



Athena SWAN Silver department award application

Name of university: Queen's University Belfast

Department: School of Pharmacy

Date of application: April 2014

Date of university Bronze and/or Silver Athena SWAN award: University Silver Award 2012

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<http://pharmacyswan.qub.ac.uk/>

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template. (9119 words total; within 10% of 9000 words allowed for sections 1-5)

GLOSSARY

DE	Director of Education
DR	Director of Research
HoS	Head of School
F	Female
FT	Full-time
GEO	Gender Equality Office (School of Medicine-QUB)
GEM	Gender equality charter mark
GPAG	Good Practice Activity Group
INTO-QUEEN'S	College offering academic and language preparation (Foundation courses) for entry into the University
L	Lecturer
M	Male
MPhil	Postgraduate Student by Research – Master in Philosophy
NI	Northern Ireland
P	Professor
PDRA	Postdoctoral research assistant/fellow
PG	Postgraduate
PhD	Postgraduate Student by Research – Doctor in Philosophy
PGR	Postgraduate researcher
PGT	Postgraduate taught
QGI	Queen's Gender Initiative
QOL	Queen's Online (Staff intranet and VLE)
PhSC	Pharmacy Schools Council
PT	Part-time
R	Reader
SAT	Self-assessment team
SB	School Board
SL	Senior Lecturer
SMART	Specific, measureable, achievable, realistic and time bound
SMB	School Management Board
STEMM	Science, Technology, Engineering, Mathematics, Medicine
UG	Undergraduate
VLE	Virtual Learning Environment
WITS	Women In Technology and Science

1. Letter of endorsement from Professor David Woolfson, head of School of Pharmacy, QUB:

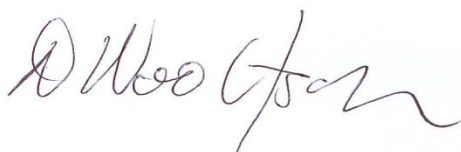
As Head of the School of Pharmacy, I am delighted to give my full support to our application for an Athena SWAN Silver Award.

We are a successful School in education and research, and our success has been built on a 'bottom up' strategy. We have favoured the appointment of enthusiastic staff, who can develop their careers with us and, with our support, grow to become leading members of academic pharmacy. Of eight new junior academic appointments since 2012, six are female. They are the future of the School, so we must help them to achieve meaningful, satisfying academic careers and to be role models for our predominantly female undergraduates.

In the early stages of my own academic career, I had the responsibility of caring for elderly parents. Juggling time commitments between work and personal life was certainly not easy for me. I know then, from experience, that everyone can be impacted by 'life' events, but women are significantly more likely to experience career progression difficulties due to family responsibilities, particularly childcare. One consequence is that they are less likely to seek promotion so I am personally determined, and this School is committed, to ensuring that all our female staff are valued and supported to develop their academic careers to the full.

Since our Bronze Swan award, I have personally overseen the introduction of new actions on female-centred academic development. These include a new Staff Charter, a 'Good Practice Activity' group (chaired by a senior female academic) that acts as a driver for change on career and gender-related issues, a new range of mentoring schemes, facilitation of flexible working, a six-month 'break' post maternity leave from all non-research duties, the inclusion of a career development discussion as part of annual appraisal and a six monthly tri-partite progress review. Ultimately, I will personally intervene to discuss career development with a female staff member where the expected progression is not occurring, to see how I can help.

Many of our young female lecturer appointments have come from our postdoctoral cohort so, hopefully, they see the School as a good place to work, where they are valued and helped to build their careers. I am delighted to report that, in the past two years alone, we have seen one third of our academic staff promoted (46% female). We now have 100% female Senior Lecturers and 40% female Readers, a dramatic improvement. However, I am not complacent and our challenges now are twofold: to support the progression of junior female staff on probationary appointments and to address the remaining deficit at Chair level, where we still have only 22% female professors. I am determined that we will address this latter issue, given that we now have an approximately gender balanced academic staff. I believe we have made real progress in helping our female staff realise their potential and I am confident that, ultimately, we will achieve gender balance at all levels of seniority in the School.



Professor D. Woolfson

Head of School

(493 words)

2. The self-assessment process: maximum 1000 words (1005 words, excluding titles)

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

Our Self-Assessment Team (SAT) was established in 2009 to prepare for our first SWAN submission, which gained a Bronze in 2012. Since then, the SAT was reconstituted and now contains old and new members and a new SWAN Champion and Deputy, Dr Migaud and Prof Robson, respectively. The SAT reports directly to the Management and School Board. The SAT monitors the School's progress in promoting gender equality, updates the School's Athena SWAN action plan and prepared this Athena SWAN Silver Award application. It comprises representatives from academic, research and academic-related staff categories and PhD students (Table 2.1). The SAT team was partly derived from members of the School Good Practice Activity Group (GPAG), set up to develop good working practices across all sectors of the School.

Table 2.1

Member	M /F	Role in the School	Role in SAT	Length in Post (years)	Work / life Balance
Dr Heather Anderson	F	School Manager	Responsible for disseminating SWAN related policies to staff and monitoring outcomes	8.5	Avails of flexible working within the School to facilitate caring for elderly parent.
Ms Rachel Bennett	F	PhD student	Student representative on GPAG, responsible for surveys and liaising with the female PhD students.	2.5	PhD student, Pharmacist, and representative for Academy of Pharmaceutical Sciences. Avails of flexible working policies in the school to allow continuing practice as a Pharmacist.
Dr Janine Cooper	F	Research Fellow	Postdoctoral Society organiser; responsible for liaising with research staff and bringing their perspective to the SAT. Hosts events with an emphasis on career development.	1.5	Pharmacist, married. Joined the School in October 2012 as part of a 2-year research post. Benefits from the flexible working.
Mr Daniel Corbett	M	PhD student	Third year representative, Chair of School Postgraduate Staff Student Consultative Committee, and School representative on the QUB Postgraduate Forum bringing the views of PhD students of all levels.	2.5	Community Pharmacist and PhD Student. Avails of flexible working to allow for time away for other professional commitments.
Dr Jonathan Coulter	M	Lecturer	Outreach expertise – organises work placement programme for prospective Pharmacy students. Provides input to the SAT meetings from the perspective of junior probationary staff .	2	Appointed in 2012. Married with 2 young children and has availed of the paternity leave scheme twice and flexible working to facilitate child care requirements.
Dr Brendan Gilmore	M	Reader	Advisor of Study; brings the undergraduate perspective	10	Pharmacist. Married with 2 children and has availed of paternity leave and flexible working to improve work / life balance.

Dr Maurice Hall	M	Lecturer (Education)	Brings the perspective of the full-time lecturer (education) and expertise in data analysis/online questionnaire design.	10.5	Pharmacist. Married with 2 children and has availed of paternity leave scheme and flexible working.
Dr Lezley-Anne Hanna	F	SL (Education)	Brings the part-time lecturer (education) perspective. She has a pastoral care role in the School as international undergraduate student mentor. and has expertise in qualitative and quantitative research methodology.	9.5 as L 0.5 as SL	Pharmacist. Married. Her part-time contract, coupled with support from the School, enabled her to complete a PhD whilst continuing to work. The term-time nature enables her to pursue other professional employment opportunities.
Dr Marie Migaud	F	Reader and SWAN Champ.	Chair of SAT and GPAG;	3.5	Mother of 2 young children. Benefits from the School's flexible approach to work/life balance.
Prof Tracy Robson	F	Professor and Deputy SWAN Champ.	Career development and promotion perspectives. Key role model and mentor to junior female staff.	10	Married, mother of one teenager. Benefits from the School's flexible approach to work/life balance.
Prof David Woolfson	M	Head of School	Responsible to the Dean of Faculty for all managerial aspects of the School. Overall promotion of equal opportunities, including SWAN-related activities	5	Married with one son (PhD student); wife also has a senior management role and works long hours. Particularly values the School's family supportive policies which allow flexibility in dealing with domestic issues.

- 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 SAT is chaired by Dr Migaud and met four times per year to review the School's Bronze action plan and to prepare for the Silver SWAN submission. The HoS's, Prof Robson's, and Dr Anderson's presence on the SAT, as members of the School Management Board (SMB), is a substantial benefit, allowing reporting of SWAN activities directly to the SMB. The GPAG report directly to the SAT and meet on a monthly basis. The SAT/GPAG members conducted school-wide surveys, established a SWAN webpage, organised career development seminars, ran a School SWAN awareness half-day retreat, and established the School Staff Charter. A new Postdoctoral Forum, established by SAT/GPAG members, organised a SWAN doctoral/postdoctoral career day. SAT members also consulted internally with Prof Carmel Hughes, DR and ex-SWAN champion (2008-2011), who kindly reviewed the pre-submission draft and the Action Plan. In addition, the SAT sought advice from Prof Christine Maggs, (School of Biological Sciences-Gold SWAN award, QUB), Prof Teresa McCormack (Acting Director, QGI and Psychology-Silver SWAN award, QUB), Ms Jane Garvey (Equal Opportunity Unit QUB) and the QUB SWAN Steering Group. The SAT Chair also initiated discussions with the UK Pharmacy Schools Council on topics associated with UK-wide benchmarking of data, networking opportunities for Pharmacy SWAN champions and dissemination of SWAN-led events. These have all helped us develop and refine our understanding of gender equality and its promotion, now reflected in our improved gender statistics.

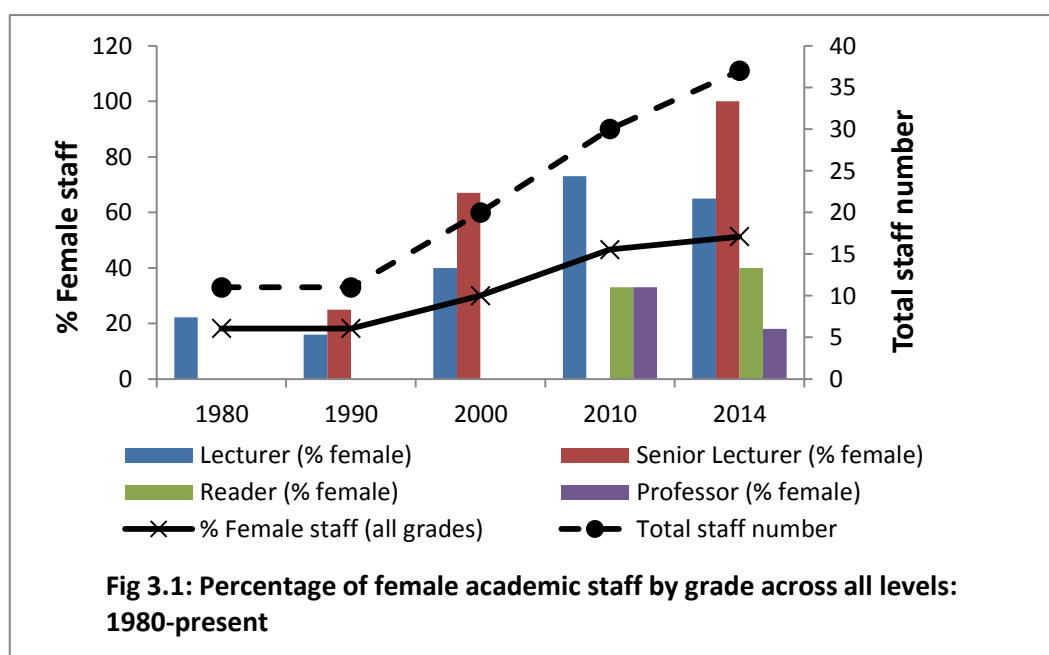
- c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self-assessment team intends to monitor implementation of the action plan.

The SAT will continue to meet twice annually, whilst the GPAG will meet every six weeks to disseminate and drive actions, monitor the impact of the SILVER Action Plan and report to SMB/SB (via GPAG members); providing a balance of effective communication and group activity. Four current members of the SAT/GPAG served on the team since its formation, but staff usually serve for 2 years. This turnover is imperative to broaden awareness and increase engagement. Critically, the GPAG will formalise its networking activities with other ATHENA SWAN Pharmacy Schools, in particular with Manchester and Reading, and will be key in organising and contributing to SWAN-related events with these partners (**Actions 2.3.3**); further strengthening the School's commitment to implement shared good practice.

3. A picture of the department: maximum 2000 words (2085 words excluding titles)

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

In 1929, a BSc degree in Pharmaceutics was founded at QUB, making it one of the oldest pharmacy degree courses in the UK; teaching was provided by the Belfast College of Technology. The course moved in 1971 to a new Department of Pharmacy at QUB; at that time there were seven academic staff, only one of which was female. In 1980, the department then moved to a purpose designed building on the University's Medical Biology Centre campus, at that time only 2 of 11 staff were female (Fig 3.1). In 1997, the 4-year MPharm programme was introduced, as the qualifying degree for registration as a pharmacist. QUB's MPharm is accredited by the regulatory bodies in Great Britain (GPhC) and Northern Ireland (Pharmaceutical Society NI).



The School undertook a period of significant growth from the mid 90's, with a focus on increasing the range and quality of its research portfolio. Between 1998 and 2001, the late Sir Allen McClay, founder of the pharmaceutical company Galen, donated over £5 million to the School to fund biomolecular science research and to build a new research centre for the School. As such, by 2000 the academic staff number increased to 20 (30% were female). Since then and in line with the implementation of the SWAN charter, our proportion of female academics increased to 47% by 2010. Today, our School hosts 37 academic staff (Fig 3.1) and since the 2011 Bronze SWAN award and the implementation of our action plan, our proportion and profile of female academics has continued to increase. We have achieved gender parity with female academics representing 51% of staff and have significantly more females progressing from L to SL/R. The School, hosting *ca.* 550 undergraduates, *ca.* 140 postgraduates (PhD and MPhil) and *ca.* 42 postdoctoral researchers, was ranked fifth overall of 26 UK Schools in the Research Assessment Exercise 2008 and is consistently ranked in the top three UK Pharmacy Schools, with a 98% student satisfaction score in NSS 2013. Research is led by two Directors of Research (1Female, 1Male), with education led by a Director (Male). The School is unique in offering postgraduate taught courses in community/clinical pharmacy delivered entirely by distance learning (DL) and whilst we currently have one degree pathway, the MPharm (in addition to the PGT DL), we will be offering a BSc in Pharmaceutical Sciences in Sept 2014.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

(i) Numbers of males and females on access or foundation courses

In 2009, the University introduced a new initiative (INTO-QUEEN'S) to recruit international students via a Foundation Course. MPharm student numbers via INTO are small (<5 student per year) with the Female% lower than the standard MPharm entry but increasing (2011: 25%F; 2012: 40%F; 2013: 50%F). The School reserves 5 places for graduate entry/mature students annually, with similar female representation.

