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
Word limit	**10,500**	**12,000**
Recommended word count		
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

Please see email below giving permission to use an additional 500 words.

From: Dani Glazzard <dani.glazzard@advance-he.ac.uk>
Sent: 13 May 2021 17:16
To: Saraiva Ayash, Ana <a.saraiva@ucl.ac.uk>; Athena Swan <Athena.Swan@advance-he.ac.uk>;
Tamara Szucs <tamara.szucs@advance-he.ac.uk>
Subject: Re: query about departmental eligibility

Dear Ana,
Thanks for your email. Yes we are happy to grant the Gatsby Computational Neuroscience Unit and Sainsbury Wellcome Centre joint application an additional 500 words for their April 2021 submission, given the circumstances detailed around the joint departmental application. The additional words are to allow the departments to analyse the quantitative and qualitative data effectively by gender for each unit/discipline and explain the relevant governance/self-assessment structures, which may be more complicated in a joint application.

List of abbreviations:

AP	Action Plan
AS	Athena SWAN
CSO	Chief Scientific Officer
EDI	Equality, Diversity and Inclusion
FLS	Faculty of Life Sciences
FTE	Full-time Equivalent position
GCF	Gatsby Charitable Foundation
GCNU	Gatsby Computational Neuroscience Unit
GL	Group Leader
HESA	Higher Education Statistics Agency
GL	Group Leader
HR	SWC Human Resources
SAT	Self-Assessment Team
SPM	Scientific Programme Manager
SWC	Sainsbury Wellcome Centre
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UCL	University College London

Name of institution	UCL
Department	Joint application from the Sainsbury Wellcome Centre and Gatsby Computational Neuroscience Unit
Focus of department	**STEMM**
Date of application	May 2021
Award Level	**Bronze**
Institution Athena SWAN award	**Date: 2006, 2009, 2012, 2015 (Silver)**
Contact for application Must be based in the department	SWC: Lena Bach, Tom Otis GCNU: Ana Saraiva Ayash, Mike Sainsbury
Email	l.bach@ucl.ac.uk; t.otis@ucl.ac.uk; a.saraiva@ucl.ac.uk; m.sainsbury@ucl.ac.uk
Telephone	+44(0)2031088002
Departmental website	www.sainsburywellcome.org, www.gatsby.ucl.ac.uk

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.

Dear Athena SWAN Panel,

As Directors of the Sainsbury Wellcome Centre (SWC) and Gatsby Computational Neuroscience Unit (GCNU), we are delighted to support the first joint departmental submission for an Athena SWAN (AS) Bronze award. GCNU was founded in 1998; in 2014 our funders launched the SWC and constructed a unified purpose-built space for experimental neuroscientists (SWC) to interact and collaborate with theoretical neuroscientists (GCNU). Indeed, the basis for submitting a joint application stems from our common academic mission, linked educational activities, shared governance and culture, and close collaboration in the same building.

In taking on leadership roles in 2017 (GCNU) and 2018 (SWC), we have sought to build a welcoming, inclusive culture and have worked together to ensure that equality and diversity are central to both Departments' strategies. Like many STEMM areas, experimental and theoretical neuroscience face serious challenges with gender diversity. This is seen at SWC, which has near equality at PhD level, dropping to ~25% women at faculty level; and at GCNU which has 27% female PhD students and 20% female faculty. Our data indicate a loss of outstanding female researchers at the transitions from doctorate to postdoctoral fellow, and from postdoc to independent group leader.

We fully support the Joint AS SAT's analysis of key issues and thoughtfully considered action plan to address these challenges, including:

- **Career Development Barriers**: SWC, supported by GCF, are working closely with UCL HR to pilot a scheme for childcare costs for early career staff.
- **Improving Mentoring and Career Development Programmes**: Tailored support to empower early career researchers to flourish in their future careers, whether academic or not.
- **'Leaky Pipeline' at PhD to postdoc and postdoc to faculty transitions:**
- Targeted recruitment has led to appointment of female Group leaders in the last 2/2 rounds at SWC, and an offer made in 1/2 recruitments at GCNU. We will continue with this successful approach.
- **Visibility of Role Models:** It is imperative to ensure diversity among all invited speakers as well as Visiting and Affiliate Researchers and our Scientific Advisory Board.
- **Research Culture:** We have established Research Culture Working Groups, broadening inclusion and providing fora for all voices at SWC and GCNU to design and implement initiatives that will make our departments truly progressive and empowering places to work.
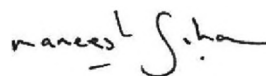
In addition, we are both directly involved in EDI efforts. Prof. Sahani serves on the AS SAT, while Prof. Mrsic-Flogel is an ambassador for the ALBA Network, a Europe-wide initiative to foster equality and diversity in the brain sciences by promoting best practice, recognising outstanding contributions to science and diversity and providing mentoring for underrepresented groups.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. While we still have progress to make, we are committed to these plans and are confident they will have positive effects. This application, and the work that has gone towards it, has our strongest support.

Yours faithfully,

Tom Mrsic-Flogel, PhD
SWC Director and Professor of
Neuroscience

Maneesh Sahani, Ph.D.
GCNU Director and Professor of
Theoretical Neuroscience

490/500 words

2. DESCRIPTION OF THE DEPARTMENT

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.

Our application for an Athena Swan Bronze award is submitted jointly by two closely linked departments at UCL, the Gatsby Computational Neuroscience Unit (GCNU) and the Sainsbury Wellcome Centre (SWC), both part of the Faculty of Life Sciences (FLS).

GCNU was created in 1998 with funding from the Gatsby Charitable Foundation (GCF). GCNU's research strengths are in theoretical and computational neuroscience and machine learning, with the goal of understanding the mathematical principles of learning, perception and action in brains and machines.

SWC was established through a partnership between GCF and the Wellcome Trust with the principal aim of creating a world-leading centre focusing on understanding how neural circuits give rise to behaviour.

A custom-designed research building housing both departments (SWC new, GCNU relocated from Queen Square) opened in autumn 2016, providing integrated office and laboratory space to facilitate interactions and collaborations between theoretical (GCNU) and experimental (SWC) groups and help achieve their shared mission to understand brain function. A photo of the new building and its location relative to the main UCL campus are depicted in **Figure 1 and 2.**

Figure 1 and 2 – Main entrance (left) and location (right, green circle) of the Sainsbury Wellcome Centre building. Yellow circles indicate our main UCL collaborators.

Reflecting our common mission, GCNU and SWC share a joint governance structure with a common external Governing Board consisting of voting members from UCL, Wellcome, GCF, and four external scientists with expertise in our fields (**Figure 3**).
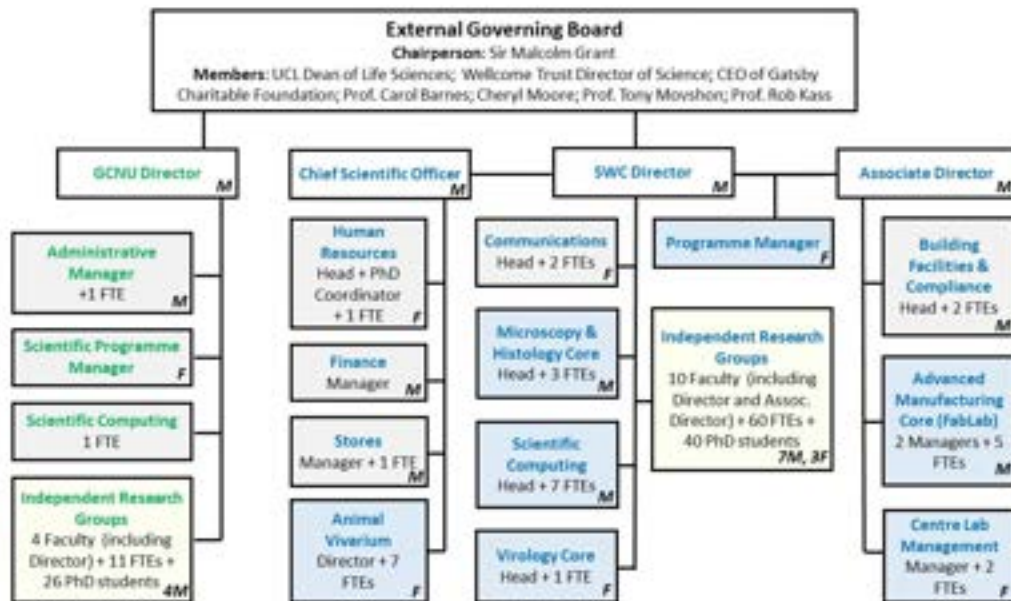
Figure 3 - Organogram and governance overview of GCNU (green) and SWC (blue).
Professional support services are denoted in grey boxes, research staff (cores) in light blue, and independent research groups in yellow. Genders are indicated for all of the managerial positions in the bottom right corners of boxes. For GCNU, the Administrative Manager acts as an HR and Finance manager, the Scientific Programme Manager manages the PhD programme, scientific interactions, and communications, and the Head of Scientific Computing is shared.

Guided by this governing body, GCNU and SWC have established many joint programmes, including merging parts of the PhD programmes, creating joint postdoctoral fellowships, and recruiting a joint faculty position. The small sizes (4 GCNU and 10 SWC faculty), close interactions, and linked culture of the two departments were factors motivating the carefully considered decision to apply together.

Since 2016, SWC has expanded rapidly. As of October 2020, SWC comprised **117 FTEs** and **40 PhD students,** while GCNU consisted of **19 FTEs** and **26 PhD students (**see **TABLE 1**). In addition to traditional academic roles, FTEs include research staff and dedicated professional support teams.

TABLE 1. Gender distribution across roles in GCNU & SWC, December 2020						
	PhD students	Postdoctoral Fellows	Research Staff	Professional Support	Faculty	TOTAL
TOTAL	26F/40M (33%)	24F/33M (45%)	19F/29M (40%)	8F/8M (50%)	3F/12M (20%)	81F/122M (40%)
GCNU	7F/19M (27%)	5F/6M (45%)	0F/1M (0%)	1F/2M (33%)	0F/4M* (0%)	13F/32M (29%)
SWC	19F/21M (48%)	19F/27M (41%)	19F/28M (40%)	7F/6M (54%)	3F/7M (30%)	67F/90M (43%)

* A female faculty member, not listed here, has been made an offer.

GCNU and SWC are full time research departments sharing an academic mission to understand brain function. We have closely coordinated PhD Programmes, numerous common events and committees and are housed together in a dedicated research building. Given the intertwined nature of our departments, the greatest improvements will be realised through a joint Athena SWAN effort.

376/500 words

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

(ii) an account of the self-assessment process

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

The joint Self-Assessment Team (SAT), formed in 2018, includes diverse members from both SWC and GCNU working across a variety of roles (**TABLE 2**). In aggregate there are 17 members (7M/10F) representing all role types, with 3 PhD students, 3 postdoctoral fellows, 3 research staff, 3 professional services staff, and 5 faculty members.

TABLE 2. Joint Self-Assessment Team		
Name and Position	**Role and Grade**	**SAT Role and Relevant Experience** *Note: Information has been redacted in this section*
Sainsbury Wellcome Centre Members		
Lena Bach (**F**) **SAT Co-Chair**	**HR Manager; Grade 8**	
Tom Otis (**M**) **SAT Co-Chair**	**Professor & Chief Scientific Officer; Grade 10**	
Robb Barrett (**M**)	**Advanced Manufacturing Fabrication Lab Manager, Grade 9**	
Naureen Ghani (**F**)	**Y2 PhD student**	
Sonja Hofer (**F**)	**Professor & Group Leader, Grade 10**	
Dr. Sepi Keshavarzi (**F**)	**Senior Postdoctoral Fellow, Grade 8**	
Dr. Yaara Lefler (**F**)	**Senior Postdoctoral Fellow, Grade 8**	
Dr. Andrew Murray (**M**)	**Lecturer & Group Leader, Grade 8**	
Sian Murphy (**F**)	**Named Animal Care & Welfare Officer (NACWO), Grade 7**	
Dr. Klara Otis (**F**)	**PhD Programme Coordinator, Grade 7**	
Spencer Wilson (**M**)	**Y3 PhD student**	

Gatsby Computational Neuroscience Unit Members		
Dr. Ana Saraiva Ayash (**F**) **SAT Co-Chair**	**Scientific Programme Manager, Grade 8**	
Mike Sainsbury (**M**) **SAT Co-Chair**	**Centre Manager, Grade 8**	
Lea Duncker **(F)**	**Y4 PhD student**	
Peter Latham **(M)**	**Professor & Group Leader, Grade 10**	
Dr. Francesca Mastrogiuseppe **(F)**	**Postdoctoral Fellow, Grade 7**	
Maneesh Sahani **(M)**	**Professor & Director, Grade 10**	

Throughout the process we have sought broad input across the institution. We have been in close contact with the UCL AS Team, attending meetings focused on aspects of the application process and having extensive interactions with the UCL AS Manager. The Provost's Envoy for Gender Equality gave a seminar to SWC on AS principles and learnings from the LMCB efforts towards their successful Gold Award application. A follow-up discussion was set up to discuss specific issues relevant to this joint application. Formal feedback on drafts of this application has been provided by a UCL internal mock panel.

Our SAT has met twelve times since summer 2018 (approximately quarterly) and separate meetings of the two SAT departmental components have taken place to consider sub-group specific matters and to formulate departmental-specific action plans. The SAT conducted two surveys of all members of SWC and GCNU, the first in 2018 shortly after SWC had opened, and the most recent in December 2020 (see **Summary Box** below)**.** The 2018 survey was conducted at a time when the SWC was much smaller (<50 FTEs), complicating longitudinal analyses. **With this in mind, we rely on results from the December 2020 survey throughout the application**.

Summary of Athena SWAN Survey conducted Dec 2020

- 62 questions
- 23 GCNU respondents (4F, 19M) - overall response rate of 55% (36%F, 66%M)
- 90 SWC respondents (40F, 47M) - overall response rate of 57% (60%F, 52%M)
- Anonymised survey results shared with all students and employees.
- Throughout the application, results are highlighted in blue boxes.

At three Town Hall meetings, attended by SWC and GCNU personnel, updates on the AS process, AS Survey results, and draft action plans were presented. Additional one-off presentations open to all personnel have also been provided at more focused events (e.g., Mentoring and Career Development (January 2020), Resources for Childcare (July 2019)).

SAT meetings have carefully considered AS-relevant data as they have been collected, with suggestions for actions that would improve equality, diversity, and inclusion (EDI) within our departments. Agendas are circulated before all meetings and minutes are available to all of SWC/GCNU on our intranet. SAT co-chairs have regular meetings with the respective Executive Teams and frequently discuss progress at faculty meetings. In addition, Prof. Otis serves as a member of the SWC Executive Team while Dr. Saraiva Ayash, Mr. Sainsbury and Prof. Sahani form the GCNU Executive Team.

The SAT will continue to meet at least once per academic term and will draft *Terms of Reference* (ToRs) to specify gender balance and role representation on the SAT as SWC/GCNU continue to grow, and as current SAT members graduate and move on to other positions. As part of drafting ToRs, the SAT will establish subgroups that will focus on and lead implementation of key categories of action. ToRs will also ensure broad representation is maintained throughout the duration of an award and that new members, selected to maintain gender/role diversity, will take over ongoing items from members who leave. This will allow the SAT, via self-governance, to benefit from new ideas and perspectives and to maintain a high level of engagement. SAT members will volunteer to be responsible for specific action items. We anticipate two SAT members per action point. At each SAT meeting we will update on the status of action items. On an annual basis, co-Chairs will track progress on action items and revise policy implementation.

Communication regarding ongoing work and policy implementation will be made at respective Town Halls, via email/Slack updates and at any relevant committees (e.g., Staff-Student Consultative Committee, Executive Committee). The SAT will also liaise with the recently established Research Culture Working Groups to feed ideas back to the SAT and discuss Action Plan implementation. Some SAT members also sit on the FLS EDI operational group which will enable two-way communication on EDI efforts at the departmental and Faculty levels.

Reflecting our shared culture, overlapping research interests, and intermingled space within the building, our Action Plan is cross-departmental and will be implemented in a coordinated effort, championed by representatives within each unit.

