



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	University College London	
<b>Department</b>	UCL Division of Psychiatry	
<b>Focus of department</b>	<b>STEMM</b>	<b>AHSSBL</b>
<b>Date of application</b>	April 2018	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 04/2017</b>	<b>Level: Silver one-year extension</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Prof Angela Hassiotis	
<b>Email</b>	a.hassiotis@ucl.ac.uk	
<b>Telephone</b>	07515631261	
<b>Departmental website</b>	<a href="http://www.ucl.ac.uk/psychiatry">http://www.ucl.ac.uk/psychiatry</a>	

#### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

1<sup>st</sup> May 2018

## **Letter of Endorsement of Divisional Athena SWAN Application**

I strongly support our Division's reapplication for an Athena SWAN silver award. Since the 2013 application, we have been renamed as the Division of Psychiatry. I have made the achievement of gender equality one of the Division's priorities and continued the work of my predecessor in encouraging and supporting women in their academic careers. I have allocated more resources to the Athena SWAN SAT by providing half a day of administrative support weekly and it is a standing item at our Executive and Advisory group meetings.

We have achieved much in the past few years. The proportion of female professors has risen from 25% in 2008 to 44%. Five of our seven Readers are women; two of these achieved their promotion during 2017. Half of our Executive group is female. At a more junior level, we have also made progress. Over the last 2 years our staff have achieved six fellowships, of which four were to women, including two non-clinical scientists. What is striking is that the vast majority of our female senior academics have had their academic careers within UCL so we have demonstrably provided an environment allowing these individuals to achieve senior positions.

There is still more work to do but our application will indicate that we have a well-embedded mentoring scheme and parental-leave buddy scheme. We have emphasised the importance of appraisal, improved appraisal procedures and increased completion rates. We have started peer groups to support early career researchers and are supporting professional staff through a trial and project managers group. Junior staff are actively encouraged to take part in development courses such as Leadership in Action, the Springboard development programme, and events organised by Astrea, the UCL network for women in professional services.

One of the benefits of the Athena SWAN process is the encouragement it provides to improve departmental culture. I was delighted that in the last UCL Staff Survey in 2018, our Division continued to have much higher staff engagement than both the remainder of UCL and the sector average. Our scores were more positive for 21 of the 24 sections compared to our Faculty. In particular, the question "I am treated with fairness and respect at UCL" was endorsed by 89% of the staff in the Division, 13% points higher than the UCL average. These figures indicate that we are being successful in creating a culture in which equal opportunities and fairness are recognised by staff as our core values.

I have been concerned that the Division survey responses indicate that some of our staff have been subject to or witnessed bullying and harassment. We have taken concerted action to address these concerns which are discussed in detail in the application and action plan.

I endorse that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Division. Our application shows clear evidence that we have carried out all the

actions we set out in our last report and have also achieved much more. We have an ambitious future plan and I am confident that we can continue to build on our success.

Yours faithfully,

Glyn Lewis  
Professor of Psychiatric Epidemiology  
Director, UCL Division of Psychiatry

Word count: 520

## Key abbreviations

AS	Athena SWAN referred to as Athena in the text
ACF	Academic Clinical Fellow
BME	Black and Minority Ethnic
DClinPsy	Doctor of Clinical Psychology
EDI	Equality, Diversity and Inclusion Team
FBS	UCL Faculty of Brain Sciences
FTC	Fixed Term Contract
HR	Human Resources
ICH	Institute of Child Health
IOPPN	Institute of Psychiatry, Psychology and Neuroscience
ISD	Information Services Division
PDRA/Postdoc	Postdoctoral Research Associate/Fellow
RA	Research Assistant
REF	Research Excellence Framework
SAT	Self Assessment Team
SLMS	School of Life and Medical Sciences
UCL	University College London

## 2. DESCRIPTION OF THE DEPARTMENT

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

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

Since our 2013 award the Mental Health Sciences Unit has become the Division of Psychiatry. UCL Division of Psychiatry (hereafter referred to as Division) is one of the six Divisions of the Faculty of Brain Sciences (FBS), School of Life and Medical Sciences and is based at Maple House, Tottenham Court Road. Our Division conducts world class research in the field of mental health with particular strengths in epidemiology, health services research, psychiatric genetics, neuroimaging and public mental health. We contribute to the UCL medical undergraduate education and also have a strong emphasis on postgraduate programmes which have inspired several students to become early career researchers. We have an excellent track record in developing Academic Clinical Fellowships in psychiatry which has provided a successful route for career development. Many of our senior clinical academic posts are co-funded by our local NHS Mental Health Trusts with whom we have developed close, collaborative partnerships.

Professor Glyn Lewis is the Director of the Division and accountable to the FBS Dean, Professor Alan Thompson. Deputy Director is Professor Gill Livingston. The Division has an Executive committee for strategic planning consisting of

1. the heads of the four research departments (Dr Elvira Bramon - Mental Health Neuroscience Department; Professor Gill Livingston - Mental Health of Older People; Professor Paddy Stone - Marie Curie Palliative Care; Professor Helen Killaspy and Professor David Osborn - Epidemiology and Applied Clinical Research Department);
2. other senior academics (Professor Angela Hassiotis - Athena SAT chair and Psychiatry of Intellectual Disability; Professor Rob Howard - Mental Health Theme Lead of UCLH BRC; Professor Sonia Johnson - Director of Teaching who also leads the UCL MSc in Mental Health Sciences);
3. postgraduate tutors (Drs Claudia Cooper and Liz Sampson).

In total, there are 77 female and 31 male academic staff, 14 female and 4 male professional services staff and 134 female and 31 male current postgraduate students. Sixteen per cent of academic staff and 28% of non-academic staff are from Black and Minority Ethnic (BME) groups. We are referring more to intersectionality in section 7. The overall percentage of female staff in the Division has risen from 64% to 71% over the past 5 years. Most (80%) academic positions within the Division are held by clinical academics, i.e. academic psychiatrists funded by HEFCE and/or NHS Trusts. The Division staff (clinical academics) also contribute to the UCL Medical School MBBS programme.

The Division organisational structure is described in detail in section 4.6. In brief, all our committees include male and female staff, we have clear structures for information flow and decision making and ensure that all staff have access to regular meetings

where they can raise issues and where the Division's successes and operational issues are communicated. This structure is enhanced by our twice yearly all staff parties which have helped to ensure a convivial and collaborative culture within the Division.

All staff in the Division are expected to adhere to UCL's code of ethical principles which include individual responsibility and accountability, integrity and core values (<https://www.ucl.ac.uk/white-paper/mission>).



Word count: 526

### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

We have expanded the Self-Assessment Team (SAT) (shown in figure 1 below) since our 2013 Silver award to ensure that we represent all constituent staff including professional services. The SAT comprises fifteen members (11F:4M). Several members are parents or have other caring roles.

Figure 1. The Division SAT members



Details of SAT gender distribution, Athena responsibilities and member reported caring roles where applicable are shown in table 1. Sections in bold throughout the application indicate impact. Blue font indicates testimonials.

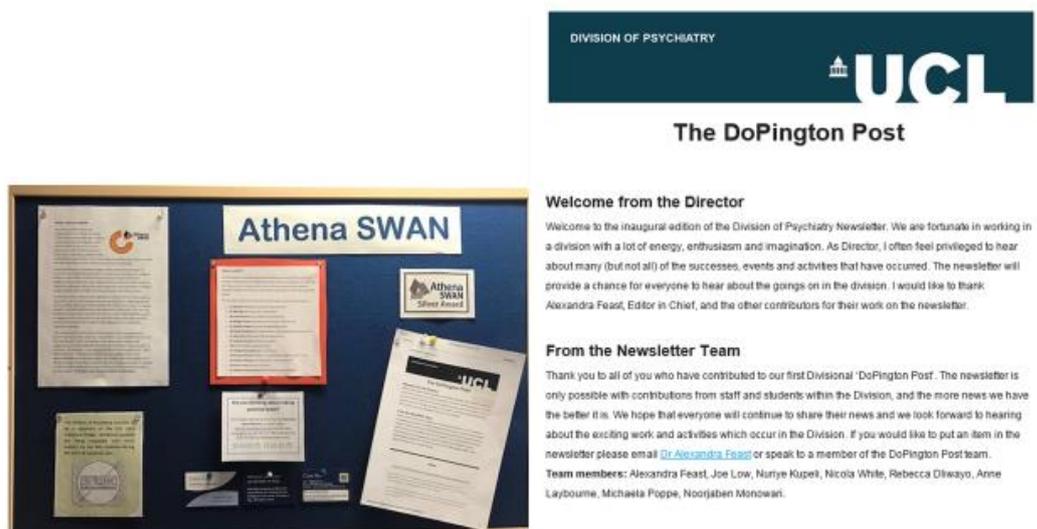
Table 1: The Division Athena SAT

UCL grade	Name	SAT role (Carer roles)
<b>Professor</b> <b>(3F:1M)</b>	Angela Hassiotis (F)	Chair, oversight of SAT
	Sonia Johnson (F)	Director of Teaching (Dual career family)
	Helen Killaspy (F)	Former SAT Chair and FBS Athena lead; Joint Head of Department (Epidemiology and Applied Clinical Research)  (Civil partnered and step-mother to two

		sons)
	Glyn Lewis (M)	Head of Division
<b>Reader (1F)</b>	Claudia Cooper (F)	Joint Divisional postgraduate tutor (Experience of flexible working and career breaks. Dual career family)
<b>Senior Clinical Lecturer (1F:1M)</b>	Afia Ali (F)	Mentoring scheme co-ordinator (Dual career family)
	Nick Bass (M)	Immediate past SAT Chair (Dual career family)
<b>Principal Research Fellow (1F)</b>	Bridget Candy (F)	Staff survey co-ordinator
<b>Professional Services (1F:1M)</b>	Jacques Gianino (M)	Division manager (Caring responsibilities for elderly and frail parents)
	Noorjaben Monowari (F)	Professional Services representative
<b>Research Programme Manager (1F)</b>	Sarah Dowling (F)	Administrative support and action plan monitoring for SAT (Parent of two young adult children)
<b>PhD Student Representative (1F)</b>	Alexandra Burton (F)	PhD student representative
<b>Clinical Training Fellow (1M)</b>	Andrew Sommerlad (M)	Research Fellows representative and staff data analysis support (Dual career family case study)
<b>Postdoctoral Research Associate (1F)</b>	Alexandra Feast (F)	Early career researcher representative
<b>Research Assistant (1F)</b>	Francesca La Frenais (F)	Research Assistant representative

The SAT terms of reference were agreed in September 2017. The Division supports the SAT through funding a weekly session of designated administrative support from Sarah Dowling, a research programme manager. All meeting minutes and other Athena related documents are available to SAT members on a designated shared folder. The SAT reports to the Division Executive Committee and cascades information and actions to all staff through the Advisory Group, other staff meetings (standing item) and newsletter and noticeboard (both shown in screenshot below); the latter is placed in prominent position (above the photocopiers) to ensure all staff are aware of the work of the SAT. **These approaches have increased the visibility of the SAT with 7% (75% up from 68%) more staff now aware of its activities as shown from responses to our latest staff survey.**

Figure 2: Division newsletter and noticeboard screenshot



(ii) an account of the self-assessment process

The SAT meets monthly to 1. monitor progress of the Athena agenda and 2. prepare for the resubmission including the formulation and adjustment of our Action Plan.

We have used internal (UCL based) and external (IoPPN) peer review to strengthen our plans. **This system was set up by our former SAT Chair and now member, Helen Killaspy.** These processes have highlighted our many strengths but also helped us to focus on demonstrating impact. In addition, we have received feedback from UCL's Equality, Diversity and Inclusion (EDI) Managers.

Our annual staff surveys are a way of engaging and consulting with staff in the running of the Division, eliciting their views in fixed and open text responses about a variety of issues. The 2017 survey included new items on bullying and harassment that were not included in previous surveys. Ninety-five percent of staff responded. The anonymous free text comments confirmed areas of good practice and drew attention to areas that needed further attention and improvement. We refer to these results where relevant

throughout the application. **Further, the Division staff responses to the biannual UCL-wide staff survey (data based on the 2015 and 2017 surveys), indicate that the Division is a good place to work and that staff are treated with fairness and supported in their careers. In fact, 21 out of 24 domains were score higher for our Division compared to the FBS.**

Although these are discussed in more detail throughout the application, in brief our Athena achievements since our last application include:

- Development of mentoring schemes
- Annual staff survey
- Focus on annual appraisals
- Parental leave mentors/buddies
- Dignity at Work Advisors
- Termly newsletter
- Workload model-pilot
- Establishment of the Joan Bicknell MSc award\*
- Improved induction procedures for new staff
- Improving quality and monitoring of staff data

\*: [Joan Bicknell was the first female professor of Psychiatry in the UK; the award for best overall MSc student was shared by two female students from the 2016-17 cohort.](#)

(iii) plans for the future of the self-assessment team

Since our last application we have worked hard to ensure that our activities reinforce and prioritise an authentic commitment to equality across all aspects of the Division's work that will support equal opportunities for career progression for all staff. We recognise that being a SAT member, whilst rewarding, is an additional commitment and so membership is limited to two application cycles. New SAT members will work alongside those they are taking over from for at least six months to ensure continuity. Wherever possible, we will look to improve the gender balance of the SAT while ensuring that we have the appropriate representatives from each constituent group.