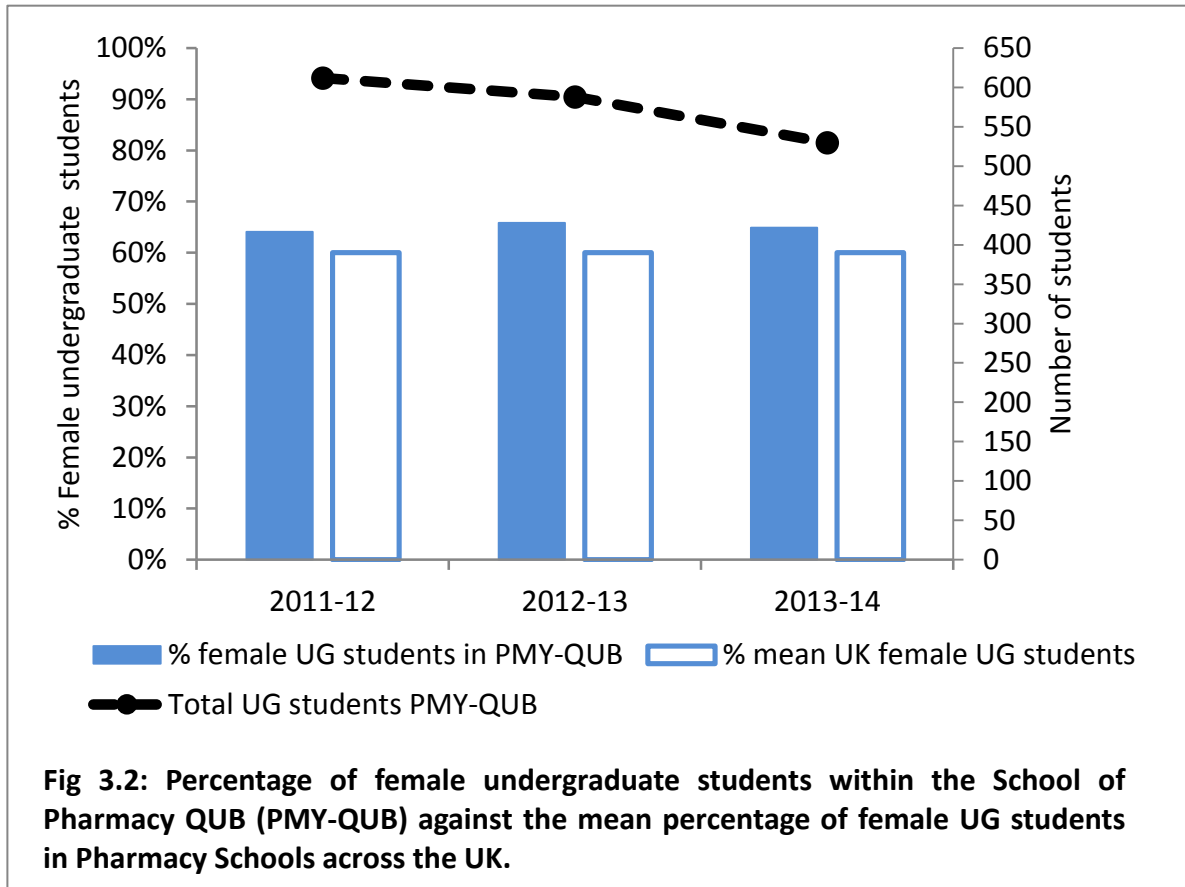
(ii) Undergraduate male and female numbers

All UK Pharmacy degrees are full time, a requirement of the accreditation bodies. Fig 3.2 shows that 66% of undergraduates are female, in line with the national average¹ and similar to current trends in the medical profession². MPharm entry requirements are high and females outperform male students at A-levels in Northern Ireland, increasing their likelihood of admission. Pharmacy is also favoured by female students, in line with medicine². Notably, our total MPharm student population has declined in recent years due to the economic downturn and the associated decrease in Pharmacy-related posts. Nevertheless, the proportion of females has been maintained. As a School we make reasonable adjustments for those students with caring responsibilities (in line with the QUB's exceptional circumstances procedures).

Action: Our action plan will seek to continue to attract the undergraduate cohort through gender-specific career talks to secondary school female cohorts (see outreach activities). The SAT will also continue to monitor UG student data in terms of gender (**Actions 1.1.1-1.1.3**).

¹ Latest available data 2009 -10 UK Pharmacy Student Data (General Pharmaceutical Council) - 64% female

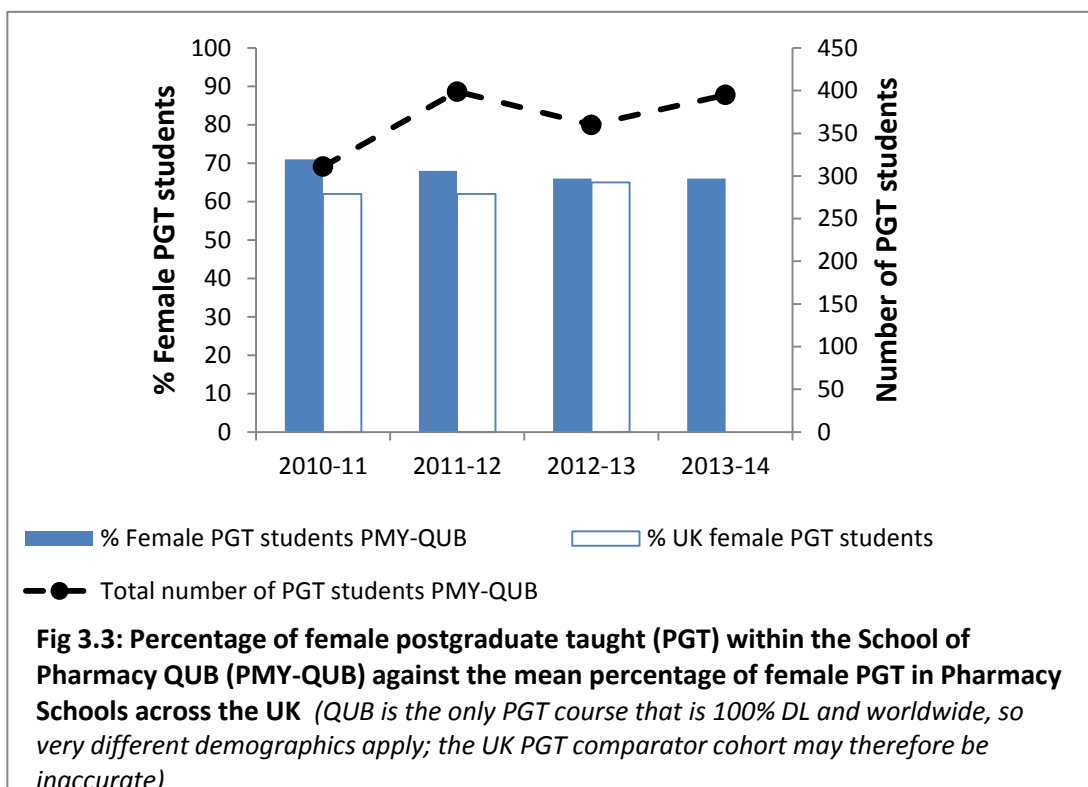
² <http://news.bbc.co.uk/1/hi/health/8077083.stm>



(iii) **Postgraduate male and female numbers completing taught courses**

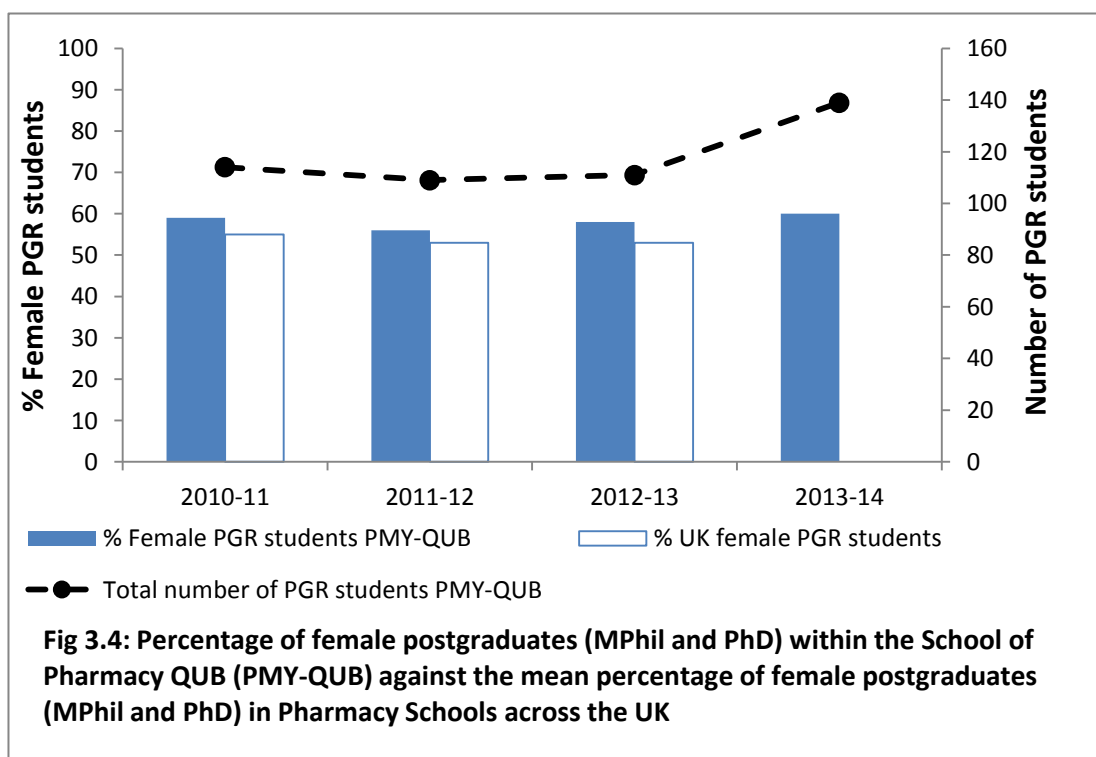
The School provides a Distance Learning (DL) Programme (part-time) at Certificate, Diploma and Masters levels to Community and Clinical pharmacists. These courses are unique (no attendance required), an advantage when seeking to integrate continuing professional development into work/family lives. Thus, female enrolment is typically around 68% (Fig 3.3). Over 2000 pharmacists from more than 26 countries have graduated from these programmes.

Action: We will continue to monitor gender balance in this cohort (**Actions 1.1.1-1.1.3**).

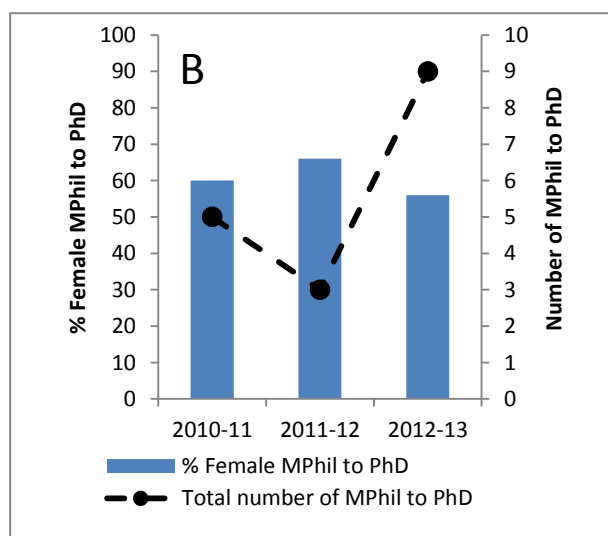
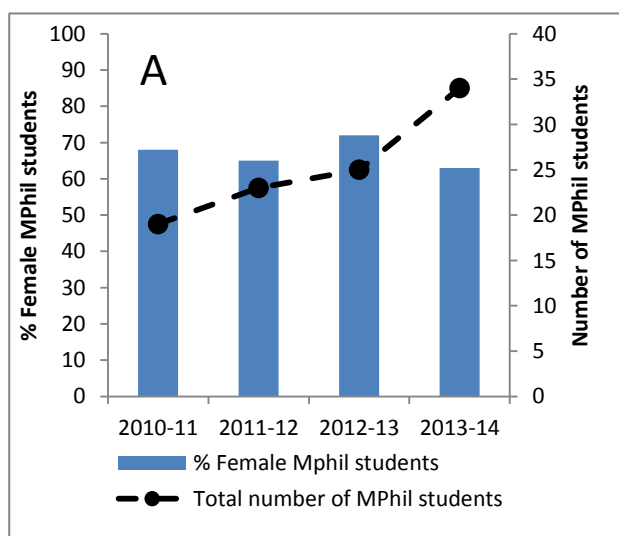
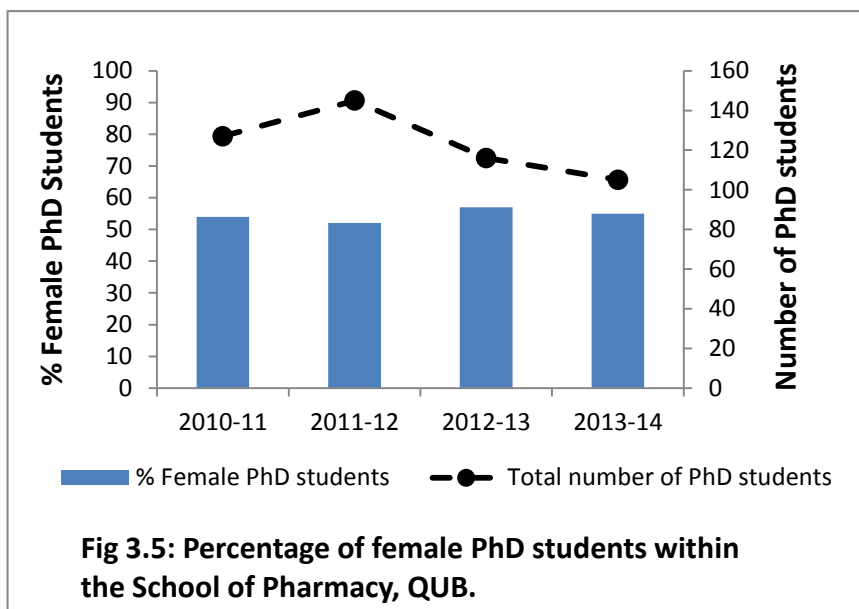


(iv) **Postgraduate male and female numbers on research degrees**

Our PGR courses are also attractive to females. The PGR cohort (MPhil and PhD research degrees) has increased overall between 2010-2013 from 114 to 139 and the proportion of female representation has also increased from 56% (2011-12) to 60% (2013-14) (Fig 3.4); the % female PGR students is marginally higher than the average in Pharmacy Schools across the UK (53%); UK data for 2013-14 is not yet published.



When the PGR cohort is split into PhD and MPhil the proportion of females in the PhD cohort is maintained in the period from 2010-11 to 2013-14 at around 55%, even though the total number of PhD students has fallen in this period (Fig 3.5). The representation of females on the MPhil is excellent (70%) being maintained from 2010-2014, even though the student cohort increased substantially from 19 to 34 (Fig 3.6A). Importantly, of those students progressing towards a PhD, on average 60% were female (Fig 3.6B).



**Fig 3.6: A) Percentage of female MPhil students within the School of Pharmacy QUB (PMY-QUB)
B) Percentage of female MPhil students going on to study a PhD with the School of Pharmacy**

A very small proportion of PGR students register part-time. Between 2010 and 2014, 6 students registered part-time and 50% of these were female. We did not consider PGR students who switched to PT after 3 years to complete their thesis write-up, since this fluctuates significantly between years.

Actions: Whilst ~66% of females enter the MPharm at the undergraduate level, between 70-80% achieve a 1st or 2.1 (Fig 3.9; the minimum requirement for PhD entry). We might therefore expect an even higher uptake onto our PhD courses than the 55% already achieved. Increasing academic female visibility aims to address this potential shortfall (**Action 1.3.2**).

In summary, there is a high proportion of female students at undergraduate/postgraduate level (mean across all levels ~64%).

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –**

Undergraduates: Whilst the overall numbers of applications, offers and students admitted fell over the period between 2011-2013, applications from females were maintained between 61-65% (2011-2013) (Fig 3.7A) and offers made to females ranged from 60-66% (Fig 3.7B). These figures are consistent with MPharm UG enrolment/admittances (Fig 3.7C). Offers are made solely on the basis of predicted entry grades (no interviews). Northern Ireland female pupils are high achievers and a pharmacy career is highly appealing to female pupils. Furthermore, at open days, where staff meet pupils, the large female staff and student cohort attending these events is likely to bring about a female-friendly perception of the school.

