



**Department
Application**
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Nottingham	
Department	Pharmacy	
Focus of department	STEMM	
Date of application	November 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: July 2018	Level: Silver
Contact for application <small>Must be based in the department</small>	Cornelia H. de Moor	
Email	Cornelia.de_moor@nottingham.ac.uk	
Telephone	0115 9515041	
Departmental website	https://nottingham.ac.uk/pharmacy	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



**University of
Nottingham**
UK | CHINA | MALAYSIA

Faculty of Science
School of Pharmacy
University Park
Nottingham
NG7 2RD

Tel: +44 (0)115 951 5048

Email: clive.roberts@nottingham.ac.uk

26 September 2018

Clive Roberts
Professor of Pharmaceutical Nanotechnology
Head of School of Pharmacy

Re: Letter of support for School of Pharmacy Athena SWAN Silver Award application

Dear Dr Gilligan,

I am proud to support this application for an Athena SWAN Silver Award which builds on the impact of our 2015 Bronze Award. Our School is rooted in healthcare and as a global leader in the internationalisation of education has equality high on its agenda. The information presented (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

I am an active member of the School's Equality and Diversity Committee, a committee that comprises undergraduate and postgraduate students and colleagues from technical, administrative and academic job families, as well as an external member. To raise the profile of EDI across the School, all School Committees, Research Division and Staff meetings have this as an agenda item. The School has augmented University practices with its own resources to support family and caring-friendly policies, such as flexible working and maternity leave for postgraduate students. All staff in the School have been empowered to put forward new ideas to improve our ways of working and many have been implemented by the School.

We have worked to ensure that our recruitment activities encourage diversity in our applications and are gender neutral. One notable success has been the improvement in the gender balance of our early-carer research staff, increasing from 24% female in 2013-2014 to 50% in 2016-2017. I have personally identified and mentored female staff at key career transition points and supported them to receive development coaching. This has included significant opportunities of leadership for those not yet at Professorial level, supporting the promotion of female staff to Associate Professor and Professor. We believe that these and other measures contributed to the School achieving the highest satisfaction ranking of any major School in the University in the 2017 Staff-Engagement Survey.

Despite some successes, we realise that challenges remain, such as meeting the career and life-work balance expectations of female postgraduate research students and research staff. To help achieve this we propose to increase the awareness of our augmented maternity arrangements, to further improve the wording of our standard job adverts and to increase the number and quality of workshops on practical diversity and ways of working. We also need to improve the progression of women to senior academic positions in the School, with increasing female staff at Professorial level a

priority. We recognise that this is a systemic issue and whilst we are making some progress with improved support, training and communications to our female staff this area requires new thinking to keep seeing improvements. We hence aim to improve our processes to identify potential female leaders and to formalise our current ad hoc career progression mentoring.

This work is driven by the goal of building on and embedding new good practices in the School. I hope that you will see that our School is passionate about equality. Our Action Plan will serve as our roadmap which we will resource and deliver with the engagement of the whole School with University guidance. I look forward to leading the School forward on this essential agenda.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'C Roberts', with a stylized flourish at the end.

Professor Clive Roberts
Head of School of Pharmacy
[534 words]

Abbreviations used in this application

Staff belonging to the Research and Teaching job family are abbreviated to R&T. Job family sub-groups and levels are detailed in Table 1. For ease of reference in our commentary we have used abbreviations to identify staff groups, e.g. R&T-R4 is early-career research staff, R&T-A7 is professorial staff.

	Research-focussed (R&T-R)	Teaching-focussed (R&T-T)	Research and Teaching (R&T-A)
Level 4	Research Assistant/ Associate/ Fellow (depending on PhD status) R&T-R4	Teaching Assistant/ Associate R&T-T4	
Level 5	Senior Research Fellow R&T-R5	Assistant Professor R&T-T5	Assistant Professor R&T-A5
Level 6	Principal Research Fellow R&T-R6	Associate Professor R&T-T6	Associate Professor R&T-A6
Level 7	Professor R&T-R7	Professor R&T-T7	Professor R&T-A7

Table 1. Abbreviations used for research and teaching staff.

A range of other acronyms have been use as detailed in Table 2.

APM	Administrative, Professional and Managerial staff – part of our professional and support staff group
EDC	The School's Equality and Diversity Committee
EDI	Equality, Diversity and Inclusion
ECR	Early career researcher, early postdoctoral career researcher
HoS	Head of School (Clive Roberts)
HoO	Head of Operations (Katherine Tallant)
PDPR	Personal Development and Performance Review
PGR	Postgraduate research students
PGT	Postgraduate taught students
TS	Technical Services staff – part of our professional and support staff group
UG	Undergraduate students
WLP	Workload Plan – our workload model

Table 2. Acronyms used in the application.

[66 words exc. tables]

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Pharmacy in Nottingham is a world leading centre for teaching and research, ranking as 6th in the QS world ranking (2018) and 5th in the Research Excellence Framework 2014 for Nursing and Allied Health Professions. The School comprises a very wide variety of disciplines, from social scientists to biophysicists.

However, for historical reasons, our pharmacology colleagues (18 academics), with whom we research and teach extensively, are located in the School of Life Sciences and included in that Athena Swan application, rather than in ours. A summary of our staff and students is provided in Table 3.

The School is organised as shown in Figure 1. Not shown here, but noted, is that the School is part of the Faculty of Science and is supported by the Pro-Vice-Chancellor for Science and his team to whom the HoS reports. The Chair of the School EDC sits on the Faculty EDI Committee.

The Teaching and Learning Committee of the School coordinates teaching, with the strategic responsibilities lying with the Director of Teaching and Learning, the Programme Directors of the five courses, the MPharm lead from the School of Life Sciences and the School Exams Officer. The School has 866 undergraduate and taught postgraduate students in the UK in total. Several new courses are in development or have been rolled out in recent years. This includes our collaboration with Tianjin University of Traditional Chinese Medicine in China to deliver the BSc International Pharmacy course, which started in 2015. As these students did not arrive in Nottingham until the 2017/2018 academic year they are not part of the reviewed period.

Research strategy is developed by the School Research Committee which is led by the Director of Research and Knowledge Exchange, key members being the heads of the five research divisions and the chair of the post-graduate committee. A total of 144 PhD students and 55 postdoctoral researchers help deliver our world-class research.

Both teaching and research is coordinated with the School of Pharmacy at the University of Nottingham Malaysia Campus (henceforth Malaysia). Most committees include representatives from Malaysia and teaching of the MPharm degree at both sites is led by joint module convenors. Pharmacy in Malaysia is, however a distinct organisation and not part of this application.

Teaching and Research are ably supported by our administrative and technical staff. A University reorganisation of administrative support in 2016 saw the transfer of seven posts from the School's line management to central Student Services, though the staff remain physically located in the School and are fully included in School's professional and social activities. Technical staff support teaching and research.

The overall leadership responsibility lies with the HoS supported by the Head of Operations (HoO). The School Management Committee, which devises School strategy, is chaired by the HoS. Other members include the HoO, Director of Teaching and Learning, the Director of Research, the five heads of the research divisions, and the Chair of the Postgraduate Committee.

Line management in the School is as follows:

- HoS line manages professorial staff and the HoO
- Heads of the Research Divisions line manage academics at levels 5 and 6
- The leading academic for an externally funded project manages level 4 and 5 research staff
- HoO line manages administrative and technical staff

[542 words]

Job Family/ Student type	Female	Male	Total number (headcount)
Research & Teaching (R&T-A and R&T-T)	33%	67%	52
Administrative, Professional & Managerial (APM)	83%	17%	18
Technical Services (TS)	63%	37%	16
Postdoctoral Researchers (R&T-R)	49%	51%	55
Research Postgraduate students (MRes, MPhil, PhD)	47%	53%	144
Taught Postgraduate Students (MSc)	65%	41%	18
Undergraduate students (MPharm and MSci)	69%	31%	848

Table 3. The School of Pharmacy in September 2017 at a glance

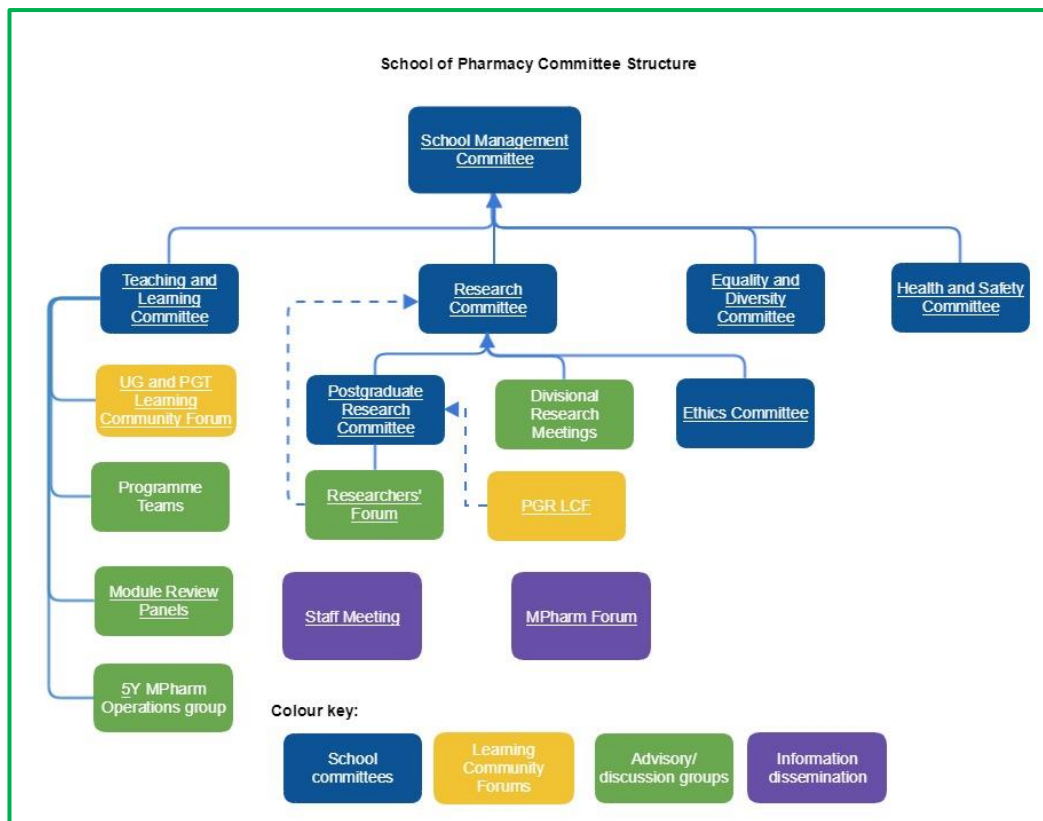


Figure 1. School organisation chart.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team



Image 1. The Equality and Diversity Committee. From L-R: Christine, Elizabeth, Katherine, Pavel, Barbara, Julie, Esme, Shaun, Franco, Hyun, Alshaimaa, Peter, Cornelia (Clive taking the photo)

Members of the self-assessment team are drawn from the School's Equality and Diversity Committee (see below – SAT members in shaded boxes) and are approached based on their diversity, experience and expertise. Details of their roles and work/life balance are given in Table 2. For all staff, membership of the SAT is included in their workload plan (see 6.5(v)) or considered as part of their development goals (APM see 5.4(ii)).

[69 words]

Name	Position and role on EDC and SAT	Gender	Work-life balance
Aiysha Raoof	Undergraduate	Female	Unavailable for comment
Alshaimaa Almehmady	PhD student	Female	Unavailable for comment
Christy Grainger-Boulby	Level 4 Technician	Female	Pharmacy was very supportive of improving my work life balance. This enabled me to perform my duties to the utmost.
Clive Roberts	Level 7 Professor Head of School (HoS)	Male	My leadership role can be challenging to manage. However, I strongly believe that a healthy family/social life is important for everyone.
Cornelia de Moor	Level 6 Associate Professor Chair of EDC and SAT	Female	As passionate researcher I willingly work long hours. The School climate still enables me to be active in a church.
David Scurr	Level 6 Research Fellow	Male	As a dual career household, parental responsibilities are shared equally and flexible working has allowed me a good work-life balance.
Divneet Kaur	Postdoctoral Researcher	Female	My role gives me flexible working hours which helps me in maintain a healthy balance at home and work.

Dong-Hyun Kim	Level 5 Assistant Professor	Male	My work schedule is busy but the School is very supportive. I now have more family time in the evenings!
Elizabeth Hufton	Level 4 EPSRC Project Manager	Female	As a Project Manager I support a large EPSRC Programme Grant and train for triathlons in my personal life.
Esme Ireson	Level 2 Technician	Female	I'm a Research Support Technician; I swim four times a week (before/after work) and have just started learning Russian.
Franco Falcone	Level 6 Associate Professor	Male	Work and life interweave forming a busy human existence. I appreciate the School's efforts to help make a harmonious pattern
Mohamed Hasan	Undergraduate	Male	Unavailable for comment.
Julie Woodhouse	Level 3 PA to Head of Operations	Female	Working part-time as PA to Head of Operations enables me to balance work commitments really well with family life.
Katherine Tallant	Level 6 Head of Operations (HoO)	Female	I have a flexible working agreement to enable me to do school runs and attend meetings/events at my daughter's school.
Lisa White	Level 5 Anne McLaren Research Fellow	Female	With three children and a busy partner, the School ethos allows me to balance my passion for research with parenting.
Pavel Gershkovich	Level 5 Assistant Professor	Male	Busy work schedule as an academic still allows me to do things I enjoy, including travelling and learning new languages
Peter Fischer	Level 7 Professor	Male	My wife and I no longer have caring commitments. We enjoy many activities, facilitated by the culture in the School.
Shaun Beebe	Level 6 Head of Operations Physics and Astronomy	Male	Shaun is the Head of Operations for the School of Physics and Astronomy and is married with two grown-up daughters.

Table 4. The Equality and Diversity Committee and Self-Assessment Team (highlighted in grey)



Image 2. The Self-Assessment Team. From L-R: Clive, Peter, Lisa, Cornelia, Katherine, David.

(ii) an account of the self-assessment process

For most of the time since our last submission, the functions of the self-assessment team (SAT) have been undertaken by the School Equality and Diversity Committee (EDC), which considers and analyses EDI data including surveys, organises training and

events, keeps track of the Action Plan and makes recommendations to other School committees regarding policy and practice. The EDC reports to the School Management Committee via the HoO and the Chair of the EDC gives a report at each whole-School staff meeting (3 meetings a year). These reports provide opportunities for all staff to contribute to the School's EDI plans. There is exchange of best practice with Pharmacy in Malaysia.

In September 2016, Dr Cornelia de Moor took over from Dr Li-Chia Chen as chair of the EDC and therefore also the SAT. Dr de Moor attends both Faculty and University EDI meetings at which representatives from schools and professional services share practice, discuss concerns and develop initiatives to address them.

The EDC grew with further representatives from the technical and administrative job families and undergraduate and postgraduate members. In 2017 we also invited Shaun Beebe, HoO in the School of Physics and Astronomy (Silver Athena SWAN award holders) to join the EDC to act as a 'critical friend' from a cognate School with a higher Athena SWAN Award. Professor Peter Fischer joined as an additional senior member of academic staff and vice chair of the EDC.

The EDC meets as a whole group every 2 months and for the last year has also met as sub-groups to focus on particular areas. In preparation for this submission the SAT was formed as a distinct sub-group of the EDC and has met monthly in person. Members of the SAT have focussed on the analysis of data and writing the application. Work on the submission outside meetings has been facilitated by the use of an Office 365 SharePoint site to hold data securely and enable real-time collaborative working.

Annual staff and student data are released by the University in the autumn semester. These data are becoming richer every year, allowing the analysis of, for example, intersectionality in addition to the standard pipeline and staff by role and grade analyses. Because of the associated data protection concerns, only three trained people have direct access to the full Tableau datasets in our School: Katherine Tallant, Cornelia de Moor and Franco Falcone (who heads the Ethnicity Group of the EDC). As the data from the University are released in October, when several of us have teaching commitments, we decided to not include the 2017/2018 data in this application and we are therefore reporting on the academic years 2014/2015, 2015/2016 and 2016/2017, thus having one year overlap with our 2015 application.

We collected equality, diversity and inclusion (EDI) surveys in 2015, 2016 and 2018 with a range of questions covering issues such as part-time working, awareness of policies, workload, unfavourable treatment and the working environment. Survey questions were tailored to suit each staff and student group (Academic, Research, Administrative & Technical, postgraduate students). As a University EDI survey was planned for the same period in 2017 we did not run School surveys that year. While data was released by gender it could not also be broken down by staff group because of data protection issues. Nevertheless, our School surveys are now spanning 4 years and yield data that enable us to establish trends.

[570 words]

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

Following submission, the SAT will meet every two months as a sub-group of the EDC to monitor implementation of the action plan, analyse student and staff data (including surveys) and report to the EDC meetings.

[35 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

The School of Pharmacy is part of the Faculty of Science. The School is equally committed to delivering world class research and teaching and all academic members of staff contribute to both aspects. There is strong collegiality, both among the staff and the students, which is regularly remarked upon by our external examiners and the accreditation teams from the General Pharmaceutical Council (GPhC). Across all staff groups, 35% hold a foreign passport and 25% identify as BME.

Our undergraduate students are from very diverse ethnic backgrounds and nationalities, 68% identify as BME and 44% are overseas for fee purposes (at March 2017). The MPharm course encompasses a significant amount of equality and diversity material as part of the professional training, meeting or exceeding all the requirements of the General Pharmaceutical Council (Full accreditation no conditions, 2018). The School is strongly committed to provide appropriate pastoral care for all students through our tutor system, which is integral to our courses. In addition, our welfare officer, student disability liaison officer, PGR tutors and undergraduate senior tutors give advice and guidance in more complex situations. The student society, PharmSoc aims to unite all our students and participates in the welcome events for the third year Malaysian students. Our students are very active in the British Pharmaceutical Students' Association (BPSA) and Nottingham has won the right to host the 77th BPSA National Conference in 2019.

