Zoom pub quizzes

- Language classes
- Weekly emails to enhance social connectedness
- Online murder mystery event for the winter party

Satisfaction with Divisional social events has remained consistently high. In the 2019/20 staff survey, 89%W:87%M thought that Divisional social and networking events were adequate (Figure 5.6.1).

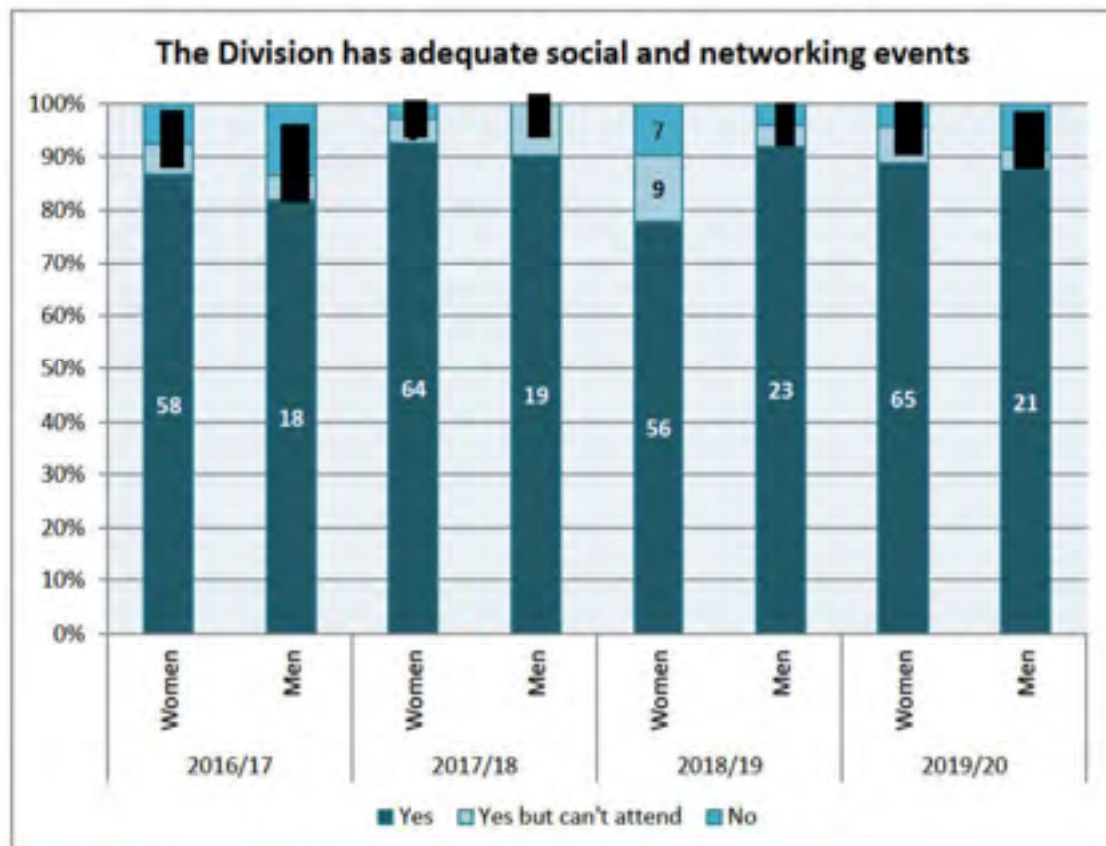


Figure 5.6.1. Staff views on Divisional social and networking events.

Satisfaction with social events fell among PhD students in 2019/20, particularly women (Figure 5.6.2). There is also a gender difference, albeit based on small numbers.

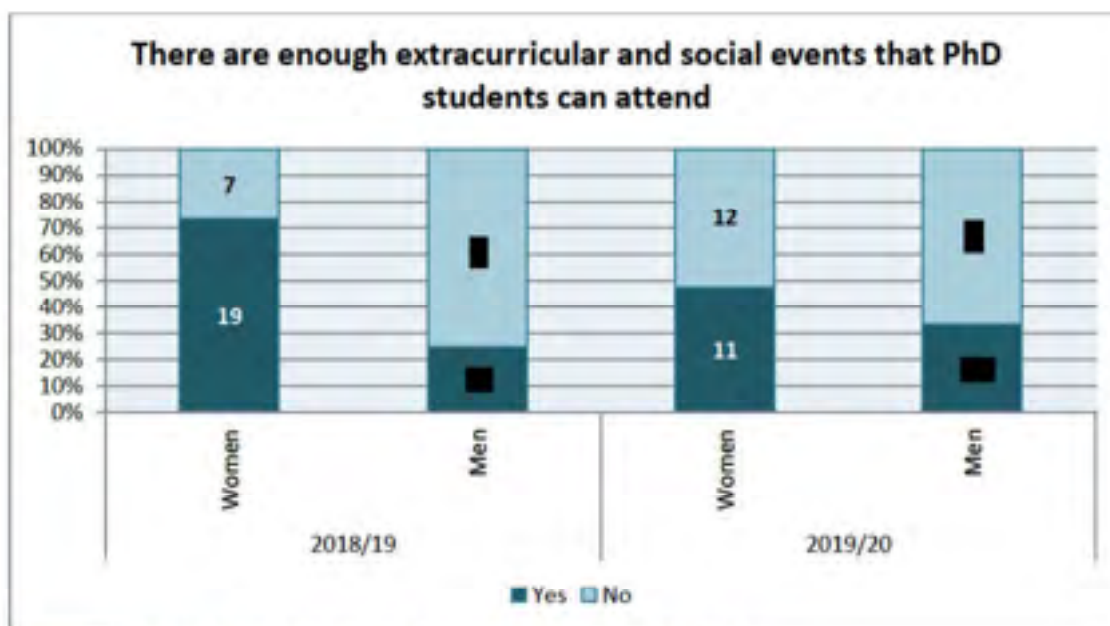


Figure 5.6.2. satisfaction with social events among PhD students.

We have consulted with PhD students and designed actions to improve this;
Action 5.6.2:

Action 5.6.2	Improve social events for PhD students
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The professional achievements of our staff and students are celebrated in the termly newsletter, at staff and student meetings and on Twitter.

In the 2020/21 staff survey, 52%W:78%M agreed that the Division promotes and recognises their achievements (e.g. in meetings, webpages, announcements).

Among PhD students, only 30%W:33%M (Table 5.6.1) felt that PhD students' successes and achievements are celebrated enough in the Division; Action 5.6.3.

Table 5.6.1. Celebrating success: PhD student survey: I feel that PhD students' successes and achievements are celebrated enough in the Division		
Response option	Number (%)	
	Women	Men
Yes	■ (30%)	■ (33%)
Yes, but not enough or only for some people	■ (57%)	■ (67%)
No	■ (13%)	■ (0%)

Action 5.6.3	Improve showcasing of success among staff and students
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Well-being

Staff survey data (Table 5.6.2) indicates we need to improve our support for mental health and well-being, particularly for women; Action 5.6.4.

Table 5.6.2. Data on well-being from the 2020/21 staff survey: Number (%)		
Question	Women	Men
Work-related mental health and wellbeing are recognised and supported in this Division	33 (54%)	10 (71%)
I know where to seek support for work-related mental health and wellbeing	45 (74%)	10 (71%)
I feel confident asking for work-related mental health and wellbeing support	23 (38%)	8 (57%)

Action 5.6.4

Improve recognition of, and support for, work-related mental health and well-being

Improve confidence and trust in the Division's approach to supporting mental health and wellbeing

(xiii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Key actions by the Division to ensure adherence to, and monitor, HR policies include:

- Clearly outlining, and regularly refreshing, all policies and processes in staff and student handbooks
- Timely communication to relevant staff and students about changes in UCL policies, via email and discussion at staff and student meetings
- Promotion of initiatives from UCL or other organisations by the chair of the EDI team and its constituent working groups
- Two 'Dignity at Work' advisors (1W/1M) who provide a first port-of-call for reporting or informally discussing bullying and harassment
- All staff with line management or supervisory responsibilities completed a bullying and harassment prevention workshop during 2018/2019. We recommend this training to all staff and students.
- All PGT students are encouraged to attend Active Bystander training
- Bullying and harassment is a standing item in Postgraduate Research Committee meetings.
- The Division's anti-bullying and harassment policies and processes are explained at staff and student inductions
- Annual staff and student surveys monitor bullying and harassment, fairness and respect, EDI and well-being at work

Dignity at work and bullying and harassment among staff

Women are more likely to experience and witness bullying and harassment (Figures 5.6.3 and 5.6.4). Women are also less likely to feel they can report bullying and harassment (Figure 5.6.5), or feel that instances are resolved to their satisfaction (Figure 5.6.6). Data from the 2020/21 staff survey showed the same pattern (Table 5.6.3). Women were also less likely to perceive Divisional management as committed to tackling bullying and harassment (Table 5.6.3). Data (e.g. increases in staff witnessing bullying and harassment) suggest that we raised awareness of bullying and harassment after we introduced mandatory training in 2018 but problems remain, leading to Actions 5.6.5 to 5.6.8.