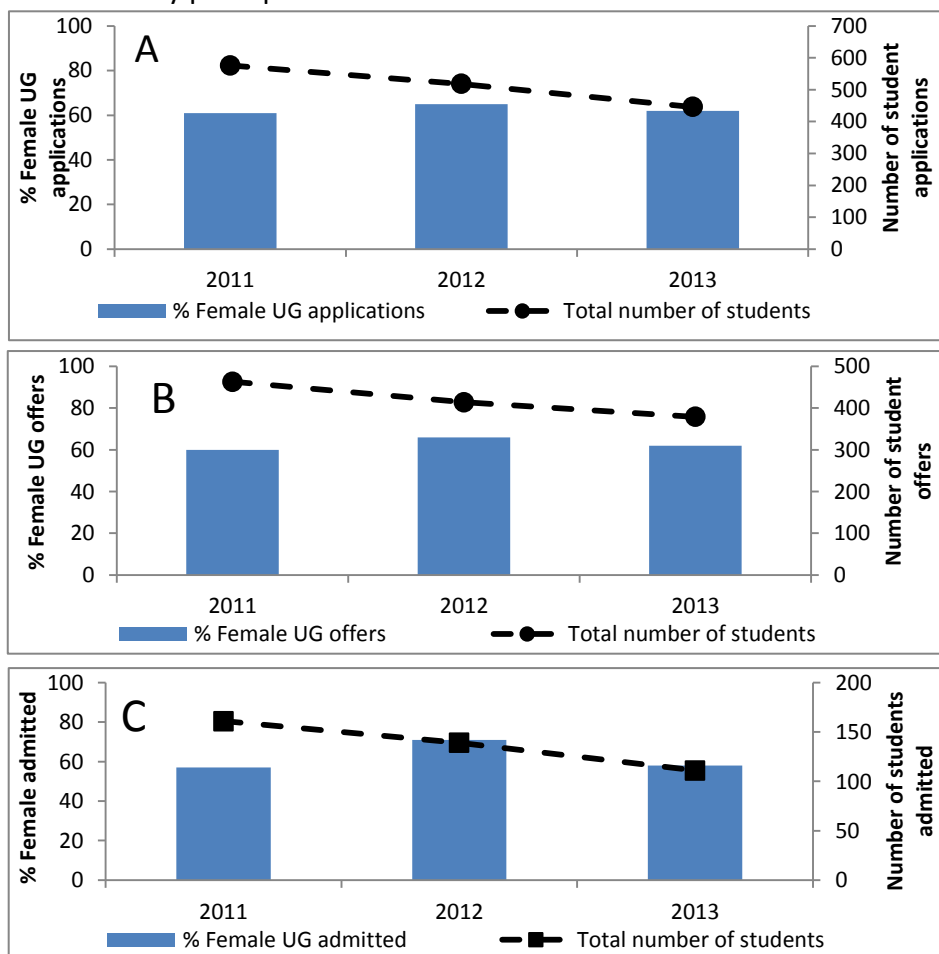


Fig 3.7: Percentage of A) applicants to, B) offers to, C) admitted registrations of females for the UG MPharm PMY-QUB.

Postgraduates: Since Oct 2011 the school has adopted an on-line non-gender biased PhD selection process whereby eligible candidates are selected for interview, who meet the 2.1/1st criteria. In 2011 and 2012 applications from females were above 50%, whilst there was a slight decline in 2013. On average, 47% of PGR applications are from females, and 48% of the offers are made to females, who all accepted. The remainder of females which make up the female PGR cohort are either self-funded or made a transition from MPhil to PhD, internally. There is a gender bias between those seeking to do a Pharmacy–practice topic (65% female) and those opting for a science (laboratory) project (51% female); this is below the national average for Biology and Chemistry (~60%).

Actions: The current recruitment process favours gender parity. To encourage more applications from females in science-based projects, actions which increase female role model visibility will address this potential shortfall (**Actions 1.3.1-3, 3.2.5**)

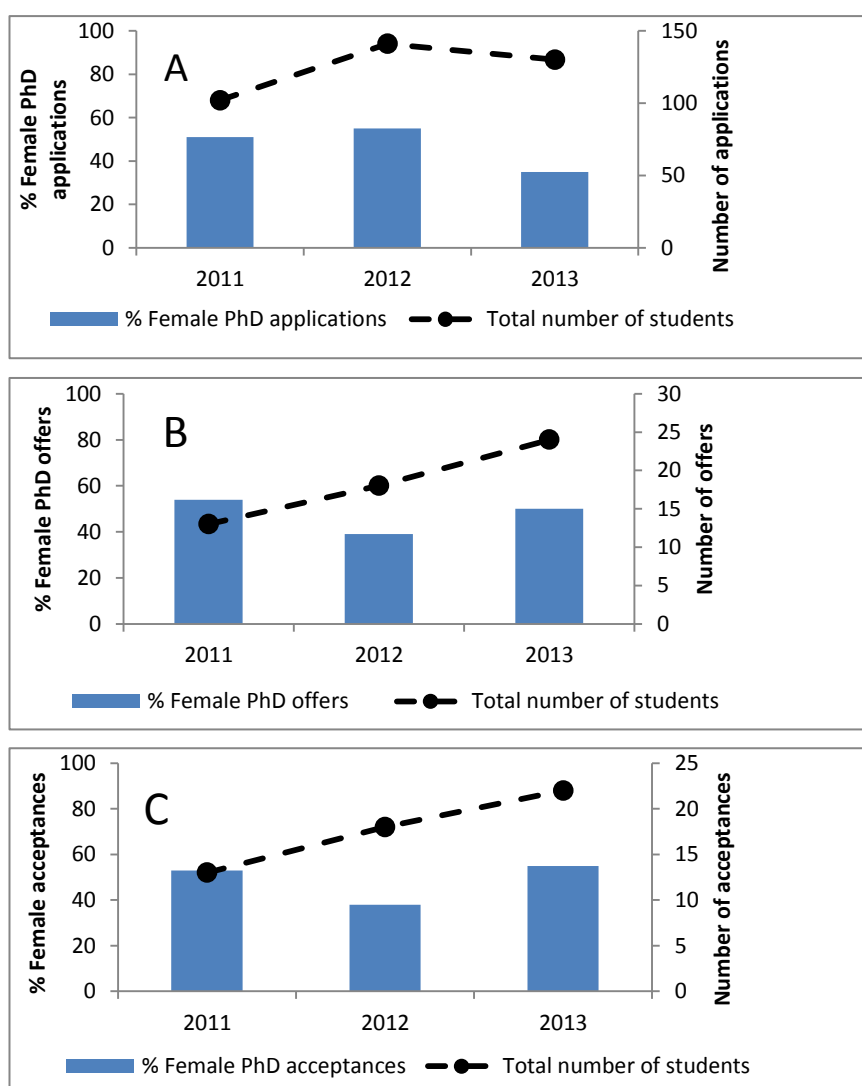
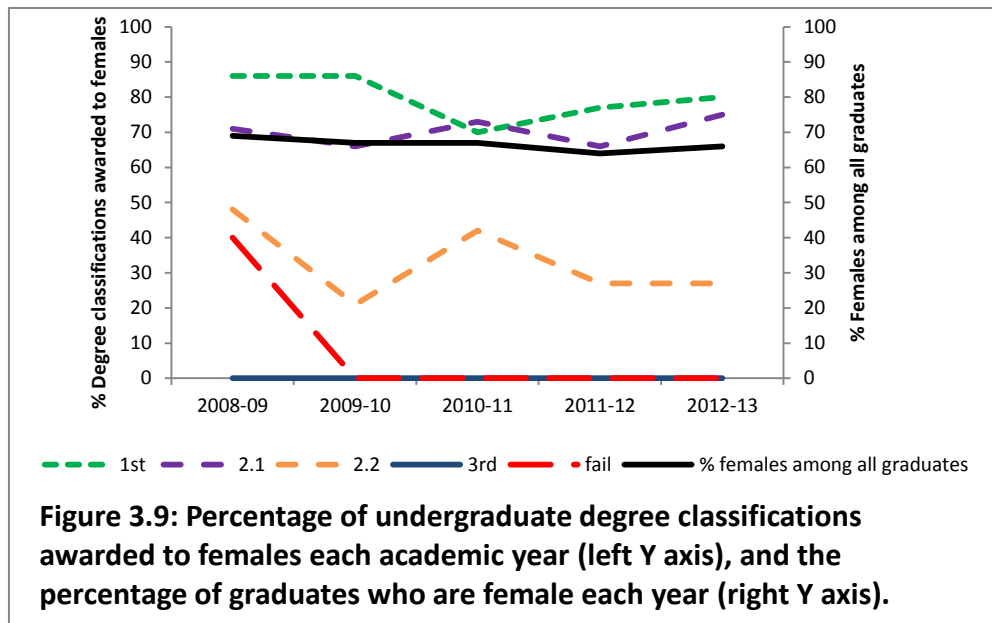


Fig 3.8: Percentage of A) applicants to, B) offers to, C) acceptances of females for recruitment to PhD positions within PMY-QUB.

(vi) **Degree classification by gender**

Over 70% of the 1st and 2.1 degree awards are made to female UGs (Fig 3.9). The outstanding performance of our female cohort may be partly explained by UGs having many more contact hours with the clinical pharmacy-based Lecturers (Education) (1male + 4 female) in years 3 and 4. It is possible that female UGs identify more easily with role models that they can emulate and also feel more confident in approaching for help. Notably, this teaching team has won several QUB awards for teaching excellence; reflected in their recent success and the sustained outcomes for female students.

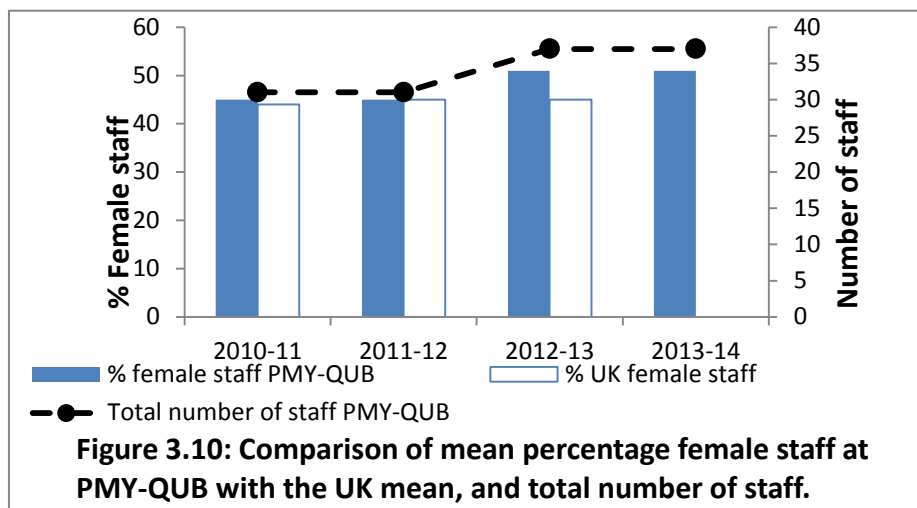
Actions: We will continue to monitor the success rate of our female cohort and the School will capitalise on the special relationship that our staff has with the female UGs to further inform them of career opportunities in academia, through career path presentations and career profiles on our SWAN webpage (**Action 1.3.1**).



Staff data

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

The overall proportion of female staff at all levels in the School was not significantly different from the UK average in 2010-11/2011-12 (Fig 3.10). The numbers and percentages of female academics increased over the period from 45% to 51% (from 13 females in 2010-11 to 19 females in 2012-13); significantly greater than the UK mean (in 2011/12).



On average, 57% of all research staff were female throughout the period (Fig. 3.11A), rising from 57% in 2010-11 to 61% between 2011-2013. There is a slight dip in 2013/14, although this could increase before the end of this academic year.

In 2010, our action plan identified a need to address the low representation of women at SL and Reader level. Specifically, there were no females SLs, one Reader, and two Professors. The rapid and consistent increase in progression of female Lecturers to SL and Reader from 11% in 2010/11 to 66% in 2011/12 (Fig. 3.11C) strongly suggests that our action plan measures (promotion specifically discussed at appraisal; informal mentoring by senior staff; availing of QGI mentoring scheme; gender balance on promotion panel) have had a positive impact. **Indeed we have exceeded parity at the SL/R level with 6 out of 9 staff being female. This was achieved whilst maintaining 68% female staff at the lecturer level (Fig 3.11B), highlighting the sustained and active commitment to the recruitment of female staff at this level.**

For the period shown, on average 27% of Professors were female (remaining at 2 female professors); a drop in the proportion of females in 2012-14 is due to the successful promotion of male members of staff (Fig 3.11D). As the female SL/R cohort enhance their profile over the next few years and become eligible for promotion to Professor, we would envisage that these statistics will improve significantly, since this cohort is predominantly female.

Fig 3.11E provides comparators with 6 other Russell Group Schools of Pharmacy. Our female staff distribution indicates a long term commitment from the school to foster female career progression and female representation at all grades. Whilst we do significantly better at L, SL/R than the 6 other comparators, and marginally better than Cardiff, Nottingham, Kings and Bath at the professorial level, we have lower representation of female professors than Manchester and Reading.

Action: To maintain female representation at all grades, with a focus on increasing professorial level representation (**Actions 1.2.1-9; 2.1.1-10**).

