Department Application
Bronze and Silver Award

Athena
SWAN

ECU GENDER CHARTER

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Silver
Word count	**11999**
1.Letter of endorsement	610
2.Description of the department	567
3. Self-assessment process	674
4. Picture of the department	1906
5. Supporting and advancing women's careers	7235
6. Case studies	853
7. Further information	154

Name of institution:	**Queen's University Belfast**
Department:	**School of Pharmacy**
Focus of department	**STEMM**
Date of application	**April 2019**
Award Level	**Silver**
Institution Athena SWAN award	**Date: October 2017** **Level: Silver**
Contact for application Must be based in the department	Dr Jonathan Coulter Dr Rebecca Craig
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Departmental website	https://www.qub.ac.uk/schools/SchoolofPharmacy/

Contents

GLOSSARY

AE	Academic (Education contract)
AFHEA	Associate Fellow of the Higher Education Academy
APR	Annual Progress Review (PhD students)
ATR	Academic (Teaching and research contract)
CLA	Careers Liaison Academic (School of Pharmacy)
DE	Director of Education
DR	Director of Research
Faculty	Faculty of Medicine, Health and Life Sciences (FMHLS)
FEB	Faculty Executive Board
GPhC	General Pharmaceutical Council
HEaTED	Higher Education and Technicians' Educational Development
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
IAT	Harvard Implicit Association Test
L	Lecturer
MHLS	Faculty of Medicine, Health and Life Sciences
PDC	Postdoctoral Development Centre (Faculty of MHLS)
PDRF	Postdoctoral Research Fellow
PG	Postgraduate
PGR	Postgraduate Research
PGCHET	Postgraduate Certificate in Higher Education Teaching
PI	Principal Investigator
PSS	Professional and Support Staff (Clerical, Technical and Academic Related Staff)
QUB	Queen's University Belfast
R	Reader
R&E	QUB Research and Enterprise Directorate
SAT	Self-Assessment Team (School of Pharmacy)
SB	School Board
SEG	Socio-economic Group
SL	Senior Lecturer
SM	School Manager
SMB	School Management Board
SoP	School of Pharmacy
UCU	University and College Union
UG	Undergraduate
UKICRS	UK and Ireland Controlled Release Society
the University	Queen's University Belfast (QUB)
WAM	Workload Allocation Model
WG	SAT Working Group
VC	Vice Chancellor

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

QUEEN'S UNIVERSITY BELFAST

School of Pharmacy

The Queen's University of Belfast
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Tel: +44 28 90972147
Email: c.hughes@qub.ac.uk

15th April 2019

Dear Panel,

I am delighted to endorse this application for our SWAN Silver award. I was appointed Head of School (HoS) (first female to hold this post) on May 1st 2016, and my first official meeting was with SWAN Champions, underlining my personal commitment to SWAN principles. My aim is to create an environment, underpinned by policies, where all staff achieve their very best, and where successes are appropriately celebrated. As such, I am committed to ensuring that our Action Plan is appropriately resourced, and that SWAN champions and the SAT are fully supported.

I am very proud of our achievements in promoting equality and diversity. In 2014, a gender imbalance existed at professorial level (27% female). Since then, two of our existing female staff were promoted to Chair positions (2017), decreasing the gender imbalance (33% female 2019), despite two female Professors progressing to senior management roles in other universities. Our current female promotion success rate is 100%, increased from 50% in 2014. The SoP female progression pipeline has been further enriched, with two appointments at Senior Lecturer and Reader (2017). Furthermore, the 2019 promotions round maintained our success, with four academic (education) staff promoted; the last promotion via the education route was in 2015/16. Impact of our SWAN actions are also evident across Faculty (e.g. adoption of the Extended Leave Champion pioneered by SoP), and the University, with institution-wide adoption of a teaching-free week during half-term, facilitating childcare commitments.

Since our last Silver SWAN award, I have supported many initiatives to promote inclusivity and equality, delivering positive impact. SWAN principles are embedded at all levels, including Senior Management Board (gender-balanced), with SWAN Champion representation. While direct HoS input to the SAT is uncommon, I wanted to serve as a SAT member, ensuring that my influence could be used to promote positive change. I am passionate in ensuring that transparency is at the core of our activities, with all staff (clerical, technical and research) welcome to attend School Board meetings. I promote family-friendly policies with minimal bureaucracy, ensuring that School-wide meetings are held during core working hours (10 am – 4 pm). Post-parental leave, all academic staff are relieved of teaching and administrative duties for up to six months, as appropriate to contract, facilitating a successful return to research/scholarly activities; 100% of our staff have found this useful.

Our submission highlights successes, and remaining challenges, forming core priorities of
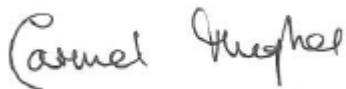
our Action Plan. While numbers applying for promotion are low, we aim to increase this by ensuring staff are promotion-ready. I now actively disseminate promotions information, enhancing awareness of all University-led changes to promotion criteria. Our planned actions will build on this activity providing grade-specific exemplar CVs for staff. Furthermore, our new School Mentoring scheme, implemented to enhance progression readiness, has significantly increased engagement from all staff, including professional and support staff.

We continue to make progress with respect to other areas of challenge. We recognise that males are under-represented in our student cohort. As a SAT member and HoS, I successfully lobbied Faculty for the appointment of an Outreach Officer to help address this problem through targeted promotion of Pharmacy as a career option in all-male schools. We are also implementing actions to address gender disparity with respect to undergraduate achievement.

Finally, we plan to establish an Irish Schools of Pharmacy SWAN champions network, disseminating best practice. I am determined that our Action Plan will ensure an ethos of equality and diversity which will underpin everything we do in the SoP for years to come.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely,

Prof. Carmel Hughes
Head of School

Word Count 610

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Silver: 500 words; **Word Count 567**

The School of Pharmacy (SoP) is one of four Schools within the Faculty of Medicine Health and Life Sciences (FMHLS), with 147 staff members.

Teaching

- The SoP is ranked 3rd in UK in both the Guardian University Guide 2019 and The Complete University Guide 2019.

- We offer four degree pathways at both undergraduate and postgraduate levels.

- Two Directors of Education (DE) lead teaching across the SoP: Dr Sharon Haughey (MPharm) and Dr Maurice Hall (BSc pathways).

Degree pathways

- MPharm (4 years)

- BSc (Hons) in Pharmaceutical Sciences

- BSc (Hons) Pharmaceutical Biotechnology (commenced 2017/18).

    - All data presented from BSc courses refers to Pharmaceutical Sciences and Pharmaceutical Biotechnology combined, due to low numbers, particularly in the latter

- Postgraduate taught degrees (MSc/PgDip) in Advanced Clinical Pharmacy practice

- Most students (79%) are from Northern Ireland

- In 2016-17, 39.6% (23/58 female) and 28.5% (8/28 male) of undergraduates were from lower socio-economic groups (SEG). This is comparable to QUB rates, where 37.6% of females and 33.5% of males were from low SEG.

- Disability rates: In the 2016/17 intake of undergraduates, 8% [10/121 total; female: 5/76 (6.5%); male 5/45 (11%)] had a registered disability. This is slightly above mean QUB rates (female: 5.9%; male: 9.3%).

Research:

The SoP has an international reputation for developing novel pharmaceutical products, services and policies. Central to this is our commitment to postgraduate (PG) research. Research degrees include MPhil and PhD pathways.

- Currently the school has 99 female and 69 male PG research students. Of these, 130 are PhD students and 48 are MPhil students.

- The Director of Research (DR) is Prof. Michael Tunney. Prof. Helen McCarthy oversees PG research.

School Management structure:

- School Management Board (SMB) and School Board (SB) are the main decision-making committees. SMB consists of the Head of School (HoS) (F), DEs (1M, 1F), DR (M), Head of PG Research (F), Internationalisation Champion (F), School Manager (SM) (F), Chief Technician (M) and SWAN Champions [Dr J Coulter (M), Dr D Gilpin

(F) (Maternity leave 2018/19) and Dr R Craig (F) (Maternity cover 2018/19)]. Since September 2016, SB is open to staff of all grades.

SOP profile by gender:

- We have 147 staff members [45 academic (lecturer and above); 49 research (post-doctoral research fellow; PDRF), 13 academic-related, 18 clerical and 22 technical staff]. Currently 24/45 (53%) are at Lecturer level, with fourteen staff on probation. Lecturers (Education) primarily have a teaching role, while Lecturers (Education and Research) have a research role, in addition to teaching.

- Current student and academic staff profile by gender is shown in **Figure 1** (also see 3 years pipeline data -**Figure 18**). Overall 58% of academics are female (42% male), with females in the majority at Lecturer (L), Senior Lecturer (SL)/Reader (R) level (Education only and Education and Research combined), but not at Professorial level (3F, 6M). Females constitute 33% of our professoriate, comparing similarly to other comparator UK Schools of Pharmacy (28%) (Cardiff University, University of Nottingham, KCL, University of Manchester, University of Birmingham, UCL, Bath, Reading) where the average percentage of female professors is 29.5% (Source – University Staff webpages).
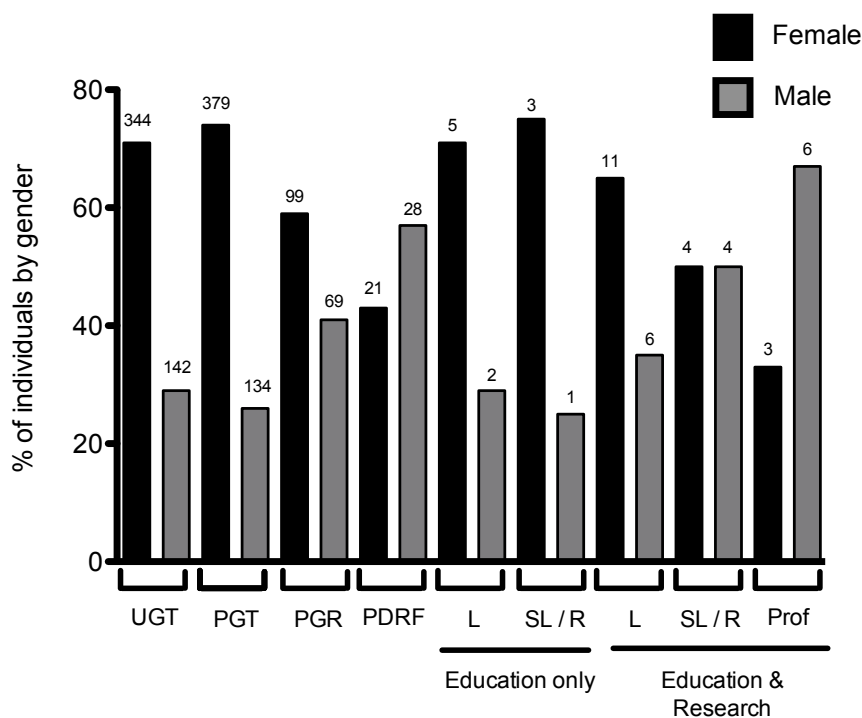

Figure 1. *Percentage of female and male students and academic staff as of the 2018-19 academic year. Absolute numbers provided above bars.*

- Professional and support staff (academic related (clerical grade 6 and above), clerical and technical staff) are comprised of 19 full-time and 13 part-time female staff, and 15 full-time and 2 part-time male staff **(Table 1).** Challenging gender stereotypes, we are encouraged that 55% of our technical staff are female and 24% of our clerical staff are male.

Table 1. *Technical, Clerical and Academic-related staff by grade and gender.*

Grade	Clerical		Academic Related		Technical	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2	0	0	0	0	1	1
3	2 + 4 PT	3 + 1 PT	0	0	1 + 1 PT	1
4	2	0	0	0	1	3
5	5	0	0	0	1 + 5 PT	3
6	0	0	0	1 PT	1	0
7	0	0	3	1	0	1
8	0	0	2	0	0	0
9	0	0	3 PT	1	0	0
10	0	0	0	1	0	0

3. THE SELF-ASSESSMENT PROCESS

i. a description of the self-assessment team

Figure 2. *The SoP Self-Assessment Team (SAT)*

SAT members represent the full range of roles within the School, and the SAT has been expanded to include undergraduate representation (**Action 3.2i**). Members have been both nominated by others and self-nominated, due to experience and interest in gender equality and diversity issues. Members contribute to at least one SAT working group (**Table 2**) based on the workload anticipated within each working group, and the expertise of each of the staff members involved. The working groups enable actions to be undertaken, monitored/evaluated on an ongoing basis, and proposed. Staff SAT membership is accounted for in the School workload allocation model (WAM).

Table 2. *Membership of the School of Pharmacy Athena SWAN SAT*

Member	M/F	Role in School	Role in SAT
Zina Alfahl	F	Postgraduate student	UG, PG, PDRA Career development working group
Dr Wafa Al-Jamal	F	Reader	School events & outreach working group
Ms Tara Brown	F	School Manager	School Policies working group School events & outreach programme WG
Ms Meghan Cairns	F	Undergraduate student	UG, PG, PDRA Career development working group
Dr Jonathan Coulter (Co-Chair)	M	Senior Lecturer SWAN co-champion	Co-ordination of activities, application writing Beacon activity working group
Dr Rebecca Craig (Co-Chair – maternity cover)	F	Lecturer (Education) SWAN co-champion (maternity cover)	Co-ordination of activities, application writing Beacon activity working group
Dr Deirdre Gilpin (Co-Chair)	F	Lecturer SWAN co-champion	Beacon activity working group, application writing.
Dr Maurice Hall	M	Director of Education (BSc) Staff-student consultative committee School Management board	School Policies working group, analysis of questionnaires
Dr Lezley-Anne Hanna	F	Senior Lecturer (Education)	Unconscious bias working group Development of questionnaires
Ms Lee-Anne Howell	F	Clerical – Part time	School Policies working group Development of new School SWAN website
Prof. Carmel Hughes	F	Head of School	Collegiality & successes working group Beacon activity working group
Dr Dimitrios Lamprou	M	Reader Development of MSc programmes	Collegiality & successes working group School events & outreach programme WG Co-organiser of international men's day event
Prof. Karl Malcolm	M	Leader of School mentorship scheme Postgraduate mentor	School Policies working group Extended leave champion Unconscious bias working group – data collection from staff and student questionnaires
Dr Maeolissa McCrudden	F	PDRF	Collegiality & successes working group UG, PG, PDRA Career development working group

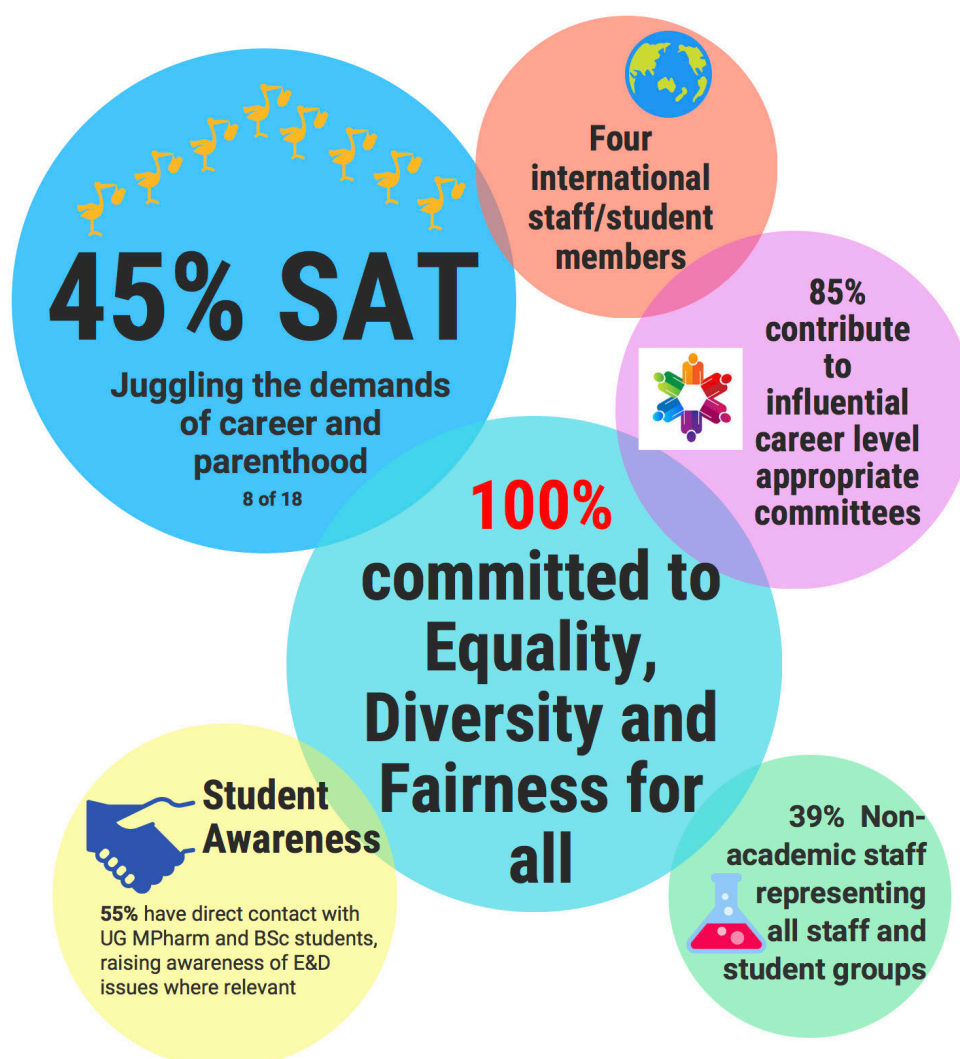| Ms Aine McGuckin	F	Technical	Collegiality & successes working group School events & outreach programme WG Co-organiser of international men's day event
Dr Eoghan Mulholland	M	PDRF	UG, PG, PDRA Career development working group
Prof. Michael Tunney	M	Director of Research School Management board	School events & outreach programme WG

Figure 3. *Experience of SAT members*

(a) SAT meetings

- At least one SAT meeting has been held per semester since our last award. SWAN Champions meet fortnightly to review progress, and identify future agenda items. The agenda is circulated prior to each meeting, and includes updates from all working groups as standing items. Working groups usually meet more frequently, and provide an update on their progress on activities at these meetings (e.g. planning of International Women's Day).

- A member of clerical staff (not formally a SAT member) records minutes of each SAT meeting (publicly available via SWAN website). This is an annual rotational role shared between male and female clerical staff to ensure gendered stereotypes are not being reinforced.

- At Faculty level, additional clerical and data analyst (July 2017) support is available. SoP SWAN champions directly lobbied for the latter position, playing a central role in recruitment for the post.

- The Action Plan is stored and shared between co-champions, and disseminated to all SAT members. This permits constant monitoring and progress review. The draft submission is discussed with SAT members at meetings, and final submission approved by HoS. Prior to submission, the application and Action Plan is disseminated to all SoP staff by email along with key points presented at SB.

(b) Communication Strategy

(i) How we communicate with School, Faculty and University:

The Communication Strategy of the SWAN SAT, at School, Faculty and University level, is shown in **Figure 4**. The main communication forum for academic staff members is School Board, in addition to the comments box on the SWAN website which is administered by SWAN champions. We also disseminate information via School email to all staff, e.g. flexible working policies, and provide this information in the SoP SWAN website.