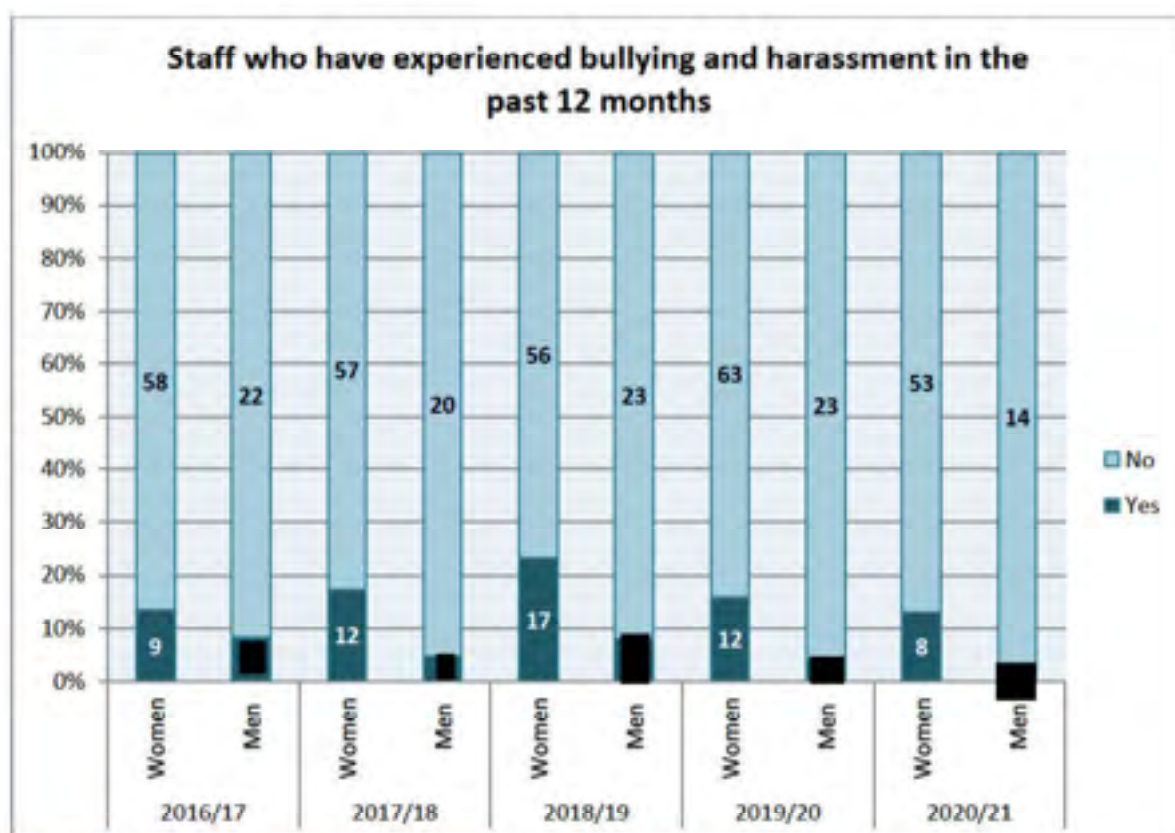


Figure 5.6.3. Staff who have experienced bullying and/or harassment in the past 12 months. Data were available from annual staff surveys.

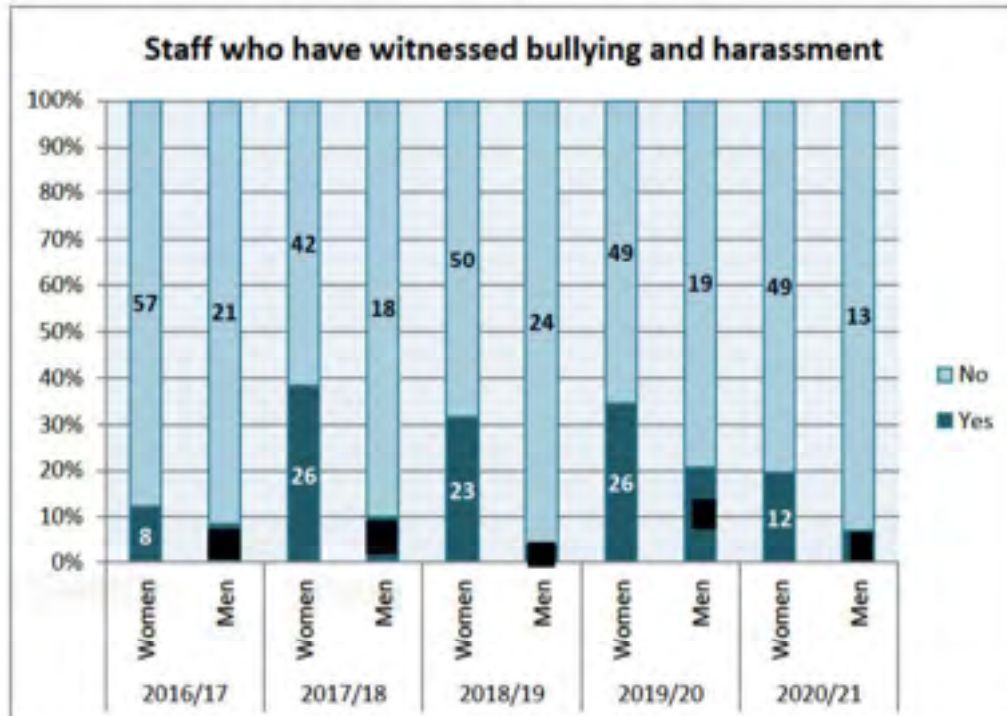


Figure 5.6.4. Staff who have witnessed bullying and/or harassment in the past 12 months. Data were available from annual staff surveys.

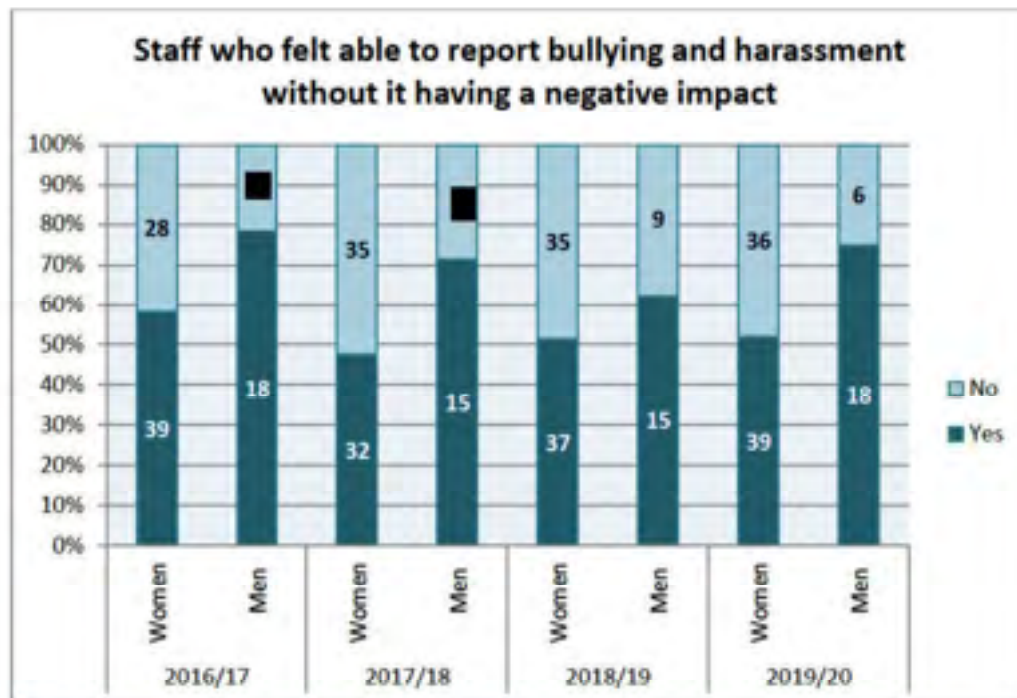


Figure 5.6.5. Staff who felt able to report bullying and/or harassment without it having a negative impact on them. Data were available from annual staff surveys.

