

SCHOOL OF PHARMACY

UNIVERSITY OF EAST ANGLIA

ATHENA SWAN BRONZE APPLICATION

30 April 2013



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GLOSSARY OF ACRONYMS

Acronym	Description
ATR	Academic, Teaching and Research
ATS	Academic, Teaching and Scholarship
CAP	Schools of Chemical Sciences and Pharmacy
CPD	Continuing Professional Development
CSED	Centre for Staff and Educational Development
E&D	Equality and Diversity
E&E	Enterprise and Engagement
EDC	Equality and Diversity Committee
ET	Executive Team
GPhC	General Pharmaceutical Council
HRD	Human Resources Division
MPharm	Masters in Pharmacy
NRP	Norwich Research Park
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PHA	School of Pharmacy
RA	Research Associate
RESNET	Women Researchers Network at UEA
RSC	Royal Society of Chemistry
SAT	Self-Assessment Team
SCI	Faculty of Science
SWB	Science without Borders
UG	Undergraduate
UEA	University of East Anglia
WREF	Women, Research and Enterprise Forum

Athena SWAN Bronze Departmental award application

Name of University: University of East Anglia

Department: School of Pharmacy

Date of application: April 2013

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Date of University Bronze Athena SWAN award: 29 July 2012

Letter of endorsement from the head of department: maximum 500 words (Word Count: 491)

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15 April 2013

Dear Panel Members,

Application for an Athena SWAN Bronze Award by the UEA School of Pharmacy

It gives me great pleasure to support the application of the School of Pharmacy for an Athena SWAN bronze award. Throughout my career, and particularly during my marriage for the last seventeen years to a fellow scientist, I have been puzzled and frustrated by the difficulties faced by women in a society that should be blind to gender or difference. This is particularly jarring in an academic setting, where equality in thought and action should be the norm, so it is immensely pleasing to see change occurring throughout the sector. I would like to see the School of Pharmacy leading in this and setting the standards, not only for pharmacy but for all academic science departments.

It is clear, though, from this document, that we still have some way to go. There is a gender gap in the higher levels of the School, at Professor and Reader level that is not reflected at the Lecturer/Senior Lecturer level. As we go through our most recent round of recruitment, of a Chair in Pharmacology, it is striking that in a very limited field of six applicants, there were no women. We must ask ourselves why this may be the case: is our advertising material fit for purpose in attracting applications – do we highlight the childcare support that is available and make clear the support for flexible working? This differential between grades within the School might also suggest our mentoring system needs review and women members of the faculty are not confident in coming forward for promotion. Perhaps they are not given the correct guidance and this also requires action. These are things that can be fixed relatively easily at the School and University level but are really brought into the light of day by having the Athena Swan committee to monitor and oversee progress.

On a more positive note, the gender balance at undergraduate and post-graduate levels reflects the popularity of the subject with women across the UK and several female students have returned to teach or research here. Additionally, all of our teacher practitioners are female and some, having been

with the School since its inception, have played key roles in the development of the teaching ethos. Although women are not represented at Chair and Reader level, as a small School, with a relatively flat hierarchical structure, this does not greatly affect their contribution to its administration. As can be seen from most of our committees, there is generally a good gender balance.

There is no complacency within the School with regard to the aims of gender equality. I see it as a key element of my tenure as Head of School to re-emphasise a culture that embraces diversity and to ensure that all our processes are designed to allow talented individuals to prosper, regardless of their gender. As such, I strongly support the Athena SWAN committee and will see that the Action Plan for the School is both fulfilled and further developed.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Searcey', written in a cursive style.

Professor Mark Searcey
Head of School
School of Pharmacy

The self-assessment process: maximum 1000 words. Word count: 999

The self-assessment process, initiated by the School's Athena SWAN champion, followed the University's success in achieving the Bronze Award in July 2012. Prior to the University's award, all School staff had received Equality and Diversity (E&D) training. Flyers were posted throughout the School and in social areas, inviting staff and postgraduate (PG) students to take part in discussions and become members of the Self-Assessment Team (SAT). The Athena SWAN application was discussed in detail at the School Board in October and following this, the team was formed. The first SAT meeting was held in December, where the makeup of the team was studied to ensure representation of all academic areas, grades of staff, students and work/life balance. In addition, the team considered the feedback from informal discussions about gender equality and work/life balance in the School. Undergraduate (UG) students were informed of the process by email flyers through the website and visual displays and invited to express their views. Between January and April, there were a further four meetings to discuss the data gathered and develop the application. All members of the team provided information, prepared drafts of the application and contributed to the Action Plan. Development of the application was discussed at the informal monthly departmental staff meetings and at the School Board. In addition to this, since the School is small, there were several informal one-to-one and group discussions about the data and equality within the School, which all resulted in action points included later. Teacher practitioners, who work part-time in the department, were involved in the discussions at staff meetings and School Board, and through informal small group discussions. Despite working part-time, they remained engaged with the process through regular discussions with the teacher practitioner representative on the SAT. Members of the team also discussed the application process with several members of SATs from other Schools and with members of the University's Athena SWAN Steering Group and E&D team. In addition, members of the team attended meetings and seminars about developing gender equality and ATHENA Swan. A draft of the application was circulated to all members of staff and student representatives and early drafts of the application were available to all staff on the School's internal server. **(370 words)**