[231 words]



Image 3. The Nottingham student delegates at the 2018 BPSA conference

4.1 Student data

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

All data presented in graphs and tables are headcount.

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

n/a

[1 word]

(ii) Numbers of undergraduate students by gender

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

Most of our students are doing one of our MPharm degrees, which prepares them for registration as a pharmacist (Table 5). The annual intake of MPharm students in Nottingham is typically around 180, with some 50 students joining from our sister School of Pharmacy in Malaysia in the third year. The UK accredited teaching in Malaysia and Nottingham is tightly coordinated to facilitate a smooth transition.

	course duration (years)	course started in	Institution (years of study)	Short description
MPharm 4	4	2012 in its current form	Nottingham (1-4)	The main course that qualifies for pre-registration after graduation
MPharm 5	5	2012	Nottingham (1-5)	Nearly identical to the MPharm 4, but with an integrated pre-registration year
MPharm 2+2	4	2012 in its current form	Malaysia (1-2) Nottingham (3-4)	Identical to the MPharm 4, with the first two years are delivered in at the University of Nottingham in Malaysia
BSc International Pharmacy	6	2016	Tianjin (1-2) Nottingham (3-4) Tianjin (5)	2 years in China followed by 2 years of training in Nottingham before returning to China
MSci Pharmaceutical Sciences	4	2017	Nottingham (1-4)	Includes an integrated year in industry

Table 5. Courses delivered by the School of Pharmacy

In 2016 we started a joint BSc course with Tianjin University of Traditional Chinese Medicine (TUTCM) with 22 students arriving in September 2017 (17F: 5M). Although the entry requirements are agreed with the School, admissions are managed by TUTCM so we have not included these students in our admissions data or commentary. The first cohort of our new MSci degree course in Pharmaceutical Sciences with a Year in Industry started in September 2017 (6F:

7M). These students are included in our admissions data but in not our current students.

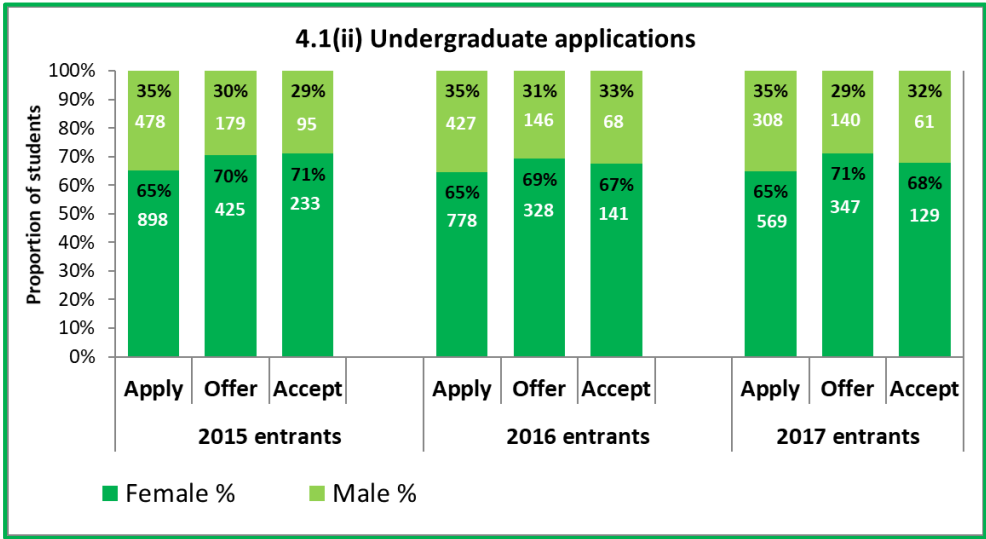


Figure 2. Gender balance of undergraduate recruitment in Nottingham

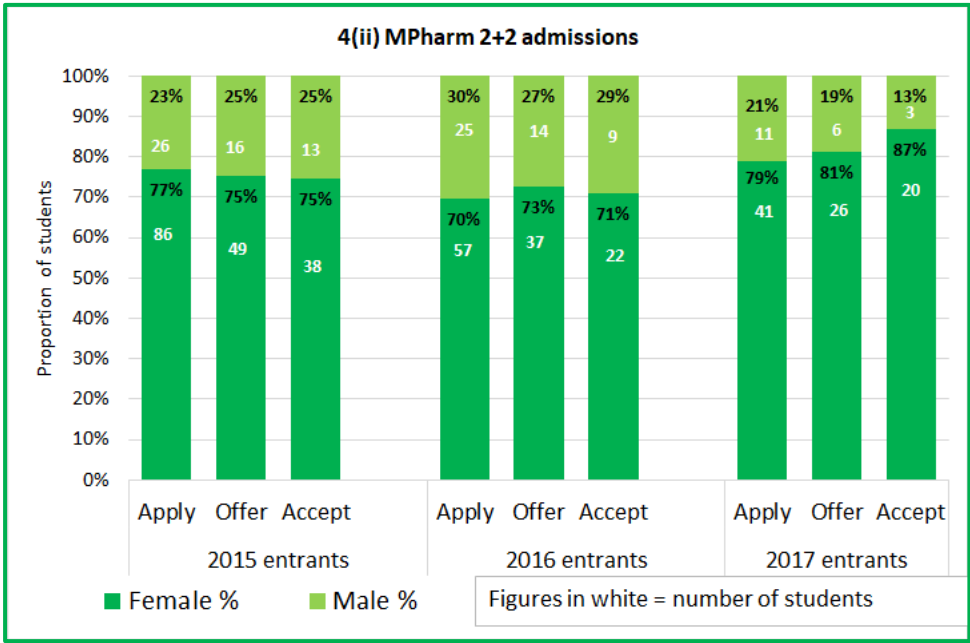


Figure 3. Gender balance of undergraduate recruitment for the MPharm 2+2 degree in Malaysia

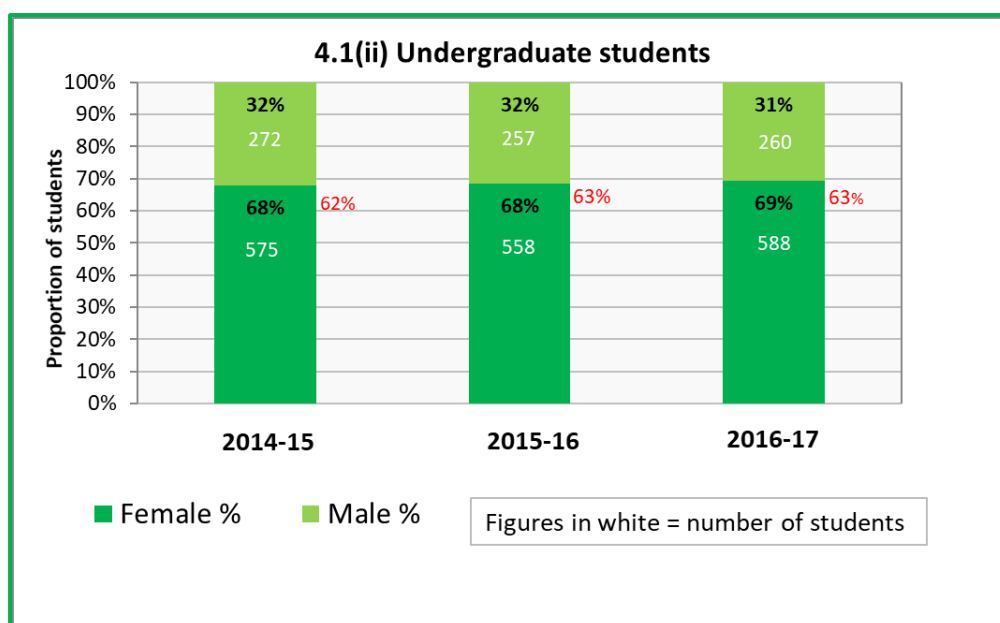


Figure 4. Gender balance of undergraduate students. Red number = % female in England on FT courses in Pharmacy, Pharmacology and Toxicology.

The School receives 600-800 applications for our undergraduate courses, predominantly for the 4 year MPharm degree (Figure 2). The gender balance of recruitment for the MPharm2+2 by our colleagues Malaysia reflects the high % of female applicants, with an increase in acceptance of females in 2017 (Figure 3). These applicants go through a standardised Multiple Mini Interview process designed to reduce bias. More than half (65%) of applicants are female. We offer to slightly more female candidates and end up with 68-69% female students overall, consistently above the national average (Figure 4). This is in line with our stated intentions in the 2015 Bronze action plan (Action 1.2). We do not have any part-time undergraduate students, as GPhC regulations and the tight integration of academic subjects and professional examinations renders part-time study difficult.

Action Ref	Action
3.1	Ensure gender balance in recruitment to undergraduate programmes Re-review recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be male inclusive.

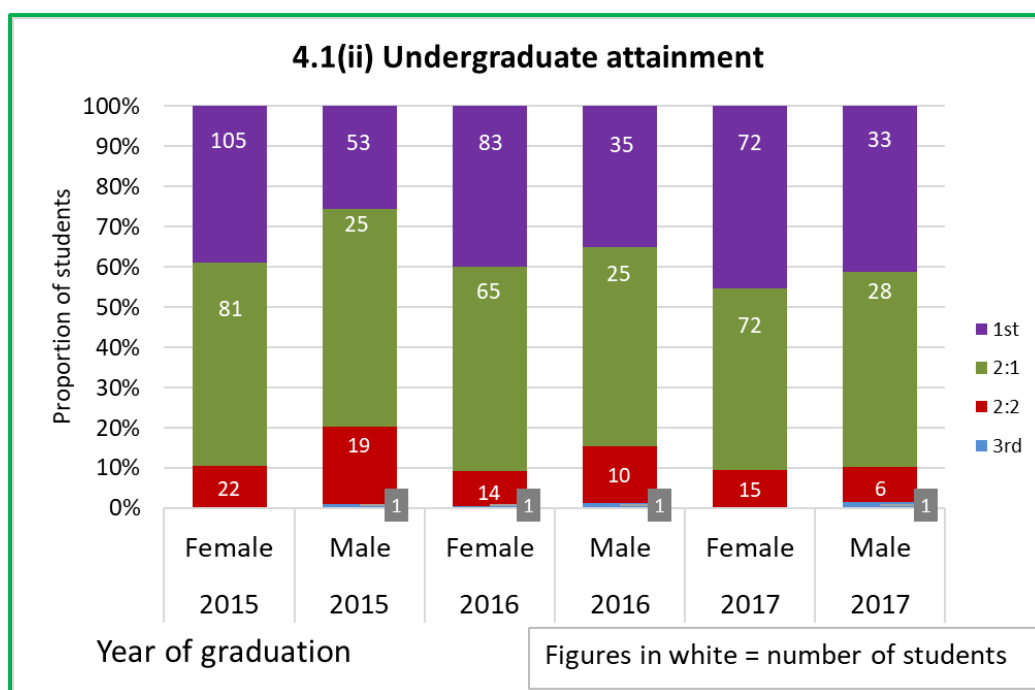


Figure 5. Gender balance of undergraduate degree classifications. Numbers in the bars indicate numbers of students in each group.

In line with the high tariff for our MPharm course, 86-88% of our graduates attain a 1st or 2.1 degree (Figure 5). A slightly higher percentage of women receive a first class degree. The first students (n=7) graduated from our 5 year degree in 2016/17 (6 female, 1 male), with all attaining a 2.1 degree or higher.

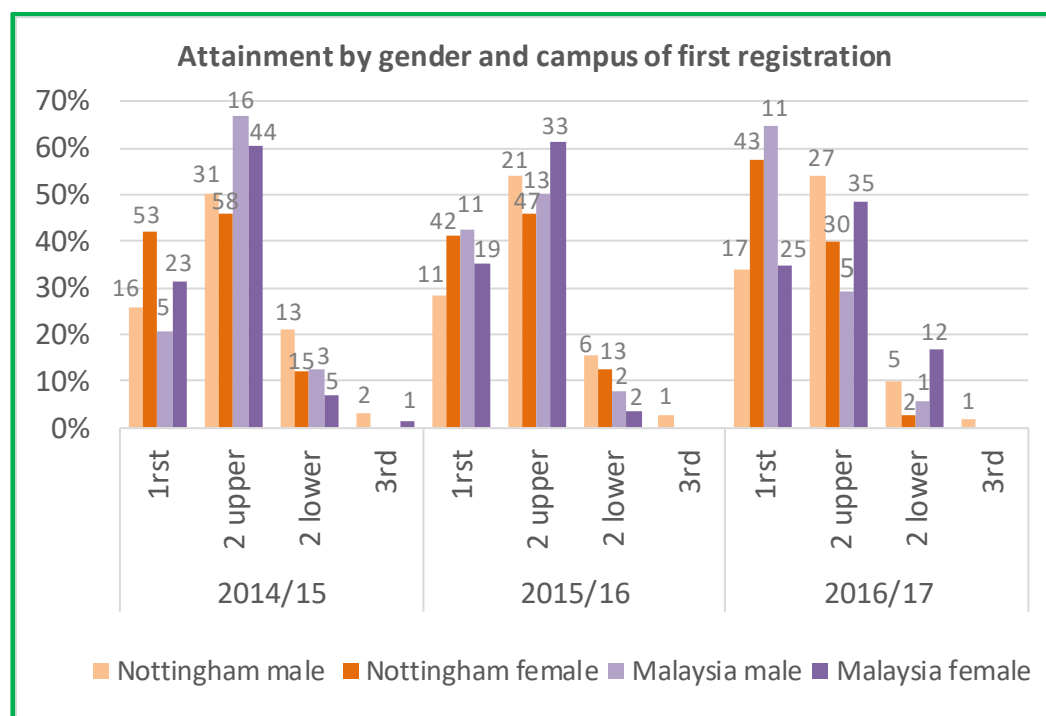


Figure 6. Gender balance of undergraduate student attainment according to gender and whether the course was started in Malaysia or Nottingham. % of each group achieving the degree class. Numbers above bars indicate student numbers in the group.

Over the years performance between MPharm 4 (Nottingham) and 2+2 (Malaysia) students has been similar (Figure 6). However, the number of first class degrees obtained by Nottingham females and Malaysia males increased compared to the other two groups. We will explore this whether this is a persistent trend and investigate potential causes if this is the case, including by a student survey.

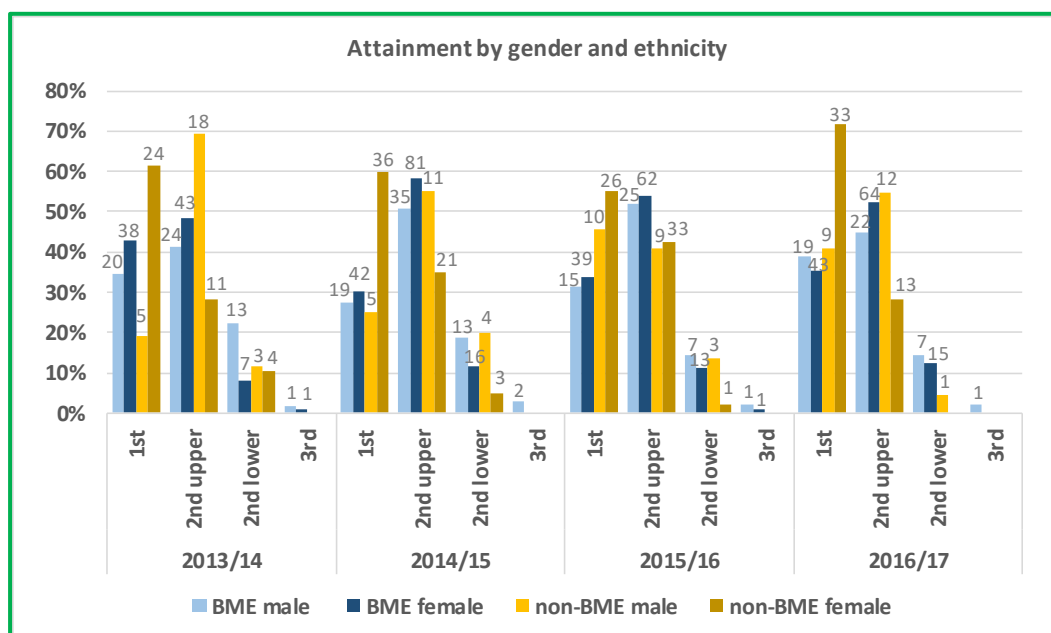


Figure 7. Attainment of undergraduate students by ethnicity and gender. % of each group achieving a degree class. Numbers in the graph indicate number of students in each group/class.

As 68% of our 2016/17 undergraduate cohort identified as BME, we recently also analysed attainment by gender and ethnicity (Figure 7). This revealed that the non-BME females are consistently outperforming all three other groups, which were not detectably different from each other in the assessment period.

Action Ref	Actions
1.1	Investigate experiences among undergraduates We will hold a focus group with interested undergraduates, design an updated survey and coordinate its distribution via teaching sessions to improve response rates.
1.2	Investigate intersectionality in undergraduate attainment between gender, ethnicity and campus of origin Explore data to understand trends and devise actions to address any concerns. Liaise with the Education and Student Experience team (University level) programme on BME attainment.

[453 words]

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

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

The School of Pharmacy offers only one postgraduate taught degree, a 12-month Drug Discovery and Pharmaceutical Sciences MSc.