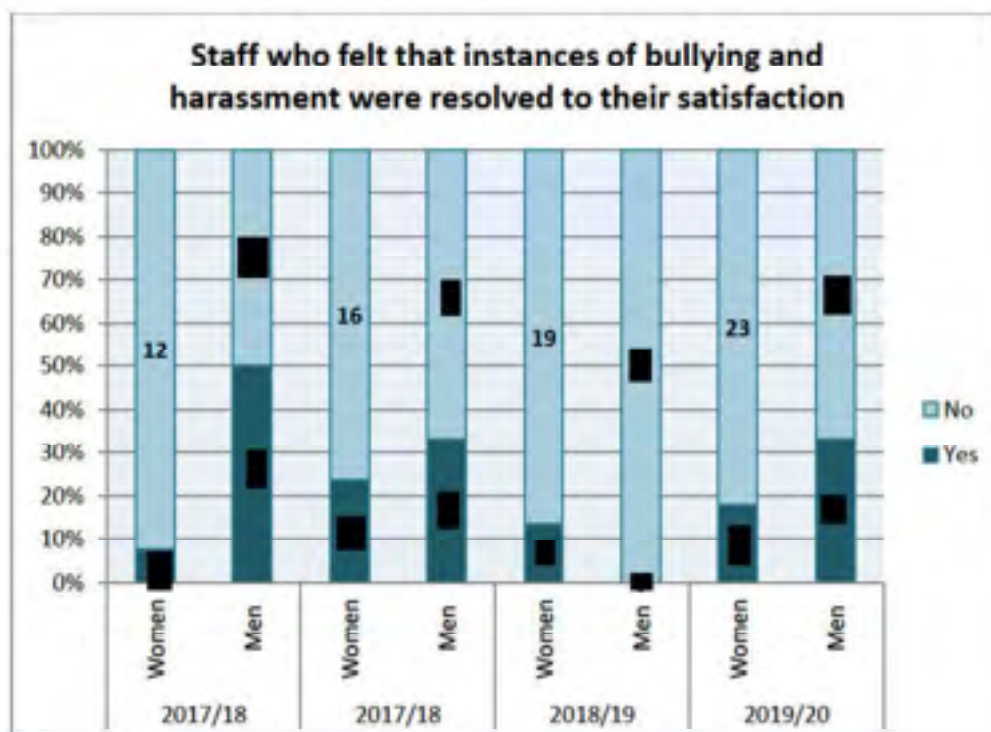


Figure 5.6.6. Staff who felt that instances of bullying and/or harassment were resolved to their satisfaction. Data were available from annual staff surveys.

Table 5.6.3. Questions on bullying and/or harassment from the 2020/21 staff survey (number and percent who answered 'yes')

Survey item	Overall	Women	Men
I am treated with fairness and respect	64 (84%)	50 (82%)	14 (100%)
I know how to report and seek help in relation to bullying and harassment	56 (74%)	43 (70%)	12 (86%)
Divisional management is committed to tackling bullying and harassment	39 (51%)	27 (44%)	12 (86%)
If you experienced/witnessed bullying and harassment, did you report this?	■ (27%)	■ (25%)	■ (50%)

Action 5.6.5

Investigate and act on the issues and experiences related to bullying and harassment that may be specific to women or disproportionately experienced by women.

Action 5.6.6

Demystify the reporting process and build trust, confidence and support surrounding reporting of bullying and harassment.

Action 5.6.7

Promote good behaviour among staff with line management or supervisory responsibilities.

Action 5.6.8

Empower all staff and students to feel confident and supported to engage in Active Bystander behaviour when they witness bullying and harassment in the Division.

PhD student experiences of bullying and harassment

Survey response rates were low among men so numbers for examining gender differences were small. Gender differences across time were inconsistent. However, women are more likely to experience and witness bullying and harassment (Figures 5.6.7 and 5.6.8). Many students felt unable to report bullying and harassment (Figure 5.6.9) and satisfaction with resolutions was low (Figure 5.6.10).

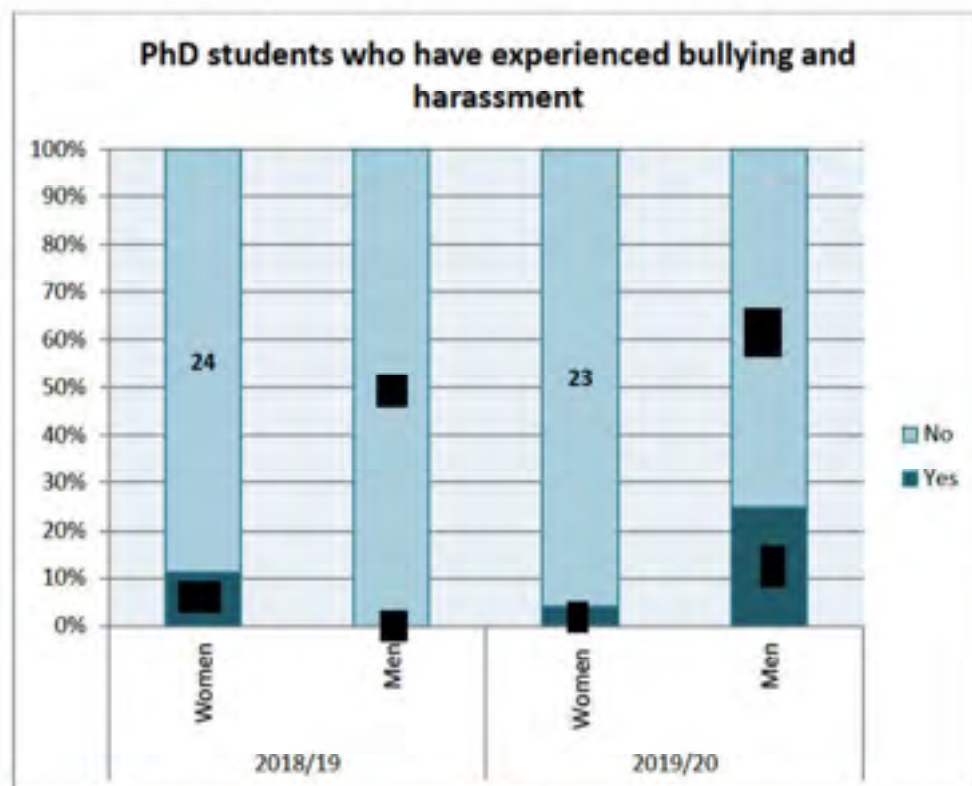


Figure 5.6.7. PhD students who experienced bullying and harassment in the past 12 months. Data were available in annual student surveys.