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

The team comprises fourteen members encompassing all career stages, from student to professor, including postdoctoral scientists and teacher practitioners. Representatives of ATS and ATR streams, fixed term contracts and part-time staff are included. The team members have further expertise and knowledge through their administrative roles in the School. Five members of the team have children, four having young children under the age of six and within a dual career family. One member, a full-time academic, looks after two young children by herself during the week. Each brings their own personal experiences to the team. **(94 words)**

Athena Swan – Self-Assessment Group Membership

Name	Job title	Length in post	Any other role at UEA	Work life balance	Role in team
Jessica Corby	Equality and Diversity Project Officer	0.5 years	N/A	Full-time, Parent of 14 year old	HR/E&D experience
James Desborough	Lecturer in Pharmacy Practice	5 years	School's Director of Learning and Teaching School's Course Director for PG Diploma in General Pharmacy Practice (Community)	Full-time, 2 career family, 1 baby	ATS Lecturer and Teaching perspectives
Lucy Hawarden	Postgraduate research student	1.5 years	N/A	Full-time, single, no children	Student perspective
Lesley Howell	Lecturer in Medicinal Chemistry	1 year	Public Relations and Outreach Officer STEMNET ambassador	Full-time, 2 career family, no children	Fixed –term ATR Lecturer and Outreach perspectives
Yaroslav Khimyak	Professor in Drug Delivery	1.5 years	Head of Drug Delivery Group School's Director of Enterprise and Engagement	Full-time, single, no children	ATR Professor and Enterprise and Engagement perspectives
Lindsay Morgan	Teacher Practitioner (Also Senior Pharmacist, Addenbrooke's Hospital)	1.5 years	School's Course Director for PG Diploma in General Pharmacy Practice (Hospital)	Part-time, 2 career family, no children	Teacher-practitioner perspective

Anja Mueller	Senior Lecturer in Pharmacology	8.5 years	Chair of Exam Board for Pharmacy Member of Research Committee Member of Senate Committee (2007-2010)	Full-time, single, no children	ATR Senior lecturer and Undergraduate student perspective
Helen Murdoch	Equality and Diversity Manager	5 years	CRB Manager	Full-time, single, no children, caring responsibilities	HR/E&D experience
Rosemary Norton	Senior Demonstrator (Recent PhD graduate from School)	0.5 years	No	Full-time, married, no children	Fixed term ATS Associate Tutor and PhD perspectives
Maria O'Connell	Senior Lecturer in Pharmacology	6.5 years	Senior Adviser for Pharmacy Mentor for junior staff taking MA Hep External member of School of Chemistry Promotions Committee	Full-time, 2 career family, 2 young children	Chair of team Student pastoral care and Promotions perspectives
Sheng Qi	Lecturer in Pharmaceutics	5.5 years	School's Disability coordinator Head of Teaching for Drug Delivery Section	Full-time, married, two young children, husband works away during the week	ATR Lecturer and Disability perspectives
Mark Searcey	Head of School	6.5 years	Head of School Member of Faculty Committees	Full-time, 2 career family, 2 young children	Head of School and Faculty strategy perspectives

Sunil Sharma	Senior Research Associate	3 years	No	Full-time, married, no children	Postdoctoral perspective
Kate Whistlecraft	Human Resources Adviser	1 year	No	Full-time, no children	Provide HR input

(i) 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.

There will be four formal meetings a year of the SAT to develop and monitor implementation of the Action Plan. Administrative support from the E&D Office will continue with particular emphasis on improvements in data collection. The team will meet in June to allocate detailed responsibility for each action point. If any individual encounters problems with their area, informal meetings will be organised with specific members of the team to help resolve the issues. A member of the team will be responsible for updating the website and providing information to students via Facebook and other media. The Chair will report progress twice a year to the School Board. Any developments or issues can also be discussed at the monthly informal Staff meetings in the School. In addition, the University's Athena SWAN Central Steering Group meets bimonthly and includes the Chair of the Pharmacy SAT who will regularly give updates and report progress at these meetings.

(155 words)

2. A picture of the department: maximum 2000 words. Word Count: 2000

a) Pen picture of the department

The School of Pharmacy at UEA is one of six Schools of the Faculty of Science. The University has four Faculties, each headed by an Executive Dean who sits on UEA's Executive Team along with the Vice-chancellor, two Pro-Vice Chancellors and the Registrar. The Heads of School in each Faculty report to the Executive Dean and sit on the Faculty Executive.

The School of Pharmacy was founded in 2003 as a joint School with Chemical Sciences. It is one of the smallest Schools in England, with 23 full-time Faculty and 8 part-time Teacher Practitioners. Following the graduation of its first cohort and its rapid rise to become one of the UK's top-rated institutions for Pharmacy, it became a separate School in 2010. The School currently hosts approximately 400 students on the MPharm degree and has around 80 postgraduate students and post-doctoral workers. It hosts many international students and has a long standing contract with the University of Bergen, Norway, to teach around 25 undergraduate students per year. It was ranked 6th in the Research Assessment Exercise 2008 with a profile of 15:40:30:15 (4*3*2*1*), a remarkable achievement as it only existed for five years of the previous reporting period. The School has been consistently highly ranked in league tables, coming first in the National Student Survey (NSS) for Pharmacy from 2007 to 2011 and achieving a 95% overall satisfaction rate in 2012. It was first in the Guardian League table for 2013, first in Pharmacy in 2012 and also the highest ranked School of Pharmacy in the Times for 2012. This reflects the School's excellent rankings in the NSS and the strong support for our students, part of the ethos of the School.

