Priority has been assigned according to degree of impact on gender equality and culture.

Low: affects very few a little / improving process / low impact results

Med: medium or even widespread effect / medium impact results

High: part of broader priority area / large gendered effect / high impact results

Abbreviations/Terms

A&R: Academic and Research
BAME: Black, Asian and minority ethnic
Division: Division of Psychiatry
ECR: Early Career Researchers (postdocs)
EDI: Equality Diversity and Inclusion
Faculty: Faculty of Brain Sciences
HoD: Head of Division
HR: Divisional Human Resources
HRBP: HR Business Partner
PGT: Postgraduate Taught
PGR: Postgraduate Research
PM: Project Manager
PS: Professional Services
PSS: Professional Services Staff
RA: Research Assistant
REED: Divisional Race Equity and Ethnic Diversity working group
SAT: Athena SWAN Self-Assessment Team
TM: Trial Managers

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
Section 2: Description of the Department							
2.1	High	Re-balance the gender distribution of the Executive and Divisional Teaching Committees, so they reflect the gender distribution of Academic staff.	The gender distribution of the Executive Committee is: 46%W:54%M. The gender distribution of the Teaching Committee is: 50%W:50%M. The gender distribution of both committees should match senior Academic staff: 62%W:38%M.	HoD will send an email to all staff advertising two new positions on the Executive Committee and two new positions on the Teaching committee. The email will encourage women to apply and explain that women are under-represented relative to the gender distribution of the Division. New members will be selected by the HoD. through open competition.	Jul 22 Jul 22 Sept 22	HoD, SAT PM HoD, SAT PM HoD, SAT PM	By Dec 22, the gender distribution of the Executive and Teaching Committees is ~62%W:38%M.
Section 3: The Athena SWAN Self-Assessment Process							
3.1	Medium	Improve the SAT's knowledge of PGT student experiences of: •potential gender and ethnic disparities (Actions 4.1.3 to 4.1.9) •PT/Flexible/PT study (Actions 4.1.1, 4.1.2) •career development opportunities	0% of the SAT are PGT students. 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.	Recruit PGT student representatives to the SAT: aim to recruit one woman and one man and represent ethnic diversity. Aim to represent FT and PT/Flexi students. Liaise with Staff Student Consulative Committee (SSCC) to refine the role. Create a job description to present to SSCC and get feedback. Develop a presentation on AS agenda and SAT role for PGT students and deliver this at the next PGT induction day to advertise recruitment. Advertise role to PGT students via email and recruit through open email	Apr 23 Nov 22 Dec 22 Sept 22 Jan 22	MSc sub-team	At least one PT/flexi and one FT PGT student recruited to SAT by Jan 23, with gender and ethnic diversity. PGT student regularly attends SAT meetings and provides feedback on student experiences PGT student feedback informs development and implementation of broader priority area focused on improving PGT student experience and reducing inequalities due to gender and ethnciity

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
3.2	Medium	Add EDI contributions to the workload model	EDI contributions are not recognised in the Divisional workload model but involve substantial time commitments and are recognised in the criteria for promotion, which the workload model is based on.	Develop questions in consultation with the SAT and REED.	Mar 23	Data sub-team	Questions on EDI responsibilities are included in the workload model survey by the time it is next circulated (summer 23)
				Add questions to the workload model survey.	Mar 23	Data sub-team	
3.3	High	Increase response rates to staff and PhD student surveys	In 2020/21, 69%W:40%M responded to the staff survey. This represents a decrease from 2017/18, when 88%W:92%M responded. In 2019/20, 65%W:31%M responded to the PhD student survey. This represents a decrease from 2018/19, when 78%W:42%M responded.	Newsletter items to highlight what the Division has done in response to previous surveys and encouraging use of the surveys to let us know where change is needed & highlight culture change achieved previously.	July 21	Comms sub-team, SAT lead	Increased response rates to staff and PhD student survey: **Staff** By 2022/23: 75%W:65%M By 2023/24: 85%W:75%M By 2024/25: 90%W:85%M By 2025/26: 90%W:90%M **PhD student:** By 2022/23: 75%W:55%M By 2023/24: 85%W:65%M
				Regular targeted emails to encourage resposnes during the survey period.	Sept 22	HoD, SAT PM, Data sub-team	
				An (online) poster campaign to track the number of responses.	Sept 22	Comms sub-team	
				For every five surveys completed, the Division donates £5 to a charity nominated by staff or students.	Sept 22	HoD and Division manager	
				Departmental competition – the department			

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				with the most responses wins a prize. Competetion advertised regularly via email and mentioned in the newsletter item.	Sept 22	HoD and Division manager	By 2024/25: 90%W:75%M By 2025/26: 90%W:90%M
				PhD students to advertise the survey to other students – emails from the PhD students reps.	Sept 22	PhD sub-team	
3.4	High	Appoint SAT data leads. The role will involve co-ordinating, collating and managing the data required for the next Athena SWAN cycle.	The period after submitting this application is the ideal time to set up data flows for the future so that all data is clean and easily accessible. Feedback from the SAT is that the data could be better organised and easier to access for monitoring progress and impact. 0% of the SAT have a role as data/survey co-ordinator. A previous SAT member held this role but has now left the Division.	Design job advert and recruit two data leads (job share to reduce burden) through open recruitment.	June 22	SAT lead, SAT PM	Successful recruitment of data leads to SAT
				Data lead to update data dictionaries and repositories quarterly during the five-year Athena SWAN cycle, in consultation with SAT PM who will identify the data required	From Jul 22	Data sub-team	100% of data is clearly signposted in dedicated shared folder, containing data dictionaries
				Data leads to clean data from annual staff and student surveys and store it centrally so it is realy for analyses by SAT members.	From Jul 22	Data sub-team	100% of survey data is cleaned within three months of surveys being conducted and stored in dedicated folders on shared drive
				Data leads will sign-post SAT members to the data they need to monitor their Actions and assess impact.	From Oct 22	Data sub-team	Data dictionary produced containing path names to where data are stored. Data and dictoinaries are stored in shared drive.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
3.5	Low	Annual investigation of Athena SWAN data, analysis, and interim impact so the SAT can identify data gaps, monitor progress and update the Action Plan accordingly	Given the 4 year period of the upcoming award cycle, annual investigations of all data will ensure: • We track progress *esp.* on priority actions • We keep data up-to-date and identify and address data gaps early • The Action Plan is refocussed to overcome barriers and take any changes into account.	Data are updated annually, and tables and figures for the application are re-made. Presentation of data and progress at Division-wide meetings to provide updates and receive consultation from staff and students.	Annually from June 23 Annually from June 23	All sub-teams SAT lead	100% of tables and figures required for the application are re-made annually and stored in shared drive Modified Action Plan produced through Division-wide consultation, signed off by Executive Committee, published on Divisional Intranet, and communicated to all staff through newsletter.
3.6	Medium	Recruit a co-chair for the SAT	The SAT does not have a co-chair. A co-chair position would create another career development leadership role and alleviate responsibilities for the existing chair through role sharing. Prior to taking on the role, the SAT co-chair should have at least six months experience as a team member.	The SAT lead will send an email advetising the position to the SAT. The SAT lead and HoD will select the co-chair through open recruitment.	Jul 22 Aug 22	SAT lead SAT lead, HoD	New chair and co- chair successfully appointed every 4 years

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
3.7	Low	Keep a lessons learned register, which will be completed by the SAT to improve the future running of the SAT	The SAT does not keep a lessons learned register. This would help to improve future running of the SAT: succession planning.	Create a lessons learnt report, which will be part of the Division's succession planning.	Sept 23	SAT lead, SAT PM	Lessons learned register exists, is stored on the shared drive, is regularly updated and is routinely used to inform practice.
				Use minutes from SAT meetings to add to lessons learned register.	Sept 23	SAT lead, SAT PM	
3.8	Medium	Recruit Divisional HR manager to the SAT, to support the implementation of the Action Plan	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.	Consultation between HoD, Division manager, SAT lead and HR manager to refine the role.	Jan 23	HoD, Division manager, SAT lead	Divisional HR manager is successfully recruited to the SAT, regularly attends SAT meetings and advises on aspects of the action plan that require HR expertise.
				Create role description.	Feb 23	Division manager	
				HR manager recruited to SAT.	Mar 23	HoD	