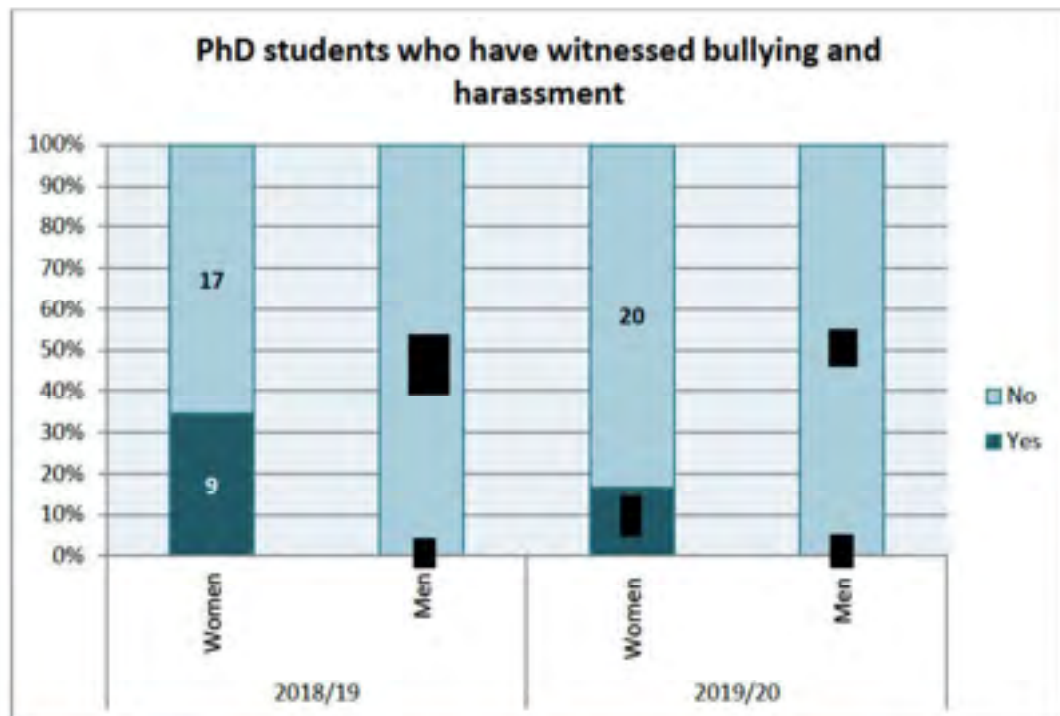


Figure 5.6.8. PhD students who witnessed bullying and/or harassment in the past 12 months. Data were available in annual student surveys.

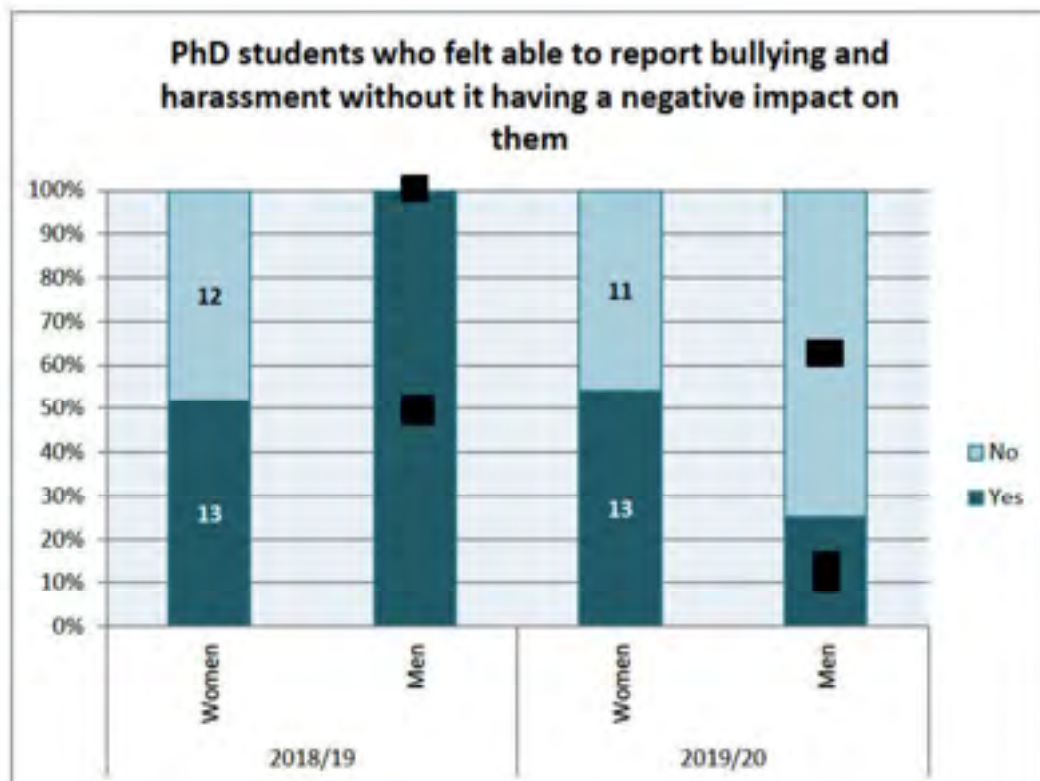


Figure 5.6.9. PhD students who felt able to report bullying and/or harassment without it having a negative impact on them. Data were available from annual student surveys.

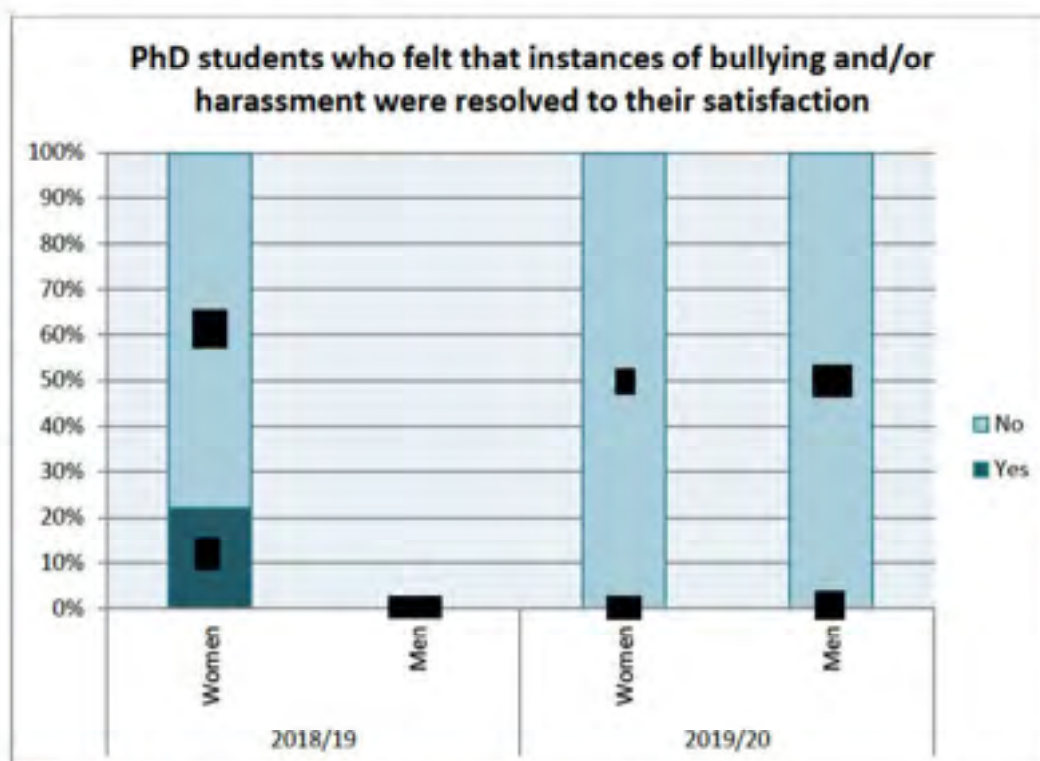


Figure 5.6.10. PhD students who felt that instances of bullying and/or harassment were resolved to their satisfaction. These data were available in annual student surveys.

The SAT held two focus groups with PhD students to gain a deeper understanding of bullying and harassment (Table 5.6.4), leading to Action 5.5.9.

Table 5.6.4. The main findings from two focus groups on bullying and harassment among PhD students	
Finding	Supporting quotes
Discrimination often not dealt with. Needs better and more transparent process	"there are a few bullies who people know about but it's unclear what gets done"
Some students feel that they don't know who to report bullying or harassment to	"the process seems unclear and scary"
Lack of clarity on what happens after a student reports, and how they are protected from potential negative consequences	"what I've seen previously is signposting that you can talk to this person or you can do this but, beyond that, I would have no idea what would happen. I guess it's about refining that process a bit more and making it more

	transparent. It feels like a big scary unclear thing and that puts people off reporting”.
Information about the process might be better coming from other PhD students. This would also enable peer support	“Other universities have peer supporters who are aware of the process – other students could chat to their peer supporters so there is that extra layer before.”
	“Having someone on a similar level would be really beneficial – also in terms of understanding what bullying and harassment is and whether you have experienced it. Even going to the Dignity at Work Advisors feels like a big first step up”
	“If you report, the ball might start rolling away from you. Knowing there is something more local, flexible and advisory, to work with you on developing solutions you’re comfortable with, is important”
The idea of refreshers/reinductions was popular	“If you’re looking for ways of improving awareness of the process I don’t know if it would be too much to do a sort of re-induction. When we start we get the induction and you get told all of this information and then you carry on for another three years and it’s never really discussed again. Updates and reminders on the process and if it’s changed would help as a bit of a refresher”

Action 5.6.9

A system of informal peer support from PhD student reps and buddies

Regular re-inductions and refreshers on anti-bullying and harassment processes and policies

(xiv) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Recruitment

The composition of Divisional committees is shown in Table 5.6.5.