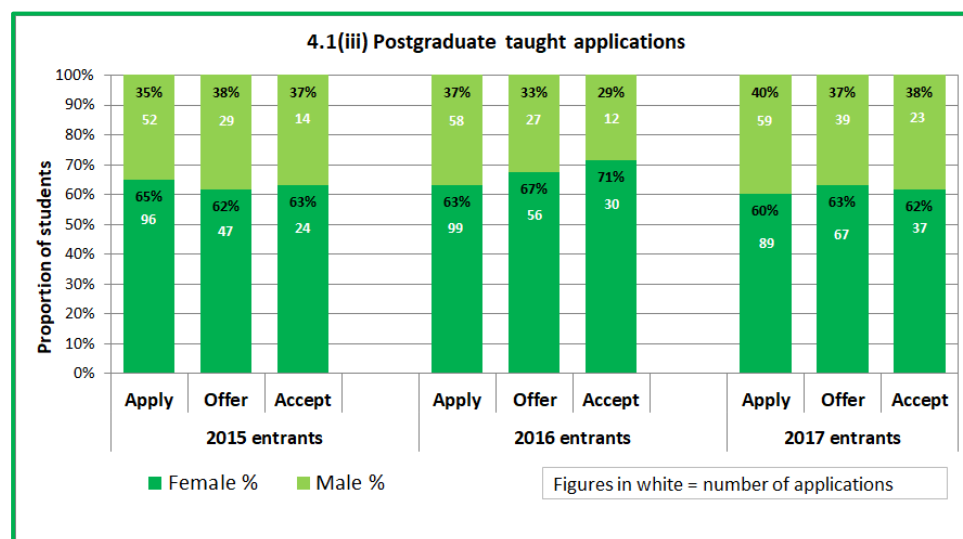


Figure 8. Gender balance of postgraduate taught applications.

The rates of course applications, offers, and acceptances for women have been steady at > 60% over the last three years, with a peak in acceptances from females in 2015-2016 (Figure 8). However, the % females applying for this course is still below the national average for the Pharmacy, Pharmacology and Toxicology PGT courses (68%). This is due to a strong focus on chemistry in this particular course and the registration of more chemistry UG students than in other MSc degrees in Pharmacy, Pharmacology and Toxicology. Indeed, when we calculate the expected gender ratio based on the gender balance of the undergraduate degrees of our 2018 cohort (data not available for 2015-2017), we expect to see 58% female students, a target which we consistently exceed. However, we will continue to strive to attract more female students to this course.

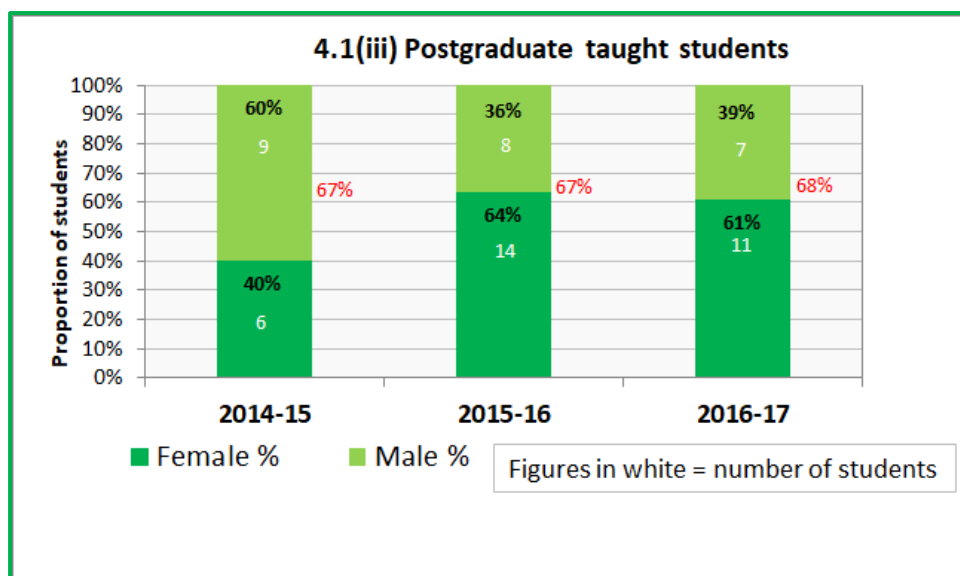


Figure 9. Gender balance of postgraduate taught students. Red figures = % female in England on FT courses in Pharmacy, Pharmacology and Toxicology. % of students in each group in black in the bars, number of students in white.

In 2014-15 and 2015-2016, a significant number of female students who accepted an offer did not register on the course (Figure 9) and we conducted a focus group with the 2015-2016 cohort as well as reviewed our advertising (Bronze Action Plan 1.3 and 1.4). Encouragingly, in 2016-2017 the % of females registering was in line with the offers. As indicated above, the disparity with the national average appears to be caused by the % of females applying and registering on this course, and that is where our future actions will concentrate.

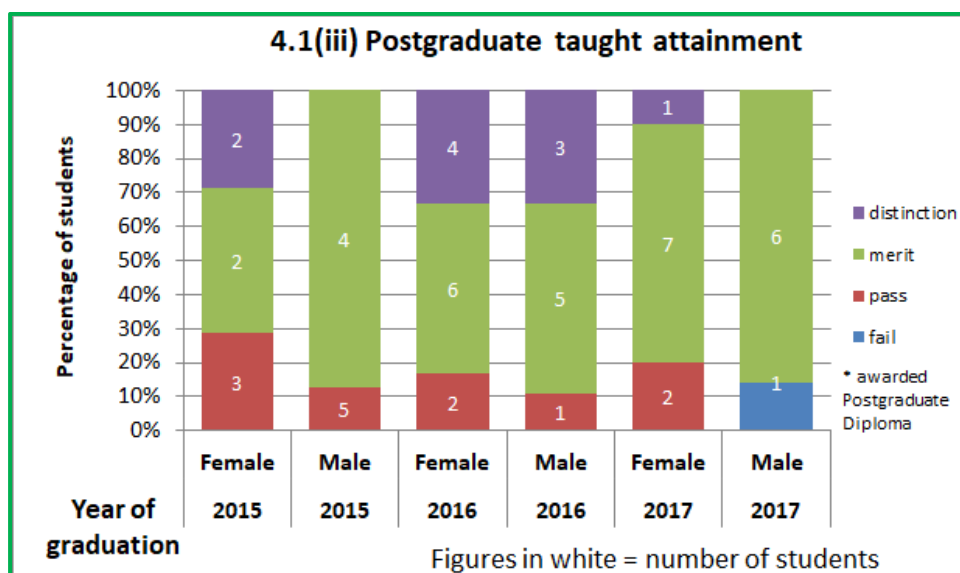


Figure 10. Taught postgraduate student attainment by gender.

There is no significant gender difference in terms of completion rates and attainment, but females do somewhat better (Figure 10).

Action Ref	Action
3.2	<p>Ensure gender balance in recruitment to taught postgraduate programmes</p> <p>Improve recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be female inclusive.</p> <p>Investigate reasons for female applicants not taking-up accepted offers.</p>

[268 words]

(iv) Numbers of men and women on postgraduate research degrees

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

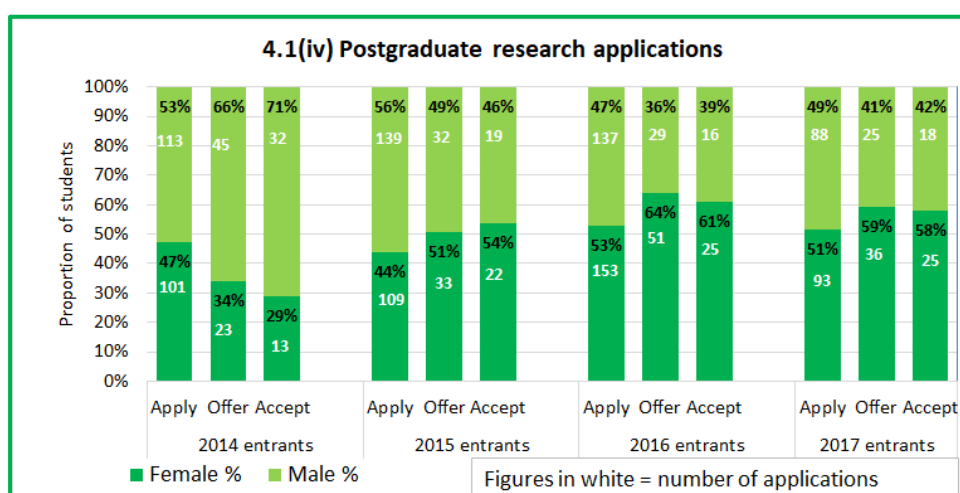


Figure 11. Gender balance of postgraduate research applications. The 2014 cohort is included for comparison.

PhD students at the School of Pharmacy are funded by a variety of sources, including BBSRC and EPSRC Centres for Doctoral Training, industry, overseas governments, self-funded and charities. In 2015, we noted a disparity in the gender ratios in recruitment with female students securing proportionally fewer offers than males (Figure 11).

To help address this we took the following actions:

- undertook an unconscious bias training programme that included nearly all PGR supervisors (2015 Bronze action 2.3).
- revised the PGR recruitment procedures including mandatory reporting on a standard interview form (2015 Bronze action 1.4).
- recommended that PGR applicant interviews were conducted by at least two members of staff (2015 Bronze action 1.1).

We now consistently make slightly more offers to female than male candidates. In addition, the number of female applicants has been rising, leading to a 2017 acceptance rate of 58% female. In the next review period we will explore whether there is a bias in the actual uptake of the PhD places by candidates who

accept an offer that does not include funding (most of our overseas students), and to take action if this proves the case.

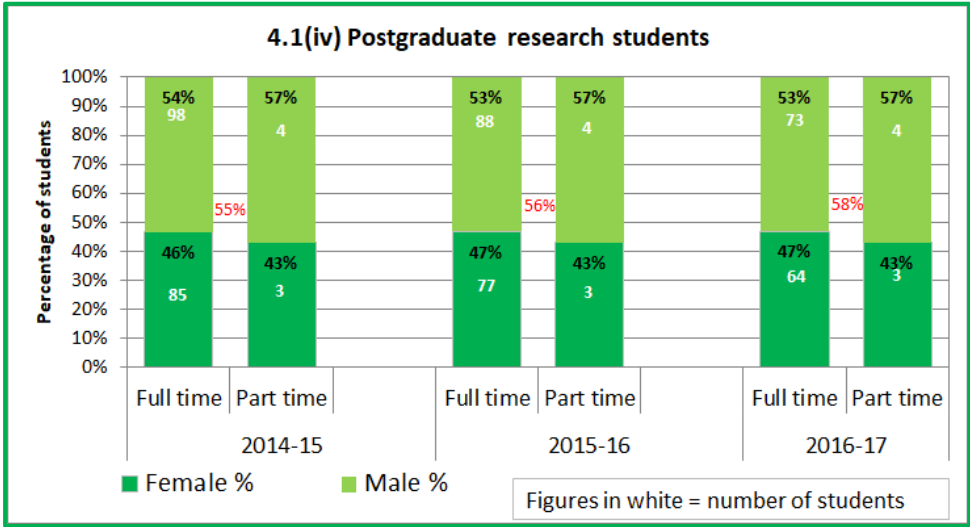


Figure 12. Gender balance of postgraduate research students. Red number = % female in England on courses in Pharmacy, Pharmacology and Toxicology

Our postgraduate research population is still around 47% female, despite the increase in offers made to female applicants (Figure 12). This is due to the large 2013/2014 cohort which was only 28% female (discussed above), with the period before that having an intake of around 50% female.

As can be seen in Figure 13, when most of these students submit their theses in 2018/2019 and graduate, we will be close to our target of 56% female PGR students (see discussion of the pipeline).

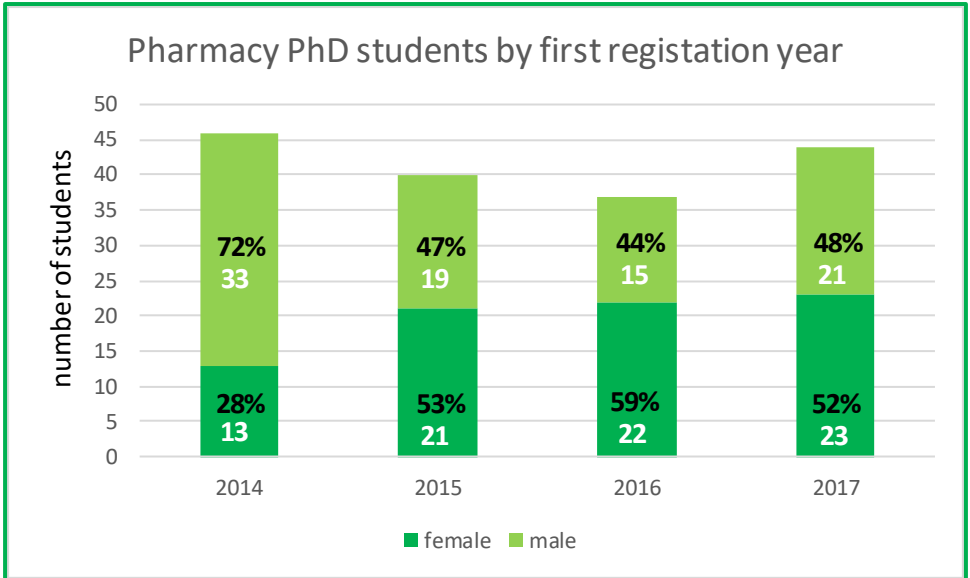


Figure 13. Gender balance of Pharmacy PhD students by first year of registration. % is indicated in black in the bars and student numbers are in white.

During the review period, 118 full-time PhD students completed their studies (57F: 61M, 48% female). As the majority of our students are on 4-year programmes, completion of studies takes place during the fifth year of

registration. A total of 110 students completed within 5 years (52F: 58M, 47% female), in line with the 48% females in the full-time cohort. In addition, two part-time female students completed on time.

The numbers completing after more than 5 years are small but appear gender biased (6F:3M, 63% female). Ten students (6F:4M, 60% female) of the cohorts that started in 2012 and 2013 left without obtaining a degree. None of the 2014 cohort has so far left unsuccessfully. Completion rates do not account for interruptions of study, e.g. for illness or maternity leave, but we cannot track whether the students showing as late or unsuccessful in the dataset had interruptions of their studies. This should be possible with the new student records system due to launch in January 2019.

Action Ref	Action
1.3	<p>Understand the needs of PGR students</p> <p>Explore the reasons why a small number of female postgraduate research students do not complete their studies within five years or leave without a degree using the new student records system to track progress.</p>

[436 words]

(v) Progression pipeline between undergraduate and postgraduate student levels

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

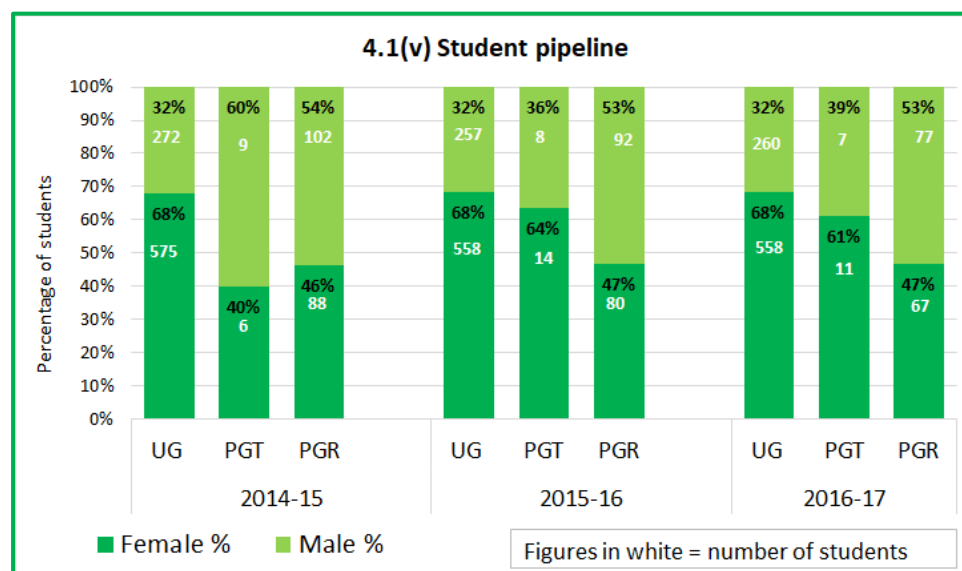


Figure 14. The student pipeline.

The classic “pipeline” scenario (Figure 14) does not reflect the normal progression of students in the School as nearly all our undergraduate MPharm students become pharmacists. They have relatively little interest in postgraduate study after their paid employment in a pre-registration post in the NHS or the

commercial sector. The taught postgraduate degree course attracts students from wider variety of courses, shifting the gender balance (see 4.1iii). Many of the research postgraduate degrees offered in the School require expertise in chemistry, biology and physics for which MPharm students are not normally competitive candidates. We surveyed our PhD students to obtain their first degree data and we found that only 44% had a degree in Pharmacy, and of these the majority were in PhDs closely related to Clinical or Social Pharmacy. Based on the national averages of the courses that our PhD students graduated from, we would expect to have 56% female PG research students, a number that we are expecting to attain in 2018-19 (see above). The national average in the sector is 58% (2016/2017), but our high number of PhD projects in physics and engineering subjects account for this discrepancy.

However, we still aimed to make further improvements. As indicated in our 2015 Bronze action plan (action 1.5), we offered 32 summer scholarship placements for second and third year students from 2015-2018, but uptake among female students was relatively low (42%, while making up 68% of eligible students). To stimulate the interest in research in our largely female undergraduate student population, Dr Cristina de Matteis and Dr Snow Stolnik-Trenkic (both female) from the School designed and led the innovative “Come into our research lab” project. Undergraduate students (48 students, 67% female) met early career researchers (PhD students: 5 female, 2 male), shadowed their activities and a film was then produced showcasing their experiences (funded by CASCADE (alumni and friends of the University) and HEFCE).



Image 4. “Come on in to our research labs” – new spaces for early year UG students.

“We don’t really get to see the research side of pharmacy in our course. It’s more like hospital and community, so it’s really quite new and interesting to find out about the other side of pharmacy that we don’t really get to know about.”

Colleen, Second Year Pharmacy Student. Quote from the “Come on in to our research labs” video.

Action Ref	Actions
3.3	<p>Ensure gender balance in recruitment to postgraduate research programmes</p> <p>Further stimulate the interest in research degrees in our largely female undergraduate student population, through continued activities such as the “Come into our research labs” project and promoting research degrees during undergraduate research projects and School of Pharmacy reunion events.</p>

Consider including a few female-only summer scholarships in order to boost the number of applications by females.

Investigate if overseas female postgraduate research students are less likely to receive funding to study. If necessary initiate actions such as specific scholarships for female overseas students.

[384 words]

4.2 Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

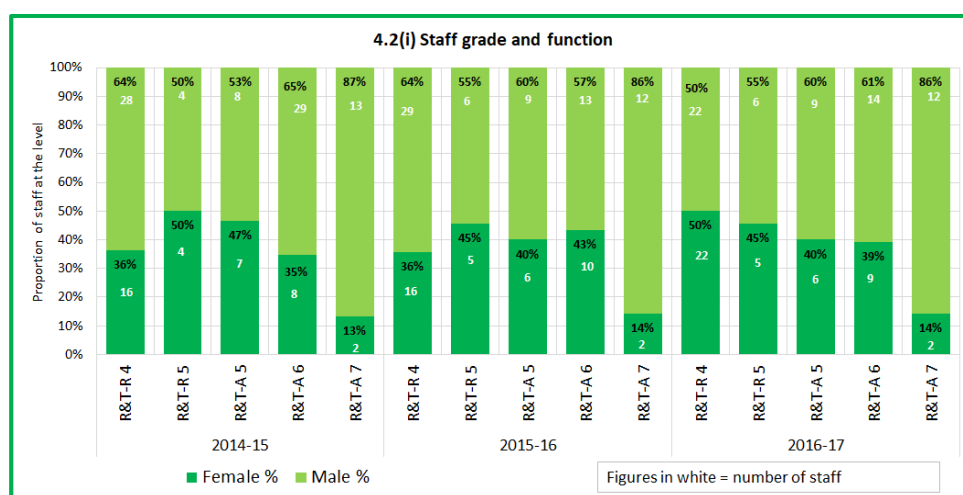


Figure 15. Staff by grade and function. The R&T-A includes one R&T-T staff member.

Transition from PhD to first postdoctoral position (R&T-R 4)

The 2013-14 data show that just 24% of level 4 research staff were female, while nearly 50% of our PhD students were female. As listed in our 2015 Bronze Action plan (Actions 2.1 to 2.3), we introduced changes to our recruitment processes for all posts:

- Half-day recruitment and selection training for all staff involved in recruitment of postdocs or PhD students (completed by 49 staff, of which 22 (45%) female)
- Mandatory on-line unconscious bias training for all staff.
- All shortlisting and interview panels to include at least one female.
- School training emphasising shortlisting the applications strictly according to the advertised criteria using an on-line tool provided by the University HR department.

These changes have resulted in a marked improvement in the gender balance of our R&T-R 4 staff, with 50% female in 2016-2017 up from 36% in 2014/15 (Figure 15).

Appointment and promotion to R&T-R 5

The level 5 researchers are a mixture of senior postdocs and research staff on independent fellowships. This group increased in size and is now nearly even in gender balance (5 female, 6 male). Most of these researchers (8 of 11) are on permanent contracts or are expected to obtain such contracts (more in section 5.3xiv). Promotion from R&T-R4 to R&T-R5 is rare (see section 5.1 iii).

Appointment at R&T-A 5 and transition to R&T-A 6

Improvement of female representation at the academic level is slow, with numbers at levels 5 and 6 now lagging behind the improved ratio for R&T-R staff (R&T-A 5 40%, R&T-A 6 36%). Recruitment of academic staff (levels 5 to 7) is low with only 6 staff appointed in 2014-17. The other changes in academic staff were due to promotion (1F and 1M level 5 to 6), retirement and staff moving to roles at other institutions (full discussion in 4.2.iii). Despite this low turnover, we exceeded our 2015 Bronze action plan goal (Action 3) of reaching 8F:14M at level 6 by 2017 (actual 9F:14M).

Transition from R&T-A 6 to R&T-A 7

Although the % females at level 7 did not increase (14%), we successfully supported women to progress in academia as three female staff secured higher level posts at other institutions (see 4.2.iii) and one female was promoted from level 6 to level 7 within the School. We will continue to support female academics in their career aspirations and encourage promotion applications.

Action Ref	Actions
4.3	Ensure ECR awareness of key provisions Have conversations about promotion with all postdocs that achieve the highest rating in their performance review
4.4	Encourage female ECRs to progress their careers Inform postdocs and their supervisors of the career paths of their predecessors, not just by highlighting successful individuals, but by collecting and reporting data on the whole ECR population. Encourage postdocs to present their work at School-wide events. Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants. PDPR update training to highlight the mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.

4.5	<p>Improve the gender balance of academic staff</p> <p>Continue promotion workshops and individual consultations by Head of School (HoS), with promotions to level 7 a priority.</p> <p>Identify staff who could fulfill the promotion criteria in the next 2 years and assign a promotions mentor. Evaluate workload of promotion candidates.</p> <p>PDPR update training to highlight the promotion mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.</p> <p>Calls for national committee members on national committees to continue be forwarded by the Director of Research to all members of staff and line managers to encourage female staff to apply.</p> <p>Use lessons learned from analysis of ECR adverts to improve adverts for academic positions.</p> <p>Extend the application period for posts for which there are only single gender (male or female) applicants.</p>
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[401 words]

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

No technical staff have transitioned to academic roles in the review period. One male technician took-up a fully-funded PhD position in the School in September 2017 with a view to becoming a researcher. They were fully supported and encouraged by the School to pursue this goal. [46 words]

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

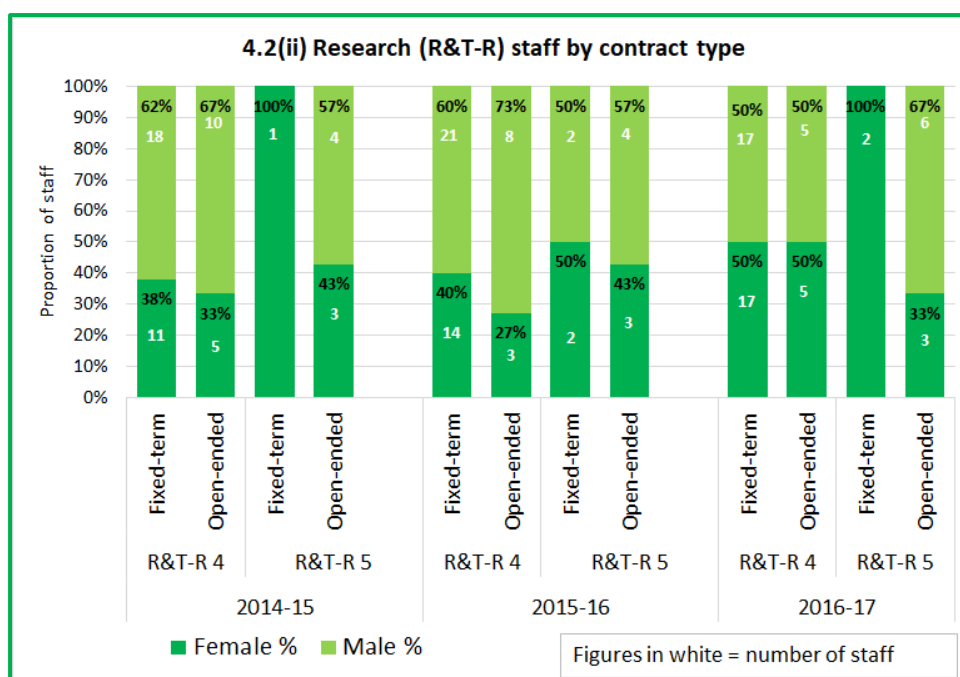


Figure 16. Research staff by contract type.

We strive to offer the longest-term contract that we can. Most of our research staff (R&T-R 4 and 5) are on fixed term contracts due to the nature of research funding (Figure 16). Small numbers of this group are on open-ended contracts, with the % female in this group also increasing in the review period. Wherever possible, staff on fixed-term contracts whose funding is coming to an end are moved to new projects and their contracts are extended. The University has a redeployment pool. Registered staff in the pool receive University job opportunities before the advert is released externally and their application is assessed only against the essential criteria for the role. Data on staff obtaining roles through this route is not currently available to the School, but we intend to obtain and analyse these data in the next review period.

The School had very few fixed term contracts amongst R&T-A and R&T-T roles. Three fixed-term academic (R&T-A) appointments were made during the period (2 male, 1 female). The male R&T-A 5 and female R&T-A 6 were moved to permanent contracts before their fixed-term contracts ended. The male R&T-A 7 appointment was for a permanent member of staff in the School who was appointed to a senior leadership position on fixed-term basis.

The University does not employ any staff on 'zero hours' contracts.

[223 words]

Action Ref	Actions
4.3	<p>Ensure ECR awareness of key provisions</p> <p>Investigate the career progress of postdocs who have left us including success rates of the University redeployment programme for postdoctoral researchers.</p>

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Year	FT/PT	Equivalent level	Female number	Male number	Total	Female %	Male %
2014-15	Full-time	R&T-A 6	0	1	1	0%	100%
2015-16	Full-time	R&T-A 6	0	1	1	0%	100%
		R&T-A 7	0	1	1	0%	100%
2016-17	Full-time	R&T-A 5	1	0	1	100%	0%
		R&T-T 7	0	1	1	0%	100%
		R&T-A 7	1	0	1	100%	0%
		Totals	2	4	6		

Table 6. Academic staff leavers by grade (R&T-A and R&T-T)

Data on leavers is collected through the completion of a University 'leaver form' which is sent to HR for processing. All academic (R&T-A and R&T-T level 5-7) staff leavers were full-time academics, the majority of whom left the School to take-up career-progressing positions.

- 2014-15: 1 male R&T-A 6 retired.
- 2015-16:
 - 1 male R&T-A 6 took up a better post at another University.
 - 1 male R&T-A 7 was in a senior leadership position at University level (but still 'belonged' to the School) and moved on to an even higher position at another Russell Group university.
- 2016-17:
 - 1 female R&T-A 5 and 1 female R&T-A 7 wanted to be closer to partners and were head-hunted for more senior positions at another Russell Group University.
 - 1 male R&T-T 7 had been seconded to the Malaysia campus for a prolonged period and accepted an offer for a top leadership position at another Asian university.

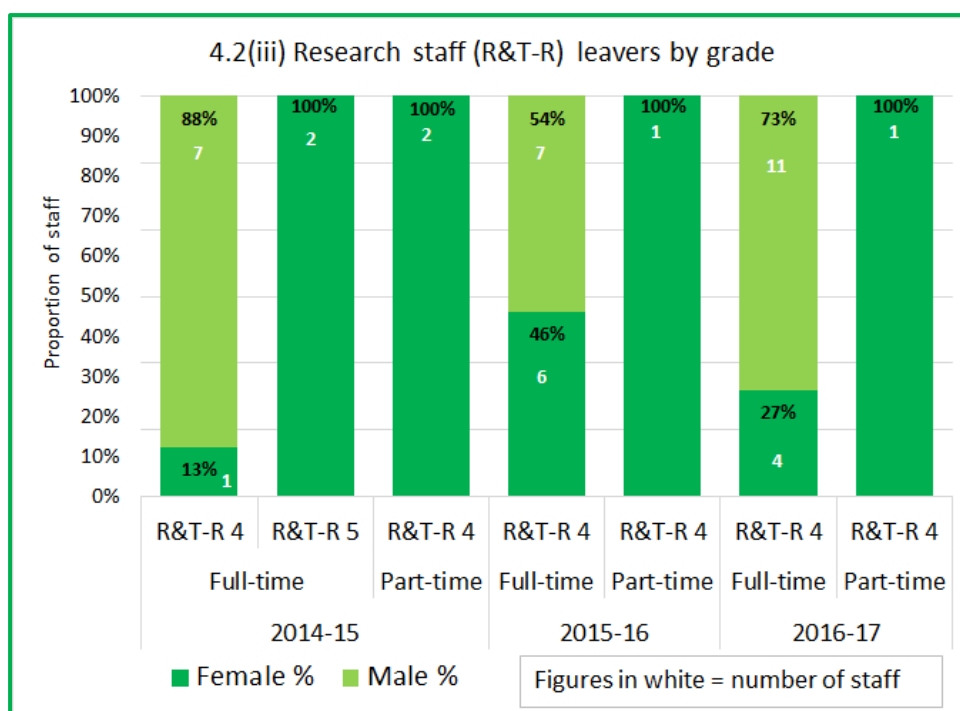


Figure 17. Gender of research staff leavers.

As noted in 4(ii) above, the majority of ECR staff (R&T-R) are employed on fixed-term contracts, leading to a larger number of leavers amongst this staff group compared to academic staff (Figure 17). The number of female staff leaving was at or below the proportion of females in the total R&T-R staff throughout the period, indicating we do not have a specific problem retaining female ECR. We will investigate the career paths of our ECR leavers as part of our 2018 Action Plan.

Action Ref	Action
4.4	<p>Encourage female ECRs to progress their careers</p> <p>Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.</p> <p>Inform postdocs and their supervisors of the career paths of their predecessors, not just by highlighting successful individuals, but by collecting and reporting data on the whole ECR population.</p> <p>Encourage postdocs to present their work at School-wide events.</p>

[237 words]

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

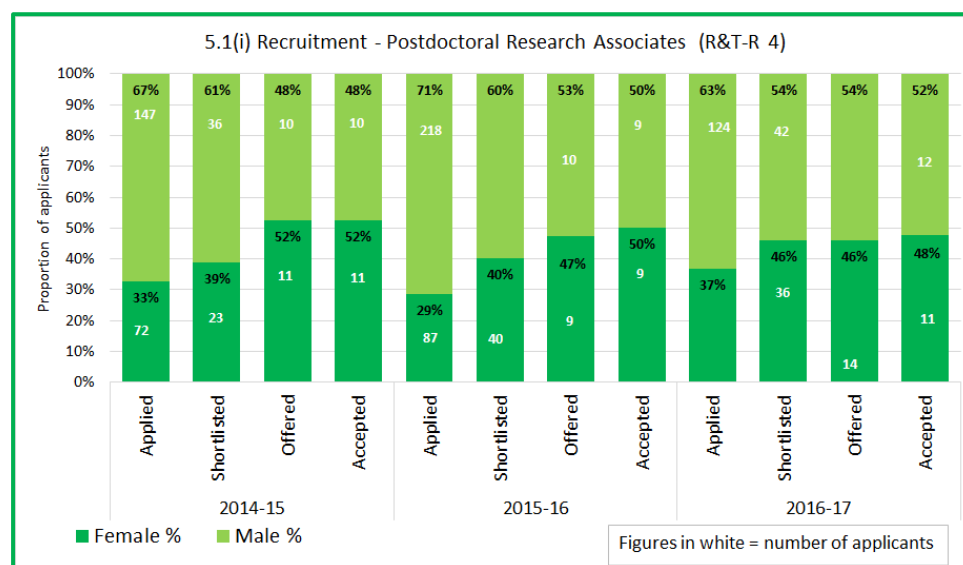


Figure 18. Gender balance of the researcher applications

For postdoctoral research associates (R&T-R 4) we now consistently shortlist and offer posts to proportionally more females than apply (Figure 18), probably due to the measures outlined under 4.2(i) above. Only one female applicant did not accept her offer in this period.

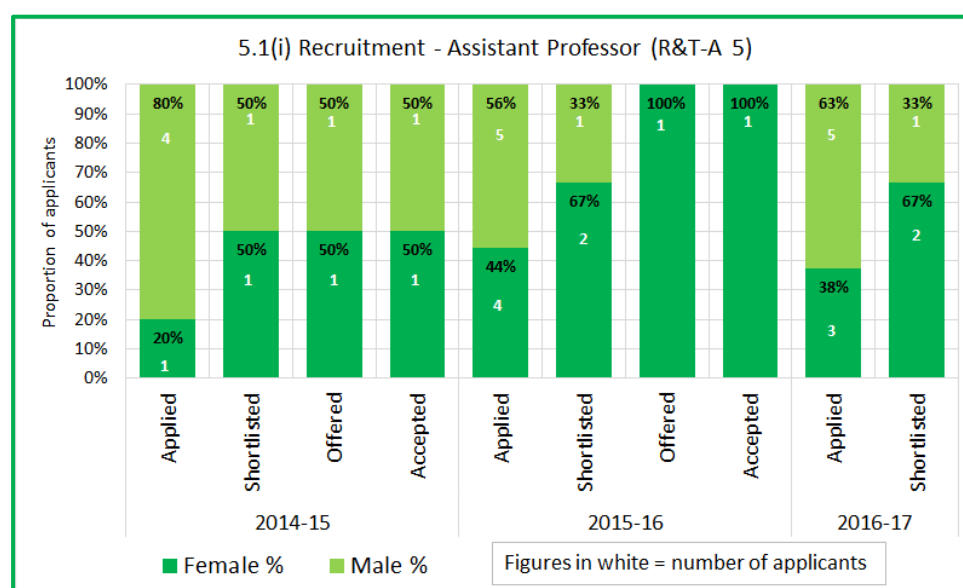


Figure 19. Gender balance of Assistant Professor applications

The majority of academic recruitment (R&T-A) takes place at level 5 (Assistant Professor) as shown above. Although the numbers of posts and applicants are small, female applicants are again more successful in securing interviews and offers (3 females and 1 male recruited in the period).

Over the period we also advertised the following opportunities:

- 2015-16: 1 R&T-A 6 post (Associate Professor) with 1 female and 4 male applicants. We shortlisted 1 female and 1 male and offered to the male applicant, who accepted.
- 2016-17: We made two attempts to replace an R&T-A 7 post (Professor) but did not appoint. At R&T-A 7 level we had 2 female and 2 male applicants and shortlisted 1 female applicant who decided not to accept the offer. We then advertised at R&T-A 6 level (Associate Professor) level and attracted 3 male applicants, none of whom were shortlisted. The posts were all in Pharmacy practice, a challenging market. Advertising included international professional networks, social media and LinkedIn.

We receive fewer applications from females in our staff recruitment at all levels, but they are more successful in the selection process. As indicated in our 2015 Bronze action plan (action 2.4), we have sought to encourage female applicants by including reference to our commitment to equality and diversity in all job adverts since August 2015 (over 4000 unique clicks to this link). Nevertheless, in the coming period we aim to work on improving the wording of our standard advertisements and to actively alert suitable female candidates to available positions.

Action Ref	Actions
4.2	<p>Increase female applicants for ECR positions</p> <p>Analyse and improve the wording of our standard job adverts and role profile forms.</p> <p>Hold further 'Ways of Working' sandpit with the postdocs to find out what they would want from the School.</p>
4.4	<p>Encourage female ECRs to progress their careers</p> <p>Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.</p>
4.5	<p>Improve the gender balance of academic staff</p> <p>Use lessons learned from analysis of ECR adverts to improve adverts for academic positions.</p> <p>Extend the application period for posts for which there are only single gender (male or female) applicants.</p>

[294 words]

(ii) Induction

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

In addition to the University's induction activities, the School provides its own induction programme for all new staff, which was fully revised as indicated in our 2015 Bronze action plan (action 2.3). The procedure includes a personalised letter from the HoS, an up-to-date School Induction Booklet with key information for the first few months that links to further information on the School intranet.

There is a set programme for the first day, which includes:

- meeting the line manager
- discussion of the induction booklet and a checklist of activities for the first day, week and month including completion of mandatory EDI training
- a building tour to meet other staff
- IT and Health and Safety inductions

Subsequently, staff follow a schedule of meetings tailored to their appointment, which can include for instance the Director of Research and Director of Teaching and Learning, research and teaching support staff and other leaders in their areas of teaching and research. A follow-up meeting is scheduled for one month after the original meeting to pick-up any outstanding induction issues and get informal feedback on how the induction process went.

In our 2018 survey only 3 (12.5%) of 24 staff members who joined before August 2014 agreed that their induction was helpful, in contrast to 7 (88%) of the 8 staff who joined after this date. The revised induction process has clearly made a significant impact on the staff experience at this crucial time and we will continue to provide and develop this process.

[247 words]

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

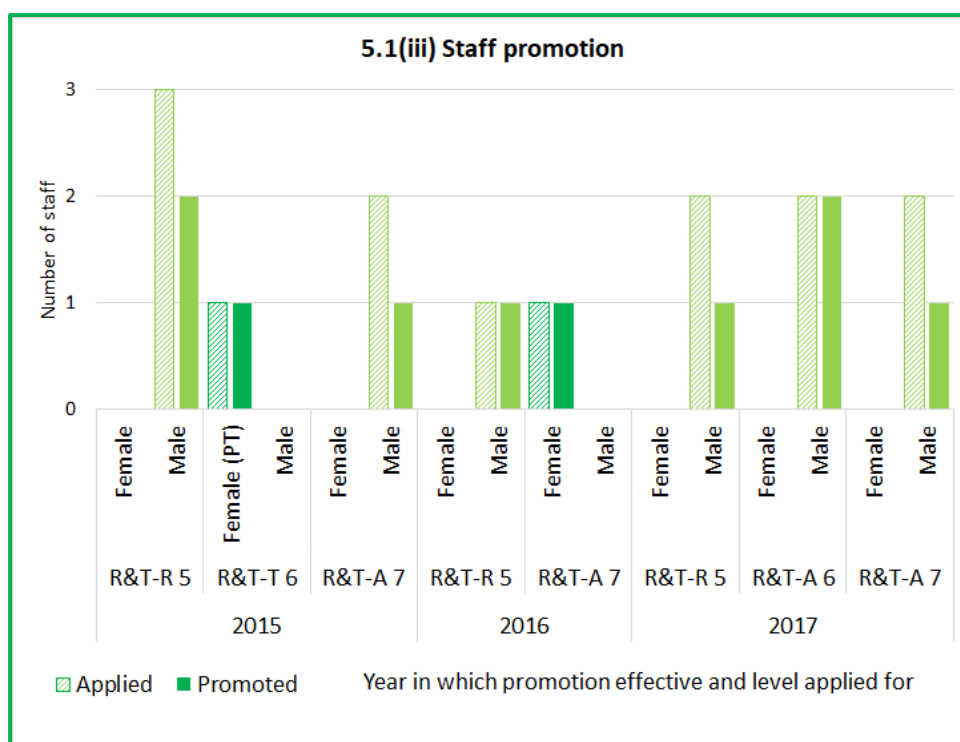


Figure 20. Gender balance of staff promotion applications

Information about the promotion process is sent to all staff each year and anyone can make an application. The criteria are based on three areas:

- Research and scholarship
- Teaching and learning activity
- University and academic service and good citizenship

Applications use a standard CV format and a proforma application. The CV includes a section for applicants to list “any personal circumstances which you consider to have had an impact on your output”.

There were 8 applications for promotion to level 6 and 7 in the review period, 2 by women and 6 by men. Despite the actions outlined above, we only received 0.1 promotion application per female staff member at these levels against 0.2 per male staff member, but the success rate of the women was much higher (100% for females, 66% for males).

As indicated in our 2015 Bronze Action Plan (3.1 and 3.3), promotions workshops were held by the HoS, assisted by one of our female level 7 staff, in 2015 and 2016. In 2017 the HoS offered one to one sessions. Individual mentoring of female staff to support the promotion process was introduced and this resulted in the female promotion to R&T-A 7 in 2016. In our survey the % of women intending to apply in the next promotion rose slightly (2016: 10%, 2018: 12%), while the number of men fell (2016: 25%, 2018: 20%). Also encouragingly, only 6% of females in 2018 indicated they wouldn’t apply due to lack of support, down from 20% in 2016. To improve application rates for women, we will offer promotion mentors to all staff who are identified in the PDPR as being within two years of an application.

None of the females at R&T-R 4 applied for promotion during the period. In contrast, there were 6 applications from males, 4 of which were successful.

Promotion to R&T-R 5 is relatively unusual as staff at R&T-R 4 are predominantly on fixed-term contracts and the duration of contracts can make building an evidence base more difficult. Staff promoted from R&T-R 4 to R&T-R 5 had 4 or more years of postdoctoral experience, suggesting that the gender imbalance can in part be a legacy from low female numbers at level 4 in previous recruitment periods. However, it is likely that the previously noted reluctance of female staff to apply unless invited is also playing a role. We have now instigated a policy of having a conversation about promotion with all staff with the highest rating in their PDPR.

Action Ref	Actions
4.3	<p>Increase ECR awareness of key provisions</p> <p>Have conversations about promotion with all postdocs that achieve the highest rating in their performance review</p>
4.4	<p>Encourage female ECRs to progress their careers</p> <p>Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.</p> <p>PDPR update training to highlight the mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.</p>
4.5	<p>Improve the gender balance of academic staff</p> <p>Continue promotion workshops and individual consultations by Head of School (HoS), with promotions to level 7 a priority.</p> <p>Identify staff who could fulfill the promotion criteria in the next 2 years and assign a promotions mentor. Evaluate workload of promotion candidates.</p> <p>PDPR update training to highlight the promotion mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked</p>
4.6	<p>Continue to improve and evaluate the PDPR process</p> <p>Continue annual PDPR update training for reviewers. Encourage reviewees to take up PDPR training courses. Highlight the promotion mentoring programme.</p>

[415 words]

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The School of Pharmacy was the top School of Pharmacy in the UK in RA2008 and REF2014 for research quality (GPA). The School of Pharmacy expected that all eligible staff should meet the quality expectations for REF return for REF2014: a minimum of 4x3* outputs, modified as appropriate for new staff, part-time staff or those that had career breaks.

In 2014, almost all eligible staff (50 by headcount) met these criteria as judged by internal assessment processes run in 2012/2013. All those involved in this process received unconscious bias training. For reasons of strategy related to the requirement of impact case studies (first time in REF2014) the School chose to submit <45FTE (44.1FTE) so that only 5 impact case studies were required. This was deemed optimal for the School and indeed all Pharmacy Impact cases were judged 4* (internationally leading), one of only two Schools in Nottingham to achieve this and the only UK School of Pharmacy. This meant that 3 male and 2 female staff were not returned and 32 male and 14 female staff were returned in REF2014. This compares to RAE2008 when the School returned all eligible staff, 39.6FTE with 27 male and 15 female. Being in the REF2014 return was not discussed or recorded in performance review meetings, although delivering high quality research is always a key subject. [222 words]

Action Ref	Actions
4.5	<p>Improve the gender balance of academic staff.</p> <p>Ensure we evaluate research outputs in a fair and transparent manner and track gender balance. Keep track of staff by gender meeting the expected research quality threshold. Provide support through Grant Academy, School Research Fund, sabbatical arrangements for staff who struggle to meet the threshold. Examine effectiveness of support measures.</p>

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

(i) Induction

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

Our administrative and technical staff undertake the same mandatory induction process as for academic staff (see 5.1(ii)). The same follow-up induction reviews are held after one month in post and all five staff who joined the School since August 2014 either agreed or strongly agreed in our 2018 survey that it helped them to settle into their role. In addition to the induction process, staff benefit from the support of their team in learning the ropes. [74 words]

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotion is not available for administrative and technical staff, but the School offer support in the re-grading of roles and obtaining higher graded positions either within or outside the School. In the last three years, one administrative (male) and three technical (one male, two female) roles have been re-graded. The roles held by female staff were part-time roles and the members of staff had both taken period of maternity leave.

An annual re-grading workshop run by the HoO provides staff with key information about the re-grading process. In our 2018 survey, 9 out of 12 attendees agreed or strongly agreed that they understood the process and criteria. Of the 6 staff whose roles had been put forward for re-grading, all said that they had received helpful feedback from the School.

The need to re-grade roles is usually identified through the PDPR reviews and review of role profiles is part of the PDPR checklist (88% of administrative and technical staff in 2018 said their review covered most or all the items). Line Managers work with staff to assemble the case for re-grading. All re-grading requests submitted by the School in the last three years have been successful.

"I have now moved on from the School and work in the central admissions team at level 3. The supportive environment in the School of Pharmacy has had a massive effect on my life and career."

Louisa Buonocore, former PGR Administrator

experience or qualifications would facilitate progression. Line managers then offer support through training, mentoring, networking with staff in similar roles, reviewing job applications and interview practice.

[373 words]

In the last three years, four administrative staff and one technician took up higher graded roles elsewhere in the University. PDPR reviews include conversations about career ambitions. Staff are encouraged to identify roles to which they wish to progress and discuss with their line manager what skills,

5.1 Career development: academic staff

(i) Training

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

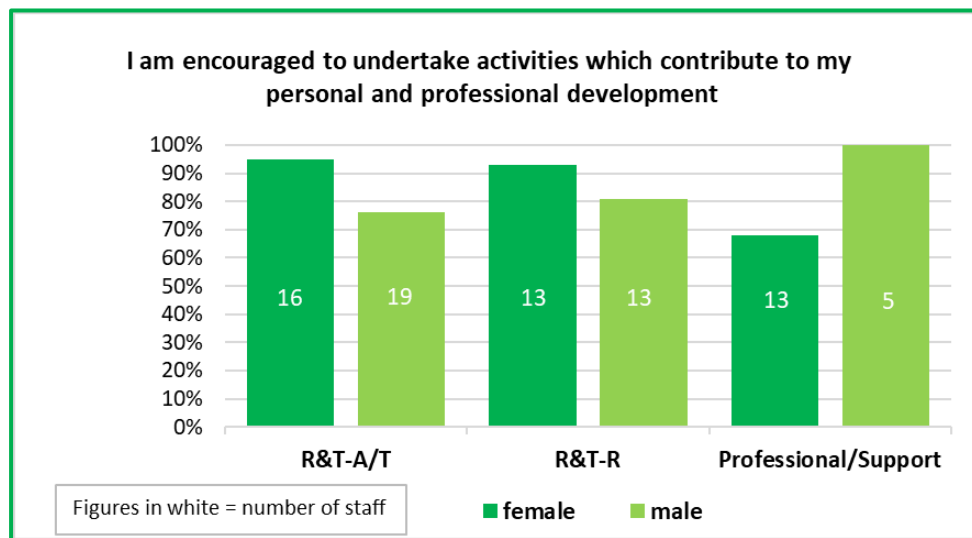


Figure 21. Satisfaction with training opportunities. % (bars) and number (in bars) of staff selecting "agree" or "strongly agree" for the above statement in the 2018 survey.

Some obligatory training, such as unconscious bias, is delivered by on-line training packages. Training for larger staff groups in person, such as the training on equality and diversity in recruitment, is announced by e-mail and followed up with calendar appointments. If we are aiming to train nearly all staff, we provide multiple sessions on different days and times to ensure everyone can come. Uptake of this type of training necessarily reflects the gender balance of the targeted staff group.

Training that is aimed at individual career development became an integral part of our line-management process during the assessment period, with more emphasis on this aspect in the new reporting forms. It is discussed at the two

interim PDPR meetings as well as at the end-of-year meeting. As this training includes a very broad combination of University short courses, external courses, conference visits, self-directed study and sabbatical leave, it is very hard to collate meaningful data in this area. We therefore turned to our survey to evaluate this aspect, finding that over 90% of academic and ECR females are positive about their professional development activities, with somewhat lower figures for APM and support staff (Figure 21).

[195 words]

Action Ref	Actions
4.8	<p>Improve engagement with personal and professional development for APM & technical staff</p> <p>Continue to run Staff Development lunches for professional and support staff</p> <p>Emphasise the importance of development for all staff in PDPR update training</p>

(ii) Appraisal/development review

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

The University's Personal Development and Performance Review (PDPR) process is mandatory for all staff. Staff are assigned a reviewer, usually their line manager. Staff can request, with justification, an alternative reviewer. At the start of the year, goals are agreed which are reviewed by both parties during the year. At the end of the PDPR year a performance rating is recommended by the reviewer and evaluated by the School. As indicated under Action 5 of the Bronze Action plan, we made the following changes:

- introduced PDPR meeting checklists for reviewers and reviewee;
- increased to three PDPR meetings per year from two;
- introduced an improved PDPR form that helps line managers assess both performance and training needs against defined School benchmarks.

In our 2018 staff surveys, 66% of academic and 65% of research staff reported that all or most of the items on their PDPR checklists had been discussed. Although encouraging, this indicates there is room for improvement and we continue to provide training on this aspect for both reviewers and reviewees.

Training for PDPR is offered by the University's Professional Development unit and includes courses for reviewers and reviewees. This training is listed as mandatory, and completion should be checked during induction follow-up meetings. However, of the 66 staff who joined the School in the review period, only 28 completed the reviewee training. We will therefore improve our

induction follow-up procedures to ensure that this training is completed and report to line managers if it is not.

In addition, the School runs an annual briefing for reviewers ahead of the end-of-year meetings. All reviewers are invited and the notes and slides sent to those unable to attend. For the 2018 briefing, 15 of the 16 required staff attended.
[288 words]

Action Ref	Action
4.6	Continue to improve and evaluate the PDPR process Continue annual PDPR reviewer update training and encourage reviewees to take PDPR training courses.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

All staff are encouraged to raise their international profile through attending conferences either using project funding or the School travel fund (Action 6.6, 2015 Bronze Action Plan). A fund for childcare arrangements during such visits is available from the University in addition to a faculty scheme, also covering research visits and training events (includes PGR students).

As indicated in Action 3 of our Bronze Action Plan, promotion workshops or individual promotion advice were offered by the HoS in every year in the assessment period. The Researchers Forum held career events once a year aimed at introducing other potential career paths to postdoctoral researchers and PhD students as well as to provide information on, for instance, fellowships. We also offer mentors for all postdoctoral researchers. As indicated previously, uptake of these opportunities is low and we are planning to work with postdoc representatives and supervisors to improve postdoc engagement.

The School has an excellent track record in supporting promising postdoctoral fellows in applications for prestigious independent fellowships. All successful candidates are offered permanent positions in the school upon completion of their fellowships. In the assessment period, the School hosted 6 holders of independent fellowships, 3 males and 3 females and one male moved from a fellowship to an academic post. Of these fellows, 4 were already employed in the school when they applied for fellowships and 2 were recruited from outside. In addition, since 2014 three pharmacists (1 female) who had been seconded into the School as teacher/research practitioners have been appointed to academic positions in Pharmacy Practice and are funded by the School to complete their PhD part-time.

All academic staff can apply to the School Research Committee for up to around £10,000 in funding to support or expand their research. In the three reviewed years, 42.6% (£58k) of this funding went to female staff members, who constituted 33% of all eligible staff members. Sabbatical leave for one semester every four years was awarded to all academic staff using a rota.

Action Ref	Action
4.4	<p>Encourage female Early Career Researchers to progress their careers</p> <p>Inform postdocs and their supervisors of the career paths of their predecessors, not just by highlighting successful individuals, but by giving data on the whole population. Encourage postdocs to present their work at School-wide events.</p> <p>Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.</p> <p>PDPR update training to highlight the mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.</p>
4.5	<p>Improve the gender balance of academic staff</p> <p>Provide promotion workshops and individual consultations by Head of School, with promotions to level 7 a priority.</p> <p>Identify staff who could fulfill the promotion criteria in the next 2 years and assign a promotions mentor. Evaluate workload of promotion candidates.</p> <p>PDPR update training to highlight the promotion mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.</p> <p>Calls for national committee members on national committees to continue be forwarded by the Director of Research to all members of staff and line managers to encourage female staff to apply.</p> <p>Use lessons learned from analysis of ECR adverts to improve adverts for academic positions.</p> <p>Ensure we evaluate research outputs in a fair and transparent manner and track gender balance. Keep track of staff by gender meeting the expected research quality threshold.</p> <p>Provide support through Grant Academy, School Research Fund, sabbatical arrangements for staff who struggle to meet the research quality threshold. Examine effectiveness of support measures.</p>
4.6	<p>Continue to improve and evaluate the PDPR process</p> <p>Provide annual PDPR update training for reviewers. Encourage reviewees to take up PDPR training courses. Highlight the promotion mentoring programme.</p>

[331 words]

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).



Image 4. Event of one of the Doctoral Training Centres

As indicated under 4.1(i) and 4.1(v), most of our undergraduate students become registered pharmacists, but we have been promoting PhD study recently. For graduate students and postdoctoral staff, a 2 day career event is held annually in February, bringing in speakers from academia and pharmaceutical industry. There is a roughly equal distribution of female and male speakers

and attendance is around 25 postgraduate and postdoctoral delegates. When we started recording this, we found a high uptake by female students and research staff (2016: 79% female, 2017: 58% female).

Most home and EU PhD students are additionally on doctoral training programmes, which provide their own career advice. In many of these PhD programmes, students do placements outside academia, giving them more career options. The Researchers' Forum, which represents the postdoctoral fellows and PhD students in the School, organised career events that brought in speakers from academia, industry and publishing.

However, the key gender related issue identified in the 2015 postgraduate and postdoctoral surveys was a dissatisfaction with career guidance and a pessimism about the influence of gender and maternity on career prospects in a significant minority of females (25-40% depending on the question).

Postgraduates generally suspend their studies during maternity leave and their stipends cease during this period. The School offers paid maternity leave to UK and EU postgraduate students, financed from its own funds. Arrangements for support are generally made through the supervisor, but we will streamline our procedures in this area in the next assessment period.

As planned in our 2015 Bronze Action Plan, we organised multiple events aimed at career advice and inspiration, but attendance of postdocs and PhD students at these events was disappointing and our 2018 survey did not show improvements in this area. The low response rates to the surveys for these groups makes it hard to estimate exactly how large the problem really is and future surveys will be conducted in seminars and divisional meetings to try and increase response rates.

Action Ref	Action
1.3	<p>Understand the needs of PGR students</p> <p>Liaise with the PGR committee to define a list of actions. This will include an evaluation of career support, increased EDI training, events aimed at increasing awareness on how to raise issues.</p> <p>Collect EDI survey responses during seminars and divisional meetings to improve response rates.</p> <p>Explore the reasons why female postgraduate research students do not complete their studies within five years using the new student records system to track progress.</p> <p>Reorganise how PGRs and ECRs are represented in the School and ask the relevant forums to bring forward ideas for career and work-life balance events that include positive role models.</p>
2.1	<p>Ensure awareness of maternity and paternity provision</p> <p>Improve information dissemination through inclusion in the induction booklet and the PGR Moodle page, presentation in seminars and an annual reminder to supervisors.</p> <p>Review procedures for PGR applications for maternity and paternity leave to ensure stream-lined, open procedures. Publicise these amongst supervisors.</p>
2.2	<p>Ensure awareness of support for dignity issues</p> <p>Improve information dissemination through inclusion in the induction booklet, PGR Moodle page and presentation in seminars.</p> <p>Identify and train a University Dignity Advisor for the School.</p>
4.1	<p>Support personal and professional development of PGRs</p> <p>Continue to highlight career activities specifically for PGRs, e.g. CV writing, letter writing, job hunting techniques, using University Career's service</p> <p>Emphasise to supervisors that career development is core to the PhD and encourage them to highlight events in this area at formal recorded monthly supervision meetings.</p> <p>Gather data on career paths of our PGR students so we can give relevant advice and tailor our training to realistic goals.</p>
5.1	<p>Engage with all staff and students to ensure their voices are heard</p> <p>Continue to hold sandpits and implement the recommendations.</p> <p>Conduct surveys, feedback the results and take relevant actions.</p>

[327 words]

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.



“The School of Pharmacy provides me an excellent engaging tailored management system to actively support my grant ideas from concept through to writing and submission. The vigour of the critical feedback and training has immensely helped with my professional development as an academic.”

Image 5. Frankie Rawson,
Nottingham Senior Research
Fellow, appointed 2013

Nearly all our academics are research active and are expected to submit grant applications. Grant income is a key performance indicator. Everyone is offered support from the School Grant Academy in the early stages of grant writing. Drafts of grant applications are internally reviewed by at least two colleagues. Most projects in our School are multidisciplinary collaborations and grant writing is generally shared. It is recognised that successful applications will always constitute a minority. Success is therefore measured long term rather than from year to year. For the small numbers of colleagues who have not managed to obtain external funding for several years we offer further bespoke help, which may include uplifted mentoring, time, technical help, sabbatical leave or SRC funding. In the coming review period we will investigate whether these actions are effective and if there is a gender bias.

[194 words including quote]

Action Ref	Actions
4.5	<p>Improve the gender balance of Academic staff.</p> <p>Ensure we evaluate research outputs in a fair and transparent manner and track gender balance. Keep track of staff by gender meeting the expected research quality threshold.</p> <p>Provide support through Grant Academy, School Research Fund, sabbatical arrangements for staff who struggle to meet the threshold. Examine effectiveness of support measures.</p>

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5.4 Career development: professional and support staff

(i) Training

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

Training provided by the University ranges from half-day courses on the use of University systems to year-long, accredited leadership qualifications. Administrative and technical staff are also supported to complete external training. Information on new training opportunities are flagged to all staff by email and further reinforced by emails to line managers. During the review period, female staff undertook 287 courses and male staff 73 (staffing split average 75%F and 25%M during the period).

As part of the PDPR process (see 5.4vi below), all staff devise a personal development plan with their line manager which includes training requirements relating to both the immediate needs of their role and their longer-term aspirations. Completion and effectiveness of training is monitored by line managers in PDPR meetings.

At the 2017 APM and TS Staff Development Day, all staff were asked to give feedback to the rest of the team on a training opportunity which they had undertaken and which they found particularly useful. Staff reported finding this especially helpful and it will be repeated in the 2018 staff development sessions.

[176 words]

(ii) Appraisal/development review

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

Administrative and technical staff undertake the same mandatory PDPR process, including using the School's meeting checklists, as all other staff and are expected to complete the same training for reviewers and reviewees and attend a specific School briefing. Ten staff joined the School during the review period and 15 staff completed PDPR training (4M: 11F). All reviewers attended the 2018 School briefing. In our 2018 survey, 100% of staff had had a PDPR review in the last 12 months and all had discussed some or all of the items on the meeting checklist.

[93 words]

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

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

As noted under 5.2(ii), career progression for administrative and technical is predominantly through support in obtaining a new role or re-grading of an existing role. Support for career progression is primarily offered through line managers and the PDPR process. In these regular meetings, career ambitions are discussed and plans put in place to support these. In our 2018 staff survey, 100% of males (n=5) and 68% of females (n=13) agreed that they have been encouraged to undertake activities which contribute to their personal and professional development. In Spring 2018 we therefore introduced monthly Staff Development Lunches for this group (food and drink provided) for networking and to support development through the delivery of training and peer support. The topics covered have been selected from staff suggestions and have included things like mindfulness and an introduction to Student Services. These have been well-received and staff have asked that these continue in the next academic year.

[154 words]

Action Ref	Action
4.6	Continue to improve and evaluate the PDPR process Continue annual PDPR update training for reviewers. Encourage reviewees to take up PDPR training courses.
4.8	Improve engagement with personal and professional development Continue to run Staff Development Lunches for professional and support staff (food and drink provided) as an opportunity for networking and to support development through the delivery of training and peer support. Emphasise the importance of development for all staff in PDPR update training.

5.5 Flexible working and managing career breaks

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

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave. Comment on any differences in maternity leave provision for staff on fixed term contracts.

"My experience as a postdoc at other UK institutions left me in doubt if I could combine a research career with children but after arriving in Nottingham, I decided to try. When I told colleagues I was pregnant, they were helpful and supportive. Staff and PhD students kept in touch throughout my maternity leave without making me feel pressured to respond. I felt I was still in the loop when I came back."

Anna Piccinini, Anne McLaren
Fellow

The School follows the same process for all staff (academic, professional or support) who are becoming parent and intend to take maternity, adoption or shared parental leave. The HoO meets with staff as soon as they are comfortable in disclosing the pregnancy/adoption to discuss health and safety, University and School policies. [129 words including quote]

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

Explain what support the department offers to staff during maternity and adoption leave. Explain the arrangements to enable staff to keep in touch during leave.

Once academic staff are happy for their news to be shared, cover is arranged for their teaching, administrative roles, PhD student and postdoctoral researcher supervision. The School funds a post to cover the duration of the leave or cover is sourced from within the existing team, as appropriate. Ahead of the leave, mechanisms are agreed with those providing cover to keep the new parent informed of developments at work without putting undue pressure on them to respond, which can be particularly important for academics with ongoing research and PhD projects. In addition, the HoO acts as key point of contact and liaises with staff over Keeping in Touch (KIT) days and to prepare for their return to work.

For postdoctoral staff, the arrangements for covering the role depend on the funder of the post. Usually, a cover post is provided to progress the project. The supervisor normally stays in touch with the staff member to keep them informed of the project. As with the academic staff, the HoO acts as a contact point and offers KIT days.

For administrative and technical staff, either a post to cover the work is funded or the work is covered by the existing team. The HoO acts as a contact point and also offers KIT days.

[212 words]

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

Explain what support the department offers to staff on return from maternity and adoption leave. Comment on any funding provided to support returning staff.

"I am currently on maternity leave for the second time. On both occasions I have felt very well supported by the School and my colleagues, with cover arranged for my teaching and a reduced load on my return to work. The Head of Operations has been particularly helpful, giving me advice on shared parental leave and nursery places, and ensuring I am fully paid for keeping in touch days. The support has really made a difference in allowing me to enjoy my maternity leave and knowing that my return to work will be as easy as possible."

Image 6. Dr Catherine Jopling, Assistant Professor
[Photo and quote to be removed if application made public.]

KIT days are part of preparing for their return to work for all staff. The HoO meets with the member of staff when they return from leave to update them on changes within the School and University and check that arrangements for their return, such as flexible working, are in place. Academic staff returning from leave of six months or more are exempt from administrative roles in their first year to provide more time to settle back into work and re-establish research and teaching activities.

[199 words including quote]

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Six staff had maternity leaves which finished during the review period:

- One R&T-A returned to work in the School and is currently on her second period of maternity leave.
- One APM staff member returned to work to a different role in the University following a University-wide restructuring of student support services. They then chose to leave the University.
- Four R&T-R staff of whom three had contracts ending during their maternity leave. Unfortunately, funding was not available to extend the contracts and they were aware of this when they went on leave.

In November 2018 a University wide pilot scheme was announced, providing six months of funding to staff whose contracts end during any form of parental leave so that they can participate in active research, apply for funded posts and undertake personal and academic career development activities. The School will actively promote this scheme and track the progress of participants to assess its impact.

[154 words]

Action Ref	Action
4.1	<p>Ensure awareness of maternity, paternity provision for PGR students</p> <p>Improve information dissemination through inclusion in the induction booklet and the PGR Moodle page, presentation in seminars and an annual reminder</p> <p>Review procedures for PGR applications for maternity and paternity leave to ensure stream-lined, open procedures. Publicise these amongst supervisors.</p>

4.3	Ensure ECR awareness of key provisions Increase awareness of maternity and paternity provisions for postdocs and in the different career options by events that are co-organised by postdocs.
4.4	Encourage female ECRs to progress their careers Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.

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

As noted above, 3 staff had contracts which did not end during their maternity leave.

- R&T-A remains in post.
- R&T-R contract remained in post for just over four years following her maternity leave until her contract ended.
- As noted, the APM staff member returned to work for 3 months following maternity leave. However, her role had been transferred outside the School (we tried hard to prevent this). She therefore chose to leave the University. We have recently been able to offer her work through the University's temporary staff service, including working from home, to enable us to maintain her skills and knowledge whilst she spends time with her young children.

"Although the University-wide restructuring process was initially very difficult, the fact that I have been able to continue working for the School is hugely positive – I have been able to retain the parts of my previous role that I enjoyed and now have much more flexibility in terms of working hours, location and workload than would ever have been possible within my allocated role in the restructure. I essentially now have the perfect set-up for working whilst also looking after young children, for which I am hugely grateful."
Julia Thompson, former Student Administration Manager

[204 words including quote]

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

In the reviewed period, two academics and five research staff took paternity leave. One male academic took adoption leave. One male technician and one female academic took shared parental leave. All staff who are going to become

parents are invited to meet with the HoO to discuss their options for leave, including shared parental leave, and this is flagged in the staff induction booklet. [64 words]

(vi) Flexible working

Comment on whether there is a formal or informal system in place for flexible working. Provide data on applications and success rates by gender and grade, commenting on any disparities. Give details of the support provided for managers in promoting and managing flexible working arrangements and how the department raises awareness of the options available.

The University has a formal flexible working policy, which the School supports. However, no staff have used this because the School also offers an informal flexible working policy for all staff groups, making no permanent change to the employee's terms and conditions of employment. This arrangement is more suited for short-term adjustments. Staff wishing to make use of the policy discuss their request with the HoO. No requests for flexible working have been turned down (9 applications, 6 women and 3 men, Figure 22). Consideration is given to staff changing from full to part-time on a temporary or permanent basis on their return to work. Flexible working agreements are considered in the creation of teaching timetables.

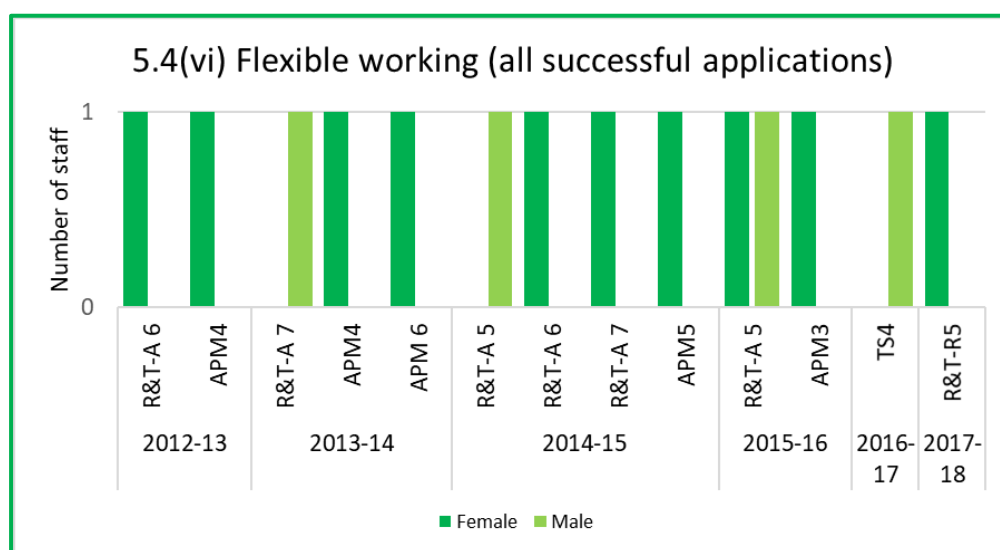


Figure 22. Flexible working applications by gender



"The School has always supported my requests for flexible working which allows me to take my children to school in the morning and to collect them from school two days a week."

Image 7. Professor Felicity Rose

Increasing awareness of flexible working arrangements was in our 2015 Bronze action plan (Action 6). We promoted the scheme through:

- presentations at staff meetings
- information in the induction booklet
- a prompt to discuss flexible working in the PDPR meeting checklists
- discussion with staff after any form of parental leave

In the 2015 survey 59% of academics, 62% of researchers and 72% of administrative and technical staff agreed that flexible working was supported by the School. In 2018 these numbers were 89%, 77% and 80% respectively, showing our actions were successful. We will continue to offer the School scheme and promote flexible working to staff.

[257 words including quote]

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Staff wishing to return to work part-time discuss their options with the HoO as part of their return to work meeting. Where necessary, a new appointment is made to cover the rest of the role, either on a temporary or permanent basis. Consideration of requests to return to full-time work depend on what provision was made to cover the rest of the member of staff's role when they went part-time, e.g. is there now a job share partner or part-time worker.

[81 words]

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Equality, diversity and inclusion are discussed at least twice a year in all School committees and EDI data widely disseminated to committees and staff meetings, often with requests for actions (2015 Bronze Action 4.1). Our HoS promotes a culture in which issues can be raised, holding drop-in meetings and meeting with individuals. In our survey, the number of women agreeing that the School is effective in raising awareness of equality and diversity increased from 53% to 94% between 2015 and 2018, indicating the success of these actions. In addition,

our School had the highest staff satisfaction rates of the larger Schools in the University in a 2017 Gallup poll on staff engagement. In our 2018 survey, 88% of female and 96% of male academics agreed that there are mechanisms available to raise issues about working in the school.

The School discourages out of hours working, trying to balance this with the flexible working needs of individual staff members. Happiness with work/life balance dropped between 2016 and 2018: from 70% to 65% among women and 90% to 60% among men (% agreed or strongly agreed with "I am happy with my work/life balance"). This may reflect the trend that more male staff are taking up caring duties (2015 vs 2018 survey). In September 2017, we held a 'Ways of Working' workshop for academics to alleviate the reduction in wellbeing. These were in the form of a 'sandpit' where staff co-develop ideas and vote for a winning action, which the School guaranteed to implement. The measure voted in was to start science socials, at which a member of academic or research staff takes half an hour to speak about a topic of their choice, followed by drinks and pizza for lunch. Attendance has been good, and the gender of speakers reflects the gender balance in the School. Similar workshops have been run for the administrative and technical staff. We will evaluate the impact of this measure later this year. We plan to hold similar events in the coming years to find other ways of improving the working climate.

Action Ref	Actions
5.1	<p>Engage with all staff and students to ensure their voices are heard</p> <p>Continue to hold sandpits and implement the recommendations.</p> <p>Conduct surveys, feedback the results and take relevant actions.</p>

[346 words]

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The University Dignity Policy aims at supporting a positive environment for work and study. There are trained Dignity Advisors from a variety of backgrounds available across the University for anyone feeling harassed, bullied or victimised. All enquiries are treated as confidential and no information is shared with line managers, supervisors or lecturers.

All inductions for undergraduates, postgraduates and staff introduce these procedures. In addition, the School Equality and Diversity Committee operates an

anonymous mailbox. For undergraduate students, there are also personal tutors, the senior tutors and the Student Welfare Officer. For postgraduate students, there are the minimum of two supervisors, the postgraduate tutor and the Student Welfare Officer. If an incident is evident or raised by an individual, senior members of staff are pro-active in responding when behaviour is less than acceptable. Thankfully, such events are very rare.

Over 90% of our academics, administrative and support staff indicate they would report unfair treatment, however a significant minority of PhD students and postdoctoral researchers appear not to know how to report such issues (2018 survey). The Equality and Diversity Committee will coordinate with the Researchers' Forum and the Postgraduate Committee to improve the information flow in this area.

All staff in the school are required to complete an on-line training course on Equality and Diversity which helps identify what can constitute a Dignity issue (2015 Bronze Action 2.3). As completion rates stand at only 63%, we will take action to increase the number of staff completing this training.

Action Ref	Actions
5.2	Improve completion of mandatory EDI training by staff Follow-up with new starters on completion of all mandatory EDI training and report to line managers where it has not been completed. Check completion for current staff through PDPR requirement.
4.3	Ensure ECR awareness of key provisions Increase the awareness of how to report dignity issues by training a Dignity Advisor for the School, including it in induction and flagging it up at research events
2.2	Ensure awareness of support for dignity issues Improve information dissemination through inclusion in the induction booklet, PGR Moodle page and presentation in seminars. Identify and train a University Dignity Advisor for the School.

[247 words]

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender

equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

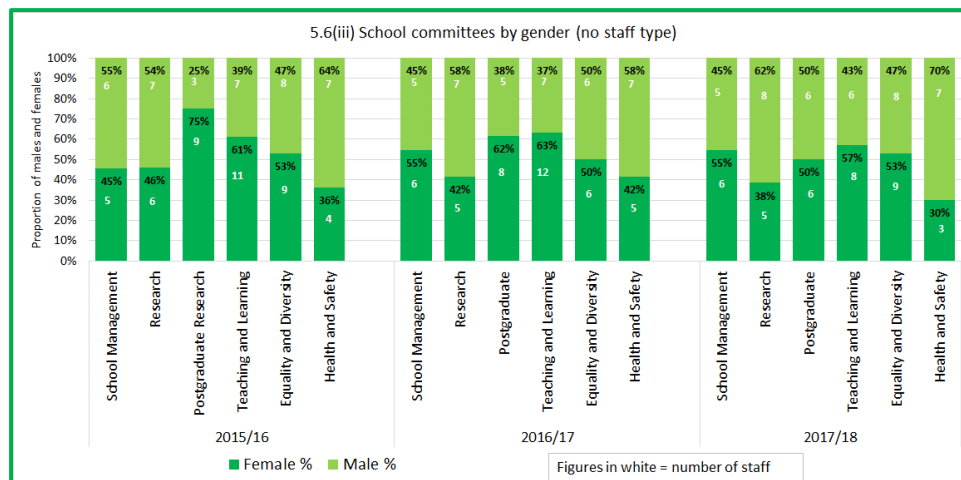


Figure 23. Composition of School committees by gender

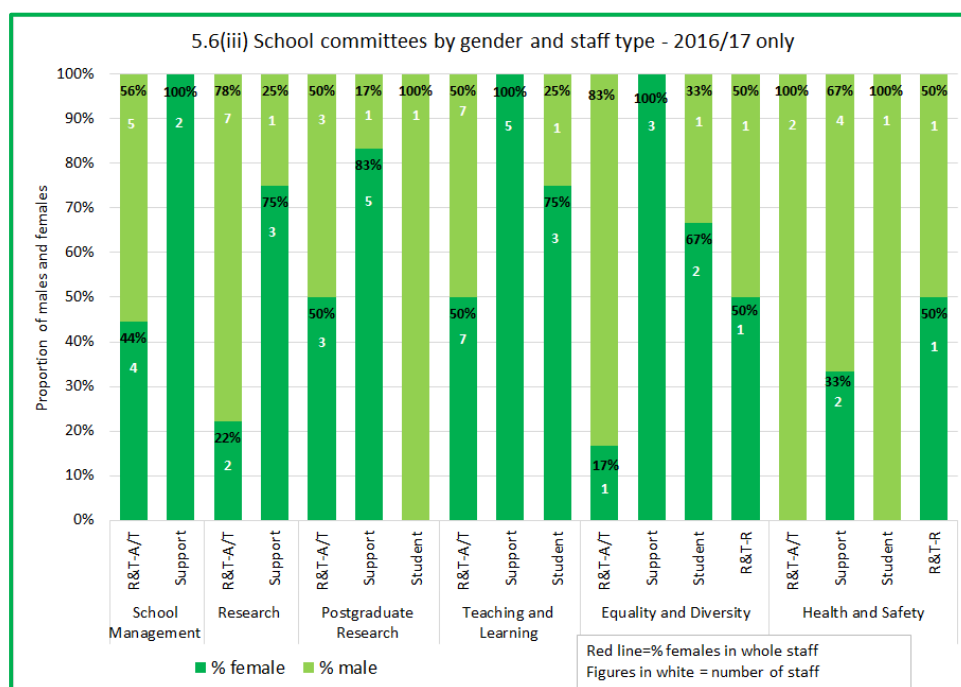


Figure 24. Committee membership in 2016/2017 by gender and staff group

The primary strategic committees are the School Management Committee (SMC), the Teaching and Learning Committee (TLC) and the Research Committee (SRC). In our 2015 Bronze Action Plan (Action 7.1), we noted that there was a gender imbalance at the strategic management level in our School. Division Heads are on both the SMC and the SRC and are traditionally recruited from Level 7 staff, which is still predominantly male. It was therefore decided to consider level 6 staff for this role and Dr Felicity Rose was appointed as a Division Head in autumn 2015. This contributed to her very recent promotion to level 7, outside the review period (see also 5.3iii). We now have a close to proportional representation of women on most committees, including the SMC (Figure 23).

We only started collecting committee membership by staff type in 2016/2017. As can be seen in Figure 24, the proportion of female academics varies somewhat over our key committees with higher numbers in the TLC and the Postgraduate Research Committee, and lower numbers on the SRC, the EDC and the Safety Committee (33% female academics in the School).

[186 words]

Action Ref	Actions
4.5	<p>Improve the gender balance of academic staff</p> <p>Ensure that female academic staff are well represented on committees while avoiding overburdening them with academic housekeeping.</p> <p>Make adequate provision for committee membership in the workload plan (also see action 4.7).</p>

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Membership of University committees usually arises due to the role of the member of staff, e.g. the Director of Teaching and Learning attends the Faculty Teaching and Learning Board, the HoS attends Senate meetings.

The University recently invited all staff to apply to join major University committees which the School supported. Three Pharmacy staff were successful in their applications:

- One female fellowship holder joined Research Committee
- One male academic joined the Global Engagement Committee
- One female APM member of staff join the People and Human Resources Committee.

One of our female professors was encouraged to stand for a vacant professorial position on Senate and succeeded.

Nine School staff (3 female) are on nationally influential committees, matching the overall academic gender balance (33%). Membership is recognised in the WLP. When calls for committee members are advertised, the Director of Research forwards these to all members of staff and encourages line managers to discuss these calls with eligible members of staff, particularly females, as there is commonly a need for more female representation on these committees.

[174 words]

Action Ref	Actions
4.5	Improve the gender balance of academic staff

	Calls for national committee members on national committees to be forwarded by the Director of Research to all members of staff and line managers to encourage female staff to apply.
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(v) **Workload model**

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Workload Planning system (WLP) is in place for academic staff only. Workload is reviewed as part of PDPR meetings and occasionally used to distribute tasks. Although it is not a factor in the promotion process, the HoS may include reference to it for staff with a particularly high workload.

Workload according to the plan is similar between male and female staff members (3% higher for males than females in 2017). In general, each member of staff is expected to take on teaching and administrative responsibilities as well as conduct research, with level 5 academics expected to do more teaching and level 7 academics more administration. Administrative tasks are rotated every 3-4 years. Anyone who takes on a particularly large task is relieved of some other duties. One day a week is automatically assigned for research for all research active staff. This increases with increased funding and increased numbers of research students. Despite continuing efforts to include more activities, such as outreach and citizenship activities, our 2018 survey indicates that 53% of females and 64% of males disagree that the WLP broadly reflects the time spent on the activities listed. The University and Faculty have recently reviewed the WLP and have made some recommendations. Schools have been given the option to introduce the Faculty allocations and principles over a couple of years and this has started in Pharmacy for 2018/19. To address the staff concerns around the allocations which are determined by the School, we will engage with staff to better understand how these discrepancies arise and seek to address them.

Action Ref	Actions
4.7	<p>Improve satisfaction with the workload planning system</p> <p>Implement the Faculty allocations and principles.</p> <p>Engage with staff to better understand the reported discrepancies in allocations.</p> <p>Determine if there are gender differences in workload.</p>

[261 words]

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

We strive to ensure that all key meetings and social events fall within the School core hours (9.30 am to 3 pm) and do not frequently fall on days that part-time members of staff don't work (2015 Bronze Action Plan 7.2). Indeed, 90% of staff across all groups agreed that relevant meetings are held at times that they can attend (2018 survey).

[62 words]

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

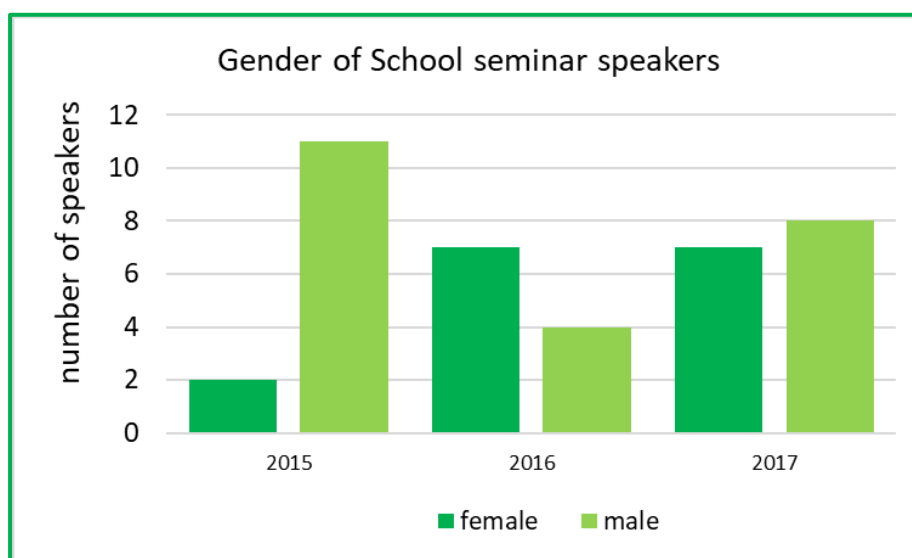


Figure 25. Gender of seminar speakers in the academic years ending in the indicated calendar year.

In 2015 we detected a clear gender imbalance in our School seminar speakers, probably reflecting the gender imbalance at senior level in academia and the pharmaceutical industry. We educated colleagues in the School and mandated the invitation of speakers at earlier career stages and with a better gender balance (2015 Bronze Action Plan 7.3). This considerably improved our seminar programme (Figure 25).

In 2015 we celebrated International Women's day by showcasing different experiences of women in the School through personal blog posts. Felicity Rose, Cornelia de Moor, Rachel Elliott, Li-Chia Chen and Claire Anderson shared their motivations for working in science and their diverse career paths. In 2016 we had a further five women (Tracey Bradshaw, Anna Piccinni, Lisa White, Joy Wingfield and Tracy Thornley) share their career stories.

In 2017 we presented an International Women's Day celebration of women's research careers at the University of Nottingham entitled 'Discoveries and Detours: career paths of women in science'. This lunch and networking event attracted more than 70 attendees from Engineering, Medicine and Science. Invited speakers shared their experiences in research, including their individual career trajectories, breaks or disruptions. We had overwhelmingly positive feedback on the event with attendees extremely appreciative of the inspiring presentations. As the agenda for International Women's Day is now becoming very full with events, we will coordinate with other Schools in the Faculty in the future.

We make special efforts to make our website inclusive by using diverse images. There is a link to our Athena Swan application and the Equality and Diversity Committee web page from the front page of the School.

Action Ref	Action
5.3	<p>Ensure the visibility of role models</p> <p>Continue to ensure an appropriate gender balance in honorary appointments and seminar speakers.</p> <p>Participate in the organisation of events featuring successful women at faculty and University level.</p>

[266 words]

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.



Image 8. Students at science in the Park community event.

Academics from the School participated in many outreach activities, both for young people and the general public, coordinated by our Outreach Officer, Dr Keith Spriggs. They included local and international summer schools, after school science clubs, science social clubs, work experience programs, participation in events such as the Big Bang Science Fair, Science in the Park and Wonder. Outreach is recognised in PDPR and in the WLP. In the reviewed period over 30 events took place. Over half the events were organised by female academics (52%) and 49% of the staff and students delivering them were female. [97 words]

SILVER APPLICATIONS ONLY

5 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.

Stephanie Allen

Professor of Pharmaceutical Biophysics and Director of Teaching and Learning

I joined the University of Nottingham initially as an undergraduate student (Pharmacy 1990-93), before returning to complete my PhD studies in what was then the School of Pharmaceutical Sciences (1994-97). I joined the School staff in October 1997, first as a postdoctoral researcher and then as an academic from January 1999.

I've always found the school a supportive and collegiate place to work in although, not surprisingly, many things have changed since I first joined its academic staff. In 1999, I was the only female within my research group/division. As a junior academic, I received traditional advice and encouragement about what I needed to achieve to succeed as an academic; I very much thought that long working hours were the norm. Indeed, everyone around me appeared to work that way.



Image 9. Professor Stephanie Allen

In terms of my career, things went well; I was promoted to Associate Professor and Reader in 2006. At a personal level, I was married in 2004 and fell pregnant with our son, also in 2006. Before going on maternity leave, the school provided some advice on the official processes/arrangements for maternity leave and return to work, but in many ways, I was left to sort things on my own. I certainly wasn't aware of other successful female academics in the school/wider university who worked on a part-time basis. Keen to continue with my career as it was prior to my leave, I therefore decided to return to work on a full-time basis, after 6 months of leave.

On my return to work things continued to go well with my career and I took on roles of increasing responsibility. However, particularly when my son started school (2011), I found it increasingly hard to fit everything in. I often felt tired, that I was 'burning the candle at both ends' and also felt incredibly guilty if I wasn't able to work the hours, I worked prior to having my son. At a personal level, I found this period of my career quite hard and although my career was still progressing, often I felt that achieving the next promotion step (e.g. to Professor) was becoming unattainable.

Around this time, however, attitudes to general working practices within the School and wider university began to change. For example, within the school more proactive support was given to those going on and returning from maternity leave. The gender balance of interview panels began to be more carefully considered and the opportunities provided by the university for flexible working and support when attending conferences etc., were also proactively and frequently discussed and advertised. An increasing number of training events and interesting presentations/events were also available to attend e.g. to highlight equality and diversity issues and showcase the careers of successful academics with atypical career progressions and working patterns. Perhaps the greatest impact however of such formal changes, was that informally my colleagues of all genders appeared to more openly debate and discuss such issues, in particular the challenges associated with juggling work and caring responsibilities.

In more recent years other changes, such as the introduction of a work load model and the 'e-days' system for recording annual leave have further supported the change in working practices and the growth of a culture where these and work-life balance are

discussed much more openly. At a personal level perhaps, the biggest change that impacted on my own development was a change in line manager, he conducted my annual reviews in a manner that reflected this culture change; acting also as my mentor, the discussions were open and supportive. This in turn resulted in encouragement (from my line manager, the HoS and other senior colleagues) to apply for promotion, which I attained in Aug 2016. Recently, I received support for my career development, including guidance and encouragement for my successful election to University Senate, opportunities to stand in for the HoS at national level committee meetings and attending University leadership courses.

[664 words]

Dr Lisa White
Anne McLaren Fellow

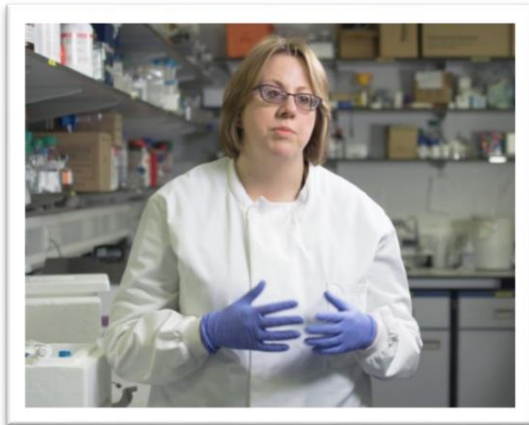


Image 10. Dr Lisa White

I joined the School of Pharmacy in 2006 as a full-time postdoctoral research associate, moving to the UK from Australia with my partner and two children, aged 5 and 2. At the start of 2007 my partner commenced working in Manchester. My line manager was supportive of my need to balance school and childcare and I began working part-time (0.8 FTE) and was encouraged to work flexibly. In October 2008, I had my third child and commenced maternity leave.