The MPharm degree was reaccredited by the General Pharmaceutical Council in 2012. As part of the work associated with this process, we strengthened the equality and diversity elements of the Undergraduate degree - these key concepts are introduced in Year 1 and reinforced through years 2-4. All faculty in the School recently went through a UEA equality and diversity training programme, designed for the School, and this is now mandatory for all new appointments.

Our staff and student populations show that women are well-represented overall in the School. In 2011, 62% of Undergraduates, 66% of Taught Post Graduates and 55% of Research Post Graduates were female. UEA operates a two stream system for its academic staff – Academic, Teaching and Research (ATR) focuses on research active faculty while Academic, Teaching and Scholarship (ATS) is for academics whose strengths are on the teaching side, allowing them to develop their career in a slightly different way. Both have similar promotion paths, including movement to Reader and Professor on the ATS scale. The School of Pharmacy was the first School in the University to have an ATS Professor and has championed an approach that rewards teaching excellence in a similar fashion to research excellence. In 2011, 55% of our ATR staff were female and 40% of the ATS staff. This in itself is significant since figures for the whole University show the reverse trend (i.e. fewer women pursuing ATR paths and a majority following ATS careers). Since 2011, two female faculty and three male have left the School and we are currently recruiting eight new people to replace them, to expand the numbers and improve our staff-student ratio.

The School currently has four Professors and one Reader, none of whom are female. Five of six Senior Lecturers and six of ten Lecturers are female. Two Research Fellows are both male while all eight Teacher Practitioners are female. We have two Senior Demonstrators, of whom one is female. **(605 words)**

b) Student Data

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

The School takes on students from the foundation year, administered by the Faculty of Science. Over 100 students take this course each year with a small percentage deciding to study Pharmacy. Although the number of students progressing to the MPharm course from the foundation year is small, women are well represented (Table 1). Mature students who achieve the required 70% average from the foundation year to start the MPharm programme have sometimes struggled academically. **We are therefore currently revising the foundation year to increase our support for all students from non-traditional backgrounds and particularly mature students with pharmacy experience to successfully complete the MPharm programme from the foundation year. (Action point: 1.1)** **(112 words)**

Table 1: Access course attendance prior to undergraduate course in PHA by gender						
	2009/10	%	2010/11	%	2011/12	%
Female	8	53	3	60	11	85
Male	7	47	2	40	2	15
Total	15	100	5	100	13	100

(ii) Undergraduate male and female numbers –

Numbers of Undergraduates on the MPharm degree have not changed since 2009, with up to 62% being (see Table 2). The number of women on an MPharm degree is generally higher than in other STEMM subjects and also slightly higher than the national average of female students on the MPharm degree (see Table 3). **(54 words)**

Table 2: Undergraduate data: numbers and percentages of students enrolled on MPharm course over 3 years by gender						
	2009/10	%	2010/11	%	2011/12	%
Female	225	59	252	62	264	62
Male	159	41	157	38	164	38
Total	384	100	409	100	428	100

Table 3: Current undergraduate students nationally by gender					
		2009-10	%	2010-11	%
All GB pharmacy schools	Female	9720	60	10005	60
	Male	6400	39	6515	39

Source: GPhC (RPSGB) data: Annual Student Analysis reports (24 Schools of Pharmacy)

(iii) **Post graduate male and female numbers completing taught courses.**

Table 4 represents the number of men and women registered on our Taught Post Graduate programme. The School only offers one programme, which is the Postgraduate Diploma/MSc in General Pharmacy Practice. This primarily takes students from hospital trusts in the region through funding provided by the Strategic Health Authority. The higher proportion of females reflects the market where a higher proportion of women are employed in hospital pharmacies.

(68 words)

Table 4: Post Graduate Taught data: numbers and percentages of students over 3 years by gender						
	2009/10	%	2010/11	%	2011/12	%
Female	30	73	35	56	23	66
Male	11	27	27	44	12	34
Total	41	100	62	100	35	100

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

Table 5: Post Graduate Research data: numbers and percentages of students over 3 years by gender						
	2009/10	%	2010/11	%	2011/12	%
Female	28	60	32	60	36	55
Male	19	40	21	40	30	45
Total	47	100	53	100	66	100

Table 6: Number of Male & Female Student Applications who gained a place in PHA (nationally)				
	PGT		PGR	
	2009/10	2010/11	2009/10	2010/11
Female	3015	3235	680	770
Male	2160	2100	550	585
Total	5175	5335	1230	1355
% Female	58	61	55	57

Source for data *HEIDI database*

Females are well represented among students who gain PGT or PGR places nationally in Pharmacy and at UEA they outnumber the male students on PGT courses by nearly 2:1 each year. PGR student numbers show a good gender balance, with female students forming the majority in recent years. Four PGR students were part-time, and two of these were female. **(59 words)**

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

Table 7: Applications, Offers, Accepts, Declines and Reject Students for PHA Undergraduate Courses by Gender						
	2009/10	% Female	2010/11	% Female	2011/12	% Female
Total Applications	404	52	683	57	758	54
Total Offers	360	53	566	59	496	56
Total Acceptances	135	62	135	69	129	56
Total Declines	225	48	431	56	367	56
Total Rejections	44	43	117	46	262	50

We have consistently had a higher number of applications to our MPharm program from women and a slightly higher proportion of offers to women than men. This is also reflected in the acceptance rate. We suspect this reflects the slightly better academic performance of female applicants at this time in their career although we will investigate if there is any potential for bias in our admissions process (see Action Points 1.1 and 2.3). Our tariff has increased year on year since the opening of the School and the higher proportion of women being offered a place on the MPharm degree may reflect this. All staff undertake interview and equality training before being involved in the interview process – this will be extended to include a session on Unconscious Bias (Action point 2.3).