- The most influential committee is the Executive Committee. Members of this committee are selected based on leadership roles (E.G. head of department, Biomedical Research Centre lead, postgraduate tutors, director of education)
- Leadership roles are advertised through open recruitment with a time limit, however, some of these posts have been long running and were not recruited openly
- The advisory group consists of all staff members at grade eight or above. All eligible staff are invited and attendance is voluntary
- Members of all other committees are selected through open recruitment, via email advertisements

Memberships

- On the Executive Committee, men are over-represented relative to the gender distribution of senior staff; Action 2.1 and 5.6.10
- On the postgraduate research committee, women are over-represented. This is because all PhD students on this committee are women; Action 5.6.10
- On the REED committee, women are over-represented relative to the distribution of the Division; Action 5.6.10
- Some staff members are overburdened with committee work, sitting on more than three committees; Action 5.6.10

Table 5.6.5. Representation of women and men on committees.					
Name of committee	Composition of committee				
	Gender (%W:%M)	Academics (number)	Research (number)	PS (number)	PhD student (number)
Executive Committee ^a	46%W:54%M	11	2	0	0
Postgraduate Research Committee	88%W:12%M	1	1	2	4
Divisional Teaching Committee ^a	50%W:50%M	9	0	4	NA
Advisory Group ^b	67%W:33%M	45	24	2	2
EDI committee ^c	73%W:27%M	6	3	2	0
Athena SWAN SAT ^c	68%W:32%M	8	6	4	1
REED working group ^c	83%W:17%M	9	4	2	8
Staff Student Consultative Committee	71%W:29%M	9	0	4	2
Communications committee ^d	77%W:23%M	1	2	3	3
The most influential (i.e. decision-making) committees are highlighted in gold.					
^a Should be representative of staff with leadership roles i.e. more senior Academic staff (Grade 9 and above)					
^b Should be representative of staff at Grade eight or above, mostly Academics					
^c Should be representative of the Division					

Action 5.6.10

We will introduce policies to reduce committee overload and ensure that committees are gender balanced

(xv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Opportunities to join external committees are highlighted in the newsletter and via email, and are discussed during appraisals. Senior women in the Division act as role models.

(xvi) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload Model

The Division developed a workload model in 2017, adapting an approach used by another teaching-heavy UCL Department: Psychology and Language Sciences. The workload model is used to monitor gender bias in tasks, but is not used during appraisals. We surveyed staff at Grade 8 and above twice (2017 and 2020), leading to Action 5.6.11:

Action 5.6.11

Conduct workload model survey annually, and improve the content of the survey based on staff feedback

The survey consisted of 43 workload duties in 2017 and 36 in 2020. Tasks cover four domains, consistent with the Academic Framework for promotion. Questions required respondents to:

- 1) Indicate whether they perform a workload duty

- 2) If performing a workload duty, to recorded the number of activities

The number of respondents who completed each workload duty was calculated. We then calculated the mean number of activities per person, to compare by gender.

Response rates

Women were less likely to respond in 2017 (Figure 5.6.11) but by 2020 response rates had increased and this gender difference had reduced, leading to Impact Box 16.

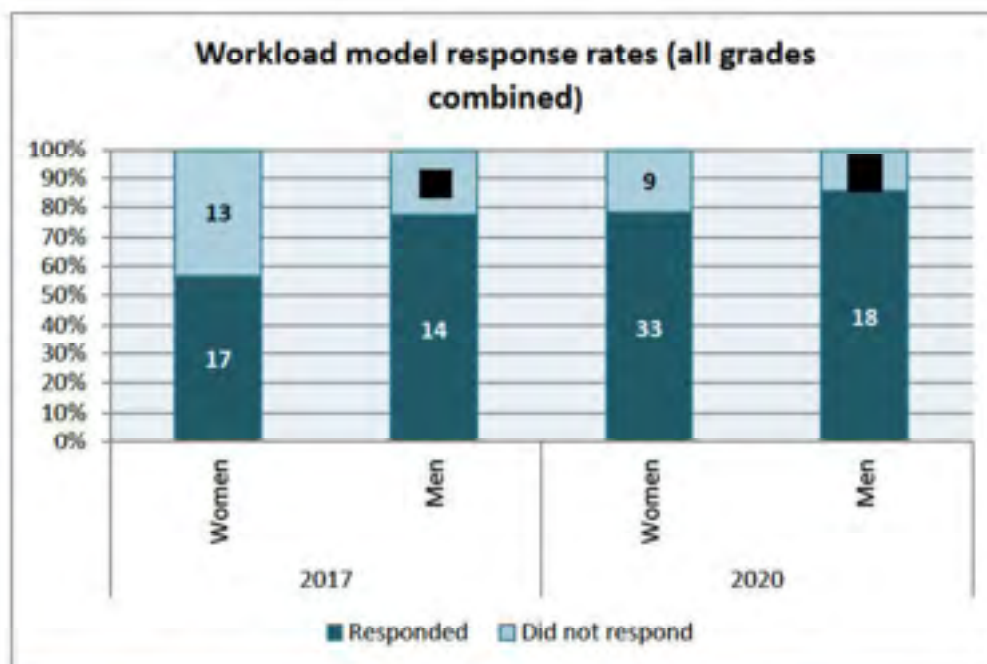





Figure 5.6.11. Workload model response rates (all grades combined).

Impact Box 16: Increased responses to workload model survey and reduced gender differences	
Issue 	In 2017: <ul style="list-style-type: none"> • 57%W:78%M (Grade 8 and above) responded to workload model survey
Action/s 	2018-2020: <ul style="list-style-type: none"> ✓ Targeted emails to increase response rates ✓ Publicising survey, and it's importance, at Divisional meetings ✓ Presentations of results from 2017 survey by SAT lead at Divisional meetings, to indicate it's importance and potential impact ✓ Shortened survey by removing seven questions
Impact 	In 2020: <ul style="list-style-type: none"> • 79%W:86%M (Grade 8 and above) responded to workload model survey (↑22% in women, ↑8% in men) • Reduction of gender difference in response rates: 21 to 7 percentage points

We still need to increase response rates and reduce the gender difference;
 Action 5.6.12:

Action 5.6.12	Increase response rates to workload model survey
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Responses by grade

Women were slightly underrepresented among responders, except at Grades 8 and 10 in 2020 (Figure 5.6.12).

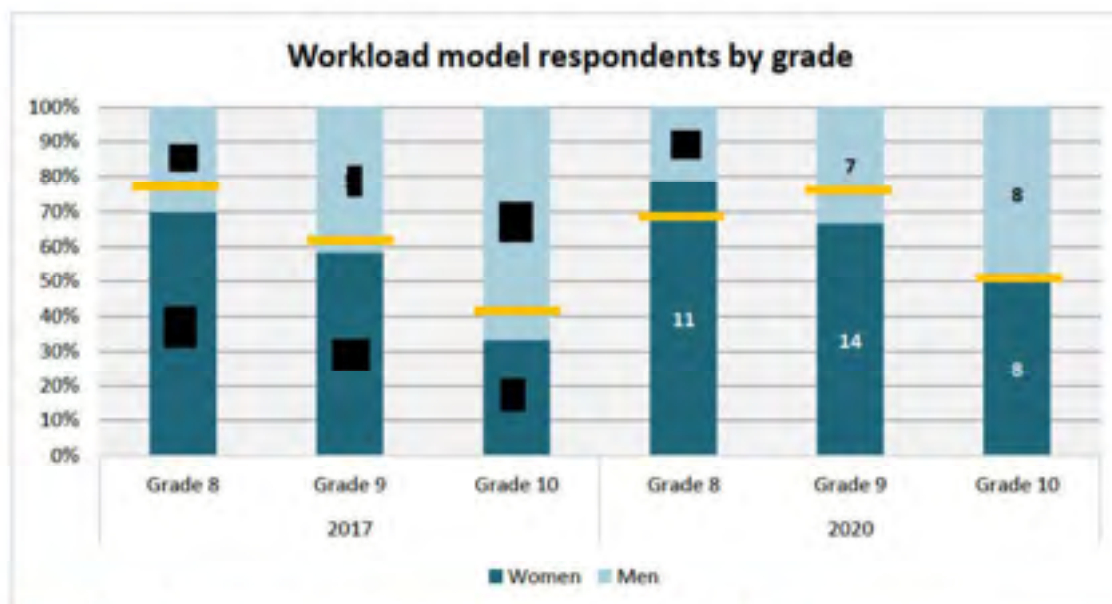


Figure 5.6.12. Workload model responses by grade. Gold bars indicate the proportion of women at each Grade in the Division during that year.