The actions that the SAT is working on include: raising the Athena profile at Division meetings, co-ordination of the annual staff survey, updating the Athena pages of the Division website and the staff handbook; developing and extending mentoring opportunities for all staff; implementing a workload tool to strengthen the usefulness of appraisals and ensure equitable distribution of tasks; disseminating Athena related actions and other information; and striving for gender balance across all Divisional activities, e.g. seminar speakers.

The SAT will continue to review progress against routine data collection and through the staff survey and respond as needed with adjustments to its action plan. The SAT is ambitious in its aim to contribute to the Athena agenda across the wider UCL community and beyond through the FBS Athena leads group and reciprocal peer review of Athena applications and sharing good practice with mental health sciences

departments at other Universities, e.g. IoPPN through setting up an annual forum for this purpose (Action 3.3).

Word count: 1004

#### 4. A PICTURE OF THE DEPARTMENT

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

##### 4.1. Student data

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

(i) Numbers of men and women on access or foundation courses

N/A: The division does not currently run any access or foundation courses

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

N/A: Academic staff are involved in teaching psychiatry on the UCL Medical School MBBS programme but the Division does not run this course.

(iii) Numbers of men and women on postgraduate taught degrees

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

The gender balance of students on Division postgraduate taught courses has changed significantly in the last three years. Prior to the 2014/2015 academic year the Division ran just one MSc in Psychiatric Research. This was a part-time course primarily aimed at psychiatric trainees. In the 2014/2015 academic year this course was superseded by two new MSc courses - Clinical Mental Health Sciences and Mental Health Sciences Research, which can be taken full or part-time. Most students who enrol are recent psychology graduates many of whom aim to apply for clinical psychology training (DClinPsy). Consistent with the gender profile of psychology graduates there is a predominance of female students. Figure 3 shows the Division postgraduate taught course data on number of applications, offers and acceptance by gender and completion rates by gender are shown in figure 4.

Figure 3: Division postgraduate taught degrees 2012-2017 (applicants, offers, acceptances)

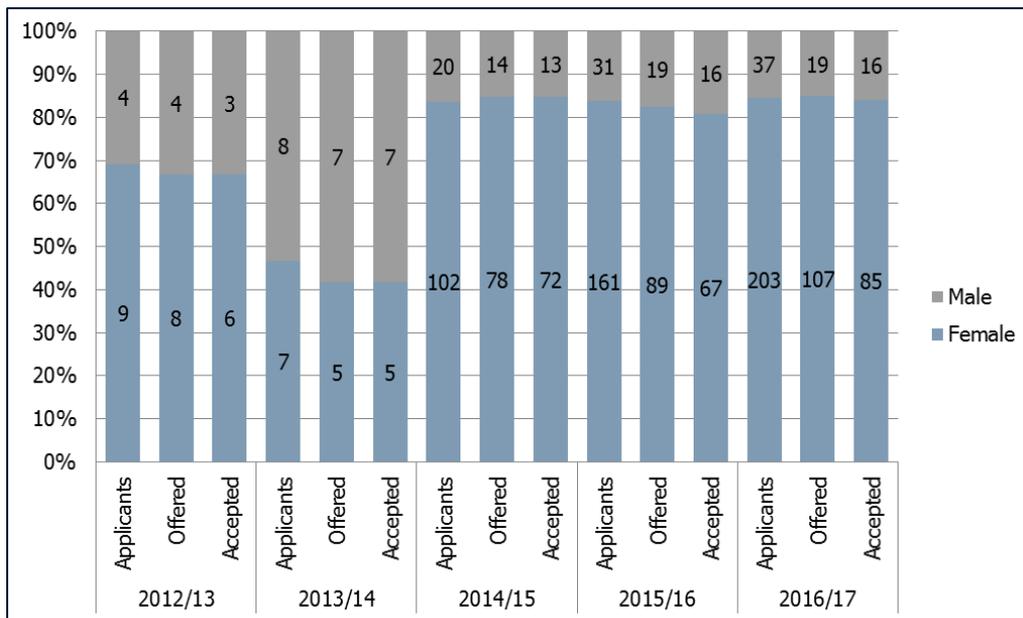
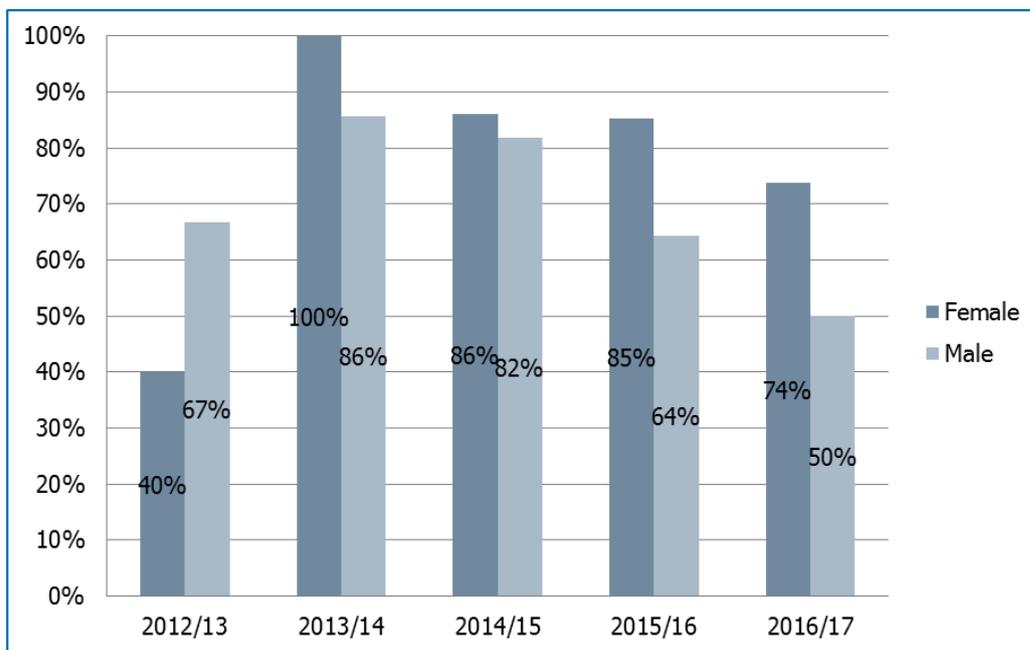


Figure 4: Proportion of enrolled students\* completing the Division postgraduate taught degrees 2012-2017



\*: includes full time and part time students some of whom had attended the earlier run MSc (Psychiatric Research).

All MSc students are allocated personal tutors and small group teaching additional to their scheduled lectures and seminars. They have two allocated supervisors for their final dissertation and they have access to pastoral care through their personal tutors,

the Division postgraduate taught course wellbeing officer, and the Division postgraduate student mentor. Students are also given advice and information about contacting student wellbeing services for support including out of hours and during holidays.

We have benchmarked our postgraduate taught course student data against national data, and data from the psychology departments at UCL and the IoPPN at King’s College London. Data, shown in Table 2, indicate that the gender distribution of our MSc students is very similar to that of other institutions, with the majority being female both full and part time (80.1% and 78.6% respectively).

*Table 2: Comparison of current enrolled Division postgraduate taught students with other institutions and national data*

	UCL Division of Psychiatry (2017/18)		IoPPN Psychology (2016/17)		UCL Psychology (2016/17)		National psychology (2016/17)	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>Full-time post-grad taught</b>	98 (80.1)	23 (19.9)	255 (82.3)	55 (17.4)	240 (76.2)	75 (24.8)	7705 (80.6)	1850 (19.4)
<b>Part-time post-grad taught</b>	44 (78.6)	12 (11.4)	265 (80.3)	65 (19.7)	345 (85.2)	60 (14.8)	6325 (79.6)	1625 (20.4)
<b>All post-grad taught students</b>	142 (80.2)	35 (19.8)	520 (81.3)	120 (18.7)	585 (81.3)	135 (18.7)	14030 (80.1)	3475 (19.9)

Whilst we are not dissimilar from comparable institutions, in future we aim to achieve better gender balance in our taught postgraduate programme. We will extend our outreach activities in consultation with the UCL Widening Participation team (Action 1.2).

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

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

The majority of current enrolled postgraduate research students are female (figure 5), as is evident from those applying, offered and accepted places. Around a third are part-time. This is, in part, due to the fact that a number of our research assistants (a predominantly female group) are enrolled for a PhD part-time whilst continuing to be employed on a research project within the Division.

Figure 5: Division postgraduate research degrees 2013-2018

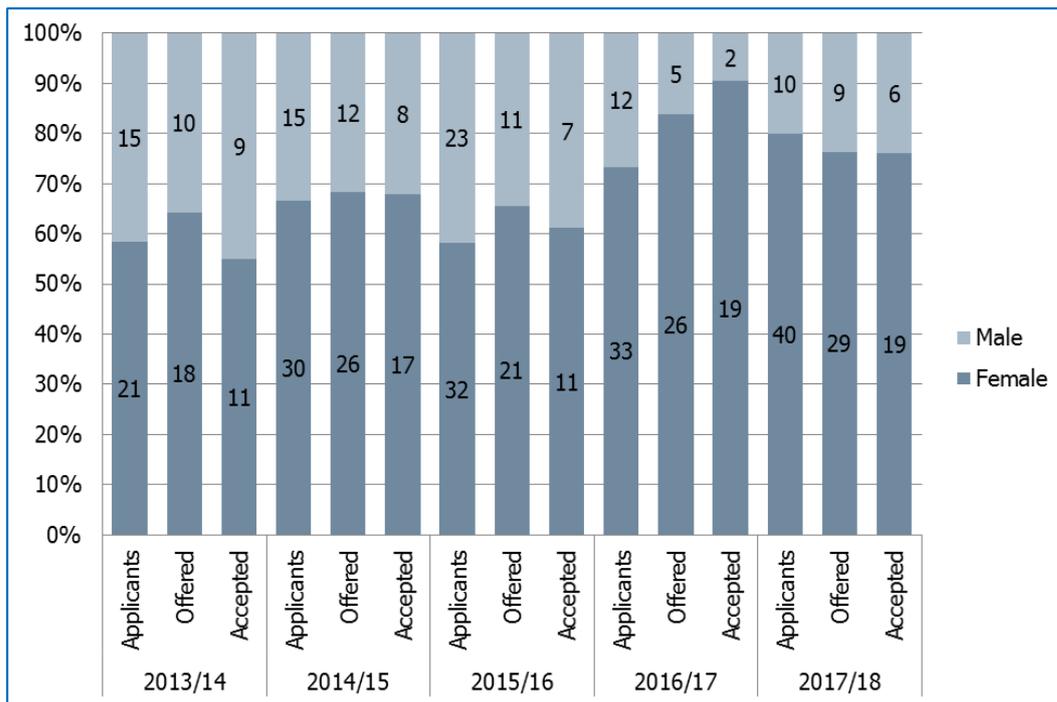


Table 3 shows that our data are comparable with data from across a number of local and national organisations. Although our postgraduate research student gender balance mirrors the national profile, we are also looking to identify talented male MSc students and early career researchers who may be interested in further postgraduate study.

Table 3: Comparison of current enrolled Division postgraduate research students with other institutions and national data

	UCL Division of Psychiatry (2017/18)		IoPPN Psychology (2016/17)		UCL Psychology (2016/17)		National psychology (2016/17)	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>Full-time post-grad research</b>	36 (81.8)	8 (19.9)	185 (77.1)	55 (22.9)	280 (78.9)	75 (21.1)	3255 (75.6)	1050 (24.4)
<b>Part-time post-grad research</b>	12 (92.3)	1 (7.7)	60 (66.7)	30 (33.3)	80 (76.2)	25 (23.8)	1045 (74.9)	350 (25.1)
<b>All post-grad research students</b>	48 (84.2)	9 (15.8)	245 (74.2)	85 (25.8)	360 (78.3)	100 (21.7)	4300 (75.4)	1400 (24.6)

We only have data on postgraduate research degree completion rates for students who commenced their degrees prior to the 2012/13 academic year, as insufficient time has elapsed to give students a reasonable chance to submit. Figures from 2008 to 2013

(table 4) indicate similar postgraduate completion rates and time from enrolment to submission. The number of new postgraduate research degree students has increased markedly during the past 5 years, so we will continue to monitor completion rates in the current cohorts of students.

*Table 4: Division postgraduate research degree completion rates and time to submission: 2008-2013*

	Number of new students		% who have submitted		Mean time from enrolment to submission (y)	
	Female	Male	Female	Male	Female	Male
<b>2008/9</b>	1	0	100		3.9	
<b>2009/10</b>	4	1	100	100	3.1	3.4
<b>2010/11</b>	5	2	80	50	3.3	4.0
<b>2011/12</b>	3	0	67		3.8	
<b>2012/13</b>	4	0	50		3.1	
<b>Total (2008-13)</b>	<b>17</b>	<b>3</b>	<b>76.4</b>	<b>66.7</b>	<b>3.4</b>	<b>3.7</b>

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The division does not run undergraduate courses, therefore, we cannot comment on this aspect of academic progression.