> ❖ **Action 3.2 iv**: We will deliver an information session for all staff to present the Action Plan and obtain feedback from all staff within the School.
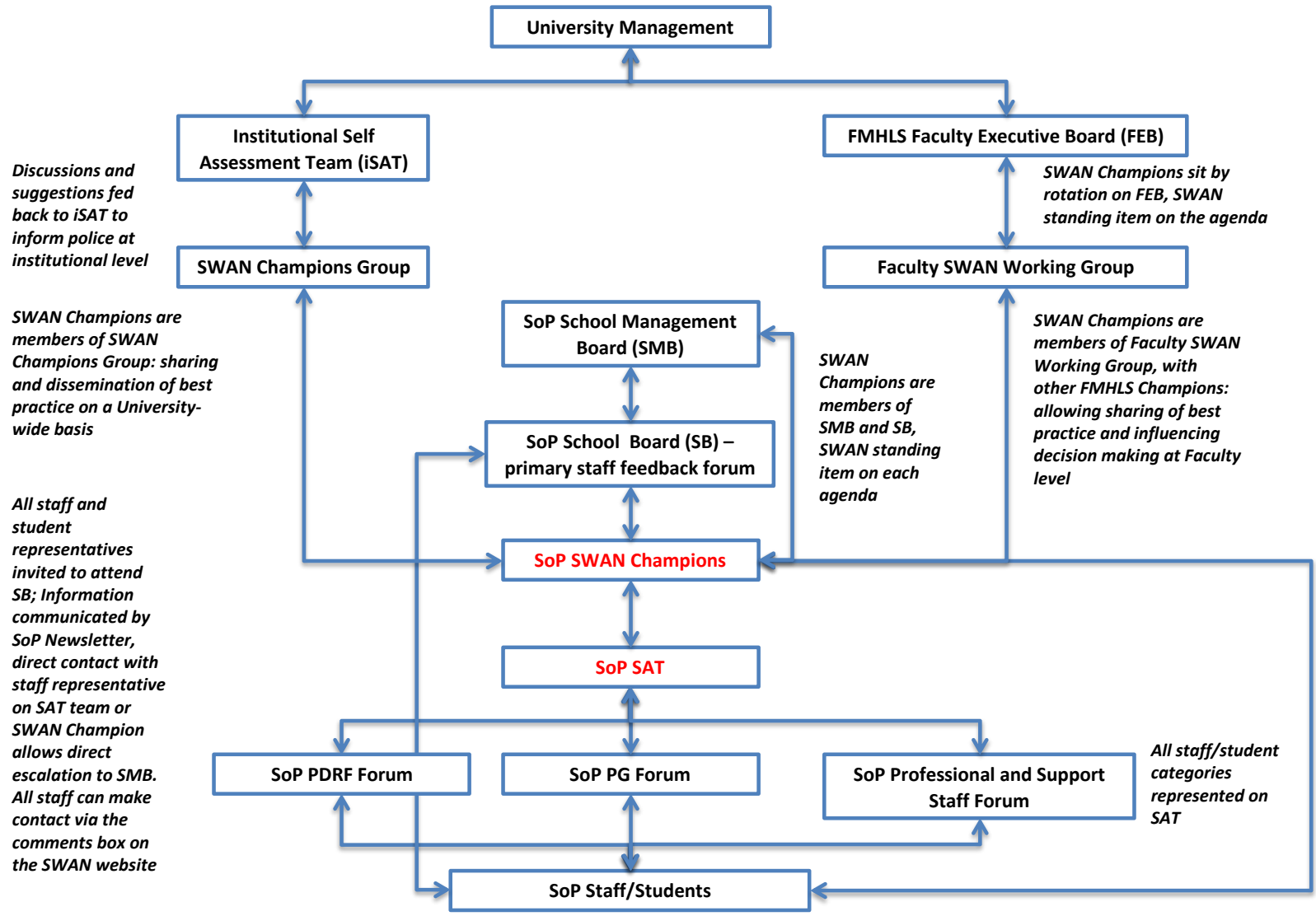
University Management

Institutional Self Assessment Team (iSAT)

FMHLS Faculty Executive Board (FEB)

Discussions and suggestions fed back to iSAT to inform police at institutional level

SWAN Champions sit by rotation on FEB, SWAN standing item on the agenda

SWAN Champions Group

Faculty SWAN Working Group

SWAN Champions are members of SWAN Champions Group: sharing and dissemination of best practice on a University-wide basis

SoP School Management Board (SMB)

SWAN Champions are members of Faculty SWAN Working Group, with other FMHLS Champions: allowing sharing of best practice and influencing decision making at Faculty level

SWAN Champions are members of SMB and SB, SWAN standing item on each agenda

SoP School Board (SB) – primary staff feedback forum

All staff and student representatives invited to attend SB; Information communicated by SoP Newsletter, direct contact with staff representative on SAT team or SWAN Champion allows direct escalation to SMB. All staff can make contact via the comments box on the SWAN website

SoP SWAN Champions

SoP SAT

SoP PDRF Forum

SoP PG Forum

SoP Professional and Support Staff Forum

All staff/student categories represented on SAT

SoP Staff/Students

Figure 4. *Organogram showing how the SoP SAT and SWAN Champions communicate and disseminate information at a School, Faculty and University Level.*

(ii) How others communicate with us:

- **Staff survey:** conducted in June 2017, questions focused on key SWAN issues. Response rate 90% (n= 121 of 135 staff) (35% male, 65% female).
- **Postgraduate (PG) survey:** response rates to previous PG surveys were low (16.2%). We therefore conducted the survey at the annual PG Research day, increasing the response rate to 55% (n=55 of 101 PhD attendees – F=33; M=22).
- Representatives from each staff and student grouping (technical, clerical, UG, PG, PDRF and academic) are members of the SAT (**Action 3.2i**).
- Comments can be submitted by any staff member or student via the suggestions box on the SWAN website (**Action 3.2v**)
- SoP SWAN champions have met with SWAN champions from University College Cork and Liverpool John Moores University, to discuss implementation of key SWAN actions across respective institutions.

(iii) plans for the future of the Self-Assessment Team:

- Athena SWAN principles are firmly embedded within the SoP ethos. We fully anticipate this positive momentum will continue.
- The SAT will continue to meet frequently (minimum of 1 meeting per semester, as required), ensuring continuity with Action Plan implementation. This has been significantly aided by the establishment of working groups within the SAT, ensuring all members have a role, thus maintaining focus. Additionally, we will ensure smooth transition between SWAN champions to maintain continuity.
- Faculty SWAN data analysts will generate biannual reports on gender and diversity issues within the SoP, feeding into SAT meeting agendas and informing Action Plan outcomes.
- QUB SoP recognises that within Ireland, we have considerable experience of ensuring equality and diversity. We plan to host a conference, inviting other Irish Schools of Pharmacy, with the aim of sharing ideas, developing buddy opportunities, and raising the profile of SWAN throughout the discipline

> ❖ **Action 3.8:** Beacon activity: Host the inaugural All-Ireland Schools of Pharmacy SWAN conference; establish Irish Schools of Pharmacy SWAN champions network – Autumn 2019.
>
> ❖ **Action 3.1iv**: Future SWAN champions will shadow existing champions for a three month period to ensure smooth transition

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Silver: 2000 words; Word count: 1906 (Excluding tables, graphs and actions)

4.1. STUDENT DATA
i. Numbers of men and women on access or foundation courses

N/A

ii. Numbers of undergraduate students by gender

All student benchmarking data were obtained from the Higher Education Statistics Agency (HESA) via the Higher Education Information Database for Institutions and presented as "academic year" headcount ending July 31st. Staff benchmarking data is as described in Section 2 (Page 4).

- **Undergraduate level:** three degree pathways: MPharm, and two BSc pathways in Pharmaceutical Sciences and Pharmaceutical Biotechnology (commenced 2017/18).
- 2017/18: MPharm male: female percentage is 27%:73%; females account for 71% of the total UG population **(Figure 1)**.
- Female MPharm enrolment figures are ~10% above the UK mean MPharm population of 63% **(Figure 5)** (UCAS course code B230 – Pharmacy).

MPharm Degree
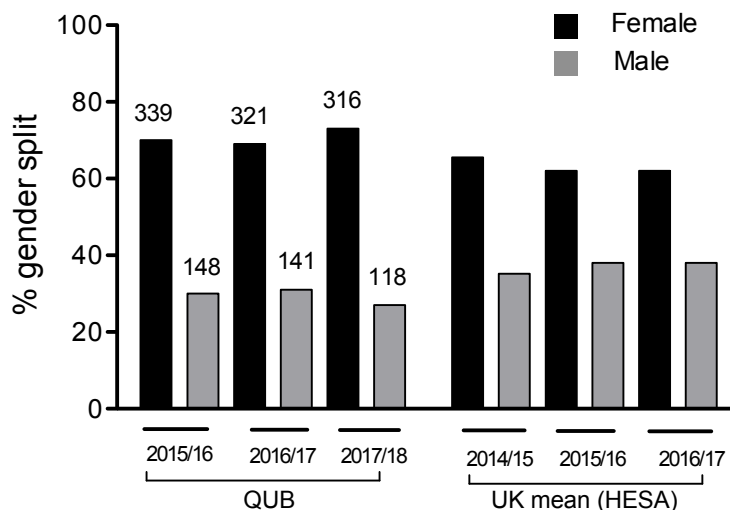
Figure 5.*Mean female and male gender categorisation for the QUB MPharm degree compared against the national average (Source HESA, category B230).*

- 2016/17 saw a 8% increase in male admissions from 2015/16 **(Figure 6)**, reverting closer to a mean 70:30 split in 2017/18 **(Figure 6)**. While applications:admissions ratio is gender balanced (21%F:19%M) more females apply (67%), and are consequently made offers.

- Statistically, there are no apparent gender-specific issues affecting offer acceptance (No association between application stage and gender: $\chi^2(2)=0.32$, p=0.84). All Chi-square statistics are based on mean data over three years (2015/16 - 2017/18).
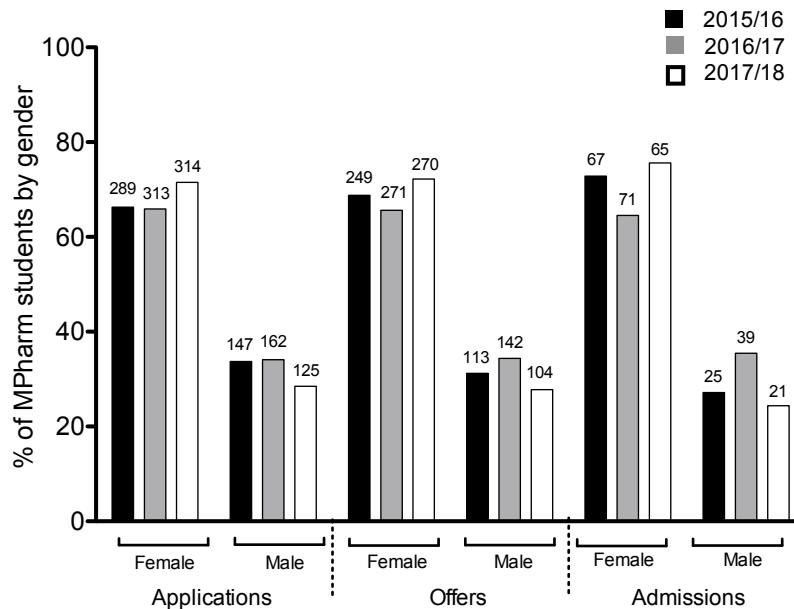

Figure 6. *Percentage of undergraduate MPharm applications, offers, and admissions who are female and male. Absolute numbers provided above bars.*

Discussion of UG Student Numbers (MPharm)

- The General Pharmaceutical Council (GPhC) has recognised that the profession has become increasingly "feminised"[1]: However, within academia, women are still underrepresented at senior levels. Therefore, we must balance our male-targeted recruitment, while continuing to adequately equip female undergraduates to face the challenges of professional life[2].
- Although our overall UG balance remained stable since our last application, we acknowledge male underrepresentation and are developing targeted actions to increase applications.
- **Evidence of progress:** Our SAT lobbied MHLS Faculty Executive Board (FEB) for funding to create an Outreach Officer position (filled December 2018). This individual will specifically target all-male schools and non-selecting schools (proportionally fewer MPharm applicants) to increase awareness of Pharmacy as a professional career for males. These events will target year 13 pupils at key decision-making junctions.

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[1] GPhC Register Analysis, 2011.
[2] Janzen *et al*., Can Pharm J (Ott). 2013 Mar; 146(2): 109–116.

Data and Analysis: Degree Class (MPharm)

- Females consistently gain more 1st class degrees (mean 2015/16-2017/18: Female 48% v 30% Males) **(Figure 7)**. This trend was most pronounced in the graduating class of 2017/18 with 56% of females attaining a 1st class degree compared to 33% of male students.

- 1st class attainment (MPharm): Female mean 2015/16-2017/18 (34%) is markedly higher than the UK mean of 18%; male 1st class attainment (8%) mirrors the 8% national statistic (HESA 2013/14 – 2015/16).
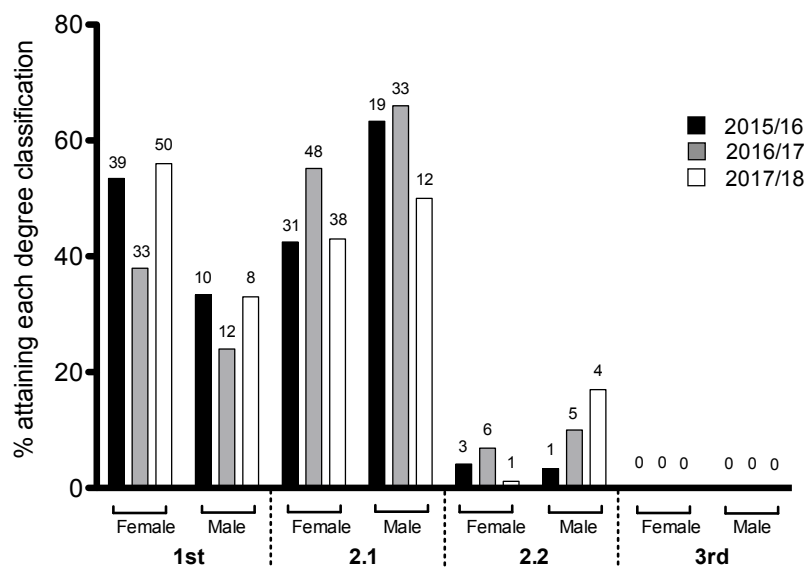
Figure 7. *The percentage of MPharm students gaining each class of degree as a function of gender. Absolute numbers provided above bars.*

BSc Pharmaceutical Sciences: UG Student Numbers and attainment

- The BSc degree has a more even gender distribution (56% female, 44% male) **(Figure 8)**

- A slight imbalance, favouring females, exists in relation to applications and offers, due to applicants selecting BSc Pharmaceutical Sciences as an insurance option, second to the MPharm degree **(Figure 9)**.

- While comparative gender balance on the BSc is encouraging, absolute numbers are low. As demand for the course grows, our Outreach Officer will actively monitor gender balance, responding to significant fluctuations through targeted outreach events. **(Action 1.2i)**
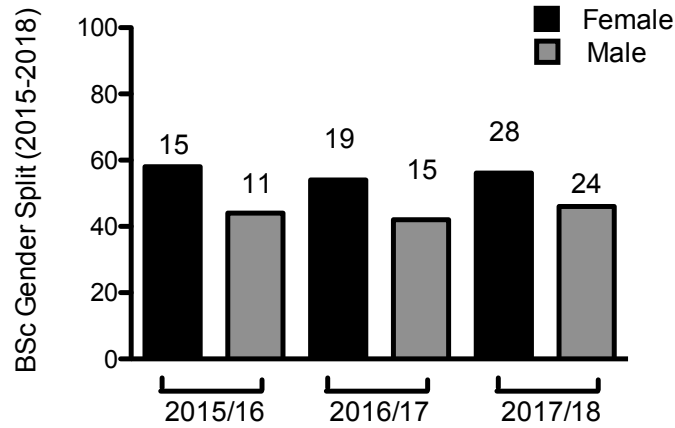

Figure 8. *Percentage of male and female undergraduate students (BSc) as a function of academic year. Absolute numbers provided above bars.*
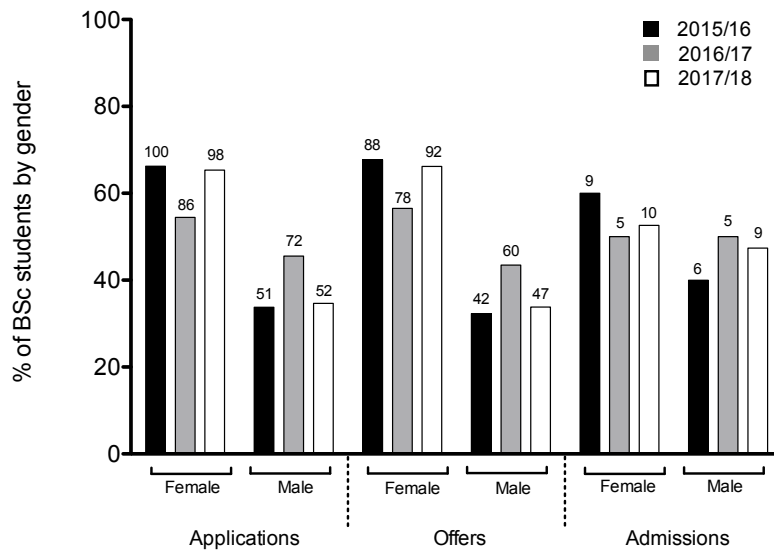

Figure 9. *Percentage of undergraduate BSc applications, offers, and admissions that are female and male. Absolute numbers provided above bars*

- 2016/17 saw the first cohort of graduates from the BSc degree; therefore only two years of data are available. Low student numbers make meaningful analysis of performance by gender difficult. However, 75% of males and 81% of female graduates achieve either a 1st or 2.1 degree classification **(Figure 10).**
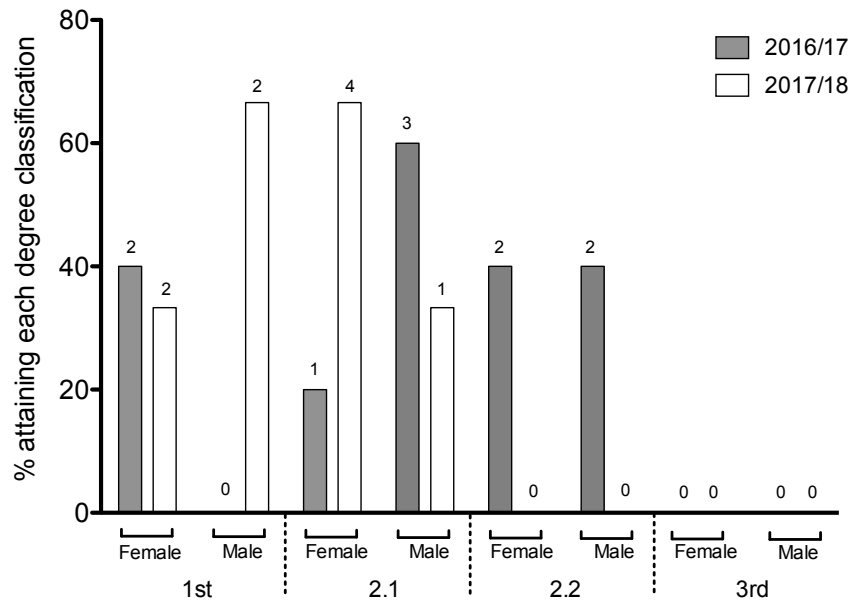

Figure 10. *The percentage of BSc students gaining each class of degree as a function of gender. Absolute numbers provided above bars.*

Room for improvement

In addition to the male-related gender imbalance on the MPharm degree, there is a disparity in respect to male under-achievement. Deeper analysis indicates performance divergence occurs primarily during Levels 3 and 4 **(Figure 11),** with this divergence (percentage in brackets) more pronounced in practice-based modules [Pharmacy Practice (8.4%), Responding to Symptoms (8.5%), Pharmacist Prescribing (9.2%)], and in modules with a strong clinical therapeutics focus (9.5%)**.** Gender-related performance differential in MCQ assessment has been queried elsewhere, but data analysis found no divergence in performance in any level of the MPharm degree, and therefore this is not the source of gender imbalance.
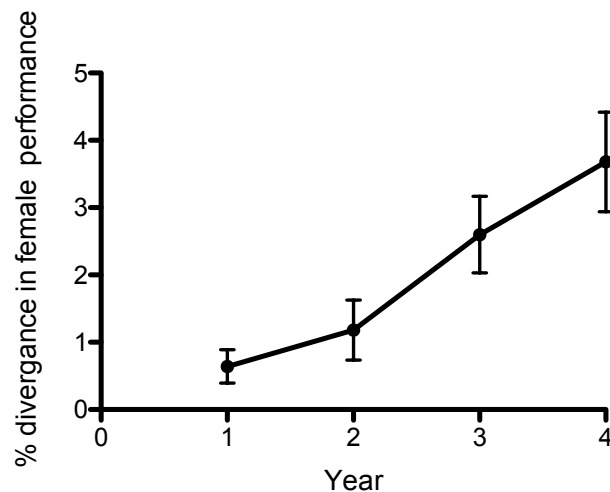
Figure 11. *Mean percentage divergence in overall percentage achieved by female students from 2014/15 – 2017/18.*

> ❖ **Action 1.2iii:** For group work sessions, module coordinators at all levels will be instructed to facilitate mixed sex group work and make efforts to avoid all-male groups.