Institutional Citizenship

Institutional citizenship roles are shown in Table 5.6.6 and are relatively gender balanced given the distribution of the Division.

Table 5.6.6. Number of people participating in each Institutional Citizenship duty				
Workload duty	2017		2020	
	Women	Men	Women	Men
Heads of Department	■	■	■	■
Mentoring scheme coordinator	■	■	■	■
Division Exam Board Chair	■	■	■	■

We will add other Institutional Citizenship roles to the model; Action 5.6.13:

Action 5.6.13

Ensure all Institutional Citizenship roles are included in the workload model

In 2017, women sat on more external committees than men. However, this reversed in 2020 (Table 5.6.7).

Table 5.6.7. The average (mean) number of duties per person				
Workload duty	2017		2020	
	Mean		Mean	
	Women	Men	Women	Men
External Committees	2.5	1.5	1.94	2.29
Chair of Divisional Committee	1.2	1.3	1.20	1.00
Mentoring	1.4	1.5	1.61	1.75

External engagement

Table 5.6.8 shows that gender differences in participation in external engagement activities have reduced over time and were minimal in 2020.

Table 5.6.8. The average (mean) number of duties per person				
Workload Item	2017		2020	
	Mean		Mean	
	Women	Men	Women	Men
Outreach	4.1	1.9	2.43	2.80
External presentations	6.1	4.9	5.14	4.56
Involvement in national organisations	1.4	1.4	1.74	2.40

Research

In the past 12 months, men published more journal articles, reviewed more papers and grants and supervised more staff (Table 5.6.9). These activities are criteria for promotion. Gender differences could be due, in part, to more women than men at lower Grades, but we will investigate; Action 5.6.14.

Table 5.6.9. The average (mean) number of duties per person				
Workload task (over the past 12 months)	Mean number of tasks per person			
	2017		2020	
	Women	Men	Women	Men
Journal articles published	8.3	11.4	9.9	15.2
Journal articles reviewed	8.8	13.9	8.3	10.8
Editorial roles	1.7	2.0	1.6	2.0
Research grants peer reviewed	7.8	11.8	4.3	9.3
Grant proposals submitted; Chief Investigator	3.3	3.1	2.1	2.2
Grant proposals submitted; Co-Investigator	4.1	4.8	3.1	2.9
Fellowship applications submitted	1.8	1.5	2.0	1.3
Fellowship applications supervised	2.3	2.3	2.5	2.3
Active grants; Chief Investigator	2.7	3.5	2.0	2.1
Active grants; Co-Investigator	3.3	3.5	2.8	3.7
Research assistants/associates supervised	3.3	5.3	3.1	4.0
Key differences between women and men are highlighted in gold				

Teaching

Women examined more MSc assignments and men gave more lectures/seminars though seminars may have been external talks rather than teaching (Table 5.6.10). The excess MSc marking by women may be influenced by the fact that the core Divisional MSc team is 90% women; Action 5.6.14.

Table 5.6.10. The average (mean) number of duties per person				
Workload task (over the past 12 months)	Mean number of tasks per person			
	2017		2020	
	Women	Men	Women	Men
MSc students tutored	2.2	2.0	2.1	2.2
MSc student placements supervised	2.1	1.8	2.2	1.8
MSc module convened/co-ordinated	1.1	1.2	1.4	1.3
MSc assignments marked	8.5	5.2	9.2	6.2
MSc research project supervised	3.1	3.9	3.3	2.4
Lectures/seminars given	4.8	8.5	4.6	5.7
PhD students supervised	2.5	3.1	2.8	3.7
PhDs examined	1.8	2.1	1.6	1.8
Key differences between women and men are highlighted in gold				

Action 5.6.14

Investigate and reduce gender differences in key workload tasks

(xvii) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Division-wide meetings, committees and talks are scheduled within UCL core hours (10:00-16:00). However, in the 2020/21 staff survey, 66%W:93%M agreed that the timing of Divisional meetings and events takes into consideration those with caring responsibilities and part-time staff, leading to Action 5.6.15.

Action 5.6.15

We will introduce a policy so that all Divisional meetings and seminars start and end within the UCL core hours of 10:00-16:00

The Division alternates social gatherings between evening and lunch time to enable a range of staff to attend. Since COVID-19, multiple options (daytime and evening) have been scheduled each time. Social events after 16:00 are advertised well in advance.

(xviii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Seminars

Divisional seminars with external speakers are held monthly, and promoted via Twitter and the Events page of the website. Seminars are chaired by **W**.

External speakers mostly come from academic psychiatry (40%W:60%M), psychology (81%W:19%M) or biological sciences (49%W:51%M). The Division is ~75%W:25%M. Our target gender distribution for speakers is the average of these figures: 60%W:40%M. We achieved this in 2017/18 and 2019/20, but the proportion of women dropped thereafter (Figure 5.6.13). This may have been due to the differential burden of the pandemic on women academics. We have designed actions to address this (Action 5.6.16).

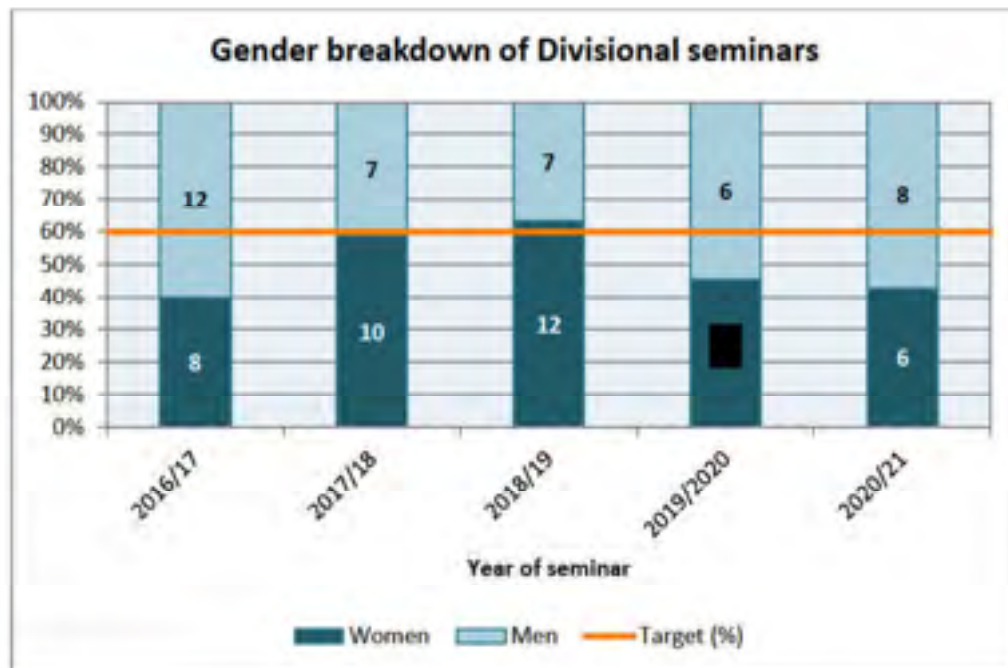





Figure 5.6.13. Gender breakdown of Divisional seminars.

Action 5.6.16	We will recruit 60%W:40%M external speakers for Divisional seminars
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Role models

In 2020, we created an "EDI role models" webpage to celebrate staff and students who actively drive change (Figure 5.6.14). This improved upon our previous webpage, leading to Impact Box 17.