724/1000 words

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

The summaries below provide historical data for GCNU and SWC on gender representation across the categories of PhD students, academic research staff, and research staff, the latter being responsible for centre-wide scientific cores, scientific computing, and animal care and husbandry. We have included research staff along with academic staff because, although UCL does not classify them as academic, the scientific work they do is similar to that done by academic staff.

Data from SWC and GCNU are presented separately throughout the application but are discussed jointly where appropriate. Note that throughout the application we use as benchmarks the Higher Education Statistics Agency (HESA) averages for physical and mathematical sciences, biological sciences, computer science, and engineering for the academic year 2018/2019.

Our students and staff are almost entirely full time. For simplicity this is summarised here in **TABLE 3** and not presented in figures in the subsequent sections.

TABLE 3 - Summary of full-time/part-time status of PhD students / academic staff.				
	PhD students		**Academic Staff**	
	Full-time	Part-time	Full-time	Part-time
GCNU	5F/19M	2F/1M	5F/11M	0F/0M
SWC	19F/21M	0F/0M	40F/62M	1F/0M

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

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

N/A

(ii)   Numbers of undergraduate students by gender

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

N/A

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

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

N/A

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

We only accept postgraduate research students, but they come from multiple routes, including visiting students, UCL training programmes administered outside of our departments, and our own departmental PhD programmes, which typically accept 4-6 students per department per year.

GCNU

The GCNU PhD programme is divided into two main research strands: theoretical neuroscience and machine learning.

As of October 2020, GCNU had 22 FTE Gatsby-funded students (4F), 3 part-time DeepMind-UCL students (2F), and 1 FTE visiting PhD student (F), summarised in **Figure 4 (left).** See also **TABLE 3,** summarising full-time and part-time status. The DeepMind PhD students are part-time DeepMind employees.

Figure 4 – (Left panel) Gender balance for all PhD students in GCNU, including part-time DeepMind and visiting students. (Right panel) Gender balance of the subset of students admitted to the GCNU programme. Dotted line represents HESA benchmarking for admitted PGR students to mathematical and physical sciences, computer science, and engineering (30%). Fraction of female (orange) and male (blue) students are displayed. In this and subsequent figures, values displayed on bars indicate total numbers.

Figure 4 left panel shows that in academic year 2016/17, 42% of PhD students were female and this number decreased to 27% in 2020/21. On average, 38% of students in the Unit are female, which is above the HESA average of 30% female postgraduate students enrolled in physical and mathematical sciences, computer science and engineering and technology studies during academic year 2018/19. **Figure 4 right panel** summarises students in the GCNU PhD Programme only, showing that the decline in the fraction of female PhD students has occurred over the last 3 academic years due to an increase in male PhD students admitted to the programme.

On average, 25% of applicants to the GCNU programme are female, and 30% of offers go to females (**Figure 5**). Of note, the number of female applicants in the

last two rounds increased by 10% relative to previous years. Rates of offer and acceptance show that the number of females offered an interview has been proportional to the number of female applicants, and at times more offers are made relative to number of applicants (e.g., academic year 2017/18 and 2020/21). In 2020, 50% of our offers went to female candidates. However, out of 4 women who were offered a place, 3 opted for competing PhD programmes. Indeed, the rate of acceptance of offers to female candidates across the last four academic years is 43% (3/7) compared to 75% (12/16) for males.
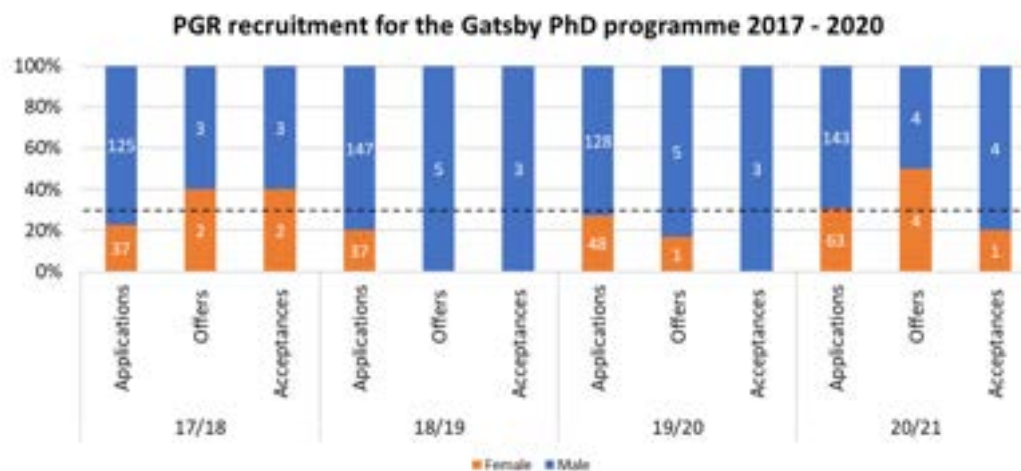
Figure 5 – Gender balance for recruitment to the GCNU PhD programme, split by year. *Dotted line represents 30% HESA benchmarking.*

GCNU recognises the trend towards fewer women being enrolled in the GCNU PhD programme relative to men and the lower rate of acceptance amongst females. The number of female applicants is reflective of the HESA average of 30% percentage of females in mathematical, physical, computer science and engineering fields, so increasing applications from females would necessarily rely on increasing female undergraduate numbers. Our future recruitment strategy to increase applications from females will rely on targeted advertising (**Action Plan (AP) 1.1**), including more departmental female role models, such as faculty, visiting scholars, affiliates and external speakers (**AP 5.4**) and increasing the visibility and promotion of work done by women in the department. Highlighting role models during interview may also increase the rate at which our offers are accepted. Exit surveys of leavers will also inform our recruitment strategy (**AP 1.2**).

Degree completion rates show that since 2014, 14% of PhD students (1M/2F) did not finish the PhD programme (**TABLE 4**). One female student did not pass her upgrade and was recommended to complete an MPhil instead, while another female who left was working part-time outside of London and had difficulty in reconciling PhD and work commitments. The male student decided to leave after his supervisor moved to a different university.

TABLE 4 - Completion rates 2014-2020 for full-time and part-time GCNU PhD students.						
	Complete (total)		Completion time (years)		Incomplete	
	FT	PT	FT	PT	FT	PT
Female	8	N/A	5.7	N/A	1	1
Male	10	N/A	5.5	N/A	1	N/A

SWC

SWC train PhD students from a few programmes, including students from the SWC PhD Programme, which launched in 2016, and other UCL programmes, as well as visiting students from programmes at other universities. All PhD students at SWC are full-time.

Gender representation data for all PhD students in SWC laboratories is shown in **Figure 6**. Taken together, these data indicate that the ratio of female to male students has reached a steady state just above the HESA benchmark of 41%.

Figure 6 – Summary of doctoral students in SWC labs, 2016-present. *Left, data include all students, including non-UCL programmes, UCL programmes and the SWC Programme. Right, students in the SWC Programme only. Dotted lines indicate HESA benchmark (41% female, full-time PGR students in the aggregate of biological sciences, computer science, maths and engineering).*

Of the 40 total PhD students currently at SWC (see **2020-21**, **Figure 6, left**), there are 34 SWC PhD Programme students (15F/19M; 44% female).

Recruitment data during this time for the SWC PhD Programme alone (applicants from other programmes are not included) are presented in **Figure 7**. From its outset, the SWC programme received a slightly higher fraction of applications from male candidates (47%F/53%M in 2017-19), which changed to a higher percentage of female applicants over the past two cycles (55%F/45%M). 4-10% of applicants are made an offer. Offers are distributed

nearly equally among female and male applicants (20F/19M from 2017-2020) and accepted at similar rates by female (90%) and male (84%) candidates.
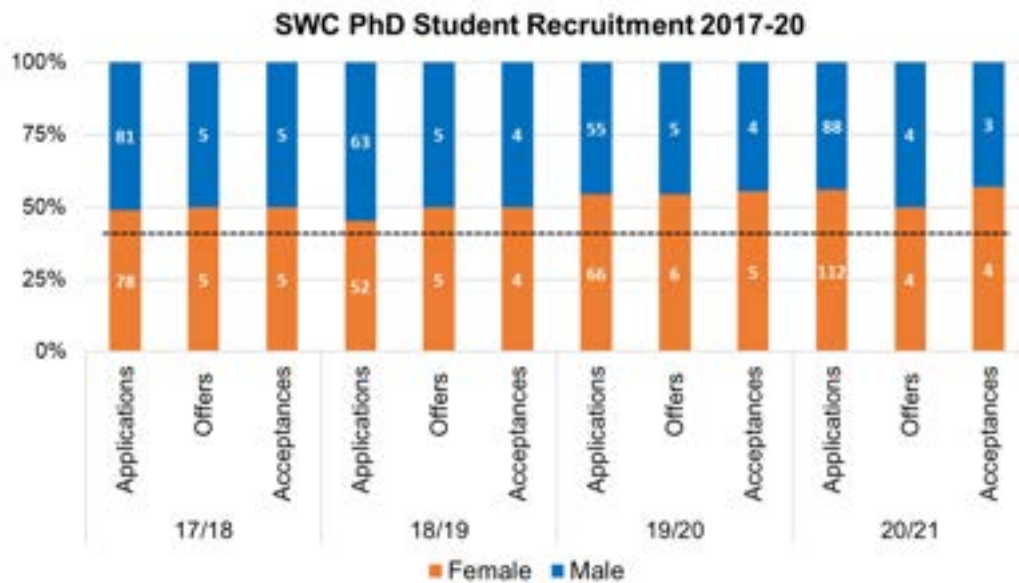

Figure 7 - Recruitment data for the SWC PhD Programme from 2017 to present. *Dotted line indicates HESA benchmark.*

The SWC PhD Programme has not yet graduated students (although 3M and 1F students, currently in their 5th year, have scheduled vivas). To date, 6 students (4F/2M) from non-SWC programmes have been awarded doctoral degrees. One male student left the SWC programme prior to completion. To properly assess the success of our programme we will conduct entry and exit surveys (**AP 1.2**) and collect data from our alumni network (**AP 1.3**).

In summary, the data suggest that SWC has established a competitive programme with gender ratios exceeding the benchmarks relevant to our multidisciplinary field of systems and theoretical neuroscience. Going forward we intend to concentrate on improving this diversity and on ensuring that students thrive while in the programme and upon leaving for their next position.

> **Relevant Action Items:**
>
> *1.1 (GCNU) Target advertising for PhD programme and increase visibility to applicants of role models within the department.*
>
> *1.2 Collect gender-disaggregated entry and exit information from PhD students about their career goals.*
>
> *1.3 Collect career trajectory and satisfaction data from PhD programme alumni*
>
> *5.4 Continue to actively monitor speaker series and communications to ensure they reflect our EDI goals*

(v) Progression pipeline between undergraduate and postgraduate student levels

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

N/A - Neither department offers taught masters or undergraduate programmes.

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.

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

GCNU and SWC are research-oriented departments, with faculty devoting more than 80% of time to research and postgraduate research training, and the remaining time spent teaching first-year PhD courses. Therefore, all academic staff are on 'research-only' contracts. Almost all academic staff are on full-time contracts; only one female SWC postdoctoral fellow recently started working part-time.

GCNU

With a new directorship since 2017, GCNU has committed to actively recruit more women. **Figure 8** shows that in two academic years, we went from under

10% female postdoctoral fellows to 56% in August 2020, highlighting our commitment to increasing diversity and role models within the department. With the departure of two female postdoctoral researchers and the arrival of one male fellow, this decreased to 40% in September 2021. Our numbers are above the HESA average in 2018/19 of 22% and 20% female, full-time, staff in mathematical and physical sciences respectively (HESA Data & Analysis Chart 6), although HESA numbers encompass all academic staff.

Figure 8 - Gender distribution across academic staff 2017-2020. *All staff are full-time. Dotted line represents HESA benchmarking.*

Increased awareness of EDI issues, better hiring policies, more diverse interview panels, and feedback from students have contributed to the increase in the number of female postdocs. For example, one female postdoctoral fellow was a targeted recruitment. However, **Figure 8** shows a decrease in women in the pipeline from postdoctoral fellows to faculty. In a recent faculty search, a female candidate was encouraged to apply and was offered an Associate Professor position. Of note, during our last four faculty searches 40% of offers went to female candidates (**see Figure 10**), demonstrating that we are attempting to address this issue. By hiring more female faculty, GCNU hopes to demonstrate a commitment to gender equality, thereby creating role models and encouraging more female applicants and offer acceptances to the Department (**AP 3.1, 3.2).**

SWC

SWC's rapid growth over the past four years is summarised in **Figure 9**. In 2016, there were 36 (11F/25M) academic staff (including research staff) at SWC; currently there are 104 (41F/63M). The current overall gender distribution of 39.4% is in line with the HESA benchmark for academic researchers in biological, mathematical and physical sciences of 35%.

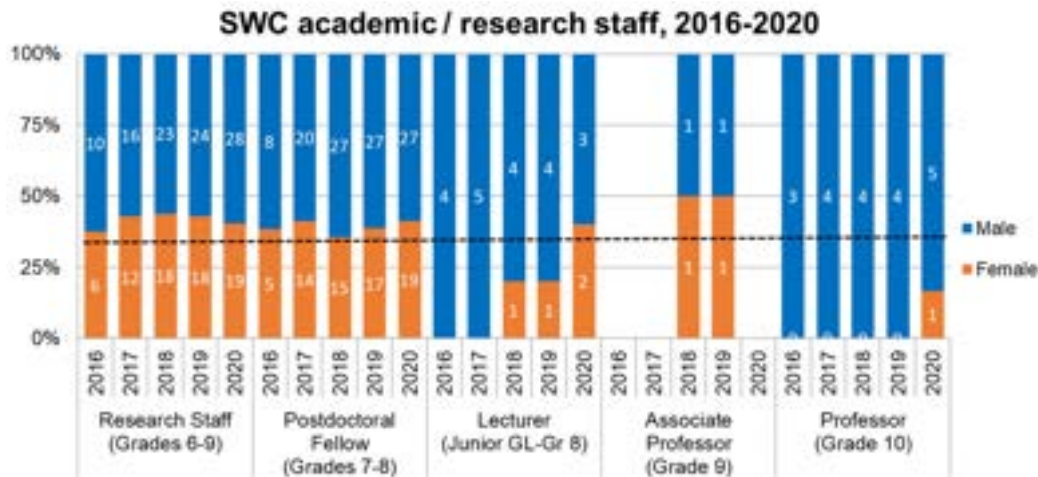**SWC academic / research staff, 2016-2020**

*Figure 9 – Summary of academic and research positions at the SWC from 2017-present.
Dotted line indicates 2018-19 HESA benchmark for academic researchers in biological,
mathematical and physical sciences.*

Figure 9 indicates the reduction in female representation across the academic
pipeline, with just over 40% representation in postdoctoral staff roles but only
27% (3F/8M) in faculty positions and 17% (1F/5M) at the rank of Professor.
Since 2018 the centre has been taking active measures to address this, piloting
the approaches in **AP 3.1** such as conducting targeted searches and
encouraging promising female candidates to apply. This has resulted in the
recruitment of three female faculty members (one Associate Professor, two
Lecturers) since 2018. The Associate Professor was promoted to Professor in
2020.

Relevant Action Items:

3.1 Targeted recruitment policies for faculty positions

*3.2 Ensure diverse search committees for faculty positions, to achieve on
average 40% female composition*

(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.

All academic and research staff are on open-ended contracts subject to the
terms of the relevant grant supporting the contract (see **TABLE 5**). For example,
for those posts funded by the main operating award from the GCF and Wellcome

Trust, the contract specifies an end date corresponding to the end of the five-year funding period. Such posts can be renewed if sufficient funding is in place for the subsequent period. GCNU postdoctoral fellows are offered 3-year non-renewable contracts, while SWC postdoctoral fellows are appointed for varying terms and can be promoted.

GCNU faculty have permanent appointments at Lecturer/Associate Professor/Professor levels. Within SWC, faculty positions are supported by open-ended contracts and have ranks equivalent to Lecturer/Associate Professor/Professor level designated as Junior (Lecturer equivalent) or Senior (Associate Professor/Professor equivalent). Junior faculty are reviewed within the 6th year of appointment and if successful typically receive an Associate Professor appointment.