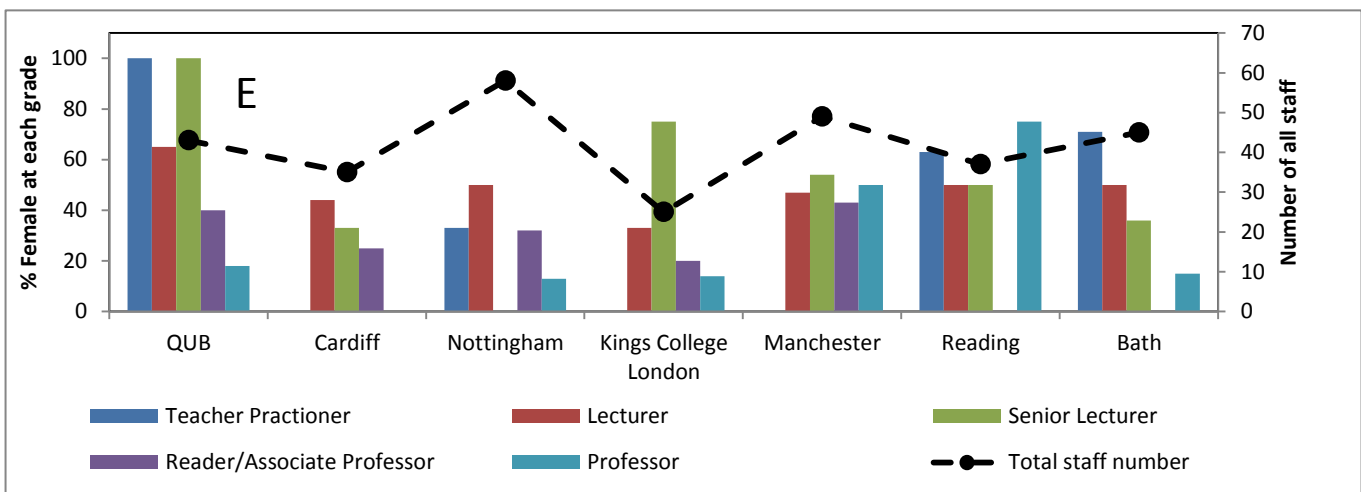
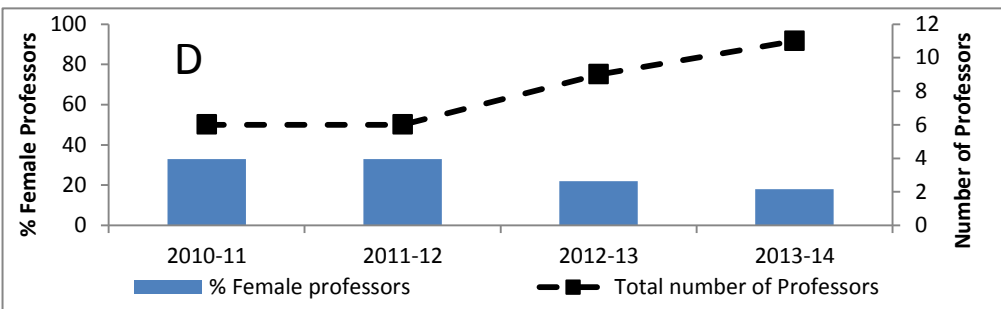
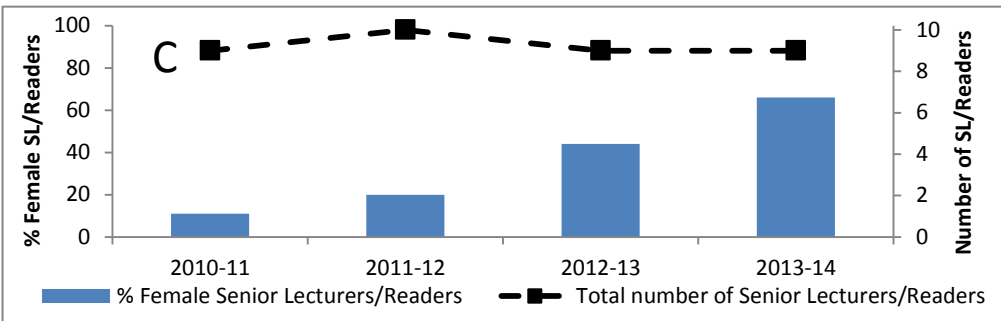
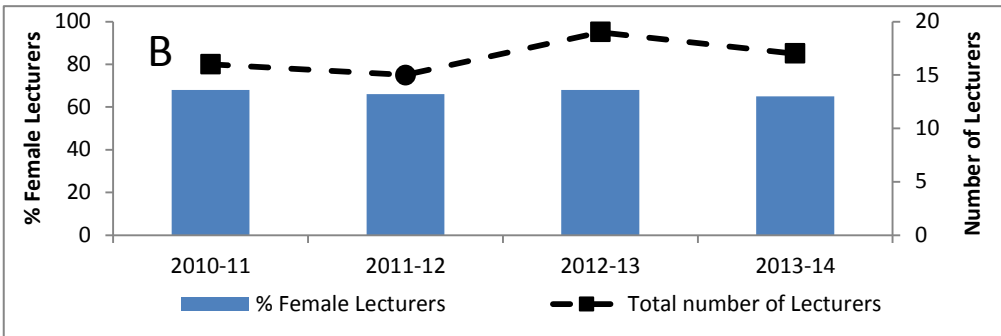
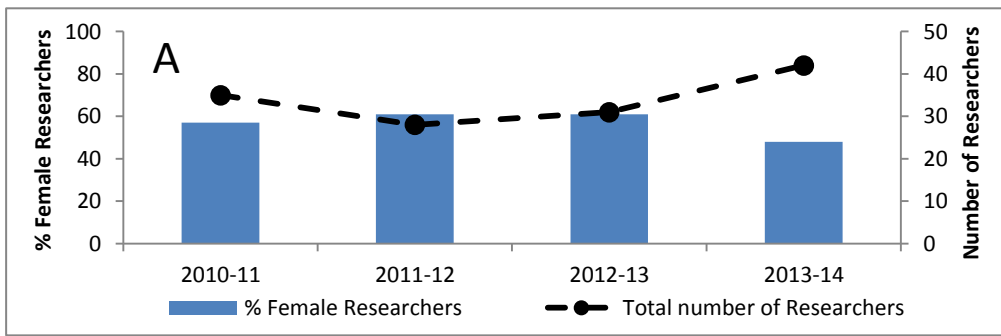


Figure 3.11: Percentage of female staff in 2010-2014 at levels of A) Researcher; B) Lecturer; C) Senior Lecturer/Reader; D) Professor within PMY-QUB; E) Percentage of female staff across grades in the five Russell Group Schools of Pharmacy as of March 2014 (data collected from individual School websites; researcher numbers were unavailable).

(viii) **Turnover by grade and gender**

Academic turnover is low, with only 6 staff leaving since 2010, 17% (1) female and 83% (5) male. The one female lecturer leaving in 2011 moved to an attractive administrative position at another academic institution in Northern Ireland; the 3 male staff (2 Professors, 1 SL) who left in 2010, retired; the one male lecturer who left in 2011 returned to Cambridge to an academic position, at the same level; the one male lecturer leaving in 2013 moved to an SL position at another University.

Turnover for researchers was significantly higher (43) given the nature of fixed term contracts funded by external sources. However, the University has a redeployment system which is actively taken up by research staff who are appropriately qualified.

We have monitored the exit pattern over the past 3 years. Of 43 PDRAs leaving the school, 53.5% were female. Of the 18.5% taking up an academic position, 62.5% were female; **this suggests that our action plan measures (to encourage female applicants for academic posts; mentoring; post-doctoral forum to promote career progression) have had a positive impact. Indeed in our recent recruitment campaign 3 female lecturers were recruited from the researcher cohort within our own School; whilst another 2 female lecturers were recruited from other Universities (of 8 new appointments in total).**

Of the 25.6% continuing in an academic research posts, 45.5% were female. Furthermore, more females than males secured a research position in industry, representing 20.9% of leavers (55.5% female). Finally, out of the 14% of the leavers returning to practise as pharmacists, 66.7% were female.

Actions: To continue to monitor and support all staff to minimise turn-over and facilitate integration of new staff within the school through supportive internal networking, mentoring and appraisal processes (**Actions 2.3.1-4; 2.4.1-2; 4.1.1-8**).

4. **Supporting and advancing women's careers:** maximum 5000 words **(5180 words excluding titles)**

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

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

Our 2010 Bronze Award application specified strategies to increase the number of applications from females (*Actions 2.3*). This Silver application evaluates the relative success of these actions and adds additional **Actions 3.1** to further encourage equality over the next three years.

The trends that have accompanied these actions over the past three years are encouraging (Fig. 4.1); the percentage of female researcher applicants increased from 31% to 46% between 2010-11 and 2012-13; nearly approaching parity (Fig. 4.1A), with a dip in 2011-12. For Academic Staff, the % female applications improved steadily from 19% in 2010-11 to ~30% between 2011-13 (Fig. 4.1B). However, there is still a gender imbalance. It should be noted that the School attracts, for many academic posts, a large number of applications (predominantly male) from India, where there are over 300 pharmacy schools³; significantly skewing the application data.

Despite only 30% of academic applicants being female, the success rates for females academics were very impressive, increasing from 40% in 2010-11 to on average 73% between 2011-13 (Fig. 4.1B). Likewise, the success rates for female researchers increased from 57% to 67% between 2010-2013 (Fig. 4.1A). Women therefore stand a higher chance of success when they apply. Taken together with the overall increase in the number of female applicants, means that we have significantly exceeded gender parity in the number of Research and Academic Staff appointed (Fig 4.1).

Actions: We are pleased with the trends; we are adding new **Actions (3.1.1-6)** to try and increase the number of female applications across all grades.

³ http://www.medindia.net/education/pharma_colleges.asp?page=36

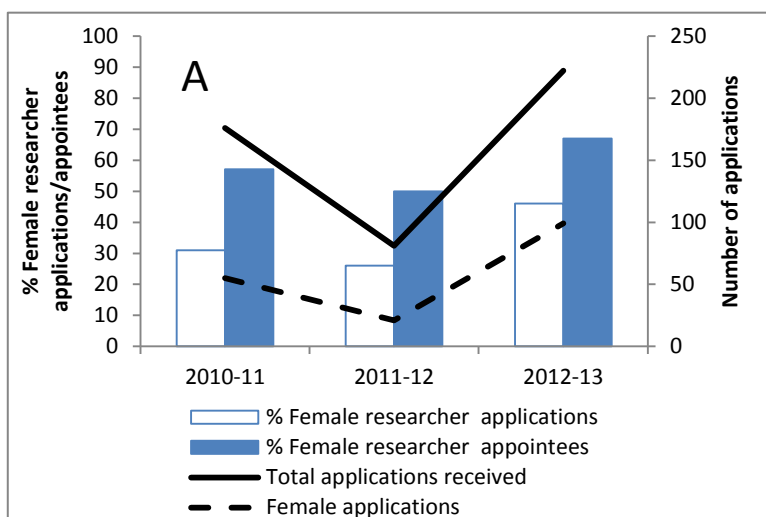


Figure 4.1A: Percentage of applications and success rates of females applying for research posts

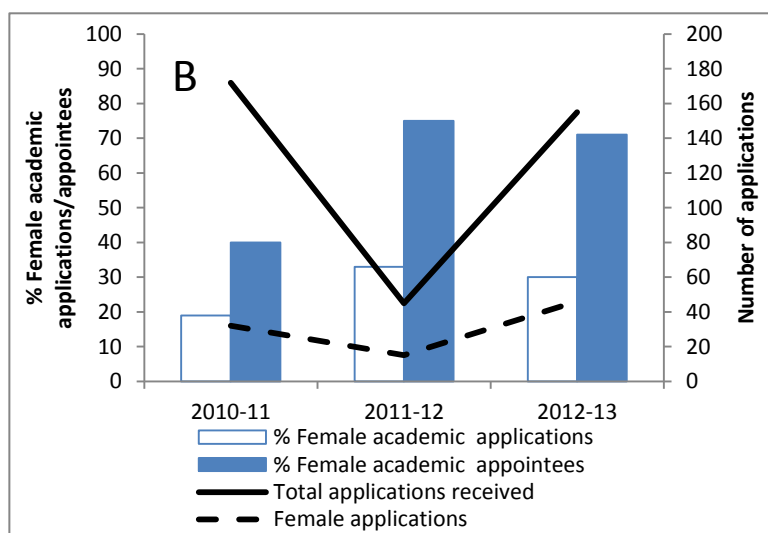


Figure 4.1B: Percentage of applications and success rates for female applying for academic posts

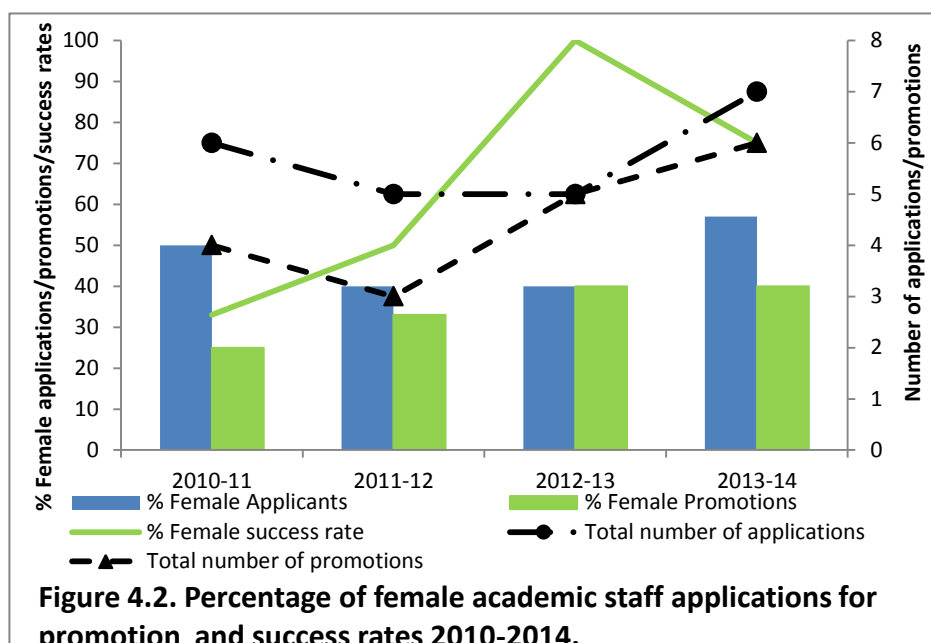
(ii) Applications for promotion and success rates by gender and grade.

Our 2010 Bronze Award application identified significant issues with respect to applications for promotion by female staff; only one female reader was promoted to professor. Several actions were put in place (*Actions 2.4*) to address this significant shortfall. This Silver application evaluates the relative success of these actions and adds additional **Actions 2.1** to encourage and support all eligible females to apply for promotion over the next three years.

Our actions have had a significant impact (Fig 4.2). We have significantly increased the proportion of female applicants for promotion, going from one successful application within the reporting period of our last Bronze application, to 50% (2 females) in 2010-11 and rising to 57% (4 females) in 2013-14. As a result, the proportion of successful female promotions also steadily increased from 25% in 2010-11 to 40% in 2013-14. The success rates were equally impressive rising from 33% to 100% in 2012-13, whilst in the latest round of academic promotions a 75% female success rate was achieved.

The rapid and consistent increase in females applying for promotion and being successful, strongly suggests that our on-going actions have had a positive impact. **Indeed, 47% of our senior staff (SL/R and above) are now female.**

Actions: Bronze actions are being continued and several new Actions will be implemented e.g. **Action 2.1.1** formalises mentoring, **Action 2.1.4** addresses support to unsuccessful female applicants. **Action 2.1.5** will facilitate movement from SL/R to professor.



b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Recruitment of staff.

The data above, show that women are less likely to apply for positions in the School than men, but more likely to be appointed if they do apply. This Silver Award application will initiate or maintain a number of Actions intended to increase these proportions:

- (Actions 3.1)** To encourage more female applicants we prominently highlight the female-friendly environment prominently displaying the SWAN logo on the School webpage; new actions include the incorporation of the Athena SWAN logo into all recruitment advertisements. A welcoming statement will also be included in job adverts to encourage more applications from females in under-represented groups e.g. Professorial level. We will seek to disseminate adverts widely to attract female applicants through a SWAN champion network of the UK Schools of Pharmacy.
- (Action 2.1.2)** We will increase the visibility of women in all promotional material, highlighting the diverse and valued contributions that women make to our School.
- (Action 3.1.7)** Our School recruitment processes will include further safeguards against unconscious gender bias: The latter will be raised at short-listing with core questions agreed

beforehand. Candidates are encouraged to demonstrate an aptitude for collegial work, as per the Action Plan.

In addition to these actions, all staff must take a course on University Selection/Recruitment and Equal Opportunities, updated annually on-line. In addition, at the shortlisting stage, the criteria are reviewed to ensure that they do not unduly impact on applicants who have had a career break e.g. maternity.

(ii) **Support for staff at key career transition points –**

Our 2011 Bronze Award application specified a total of seven actions to foster key transition points (*Actions 2.1-2.7*) to raise awareness of promotion criteria, mentoring schemes, external support networks and best practice through the SWAN webpage. **This was highly successful, with now more than 47% of our senior staff being female, achieved through promotion.** The 2014 action plan will build on these positive and will also focus on supporting staff through to the professorial level, where there is clearly a deficit of females.

A Culture Survey (2013; see section 5) was also used to refine and prioritise our 2014 action plan. Key areas raised in the survey were appraisal, promotion, mentoring, networking, training and communication.

Specific strategies are highlighted below for each staff category.

Academic Staff: Our data suggest that we have significantly improved key career transition points for female academic staff progressing from lecturer to SL/R and yet progression to Professor is still problematic, although we only have one member of female staff currently eligible and another will become eligible over the next 2-3 years. A number of strategies are already in place and further actions to improve career transition over the coming years are as follows:

Mentoring: Since 2010, academic staff *on probation* were assigned suitable mentors to provide advice and guidance. However, post-probation mentoring for all staff was informal and on an ad-hoc basis. After consulting all staff, it was thought that mentoring should become a formalised scheme, post-probation, for all female academic staff below professorial level (**Action 1.2.3, 4.1.1-6**). Additionally, the school will facilitate networking events while monitoring the impact of such activities (**Actions 3.2.1-5**). Mentoring will also be recognised in the School Workload Model (**Action 1.2.7**). Finally, only a small proportion of female staff avail of career mentoring (or act as mentors) offered by QGI (<15). QGI activities along with other women scientific network activities will now be advertised regularly on our School SWAN (<http://pharmacyswan.qub.ac.uk>) web page and emailed to all females (**Actions 4.1.7-8**).