Impact Box 17: Increased diversity and representation of EDI role models webpage	
Issue 	<u>From 2014 to 2020:</u> <ul style="list-style-type: none"> • “Women in profile” webpage showcased six white women in Academic or Research roles
Action/s 	<u>2020-21:</u> <ul style="list-style-type: none"> ✓ Following feedback and recommendations from SAT, group chairs nominated selection of EDI role models: staff and students who promote EDI by driving change ✓ Role models selected to represent gender and BAME distribution of Division along with all departments and levels
Impact 	<u>By 2021:</u> <ul style="list-style-type: none"> • EDI role models webpage featured six women and three men; three BAME colleagues (in line with gender and BAME distribution of the Division). • All departments and levels now represented including PhD students and Professional Services • We did not include an MSc student due to short turnaround of course, but role models include deputy director of MSc • Profiles discuss topics including gender, race, age, being LGBTQ+, social class, parental leave, and juggling parenting with work commitments.

Role Models at Division of Psychiatry

Staff at the UCL Division of Psychiatry that have been nominated EDI role models.



Nick Stone

Associate Professor/ Honorary Consultant Old Age Psychiatrist

I believe that mentoring on a bit more of an informal basis in a practical and psychological sense, is a key factor in achieving gender equity.



Suehrst Jadhav

Professor of Cultural Psychiatry

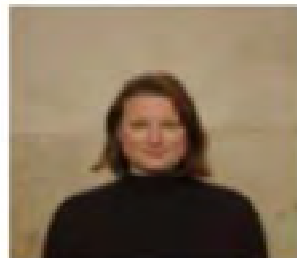
I am deeply aware of the fact that we do not start our life including our education and local playing ground. This principle informs my work with UCL EDI and in turn allows me to contribute toward its activities.



Helen Fullagar

Professor and Honorary Consultant in Rehabilitation Psychiatry

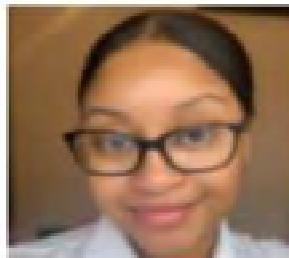
Visible signs of support are so important... Having visible role models makes it even clearer that this is a good place for UCL people to work.



Katherine Kucharski

Associate Professor

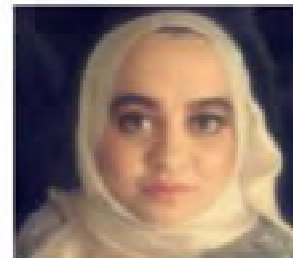
Mentoring the next generation of scientists is always great for me and help shape a future research done that is collaborative and diverse.



Mahesh A. Lujan

Research Assistant

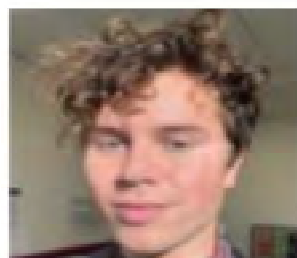
Being a part of the EDI team gives me reassurance that I can be supported and heard at UCL regardless of my age, gender, and race.



Maryam Khan

Teaching and Learning Administrator

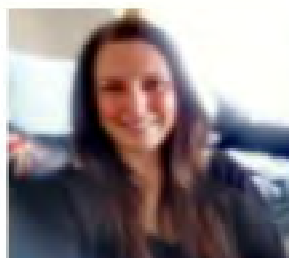
EDI allowed me to be more vocal and confident and very fortunate to represent the professional services team!



Liam O'Sullivan

Research Assistant

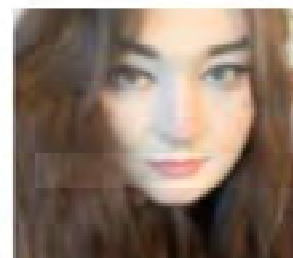
Research and psychology don't tend to be very representative in regards to gender class and ethnicity... so having an EDI initiative is crucial to make underrepresented and marginalised groups feel more welcome.



Sarah Howe

Associate Professor

To me, EDI is about creating an environment where everyone has an equal voice and feels heard, they are offered the same opportunities and are valued.



Helen Wright

PhD Student

Seeing other hard people working and thriving in academic settings has and is a source of great inspiration and helps maintain my drive to provide support that empowers any marginalised community that's part with.

Figure 5.6.14. Snapshot of EDI role models webpage on the external Divisional website.

International women's day

Given evidence of the disproportionate effects of the pandemic on women in Higher Education, we celebrated the contributions that women make in the Division, by creating an online Discussion Corner.

Five women including a member of professional services, a PhD student, a research assistant, an associate professor and a professor chatted to the SAT lead. Discussion topics included parenting, gender, race and class. We shared links to articles promoting the work of women in academia. We created a webpage for the Discussion Corner and publicised this on Twitter and in the Divisional newsletter.

Publicity

Images used in webpages are chosen to represent the diversity of the Division.

(xix) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.

Outreach and engagement activities are promoted on the Divisional Twitter account, recognised as promotion criteria and monitored in the workload model.

In 2019, we created a system to record outreach activities (Table 5.6.11). The gender distribution of those involved in outreach (71%W:29%M) is consistent with the Division (75%W:25%M).

Table 5.6.11. Number of staff and students participating in outreach and patient and public engagement activities, 2019 to 2021. Gender breakdown of attendees not available.	
Gender and grade of staff/students	Summary of activity
Young people and schools	
7W ■ M Grades 7-10	In2Science: hosting work experience placements for A-Level students from low-income backgrounds
■ W Grade 7	OxNet (University of Oxford Access Programme): University style taster lectures at schools in disadvantaged areas. Each talk attended by 30 students in year 10 to 13 , aged 15-18.
■ W ■ M Grades 8 and 10	Talk at Kings College School as part of their Equalities and Diversity course for LGBT+ curriculum. Approx. 160 students from year 10 (aged 15/16)
■ W Grade 8	Talk on young people's mental health at Chestnut Grove Academy. Approx 20 students aged 17-18.

Public lectures	
■ W PhD student	Free public lecture of the 1st Home Care Research Forum of 2020.
■ W: ■ M Grades 7-10	"Mental health question time" Free Public London mental health seminar.
■ M Grade 9	YouTube video providing guidance for NHS staff on how to cope with increased stress attributable to the COVID-19 pandemic.
■ W: ■ M Grades 7 and 9	Pint of science: annual science festival that aims to communicate contemporary scientific developments to the public
Podcasts and radio	
■ M Grade 9	Podcast discussing the mental health effects of the COVID-19 lockdown
■ W Grade 9	Online blog post discussing UCLs mental health research on older adults affected by dementia during COVID-19.
■ W Grade 9	BBC Radio 4 interview discussion on the problems with receiving out of area care for people with severe mental health problems.
■ W Grade 8	Dr Kathy Weston's Get a Grip! Parenting Podcast: young people's mental health
■ M Grade 9	BBC Science Focus podcast: Discussion on continuing stigma relating to mental health
Blogs and magazine articles	
■ W Grade 9	Magazine article discussing why ethnic-minority groups are more at risk for dementia
■ W PhD student	Online blog post discussing microaggressions and social exclusion experiences of transgender people.
■ W Grade 8	Magazine article on antidepressants for A Level Psychology students

Anecdotal feedback suggests that outreach data may be incomplete, which we will investigate and address; Action 5.6.17:

Action 5.6.17	Revise local system for monitoring outreach and public engagement activity
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In the 2020/21 staff survey, 60%W:85%M agreed that the Division encourages and recognises outreach and public engagement; Action 5.6.18:

Action 5.6.18

Increase encouragement and recognition for outreach and public engagement

Total word count: 7,497

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case 1: Karoline Kuchenbäcker

I am a non-clinical Professor of Genetic Epidemiology at UCL Division of Psychiatry. I investigate genetic and environmental risk factors for depression by leveraging the unique characteristics of different populations. Increased diversity in research is crucial to reduce national and global health inequalities.

The Division of Psychiatry appointed me as Senior Lecturer in 2017, only two years after I completed my PhD. In 2020, I was awarded a prestigious 2.5 million Euro Starting Grant from the European Research Council, to investigate the genetics of depression in different populations. In 2021, at the age of 35 I was promoted to Professor, one of the youngest at UCL.

My success story was only possible due to the multi-faceted support I received from the Division.

The Division offers multiple opportunities to present ideas and proposals for grant applications. The Division's supportive culture encourages collegial feedback, so I could receive feedback from various excellent colleagues with different expertise on my idea for my ERC grant. I collaborate regularly with colleagues and receive support and advice that is crucial to advance my research.