TABLE 5 - Open-ended and Fixed term contracts at GCNU and SWC.				
	Open-ended Contracts		Fixed Term Contracts	
	Full-time	Part-time	Full-time	Part-time
GCNU	5F/11M	0F/0M	0F/0M	0F/0M
SWC	40F/62M	1F/0M	0F/0M	0F/0M

As per UCL HR policy, when funding for any post is due to finish, managers hold a consultation meeting with the affected staff member to explore possibilities for extension or redeployment. If further funding is not available, the post-holder is provided with a minimum of three months' notice and placed on the UCL redeployment register.

(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.

GCNU

GCNU has 140 postdoctoral and PhD alumni (25F/115M). A database with all alumni, including records of their subsequent employment, is maintained on a yearly basis. Over 90% of our leavers have obtained faculty or industry positions and 90% of female alumni have remained in academia or within a scientific setting.

Since 2017, 12 postdoctoral fellows (10M/2F; FT) have left as their contracts ended, and two faculty took up other positions (2M; FT). One Associate Professor returned to his country of origin citing Brexit as the main reason. GCNU's previous Director took another Directorship position in Germany after 18 years at GCNU.

SWC

At this early stage of its existence the SWC has had a limited number of departing staff. Since 2016, 26 members of academic staff (9F/17M; 35% female; all FT) have left SWC with most leaving upon completing postdoctoral study. This distribution is similar to the current gender ratio in the department (39% female). One male faculty left to found a company at the end of the 2019-20 academic year.

We have developed actions to gather detailed data for all academic posts upon entry and exit (**AP 1.2, 1.3, 2.1, 2.2**). Going forward these data will allow us to compare the impressions and career aspirations at the starting and finishing points of their SWC/GCNU experience, as well as to capture their career trajectories.

Relevant Action Items:

1.2 Collect gender-disaggregated entry and exit information from PhD students about their career goals

1.3 Collect career trajectory and satisfaction data from PhD programme alumni

2.1 Obtain entry and exit surveys from research staff about their career goals.

2.2 Collect follow up data from postdocs throughout subsequent career stages.

1927/2000 words

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.

GCNU

On average 25% of applicants for faculty and postdoctoral positions are female. Interviews for female candidates are proportional (or higher) to the rate of female applicants. **Figure 10** shows the breakdown of the application process for academic posts. There were no faculty searches in 2016-17 due to a change in directorship.
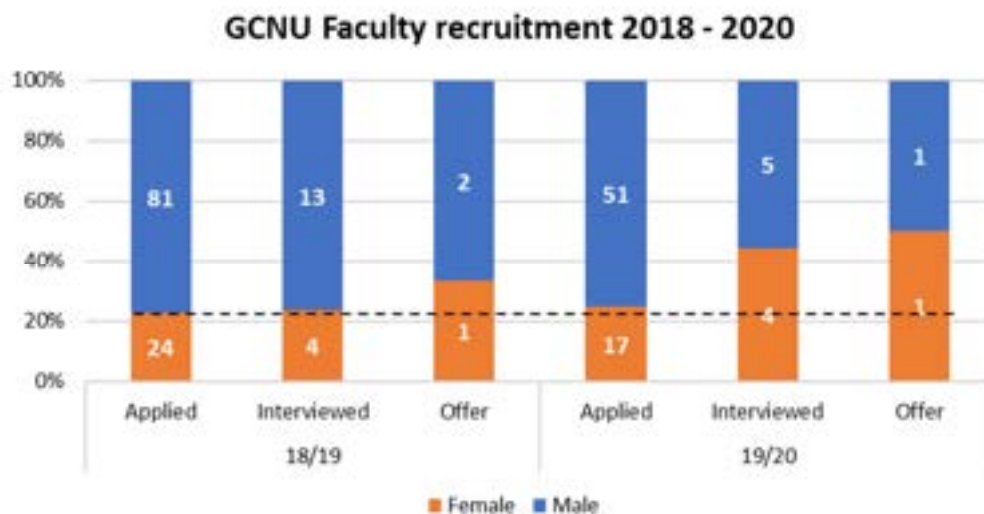

Figure 10 – Summary of the application process for GCNU theoretical neuroscience and machine learning faculty positions. Dotted line represents HESA benchmarking for female academic staff in mathematical and physical sciences (21%).

Figure 10 shows that faculty searches at GCNU over the past two years have drawn 24% female applicants. One female candidate for theoretical neuroscience was a targeted recruit who was encouraged to apply. Female candidates have, on average, been selected for interviews at a higher ratio (31%) than the rate of applicants, and two offers have been extended (offer rate is 40%), with one rejected and another pending. The acceptance rate for men is 67%.
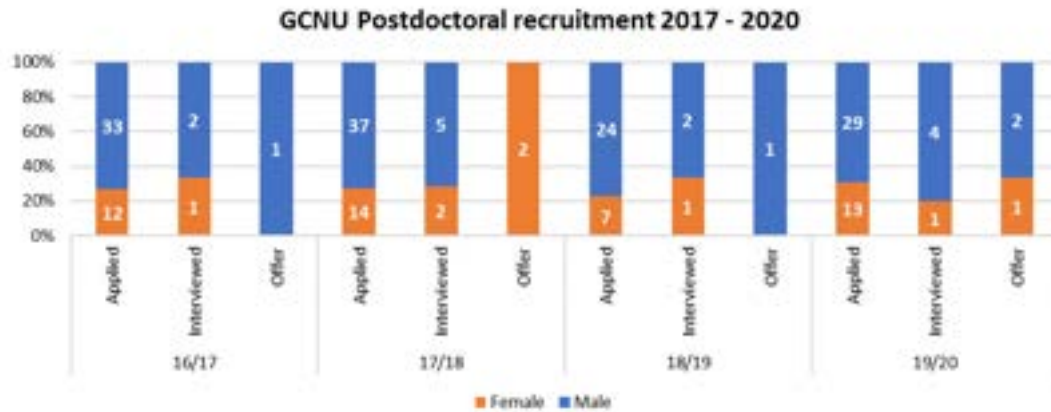
GCNU Postdoctoral recruitment 2017 - 2020

Figure 11 – Summary of the application process for GCNU postdoctoral positions.

Postdoctoral recruitment since 2017 has received on average 27% female applications between 2016-2020 (**Figure 11**). One female fellow was a targeted recruit who was encouraged to apply. Since 2018, interview panels have increased the number of offers to female candidates (43%), resulting in the recruitment of 3 female and 4 male postdoctoral fellows. Acceptance rate is 100%.

SWC

Figure 12 summarises recruitment conducted for academic posts at SWC between 2016-2020. On average the total applicant pool during this period was 44% female (303F/386M). Offers were made to 19 female and 28 male candidates (40.4%F). Offer acceptance rates were similar (F18/19; M24/28).
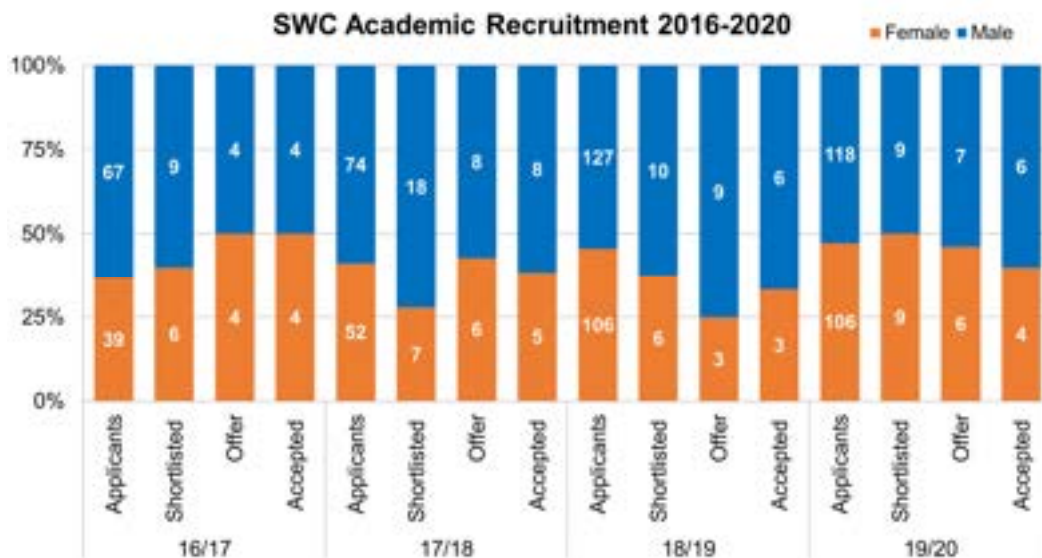

SWC Academic Recruitment 2016-2020

Figure 12 - Recruitment data for all academic/research positions 2016-2020. Note that recruitment for some research staff positions is not reflected in these data due to classification of these positions.

Figures 13 and **14** show recruitment for postdoctoral fellows and junior faculty (Lecturer-equivalent), respectively. Recruitment for postdoctoral fellows (83F/ 168M applicants; 33%F) and faculty searches (43F/87M applicants; 33%F) skews towards males. Notably, for the past two years we have undertaken positive measures to encourage promising female candidates to apply for faculty positions and this has resulted in an increase in the proportion of female applicants (**Figure 14**).
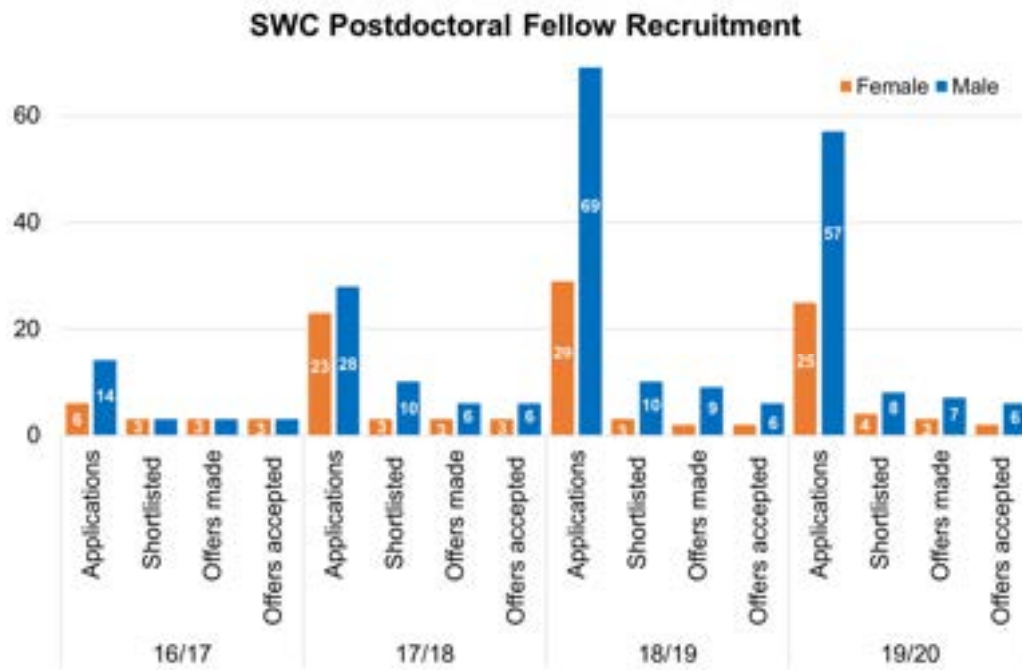

Figure 13 - Recruitment data for SWC postdoctoral positions 2016-2020.

Ratios of offers to postdoctoral candidates (11F/25M; 31%F) are in line with gender distribution in the applicant pool. Acceptance rates for postdocs are high (10/11F; 21/28M) with a trend towards higher acceptance by female candidates.

For faculty positions, 4 female and 2 male candidates have been offered positions since 2016. Both offers to male candidates were accepted while 2 of 4 offers extended to female candidates were accepted. The two candidates who did not accept our offers took faculty positions elsewhere.
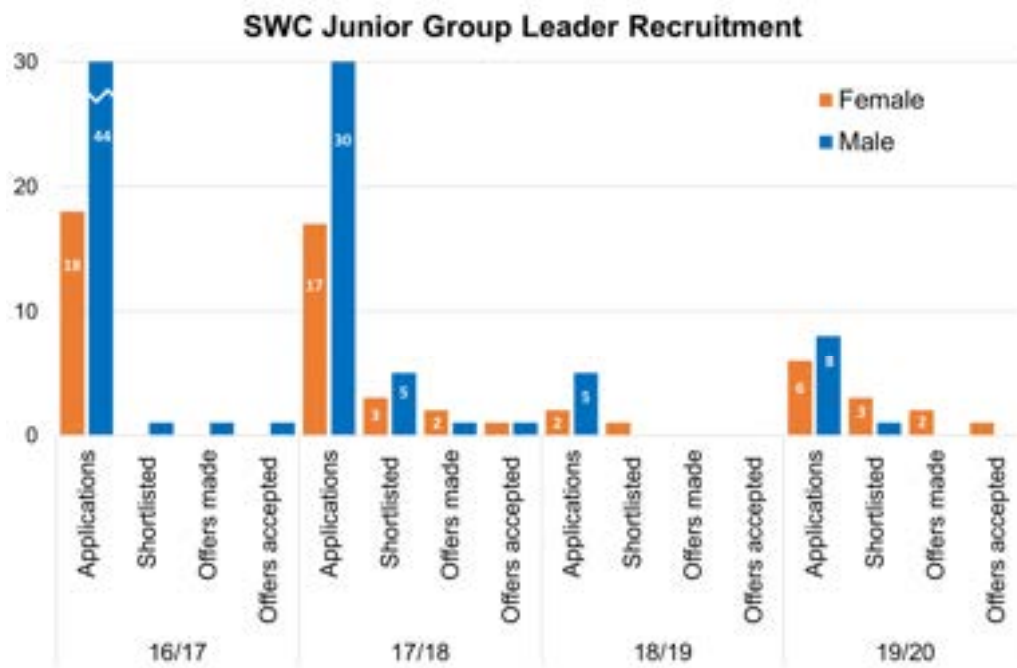
Figure 14 - Recruitment data for SWC Junior faculty positions (Lecturers) 2016-2020.

These data show that recruitment of female candidates in our scientific discipline is challenging due to a relatively smaller pool of candidates. They also indicate that positive, active measures (e.g. targeted recruitment) show promise in overcoming this challenge.

UCL policy requires all recruitment panels to comprise at least 25% female members. **Figures 15 and 16** show our panel compositions. Shortlisting and interview panel members are required to attend mandatory recruitment training covering EDI and unconscious bias. Uptake rates are monitored. Interview panels for Associate Professor positions include two external interviewers: one from a different UCL department and another external to UCL. For Lecturer positions, we have an external panellist from a different UCL department. We also involve at least one postdoctoral fellow in the committee. We aim to have at least one female external panel member or postdoctoral fellow involved in the recruitment process.
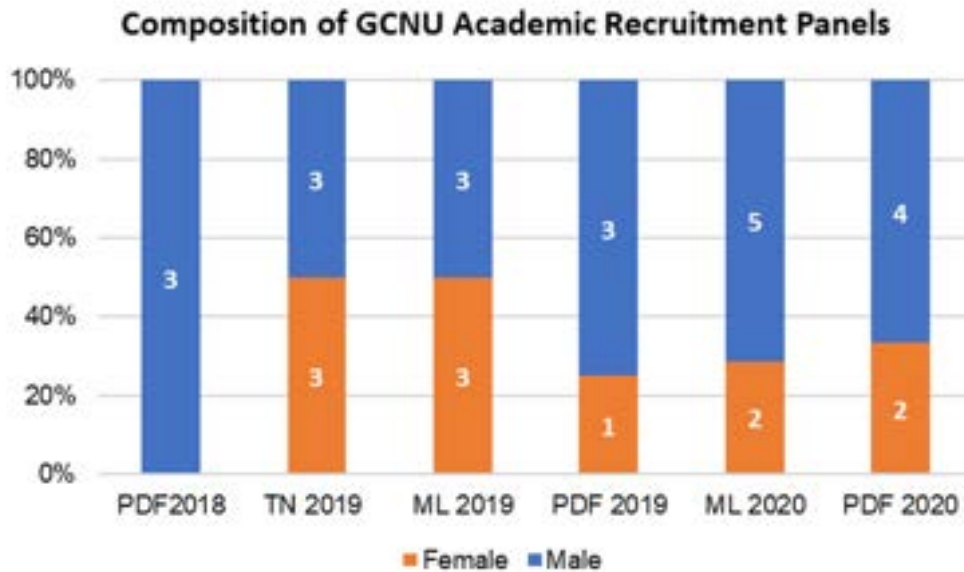
Composition of GCNU Academic Recruitment Panels

Figure 15 –GCNU recruitment panels for faculty/PDF positions. TN - Theoretical Neuroscience faculty position; ML - Machine Learning faculty position; PDF - postdoctoral fellow.