(131 words)

Table 8: Applications, Offers, Accepts, Declines & Reject Students for PHA Postgraduate Taught Courses by Gender						
	2009/10	% Female	2010/11	% Female	2011/12	% Female
Total Applications	28	79	33	61	67	58
Total Offers	26	85	33	61	66	59
Total Acceptances	26	85	29	59	60	58
Total Declines	0	0	4	75	6	77
Total rejections	2	0	1	0	1	0

Applications, offers and acceptance on our postgraduate taught programme mainly represent the hospital work force, which has slightly more women in this region. The majority of applicants who apply are made an offer. In 2009/10 the applications and admissions were very female-dominated but we are gradually seeing more of a gender balance in applications to offers emerging in recent years.

(60words)

Table 9: Applications, Offers, Accepts, Declines & Reject Students for PHA Postgraduate Research Courses by Gender						
	2009/10	% Female	2010/11	% Female	2011/12	% Female
Total Applications	61	57	84	39	143	45
Total Offers	39	51	27	41	38	45
Total Acceptances	23	56	14	57	22	41
Total Declines	16	44	13	23	8	50
Total Rejections	22	68	57	23	105	40

Table 9 shows the proportion of female students offered a Post Graduate Research course is in line with the overall proportion of applications received from women, but contrary to the Post Graduate Taught course, a smaller proportion of applicants is female in the last two years. The School will continue to monitor this trend and at the same time review promotional material for this study path to identify opportunities for positive action encouraging more women into research (**See Action Points 1.1 and 2.1.**). A high proportion of rejections reflects the fact that often postgraduate research courses cannot commence due to financial and/or academic reasons.

(104 words)

(vi) Degree classification by gender:

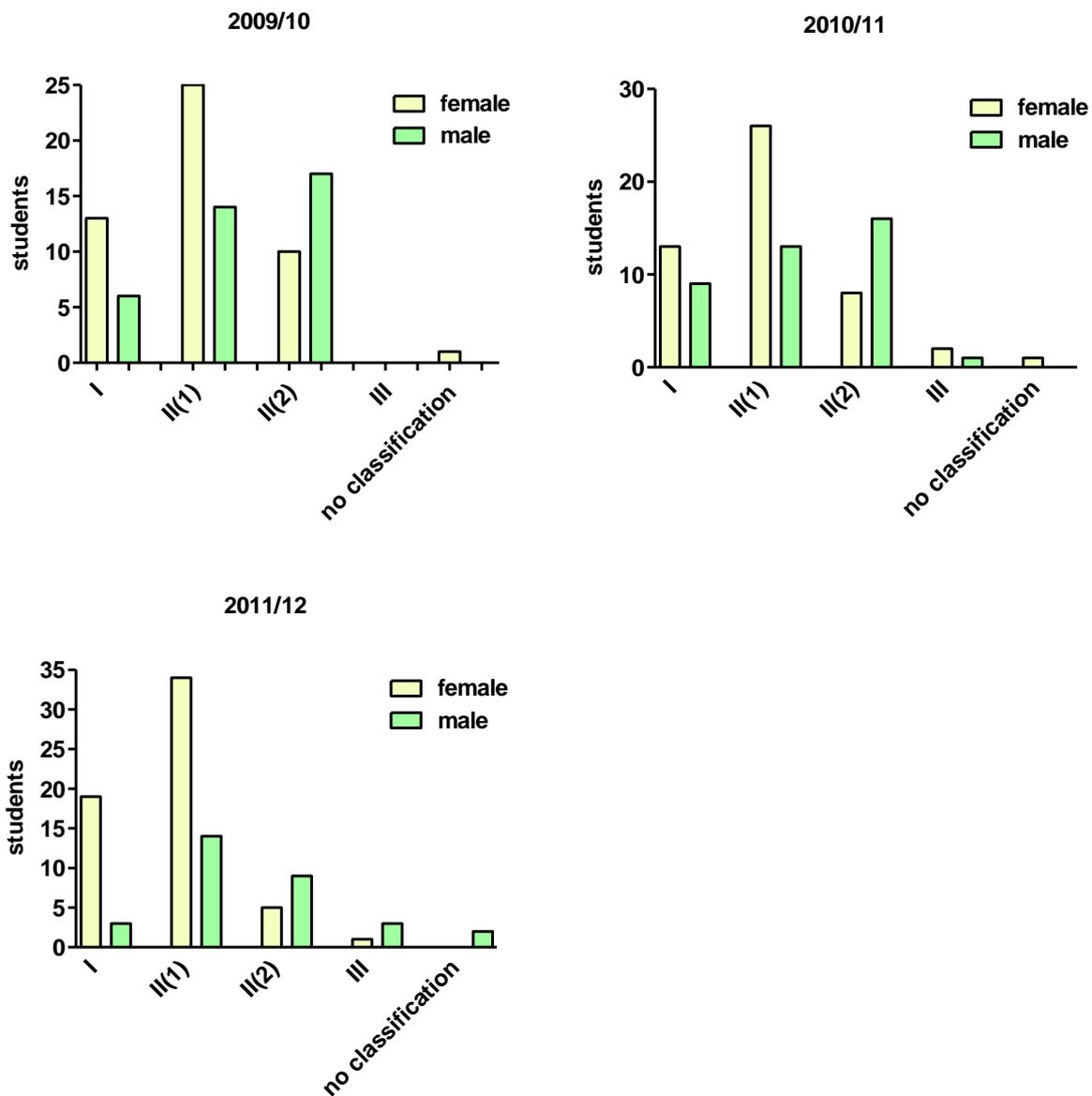


Figure 1.