Whilst on maternity leave, my initial research contract ended. My line manager obtained a BBSRC LoLa grant and offered me another post-doctoral position. I returned to the School for 0.6 FTE. During this time, I co-ordinated the outputs of three PhD students and 2 postdocs. My application to work flexibly from home 1 day a week was actively supported, and I increased my contract to 0.8 FTE in 2010. In 2012, with the help of my research supervisor and other senior colleagues I obtained a grant from the EPSRC Centre for Innovative Manufacturing in Regenerative Medicine, supporting my salary and research costs for 12 months.

During this time, a senior colleague (Professor Felicity Rose) was pregnant and planning her maternity leave. My line manager encouraged me to apply for this maternity leave cover post and I started in October 2013. My youngest son had started school and I returned to full-time work. Covering this maternity leave post was hugely rewarding. I supervised 8 PhD students, covered undergraduate teaching and taught a post-graduate short course. I had a wonderful opportunity to engage with colleagues in the School of Pharmacy outside my research division and to form new networks. I gained valuable experience in PhD student supervision and I felt strongly supported by senior colleagues who acted as informal mentors for fellowship applications.

In August 2014, I relocated my family to Pittsburgh, USA to undertake the outgoing phase of a Marie Curie International Outgoing Fellowship. Due to complications with University negotiations and contracts, I was unable to commence my Fellowship upon arrival in the

USA. Instead, I continued to cover the maternity leave role flexibly from the US, supported by my line manager and the School of Pharmacy, until I could start my Fellowship. During the maternity leave cover and my Fellowship, I was strongly encouraged to write grants to gain external funding and to co-supervise PhD students. At the end of 2015 I returned to the School of Pharmacy to undertake the return phase of the fellowship.

The warm, open and supportive nature of the School was instrumental in my decision to apply for a University of Nottingham Anne McLaren Fellowship (AMF). The encouragement and feedback I received cemented my desire to establish my research team within the School. Since the award of the AMF in 2016 I have continued to be supported by my Head of Division, and other senior colleagues, to advance my research and complete my transition to an academic role.

[492 words]

6 FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

We also considered the way our questionnaires deal with diversity in gender, and decided to follow the ECU recommendations, mostly using just four options (male, female, other and prefer not to say), in the interest of data protection. The Research Ethics committee also considered this issue and made recommendations for research projects in our School. In addition, we sought to raise awareness of mental health problems amongst postgraduate students by providing training for PhD supervisors, increasing familiarity with the professional help provided by the University.

[85 words]

7 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.




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LANDSCAPE PAGE

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Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
1.UNDERSTANDING THE ISSUES							
1.1	3	Investigate experiences among undergraduates. It is three years since we last surveyed our undergraduates on Equality and Diversity matters and response rates were low.	We will hold a focus group with interested undergraduates, design an updated survey and coordinate its distribution via teaching sessions to improve response rates.	05.18	12.22	E&D committee (Dong-Hyun Kim) UG student E&D group and the Teaching and Learning Committee.	Achieve a 40% response rate in an UG equality and diversity survey. Analyse the data and identify any issues and required actions.
1.2	3	Investigate intersectionality in undergraduate attainment between gender, ethnicity and campus of origin. Our analysis of attainment indicated that non-BME females and males registered in Malaysia campus do better than other groups. This is a complex multifactorial matter.	Explore data to understand trends and devise actions to address any concerns. Liaise with the Education and Student Experience team (University level) programme on BME attainment.	01.19	12.22	E&D committee (Franco Falcone).	Report to the EDC and the Teaching and Learning committee.
1.3	1	Understand the needs of PGR students Postgraduate surveys undertaken in 2015 indicate some dissatisfaction amongst some females with career guidance and pessimism about influence of gender and maternity on career prospects. We organised multiple events aimed at career advice and inspiration. However, attendance has largely been low and our 2018 survey did not show improvements in this area.	Liaise with the PGR committee and the Graduate School to define a list of actions. This will include an evaluation of career support, increased EDI training, events aimed at	12.18	12.22	E&D committee (Pavel Gershkovich) and PGR committee (Chair: Jon Aylott).	List of completed actions.

		increasing awareness on how to raise issues.				
		Promote survey and collect EDI survey responses during seminars and divisional meetings to improve response rates.	12.18	03.22	E&D committee (Cornelia de Moor, PhD student E&D group)	An increase in survey response from 12% to 40% of PGR students.
		Explore the reasons why a small number of female postgraduate research students do not complete their studies within five years or leave without a degree using the new student records system to track progress.	12.18	12.22	PGR committee (Mischa Zelzer) and PG researchers forum.	Maintain gender balance in completion rates. Determine if actions are required to provide additional help to students who interrupt their studies.
		Reorganise how PGRs and ECRs are represented in the School and ask the relevant forums to bring forward ideas for career and work-life balance events that include positive role models.	12.18	12.22	PGR committee (Mischa Zelzer) and PG researchers forum.	Reduce the % of female PhD students that think that gender or pregnancy and maternity leave are barriers to their career progression from 33% to <10% (survey data).

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
2. POLICY AND STRATEGY							
2.1	1	Ensure awareness of maternity, paternity provision for PGR students: PGR students generally suspend their studies during maternity leave and their stipends cease. The School provides paid maternity leave for home and EU PGRs to redress this. Arrangements for support are generally made through the supervisor.	Improve information dissemination through inclusion in the induction booklet and the PGR Moodle page, presentation in seminars and an annual reminder to supervisors.	02.19	12.22	Head of School, Head of Operations and E&D committee.	>80% PGRs aware of maternity and paternity provision (survey data).
			Review procedures for PGR applications for maternity and paternity leave to ensure stream-lined, open procedures. Publicise these amongst supervisors.	10.18	12.22	E&D committee and PGR committee (David Scurr).	At least 80% of academics are aware of the maternity and paternity provision for PhD students (survey data).
2.2	1	Ensure awareness of support for dignity issues: In addition to their supervisors, PGRs are supported in the School by the PG committee, PG tutors and the Student Welfare Officer. Our recent survey (January 2018) showed that a significant minority of PhD students did not know how to report issues such as discrimination, harassment or bullying.	Improve information dissemination through inclusion in induction booklet, PGR Moodle page and presentation in seminars.	10.18	12.22	E&D committee, PGR committee (Mischa Zelzer) and researchers forum.	Survey to show >80% PGRs aware of how to report a dignity issue.
			Identify and train a University Dignity Advisor for the School.	10.18	09.19	Head of School and Head of operations.	Have a trained Dignity Advisor within the School by September 2019.

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
3. EQUALITY IN RECRUITMENT							
3.1	2	<p>Ensure gender balance in recruitment to undergraduate programmes</p> <p>Female students were 67 - 72% of the Pharmacy cohort. This is higher than the sector average which rose from 63% to 64% over the same period.</p> <p>We need to ensure that male students are not deterred from commencing study on our taught programmes.</p>	Re-review recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be male inclusive.	02.19	12.22	Head of Operations. Programme Directors of UG Courses	Achieve a gender balance of male UG students in line with sector-wide statistics.
3.2	2	<p>Ensure gender balance in recruitment to taught postgraduate programme</p> <p>Applications to our PGT programme have a low % females compared to the sector. Despite higher numbers of offers and acceptances, fewer females register on the course.</p>	<p>Improve recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be female inclusive.</p> <p>Investigate reasons for female applicants not taking up accepted offers.</p>	02.19	09.22	Head of Operations. Programme Director of PGT course	Achieve a gender balance of female PGT students in line with the gender balance of UG degrees of registered students.

3.3	2	<p>Ensure gender balance in recruitment to postgraduate research programmes</p> <p>47% of PGRs are female. Since 2015 there has been an increase in the proportion of offers and acceptances for female students, leading to a 2017 acceptance rate of 58%.</p> <p>By 2018/2019 the proportion of female PhD students submitting theses is projected to be 56%.</p>	Further stimulate the interest in research degrees in our largely female undergraduate student population, through continued activities such as the “Come into our research labs” project and promoting research degrees during undergraduate research projects and School of Pharmacy reunion events.	10.18	12.22	E&D committee and academic staff (Cristina de Matteis and Snow Stolnik).	Achieve a gender balance of female PGR students in line with sector wide statistics.
			Consider including a few female-only summer scholarships in order to boost the number of applications by females.	10.18	12.22	Research Committee, E&D committee	Uptake of summer projects by female UGs and their application for PhDs
			Investigate if overseas female postgraduate research students are less likely to receive funding to study. If necessary initiate actions such as specific scholarships for female overseas students.	10.18	12.22	E&D committee, PGR Committee (David Scurr)	Gender balance of uptake of overseas PGR offers in line with gender balance of overseas applications

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
4. CONTINUING PROFESSIONAL DEVELOPMENT							
4.1	2	Support the personal and professional development of PGRs A two day career symposium is held annually for PGR students and postdocs organised by the postgraduate committee. In addition, the Researcher’s Forum (joint PGR and postdoc forum) organised career events that brought in speakers from academia, industry and publishing, alongside opportunities to practice presentation skills. Uptake of training opportunities fluctuates from year to year; this is in part due many PGRs being part of doctoral training programmes, which provide their own career advice.	Highlight career activities specifically for PGRs, e.g. CV writing, letter writing, job hunting techniques, using University Career’s service	10.18	12.22	PGR committee (Chair: Jon Aylott), EDC committee members (Chair, PGR members) and researchers forum.	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.
			Emphasise to supervisors that career development is core to the PhD and encourage them to highlight events in this area at formal recorded monthly supervision meetings.	10.18	12.22	E&D committee and academic staff.	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.
			Gather data on career paths of our PGR students so we can give relevant advice and tailor our training to realistic goals.	10.18	12.22	Head of Operations and PGR committee (Chair: Jon Aylott).	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.

4.2	1	Increase applications from females for early career researcher (ECR) positions. While our selection procedures somewhat favours female R&T-R4 applicants, the % applying is lower than expected from our PhD population	Analyse and improve the wording of our standard job adverts and role profile forms.	03.19	12.22	Head of Operations.	Increase female applicants for postdoctoral positions from 38% to 50%.
			Hold further 'Ways of Working' sandpit with the postdocs to find out what they would want from the School.	03.19	09.19	Head of school; postdoctoral staff on Researchers forum and E&D committee.	Produce plan based on postdoc recommendations, implement and seek feedback.
4.3	1	Ensure ECR awareness of key provisions Our surveys indicate that particularly our female postdoctoral researchers have concerns regarding career and life-work balance and expect that maternity and marriage will negatively impact their career. Many are unaware of maternity provisions and promotion applications are very low. There is a lack of awareness of how to report unfair treatment or discrimination.	Increase awareness of maternity and paternity provisions for postdocs and in the different career options by events that are co-organised by postdocs.	03.19	12.22	Head of Operations. E&D committee: postdoctoral members, Cornelia de Moor Researcher's Forum	Reduce the % of female postdocs that think that pregnancy and parenthood is a barrier to career progression from 36% to <10% (Survey data).
			Increase the awareness of how to report dignity issues by training a Dignity Advisor for the School, including it in induction and flagging it up at research events. Access support at University level to achieve this.	10.18	12.19	Postdoctoral staff on the Researchers Forum and E&D committee.	Reduce the % of postdocs indicating they don't know how to report unfair treatment or discrimination to <15% for both males and females (currently 33% and 50% respectively) (Survey data).

			Have conversations about promotion with all postdocs that achieve the highest rating in their performance review	10.18	12.22	Head of School and Line managers.	Have similar numbers of promotion applications from male and female postdoctoral fellows, in line with the gender balance in the population.
			Investigate the career progress of postdocs who have left us including success rates of the University redeployment programme for postdoctoral researchers.	10.18	10.22	Head of School, Head of Operations and E&D committee (Peter Fischer).	Produce report & disseminate widely to all postdocs and supervisors.
4.4	1	Encourage female ECRs to progress their careers Very few female ECRs apply for promotion and a significant minority are not positive about their career prospects.	Inform postdocs and their supervisors of the career paths of their predecessors, not just by highlighting successful individuals, but by collecting and reporting data on the whole ECR population. Encourage postdocs to present their work at School-wide events.	05.19	12.22	E&D committee (Head of School, postdoctoral members) and Research committee (Director of Research)	Have 70% positive responses for all genders to the question "I am confident that my postdoctoral experience will lead to a rewarding career" (new survey question).

			Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.	10.18	12.22	Head of Operations, E&D committee	Uptake of scheme by eligible ECRs.
			PDPR update training to highlight the mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.	12.18	12.22	Head of Operations, Line managers	Increase % of postdoctoral fellows with a mentor from 20% to 40% for both females and males (Survey data).
4.5	2	Improve the gender balance of academic staff. There is still a gender imbalance at levels 5, 6 and especially 7 in our school when compared to our postdoc population, in part because the gender balance amongst our postdocs has improved. This will take time and constant vigilance to redress.	Provide promotion workshops and individual consultations by Head of School, with promotions to level 7 a priority.	05.19	12.22	Head of School.	Increase % females in all academic staff groups.
			Identify staff who could fulfil the promotion criteria in the next 2 years and assign a promotions mentor. Evaluate workload of promotion candidates.	10.18	12.22	School Management Committee and line managers	RT 5-R&T from 6F:9M (40%F) to 8F:8M (50%F) (=parity by 2022). RT 6-R&T from 8F:14M (36%F) to 8F:12M (40%F) parity by 2024. RT 7 R&T from 2F:12M (14%F) to 4F:12M (25%F). parity by 2028.

			PDPR update training to highlight the promotion mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.	02.19	12.22	Line managers	Have similar numbers of promotion applications from male and female staff, in line with the gender balance in the population.
			Calls for national committee members on national committees to be forwarded by the Director of Research to all members of staff and line managers to encourage female staff to apply.	10.18	12.22	Director of Research, other senior members of academic staff, line managers	At least 1 more female member of staff on a national committee (currently 3F:6M) to increase the visibility of women in our department.
			Use lessons learned from analysis of postdoc adverts to improve adverts for academic positions.	10.18	12.22	Head of Operations	Have similar numbers of applications from male and female applicants for academic posts, in line with the gender balance in the postdoctoral population, over the next 10 years.
			Extend the application period for positions for which there are only single gender (male or female) applicants.	10.18	12.22	PA to head of Operations	Have no single gender candidate lists.

			Ensure we evaluate research outputs in a fair and transparent manner and track gender balance. Keep track of staff by gender meeting the expected research quality threshold.	10.18	12.22	Head of School, Director of Research	Have proportional gender balance in high quality REF returns.
			Provide support through Grant Academy, School Research Fund, sabbatical arrangements for staff who struggle to meet the research quality threshold. Examine effectiveness of support measures.	10.18	12.22	Head of School, Director of Research	Research output success of those identified as struggling.
			Ensure that female academic staff are well represented on committees while avoiding overburdening them with academic housekeeping.	10.18	12.22	Head of School, Director of Operations.	Have approximate proportional representation of female academics on School committees.
			Make adequate provision for committee membership in the workload plan (also see action 4.7).	10.18	12.22	Head of School, Director of Operations.	Survey to show this is adequately provisioned for at least 80% of respondents (new question).

4.6	3	Continue to improve and evaluate the PDPR process In the review period we standardised the performance review and introduced continuous training for line managers.	Provide annual PDPR update training for reviewers. Encourage reviewees to take up PDPR training courses. Highlight the promotion mentoring programme.	10.18	12.22	Head of Operations, line managers.	Survey response to new question "The current PDPR process is effective in 1. evaluating performance, 2. Monitoring training needs and 3. Planning my career progression" with at least 70% positive responses in all 3 aspects.
4.7	2	Improve satisfaction with the workload planning system. In our January 2018 survey 61% of staff disagreed that the workload plan (WLP) broadly reflects the time they spend on different activities. This is a potential problem as the WLP is sometimes used to assign tasks and it may obscure gender differences in workload.	Implement the Faculty allocations and principles. Engage with staff to better understand the reported discrepancies in allocations. Determine if there are gender differences in workload.	03.19	03.21	Academic staff and independent fellows.	Decrease the negative response to this survey question from 61% to 30%.
4.8	2	Improve engagement with personal and professional development. Of all staff groups, female APM & Technical are least satisfied with their training opportunities.	Continue to run Staff Development Lunches for professional and support staff (food and drink provided) as an opportunity for networking and to support development through the delivery of training and peer support.	10.18	12.22	Head of Operations, APM and technical members of the E&D committee.	Increase the positive response by female professional and support staff to the Survey question "I am encouraged to undertake activities which contribute to my personal and professional development" from 68% to 80%.

			Emphasise the importance of development for all staff in PDPR update training.	10.18	12.22	Head of Operations in consultation with APM and technical members of the E&D committee.	Increase the positive response by female professional and support staff to the Survey question "I am encouraged to undertake activities which contribute to my personal and professional development" from 68% to 80%.
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Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
5. Culture							
5.1	2	Engage with all staff and students to ensure their voices are heard	Continue to hold sandpits and implement the recommendations	10.18	12.22	E&D committee, all staff and all students.	Maintain or improve positive responses to “I feel I have the opportunity to influence decision making in the school”. Current numbers: Academic staff: 70% Postdoctoral staff: 40%. APM and technical: not included in survey, will do this time.
			Conduct surveys, feedback the results and take relevant actions.	10.18	12.22	E&D committee and all staff.	Comprehensive dataset obtained, presentations to staff and students held, actions based on the survey identified or initiated.