#### 4.2. Academic and research staff data

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

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

UCL does not divide data according to the above categorisation. All staff in our Division carry out both research and teaching duties. We have used the most recent available information correct to the beginning of 2017.

Grades have been coded as per Athena guidelines:

Grade 1 = Research Assistants

Grade 2 = Research Associates /Fellows

Grade 3 = Lecturers, Senior Research Associates/Fellows, Teaching Fellows

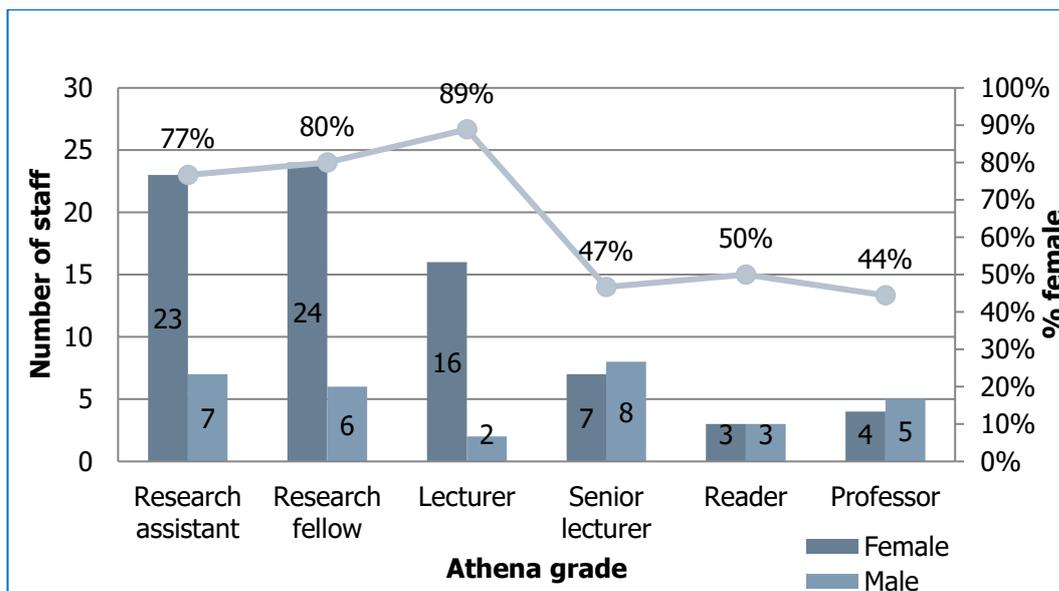
Grade 4 = Senior Lecturers, Principal Research Associates/Fellows, Principal Teaching Fellows

Grade 5 = Readers

Grade 6 = Professors

The current gender distribution of staff at different levels within the Division is shown in figure 6. Whilst there is a clear change in gender balance between Grades 3 and 4, with female predominance in Grades 1, 2 and 3, the senior staff (Grade 4, 5 and 6) show only slight male predominance (and 50:50 at Grade 5). Staff at grade 4 are all new appointments/promotions and within the first half of a 5 year cycle so we anticipate that they will be put forward for promotion in the next 2 years.

Figure 6: Division academic pipeline



Benchmarking our academic pipeline with similar institutions' most recently publicly available data (Figure 7) indicates that the **Division is closer to achieving gender balance at senior academic levels.**

Figure 7: Comparison of Division academic pipeline with other institutions

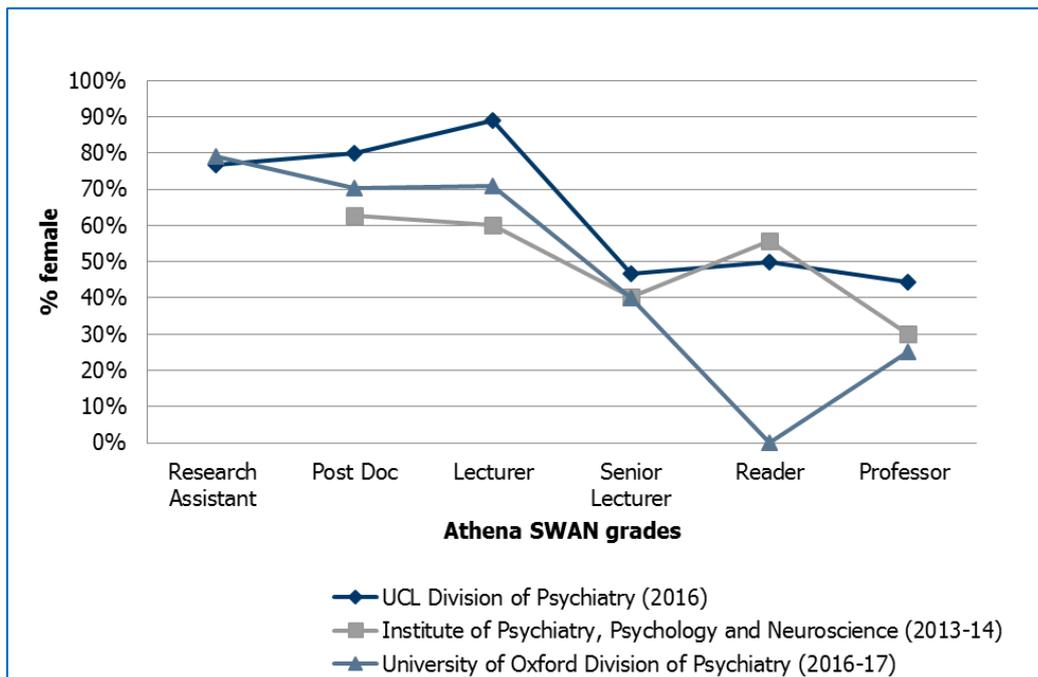
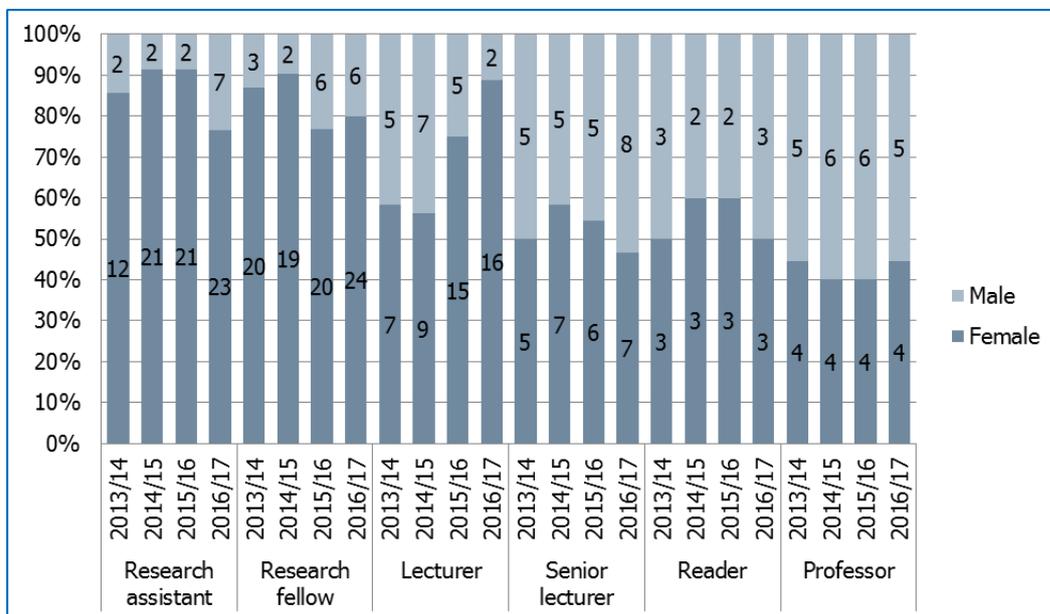


Figure 8 shows the Division pipeline over the last 5 years for all full and part-time academic staff at different Athena grades (clinical academic and non-clinical academic) up to 2017.

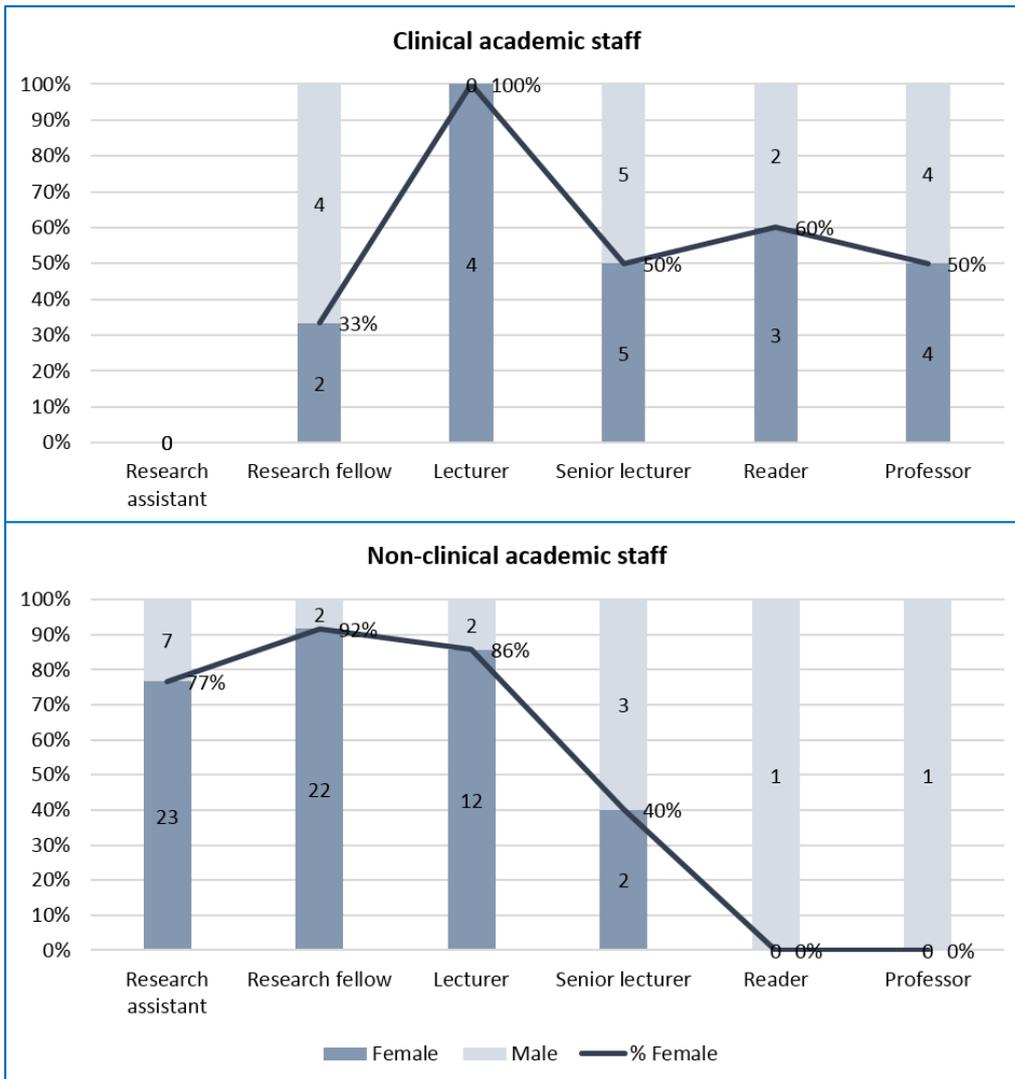
Figure 8: Division academic pipeline 2013-18



We have explained that there are two streams within the Division including a clinical and non-clinical pathway. The pipeline indicates that there is higher attrition between the non-clinical academic females at Athena grade 4 compared to their clinical

counterparts as illustrated in figure 9. We believe that the following caveats apply: 1. Promising non-clinical female researchers may need to leave the Division at the end of their fixed term contracts, while clinical researchers may have access to different funding sources (e.g. combined NHS/academic posts); 2. There may not be posts available for non-clinical academic staff to move to on promotion. The Division is known for proactively attempting to retain its staff and we are committed to exploring ways in which this might happen in the non-clinical academic grades. (Action 1.1-Priority).

Figure 9: Clinical and non-clinical academic pipeline



The Royal College of Psychiatrists' most recent published census (2015) reported that across the UK, 46% of the 59 substantive clinical academic consultant posts in psychiatry (senior lecturers, readers and professors) were held by females ([http://www.rcpsych.ac.uk/pdf/RCPsych\\_workforce\\_census\\_report\\_2015.pdf](http://www.rcpsych.ac.uk/pdf/RCPsych_workforce_census_report_2015.pdf)). In the Division, 47% of these posts are held by women (2016 data). **In this context we clearly meet the national average and within certain grades we have made significant progress.** For example, in the Division, there has been an increase in the percentage of

lecturer posts (Grade 3) held by females, (from 55% in 2013 to 80% in 2016) and there were similar number of females promoted to Senior Lecturer and to Reader over the same period (50:50).