Table 10: Final degree classification by gender						
Total numbers of :	2009/10	% Female	2010/11	% Female	2011/12	% Female
I	19	68	31	71	25	88
II(1)	39	64	39	67	48	71
II(2)	27	37	24	33	14	36
III	0	0	3	67	4	25
No Classification	1	100	1	100	2	0

Female students consistently outperform males, with higher numbers and increasing proportions gaining a 1st and 2.1 MPharm degree in the years 2009/10 to 2011/12 (Figure 1 and Table 10). A range of assessment methods are included in all years of the course, with end of year exams accounting for the bulk of the overall marks. The School offers prizes in different categories for deserving students at graduation, and it is predominantly female students who win the prizes (2009/10: 80% won by women, 2010/11: 55% won by women, 2011/12: 58% won by women). **(92 words)**

Table 11: Number of students achieving Higher Degrees (research) by gender over three years						
PGR	2009\10 Achieved	%	2010\11 Achieved	%	2011\12 Achieved	%
Female	4	57	3	75	7	87
Male	3	43	1	25	1	13
Total	7	100	4	100	8	100

The proportion of women achieving higher degrees (PhDs) has increased year on year, which reflects the make-up of the School of Pharmacy student body, however, it is worth noting that the proportion of women achieving Higher Research degrees holds up well against other Sciences at UEA. For example, Maths and Computing have extremely low percentages (sometimes below 15%) of women attaining these awards and around 50% of higher degrees in the other Science subjects go to women. The only other Science subjects in which such high proportions of women achieve these awards are Allied Health Professions and Nursing Sciences. **(99 words)**

Table 12: Number of students achieving Other Post Graduate qualifications by gender over three years				
	2010\11 Achieved	%	2011\12 Achieved	%
Female	13	81	20	83
Male	3	19	4	17
Total	16	100	24	100

This reflects the high proportion of females who undertake the Taught Post Graduate programme at UEA. The first cohort graduated in 2011. **(22 words)**

(ii) Staff data

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

UEA has two academic streams: Administration, Teaching and Research (ATR) and Administration Teaching and Scholarship (ATS). Both streams allow promotion through to Professor. Those on the ATS track tend to focus on the development of scholarship within their teaching activities, becoming nationally and internationally recognised for their leadership within education activities. This complements the ATR track, which is focussed on the traditional academic pathway, involving teaching underpinned by research at an international level, as evidenced by publications in high impact journals.

Table 13 shows that since 2010, the number of women on the ATR track has been slightly higher than that of the men, although not in higher grades. This does not correlate with the Undergraduate cohort in the MPharm degree, where there are slightly higher numbers of women on the degree (62% in 2010/2011), although it should be noted that the majority of the ATR faculty are not Pharmacists having come through other degree courses (chemistry, biology). The majority of faculty at the Lecturer and Senior Lecturer grades are women (53-55%) whereas they are under-represented above this grade. This may reflect a deficiency in the mentoring process within the School and it is part of the Action Plan to make sure that adequate processes are in place such that women know when to come forward for promotion.

(Action Points 3.1, 3.2 and 4.1) (217 words)

Table 13: Number of Academic, Teaching and Research (ATR) staff in PHA by Gender									
	2009\10			2010\11			2011\12		
Grade	Male	Female	% F	Male	Female	% F	Male	Female	% F
Lecturer	5	2	29	5	4	44	3	6	67
Senior Lecturer	1	6	86	0	6	100	1	5	83
Reader	1	0	0	0	0	0	0	0	0
Professor	3	0	0	4	0	0	5	0	0
Total	10	8	44	9	10	53	9	11	55

N.B. The School also currently has four Honorary Professors all of whom are male.

The ATS stream for Faculty is a relatively new approach in the University and the School of Pharmacy fully supports exceptional talent in teaching being focussed in this direction rather than a research based agenda. We have also used Senior Demonstrators to teach within the School, usually on short term contracts, although three of our senior demonstrators have now moved into lectureships, one ATS and two ATRs (the two ATR lecturers are both female). The trend in the ATS stream has moved towards fewer women, with the total of 57% of ATS staff in 2009/10 decreasing to 42% in 2011/2012. However, this is based on small numbers (7 total in 2009 to 12 total in 2012) and is largely driven by the numbers of Senior Demonstrators as the number of permanent ATS staff has remained small (6 headcount in 2011/12, two of whom are 0.6 FTE). The University invested heavily in the School in 2011/2012 for full time permanent staff and we currently (2012/2013) only employ two senior demonstrators (1 male, 1 female). **(173 words)**

Table 14: Number of Academic, Teaching and Scholarship (ATS) staff in PHA by Gender									
	2009\10			2010\11			2011\12		
Grade	Male	Female	% F	Male	Female	% F	Male	Female	% F
Senior Demonstrator	2	4	67	2	6	75	2	4	67
Lecturer	0	0	0	2	0	0	1	0	0
Senior Lecturer	1	0	0	2	1	33	2	1	33
Professor	0	0	0	1	0	0	1	0	0
Total	3	4	57	7	7	50	7	5	42

The number of Research Associates within the School is relatively small, reflecting the teaching intensive nature of the degree alongside the small number of faculty. The numbers are therefore prone to large variation as research grants come to an end, although it is notable that there is an upward trend in numbers overall. Numbers of female RAs increased rapidly from 2 to 7 from 2009/2010 to 2010/2011 and remained at this level in 2011/2012. **(74 words)**