Appraisal: Overall, it was felt that the appraisal process was not sufficiently effective. Thus to improve the staff experience, there will be a greater focus on career development and eligibility for promotion; this is now recorded specifically on appraisal forms and will be monitored (**Actions 2.1.3, 2.1.7, 5.1.3**). Furthermore, female staff who are considering promotion are strongly encouraged to have additional meetings with the DR/DE where specific criteria are discussed and appraisers appropriately trained (**Actions 2.1.3-5, 2.1.7-8**).

Meetings with HoS: In order to address the imbalance of the ratio of female Professors within the School, female staff at both SL and Readership level, will meet annually with the HoS to discuss their personal development plans, career progression and promotion prospects to facilitate them

meeting the promotion criteria when they then become eligible (**Actions 2.1.5**). The HoS would also ensure that female Readers avail of the *annual Leadership course* run by the University which was previously only available for HoS, DRs and DEs and other members of the Professoriate (**Actions 2.1.9**). Likewise, females who do not meet the criteria for promotion or who are unsuccessful, will be invited to discuss strategy and prioritisation with their mentor and HoS to address shortcomings (**Actions 2.1.4**). Through these actions, the number of females applying for promotion and being successful is expected to further increase since 6 of 9 staff at SL/R are now female and 75% of our female lecturers (6 of 8) will shortly progress through probation and become eligible for promotion to SL.

For staff at junior lectureship level, the appraisal process is carried out by a 'probation committee'. As part of the School's action plan, they will now meet bi-annually with the HoS as a group (**Actions 2.1.10**). On the recommendation of the GPAG in 2012, this strategy was successfully implemented for the School's Lecturers (Education) teaching-only contracts (5F, 1M), who meet regularly with the HoS and feel they have now a "group" voice within the School.

Networking: The SAT Chair has initiated discussions with the UK Pharmacy Schools Council on topics associated with UK-wide benchmarking of data, networking opportunities for Pharmacy SWAN champions and dissemination of SWAN-led events; further enhancing career development training and networking opportunities (**Actions 2.3.3**).

Research staff: Our data suggest that a significant proportion of our female researchers proceed to academic positions with QUB or wider afield and that 65% of our lectureship positions are filled by females. However, we cannot be complacent.

Mentoring: In line with the feedback from our SWAN away day and the School survey, the School has now put in place a senior member of academic staff to act on an ad-hoc basis as a mentor for Research staff (**Action 4.1.2**) and encourage researchers to avail of the QGI mentoring scheme, advertised on our webpage (**Action 4.1.8**).

Appraisal: These staff undergo appraisal by their line manager who advises on career progression and training. To address the role of academic staff in the development of their researchers, refresher course for appraisers will be mandatory and this in line with the UK 'HR Excellence in Research' QUB award, incorporating the 'Concordat to Support the Career Development of Researchers' (**Action 2.1.7**).

Postdoctoral Forum: One of our Bronze actions was to establish a Researcher forum (*Action 3.2*). The forum has now been implemented and a web-page established (<http://pharmacyresearchstaffsociety.weebly.com/>) and supported by GPAG. New silver actions include effective school-wide dissemination of information to this cohort (**Actions 5.1.1**) assisted by having a representative on the School Board who feeds back information. This forum ran its first workshop on 9th April with a focus on career development. This day-long conference invited speakers from across academia, industry, clinical practice and research governance. It was attended by over 90 PDRAs and PhD students and involved participation from 4 other QUB Schools, fostering networking and social interaction with typical attendee feedback: "*Very well organised. Great range of topics/speakers, very informative.*" Throughout the year, the Forum also held seminars on L'Oréal-UNESCO For Women in Science UK & Ireland Fellowships; March 2013; Marie Curie Fellowships and a REF information session; June 2013.

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

Our Bronze action plan identified 3 main actions to enhance career development, focussing on junior academics and researchers (*Actions 3.1-3.3*). This Silver application will continue and expand these actions.

(i) Promotion and career development –

Bronze action 3.1 led to a School-specific (and School-funded) career development scheme involving newly appointed lecturers voluntarily spending time (2-3 months) at a leading international Institution to build links with leading researchers in their field. A total of 12 lecturers have benefited to date (8F, 4M), a school investment of *ca.*, £50k. The impact on female career enhancement is exemplified by a female academic who was promoted to SL in Oct 2012 and then again to Reader in 2014, following such a secondment (Case Study 1).

Bronze action 3.2 led to the establishment of a Post-doctoral Staff Forum to encourage career development. This has been highly successful as previously described and will continue to be supported (**Action 3.2.2**). Mentoring will be further enhanced through **Actions 4.1.7-8**.

Bronze action 3.3 was to encourage female academic and research staff to join WITS to enable networking and career development. Several female staff are now active members of these groups. We have now expanded our SWAN activities to wider-QUB, by networking with GEO (Gender Equality Office) and GEM Schools (**Action 5.2.4-5**), and shared best practices through the SWAN Steering group committee and the SWAN champion working group. Additionally, we will expand our network, especially with the Reading and Manchester School of Pharmacy SWAN teams, and other UK schools via the UK PhSC (**Action 2.3.3**)

To build on the developments above, in the recent culture survey, 75% felt that work was allocated on a transparent basis irrespective of gender. This was helped by the introduction of a new work allocation model in 2012/13 (*Bronze action 4.4*). Fig 4.4 indicates that work-load is indeed non-gender biased. In our Silver action plan, several additions to the work-load model will be implemented including time for SAT/GPAG committee members and mentoring duties (**Actions 1.2.7, 5.1.2-3, 2.2.6**).

All staff members are appraised on an annual basis. Academic staff are appraised by the HoS, DE or DR (one of two is female). Maternity leave is taken into consideration during the appraisal meeting. As part of this process *Bronze action 2.4* was implemented so that promotion could be specifically discussed at appraisal referring to the University promotions' criteria. This has been successful with on average a 69% success rate for female staff over the last 3 years. Further actions have now been put in place, in particular to address the promotion criteria for Lecturers and Senior Lecturers in Education working only term-time periods (**Action 2.1.8**).

Action: The SAT are encouraged by the success of our Bronze actions but have identified other actions that could improve career development further (**Actions 2.1.1-10**).

(ii) Induction and training

An induction process operates for all new academic staff, coordinated via the School Manager to ensure consistency. **To address a deficiency identified in our culture survey**, a new induction booklet has been produced for Research Staff and is available on-line. New female staff are specifically made aware of the School/university family-friendly policies and other support systems, such as the mentorship scheme and SWAN website. All staff members are given access to a staff intranet from where training courses can be selected to help new Research and Academic Staff develop key skills. The completion of a higher education teaching qualification (PGCHET) for academic staff on probationary appointments is compulsory, facilitating networking opportunities for new staff.

All contract research staff are members of the School's new Postdoctoral Forum attending regular meetings and tailor-made workshops, facilitating networking. Another action put in place since 2011 was the development of a school-wide seminar programme aimed specifically at researchers and PhD students to encourage networking and interaction. The Post-doc forum webpage is updated to provide current female friendly Grant and Fellowship information (<http://pharmacyresearchstaffsociety.weebly.com/>). To support increased awareness of funding opportunities three female academics, two of which are SAT members, are evaluators for the L'Oreal Women in Science scheme, and their involvement has encouraged female Research Staff to apply for these awards. Furthermore, one post-doc recently applied for a Royal Society Dorothy Hodgkin's Fellowship after similar encouragement.

WITS forum provides an active forum for women in STEMM subjects in NI. *Bronze action 3.3* encouraged female school staff to join these groups. The School currently has two staff who are members of this forum, one of whom is on the SAT/GPAG and who disseminates activities led by WITS. These activities are also advertised on our SWAN website.

Actions: The School Postdoctoral Forum is a major step towards creating a culture in which Early Career Staff development is given priority and importance; this will continue to receive full School support (**Actions 2.3.4, 3.2.2**). Importantly, **Action 2.1.9** will also develop managerial awareness for new members of Academic Staff (50% of whom are women).

(iii) Support for female students

Over 80% of the School staff (culture survey) agreed that the School uses senior women as visible role models (e.g. induction and recruitment events). All undergraduate students are assigned an Advisor of Studies (2F,1M) to monitor academic progress, and a personal tutor (all staff assume this role) to provide pastoral care. If a student requests a female tutor on cultural grounds, this is provided. A DEGREE-PLUS program (**Action 4.1.5**) for peer undergraduate mentoring of International students will be introduced in Sept 2014. This is particularly beneficial to the female cohort since ~70% of the UGs (16 in total) having registered for this activity is female.

The School has a higher number of female PGR students (56-60%) than males. The current Senior Post-Graduate Tutor is a female Reader and the Chair of the Post-Graduate (PG) Committee is a female Professor and are involved in the organisation, along with the DRs and the Chair of the PG Committee in an induction programme for new PhD students. In the 2011 survey, over 80% of the PhD cohort felt they had been sufficiently inducted (equally between M and F). Since then, the induction and progression processes have been further improved. In 2011, a peer mentoring

scheme was established whereby new PhD students are mentored by established students; many female students have volunteered to act as mentors.

Academic supervisors are encouraged to facilitate teaching and supervisory opportunities for their students and to aid them when applying for research and/or academic posts. From the 2011 survey, 77% of our PhD students (50:50 M:F) reported that they were given the opportunity to supervise undergraduate or Masters students and this trend has not changed. 70% of our PhD students in the 2011 survey reported that they would consider moving into a postdoctoral position after a PhD. This is supported by females accounting for, on average, 57% of the researcher cohort in our school. We are encouraged with these statistics given the findings from the Royal Society of Chemistry suggesting a lack of retention of female PhDs.⁴ Networking activities are now strongly encouraged by supervisors and are found on our SWAN web page.

Actions: Actions going forward focus on informing (**Actions 2.3.4**), mentoring (**Action 4.1.2**) and supporting the career development (**Action 3.2.3**) of the female UG and PGR students, and include networking (**Actions 3.2.2, 3.2.4**).

Organisation and culture

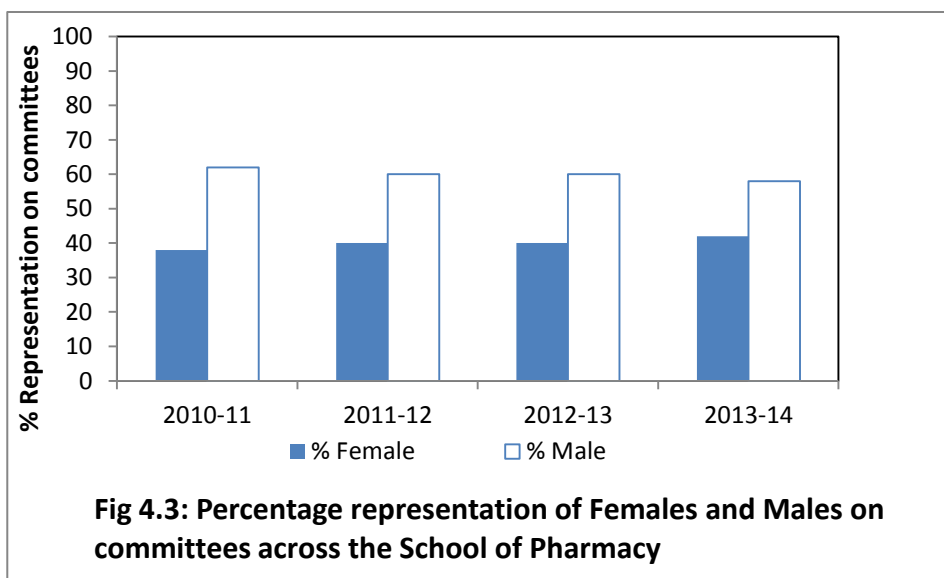
Our Bronze Award application outlined the School's inclusive atmosphere but set in place six Actions to raise the profile of women within the School (*Actions 4.1 – 4.6*). Our Silver plan now aims to actively enhance transparency and address residual unconscious bias.

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Male and female representation on committees

Our Bronze Award application noted that more men than women sat on committees, and that this reflected the disproportionate numbers of men in senior posts. Although parity has not yet been reached (Fig 4.3) it has gradually increased from 38% females in 2010-11 to 42% in 2013-14. However, women do sit on every school committee.

⁴ "The Chemistry PhD: the impact on women's retention" RSC, 2008 and "Stemming the tide" ChemistryWorld 2013.



The gender distribution is likely to improve over the next review period as more women are now reaching senior positions (S/L and above). The workload model implemented as part of the Bronze SWAN action plan, ensured fair distribution of workload. Currently, members of the School Management Board are the Head of School (M), School Manager (F), Directors of Research (1M, 1F), Director of Education (M), one academic representative voted for by other academic staff (M) and a nominee (F; Deputy SWAN champion) from the Head of School. Since 2010, females on the School Management Board represent 43% of the membership of this high-level Committee. Currently, 19 female academic staff (from a total of 37 staff) are on the School Board, in addition to an elected post-doctoral representative (2011-2013 F; 2014 M). The School Education Committee comprises 6 working sub-groups. Each working group has a lead academic and, of the six leads, two are female. Importantly, over the assessed period, the School has endeavoured to increase female representation to 50% on the Promotions Panel. Increasing parity in all decision making panels remains a continued priority in our 2013 action plan.

Action: Over the next three years, we will seek eventual parity on School decision making committees (**Actions 1.2.4-6**) and monitor for both representation, but also for overburdening. This will be done by incorporating committee work into the School's Work Allocation Model (**Action 1.2.7-9**)

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts .**

All academic staff members are on permanent contracts (subject to probation of up to 3 years for new staff). All researchers are on fixed-term contracts, except for one female who is on an open-ended contract.

Action: none

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Representation on decision-making committees

The major decision-making committee in the School is the Management Board which has three females (43%). The School Manager (F) is the Chair of the School Research Ethics Committee. The Chair of the School Research Committee and Postgraduate Research Committee is the female DR.

At University Level, females represent the School of Pharmacy on: Academic Council (F), Disability Committee (M & F), Harassment Advisor (F), PG Advisory Board (2 x F), Community Support Forum (M or F), Teaching Awards Committee (M or F), numerous REF working groups (2 x F), Review of 'Head of School Post' Working Group (M or F), Chair, Central Student Appeals Committee (F), Evaluation panel for QUB Researcher Training and Development Fund (F), Review Panel MRC CiC funding (F), School Promotions Committees (3 Schools) (2 x F), Biological Resource Unit Management Committee (F), and Ethical Review Committee for Animal Research (2 x F). It is the general practice within the School to rotate responsibilities approx. every 3 years ensuring that everyone has an opportunity to gain experience and contribute to their promotion portfolio. **Actions 1.2.4-6** and **Action 5.1.2-3** aim at demonstrating the transparency and fairness of the process while encouraging women to come forward.

Actions: The SAT will continue to ensure that committee membership is recognised in probation and promotion reviews and that committee work is monitored through the School's new Work Allocation Model (WAM) (**Action 1.2.7-8**).

(ii) Workload model

Our Bronze action plan highlighted the need for a transparent Academic Workload Model (*Action 4.4*). This was introduced in 2013, following widespread consultation with staff. It ensures a fair distribution of duties across all staff members. Research time is not accounted for by the model (assessed by REF) and, while undergraduate and Master's project supervision is included, PhD supervision is not, as PhD students are regarded as research assets. Our analysis (Fig 4.4) indicates that men and women have broadly equivalent workloads in each category of teaching, project supervision and administration, with some minor differences.