Job advertisements for senior grade appointments include the following statement: "*We particularly welcome female applicants and those from an ethnic minority, as they are under-represented within UCL at these levels".* Advertisements for frontline and other administrative staff state*: "We particularly welcome applications from black and minority ethnic candidates as they are under-represented within UCL at this level*".

We also include the following statement in all job descriptions (**AP 4.4**): "*Should you wish to do so, please include any career breaks in your CV that you wish to be taken into consideration (e.g., parental leave, caring responsibilities)*". It is now normal for funders to include a section on career breaks to explain any apparent gaps in productivity. We explicitly make it optional to provide this should candidates not be comfortable sharing details. This information allows the panel to consider personal circumstances that may not be visible on a CV or list of publications. The objective is to diminish discrimination that is often prevalent in academia related to lack of productivity, particularly against women. In no way is this information used to discriminate against the applicants.

All GCNU recruitment panels for recent positions have achieved at least the minimum diverse composition target (**Figure 15)** except for recruitment of two postdoctoral fellows in 2018, which had an internal panel consisting of male faculty only due to short notice of interviews. However, both positions went to female candidates. We will continue to ensure all panels maintain diversity (**AP 3.2**).

All SWC recruitment panels since 2017 have achieved at least the minimum 25% diverse composition target (**Figure 16).** For both Departments, will strive to

increase diversity to achieve an average of 40% diverse panel composition (**AP 3.2**). We hope that by increasing panel diversity, we may impact on rate of offer acceptance.
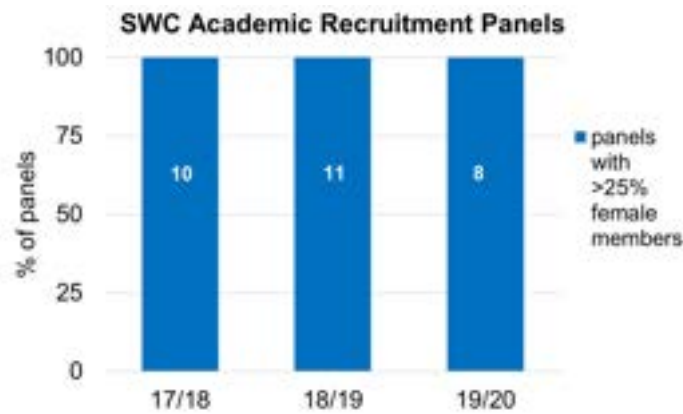

Figure 16 – Makeup of SWC recruitment panels for faculty & postdoctoral fellows. All panels consisted of 4-5 members per panel.

For newly advertised posts both departments will continue to encourage female candidates, identified through word-of-mouth, scientific conferences, and publications, to apply for the position (**AP 3.1**). Postdoctoral and faculty positions will also be notified to specific PIs who will be asked to disseminate positions to relevant female candidates in their department. We will increase visibility of our EDI initiatives in our marketing material to encourage female applications (**AP 5.6**).

Relevant Action Items:

3.1 Targeted recruitment policies for faculty positions

3.2 Ensure diverse search committees for academic positions, to achieve on average 40% female composition

4.4 Ensure all job advertisements continue to explicitly include an optional section for career breaks

5.6 Ensure that induction of new staff covers EDI policies; ensure that marketing and promotional material increases visibility of EDI efforts

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(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.

Both departments have similar induction processes. Upon confirmation of post acceptance, new academic staff recruits are sent a welcome email providing them with a staff handbook which includes information about the respective department, UCL's policies, relevant training opportunities, and living in London, as well as the offer of assistance for anything relating to the new post (**AP 4.3**).

On their first day, all staff have a verbal induction with their line manager and meet relevant support and professional services staff such as departmental HR (**AP 5.6**). They have a Health & Safety induction, and we ensure that appropriate computing resources are allocated and set up.

All new staff are also introduced via email to both departments and to colleagues in person. New GCNU faculty members are introduced to SWC faculty, and vice versa, and are invited to join the regular joint faculty lunches and chalk talks. Objectives for their probation period are established with their line manager over the first few weeks.

> In the recent Athena SWAN survey, 85% of GCNU (100%F/81%M) and 80% (84%F/79%M) of SWC respondents agreed that they "received a comprehensive induction to the Gatsby Unit/SWC".

Overall, survey data indicate that our induction process is perceived as thorough and effective by both female and male personnel (see **Box** above). We will continue monitoring the effectiveness of the induction process based on new staff feedback and through annual surveys both departments.

Relevant Action Items:

4.3 Share policies and provisions to support flexible working, work-life balance by publishing provisions on SWC Intranet (wiki), SWC/GCNU HR slack channel, the SWC/GCNU Induction Handbooks, and town halls.

5.6 Ensure that induction of new staff covers EDI policies; ensure that marketing and promotional material increases visibility of EDI efforts

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(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.

Due to UCL policies, only academic staff are eligible for promotion. Eligible staff apply through the annual UCL junior (Grade 7 to Grade 8 postdoctoral fellow) or senior academic (Grade 8 and above) promotions processes.

Postdoctoral fellows are typically appointed at Grade 7 with contract durations ranging from 2 – 5 years. SWC postdoctoral fellows are divided into junior and senior categories, allowing for promotion opportunities from Grade 7 to Grade 8.

In contrast, GCNU postdoctoral roles are 3-year training fellowships restricted to Grade 7.

Within SWC an internal promotions panel consisting of the HR Manager, two faculty members and an external member (2F/2M) reviews all applications and makes recommendations to the relevant FLS panel, which makes the final decision.

To ensure consistency and fairness of nominations throughout the department the panel consider all staff eligible for promotion within the department and encourage those who have not applied to put themselves forward.

			Successful			Unsuccessful		
Year	Grade	New Grade	Female	Male	Total	Female	Male	Total
2017	7	8	0	0	0	0	0	0
2018	7	8	1	4	5	0	0	0
2019	7	8	2	0	2	0	0	0
	8	9	0	1	1	0	0	0
2020	7	8	0	2	2	0	0	0
	9	10	1	1	2	0	0	0

TABLE 6 - SWC promotion of research and academic staff 2017-2020; all promoted staff were on full-time contracts.

TABLE 6 shows that all SWC promotion applications have been successful in the past. From the current faculty, one female and one male successfully applied for professorships in 2020. Since 2016 there have also been 9 promotions to Senior Research Fellow (grade 8). For GCNU, since 2017, one Associate Professor was successfully promoted to Professor.

The success rate implies that promotion is carefully handled at the right career stage. All applicants receive feedback and advice once a decision has been made. Staff members not recommended for promotion are given feedback on how to develop their activities to meet the criteria.

Despite this, our survey indicated that across both departments a minority of employees feel that the promotion process is not fair and the sense of unfairness is more prevalent for female staff (see **Box** and **quote** below). We consider it important to address these perceptions as they can deter engagement in the promotion process.

> The Athena SWAN survey revealed that overall 24% of respondents considered that women are disadvantaged regarding equality of treatment during promotion. In GCNU, the overall rates were 33%F/14%M while in SWC they were 29%F/13%M.

Follow up focus groups suggested that different line managers may take unequal approaches to advising staff on promotion opportunities. One female SWC postdoc remarked that it would be helpful to have '*an institute wide direct communication with all staff to inform them about the promotion process and coming deadlines each year.*'

This qualitative feedback supports the SAT's view that more active measures are required to ensure that all individuals are engaged in the promotions process. We have thus committed to best practices, to consider all staff in each round (**AP 3.3**); to disseminate more information on career progression, promotion, and application processes (**AP 2.3**); and to help with interview preparation (**AP 2.4**) – particularly for postdoctoral research staff.

Relevant Action Items:

2.3 Run at least 3 events focused on career tracks, including "How to Write a grant" workshops, funding opportunities and/or job application skills in coordination with the UCL Neuroscience Careers Network and our own Careers Working Group

2.4 Provide feedback to written proposals, make available mock interview panels for fellows interviewing for positions

3.3 Run balanced promotion and reward panels with discussions of all staff in order to increase fair chances for promotion and reward

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(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.

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time

In **GCNU** all staff that have been or are eligible for REF have been submitted (**Figure 17**). Gender discrepancies are reflective of the gender balance of GCNU faculty.
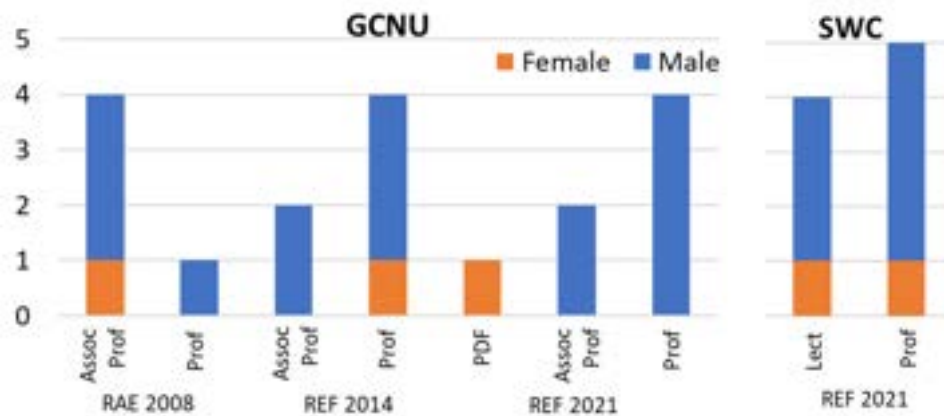

Figure 17 - Staff submitted to RAE 2008, and REF 2014 and 2021.

SWC was not operational for the REF submissions prior to REF 2021. All eligible individuals were included in the SWC submission which comprised the 9 faculty indicated in **Figure 17**.

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 required to complete mandatory online EDI, Data Protection and Safety training during their probation period. Completion rates are monitored by HR.

New faculty members attend training on bullying and harassment prevention called "Taking the Lead" and we run mandatory "Where do you draw the line?" workshops for all staff. Uptake rates (F82%/M79%) are monitored. All staff and students are also directed to online learning resources on bullying and harassment in the workplace (via departmental intranet).

In late 2020 SWC launched a new leadership and managerial skills training for academic staff. 14 staff members have already attended the course (6F/6M postdoctoral fellows,1F/1M faculty). We intend to open this pilot programme to all staff across both departments soon.

All staff are alerted to relevant Learning and Development opportunities and kept up-to-date on new opportunities via email. These include courses on management, supervision, leadership, resilience, wellbeing, grant writing, communication, and others. Female postdoctoral fellows and junior faculty are also alerted to the UCL Women in Research Development programme.

All research supervisors must complete a mandatory online "Introduction to research supervision" course. New supervisors are encouraged to take part in UCL in-person workshops aimed at developing effective supervisory skills.

At GCNU, the SPM Co-Chairs the Neuroscience Careers Network which organises workshops that focus on grant writing, interview skills, and presentation skills for the neuroscience community. She regularly forwards opportunities to early career researchers.

> 60% of GCNU (0%F/75%M) and 58% of SWC (54%F/61%M) respondents agreed that there were formal training opportunities relevant to their role.

SWC and GCNU have also co-organised internal "Grant writing" and "How to apply for funding" workshops aimed at PhD and postdoctoral fellows. Mock interviews are offered to those who have upcoming job or grant interviews (**AP 2.4**). The Careers Working Group is trialling a series of monthly in-house talks and events focused on training and career development (**AP 2.3**). These talks were selected after extensive consultation with both departments.

In view of the survey results shown in the **Box** above, GCNU and SWC will also hold a consultation with females in the department to obtain feedback on training opportunities relevant to their career development. These will then be considered by the Careers Working Group to be added to their proposed monthly training and career development programme.

Numerous career development opportunities are extended to research staff, in particular members of the technical cores (**AP 2.7**). SWC supports its staff by fully sponsoring attendance at conferences and professional development courses, and tailored research trips for professional development. Finally, SWC offers specific training programmes in advanced laboratory techniques including laser safety, regulated animal procedures, and 3D printing/manufacturing.

Completion rates for mandatory and elective training as well as for management/professional development courses are regularly reviewed. While we can monitor internal uptake, it is harder to capture non-mandatory external (UCL) training. However, UCL is currently addressing this issue and we will work towards more effective record keeping on uptake of such external training. In all cases, effectiveness of training will be continually monitored through surveys and feedback from the regular postdoctoral committee as well as the Careers Working Group.

Relevant Action Items:

2.3 Run at least 3 events focused on career tracks, including "How to Write a grant" workshops, funding opportunities and/or job application skills in coordination with the UCL Neuroscience Careers Network and our own Careers Working Group

2.4 Provide feedback to written grant proposals, make available mock interview panels for fellows interviewing for positions

2.7 Create opportunities for research staff (e.g. animal technicians) to learn scientific techniques, attend and present at scientific meetings

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(ii)   Appraisal/development review

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

All staff undergo an initial probation review after 9 months and subsequently have annual appraisals. Staff are required to reflect and discuss with their line manager their work achievements, agree SMART objectives and areas for individual development as well as review their work/life balance and workload. Career development reviews are also an integral part of the appraisal process and future opportunities are discussed where relevant. **TABLE 7** shows appraisal completion rates for academic staff.

It is UCL policy that all appraisers receive training, and complete refreshers frequently. Appraisees will be consulted about the appraisal and development processes and will be informed about relevant training options as part of the actions described above (**AP 3.5**).

YEAR	SWC			GCNU		
	Total	Female	Male	Total	Female	Male
2017	92%	100%	90%	86%	N/A	86%
2018	82%	86%	80%	88%	N/A	88%
2019	65%	90%	57%	88%	100%	86%
2020	56%	63%	54%	80%	67%	86%

TABLE 7 - SWC and GCNU appraisal completion rates by gender (academic staff)

On analysing the data of the completion rates, the SAT identified scope for increased uptake. We found a correlation with the growth of SWC between 2017-2020 and a decrease in uptake as line managers are responsible for larger teams.

Our recent Athena SWAN survey identified appraisals as an area of concern for both GCNU and SWC (see **Figure 18**). Females responded less positively when asked if appraisals address career progression, indicating that appraisals need to focus more closely on this topic.
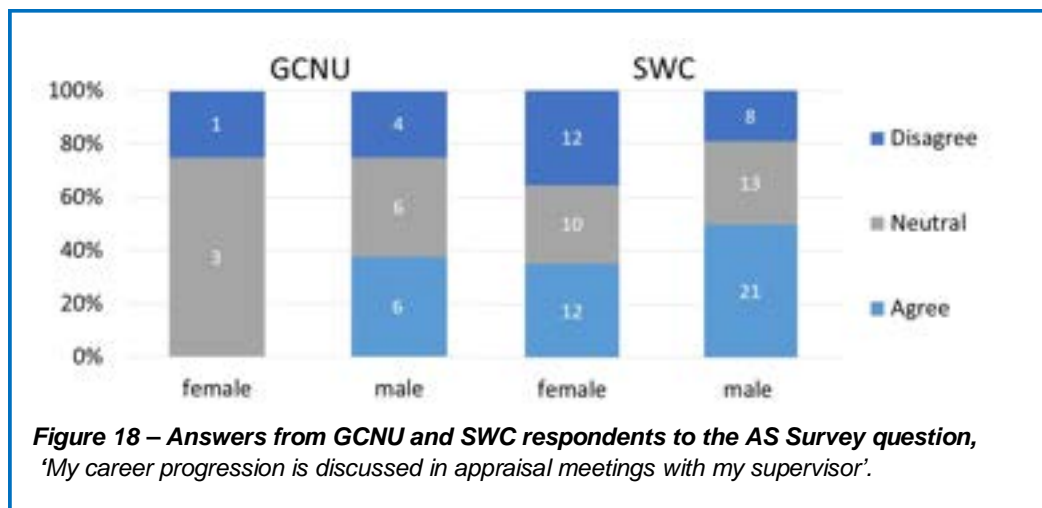

Figure 18 – Answers from GCNU and SWC respondents to the AS Survey question, *'My career progression is discussed in appraisal meetings with my supervisor'.*

We recognise the importance of clear communication across different channels to ensure line managers and employees are aware of expectations. We believe that our Directors' and Executive Teams' endorsement along with an increased level of HR support would positively impact on completion rate and effectiveness. Directors will email line managers directly to remind them of appraisal deadlines (**AP 3.4**). The SWC HR team will also offer individual training sessions to all managers. To encourage more uptake across research staff, information about support and training sessions will be communicated at monthly faculty meetings. Appraisees will also be contacted by the SWC/GCNU HR to ensure they are aware of the purpose of the appraisal process, the support available and relevant UCL training courses (**AP 3.5**). SWC will also introduce a 360° feedback pilot to identify the strengths and

weaknesses regarding career support, workload and 'working culture' of their line managers (**AP 5.9**).