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
Section 4.1 Students (PGT)							
4.1.1	Medium	Investigate the gender distribution of students who study flexibly versus PT (i.e. disagreggate flexible from PT study)	We are currently unable to disaggregate students who study flexibly from those who study PT. The gender distribution may differ, which could indicate how supportive PGT courses in the Division are.	Obtain quantitiative data from the UCL Portico system. Investigate the gender distribution of students who study flexibly versus PT (i.e. disagreggate flexible from PT study).	Jan 23 April 23	MSc subteam	Brief report containing updated tables and figures to display results Presentation of report to the Division and MSc team for their feedback, Sept 23
4.1.2	Medium	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	Men are more likely than women to study part-time/flexibly (on the CMHS and MHSR courses): in 2020/21, for PGT courses combined: 23%W:31%M	**In conjunction with Action 4.1.1:** Conduct a focus group with women and men who study FT/PT/Flexibly, to understand the reasons for their choices and identify any barriers to PT/flexible study. If action is required to increase the number of women who study part-time or flexibly: modify website and advertising materials so they make students aware of options to study part-time or flexiblly especially if they are working or caring, to attract more PT/flexible students particularly women. We will also advertise these options during marketing events by modifying the PowerPoint slides for these events.	May 23 Aug 23	MSc subteam	Brief report containing results of focus groups written by June 23 Presentation of report to the Division and MSc team for their feedback by Jul 23 If appropriate, new actions are developed and signed off by the Executive Committee by Sept 23. We will aim to narrow the gender disparity so that around 31%W:31%M study PT/flexibly.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.3	High	Investigate PGT enrolment data according to ethnicity, gender and domicile (UK or international) to identify under-represented groups.	We do not currently have data on the ethnicity and gender of PGT students according to domicile. Informal consultations with Divisional PGT team suggest that Black (British and international) women and men are under-represented. We need data on this, separated by domicile, to inform detailed actions.	Access Tableau/student registry data to disaggregate the ethnicity and gender of PGT students according to domicile (UK or international). Conduct analyses to investigate enrolment figures according to gender, ethncity and domicile. We will also investigate variables associated with offers such as University, Grade etc. Where possible, break ethnic groups down from one BAME category into a smaller number of categories. **In conjunction with Action 4.1.5:** Use data to inform the development of actions designed to recruit under-represented groups.	Jul 22 Sept 22 Sept 22 Jan 23	REED and MSc sub-teams	Produce brief report including Tables and Figures for enroled PGT students according to ethnicity, gender and domicile Present data to the PGT team and the Division Specific actions to be developed by REED and signed off by the Executive Committee by Mar 23
4.1.4	High	Increase the number of men who apply to the CMHS/Dementia PGT courses	In 2020/21, 14% of applications to CMHS/Dementia were from men. This is below the benchmark of 19%. This benchmark was chosen because approximately 80% of students on this PGT course are psychology graduates and psychology graduates are 81%W:19%M.	Diversify advertising and promotional materials so they represent men. We will increase the involvement of men from the Division in outreach activities and form a committee to ensure outreach activities are targeting under-represented groups. This will involve diversifying outreach activities in universities to advertise the courses more specifically to men e.g. to undergraduate courses with a higher proportion of men.	Oct 23 From Jan 23	MSc sub-team	By Sept 24: 19% of applications to the CMHS/Dementia PGT courses are from men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.5	High	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	BAME students are less likely to receive offers than white students, with BAME women least likely to be offered a place: Between 2016 and 2021, offers were made to: •46% of BAME women •62% of white women •59% of BAME men •71% of white men	We will blind the names, ethnicity, and gender of applicants. This approach was shown to increase the number of offers made to PhD students from minority ethnic groups in a recent experimental study conducted by another UCL Department.	For all admissions received from Sept 22	REED and MSc sub-teams	Within two years, gender and ethnicity gaps are closed with offers made to approximately: •60% of BAME women •60% of white women •60% of BAME men •60% of white men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.6		Increase the number of applications from under-represented groups	We need to increase the number of applications from men, both BAME and white: Between 2016/17 and 2020/21, applications were: •47% BAME women •39% white women •8% BAME men •6% white men Informal consultations with the Divisional MSc team suggest that Black students (UK domiciled and international) are under-represented. We need to investigate if they are under-represented at the application stage.	**In conjunction with Action 4.1.3:** We will conduct analyses which separate the ethnicity and gender of applicants, according to whether they are UK domiciled or not. We will identify underrepresented groups of applicants E.G. Black British or Black international women and/or men. **In conjunction with Action 4.1.4:** We will conduct outreach activities in universities with ethnically diverse students, advertising our BAME scholarships and focusing on targeted recruitment of under-represented UK domiciled applicants. We will increase outreach activities to clinicians who are a more diverse (according to ethnicity and gender) group than psychology graduates. We will refresh the eligibility criteria for all PGT courses, to: •Clearly explain all relevant experience required. •Make it transparent exactly what the applicant needs to apply. E.G. "What the assessor is looking for" with the criteria they need to reach clearly displayed on the website. •Showcase diverse staff and students. •Provide guidance on writing personal statements.	Sept 22 From Jan 23 From Jan 23 Jan 23	REED and MSc sub-teams	Produce brief report including Tables and Figures for PGT applicants according to ethnicity, gender and domicile Present above data to the PGT team and the Division Within two years, the applicant pool (UK domiciled and international combined) is approximately: •40% BAME women •40% of white women •10% BAME men •10% white men We cannot yet design success criteria for Black students (as we do not know the numbers), however, we aim to increase the number of applications from Black students.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.7	Medium	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	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 4.1.7). This reversed among 2019/20 graduates, with 68%W:85%M.	Working group formed and consists of SAT MSc sub-team and members of Divisional MSc teaching team. New assessment approach designed. New assessment approach trialled and results discussed.	Feb 24 May 24 June 24	MSc sub-team	Brief report on findings produced and presented to MSc staff and Division New assessment approach results in ~60%W:60%M being awarded distinctions
4.1.8	Medium	Access data on, and investigate, PGT awards according to gender and whether students study PT, flexibly or FT	We do not currently have data on awards according to gender and whether students study PT, flexibly or FT. This is important to investigate in case the distribution of awards differs according to mode of study.	Analyse data on awards according to gender and whether students study PT, flexibly or FT. Develop Actions to address any disparities observed.	Jan 24 Apr 24	MSc sub-team	Produce brief report with Tables and Figures displaying results Present results to Division If appropriate, new actions are developed and signed off by the Executive Committee by June 24

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.9	High	Investigate and reduce the awarding gap which leads to BAME students being less likely to receive a distinction than white students, particularly BAME women	BAME students are less likely to receive distinctions than white students, with BAME women the least likely group to receive a distinction. Between 2016 and 2020, distinctions were received by: •41% of BAME women •70% of white women •52% of BAME men •62% of white men The above data do not distinguish between students who are UK domiciled, and those who are international. The needs of these two groups of students, and the barriers they face, are likely to differ. We will therefore first investigate the awarding gap accoridng to ethncity, gender and domicile. We will use the results of this investigation to tailor specific actions.	Access data to investigate the awarding gap according to whether students are UK domiciled or not. This will inform the development of targeted Actions aimed at educational background, gender and racism. Where possible, break ethnic groups down from one BAME category into a smaller number of categories. We will conduct a focus group with BAME students to investigate and underdstand the barriers they experience. We will collect data on students' ethnicity at the start of the academic year and investigate whether the awarding gap by ethnciity and gender varies according to mode of assessment (e.g. MCQ, presentation, essay etc). Based on the results from the above analyses, we will revise and diversify course content and speakers. We will publicise this diversification to potential, incoming and existing students. Roll out redesigned elements of the course, with annual cycle of monitor redesign.	Feb 23 Feb 23 Mar 23 From Sept 23 From Sept 24 From Sept 25	REED and MSc sub-teams	Preliminary report on aspects of educational systems that may affect awarding (in collaboration with Faculty awarding Gap Lead) Within four years, close the BAME awarding gap with distinctions equally received by approximately: •60% of BAME women •60% of white women •60% of BAME men •60% of white men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
Section 4.1 Students (PhD)							
4.1.10	Medium	Develop a 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.	At present, we only have detailed and accessible data on the gender and ethnicity of PhD applicants who use the UCL central online system. A large number of informal applicants directly approach supervisors and apply through other pathways.	Create database to record applicants' demographic information and their scores against essential criteria.	Sept 23	PhD sub-team	Database is active and contains demographic information on students who do not apply through central UCL systems Data received twice a year from all staff listed as potential PhD supervisors
				To collect data for the above database, we will set up a system wherein everyone who sends in an enquiry gets logged: We will create a survey that sits on PhD webpages (e.g. alongside other information about applying for PhD degrees) with instructions to complete the survey before the student contacts a potential supervisor. Potential supervisors will be encouraged to check that students who email them have completed this survey.	Feb 23		
				Twice a year, all staff listed as potential PhD supervisors will be asked to complete a short online form, to provide the demographic details of students they have supported to submit PhD applications.	From Sept 23		
				Annual report + repeat.	From Sept 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.11	High	Increase the number of men enrolled as PhD students	Although we have increased the number of men, we still need to align the gender distribution (75%W:25%M) with benchmarks. The current gender distribution is in line with psychology PhD benchmarks (76%W:24%M). However, it is below the benchmarks for various other disciplines (e.g. 54%W:46%M for biological sciences).	We will do a pulse survey of PhD students to investigate what undergraduate degrees they, did as well as their gender and ethnicity. This will allow us to identify under-represented students and design specific recruitment strategies. Diversify advertising and promotional materials so they represent men. We will increase the involvement of men from the Division in outreach activities and form a committee to ensure outreach activities are targeting under-represented groups. This will involve diversifying outreach activities in universities to advertise the courses more specifically men e.g. to undergraduate courses with a higher proportion of men.	May 23 Dec 23 Dec 23	PhD sub-team	By Sept 24: brief report showing results of the survey presented to the SAT By Sept 2025: recruitment strategies to increase the number of men deisgned and being implemented By Sept 2026: 20% increase in number of men enrolled as PhD students

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.12	Medium	Ensure we attract and enrol PhD students who wish to study PT or flexibly, particularly women	Women are more likely to study for a PhD degree PT than men (28%W:19%M). Since 2018/19, we have increased the number of PhD students who study FT. The number who study PT has increased slightly among men but remained stable among women. In 2020/21, 13 women and [redacted] men studies for a PhD part-time.	Hold a focus group with new and existing FT and PT PhD students to understand their views towards PT and flexible study, and identify what the Division does well in this area and what it could improve upon. In all PhD advertising and promotional materials (e.g., on the website and via email), highlight the options to study for a PhD part-time or flexibly, to ensure we attract new students who are carers or people with other responsibilities such as work.	June 23 Sept 23	PhD sub-team	Increase in numbers of PT or flexible PhD students. By Dec 24: 18 women and 10 men studying for a PhD part-time or flexibly.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.13	High	Increase the number of applications to PhD courses that are from under-represented groups of BAME women and BAME men, particularly BAME women.	There is no standard way to capture the ethnicity of PhD applicants (just those enrolled). In 2020/21, enrolled PhD students were: •16% BAME women •58% white women •16% BAME men •10% white men There is no single benchmark and the most relevant one we have is for UK psychology PhD students: •26% BAME women •50% white women •9% BAME men •15% white men	We will add a question on ethnicity to the PhD student survey Expand advertisement of PhD studentships beyond posting to findaphd.co.uk to ensure dissemination reaches a wider range of candidates. We will encourage supervisors to post studentship adverts to the Higher Education Race Action Group (HERAG) listserve, and tweet advertisements to organisations that are focused on increasing diversity in higher education (e.g. @BlackBritAcademics). We will ask HR to ensure that candidates complete a protected characteristics monitoring form.	Jul 22 Jan 23 June 23	REED, PhD sub-teams	Within three years, enrolled PhD students will be approximately: •25% BAME women •40% white women •20% BAME men •15% white men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.14	High	Investigate and act on disparities in recruitment of PhD students according to ethnicity and gender.	PhD recruitment is intersectionally affected by ethnicity and gender: Between 2016 and 2020, offers were received by: •50% of BAME women • 89% of white women •67% of BAME men • 50% of white men	We will design, develop, implement, and evaluate standardised procedures to prevent biases affecting recruitment and progression of staff and students. We will do this by: Expanding the number and type of outlets to disseminate PhD studentships offered in the division (see **Action 4.1.12**). Creating and disseminating a standardised template for supervisors to use when long/shortlisting applicants in order to minimise potential biases.	Sept 24 June 23 Feb 23	REED and PhD sub-teams	Within three years, offers are received by: •60% of BAME women applicants • 60% of white women applicants •60% of BAME men applicants • 60% of white men applicants