Table 15: Number of Research Associate (RA) Staff by Gender						
	2009/10	%	2010/11	%	2011/12	%
Female	2	40	7	58	7	50
Male	3	60	5	42	7	50
Total	5	100	12	100	14	100

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

Turnover in the School is low with a stable, dedicated workforce, focussed on the student experience and research. Most leavers were RAs or faculty on short term contracts. The numbers are small enough to have little meaning – two RAs left in 2009, both male while one left in 2010, again male. In 2011, there were again no female leavers at the RA level. This reflects the small numbers involved rather than a differential ability to maintain female staff at this level. ATS numbers are also small, with no leavers in 2009, two in 2010 (one of each gender) and none in 2011. Within ATR staff, two lecturers and one Professor left in 2010, all three of them male. Two were due to the end of contracts or funding and a third went to a competitor institution. There were no leavers in 2011. **(142 words)**

4. Supporting and advancing women’s careers: maximum 5000 words Word Count: 4999

Key career transition points

A: Commentary and data

(i) Job application and success rates by gender

Tables 16 to 19 illustrate the break-down of the recruitment data in the School of Pharmacy from 2009-2012 including ATR, ATS, and RA positions. During this period the total number of applications made by women is 150 versus 239 applications from men. For ATR posts, the total number of applications received from men (n=120) is more than double those made by women (n=52). For ATS and RA posts, applications received from women and men are almost equal. This demonstrates how few women apply for ATR positions. The School has been revising the job advertisement strategy with the assistance of HR to ensure potential female applicants are strongly encouraged to apply for all jobs posted by the School. **(Action Point 2.2) (120 words)**

Table 16: PHA recruitment exercises for academic posts and success rates by gender in 2009

		No of Applications received			No of Successful applications		Application percentage (%)	Success rate (%)
		Female	Male	Undisclosed	Female	Male	Female	Female
ATR	Lecturer	1	5	0	1	0	17	100
ATS	Senior Demonstrator	13	15	1	4	2	45	67
	Lecturer	4	13	2	0	1	21	0

Table 17: PHA recruitment exercises for academic posts and success rates by gender in 2010

		No of Applications received			No of Successful applications		Application percentage (%)	Success rate (%)
		Female	Male	Undisclosed	Female	Male	Female	Female
ATR	Lecturer A	21	36	8	1	2	32	33
	Lecturer B	6	12	2	1	0	30	100
	Senior Lecturer / Reader	1	16	2	0	2	5	0
	Chair	1	7	1	0	0	11	0
ATS	Senior Demonstrator	10	7	1	4	3	56	57
	Lecturer B	2	9	0	0	1	18	0
	Senior Lecturer	3	3	0	1	1	50	50
RA	Grade 6	0	1	0	0	1	0	0
	Grade 7	39	50	7	5	2	41	71
	Grade 8	0	1	0	0	1	0	0

Table 18: PHA recruitment exercises for academic posts and success rates by gender in 2011

		No of Applications received			No of Successful applications		Application percentage (%)	Success rate (%)
		Female	Male	Undisclosed	Female	Male	Female	Female
ATR	Lecturer A	1	0	0	1	0	100	100
	Chair	0	3	1	0	0	0	0
ATS	Senior Demonstrator	0	1	1	0	1	0	0
RA	Grade 6	14	3	0	1	0	82	100
	Grade 7	5	12	2	1	1	26	50
	Grade 8	3	2	1	1	0	50	100

Table 19: PHA recruitment exercises for academic posts and success rates by gender in 2012

		No of Applications received			No of Successful applications		Application percentage (%)	Success rate (%)
		Female	Male	Undisclosed	Female	Male	Female	Female
ATR	Lecturer A	13	31	5	0	0	27	0
	Lecturer B	8	9	3	0	2	40	0
ATS	Lecturer A	1	1	0	1	1	50	50
RA	Grade 7	4	1	0	2	1	80	67

Despite the change in the gender ratio of job applications in the past few years, the overall application success rate is higher for female rather than male candidates. However, detailed analysis of the applications by breaking down the overall application numbers to different posts, related to levels of seniority revealed that female applicants have an overall higher success rate for junior academic roles (both for ATR and ATS posts) and research positions than male. The fact that there are more successful female candidates for the RA posts, which should be preparing them for future academic careers, should lead to more successful female applicants for both junior and senior academic posts. However, the data indicates that while female applicants have no difficulty starting their career as junior academics, fewer progress to more senior roles. This is an issue that has been identified by the School. The School will take action on not only encouraging more female applicants at all levels, particularly for senior posts, through careful wording of advertisements and having a female point of contact where possible, but also once recruited, female junior staff will be provided the necessary mentoring to help them progress their career. **See Action Points 1.2, 2.2 and 2.4 (196 words)**

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

The number of applications for promotion made by men and women from different grades and the overall success rates were collected and analysed. During the data collection period (2009-2011), there was only 1 female promotion application in comparison to 6 promotion applications made by male staff. One clear feature of the data is the significant lack of promotion requests from female staff. In terms of the rate of success, the one female promotion application put in in 2011 was not successful, and 4 of the 6 male promotion applications were successful.