Relevant Action Items:

3.4 Email communication to all line managers regarding mandatory appraisal requirements; GCNU & SWC Executive Teams will communicate their expectations of appraisal uptake in faculty meeting.

3.5 Communication from the SWC HR Team and GCNU Administration team sharing information about the purpose and structure of the process as well as training and support available to all SWC staff.

5.9 Pilot 360° feedback exercise for faculty and line managers.

(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.

Across both departments, we actively promote workshops and events that focus on skills and relevant training, including obtaining research funding, grant writing and public speaking (**AP 2.3**). That said, our survey data indicate that there is an appetite for more mentoring opportunities (**see box below**).

We regularly promote funding opportunities to postdoctoral researchers and offer in-house help with writing grants and reviewing proposals. In the last two years, we have had three female applicants to the L'Oréal Women in Science fellowship. An SWC postdoctoral fellow currently holds a Royal Society Dorothy Hodgkin Fellowship. Shortlisted applicants invited for interviews are offered mock panel interviews with faculty members (**AP 2.4**).

Postdoctoral researchers are encouraged to develop their supervision skills by mentoring at least one PhD student during their tenure. We encourage them to participate in teaching and delivery of the academic content, when possible. They also develop their presentation skills by presenting their research regularly to the department.

To promote networking, our departments' external seminar series is organised by postdoctoral fellows (yearly rota system). Through organising this they develop networking skills and are encouraged to liaise with researchers with whom they would not otherwise engage.

Postdoctoral fellows are also actively involved in faculty recruitment by being part of the assessment panels and attending prospective faculty chalk talks (**AP 2.5**). This shows them what an interview process is typically like and gives them knowledge and skills for when they apply to faculty positions.

> Within GCNU (75%F/87%M) and SWC (89%F/73%M) are supportive of additional mentorship programmes.

In answer to a related survey question: *Is there anything that would benefit your career development that is not already offered at SWC/GCNU?*, there were high rates of support for the options, particularly at the postdoctoral level for '*Better mentoring programmes*' and '*Management skills training.*' To address this appetite for more mentoring at postdoctoral level, we will launch a mentoring scheme, whereby staff affiliated with the Department volunteer as mentors (**AP 2.6**). Across both Departments we have approximately 30 affiliates. The scheme aims to encourage conversations about career paths and any skills necessary to develop in order to achieve career goals. The mentorship programme is aimed at offering something that regular supervision often does not: developing a research identity and preparing for future career directions.

Relevant Action Items:

2.3 Run at least 3 events focused on career tracks, "How to write a grant" workshops, funding opportunities and job application process; promote relevant events organised by the Neuroscience Careers Network and UCL Careers

2.4 Provide feedback to written proposals, make available mock interview panels for fellows interviewing for positions

2.5 Involve postdoctoral fellows in Group Leader/Faculty interviews including chalk talks.

2.6 Introduce a mentorship programme with affiliates, pair postdoctoral researchers with an affiliate.

(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).

Both GCNU and SWC have dedicated PhD programme managers who regularly disseminate career development opportunities for students. We help students to make informed career decisions by giving them an understanding of what academic and non-academic careers are like, and the skills that are necessary for different career paths.

Skills needed for an academic career include analysing data, managing projects, written and oral communication, teaching, and teamwork. At a broader level, students are regularly encouraged to sign up to UCL's doctoral skills development programme.

At a departmental level, these skills are built into the day-to-day work. For example, first-year students present scientific articles to their classmates in a joint journal club. Communication for all students is developed through regular presentations of their projects to a wider audience within the centres at least twice before they graduate and presentations in lab meetings and internal journal clubs. All second-year students are teaching assistants in the courses taught to the first-year cohort, and they lead on the delivery of tutorials. They are also encouraged to participate in teaching external courses and summer schools with close links to the departments. To stimulate networking and help further develop presentation skills, students are given a yearly travel and education budget of £1500-2000 to enable them to attend international courses and conferences. We also offer internal coding courses.

Students are encouraged to develop their leadership and teamwork skills through volunteering as student representatives in our joint staff and student consultative committee, participating in the Research Culture Working Groups, and the AS SAT. Students also organise an annual symposium with invited international speakers, and 2-day students-only retreats to promote social bonding and sharing of scientific ideas **(AP 5.11).** Senior PhD students are also encouraged to mentor junior PhD students and supervise MSc students who do their research projects in the department.

We offer information about career paths, both within and outside academia, through talks by our faculty, alumni, and invited speakers, as well as by encouraging students to attend career events organised by UCL Neuroscience Domain and UCL careers. In addition, survey feedback and conversations with students in the Working Groups have generated new ideas about how to supplement and refresh the current offerings. The Careers Working Group will be trialling in-house monthly "core skills" training events, as well as career development events (**AP 1.5, 2.3**). These will be open to students and staff.

In a recent survey to GCNU and SWC students, they were supportive of an annual career development meeting with their supervisor to discuss their career goals and the skills necessary to obtain them (**AP 1.4**). To help monitor that these discussions are taking place, notes from the meetings should be uploaded to the UCL's Research Student Log, a project management tool available to all students, which can be monitored by programme administrators.

Students are also supported when applying for grants and fellowships through GCNU's SPM, who advises students on postdoctoral funding opportunities and helps with grant writing.

Relevant Action Items:

1.2 Collect gender-disaggregated entry and exit information from PhD students about their career goals.

1.4 Ensure that yearly progression and development meetings with supervisors discuss career progression, goals and skills development.

1.5 At least 3 transferable skill / career events will be offered per year in conjunction with UCL (UCL Neuroscience Domain, UCL Careers, UCL Doctoral School).

2.3 Run at least 3 events focused on career tracks, including "How to Write a grant" workshops, funding opportunities and/or job application skills in coordination with the UCL Neuroscience Careers Network and our own Careers Working Group

5.11 Support student and postdoc organised events, including organisation of workshops

(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.

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5.4.   Career development: professional and support staff

(i)   Training

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

(vi)   Appraisal/development review

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

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

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

GCNU receives core funding from GCF, and SWC from GCF and Wellcome. This core funding funds permanent faculty positions and some postdoctoral positions. Despite generous core funding, faculty are encouraged to apply for external funding, which allows for more postdoctoral positions and PhD students. Faculty have obtained a substantial amount of funding from various bodies such as Wellcome, ERC, Simons Foundation, EPSRC.

Figure 19 shows the total number of grants applied for in the last 5 years for GCNU. Success rates for male and females is identical at 67%. SWC rates are higher for female faculty postdocs (80% vs 62% for males, see **Figure 20**).
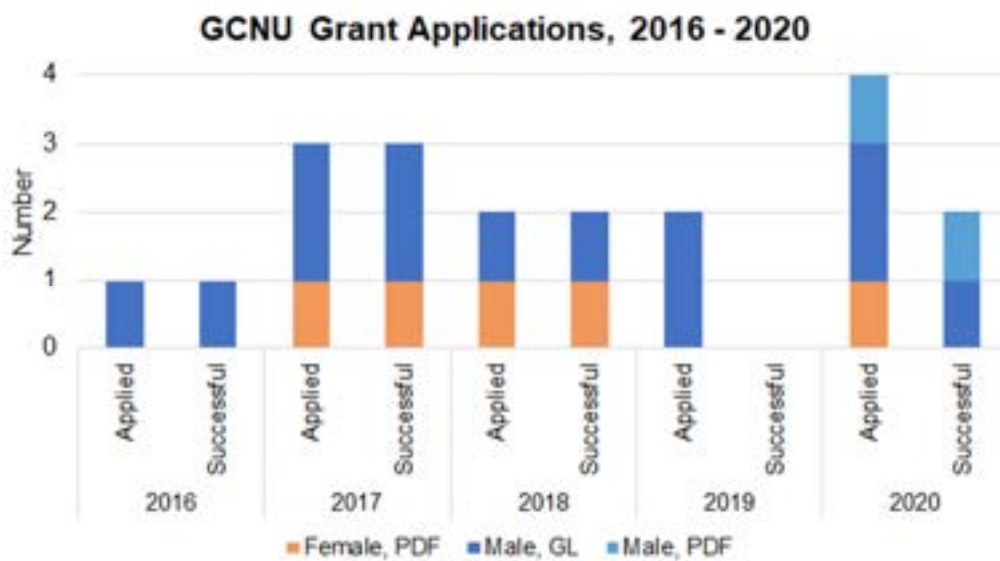

Figure 19 – Number of successful grants for GCNU 2016-2020, including postdoctoral fellows.
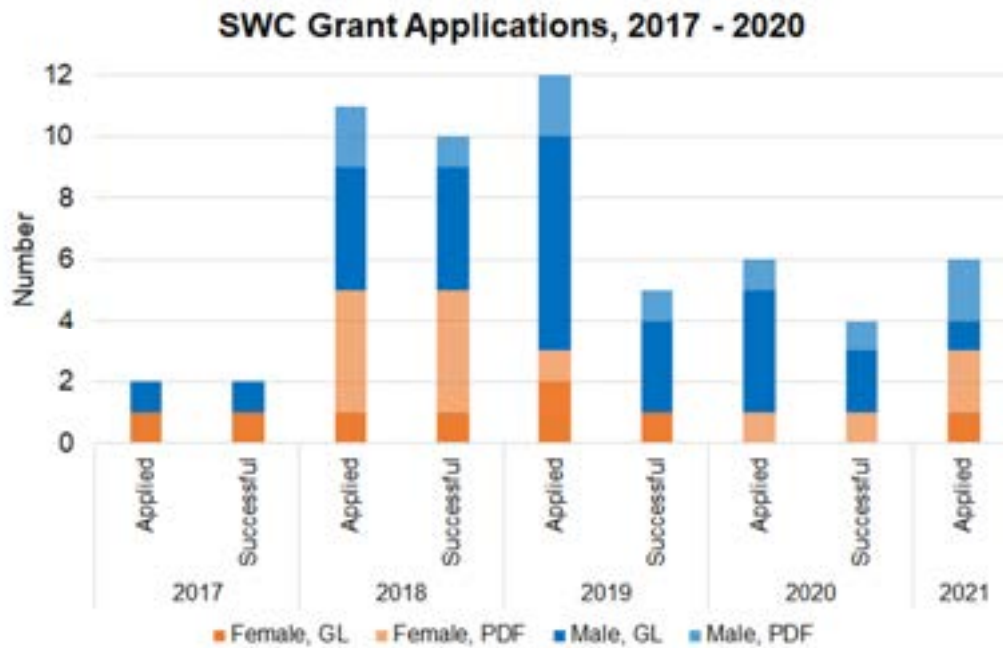
SWC Grant Applications, 2017 - 2020

Figure 20 – Number of successful grants for SWC 2017-2020.

Our departments are supported by administrative staff who are familiar with the UCL process of applying for funding. GCNU's SPM has previous experience of working in a funding environment, where she reviewed grants (across all career levels) and was part of interview panels. Since 2019, she has provided invaluable support in drafting grant applications for both departments, integrating mock interview panels, in addition to looking for and promoting funding opportunities for all students and staff across both SWC and GNCU. Faculty also read proposals, provide feedback and sit in mock interview panels (**AP 2.4**). Staff are also offered events on funding opportunities, grant writing and job interviews (**AP 2.3**).

Relevant Action Items:

2.3 Run at least 3 events focused on career tracks, including "How to Write a grant" workshops, funding opportunities and/or job application skills in coordination with the UCL Neuroscience Careers Network and UCL and our own Careers Working Group

2.4 Provide feedback to written proposals, make available mock interview panels for fellows interviewing for positions.

5.5. Flexible working and managing career breaks

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

(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.

As soon as a pregnancy is known the departmental HR leads ensure that expectant parents are aware of all relevant policies and benefits. For expectant mothers, we conduct health risk assessments and make adjustments if necessary to mitigate against any potential risks to her health and that of her unborn child.

The building has a dedicated private space for resting and taking breaks and both departments offer flexible working hours and working from home days.

In our survey, we asked whether individuals would be supportive of a "parental mentoring scheme" for expecting parents. There was good support for the idea (SWC: 63%F/71%M; GCNU: 67%F/67%M). As a result, we will pilot an "opt-in" mentoring scheme where expectant parents are paired with other parents in the departments who can offer mentorship on work-life balance during parenthood, tips on childcare (nursery and school) options, and who are happy to answer doubts and queries (**AP 4.8**). The idea is to create an open dialogue and share experiences of what has and has not worked for parents.

Relevant Action Item:

4.8 Pilot a "Parental Mentoring Scheme" where expecting parents are paired with other parents in the department.

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

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

Both staff and students are provided with the same leave benefits consisting of 20 days of paid paternity leave and 18 weeks paid maternity/adoption leave. For students, the pay rate is equivalent to their monthly stipend. Staff are also eligible for statutory maternity pay.

While on maternity/adoption leave, we encourage uptake of "keeping in touch" days. Line managers can recommend attendance at relevant training important for career development. We ensure that information on "keeping in touch" days is provided on the intranet and circulated to the staff member on

maternity/adoption leave. Any term-time teaching will be reassigned to another faculty member or senior postdoctoral fellow during leave.

> Across GCNU and SWC, 37% of women and 43% of men answered that they were concerned that taking parental leave would damage their career (GCNU: 33%F/40%M; SWC: 38%F/44%M).

Comments from early career researchers emphasised the complexity of taking parental leave. One female postdoc wrote that parental leave '*is a problematic point in science but having an independent fellowship which can be used flexibly can mitigate that to some extent.*' A female Group Leader added, *'The pressure to return back to the lab immediately after having a baby is strong and prevalent in academia, especially as a group leader."*

We will continue to promote parental leave benefits and emphasise that this is a normal and healthy activity that is fully supported by the centre.

GCNU

To ensure that staff do not feel that their career will be harmed by taking parental leave (**see Box above**), GCNU has designed a programme for a "substitute" to take over from faculty on parental leave (**AP 4.6**). We will provide funds for a two-year senior postdoctoral position. The cover would be in place 3 months prior to the start period of leave and would also be in place 6 months post returning from leave, to help distribute workload and provide additional flexibility to the faculty member. A female Group Leader said "*This proposal is innovative: alleviating the guilt from group leaders who have become new parents while providing an opportunity for early career scientists to gain experience...to provide support for work-life balance and combat gender inequality in academia, we need to try something new."*

Relevant Action Item:

4.6 Provide funds and implement a "substitute PI" programme for those on parental leave, whereby a senior postdoctoral fellow covers for the member on leave.

(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.

We encourage male and female staff to take the time off they require and ensure that no pressure is put on individuals to return early. At the end of parental leave, all staff are encouraged to attend a support session on returning to work run by UCL. Flexibility upon returning to work is encouraged, including flexible working hours, remote working and part-time working to accommodate childcare

arrangements. Parents can attend any necessary medical appointments for their children without having to use leave allowances.

For new mothers who are still breastfeeding or pumping there is a dedicated facility containing a fridge for milk storage.