**SILVER APPLICATIONS ONLY**

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

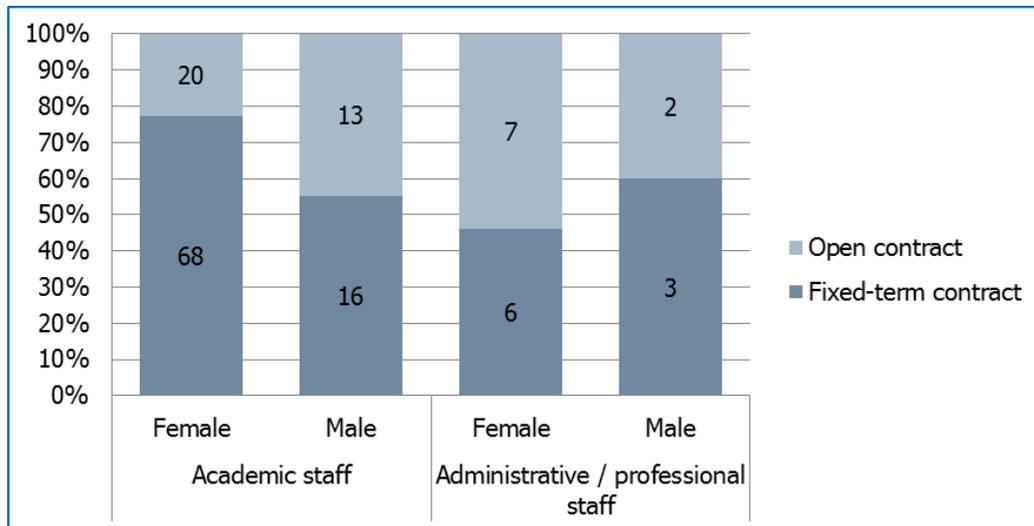
The Division does not have any technical staff.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

No staff are employed on zero-hour contracts. Research staff (Grades 1-3) are usually employed on FTC funded by research awards. More senior staff (Grades 4-6) are usually on permanent/open ended contracts (figure 10).

Figure 10: Division staff with FTC and open-ended contracts



It is recognised that across higher education, FTCs are a source of anxiety to researchers.

**Unfortunately being on continuous fixed term contracts however is not ideal as there is no job security and difficult to plan ahead. Response; 2017 staff survey**

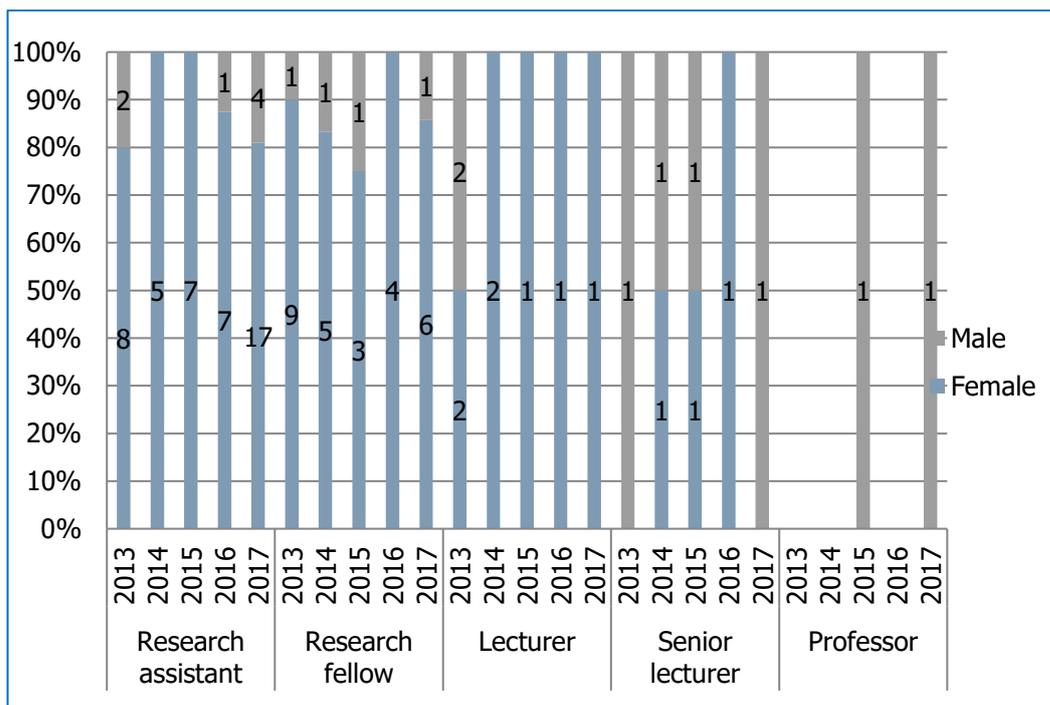
While some posts will be on FTCs by virtue of being funded by time-limited research grants, the SAT has worked with the Division Executive Committee to address this issue and ensure that all staff are aware of the resources available to assist them in finding another post. All researchers on FTC have access to the University’s redeployment scheme once they are within three months of the end of their contract. If a new grant is awarded to the individual’s line manager that requires a researcher at the individual’s grade, they can be offered this. If a new grant is awarded to another Chief Investigator that provides an opportunity for the researcher, the University’s HR policy directs that this post has to be advertised and open for all UCL redeployees to apply. New awards are announced in the Division’s Advisory Group and staff meetings and are publicised in the Division’s newsletter so that all researchers on FTCs are made aware of new job opportunities. **Finally, bridging funding using the Biomedical Research Unit’s Mental Health stream (started in 2016) is available to support PDRAs for two years whilst they are pursuing further awards or waiting for an award to be initiated. Therefore, the Division has made a clear decision of “investing in people” by supporting our early career researchers in applying for this funding (currently 2M and 1F).**

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

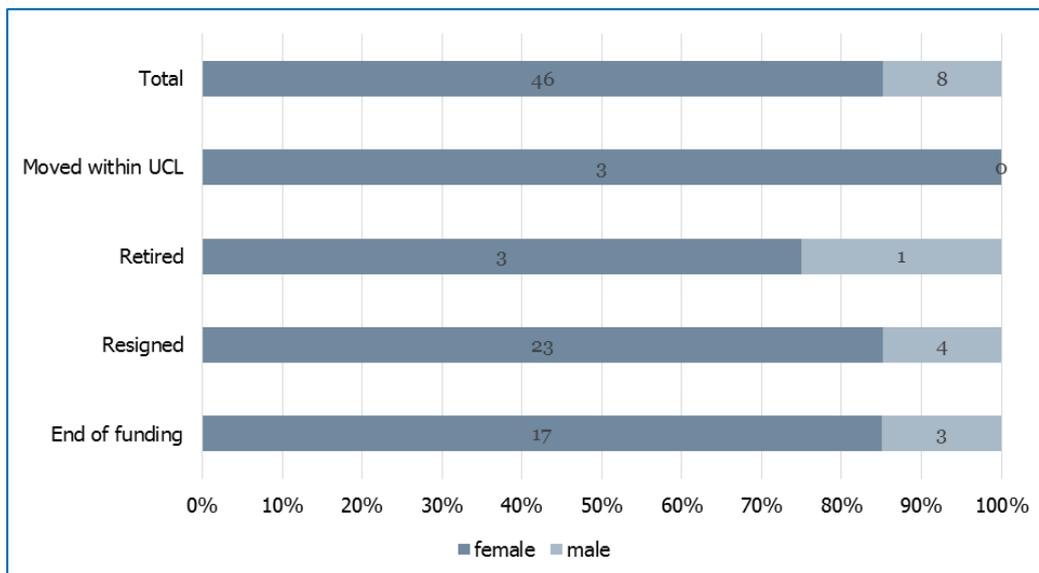
The grade and gender of staff who have left the Division over the past 2 years are shown in Figure 11.

Figure 11: Leavers by Athena grade 2015-2017



In data collected on leavers between 2013-15 by our Division, the reason for leaving was unknown in 69.4% of cases. **We have since aimed to collect more detailed information about leavers.** During 2016-17, 54 staff have left the Division and we have recorded destination and information about reason for leaving for all these staff (figure 12). The majority of leavers (36 of 54) were working at research assistant level with the majority being female due to the profile of staff employed at that level as explained earlier. Half of leavers (27 of 54) resigned to move to alternative roles or to begin postgraduate study, e.g. DClinPsy or PhD, while the second most common reason for leaving was the end of the contract when the project funding ended.

Figure 12: Reason for leaving the Division



By continuing to monitor leavers as well as taking actions as detailed in section (ii) above where relevant, we are able to ascertain whether 1. male and female grade 1-3 are taking up similar posts in the same proportions and point in their career; and 2. our training supports gender parity in those grades securing independent clinical/non-clinical academic positions. Those taken together, suggest that the Division supports its staff in successfully moving through the pipeline.

Word count=1561

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. Key career transition points: academic staff

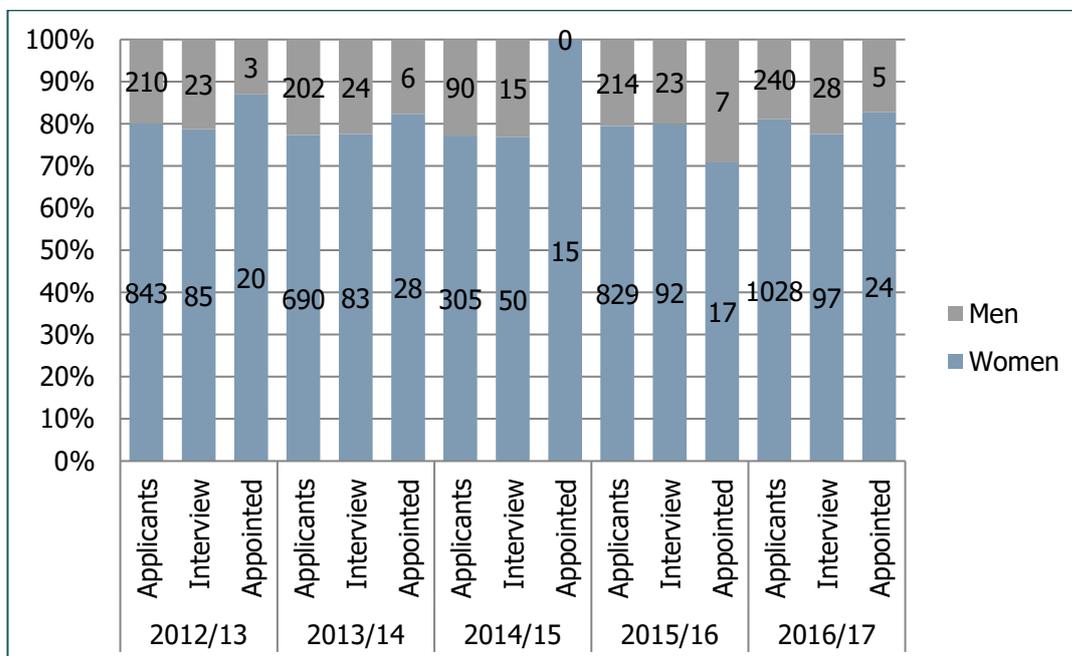
#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's

recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Supporting our female early career researchers (e.g. PDRAs) through the academic pipeline is a key priority for the Division. We have introduced action for our PDRAs in terms of enriching their skills and career opportunities via expansion of the Division mentoring scheme, new peer group meetings and seminars on promotion and other related opportunities, e.g. continuous professional development (85% of staff have had CPD in 2017, up from 77% in 2106; 70% F), provision of the Division travel scholarships, training in leadership. Appraisals and the workload model are also key in maintaining gender equality by looking closely at staff skills, aspirations and current roles. The proportion of female applicants who are interviewed and offered posts in the division over the past 5 years is shown in figure 13, indicating that women are comparatively more successful than men at all stages of recruitment in the Division.

Figure 13: Recruitment to all Athena grade Division academic posts 2012-2017



With regards to the recruitment process itself, the Division follows UCL’s comprehensive ‘Recruitment and Selection Policy’. The person recruiting writes the first draft of the job description and advert using UCL approved templates, which is then reviewed by core professional services staff to ensure that it complies with UCL HR policies on neutral language, diversity and inclusion. Positive action statements are inserted in job adverts, as shown below and had already been approved by the Division Director and were subsequently adopted by UCL:

*We welcome discussion about flexible working from applicants*

The Division manager confirms that all staff who sit on selection panels have attended the mandatory “UCL Recruitment and Selection HR Policy Briefing” and that panels

include male and female interviewers, with at least 25% of each panel being female as per UCL HR policy (achieved it 100% in the last 5 years).

Where appropriate, we also include trial/project managers to participate in interview panels (once they have had the relevant training) in order to provide development opportunities as well as contribute a perspective based on their skills and experience.

Further, since 2014, the Division has taken part in a UCL initiated 6-month leadership programme for senior female academics (Grade 4 and above; Women in Leadership) run by an external organisation. Six of the Division's senior female staff have completed this course and joined the UCL wide forum of 'graduates' of this course who meet regularly to provide peer support and exchange knowledge and ideas about how to ensure senior women within the organisation are enabled to contribute to its leadership and decision-making committees.