- This is anticipated to positively impact the performance of male students through peer learning with stronger performing female students. Takeda and Homberg (2014) identified that the formation of all-male groups may not be desirable for students' learning and achievement.[3]

Male under-achievement was not a focus of our previous Action Plan; therefore, the impact of actions will take a SWAN cycle to mature. Additionally, further research is required within the School to ensure that barriers can be identified and supportive actions effected.

> ❖ **Action 1.2iv:** Establish a dedicated Educational Attainment working group, to identify barriers to male student attainment, and develop actions supporting males specifically in pharmacy practice-related modules.

iii.   Numbers of men and women on postgraduate taught degrees

Data and analysis: PGT

- **Figure 12** shows similar feminisation for our part-time MSc/PgDip in Advanced Clinical Pharmacy practice.

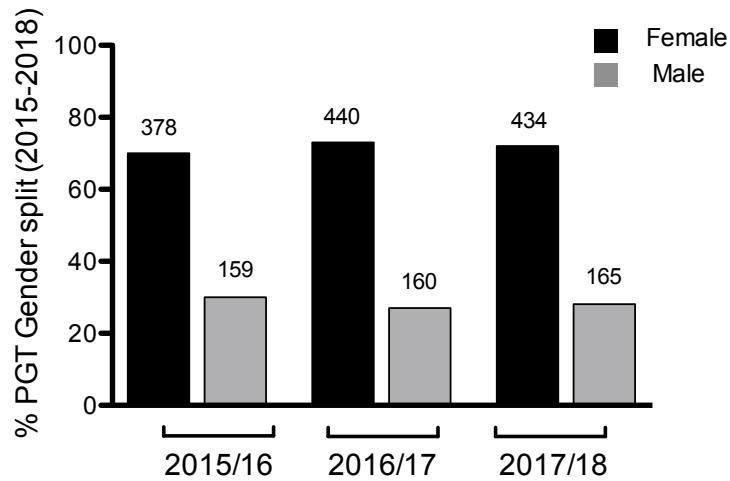[3] Takeda and Homberg (2014), https://doi.org/10.1002/berj.3088

Figure 12. *Percentage of postgraduate taught students (MSc/PgDip) who are female and male as a function of academic year. Absolute numbers provided above bars.*

- The proportion of females is consistent through application and offers to acceptances and completions **(Figure 13)**. From 2015-2018, no association between gender and application to admission was observed, $\chi^2(2)=1.008$, $p=0.604$.
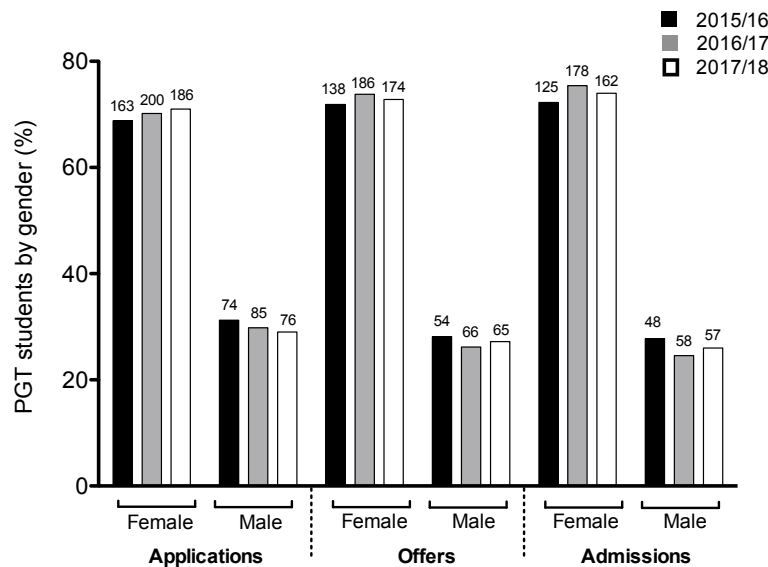

Figure 13. *Percentage of postgraduate MSc/PgDip applications, offers, and admissions who are female and male. Absolute numbers provided above bars.* All distance learning MSc/PgDip courses are on a part-time basis.

- Gender disparity relating to attainment was less evident in our PGT programme, with a distinction:commendation:pass split of 60%:37%:3% for males, and 65%:33%:2% for females (**Figure 14**).
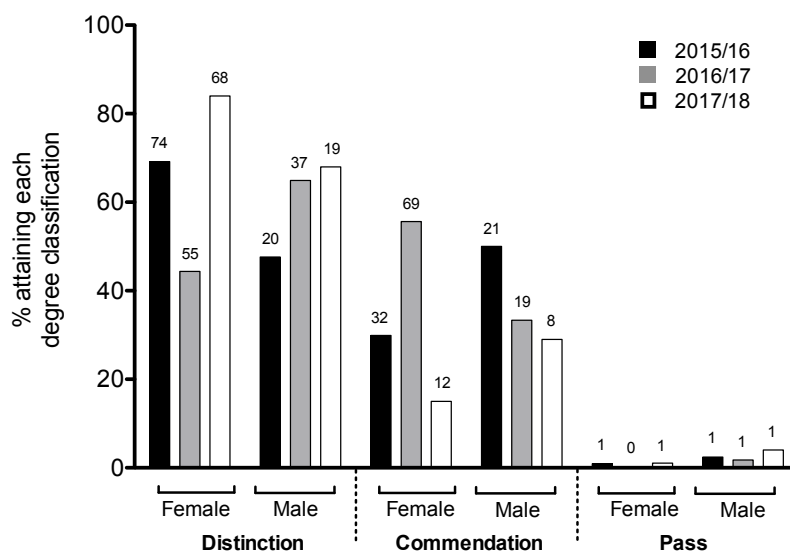
18

Figure 14. *The percentage of female and male students graduating with each degree classification for the MSc/PgDip course as a function of gender. Absolute numbers provided above bars.*

Room for improvement

- The proportion of females on these courses remained largely static, ranging between 72-75% (2015-2018). These courses are open only to registered pharmacists, with the gender imbalance reflecting the predominance of females in the profession.

> ❖ **Action 3.6 v:** Continue to review, on an annual basis, all promotional material and our website to ensure both male and female students are equally represented.

iv. Numbers of men and women on postgraduate research degrees

- Females remain in the majority within the PG research community **(Figure 15)**, most markedly within the full-time MPhil programme (student population 77% female). This is above the sector average (HESA) for MPhil Pharmacy programmes (53% female).

- For PhD degrees, gender distribution is more balanced (F:56%,M:44%), and in line with national benchmark data (55% female enrolment). In 2016/17, 7 PhD students were registered as part-time (3F, 4M).
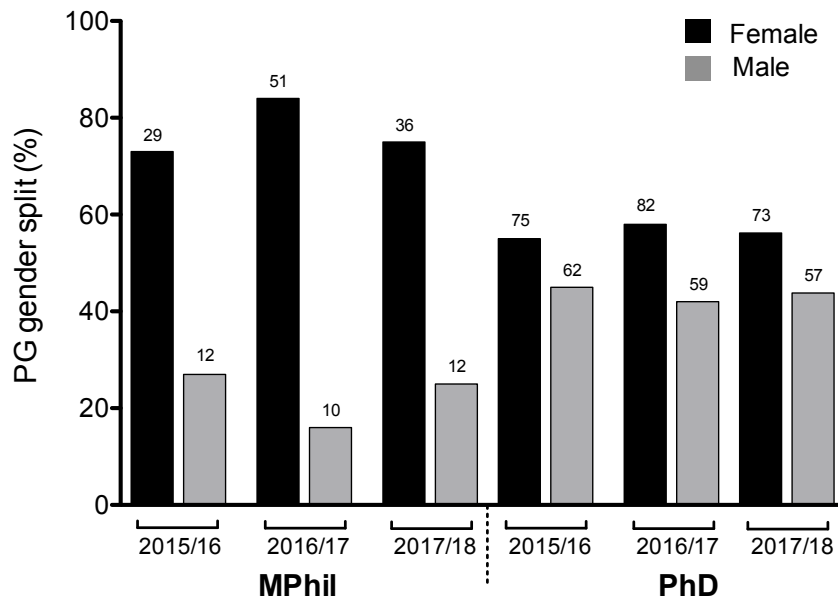
Figure 15. *Percentage of postgraduate students (MPhil and PhD) who are female and male as a function of academic year. Absolute numbers provided above bars.*

- As for UG, neither gender is disadvantaged through the admissions process for MPhil or PhD (**and Figure 17).** No association between gender and application to admission was observed. (MPhil: $\chi^2(2)=0.22$, p=0.89; PhD: $\chi^2(2)=0.05$, p=0.97).
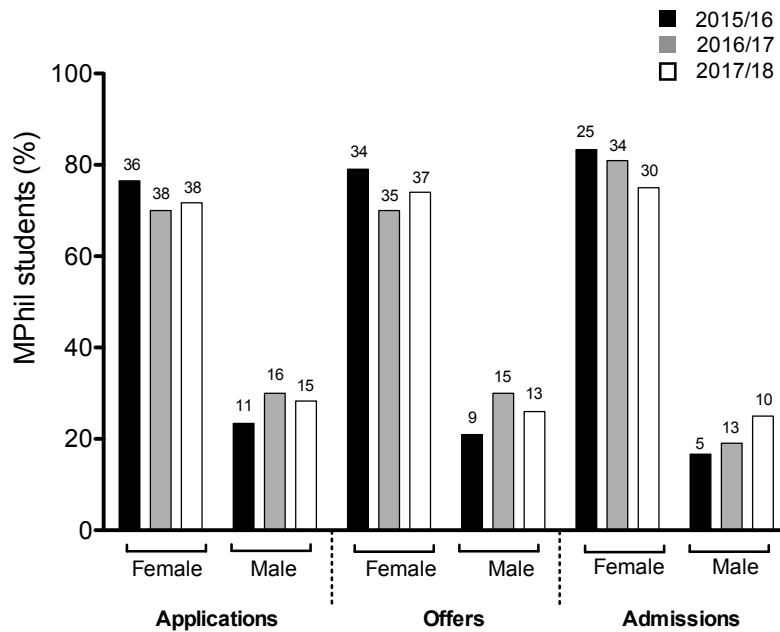

Figure 16. *Percentage of postgraduate MPhil applications, offers, and admissions who are female and male. Absolute numbers provided above bars.*
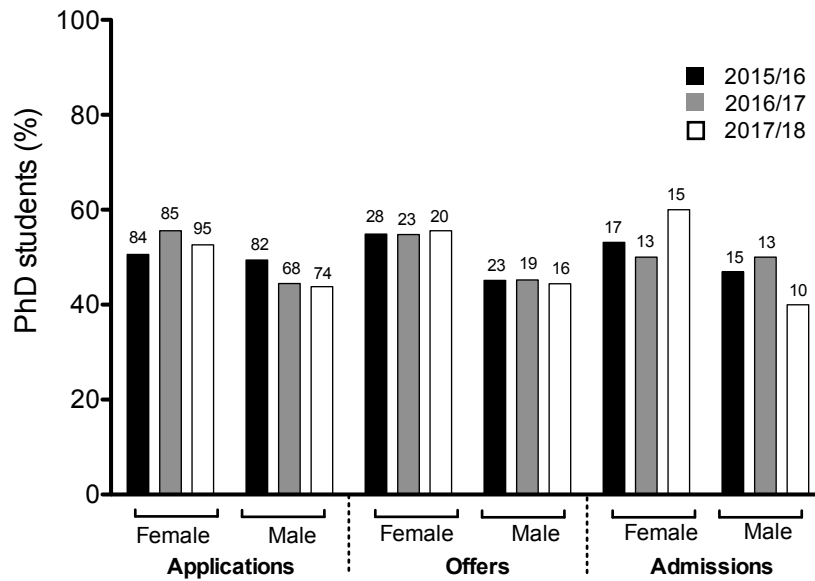
Figure 17. *Percentage of postgraduate PhD applications, offers, and admissions who are female and male. Absolute numbers are given at the tops of the bars.*

- No gender-related drop-off between enrolment and completion was observed [2015/16 -2017/18 with a mean 100% completion rate of (76%F:24%M) for MPhil degrees, and mean 94% completion rate (52%F:42%M) for PhD degrees, correlating with enrolment figures.] **(Table 3)**

- Reasons for PhD withdrawal include ill health (n=2), personal reasons (n=2) and undisclosed (n=2)

- **Impact** of actions to implement a supportive Annual Progress Review (APR) enabling PGR progression in a structured manner: Increased PhD completion rate from 75% (Females 76%, males 73%) (2011-14) to 94%.

Table 3. *Numbers and percentages of students completing PhD within 4 years, or the MPhil within 2 years of enrolment.*

Expected year of completion	PhD		MPhil	
	Female completion rate	Male completion rate	Female completion rate	Male completion rate
2015/16	12 out of 12 (100%)	14 out of 15 (93%)	8 out of 8 (100%)	8 out of 8 (100%)
2016/17	17 out of 19 (89%)	12 out of 14 (86%)	21 out of 21 (100%)	3 out of 3 (100%)
2017/18	20 out of 20 (100%)	13 out of 14 (93%)	30 out of 30 (100%)	7 out of 7 (100%)

v. Progression pipeline between undergraduate and postgraduate student levels

- SoP, through our Careers liaison Academic (CLA) and QUB careers, employability and skills consultants, provide an integrated programme of core skills and information sessions to support students beyond their primary degree, into the profession, industry or academia. Examples include CV and application workshops; interview skills; a dedicated careers fair. In Nov 2018, 77% of invited students (MPharm and BSc) attended the careers fair. Comments included "*very informative…wide range of career opportunities represented*" and "*valuable interview question preparation*."

- One **impact** of these activities is 100% of MPharm students securing a pre-registration place, where sought. Exceptions to this account for <5% per year, where students pursue a change of career direction. The excellent training provided throughout the MPharm degree contributes to a 100% pass rate of the pre-registration exam (2015-2018).

- To promote PGR opportunities and academia as a career option our SAT, led by the UG, PG, PDRA Career development working group, established a "PhD challenges and rewards" information session (Jan 2019). This is targeted at Level 3 BSc and Level 4 MPharm students, providing the opportunity to gauge the student perspective, and discuss PhD opportunities with academic staff (Section 5.3iv). The objective is to increase UG progression to PGR; effectiveness will be assessed during the next SWAN cycle (**Action 1.2v**).

4.2. ACADEMIC AND RESEARCH STAFF DATA

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

Analysis: Staff

- Currently (2017/18) we have a total of 94 academic and research staff (50% female) **(Figure 18A)**

- While gender balance is largely observed at PhD and PDRF level, females are significantly (χ^2=4.2, *p*=0.04) more likely to secure junior academic positions (Lecturer), a differential that has remained consistent from 2015. This is, in part, due to a low male acceptance rate (see **Table 5**, and **Action 1.3viii**). At SL and R levels, the staff cohort shift towards a more gender-balanced position (58% female), while males (66%) move into the majority at Professor level **(Figure 18B)**

- GPhC regulations that require deeper integration with patient-centric teaching have resulted in an increase of Lecturer (Education) posts. These posts are filled by qualified pharmacists, the majority of whom are female, reflecting the gender distribution of the profession. 71% (n=5) of Lecturers Education appointed from 2015-2018 have been female, contributing to male under-representation at lecturer level. However, with reference to academic appointments (2015/16 – 2017/18) on teaching and research contracts, gender equality (Female/Male 50%:50%, n=10) was achieved.

- There are 9 staff at professorial level: 3F, 6M **(Figure 18A).**

- From 2015, two of our female professors have progressed to more senior leadership positions in other HEIs (see below). However, as an **impact** of our 2014 **Silver Actions** around recruitment (welcoming statements, Athena SWAN logo) and promotions (mandating promotion discussion at appraisal), two female academics were promoted over two grades (L to R and SL to Professor), and another female Reader promoted to Professor, increasing female professors from 27% to 37.5%. Additionally, we have made two female appointments at senior levels (SL and R) ensuring a healthy progression pipeline.

    o *"I was looking forward to joining QUB SoP as one of the few Schools of Pharmacy in the UK with a Silver Athena SWAN Award."*

- Other **Silver Actions** that have **impacted** female progression include gender parity of staff on Committees (2015-2018, females increased from 45% to 50%), and an increased uptake of mentorship within the academic cohort from 40% (2015) to 62% (2018). Ongoing mentorship is recognised as key to preparing staff for promotion, evidenced by our new mentorship scheme (**Action 1.1iii**).
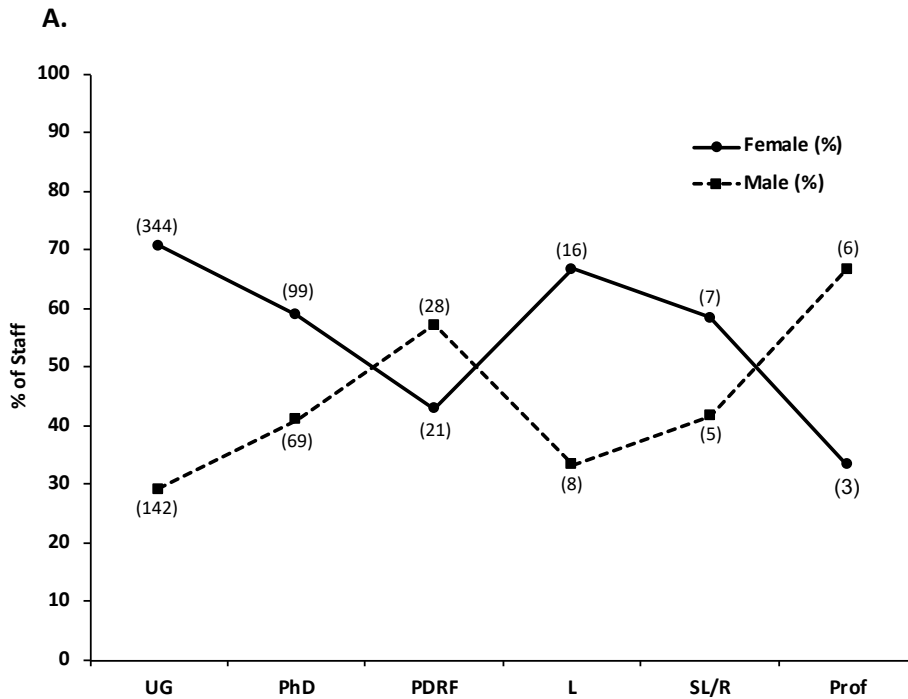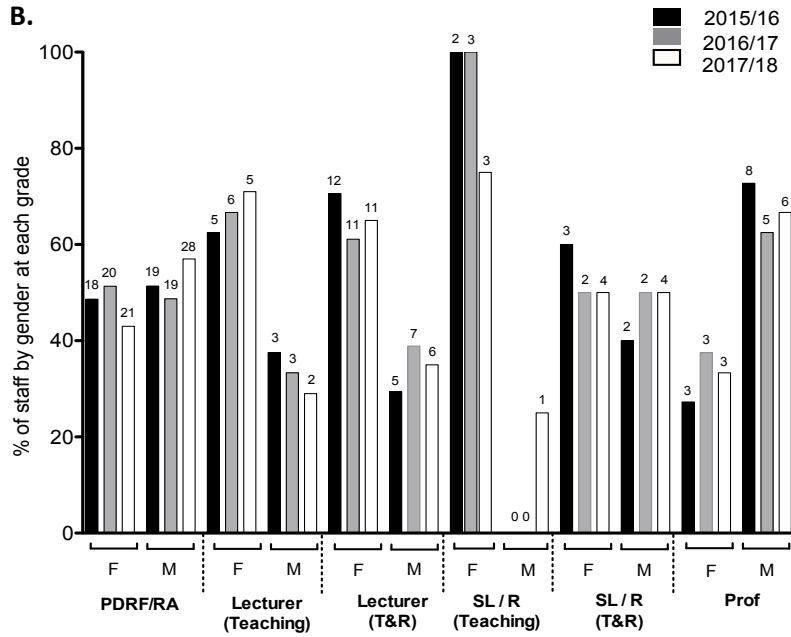
Figure 18. A: *The percentage of staff who are female and male as a function of grade. Absolute numbers provided above bars. **B:** Scissor diagram showing the career pipeline from undergraduate (UG), to PhD, Lecturer (L), Senior Lecturer/Reader (SL/R) and Professor, during the current SWAN reporting period [2015-2018].*

- In 2017 the SoP appointed a grade 5 technician, who had taken a significant career break for personal reasons after completing their PhD years earlier. The post provided a route back into academia, where support and networking provided by the SoP, helped the candidate successfully secure a research position (Academic payscale – AC1).