As the School has more female than male staff, this is an increasingly significant issue which needs to be addressed. The School will review this issue and construct mechanisms to assist and encourage female staff to engage in the promotion process. The School is making good progress on raising awareness of the University promotions criteria and procedure via frequent email reminders with relevant documentation and links sent to all staff eligible for promotion. Female staff in particular will be encouraged by their line managers to apply for promotion and to consult with senior female academics within the School to help with their case preparation. **Action Points 3.1 and 3.2.** Since 2011, Pharmacy has made good progress and in the period of 2012-2013 two female staff have been promoted from Lecturers to Senior Lecturers. **(224 words)**

B: Key issues steps taken, impact and what additional steps needed.

(i) **Recruitment of staff:**

All the School's recruitment processes have equality and diversity principles embedded within them, including gender equality. All staff involved in the interview process received Recruitment and Selection training every two years. Equality and diversity are core learning at these training sessions provided by the University's Human Resources Division (HRD). Financial clearance and post release of any advertised positions must be granted by the Faculty and the School Executive Committee.

The preparation of job descriptions and advertisements are performed by the School with guidance from HRD. We recognise the under-representation of females, in particular for senior posts and will therefore review the wording of all advertisements and plan to positively encourage female applications, without discouraging men. **(See Action point 2.2)** All shortlisting and interview panels are gender balanced.

All promotional literature for the School, including the webpage, prospectuses, and short-videos are designed to reflect the diversity of our culture, including gender balance. Female postgraduate and undergraduate students and staff are featured in balance with male counterparts. We will create more dedicated areas to promote examples of successful female students and staff and use it as a way to inspire and engage more women within the Pharmacy profession and academia. **(See Action Points 4.4 and 4.5) (198 words)**

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

The first milestone for all junior academic staff in their career is passing their 5-year probation period. The School has been developing mechanisms to support early career staff during this transition. These mechanisms include, assigning a mentor for each junior member of staff and accessibility of flexible working hours for supporting and helping early career staff with young families to achieve a work-life balance. The mentors meet with the junior staff on a one-to-one basis, to review their progress and offer advice on career development. Three senior female staff act as mentors for newly recruited junior staff. At the University level, all junior staff are requested to engage with MA in Higher Education Practice training. The staff have a choice of completing a diploma or Master's Degree. The training mentors junior staff in the educational practices of both undergraduate and postgraduate levels of teaching.

The next career step forward is moving from Lecturer (A and B) grade to Senior lecturer. Since 2008, 3 female junior staff have been promoted to Senior Lecturer and taken on various leading roles within the School. All female staff are encouraged to attend courses offered by the Centre for Staff and Educational Development (CSED) on career progression, development, leadership and management. The School recognises the lack of female staff promoted to higher grades than Senior Lecturer. We will continuously develop the mentoring process in order to help higher level career progression for female staff **(see Action Point 2.4).**

The promotion process is a fair and transparent process within the School where all staff members are reminded of promotion opportunities annually via an email reminder. Within this reminder, the submission deadline, selection criteria and other relevant documentation are clearly listed. The Head of School encourages and invites all candidates who believe they fulfil the criteria to apply. Female staff who fulfil the criteria are encouraged by their Line Managers and Head of School to apply. More women are expected to apply and be encouraged in future given the recent recruitment of a higher number of female staff than male within the School.

Within the University, the ResNET network is run by female academics offering regular seminars, mentoring sessions and social activities. It has built a network and support mechanism for female academic staff across the Norwich Research Park. Many female staff within the School are regular members of the network and contribute to seminars and discussion sessions. Many activities run by ResNET promote gender equality and collect female staff opinion which they put forward to the University in order to influence policy to improve gender equality at a University level. The School website has a built-in link with the ResNET webpage and will continue to encourage all female staff to join the organisation to help their voice be heard **(see Action Point 4.5).**

For female Research students and staff, their supervisor or direct line manager currently takes the primary role of guiding their career development. The School will develop more sophisticated mechanisms for supporting female research students and staff, such as assigning them to a female mentor to share experience and for career development advice **(Action Points 1.2, 2.4 and 3.3). (519 words)**

Career development

A: Describe key issues, steps taken, success/impact and what additional steps needed.

(i) Promotion and career development:

UEA operates a promotion system that is open to staff at all grades based on criteria laid down in a web and paper-based manual (“the Green Book”) available to all staff. There are three rounds of promotion, plus a separate University based system for assessing the performance of the Professoriate. The first meeting, in October for the School, focuses on the Lecturer A to B promotion, whereas the January meeting looks at cases for promotion from Lecturer B to Senior Lecturer, to Reader or to Professor. The third meeting in March is mainly to look at cases for special increments, ex-gratia payments and at confirmation of appointments for those at the end of probation.

The criteria for promotion are clearly laid out in the Green Book and a standard template is used for all grades (although extra evidence in the form of a portfolio is often recommended). Staff eligible for promotion must have performed well in three areas, research, teaching and “enterprise and engagement” (E&E) in order to be considered. These areas are scored on a letter scale with A as excellent and E as poor. For example, in order for a Lecturer to be promoted to Senior Lecturer, they would need a B in research, B in teaching and a C in E&E. ATS faculty members need to do well in teaching and E&E.

Staff are aided in their personal development through the appraisal system and mentoring. The appraisal system at UEA is an informal process, not always rigidly followed, allowing the staff member to discuss career development and set goals. Both appraiser and appraisee receive training and although the appraiser is often a senior member of the School, it is generally not the appraisee’s Line Manager. In the case of senior staff (Chairs and Heads of research areas) the appraisal is carried out by the Head of School but remains an informal process. The Head of School undergoes an annual appraisal with the Executive Dean of Science.