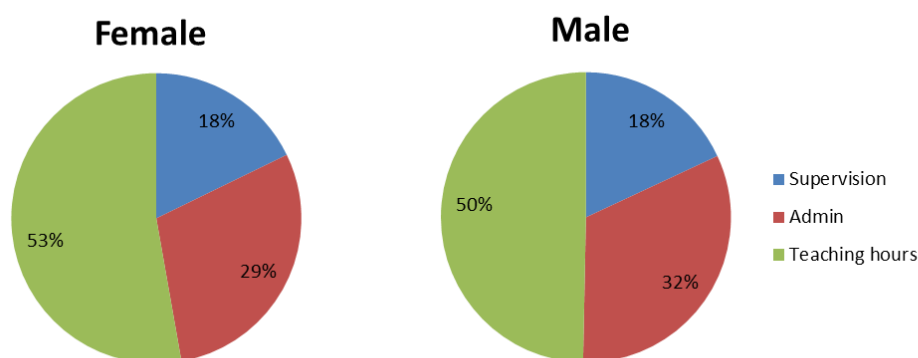


Fig 4.4: Workload allocation of teaching, administration and student supervision (MPharm projects and Distance learning) for women and men in the School of Pharmacy 2012-13. *Note: Lecturers (Education) omitted as their workload model (mostly teaching) was out of line with other members of academic staff*

Action: Monitoring of its effective and fair use continues to be a key action in SWAN 2013 action plan. Other key academic roles to be included in the model include mentoring and QUB-wide committee and working group activities. **(Action 1.2.7-8)**

(iii) Timing of departmental meetings and social gatherings

All major meetings within the School take place between 10.00am-4.00pm. Staff are polled for mutually convenient times for ad hoc meetings. All 'social' gatherings (e.g., informal get-togethers to celebrate a significant event for a staff member) are organised on School premises during the working day. When meetings take place at lunchtime, lunch is provided. This all makes for a 'family friendly' working environment. Respondents in our survey noted that School of Pharmacy meeting schedules always considered family commitments.

(iv) Culture

UG, PG and lecturer categories in the School are majority female. Of the senior management team three are female, four are male. The School is inclusive in nature, fair and strives to be transparent in decision-making. The findings from a series of internal surveys reinforce the view that the School has a positive culture and provides a female-friendly environment:

"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).

"I have a very supportive line manager, making my working life pleasurable in spite of the other odds that I have to deal with." (Female research staff)

Importantly, over 85% of the staff understand why positive action may be required to promote gender equality. Visitors have frequently commented on its friendly atmosphere and External Examiners reports always refer to our hospitality and collegiality. Senior staff operate an 'open door' policy to all staff and students. Good communication is central to the School ethos and 'InPHo', a School 'e-zine', is circulated to all staff and PG students on a regular basis. The visibility of SWAN activities in the School is further increased by a dedicated website (<http://pharmacyswan.qub.ac.uk>) with information on female role models, news and networking activities, SAT meeting minutes for school-wide distribution and the SWAN bronze award and action plan. Another example of good communication includes the feedback presentation on our most recent consultation exercise (culture survey) by the HoS and the School SWAN champions on the ½ day retreat, where the SWAN application and the Staff Charter principles were discussed. SWAN activities and reports are always included on the agendas of the School Board and School Management Board, thereby raising awareness. We have also increased the profile of female successes. A few examples are provided on our School news site (<http://www.qub.ac.uk/schools/SchoolofPharmacy/NewsandEvents/>) and successful females have been exemplified in poster campaigns throughout Belfast to highlight the impact of their research (Fig 4.5).



Figure 4.5: Professor Tracy Robson, School of Pharmacy, SWAN deputy Champion

Actions: Unconscious bias may still remain, and can be displayed by both men and women. Accordingly, this Silver Award application makes the normalization of female staff status a priority by promoting transparency, culture changes and visibility of successful women (**Actions 5.1-3**).

(v) Outreach activities –

There is a high level of participation by women in outreach activities; more than 50% female staff are involved in events e.g. hosting UCAS students on placements, attendance at School Careers Fairs. One female professor is the contact for 'Sentinus' arranging Nuffield science placements, and 2 females are STEM Ambassadors to inspire local young people in Science. The School has a unique 'Pharmacists in Schools' programme (years 6-9) to promote interest in science generally through enabling children to be 'pharmacists for a day'. The 'Pharmacists in Schools' Programme aims to increase awareness of the varied roles undertaken by pharmacists in the community, particularly with respect to pharmacists's health promotion activities. This scheme is run by at least 50% females (Staff, Researchers and PhDs) acting as role models encouraging students at an early stage. In the annual appraisal form and the university promotion criteria, community outreach programme participation is explicitly recognised.

Actions: Within the School, outreach activities form an integral part of the workload model. We will continue to monitor workloads for overburdening and ensure that contributions are acknowledged (**Action 1.2.7-8**).

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Maternity return rate

Since records began in the School, the maternity return rate for all staff, both academic and research, has been 100%; similar return rates were also seen for PhD students. There are robust policies to facilitate maternity leave and return to work for academics/students.

Action: So as not be complacent and in line with other Silver awardees within QUB, the School will be implementing new policies as part of our 2014 action plan to achieve seamless transition out and back to work (**Actions 2.2**).

(ii) Paternity, adoption and parental leave uptake

QUB provides 3 weeks paternity leave with full pay. The numbers of academics and researchers who have taken leave are small 4, 1 and 3 males in 2010-11, 2011-12 and 2012-13, respectively. Staff are encouraged to avail of the leave and we are confident that all have done so. The recent Culture Survey found that over 25% of staff did not think that the School had made clear its policies in relation to gender equality. As a consequence, these are specifically addressed in the newly introduced Staff Charter (now on our SWAN website <http://pharmacyswan.qub.ac.uk/staff-charter.html>) and procedures to apply for leave are widely advertised. Monitoring of leave uptake and dissemination methods will continue. To note, between 2011-13, 3 male PhD students and one researcher took paternity leave, supported by the School.

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

There has only been one formal application by females for flexible working since 2007; this was granted immediately. She has two afternoons off work per week to facilitate child care. However, the School and the HoS, in particular, is very supportive of flexible working and on many occasions has dealt with 'one-off' requests on an informal manner. It must be noted that in the 2013 survey over 70% of the staff recognised the positive support given by their line manager in the matter with less than 1% of staff not sharing this view.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Flexible working

Four Lecturers (Education), formerly Teaching Fellows, are on term-time plus (0.67 FTE) contracts, allowing them to return to pharmacy practice. 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 researcher works 4 longer days per week and then has one day off, while another female researcher starts work early and leaves early. Both these arrangements were implemented for child-care reasons and fully supported by the School. An academic member of staff (female) has a flexible working arrangement (four FTE days spread over 5 days). There are also two PhD students who work flexibly. During the school holidays, they tend to work full days whilst during term time they tend to work half days according to their childcare arrangements. These arrangements are fully encouraged and supported. Additionally, NI government research the studentships offer a 4-month extension for maternity leave and the School gives further support depending on the circumstances.

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

The School fully supports any member of staff undertaking maternity or adoption leave. However, until recently, when female academic staff returned to the School after periods of maternity leave, reductions in workload were on an *ad hoc* basis. The Bronze action plan however, was keen to address “return to work” issues for female staff and implemented a reduced teaching load for a period of 6 months (Action 5.1). This has worked well, but we aim to expand on this in our Silver action plan. New actions include a **6 months teaching free** return period for research active academics (**Action 2.2.2, 2.2.7-8**), whilst hiring temporary lecturing staff (**Action 2.2.2-3**) to minimise impact on permanent staff (**Action 2.2.6**). Specific to our School is that these actions have been extended to Lecturers/SL (Education) where 3-month teaching/administration-free adjustment period (**Action 2.2.3-5**) is to be implemented. The School will recruit and fund staff cover, with some financial assistance from the University.

A smooth transition and return to work procedure is considered as critical by the School’s senior management. Academic staff in the School can make full use of QUB’s ‘keeping in touch days’ if they wish to do so. As such, the HoS meets with academic before and on their return to review the needs, expectations and resources which would facilitate the transition.

When female research staff (PhD and PDRA) return from maternity leave, they have a formal induction meeting with their academic supervisor. This process has happened on an informal basis across the School, but will be formalised in the coming academic year as part of our action plan (**Action 2.2.8**). This will allow formal appraisal of developments and progress on projects, facilitating an easier return to work.

5. Any other comments: maximum 500 words (436 words)

5.1. It has come to our attention in review process that external invited speakers were mainly Males (>75%) over the past 3 years. This will be addressed in our Silver action plan (**Action 5.2.7**) whereby the gender of external and visiting speakers will be monitored.

5.2 School-Wide Surveys

To inform the SAT team on key gender-related issues in the School, two school-wide surveys (based on the UKRC Gender Equality Culture Survey) were conducted, focusing on (A) all School staff (academic, research, clerical and technical) and research students (July 2013) and (B) Research only (Aug 2013).

Survey (A) was designed to:

- Gauge the impact of the Bronze SWAN action plan.
- Increase School-wide awareness of senior management's commitment to SWAN actions.
- Seek participants' views on the following issues:
 - awareness of university-wide policy on gender and equality.
 - organisation and culture within the School
 - management of career breaks and flexible working
 - career development; mentoring
 - appraisal and line manager effectiveness

Survey (B) focused on:

- the career development and aspirations of researchers
- facilitation by the School of successful career transition.

Overall response rates and gender distributions for both surveys were similar with an excellent return from both junior and senior academics (>84%).

Qualitative assessment demonstrated both positive (+) and negative (-) aspects, which contributed to the development of the 2014 Silver Action plan; this is in addition to the quantitative data reviewed by the SAT:

- (+) that the reasons for engaging with gender equality were understood, as was the need for positive action
- (+) that the School continued its support of family friendly policies and adopted a better dissemination practice
- (+) that the School encouraged its female staff to take up career development opportunities
- (-) disengagement of Researchers/PhDs with career development opportunities made available by School/University
- (-) the perception that the criteria for the promotion process of term-time only staff (Lecturers-Education) are insufficiently clear
- (-) the need for structured mentorship and networking opportunities for female staff
- (-) the feeling that the University appraisal process is not delivering maximum developmental benefit for staff.
- (-) the need for further improving the dissemination of information on policies.

In addition to the surveys, the **SAT review** of the School data (2011-2014) with respect to our 2011 Bronze action plan and its impact on the Recruitment and Promotion of Women led to the following positive conclusions:

- Increased numbers of females recruited to academic positions
- Improvements in recruitment and planning to cover for long-term leave and return to work
- Implementation of a new workload model (academic staff), with annual updating
- Excellent outcomes in terms of promotion of females from junior to senior academic posts.

6. Action plan

6.1. Bronze action plan for School of Pharmacy 2011-2014- UPDATE 2014

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
1	Baseline and supporting evidence						
1.1	Monitor undergraduate student data by gender.	Data collected for entry cohorts	Robust and routinely obtained data	School Administrator	yearly reports to SMB and SB (66% females recruited annually; above national average)	S, C	
1.2	Monitor post graduate student data by gender	Data collected for entry cohorts	Robust and routinely obtained data	School Administrator	yearly reports to SMB and SB (60% females recruited annually) yearly.	S, C, R	Report at SB to reinforce SWAN impact
1.3	Monitor numbers of male and female academic staff at each grade by gender	Data collected yearly	Robust and routinely obtained data	School Administrator	yearly reports to SMB and SB (51% academic staff are female)	S, C, R	Report at SB prior to yearly appraisal rounds (Sept) and following promotion round results (March) to reinforce SWAN impact
1.4	Monitor numbers of male and female research staff at each grade by gender	Data collected monthly; yearly reports to SMB and SB	Robust and routinely obtained data	School Administrator	yearly reports to SMB and SB (57% across all grades for research staff)	S, C, R	Address current difficulties in maintaining an up to date database of research staff
2.0	Key Career Transition Points, Appointments and Promotions						
2.1 (2.2)	Encourage female applicants for all academic posts (senior posts) through wording of adverts	- School policy on wording for junior and senior posts encouraging women to apply - Female contact point	Increase the number of female applicants- Not achieved; ~30% of applications were female;	Head of School and School manager;	Women continue to apply less than men, but are more likely to succeed in securing the post, at all the grades advertised over the period. No senior post advertised since 2011	U, R	Wider dissemination of posts via the network of UK-wide School of Pharmacy SWAN Champions (details available through the SPhC-School of Pharmacy Council) in addition to activities already in place.

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
2.3	Encourage female applicants for research posts	Have standard wording in adverts that encourage female applications	Increase the number of female applicants for research posts	HoS; Academic staff preparing the "job description" documents and personnel	Not achieved; <30% of applications	U, R	Wider dissemination of posts via the network of UK-wide School of Pharmacy SWAN Champions
2.4	Encourage female academic staff to apply for promotion	Line Managers to discuss promotion and career development with all female staff at the yearly appraisal meeting by referring to the University promotions' criteria. Regular reminder at SB meetings.	Increased number of female applications	Line managers; Head of School	All eligible academic females within 2 years of completing probation have now applied for promotion. Rapid and consistent increase in females applying for promotion and being successful, strongly suggests that our on-going actions have had a positive impact. Indeed, 47% of our senior staff (SL/R and above are now female).	S, R	In order to increase senior grades of academic staff ≥ 50% - Enhance promotion prospects through formal mentoring (mentors recognised through workload model) - discussion at appraisal - development of job portfolios - increasing access to procedural information and guidance
2.5	Ensure that the shortlisting and interview processes do not unduly impact on applicants who have had a career break (e.g. maternity)	Implementing QUB regulations	Transparency of the recruitment process and	School Management Committee and Personnel	Success rates of female academic applicants are substantially higher (73%) than that of male applicants. Researcher recruited while on a career break/maternity. (Dr Lana Clements; http://pharmacyswan.qub.ac.uk/our-women-in-science.html) Lecturer recruited whilst pregnant Dr Deirdre Gilpin	S, C	

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
2.6	All female academic and research staff will be strongly encouraged to avail of the Queen's Gender Initiative mentoring scheme.	Held a 1/2 day retreat/workshop where Mentoring (School and QGI), SWAN and Staff Charter principles were discussed	Increase number of QGI mentees and mentors from the School of Pharmacy	HoS, SAT team, QGI mentor and external Gold SWAN champion	Increased awareness of mentoring in the school; 2011 - 2 mentees and 3 mentors 2012 - 0 mentees and 2 mentors 2013 - 2 mentees and 2 mentors	S, C, R	To complement the QUB-wide mentoring, a new internal mentoring scheme has been rolled in for UG (Int'l), PG, postdocs and academic female staff.
2.7	Senior female academic staff will be available for consultation about promotion and career advice and progression	Line manager to raise awareness amongst junior female academics and post-doctoral staff about the availability of senior female staff to advise on promotion issues	Increased dissemination of information measured as a function of "hits" of the School SWAN "mentoring" page links.	Academics and appraisers	The need for internal formal mentoring was identified in the 2012 school wide survey.	S, C, R	Introduction of a new formal mentoring scheme for female staff to advise of promotion/career progression
3.	Career Advice and Support						
3.1	The School will continue to provide support for all new academics to forge international links by funding a placement in a chosen institution.	The School funds an international placement for up to 2 months. Several academics have already benefitted from this.	Feedbacks included: Increased international visibility Increased publication impact	HoS	A total of 12 lecturers have benefited to date (8F, 4M); 3 academics have availed to this support in the past 18months. 2 were female.	S, C	