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

- No staff are on zero-hours contracts. Staff on fixed-term and permanent contracts are shown in **Figure 19**. Approximately 55% of staff are research staff on fixed-term contacts, reflecting the research-intensive focus of the School. This proportion has remained steady since 2015, with equal gender distribution.

- Employees on fixed-term contracts are placed on the University redeployment register six months prior to contract end. Before a vacancy is declared, every effort is taken to extend employment, e.g. transferring to other research grants.
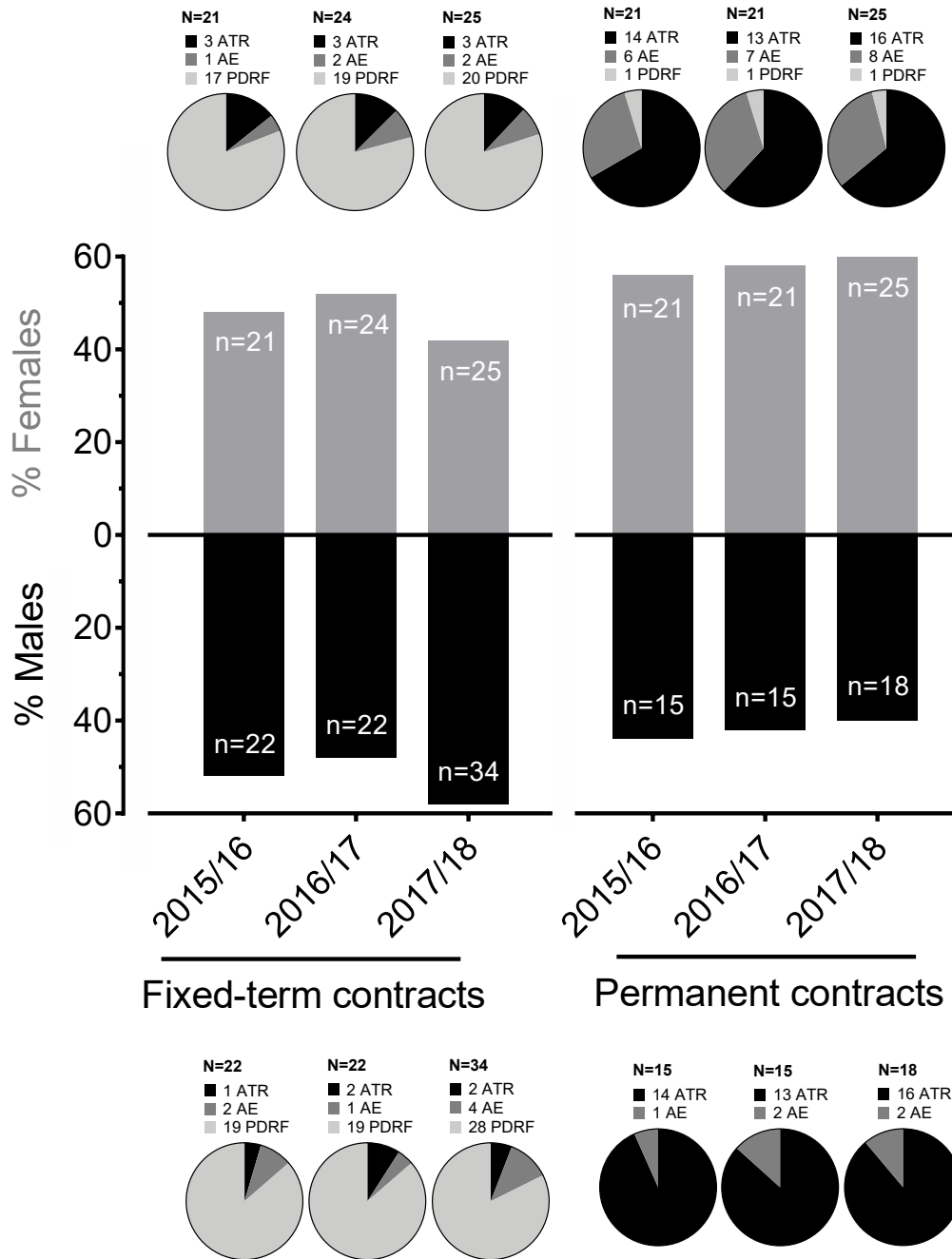
Figure 19. *Bar chart representing the percentage of staff on fixed term and permanent contracts as a function of gender. Corresponding pie charts illustrate including the nature of each contract type as ATR (academic teaching and research), AE (academic education), and PDRF (postdoctoral research fellow). No gender difference was observed between contract type.*

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

- Overall, the staff population at the SoP has remained relatively stable, with no apparent differences in leavers on the basis of gender.

- From 2015, a total of 12 academic staff have left the SoP: 7 professors, 5 lecturers **(Table 4).**

Table 4. *Number of academic staff leavers each year by grade and gender*

	2015/16		2016/17		2017/18	
	F	**M**	**F**	**M**	**F**	**M**
Professor	2	4	0	1	0	0
Reader	0	0	0	0	0	0
Senior Lecturer	0	0	0	0	0	0
Lecturer	2	2	1	0	0	0

- Reasons for leaving among professors were retirement (4M) and progression to other positions within university management (1M). Two female professors (both former SWAN champions) have more senior posts in other HEIs (see example below).

- One male and female lecturer left in 2015/16 as a result of completing fixed-term contracts. Three other lecturers (1M, 2F) resigned seeking a change in career direction.

"As a previous Athena SWAN Champion, and one of only three other female professors within the SoP at QUB, I was very well aware of the ramifications of my leaving the School. However, both the SoP and QUB provided me with a wonderful 12 years of leadership experience and essential skills that allowed me to take the next big step - Head of Department of Molecular and Cellular Therapeutics, Royal College of Surgeons, Dublin, where I am now leading 100 academic staff/researchers. This career opportunity would not have been possible without the significant mentorship I received from the now HoS, Prof Carmel Hughes, and other mentorship support systems within QUB, not least colleagues in QGI."

Prof. Tracy Robson, Head of Department of Molecular and Cellular Therapeutics, Royal College of Surgeons in Ireland.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6500 words: **Word count: 7235 (Excluding tables, figures and action points)**

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

i. Recruitment

- **Evidence of progress** from previous action plan: All shortlisting and appointment panels are gender-mixed to reduce gender bias, and panel members have undertaken mandatory unconscious bias and recruitment training. All advertisements will continue to promote our Athena SWAN award (**Action 1.3ix**), and welcoming statements are included in advertisements for professorial positions (most prominent gender disparity). School website promotes Athena SWAN and family-friendly policies.

- Data for applications to academic appointments are shown in **Figure 20(a-c) and Table 5**. Although a lower percentage of applications were from females (34.5-44.7%; 2015-2018), most pronounced in 2017/18, male and female applicants were equally successful in being shortlisted at PDRF level (F:20.7% cf. M:19.2%), and female applicants were more successfully shortlisted at lecturer level (F:26.0% cf. M:14.7%) (2015-18). No meaningful comparisons can be drawn at professorial level, due to the small numbers. Overall, there was ~50% female recruitment (47.8-57.1%; 2015-2018).
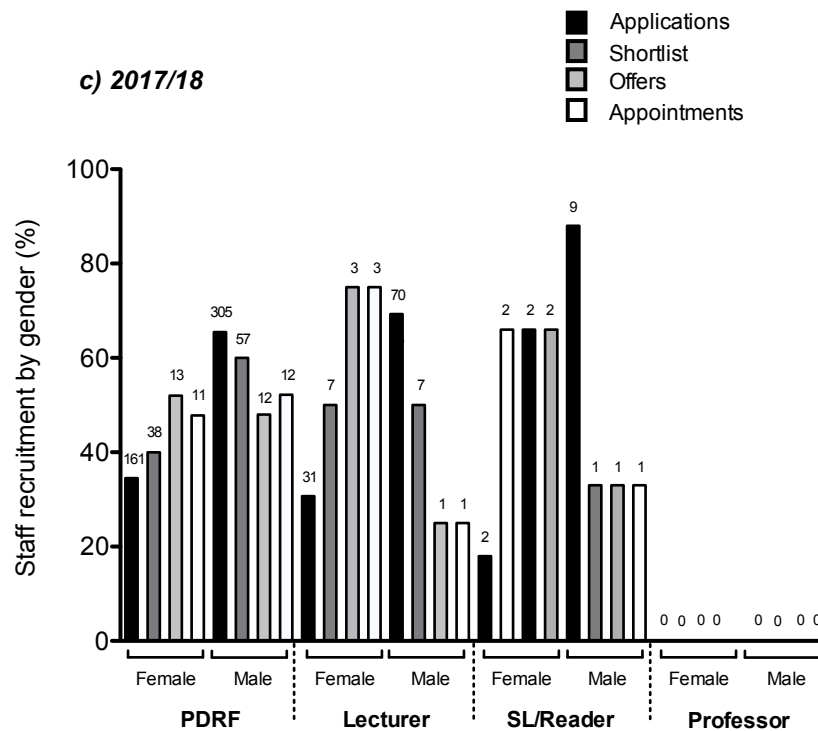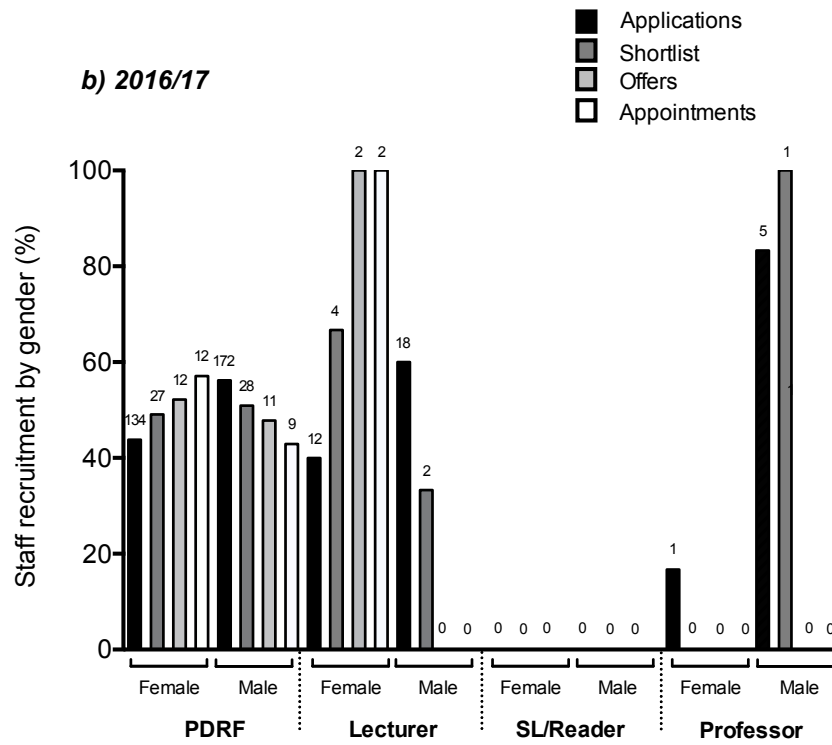

a) 2015/16
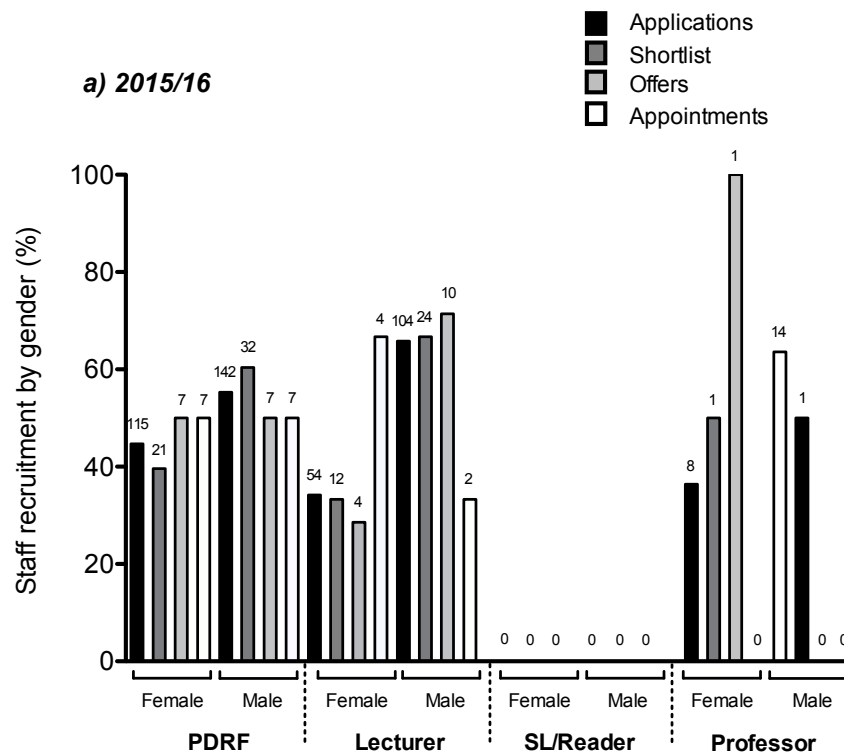
Figure 20 (a-c). *Academic recruitment data from application through to appointment from 2015-18, disaggregated by gender. Data is presented as a proportion of staff at each stage in the process.*

Table 5. *PDRF and Lecturer offers and appointments, disaggregated by gender. Appointments as a percentage of offers for that gender are shown in brackets.*

	PDRF				Lecturer			
	Offers		**Appointments**		**Offers**		**Appointments**	
Year	Female	Male	Female	Male	Female	Male	Female	Male
2015/16	7	1	7 (100)	1 (100)	4	10	4 (100)	2 (20.0)
2016/17	12	11	12 (100)	9 (81.8)	2	0	2 (100)	0 (0)
2017/18	13	12	11 (94.9)	12 (100)	3	1	3 (100)	1 (100)
Mean	**10.6**	**10.6**	**10 (94.9)**	**9.3 (93.9)**	**3.0**	**3.7**	**3 (100)**	**1 (40)**

- Across all grades, 78 offers were made (2015-2018), of which 13 were rejected (Female:23% (n=3), Male:77% (n=10)). 1 female Prof (2015/16) and 1 male SL/R (2017/18) offer not included in table. At Lecturer level there was a significantly lower male acceptance rate (**Table 5**).

> ❖ **Action 1.3 viii:** Determine reasons for male and female post-rejection to understand gender-specific reasons post rejection.

ii. Induction

- All new staff meet the HoS and/or SM to discuss their precise role, and receive an introductory tour. QUB requires all staff to attend a University-organised half-day induction course. An "international buddy scheme" is designed to help staff adjust to Belfast life.

- Conditions for confirmation in post are clearly outlined, with specific, achievable targets. All probationary academic staff are assigned a mentor, supporting them through early academic life. This includes preparation for probation meetings, held annually over 3 years. Mentor appointment is determined by HoS based on relevant experience and mentee preference (e.g. mentor gender).

- New staff are welcomed and introduced at SB, via email and School newsletter. Tea, coffee and buns are served following SB, providing a relaxed, informal setting to encourage integration.

- A new voluntary mentorship scheme has been introduced for all non-probationary staff, derived from staff participation in the QUB Leadership Excellence Programme (**Case study: Michael Tunney**). PDRFs can avail of postdoctoral mentoring (one-to-one and group) both within SoP and at University level.

  - *"Through peer group mentoring, I benefited from the experiences of more senior colleagues, in addition to assisting junior colleagues establish themselves as effective researchers"* (PDRF)

- All mentors are trained (**Action 1.1i, iii&iv**). The SoP mentoring scheme covers the cost to allow mentor meetings to take place in a neutral environment, e.g. coffee shop.

> ❖ **Action 1.1 vi**: Role of mentor to be recognised through WAM and appraisal

- **Impact**: Prior to the new mentorship scheme, 40% of academic staff were availing of mentorship (staff survey). This has now increased to 62% (in addition to those mentored outside the School).

  o *"My mentor provided me with the confidence to apply for and successfully obtain accelerated confirmation in post."(ATR)*
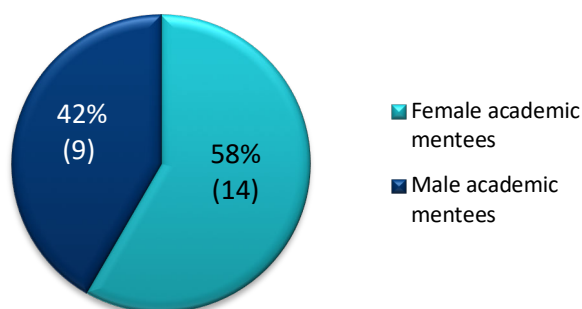

Figure 21. *Mentorship uptake by academic staff within the SoP, disaggregated by gender*

> ❖ **Action 1.1**: Measure success of new mentorship scheme through annual scheme assessment

- Induction information was sometimes out-of-date, or "hidden" in Sharepoint, which staff find difficult to navigate. Additionally, there were several gaps, including SWAN principles. Staff survey indicated that induction could be improved: "*perhaps an official handbook*", "*proper booklet explaining processes*", "*more detailed information*". So in response, a new SoP academic staff handbook was produced (Feb 2018).

- **Impact** of induction process and new handbook determined through feedback from individual new staff: *"Very comprehensive and easy to understand", "beneficial information that would otherwise be hard to find", "Builds positive attitude and enthusiasm for the new job"*

> ❖ **Action 3.1viii**: Continued update of staff-specific induction handbooks (academic, clerical, technical) in relation to changing policies. Impact measured by survey.

- Additional **impact**: induction handbook has been recommended for other Schools, as an example of good practice. Additionally, another School in FMHLS has used our in-house induction process to develop their own programme.

Room for improvement:

- Although we have a probation mentoring system, we have not asked new staff to comment on its efficacy/usefulness. **(Action 1.1)**

iii. Promotion

- There are two routes for academic promotion (**Figure 22**). The promotion exercise occurs annually. As a **result** of our previous action plan the HoS provides an all-staff promotions information session, invites those considering promotion for a private supportive discussion, and communicates by email any University-led changes to promotion eligibility (**Action 1.3vi**).

- QUB reviewed its academic standards (Dec 2018) and is committed to applying a more holistic approach, communicated to all staff by the VC.

- Removal of one year post-application embargo, driven by UCU and fully supported by SWAN is positive, ensuring that unsuccessful application will not deter re-application the next year, if appropriate.
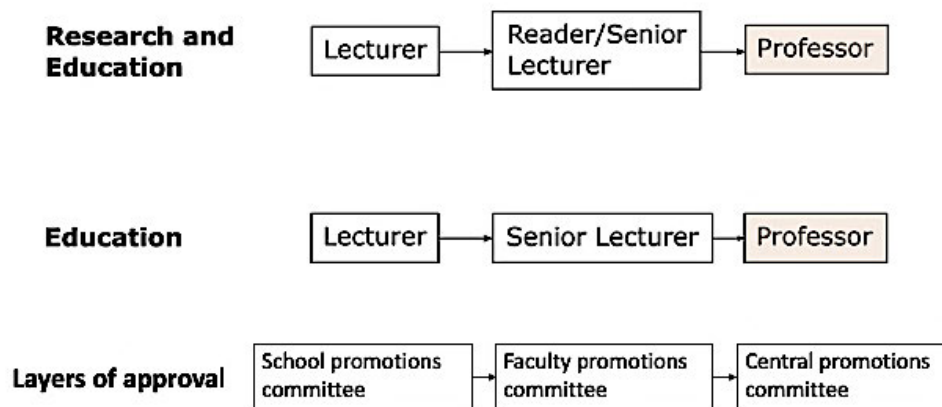
Figure 22. *Routes to promotion for academic staff at Queen's University, and the points at which applications are endorsed.*

- The University provides staff with feedback following application (successful or unsuccessful). SWAN contribution is valued alongside research activities: e.g. commendation: "*an excellent SWAN champion and represents SWAN on FEB*".

- Previous actions ensured promotion eligibility discussions are a key feature of academic staff appraisal. Unsuccessful applicants are invited to a supportive HoS meeting, identifying specific barriers to promotion (**Action 1.3iv**). Data for applications, and successes, are shown in

- April 16th 2019: Current promotions round 100% success. **Of note four were academic(education) staff (2F, 2M).** Prior to the VC-announced holistic approach to academic(education) standards (page 32), only 1M SoP Lecturer(Education) had been successfully promoted since 2015.