**One PDRA has participated in 'Leadership in Action' and two female researchers and one female PS staff member have taken part in the women-only Springboard programmes.**

#### *Key transition points*

We have identified two key career transition points for different types of staff in the Division. First, the transition point from research associate to a permanent lecturer position. This is primarily of relevance to non-clinical staff as academic psychiatrists generally have a different trajectory. Historically, the opportunity for non-clinical researchers employed on FTC to obtain tenured positions in the Division has been limited. Common to many clinical academic specialities addressing this issue remains a challenge. The Division is using a number of initiatives as mentioned earlier, to support early career academics whilst pursuing funding opportunities or awaiting an award to be initiated.

The second transition point relates specifically to academic psychiatrists. NIHR Academic Clinical Fellowships (ACFs) have become the most frequent launch pad for trainee psychiatrists wishing to pursue a clinical academic career. Many of the ACFs hosted by the Division have successfully applied for PhD Research Training Fellowships such as Medical Research Council and Wellcome Trust Training Fellowships. Both ACFs and those on Training Fellowships are categorised as lecturers but these are not tenured posts. Thus, the key transition point for psychiatrists on this trajectory is from ACF/Training Fellow to permanent Senior Lecturer. Nationwide there continues to be a paucity of Senior Lecturer posts. However, the Division has developed excellent relationships with our partner NHS Trusts and opportunities for full or joint funding of new Senior Lecturer posts are vigorously pursued by the Division Director. Since the 2013 submission three new Senior Lecturer posts have been created (in addition to existing ones) in conjunction with Camden and Islington NHS Foundation Trust, North East London NHS Foundation Trust and Barnet, Enfield and Haringey NHS Trust. Three female candidates, two of whom were previously MRC Training Fellows in the Division, were appointed to these posts.

It should be noted that only one new Grade 6 post was created and advertised in the Division in last 5 years; the other grade 6 posts were achieved via internal promotion. As discussed in earlier sections, we have shown good retention of female academic staff and we continue to support and create opportunities for early career researchers through several initiatives to move through the pipeline.

## (ii) Induction

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

There are a number of strands to our new staff induction process. A member of core PS assists with orientation and induction of new staff joining the Division. The induction includes access to an online module and a face to face meeting to ensure that all aspects of employment are completed. Completion rates are 100%; line managers are responsible for checking whether induction to her/his research team has taken place and that new staff feel able to raise queries and to deal with concerns. Each line manager has to complete a one month and three months' probation forms and an annual appraisal for each new member.

The Division staff handbook (updated and scrutinised annually by members of the SAT) is written to ensure that it covers all relevant areas necessary to support gender equality and promote diversity within the Division. The handbook includes topics such as flexible working, staff wellbeing and related support services, maternity and paternity leave rights, return to work and support for carers. A new Athena section was added to the handbook in 2016 as a way of embedding the Athena principles and increasing awareness. As part of supervision, staff are encouraged to talk about particular issues that the handbook has helped them clarify and therefore, it is a useful tool of ensuring that staff are familiar with the various policies governing a variety of aspects of working in the Division and promoting conversations about topics that may be of particular relevance to staff, e.g. flexible working etc.

A separate booklet explains the Division's mentoring scheme. It covers the purpose of the scheme, the expectations of mentors and mentees and how sessions should run.

From the spring term of 2018 (1<sup>st</sup> May 2018), we are starting termly face-to-face **Welcome to the Division** sessions led by the Division Director Prof Glyn Lewis and other senior faculty and core professional services staff. Once this initiative has run for at least two terms, we shall run a focus group to explore what worked well and what changes may be needed and we shall revise the content accordingly.

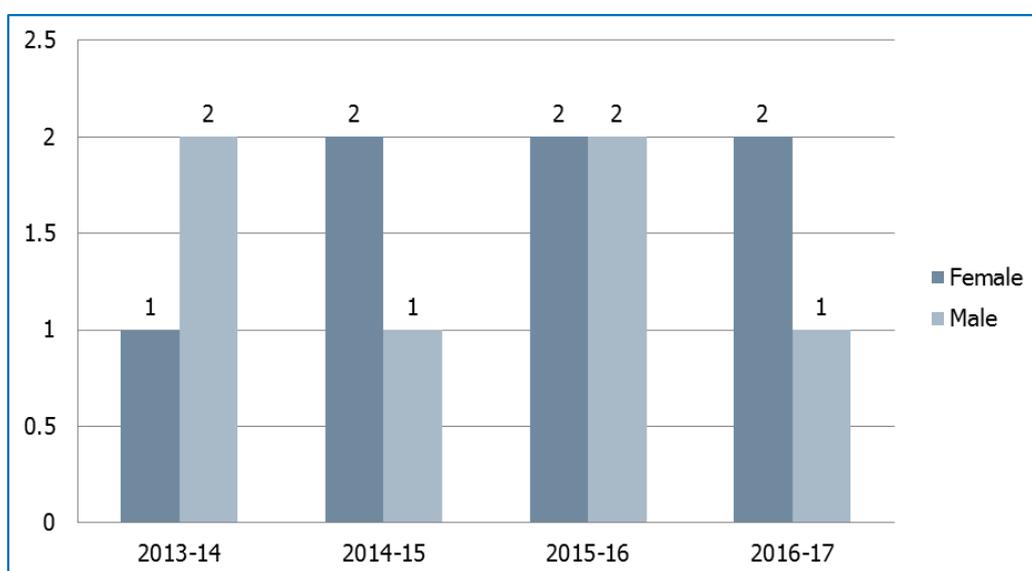
The **MSc students** have their own separate induction to their course which runs at the beginning of the course and which includes representatives of all sections of the Division delivering short presentations about the modules they teach/lead and to hear from former students; a social event follows with refreshments provided by the Division. [Feedback from MSc students indicates that they find the event helpful in understanding the Division structures and meeting fellow students and staff.](#)

### (iii) Promotion

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

The data shown in figure 14 are obtained from the UCL HR data, which only includes information on senior promotions (4-6); it does not contain information on promotion of lower grades, e.g. 2-3 nor does it give information on unsuccessful promotion applications. However, since 2013, there have been no unsuccessful promotions to our knowledge. This is, to an extent, a reflection on the support staff receive prior to submitting an application and throughout the preparation phase.

*Figure 14: Successful Division academic staff promotions 2013-2017*



Promotion is discussed at every appraisal. For senior promotions (grades 4,5,6), the Head of the Research Department or the Division Director discusses with the individual and allocates another senior member of the Division to supervise the promotion preparation and review the application. The Division Director will also discuss the promotion with the FBS Dean and once it is agreed that the eligibility criteria are fulfilled, the name is put forward to the FBS Board for consideration. The Division Executive Committee considers all other staff promotions annually. The academic promotions process is available for all grades (4-6) on the FBS website and all staff are directed to check annually via email by the Division manager.

All staff eligible for promotion are also encouraged to attend UCL-wide seminars to familiarise themselves with the process.

Promotion to Lecturer, Senior Research Fellow or Senior Teaching Fellow (grade 3) will be dependent upon a positive recommendation from the Division Director and will be based on academic achievement and impact using the criteria in the Academic Careers

Framework. On an annual basis, UCL HR will inform Faculty Managers of staff who have reached the maximum spine point of grade 2 in their Lecturer or Research Fellow role. Upon the positive recommendation of the Director, the member of staff will be promoted to grade 3 with effect from 1st October.

The 2017 Division staff survey indicated that 63% were aware of promotion and how to prepare. This is up from 56% in 2016 and 6% higher than the UCL average. In order to improve on those domains, we plan to run divisional briefing sessions on the promotion process and invite female academics to talk through their journey aiming to demystify the process; this may further enable and encourage more females to put themselves forward for promotion. The handbook has made it explicit that promotion should be discussed at every appraisal.

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

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

Whilst we do not have disaggregated data from the 2008 Research Assessment Exercise, all of the female staff (n=11) on Grade 4 and above were included in the most recent Research Excellence Framework (2014).

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

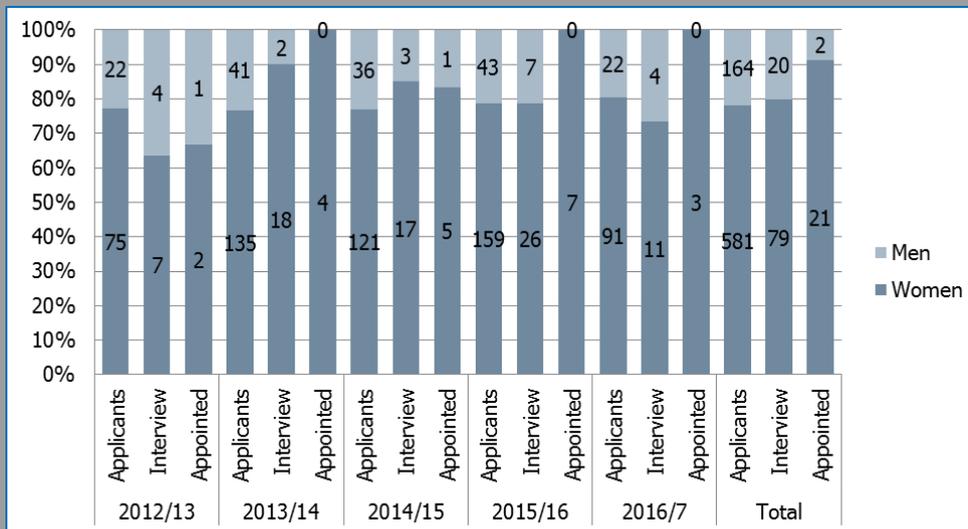
#### (i) Induction

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

Within the Division we define PS as core professional services, i.e. support with staff recruitment, costing new grant applications, teaching activities within the Division and general administrative duties. There are currently 18 members of staff identified by UCL as professional services (PS); 9 (2M-one being the Division manager - and 7F) core PS staff in the Division (figure 14). A further 9 (3M and 6F) are employed in administrative/management posts funded by grants and on FTC. Disaggregating this data will be important to understanding the possible differing needs of these two groups of PS staff. (Action 3.4)

Figure 14 shows the recruitment to PS in the last 5 years. The majority of applicants are female and numbers of staff recruited are dependent on the numbers of new projects awarded funding. Five female and 3 male applicants were appointed to grades 3 and 4 during that period.

Figure 14: Recruitment to Division PS posts 2012-2017



Induction processes apply to all staff, including professional services staff, though those in the latter group who are the core Division administrators have been in post for some years. The induction is described in the Division staff handbook and includes common UCL-wide modules as well as specific local (Division) relevant aspects.

(ii) Promotion

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

Staff are encouraged by their manager to take up appropriate courses to assist with their professional development and have annual appraisals. Further, FBS has launched (February 2018) a mentoring scheme for all core professional and technical services staff in FBS. It is chaired by two female FBS Executive Officers and **a member of our SAT (Sarah Dowling) is a founding member of the steering group that was instrumental in the development of a mentoring handbook for this staff group.** Staff of all grades have been encouraged to join as mentors and/or mentees (Action 2.3). The launch event was attended by about 50 PS staff who took part in a seminar in Organisational Development and had the opportunity to meet with peers and network. The mentoring across roles and professional staff groups is recognised as an important driver in staff development and FBS signals its commitment by allocating a budget for the twice a year training events within the scheme. We are actively encouraging staff to register their interest for mentoring. Feedback about the scheme is scheduled at the end of year 1.

UCL is currently undergoing a review of how to modernise career pathways for core PS staff. Therefore, whilst the Transforming Our Professional Services (TOPS) consultation is going on, we are not able to introduce changes beyond what we are currently offering in terms of training opportunities and completion of annual appraisal. (<https://www.ucl.ac.uk/transforming-our-professional-services/sites/transforming-our-professional-services/files/our-vision-for-tops-v1.0.pdf>)

The PS staff on grants maybe promoted if funding is available; otherwise, it is the case that promotion may lead to leaving the Division for a more senior position elsewhere.

### 5.3. Career development: academic staff

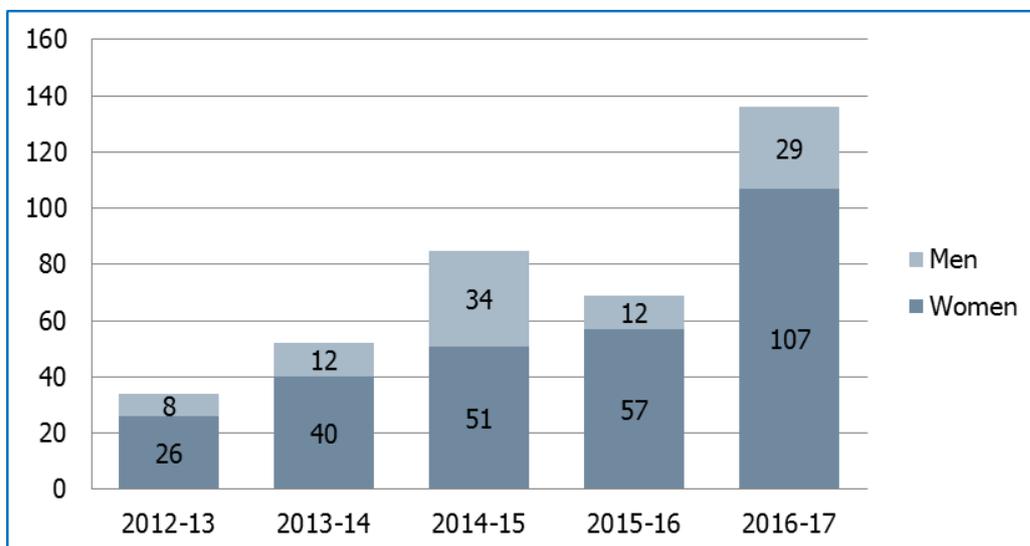
(i) Training

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

All staff are expected to engage in at least three career development activities (including but not limited to courses) each year. Seventy percent of female staff (vs 67% of male) said that they were encouraged to attend training/continuous professional development in the 2017 Division survey and we have plans in place to increase this participation further. (Action 2.4)

The staff handbook contains a link to the extensive list of training courses offered by UCL. Those in clinical training or funded research fellowships may also attend specific courses led by respective funders, e.g. NIHR Annual Trainees Meeting. All supervisors encourage the fellows to attend as these are prestigious networking and scientific meetings that are important for career development. The uptake of training is collected centrally and shown below for both academic and professional services staff (figure 15). Our MSc courses can be studied over a five-year period at whatever pace a student chooses. This is helpful for people juggling work, study and family commitments. Similarly, over half of our PhD students are registered part-time. The proportion of staff participating in training is commensurate to the relative proportions of male and female staff and is monitored via the training log (PhD students) and annual appraisal. Clinical academics also have mandatory training as per NHS guidance.

Figure 15: Number of courses undertaken by Division academic staff 2012-2017



Attending external courses is subject to funding. Clinical academics may be able to use financial support for courses from their NHS employers (e.g. pro rata set at £1,000 per annum at Camden & Islington Foundation NHS Trust). Whilst most grants will include stipends for Ras, PDRAs and trial managers to attend conferences and present their work, this is often limited to a certain number of research staff that can take up this opportunity each year. Where appropriate, staff are encouraged to attend local courses run by bodies such as the NIHR Collaborations for Leadership in Applied Health Research and Care (CLAHRCs) and UCL.

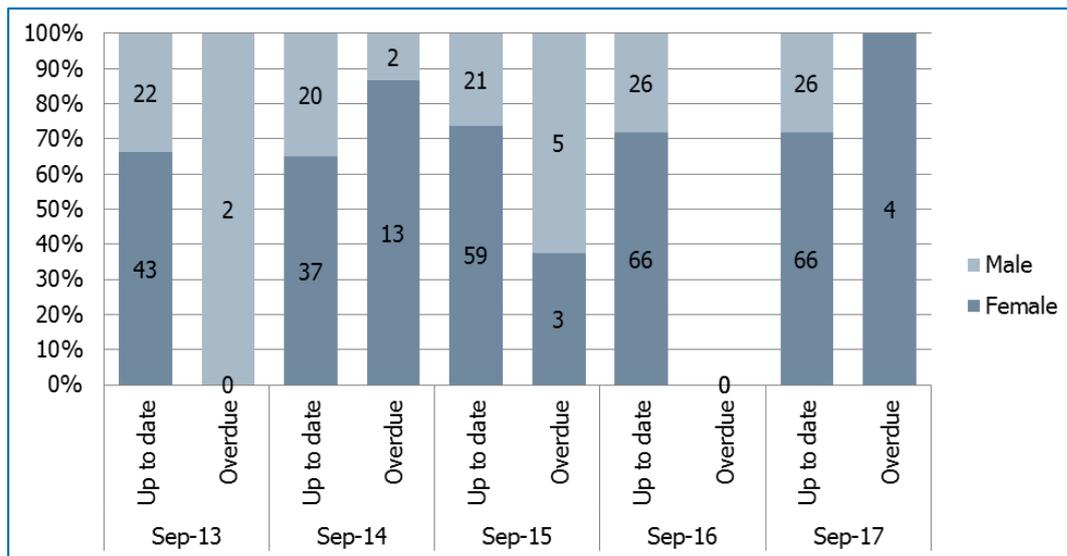
Further, the Division supports two initiatives: 1. a travel fund for early career researchers to attend a national or international conference if their presentation has been accepted; 2. a training fund to assist academic staff with course attendance of up to £1,000 per annum where there is not a suitable UCL based course available and grant funding is unavailable. (Action 2.2)

(ii) Appraisal/development review

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

We are committed to carrying out appraisals annually, although we will need longer to ensure that all have had an appraisal completed in this timeframe. Whilst 91% of staff thought of the appraisal as helpful in discussing career progression and workload, we identified variable experience of the process which ranged from firm support (**Have one!**) to being perceived as “**unsatisfactory or perfunctory**” (2017 staff survey). In order to standardise the process and improve its utility, appraisers are required to attend training and data about appraisal feedback are gathered in the annual Division staff survey. UCL considers appraisal to be up to date if completed within the previous 18 months and figure 16 shows that 96% of the Division’s academic staff had an up to date appraisal as of September 2017.

Figure 16: Division appraisal completion rates for academic staff 2012-2017



Experience of appraisals has been variable with 1:5 reporting that career progression was not discussed during appraisal and 60% of female staff (vs 71% of males) knowing how to prepare for promotion (Action 2.1-Priority).

(iii) Support given to academic staff for career progression

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

We are committed to supporting all our researchers to achieve their career goals. As well as specific research support as detailed below, we also provide guidance regarding

underpinning skills such as leadership, project management, resilience and personal effectiveness. Junior academic staff who are interested in an academic career (RAs, PGRAs, trial/programme managers and lecturers) are able to access the Division's mentoring scheme. The scheme aims at helping individuals identify and achieve goals related to career progression such as advice about publications, obtaining research funding and fellowships, developing collaborations and gaining experience supervising junior staff and leading on aspects of research projects. The mentors are senior academic staff (11M, 15F). We hold annual surveys of the scheme, which show a degree of fluctuation in satisfaction rates between 2015 -2017 (57%, 92% and 77% respectively) with 70% of mentees commenting in the 2017 survey that they were more confident in pursuing their career goals as a result of taking part in the scheme. Mentees report that they have received valuable support from the mentors:

**My mentor made me aware of a wide variety of career options that I wasn't necessarily aware of before. I was also able to brainstorm different career paths to my particular end goal which made me feel less confined and made me feel more hopeful. *Response; 2017 Mentoring survey***

We have been continually improving the mentoring scheme. For example, in response to feedback from mentees about the need to formalise mentoring sessions, **we have developed a mentoring handbook providing detailed information about the rationale and what to be expected from the sessions.** We are also exploring e-learning courses and face to face teaching to help mentors develop their skills. We are keen to increase uptake of mentees onto the scheme through promoting the scheme more widely and discussing the scheme as part of supervision and annual appraisal. Other mentoring functions are also served by specific groups set up to support individuals in pursuing academic goals such as applying for fellowships and which are reported later in the application. We shall continue to monitor progress via the annual survey and respond as required. (Action 2.3)

**(iv) Support given to students (at any level) for academic career progression**

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

The Division has a vibrant and active MPhil/PhD student community, which runs its own bimonthly PhD study group meetings. Talks focusing on academic career progression have included applying for post-doctoral fellowships, the pathway to becoming an independent researcher and alternative pathways to pursuing a non-clinical academic career.

There are a range of sources of support for academic career progression for students on the MSc Clinical Mental Health Sciences and MSc Mental Health Research programmes. Prior to starting the course in September, the MSc course leaders set up a Facebook group for students enrolled on the course that year. Throughout the academic year, relevant training opportunities, PhD studentships and job opportunities are posted on this forum by both staff and students. In addition to this, there is a Moodle page which

provides resources for careers in mental health, such as information on applying for PhDs, different schemes available to students e.g. the ESRC Doctoral Training School at UCL, training courses for Clinical Psychology, Mental Health Nursing, Social Work, IAPT, Speech and Language Therapy, etc. The MSc staff run approximately 5-6 careers workshops throughout the year for students and research staff. Topics include 'Marketing your degree overseas', 'So you want to be a clinical psychologist' and 'Next steps in mental health careers'. A mixture of internal and external speakers presents at these workshops and there is always a Q&A session at the end for students to ask any question not already covered. A timetable of these events is included in the student information pack and is also advertised in the intranet.

The Division has a post-graduate student mentor who is independent from the MSc and available to students for career advice. Students are also referred to UCL-wide careers services. The MSc Clinical Mental Health Sciences programme offers an optional clinical or research placement so that students can develop practical experience and skills alongside their degree. This is usually in the form of a 6-12 months voluntary placement, about one day a week and is essential for a career in Clinical Psychology as well as in an academic career.

The Division also has two postgraduate tutors who are available to discuss career progression with PhD students, and every student has formal supervisory team meetings where training and development needs are discussed and opportunities within the division that can help on the pathway to an academic career are shared (e.g. getting involved in teaching on the MSc, co-supervising MSc student projects, conference presentations, publishing papers).

**The staff in the department make this course: not only are they incredibly knowledgeable, but also welcoming and supportive, always happy to answer questions and talk things through. *MSc Clinical Mental Health Sciences student***

**I would highly recommend this course for those who want to be challenged, develop professional research skills, and build up their clinical experience. *MSc Clinical Mental Health Sciences student***

Our graduates are well placed to pursue careers in the global academic world. Destinations include clinical psychology, the commercial sector, international organisations, private sector and Non-Governmental Organisations (NGOs).

The School of Life and Medical Sciences Academic Careers Office has launched a new programme of peer mentoring which will be made available to the Division students and PDRAs (ADAPT Together). UCL also offers a 2½ hour induction course for postdoctoral researchers and new research staff in order to talk about "key institutional and national drivers that promote research performance and researcher career development". The course aims to encourage peer relationships and to create networking opportunities; it is supported by the vice Provost for Research and HR and is circulated within all UCL Divisions and Faculties. We have encouraged our PDRAs and new research staff for whom it is relevant to attend (via email and in supervision) and will monitor uptake. (Action 2.3)

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

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

The non-clinical early career researcher group (ECR) was established in the Division in February 2017 and meets monthly to provide support and guidance to early career researchers/academic staff (PDRAs up until being awarded a permanent academic position). It is co-chaired by a male (Reader) and a female member (Post Doctoral Fellow) of the Division. It provides a space for researchers to present ideas for future grants, fellowships or promotion activities, where they can receive constructive and detailed feedback, in confidence, from peers. The chairs also organise specific career events from external speakers to help our researchers achieve their academic goals; two have been invited to date (1M, 1F). The chairs circulate relevant career development events to the non-clinical ECR via email. The group currently has 43 members, and meetings are attended by, on average, between 10-15 participants. It is approximately 16% male, reflecting the balance of the postdoctoral community in psychiatry and psychology at this level. Since its inception, the group has helped its membership prepare at least 5 fellowship or grant applications, with 1 application successfully funded by the Wellcome Trust and 2 still to be confirmed.

**The non-clinical (very important!!) early career research group has been vital to me finding my peers within the dept. As a contracted researcher, it can be a very project-focused environment. This group has given me space and support to pursue career development goals. I don't think this would have been so easy without the structure provided by and expertise within the group, especially from the group leaders. *Early Career Research Group member***

In cases of unsuccessful applications, candidates meet with their supervisors to think through the feedback, make decisions about re-applying and to which funder and investigate opportunities for support whilst the candidates revises his/her application. All staff can request input with their grant applications from other members of the Division and Division staff take part in mock interviews for those whose proposals have been shortlisted and for students due PhD vivas. Where appropriate, staff may be directed to grant writing courses and such needs can be identified and discussed during the appraisal process. The Division Director may organise confidential reviews of unsuccessful grant applications and feedback to applicants if requested.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

#### (i) Training

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

#### (vi) Appraisal/development review

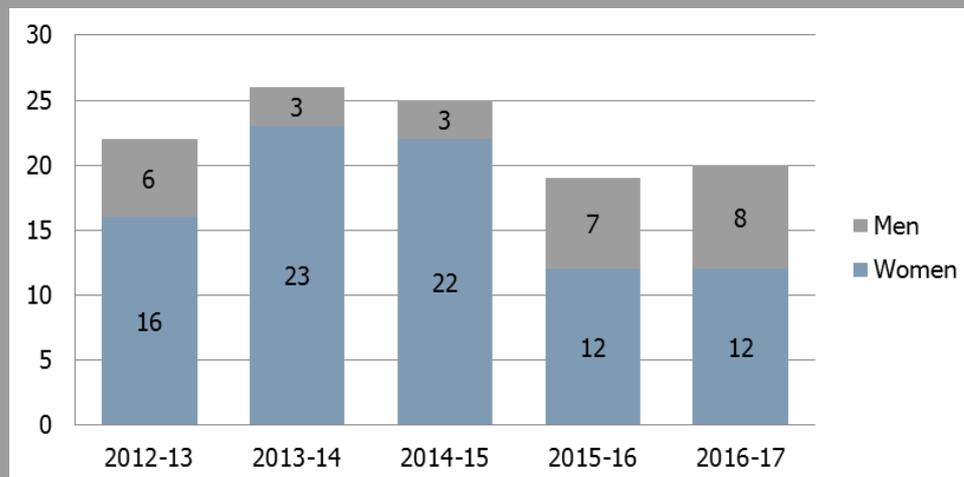
Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

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

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

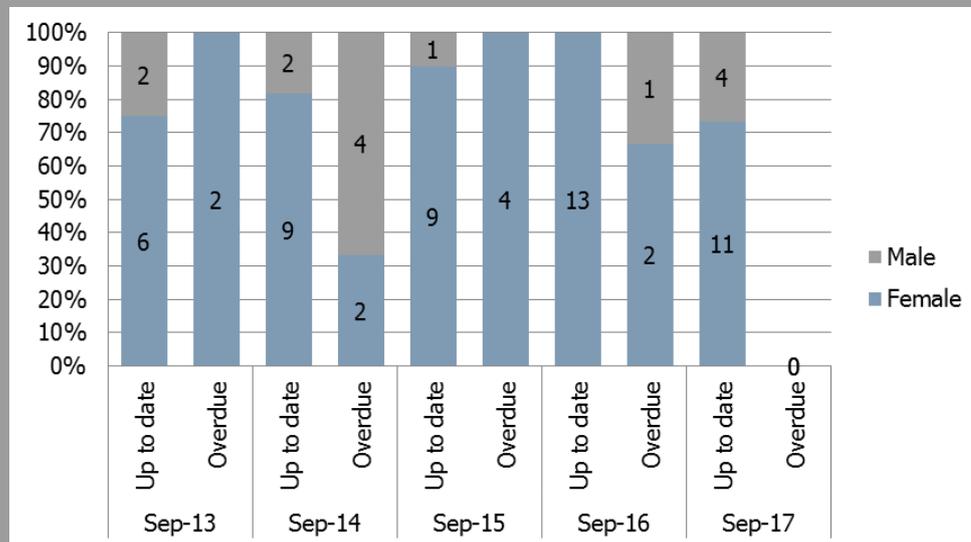
At UCL, PS core staff are not eligible for promotion. However, we encourage career development so that staff can progress by applying for higher graded posts generally outside of the division due to the small number of available core PS posts (Action 2.4). Continuing Professional Development includes seminars in leadership, job shadowing, acting up, representing the Division at FBS or wider meetings or initiatives, and secondments where appropriate. PS staff are encouraged to attend training courses as shown in figure 17.

Figure 17: Division PS staff participation in training 2012-2017



Further, PS staff also have appraisals (figure 18). As the data show, only a minority may be overdue and those are being flagged by one of the core PS staff.

Figure 18: Division PS staff appraisal completion



We have already mentioned the mentoring scheme and the TOPS review in section 5.2. **PS staff on grant funded posts, may also access Divisional funds to undertake training relating to their work if not covered by existing funding.**

### 5.5. Flexible working and managing career breaks

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

NB: There were no PS staff, core or grant funded in this category.

#### (i) Cover and support for maternity and adoption leave: before leave

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

**100% of those responding to the 2017 staff survey said that they felt supported in returning to work after maternity/parental/carers leave. *Division staff survey 2017***

Our two parental leave buddies are publicised throughout the Division (on our Athena noticeboards) as contact points for those planning or considering parental leave. Dr Cooper has three and Dr Bass has two children, all of whom are under eight and they have enjoyed sharing their experiences with those who have contacted them, and have learnt from others' experiences. They have been consulted by one male and four female members of the Division in the last 18 months. Topics have included how to stop academic work completely during leave, and for some who make the choice to carry on with certain aspects of their academic work, for example through taking KIT (keeping in touch days), how to ensure they do so in a way that is led by them and maintains the

balance of work and family life. Coping with illness during pregnancy, and whether to return to work full or part-time and how to share leave between parents have also been discussed.

(ii) **Cover and support for maternity and adoption leave: during leave**

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

Staff are advised to consult with HR for general information on rights and how to organise their leave arrangements as well as being directed to the relevant sections of the Division handbook. Also, as mentioned above, they have access to the parental leave buddies to discuss KIT and other issues as they may arise. [The 2017 staff survey showed that 83% were aware of such leave \(up from 65% in 2016\).](#)

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

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

Cover is provided for maternity/adoption leave for duties over that period. PhD student or post doc leave is covered if grant funded; otherwise only urgent tasks are taken over by other staff as needed. The Division handbook includes information for parents on childcare vouchers, parent and carer groups, breastfeeding and local nurseries. New parents are encouraged to attend the Division and their research groups to introduce their baby and to contact their line managers about agreeing a plan of return to work. In addition, we provide a quiet, private room for women to express breast milk on return to work from maternity leave. Our survey indicates that staff are aware of UCL provision of nursery facilities, parenting support groups and courses on returning from maternity leave. [Three-quarters of female staff felt supported on return from personal/domestic leave as reported in the 2017 staff survey.](#)

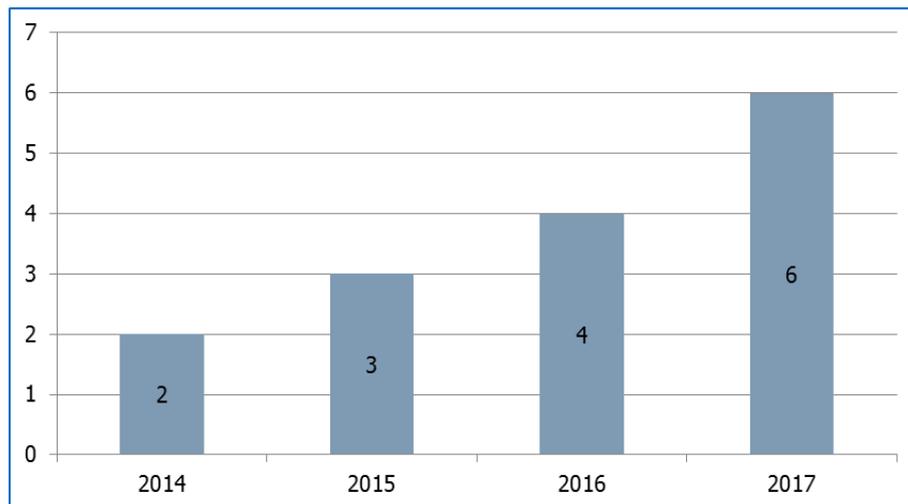
(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

As shown in figure 19, all those who took maternity leave have returned to work. Our plans are to ensure ongoing support for those in part-time posts and to promote flexibility in working arrangements.

No one has had their contract terminated whilst on maternity leave.

Figure 19: Division academic staff uptake of maternity leave 2014-2017



#### SILVER APPLICATIONS ONLY

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

Of the 9 people who have taken and completed their maternity leave between 2014-17 (grades 1-3), 6 (67%) have remained in employment in the Division 6 months after returning from maternity leave; 4 remained in employment 12 and 18 months after returning from leave.

#### (v) Paternity, shared parental, adoption, and parental leave uptake

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

Between 2014-17, UCL records show two male staff have requested and taken formal paternity leave, but adoption or shared parental leave have not been requested. However, we are aware of two other new fathers in the Division who took paternity leave, one of whom also took shared parental leave who are not included in these central records. We believe these arrangements may have been made directly and informally with their line managers and take this to be a positive reflection of the family friendly culture of the Division. However, as the shared parental leave has come into effect, we will endeavour to record not only formal but also informal arrangements made by individual staff (figure 20). (Action 3.4)

(vi) Flexible working

Provide information on the flexible working arrangements available.

Sixty-five per cent of staff in the division report that they are aware of the guidance on flexible working and home working. Posters informing of the options for flexible working are on Division noticeboards and a brief piece on the various types of flexible working was written for the newsletter. Details on flexible working are also included in the Division handbook, as is a clear statement that some staff working flexibly may find it helpful to send emails outside of usual working hours (for example evenings, weekends or during holidays), but that there is not an expectation that other members of staff will reply during these times. Senior staff who work flexibly have included statements in their email signatures such as: *I work flexibly and sometimes send emails at odd times, but I only expect responses in working hours (unless convenient for you)!*

It is understood that staff may make formal applications to seek flexible working arrangements and others work flexibly on a more informal basis. However, it is essential to ensure that the latter is not dependent on the manager's discretion and that challenges to working flexibly are identified and addressed. For example, staff should be asked about the information included in the handbook proactively, and all managers to ensure that they identify support actions for any issues and concerns raised by staff. (Action 2.5) Staff are encouraged to approach the Head of the Department or the Division Director if s/he finds the manager's decisions unhelpful.

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

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

The UCL Work Life Balance policy (<http://www.ucl.ac.uk/hr/docs/work-life-balance-policy.pdf>), indicates that staff who request (or agree to) revised working arrangements do so voluntarily and should consider the potential financial implications of their choice on their salary, pension benefits etc. However, contractual entitlements must be upheld. Once revised working arrangements have been made, this is likely to lead to a permanent change to the individual's terms and conditions of employment on completion of a trial period. Therefore, staff must be guided through this process and ensure that s/he have looked at all available options and have HR support to make informed choices.

## 5.6. Organisation and culture

(i) Culture

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

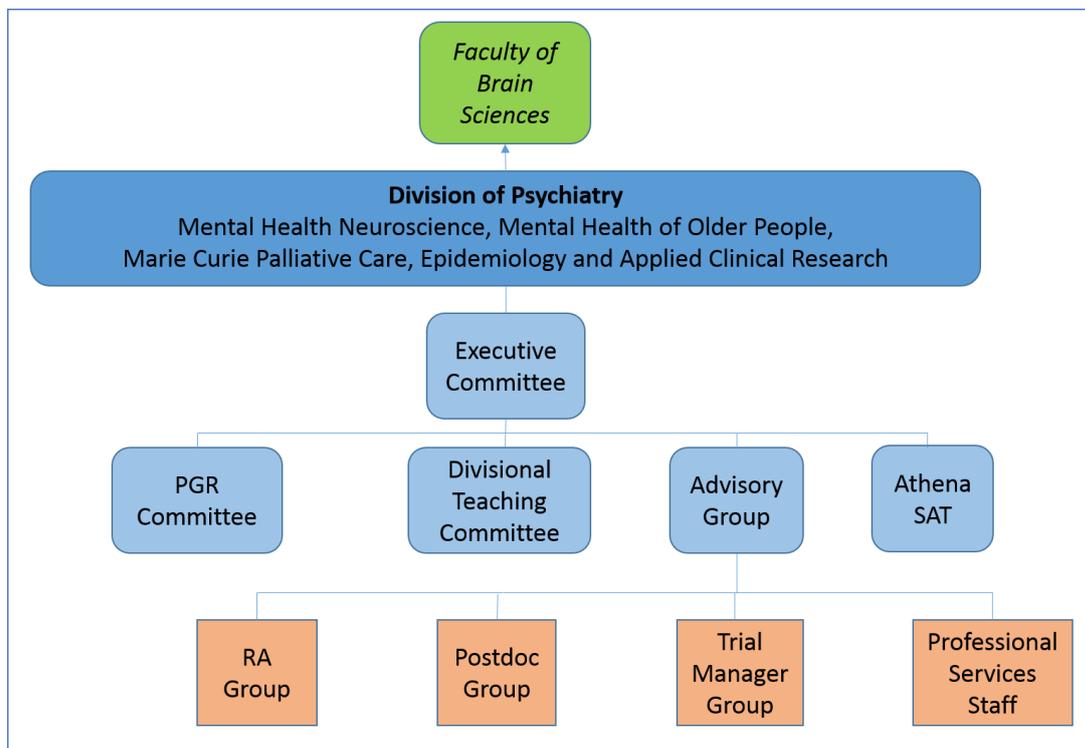
The Division (structure shown in figure 20) aims to offer a friendly and supportive environment to staff and students. Recent UCL-wide surveys suggest that the Division scores higher on many domains compared with the rest of UCL. For example, Division staff had the highest employee engagement index in the Faculty of Brain Sciences (83% vs 76%) and higher than UCL-wide (83% vs 72%); staff report high levels of satisfaction with their jobs (93%; and 90% report that they are supported effectively).

**Wonderful to be surrounded by such inspiring women of all levels. Response; 2017 staff survey**

**Certainly streets ahead of other academic environments. Response; 2017 staff survey**

Ninety-five per cent of staff said that they are treated with fairness and respect (2017 Division staff survey, 13% more than the UCL average) and a similar proportion of staff considered it a good place to return to after a holiday.

Figure 20: Division organogram



We include the silver Athena logo on our website and have increased visibility of the Athena related work through Divisional seminars where it is a standing item, regular SAT meetings and monitoring completion or progress of the actions that we have set.

In recent years we have improved our celebration of staff achievements in tweets/social media, at our regular all-staff meetings and at Division and Faculty levels via the relevant newsletters.

However, our Division staff survey (similar to the UCL wide survey) also showed that there were areas that required further investigation, especially in the area of bullying and harassment with 12% of staff (approximately the same as the UCL average) reporting that they had witnessed or experienced such practices themselves. Since the surveys were completed we have taken action that includes **mandatory training of staff on Dignity at work** (1<sup>st</sup> workshop was held in March 2018), **appointing Dignity at work advisors** (1M and 1F at Athena grades 6 and 4 respectively) and asking all staff to report any such events in order to promote a culture of openness and reassure our staff that such reports are dealt with promptly. It is already **apparent that staff perceive this as a positive response** with 2 incidents that have since been investigated and fully resolved. (Action 3.1-Priority)

**UCL and the Division believe that all members of staff are entitled to a workplace free from bullying, intimidation, harassment or victimisation. Staff should be treated with dignity, respect and courtesy while being valued for their skills and abilities. *Staff handbook 2018***

(ii) HR policies

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

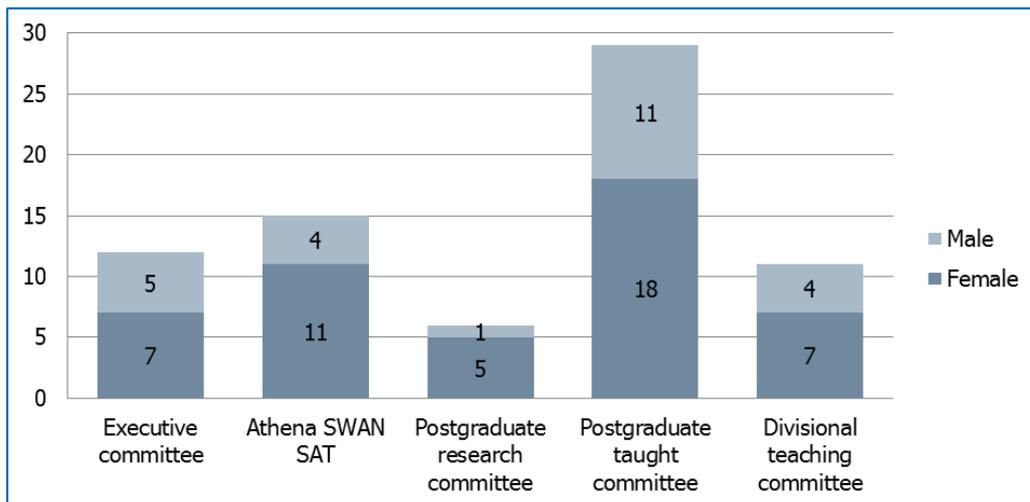
The Division adheres to the UCL core values and expectations of staff behaviour. The Division staff handbook includes information on all HR policies. Core PS staff advise on HR issues and we also have access to the UCL intranet for advice. All staff receive relevant information in their induction including about the probation period and process. Delays are flagged and a register for all appraisals and training is kept by the Division manager. Equality and diversity training is mandatory and the Director has set up a confidential system for reporting bullying, harassment and unacceptable behaviours. Eighty-five per cent of Division staff report that individual differences are respected, 5% more than the UCL average.

(iii) Representation of men and women on committees

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

The Division endeavours to minimise the number of committees it runs. There are currently 5 (figure 21). Both male and female staff are represented on all committees commensurate with the proportions of such staff in the Division.

Figure 21. Division Committee gender representation



The Division's Executive Committee is responsible for setting our strategy and it links with the FBS Executive and higher management structures within UCL. The Executive Committee also cascades information and University directives to the Division's Advisory Group.

(iv) Participation on influential external committees

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

Participation in committees outside the Divisional ones is important in order to increase visibility of our staff and consequently of the Division, enhances networks and provide further opportunities for career development. When the Division Director cannot attend the FBS executive committee, other colleagues (2F) attend on his behalf. All committee and leadership roles are advertised where appropriate. In cases where there are unsuccessful outcomes, advice is given in how to improve/change aspects of CVs or acquire new skills and such conversations are encouraged in appraisal.

All members of the Division Executive are invited to the FBS leadership committee where UCL-wide strategic issues are being discussed.

(v) Workload model

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

The Division has developed and piloted (February 2018) a workload model for use by staff at Athena grade 3 and above which we will be using to assist with career

progression and to monitor responsibilities and role allocation. It captures information on teaching, administrative and research activities as well as outreach, mentoring and other duties. Anonymised data will be used to monitor whether there is an equitable distribution of tasks across the division. The model will continue to evolve in response to feedback.

In our pilot, 29 out of 47 eligible staff responded (14M: 15F). The preliminary findings show that there are not any obvious gender disparities in workload for activities such as teaching, research and related activities. Women were more likely to report chairing a Divisional committee (5F:2M), sitting on a university committee (11F:7M), holding a faculty or division graduate tutor post (3F:0M) or taking part in outreach activities (31F: 17M). Similar numbers of men and women are currently chief investigators on grants (29 F:27M). Men reported more publishing (115F:144M) or peer reviewing (134F:188M) activities and these are areas we will monitor closely for trends. We will add the workload survey to the staff and mentoring surveys we hold annually and the findings will feed into the annual appraisals and allocation of duties. (Action 3.2)

#### (vi) Timing of departmental meetings and social gatherings

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

Our core hours have long been 10am-4 pm to allow staff to manage the school run or other caring responsibilities. We hold advisory group meetings at 3 pm and we will be moving the academic seminars to 3 pm too from the academic year 2018-2019. Social gatherings are advertised well in advance to ensure that anyone with caring responsibilities can make arrangements (such as the all staff Christmas and summer parties) if after 5pm.

Below is a tweet and picture of our quiz night that was held at the Division with pizza and refreshments and which attracted 40 staff in support of the Doorstep Project Charity in Camden (figure 22).

Figure 22: Tweeting about the Division Quiz night



#### (vii) Visibility of role models

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

We are mindful to ensure that academic research reflects equally on male and female achievements in the guest lecturers. All seminars are advertised widely and on the Division website. Speakers are suggested by staff to the seminar organisers. The SAT reviews the speaker list annually. Since 2014, there have been either more or equal numbers of female speakers (50:50 in 2016/2017). (Action 3.3)

#### (viii) Outreach activities

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

Outreach is an important activity and is recognised via promotion at an individual level in appraisal and promotion (referred to as knowledge transfer/exchange). In the last 12 months male staff gave 17 presentations at schools, to the general public or trainee doctors, with female staff taking part in a total of 31 such activities. Below we present specific examples of public engagement and outreach:

All senior clinical academics of the Division (Grades 5-6) attend the monthly induction of the local NHS Trust in order to 1. talk about our research and its influence on patient care and 2. enthuse male and female NHS staff to support research and consider its relevance to their practice. This initiative started in 2016. Further, clinical academics take it in turn to chair a journal seminar (NHS Trust academic programme) during which one of their publications is appraised, to guide the discussion and answer questions about the research. Those sessions also aim at attracting junior trainees interested in pursuing an academic career whether in Psychiatry or Psychology.

Dr Farhana Mann (Academic Clinical Fellow) won the Royal College of Psychiatry 2016 Morris Markowe Public Engagement prize for her article "Listen to the Lonely". Since 2015, the Division has been holding open evenings to showcase postgraduate study opportunities (figure 23).

Figure 23: Screenshot of an event for studying in the Division



## Postgraduate Study Open Evening Event - 29th March

### Division of Psychiatry UCL

MSc in Clinical Mental Health Sciences, Mental Health Sciences Research,  
MRes in Brain Sciences, and MSc in Dementia: Causes, Treatments, and  
Research Mental Health, and PhD studies at the Division of Psychiatry

Further, we offer placements via ERASMUS programmes, summer internships for undergraduates (2F in 2016-2017) where appropriate and participate in relevant science events.

Below is a list of selected outreach events by 3 M and 4 F Division academic staff in 2016 and 2017:

1. Promotion of STEMM careers to schoolchildren (1M, 1F) from low income or ethnic minority backgrounds (Destination STEMM programme; partnership between Windsor Fellowship and the Royal Society).
2. Engagement of public with science through social media (blogs, podcasts), lectures and articles in the national press (BBC Women's Hour, News night, Channel 4 etc)
3. Hosting undergraduate students for In2science short term posts to increase familiarity with mental illness/wellbeing and with dementia
4. School talks about mental illness and dementia (Dementia Friends Sessions for children and young people; Alzheimer's Society)
5. Contribution by Division staff to the Royal College of Psychiatrists working party to investigate the academic progression of female psychiatrists (figure 24).

Figure 24: Screenshot of tweet about the Women, Science, Medicine and Psychiatry podcast



6. The Mental Health Question Time team was nominated for the Provost's Public Engagement Awards 2018

**Mental Health Question Time Team:** Sonia Johnson, Farhana Mann, Francesca Solmi, Syeda Akhter, Psychiatry, in partnership with The Mental Elf (Mr Andre Tomlin) and The Lancet Psychiatry – nominated by Glyn Lewis, Psychiatry

Word count: 6738

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

**Dr Andrew Sommerlad (SAT member)**

[@atsommerlad](https://iris.ucl.ac.uk/iris/browse/profile?upi=ATSOM33)

I am a Wellcome Trust Research Training Fellow in UCL's Division of Psychiatry and an honorary specialist registrar in old age psychiatry at Camden and Islington NHS Foundation Trust. I research dementia epidemiology and am currently undertaking a PhD investigating the links between social isolation and dementia.

I have worked in the division since 2013 and have viewed my senior colleagues and peers as great sources of support and role models for my ambitions of becoming an independent clinical academic while also maintaining a desirable work-life balance. I am further supported by a mentor within the division (as per action 2.3). After unsuccessfully applying for external doctoral funding, I was encouraged by my supervisors and peers to persevere and was awarded a prestigious training fellowship after competitive interview in 2015, which I commenced in 2016.



My wife and I had our first child in May 2017 and I took advantage of UCL's enhanced paternity leave arrangement, which included four weeks with full pay. I was supported by my supervisors to ask the Wellcome Trust to extend my fellowship by this same length of time so that I did not lose funded time or feel pressured to work during paternity leave. Professional staff colleagues within the Division and UCL human resources made efforts to liaise with the Wellcome Trust to ensure my grant was supplemented.

Since our son's birth I have been supported by my supervisors to work flexibly, including working from home at times, and this has made it possible for me to maintain my academic productivity during a period which could otherwise have

been more demanding(action 2.5). Furthermore, I have been encouraged to consider the option of working less than full time (LTFT). As I have always been keen to take an active role in childcare, I am taking this option and have arranged to work four days per week once my wife returns to work from her maternity leave. My honorary clinical work has been scheduled to fit around my planned LTFT timetable and I feel confident that the flexibility afforded by my employment at UCL will allow me to respond to any emergency situations when my child is in childcare. As part of my PhD, I will visit collaborators at INSERM in Paris and I have been supported in arranging for my family to accompany me during this period of study, as well as at upcoming international conferences.

My supervisors have been enormously supportive in helping me to take on other roles which complement my training and build my experience of leadership and forge academic links (action 2.2). As a result, I have been a member of the Division's Athena SAT, a personal tutor and primary supervisor to MSc students and I supervise a research assistant and these roles have helped me to see the importance of supporting work-life balance in a supervisory role.

### **Dr Nuriye Kupeli**

<https://iris.ucl.ac.uk/iris/browse/profile?upi=NKUPE48>

I joined the Marie Curie Palliative Care Research Department within the Division of Psychiatry (DoP) in 2013 as a research assistant. I was employed to work on a Marie Curie funded programme of work to develop a new intervention to improve end of life care for people living with dementia and their family carers. Prior to joining the department, I completed a PhD in Health Psychology exploring the role of stress and affect regulation in problematic weight regulation. My managers and colleagues supported my transition from Health Psychology to Dementia research and



I was given the space to develop my understanding and knowledge of this area and even given the opportunity to lead work packages within programmes of work. As a new member of staff, I was encouraged to draw on the support and guidance provided by the mentoring scheme (action 2.3). I was assigned to a senior academic with whom I would discuss my goals and aspirations. This valuable resource allowed me to obtain advice and support on how I could achieve my goals.

The departmental philosophy of developing early career researchers (action 2.2.) includes supporting individuals like myself to develop their own ideas and apply for fellowships. In my case, I was supported by senior colleagues to apply for an Alzheimer's Society fellowship. However, during the process of developing my

own ideas and preparing my fellowship I was introduced to and encouraged to forge links with other academics with similar interests. This supportive environment meant I was able to draw on the experience and expertise of well-known scholars in the field to help develop a fellowship proposal. In addition to developing my own ideas, I have also worked with senior colleagues to apply for research funding including a Marie Curie and Economic and Social Research Council co-funded PhD studentship which will give me the opportunity to support and guide a doctoral student to conduct an independent piece of research.

I feel very fortunate to be working in a supportive and encouraging department. Having recently been diagnosed with coeliac disease, I was encouraged to work flexibly (action 2.5). This possibility took the stress out of adapting to my condition and meant I could attend appointments without reducing my productivity.

My managers “go for it” attitude means I have been able to make the most of opportunities which encouraged both personal and professional development. These include becoming a member of the qualitative researchers working group which enabled me to collaborate with researchers across UCL to organise events and undertaking leadership training such as the UCL’s Springboard for Women’s Development Programme. I have benefited greatly from the opportunities that have been available to me. Having developed both personally and professionally, I was encouraged to apply and was successful in being awarded a senior research associate position within four years of joining the department. I feel fortunate to be working with managers and colleagues who have supported and encouraged me to develop as a person and scientist.

**Word count: 983**



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