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
3.2	Establish a Post-doctoral Staff Forum as a means to encourage career development	SWAN SAT members to organise Postdoctoral forum (Pharmacy Research Staff Society)	Activities reported to SB meeting School and QUB supports for career development events led by the society	Research Staff and SAT academic members	Post-doc forum established One day career development workshop has taken place http://pharmacyresearchstaffsociety.weebly.com/	S, C	
3.3	Encourage female academic and research staff to join the Women in Technology and Science Northern Ireland forum to encourage networking and career development.	Number of SAT and non-SAT members of WITS NI Dissemination and networking e.g. STEMNET	Increased links between Pharmacy Research Staff Society activities and WITS	SAT-WITS NI members	A number of female staff are active members: http://pharmacyswan.qub.ac.uk/wise.html http://pharmacyswan.qub.ac.uk/career-development-opportunities.html We have also promoted female profile raising activities, e.g. international prizes and nominations; STEMnet http://pharmacyswan.qub.ac.uk/wise.html Invited speaker: 2012 QUB L'Oréal-UNESCO For Women in Science UK & Ireland Fellowships; March 2013; Promoting Marie Curie Fellowships	S, C	

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
4.	Culture, Communications and Departmental Organization						
4.1	To ensure that an additional female joins the School Student Support Committee	This will involve recruiting one of the female academic staff members to this committee.	Equal representation of genders on the SSCC committee.	Director of Education		S, C	
4.2	To ensure that on the promotions panel the external Head of School/Senior Academic is female	HoS actively seeks female appointment to this role	Equal representation of genders on the promotion panel.	HoS	Over the past 3 rounds of promotion, the school has proactively sought for the external HoS to be female, and has been successful in the process.	S, C	
4.3	Ensure that female staff are well-represented on all School boards and decision making committees.	The balance of female representation has been monitored and issues have been addressed on the School Management Board	Gender balance on all committees without overloading the female members of staff.	HoS, SMB	The Committee membership is reviewed annually.	C	Internal or university-wide committee position openings are to be widely advertised in the school. The process is to use online application or nomination and selection by voting process, also minimising the chance for holding multiple offices.
4.4	Fair distribution of academic workload and administrative responsibilities between males and females.	Yearly reviewed workload model. Disseminated at SB meetings.	Development and implementation of a fair and equitable workload	HoS, DE and SMB	Workload model has now been implemented and further modifications will be addressed as part of the SILVER activity.	S, C, R	Seek that the workload model is in line with the job description and additional promotion criteria during the review process.
4.5	Ensure sufficient notice for meetings by the continued use of a poll system	Polls have been put in place for all School meetings	Increased attendance to meetings	School Administrator	Effective timing of meeting. Good feedback from school survey.	S, C	

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
4.6	Ensure a high level of communication and transparency at all levels within the School, holistically.	Communication through share-point and school webpages and an open door policy amongst staff. Latest news posted on School website.	Monitor that all staff are aware of key information within the School.	School Administrator	<p>This process has promoted a collegiate atmosphere via improved communication as identified by the school survey.</p> <p>½ day workshop to discuss SWAN principles implementation and the newly introduced School's staff charter which aims to improve on the support provided to academic and research staff. 92% attendance.</p> <p>The staff charter is now on the website http://pharmacyswan.qub.ac.uk/staff-charter.html</p> <p>The workshop was well received; good feedback</p>	S, C	

Action	Description of action	Activities to monitor action 2011-14	Success Measure	Responsibility	Evidence for completed actions	Successful (S) Unsuccessful (U) Continued (C) Revised (R)	Revisions to take forward to 2014 action plan
5	Career Breaks/Flexible Working						
5.1	Female academic staff returning to work after maternity/adoption leave will have a reduced teaching allocation	Research active academic female staff returning from maternity/adoption leave reduced teaching loads	The QUB maternity/adoption policy is advertised to all staff (http://pharmacy.swan.qub.ac.uk/human-resources-at-qub.html) and the arrangements to facilitate the implementation of this school's policy is discussed and agreed with staff at the earliest time.	HoS, DE, School Manager	Have implemented a NO teaching for 6 months policy, to allow research active academic staff to concentrate on research. The school has also implemented such policy to term-time Lecturers (Education) where individuals have availed to this type of support by having a lighter teaching load upon returning from maternity leave. As such, 1 Part-time lecturer (Education) was recruited to cover the maternity leave and teaching covering the "return to work period" of junior female staff (Sept 2013-June 2014).	S, C	SoP defining the level of support for term-time lecturer (Education) that can be anticipated and the procedure to avail to it. SoP to disseminate and inform the relevant people of the arrangements made.
5.2	Female postdoctoral staff returning to work from maternity/adoption leave will have an induction meeting with their line manager and other members of their research group to ensure a sensible workload.		Such meetings have happened on an informal basis in the School, but this process will now be formalised		All staff to be made aware that these formal meetings should be documented. Evidence of such meetings.	Not complete as yet, C	Guidelines and procedure details for academic supervisors and research staff

6.2 Silver Action plan

SILVER action plan for School of Pharmacy 2014-2016

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
1	MONITORING-MEASURING-ACTING					
1.1	Baseline and supporting evidence					
1.1.1	Ensure robust data from QUB to measure impact of Athena SWAN.	#Source relevant information on a yearly basis from the school, faculty and university records.		Departmental Administrative Secretary, HR Office	April 2014-	Access to robust QUB data against which to develop SMART actions.
1.1.2	Ensure robust national data to measure impact of Athena SWAN.	*Source national data on gender from schools offering MPharm degree to benchmark our performance against peers.		School Manager	April 2014-	Access to robust national data against which to develop SMART actions.
1.1.3	Ensure robust subject-specific data to measure impact of Athena SWAN.	*Actively seek the engagement of the Pharmacy Schools Council (PhSC) to enable effective data sharing.	Engage PhSC in developing increased opportunities for SWAN network activities.	SWAN Champion	June 2014-	Access to robust subject-specific comparators which are not currently available from national sources.
1.2	Monitoring SWAN impact					
1.2.1	Ensure that the School's SWAN strategy has a positive effect on the academic career progression of its female academic staff.	#Regular review of the academic staff grade profile in the school.		HoS, DRs and DE	April 2014-	Increased number of females progressing successfully through promotion.
1.2.2	Ensure that all eligible female academic staff apply for promotion.	*Regular review of female staff eligible for promotion by line managers and HoS to encourage and support applications for promotion.	HoS to meet individually with any female applicant who has been unsuccessful at promotion or who has not applied within 3 years of being eligible, to identify deficiencies and solutions.	HoS	April 2014-	Increased SMART support to increase the number of female applications for promotion and enhance success rates.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
1.2.3	Ensure effective career progression of female academic staff through mentoring.	*Informal mentoring of junior academic female staff by senior female role model.	Introduction of a formal mentoring scheme for female academic staff, facilitated by senior female academics.	Senior Female Staff	Feb 2014-	Increased number of females progressing successfully through promotion as a result of enhanced mentoring.
1.2.4	Ensure representation of female academic staff on decision making committees.	*Regular review of female academic representation on School and University decision making committees.	Increase wide-spread formalised female representation on School and University committees as well as high profile managerial School and University activities through transparent nomination.	HoS and SMB	Jan 2014-	Increased female representation on University committees
1.2.5	Ensure that eligible women apply for high profile committee positions.		Encourage applications from females for representation on decision making committees.	HoS	Jan 2014-	Increased female representation on University committees.
1.2.6	Ensure and facilitate the nomination and selection of female academic staff on committees.	*Increase female academic staff representation on key university committee by increasing chances of nomination through the use of a pilot-directed poll amongst female staff to increase voting power.	Implementation of the successful pilot scheme using e-polls to increase female voting power within the school for nomination on School and University committees.	HoS	May 2014-	Increased female representation on committees and female visibility in the School and across the University.
1.2.7	Ensure that the School's workload model recognises SWAN related activities.	*Yearly review of the workload model	Re-structuring of work load model to reflect mentoring duties, GPAG and SAT activities.	HoS, DE and DRs	March 2014-	Female committee members and mentors recognised for their contribution within the work load model and workload adjusted appropriately.
1.2.8	Recognition of all academic-related activities in the workload model.		Inclusion of contributions to University committees in the workload model by gender.	HoS	March 2014-	Increased recognition of administrative positions within the University for female staff.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
1.2.9	Ensure a gender balanced workload model.		Annual review of the workload model by gender and presentation of outcomes to SMB.	HoS and SMB	March 2014-	Increased transparency with respect to administrative positions within the School and University by gender.
1.3	Addressing the UG-PG transition					
1.3.1	Increase the numbers of female applicants to PhD programs and research posts.	#Data collected and reviewed by GPAG; Review of good practice	Seek to increase the number of females making the transition from UG to PGR by enhancing the profile of women in science via our SWAN and School website and by presentation to final year UG students by our female DR and SWAN champion.	DR and SWAN Champion	Repeat May2014/15/16	Improved gender balance across the scientific research areas at PG level in the School, in line with the high achieving female undergraduate cohort.
1.3.2	Increase the number of female PGR students undertaking lab-based research by increasing visibility of role models in the field.		Presentation by current female PhD students and researchers to the undergraduate final year female cohort describing their own experience of research, and their view on the prospects for females undertaking a research career.	Female researchers and PhDs of the SAT and GPAG	Oct 2014, 2015, 2016	Increased number of applications from female UG students to lab-based PhD projects and research posts.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
2	Key Career Transition Points, Appointments, Promotions and Retentions					
2.1	Improving progression					
2.1.1	Increase support within the School in relation to the promotion process for all staff, with the primary objective to tackle retention and progression for female staff.	*Informal mentoring scheme to provide guidance on the promotion procedure to all staff.	Formalised mentoring scheme, facilitated by female senior mentors. Mentors to feedback to HoS (with permission of mentee) for those females eligible for promotion.	SWAN champion HoS,	Ongoing	Decrease in staff turn-over. Increase rates of female career progression Achieve eventual gender parity.
2.1.2	Increase female visibility within the School with the primary objective to tackle retention and progression for female staff.	*Widespread publication of female staff achievements through QUB, School and SWAN webpages	Obtain information on female-led developments in research and career progression on a quarterly basis for uploading onto websites.	DE, DR and HoS SWAN Champion	April 2014	Staff satisfaction with regard to recognition of female contribution to School activities
2.1.3	Increase transparency within the School in relation to the promotion process for all staff, with the primary objective to tackle retention and progression for female staff.	*Promotion prospects discussed and documented at appraisal	Develop a robust method to identify and support suitable candidates for promotion, e.g. Appraiser to refer candidate to mentor and/or HoS to discuss and prepare for promotion.	DE, DR and HoS	April 2014	Female satisfaction with regard to transparency of the progression, appraisal and promotion review process (survey to be conducted on a yearly basis).
2.1.4	Increase support within the School in relation to career progression		All eligible female staff who for 3 years have not applied or have been unsuccessful in promotion invited to meet with HoS to discuss options and a way forward.	HoS	March 2014	Increased number of successful applications for promotion by female staff.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
2.1.5	Increase the number of female Professors.		SL/R female staff will meet annually with the HoS to discuss their personal development plans, career progression and promotion prospects to facilitate them meeting the promotion criteria when they then become eligible.	HoS	Sept 2014-	Increased support from the HoS and improved school planning, yielding an increased number of successful applications for promotion to Professor.
2.1.6	Increase the impact of SWAN in the School.	#½ day retreat focusing on disseminating SWAN actions and identifying new actions.	Half day retreat held annually where any SWAN-related issues with respect to female progression/retention are openly discussed and new actions identified.	HoS, DRs, DE, SWAN champion	June 2014	Increase in good practice based on SWAN principles. Measured through annual questionnaire.
2.1.7	Increase the effectiveness of the appraisal process.	*Increased awareness of the importance of the appraisal process and how the appraiser and appraisee can/should engage with the process.	Improving on the impact of the appraisal process for the appraisee by making QUB training and refresher course for appraisers mandatory.	DRs, DEs	Sept 2014	Increased engagement with the appraisal process of all staff and increased female satisfaction with regard to the appraisal process.
2.1.8	Ensure that promotion criteria are fit for purpose for each staff category.		Initiate discussions with QUB to obtain clearer criteria and guidance for term-time staff in relation to promotion criteria and standards.	SWAN champion; HR	Feb 2014	Clearer process for staff working at FTE <1.
2.1.9	Increase leadership training accessibility to female staff.		Leadership training to become more readily available to senior female staff.	HoS	June 2014	All eligible female academic staff having received Leadership training, enhancing their career progression.
2.1.10	Ensure progression, at the earliest stages, of female academic careers		The HoS will meet bi-annually with female academic staff on probation as a group.	HoS	Sept 2014-	Improving integration and facilitating confirmation in post for probationary female staff.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
2.2	Actions targeting career breaks and return to work					
2.2.1	Facilitate career breaks and returns	*Continue to implement QUB policy processes regarding School paternity/ maternity leave arrangements and maternity cover provision.		HoS, SM, School administrator	Aug 2013	Achieved seamless transition for all female academic staff taking leave and returning to work. Positive feedback on the process.
2.2.2	Enhance productivity, commensurate with career progression, following career breaks.	Implement a new "No teaching" workload on return for 6 months for research active academic staff.	Short term recruitment of teaching staff to cover carer, paternity or maternity leave and return to work period, for academic research female staff, with 6 months free of teaching	HoS, DE, School administrator	Oct 2013	Increased research productivity of academic staff returning from leave, enhancing their career progression. Measured through promotion.
2.2.3	Minimize the impact of career breaks and return to work policies on other staff.		Short term recruitment of teaching staff to cover carer, paternity or maternity leave and return to work period for academic female staff.	DE, module Coordinator	Feb 2014	Minimised impact on colleagues work load. Positive feedback in annual questionnaire.
2.2.4	Structure career breaks and returns for Lecturers (Education).		Structured return to work policy for Lecturers (Education). In particular, that of practitioners and term-time only lecturers.	DE, School Manager,	June 2014	Increased transparency of return-to-work activities. Positive feedback in annual questionnaire.
2.2.5	Support teaching only staff, Lecturers (Education), returning from long term leave.		Introduce a clear procedure to implement a reduction in teaching duties to allow Lecturer (Education) staff to develop their CV and career profile to meet with QUB's promotion criteria upon return to work, in line with the research active academic staff.	DE, HoS	March 2014	Increased scholarly and curriculum update activities outputs for Lecturers (Education) returning from leave.
2.2.6	Ensure that return to work policies are transparent and are included in workload model.	*Workload model implemented since March 2013 and reviewed yearly.	Yearly review of the workload model to reflect short-term activities, involving return to work policies.	HoS, SM, School administrator	March 2014/15/16	Achieving greater transparency for the workload model.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
2.2.7	Increase clarity for all academic staff on return to work policies.		Develop guidelines and procedural details defining support available for all academic staff.	HoS, School administrator	June 2014	Increased transparency of return-to-work activities.
2.2.8	Ensure that return to work policies are transparent for research staff		Develop guidelines and procedural details for academic supervisors and research staff regarding return to work arrangements following maternity.	HoS, School administrator	Sept 2014	Increased transparency of return-to-work activities.
2.3	Actions supporting networking activities					
2.3.1	Supporting female researchers through networking.	#Promoting WITS and STEM-NET activities in the school		SWAN webpage; School administrator	On going	Increased networking.
2.3.2	Increasing the visibility of female role models.	#Ensure female role-models are present (including at undergraduate level/project selection) at all UG and PGR events.		School and SWAN webpage; School administrator	On going	Increase the number of female PhD progressing from PhD to PDRA and to PDRA to academic positions (see action 1.1 as to monitoring).
2.3.3	Enhance networking through SWAN champions at UK Schools of Pharmacy.	*Established initial contact with Pharmacy Schools Council PhSC for national data gathering, and formalisation of Pharmacy SWAN Champions networking opportunities.	Lobby for the PhSC to be used as a platform/ forum for dissemination of information ranging from career events, SWAN networking opportunities and post advertisement.	SWAN Champion and School administrator	On going	Increase number of females pursuing STEMM related careers inside and outside QUB.
2.3.4	Enhance support for QUB Researcher Societies .	*PhD and Postdoctoral researcher forum established and society-led career events funded by QUB-STDU have taken place.	Supporting activities led by the school PhD and the Postdoctoral researcher societies such as career development events annually and female research focused seminars, e.g. L'Oreal women in Science seminar and presentation by laureates.	GPAG; HoS, School administrator	On going	Increased number of female PDRAs pursuing career enhancing activities and/or availing of QUB redeployment etc... Monitor through data gathering.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
2.4	Actions targeting retention					
2.4.1	Understand reasons for female staff leaving, so that actions can be put in place to address potential issues for female staff.	#Non formal exit interview by HoS for academic staff.	Formalised email from HoS, in addition to exit interview, to remind female academic staff to complete the QUB exit questionnaire.	HoS	Sept 2014	Increase response rate to the QUB exit questionnaire with an emphasis placed on assessing any gender related retention issues.
2.4.2	Enhance retention of female staff who have been offered positions elsewhere.		HoS to initiate proceedings to retain female staff by presenting a case to QUB's retention committee, so that accelerated promotion/pay increase can be offered to help retain female staff, where appropriate.	HoS	Sept 2014	Enhanced retention of female academic staff.
3.	Recruitment and Application Success for Female Staff					
3.1	Increasing number of female applicants for research and academic posts-					
3.1.1	Increase the number of female applications for academic and research posts.	#Have both female and male points of contact for academic posts.		HoS, School manager, HR	On going	Increased number of female applicants in academic posts.
3.1.2	Explicitly emphasise the female-friendly environment offered by the school	*Include details about flexible working within advertisements through links to the SWAN webpage		HoS, School manager, HR	On going	Increased number of female applicants.
3.1.3	Ensure gender equality and removing bias at shortlisting and interview.	*Ensure that point of contact and all staff who interview have undertaken appropriate equality and diversity training.		HoS, School manager, HR	On going	Achieved fair review processes.
3.1.4	Disseminate job adverts widely to attract female applicants.		Advertise for all positions in pertinent places, such as other Schools of Pharmacy through a SWAN network and the PhSC website.	School Manager, SWAN Champion	April 2014	Increased number of female applicants until gender parity achieved.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
3.1.5	Highlight the need for increased female representation in some areas of research in Pharmacy and Pharmaceutical Sciences, particularly at the professorial level.		For areas of research with female under-representation i.e. Professorial level, adverts from the School will include the following wording "To seek gender balance, the School would particularly welcome applications from females" in line with the QUB policies.	Academic supervisors, HoS, School manager, HR.	April 2014	Increased number of female applicants until gender parity achieved.
3.1.6	Promote a female-friendly environment with the ATHENA SWAN logo.		Include the ATHENA SWAN logo in ALL job adverts.	School manager, HR.	April 2014	Increased number of female applicants until gender parity achieved.
3.1.7	Address unconscious bias at shortlisting and interview.		Raising the potential for unconscious gender-bias judgement at the shortlisting and interview stage using agreed core questions.	HR	April 2014	Increase awareness of unconscious bias and success rates for female job applicants.
3.2	Increasing number of female applicants to PhD programs and research posts					
3.2.1	Increase female PhD students and PDRAs engagement and aspiration to pursue an academic career	#School survey's outcome: Poor engagement by the two cohorts.	Increase awareness through networking, e.g. external female speakers financially facilitated by the School.	SMB, HoS, SWAN	On going	Increased number of female applicants to PhD and research posts.
3.2.2.	Enhance support for females pursuing careers in STEMM.	*1 Day "career development and networking" conference led by PDRA and subsidised by QUB and the School.	Annual 1 Day "career development and Networking" conference led by PDRA/PhD and supported by the School.	GPAG and PDRA society	April 2014/15/16	Increased female confidence through networking and increased number of female applicants to PhD and Research posts.
3.2.3	Increase opportunities for developing independent career for PhDs and PDRAs.	*Regular school funded seminars such as career development presentations, e.g. L'Oreal fellowships	Research and Enterprise led lunch seminars on EU fellowships and other funding opportunities for PDRA and PhDs.	GPAG, QUB Research Support	3 or 4 events/year; run centrally	Increased number of Fellowship applications from the PDRA cohort.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
3.2.4	Increase engagement in female led scientific networks.	*Facilitate attendance to events promoting females in science nationwide, e.g. Ambassador in Science or Irish-wide female WITS events.		STDU, GPAG,	2013-	Increased number of females joining scientific networks.
3.2.5	Increase female academic visibility.		Increase awareness internally through departmental talks, SWAN webpage, Research presentations to UG students and PGR cohorts.	DoR, SWAN champion, GPAG	April and Nov 2014/15/16	Increased number of female applicants in research posts.
4	Career Advice and Support					
4.1	Support through mentoring					
4.1.1	Implement an effective mentoring scheme for female PhDs, PDRAs and academic staff	#Feedback surveys		GPAG, SWAN champion		Increased awareness of current short-comings and actions put in place to address them
4.1.2	Support the academic mentoring of Researchers.		Voluntary internal mentoring of PDRAs by senior staff and monitoring of impact	Designated Mentors: Prof Karl Malcolm	On going	Increased number of PDRAs satisfied with their QUB experience and support provided. Monitored through an annual questionnaire.
4.1.3	Promote the value of mentoring to ALL staff and students.	* ½ day retreat for dissemination-Sept 2013		GPAG, SWAN champion		Increased engagement with SWAN principles. Monitored through an annual culture survey.
4.1.4	Improve mentoring for ALL female academic staff.	*Informal mentoring scheme to provide guidance on the promotion procedure to all staff.	Formalised mentoring scheme for female academic staff, facilitated by female senior mentors.			Improvements in career advice and support through mentoring, enhancing career progression.
4.1.5	Improve mentoring for PhD students and international students.		Mentors also appointed for PhDs; and for International UG students	GPAG, Irina Tikhonova and Raj Thakur	March 2014	Improvements in career advice and support through mentoring.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
4.1.6	Monitor the impact of mentoring	*Regular review process of the internal mentoring scheme and uptake.	e-survey to assess mentoring scheme impact and uptake by the PhD, PDRA and academic staff cohort.	GPAG	July 2014/15/16	Improved mentoring quality.
4.1.7	Publicise mentoring schemes widely		Promoting the value of mentoring at career days/events and publicity, via Postdoctoral Forum annually (School-wide and QGI).	Postdoctoral Society rep on GPAG, HoS	Feb 2014-	Increased female representation in STEM-related jobs; evidence obtained at exit interviews.
4.1.8	Publicise career events widely	#QUB led Career surgeries offered by the University careers service; STDU and HR Excellence	Increasing visibility and opportunities through QGI, STDU, SWAN network and SWAN and Postdoc Society webpages.	STDU, SWAN champion	On going	Increased number of PDRAs attending career development events in QUB and externally.
5	Culture, Communications and Departmental Organization					
5.1.	Promoting culture change through transparency					
5.1.1	Achieve effective dissemination of information within the School.	#Regular update of a centralised database of school staff, PDRA and PGR contact details.		School manager	On going	Improved inclusivity and transparency.
5.1.2	Achieve transparent allocation of administrative responsibilities	#Increased internal networking and cooperativity.	Modify workload model annually and as required. Regular review of the contributors to tasks; facilitating rotation in post; especially for administrative responsibilities relevant to promotion.	School of pharmacy	Oct 2011-	Improved ethos of inclusivity in the school and fair and transparent allocation of responsibilities. TAS forms reflecting balanced allocation of responsibilities.
5.1.3	Identify all contributions and responsibilities at appraisal.	*More robust appraisal process	Regular review of the effectiveness of the appraisal form and process and appraisee's contribution recognised and documented appropriately.	DR, HoS,	Oct 2014/15/16	Contribution to School fully reviewed, discussed and prioritised at appraisal.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
5.2.	Promoting culture change through dissemination and publicity					
5.2.1	Publicise the procedure for nominations or applications for awards and prizes to all staff.	# School funded "internationalisation funds" for junior academics or attendance to conference funds informally allocated on a case to case basis.	Define internal selection criteria for applications and disseminate information for eligible staff; actively encourage females to apply.	HoS	April 2014	Increased uptake by female staff and students.
5.2.2	Promote female engagement to seek recognition by applying for awards.		Structuring the application process by defining deadlines and advertising widely the application protocols so to encourage females to apply.	School administrator	Sept 2014	Increased applications by female staff and students.
5.2.3	Publicize female awards, research impact and prizes on web, staff meetings etc	#Announcements made at School Board, e.g. Multiple teaching awards to female Lecturers in Education	Advertised on School webpage and SWAN webpage with a case study in the "our women in science" section.	HoS, SWAN champion	On going	Increased recognition of female academic staff achievement school and QUB wide.
5.2.4	Share best female practices to promote culture change.	#Contribution and co-organisation of SWAN led events with QUB schools.	Yearly joint-event with GEO (SWAN group of the School of Biomedical sciences, Dentistry and Medicine) on Int'l Women Day. Joint fund-raising events.	SWAN Champions, GEO, WeCan, GPAG	On-going	Increased sharing and implementation of good practice at all levels. Increased engagement with SWAN activities across QUB.
5.2.5	Share experience to promote culture change.	Regular meeting of QUB SWAN champions organised by QGI	Buddy-pairing with QUB School of Law-GEM activities.	SWAN champion	On-going	Increased academic networking and increased impact of good practice.
5.2.6	Disseminate SWAN action plan, facilitate implementation and showcase impact	SWAN presentation at SB meetings	Internal presentation of the School action plan at a special event. Yearly update presented in a similar fashion.	GPAG, SAT	June 2014/15/16	Measure the perception of impact of SWAN actions in the school
5.2.7	Increase number of female external invited speakers		Monitor gender balance. Enforce a gender balanced seminar program.	HoS, Seminar coordinator, SWAN champion	April 2014	Increase opportunity for networking with female leaders in the field.

