

Athena SWAN Bronze Departmental award application

Name of institution: Queen's University Belfast **Year:** 2011.

Department: School of Pharmacy

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Date of university Bronze SWAN award: August 2010

1. Letter of endorsement from the Head of Department (500 words max)-see separate document.

2. The self-assessment process (max 1000 words)

Describe the Self-Assessment Process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance;

The Self-Assessment Team

David Woolfson is the Head of School and was part of the previous self-assessment team. The SWAN process has made him think about aspects of equality and opportunity for staff. He believes we should seek to make reasonable accommodations for family life, with the minimum of fuss and bureaucracy, and to facilitate career development for all staff, irrespective of their personal circumstances.

Heather Anderson is the School Manager. She has a complete overview of all staff and students and is responsible for implementing procedures in the School and for monitoring outcomes. She was also part of the previous SWAN team. Heather understands the demands placed on academic staff and ensures that systems and resources are in place to allow all staff to have a good work/life balance.

Carmel Hughes is Professor of Primary Care Pharmacy in the School of Pharmacy and Director of Research for one of the research divisions. Carmel is the School SWAN champion, a senior female academic and provides experience of mentoring junior staff and knowledge of what is required for a successful academic career.

Helen McCarthy has been a lecturer in the School of Pharmacy since 2006. Responsibilities within the School include Postgraduate Tutor, Year 3 Co-ordinator and community support officer. Helen brings the perspective of a junior female lecturer who has been considering promotion.

Marie Migaud joined the School of Pharmacy (July 2010) as Reader. She and her partner have two young children. She runs regular Skype meetings with international

collaborators, facilitated by the School of Pharmacy's computer support team. Marie was the SWAN lead in her previous post, and provided a valuable perspective on how the SWAN ethos can be developed in the School of Pharmacy.

Colin McCoy is a Reader in Pharmaceutics in the School of Pharmacy. He is married to a postdoctoral scientist and they have two pre-school children. The travel requirements of international activities are alleviated by tele/videoconferencing. Colin brings the perspective of a working father, who has developed a successful research career, and has achieved a good work-life balance.

Brendan Gilmore is a Senior Lecturer. He is married to a pharmacist and they have two children (a 3 year old and an 18 month old). The flexible working arrangements at QUB have allowed him to balance work and family life. He brings the perspective of a working father, still at an early stage of his career.

Johanne Barry joined the School of Pharmacy in January 2005 as a part-time Teaching Fellow and continues to practice as a community pharmacist. She is married to another member of staff in the School of Pharmacy. Johanne brings the perspective of a working pharmacist who also contributes to the education mission of the School.

Louise Donnelly is a post-doctoral research fellow who has held two long-term research contracts in the School of Pharmacy. With daily personal interactions with academics and students in the School, Louise brings a unique insight into the challenges that are faced by women in the School at all levels.

Lana McClements is a second year PhD student and is also a hospital pharmacist. She is married and is originally from Serbia. Lana helped the team to understand the pressure of PhD students who have family commitments.

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission;

The team met on five occasions from April - November 2011, chaired by the SWAN champion for Pharmacy. The team discussed the on-going development of the

application and referred to previous feedback. SWAN was a regular item on the School Board/School Management Board agendas throughout 2011 where outcomes of the SWAN team meetings were disseminated to all staff. The SWAN team developed three questionnaires for all academic staff, post-doctoral fellows and PhD students respectively, irrespective of gender. This consultation process was implemented because we wanted staff and students to feel involved in the SWAN application, and to help the Self-Assessment Team identify issues and concerns in relation to female gender from their perspectives. These questionnaires sought participants' views on a range of issues such as career development information, organisation and culture within the School, and flexibility and management of career breaks. The surveys were converted to an online format, and the survey went 'live' on June 13th 2011.

The final response rates from the three categories of respondents were: academic staff 91.7% (n=33/36), postdoctoral fellows 67.7% (n=21/31) and PhD students 74.7% (n=77/99). The results were presented during a SWAN seminar held in the School on September 28th 2011 to which all academics, post-doctoral fellows and PhD students were invited.

The results from this consultation process highlighted the following issues:

- Female staff were not always aware of when they should be applying for promotion
- Of those who reported having been on maternity leave, academics and research fellows reported that workloads had not been adapted on return, with little allowance having been made for the period of absence and changed family circumstances.
- Post-doctoral staff (male and female) reported that they would benefit from a forum that would facilitate net-working and career progression.

Analysis of quantitative data helped identify other key issues, in particular, the lack of senior female academics (see Section 3). There was final agreement on the Action

Plan. Key areas identified for action within the School were: **recruitment, promotion and workload model implementation and planning.**

Drafts of the application were prepared by all members of the team, and two members agreed to critique the final draft version before submission to the University SWAN Steering Group for feedback. Further revision was undertaken before final submission to Athena.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The team will meet on a bi-monthly basis using the Action Plan to guide its agenda. The Chair will contact all individuals concerned for updates on progress, and these details will be reported at each meeting. If problems are being encountered in reaching targets, the nominated individual will meet members of the team to discuss the issue and resolve any problems. It has also been agreed that SWAN will remain a permanent item on the agendas for all School Board and School Management meetings. (996 words)

3. A picture of the department (max 2000 words)

a. Pen-picture of the department

The School of Pharmacy at Queen's is one of 20 schools in the University and one of four in the Faculty of Medicine, Health and Life Sciences. From its origins of seven academic staff, around 60 undergraduate students and a small number postgraduate researchers, the School now hosts almost 600 undergraduates on the 4-year MPharm (Master of Pharmacy) programme and around 150 postgraduate and postdoctoral researchers. The School was ranked 5th overall of 26 UK Schools in the Research Assessment Exercise 2008, with a profile of 15:40:40:5 (4*3*2*1*) and is the first ranked Pharmacy School in 'The Times' Good University Guide 2010 for Pharmacy and Pharmacology. The latter reflects both the high entry standards for the MPharm programme (in 2010 the average UCAS entry tariff was 437 points) and the high ratings achieved by the School in the National Student Survey. The School also achieved a maximum score (24/24) for teaching quality in the original TQA exercise.

Research programmes are organised under two research clusters (Pharmaceutical Sciences and Practice, and Molecular Therapeutics), each led by a Director of Research, with all education programmes overseen by a Director of Education.

In 2011, females are well-represented in the School: undergraduate (67% female), postgraduate research and taught (55% and 69.4% respectively) and post-doctoral fellows (55%). There are 14 females from a total of 31 academics as of November 2011. Our most recent academic joined the School in July 2011 and was female. However, she is not included in the denominator for academic staff in data presented in subsequent sections as she joined the School after 2010 (cut-off point for this application). There are two female Professors (from a total of six) and one female Reader (from a total of four), with all other females at Lecturer/Teaching fellow grade. There are no females at Senior Lecturer level. The female Reader joined the School in July 2010, while the most recent professorial promotion awarded to a female occurred in 2011. This latter promotion does not appear in our data, but does represent an improvement in the number of senior female academics. Increasing the number of women at senior lecturer and above will be a priority. (360 words)

b. Student data

(i) Number of males and females on access and foundations courses

The School of Pharmacy has not previously offered access or foundation courses, however, the University has recently introduced a new initiative called INTO Queen's which aims to recruit international students and prepare them for direct entry to undergraduate study at Queen's by enrolling them on Foundation courses designed specifically for the purpose. The first intake of students onto this Foundation course was in January 2010 and 2 of these students, 1 female and 1 male, enrolled on the MPharm in 2010/11. The School also reserves 5 places for graduate entry/mature students each year. In 2007/08, there was one graduate entrant who was female, in 2008/09, there were no graduate entrants and in 2009/10 there were 2 graduate entrants, both of whom were female. (123 words)

(ii) Undergraduate male and female numbers

From the data presented in Figures 3.1 & 3.2, approximately two-thirds of the undergraduate population are female and one-third are male in the four year MPharm

degree, apart from the Level 4 final year in 2007/08. This ratio has remained quite static for the past three academic years. Due to the abolition of the body that formerly provided comparative UK data, we have only been able to access 2009/10 figures, which indicate that Queen's is above the UK average for the percentage of female students studying pharmacy (Table 3.1). This is further reflected in the dominance of women in the pharmacy profession in the UK. Because of the professional nature and accreditation of the subject and the requirement that pharmacy graduates must begin their registration training no more than 6 years from the date of commencing the 4 year MPharm degree programme, part-time pharmacy degrees are not offered at QUB, consistent with all UK Schools of Pharmacy. Recruitment of students to the MPharm programme is via school open days and visits to schools usually by request. The staff has been active in promoting the course and the profession at careers events organised by schools and across a wide section of the student demographic, including secondary and grammar schools (both single and mixed gender schools) and schools which the University identify as 'low participation' schools (i.e. where student engagement with tertiary education falls below the national average) **The Self-Assessment team will continue to monitor undergraduate student data in terms of gender (Action Point 1.1).**(253 words)

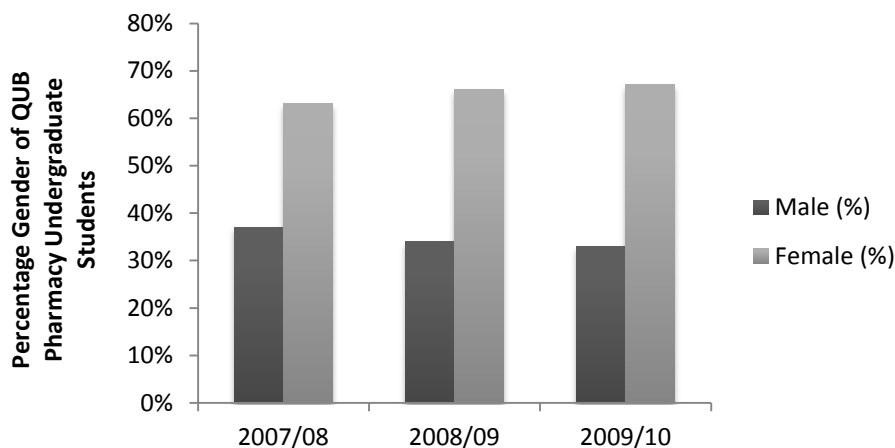


Figure 3.1 Percentage of undergraduate students, by gender, in the School of Pharmacy, QUB from 2007-2010

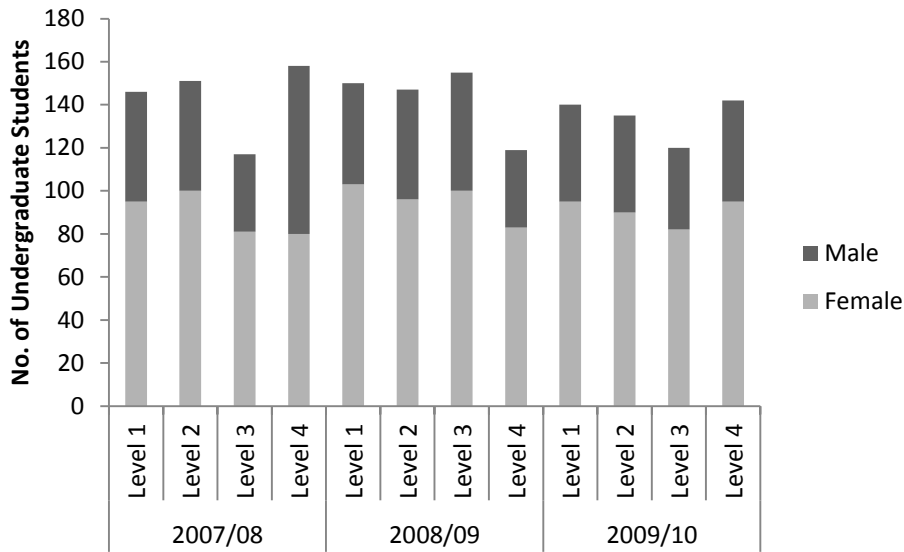


Figure 3.2 Number of undergraduate students in each level, by gender, in the School of Pharmacy, QUB from 2007-2010

Table 3.1: Percentage of female undergraduate pharmacy students in QUB compared to UK average in 2009/10

2009/10	% Female
QUB	67.8
UK average	60.7

(iii) Postgraduate male and female numbers completing taught courses

The School of Pharmacy, through its Distance Learning Centre provides postgraduate courses by distance learning (taught) at PG Certificate, Diploma and Masters level to practising pharmacists in the main practice areas of community, primary care and hospital. These are the only fully distance learning courses of their kind offered to pharmacists by any institution in the world. There is no requirement for students to attend the University which is a major advantage for pharmacists wishing to integrate continuing professional development into their work and family lives. To date, over 2000 pharmacists from more than 25 countries have graduated from the QUB School of Pharmacy distance learning programmes. Three-quarters of all students registered on distance learning courses are female, and almost three-quarters of those who graduate are female (Table 3.2). (129 words)

Table 3.2: Postgraduate Taught students in the School of Pharmacy on the Distance Learning Programme (Part-time)

Year	Students Registered		Students Graduated	
	Total	Female	Total	Female
2007-08	349	261 (75%)	124	99 (80%)
2008-09	386	290 (75%)	136	98 (72%)
2009-10	306	224 (73%)	158	118 (75%)

(iv) Postgraduate male and female numbers on research degrees

During the period 2007/08 to 2009/10, over 50% of all postgraduate students undertaking research degrees (MPhil and PhD) were female (Figure 3.3), so there appears to be no gender imbalance. This exceeds the percentage of female postgraduate research (PGR) students registered in the university as a whole or on SET courses over the same time period (Figure 3.4). As per the undergraduate intake, the percentage of female PGR students has remained relatively static over this three year period. The majority of students are registered on a full-time basis, but in those females who have been registered for a postgraduate research degree, three have been registered on a part-time basis in 2006/07, 2007/08 and 2008/09 respectively. **The Self-Assessment team will continue to monitor postgraduate student data in terms of gender (Action Point 1.2). (132 Words)**

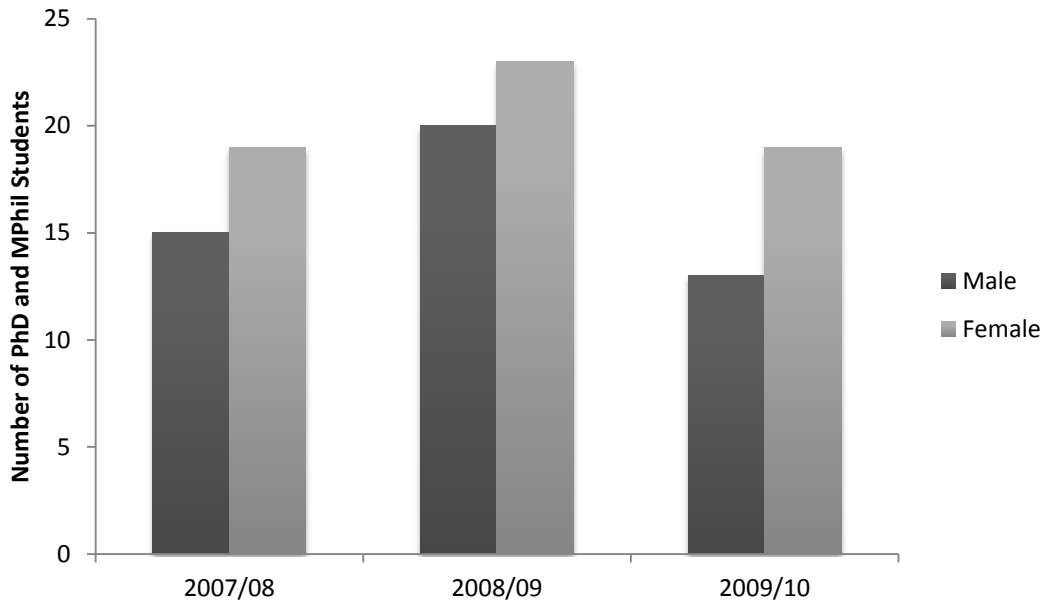


Figure 3.3 Intake numbers of postgraduate (PhD and MPhil) students, by gender, in the School of Pharmacy, QUB 2007-2010

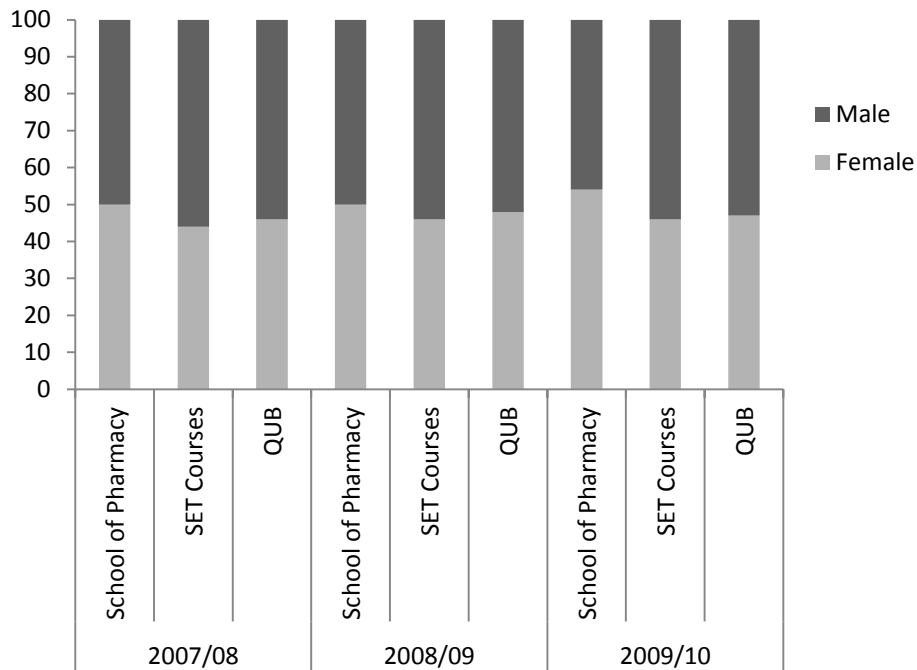


Figure 3.4 Percentage of PGR students by gender in the School of Pharmacy, SET Courses and QUB from 2007-2010

(v) Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above. (as before)

In both academic sessions 2007/08 and 2008/09, 64% of offers made for undergraduate entry to the MPharm programme were to female applicants, increasing by 2% in the 2009/10 period to 66% female applicants (Table 3.3), indicating that females are successful in receiving offers. These figures are consistent with analysis of undergraduate students enrolled on the MPharm in which approximately two-thirds of the undergraduate students are female (Figure 3.1). Offers are made solely on the basis of the predicted entry grades and students are not interviewed as part of the admissions process. (91 Words)

Table 3.3: Offers made for undergraduate entry to the School of Pharmacy

Year	No. of offers made for undergraduate entry	No. of offers made to female applicants
2007/08	338	216 (64%)
2008/09	319	204 (64%)
2009/10	436	288 (66%)

Data are not available for the ratio of applications to offers and acceptances by gender for the Postgraduate Taught courses by Distance Learning. However, the majority of offers made are accepted and the ratio of offers made to female students will approximate to the ratio of female students on the course (Table 3.2).

For postgraduate research applications from 2007/08 to 2009/10 almost half of all applications received were from female students (Table 3.4), largely consistent with the percentage of postgraduate research students who are female, and this is also reflected in the number who accept an offer to undertake postgraduate study. Additional data, not presented in Table 3.4, shows that, in 2010/11 the percentage of female applicants for PGR study rose to 50% (n=80) There are currently 70 female PGR students, representing 55% of the PGR cohort in 2011. (139 Words)

Table 3.4: Applications made for PGR entry to the School of Pharmacy

Year	No. of applications made for PGR entry	No. of applications made by female applicants
2007/08	76	32 (42%)
2008/09	120	55 (46%)
2009/10	75	32 (43%)

(vi) Degree classification by gender

Degree classification for 2007/08 to 2009/10 is shown in Table 3.5. In 2007/08, approximately 67% of all students who obtained a 1st class degree were female, while 25% of students in this degree classification range were male. In both 2008/09 and 2009/10, approximately ~85% of all first class honour degrees were awarded to female students. These figures demonstrate the success rate of female students. (64 Words)

Table 3.5: MPharm Degrees awarded in the School of Pharmacy 2007-10 according to gender

	Female:Male 2007/08	Female:Male 2008/09	Female:Male 2009/10
1st	23:11 (67.6%)	18:3 (85.7%)	36:6 (85.7%)
2.1	53: 23 (69.7%)	47:19 (71.2%)	57:30 (65.5%)
2.2	5:8 (38.5%)	14:15 (48.3%)	4:15 (21%)
3rd	0	0	0
Fail	0	2:3 (40%)	
Total	123	121	148

Staff data

(vii) Female:male ratio of academic staff and research staff

Table 3.6 summarises the School of Pharmacy academic staff profile, by gender, over the period 2007/08 – 2009/10, according to grade. There was a mean of 60% male

and 40% female over the three year time period. This is where we see a marked difference between males and females at the higher academic levels. Specifically, there are no females at Senior Lecturer grade, one Reader (which increased to two in July 2010, following a new appointment) and one female professor. However, one female was promoted from Reader to Professor in 2011, but does not appear in the data. At the junior level, there have been more females at Lecturer A grades from 2007/08 (n=3 for females vs. n=0 for males), in 2008/09 (n=4 for females vs. n=1 for males), in 2009/10 (n=3 for females vs. n=1 for males). In addition, a new female lecturer started on July 1st 2011. Numbers are comparable for Lecturer Grade B over the same time period. Because of the lack of females in senior academic positions, this will be a major focus for the Self-Assessment Team and the Action Plan. We will continue monitor numbers of females across the grades (1.3), we will encourage female applicants to apply for senior academic posts (2.2), we will encourage female applicants to apply for promotion (2.4) and to avail of the Queen’s Gender Initiative Mentoring scheme (2.6). Senior female academics in the School will also be available for consultation on career progression (2.7).

(243 Words)

Table 3.6: Number of Academic Staff at each Grade based on Gender in the School of Pharmacy from 2007-2010

Grade	2007/08 Female:Male	2008/09 Female:Male	2009/10 Female:Male
AC1-2 (LectA)	3:0 (0%)	4:1 (80%)	3:1 (75%)
AC3 (Lect B)	7:8 (46.7%)	7:9 (43.8%)	8:4 (66%)
AC4 (Sen Lect/Reader)	1: 4 (20%)	1:4 (20%)	2:7 (28.6%)
Professor	1:7 (12.5%)	1:6 (14.3%)	1:6 (14.3%)
Total	12:19 (38.7%)	13:20 (39.4)	14:18 (43.8%)

These data should be interpreted in the light of staff who are still on probation and those who have just recently passed probation, and thus are not yet eligible to apply for promotion (Table 3.7). The School embarked on a continuing programme of

expansion during this period, resulting in a relatively high proportion of staff on probation relative to total number of academic staff. Of the eight staff confirmed in post since 2007, four were male and four female. In 2009/10, seven staff were on probation and five were female, however, data not presented for 2010/11 shows the numbers of female staff on probation decreased to four and the number of male staff on probation increased to three. Therefore, many of the female staff in the School have not been in a position over the last 3 years to apply for promotion. However, as they complete this process and are confirmed in post, we would expect and encourage them to apply for promotion via the appraisal process (*Action Point 2.4*). (170 Words)

Table 3.7: Staff on probation, by gender in the School of Pharmacy from 2007-2010

	Male	Female
2007/08	1	3
2008/09	2	6
2009/10	2	5

For all research staff (Figure 3.6), the number of females has been comparable to the number of males during the period 2007 – 2010. There have been some minor variations over the years, but these differences are not significant. In 2007/08, 100% of research staff who were female were in the AC1 grade, there was none in 2007/08, while in 2009/10, 100% of the AC1 research staff were male with no female AC1 staff. For the AC2 grade, there are comparable statistics for both genders over all the years analysed. Currently, there are no research staff at higher grades in the School of Pharmacy (*Action Point 1.4*). (106 Words)

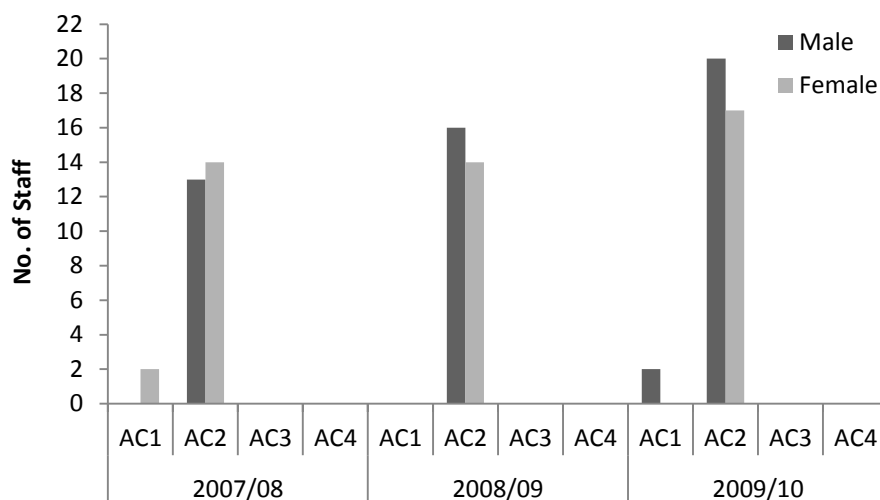


Figure 3.6 Number of Research Staff at each Grade based on Gender in the School of Pharmacy from 2007-2010

(viii) Turnover by grade and gender

For academic staff, one male left in 2007-08 (to take up an academic position at another University) and two males left in 2008-09 (to take up a postdoctoral position in another university and to take up a position in private sector, respectively) and in 2009-10, two females left (sought employment in other universities) and three male members of staff retired (end of 2010) (Table 3.8). No action is deemed necessary with regard to turnover. (74 Words)

Table 3.8: Turnover of Academic Staff by grade and gender in the School of Pharmacy from 2007-2010

	2007-2008		2008-2009		2009-2010	
	F	M	F	M	F	M
AC1-2	-	-	-	-	-	-
AC3	-	-	-	1	2	1
AC4	-	-	-	1	-	-
Professor	0	1	-	-	-	2
Total	0	1	0	2	2	3

For research staff, there is a trend towards higher turnover in general in the sector, given the nature of the fixed term contracts on which staff are employed. In 2006-07 five males and three females left; in 2007-08, three males and two females left, while in 2008-09 two males and females left, respectively (Table 3.9) (55 Words)

Table 3.9: Turnover of Research Staff by grade and staff in the School of Pharmacy from 2007-2010

	2007-2008		2008-2009		2009-2010	
	F	M	F	M	F	M
AC1	1	2	-	-	-	-
AC2	1	1	2	2	2	3
AC3	-	-	-	-	-	-
AC4	-	-	-	-	-	-
Total	2	3	2	2	2	3

Total words for section 3-1939

Supporting and advancing women's careers (max 5000 words)

4. Key transition points

(i) Job application and success rates by gender and grade

With respect to the number of applications, especially for lectureship posts, the data maybe somewhat misleading as many applicants do not meet the job specifications. The key issue is that for almost all posts from 2007 onwards, there were many more male applicants than female. The one exception was for applications for professorships in 2008/09 in which there were three female applicants and two male applicants (Figure 4.1). (68 words)

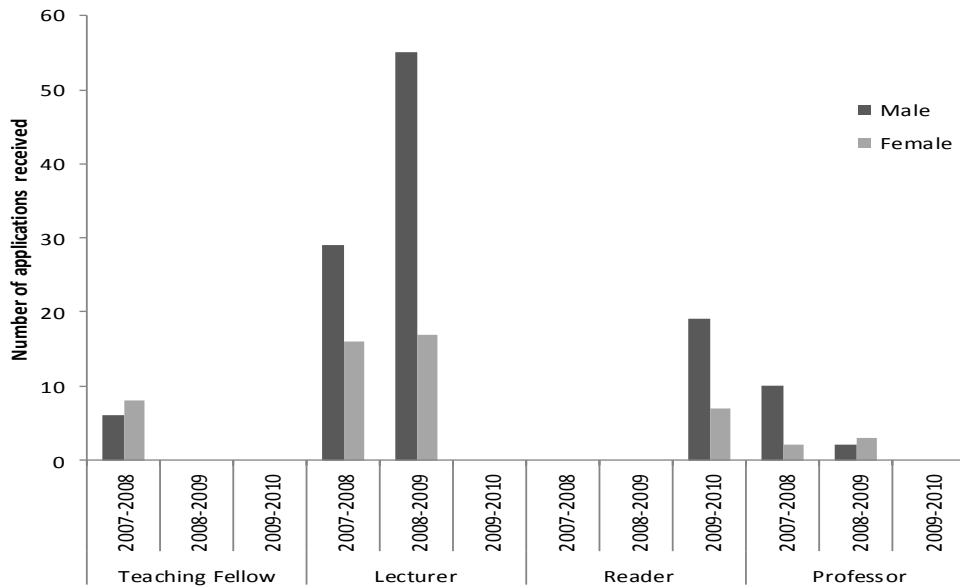


Figure 4.1 Applications received from external recruitment exercises for academic posts within the School of Pharmacy (2007-2010)

There were no appointments to these professorial posts, although an offer was made to a female who did not accept the appointment for family reasons in her native country. In 2007/08 three females were appointed to lectureships/teaching fellow positions (Figure 4.2), and in the lectureships, the appointees had come from post-doctoral positions, thereby demonstrating the successful mentoring approach within the School. More recently, a female has been appointed to a Readership (July 2010) (Figure 4.2), and the most recent Lectureship appointment was a female (July 2011).
(86 words)

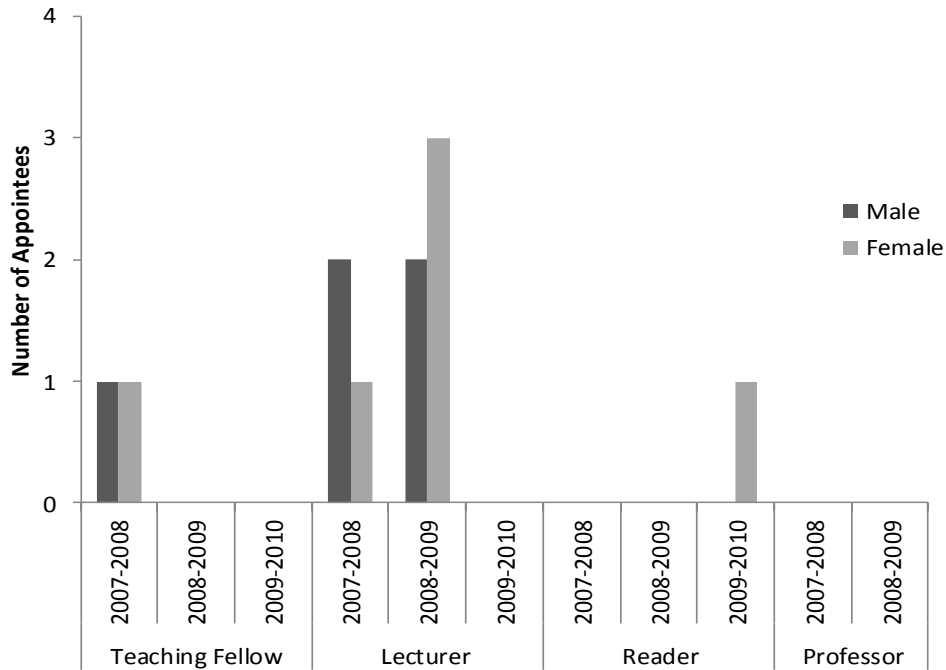


Figure 4.2 Appointees following external recruitment exercises for academic posts within the School of Pharmacy (2007-2010)

Equal numbers of females and males were recruited to academic posts from 2007-2010 illustrating a higher overall success rate for females at 11.7%, and 4.7% for males over the same time period (Figure 4.3). (34 words)

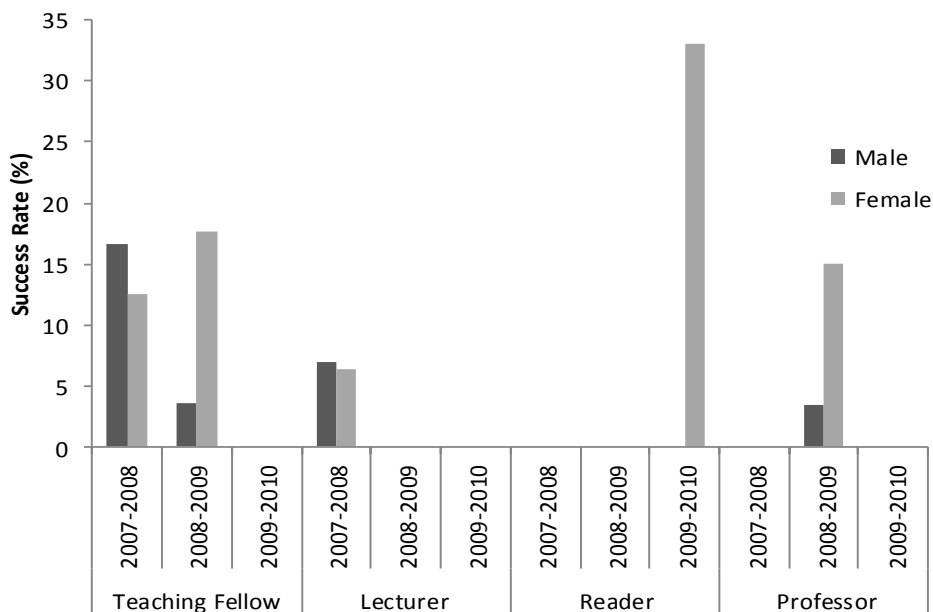


Figure 4.3 Gender success rates following external recruitment exercises for academic posts within the School of Pharmacy (2007-2010)

We will encourage more female applicants, at all levels, particularly for senior posts, through careful wording of advertisements, and having a female point of contact where possible (*Action Points 2.1& 2.2*).