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.1.15	High	Increase the number of clinical PhD students who are men	Numbers are small but men are under-represented compared to national benchmarks: In 2020/21, 60% (n=6) of clinical PhD students were women and 40% were men (n=4). This proportion of men is below the benchmark of qualified UK psychiatrists (55% men) and academic psychiatrists (60% men; there are efforts to increase the proportion of women in academic psychiatry: https://pubmed.ncbi.nlm.nih.gov/33228828/)	**In conjunction with Actions 4.1.4, 4.1.6 and 4.1.11:** Diversify advertising and promotional materials so they represent men.	Dec 23	Clinical PhD/ECR sub-team	Within three years, enrolled clinical PhD students will be approximately 50%W:50%M
				We will increase the involvement of men from the Division in outreach activities and form a committee to ensure outreach activities are targeting underrepresented groups. This will involve diversifying outreach activities in universities to advertise the courses more specifically to men e.g. to undergraduate courses with a higher proportion of men.	Dec 23		
				We will work with the UCL psychiatry training rotation's MRCPsych Course to increase the influence of the Division on teaching to psychiatry core trainees (who are at the appropriate stage to commence a PhD) by having Division academic psychiatrists lecturing the psychiatry trainees. We will ensure a representative gender balance of lecturers.	Dec 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.2 Academic and Research Staff Data							
4.2.1	High	Increase the number of women Professors, particularly women from non-clinical backgrounds	The gender distribution of Professors overall is 50%W:50%M. Non-clinical Professors (n=4, [redacted] woman) are fewer in number than clinical Professors (n=16, 9 women) despite non-clinical ECRs outnumbering clinical ECRs at all other Grades.	See the following actions: •5.1.7 to 5.1.9 on promotions •5.3.3 on appraisals •5.3.7 on mentoring	2026	HoD, SAT lead, Division manager	Within five years, the gender distribution of Professors will match Academic staff overall: ~60%W:40%M.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.2.2	High	Improve the leaky Academic pipeline for BAME women and men, to increase retention and representation of under-represented groups	In 2020/21, research staff were: •16% BAME women •17% BAME men These proportions are below the benchmarks by 5% and 4% respectively. In 2020/21, academic staff were: •12% BAME women •6% BAME men These proportions are below the benchmarks by 2% and 7% respectively. [redacted] of the Professors are BAME women and [redacted] Professor is a BAME man.	Publicise the central UCL race equity schemes when they become available, such as junior lectureships for Black scholars. Actively support staff from BAME backgrounds to take part in initiatives developed for BAME staff such as the Inclusive Advocacy and B-Mentor schemes. These initiatives will be added to the appraisal checklist and discussed during appraisals. We will also advertise these opportunities via Division—wide emails. Also see the following actions to address biases according to ethnicity during recruitment: •5.1.3 •5.1.4	Sept 22 Jan 23	REED sub-team	In line with benchmarks, the following improvements will be made: Within four years, research staff will be: •22% BAME women •22% BAME men Within four years, academic staff will be: •17% BAME women •17% BAME men Within four years, Professors will be: •17% BAME women •17% BAME men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
4.2.3	Medium	Increase awareness of UCL redeployment processes	Gender disparity: In the 2020/21 staff survey, 70% (n=54) of women and 84% (n=21) of men said they were aware of the UCL redeployment process.	Improved information about redeployment in newsletter, via email updates, refreshed information in handbook and on intranet and updating appraisal checklists to mention redeployment Better signposting at redundancy meetings with improved paperwork and information.	Mar 23 From Mar 23	Division manager, comms sub-team	By the 2022/23 staff survey, 80% of women and 89% of men say that they are aware of the UCL redeployment process. By 2024/25: 85%W:85%M
4.2.4	High	Develop and implement exit questionnaire to learn about: •the BAME and gender leaver profile •other aspects of culture •Reasons for leaving, particularly among BAME staff and women ECRs or research assistants Use feedback to remedy situations and acquire more accurate data.	The pipeline is broken for BAME women and men (see data above). We also aim to retain women ECRs and RAs, to mend the leaky pipeline for non-clinical women and increase the number of women non-clinical Professors A good time for staff to voice accurate (if negative) opinions of the department is as they leave.	Design anonymous brief questionnaire of reasons for leaving (to include some demographics). Staff will be informed of the value of feedback from leavers through Division-wide meetings and through annual items in the termly newsletter. As significant issues are uncovered (*e.g.* conflict with Group Leader or team). (i) design strategies to remedy issues for all staff. (ii) begin Exit Interviews in staff group(s) with most problems. Use the new Faculty wide 1-1 exit interview process. Staff will be offered exit interviews when they leave, conducted by member of HR from different department in the Faculty.	Mar 23 From Mar 23 From Mar 23 From Mar 23	Division manager, HR manager	By June 2023: Exit Questionnaire completed by >90% of leavers If completion low and not improved by further publicity, switch to Exit Interviews: either for all, or targeted if funding is limited. By December 2023: At least 50% of the specific points identified to be remedied by structural changes to Divisional processes.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
Section 5.1 Key career transition points: academic staff							
5.1.1	High	Extend the EDI sections of all job adverts.	The Division's commitment to EDI, including the encouragement of women and under-represented groups to apply for jobs, could be more clearly represented on all external job adverts in a standardised format.	The SAT will meet with Divisional HR and adapt the EDI section used by the UCL Institute of Neurology. The new EDI section will summarise information on: Athena SWAN (and include the logo), REED, mentoring, commitment to advancing women to senior positions, zero tolerance of bullying and harassment, support for well-being at work.	Jan 23	Division HR manager, manager	By Jan 24, 70% of external job adverts include new EDI sections. By Jan 25, 100% % of all external job adverts include new EDI sections.
				In the EDI standing item in the termly newsletter, the SAT will inform staff that external job adverts should now include the new EDI section.	Feb 23		
				When staff contact HR to advertise new posts, they will be provided with the new standardised template.	From Feb 23		
				All posts will be checked by HR for gender neutral language using a gender decoder: https://gender-decoder.katmatfield.com/	From Feb 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.2	High	Address biases at shortlisting 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 Monitor gender of Research Fellow applicants in comparison with gender of PhD students	Between 2016/17 and 2020/21, women were more likely to be shortlisted for Research Fellow (Grade 7) and Senior Research Fellow (Grade 8) positions than men (e.g., in 2020/21, 43% of women and 21% of men were shortlisted.) A similar though less consistent pattern across years was also observed for Research Assistants (E.G in 2019/20 10% of women and 4% of men were shortlisted). The number of women is slightly higher among PhD students than Research Fellows	**In conjunction with Action 5.1.3:** Anonymisation (name blind recruitment) for short-listing of Grade 6b Research staff. Improve scoring by having a clear criteria with weighted questions/tests.' Create and share a standardised template for short-listing Grade 6, 7, and 8 candidates, which includes whether candidates meet each essential and desired job criterion. Annual monitoring of gender distribution of applicants	June 24 June 24 June 24 From Jun 24	Division HR manager, manager	By June 25, shortlisting of Research Fellows occurs for approximately: 30% of women and 30% of men By June 25, shortlisting of Research Assistants occurs for approximately: 7% of women and 7% of men Annual reports of gender distribution of applicants made to SAT and Executive Committee.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.3.1	High	Address biases at shortlisting, which lead to BAME applicants being less likely to be shortlisted than white applicants (across all staff levels)	Between 2016/17 and 2020/21, shortlisting occurred for: • 6% of BAME women • 13% of white women. • 7% of BAME men • 13% of white men. Name blind recruitment is increasingly being trialled across UCL and has been found to reduce biases in shortlisting. We expect that, for higher Grades, name-blind recruitment will be impossible because panels will need to review publication lists of candidates.	**In conjunction with Action 5.1.2:** Anonymisation (name blind recruitment) for short-listing of Grade 6b Research staff. Collect and analyse data to investigate whether name blind recruitment has been effective. Create and share a standardised template for short-listing Grade 6, 7, and 8 candidates, which includes whether candidates meet each essential and desired job criterion.	June 24 June 24 June 24	REED sub-team, Division HR manager.	By Jan 25: 100% of applications reviewed are name blind Within three years (by 2026), shortlisting occurs for approximately: • 10% of BAME women • 10% of white women. • 10% of BAME men • 10% of white men.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.3.2	High	Standardise, reduce and improve Person Specifications	Shortlisting occurred for: • 6% of BAME women • 13% of white women. • 7% of BAME men • 13% of white men. Content of Person Specifciations is controlled mainly by Group Leaders, who sometimes include up to 30 "essential" criteria. Attempting to assess all of these in a standard application form and brief interview could contribute to unequal shortlisting Support for EDI is sometimes one of the job criteria, but even when included, it is unclear how it is assessed.	**In conjunction with Action 5.1.2:** Consultation with HR and UCL Maths, who routinely have 8 essential and 5 desirable criteria for Lecturer appointments. Guidelines and templates for new approach to Person Specs developed by HR. Reduce the number of essential person specification criteria. Include support for Division EDI initiatives in JD and person spec.	Jan 23 Mar 22 Apr 23 Apr 23	REED sub-team, Division HR manager	By 2024: Average number of essential criteria in Person Specifications drops to 12, all below 18 and >95% Person Specifications have EDI criterion. Within three years (by 2026), shortlisting occurs for approximately: • 10% of BAME women • 10% of white women. • 10% of BAME men • 10% of white men.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.3.3	High	Reasons for rejection recorded at shortlisting	Shortlisting occurred for: • 6% of BAME women • 13% of white women. • 7% of BAME men • 13% of white men. At present, panels are not required to formally record reasons for not progressing candidates. This may contribute to disparities such as BAME women and men being shortlisted less	**In conjunction with Action 5.1.2:** Develop template for shortlisting and reasons for rejection recorded. We will amend a template previously used in the Division which asks the recruiter to go through each essential person spec criterion and indicate whether applicants met that criterion. Only participants who meet a certain number of those criteria will be shortlisted.	June 24	REED sub-team and Division HR manager	Within one year, adoption of template by 50% of recruiters By three years, over 95% of recruiters Within four years (by 2026), shortlisting occurs for approximately: • 10% of BAME women • 10% of white women. • 10% of BAME men • 10% of white men.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.4	High	Address biases at the appointment (interview) stage, which lead to intersectional differences, with BAME women least likely to be employed	Intersectional differences at appointment, with BAME women least likely to be appointed. Between 2016/17 and 2020/21, appointments occurred for: • 17% of BAME women • 21% of white women • 21% of BAME men • 24% of white men. A key aspect of Advance HE's Diversity Principles Framework is panel representation from BAME staff groups (with recognition).	Improve representation of protected characteristics on interview panels: Two Fair Recruitment Specialists (from BAME backgrounds) will be recruited and trained in principles of fair selection and inclusion (e.g. pre-agreed criteria and questions). NM and SeD will be trained as fair recruitment specialists. Fair Recruitment Specialists will be used for Grade 7 and 8 appointments and above. The SAT will promote and implement an Inclusive Recruitment toolkit, developed by Faculty. Promotion of the toolkit will occur via EDI standing items in Newsletters and at Division-wide meetings. HR will inform staff who are recruiting about the toolkit via email.	 From Jan 23 From Jan 23 From Jan 23	REED sub-team and Division HR manager	Fair Recruitment Specialists: Within two years, by by 2024: 80% of panels involve fair recruitment specialists Bias and stereotyping are reduced, positive action and the equality law are understood. Within three years (by 2025), appointments occur for: • 20% of BAME women • 20% of white women • 20% of BAME men • 20% of white men.
5.1.5	Medium	Increase uptake of inductions	Attendance at the Divisional induction event was high and similar by gender except in 2021 when a higher number of men did not attend	Those who cannot/do not attend the first induction event after they start will be asked, via email, to attend the subsequent event	June 22	Division manager, HoD, SAT PM	By Jan 24, 100% attendance among women and men