Mentoring is also a key element of personal development. There is also a formal element to this – all new members of the staff are enrolled on the MAHEP (Master of Arts in Higher Education Practice) in order to develop their teaching skills and most follow it through to Diploma level. During this time, another member of the School acts as a formal mentor to help them through this stage. However, we also have a formal mentor assigned directly to new members of staff who meets informally and discusses problems with teaching, grant applications and other elements of development, including an assessment of whether the person is ready for promotion. The numbers of academics in senior roles (above SL) who are female is very low, although many of the people at Senior Lecturer level play a significant administrative, teaching and research role within the School. This suggests that there has been a lack of effective mentoring of female staff within the School in order to identify the optimal point to apply for promotion or a lack of recognition of specific actions the mentor may need to take to encourage female mentees to apply for promotion.

On this basis, **Action Points 2.4 and 3.3** in the plan focus on developing the mentor programmes in a more formal manner. In addition, there are a number of female Professors within the Faculty of Science, who have been approached and are happy to informally mentor female staff in the School about their career paths. **(578 words)**

(ii) **Induction and training :**

All new staff take part in a School induction, comprising two full days of teaching, research and administration-related training specific to the School and includes E&D. Application for promotion involves a complex form and evidence portfolio. Although the promotions process has not previously been included in the induction training, this will be included for all future new staff (**Action Point 2.6**). In addition, there will be a separate session to discuss applying for promotions for current staff in the near future (**Action Point 3.5**). Undergraduate pharmacy students attend a one week induction course at the beginning of Year 1 and in addition, social events are organised by the School and the student Pharmacy Society to help new students settle in and answer any questions they may have. As well as the appraisal and mentoring already mentioned, postgraduate students also undertake a three-day induction course, which includes topics on good research practice and organising time, managing deadlines etc. Postgraduate research students complete a professional and personal development programme, consisting of transferable and experiential skills, during their time in the School. Staff regularly attend re-training to keep abreast of new updates, including recruitment and interview training, CPD for Pharmacists, and conferences for ATR staff. CSED also runs numerous courses and staff are encouraged to enrol in any of these throughout the year. (**Word count: 220**)

Support for female students:

The University has an Academic Advising System for the pastoral care of students. All students in the School are allocated an adviser who is a member of teaching staff and their 'academic friend' supporting them throughout the course and discussing with them any issues, academic or personal, that affect their studies. The adviser may refer students on to the Senior Adviser or the Dean of Students Office for extra guidance or support on problems including financial hardship, accommodation difficulties, medical and mental health issues, relationship and family problems, language difficulties and dyslexia and disability. The Senior Adviser has overall responsibility for the care of all pharmacy undergraduate and postgraduate taught students and shares responsibility with the Director of Postgraduate Research Studies for the care of postgraduate research students. The Senior Adviser is female and has been in this post for almost five years. The Deputy Senior Adviser is male, which allows for any gender issues to be addressed by one or other of the two roles. Students can request a change in adviser at any stage throughout the course. In addition, the School has a Disability Officer, who is female, and she helps ensure the School supports any students with physical or learning difficulties.

Undergraduate and postgraduate students who become pregnant during the course are supported in many ways, including detailed discussions with the Occupational Health Officer and with their Adviser or Supervisor and Module Co-ordinators to ensure they receive the support they need while pregnant and on maternity leave. Pregnant students are exempt from laboratory practicals due to safety issues, but are given dummy data so that they can complete their coursework and achieve the learning outcomes of the course. The majority of pregnant students intercalate for a period and keep in contact with their Adviser while on maternity leave. Students returning from maternity leave meet regularly with their Adviser when they return to the course to ensure that they are coping with the change in work/life balance. Postgraduate research students who have children during their course are granted extensions in order to complete their degrees. In addition, both undergraduate and postgraduate female students whose studies are affected by childcare issues when their children are ill are supported and given extensions for their coursework.

Students with children can also request to change their workshop times to allow them to pick their children up from school and this is accommodated where possible. There is an excellent nursery on the UEA campus, which provides childcare with much reduced fees for students during term time and is open during the main teaching hours of the day (i.e. 8.30-5.30pm). However, there are no facilities on campus for after-school childcare – see **Action Point 5.2. (446 words)**

Organisation and culture

Male and female representation on committees

Table 20: Representation on School Administration Committees						
	2009/10	% Female	2010/11	% Female	2011/12	% Female
School Executive	6	17	6	17	8	37
CAP Joint Management Committee	0	0	0	0	4	50
School Senior Management Team	7	43	7	43	0	0
PHA Finance Committee	4	50	4	50	4	75
Promotions Committee	9	33	9	22	10	40
School Board	25	40	35	54	43	60
Policy and Practice Committee	5	60	7	43	7	43
Website Committee	8	25	6	17	6	33
CAP Safety Committee	12	25	12	33	12	42

Table 21: Representation on School Teaching and Research Committees						
	2009/10	% Female	2010/11	% Female	2011/12	% Female
Teaching Committee	8	37.5	7	43	10	50
Postgraduate Teaching Committee	21	57	21	57	21	57
Fitness to Practice Panel	0	0	0	0	7	43
Examinations Board	13	31	13	38	17	35
Research Committee	10	30	10	30	10	30

There are several committees involved in the administration, teaching and research of the School (Tables 20 and 21). The major committees meet monthly. The School has a relatively small number of staff compared to other Schools of Pharmacy in the UK, and women are overall fairly well represented on its committees. Although representation has increased in some cases, female academics are under-represented on some of the committees, including the Promotions Committee, