1. Letter of endorsement from the head of department: maximum 500 words

Professor Clive J Roberts
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Ms Ruth Gilligan
Athena SWAN Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London, WC2A 3LJ

Dear Ms Gilligan

I am proud to be able to endorse our application for an Athena SWAN award. We see the principles of Athena SWAN, and equality and diversity in general, as integral to our ethos and one that is supported by dedicated staffing and substantive financial resource. As an indication of this commitment a significant number of our academic, administrative and technical staff, as well as our students have contributed to preparing this submission, the application has been co-authored by myself, our Director of Operations Mrs Katherine Tallant, and SAT member Dr Felicity Rose.

As an organisation and individuals we reviewed and improved our working practices in relation to gender balance and career satisfaction and outcomes, in particular for our female staff and students. To help achieve this we have sought external advice, reviewed best practice and worked to develop better practices for the School, such as paid maternity leave for all PhD students from the School's budget and compulsory training for all staff in unconscious bias and equality in the workplace. I hope you will agree that this application demonstrates our commitment to improve our systems and culture so as to address gender inequalities, improve diversity and the representation of women in the School at all levels.

As Chair of the School's Management Committee, I ensure that the Athena SWAN agenda and gender equality are embedded in the School's policies, practice and strategy. For example, all School meetings, training courses and social events are timetabled in core hours (apart from a few meetings held with colleagues in different time zones) with committee, division and team

meetings scheduled at times that fit with the availability of the staff who need to attend.   We have also appointed a female Postgraduate Tutor as a permanent role within the School, appointed two female Research Practitioners funded by the School (designed to promote a new clinical research career pathway) and organised the first of what will become annual promotion workshops for all staff.

We celebrate the successes of the School's female academic staff internally and externally to inspire the next generation of female researchers and teachers in pharmacy and pharmaceutical sciences. In 2015 this was showcased in a series of events for International Women's Day. The School's surveys of staff and student experiences and attitudes have provided a basis for our action plan and assures us that although we can do better, and that there must be no complacency, we have created a supportive and environment to enable our staff and students to thrive.

I am excited by the challenges set for us within the action plan. It represents a vital roadmap for the School integrated into our long-term strategy that we are fully committed to implementing and resourcing. It is the responsibility of us all to work together to ensure that the School fully enacts our plans for gender equality in all our practices and I am personally committed to achieving, and hopefully exceeding, the goals set out in our action plan.

Yours faithfully

Clive J Roberts
Professor of Pharmaceutical Nanotechnology
Head of School of Pharmacy

[498 words]

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The self assessment team (SAT) is made up of the School's Equality and Diversity Committee (EDC).

Table 1.   Roles of the self assessment team and their experience of work-life balance

Name	Full-time/Part-time, Position and Role on the SAT	Gender	Work-life balance
Li-Chia Chen	Full-time Assistant Professor in Medicine Use, Chair of SAT/EDC	Female	I joined the School in 2014 as a full-time lecturer. I financially support my parents in Taiwan. I enjoy my work and work-life balance. The School has given me great career support.
Cornelia de Moor	Full-time Associate Professor in RNA Biology, Staff Development Officer	Female	I joined as a Lecturer in 2005 and was promoted to Associate Professor in 2013. Whilst working in the USA, a 'work is life' attitude was pervasive, however, the culture in the School has helped me develop a better work-life balance.
Franco Falcone	Full-time Associate Professor, Academic staff representative	Male	I joined the School in 2003 on a Wellcome Trust Research Career Fellowship. I have a strong interest in diversity issues and in particular matters related to the biological reality of 'race' in the context of human evolution and society.
Pavel Gershkovich	Full-time Assistant Professor in Pharmacokinetics, Chair of Researchers' Forum	Male	I joined the School as a full-time Assistant Professor in 2012. The School has a very positive attitude and openness for international collaborations. I am able to experience the joys of life such as fishing.
Christine Grainger-Boultby	Full-time Technician, Technical Services staff representative	Female	I joined the School in 1993 as a full-time technician. The School has always been very supportive and I feel I have a good work-life balance.
Dong-Hyun Kim	Full-time Lecturer in Analytical Bioscience, Academic staff representative	Male	I joined the University in 2013 as a lecturer. I have two children and the flexible working environment of the School allows me to take parental responsibilities. The School is very supportive of my career development.
Claudia Matz	Part-time Project Officer, Administrative staff representative	Female	I joined the School in 2011, working part-time but gradually increasing my hours. My partner travels a lot and we share child-care duties. The School has been very accommodating with flexible working.
Naeem Patel	Full-time MPharm student, Undergraduate student representative	Male	I started my undergraduate studies in 2014 and have been a student representative on the EDC since November 2014. I am able to maintain a balanced work and social life.
Aiysha Raoof	Full-time MPharm student, Undergraduate student representative	Female	I began my studies in 2014. I work part-time as a pharmacy assistant and care for my mother. Balancing my studies and responsibilities is manageable with School support.

Clive Roberts	Full-time Chair of Pharmaceutical Nanotechnology, Head of School	Male	I joined the School in 1990 as a researcher, progressing to Head of School in 2013. I have received excellent career support. I have three children and my wife works full-time. The flexible working environment of the School has helped us achieve a work-life balance.
Felicity Rose	Part-time Associate Professor and Reader in Tissue Engineering, Academic staff representative	Female	I joined the School in 2000. I was promoted to Associate Professor in 2008. I have two children and with School support I have worked part-time since 2010 allowing me to be primary carer for my children and father.
David Scurr	Full-time Research Fellow in Tissue Engineering, Research staff representative	Male	I joined the School as a Research Fellow in 2007 and was promoted in 2012 to Senior Research Fellow. As a dual career household parental responsibilities are shared equally and flexible working has allowed me a good work-life balance.
Ann Staniec	Full-time PA to the Head of School, Administrative staff representative	Female	I joined the University in 1997 as a part-time secretary and was appointed as full-time PA to Head of School in 1998. I had a busy home life with three children but the School's flexible policies gave me a good work-life balance.
Katherine Tallant	Full-time Director of Operations	Female	I joined the University in 2007 and became Director of Operations in the School in 2013. I have always worked full-time and continued to do so after maternity leave in 2011. I come from a dual career household where we share parental responsibilities.
Michael Taylor	Full-time PhD student, Postgraduate research student representative	Male	I joined the School in 2013 as part of a doctoral program in regenerative medicine. I study on a full-time basis however flexible working hours have allowed me to develop a clear work-life balance.
Julie Woodhouse	Part-time PA to Director of Operations, Secretary to the SAT/EDC	Female	I joined the School in 1984 as a full-time Secretary. I took two periods of maternity leave and the School supported my request for a reduction in working hours. I work flexibly and have an excellent work-life balance.
Jing Yang	Full-time Research Fellow in Tissue Engineering, Research staff representative	Male	I joined the School in 2007 as a Postdoc. I was awarded a Nottingham Research Fellowship in 2013 and have been well mentored. I am married and my work-life balance is appropriate.
	9 female; 8 male		

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

Figure 1.   The Equality and Diversity Committee

The self-assessment team (SAT) is made up of the School's Equality and Diversity Committee (EDC) which was established in March 2013 and initially chaired by the Head of School. Dr Li-Chia Chen took over as Chair in 2014. The EDC met monthly during preparation of this

submission. The EDC reports to the bi-monthly School Management Committee and the bi-annual School Staff meetings.

The membership of the EDC was expanded in 2015 to include technical and administrative staff and student representation, whilst maintaining diversity and gender balance. In writing this application, the SAT was formed into working groups covering: staff training; data collection and analysis; development of the action plan and submission; web pages.

All staff in the School of Pharmacy have completed at least two hours of on-line training and assessment in Unconscious Bias and Equality and Diversity in the Workplace. EDC members also attend related events, e.g. the University's Women in Science Engineering and Technology (WinSET) conferences, HeforShe events and the Women's network. Information from these events, and discussions with colleagues within and outside the University, have led to new initiatives and shaped and informed this application, for example on ways to encourage more female applicants for research posts through links to equality information in job adverts.

The Chair of the EDC is a member of WinSET and newsletters from that group are circulated to the EDC. A SAT member is a member of the SAT for another school, which provides opportunities to share practice. Consultation with other schools of pharmacy, including Manchester and UCL, helped identify areas of best practice.

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

From January 2016 the EDC will meet on a bi-monthly basis, driving forward progress with the action plan, devising strategies to address any actions that are not progressing as planned and identifying new actions. Issues are already highlighted to staff at School Staff Meetings and to students through Head of School workshops. Going forward, minutes from the EDC will be made available on the staff intranet and to students via our on-line learning environment.

To facilitate effective monitoring of progress against the action plan, a data storage, retention and review plan will be put in place detailing the data to be gathered, the cycle for monitoring and the committee responsible, with anonymised data stored in an accessible archive.

> 4.1 Ensure all Athena SWAN data is collected and stored appropriately and analysed at least annually to identify patterns requiring additional actions.
> 4.2 Run annual staff and students surveys with a follow-up survey after 6 months.
> 6.10 Make E&D information more readily available within the School including minutes and reports from the E&D committee.

[996 words including work-life balance column of Table 1]

3. **A picture of the department: maximum 2000 words**

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

   The School is a leading provider of pharmacy education and research. Academic and research staff and postgraduates research students belong to one of six research divisions in three buildings in Nottingham and at the Malaysia campus (Figure 2). The School has approximately 50 academic staff, 50 research staff, 28 administrative staff and 16 technical staff (head count).

   Key facts

   Undergraduate programmes
   - MPharm
     o 30% of teaching is delivered by staff in the School of Life Sciences
     o 2+2 version where students spend the first two years at the School in Malaysia before transferring to Nottingham
     o 5 year version with integrated professional pre-registration placements
   - BSc International Pharmacy with Tianjin University of Traditional Chinese Medicine
     o students spend 2 years in China + 2 years in Nottingham + 1 year in China
     o first intake to China September 2015 with 33 students registered

   Postgraduate programmes
   - MSc Drug Discovery and Pharmaceutical Sciences
     o 50% of the teaching is delivered by staff in the School of Life Sciences
     o launched in September 2013
     o around 20 students each year
   - PhD and MRes programmes
     o one programme for each research division
     o Two Centres for Doctoral (PhD) Training - joint programmes with University College London, Loughborough University, Keele University and industry
     o Partner in University Of Nottingham BBSRC Doctoral Training Partnership PhD programme and University Of Nottingham ESRC Centre for Doctoral Training
     o Erasmus Mundus (PhD)
     o around 180 students in total

   Significant Features
   - Joint 1st research quality in REF2014 and the only School of Pharmacy to have 100% at 4* 'Impact.'
   - 8th in the 2015 QS World Rankings.
   - The top School of Pharmacy in England in The Guardian University Guide 2016.
   - 97% of our graduates are in employment or undertaking further education (2013 Graduate Destination Survey.)
   - 3rd highest average pass rate GPhC pre-registration exam, 2013-2014.
   - First in the UK to offer a five-year MPharm with integrated pre-registration training.
   - 94% overall student satisfaction in the 2015 National Student Survey.

Figure 2. School of Pharmacy Buildings

Pharmacy School Building (UK)

Centre for Biomolecular Sciences (UK)

Boots Science Building (UK)

School of Pharmacy in Malaysia

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

The graphs included in the application have been checked in terms of suitability for colour-blind readers.
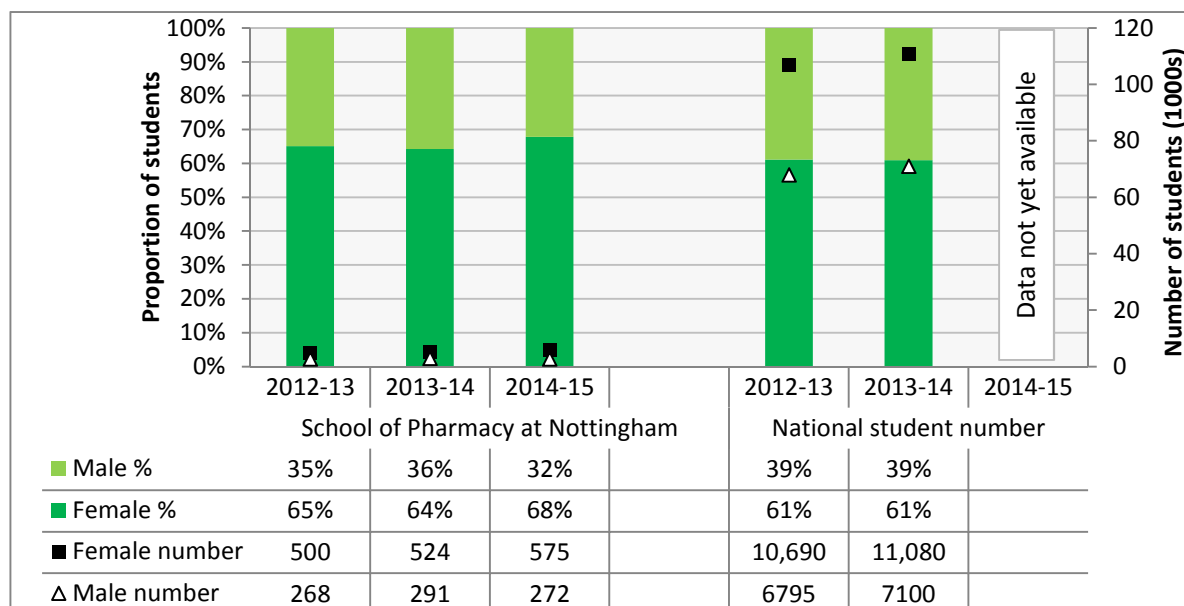
Student data

For the national data we have used that held under JACS Principle Subject Group B2 – Pharmacology, Toxicology and Pharmacy. As we do not offer programmes in pharmacology or toxicology, and only offer pharmacy at undergraduate level, the comparison data does not always align well with our student body but is the closest comparator data available.

(i)   **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

         There are no access or foundation courses managed by the School.

(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Figure 3.   Proportion and number of undergraduate students stratified by gender and compared with the national figures

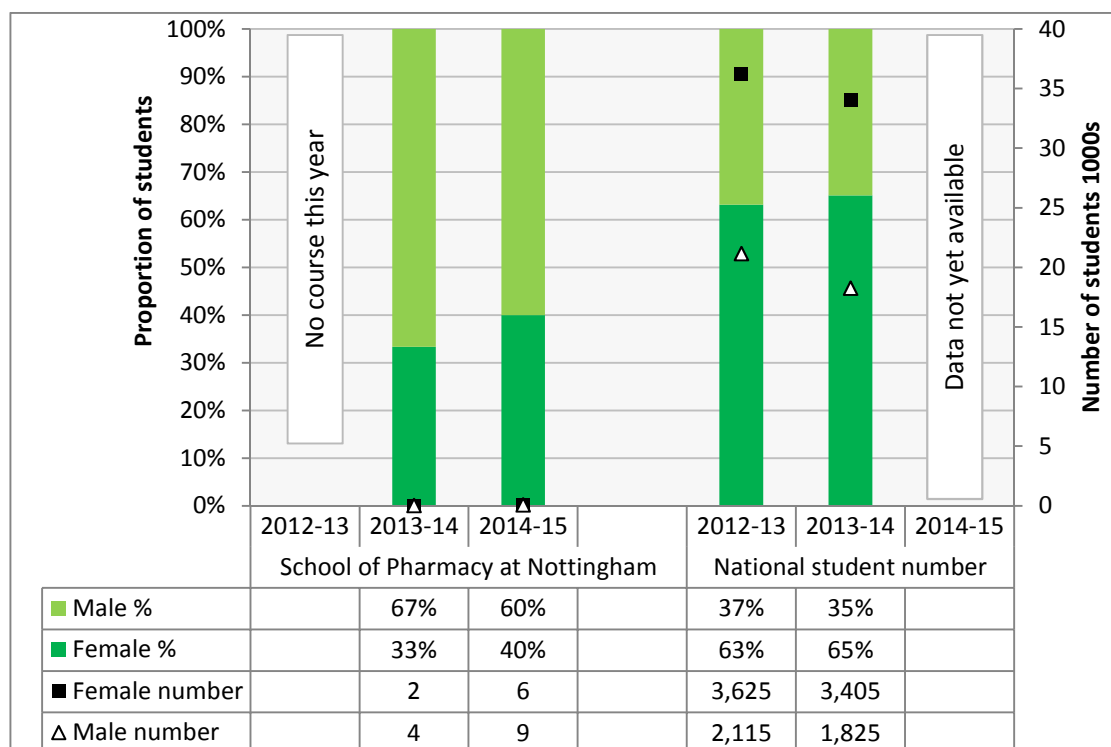|	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	School of Pharmacy at Nottingham			National student number		
■ Male %	35%	36%	32%	39%	39%	
■ Female %	65%	64%	68%	61%	61%	
■ Female number	500	524	575	10,690	11,080	
△ Male number	268	291	272	6795	7100	

We do not admit part-time students to our MPharm programmes as the accrediting body (General Pharmaceutical Council) requires that all MPharm students complete their pre-registration training within 8 years of starting the MPharm, making part-time study over 8-10 years impossible. The School has a consistently higher proportion (4-7% more) of female students than the national picture and the proportion is increasing (65% to 68%). We believe this is a result of efforts to encourage female applicants through:

- Ensuring female staff are involved in open days and interview days. We have previously sought volunteers for these events and in doing so we have achieved a ratio of female:male academic staff for open days of 1:1.9 in June 2015 but only 1:3.8 in September 2015 and 1:2.4 for interview days in 2014/15. From 2016 all staff will be required to participate in recruitment events (pro-rata with FTE status) to ensure an appropriate gender balance.
- Using female students in the images, profiles and videos in our marketing and blog posts.
- Participating with positive female-role models in the University's summer schools for students in years 12/13 and also running an after-school science club (see p.37).

1.1 Change the allocation method for academic staff participating in recruitment and selection activities to achieve a gender balance reflecting that of academic staff in the School.

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Figure 4.   *Proportion and number of postgraduate taught students stratified by gender and compared with the national figures*

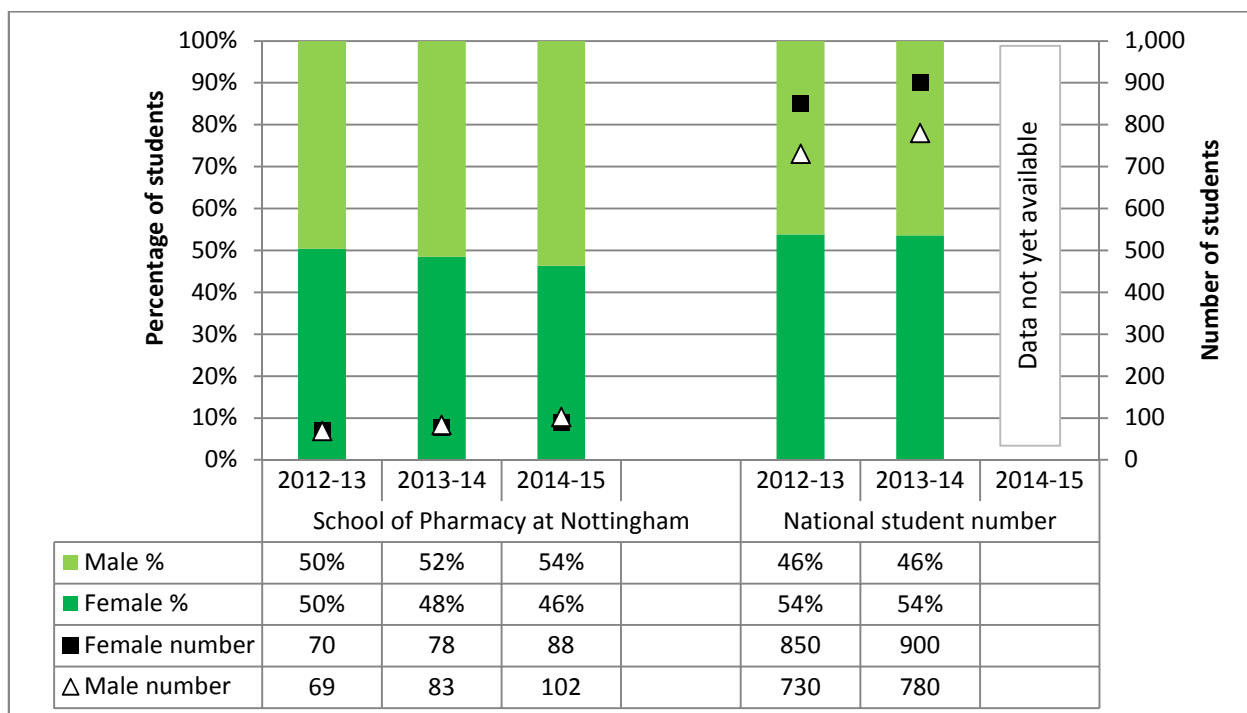|	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
		School of Pharmacy at Nottingham				National student number	
■ Male %		67%	60%		37%	35%	
■ Female %		33%	40%		63%	65%	
■ Female number		2	6		3,625	3,405	
△ Male number		4	9		2,115	1,825	

Our MSc in Drug Discovery and Pharmaceutical Science was launched in 2013 and is not available for part-time study. The programme attracts almost exclusively international students, primarily from chemistry backgrounds. The small numbers of students makes identifying trends difficult, though we recognise that the gender balance has not reflected the national picture. We will be running a focus group with the female students to better understand their decision to study on the programme. Further improved marketing is planned and will include and marketing materials featuring female staff and students.

> 1.2 Include images and case studies of female staff and students in postgraduate hard copy and digital marketing to promote female role models.
> 1.3 Organise a focus group with female MSc students to understand their reasons for choosing the programme to inform the marketing strategy.
> 1.4 Revise the MSc and PhD selection processes to adopt good practice implemented at undergraduate level.

(iv)   **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Figure 5.   *Proportion and number of postgraduate research students stratified by gender and compared with the national figures*

	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
	School of Pharmacy at Nottingham				National student number		
■ Male %	50%	52%	54%		46%	46%	
■ Female %	50%	48%	46%		54%	54%	
■ Female number	70	78	88		850	900	
△ Male number	69	83	102		730	780	

Part-time numbers are very small (1 male and 1 female in 2012/13; 3 male and 2 female in 2013/14 and 4 male and 3 female in 2014/15) as part-time study is generally taken by self-funded students which is unusual in Pharmacy. There is no major gender imbalance although our proportion of females is slightly below the national average and has seen a slight decline (from 50% female to 46%) due to two factors:

- Our research balance between the physical and the biological/social sciences for staff is 55% and 45% respectively with a consequent gender bias towards males as reflected in the national picture (women = < 40% of physical sciences undergraduates nationally). As the School also has two EPSRC Centres for Doctoral Training in the physical sciences we have seen an increasing number of students in the physical sciences, from 53% to 60%.
- The growth in international PhD student numbers (34% in 2012-13 to 48% in 2014-15) has also changed the gender balance as males make up 50% of international students compared to 43% for UK students.

To help address this we will increase the number of female students through actions related to our marketing, recruitment and selection processes.

1.2 Include images and case studies of female staff and students in postgraduate hard copy and digital marketing to promote female role models.
1.4 Revise the MSc and PhD selection processes to adopt good practice

10

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Figure 6.   *Proportion and number of undergraduate students' application, offer and acceptance stratified by gender by year of entry*
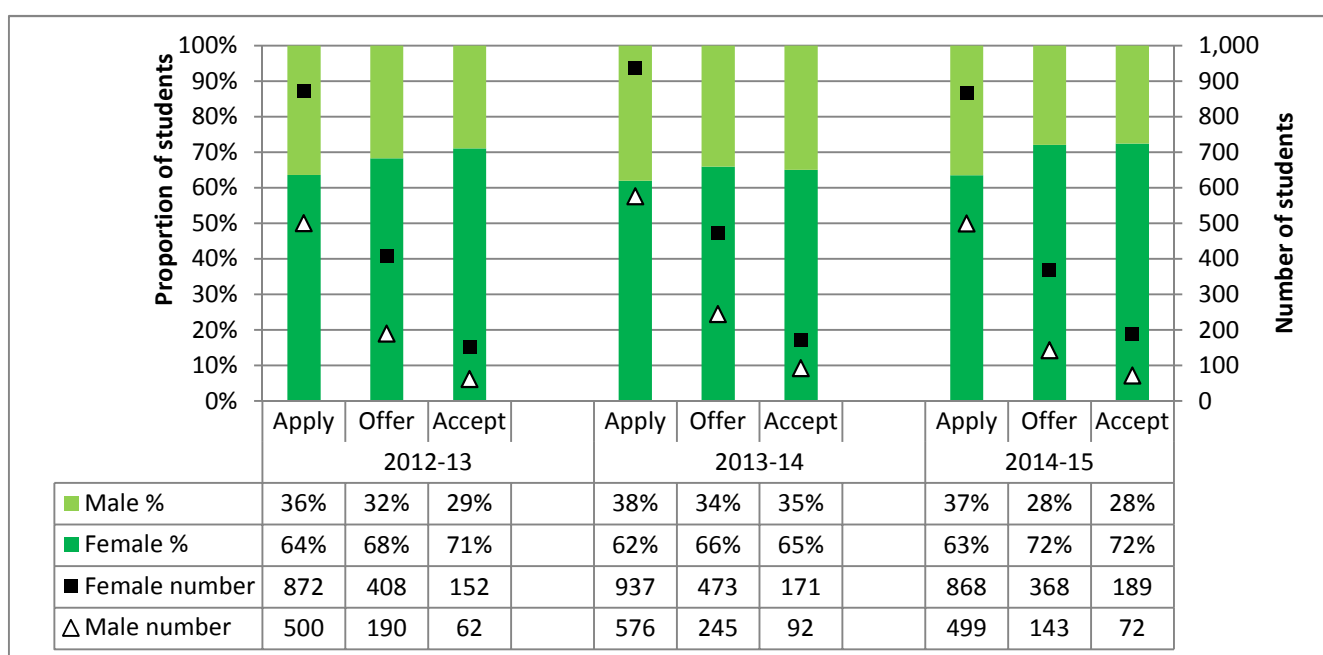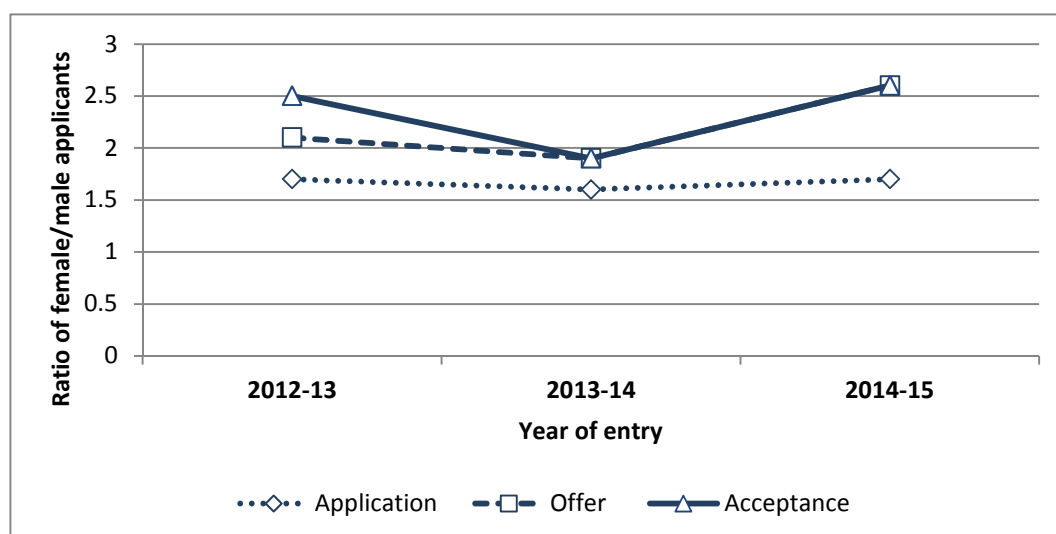

	Apply	Offer	Accept		Apply	Offer	Accept		Apply	Offer	Accept
		2012-13				2013-14				2014-15	
■ Male %	36%	32%	29%		38%	34%	35%		37%	28%	28%
■ Female %	64%	68%	71%		62%	66%	65%		63%	72%	72%
■ Female number	872	408	152		937	473	171		868	368	189
△ Male number	500	190	62		576	245	92		499	143	72

Figure 7.   *Ratio of undergraduate female to male applicants through the application process by year of entry*

Around ⅔ of undergraduate applicants are female. Female applicants perform better than male in our selection process. For students entering in 2014/15 we introduced Values-Based Recruitment using Multiple Mini Interviews and a group exercise, each interview involving a different member of staff to reduce subjectivity in decisions and gender bias. The data in Figures 6 and 7 indicate that this change has improved the proportion of offers made to female applicants and maintained the acceptance ratio. As noted on p.9, for interviews taking place in 2015/16 we will expect all staff to undertake interviews so that we achieve an appropriate gender balance.

> 1.1 Change the allocation method for academic staff participating in recruitment and selection activities to achieve a gender balance reflecting that of academic staff in the School.

Figure 8.   *Proportion and number of postgraduate taught students' application, offer and acceptance stratified by gender by year of entry*
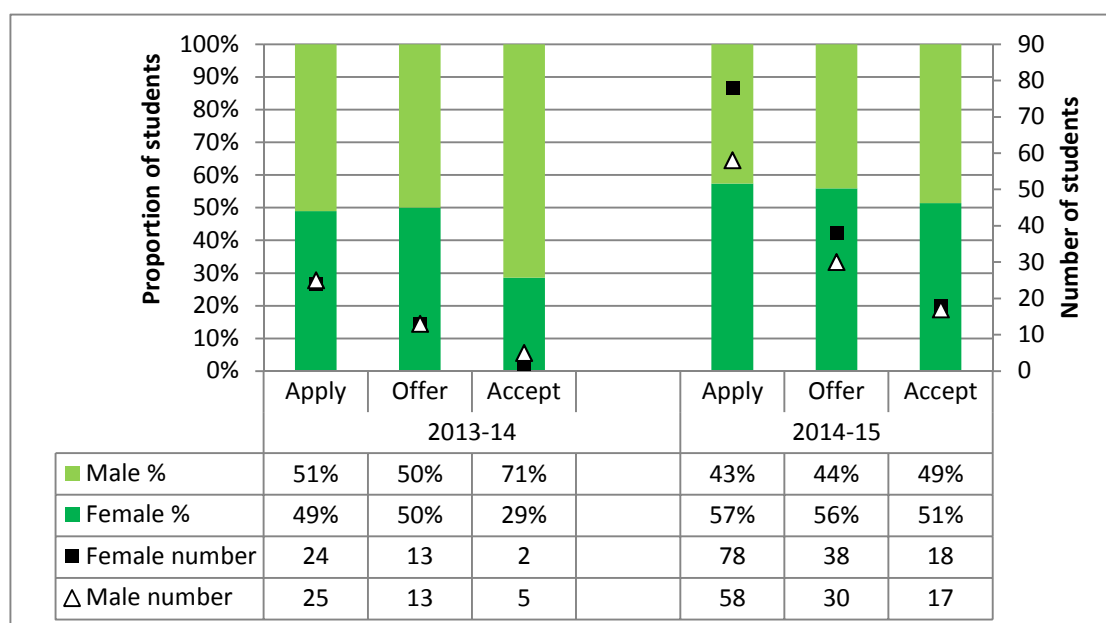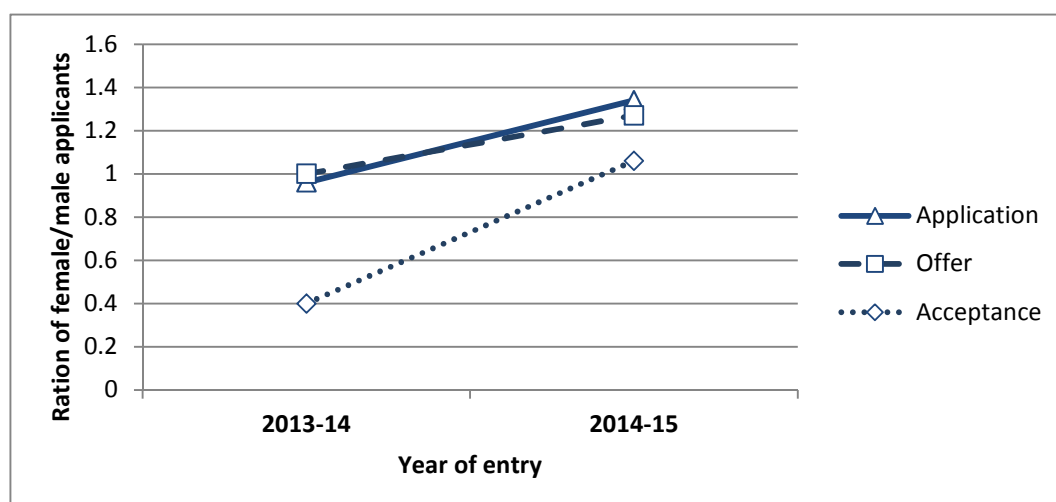
	Apply	Offer	Accept		Apply	Offer	Accept
		2013-14				2014-15	
■ Male %	51%	50%	71%		43%	44%	49%
■ Female %	49%	50%	29%		57%	56%	51%
■ Female number	24	13	2		78	38	18
△ Male number	25	13	5		58	30	17

Figure 9.   *Ratio of postgraduate taught female to male applicants through the application process by year of entry*

As noted on p. 10, our MSc was only launched in 2013 with 7 international acceptances that year. Recruitment for 2014/15 entry achieved an acceptance of 35 students with a good gender balance of applicants but a slight decline (6%) for females from application through to acceptance resulting in 51% female and 49% male acceptances. We will run a focus group with female students to better understand their reasons for applying and will examine the recruitment data to better understand the trends now that we have three years of data.

The programme is currently delivered by an all-male team who also conduct the telephone interviews with all applicants. Whilst a standard interview script is used, the volume and frequency of interviews required and the 21-day turnaround time required by the University from application to decision has meant that interviews are conducted one-to-one - the good practice at undergraduate level has not yet been applied at MSc. During 2015/16 we will review the selection procedures for this programme and implement changes in 2016/17.

> 1.2 Images and case studies of female staff and students in postgraduate hard copy and digital marketing to promote female role models.
> 1.3 Focus group with female MSc students to understand their reasons for choosing the programme to inform the marketing strategy.
> 1.4 Revise the MSc and PhD selection processes to adopt good practice implemented at undergraduate level.

Figure 10.   Proportion and number of postgraduate research students' application, offer and acceptance stratified by gender by year of entry
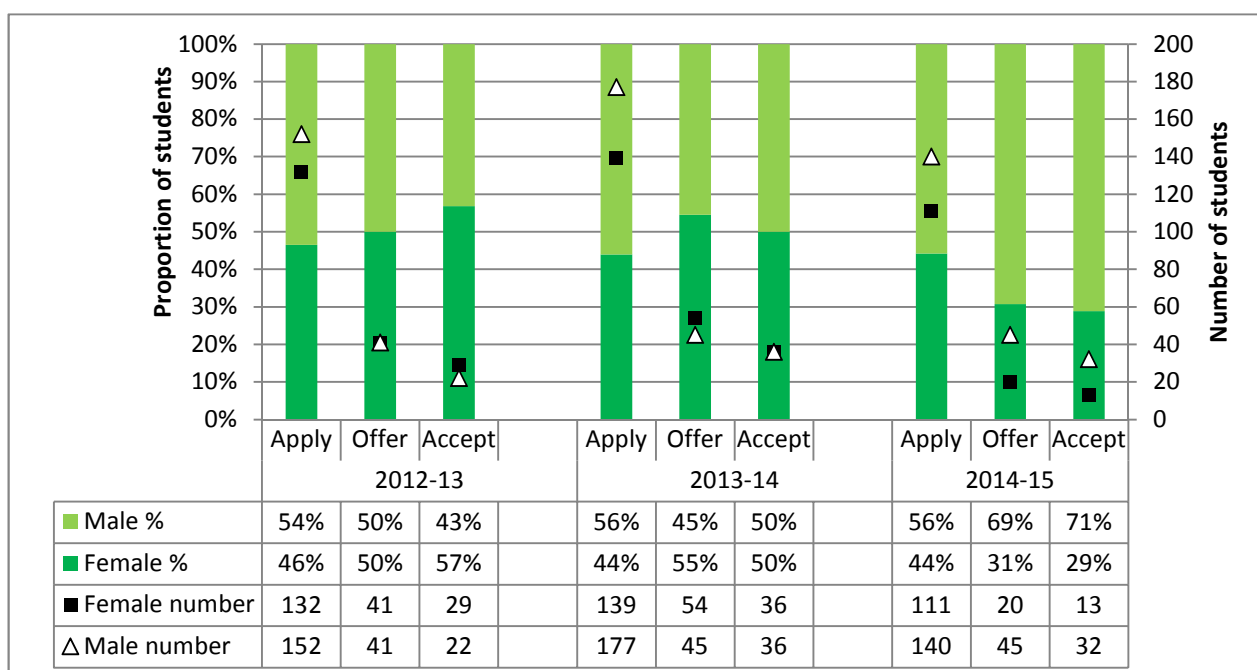

	Apply 2012-13	Offer 2012-13	Accept 2012-13		Apply 2013-14	Offer 2013-14	Accept 2013-14		Apply 2014-15	Offer 2014-15	Accept 2014-15
■ Male %	54%	50%	43%		56%	45%	50%		56%	69%	71%
■ Female %	46%	50%	57%		44%	55%	50%		44%	31%	29%
■ Female number	132	41	29		139	54	36		111	20	13
△ Male number	152	41	22		177	45	36		140	45	32

Figure 11.   *Ratio of postgraduate research female to male applicants through the application process by year of entry*
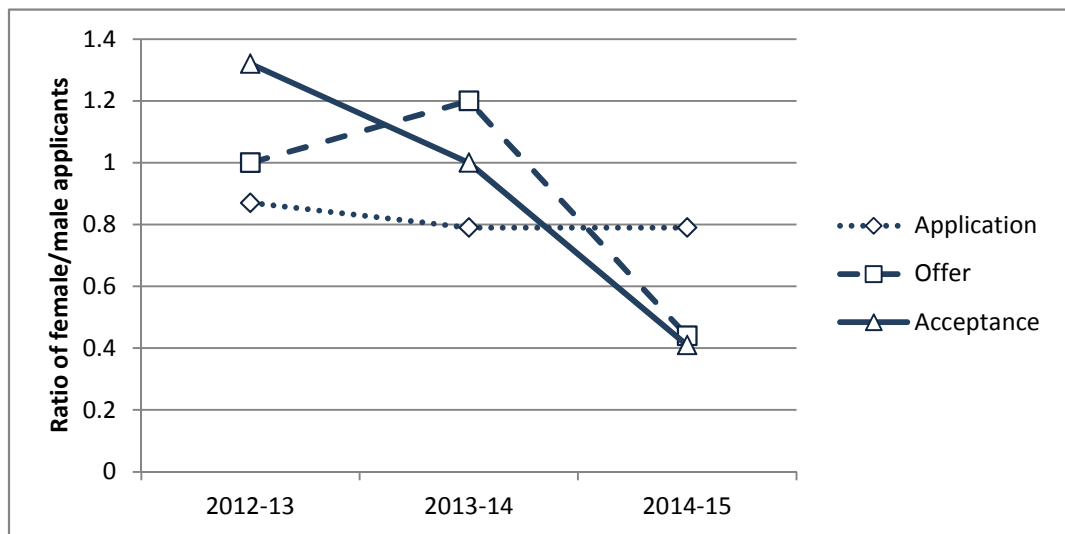
Across all years, around 45% of applicants are female. For 2012-13 and 2013-14, female applicants performed better than male applicants in selection but not in 2014-15 where 44% of applicants were female but only 31% received an offer. There are multiple recruitment routes for PhD students (Figure 12). Whilst for those applying under the blue or red routes the School requires there to be two interviewers and a detailed interview record form completed to reduce subjectivity, we will review this process, as well as our are marketing and recruitment, to increase female success rates.

Figure 12.   *Current routes for PhD recruitment*
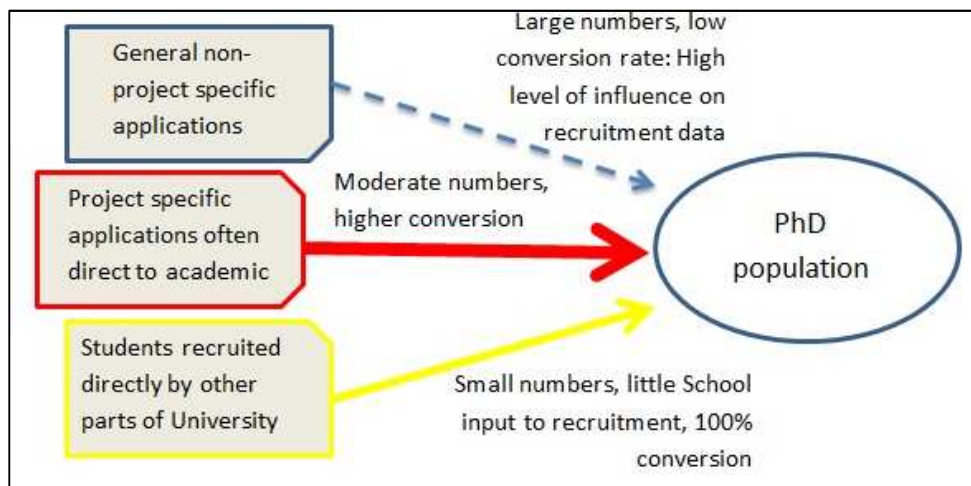
1.2 Include images and case studies of female staff and students in postgraduate hard copy and digital marketing to promote female role models.
1.4 Revise the MSc and PhD selection processes to adopt good practice implemented at undergraduate level.
1.5 Create an undergraduate research work experience programme to encourage female undergraduate students to undertake PhD study.
1.6 Promote postgraduate study to alumni.
1.7 Promote the School's maternity leave policy more effectively to applicants.

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Figure 13.   Proportion and number of undergraduate students' degree class stratified by gender.
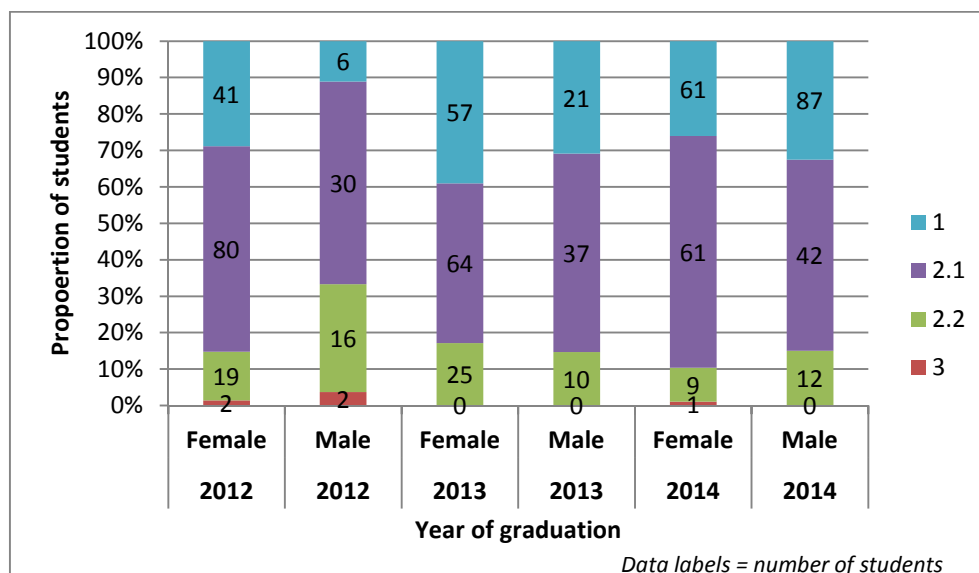
The data in Figure 13 shows the excellent performance of female students, outperforming male students in the achievement of 'good' degrees (1st and 2:1) in 2012 and 2014 and behind by only 2.5% in 2013. The most recent national data on degree classification in 'subjects allied to medicine' (the closest comparator group) is for 2013 in which 21% of female students and 19.5% of male students were awarded first class degrees. In that year 39% of our female students and 31% of our male students achieved first class degrees indicating not only the high achievement of all of our students but that our female students out-performed our male students to a greater extent than the national picture.

Figure 14.   Proportion and number of postgraduate taught students' degree class stratified by gender.
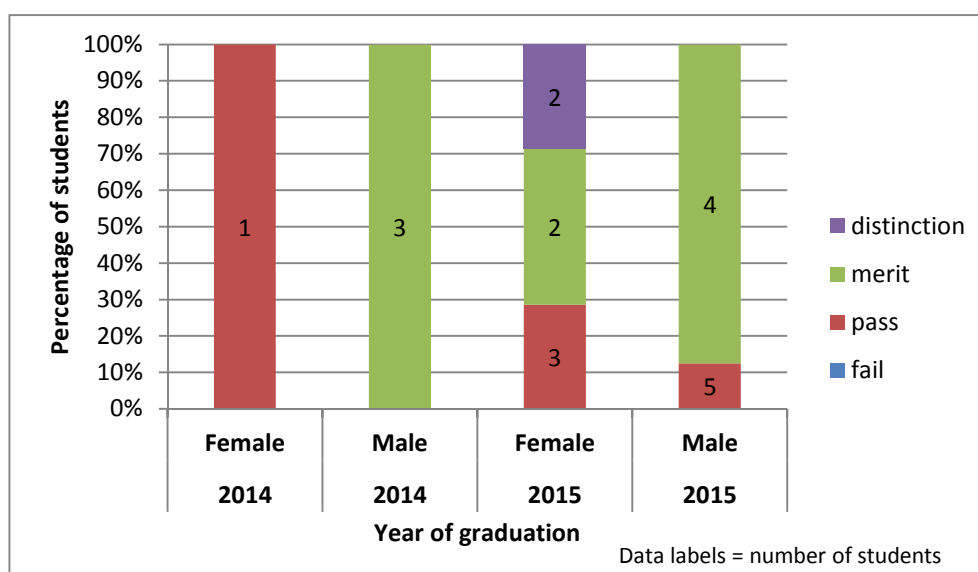
For students completing in 2015, female students outperformed male students with the only 'Distinction' awards being made to female students. The number of students on the MSc is very small so identification of trends is difficult. As numbers increase we will be able to identify trends more readily and take action as necessary.

The data in Figures 13 and 14 indicate that the wide variety of teaching and assessment methods on our undergraduate and postgraduate taught programmes provide all students with the best opportunity to succeed. Female students are not disadvantaged on the programmes. These data will form part of the set which is analysed on an annual basis to inform future actions.

> 4.1 Ensure all Athena SWAN data is collected and stored appropriately and analysed at least annually to identify patterns requiring additional actions.

Staff data

(vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Figure 15.   Proportion and number of staff in different levels stratified by gender
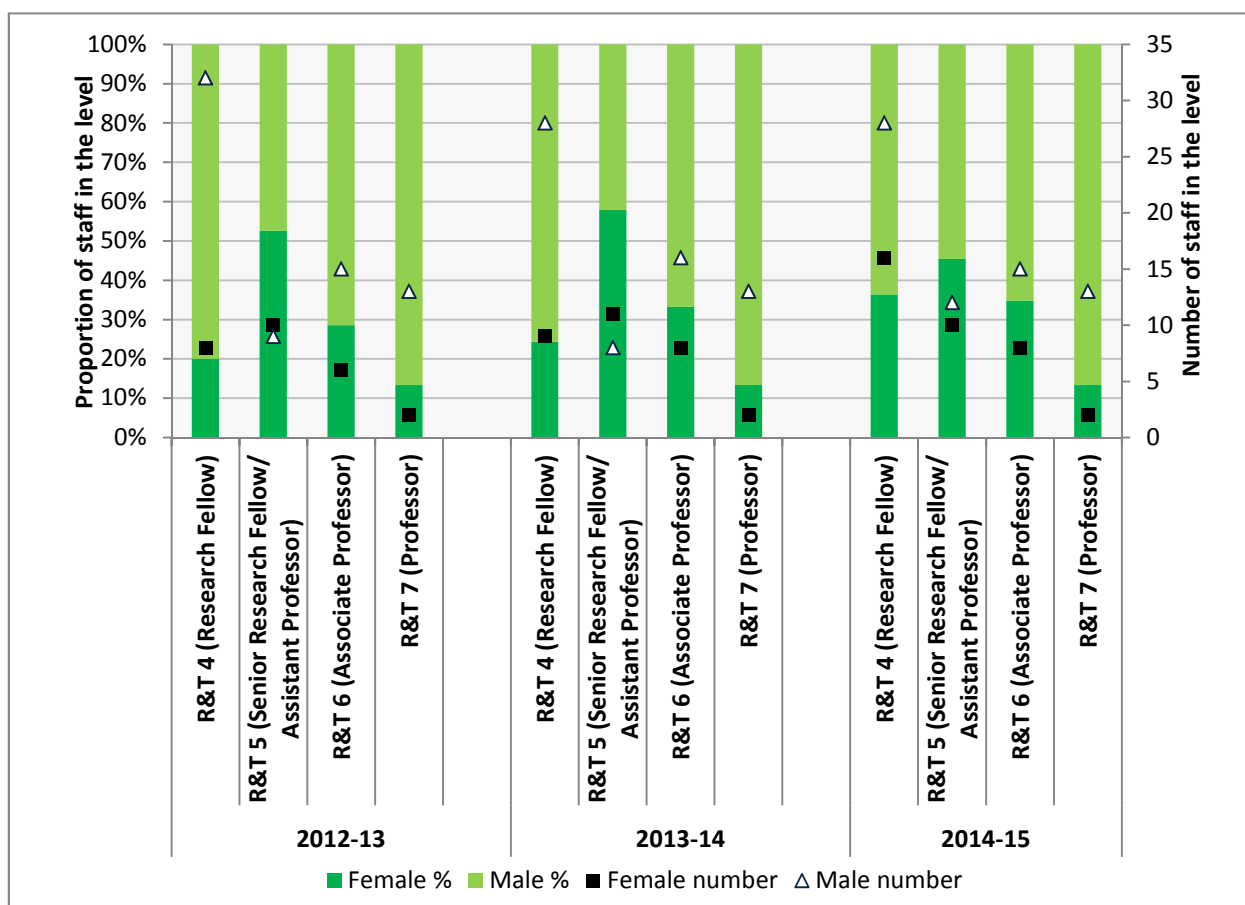

Table 2.   Proportion and number of staff in different levels stratified by gender

		Level 4 (Research Fellow)	Level 5 (Senior Research Fellow/ Assistant Professor)	Level 6 (Associate Professor)	Level 7 (Professor)
2012-13 Total = 97	Female %	20%	53%	29%	13%
	Male %	80%	47%	71%	87%
	Female number ■	8	10	6	2
	Male number △	32	9	15	13
2013-14 Total = 96	Female %	24%	58%	33%	13%
	Male %	76%	42%	67%	87%
	Female number ■	9	11	8	2
	Male number △	28	8	16	13
2014-15 Total = 95	Female %	36%	45%	35%	13%
	Male %	64%	54%	65%	87%
	Female number ■	16	10	8	2
	Male number △	28	12	15	13

As noted later on p.34, almost all staff at R&T5-7 (Senior Research Fellow/ Assistant Professor to Professor) are on permanent contracts and there has been very little recruitment (see pp.21-22). Staff at R&T4 (Research Fellow) are almost all on fixed-term contracts tied to research grants giving greater scope for in-built change in staff ratios. Total staff numbers over the past three years have been relatively static with the percentage of female staff increasing slightly from 27% to 35% (average 31%).

The situation at R&T4 (Research Fellow) has improved with more female staff appointed (from 20% to 36%) and pp.24-25 detail plans to improve this further.

There are more males than females at all levels except R&T5 (Assistant Professor/Lecturer) where we are close to achieving gender equality. The School has made significant financial investment in new academic research posts at R&T5 for practising Pharmacists as a route into academic posts. Two female Research Practitioners were appointed in 2012 and 2014 who are seconded from their external pharmacist roles to complete a funded part-time PhD (six years) in the School, undertake research work and do a small amount of teaching. The intention is that these will be a route into permanent, academic appointments at the end of the secondments.

Whilst the proportion of females at R&T6 (Associate Professor) has improved through the promotion of female staff (29% to 35% respectively) we remain concerned at the low numbers. We are also concerned at the lack of female staff at R&T7 (Professor). A review of the websites at our four main competitor schools indicates that the proportion of female professors varies greatly (Manchester 60%, University College London 35%, Cardiff 0% and Bath 10%) and that we have room for improvement. As we have a very stable permanent staffing base with little recruitment at R&T6 and 7, our actions (see pp.27-28) focus on encouraging and supporting more female staff in making successful applications for promotion.

2.1 Organise a survey/focus group from research staff appointed in the last year to better understand the factors which influenced their application decisions.
2.2 Ensure all recruitment panels include a female member of staff.
2.3 Ensure all new staff complete unconscious bias training, and staff at R&T5 and above also complete selection and recruitment training, as part of their induction programme.
2.4 Implement best practice of promoting our commitment to E&D when advertising job vacancies.
3.1 Arrange an annual promotion workshop open to all academic and research staff.
3.2 Use the PDPR process for R&T5 and 6 staff to identify potential promotion candidates and align goals to the promotion criteria.
3.3 Extend the School's mentoring programme to go beyond the induction period and support staff in preparing for promotion.

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

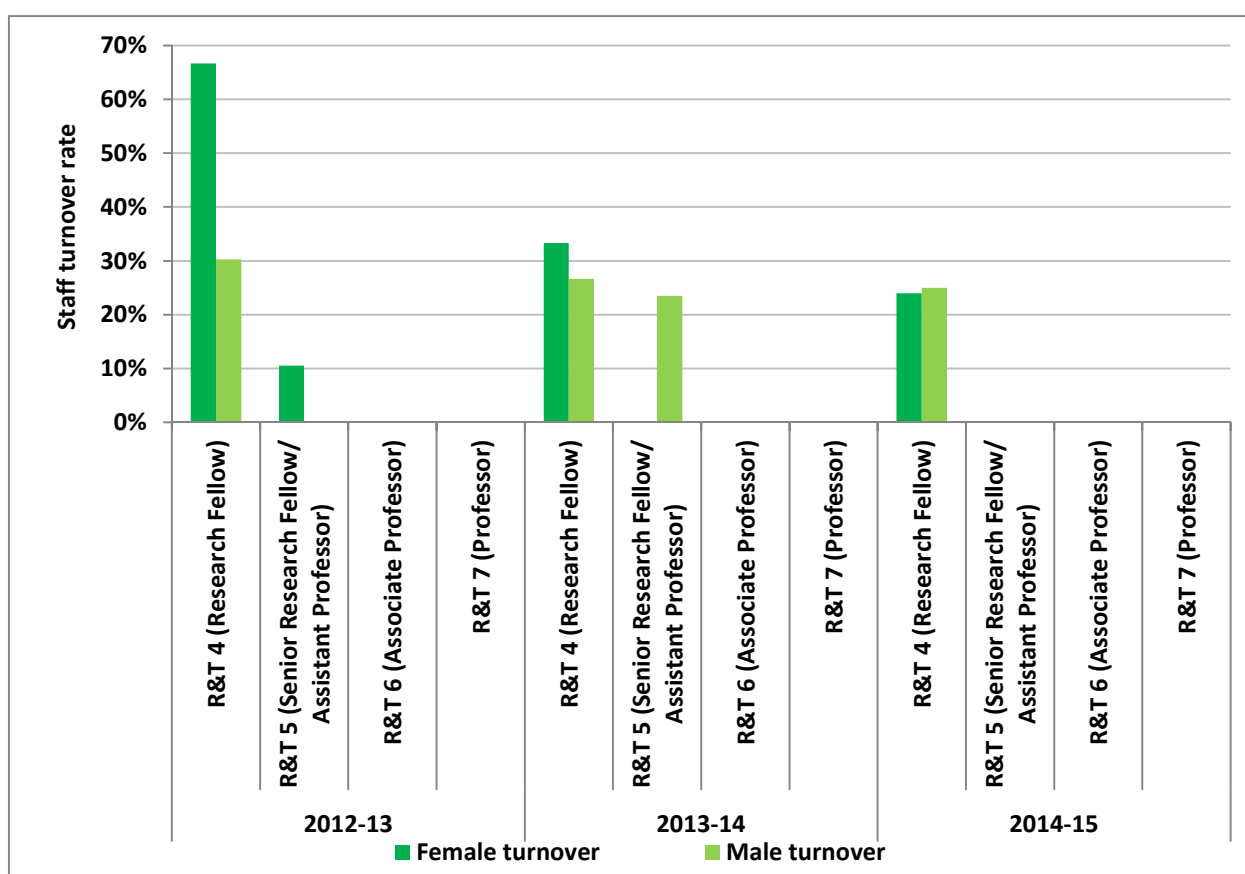*Figure 16.   Staff turnover rate in different levels stratified by gender*

Table 3.   Staff leaver numbers in different levels stratified by gender

		R&T4 (Research Fellow)	R&T5 (Senior Research Fellow/ Assistant Professor)	R&T6 (Associate Professor)	R&T7 (Professor)
2012-13	Female	7	1	0	0
	Male	10	0	0	0
2013-14	Female	3	0	0	0
	Male	8	2	0	0
2014-15	Female	3	0	0	0
	Male	7	0	0	0

At R&T5 (Senior Research Fellow/Assistant Professor), the staff turnover each year is minimal. There were no leavers at R&T6 (Associate Professor) or at R&T7 (Professor).

The highest level of staff turnover is at R&T4 (Research Associate), which reflects the predominance of fixed-term contract research staff at this level. We are concerned that female staff turnover has been significantly higher than male, but encouraged that it has almost equalised with 24% female and 25% male turnover in 2014/15. As turnover is closely linked to length of contract this may reflect an

underlying issue related to contract length and gender which will be subject to a future investigation.

All staff on fixed-term contracts have a meeting with the Director of Operations within the last four months of their contract to discuss their future plans and are encouraged to register with the University's redeployment pool so that they are emailed internal job opportunities before the advert is released and their application is assessed only against the essential criteria for the role.

> 2.5 Investigate whether there is a gender bias in fixed-term contract length and the reasons for fixed-term staff leaving, to inform the development of further actions.

[1936 words]

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

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

  (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Figure 17. Proportion and number of job applications in different levels stratified by gender
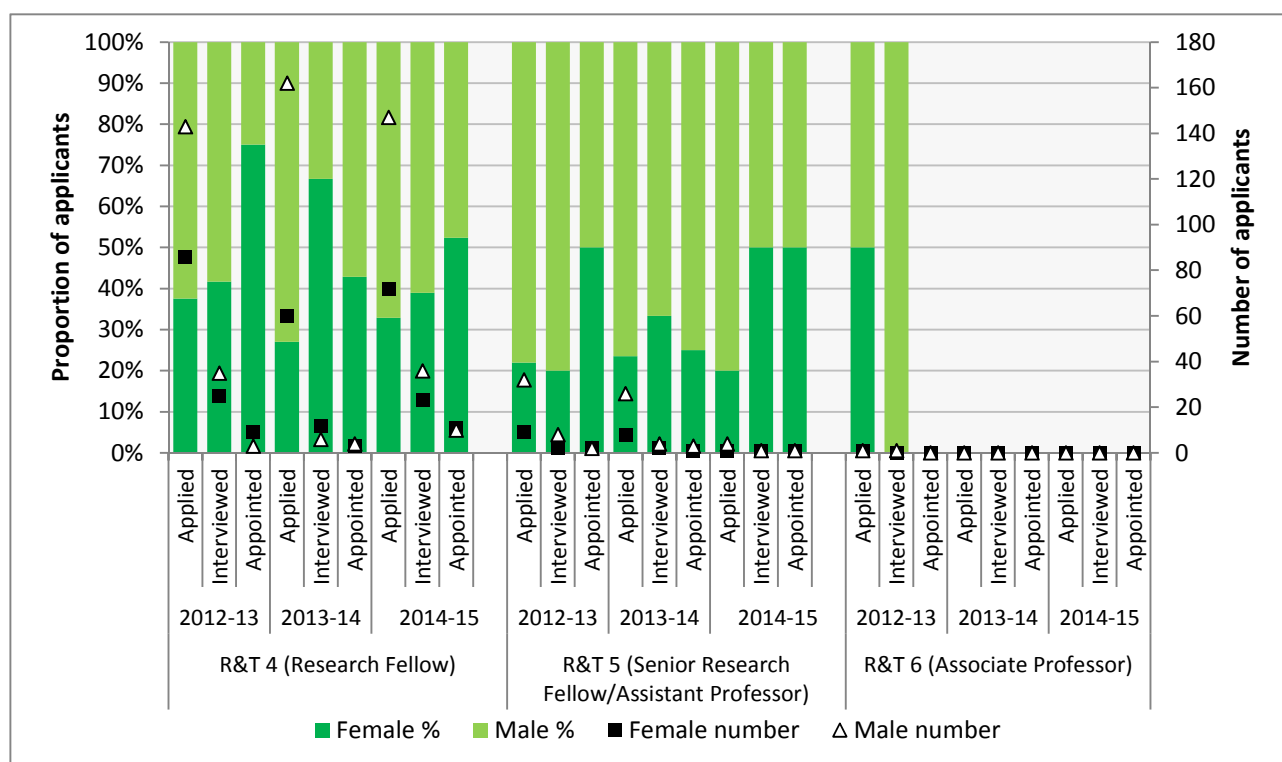
Table 4.   Proportion and number of job applications in different levels stratified by gender

Level	Year	Stage	Female number	Male number	Total	Female %	Male %
R&T4 (Research Fellow)	2012-13	Applied	86	143	229	38%	62%
		Interviewed	25	35	60	42%	58%
		Appointed	9	3	12	75%	25%
	2013-14	Applied	60	162	222	27%	73%
		Interviewed	12	6	18	67%	33%
		Appointed	3	4	7	43%	57%
	2014-15	Applied	72	147	219	33%	67%
		Interviewed	23	36	59	39%	61%
		Appointed	11	10	21	52%	48%
R&T5 (Senior Research Fellow/Assistant Professor)	2012-13	Applied	9	32	41	22%	78%
		Interviewed	2	8	10	20%	80%
		Appointed	2	2	4	50%	50%
	2013-14	Applied	8	26	34	24%	76%
		Interviewed	2	4	6	33%	67%
		Appointed	1	3	4	25%	75%
	2014-15	Applied	1	4	5	20%	80%
		Interviewed	1	1	2	50%	50%
		Appointed	1	1	2	50%	50%
R&T6 (Associate Professor)	2012-13	Applied	1	1	2	50%	50%
		Interviewed	0	1	1	0%	100%
		Appointed	0	0	0	0%	0%
	2013-14	Applied	0	0	0	0%	0%
		Interviewed	0	0	0	0%	0%
		Appointed	0	0	0	0%	0%
	2014-15	Applied	0	0	0	0%	0%
		Interviewed	0	0	0	0%	0%
		Appointed	0	0	0	0%	0%

The greatest volume of recruitment takes place at R&T4 (Research Associate) with diminishing recruitment at R&T5 (Senior Research Fellow/Assistant Professor), one post at R&T6 (Associate Professor) and none at R&T7 (Professor). Whilst more male than female staff apply for posts, female success rates through the selection process are better than male. Our focus is therefore on increasing the number of female applicants.

2.1 Organise a survey/focus group from research staff appointed in the last year to better understand the factors which influenced their application decisions.
2.2 Ensure all recruitment panels include a female member of staff.
2.3 Ensure all new staff complete unconscious bias training, and staff at R&T5 and above also complete selection and recruitment training, as part of their induction programme.
2.4 Implement best practice of promoting our commitment to E&D when advertising job vacancies.

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Figure 18.   Staff applied and successful in promotion by gender
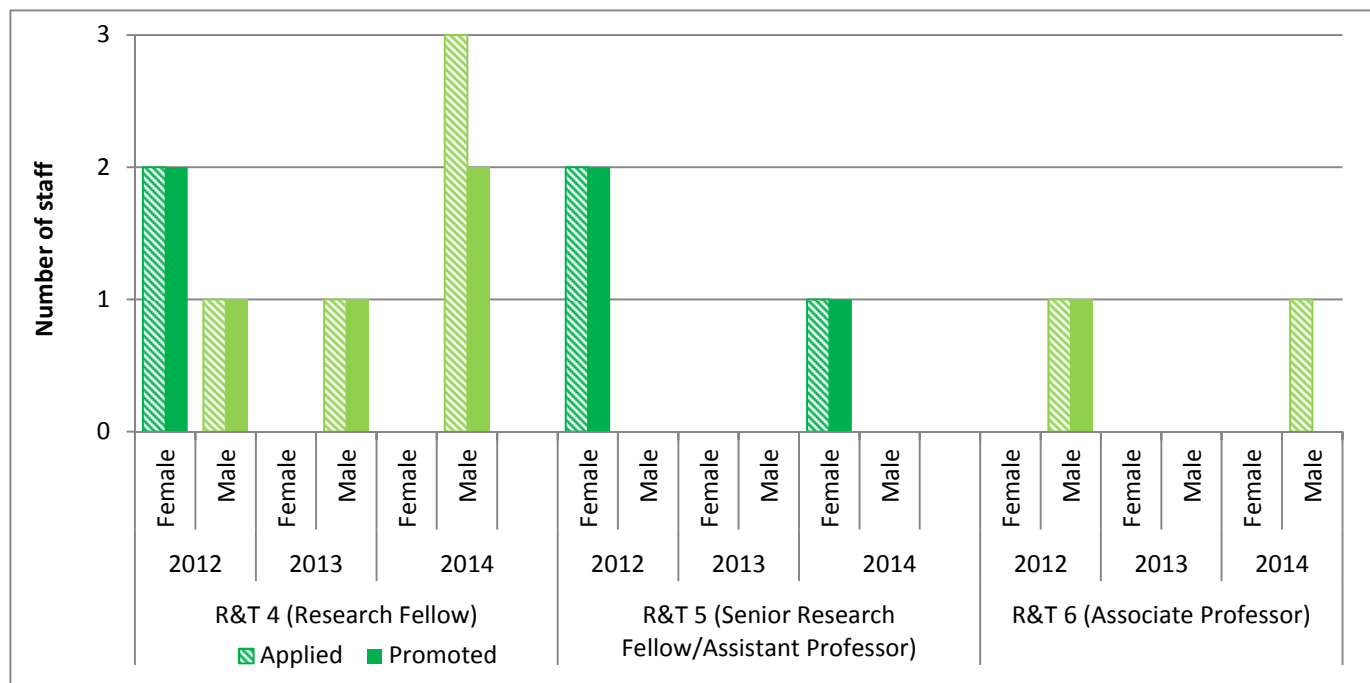
All female staff who applied for promotion during the last three years were successful; indeed all but two of the 12 applications from either gender were successful. This success rate is evidence of the impact of the advice and guidance given by line managers and in particular the feedback given by the School's Promotion Group (see pp.27-28). Whilst the success rate is positive, the numbers applying for promotion are small and we will take action to encourage more promotion applications, especially from female staff.

> 3.1 Arrange an annual promotion workshop open to all academic and research staff.
> 3.2 Use the PDPR process for R&T5 and 6 staff to identify potential promotion candidates and align goals to the promotion criteria.
> 3.3 Extend the School's mentoring programme to go beyond the induction period and support staff in preparing for promotion.

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

(i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies.

The Director of Operations has responsibility for the implementation of University equal opportunities policies and together with her PA manages all recruitment activities. Posts are advertised on the University's job web pages, on jobs.ac.uk and promoted via the School's Twitter and Facebook pages. The University's job web pages contain information about working at the University such as training and development, work-life balance and childcare facilities. Since March 2015 adverts for all School posts have included a paragraph about the School's commitment to equality and diversity with a link to a web page (see Figure 19) which includes testimonials from female staff from all job families (academic, research, technical and administrative). To date 183 applicants have used the link. We will explore examples of best practice from Athena SWAN award-holding schools to further develop our promotion of the School's commitment to equality and diversity to applicants.

To improve equality in recruitment, the School intends to have all staff trained in recruitment and selection and unconscious bias. A workshop on unconscious bias was completed by 12 female and 19 male staff from across the job families in March 2014 and all staff completed the University's on-line unconscious bias training. A specific course on recruitment and selection is being arranged for current staff in January 2016 and new staff will be required to attend the University training as part of their induction programme. The University requires that all shortlisting and interview panels comprise at least two members of staff, including someone who has undertaken the University's recruitment and selection training. Since June 2014 the School has also asked that one of the panel members is female (from within or outside the School). Data on the constitution of panels gathered since that point shows that 76% of interview panels for academic and research posts included a female member of staff and we intend to reach 100%.

Figure 19.   School Equality and Diversity web page

2.1 Organise a survey/focus group from research staff appointed in the last year to better understand the factors which influenced their application decisions.
2.2 Ensure all recruitment panels include a female member of staff.
2.3 Ensure all new staff complete unconscious bias training, and staff at R&T5 and above also complete selection and recruitment training, as part of their induction programme.
2.4 Implement best practice of promoting our commitment to E&D when advertising job vacancies.

(ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

To identify the key career transition points we analysed the 'pipeline' of females from undergraduate through to professor for 2014/15 as shown in Figure 20 and Table 5.

Figure 20. *'Pipeline' of students and staff numbers by gender for 2014-15*
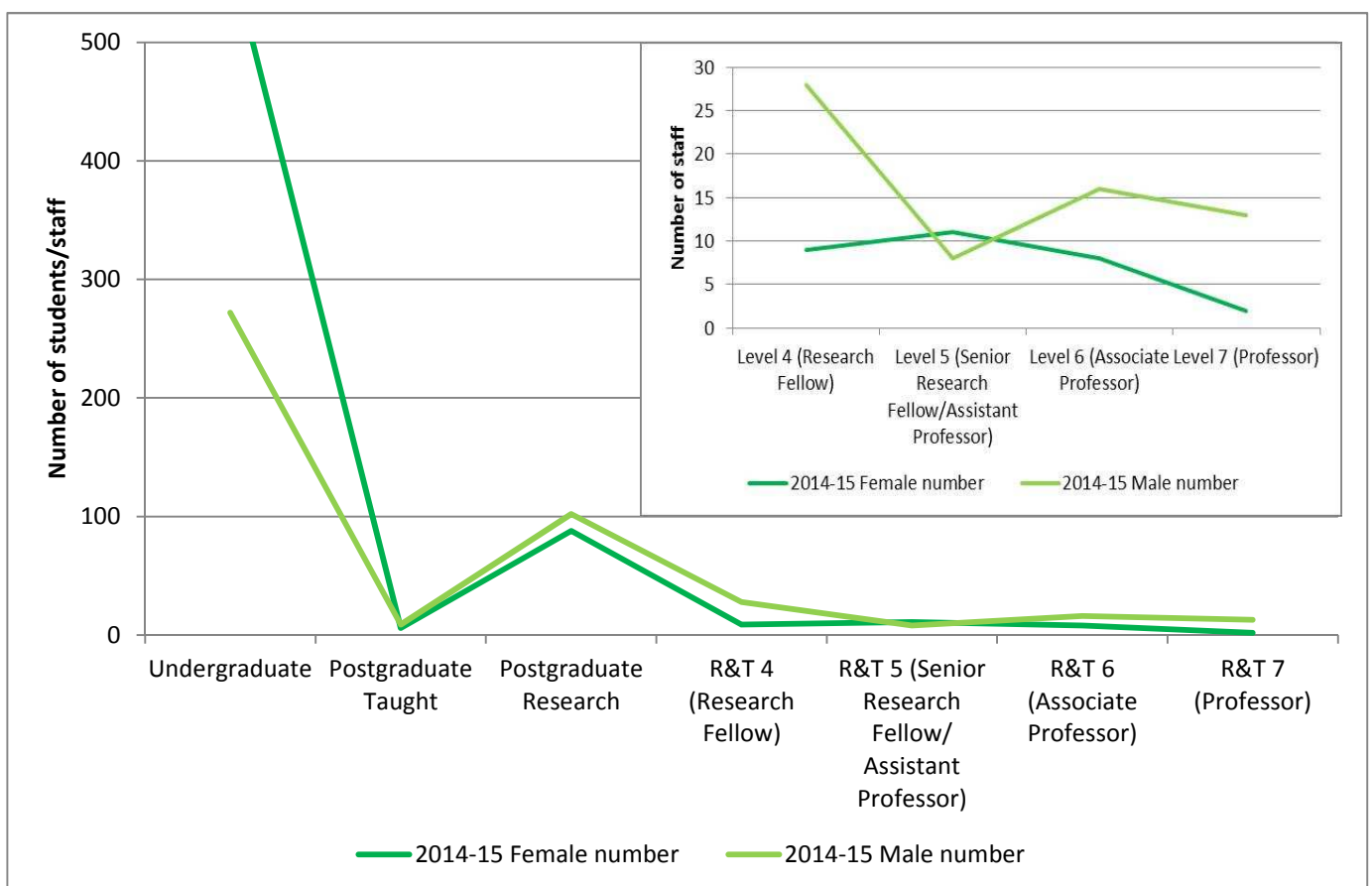
Table 5. Proportions of student and staff by gender in 2014-15

Type	Female	Male
Undergraduate (MPharm)	68%	32%
Postgraduate Taught (MSc)	40%	60%
Postgraduate Research (PhD)	46%	54%
R&T4 (Research Fellow)	24%	76%
R&T5 (Senior Research Fellow/Assistant Professor)	58%	42%
R&T6 (Associate Professor)	33%	67%
R&T7 (Professor)	13%	87%

Undergraduate to postgraduate research

Whilst female students are in the majority on the MPharm (68%), by PhD this has dropped to 46%. The MPharm is a professional programme with extremely high graduate employment and an attractive career path outside academia. To register as a pharmacist, graduates must complete a year's pre-registration training. MPharm graduates are therefore much less likely to progress to postgraduate study and they are not the main pool from which we attract PhD students. As noted on p.11, the vast majority of our PhD students are drawn from subject areas such as Chemistry or Physics which have relatively more male students, hence, we believe, the change in numbers at this point.

The challenge for PhD recruitment is around capturing our students' interest in research and keeping in touch with those students. Plans are underway to create an undergraduate research wok experience programme for students to complete on a voluntary basis after their summer exams. In 2015 we held an event for recently graduated Pharmacy students who were undergoing their pre-registration training. The event included discussion of PhD study and support for career planning. The timing of the event meant that only 14 graduates attended (8 female, 6 male) but feedback was very positive and plans are in place for a summer 2016 event.

> 1.5 Create an undergraduate research work experience programme to encourage female undergraduate students to undertake PhD study.
> 1.6 Promote postgraduate study to alumni.

Assistant Professor (R&T5) to Associate Professor (R&T6) to Professor (R&T7)

Whilst females do well in securing their first academic post at Assistant Professor (R&T5, 58%), too few then progress to Associate Professor (R&T6, 33%) and then to Professor (R&T7, 13%). The pattern from Associate Professor to Professor matches that of Nottingham University as a whole. Given the minimal recruitment at these levels noted on p.22, the focus of activities here is in supporting female staff career development and encouraging promotion applications, as detailed on pp.27-28.

> 3.1 Arrange an annual promotion workshop open to all academic and research staff.
> 3.2 Use the PDPR process for R&T5 and 6 staff to identify potential promotion candidates and align goals to the promotion criteria.
> 3.3 Extend the School's mentoring programme to go beyond the induction period and support staff in preparing for promotion.

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Appraisal and career development
All staff are appraised through the University's Personal Development and Performance Review (PDPR) system. Staff meet with their line manager to discuss their goals, career aspirations and to identify any development needs. Goals cover teaching, research, administration, outreach and contributions outside the University such as external examining. Success in all areas is valued and quality is always emphasised over quantity, e.g. fewer, high impact research papers are better than many lower impact papers.

In the 2012 University Staff Engagement Survey, 69% of R&T4/5 staff and 88% of R&T6/7 staff said that they were encouraged to develop new skills. In the School's 2015 surveys, 100% of research staff (R&T4) and 87% of academic staff (R&T5/6/7) said that they were encouraged to undertake activities to develop their skills and 85% of research staff (R&T4) and 74% of academic staff (R&T5/6/7) discussed their development needs during PDPR meetings.

Between these two surveys the University moved to the current PDPR scheme which includes a personal development plan section. A review of the 2014/15 academic PDPR forms indicates that most academic staff are engaging with the personal development plan and our 2015 academic staff survey indicated that career progression was discussed in the PDPR reviews of 60% of staff.

To further improve the effectiveness of PDPR:
- a PDPR review meeting checklist will be created to ensure greater consistency.
- an annual PDPR reviewers briefing will be held as 'refresher' training on the aims of the PDPR process.
- two (rather than one) interim PDPR meetings will be held each year in addition to the end-of-year review.

Promotion
The criteria for promotion are set by the University and covers all areas of activity with an emphasis again on quality rather than quantity. The application form includes a section for staff to detail "…*any personal circumstances which you consider to have had an impact on your output*". Staff who are considering applying for promotion are encouraged to discuss their application with the Head of School and their line manager. All applications are considered by the School Promotion Group, comprising the Head of School, Heads of Division, Director of Teaching and

Learning, Director of Research and Director of Operations. Each application is presented by a member of the group who provides feedback to the applicant prior to final submission. As noted on p.22, the success of this process is evident in the extremely high success rate of promotion applications.

Our April 2015 academic staff survey indicated that only 36% of staff thought the promotion process was fair, 40% didn't know what the process was and only 28% felt supported in applying for promotion. A promotion workshop for academic and research staff was therefore held in April 2015, led by the Head of School (male) and a Head of Division (female). The follow-up survey in October 2015 indicated that 59% of academics thought the promotion process was fair, only 22% didn't know about the process and 40% felt supported in applying for promotion. The impact of this workshop means it will become an annual event and the PDPR checklist and briefing (p.27) will include information about the promotion process.

> 3.1 Arrange an annual promotion workshop open to all academic and research staff.
> 3.2 Use the PDPR process for R&T5 and 6 staff to identify potential promotion candidates and align goals to the promotion criteria.
> 3.3 Extend the School's mentoring programme to go beyond the induction period and support staff in preparing for promotion.
> 5.1 Arrange an annual PDPR briefing for all reviewers of research and academic staff.
> 5.2 Create a PDPR checklist to support PDPR meetings.
> 5.3 Increase PDPR meetings to three per year.

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Induction
In addition to the University induction process, the School provides a local induction. In our April 2015 research staff survey 62% felt that the induction material provided by the University/School was useful. Following consultation with the Pharmacy New Academics' Club (PNAC), the School's Operations and Administration Committee undertook a comprehensive review of the School's induction processes and booklet in 2014/15, and launched the new scheme in August 2015. The new induction pack is sent to staff before they arrive and includes key information for their first months. It is divided into sections to match the School staff workspace to which staff are referred for more information. The HR section of the booklet includes information on flexible working, career breaks, maternity and paternity leave, PDPR, training and networking. In addition to the booklet, all new staff have a School induction, safety and IT inductions, meet with their line manager and are given a tour of their building to meet staff. Further meetings are arranged as relevant to the role. An induction follow-up meeting is arranged one month after the start date to get feedback on the induction process and check completion of training.

<u>Mentoring and networking</u>
All new staff are allocated a mentor to support their transition into the School and in September 2013 the Staff Development Officer established the Pharmacy New Academics' Club as a peer-support group. The Researchers' Forum (see p.30) has representatives from researchers in each division and meets regularly to discuss matters relevant to research staff and students and also arranges social, networking and career development events.

<u>Staff development</u>
The School has a Staff Development Officer who is responsible for the provision of School-specific training courses. In addition to this programme of training, the University requires that all new staff complete on-line training in Equality and Diversity in the Workplace and in-person training for PDPR. Staff involved in teaching are required to complete on-line training in Diversity in Learning and Teaching and at least 30 credits of the Postgraduate Certificate in Higher Education. Postgraduate students who teach are required to complete a half-day training course and from September 2015 this will include equality and diversity information. The School monitors and enforces completion of all of this training.

The University runs two development programmes for female staff from all job families. The School fully supports and encourages staff to undertake these.

- WAND programme (Women's Advancement Networking and Development) is aimed at women at level 6 to support and encourage them to progress to level 7. Three members of current staff have completed the programme, and one was promoted following it, although not within the last three years. Dr Felicity Rose is completing the programme in 2016/17 to support her promotion application.
- APPLE (Academics' and Administrators' Professional, Personal and Leadership Experience) is aimed at women at levels 4 and 5 to develop their leadership and professional skills. Three academic staff and three research staff have completed the programme in the last three years.

In 2012/13 the University launched a Strategy and Steering Conference Fund which the School has administered through the Research Committee. Since its launch, 21% of applications have come from female staff. As this indicates an under-representation of female staff we will increase the promotion of this fund. The School will also top-up the University fund to enable staff to apply for support for additional childcare costs arising from conference attendance as this may be a barrier to conference attendance for female staff who are more likely to primary carers.

> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.
> 6.2 Enforce the completion of E&D training for all new staff.
> 6.6 Increase funding for conference attendance to include additional childcare costs.

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

As the School has an almost equal gender balance of PhD students, support is provided support to all students equally.

Supervision and tutoring
All postgraduate research students have a minimum of two supervisors who provide academic and pastoral support and career advice. In our April 2015 PhD student survey, 84% of students felt they had a good relationship with their supervisor (90% for female students) and 82% felt their supervisor was supportive of their career progression (85% for female students).

The School recognises that there may be issues which students do not feel comfortable discussing with their supervisor and so has appointed one male and one female Postgraduate Tutor whom any student can approach for support and advice. These roles are formally recorded in the work load planning system and in PDPR goals and are members of the Postgraduate Research Committee. Students can also request a change of supervisor, with appropriate expertise, through the Chair of the Postgraduate Research Committee, though such cases are rare.

The School Researchers' Forum includes PhD student representatives from each of the School's divisions and provides an opportunity to raise any collective issues of concern. The Forum is chaired by a member of academic staff (male in 2015/16, role recorded in the workload system) and reports to the Postgraduate Research Committee where any escalated issues can be addressed.

Maternity and paternity leave
Whilst University policy is to provide four months of paid maternity leave plus four months unpaid leave to all PhD students, the School funds a fifth and sixth month followed by up to six months of unpaid leave. Partners are allowed up to two weeks' paid paternity leave to which the standard five weeks of paid annual leave can be added. In the past three years, six female students have taken paid maternity leave supported by the School.

> *I became pregnant during my third year and was extremely worried as to how I could continue with my research and cope with a small child; especially financially as my PhD stipend did not have a maternity pay element. The paid maternity scheme provided by the School was invaluable; it prevented me having to choose between a family and career and from having to return to my research before I was emotionally ready, but most importantly it provided me with the opportunity to spend time and bond with my child. I am forever indebted to the scheme for allowing me to make such treasured memories.*

> Leigh-Ann Brace, PhD student

Career development

Since 2006 the School has organised the Lord Roberts' *Careers in the Pharmaceutical Industry* three-day training course which has been completed by around 250 researchers from within and beyond the School. Students are also supported by the University's Careers and Employability Service, with the Faculty representative available every week during term-time, and access to a dedicated Senior Careers Advisor. The University's Graduate School provides information on placements and internships. The School has regular research seminars which postgraduates are expected to attend and postgraduate students are invited to events such as those for International Women's Day. In the April 2015 PhD student survey, 86% of students said that their supervisors were supportive of their career progression and 92% felt encouraged to undertake career development activities. However, only 51% felt they received good advice from their supervisor and 41% that there was good mentoring support. Whilst academia and industry were the most popular career plans, only 39% felt supported by the school in making the transition to academia and 31% in obtaining a post outside academia. There is clearly room for improvement in career support and we will review this activity to develop further actions.

1.7 Promote the School's maternity leave policy more effectively to applicants.
2.6 Review the current provision of career support for PhD students, including focus groups with students, to develop a programme of events.
6.3 Organise an annual series of events to celebrate International Women's Day.
7.3 Improve the gender balance of external seminar speakers.

Organisation and culture

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

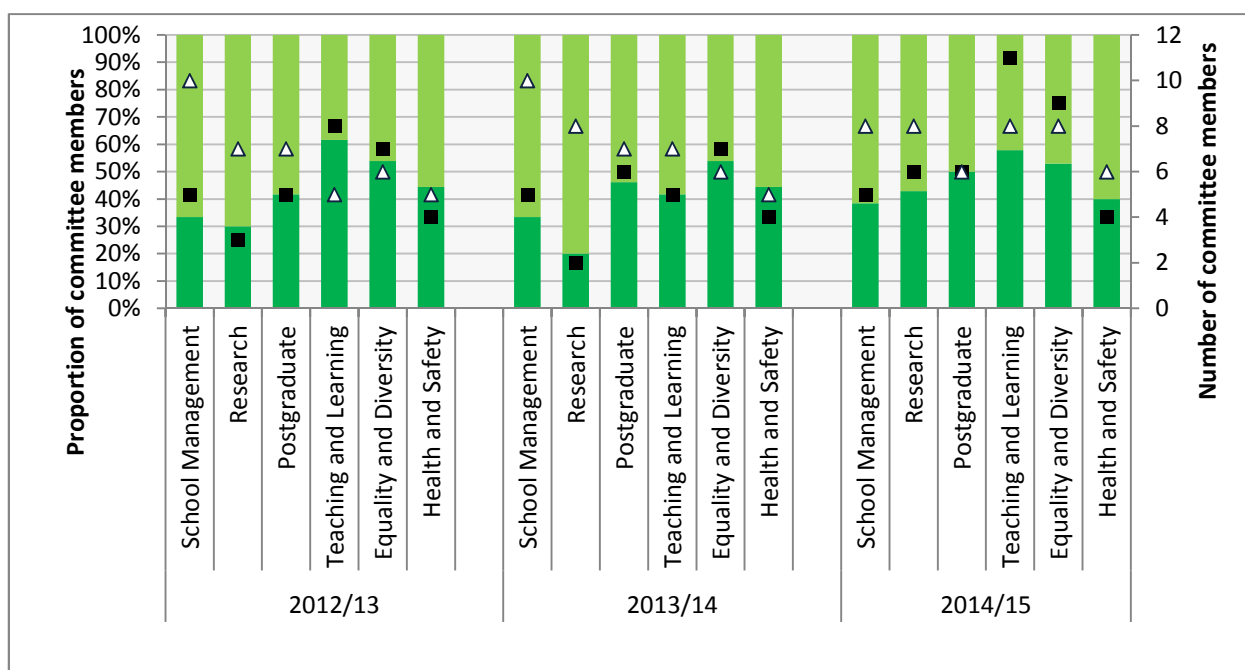*Figure 21.   Proportion and number committee members stratified by gender*

Table 6.   Proportion and number committee members stratified by gender

Year	Committee	Female number	Male number	Total	Female %	Male %
2012/13	School Management	5	10	15	33%	67%
	Research	3	7	10	30%	70%
	Postgraduate	5	7	12	42%	58%
	Teaching and Learning	8	5	13	62%	38%
	Equality and Diversity	7	6	13	54%	46%
	Health and Safety	4	5	9	44%	56%
2013/14	School Management	5	10	15	33%	67%
	Research	2	8	10	20%	80%
	Postgraduate	6	7	13	46%	54%
	Teaching and Learning	5	7	12	42%	58%
	Equality and Diversity	7	6	13	54%	46%
	Health and Safety	4	5	9	44%	56%
2014/15	School Management	5	8	13	38%	62%
	Research	6	8	14	43%	57%
	Postgraduate	6	6	12	50%	50%
	Teaching and Learning	11	8	19	58%	42%
	Equality and Diversity	9	8	17	53%	47%
	Health and Safety	4	6	10	40%	60%

The School's committees include staff from all job families (academic, research, administrative, technical) and the overall proportion of all School staff is currently 47% female and 53% male. The process by which potential committee members are identified depends upon the job family to which the staff belong. This in turn dictates the scope to alter committee membership to achieve gender balance.
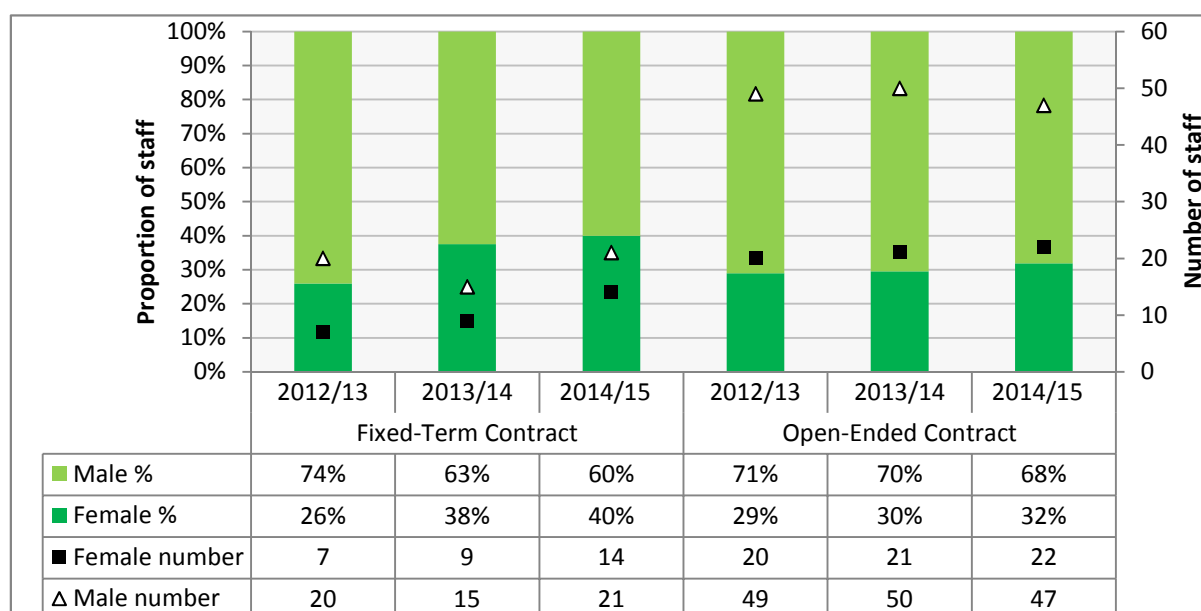
- No scope - In the case of permanent administrative and technical staff their role determines the committees on which they sit, e.g. the School Safety Officer is a member of the Safety Committee.
- Limited scope - For academic staff, committee membership is normally tied to the administrative role which they hold, e.g. the Director of Research chairs Research Committee.
- Wide scope - Some committees include representatives of particular staff or student groups where the individual can be chosen from a wide range of people and consideration given to the gender balance of the committee.

The appointment of academic staff to administrative roles is undertaken by the senior management team (Head of School (male), Director of Teaching and Learning (female), Director of Research (male), Director of Operations (female). Whilst this has always taken into account staff workloads, experience and career plans, since 2014 the impact on the gender balance of committees has also been considered carefully. This is illustrated by the improvement in gender balance seen in Figure 21 and Table 5. However, we recognise that not all committees, e.g. School Management Committee and Research Committee, have achieved an appropriate gender balance and work is needed to identify ways to do so, e.g. reviewing the composition of committees.

7.1 Improve the gender balance on School decision-making committees.

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Figure 22.   Proportion and number of staff on fixed-term/open-ended contracts stratified by gender

	Fixed-Term Contract			Open-Ended Contract		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
■ Male %	74%	63%	60%	71%	70%	68%
■ Female %	26%	38%	40%	29%	30%	32%
■ Female number	7	9	14	20	21	22
△ Male number	20	15	21	49	50	47

The proportion of female staff on fixed-term contracts has increased from 26% in 2012/13 to 40% in 2014/15. The proportion of female staff on open-ended contracts has declined from 29% in 2012/13 to 20% in 2014/15.

As noted on p.20, fixed-term contracts are used almost exclusively for research staff, with only four fixed-term academic contracts during the last three years. Differences between the use of fixed-term and open-ended contracts do not exist between genders but between job levels, reflecting the appointment of fixed-term staff through research grants. The proportions of females and males on fixed-term and open-ended contracts has broadly matched the overall proportions of staff each year (2012/13 27%F 73%M; 2013/14 32%F 68%M; 2014/15 35%F 65%M) indicating that female staff are not being disadvantaged in terms of contract status.

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

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

As noted on pp.32-33, the School is moving towards better gender equality in committee representation and recognises the need for further improvement. To improve female representation without overloading female academic staff

(evidenced by the workload planning system, see p.35), female staff administrative and technical staff are appointed as committee members with full decision-making powers. The workload planning system captures and assigns time for membership of both internal ('academic service') and external committees ('citizenship'). Membership is also discussed during PDPR reviews as we recognise the importance of this for raising the profile of staff.

> 7.1 Improve the gender balance on School decision-making committees.

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

In 2013 the University introduced a workload planning system which was fully implemented by the School. The system is managed by the Director of Operations and all staff have access to their data. It covers all areas of academic activity:

- Teaching – undergraduate and postgraduate
- Research – internally and externally funded and sabbaticals
- Academic service – academic administrative roles within the School
- Citizenship – including contributions to the outside the University
- Individual circumstances – e.g. maternity leave, new members of staff, FTE adjustments (automatically recorded)

The workload planning system is used to inform decisions about workload allocation and to review and reallocate work from staff identified as being overloaded. Staff with concerns about their workload are encouraged to discuss these with their line manager, the Director of Operations or Head of School. The impact of this can be seen in the responses in staff surveys to questions on workloads: in the 2012 University Staff Engagement Survey 69% of R&T4/5 staff and 100% of R&T6/7 staff said that they regularly worked extra hours. In our 2015 staff surveys this had reduced to 52% for R&T4 and 64% for R&T5/6/7.

Workload data is not used by the School in the promotion process other than in the Head of School's supporting statement in which the overall load may be referenced. PDPR reviewers are provided with data for discussion with their reviewees and are expected to alert the Head of School with concerns.

> 5.1 Arrange an annual PDPR briefing for all reviewers of research and academic staff.
> 5.2 Create a PDPR checklist to support PDPR meetings.
> 5.3 Increase PDPR meetings to three per year.

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The School has operated with core hours of 9.30 am – 3.00 pm for biannual whole-School staff meetings since 2008. In our October 2015 academic staff surveys, 100% of staff knew that these meetings were held in core hours.

From April 2015 the School's core hour's policy was extended to cover the timing of School staff development events and whole-School social events. The only exception being the summer BBQ to which families are invited. Our April 2015 academic staff survey indicated that only 6% of staff who wished to attend the School's social events were unable to do so due to the timing in relation to their working hours and by October 2015 this had reduced to 3%.

Because committee, division and team meetings involve smaller groups of staff, the School does not require that they are scheduled within core hours but they must be scheduled at times that fit with the availability of members. All staff are expected to maintain their diary in Outlook to facilitate this. Our April 2015 academic staff survey showed that 71% of staff felt that divisional meetings were held at a time which enabled them to attend, this increased to 100% by October following a reminder to meeting organisers.

> 7.2 Continue to hold whole-School meetings and events during core hours and smaller meetings at times to facilitate staff attendance. Ensure staff are aware of core hours.

(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The School is committed to providing a friendly, welcoming and supportive environment in which to work and study to enable all staff and students, regardless of gender or other protected characteristics, to achieve their full potential. The character of the School is exemplified by:
- weekly staff coffee mornings, rotated across our buildings, which provide an informal networking opportunity;
- extensive refurbishment of the Pharmacy School Building to create social study space for our undergraduate and postgraduate students;
- conversion of staff offices to PhD study rooms to reduce hot-desking;
- the willingness of staff and students to be involved in charity fund raising events such as the annual Comic Relief/Sport Relief bake sale (Figure 23).

In the 2012 University Staff Engagement Survey, 88% of R&T4/5 staff and 88% of R&T6/7 staff said that they were treated fairly regardless of their gender. In our April 2015 academic staff survey 94% of staff agreed that they did not feel that the School was macho and 98% that it was not sexist. We see these as very positive indicators of the impact of the work of the Equality and Diversity Committee to

raise awareness of gender equality issues through, for example celebrating 2015 International Women's Day. This series of events for staff and students included *Women in Science* blog posts profiling the careers of four of the School's female scientists on the School's *Pharm Life* blog, a keynote address from a female Pro-Vice Chancellor and a series of Women Scientists' lunches to discuss opportunities for, and barriers to, entry and progress in academia. This will become an annual event.

The work of the EDC to improve the School's culture will continue through achieving gender balance in School research seminar speakers (2/13 female in 2014/15) and the School's honorary appointments (10/37 female in 2015/16).

Figure 23.   Pharmacy-themed cakes from the 2015 Comic Relief bake sale

6.3 Organise an annual series of events to celebrate International Women's Day.
7.3 Improve the gender balance of external seminar speakers.
7.4 Improve the gender balance of honorary appointments.

(v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The School actively encourages staff to participate in outreach activities to engage the public in science and healthcare. We have showcased an area of science at the University's annual community event (Mayfest) with Professor Kevin Shakesheff (2013) and Dr Ingrid Dreveny (2014, 2015). Professor Shakesheff also led an exhibition at the Royal Society's Summer Science Exhibition in 2013 and members of his research team (postgraduate and R&T4) all contributed to the event (18 male and 14).

An After School Science Club for primary school children was established in 2005 by Dr Felicity Rose (recognised by a Higher Education Active Community Award in 2005), and has been coordinated by two male and two female members of staff to date. The Club attracts more female than male volunteers (2013: 73% female; 2014: 62% female; 2015: 85% female). In addition, Dr Cornelia de Moor hosts work experience placements for secondary school students in consultation with Nottinghamshire Futures.   The School has also organised the four-day Pharmacy strand of the University's widening participation summer school programme since

2013. This programme is aimed at high calibre A level students with an interest in science and healthcare and is supported by more female than male members of staff (2013: 50% women; 2014: 62% women; 2015: 60% women) to provide positive female role models in science.

Such activities are recorded in the workload planning system, on PDPR forms and in promotion applications where they are regarded as core activities. Our April 2015 staff survey showed that 80% of academic staff felt that such work was recognised by the School. We will collect all outreach participation in a single database in the future to effectively manage the gender balance.

> 4.1 Ensure all Athena SWAN data is collected and stored appropriately and analysed at least annually to identify patterns requiring additional actions.

Flexibility and managing career breaks

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

   (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

   Table 7.   Maternity leave return rate

Year	Number of staff taking leave	Number of staff who returned
2012/13	1	1
2013/14	1	1
2014/15	1	1

   With such small numbers the identification of trends is not possible however, over the past three years the School has maintained a 100% maternity return rate and all three staff remain in post.

   I took my first maternity leave in 2011 and again in 2014. My line manager was really supportive in enabling me to take a career break after my maternity leave ends this year. I really want to continue to work as a researcher so getting a career break so I can take care of my twins and then come back to continue research work was really important.

   Dr Monika Pathak, Research Associate

> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.

   (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Table 8.   Paternity, adoption and parental leave uptake

Year	Number of staff taking paternity leave by grade	Number of staff taking adoption leave by grade and gender	Number of staff taking parental leave by grade and gender
2012/13	0	0	0
2013/14	0	0	0
2014/15	2 Research Fellows (R&T5)	1 male Associate Professor (R&T6)	1 male Research Associate (R&T4)

Whilst numbers remain very small, we are delighted that these types of leave are now being taken-up by staff. In our April 2015 staff survey, 56% of academic staff and 60% of research staff were aware of the changes to shared parental leave. To raise awareness of these types of leave, and improve uptake where opportunities exist, all staff were informed of their rights, in particular recent changes to the shared parental leave, by email and at the School Staff Meeting in September 2015. Following these briefings, our follow-up survey in October 2015 indicated that 94% of academic staff and 75% of research staff were aware of the changes the shared parental leave. To embed this understanding on an on-going basis, information of all of these types of leave is included in the new staff induction booklet and revised staff workspace. All partners of expectant mothers are encouraged to inform the Director of Operations that their partner is pregnant and will then be invited to meet with the Director of Operations to discuss their entitlements, as is already the case for expectant mothers.

> *Throughout the adoption process the School and University have supported us, both in practical terms and in sharing our enthusiasm and hopes for becoming adoptive parents. I was given flexibility in taking time away from work and help with arranging cover of any teaching or administrative responsibilities. I was able to get advice and guidance when and as I needed it, making the whole process very easy and stress free.*
>
> Dr Lee Buttery, Associate Professor

> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.

(iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Table 9.   Flexible working requests and success rate by gender

Year	Number of applications by gender and grade	Successful applications by gender and grade	Success rate
2012/13	1 female Associate Professor	1 female Associate Professor	100%
2013/14	2 male Professors	2 male Professors	100%
2014/15	1 female Associate Professor 1 male Assistant Professor 1 female Research Associate 1 female Professor	1 female Associate Professor 1 male Assistant Professor 1 female Research Associate 1 female Professor	100%

These requests have all been submitted under the School's informal scheme (see below) and all have been approved. They have almost all been changes to normal working hours to accommodate childcare and include regular working from home. We will continue to raise awareness of the School's informal flexible working scheme.

> 5.2 Create a PDPR checklist to support PDPR meetings.
> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.
> 6.4 Promote flexible working schemes to all staff and establish a database to monitor informal and formal applications for flexible working.

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

   (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training 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 made use of this because the School also offers an informal flexible working policy with 4 female and 3 male staff across all staff grades currently making use of the policy. For the School's informal policy (which does not make a permanent change to the employee's terms and conditions of employment) staff discuss their request with either the Director of Operations or Head of School who assess it in line with the University's policy. Consideration is also given to staff changing from full to part-time on a temporary or permanent basis.

   The April 2015 academic staff survey indicated that 64% of staff felt the School supported flexible working. To raise awareness of the flexible working scheme a presentation was made at the September 2015 staff meeting and a follow-up email was sent to staff who were unable to attend. In the October 2015 academic staff survey, 94% of staff indicated that they felt the School supported flexible working, an increase of 30% on the earlier survey. Awareness of the policy is being raised on an on-going basis through the new staff induction booklet (see p.28) and the PDPR checklist will prompt all reviewers to discuss workloads and work/life balance with reviewees (see p.27).We will formalise the approval process for flexible working requests to improve data collection and consistency.

> 5.2 Create a PDPR checklist to support PDPR meetings.
> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.
> 6.4 Promote flexible working schemes to all staff and establish a database to record informal and formal applications for flexible working.

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The School follows the same process for all staff who will become a parent and intend to take maternity, adoption or shared parental leave. The Director of Operations meets with staff as soon as they are comfortable in disclosing the pregnancy/adoption to discuss health and safety, University and School policies. Once staff are happy for their news to be shared more widely, appropriate cover is arranged for their teaching, administrative roles and PhD student supervision. If appropriate the School will fund a post to cover the duration of the leave otherwise cover will be provided from within the existing staff team.

During leave the Director of Operations acts as key point of contact and liaises with staff over Keeping in Touch (KIT) days and to prepare for their return to work. The Director of Operations 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. Staff returning from leave of six months or more are not given an administrative role in their first year to provide more time to settle back into work and re-establish research activities.

> *The School has been very supportive about the arrangements for my maternity leave. I have felt throughout the process that it is entirely up to me how long I take off and how I choose to come back to work, with good support for flexible working and and/or coming back part-time as a temporary or longer term option. The School arranged cover for my teaching and administrative duties so that I didn't have to worry about sorting this out myself. I've had frequent and useful contact with the Director of Operations throughout the process and she has also helped me to learn more about Shared Parental Leave, which my partner and I intend to take.*
>
> Dr Catherine Jopling, Assistant Professor

> 6.1 Embed promotion of the School's E&D policies to new staff through the induction programme, staff workspace and staff meetings.

[4979 words]

5. Any other comments

The School's Equality and Diversity Committee's agenda has, from its beginning, been ambitious in its aims and encompasses consideration of all protected characteristics. In anticipation of the post-May 2015 Athena SWAN process, since 2014/15 it has included representation from all job families . As noted on p.4, the EDC is our self-assessment team and as such matters of gender equality are always a high priority.

The application has drawn on a number of surveys including the 2012 University Staff Engagement Survey and a School postgraduate student and research staff survey in 2014. The key School surveys were conducted in April 2015 and comprised around 65 questions. There were four surveys: academic staff; research staff; administrative and technical staff; postgraduate research students. The questions varied only slightly to account for differences in contract type, e.g. the academic and research staff surveys had questions about promotion. The questions included opportunities for free-text answers and these comments have been particularly useful. They surveys were conducted anonymously through SurveyMonkey and the data was analysed by members of the SAT who produced SWOT analyses which have informed this application and action plan. Follow-up surveys for academic and research staff were conducted in October 2015 covering questions where the April survey had identified the need for improvements and where actions had been put in place to address these. The plan for the future is to repeat this cycle of a large annual survey with a shorter follow-up survey six months later. Future surveys will also include postgraduate taught students now that the cohort size is larger and the risk of being able to identify respondents is reduced. A survey of undergraduate students is planned for 2016 in collaboration with the Students' Union.

Reflecting the remit of the EDC, the surveys also included questions about race, age, disability, partnership status, sexual orientation and religion - and data from these surveys are informing specific actions to address the issues raised. For example, we have arranged for a leading evolutionary biologist and philosopher, Dr Massimo Pigliucci to come to the School in Spring 2016 to give a presentation followed by a podium discussion. We have also begun engagement with the Nottingham Centre for Research in Race and Rights to enlist their help and advice in improving our working practices and culture. The School promotes and supports staff and student attendance at University events such as those run as part of Black History Month, LGBT awareness month, the HeForShe campaign and this year ran a series of events for International Women's Day, which will become an annual celebration and promotion of women in science.

[434 words]

6. Action plan

See attached.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Dr Felicity Rose – member of the self assessment team

I joined the School as a Postdoctoral Research Assistant in 2000 with a PhD in Biochemistry. I was awarded a prestigious, University Ann McLaren Fellowship aimed at encouraging female scientists to pursue a career in academia. I was successful in securing a permanent academic position as Lecturer (now called Assistant Professor) which started at the end of my fellowship in 2005. In 2008 I was promoted to Associate Professor and towards the end of the year my first child was born. With the support of the School I returned to work part-time, initially at 0.6FTE increasing to 0.8FTE three months later. I was able to continue to build my research profile whilst balancing working part-time due to School support of flexible working hours.

My role continued to develop and I have contributed fully to the School's academic activities. For example, I became the Athena SWAN coordinator for the School in 2010 and I continue to play an active role in Athena SWAN through membership of the Equality and Diversity Committee. I was asked to become module convenor for a new Year One module established as part of the redesign of the MPharm degree. This role in particular was significant in allowing me to develop my management skills and build confidence in leadership. The Year One team were the first to develop and deliver modules on this new course and together we were awarded a University Lord Dearing prize for teaching excellence. Importantly for me, the School facilitated coordination of my teaching commitments with my part-time and flexible working hours. I was mentored by both my Head of Division and Head of School in applying for promotion to both Associate Professor in 2008 and also to Reader in 2013 (an additional title to that of Associate Professor reflecting my research excellence). During the same week as I was awarded the title of Reader, I found out that I was pregnant again and my husband and I welcomed our second child later that year.

Taking extended maternity leave for my second child, the School appointed a temporary lecturer (female) to cover my role and support my postgraduate students. Since my return to work in 2014 (part-time at 0.8FTE), I have continued to build a successful multidisciplinary research team in mucosal tissue engineering. My aim is to develop in vivo-like in vitro models to study disease biology and for drug screening applications, with the ultimate goal of developing tissue grafts for transplantation. I continue to work part-time to spend time with my youngest child whilst working flexibly to take and collect my eldest child to/from school most days. I was recently asked to take on the position of Head of the Tissue Engineering Research Group to support my planned application for promotion to Chair within the next few years.

The School has played a fundamental role in my career development through the support I have received to establish an independent research career, the flexibility of working part-time to fulfil my caring role, and in asking me to take on challenging roles to develop my leadership skills. Encouragement to apply for promotion before I had recognised I was ready has been and continues to be instrumental in my career progression.

Dr Helen Boardman

I joined the School in 2005 as a Lecturer (now called Assistant Professor) in Pharmacy Practice. This role contributed to undergraduate teaching and was a considerable change for me having previously worked in departments with only small amounts of postgraduate teaching. I was supported in learning about undergraduate teaching through a reduced teaching load to enable me to complete my PCGHE in 2008. I continued my research into medicines use alongside the teaching.

In 2011, following a period of illness and phased return to work, I decided I no longer wanted to work full-time. I discussed with my line manager and the Head of School what a part-time role might involve. After considering two possible paths which I suggested – teaching or teaching and research focussed, I was allowed to choose the role and hours that would suit me best. I opted to move to a 0.8FTE teaching-focussed role where I would retain only a small research component.

Since moving to this part-time role I have been able to develop both in my teaching and administrative roles – I was made Head of the Medicines and Patients teaching group in 2012 and Head of Year 1 in 2015. I have also been able to develop in terms of scholarship with teaching innovations and research being shared at international conferences. The School has supported me in my development including opportunities to visit our Malaysia campus and involvement in developing the new MPharm programme.

The School encourages all women to attend the University women's development programmes and with my line manager's encouragement I attended the APPLE programme starting in my second year at the School. After I had been in my Lecturer post for a couple of years my line manager began discussing how I needed to develop to secure promotion - this was embedded in the performance review process (PDPR). Discussions with more experienced colleagues in the School, and the University's training in applying for promotion via the teaching route, helped me develop my work and collect suitable evidence to support my case for promotion. With the support of my line manager, the Head of School and other colleagues I successfully applied for promotion and from August 2015 I became an Associate Professor.

[918 words]