SWC is currently working with the UCL administration to implement a scheme to help defray high childcare costs in London (**AP 4.5**). The SCW/GCNU Governing Board has shown support and we hope to be able to implement this benefit in the coming years.

Relevant Action Item:

4.5 Work with UCL to implement a carer's support programme for postdoctoral fellows and PhD students.

(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.

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.

TABLE 8 – SWC and GCNU Maternity and Return rates 2016-2020.					
Maternity leave and return rates					
	2016	2017	2018	2019	2020
Leave	0	0	2	3	2
Part time pre-leave	0	0	0	0	0
Returned full-time	0	0	0	2	2
Returned part-time	0	0	1	1	0
No Return	0	0	1	0	0

Seven cases of maternity leave since 2016 were taken by SWC academic and research staff, with none by support or professional staff and one by GCNU research staff (**TABLE 8**). Return rates are high (86%); of the seven cases one SWC postdoctoral fellow chose not to return to work. The leave length varied between 21 weeks to a full year.

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.

TABLE 9 shows paternity and shared parental leave uptake rates since 2017. There were no applications for adoption leave.

TABLE 9 – SWC and GCNU parental leave		
Role	**Paternity Leave**	**Shared parental leave**
Professional services	1M	
Postdoctoral fellow	1M	1F
Junior Group Leader	1M	
Professor	1M	

Feedback from surveys shows that on average 57% of staff are aware of policies and support for paternity or parental leave (GCNU: 66%F/60%M; SWC: 59%F/44%M). We recognise more needs to be done and will continue to inform staff via targeted emails, department intranet and the HR slack channel about rollout of new and updated UCL policies (**AP 4.3**).

Relevant Action Items:

4.3 Share policies and provisions to support flexible working and family policies including working hours, working from home, maternity and shared parental leave, via staff/student induction handbooks, Gatsby/SWC Slack channel and town halls.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

75F%/100%M respondents from GCNU and 83%F/82%M from SWC agree that flexible working is encouraged and supported by their line manager.

All staff are eligible to apply for flexible working arrangements. Part-time working arrangements will also be considered. As requests are made informally to line managers no central record is available on how many requests have been made but many flexible working arrangements are in place. This is supported by survey feedback (**see Box**). All staff have been signposted to UCL's flexible working policy and have access to the information available on the SWC intranet. This information will be regularly updated and actively promoted via slack channels and at Town Halls (**AP 4.3**) by our directors (**AP 4.2**). Applications

for fellowships offering flexible working will be promoted and supported (**AP 4.7**). Staff surveys will be conducted to understand the needs relating to flexible working and caring responsibilities (**AP 4.1**).

(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.

To date there have been no cases of staff transferring from part-time to full-time work following a career break. Staff wishing to move back to full-time working will be given structured support on an individual basis to ensure a successful transition. Phased return plans may be available, and any training needs will be identified.

Relevant Action Items:

4.1 Collect survey data on caring responsibilities and flexible working for all employees

4.2 Reinforce flexible working policies through communications from Director/Exec team to staff.

4.3 Share policies and provisions to support flexible working and family policies including working hours, working from home, maternity and shared parental leave, via staff/student induction handbooks, Gatsby/SWC Slack channel and town halls.

4.7 Support applications to fellowship schemes that offer flexible working (e.g., Dorothy Hodgkin Fellowship) and promote fellowship opportunities to early career researchers

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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.

We have set in place a culture of openness, where debate is encouraged, and it is common that at regular Town Halls, focused discussion sessions, and faculty meetings, individuals question our policies, provide feedback and contribute to our overall strategy (e.g., **AP 5.4, 5.7, 5.8**). This is supplemented by methods of communication that allow for a higher degree of anonymity (e.g., surveys, anonymous slack posts). We hope to never deter someone from expressing a concern or bringing forward an idea.

67%F/71%M of GCNU and 66%F/75%M of SWC respondents agreed that Town Halls are informative while 75%F/82%M of GCNU and 74%F/81%M of SWC respondents said that there are opportunities to provide feedback and influence decisions at GCNU/SWC.

Qualitative survey feedback was similarly encouraging. One respondent wrote, '*There is a very cooperative environment overall. There is a strong sense of community and there's always someone ready to help… People are open and receptive to others' opinions.'* A PhD student offered, *'The administration has taken student feedback seriously. The SWC is far less hierarchically structured than other academic institutes. I feel valued as a member of the scientific community here.'* Another respondent stated, *'Even if all proposed initiatives cannot be undertaken, leadership seems to be sincere in their attempts, and are clear about the challenges and opportunities. A focus on well-being and communities is appreciated, as are the concrete steps taken to achieve these.'*

We aim to foster a social and friendly culture, whereby regular social events, such as daily Teas in GCNU and our joint Friday Tea Hour, allow the creation of strong bonds that will lead to collaborations and a sense of community. Open social- and work-spaces in our building also help promote informal discussions. Our first-year PhD students are well integrated, and our first-year social and academic activities help encourage collaborations and friendships that continue throughout their time at the centres. We will continue to invest in these valuable events such as workshops, yearly symposia, and retreats (**AP 5.11**).

Annual student and staff surveys will continue to help us gain an understanding of the impact of our policies on culture and environment (**AP 5.10**). Through the establishment of the Research Culture Working Groups, we will ensure continual awareness of EDI issues. These groups meet regularly to discuss cultural issues and improvements and will implement proposals that will achieve significant change. Importantly, these groups are led by students, postdoctoral fellows, and professional staff, thus empowering lower hierarchical structures to achieve cultural change. More importantly, these groups will encourage and strengthen collaborations across SWC and GCNU, to foster an interactive culture. The SWC firmly believes that teams of scientists, including not only academic staff, but all members of research staff, are essential to achieve these goals.

GCNU

GCNU has made it its priority to create an inclusive culture through gender equality, particularly because our research fields are historically male dominated. Through Town Halls, feedback questionnaires and regular discussions on gender discrimination at our daily Tea slot, students and postdoctoral fellows have openly expressed the need for more female role models in the department.

For all appointments we make a conscious effort to consider gender balance and improve visibility of women in the department. With the possibility of having a new female faculty with a young family joining us in Autumn 2021, we hope that we will have not only an academic role model, but also another role model for those with caring responsibilities. Through the proposed mentorship programme and by diversifying affiliate membership and female speakers, GCNU endeavours to increase the visibility of role models, and create an inclusive culture (**AP 3.6**).

Relevant Action Items:

3.6 Increase diversity in GCNU affiliate members; engage these new members in mentorship of early career researchers

5.4 Continue to actively monitor the external speaker series to ensure they reflect our EDI goals

5.7 Incorporate dialogue/feedback from representative committees (PhD students, postdocs, staff) in SWC governance, including standing items at faculty meetings; Set up an informal internal GCNU committee with students and postdocs to discuss EDI issues once a term; incorporate feedback from the committee into faculty meetings

5.8 Hold SWC/GCNU Town Halls every two months

5.10 Conduct regular staff/student surveys, comparing results over time

5.11 Support student and postdoc organised events (workshops, retreats)

(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 polices.

Both departments have their own professional HR staff who work closely with the UCL HR Business Partners and Faculty HR group. Both HR leads work closely with their respective leadership teams to ensure that they are informed and updated about changes to HR policies, and that these are communicated to all staff (via faculty, Executive and Town Hall meetings, by email and via slack channels). They also highlight any areas where policies are being inconsistently applied.

Both HR leads sit on the EDI Faculty Committee and information on recent developments and actions required in EDI at Faculty-level are fed back to the SAT and leadership teams at their regular meetings.

As mentioned in section 5.3(i), online EDI training is mandatory for all staff during their probation period and is monitored by HR staff as part of the probation review. Training on awareness of bullying and harassment ("Where do you draw the line?") has also been rolled out for all staff since 2018. In recent years, staff awareness of EDI training and awareness of EDI issues has significantly increased. This is also supported by announcing EDI initiatives and efforts on the departmental webpages, at Town Hall meetings, as well the HR slack channel **(AP 5.6)**.

> Although overall ratings of fairness are high (>75%), 15% of female staff and 7% of male staff across both units (GCNU: F - 0%, M - 0%; SWC: F - 17%, M - 10%) said that they had occasionally noticed that others have been treated unfavourably because of their gender. In addition, 19% of female and 12% of male respondents indicated that they would *not* feel comfortable reporting unfavourable treatment of themselves or others.

There have been no recorded bullying, harassment, or grievance complaints made in either department within the past few years. However recent survey results (**see Box above**) and other feedback indicate that we still need to ensure that all members would feel comfortable reporting unfair treatment.

In response to these survey results we will undertake several actions. Harassment and bullying training will be mandatory (**AP 5.1**); we will make everyone aware of the new "Report + Support" system offered by UCL, where anyone can make an anonymous report on bullying, harassment, and sexual misconduct, in addition to contacting one of UCL's Dignity Advisors, who are trained individuals who provide confidential information on harassment, bullying and sexual misconduct (**AP 5.3**). We will also encourage all students to complete the "Active Bystander" training offered by UCL. Finally, we will continue to be very vigilant to counteract any examples of unacceptable behaviour. Should any instances occur, the HR departments would work with line managers in addressing any issues through informal mediation in the first instance to facilitate positive communication between both parties.

Relevant Action Items:

5.1 Arrange yearly mandatory training on harassment and bullying 'Where do you draw the line' for new staff, and "Taking the Lead" for senior managers. Direct to online resources for postdoctoral fellows and students.

5.3 Raise awareness of UCL's "Report + Support" programme and of UCL's Dignity Advisors, who provide confidential information on harassment, bullying and sexual misconduct

5.6 Ensure that induction of new staff covers EDI policies; ensure that marketing and promotional material increases visibility of EDI efforts

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.

> 75%F/75%M of GCNU and 76%F/78%M of SWC respondents agreed with the statement "*I am encouraged by GCNU/SWC to participate in committees or discussion groups*".

Staff and students are encouraged to participate in internal committees, and we regularly advertise openings and ask for volunteers directly to join committees as we see it as an important step in career development. Overall, we strive to achieve 50% of female/male representation, although this is not always possible. Indeed, for GCNU, 75%F/81%M and for SWC 57%F/39%M report that they currently participate in departmental committees or discussion groups. These data indicate a higher rate of participation by women in the SWC; going forward we need to be aware of and mitigate the impact this workload has on women (**AP 5.2**).

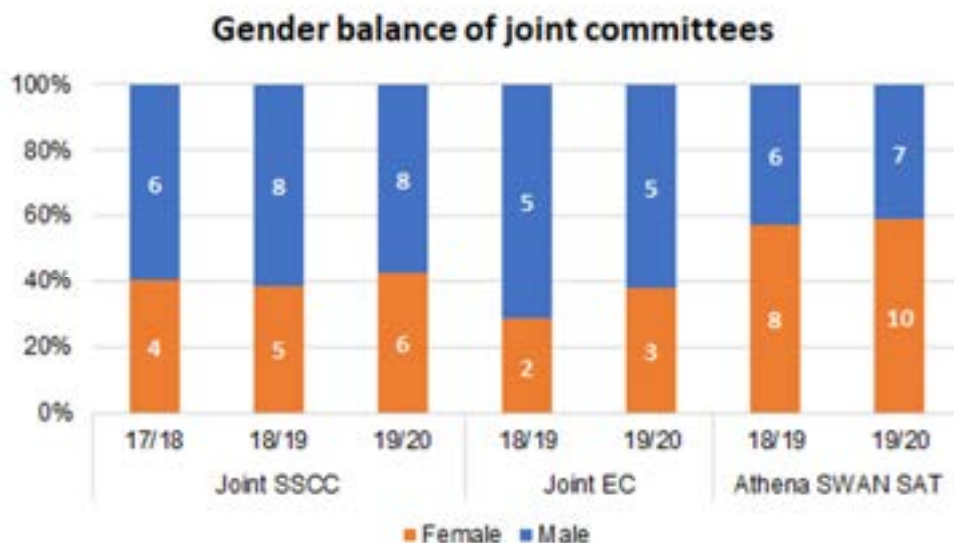Due to the overlapping nature of our programmes and policies, SWC and GCNU share several committees (**Figure 21**).

Gender balance of joint committees

The Staff-Student Consultative Committee is a joint committee for GCNU and SWC students and staff. Students are typically approached to join the committee by the PhD Programme Manager (SWC) and SPM (GCNU). Students rotate on a yearly basis, although some choose to stay on another year for continuity purposes.

Our joint Executive Committee makes strategic decisions and comprises the two departmental Directors and SWC Associate Director, the GCNU Administrative Manager, the SWC Chief Scientific Officer, the GCNU SPM, and the SWC Programme Manager.

GCNU

Figure 22 summarises the makeup of formal GCNU committees. On average, our committees are made up of 33% women, which is in line with the proportion of women in the department.
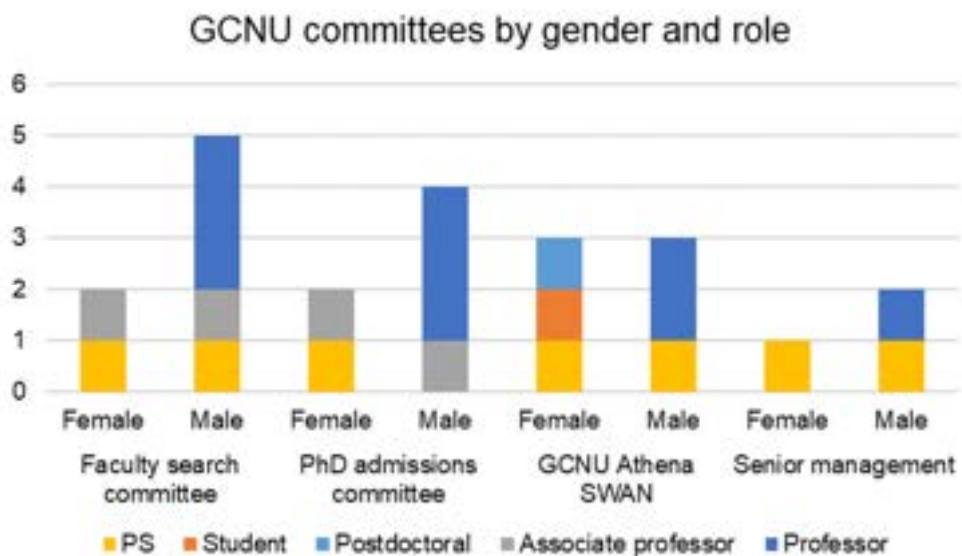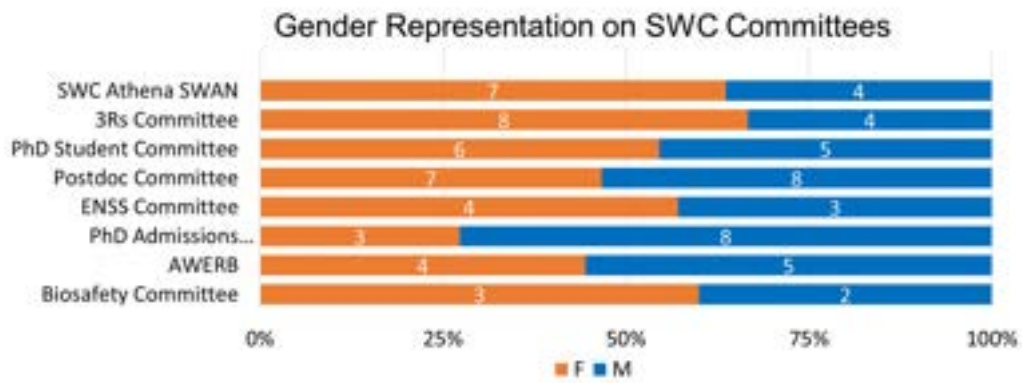

Figure 22 – Gender and role distribution of GCNU committees. Note some members are external to the department.

SWC

SWC has several committees with members representing a larger group of constituents. **Figure 23** summarises the makeup of these committees.

Figure 23 – Gender distribution of SWC Committees.

Gender Representation on SWC Committees

Committee	F	M
SWC Athena SWAN	7	4
3Rs Committee	8	4
PhD Student Committee	6	5
Postdoc Committee	7	8
ENSS Committee	4	3
PhD Admissions...	3	8
AWERB	4	5
Biosafety Committee	3	2

Relevant Action Item:

5.2 Ensure balanced gender participation on SWC committees by encouraging more men to serve.

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(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?

Staff are widely encouraged to broaden their scope through university-wide committee participation, and opportunities are regularly forwarded (see **Figure 24**). However, most Faculty or University-wide participation is generally open to academics only, and there are few opportunities for postdoctoral fellows or students to get involved. On average, across both Departments, women make up more than 30% of external committees.

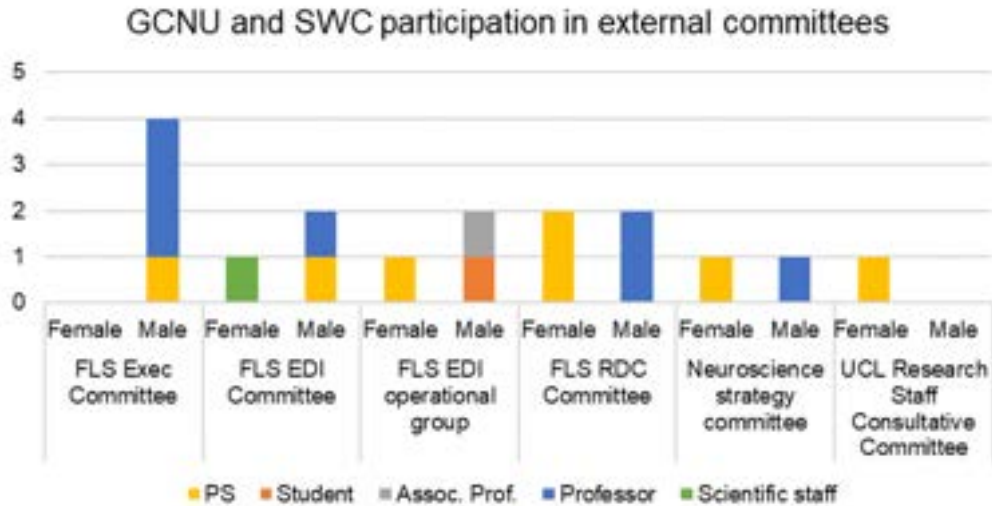GCNU and SWC participation in external committees

Figure 24 – Joint representation on external UCL committees.

(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.

Workload is mainly managed within laboratory groups or as part of cross-unit activity (**Figure 25**). We are aware of the traditional 'long hours' culture of research departments that could adversely impact both female and male staff if not managed appropriately. To ensure a fair allocation of work, workloads are reviewed at laboratory meetings and appraisals. It is also widely appreciated that both departments support flexible working polices (**Figure 26**).
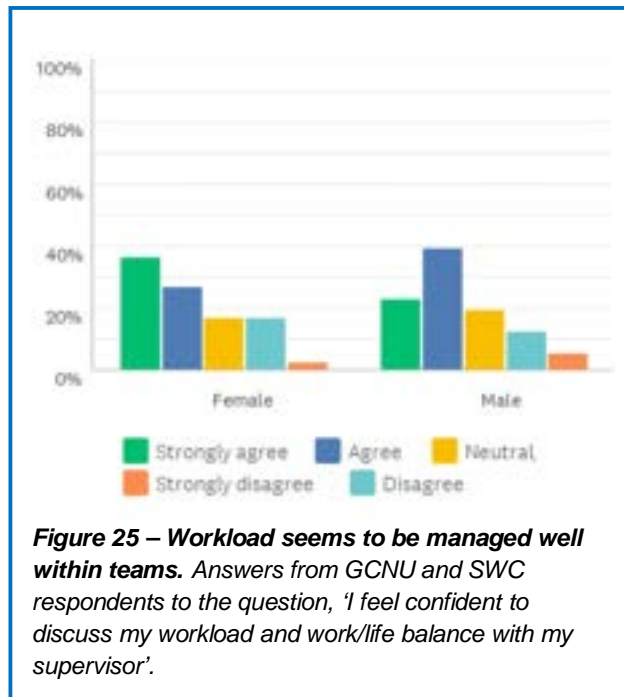

Figure 25 – Workload seems to be managed well within teams. *Answers from GCNU and SWC respondents to the question, 'I feel confident to discuss my workload and work/life balance with my supervisor'.*
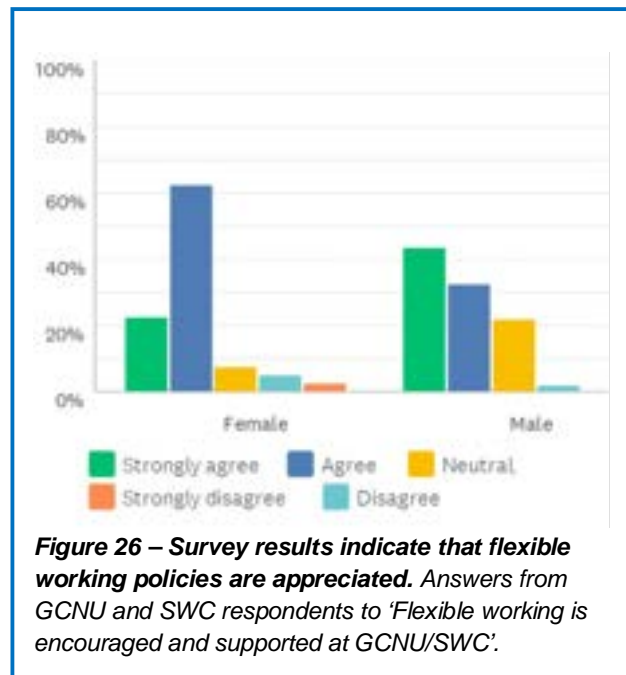
Both the Research Culture Working Groups and surveys are used to get staff and student perspectives on the fairness of workloads. The Working Group will

also consider if a formal workload allocation model should be introduced. Their feedback will be given to the Executive Teams and SAT for any appropriate action.

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.

Core working hours are 10am - 4pm. Our policy is that no departmental meetings or seminars are scheduled outside these core hours or during school holidays. One-to-one meetings can be scheduled outside core hours provided it is convenient for both individuals. After consultation with the department, GCNU have also recently moved their external seminar from 4pm to 3pm on Wednesdays to accommodate those with caring commitments.

Figure 26 – Survey results indicate that flexible working policies are appreciated. *Answers from GCNU and SWC respondents to 'Flexible working is encouraged and supported at GCNU/SWC'.*

We also have social gatherings on Friday afternoons at 4pm, which include nibbles and drinks, aimed at promoting interaction between PhD students and postdoctoral fellows in our departments, although faculty members do occasionally participate. Given the nature of these interactions, it would seem inappropriate to hold them during core working hours, as the main aim is to promote social activities unrelated to work.

Research groups are encouraged to run annual retreats focused on team building and sharing scientific ideas. To ensure all members can participate fully, family members and children can attend.

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.

GCNU

GCNU recognises that past workshops lacked diversity. In recent workshops, GCNU has tackled this problem and increased the number of female speakers in workshops and meetings from under 20% in 2017 to almost 35% in 2019 (no workshops were held in 2020). The aim is for all future workshops to have minimum 35% female participation.

GCNU has also increased the proportion of invited female speakers from 14% to over 20% in the last two years (**Figure 27**), which is in line with the percentage of women in the Theoretical Neuroscience and Machine Learning fields. Because the proportion of women in these fields is approximately 20%, it is unrealistic to try to achieve 50% female representation in seminars and workshops. This would also place an unfair workload on women in these fields. Therefore, our goal is to extend this to 25%, with a longer-term goal of 35% (**AP 5.4**). In academic year 2020/21 we have already achieved 30% diversity of speakers (**Figure 27**).
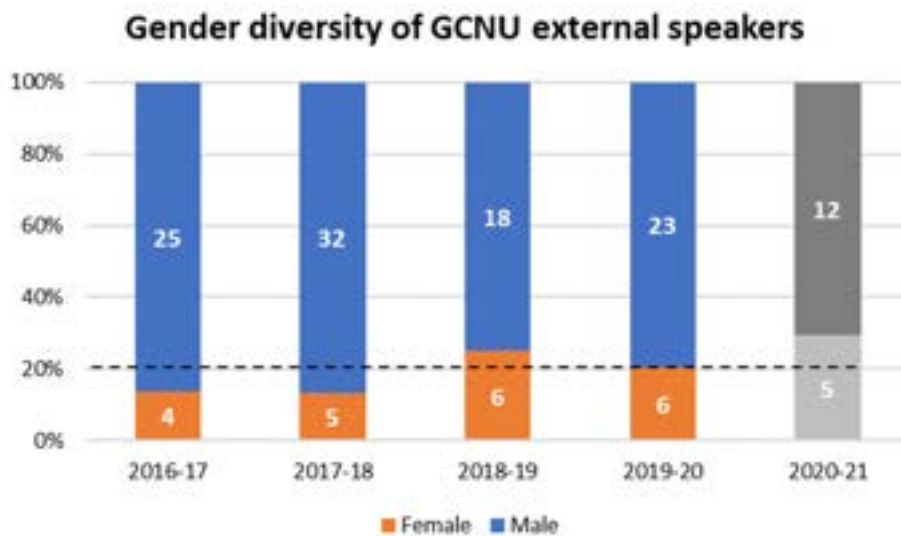

Gender diversity of GCNU external speakers

Figure 27 – Gender representation in GCNU seminar series. Dotted line represents proportion of women in theoretical and computational neuroscience and machine learning.

SWC

The SWC Seminar Series is the most visible event at SWC. The series hosts internationally renowned speakers each week during the academic calendar year. Notably, our Emerging Neuroscientist Speaker Series (for international early career researchers) offers four spots per year in this series (see **AP 5.5**).

Figure 28 summarises the gender of speakers in the series; on average across the past 4 years, we had 44% female speakers with most years approaching an even split. To ensure equality in the series we ask all constituent groups who suggest speakers to forward gender-balanced lists.
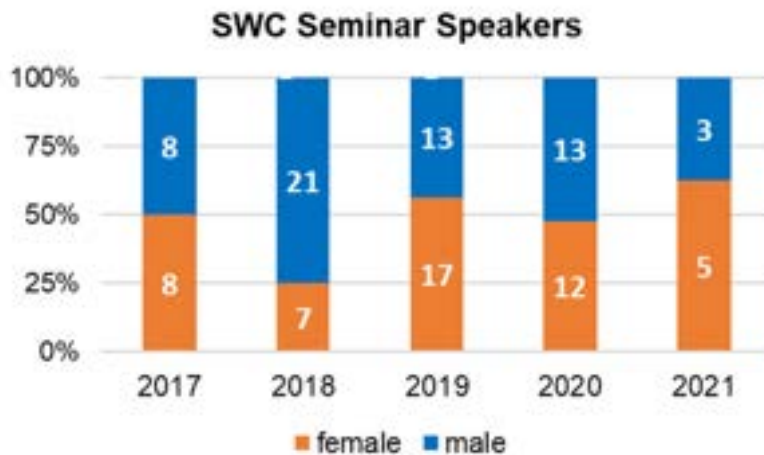

Figure 28 – Gender representation in SWC Seminar Series

GCNU's website was redeveloped in 2020 with more inclusive images and information regarding our students and our culture. Both GCNU and SWC have their own twitter accounts which actively advertise seminars, recent publications, job advertisements, and promote the profiles of students and postdoctoral fellows, including alumni (**AP 5.6**), with the aim to encourage more diverse applications.

Relevant Action Items:

3.9 Increase diversity in affiliate and honorary members of the Department who will provide mentorship to early career researchers

5.4 Actively monitor the external speaker series to ensure they reflect the Unit's EDI goals

5.5 Bring diverse early career scholars to SWC in Emerging Neuroscience Speaker Series/GCNU internal speaker series that focuses on promoting the work of senior PhD students and ECRs

5.6 Ensure that induction of new staff covers EDI policies; ensure that marketing and promotional material increases visibility of EDI efforts

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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.

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.

SWC has a dedicated Head of Research Communications and Engagement, who drives public engagement and outreach activities. We have an internal public engagement network which consists of students and staff from both departments. The Head of Communications works closely with the GCNU SPM in promoting activities through newsletters and emails.

Many staff and students have participated in public engagement activities **(TABLE 10)**. Participation in engagement activities is formally recognised in the internal newsletter, where a summary of outreach activity is included and disseminated. We have hosted a series of 'Dear Neuroscience' events where artists, crafters, parents and neuroscientists joined forces to co-create explorations of neuroscience "in the wild".

To encourage participation, SWC has a dedicated "Public engagement award" which provides funding for engagement activities. Past recipients have set up a pilot podcasting effort, provided support for a repository for free digital scientific art, and launched an outreach programme for secondary school students in Kosovo.

TABLE 10 – Participants in selected public engagement events.				
	GCNU		SWC	
	Male	Female	Male	Female
New Scientist Live 2018	7	0	6	7
Big Bang 2019	0	2	6	0
Big Bang 2020*	0	0	2	8

Bloomsbury Fest 2020*	0	0	3	1
In2Science 2020	2	1	2	4
Neuropeople	2	0	2	3
TOTAL	11	3	21	23

To increase outreach and engagement participation, we plan to incorporate a component of outreach into the PhD programme, asking all students to commit to outreach or public engagement activities during their PhD (**AP 1.6**).

Relevant Action Item:

1.6 Require PhD students to engage in outreach activities

6727/6000 words

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

Both departments responded in a similar manner to the COVID-19 pandemic to maintain learning and research activities and support staff wellbeing since March 2020.

Key teaching and learning activities were transferred to online delivery and regular group and supervisory schedules were maintained throughout the pandemic to minimise disruption to post-docs and student. Where necessary event times were adjusted (within UCL core hours) to ensure that as many people as possible could attend wherever they were in the world. Both centres maintained social and other events such as Gatsby Tea, joint weekly Tea Hour to enable people to stay in touch and maintain a sense of community and the frequency of Town Halls was increased to bi-monthly meetings. Several initiatives have been launched such as social virtual 'coffee roulette' and wellbeing activities (e.g., Step Challenge, Working Smarter initiatives, self-paced resilience programmes). A "Wellbeing & Health" section was added to our intranet providing a catalogue of tools and trainings offering coping strategies to support the mental resilience of staff.

Fortunately, the building remained open for the essential work of key staff. This allowed SWC personnel to maintain long-running animal related experiments which were key to their research and future career development. Additionally, in line with government guidelines, staff and students who found it difficult to work at home because of impact on their wellbeing were able to work on-site on an occasional basis.

Flexible working arrangements have been offered to all staff and at no time has any member of staff or student been required to be on-site when alternate arrangements could be made. Both departments have provided required IT and office equipment to enable people to work remotely. Also, all recruitment activities like interviews and panel meetings as well as verbal induction of new staff now take place remotely.

All staff and students from both centres have continued to receive a full salary or stipend through the period of the pandemic. Particular attention was given to people with additional caring or home-schooling responsibilities. SWC Directors sent several emails to staff confirming that they would **not be expected to work the same hours as before** and this message of reassurance and support was reinforced in individual meetings by managers in both departments. Supervisors were asked to focus on how barriers or problems caused by COVID-19 impacted on work and agree adjustments to objectives and workload/projects where relevant.

395/500 words

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Combined GCNU & SWC Action Plans with SMART criteria

Note: GCNU-specific items are shaded blue green; SWC-specific items are light blue; joint items are unshaded.

1. Support for students

Specific Action	Measurable/Achievable Outcome	Relevance	Timebound	SAT Member Responsibility
1.1 Target advertising for PhD programme and increase visibility to applicants of departmental role models	Track numbers of female PhD applicants to GCNU Programme.	The number of female students in GCNU PhD programme is limited due to a small numbers of applicants. **See Figure 4 and page 15.**	Advertising in advance of 2022 admissions	GCNU Scientific Programme Manager (SPM) Ana Saraiva Ayash
1.2 Collect gender-disaggregated entry and exit information from PhD students about their career goals	Achieve at least 80% participation in entry/exit surveys by 2023. Use data over time to evaluate the effectiveness of actions and policies.	Monitoring career aspirations and the success in achieving these goals is essential for evaluating AS actions over time. These data also serve as a baseline for Action 1.5 **See more details on pages 15-17, 22.**	Entry surveys for 2021-22 class; exit surveys beginning in 2022-23 academic year	SWC: HR Manager Lena Bach/PhD Coordinator GCNU: Administrative Manager Mike Sainsbury/SPM
1.3 Collect career trajectory and satisfaction data from PhD programme alumni	Achieve at least 50% participation in surveys by 2023; results to be analysed by SAT and presented to the Executive Teams	Career accomplishments and satisfaction are key long-term measures of success of any AS actions. **See pages 17, 22**.	Starting 2021; Yearly	SWC: PhD Coordinator Klara Otis/HR Manager GCNU:SPM/PhD student Lea Duncker
1.4 Ensure that yearly progression and development meetings with supervisors discuss career progression, goals, and skills development	Progression and development for PhD students will be monitored and surveys of students will be assessed over time	AS Survey results show that PhD students would like more structured feedback. **See page 38.**	2021-2022 academic year	SWC: Director GCNU: Director Maneesh Sahani
1.5 At least 3 transferable skill / career events will be offered per year in conjunction with UCL (UCL Neuroscience Domain, UCL Careers, UCL Doctoral School)	Attendance of students will be tracked at events; our aim is to exceed an 80% rate of participation in these events and to achieve more positive feedback from attendees in the next AS survey	The December 2020 AS Survey for GCNU and SWC indicated that early career researchers, including PhD students, are interested in transferrable skills training and career events. **See section on support given to students on pages 38-39.**	Planning for the events will begin immediately, data collection will occur throughout the term of award.	SWC: PhD Coordinator /SWC PhD students Naureen Ghani & Spencer Wilson GCNU: SPM/PhD student Lea Duncker

1.6 Require PhD students to engage in outreach activities	Participation in outreach will be tracked aiming for equivalent rates of female/male participation	There is higher female participation in outreach & public engagement relative to F/M ratios of students. **See Table 10 & page 58.**	From 2021-22 academic year.	SWC: PhD Coordinator GCNU: SPM

2. Support for staff – especially at career key transition points

Specific Action	Measurable/Achievable Outcome	Relevance	Timebound	SAT Member Responsibility
2.1 Obtain entry and exit surveys from research staff about their career goals	At least 80% of starting/leaving staff providing entry/exit feedback	Career accomplishments and satisfaction are medium-to-long term measures of success that will allow evaluation of AS actions. **See page 22.**	Yearly	SWC: HR Manager GCNU: Administration Manager
2.2 Collect follow up data from postdocs throughout subsequent career stages	Maintain yearly contact with >80% of postdocs after they leave	Career accomplishments and satisfaction are medium-to-long term measures of success that will allow evaluation of AS actions. **See page 22.**	Beginning in 2021-22	SWC: Postdoctoral Fellow Sepi Keshavarzi GCNU: SPM/Administrative Assistant Barry Fong
2.3 Run at least 3 events focused on career tracks, including "How to Write a grant" workshops, funding opportunities and/or job application skills in coordination with the UCL Neuroscience Careers Network and our own Careers Working Group	At least 70% of postdocs attending first event; positive feedback from attendees	Post-doctoral researchers, esp. females, express interest in regular events focused on career progression, alternative career opportunities and profession skills development. **See pages 31, 33 and 36, 38, 41 for more info.**	Beginning in 2021-22 academic year.	SWC: faculty Andy Murray GCNU: SPM
2.4 Provide feedback to written proposals, make available mock interview panels for fellows interviewing for positions	Achieve at least 50% participation from those eligible; track success rates of proposals/interviews	Prepare post-doctoral level researchers (and PhD students) for competitive fellowships. **See pages 31, 33, 36, 41.**	Beginning in 2021-22	SWC: Chief Scientific Officer (CSO) Tom Otis GCNU: SPM
2.5 Involve postdoctoral fellows in faculty position interviews including chalk talks	Attendee rosters, feedback from attendees	Preparing postdoctoral fellows for future career steps. **Discussed on page 36.**	Beginning with the first faculty searches in 2022-23	SWC: Programme Manager Emma Bennett GCNU: Administration Manager/Director
2.6 Introduce a GCNU mentorship programme with affiliates; pair PGRs with affiliate faculty	At least 80% uptake of the programme	Provide career and wellbeing mentorship to early career researchers independent of their line managers. **See page 37.**	Starting 2022-23	GCNU: SPM/faculty Peter Latham
2.7 Provide at least 2 events per year for SWC research staff (e.g. animal	At least two training sessions offered to each group; feedback from attendants	We want to minimise the cultural divide between academic and research staff in the	Beginning in 2021-22	SWC: Animal Care Officer Sian Murphy

technicians) to learn scientific techniques, attend and present at scientific meetings		SWC to build community across the Centre. **See page 33.**		

3. Recruitment, promotion and retention

Specific Action	Measurable/Achievable Outcome	Relevance	Timebound	SAT Member Responsibility
3.1 Targeted recruitment policies for faculty positions	Data on faculty applications, offers, appointments	For both GCNU and SWC, the transition between postdoctoral fellow to faculty level shows a drop in female applicants and appointments. Targeted recruitment policies will be used to improve this gap. **See Figures 8 & 14 and pages 19, 20 and 28.**	Commencing with next faculty searches in 2021-22 academic year.	SWC: Director GCNU: faculty Peter Latham/Director
3.2 Ensure diverse search committees for faculty positions, to achieve on average 40% female composition	Data on search committee composition. We will strive to achieve on average 40% gender diversity of all our panels.	Although we meet UCL requirements for minimum 25% gender diversity on all panels (**see Figures 12 & 16**) it is imperative to minimise biases and ensure that recruitment of faculty is fair and balanced. **See pages 19, 27 and 28 for more details.**	Commencing with next faculty searches in 2021-22 academic year.	SWC: HR Manager/Director GCNU: Administration Manager /Director
3.3 Run balanced promotion and reward panels with discussions of all staff in order to increase fair chances for promotion and reward	All staff members (research and PS) are considered individually	AS Survey results show dissatisfaction with the annual promotions and rewards process and a gender disparity in perceptions of fairness (**see pages 30-31**). This action and related centre-wide discussions are aimed at ensuring that promotion and reward is fair and balanced.	Beginning with annual appraisal process in 2021-22 academic year	SWC: HR Manager/Associate Director Troy Margrie
3.4 Email from GCNU/SWC Directors to all line managers regarding mandatory appraisal requirements; Executive Teams will communicate their expectations of appraisal uptake in faculty meetings	Increase uptake of appraisals to >90% of staff appraised by emphasising the importance of faculty engagement in appraisal process	Appraisal rates and quality of appraisal discussions need improvement. **See TABLE 7, Figure 18 and pages 34-35**.	Starting December 2021	SWC: Director GCNU: Director
3.5 Communication from the SWC HR Team and GCNU Administration Team sharing information about the purpose and structure of the appraisal process as well as about training and support available to all	90% of respondents report awareness in survey	Survey results indicate that appraisal processes need to be better understood by appraisers and appraisees. **See Figure 18 and pages 34-35**).	Starting December 2020	SWC: HR Manager GCNU: Administration Manager

SWC staff (via email, wiki, and HR Slack channel)				
3.6 Increase diversity among GCNU affiliate members; engage these new members in mentorship of early career researchers	Achieve at least 20% female affiliates	Diversify departmental faculty. **See page 47.**	Starting in 2022	GCNU: SPM/faculty Peter Latham

4. Career Breaks and Flexible Working

Specific Action	**M**easurable/**A**chievable Outcome	**R**elevance	**T**imebound	SAT Member Responsibility
4.1 Collect survey data on caring responsibilities and flexible working for all employees	Achieve >60% response rate, with >80% of respondents reporting awareness in future AS surveys.	While most employees seem aware of and satisfied with flexible working (**see Figures 25 & 26, pages 53-54**), we know that caring responsibilities can be challenging for early career researchers and staff. This action aims to increase awareness of existing parental leave and flexible work policies. **See page 45.**	Launched in 2020 AS Survey, will continue in subsequent AS Surveys	SWC: Programme Manager GCNU: Administration Manager
4.2 Reinforce flexible working policies through communications from GCNU/SWC Executive Teams to staff	Increase uptake of flexible working arrangements; positive feedback regarding acceptance of flexible working arrangements.	Increase commitment to/acceptance of flexible working from line managers and employees. **See page 45.**	Beginning in 2021-22 academic year	SWC: Director GCNU: Director
4.3 Share policies and provisions to support flexible working, work-life balance via intranet, SWC/GCNU HR slack channels, SWC/GCNU Induction Handbooks, and Town Halls	At least 80% of respondents report awareness of policies and options in the annual staff surveys	Increasing awareness of flexible work policies at staff and student level will lead to improved feelings of satisfaction and work-life balance. **See Figures 25, 26 and discussion on pages 28 and 45.**	Beginning in 2022-23 academic year	SWC: Postdoctoral Fellow Yaara Lefler/HR Manager GCNU: Administration Manager/SPM
4.4 Ensure all job advertisements continue to explicitly include an optional section for career breaks	Track all job advertisements to ensure 100% compliance; analyse survey data to determine if this influenced new hires	Advertising will demonstrate that we pay attention to individual circumstances such as parental or sickness leave when making hiring decisions; it also publicly acknowledges a potential bias in hiring processes**. See page 27**.	Continuing in 2021-22 academic year	SWC: HR Manager GCNU: Administration Manager
4.5 Work with UCL to implement a carer's support programme for postdoctoral fellows and PhD students	Short-term: Positive response of at least 80% of staff with children younger than 4 years; long-term: other institutions recognise the positive effect of our pilot programme and implement similar schemes	Our survey results show that one of the major challenges for early career researchers is managing child care and that this is a factor contributing to career choices for female researchers. **See page 43.**	We hope to launch a pilot programme sometime in 2022 or 2023.	SWC: Programme Manager/HR Manager

4.6 Provide funds and implement a "substitute PI" programme for GCNU staff on parental leave, whereby a senior postdoctoral fellow covers for the member on leave	Analyse survey data to determine whether there is an improvement in wellbeing for new parents. Measure rates of uptake of shared parental leave.	Providing support for those on parental leave should lead to increased uptake rates and improvements in well-being. **See page 43**.	Onset of 2022-2023 academic year	GCNU: SPM/Administration Manager
4.7 Support applications to fellowship schemes that offer flexible working (e.g., Dorothy Hodgkin Fellowship) and promote fellowship opportunities to early career researchers	At least 80% of research staff being aware of schemes (staff survey); success rates of applications	Several prestigious fellowship schemes offer enhanced benefits for flexible working and our fellows have been successful in obtaining these awards; facilitating strong applications from SWC and GCNU scholars has many benefits for the individual and our centres. **See pages 45**.	2021-22 academic year	SWC: Postdoctoral Fellow Yaara Lefler GCNU: SPM
4.8 Pilot a "Parental Mentoring Scheme" where expecting parents are paired with other parents in the department	Improve wellbeing for new parents as assessed in future surveys. Higher uptake of shared parental leave.	Survey results indicate that 37% of women and 43% of men are concerned that taking parental leave would damage their careers. This support is intended to help manage those concerns. **See page 42 and related discussion.**	2022-2023 academic year	SWC: Postdoctoral Fellow Yaara Lefler GCNU: SPM

5. Organisation and Culture

Specific Action	**M**easurable/**A**chievable Outcome	**R**elevance	**T**imebound	SAT Member Responsibility
5.1 Arrange yearly mandatory training on harassment and bullying 'Where do you draw the line' for new staff, and "Taking the Lead" for senior managers. Direct to online resources for postdoctoral fellows and students.	100% of all new staff attend the training; improvements in the difference between female and male respondents.	Rates of perceiving unfair treatment based on gender or other characteristics are low (<15%) but consistently ~10% higher in female versus male respondents in the AS survey. **See page 48.**	Continuing in 2021-22 academic year.	SWC: CSO/Director GCNU: Administration Manager/ Director
5.2 Ensure balanced gender participation on SWC committees by encouraging more men to serve.	Participation rates on committees, responses to survey regarding committee work	Rates of committee service are consistently higher in female versus male respondents in the AS survey. **See page 49.**	Continuing in 2021-22 academic year.	SWC: CSO GCNU: Administration Manager
5.3 Raise awareness of UCL's "Report + Support" programme and of UCL's Dignity Advisors, who provide confidential information on harassment, bullying and sexual misconduct	Survey results on comfort in reporting harassment/bullying; improvements in the difference between female and male respondents.	Rates of responding negatively to the questions about whether one would feel uncomfortable reporting unfair treatment are low (<20%) but higher for female respondents. **See Page 48.**	September 2021	SWC: Director GCNU: Director
5.4 Continue to actively monitor speaker series and communications to ensure they reflect our EDI goals	SWC: maintain >40% female speakers GCNU: maintain percentage of female speakers at or above 25%	Gender diversity in our main speaker series has improved over the past two years but we need to maintain/extend these improvements. **See Figures 27, 28 & discussion on pages 15, 46 and 55.**	Ongoing	SWC: PhD student Spencer Wilson/CSO GCNU: SPM/Postdoctoral Fellow Francesca Mastrogiuseppe
5.5 Bring diverse early career scholars to SWC in Emerging Neuroscience Speaker Series/GCNU internal speaker series to promote the work of senior PhD students and ECRs	At least one engagement project per year; positive feedback from attendants; at least 25% of invited internal speakers will be early career researchers	These speaker series offer opportunities to showcase diversity and advance the profile of early career researchers. **Discussed on page 55.**	Starting in 2021-22 academic year.	SWC: faculty Andy Murray GCNU: PhD student Lea Duncker/Postdoctoral Fellow Francesca Mastrogiuseppe
5.6 Ensure that induction of new staff covers EDI policies; ensure that	At least 80% of research staff being aware of policies and projects (staff survey)	In close engagement with UCL's central EDI efforts, both SWC and GCNU will promote	Beginning in 2022	SWC: HR Manager/Communications Manager

marketing and promotional material increases visibility of EDI efforts		and implement initiatives. **See pages 28, 29, 48 and 56.**		GCNU: SPM
5.7 Incorporate dialogue/feedback from representative committees (PhD students, postdocs, staff) in SWC governance, including standing items at faculty meetings; Set up an informal internal GCNU committee with students and postdocs to discuss EDI issues once a term; incorporate feedback from the committee into faculty meetings	Positive feedback from representative committees regarding consideration of their input	These committees and standing slots on governance meeting agenda are critical for engagement and communication across the centres. **See page 46** for discussion of channels of dialogue within the centres.	Ongoing	SWC: Animal Care Officer Sian Murphy/ Postdoctoral Fellow Sepi Keshavarzi GCNU: PhD student Lea Duncker/ Postdoctoral Fellow Francesca Mastrogiuseppe
5.8 Hold Biannual SWC/GCNU Town Halls	Positive feedback from attendants	Town Halls have received strong support in our AS survey and the SAT views them as vital for transparency and engagement. **See discussion on page 46.**	Continuing through 2021-2023.	SWC: CSO GCNU: Director
5.9 Pilot 360° feedback exercise for SWC faculty and line managers; note that the small size of GCNU presents challenges	At least 80% of requested feedback is delivered; we will also evaluate how 360° feedback may be implemented in a smaller unit such as GCNU	In the AS survey, reported support from line managers for career development and positive work performance is solid (50-80%) but can be improved; females indicate helpful support at lower rates. **See Figure 18 and discussion on page 35.**	Starting in 2023	SWC: HR Manager/FabLab Manager
5.10 Conduct regular staff/student surveys, comparing results over time	Regular yearly survey and results to track morale, engagement and perceptions of community; results presented to the SWC/GCNU Executive Teams	In addition to AS surveys, these shorter surveys conducted by relevant committees can identify specific issues in subgroups. Results will be shared with the AS SAT and discussed accordingly. **See discussion on page 46.**	Beginning in 2021-22 academic year.	SWC: HR Manager/Programme Manager GCNU: SPM
5.11. Support student and postdoc organised events, including organisation of workshops	At least 80% of student and postdoc respondents report usefulness of events in yearly survey	These events can be very positive for morale, sense of community and career development. **See page 38 and 46**.	Continuing throughout 2021-2024.	SWC: PhD student Naureen Ghani/CSO GCNU: SPM