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.6	Medium	Improving satisfaction with the induction process	In our 2020/21 staff survey, 68% of women and 100% of men said they were satisfied with the induction they received when they first joined the Division.	We will inform each new starter who their representative is so they can approach them for advice and integration. Contact details and a photo for the representatives of the Research Assistants, Early Career Researchers (postdocs), Trial Managers etc will be provided at the induction event.	June 22	Division manager, HoD, SAT PM	Satisfaction with induction among women increases from 67% to: By 2023: 80% By 2024: 100% Satisfaction with induction remains at 100%
				Line managers will be told to link new starters with their representative for an introductory meeting. Targeted email sent to all Line Managers.	June 22		
				Split induction into two sections (and extend it to 2 hours).	June 22		
				Updating the slides (welcome/intro slide, faculty green pledges, safety slides on T100 framework, wellbeing slides).	June 22 June 23		
				The SAT will revise the staff handbook following the approach of the UCL Institute of Neurology, whose role specific handbooks are used as a Gold Standard within the Faculty. We will create a bespoke section for each staff group.			

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.7	Medium	Monitor promotions data annually, to ensure the continued success of actions at key transition points	The gender distribution of those promoted to Grade 9 (71%W:29%M) does not match the gender distribution of those at Grade 8 (78%W:22%M), likely driven by clinical versus non-clinical differences in promotion.	Ensure that actions for junior promotions/Research staff lead to an increase in the number of women promoted from Grade 8 to Grade 9: The SAT will monitor promotions data by gender and clinical status annually and revise actions if needed.	Oct 22 and annually Oct 22 and annually	Career development sub-team	Written report from SAT presented to Executive Committee, containing data on annual promotion rates by gender and clincial status and recommended actions

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.8		Improving sense of fairness, support, and encouragement to apply for promotion	Fewer women than men received support and encouragement to apply for promotion and internal regrading. In the 2019/20 staff survey: 50%W:96%M. Fewer women than men agreed that decisions about promotion are made fairly. In the 2019/20 staff survey: 33%W:79%M. Focus group identified variation among Group Leaders in understanding promotions processes	With their appraisal, all staff will submit a CV using a standardised template, which will be used by the line manager to advise the appraisee on their readiness for promotion. Annual promotions workshops will be held for all staff, to increase transparency about the process and dispel common myths (one workshop for junior promotions and one for senior promotions). The SAT will annually disseminate best practice in promotions to Group Leaders. A best practice document will be created and emailed to all group leaders/staff with supervisory responsibilities. During Advisory Board meetings (for all Grade 8 staff and above), we will provide training sessions for line managers on how to support and encourage staff to get promoted. Modify Grade 7 job adverts so they state that you are eligible to apply if you have been promoted to Grade 7 but do not have a PhD.	Jul 23 Jul 23 Jul 23 Jul 23 Jul 23	Career development sub-team	Staff survey responses on support and encouragement to apply for promotion and internal regrading increases to: • 2023/24: 65%W:96%M • 2024/25: 75%W:96%M • 2025/26: 95%W:96%M Agreement that decisions about promotions are made fairly is reported by: • 2023/24: 50%W:85%M • 2024/25: 65%W:85%M • 2025/26: 85%W:85%M Focus group held in Jan 24 indicates that variation among senior staff has reduced Within two years, 100% of Grade 7 job adverts state that you are eligible if you have been promoted to Grade 7 but do not have a PhD

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.1.9	High	Improving support during the process of applying for promotion	Fewer women than men received support and encouragement to apply for promotion and internal regrading. In the 2019/20 staff survey: 50%W:96%M agreed.	Staff recently promoted will be paired with staff applying for promotion (to the same Grade) as a buddy/mentor to support their application. Support will include a meeting to discuss tips for success and written feedback on the candidate's application.	June 23	Career development sub-team	Support and encouragement to apply for promotion and internal regrading increases to: • 2023/24: 65%W:96%M • 2024/25: 85%W:96%M • 2025/26: 96%W:96%M

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.2 Key career transition points: professional and support staff							
5.2.1	High	Address biases at interview/appointment stage which result in more women being recruited than men	Women and men are approximately equally likely to be shortlisted, but women are more likely to be appointed. Numbers are small but as an indication: Between 2016/17 and 2020/21, [redacted] men were appointed and 17 women. The proportion of women in Professional Services has been rising for several years (89%W:11%M in 2020/21) and is higher than the National benchmark (79%W:21%M) for administrative and secretarial staff (HESA, 2019/20).	**See Actions 5.1.2, 5.3.3 and 5.1.4** **In addition:** We will train staff on inclusive recruitment including bias at interview stage. We will increase retention of men in PS through targeted mentoring for the PS men – we will match them with senior PS men mentors to keep them engaged and ensure they feel included.	 May 23 From July 23	Division HR manager, Division manager	Gender distribution is in line with benchmarks within three years: 79%W:21%M
5.2.4	High	Improve awareness of regrading and performance-related increments among Professional Services staff	At a focus group held with Professional Services in 2022, many staff reported a lack of awareness about the processes for regrading and increments.	Hold annual regrading and performance-related increments workshop for Professioanl Services staff. Include in discussions at appraisal and monitor this via the appraisal checklist for Professional Services staff.	From Jan 23 From Jan 23	HoD, Division manager, SAT PM	At a focus group held in June 24, Professional Services show higher levels of awareness of regrading and performance-related increments

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.3 Career development: academic and research staff							
5.3.1	Low	Encourage staff to increase rate of formal recording of training	Learning and Development training records are not comprehensive: leavers' data are deleted, and Divisional training is not recorded.	HoD to liaise with Faculty and Learning and Development team to devise system of recording all training. Newsletter item to encourage staff to record training. Quarterly emails from HoD informing staff to record their training, attaching a brief online form and asking staff to complete this. Data from form is input into new recording system – database.	Apr 23 From Apr 23 From Apr 23 From Apr 23	LD and HoD	By 2024, a database exists containing the name of courses staff members have attended, along with the gender and ethnciity of the staff member.
5.3.2	Medium	Provide support and encouragement to staff to increase their uptake of training courses	Although we successfully increased awareness of training opportunities, this did not translate to uptake: In 2019/20 staff survey, 43% (n=32) of women and 36% (n=8) of men stated that they had completed three or more training courses that year (the UCL recommendation).	Conduct a Focus Group to understand why staff do not take up training. We will use the results of this focus group to inform specific actions to remove these barriers. We will introduce a flexible Continued Professional Development (CPD) policy across the Division, in consultation with senior staff. This policy will allow all staff protected CPD time (10% of their time), which they can use flexibly, in discussion with their line manager at mutually agreed upon times.	Feb 23 Apr 23	LD LD, HoD	Within three years (by 2025), approximately 70% of women and 70% of men state that they had completed three or more training courses that year.

5.3.3	High	Improve the quality of appraisals, by increasing their value to the appraisee as a source of information, particularly on career development	In the 2019/20 staff survey, fewer women than men were satisfied with the appraisal process (64%W:83%M). In the 2020/21 staff survey, although there was little gender difference, there was evidence that the appraisal process could be improved: only 62%W:64%M received helpful feedback on their career development through appraisals.	Tailored appraisal guidelines/checklists for different roles, with enhanced focus on career development opportunities: We will add a question to the appraisal, which asks the appraisee what their career goals are, so the appraisal can be flexibly tailored to the career development needs of the individual.	Nov 22	Career development sub-team	Within three years (by 2025), satisfaction with the appraisal process is 80% with no gender difference. Within three years (by 2025), 80%W:80%M report helpful feedback on their career development through appraisals.
				During the appraisal, appraisers will show appraisees the online criteria for promotion to the next Grade, and discuss their progress against these criteria. Objectives should be matched against the promotions criteria. Update the appraisal checklist to cover this addition.	Jan 23		
				We will dedicate an annual Advisory Board meeting to appraisals training – to train line managers and appraisees on how to get the most out of the appraisal process.	From Dec 22		
				EDI related activities, public engagement, well-being and work-life balance will be added to appraisal checklists.	Jan 23		
				Appraisals will be checked for adverse comments by HR manager.	From Jan 23		
				Option to switch appraiser away from line manager.	From Jan 23		
				Introduce an appraisal season to improve monitoring and uptake; this approach has maintained high levels of uptake in other	From Jan 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				UCL departments. Appraisal season will be during the first half of the year. To come before promotions season.			
				Add appraisal briefing presentations to Divisional meetings and appraisal briefing slides to the intranet.	From Jan 23		
				We will ensure that all Division line managers complete online training (UCL policy 3.1: All Appraisers should have completed the Developmental Conversations essential series: module 1).	From May 23		