- **Table 6**.
- To assist with promotion-readiness the SoP clearly publicise application timelines and process information at SB, via email, and via the promotions workshop (Nov 2017) **(Action 1.3iv)**. Queen's Gender Initiative also run an annual workshop to specifically support females considering submitting a promotions application.

Impact of actions:

- Promotion communications increased transparency and awareness around the process. Many non-eligible staff attended the workshop to become better informed.
- **Female promotion success rate increased from 11% (2011) to 50% (2014), and 100% (2017 and 2018).** We plan to sustain this (**Action 1.3**).
- **One female was promoted from SL to Professor (2017), and a female application for promotion from L to SL (2018) resulted in promotion to R**, further highlighting the **impact** of promotion discussion at appraisal.
- An **impact** (2018) of our Faculty Working Groups and the University SWAN steering group was the removal of strictly applied student-assessed teaching evaluation scores for probation/promotion. Additionally, Faculty-level promotion panels now include Professor (Education) (2019).
- April 16th 2019: Current promotions round 100% success. **Of note four were academic(education) staff (2F, 2M).** Prior to the VC-announced holistic approach to academic(education) standards (page 32), only 1M SoP Lecturer(Education) had been successfully promoted since 2015.

Table 6. *Number of staff members eligible[4] for promotion, promotion applications and subsequent success rate as a function of gender. Totals not provided for "eligible" columns as some individuals would unavoidably be counted more than once.*

		Eligible		Applications		Successes	
		Male	Female	Male	Female	Male	Female
L to SL	2016	3	9	0	1	0	1
	2017	4	8	2	0	2	0
	2018	4	9	1	0	1	0
L to R	2018	0	1	0	1	0	1
SL to R	2016	0	2	0	0	0	0
	2017	0	2	0	0	0	0
	2018	1	1	0	0	0	0

[4] Eligibility is normally defined simply as being 3 years post-probation or post-promotion, without accounting for other considerations, including whether staff have met the appropriate academic standard.

SL or R to Prof	2016	1	3	0	0	0	0
	2017	1	3	1	2	0	2
	2018	1	3	0	0	0	0
Totals	All years			**3**	**5**	**2**	**5**

Room for improvement:

- In 2015/16, 2 male staff were promoted by retention, and no female staff. In the case of the female staff, referral to the retention committee was deemed inappropriate as they wished to explore opportunities elsewhere.

- Although hugely encouraged by the excellent promotion success rates, we recognise that numbers applying are low and plan to address this (**Action 1.3** below)

- Promotion-readiness therefore forms a significant part of our new mentorship scheme. We anticipate that well-supported staff will feel more confident to apply, sustaining our excellent promotion success rate.

> ❖ **Action 1.3 overview**: Ensure promotion-readiness of academic staff by appropriate discussion and encouragement through appraisal and mentorship, promotion communication and timely dissemination of information. Provision of exemplar academic CVs, with CV holder's permission, to guide promotion applications.

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

- In REF 2014, the SoP had one of the highest rankings in UoA 3 (Allied Health Professions, Dentistry, Nursing and Pharmacy) with 92% of research categorised as 4* or 3*. A comparison with RAE 2008 (where 2 staff – 1M, 1F– were not returned) is included **(Table 7)**. All eligible staff were submitted; therefore, although more males were submitted than females, this reflected the gender balance in the SoP at that point. We anticipate all academic staff employed on T&R contracts will be returned in REF 2021.

Table 7. *Number of staff submitted to REF by gender.*

	Number of staff	Number (%) of eligible staff returned	Number (%) of eligible female staff returned	Number (%) of eligible male staff returned
RAE 2008	25	23/25 (92%)	6 (86%)	17 (94%)
REF 2014	33	33/33 (100%)	14 (100%)	19 (100%)

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

i.   Induction

- Induction for PSS is similar to that for academic staff. Initial meeting is with the SM, where an outline of the role is explained. Confirmation in post is based on delivering items in the job specification.
- The University now provides four mandatory half-day induction sessions.
- Confirmation in post is normally at 6 months; opportunities for further support and training are discussed at appraisal.
- PSS-specific induction handbooks were produced (clerical-specific (August 2018) and technical-specific (December 2018)) with PSS input **(Action 3.1).**
  - **Impact:** "*This booklet was a great resource when starting out in the school and introduced me to Athena SWAN*"(Technical).
- Importantly, the new SoP mentorship scheme is open to all PSS.
  - **Impact:** In our staff survey, no PSS had participated in any mentoring, but 68% expressed an interest in participating. Currently nine (18%) PSS have availed of the opportunity.
    - *"Through meetings with my mentor, I have improved my organisational skills and work practices, which has allowed me to develop new procedures. In turn, my confidence, efficiency and motivation have increased."(Clerical)*
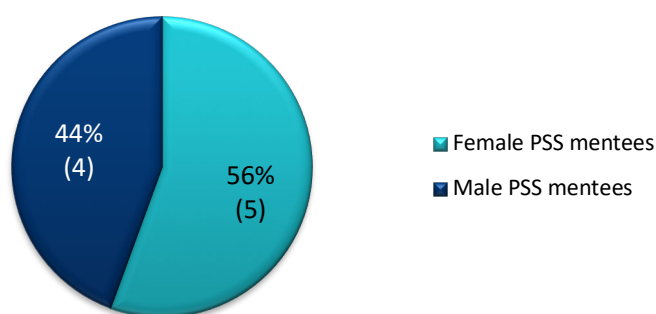
Figure 23. *Uptake of mentorship by PSS within the SoP, disaggregated by gender.*

> ❖ **Action 1.1i**: All PSS staff will have the option of having a named mentor
>
> ❖ **Action 1.1v:** Conduct annual SoP mentorship scheme assessment to evaluate benefits to staff
>
> ❖ **Action 3.1viii**: Continued update of staff-specific induction handbooks (academic, clerical, technical) in relation to changing policies. Impact measured by survey

ii.   Promotion

- Promotion to higher PSS roles represents a significant challenge across the University, which we feel requires review. Academic support staff who wish to be appointed to a higher grade must apply for a new position to an externally advertised post, inside or outside the SoP.
- Understandably, comments from our staff survey, and from meetings with PSS staff, reflect this frustration *("There are no career progression possibilities within post for academic-related staff. The only way to progress is to apply for a different job. If you do a good job, there is no reward or recognition"; "I feel that technicians do not have the same opportunities to gain promotions. It is very difficult to move up the pay scale once we reach the top point of our grade")*. We continue to voice these concerns at a Faculty and University level. SoP SWAN champions contribute to the Faculty PSS Forum, and will continue to lobby the University around these issues **(Action 1.5i)**. The importance of the role of PSS staff is increasingly acknowledged at University level, evidenced through QUB being one of the founding signatories of the Science Council's Technician Commitment.
- The SoP actively supports PSS who wish to apply for a higher post. E.g. a staff member (female) required GCSE Chemistry to apply for a higher-grade post (identified as a training need at appraisal). SoP paid for the course, subsequently the staff member applied for and successfully secured a higher-grade position. In the past 3 years, two female clerical and two male technical staff were appointed to higher-grade positions within the School.

> ❖ **Action 1.5:** Increase support for career progression to higher grade PSS positions**.**

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

i. Training

- QUB training, largely provided by the Organisational Development Team, is promoted by weekly email, and offers numerous courses **(Table 9)**, and workshops for specific employment roles.

- As part of probation, all new academics undertake the PGCHET. **Progress**: All academic staff are members of the HEA.

- Previous actions aimed to increase leadership training accessibility. **Impact**: two SoP female staff attended the Aurora Leadership Course (2017); two female and two male staff completed the QUB Excellence in Leadership course (2016-17) (**Case study: Michael Tunney**).

    o Aurora feedback: *"immensely helpful for my new role as Programme Director…I have since taken on the role of Secretary to [anon. UK Society] Special Interest Group, which I would not have attempted otherwise."*(ATR)

- **Table 8** shows strong training course uptake among staff, with no significant gender issues identified. Females (72%) and males (77%) felt that the SoP encouraged training course participation (staff survey).

Table 8. *Number of QUB training events attended each year as a function of job role.*

	2015/16		2016/17		2017/18	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Academic	57 (61%)	36 (39%)	44 (64%)	25 (36%)	73 (75%)	24 (25%)
PDRF	39 (50%)	39 (50%)	55 (66%)	28 (34%)	74 (54%)	65 (46%)

- Increased PDRF attendance in 2017/18 is due to increased awareness amongst PIs of the PDRF 10-day training allocation. We anticipate a subsequent impact on career progression (see Section 5.3iii).

ii. Appraisal/development review

- Mandatory annual appraisal occurs for all staff: hence a 100% uptake. It reflects the "core values" expected in University employees. Areas covered include progress against previous goals and future development needs.

- Appraiser training is required for all new appraisers (evidence of **progress** of previous action plan). Additionally, SoP organised an appraiser refresher course

(2016) for those whose appraiser training was more than 2 years previous. 100% of eligible staff attended. **(Action 1.3i)**

- Appraisers record areas of excellence and achievement, and any developmental needs, ensuring non-research activities and promotion readiness are discussed.

> ❖ **Action 1.3ii [academic staff]**: HoS will remind all appraisers by email and at School Board, prior to the annual appraisal meetings, to ensure that promotion eligibility requirements and discussion around work life balance are a mandatory feature of the appraisal procedure.
>
> ❖ **Action 1.3iii [academic staff]**: Appraisers to promote use/uptake of mentorship scheme to facilitate promotion readiness
>
> ❖ **Action 1.3v [academic staff]**: Following appraisal, all eligible staff meeting the academic standard of the new grade will be encouraged to apply for promotion at next round
>
> ❖ **Action 1.7 ii:** Where appropriate, appraisers to encourage staff to apply for awards recognising achievements

- Staff survey revealed that only 47% of all staff strongly agreed/agreed that appraisal supported career progression (staff survey) (Females:52.3%, Males:35.2%). No employment role was particularly associated with dissatisfaction. SoP appraisal dissatisfaction mirrored that seen across the University.

- Plans to hold focus groups within the SoP to determine reasons for appraisal dissatisfaction were superseded by Faculty plans for the same, facilitated through the University Staff Forum. **Impact:** The SoP Forum representative provided detailed feedback to the SAT, with the Forum successfully lobbying the VC to review and streamline appraisal process (launch Nov 2019).

- The VC has convened an Appraisal and Academic Career Pathway Group to improve appraisal for all staff, making it more integrated, less bureaucratic and clearly orientated towards staff development and support.

- PDRFs currently undergo the same appraisal process as academic staff, however this is not relevant to their role.

> ❖ **Action 1.4 iv**: SAT PDRF contributing to Postdoctoral Forum chaired by interim Pro-Vice Chancellor; discussions are aimed more closely aligning appraisal process with developmental needs of the PDRF cohort.

- The **impact** of including mandatory discussion around promotion readiness at appraisal is evidenced through increased female promotion application and success [Section 5.1(iii)].

> ❖ **Action 1.3**: Increase numbers of academic staff agreeing that the appraisal process supports career progression from 50% to 70%, monitored by staff survey

iii. Support given to postdoctoral researchers for career progression
- **Table 9** details training opportunities in QUB.

Table 9. *Examples of the training opportunities provided within QUB*

Provider	Course(s) provided	Availability
Organisational Development	E.g. equality & diversity, personal/career development, research management, leadership, IT training, appraisal and supervisory training.	All staff
FMHLS Postdoctoral Development Centre (PDC)	Events, training courses, career development podcasts	PDRF staff
FMHLS Postdoctoral Society	Annual symposium focussed on cross-disciplinary research in FMHLS	PDRF staff
School of Education	Postgraduate Certificate in Higher Education Teaching (PGCHET)	All staff (funding-dependent for PDRFs)
Centre for Educational Development	Associate Fellow of the Higher Education Academy (AFHEA) course	All PDRFs (funded by FMHLS)

- There are also mandatory training courses, covering e.g. unconscious bias (100% SoP staff uptake). The SM will continue to monitor compliance rates. Staff who do not comply will be asked to meet with the HoS (**Action 3.3i**)

- PDRFs are allocated, and encouraged to use, 10 days of training annually for activities not part of their normal work, e.g. committee involvement, training courses internally and externally (FMHLS policy).

- FMHLS has formed a Postdoctoral Development Centre (PDC) (2018), supporting PDRF career development (www.qub.ac.uk/about/Leadership-and-structure/Faculties-and-Schools/Medicine-Health-and-Life-Sciences/PDC/). Preliminary data indicates significant SoP engagement with grant-writing workshops (3M, 4F to date). SoP PDRF forum feedback indicated that additional SoP-specific events around career development are not required. 5 SoP PDRFs sit on the Faculty Postdoctoral Society committee, strengthening leadership and networking opportunities.

- Funder-led grant application workshops are provided by Research and Enterprise (R&E – 15 SoP PDRF attendees 2017/18). Currently the University only capture post-award data for PDRF fellowship applications, making it difficult to determine workshop impact on submission rates. From 2015-18, PDRF grants have been successful on three occasions (2M, 1F).

- Where funds are available, SoP supports PDRF attendance at external courses (e.g. Young Entrepreneur Scheme) deemed central to career development.
  - All feedback is positive e.g. "*opportunity to prepare business plan was invaluable...excellent networking opportunities… insightful guidance for developing entrepreneurial skills*"
- 7 PDRFs have undertaken the AFHEA course (2015-2018), and 3 undertook the PGCHET, with a further PDRF currently on the course. **Impact:** One PDRF, having completed the PGCHET, has subsequently secured an academic teaching role.

> ❖ **Action 1.4i**: In consultation with PIs (principal investigators), PDRFs will be given the opportunity to teach on undergraduate courses, and will be encouraged to seek Associate membership of the Higher Education Academy.
>
> ❖ **Action 1.4ii**: Where funding is available, PIs to continue to support PDRF applications to PGCHET course

- PDRFs can now be formally recognised as third supervisors of PhD students. Currently, four PDRFs (2M, 2F) are supervising PhD students **(Action 1.4iii)**. **Impact:** Enhanced employability of a PDRF recently appointed to an academic position.

- Not all PDRF staff wish to progress into academia, preferring an industry position. Therefore, as a **result** of SAT recommendation, the SoP financially supported PDRFs to attend a careers session at the UKICRS (2018), led by young researchers who transitioned from academia to pharmaceutical industry. This was well attended (58% female).

- Our staff survey suggested that "*Career development and progression is very much supported".* We wish to maintain that momentum.

Room for improvement:

- Staff survey (2017): 75.9%(n=16) PDRFs strongly agreed/agreed that SoP supported career development opportunities. While this demonstrates **impact** of previous actions (increase from 67% in 2011 survey), some PDRFs did not share this opinion.

- According to our survey, 65% of PDRFs had not participated in mentorship. All who participated found it beneficial. Assuming that some of the negative comments came from those who had not previously been mentored ("*I do not feel that a mentoring scheme would be beneficial or help my work-life balance";* "*I'm not sure of the benefits of it")*, we now actively share the experiences of those who find mentorship beneficial ("*My mentor is really encouraging and a perfect example of what you can achieve if you invest time and effort in yourself*"), encouraging wider participation.

> ❖ **Action 1.4 v:** Appraisers to promote use/uptake of mentorship to facilitate career development and progression
>
> ❖ **Action 1.4 iv**: SAT PDRF contributing to Postdoctoral Forum chaired by interim Pro-Vice Chancellor; discussions are aimed at more closely aligning appraisal process with developmental needs of the PDRF cohort.

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

- Postgraduate training is provided centrally through QUB, giving training in key academic skills (e.g. Excel, SPSS). The Graduate School provides training designed to connect students across faculties to mentors, leaders and employers within the University and beyond. All PhD students can demonstrate in UG laboratory classes (37% uptake; 35% and 37% of male and female students respectively) following appropriate training, and many have an opportunity to teach.

- **Impact** of PhD training and supervisor support is successful progression:

  o *"During my PhD I completed an introductory course on teaching and assessment [Graduate School]. Along with the teaching experience my supervisor facilitated, this course enabled me to develop the knowledge, experience and skills to apply for a Teaching Associate role. I have since secured a Lecturer(Education) post within the School."* 8 staff appointments since 2015 were previous PhD students (5F).

- PhD students have formal monthly supervisory meetings, where challenges are discussed, and actions recorded; career discussions are also encouraged. However, most PIs operate an open-door policy encouraging more frequent discussions. Progress is monitored formally at APR.

- **Impact** of previous action plan to improve PhD student supervision: 76.4% (42/56) students agreed that their supervisory team supported training and CV-enhancing activities, and 70% (35/50) felt encouraged to represent the University externally. Additionally, SoP has a 94% PhD completion rate, increased from 75% **(Table 3).**

- **Progress:** Recognising the increased international cohort, SoP has established (2018/19) English language support for first year international PGR students whose native language is not English. Current uptake 13 students (56%; 30%F, 26%M - 1st year students).

- UG students are allocated a personal tutor, with whom they can discuss academic and career issues. Further, UG students are supported through the buddy scheme and the international peer mentoring scheme.

- UG MPharm uptake for the buddy scheme (2015-18) was 72% (F:71.5%,M:28.5%), closely mirroring the gender split of the MPharm cohort. Uptake of international peer mentoring scheme was 84.5% as mentors or mentees, with gender parity (F:51%,M:49%) in those being mentored. Peer mentoring scheme **impact**: Leadership opportunities developed through peer mentoring have been recognised

by UGs winning external leadership awards, and presenting at national conferences (**Figure 24**).

Figure 24. *Impact of buddy scheme. (a) Student receiving NI Healthcare Student Leadership Award for peer mentoring; (b) Student receiving 2nd place in NI Healthcare Student Leadership Award, accompanied by the peer mentoring lead, Dr Lezley-Anne Hanna; (c) Student presenting on peer mentoring at RPS conference.*

- SoP-organised career days provide UGs the opportunity to discuss a range of focused career pathways, including academia. **Progress:** High attendance at exhibitor stands; exhibitors report good engagement. Numbers attending talks by academics and employers: 69 (2017/18), 86 (2018/19). Feedback was collected for the first time in 2018. BSc students highlighted their appreciation of academic representation (Most beneficial aspect of the day: "*PhD stall*", "*talking to someone about PhD research*".) **Impact** was demonstrated by Level 2 BSc students requesting a PhD information session (Pilot session run with BSc and MPharm students Jan 2019).

- **Impac**t of pilot PhD information session organised by SAT PGR representative and hosted by current PGR students:

  - 100% of attendees agreed that the event was useful, and 100% would like to see more events like this in the future (n=17).
  - *"I was not really thinking of a PhD at all, but today has intrigued my interest","* Very informative and made me 100% certain I want to do a PhD". Further impact is shown in **Figure 25**.
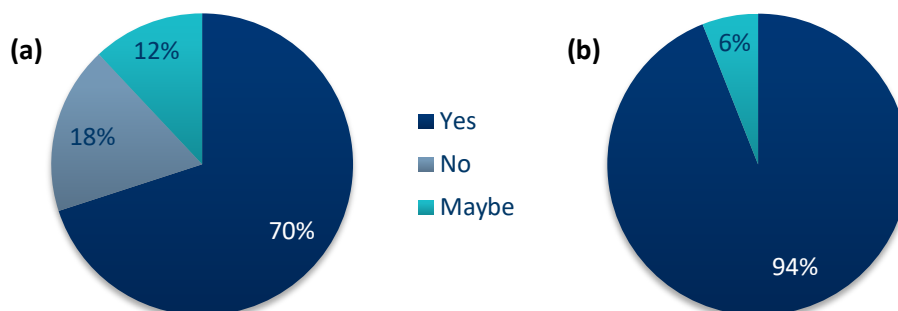
Figure 25. *Students considering postgraduate study **(a)** before PhD information session and **(b)** after PhD information session.*

> ❖ **Action 1.2 v**: Annual informal career discussion session with final year MPharm and BSc students by current PGR students
>
> ❖ **Action 1.2:** Promote undergraduate and post-graduate career development.

- A funded UG summer vacation scholarship (Dr John Ford Lynas Scholarship) exists within the SoP, alongside external opportunities (e.g. Wellcome Trust). Studentships are up to 10 weeks, providing a valuable insight into research.
  - o **Impact**: although no formal records are kept, these frequently translate into PhD applications. 23% (7/31; 3F, 4M) of current PhD students who progressed from UG in the SoP undertook a summer studentship in the SoP.

v. Support offered to those applying for research grant applications

- All grant applications by junior SoP staff must be reviewed by a senior colleague prior to submission. **Impact** on those who used it is apparent, e.g.:
  - o "*excellent feedback in terms of simplifying the aims, objectives and methods...I don't think my Wellcome Trust Award would have been successful without their input...it has changed the way I write grant applications*".
  - o Additionally, the percentage of successful females has doubled since 2015 (**Table 10**)
- The Faculty Peer Review College reviews all RCUK applications submitted by lecturers who are within 5 years of appointment. This process is anonymous, with two senior staff members providing feedback. **Progress**: SoP academics indicate that further refinement is required, but that some excellent guidance has been given.
- The University R&E Directorate provides considerable support to staff applying for funding, in terms of budget support, grant review and future funding opportunities. Personnel from R&E "Hot-Desk" between Schools so that staff can drop in and discuss potential opportunities.

