

## 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	<b>MONITORING-MEASURING-ACTING</b>					
1.2	<b>Monitoring SWAN impact</b>					
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.
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.
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.

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2	<b>Key Career Transition Points, Appointments, Promotions and Retentions</b>					
2.1	<b>Improving progression</b>					
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.
2.1.4	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.
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.
2.1.7	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.
2.1.10	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.

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2.2	<b>Actions targeting career breaks and return to work</b>					
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.
2.2.5	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.
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	<b>Actions supporting networking activities</b>					
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.
4	<b>Career Advice and Support</b>					

<b>5</b>	<b>Culture, Communications and Departmental Organization</b>					
5.1.	<b>Promoting culture change through transparency</b>					
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.
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.
5.3.	<b>Actions at senior levels to accelerate culture change</b>					
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.