5.3.4		Improve career development opportunities for non-clinical postdoctoral researchers, especially support and encouragement to apply for external fellowships	Given the make-up of the Division, there is a lack of non-clinical relative to clinical Fellows. There are also fewer non-clinical men than women who hold external fellowships: The Division has 14 externally funded postdoctoral Fellows. Of these, four are non-clinical (all women) and 10 are clinical (5 women and 5 men). At a focus group with ECRs, they stated that: •Level of support depends on the supervisor, if your supervisor is not supportive then it is unclear who you can go to, limited standardised support within the division. •Important to have time within role to develop applications. •Barriers included being unclear about some of the administrative aspects of applications, including how to do costings for the first time. •There could be more discussions around ways into non-academic careers – more career development talks.	Adaopt an approach found effective un Sheffield University (and adopted by other UCL departments): sharing successful fellowship applications including finances, data management plans and templates on structure and strategy. We will do this in the Divisional shared drive and advertise this resource via email. We will create a live document which provides information on all fellowship schemes (scope, eligibility, closing dates etc). This document will be aimed at supervisors as well as postdocs so they can support and encourage postdocs to apply. This resource will be publicised in the newsletter and via email. We will create a list of successful fellows and the scheme they were funded by. This will be stored in the shared drive. We will encourage applicants to contact successful fellows for support during their application. This resource will be publicised in the newsletter and via email. Many senior staff members are members of fellowship awarding committees. We will hold an annual workshop where postdocs can ask these staff for advice about how to succeed on each scheme. Quarterly fellowship workshops: these will comprise a multidisciplinary panel (academics, existing Fellows) where postdocs can pitch fellowship ideas and get guidance or feedback on fellowship applications. There are already forums where non-clinical postdocs can present ideas, but a place with a specific focus on fellowships that brings	May 23 May 23 May 23 From Mar 23 From Mar 23	Non-clinical ECR sub-team	By 2026, there is an increase in the number of externally funded non-clinical Fellows. 2022-26, six fellowships (4 women, 2 men) At a focus group held in 2024, non-clinical ECRs report a higher level of satisfaction with career development support, support to gain fellowships and knowledge of how to do costings

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				people together from different fields and includes senior members of the Division would bring new perspectives and areas of expertise, etc. This would also address the issue of differing levels of support from supervisors.			
				The ECR peer network will include more career development talks on non-academic career pathways e.g. inviting external speakers who have left the Division for non-academic roles.	From Jan 23		
				The ECR peer network will include an annual workshop 'Introduction to WorkTribe and costing grants and Fellowships' run by the Divisional Finance officer.	From Jan 23		

5.3.5	High	Improve training and career development opportunities, for Research Assistants (RAs)	In the 2020/21 staff survey, research staff were asked if they were satisfied with training opportunities to assist career development. Although there was no gender difference, only 60% of staff said yes In the 2020/21 staff survey, all staff were also asked if the Division supported their career development. Fewer women than men said yes (75%W:86%M). Dissatisfaction with career development is likely to be lower among RAs than other Research staff (e.g. ECR/postdocs). At a Focus Group chaired by the SAT lead, 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	The RA peer network will adopt a stronger focus on career development. The Division will appoint an RA champion/career development lead for RAs: an academic who will work with the RA reps, to gather and disseminate information and resources on career development. RA reps to liaise with ECR reps to learn about the model implemented for their successful networking group. Dedicated MS Teams page for networking/dissemination about career development opportunities including opportunities to attend conferences, apply for funding etc. Regular career development talks from guest speakers e.g. on promotions, clinical psychology, writing papers, PhDs, mentoring scheme. CPD added as a standing item in RA network meetings to enable information sharing: are you taking your CPD; is your supervisor facilitating it; who is contributing to papers and how did that come about? Actively encourage group leaders/PIs to offer RAs opportunities to: author papers, conduct analyses, present work; attend project meetings; take CPD time. We will produce a	From Jan 23 Feb 23 June 23 Feb 23 From Jan 23 From Jan 23 Mar 23	RA sub-team	By 2024: 80% of staff satisfied with training opportuities to assist career development, with no gender difference By 2024, 90% of staff state that the Division supports their career development, with no gender difference A focus group with Research Assistants in 2024 indicates higher levels of satidfaction with career development opportunities and support and encouragement from line managers.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
			gather and disseminate information on career development	Best Practice Guideline on how to support RAs career development. This will be on the intranet and will be promoted in a Newsletter item, via email and in the Advisory Group.	Apr 23		
				Group leaders/PIs will be encouraged to determine the career goals of RAs (during supervision meetings) and provide tailored support: advance planning for PhDs or supporting links with the Allied Health Professionals group for aspiring clinical psychologists.	Oct 22		
				A question on longer-term career goals will be added to the staff surveys.	Sept 22		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.3.6	High	Improve career development opportunities for Trial Managers (TMs)	At a focus group chaired by the SAT TM rep, the following points for improvement were identified: •Some TMs used phrases such as "no progression" and "being stuck". TM role falls between academic/research and professional services job categories, though it lays on academic/research pay scale. The promotions process is often unclear •Not all TMs get the necessary recognition on papers. Some are only added to the 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 and are new to TM profession but there are few career development opportunities for experienced TMs.	Guidance on recognitions: we will create a Best Practice Guideline with clear instructions on how and when to include TM as authors on papers. The document will also encourage line managers to offer TMs opportunities to analyse data, write papers and present at meetings and conferences. The document will be publicised on the intranet and promoted in a Newsletter item, via email, and in the Advisory Group.	July 23	TM sub-team	A focus Group with TMs in 2024 indicates higher levels of satisfaction with career development opportunities and support and encouragement from line managers.
				Promotions: HoD will hold a workshop on promotions for TMs, to clarify the process and answer questions.	Jan 23		
				When new grants are being applied for, PIs could consider the existing pool of TMs within Division, especially those who are in the final year of their contract. This will be included in the Best Practice Guideline.	July 23		
				We will look at the TM JDs used within Division in the last 2 years, identify any discrepancies within the list of responsibilities and duties and check that the list is representative. We will produce a generic JD with consultation of TMs and HoD, finalise it within 3 months and pass on to Division HR, so it can be used for recruitment to any future TM posts.	July 23		
				The TM peer network will create a list of recommended courses/resources for newly appointed TMs, which will be included in the induction pack. This will be publicised at network meetings and on the intranet.	July 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.3.7	High	Increase awareness of the mentoring scheme Increase uptake of mentoring scheme Increase satisfaction with the mentoring process Collect annual data on satisfaction from staff and student surveys	Awareness of the mentoring scheme dropped in men in 2019/20, and a gender difference emerged (86%W: 80%M were aware of the mentoring scheme). In the 2020/21 staff survey, 61%W:71%M were satisfied with the mentoring opportunities offered at the Division.	Consult staff about their mentoring needs and make any amendments to the mentoring scheme which are suggested. Consutation will be done through a pulse survey and focus groups.	Dec 2022	Mentoring sub-team	By 2023/24, awareness of the mentoring scheme is 90%W:90%M and this is maintained up to 2025/26. By 2023/24, satisfaction with the mentoring scheme is 71%W:76%M and: By 2024/25: 76%W:80%M By 2025/26: 82%W:80%M Satisfaction is maintained at ~80%
				Termly drop-in sessions to advertise the mentoring scheme e.g. at ECR and research assistant group meetings and induction days.	From May 22		
				Expand mentoring scheme to include PhD students.	May 22		
				Targeted emails from HoD to recruit more senior academic staff to become mentors.	Sept 2022		
				Mentors to receive training and be recognised in workload model and as Institutional Citizens (a UCL criterion for promotion).	From Dec 2022		
				Mandatory training session for people who sign up to be a mentor or mentee.	From May 22		
				Six month check-ins with all mentoring pairs by mentoring leads.	Starts Sept 22		
				Include questions about mentoring in the appraisal checklist.	From Jan 23		

5.3.8	High	Improve career development opportunities for PhD students	Data from the most recent (2019/20) PhD student survey show gender disparities and evidence of low satisfaction with career development opportunities generally. The number of men who responded to the survey was low, but: 35%W:0%M had access to sufficient information and support regarding postdoctoral careers 52%W:33%M agreed that their supervisors provide advice and support regarding their career after their PhD 57%W:33%M agreed that they are given access to career related opportunities outside their PhD	**Individualized career progression advice from supervisors and academics:** Incorporate a formal career development section into the Thesis Committee forms.	July 23	PhD sub-team	By 2023/24 PhD student survey: I have access to sufficient information and support regarding postdoctoral careers (agreement from: 45%W:30%M) By 2024/25: 50%W:40%M By 2025/26: 60%W:60%M By 2023/24 PhD student survey: My supervisors provide advice and support regarding my career after my PhD (agreement from: 62%W:43%M) By 2024/25: 67%W:53%M By 2025/26: 72%W:72%M By 2023/24 PhD student survey: I am given access to career related opportunities outside my PhD (agreement from: 67%W:43%M). By 2024/25: 72%W:53%M By 2025/26: 75%W:75%M
				Career goalposts and milestones should be actively discussed in Thesis Committee meetings.	July 23		
				Links with postdoc researchers (ECR): Division currently allows for third year PhD students to take part in ECR related workshops, meetings, and opportunities. Access to these will be extended to PhD students of all years. The existing mentoring scheme will be opened up to PhD students.	From Sept 22		
				Providing further career workshops: Division will provide an annual grant/ fellowship application writing workshop for 3rd year PhD students.	From July 22		
				Division will provide an annual grant/fellowship talk with a general information session on academic career trajectories with exemplar grants for all PhD students.	From Jan 23		
				There will be an annual half-day careers event where we get ex-PhD students back to talk about their career trajectories.	From Jan 23		
				There will be an annual information session that highlights what skills students are developing and linking that with career options outside of academia.	From Jan 23		
				Signposting career development opportunities: Shared group folder dedicated to careers for PhD students, including resources from past	Apr 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				workshops as well as documents signposting them to career services.			
5.3.9	High	Improve support regarding attempts to seek external research funding (in conjunction with Action 5.3.4 to support and encourage successful Fellowship applications).	In the 2020/21 staff survey, 91% (n=10) of men and 59% (n=23) of women were satisfied with the support they received at the Division regarding their attempts to seek external research funding. When broken down by role: 60% of academic staff (65%W:100%M) agreed with this statement and 69% of research staff (the latter could not be broken down by role and gender). Since some academic staff are also dissatisfied, this issue will not be fully addressed by action 5.3.4 aimed at research staff (postdocs).	**In conjunction with Action 5.3.4:** We will set up a formal system for internal peer review of grants before they are submitted. Applicants will state that they are applying and their application will be sent to a senior staff member/s to review and provide feedback. We will set up a shared drive folder with copies of a diverse range of recent successful grant applications.	May 23 May 23	SAT lead and HoD	By 2024/25 staff survey: 91%M:70%W satisfied with the support they received at the Division regarding their attempts to seek external research funding. By 2024/25 staff survey: 91%M:80%W satisfied with the support they received at the Division regarding their attempts to seek external research funding. By 2025/26 staff survey: 91%M:90%W satisfied with the support they received at the Division regarding their attempts to seek external research funding.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.4 Career development: Professional Services and Technical staff							
5.4.1	High	Improve feedback on career development during appraisals for PSS	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	**In conjunction with Action 5.3.3:** Instead of the appraisal being conducted against the criteria for promotion (which will be the case for A&R staff), the appraisal will cover the following potential areas of development for PSS: •Shadowing •Secondment •Apprenticeships •Acting-up •Performance-related ncrements •Re-grading •Training courses •Applying for funding for training/conferences •Mentoring	From Jan 23	PS sub-team	In the 2023/24 staff survey, 60% of PSS agree that they receive helpful feedback on their career development through appraisals. By 2024/25: 70% By 2025/26: 80%

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.4.2	High	Improve mentoring opportunities for PSS	In the 2020/21 staff survey, 40% (n=4) (numbers too small to disaggregate responses by gender) of Professional Services staff said they were satisfied with the mentoring opportunities offered at the Division.	We have agreed with Faculty that they will offer a rolling matched mentoring scheme for PSS, as well as a annual mentoring launch and matching process. Many PSS are from ethnic minority groups, so we will also promote the UCL B-Mentor scheme to PSS. B-Mentor is a cross-disciplinary mentoring scheme for BAME staff in PS: https://www.ucl.ac.uk/equality-diversity-inclusion/equality-areas/race-equality/b-mentor-professional-mentoring-scheme. At Divisional level, we will support and encourage PSS to get involved in the Faculty mentoring scheme and/or B-Mentor, by: •Advertising the schemes at the induction event. •Advertising the schemes to PSS via email. •Adding mentoring schemes to the PS appraisal checklist. •The new PS career development champion (see below) will promote the mentoring schemes by delivering a presentation on the benefits of the schemes at a PS network event.	From July 22 Sept 22 From Jan 23	PS sub-team	In the 2023/24 staff survey, 50% of PSS are satisfied with the mentoring opportunities offered at the Division. By 2024/25: 60% By 2025/26: 80%

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.4.3	High	Improve career development opportunities for PSS	In the 2020/21 staff survey, 60% (n=6) of PSS (numbers too small to disaggregate responses by gender) agreed that the Division supports their career development.	We will appoint a PS Career Development Champion. The role will invilve gathering and disseminating career development opportunities, giving Division-wide presentations to promote these opportunities, and disseminating best practice to PSS and their line managers.	Feb 23	PS sub-team	In the 2023/24 staff survey, 70% of PSS are satisfied with the mentoring opportunities offered at the Division. By 2024/25: 80% By 2025/26: 90%
				Many PSS are from minority ethnic groups, so we will advertise the UCL Accelerate to Leadership scheme: a unique scheme offering paid work placements at Grades 9/10 to BAME PSS at Grades 8/9: https://www.ucl.ac.uk/human-resources/learning-development/career-support-opportunities/accelerate-leadership. This will be advertised through the same pathways as the mentoring schemes (see **Action 5.4.2**).	Mar 23		
				We will produce a Best Practice Guideline for line managers/group leaders on how to support and encourage the career development of PSS. The guideline will be on the intranet and will be advertised via: email, newsletter and in advisory group meetings.	Apr 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.5 Flexible working and managing career breaks							
5.5.1	High	Improve awareness of UCL guidance on parental/carer's leave	Fewer women than men are aware of UCL guidance on leave for domestic and personal reasons (maternity, paternity, adoption, shared parental leave, other family caring needs): In the 2019/20 staff survey, 69%W:85%M aware of this guidance. We do not include this question in the PhD student survey.	To provide more detailed information about domestic/personal leave and promote the parenting buddies/group, we will: •Update the staff and student induction slides. •Refresh the staff and student handbook. •Add a recurring item to newsletter. •Create a dedicated Divisional webpage for parents and carers.	Feb 23 Apr 23 From May 23 May 23	Parenting and carers sub-team	By 2022/23: 79%W:89%M aware of this guidance. By 2023/24: 85%W:90%M By 2024/25: 90%W:90%M By 2025/26: 90%W:90%M Question on guidance successfully added to the next PhD student survey (summer 2022) and annually thereafter.
5.5.2	Medium	Create a local system for recording PhD students who take parental or carer's leave	We do not have a Divisional system to monitor parental and carer's leave for PhD students.	HR will create and maintain a list of PhD students who take parental or carer's leave	Jul 23	Parenting and carers and PhD sub-teams	From 2024, 100% of PhD students who take parental/carer's leave are recorded on the local database
5.5.3	Medium	Collect data on PhD students' perceptions of the support and guidance available surrounding	We do not currently collect data on PhD students' perceptions of support and guidance for parental/carer's leave.	We will add the staff survey questions on parental/carer's leave to the PhD student survey.	From July 22	PhD sub-team	These questions are added to the next PhD student survey in sumer 2022, and data are collected annually thereafter

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
		parental/carer's leave					
5.5.4	High	Sign-post to the nearest public baby-changing facilities to Maple House. Ensure that the quiet room, which can be used for breastfeeding, is lock-able from the inside and has an 'in-use' sign on the door	There are no baby-changing facilities in Maple House and no easily visible signage to the nearest facilities. Informal feedback from staff suggests that the quiet room, which is also used by men for prayer etc, can feel insecure.	We will add a lock to the inside of the quiet room and instill an 'in-use' sign. We will also install a sign clearly stating the room can be used for breast feeding We will advertise the nearest baby-changing facilities along with the changes to the quiet room, by: •Updating the staff and student induction slides. •Refreshing the staff and student handbook. •Adding a recurring item to newsletter. •Creating a dedicated Divisional webpage for parents and carers, which will advertise these changes.	Jan 23 Mar 23 Apr 23 May 23 June 23	Parenting and carers sub-team	By Jan 23, lock is added and sign is installed. By Jun 23, promotion of these changes has taken place.
5.5.5	High	Develop and implement a local Division-wide policy to support staff before and during parental leave, along with their return to work	Whilst UCL has a comprehensive parental leave policy, we do not have a local Division-wide policy for supporting staff.	We will introduce a Local Parental Leave Initiative, based on a model developed by another UCL department (GOSH). The Local Parental Leave Initiative will involve: •A meeting organised by the HR team after the employee notifies them that they/their partner is pregnant or that they are adopting.	From Apr 23	Parenting and carers sub-team, Division HR manager	From Apr 23, 100% of staff who notify HR about parental leave will experience the new policy Positive feedback about the policy from staff returning after parental leave; in staff surveys and focus groups

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				•After the 1st meeting, an information email and checklist will be sent to the employee by HR. •A meeting will be held with HR manager, line manager and employee one month before the leave commences, to provide support/reassurance, make plans and answer queries. This will be organised by HR and will include specifying the employee's preferences about whether they would like to be contacted about work during their leave. • Divisional webpage (**Action 5.5.4**) for parents and carers will contain sign-posting to all relevant information on UCL policy.			
5.5.6	High	Improve support for staff when they take parental leave (i.e. during the leave)	In the 2020/21 staff survey, 88%W:100%M (to whom the question was relevant) agreed that the Division provides staff with support when they take parental or carer's leave.	**Action 5.5.5** to develop a Local Parenting Leave Initiative aims to improve support for staff whilst they are on leave. Details about keeping-in-touch days will be added to the checkilist and discussed during the two meetings which are held before the employee goes on work.	From Apr 23 From Apr 23	Parenting and carers sub-team, Division HR manager	By the 2023/24 staff survey, 90%W:100%M (to whom the question is relevant) agree that the Division provides staff with support when they take parental or carer's leave. By 2024/25: 100%W:100%M.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.5.7	High	Improve support for staff when they return from parental leave.	In the 2020/21 staff survey, 81%W:100%M (to whom the question was relevant) agreed that the Division provides staff with support when they return from parental or carer's leave.	As part of the Local Parental Leave Initiative (Action 5.5.5): •HR will contact employee and line manager one month before return to work to check in and answer queries. •A return to work meeting will be held with employee, HR manager and line manager. •We will create a checklist for the manager to go through during the meeting, to establish: what support is needed, requests for part time work, possibility of taking UCL's six-month return to work sabaatical to focus on research. •Parenting buddies to organise regular coffee mornings and set up a WhatsApp group for all parents	From Apr 23	Parenting and carers sub-team, Division HR manager	By the 2023/24 staff survey, 90%W:100%M (to whom the question is relevant) agree that the Division provides staff with support when they return from parental or carer's leave. By 2024/25: 100%W:100%M.
5.5.8	Medium	Improve accuracy of data on paternity leave/shared parental leave	Informal accounts of staff taking paternity/shared parental leave suggest that our paternity data is incomplete as we are aware of more than one person who has taken this leave	After the 1st pre-leave meeting (as part of the new Local Parental Leave Initiative; Action 5.5.5), HR will update a local database with information on paternity leave.	From Apr 23	Parenting and carers sub-team, Division HR manager	From Jan 24, 100% of paternity leave is recorded on local system.
5.5.9	Medium	Implement a local policy to support and enable staff who work part-time after a career break to transition back to full-time roles	We do not have a formal policy to support and enable staff who work part-time after a career break to transition back to full-time roles.	As part of the Local Parental Leave Initiative (Action 5.5.5): •Staff who choose to work part-time will be contacted twice a year by HR via email to check-in, answer any queries and identify any potential support needs/barriers.	From Apr 23	Parenting and carers sub-team, Division HR manager	From Apr 23, 100% of staff who switch to part-time work after a career break receive the regular check-in emails. Positive feedback gathered on the buddy scheme from survey sent to all

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
		(where this is desired)		•HR will promote the UCl work-ilfe balance policy which fully supports transition from part-time back to fill-time work, where this is desired after a career break. •One barrier to returning full-time is likely to be childcare. The regular HR email check-ins will also promote the UCL childcare voucher scheme along with other UCL support. •The remit of the parenting buddies will be expanded to support transition e.g. returning to work and changing from part-time to full-time. •When someone goes on caring leave, they will be paired with a buddy who has been on carers leave, to advise and support them.			people who have participated in the scheme

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
Section 5.6: Organisation and culture							
5.6.1	Medium	Improve inclusivity of all relevant communication	In the 2021 staff survey, 63%W:79%M felt included in in all relevant communication.	We will add a regular update from each staff group to the termly newsletter. The reps for each group will be consulted and aked to provide an update. **See also Action 5.6.3.**	From Jan 23	Comms sub-team	By 2024: 73%W:79%M feel included in in all relevant communication. By 2025: 80%W:80%M feel included in in all relevant communication.
5.6.2	Medium	Improve social events for PhD students	In the 2019 PhD student survey, 73%W:25%M agreed that there were enough extracurricular and social events for students to attend. Note: the number of men who responded to this survey was low so gender comparisons should be interpreted with caution.	We will appoint a student representative/s for social events. The post will be advertised to all PhD students and the appointee selected by postgraduate tutors and student reps.	Oct 22	PhD sub-team	By 2024: 83%W:65%M agree that there were enough extracurricular and social events for students to attend. By 2025: 83%W:75%M By 2026: 85%W:85%M
				We will re-design the student social calendar with a quarterly social event, and: Hold at least one non-alcoholic event per term (e.g., seasonal outdoor activities such as hiking or indoor activities such as museum trips) for better inclusivity.	From Nov 22		
				We will hold quarterly lunch events between PhD students and early to mid-career researchers.	From Nov 22		
				We will encourage PhD students to include a profile photo for their emails to promote better familiarity.	From Nov 22		
5.6.3	Medium	Improve showcasing of success among staff and students	In the 2020/21 staff survey, 52%W:78%M agreed that the Division promotes and recognises their achievements	**Improve showcasing of success among staff and students:** •We will introduce annual awards recognising contributions in four categories: PhD research, ECR research, teaching,	From June 23	Comms sub-team	By 2023/24: 62%W:85%M agree that the Division promotes and recognises their achievements (e.g. in meetings, webpages, announcements).

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
			(e.g. in meetings, webpages, announcements). Although gender differences were minimal, agreement to this question was low among PhD students: In the 2019/20 PhD student survey, 30%W:33%M agreed that successes and achievements are celebrated enough in the Division. There was an indication, with a gender difference, that celebrating the success of PhD students is inconsistent across the Division: 57%W:67%M said that successes ae celebrated, but only for certain people.	Professional Services, Public Engagement. Open nominations will be judged by the director and four others. **For PhD students specifically:** •We will systematically celebrate upgrades, vivas, projects and publications on Twitter, as a standing item in the newsletter, and in staff and student meetings. Supervisors will inform the comms team after upgrade/viva, significant achievement. This policy will be advertised at an Advisory Board meeting, to make all group leaders and supervisors aware. •We will increase our use of the pin boards in the Divisional kitchen to showcase development and achievements. •Celebrations of success will focus on scientific learning, progress and achievements, as well as individual accolades, to promote learning and developing in a meaningful way. •We will introduce a standing item on celebrating PhD students in termly newsletter: "meet the PhD student."	From June 23 From June 23 From June 23 From June 23 From June 23		By 2024/25: 77%W:85%M By 2025/26: 85%W:85%M Impact sustained in future years By the 2023/24 PhD student survey: 40%W:40%M agree that successes and achievements are celebrated enough in the Division. By 2024/25: 50%W:50%M By 2025/26: 60%W:60%M By the 2023/24 PhD student survey: 67%W:73%M say that successes ae celebrated but only for certain people. By 2024/25: 80%W:80%M Impact sustained in future years
5.6.4	High	Improve recognition of, and support for, work-related mental health and well-being.	In the 2020/21 staff survey, there were gender differences in reports about the Division's approach to mental health and wellbeing:	Appoint a Divisional well-being champion, recruited through open recruitment. Hold focus groups (one with staff, one with PhD students) to inform and refine well-being strategies.	Jan 23 June 23	SAT PM, SAT lead SAT PM, SAT lead	By 2022/23: 65%W:75%M agree that work-related mental health and wellbeing are recognised and supported in this Division. By 2023/24: 70%W:80%M By 2024/25: 75%W:80%M

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
		Improve confidence and trust in the Division's approach to supporting mental health and wellbeing.	54%W:71%M agreed that work-related mental health and wellbeing are recognised and supported in this Division. 38%W:57%M felt confident asking for work-related mental health and wellbeing support.	Launch a well-being at work webpage with a list of useful resources.	From July 23	All other actions led by well-being champion	By 2025/26: 80%W:80%M By 2022/23: 48%W:67%M feel confident asking for work-related mental health and wellbeing support. By 2023/24: 58%W:70%M By 2024/25: 68%W:75%M By 2025/26: 75%W:75%M
				Organise weekly well-being events (E.G. Pilates, yoga, martial arts, meditation, crafts).	From Jan 23		
				Hold an annual well-being in the Division week (as part of the world well-being week).	From Jan 23		
				Annual resilience and resourcefulness training delivered by external trainers.	From June 23		
				Collect data on work-related mental health, pressure, and well-being in the PhD student (as well as the staff) survey.			

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.5	High	**Gender differences:** Investigate and act on the issues and experiences related to bullying and harassment that may be specific to women or disproportionately experienced by women.	•In the 2020/21 staff survey: bullying and harassment was experienced by women only (12%W:0% of men). This suggests that women are more vulnerable to bullying and harassment than men. •In the 2019/20, staff survey, fewer women than men said they would feel able to report bullying or harassment without it having a negative impact on them (51%W:74%M). This indicates there could be issues experienced more so by women such as sexual harassment. •Women were also less likely to report bullying or harassment if they experienced or witnessed it: 25%W:50%M in the 2020/21 staff survey. •Women were much less likely to state that Divisional management was committed to tackling bullying and harassment (44%W:86%M in the 2020/21 staff survey). This indicates a lack of trust and confidence in the systems.	Design and implement a pulse survey to understand the issues experienced by women, and what the Division needs to do to address these issues more effectively. The survey will be anonymous so that people do not have concerns about being identified. Focus groups: we will invite women from all levels of the Division to particpate in a focus group. The focus group will be designined to complement the pulse survey ,and will be aimed at deepening our understanding of bullying and harassment issues experienced by women to refine our strategy.	Feb 23 Mar 23	Culture sub-team	By Sept 23: Report by SAT chair on the findings: identifying the issues experienced by women, with specific actions to address these issues Present findings and actions at Division-wide staff and student meetings

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.6	High	**Reporting:** Demystify the reporting process and build trust, confidence and support surrounding reporting of bullying and harassment. This will involve raising awareness of the key reporting mechanisms: how to access them, what they involve, what the benefits and potential consequences are.	There is evidence that staff fear the potential consequences of reporting, particularly women: In 2019/20, fewer women felt able to report bullying and harassment without it having a negative impact on them (51%W:74%M). Data indicate a lack of awareness, confidence, and trust about reporting mechanisms: Among those who experienced or witnessed bullying and harassment in 2020/21, 25%W:50%M reported it. In 2020/21, 70%W:86%M knew how to report and seek help in relation to bullying and harassment. Confidence in UCL systems such as "Report + Support" comes from explaining how it works and how people can support it by using it, for example through multiple complaints concerning the same person.	Raise awareness of "Report + Support" (what it is, how it works, what happens after people use it, why it matters) at staff and student inductions and during probationary periods (at review meetings). Line managers to remind new starters about the system during their probationary period.	From Jan 23	Culture sub-team	An increase in the number of staff who feel able to report bullying and harassment without it having a negative impact on them, and a reduction of the gender difference: By 2024: 70%W:80%M By 2025: 75%W:80%M By 2026: 80%W:80%M
				Train all staff and students to direct issues with bullying and harassment through "Report + Support" (I.E make it routine that when staff/students are told about or experience issues of bullying and harassment, they update "Report + Support"). Through emails, inductions, termly newsletter items, and by updating the webpages and handbooks.	From Feb 23		An increase in the number of staff who report bullying and harassment when they experience or witness it, and a reduction of the gender difference: By 2024: 50%W:60%M By 2025: 60%W:65%M By 2026: 70%W:70%M
				Disseminate UCL Full Stop campaign materials in the Division, using the newsletter, posters and webpages: https://report-support.ucl.ac.uk/campaigns/full-stop. The Full Stop toolkit demystifies the "Report + Support" system.	From Mar 23		An increase in the number of staff who know how to report and seek help in relation to bullying and harassment, and a reduction of the gender difference: By 2024: 80%W:90%M By 2025: 85%W:90%M By 2026: 90%W:90%M
				Regularly promote the role of the Divisional "Dignity At Work" advisors through emails, termly newsletter items and by updating the webpages. Through emails, inductions, termly newsletter items, and by updating the webpages and handbooks. Improve description of the role.	From Apr 23		
				Refresh staff and student handbooks and induction materials with re-vamped summaries of the above information.	From May 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.7	High	Promote good behaviour among staff with line management or supervisory responsibilities.	Most instances of academic bullying and harassment are perpetrated by an academic who is senior, to a more junior member of staff (https://www.nature.com/articles/d41586-021-01252-z). In 2019/20: bullying and harassment was experienced by 16%W[redacted]%M and witnessed by 34%W:21%M. In 2020/21: bullying and harassment was experienced by 12%W:[redacted]%M and witnessed by 19%W:7%M.	Write a code of conduct for senior staff and disseminate it. Code of conduct will include being an active bystander. Ask senior staff to sign up to the code of conduct. Consult with another UCL department (IoO) who implemented this process following the advice of an external consultant. Reignite regular "Where Do you Draw the Line" workshops (UCL's harassment prevention training). Encourage all staff and PhD students to attend through: targeted emails and an item/regular reminders in the termly newsletter Ensure line managers access management training by Faculty's HR Business Partner, through targeted emails sent by HoD. We have arranged for Faculty's HR Business Partner to hold open-house "Line Managers' Surgeries" every three months. Ensure line managers attend through targeted emails sent by HoD.	Aug 22 From Sept 22 From Sept 22 From Jan 23	Culture sub-team	A reduction in the number of staff who experience bullying and harassment: By 2024: 10%W:3%M By 2025: 5%W:2%M By 2026: 5%W:2%M A reduction in the number of staff who witness bullying and harassment: By 2024: 14%W:5%M By 2025: 10%W:4%M By 2026: 5%W:4%M

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.8	High	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.	Data from focus groups suggest that staff often do not feel confident enough to intervene when they witness bullying or harassment.	Deliver bystander training beyond "Where Do you Draw the Line" (UCL's harassment prevention training): Bystander Workshop event programmed in detail, following consultation with another UCL department (IoO). Faculty EDI co-ordinator will deliver bespoke Active bystander training. Revise and repeat the above active bystander workshops. Ensure all staff and PhD students attend bystander workshops through targeted emails sent by HoD. Add new question to staff and student surveys on empowerment to directly challenge negative behaviours if when they are observed or experienced.	 May 23 June 23 From May 23 From May 23 From June 23	Culture sub-team	We will add a new question to the staff and student surveys, assessing empowerment to directly challenge negative behaviours if and when they are observed or experienced: Would you feel confident to intervene if you witnessed bullying or harassment in the Division? We will aim for 50% of staff and students answering yes to this question in 2023; 60% in 2024; 70% in 2025 and 80% in 2026, with no gender differences. We expect these actions to also increase the number of staff and students who report bullying and harassment if they experience **or witness it**, and reduce gender differences: By 2023: 35%W:60%M By 2024: 50%W:65%M By 2025: 70%W:70%M By 2026: 80%W:80%M

5.6.9	High	Anti-bullying and harassment strategies specifically for PhD students: Design and implement 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	Focus groups with PhD students showed evidence of: •Lack of clarity on what happens after a student reports bullying and/or harassment, and how they are protected from potential negative consequences. •Desire for a confidential considerate flexible process that involved advice from someone at a similar level in the first instance :"Even going to the Dignity at Work Advisors feels like a big first step up." In the 2018/19 student survey: 11%W:[redacted]%M had experienced bullying or harassment. Bullying or harassment had been witnessed by 35%W:[redacted]%M. However, responses to the student survey were low especially among men, so gender comparisons should be interpreted with caution.	Informal support on bullying and harassment will be provided by the PhD student reps: the scope will be formally agreed with the postgraduate tutors and postgraduate research committee. There will be senior support for the reps in this role, where they may be required to provide support or input regarding bullying and harassment. We will update the scope and remit of the PhD student buddy scheme: We will provide a framework that illustrates the scope and remit of the buddy system, including the potential to discuss bullying and harassment, but retains the informal nature of the system. PhD buddies will be provided with support and training. Bullying and discrimination will be a rolling agenda item at the PhD student meetings, with the meetings offered as a safe space to discuss any issues. We will introduce an annual refresher on bullying and harassment processes. There will be a mandatory workshop at the start of each academic year, which is attended by the new PhD cohort and existing students. This will be tailored to student experiences but be delivered by someone more senior such as Faculty EDI manager/co-ordinator. In this session, there will be clear examples of what bullying and harassment is and how it should be dealt with. We will explain in a clearer and more transparent way what happens when bullying and harassment is reported via each of the different mechanisms – e.g. that it does not always have to go straight back to the bully.	From May 23 From June 23 From Jan 22 From July 23	Culture sub-team	A focus group in 2024 shows that students are more satisfued with the support and guidance they receive surrounding bullying and harassment. In the student survey, bullying and harassment experienced by: By 2024: 6%W:0%M By 2025: 5%W:0%M By 2026: 3%W:0%M In the student survey, bullying and harassment witnessed by: By 2024: 35%W:0%M By 2025: 25%W:5%M By 2026: 10%W:10%M

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.10	Medium	We will introduce policies to reduce committee overload and ensure that committees are gender balanced	Some staff members are overburdened with committee work, sitting on more than three committees.	We will introduce a policy which advises staff and students that they should sit on three committees as a maximum. This should encourage new people to take up committee places to broaden representation. This policy will be advertised by Division-wide email and in the EDI update in the termly newsletter.	Feb 23	HoD, Division manager	In 2024/25, staff survey data indicate that no staff members sit on more than three committees
				We will introduce a policy where HoD and Divisional managers annually review representation to keep committees balanced, allow staff to gain new experiences, and enhance promotion potential.	Mar 23		
				Introduce committee co-chairs or deputies as a policy (depending on nature of committee) to rebalance gender, reduce individual workload and ensure back-ups for key positions.	Feb 23		

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.11	Medium	Conduct workload model survey annually. Supplement our understanding of how well the workload model works by conducting qualitative interview with a cross-section of staff.	The workload model survey has only been conducted in 2017 and 2020. We have not collected feedback on how well suited the workload model is to the current needs and activities of staff, and how we could improve the model.	Conduct a focus group to explore what the workload model assesses well, and how it could be improved. Collate feedback from focus group and amend survey. Prepare and re-issue the workload model survey annually. Collect data on how satisfied staff are with the workload model survey by including a question on this at the end of the survey.	Sept 22 Feb 23 Apr 23 Apr 23	Data sub-team	The survey is implemented annually, and the resonse rate is ~85%, with no gender differences Feedback is collected and a preliminary report written to summarise it by Feb 23 Feedback is implemented and the survey improves from Apr 23 Satisfaction with survey improves from the baseline (Apr 23) onwards.
5.6.12	Medium	Increase response rates to the workload model survey, and reduce gender difference	In 2020, 79% of women and 86% of men at Grade 8 and above responded	Anecdotal feedback from staff is that the workload model survey was too long, and some questions were irrelevant. We will conduct a scoping exercise to identify shorter workload models used by similar departments in UCL. We will adapt the shortened workload model for the Division. We will administer shortened version.	 Oct 22 Feb 23 Apr 23	Data sub-team	In 2023, response rate is ~85% with no gender difference
5.6.13	Medium	Ensure all Institutional Citizenship roles are included in the workload model	The following roles are not included: • EDI committees • Postgraduate tutors • Green team • Divisional seminar chairs	The SAT PM will create a list of all Institutional Citizenship roles. When the workload model is revised (Actions 5.6.11 and 5.6.12), these roles will be added.	Oct 22 Feb 23	Data sub-team	When the survey is re-issued in Apr 2023, all Institutional Citizenship roles are included.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.14	Medium	Investigate and reduce gender differences in key workload tasks	Workload model data revealed gender disparities: men published more journal articles, reviewed more papers and grants, supervised more staff and gave more lectures/seminars. Women marked more MSc assignments.	Explore results further by removing key potential outliers from analyses (senior men e.g. HoD and MSc team). This will enable us to design more targeted actions. Focus groups held with staff at grade 8 and above to further explore these gender differences, why they matter, what might cause them, and what they Division can do. Actions aimed at increasing women at senior grades (appraisals, promotions, mentoring, Fellowships) should also address these gender disparities in the workload model.	May 23 Sept 23	HoD, SAT lead	Report produced and presented to SAT and Division Gender disparities eliminated by 2024 workload model survey and this impact is sustained thereafter

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.15	Medium	Ensure all Division wide, research group and team meetings/seminars start and end within the UCL core hours of 10:00am and 16:00pm	Gender differences in how suitable the timing of meetings is: In the 2020/21 staff survey, 66% of women and 93% of men agreed that the timing of Institute/Divisional meetings and events takes into consideration those with caring responsibilities and part-time staff.	We will ensure all staff and students are aware of this policy, especially seminar co-ordinators and research group/team leaders: The Head of Division will write to all heads of department, seminar co-ordinators and group and team leaders to explain the policy and request that it be immediately implemented. A regular item advertising this policy will feature in the Divisional newsletter The policy will be advertised in PowerPoint presentations at staff and student induction days so that new starters are informed.	Sept 22 From Sept 22 From Sept 22	HoD, comms sub-team	By the 2022/23 staff survey: 75% of women and 95% of men agreed that the timing of Institute/Divisional meetings and events takes into consideration those with caring responsibilities and part-time staff. By 2024/25: 80%W:95%M By 2025/26: 90%W:90%M
5.6.16	Medium	Recruit 60%W:40%M external speakers for Divisional seminars	The number of women speakers declined from 2019 onwards, possibly due to burden from the pandemic: In 2020/21, 41% of speakers were women compared with 62% in 2018/19. The Division is predominantly women	Review the balance of speakers halfway through the year and prioritise inviting women if imbalance is detected. Re-invite women who turned down the invitation during the height of the pandemic. Actively encourage recommendations from across the division in case people are more likely to recommend speakers within their own demographics. This will be achieved through emails and an item in the newsletter. Work through speakers in the order they were recommended to reduce the possibility of unconscious biases towards men.	From Sept 22 From Sept 22 From Sept 22 From Sept 22	SAT lead to co-ordinate with Divisional seminar co-ordinators	By the end of 2023, speakers are 60%W:40%M. The 60%W:40%M ratio is maintained throughout the Athena SWAN cycle.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
5.6.17	Medium	Revise local system for monitoring outreach and public engagement activities	Anecdotal feedback indicates that data on outreach and public engagement activities are incomplete.	Each time a staff/student completes an outreach activity, they will submit a brief online form with the details. This policy will be advertised via email, Twitter and newsletter. SAT PM will collate details from forms into a spreadsheet.	Jan 23 Jan 23 From Jan 23	Outreach sub-team	Form is regularly completed and submitted and quartrly data reports and summarised at the SAT by the SAT PM
5.6.18	Medium	Increase encouragement and recognition for outreach and public engagement.	In the 2020/21 staff survey, 60% of women (n=32) and 85% (n=11) of men agreed that the Division encourages and recognises outreach and public engagement.	Add items on outreach and public engagement to the appraisal checklist as they are included in criteria for promotion. Create an annual outreach and public engagement award for staff and students.	June 23 June 23	Outreach sub-team	In the 2024/25 staff survey, 85% of women and 85% of men agree that the Division encourages and recognises outreach and public engagement.

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
7. COVID Response							
7.1	High	Reducing the adverse effects of the pandemic on staff and student well-being	Qualitative feedback from staff and student surveys included some concerns about work-loads, work-life balance and isolation, particularly among women	We will continue to ask about the effects of the pandemic, and Divisional support, in annual staff and student surveys.	From Sept 22	Data lead/s	Staff and student survey data indicate improvements in well-being, satisfaction with social events and career development. For specific success criteria, see relevant actions. Divisional elevenses are re-instated and well attended (~20 people per event) and staff are satisifed with the event. We will collect event feedback satisfaction with the elevenses annually from summer 23. Awareness of and support for flexible working is maintained at >80% throughout the next Athena SWAN cycle.
				We have designed a new well-being strategy for staff and students (Action 5.6.4)	See Action 5.6.4	See Action 5.6.4	
				We have re-designed the social calendar for PhD students, to increase social cohesion and connectedness (Action 5.6.2)	See Action 5.6.2	See Action 5.6.2	
				We have re-designed career development support for PhD students, RAs, TMs, PS and postdocs (Actions 5.3.4-5.3.6 and 5.3.8)	See Actions 5.3.4-5.3.6 and 5.3.8	See Actions 5.3.4-5.3.6 and 5.3.8	
				The Divisional parenting buddy scheme has been expanded to include a WhatsApp group and regular coffee morning for staff and students with children of any age (Action 5.5.7)	See Action 5.5.7	See Action 5.5.7	
				We will re-instate face-to-face Divisional elevenses every Thursday morning to improve social connectedness and networking opportunities (Action 7.1)	Sept 22	SAT PM	

Ref	priority	Action	Reason/Rationale	Key Activity	When by	Who responsible	Success criteria
				We will ensure that flexibility around working from home is maintained, especially for staff with caring responsibilities (Action 7.1) through regular emails from HoD and updates in handbook and newsletter	Sept 22	HoD	

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