Table 10. *Number of submitted and successful applications by academic staff in the SoP*

Year	Applications		Successful	
	Female PI	Male PI	Female PI	Male PI
2015/16	39 (36%)	67 (63%)	13 (12%)	36 (34%)
2016/17	48 (48%)	51 (52%)	27 (27%)	34 (34%)
2017/18	32 (47%)	36 (53%)	16 (24%)	22 (32%)
Mean	44%	56%	21%	34%

- The percentage of applications submitted by females has increased since 2015 (**Table 10**). Encouragingly, the average application submission rate (2015-2018) is approaching gender parity. Although the female success rate has significantly improved, it is still lower than that of males, which may reflect biases at the level of the funding body, but we continue to offer support as described to all to improve chance of success.

- Unsuccessful applications can be discussed at appraisal, with a mentor, and with co-applicants. Applicants are encouraged to address relevant issues and submit elsewhere.

- Staff who have not recently applied for grants, excluding those servicing large active projects, are invited to discuss with the DR and HoS how best the SoP can support them to make further applications.

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF (PSS)

i. Training

- As for academic staff, training is provided centrally by Organisational Development, in addition to mandatory training for all staff. PSS uptake is detailed in **Table 11**. Numbers reflect overall gender balance (see **Table 1**).
- Staff survey: 70% (28/40) of PSS strongly agreed/agreed that they had been encouraged to participate in training courses enhancing employability.

> ❖ **Action 1.5ii:** Aim to increase training participation through discussion with the PSS Forum, identifying which additional courses may be beneficial.

- A SAT member sits on the Faculty Technicians Committee. FMHLS funded her attendance at the Higher Education and Technicians' Educational Development (HEaTED) regional network in Edinburgh. One immediate **impact**: "*On the back of this I have organised for a HEaTED facilitator to provide training at a SoP-specific technician event, funded by FMHLS.*"

> ❖ **Action 1.5:** Promote PSS career progression.

Table 11. *Number of QUB training events attended by professional and support staff, disaggregated by gender.*

	2015/16		2016/17		2017/18	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Academic support	29 (74%)	10 (26%)	20 (69%)	9 (31%)	20 (59%)	14 (41%)
Clerical	38 (73%)	14 (27%)	58 (83%)	12 (17%)	70 (84%)	13 (16%)
Technical	31 (50%)	31 (50%)	15 (45%)	18 (55%)	13 (48%)	14 (52%)

ii. Appraisal/development review

- Appraisal for PSS is mandatory, structured as for academic staff.

- Feedback: 41.6% of clerical staff (n=5), 38.9% of technical staff (n=7) and 50% of academic related staff (n=5) agreed that appraisal enhanced career progression.

- Some comments reflected frustration with respect to PSS career development. *("I have been a grade 5 technician for 9 years. I have taken on many roles in my job with no reward having had a really good appraisal score every year. I am not alone in thinking the appraisal scheme is there only to punish poor performance").*

- We are part of a Faculty PSS Working Group established to develop a PSS-specific action plan, raising issues with Senior University Management including what constitutes a good PSS appraisal.

iii. Support given to professional and support staff for career progression

- As described in 5.2 (ii), promotion for PSS has proven a significant source of frustration. Staff survey comments include: *"I feel that technicians do not have the same opportunities to gain promotions. It is very difficult to move up the pay scale once we reach the top of our grade."* However, wherever possible, SoP has sought to support staff, through appraisal-identified training needs.
- PSS career-development opportunities can also be explored through the mentorship scheme, ensuring progression-readiness. Initial **impact:** an increase in the proportion of PSS engaged with mentorship from 0% to 18%. (See 5.2ii)
- HEaTED training (5.4i) will enable further professional development for technical staff, with requests for further events considered on a case-by-case basis. A FMHLS technician event was attended by 100% of SoP technicial staff. Feedback was positive regarding the possibility of professional registration. A follow-up professional registration workshop was attended by four SoP technical staff (female). A new University technicians' website provides information about professional registration, training and recognition opportunities (**https://www.qub.ac.uk/sites/technicians/**), affirming the commitment to technical staff development at School and University level.

- Reward and recognition (**Case Study Lee-Anne Howell)**:
  - Clerical and academic-related staff frequently have the opportunity to act up to a higher grade (with corresponding financial reward). Five members of staff are currently acting up to a higher grade on a full or partial basis. This helps equip staff for future positions.
  - 12 SoP PSS staff received recognition awards (Nov-Dec 18) through the new University Staff Recognition Award scheme (9F, 3M – reflective of gender balance). This allows staff in a line management capacity to nominate other staff for exceptional performance to achieve a monetary award (**Action 1.7i**).

Impact of supportive SoP response to development needs:
- After an extended career break, a SoP research technician possessing a PhD was facilitated to conduct academic research, enabling him to attain a Research Associate position in another QUB School. *"My role in Pharmacy helped prepare me for the transition to full-time research by gaining experience in relevant techniques."* We continue to support PSS where possible.

> ❖ **Action 1.5 iii:** Financial resource available to support technical and clerical staff to partake in training identified at appraisal and through mentorship (1.1).
> ❖ **Action 1.5 iv:** Contribution of research technicians to publications recognised.

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

i. Cover and support for maternity and adoption leave: before leave

- Preparing for parental leave can be stressful, with several complex policies to navigate. Previous actions aimed to increase clarity on these.

  - **Impact**: the SAT School Policy WG have nominated an Extended Leave Champion (workload allocated in WAM), to act as a point of contact for staff preparing to take parental leave. This ensures staff are fully aware of support before, during leave and on return. The associated factsheet signposts towards University policies and external information, e.g. Tax-Free Childcare scheme, easing the process. This has subsequently been adopted by all Schools in FMHLS.

- PSS typically have a 2-week handover period before maternity leave, instilling confidence that their role will be adequately covered in their absence. Similarly, a 1-week handback shadow period is provided for return to work.

- Academic staff are invited to discuss their intentions with their line manager and HoS.

- Prior to maternity leave, a formal handover with line manager/DE, and with the staff member recruited to cover their teaching, ensures provision of full teaching cover. *"As the staff member recruited to cover maternity leave, the formal handover*

was invaluable to ensure I knew what was required, and had full information from the staff member who I was covering" (AE)

> ❖ **Action 2.1ii, 2.2ii, 2.3ii, 2.4:** Ensuring transparent and easily accessible extended leave policies for all;
>
> ❖ **Action 2.4**: Extended leave champion to continue to provide support, and update factsheet; impact measured by survey
>
> ❖ **Action 2.3i [PSS]:** We intend to formalise cover for the duration of career break. This should include a formal two-week handover period both before and on return to work (extending what is currently provided).

ii.   Cover and support for maternity and adoption leave: during leave

- **Evidence of progress** from previous action plan: HoS applies to the University Maternity Fund to recruit support for all grades of staff taking maternity leave, ensuring cover of duties, so parental leave can be enjoyed free from work-related stress, without workload changes for remaining staff.

- Some staff on extended periods of leave wish to "Keep in Touch" with research staff, and can return for up to 10 days during leave, if desired. **Impact** of previous actions: to facilitate these brief visits, where childcare may not always be available, the SoP is the first in the Faculty to install a baby changing table. "*On previous maternity leaves, I was reluctant to call into work as it represented a quite stressful situation: if it wasn't possible to arrange alternative childcare for those brief visits, there was no suitable place to change nappies. Having the changing table meant that I could make those visits with my daughter.*"(ATR)

  - We continue to explore the possibility, through Faculty, of a "quiet room" for staff and students who wish to continue expressing milk post-return, or for staff on return from long-term sick leave.

- For contract research staff, PIs will seek to put the grant into abeyance for the duration of maternity leave, to avoid loss of time on the contract for the researcher. This occurs at the funder's discretion: however, in the one instance where abeyance was sought, the funder agreed. Some funders also cover maternity leave costs.

> ❖ **Action 2.1i**: Short-term recruitment to continue to be provided for maternity leave and extended to cover all academic staff who wish to share parenteral or other long-term leave to cover teaching commitments during leave and for 6 months post-return to work.
>
> ❖ **Action 2.2i**: PIs are encouraged to explore with funders the possibility of putting grants into abeyance for the duration of leave

iii.   Cover and support for maternity and adoption leave: returning to work

- A flexible approach to return-to-work following a period of absence, including maternity, carer and bereavement leave, is supported. Phased returns can be arranged on an individual basis, through discussion with the HoS, suiting staff needs. This has been provided for all staff who have requested. **(Section 6: Case studies)**

- Formal handback occurs between the maternity cover and returning staff member. Details of all teaching are discussed with and recorded by the DE to ensure smooth transition.

> ❖ **Action 3.7iv**: Where feasible, staff requests for lectures to be held during core working hours (10am-4pm) to facilitate child care/caring responsibilities will be facilitated

- **Impact** of previous actions: 100% of staff state their workload was adapted to make return from maternity easier (increased from 20% (2011)). All ATR staff are offered a 6-month teaching-free period on return, to focus on re-establishing research, e.g. "*I used the 6 months to improve my research track record resulting in 2 accepted research publications, 1 funded grant and setting up a new programme of research.*"

- Scholarly activities account for 20% of education staff work allocation, therefore, a pro-rata teaching free period of 3 months is applied.

- This period is anticipated to help enhance promotion prospects.

Room for improvement

- There is no stated policy to provide cover for PSS parental leave. Where possible, we intend to formalise cover for the duration of leave, to include a formal handover period both before and on return to work **(Action 2.3i).** Policies including flexibility in working patterns have already been successfully implemented (**Impact**: **Case Study - Lee-Anne Howell**).

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

iv.   Maternity return rate

- We have had 8 instances of maternity leave amongst academic staff and 3 instances amongst PSS (2015-2018).

- There is a 100% return rate for both categories. All returnees are still in post 18+ months after return.

- There have been no instances of staff not having their contracts renewed during maternity leave. Policies have enabled re-establishment of academic career (see **Impact,** Section 5.5iii)

v. Paternity, shared parental, adoption, and parental leave uptake

- Statutory entitlement for paternity leave is 10 days (full pay). QUB has extended this by 50%, providing 15 days.

- From 2015-2018, 10 members of staff (100% of those eligible) have taken the full paternity leave allocation (2 academic staff, 4 PDRFs, 4 PSS). Additionally, one PhD student took paternity leave (2016/2017). This maintains a 100% uptake since 2011, and demonstrates clear and well-disseminated policies within the School.

    o **Impact:** *"The SoP have been very supportive during my period of paternity leave, granting a combination of phased return, flexible and remote working, enabling work-life balance"*(AE)

Figure 26. *PhD Student Timothy Brannigan, who took paternity leave during his PhD, at graduation with his family.*

- To date, no SoP staff have applied for shared parental leave, however, SoP management are committed to supporting staff wishing to do so (**Action 2.1i**).

vi. Flexible working

- 9 female staff applied for flexible working (2015-2018): One PDRF (2015); 8 PSS (2015-18) e.g., to facilitate childcare responsibilities (**Case Study: Lee-Anne Howell**). All applications were approved.

- A small number of academic staff have formal flexible working arrangements, facilitating family life commitments (**Case Study: Michael Tunney**). This number is small primarily because outside normal teaching commitments, hours are already flexible. Staff are free to work from home, provided they are available for meetings and teaching/student contact.

- The majority of research supervisors recognise the importance of flexible working, applying this for research staff (**Case Study: Michael Tunney**)

- To facilitate career development opportunities, flexibility around working hours will allow staff to attend courses held outside their normal working pattern, in addition to ensuring part-time staff can undertake key roles (**Action 3.7ii&iii**)

- Responses to staff survey with respect to line manager support for flexible working indicate agreement in support of these policies (Females:81% (n=51); Males:78.9% (n=26))

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

- **Impact** of successful return-to-work policies: all staff have returned to protected full-time duties. Where staff have elected reduced working hours, no requests have been made to return to full-time hours. SoP remains supportive of such requests.

5.6. ORGANISATION AND CULTURE

i. Culture

- The SoP prides itself on an open, fair and transparent working environment. Among all staffing groups, we are advancing gender equality, ensuring implementation of SWAN principles.

- **Impact** of previous actions to increase SWAN impact: SAT now includes all grades of staff; HoS regularly meets with each staff grouping; all staff can attend SB and SWAN champions sit by rotation on SMB (SWAN is a standing item on both agendas), ensuring SWAN principles are embedded at all levels; Athena SWAN logo clearly displayed on School website and in School Foyer.

- Staff with children juggle the challenges of teaching commitments and student contact during school holidays, particularly half-term. We took the opportunity to commence term one week earlier in 2018/19. This enabled incorporation of a half-term "skills week" with minimum direct student contact (October 2018), allowing greater flexibility around childcare commitments and teaching. Staff without childcare commitments also appreciated the greater flexibility **(Action 3.2vi)**.

    - **Impact:**

        o *"The SWAN-driven alignment of the Semester 1 half-term reading week provides a welcome non-contact period allowing childcare responsibilities to be managed."*(ATR)

        o *"Academically, this was a really useful week to review and consolidate what I had learnt and get a head start on work we were about to start. It also provided time to revise for mid-term tests and have some rest."*(UG)

    - **Impact:** University-wide adoption (2019/20 onwards) of aligning reading week with half-term, ensuring minimal student contact to facilitate childcare commitments.

- There is an increased drive to foster a sense of community within the School with social activities within normal working hours, e.g. School BBQ; tea and buns post-SB (**Action 3.5**).

- **Impact**: Enables staff to get to know one-another on a personal level, *"Buns after SB are useful to get to know colleagues better. Anything that involves an activity is useful as it allows easy interaction with people you may not see on a daily basis"*. Females (62%) and males (65%) strongly agreed/agreed that social events held by the SoP helped to build relationships with colleagues.

- Comments indicated further social events would be welcomed, but in a more inclusive environment, e.g. *"social events during the day such as lunches and coffee mornings would be nice for those that often cannot make evening events due to children."* We therefore established a SoP Christmas lunch, held during core working hours, in a "neutral" venue (i.e. not a pub). The cost is significantly subsidised by the School.

  - **Impact**: Venue was filled to capacity in 2017 and 2018, with significantly increased attendance from academic staff and highly positive feedback.

  > ❖ **Action 3.5i:** Hold further all staff social events during core working hours in neutral venues (at least 2 per year)

Figure 27. *School of Pharmacy Christmas lunch*

- The SAT School Events WG organised an International Men's Day event, focussed on men's health; speakers included healthcare providers and cancer survivor. **Impact**: Well-attended, feedback overwhelmingly positive regarding content and social aspect, "*organise more of these events*".

- Our quarterly newsletter is used to celebrate staff success (e.g. promotions and awards, thus showing positive role models) and communicate items of interest (**Action 3.5iii**).

- We aim to be a welcoming place for all. Until recently, we had no specific policies relating to the trans community. SWAN champions, and other SAT members have participated in QUB transgender awareness training. **As a result,** all future research questionnaires and surveys, where gender is required, will include the appropriate wording for options beyond the binary male, female (e.g. male, female, prefer to

self-describe or prefer not to say)[5,6]. Furthermore, we have reassigned all 9 single cubicle toilet facilities as "All gender" rather than single-sex **(Action 3.4i&ii).**

Figure 28. Opening of *QUB Transgender training session by QUB Head of Diversity and Inclusion*

- 90% of staff "are aware of University policies relating to gender equality" (staff survey), increased from 75% in previous survey, demonstrating **impact** of effective dissemination. The recently introduced University Trans Equality Policy has been circulated to all staff, and the University regularly provides transgender and other gender-related staff training. Details are disseminated to all SoP staff by the Faculty SWAN administrator.

> ❖ **Action 3.4iii**: Maintain SoP staff awareness of policies and training events provided by QUB Diversity and Inclusion Unit, and by Queen's Gender Initiative.

- QUB proactively introduced mandatory comprehensive equality and diversity training for all staff ("Think difference. Act differently"), with input from external organisations, including: the Equality Commission; several Athena SWAN champions; and QUB Equality and Diversity staff (**Figure 29**). This is inclusive of all equality and diversity issues, promoting respect and fairness to all.

> ❖ **Action 3.4iv**: SWAN champions will ensure 100% staff uptake of equality and diversity training. Impact to be gauged by survey.

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[5] "Do ask, Do tell: Capturing identity on sexual orientation and gender identity globally". L. Pasterny, *Stonewall 2016.*

[6] Equality Challenge Unit: *Trans Staff and Students in HE and colleges: improving experiences, November 2016*

KEY LEARNING

- Sexual harassment, as with harassment on the grounds of any protected characteristic, is **always unacceptable** in the workplace.

- Managers have a responsibility to act appropriately, thoroughly and sensitively when they are aware of problems of sexual harassment.

- At Queen's University, we want employees to feel confident about speaking to their manager or HR representative about this unacceptable behaviour and without fearing negative repercussions.

Select **Next** to return to the challenges.

Figure 29. *Screenshot from a section of QUB "Think difference. Act differently" training*

- An equality and diversity lecture has been introduced for first year MPharm students, covering a range of diversity issues including gender, disability, culture and anti-discrimination.

- Cultural competency, equality and ethical issues are incorporated through all levels of the MPharm degree, e.g. student-led cultural awareness event to enhance UG integration, ethical debates.

> ❖ **Action 3.4v**: Equality and diversity lecture to be provided for all first year undergraduate students, including BSc students

- Previous actions aimed to tackle unconscious bias. Mandatory university-wide staff unconscious bias training has been introduced. **Impact** measured by survey (response rate: 48%, n=69):

    - 96% of respondents fully understand the term 'unconscious bias'; 70% believe that unconscious bias training should be mandatory (no gender differences)

    - Areas where respondents have applied/will apply training include: *"selection interviewing"*, *"introducing blinded abstracts"*, and *"not making assumptions about people or situations"*, indicating a positive change in culture (**Figure 30**). *"The training has caused me to slow down critical decision making"*

❖ **Action 3.3i**: Maintain 100% completion for SoP staff unconscious bias training. SM will personally meet with uncompliant staff to ensure completion.
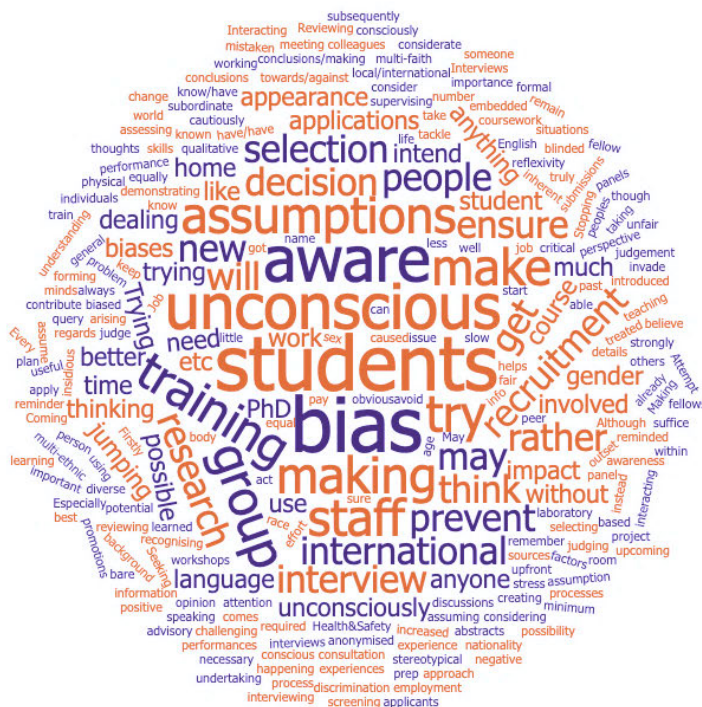

Figure 30. *Word cloud representing feedback from staff regarding how they have applied, or are planning to apply, their unconscious bias training.*

- Unconscious bias training, covering a range of biases, was piloted for all Level 1 students (MPharm and BSc) (Post-training questionnaire response n= 66)

  ▪ **Impact**: 89% of students stated that their awareness of unconscious bias was increased (Females:97.7%; Males:72.7%). Gender difference likely due to more males stating previous training. Unconscious bias training significantly influenced (Wilcoxin Signed Rank, p=0.009) students' IAT[7] scores in relation to career (3.24 post-training cf. 2.83 pre-training), where 1 and 7 indicate biases towards male and female associations, respectively.