Action	Objective	#On-going and *additional initiatives stemming from Bronze action plan	SILVER ACTION	Responsibility	Timescale	Success Measure by 2016
5.3.	Actions at senior levels to accelerate culture change					
5.3.1	Address the pre- or misconceptions that part-time academics are not “committed” academics.	*HoS encourages staff who had childcare or carers responsibility to avail of part-time and/or flexible time working, where appropriate	HoS to address the named preconception at SMB, SB and other school-wide events.	HoS	On going	Increase number of applications from male and female staff for part-time or flexible working.
5.3.2	Change School’s perception on gender issues.		Raise awareness by publicising weblinks such as RSC short-documentaries on gender issues in academia.	SWAN; GAPG	On going	Change in ethos.

7. Case study: impacting on individuals: maximum 1000 words (word count 1007; within 10%)

Dr Lezley-Ann Hannah- Senior lecturer promoted 2014

I am a pharmacist and Senior Lecturer (Education) within the School; I am the only SL on a part-time, term-time, contract.

My career path to date highlights the ongoing commitment of the School to support academic career development, regardless of part-time or full-time status. I took up post as Teaching Fellow in pharmacy practice in 2004 where I am deputy module co-ordinator for two practice-based modules and I am also involved in the postgraduate distance learning programmes.

Soon after joining the School, I was encouraged by the Head of School and the Director of Education to undertake a PhD part-time, thus evidencing the long-standing commitment of the School to support the career development of its female staff. I completed my doctoral studies in four years, obtaining my PhD in 2010. My research related to evidence-based practice and since completing my PhD, this spurred me to conduct research with undergraduate students on feedback and assessment; social networking and professionalism; the transition from school to university and complementary and alternative medicines. I have co-authored a number of scholarly publications on a range of pedagogical methods utilised in the School and now co-supervise a PhD project which further fosters and drives my academic aspirations; these activities are strongly supported by the HoS and DE and are important to meet essential promotion criteria. I was fully supported and encouraged to apply for promotion in September 2013 by the HoS and was successfully appointed to Senior Lecturer (Education) position in Jan 2014.

Being on a part-time term-time contract has allowed me the flexibility to pursue other professional employment opportunities; all of which I am sure helped me to advance my career development. These include extensive work for a key educational body for pharmacists; I am an examiner and reviewer for the UK pharmacy regulatory bodies that determine professional membership, a member of the Pharmaceutical Society of Northern Ireland's Pharmacy Forum and I sit on a working group at Whitehall relating to herbal medicines. Outside these commitments, I enjoy travelling around the world with my husband Alan. I really feel I have the best of both worlds, and this has not jeopardised my career development.

I have been directly involved with SWAN activities in the School for the last two years and an active and enthusiastic member of the SWAN SAT and GPAG teams. I consider that such participation has been of great benefit in terms of my own career development, as well as that of others; it has provided me with a deeper appreciation as to the value of mentoring and networking. Several female role-models motivated me to apply for two university teaching awards – I won both of them! The Head of School and the SWAN Champion identified me as an ideal candidate to mentor undergraduate students and I am currently launching this scheme within the School. I am passionate about gender equality and feel that I have been fully supported by senior management in my School, even as a part-time member of staff.

Dr Helen McCarthy- Reader promoted 2014

I started my career within the School of Pharmacy in 2004 as a Post-Doctoral Research Fellow in Cancer Gene Therapy in Professor Tracy Robson's Group. As a PDRA wishing to pursue a successful academic career, I sought opportunities to enhance my career profile by seeking and taking on additional responsibilities, with the guidance and support of Professor Robson. These opportunities included the supervision of PhD students from the Robson group to allow me to develop independent research ideas, laboratory management roles and school teaching activities. Professor Robson's support as my mentor and female role model, was critically important to developing my profile, allowing me to pursue an academic career.

In 2006, I was appointed to Lecturer in the School, via an external recruitment process; I quickly progressed to Senior Lecturer in 2011 and then Reader in 2013. The strong commitment of the School to female progression and the excellent mentoring and role models available in the School has helped me tremendously in this rapid career progression. As such, another excellent role model that has impacted upon me has been the director of research, Professor Carmel Hughes. Professor Hughes (SWAN Champion for the School 2008-2011) regularly reviews my portfolio and guides me on issues of promotion and career development. Through this interaction further support and opportunities came in the form of increased awareness of the challenges met by female academics, when I became involved in the successful SWAN bronze application (2011).

In addition to the mentorship and role models offered within the School, shortly after my appointment as junior lecturer in 2006, I also availed of a School-funded career development scheme, recommended by the Head of School. This scheme has had a markedly strong impact on many junior female academics in the school. In my case, the school funded me to spend three summers in leading USA research laboratories (2007, 2008, 2011). Over this period, I was made Adjunct Faculty in Washington State University and Visiting Scientist in Rutgers University. Importantly, this interaction allowed me to further develop independent research programs and secure significant funding. The direct mentorship offered within the School was instrumental to my success, in particular in reviewing grant applications (Robson), providing guidance (Robson, Hughes) and financial support (Robson/HoS), as well as providing me with help and encouragement when times were tough. Additional opportunities for the enhancement of my career profile were suggested either by the DE or HoS and included delegation of strategic responsibilities such as becoming Postgraduate Tutor, Year 3 Co-ordinator and Module Co-ordinator; all of these positions of responsibilities were important to meet the rigorous QUB promotion criteria. Finally, the commitment I received from the Head of School, to two successful promotion applications enabled rapid career progression; here he reviewed my profile against promotion criteria and was 100% supportive of both of my applications.

In summary, thanks to the inspirational role models and the School's support at senior level, I have progressed from probationary Lecturer to Reader in 7 years.