For all research posts advertised externally, there are usually fewer numbers of female applicants across all years (usually a third of the number of male applications) as shown in Figure 4.4. (62 Words)

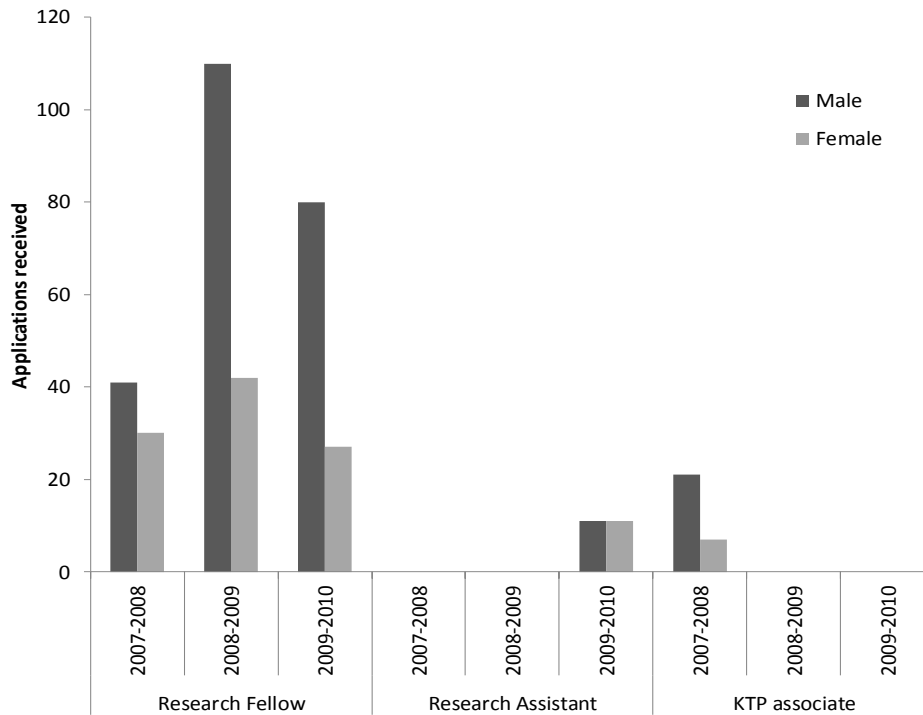


Figure 4.4 Applications received from external recruitment exercises for research posts within the School of Pharmacy (2007-2010)
KTP (Knowledge Transfer Project)

Although there are fewer female applications, the numbers of females appointed compared to males is similar, apart from 2008-09 (Figure 4.5). (21 words)

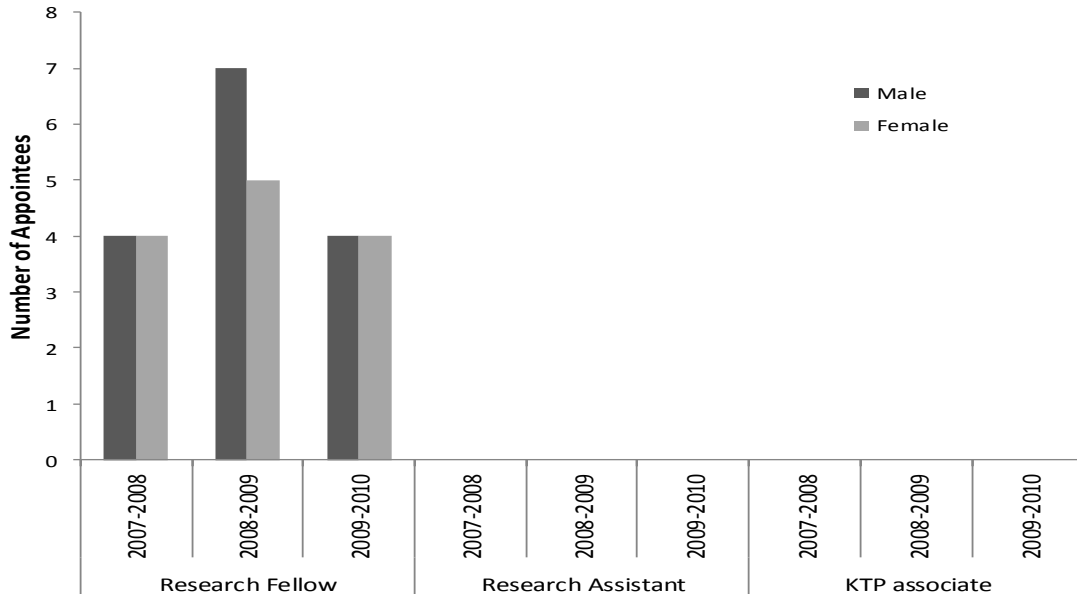


Figure 4.5 Appointees following external recruitment exercises for research posts within the School of Pharmacy (2007-2010).KTP (Knowledge Transfer Project)

Overall, this translates a higher percentage success rate for females compared to males as shown in Figure 4.6. (18 words)

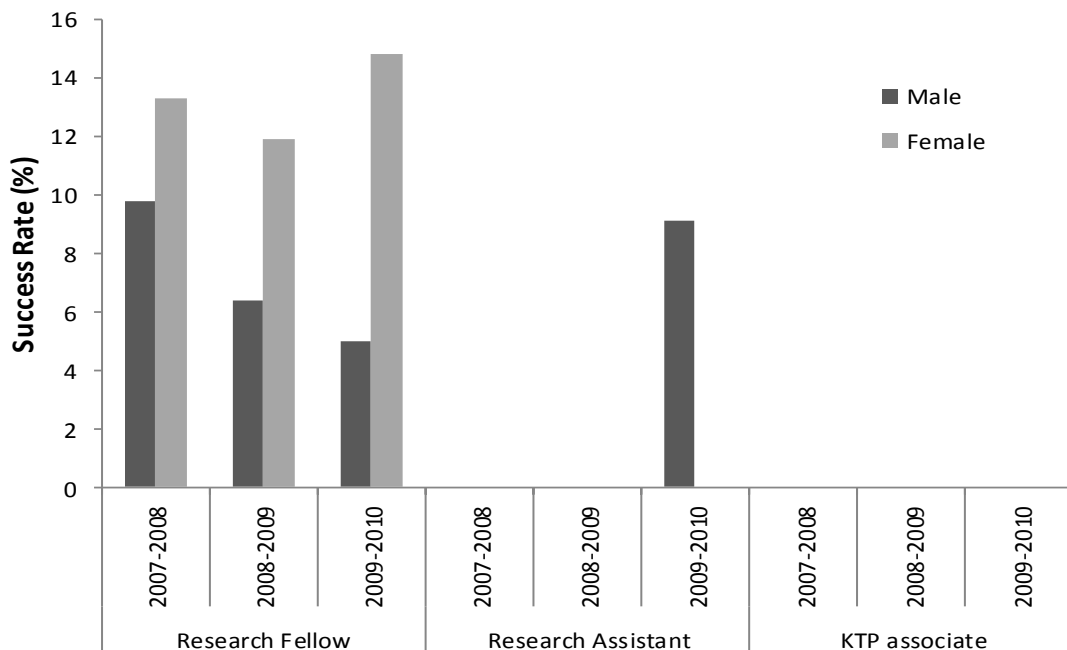


Figure 4.6 Percentage success rates of research applicants following external recruitment exercises for research posts within the School of Pharmacy (2007-2010). KTP (Knowledge Transfer Project)

Therefore, we will continue to encourage applications by females to research posts by having careful wording of advertisements, and highlighting the importance of this to

Principal Investigators who draft the advertising material (*Action Point 2.3*). (35 words)

(ii) Applications for promotion and success rates by gender and grade

Table 4.1 illustrates the number of applications for promotion made by females and males from different grades within the School of Pharmacy and their success rates. No applications from females were received in this time period at any grade. This is a significant issue which needs to be addressed. (49 words)

Table 4.1: Academic promotions within the School of Pharmacy 2007-2010

2007-2008

Grade at Application	Applications Received			Promotees		
	Female	Male	Total	Female	Male	Total
Lecturer	0	1	1	-	-	-
Senior Lect/TF	0	1	1	0	1	1
Total	0	2	2	0	1	1

2008-2009

Grade at Application	Applications Received			Promotees		
	Female	Male	Total	Female	Male	Total
Lecturer	0	2	2	0	1	1
Senior Lect/TF	0	1	1	0	1	1
Total	0	3	3	0	2	2

2009-10

Grade at Application	Applications Received			Promotees		
	Female	Male	Total	Female	Male	Total
Lecturer	2	4	6	0	3	3
Senior Lect/TF	0	1	1	0	1	1
Total	0	5	5	0	4	4

However, these figures should be considered in context of the numbers of female staff who were currently on probation and unable to apply for promotion during the 2007-2010 period (n=8). There has been some progress outside the time period being reviewed for this application. In 2010/11 one female Reader was promoted to Professor; two female lecturers applied for promotion to Senior Lecturer, but were not

successful. Encouraging promotion applications will be a focus for the Self-Assessment Team and the Action Plan. Female staff will be encouraged by their line manager to apply for promotion and be made aware of the University promotions criteria (2.4), encouraged to avail of the Gender Initiative Mentoring scheme (2.6), and to consult with senior female academics within the School (2.7). (125 words)

b (i) Recruitment of staff

In order to encourage applications from females to senior academic posts, the School of Pharmacy will modify a statement currently being used by the University indicating that there is an under-representation in senior posts and accordingly, applications from women will be particularly welcome. During the recruitment process, the named School contact for an advertised post, where possible, will be a female. This action may encourage women to apply and will not discourage male applicants. At present, job specification wording for academic posts states that the ability to work in a team or a group is a ‘desirable’ criterion. This wording will be extended to research posts in all future advertising material. In addition, at the shortlisting stage, the criteria will be reviewed to ensure that it does not unduly impact on applicants who have had a career break e.g. maternity (**Action Points 2.1-2.3, 2.5**). (145 words)

(ii) Support for staff at key career transition points

The key transition point which represents a major hurdle for female academic staff is the move from Lecturer to Senior, and then to other senior academic grades. We have already alluded to the need to raise awareness of promotion criteria, mentoring schemes and the availability of senior staff and other support networks. Specific strategies are highlighted below for each category of staff.

Academics: Within the School in 2008/2009, three females were appointed to lectureships. For academic/teaching staff on probation, a suitable mentor is assigned who provides advice and guidance. For example, the female Director of Research is currently acting as mentor for four staff (three academic, one of whom started in July 2011 and one teaching fellow), three of whom are female. She meets with these staff on a one-to-one basis, to review progress, offer advice and highlight opportunities in terms of training and career development. This is in addition to annual meetings

which are held between the probationer and an *ad hoc* School committee which consists of the Head of School, the appropriate Director of Research, the Director of Education and if necessary, another member of staff who has specific subject expertise.

Promotion is addressed primarily through appraisal during which staff are made aware of the requirements for promotion (**Action Point 2.4**). Female staff with the profile required for promotion will be encouraged by their line managers and Head of School to apply, and the importance of knowing when to apply was highlighted in our consultation exercise. The number of females applying for promotion is expected to increase as staff progress beyond probation. At a University level, career mentoring for both academic and research female staff is offered through the Mentoring programme developed by the Gender Initiative. A number of female staff in the School have either been mentored or have acted as a mentor in the programme. Regular updates on activities of the Gender Initiative have appeared and will continue to appear in each edition of the School's e-magazine which is circulated to all staff. In addition female academic and research staff will be strongly encouraged to participate in the mentoring programme (**Action Point 2.6**). Within the School, the SWAN champion will ensure that senior female staff will be available to advise junior females on general promotion issues (**Action Point 2.7**).

Research staff: They undergo appraisal by their direct line manager who advise on career progression and training, and are actively encouraged to develop their CVs. There are opportunities for female research staff to develop their careers through courses offered by the University on management, leadership and developing for success. As a result of the questionnaire developed by the Self-Assessment Team, it has been established that the majority of postdoctoral staff respondents (81%) would find a Post-doctoral staff forum beneficial and this will be established as a means to discuss career development and share experiences (**Action Point 3.2**).

Leadership training is also offered by the University, and is currently restricted to Directors of Education/Research, Senior Staff of Academic Support Directorates (Grade 9/10) and School Managers. The female Director of Research and School

Manager will be attending this training in the 2011-12 academic year; the female Reader attended the course in 2007-08. (533 Words)

5. Career Development

(i) Promotion and career development

All staff members are appraised on an annual basis within the School of Pharmacy. Academic staff members are appraised by the Head of School, Director of Education or one of the two Directors of Research (one of whom is female). Post-doctoral researchers are appraised by their line manager. Appraisal is undertaken at a meeting between both the appraiser and appraisee at a time pre-agreed by both parties. Annual performance of all academic staff is reviewed under three categories: education, research/scholarly activity and administration/management. This third category also includes community outreach activities. Academic staff members are appraised in relation to School objectives which are set at a Management level. Staff members are able to document within their appraisal paperwork any special circumstances, e.g. maternity leave, to be taken into consideration during the appraisal meeting. Findings from the SWAN survey revealed that almost two-thirds of staff who underwent appraisal found it useful (almost equal between males and females). Staff are encouraged to apply for promotion based on performance and stage of career. In our survey, most staff seemed to be aware of the criteria for promotion, although fewer females were aware of the criteria than males. Therefore, within our action plan we have identified that all appraisers will ensure that promotion and careers development is discussed with all staff at annual appraisal meetings. The Gender Initiative within Queen's (<http://www.qub.ac.uk/sites/QueensGenderInitiative/>) runs a seminar each year on promotions and all female staff, via communication from the female School Manager, are encouraged to attend this seminar (*Action Point 2.4*).

Further career development opportunities have been offered by the University through the provision of a Promising Researchers' Scheme in which newly appointed lecturers spend time (~1-2 months) at another institution to build links with leading researchers in their field. Two female members of staff have availed of this support. The scheme is no longer available at University level, but the School of Pharmacy is continuing to

offer similar support to newly appointed staff. A female lecturer in her second year of appointment received approval to spend some time at the University of Massachusetts in the summer of 2010 to develop her research programme (**Action point 3.1**). (360 words)

(ii) Induction and training

Within the School of Pharmacy, an induction process operates for all new academic members of staff. This process is co-ordinated through the School Manager which means that all staff members gain a consistent induction. In the survey, over 70% of staff felt that they had been sufficiently inducted into the School while 30% did not. Upon appointment all staff members are given access to Queen's Online (QOL); this website allows staff access to University Personnel information which ranges from contractual details to maternity leave procedures in the University. This website also allows staff members to book places on staff training and development courses. In addition, all staff must undertake the University's Equality and Diversity e-learning mandatory training (Diversity Now) which has an emphasis on gender and this is highlighted to new members of staff. Within the School survey, all responding academic staff members and 95.2% of post-doctoral staff confirmed they had undertaken diversity training.

All new academic staff members are placed on probation for three years following appointment. One essential criterion for passing probation is successful completion of the Post Graduate Certificate of Higher Education Teaching (PGCHET). This course is delivered by the Queen's School of Education and provides an opportunity for staff to network with other academics in the University. This PGCHET programme also encourages a mentoring scheme between current students and recent graduates of the PGCHET. (228 words)

The Women In Technology and Science (WITS) forum was launched on 16th May 2011 in Northern Ireland. The purpose of WITS is to provide an active forum for women in science, technology, engineering and mathematics (STEM). WITS has been running in Ireland for 21 years and also celebrates the past and present successes of women in STEM. The School of Pharmacy currently has two staff who are members

of this forum, one of whom is on the Committee. Female academic and research staff will be provided with more information about this forum and be encouraged to join (**Action Point 3.3**). (100 Words)

(iii) Support for female students

As seen from the data presented in Section 3b, the School has high numbers of female undergraduate and post-graduate students. In the undergraduate cohorts, females are in the majority. All undergraduate students are assigned an Advisor of Studies (there are currently three, two of whom are female), and a personal tutor (all staff assume this role) who is the first point of contact for students. The personal tutor also has a pastoral role for undergraduate students. If a student requested a female tutor, this would be granted. The Advisor of Studies role is a recognised and important role within the University and part of the promotions criteria.

The School has higher number of female postgraduate research students than males over the time period reviewed. There are a number of systems in place to support all the postgraduate students. The current Senior Post-Graduate Tutor is a female Lecturer as was the previous post holder, and again, this is a recognised administrative post within the University. This tutor provides pastoral support to all PhD students and is involved in the organisation, along with the School's Directors of Research, of an induction programme for new PhD students. Over 80% of our current PhD students, when surveyed, felt they had been sufficiently inducted into the School. This view was held equally between males and females. The University has a new Postgraduate Researcher Development Framework which our PhD students are notified about at the start of their study period. This programme provides training courses and materials e.g. CV writing skills for final year PhD students wishing to apply for academic positions. This year, a peer mentoring scheme has been established by the Postgraduate Centre whereby new PhD students are mentored by established students to help them adapt to the University research environment. The scheme is not gender-specific, but many female students have volunteered to act as mentors (6 out of 13), and this activity will contribute to training hours and personal development plans. PhD supervisors are also encouraged to facilitate teaching and supervisory opportunities for their students to aid them if applying for research and/or

academic posts in the future. From the survey, 77% of our PhD students reported that they were given the opportunity to supervise undergraduate or Masters students. This was reported equally by female and male students. Over 70% of our current PhD students reported that they would consider moving into a postdoctoral position after a PhD recognising that this would be a good use of their skills. Over 80% (81%) of our PhD students who completed our School survey reported that networking opportunities were strongly encouraged by their principal investigator, and this figure was higher for females. One such networking opportunity is the All-Ireland Schools of Pharmacy conference held on an annual basis for second year PhD students. The School co-ordinator for this networking conference is a female Lecturer, and this activity is recognised as part of the University Promotions' criteria.