A crucial factor for me was that the Division helped me retain time for research. The approach to distributing teaching and administrative responsibilities was flexible, and allowed me to reduce those activities when needed.

From December 2019 to March 2020, I took maternity leave. The Division has been very supportive. I received advice from parents in the division about practicalities and administration. My Head of Department was extremely



engaged in helping me resolve challenges along the way. The Division covered all my teaching and administrative duties during my maternity leave, and for several months afterwards to help me adjust back in.

Having children can be very challenging for an academic career. The Division is very considerate of carer needs, and that has enabled me to maintain my steep upwards career trajectory. In fact, I was promoted to Professor one year after having a child. There are many parents in the Division offering advice and support for other parents. This has created an atmosphere that supports maximum flexibility to accommodate carer needs, for example flexible working hours or friendly colleagues to help when a child gets sick.

My career progress would not have been possible without support from senior management and my Divisional mentor. My mentor not only provided me crucial career advice and encouraged me to apply for promotion but also helped me address challenges I experienced along the way, such as bullying by senior academics from another university. I would never have considered applying for promotion at this stage if my mentor had not encouraged me to do so. My Head of Department and Head of Division were highly supportive of my promotion application and provided crucial advice, e.g. how to write the application, that led to successful outcome. Annual appraisal meetings with my line manager provided invaluable guidance and helped me understand the support provided by the Division.

My priority is to create an environment where people enjoy working. I am a member of the Division's Race Equity and Ethnic Diversity group, and was nominated as an EDI role model by my colleagues, featuring on the Division's EDI Role Models webpage. I have also been a host for In2science; a scheme to encourage young people from disadvantaged backgrounds to pursue careers in science. I have also been an invited speaker and role model for "She loves data", an organisation that encourages women around the world to learn computer coding.

Case 2: Christian Dalton-Locke

As a staff member and final year PhD student, I have a unique insight into working in the Division. I research the effectiveness of mental health rehabilitation services, and actively contribute my perspective to the Athena SWAN self-assessment team, where I am part of the non-clinical ECR and MSc sub-teams.

I started working at the Division as a maternity cover Research Assistant in 2016. It was my first job at a university and I was given time and support by the research team and the Division to settle into my role, receive the training I needed, and gain confidence. As my initial contract was coming to an end, my supervisors supported me to continue my career development and I was encouraged by the Division to apply for a competitive PhD studentship. The Division gave me support in writing my application, including help with the development of my project idea, feedback on drafts of the application and interview practice and I successfully obtained the studentship.

My studentship includes a one-year MSc in Mental Health Sciences Research (MHSR) at the Division, followed by a three-year PhD. My supervisor was very understanding and supportive of me working part-time in the Division whilst I studied, to support my mortgage payments. Likewise, the inclusive working culture empowered me with the flexibility to work part-time whilst I study – during my MSc, my contracted hours were reduced to 0.2 Full Time Equivalent (FTE). The Divisional MSc helped me continue my professional and personal development, and was excellent preparation to continue through the career pipeline and undertake my PhD.

When I finished my first role in the Division and completed my MSc, I started a new role as a Research Assistant. This position was advertised as 0.8 FTE, which I would not have been able to commit to. However, the Division was supportive of job sharing, so I was contracted to 0.4 FTE. I continued to work in this role until January 2022 when I achieved a new higher-grade post as Project Manager, which includes supervising two Research Assistants. Throughout my many roles as a staff member and my time as a PhD student, appraisals were pivotal for my development, through encouraging the uptake of career development opportunities. For example, at the Division I have the opportunity to work as a Teaching Assistant on the Divisional MSc, mark assignments, lead a study group, provide personal tutoring, and supervise MSc projects.

Throughout my time at the Division, I have been supported to progress through my studies and employment to attain my career goals. I aspire to be able to support colleagues the way I have been supported.

Total word count: 1025



7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Covid response

Immediate response

- A member of PS set up an intranet webpage, which brought together all the UCL COVID guidance and the comms committee drafted FAQs <https://www.ucl.ac.uk/psychiatry/intranet/guidance-working-maple-house>
- Students were supported with extensions if study recruitment was delayed, Students were also supported to work remotely from abroad or take interruptions of study, and we promoted the enhanced UCL hardship fund via email and Newsletter (<https://www.grad.ucl.ac.uk/support-and-advice/response-plan-to-coronavirus.html>)
- From a financial perspective, the Division supported staff and PhD students with equipment such as second screens, keyboards, and desk chairs. These were either borrowed from Maple House or purchased with home delivery arranged by PS
- The parenting buddies organised regular meetings for those with home schooling or other caring responsibilities, to provide support
- Regular emails from HoD providing COVID updates and reminding staff and students to take annual leave and regular breaks
- Added questions to the 2019/20 and 2020/21 staff and student surveys, about whether staff have felt supported by the Division during the pandemic
- During lockdowns, we changed our strategy for social events to include:
 - Weekly online Pilates
 - Online film screenings
 - Zoom pub quizzes
 - Online language classes
 - Weekly emails from the social committee to check-in, ask how people are doing and enhance social connectedness
 - Online murder mystery event for the winter party hosted by an external events company

Staff and student survey data

In the 2019/20 staff survey, 85%W:92%M felt supported by the Division during the pandemic. By 2020/21, a gender difference had emerged: 75%W:86%M

agreed that the Division had recognised the adverse impact of the pandemic (Table 7.1); Action 7.1.

Table 7.1. Data on covid response from staff and students survey			
Question	Year	Women	Men
Have you felt supported by the Division during the COVID-19 pandemic?	2019/20	63 (85%)	22 (92%)
My Division has recognised the adverse impact of the Covid-19 pandemic on staff	2020/21	46 (75%)	12 (86%)

There was positive qualitative feedback about the regular emails from HoD:

"Very well supported. I appreciated the messages of concern and the acknowledgement that COVID increased both the workload and many people's personal life responsibilities. The frequent reminders to take annual leave from Glyn Lewis (HoD) were very important."

Woman, Grade 9 non-clinical: qualitative feedback from the staff survey; 2020/21

Qualitative feedback included some concerns about work-loads, work-life balance and isolation (Table 7.2). Now that the return to work is complete and staff/students can use the office any time without booking, we hope that many of these issues will resolve. However, we recognise that there are potentially long-lasting effects of the pandemic, and Action 7.1 summarises our response.

Table 7.2. Qualitative feedback from staff and student surveys, 2019/20

Comment	Role	Gender
Tried to maintain balance between work and home. Difficult with children at home requiring attention and education	Staff	Woman
My workload has increased since COVID-19	Staff	Woman
Shifting teaching online increased workloads of staff involved in teaching - work-life balance affected	Staff	Woman
Hard to juggle work with childcare during the pandemic	Staff	Woman
Struggle with working from home. Miss office - far more collaborative and I'm able to be more productive	PhD student	Woman
Harder to connect with other students and staff now that we are working from home. Doing a PhD can be quite an isolating experience and this has made it more so	PhD student	Woman
Working environment less than ideal during COVID-19	PhD student	Woman
Did not have the chance to work with many other members of staff prior to lockdown as I was in the early stages of my PhD	PhD student	Man

Action 7.1

- Continue to ask about the effects of the pandemic, and Divisional support, in annual staff and student surveys
- Design a new well-being strategy for staff and students (Action 5.6.4)
- Re-design the social calendar for PhD students, to increase social cohesion and connectedness (Action 5.6.2)
- Re-design career development support for postdocs, RAs, TMs and PhD students (Actions 5.3.4 to 5.3.6 and 5.3.8)
- Expand Divisional parenting buddy scheme to include a WhatsApp group and regular coffee mornings for staff and students with children of any age (Action 5.5.7)
- Re-instate Divisional elevenses every Thursday morning to improve social connectedness and networking opportunities
- Ensure flexibility around working from home is maintained, particularly for those with caring responsibilities

Return to work

- We produced a return-to-work handbook, which contained guidance on working safely in Maple House and other relevant resources (wellbeing contacts for both staff and students), and links to information on issues such as hybrid working, home work station assessments and IT support.
- Regular emails to staff and students to provide updates on the return to work
- Created an MS Teams page so that staff and students could book desks online

Furlough

No staff were furloughed.

Total word count: 463