❖ **Action 3.3ii:** Due to its success, unconscious bias training will be embedded within skills week for all Level 1 students**.** Unconscious bias principles to be reinforced later in the degree programme, ensuring continued impact. IAT reassessment to be conducted in Level 3 for all students.

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[7] Harvard Implicit Association Test. https://implicit.harvard.edu/implicit/

ii. HR policies

- QUB HR department provides extensive guidelines outlining policies to promote a positive, welcoming and inclusive place to work and study. We liaise closely with HR to ensure consistent application of these policies.

- The Faculty HR Business Partner assigned to the SoP meets with the HoS and SM for "sweep" meetings on a six-weekly basis. This ensures the School is fully informed on HR policies, providing a forum for discussion on any ongoing grievances and disciplinary processes.

- **Impact:** The majority of staff strongly agree/agree that the SoP makes it clear that inappropriate behaviour or offensive language is not acceptable (Females:66%; Males:73%). This perception was further supported by the question: "Concerns regarding harassment, bulling or offensive behaviour would be dealt with effectively" (Females:82.6%; Males:78.8%).

- All staff must complete mandatory Equality and Diversity training, as stated in 5.6i. We will ensure 100% compliance.(**Action 3.4iv**)

- QUB have trained staff members as anti-harassment advisors to provide a confidential information service for staff (2018). SoP staff can contact any advisor, allowing issues to be raised outside the School.

  > ❖ **Action 3.2iii**: Ensure at least one SoP staff member is trained as an anti-harassment advisor, to act as a point of contact within the School.

Room for improvement

- While it is encouraging that two-thirds of female staff feel that concerns surrounding professional behaviour would be appropriately dealt with, there remains scope for improvement.

  > ❖ **Action 3.2ii**: QUB Diversity and Inclusion Unit to deliver a presentation to all staff during SB, to remind staff what constitutes bullying and inappropriate behaviour, and reporting channels.

iii. Representation of men and women on committees

- Several underpinning principles define committee membership in the SoP, including academic/professional expertise, recognition of the need for committee experience for career-development, and gender balance. In some instances, committee membership may be dictated by University regulations.

- Committees within the School are broadly gender balanced (**Figure 31**), with the exception of the Research Committee (F:32%), reflecting gender imbalance at Professorial level. We anticipate a shift as more females gain promotion. This committee, however, has a female chair which may reduce the potential for bias. Of our 18 committees and sub-committees, 13 are chaired by females (72%), providing invaluable leadership opportunities.

- **Impact** of committee review every 3 years: increase in female committee membership from 45% (2015) to 50%. Recently a senior female academic was appointed as Chair of the Internationalisation Committee (**Action 1.6vi**).

- Within the School hierachy of management structure, SMB is the most influential. Other influential committees include: Education, Research, Internationalisation, Safety, Ethics and SAT. All committees provide monthly reports to SB. There is also an Examination Board.
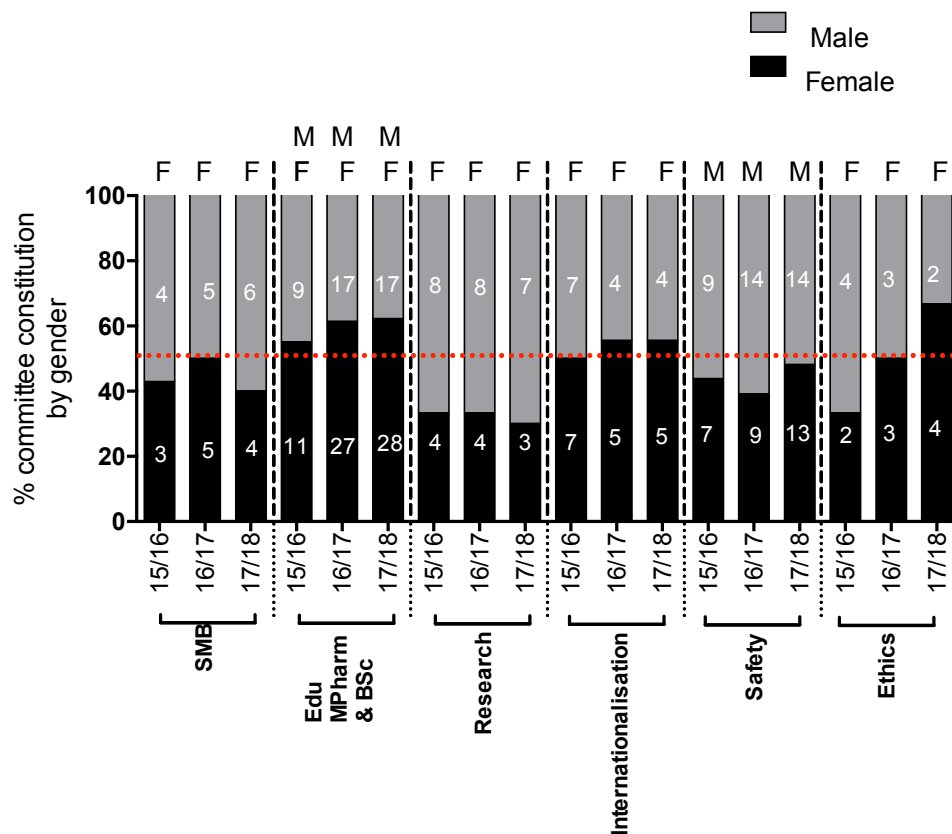

Figure 31. *Percentage of female and male staff on key decision-making committees. Absolute numbers are given on bars, and the gender of the chair(s) indicated above the bars. Note: Edu MPharm and BSc committee have a Chair for each degree pathway.*

iv.   Participation on influential external committees

- During appraisal, staff are encouraged to participate in external committees. Committee vacancies and eligibility are circulated by email and discussed during SB.

- Currently, 10 females and 5 males (including SWAN champions) sit on University committees external to the SoP. In some cases, these are *ex-officio* positions resulting from particular positions of responsibility within the SoP. SWAN champions sit by rotation on FEB (**Action 3.1i**)

> ❖ **Action 3.1ii**: Faculty SWAN Working Group to share examples of best practice across the Faculty
>
> ❖ **Action 3.1iii**: Each Faculty Working Group to include one SWAN champion from across the Faculty.

- The SoP nominates 2 members of staff (currently 1M, 1F) to sit on Academic Council, responsible for academic governance within the University.

- An **impact** of Faculty SWAN Committee discussions with FEB: SWAN champions will review minutes and attend Faculty sub-committees to address gender-relevant issues.

v. Workload model

- A Faculty-wide workload allocation model (WAM) has been in development since 2015. This attempts to account for the widely varying tasks, and associated time, required within each School of the Faculty. Considerable research is ongoing into the most effective models in other institutions, to establish best practice. The Faculty Working Group for WAM development includes a SoP SWAN champion, the Faculty Director of Operations and the Head of the University and College Union. Feedback will be sought from all Schools on a draft model prior to introduction of the final model.

> ❖ **Action 1.6 (i-iii):** Implementation, consultation and revision of the Faculty WAM

- A teaching-specific WAM was run in the interim, and in 2018 a SoP-specific WAM was formulated. It captures all academic staff teaching and administration roles (including SAT). Overarching principles: (i) it should provide a fair, reasonable and equitable distribution of work among staff, (ii) it should be primarily used identify over/under allocation of work (i.e. outliers) and (iii) it should be a transparent process for consulting with and allocating staff duties (**Action 1.6).** The model was circulated to staff for comment, reviewed by SMB and presented at SB in October 2017 for discussion.

- **Impact** of School WAM (2018/19):

  - Workload reductions: 12 staff (6F, 6M).

    - *"Benefits of workload reduction extended beyond simply reducing teaching hours, streamlining teaching content and markedly reducing associated administration"*(ATR)

  - Increase in workload: 10 staff (8F, 2M). 8 were new staff (started in/just before 17/18) receiving an initial allocation (6F, 2M).

  - As workloads are allocated based on job role, all staff now have the correct percentage for their role, with no gender difference.

> ❖ **Action 1.6v:** Opinion to be sought on the SoP WAM efficacy, transparency and fairness by survey, to more fully gauge impact.

vi. Timing of departmental meetings and social gatherings

- **Impact** of previous actions: All key School meetings (committees, SB etc.) are scheduled between 10am and 4pm. All meeting dates are circulated by email at the beginning of an academic year, providing adequate notice. 87% of staff agreed this occurs (Males:91%; Females:84%).

> ❖ **Action 3.7v:** Circulate annual reminder that all School meetings should be held between core working hours (10am-4pm)

- "Doodle poll" is used during the organisation of meetings to ensure a mutually convenient time is selected. (**Action 3.7i**)

- Social events and seminars are scheduled around lunchtime to facilitate staff with caring responsibilities (5.6i). Where the meeting extends over lunchtime, lunch is provided.

vii. Visibility of role models

- The School of Pharmacy has appointed its first female HoS, Prof. Hughes, who acts as a positive role model for aspiring female scientists.

- Female and male staff are used equally in School promotional material and activities. 82% of male and 90% of female staff strongly agreed/agreed with this statement (staff survey).

- We host a SWAN-badged seminar on International Women's day, bringing an influential role model to inspire, provoke and challenge current thinking (**Table 12**).

Table 12. *International Women's day speakers*

Year	Speaker
2017	Collette Goldrick (*ABPI Director*)
2018	Claire Thompson (*Deputy Chief Scientist RPS, CEO Agility Health*)
2019	David Hunter *(Consultant Gynaecologist)*

- The SAT School Policies WG reviews gender balance of the SoP research seminar invited speaker list, making recommendations where necessary (current list 5F, 4M).

- The three most recent guests of honour at our annual UG awards evening were leaders in Pharmacy, Science and Engineering (2 female, 1 male) (**Action 3.6ii**).

- The SoP undertakes considerable public engagement; therefore, the majority of our academic staff, and many research staff, have been involved in these events (e.g. STEMNET events at W5, Science Uncovered at the Ulster Museum, Soapbox Science events). Examples of these senior role models are featured in University recruitment and advertising campaigns**.**

- PDRFs, PhD students and a Lecturer(Education) led the most recent SoP-involvement at the NI Science Festival, providing role model visibility at each of these levels

> ❖ **Action 3.6i**: Ensure equal gender representation on invited speaker lists
>
> ❖ **Action 3.6iii:** Encourage all academic staff to participate in outreach activities such as STEM events, and to become STEM ambassadors
>
> ❖ **Action 3.6v**: Ensure no disparity in gender representation on University recruitment literature and publicity

Figure 32. *Prof. Helen McCarthy: promotional photograph used in a billboard advertising campaign promoting research at QUB.*

viii. Outreach activities

- All grades of staff are given equal opportunity to participate in SoP outreach activities during appraisal, by email and by advertising at SB. SoP open days routinely involve all staff (**Figure 33**). More females are involved, reflecting staff gender balance, without over-burdening male staff. More strategic outreach is planned with males visiting boys' schools, thus ensuring the most efficient use of resources. (see also 4.1ii)
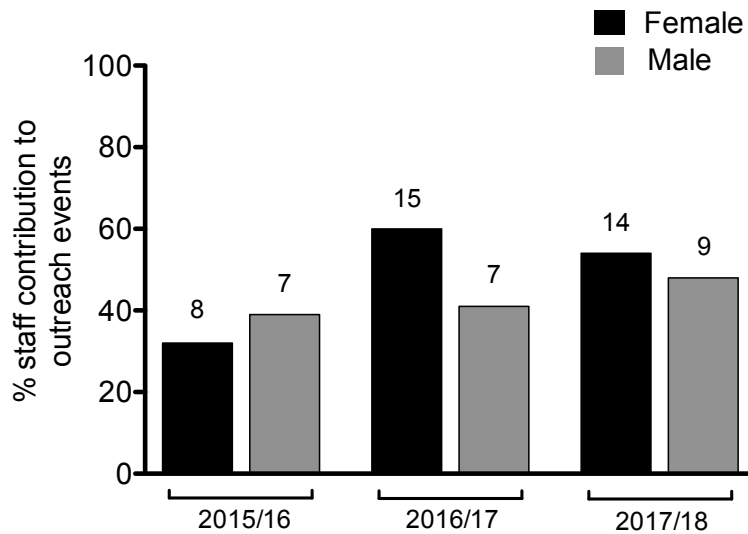
Figure 33. *Number of staff contributing to outreach events as a function of total number of staff for that gender, 2015-2018.*

- Other outreach activities include: Secondary school visits for careers events, STEM Ambassadors event (2015&2016) at W5 [local science museum: Science Uncovered (3F (two PDRF, one lecturer) and 1M (lecturer)) at Ulster museum], and Soapbox Science events (1 female professor, 2015).

- The majority of outreach events are during core working hours, therefore staff with caring responsibilities can participate. A small number take place in the evening, or on a Saturday. Participation is monitored to ensure even distribution where possible, whilst taking into consideration external commitments.

- **Impact** of lobbying from members of the SAT outreach committee at FEB: recruitment of a SoP outreach officer (4.1ii). A key role will be promotion of Pharmacy as career option for male UG students (**Action 1.2i&ii**).

- Males (80%) and females (69%) strongly agreed/agreed that their line manager valued their participation in non-research related activities (staff survey). Similarly, 76% of PG students felt their supervisor valued these types of activities. However, it was felt these activities are not appropriately acknowledged during appraisal (staff) or Annual Progress Review (PG).

- It is therefore important to ensure that staff are not overburdened with outreach activities through WAM (**Action 3.6iv**), and ensure appraisers are given instruction that such "good citizenship" is a requirement for promotion.

> ❖ **Action 3.6:** Ensure that School events and outreach programmes support SWAN charter principles.

6. **CASE STUDIES: IMPACT ON INDIVIDUALS**
Recommended word count: Silver 1000 words

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

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

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

6. Case studies: Word count: 853

Michael Tunney, Professor

I joined the SoP as a Lecturer in 2001 and was promoted to Senior Lecturer (2008), Reader (2010) and to a Chair in Clinical Pharmacy in 2013. I was appointed as Director of Research in the School in 2016.

With this additional responsibility and an ever-increasing workload associated with managing a number of large research studies, I was working late almost every evening and realised I needed a much more flexible working pattern to better suit the needs of my family. Following discussion with the HoS, I now start work late two days per week and early 3 days per week. I can now drop my children to school two mornings per week; moreover, as I start work much earlier on the other mornings, I am home in time every evening to have dinner with my family, help the children with homework and take them to sporting activities. This flexibility has helped me and my family re-establish an appropriate work-life balance which is key to success in work and family life. As a result of my personal experience, I also have a flexible working environment within my laboratory, with research staff and students working hours which best suit their family needs.

During 2018, my father was terminally ill and the support I received from the HoS and other SoP staff was excellent, ensuring I was not under additional pressure during an extremely difficult time. Mindful that I had to travel 2.5 h to help my mother care for my father, my HoS was extremely supportive and agreed that, when necessary, I could work remotely from my parents' home. This provided great reassurance for both myself and my mother. Following my father's death, I did not feel under any pressure to return to work as all issues requiring immediate attention, e.g. exam marking and admissions were taken care of in the School. This example of positive work/life balance, disseminated by SoP management, typifies the working culture now embedded across the School. Moreover, this caring and compassionate approach has continued since I returned to work with the HoS frequently checking as to my emotional well-being.

To further enhance my leadership skills, I was supported by my HoS to undertake the University Leadership Excellence Programme in 2017, alongside two female and one male member of staff. A key component of this programme is to undertake a group leadership project addressing a topic linked to the strategic priorities and core values of the University. As I have benefited from positive mentoring in my career development and aware of the SWAN principles in the School, I proposed and subsequently led a project group to develop proposals for a bespoke mentorship scheme for academic staff transitioning from Confirmation in Post to first promotion. This scheme has subsequently been adapted to develop a School of Pharmacy Mentorship Scheme for all staff, including PSS, which is an integral component of the School SWAN action plan.

Lee-Anne Howell, Clerical (Grade 5)

I started in the School of Pharmacy as a Grade 3 in August 2010. Immediately I felt supported by my SM. Within a few months the HoS and SM acknowledged that I was carrying out roles above my grade and was awarded an acting-up role.

In September 2012, I was encouraged by the DE and SM to apply for a Grade 5 position within the School. Being successful in my application was a massive confidence boost.

When I informed my SM I was pregnant in January 2014, she was extremely supportive and understanding with on-going hospital appointments and sometimes struggling to cope with the summer heat, work and carrying a baby. Throughout my pregnancy the support from my peers was greatly appreciated.

I took seven months' maternity leave and upon my return I was allowed to change my working pattern, allowing me to start and finish earlier. The flexibility with my working hours helped me and my family establish an appropriate work-life balance.

During 2015 and 2016 my sister was terminally ill with cancer, the support I received from my Office Manager, SM and HoS was amazing. I really don't think I would have got through such a difficult time without them and their caring approach.

In 2017, after discussions with my SM and partner I decided to reduce my hours to 33 hours per week, meaning I finish early three days a week. During the summer months I reduce my working hours to a four-day week, due to childcare issues. This has helped me immensely balance work/life commitments.

More recently, I have twice carried out acting-up roles to a Grade 7 – in 2017 and 2018. Both of which have given me different opportunities to gain more experience within the School and an administrative role.

Since the STAR awards were implemented (Nov 2018), my line manager has nominated me for a recognition award (£50 voucher), recognising my input to establishing an English language support group for our international PGR students. Throughout my time in the SoP, the support I have received has been brilliant, between every aspect of motherhood, career and family life in general. I feel very lucky to work in such a supportive department.

7. FURTHER INFORMATION

Recommended word count: Silver: 500 words: Word count: 154

The inclusion of PSS in the SWAN charter is welcomed given the invaluable contribution they make to the running of the School. The inclusion of all staff in decision-making committees e.g. SB has resulted in a unified feeling among staff and we anticipate that this will encourage momentum around existing and new Actions. PSS staff are increasingly valued at University level, evidenced through QUB being one of the founding signatories of the Science Council's Technician Commitment.

Addressing the gender imbalance of the professoriate is a key institutional priority for QUB, outlined in our recent Institutional SWAN Silver renewal (April 2017). There is still a gender imbalance at Professorial level within the SoP; however, this is improving. We are keen to promote the SoP as a welcoming place for all and see our SWAN Action Plan as a key way in which this can be demonstrated to ensure retention of current staff and attract new staff.

8. ACTION PLAN

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

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

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

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

Action	Rationale	Planned action	Responsibility	Timescale	Measure of Success
1.CAREER PROGRESSION					
1.1 Mentoring **Increase support within School in relation to promotion process for all staff (Academic and Academic support staff).**	*Our staff survey indicated that only 26% of staff had participated in a mentorship programme, and overall 70% would be interested in participating in one if it were available.*	i. All postgraduate, PDRF, PSS and academic staff will have the option of having a named mentor. ii. Mentorship training will be provided. iii. Mentorship programme will be designed to prepare staff for promotion and to ensure appropriate work life balance. iv. Mentoring schemes will be promoted through School SWAN website, newsletter, School Board, School social media accounts and email. v. Conduct annual SoP mentorship scheme assessment to evaluate benefits to staff, and	Scheme leaders: HoS; Mentoring lead; SWAN Champions	Training completed and first phase of scheme rolled-out: Sept 2018	1. Staff enrolled in formal mentorships increased from 26% to 62%. 2. Uptake from all staff grades including, Technical and Clerical, Academic-related, Lecturer, Senior Lecturer and Reader. 3. Positive feedback of the new mentorship scheme and probation mentorship from all participants. New mentorship scheme effectiveness will measured through annual scheme assessment. Probation mentorship scheme effectiveness measured through staff survey. 4. Recognition of mentor role in annual appraisal meetings, and time required to effectively fill

			implement change where required.			this role acknowledged in the development of Faculty WAM.

5. Promotion success rate among female and male candidates is currently high: expect this to continue and potentially improve. Aiming to increase number of SL from 4 to 6, and number of female Profs from 3 to 4 over the next SWAN cycle. |
| | | vi. | Seek to recognise role of mentor through WAM and appraisal. | | | |
| **1.2 Undergraduate and Postgraduate career development** | *Currently most UG/PGR experience of research is through final year projects (UG) or contact with research group PDRFs. Therefore, increased awareness and promotion of School doctoral and postdoctoral training schemes at key career transition points is required. In addition, we welcome more applications from males to the undergraduate degree* | i. | In order to encourage more applications to the MPharm from males, we plan to conduct several School outreach activities, designed to increase awareness of pharmacy as a career choice for male students. | Head of School; Director of Education; Outreach officer, Director of Research; Head of PGR | Scheme to be implemented 2019 | 1. Increase the number of male MPharm undergraduates by approximately 8% to national average (37%).

2. Increased representation from non-selecting secondary schools at open days.

3. Improved gender parity in MPharm degree class attainment.

4. A short-term measure of success at all levels will be good attendance at each career session (50% BSc, 25% MPharm). |
| | | ii. | Recognising the physical limitations of directly disseminating information, outreach officer to produce a pharmacy career information booklet specifically highlighting the potential of Pharmacy as a career | | | |

		option for males. Disseminate to all NI based secondary level careers teachers. iii. Academic delivery teams to facilitate mixed-sex groups and take efforts to avoid all male groups during group work sessions. iv. Establishment of Level 3 & 4 Education Attainment Working Group to identify barriers to male student attainment, developing actions supporting males specifically in pharmacy practice-related modules. v. UG: Annual informal career discussion session with final year MPharm and BSc students by current PGR students			MPharm lower due to defined career pathway. 5. Long-term, evidenced through increased transition from UG to PGR, PGR to PDRF. Attain gender parity within the PDRF cohort, ensuring equal progression prospects to academic positions. 6. As PGT courses are introduced, similar transition support will be introduced.

1.3. Academic Staff progression	*To increase number of applications for promotion and the success rate through a programme of mentorship and supportive appraisal.*	i. Ensure all appraisers continue to have recent appraisal training: Refresher training will be arranged every 3 years.	Appraisers, mentors and Head of School.	September 2019 - onwards	1. All staff are aware of eligibility requirements for promotion, and support measures are in place for those who are not considered eligible. This will include meeting with HoS. Assessed via survey.
		ii. HoS will remind all appraisers by email and at School Board, prior to the annual appraisal meetings, to ensure that promotion eligibility requirements and discussion around work life balance are a mandatory feature of the appraisal procedure.			2. Current (2018) promotion application rate is low (~10%) based on minimum eligibility criteria. Introduction of mentorship scheme, promotion discussions at appraisal and University re-evaluation of academic standards are expected to improve this rate. We aim to double application rate to ~20%.
		iii. Appraisers to promote use/uptake of mentorship scheme to facilitate promotion readiness.			3. At least maintain current promotion success rate of 88%.
		iv. Staff who have been unsuccessful in applying for promotion, will be invited to meet with HoS to discuss obstacles to progression and identify potential support structures.			4. Opportunities for career progression of staff on part-time contracts will be evidenced by improvement of part time staff responses on staff survey. 65% of staff felt

		v. Following appraisal, all eligible staff, meeting the academic standard of the new grade and exceeding the standards for their current grade, will be encouraged to apply for promotion at next available round, with support from HoS. vi. Promotion information (e.g. altered profiles) to be disseminated by HoS in advance of promotion rounds. vii. Provision of exemplar academic CVs, with CV-holder's permission, guiding applicants through the process. viii. Reasons for rejection of offered posts will be monitored by survey among all applicants ix. All job descriptions to include statement highlighting our commitment to Athena SWAN Charter.			satisfied with career development opportunities. We aim to increase this to 80%. 5. Increase numbers of academic staff agreeing that the appraisal process supports career progression from 50% to 70%, monitored by staff survey. 6. Determine any gender specific reasons for rejection of posts once offered. Reduce male post-rejection rate from 60% to 40%.
1.4 Postdoctoral Research Fellow (PDRF) Career progression	*The School acknowledges that due to the transient nature and temporary contracts of*	i. In consultation with PIs (principal investigators),	Line manager, DE	September 2019- onwards	1. Increased opportunities for PDRFs to gain experience in

	PDRA and PDRF positions, this cohort can feel disengaged and lack an obvious career pathway.	PDRFs will be given the opportunity to teach on undergraduate courses, and will be encouraged to seek Associate membership of the Higher Education Academy. ii. Where funding is available, PIs to continue to support PDRF applications to PGCHET course iii. Formal recognition of PhD supervision role. iv. SAT PDRF contributing to postdoctoral forum chaired by interim Pro-Vice Chancellor; discussions are aimed more closely aligning appraisal process with developmental needs of the PDRF cohort v. Appraisers to promote use/uptake of mentorship to facilitate career development and progression.			teaching at both post-graduate and undergraduate level. This is to prepare PDRF staff for applications to academic positions. Measured by increase in PDRFs undertaking teaching, and increased Associate Membership of the higher Education Academy (from 14%) to 30% of the PDRF cohort. 2. Increased number of PDRFs who feel that appraisal supports career progression, from 52% to 70%. 3. Increased number of PDRFs availing of mentorship, from 35% to 50%

1.5 Professional and support staff (PSS) career progression	*To support applications by, and progression readiness of, Professional and support staff to higher grade posts*	i. Continue to voice PSS concerns around career progression at Faculty and University level, through discussion with the PSS forum and at FEB. ii. Evaluate current training courses on offer for professional and support staff, and identify areas which are considered important for employability through discussion with the PSS forum. iii. Financial resource available to support technical and clerical staff to partake in training identified at appraisal and through mentorship (See also action point 1.1). iv. Contribution of research technicians to publications recognised.	School Manager, Chief Technician and Head of School.	2019 onwards	1. Increased number of successful applications to higher-grade posts- however dependant on availability of posts. 2. Increased satisfaction with career development pathways and appraisal among clerical and technical staff, as evidenced by staff survey; improve the value of appraisal to aid career development from 42% to 70%. 3. Increase % of staff who felt that training courses enhanced employability from 70% to 80%. 4. Research contributions (e.g. authorships of on publications, conference abstracts etc) will be monitored and successes highlighted in the SoP newsletter and social media.
1.6 Work Load Application (WAM)	*A SoP WAM was performed in 2018 to ensure fairness and transparency in the allocation of teaching and administrative duties. As a result of*	i. School of Pharmacy SWAN champions continue to input to Faculty WAM working group.	SWAN Champions, Head of School, Director of Education and School manager.	SoP WAM to be reviewed annually	1. Workload allocation is fair, transparent and gender balanced. Success will be measured as part of the staff culture

	University restructuring, a Faculty level WAM is currently under development, and is scheduled for roll out during 2019.	ii. Continued feedback from SWAN champions to SMB and School Board on the current status of Faculty WAM development. iii. Consultation exercise with staff to discuss current workloads and mapping onto the new Faculty WAM. Exercise to be repeated after one year to provide further feedback. iv. Outliers from SoP WAM data to be analysed for gender imbalance. v. Opinion to be sought on the SoP WAM efficacy, transparency and fairness by survey, to more fully gauge impact. vi. Committee structures to be reviewed during the three-year cycle to ensure transparent membership and Chair rotation. Address committee specific gender imbalance e.g. research.			survey, 70% staff satisfaction 2. Analysis of outliers from SoP WAM data indicates no gender imbalance. 3. Maintain overall SoP committee balance at 50% female to male. No committee to exceed 60% representation by one gender.

1.7 Recognising excellence	The University have recently introduced the new staff recognition award scheme. This offers a means to acknowledge good performance for all staff, particularly in relation to non-academic staff.	i. All individuals with line management responsibility should nominate staff with good or outstanding performance. Nominations can be submitted on a monthly basis. ii. Where appropriate, appraisers to encourage staff to apply for awards recognising achievements, e.g. QUB Staff Excellence Awards or Vice-Chancellor Research Prizes/QUB Teaching Awards.	Appraisers, HOS and line managers	Ongoing	1. Staff are nominated, and/or applying for awards schemes. Achieve high success rate for Staff Recognition award scheme. 2. Continued advertising of successes from these Awards through School social media, email and newsletter.
Action **2. Return to work**	*Rationale*	**Planned action**	**Responsibility**	**Timescale**	**Measure of Success**
2.1 Returning to work post career break – Academic staff	*Currently short-term recruitment of teaching staff is in place to cover teaching commitments during maternity leave and for 6 months post return to work for female academic and teaching only staff. We recognise that other factors may necessitate an extended period of leave.*	i. We plan to extend this action to cover all academic staff who wish to share parental or other long-term leave (e.g. carer/sick leave). No staff have currently applied for shared parental leave: we will invite HR to give a presentation at SB to publicize the scheme and gauge interest by survey.	Head of School, School Manager, Extended Leave Champion, SAT School Policies Working Group.	Ongoing	1. According to our staff survey, 88% of staff are aware of these polices, but future surveys will measure satisfaction with procedures in place. 2. Maintain our current high level of staff who return to work post-parental leave (100%). 3. Ensure parents who wish to take shared parental leave are given

		ii. Extended leave policies to be transparent and are easily accessible via the SWAN School website, and school newsletter.			equivalent support-gauge interest/awareness of the scheme by survey.
2.2 Returning to work post career break – PDRF staff	*PDRF staff – At present an extended period of absence (e.g. maternity, paternity or carers leave) is lost from the overall duration of contract.*	i. PIs will be required to explore with funding bodies the possibility of putting grants into abeyance for the duration of leave. ii. Extended leave policies to be transparent and are easily accessible via the SWAN School website.	Principal Investigators, SM, Extended Leave Champion, SAT School Policies Working Group, HoS	Jan 2018 – ongoing	1. Memorandum to PIs from HoS and Swan Champions to remind them that grants should be requested to be put into abeyance during the period of maternity leave, or to explore options with the funding body. 2. Evidence of grants being placed in abeyance during the period of maternity leave- this may lead to consideration by funding bodies, where this is not usual, to facilitate this action. 3. Maintain our current high level of staff who return to work post-parental leave (100%).
2.3 Returning to work post career break – Professional and Support Staff	*At present there is no stated policy to provide cover for career breaks for PSS.*	i. We intend to formalise cover for the duration of career break. This should include a formal two-week handover period both before and on return to work.	School Manager, Chief Technician and Head of School, Extended Leave Champion	May 2019 – onwards	1. Formalised policy publicised within the SOP to provide career break cover for all PSS.

					2. Maintain our current high level of staff who return to work post-parental leave (100%).
		ii. Extended leave policies to be transparent and are easily accessible via the SWAN School website.			
2.4 Extended leave champion role	*Taking parental or carer leave can be a challenging process: we want to ensure that staff are supported throughout the period prior to taking leave, during leave and on return. Practically, this Champion will provide up-to-date information about policies and procedures available through the SoP and the university.*	i. Extended Leave Champion to continue to update factsheet and organise expert advice session from local charity organisations e.g. *Carers NI, Parenting NI*	Head of School and Extended Leave Champion; SAT School Policies Working Group	January 2018	1. Advice/information held within the School on issues relating to extended leave e.g. Tax-Free Childcare, etc. 2. Benefit of Extended Leave Champion role measure by staff survey.
Action **3. Embedding of SWAN charter**	*Rationale*	**Planned action**	**Responsibility**	**Timescale**	**Measure of Success**
3.1 Formal recognition of SWAN principles across all levels of Faculty and School management.	*To embed SWAN principles at all levels of decision and policy making, at both the local level and across Faculty.*	i. SWAN champions from all Schools to sit by rotation on Faculty Executive Board. ii. Faculty SWAN Working Group to share examples of best practice across the faculty. iii. Each Faculty Working Group to include one SWAN champion from across the Faculty Schools.	SWAN champions; School Management committee and Faculty Executive Board	Ongoing	1. SWAN principles and guidance actively sought at Faculty level and School management, and is a standing item on the agenda. SoP SWAN champions are key members of Faculty Working Groups developing e.g. the WAM, and together with other Schools within the Faculty, are working on developing a Faculty-wide Action Plan.

		iv. Future SWAN champions will shadow existing champions for a three month period to ensure smooth transition.			2. Application of a "SWAN filter" on policy making processes at School and Faculty level will ultimately contribute to: • Increased female representation at Faculty committee level, where there is currently an over-representation of males. • Increased numbers of female professors across the Faculty, where there is currently an over-representation of males. • Increased numbers of females in senior University management positions, where there is currently an over-representation of males.
3.2 Ensure SWAN is appropriately embedded across all levels of staff, including PSS.	*To embed SWAN principles at all levels of decision and policy making, at both the local level and across Faculty.*	i. SAT composition to continue to include representatives of all grades of staff and post-graduate students. ii. QUB Diversity and Inclusion Unit to deliver a presentation to all	HOS, School Manager, Chief Technician and SWAN champions, DEs	Sept 2018 ongoing	1. Increased contribution from all staff to decision making processes. We aim for 60% of staff feeling that they have access to decision making processes through presence at SB.

		staff during SB, to remind staff what constitutes bullying and inappropriate behaviour, and the appropriate reporting channels. iii. Ensure at least one SoP staff member is trained as an anti-harassment advisor, to act as a point of contact within the School iv. We will deliver an information session for all staff to present the action plan and obtain feedback from all staff within the School. v. Raise awareness of SWAN suggestion box within the homepage as an anonymous means for staff to raise relevant issues. vi. To monitor the continuing impact of the academic year restructure, allowing removal of direct student contact during half term School break,			2. Delivery of SWAN information session detailing key action plan points. June 2019. 3. Increased recognition of SWAN suggestion box (measured by staff survey). Increased use of suggestion box as a means of raising issues. 4. Success of the contact-free half-term week; measured by staff survey. We anticipate that this will relieve some of the stress associated with childcare issues around this time. 5. Staff satisfaction with induction processes and handbook, measured by survey

		thereby facilitating child care arrangements. vii. Continued update of staff-specific induction handbooks (academic, clerical, technical) in relation to changing policies.			
3.3 Tackling bias when making decisions	*An action point from our previous Action Plan was to ensure that there was awareness of potential for unconscious gender-bias and diversity related issues in decision making processes e.g. at shortlisting*	i. Mandatory training for all staff via Queen's online training platform. Uptake will be monitored by School manager (SM). SM will personally meet with non-compliant staff to ensure completion. ii. Unconscious bias training was piloted with the Level 1 cohort in October 2018. Based on positive feedback, this will be embedded within the Level 1 skills week training for all students. Unconscious bias principles to be reinforced later in the degree programme, ensuring continued impact. IAT reassessment to be	HOS, School Manager, DE.	Ongoing	1. We seek to maintain our high level of Unconscious bias training (currently at 100%), similarly for our "Think Difference, Act Differently" diversity training. 2. All Level 1 students receive unconscious bias training at the outset of professional training.

		conducted in Level 3 for all students.			
3.4 Ensuring inclusivity for all, regardless of gender, including those who identify as transgender.	*Currently there is a QUB Equality and Diversity Policy, and a QUB Trans Gender Equality policy. We plan to ensure that the School of Pharmacy continues to be a welcoming and respectful environment to all, and that staff are aware of all University policies and associated training events.*	i. All School questionnaires to include more than binary options in respect of gender. ii. Reassignment of single occupancy toilet facilities as all gender iii. All SoP staff to be kept aware of policies and training events provided by QUB Diversity and Inclusion Unit, and by Queen's Gender Initiative. iv. All staff to be reminded to complete QUB mandatory Equality and Diversity training. v. All first year undergraduate students to receive equality and diversity lecture (MPharm and BSc)	SAT team, SWAN Champions, Head of School, DE	June 2018-ongoing	1. Memo to all staff undertaking survey work where gender demographics are required, to include more than binary options and informing them of the recommended wording. Ensure that gender is only required on School surveys where this is an outcome measure of the intended survey. 2. All single occupancy toilets within the School have now been reassigned as all gender facilities. 3. Email sent to all staff to highlight the QUB Diversity and Inclusion, and the Queen's Gender Initiative websites. Links to both included on the SoP SWAN website to ensure easy access. 4. Faculty SWAN administrator to continue to notify SoP staff of training provided by both units.

| | | | | | 5. 100% uptake of Equality and Diversity training by all staff. Gauge impact by staff survey.

6. Inclusion of equality and diversity training for all UG students |
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| **3.5 To foster a spirit of collegiality and celebrate success by running School social events.** | *To increase a sense of community within the School of Pharmacy, promoting integration between all staff in neutral, welcoming environment.* | i. In recognising the importance of social interaction to create a positive working environment, we will endeavour to hold two all-staff social events per year. These will be held during core working hours in a neutral venue.

ii. Provision of refreshments after each School Board (monthly) to encourage collegiality.

iii. Maintain quarterly School newsletter to communicate success stories and general items of interest. | HOS, School Manager, SAT Collegiality and Successes Working Group | June 2017 – onwards | 1. Christmas lunch held annually to which all staff are invited. To be held in QUB: this is a neutral venue and will be held at lunch time to facilitate staff with childcare/caring responsibilities. It is also heavily subsidised by the SoP to encourage all staff to attend. Another event will be organised at the end of the academic year.

2. Feedback from the staff survey indicates that these measures have been widely welcomed by staff as useful networking opportunities (62% of staff agreed that this was the case). We aim to increase this percentage to 75%. |
| **3.6 Ensure that School events and out-reach programmes support** | *To present an outward facing acknowledgment of the integration of fairness,* | i. Seminar series: Ensure a gender balanced speaker list. | HOS, School Manager, DE, DR, SAT School Events & Outreach WG | Ongoing | 1. A gender balanced speaker list has been achieved (4 Male, 5 |

SWAN charter principles	*equality and diversity issues with the School of Pharmacy*	ii.	Annual undergraduate Prize giving: Continue to invite successful role models to inspire undergraduate students, ensuring gender balance.			Female). We will ensure balanced representation continues.
		iii.	Encourage all staff (research, PSS and academic) to participate in outreach activities such as STEM events, and to become STEM ambassadors.			2. Guests of honour at the three most recent prizegivings have been in significant leadership roles both inside and outside the University (Ms Colette Goldrick, Director Association of British Pharmaceutical Industries in Northern Ireland; Prof Su Taylor, Dean of Research, Civil Engineering, QUB; Dr Terry Maguire, a recognised pioneer in the development of pharmacy services in the UK and beyond).
		iv.	Ensure staff are contributing to, but not over-burdened with School outreach activities. To be reviewed through WAM, and appropriately acknowledged through mentorship programme and appraisal.			
		v.	Continue to monitor gender representation on University recruitment literature and publicity. Intervene where disparity is noted.			3. Successful STEM outreach activities have been held both internally and externally and led by senior academics and PSS staff - we plan to continue this. Recognition provided to all involved, irrespective of position or grade, and discussed at appraisal.

					4.Equal gender representation on University recruitment literature and publicity.

5. In our staff survey, 72% of staff felt that their line manager valued their participation in non-research of activities, but only 52% of staff felt these were appropriately recognised at appraisal. We aim to increase this percentage to 75%, through formal recognition of these activities in the WAM. |
| **3.7 Improving awareness of flexible working hours policy** | *Only 39% of staff agreed that staff working on part time basis had the same career development opportunities as full-time staff. Clearly the School has much work to do to improve this* | i. Use of e.g. "Doodle poll" to schedule meetings that are mutually convenient for part time and full-time staff.

ii. Ensure flexibility in part-time working hours so that staff can attend courses which may be beneficial for their career development but held outside their normal working pattern.

iii. Ensure that part-time staff are assigned appropriate key roles to | HOS, DE, School Manager | September 2018 - onwards | 1. Support for part-time staff to alter working arrangements to allow them to attend necessary courses: evidenced by increased number of part-time staff attending these courses. Increase the % of PT staff who felt they were encouraged by the SoP to attend training courses from 58% to 70%. 2. Reminders circulated to ensure that no meetings are held outside these core hours. All School meetings held between 10am and 4pm. |

		ensures they can gain the required experience for career progression			3. Where staff have caring responsibilities, where feasible lectures are scheduled during core working hours.
		iv. Where feasible, staff requests for lectures to be held during core hours to facilitate child care/caring responsibilities will be facilitated.			
		v. Circulate annual reminder that all School meetings should be held between core working hours (10 am – 4 pm).			
3.8 Beacon activities	*To disseminate best practice between Schools of Pharmacy and adopt relevant strategies for future action plans.*	Establish an Irish Schools of Pharmacy SWAN champions network.	HoS, Swan champions	Autumn 2019	1. Host the inaugural Irish Schools of Pharmacy SWAN conference at QUB to discuss pertinent SWAN issues relevant to Schools of Pharmacy in Ireland.