There are comparable numbers of male and female post-doctoral staff. Each researcher in the School has a line manager who is the principal investigator on their funded research project. This person undertakes their annual appraisal but also provides them with pastoral support as and when necessary. When surveyed, two-thirds of the responding researchers felt supported in their career. 95.2% of researchers reported that networking was strongly encouraged by their principal investigator and 100% had the opportunity to network with senior scientists at conferences. To mirror support for female academics, we will also advise line managers to inform female post-doctoral staff that senior female academics will be available to consult and advise on career progression (*Action Point 3.7*). (607 Words)

6. Culture and organisation

a. (i) Male and female representation on committees

As shown in Figure 6.1, there is female representation on all School Committees. Committees are comprised where possible of equal gender representation while adhering to the Department of Academic and Student Affairs (DASA) guidelines. For example, members of the School Management Board are the Head of School, School Manager, Directors of Research, Director of Education, one academic representative voted for by other academic staff and a nominee from the Head of School. In 2010 the number of females on the School Management Board increased to a total of 3 (School Manager, Director of Research and the Head of School Nominee) representing 43%

of the membership of this high-level Committee. Currently, eighteen females (from a total of 39 staff) are on the School Board of which all academic staff are members in addition to the Chief Technician (M), School Manager (F), Teaching Administrator (F), Computer Support Officer (M) and a post-doctoral representative (F). The School Education Committee comprises 6 working sub-groups and all members of staff sit on at least one working group. Each working group has a lead academic and, of the six leads, two are female. On other committees, there is either parity between males and females or females are in the majority, for example, the Research Ethics Committee, and Postgraduate Research Committee. The only Committees with a low representation of females are the School Student Support Committee which is comprised of the Director of Education and each of the MPharm Year Co-ordinators, and the Promotions Panel which is comprised of the Head of School, Directors of Research, Director of Education and another Head of School. University policy requires two additional senior academics from other Schools to join a School Promotions committee, and every attempt has been made in the past two years to include another senior female academic on the School of Pharmacy panel, but it was not possible due to conflicting schedules. However, a female Head of School from a cognate discipline served on the School Promotions Committee in 2011 (*Action Point 4.2*). (336 words)

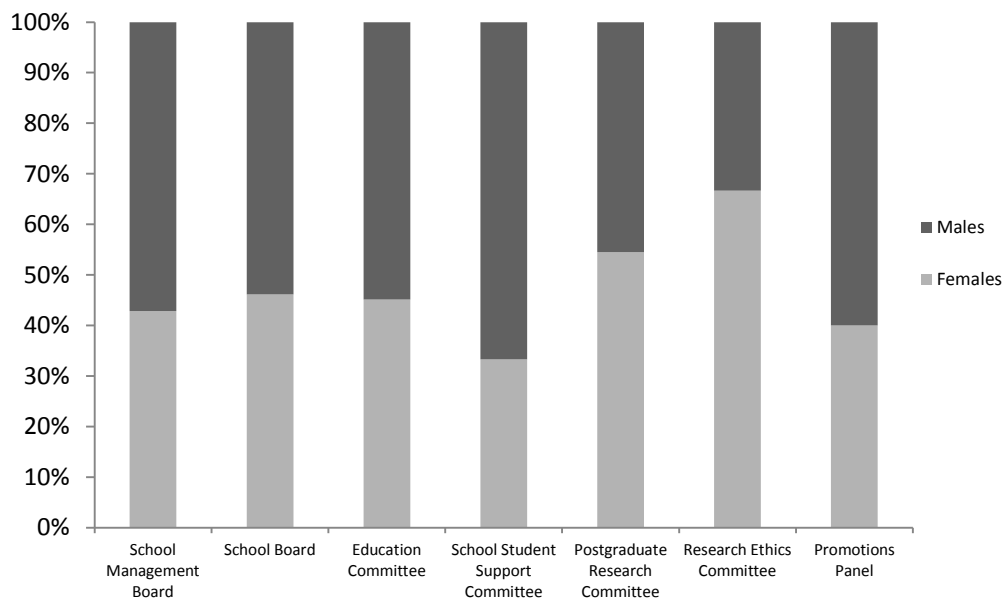
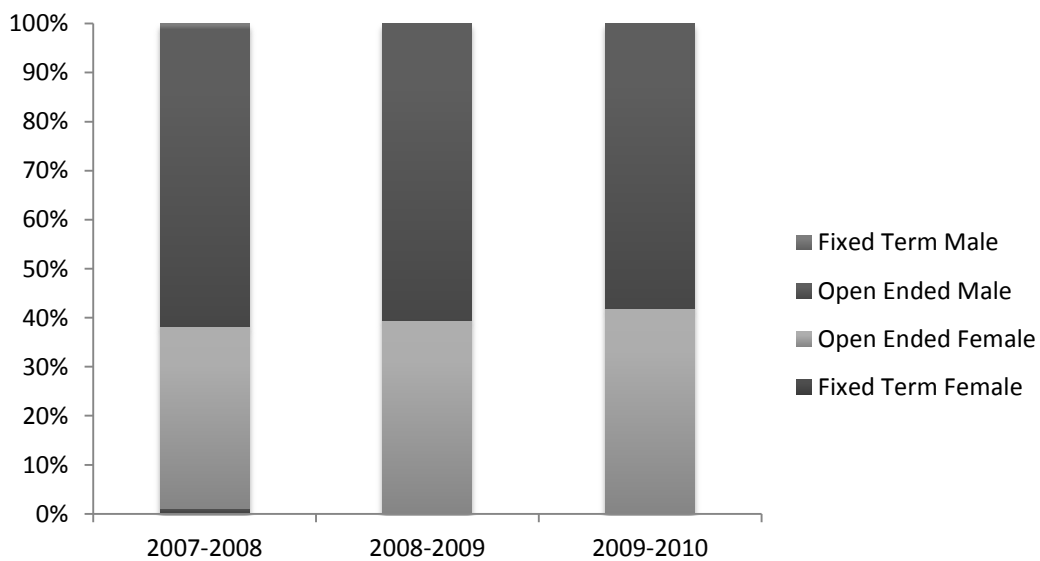


Figure 6.1 Current Percentage of Male and Female Representation on the School of Pharmacy Committees

(ii) Fixed-term contracts and open-ended (permanent)

As Figure 6.2 illustrates there has been one male and one female member of postdoctoral staff who were currently on fixed term contracts (2007-2008), both of whom have now left the School. All academic staff members are on permanent contracts (subject to probation). There were 29, 33 and 31 open-ended staff contracts with 11, 13 and 13 females in 07-08, 08-09 and 09-10 respectively. There is on average a 60:40 split in favour of males. (75 words)



**Figure 6.2: Contractual arrangements for all staff in the School of Pharmacy.
(There was only 1 fixed term male and female contract in 2007-2008)**

b (i) Representation on decision-making committees

The major decision-making committee in the School is the Management Board which now has three females (a Director of Research, School Manager and Head of School nominee) representing 43% which equals the overall percentage of female staff within the School (42%). On other committees, such as the School Board, females are represented in a proportion which is comparable to this overall percentage (i.e. 42%). The School Manager (female) is the Chair of the School Research Ethics Committee. The Chair of the School Research Committee and Postgraduate Research Committee is the female Director of Research. The School Education Committee has recently been re-organised to facilitate more efficient working. This Committee now has a

number of working groups, each of which has a lead member of staff. These positions (which are considered as an administrative duty and hence part of the promotions criteria) were allocated equitably amongst members of staff. It was previously recognised that there was under-representation of females on the School Management Board. In September 2010, when the two discretionary positions on the Board, the Head of School's nominee and a nominee elected by all academic staff, came up for renewal, this anomaly was addressed and a female Reader was appointed as the Head of School nominee. Furthermore, this member of staff has since been successful in her application for promotion and is now a Professor.

At a University Level, females represent the School of Pharmacy on the following committees: Disability Committee, Harassment Advisor, Postgraduate Advisory Board, Community Support Forum, Teaching Awards Committee, numerous REF working groups, Review of Head of School Working Group, Biological Resource Unit Management Committee and Ethical Review Committee for Animal Research.

With respect to committee overload, it is the general practice within the School to rotate responsibilities every 2-3 years ensuring that everyone has an opportunity to gain administrative responsibility thus fulfilling the promotion criteria (**Action Point 4.3**). (313 words)

(ii) Workload model

A workload assessment exercise has been recently undertaken within the School of Pharmacy (November 2011). Each staff member was asked to complete a pro-forma detailing all teaching and administrative roles, responsibilities and membership of committees. The results of this exercise are being analysed and the results will be presented to the Self-Assessment Team for comment on workload allocation/redistribution in relation to gender (**Action Point 4.4**). (65 Words)

(iii) Timing of departmental meetings and social gatherings

All major meetings within the School take place between 10.00am-4.00pm. The School Board meets monthly starting at 2.00pm. The School Management Board also meets monthly, with most meetings starting at 12.30pm. Almost all School meetings end before 5.00pm, and there is no issue if someone needs to leave early. All social

gatherings are usually organised on School premises, during the working day. When meetings take place at lunchtime, lunch is provided. This makes for a ‘family friendly’ working environment. Our survey reinforced that respondents noted that School of Pharmacy meeting schedules considered family commitments, which was in contrast to the University. Furthermore, in the last academic year the use of a Poll has been implemented which allows people to indicate their availability over numerous days and sometimes even weeks before the meeting is scheduled (**Action Point 4.5**). (137 words)

(iv) Culture

The School of Pharmacy has a large number of females, with a majority in the undergraduate, postgraduate and lecturer categories. It has one female Director of Research and a female School Manager. In terms of culture, the School is inclusive in nature, open, fair and strives to be transparent in its decision-making. The findings from the survey reinforced the view that the School has a positive culture, as staff and students reported that it was a female-friendly environment as indicated in quotes from the consultation exercise:

“All staff are treated equally as possible in a collegiate atmosphere” (Female Academic)

“Have not come across any situations that would contradict the fact that School is female-friendly” (Female PhD student).

Visitors to the School have commented on its friendly atmosphere and External Examiners have always been impressed with its hospitality and collegiality. We have close links with the pharmacy profession in Northern Ireland and beyond, and our students (the majority being female) are sought after by pharmacy employers. Senior academic staff operate an ‘open door’ policy to all other staff. Good communication has been seen as central to the School ethos and an electronic magazine (‘ezine’) is circulated to all staff (academic, research, technical and clerical) and postgraduate students via email on a regular basis. Another example of good communication

includes the feedback presentation on our consultation exercise by our SWAN champion that was open to all the PhD, Postdoctoral and Academic staff. Our School website has also been significantly improved to incorporate online timetables where changes in scheduling can be communicated instantly to students and staff alike. SWAN activities are always included on the agenda of both the School Board and the School Management Board, thereby raising awareness on gender issues for all staff (**Action Point 4.6**). (295 words)

(v) Outreach activities.

There is a high level of participation by women in outreach activities; more than 50% of staff involved in events such as hosting UCAS students on placements and attendance at School Careers Fairs, are female. Some examples include:

1. The Pharmacists in Schools initiative, launched in 2009, in which School of Pharmacy staff visit schools to allow children (8-14 years) to be 'pharmacists' for a day, involves one male and three female members of academic staff.
2. One female academic with one male and female PhD student run an annual practical class at a local girls' grammar school. This practical class is aimed at A-level biology students and the main purpose is to further explain recombinant DNA technology which is on the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) specification. More specifically, students have the opportunity to set up restriction digests and visualise DNA via gel electrophoresis. This activity not only benefits the A-level students but adds to the training portfolio of the PhD students and the career profile of the academic.

In the School of Pharmacy, on the annual appraisal form and the QUB indicators for promotion, there is a section termed 'community outreach programmes' where staff must indicate their outreach participation, hence these activities are explicitly recognised by both exercises. Within the School of Pharmacy outreach activities form an integral part of the workload model and such data were collected by the recent by the recent workload allocation exercise. (244 words)

7. Flexibility and managing career breaks

(i) Maternity return rate

Since 2007/08, the maternity return rate for all staff, both academic and research, has been 100% , i.e. three academic staff on maternity leave and all returned. This trend has continued as, in 2010/11, one member of academic staff and 5 members of research staff went on maternity leave and all have returned or plan to return. (57 Words)

(ii) Paternity, adoption and parental leave uptake

The numbers of academic and research staff who have taken this leave are small (Tables 7.1 & 7.2) but there is no evidence to suggest that staff who have been entitled to the leave have not availed of it. In fact, numbers are increasing because, in 2010/11 a further 4 members of academic staff took parental leave. The School fully supports this leave and staff are made aware of this through the website and School Board meetings. (77 words)

Table 7.1: Paternity Leave and Adoptive Paternity Leave Uptake for academic staff within the School of Pharmacy 2007-2010

	2007-08	2008-2009	2009-10
AC1-2	0	0	0
AC3	2	0	0
AC4	1	1	1
Total	3	1	1

Table 7.2: Paternity Leave and Adoptive Paternity Leave Uptake for research staff within the School of Pharmacy 2007-2010

	2007-2008	2008-2009	2009-10
AC1-2	0	1	0
AC3	0	0	0
AC4	0	0	0
Total	0	1	0

(iii) Numbers of applications and success rates for flexible working by gender and grade.

There has only been one formal application for flexible working since 2007. This application was made in 2011 by a female member of academic staff and followed the University procedure and was granted immediately without any issue. This member of staff has two afternoons off work per week to facilitate child care. (52 words)

b (i) Flexible working.

A total of three teaching fellows are on term-time only contracts which allows them to return to community pharmacy practice outside of term. Flexible working arrangements can also be negotiated with line managers/Head of School on an informal basis. Support provided by the School is dependent on individual circumstances. For example, one female member of research staff works 4 longer days per week and then has one day off, while another female researcher starts work early and leaves early one day per week. Both these arrangements were implemented for child-care reasons and were fully supported by the School. An academic member of staff (female) has recently started a flexible working arrangement (four FTE days spread over 5 days). Staff are made aware of flexible working through the website, at School Board meetings and by briefings from Personnel. There are also two PhD students who work flexibly. During the school holidays they tend to work full days whilst during the term time they tend to work half days according to their childcare arrangements. Supervisors are very understanding of the situations and support them fully in ensuring their progress with their PhD is adequate whilst their family commitments are met. The Department of Education and Learning which sponsors many PhD students offers a 4-month extension on scholarship for maternity leave purpose plus the School gives further support depending on the circumstances. (229 words)

(ii) Cover for maternity and adoption leave and support on return

The School fully supports any member of staff undertaking maternity leave and, in all cases, the staff member will discuss with their line manager and Head of School, as early on as possible, when they would like to leave and return and this has always been agreed by the School. Thus, within the School there is a definite culture that

there will never be any issue for a member of staff wishing to take maternity leave. In 2007, a change to the University Maternity Policy was made so that while staff are off on maternity leave, they are able to use 'Keeping in touch' (KIT) days to remain in contact with the School by, for example, coming in to attend relevant meetings with research students or marking exam papers. The KIT days can then be used by the staff member to facilitate a more flexible working pattern and allow an easier transition back to the School. The use of KIT days in this way was again fully supported by the School and has been used by female staff (academic and research) during and after maternity leave.

However, until recently, when academic staff returned to the School after periods of maternity leave, their work load was not altered. This has recently been discussed within the School and the issue was also raised in the questionnaire. The School Management Board is keen to address this issue and has decided that, in future, a reduced teaching load will be arranged for a period of 6 months to allow the member of academic staff time to re-adjust, assume a good-work-life balance and start their research again. Female post-doctoral staff on returning from maternity leave will have a formal induction meeting with their line manager and other members of their research group as appropriate. This process has happened on an informal basis across the School but will be formalised in the coming academic year. This will allow the researcher to be appraised of developments and progress on projects, and to facilitate an easier return to work (*Action Points 5.1 & 5.2*). (346 words)

Total for sections 4-7: 4697 words

8. Any other comments

The School hosts IAESTE students (International Association for the Exchange of Students for Technical Experience). In 2008/09 the School hosted two IAESTE students, both of whom were female and in 2007/08, of the three students we hosted, two were female. Members of staff often supervise students (from secondary schools as well as those at University) in research project placements during the summer vacation. These placements provide exposure to working in a scientific and research environment, and a number of the University students have returned to undertake doctoral work. In 2006/07, there were 4 male and 4 female summer students; in

2007/08 there were 6 female and 4 males students on placement, while in 2008/09, 10 students (5 male and 5 female) undertook summer placements. (124 words)

9. Action plan

See separate document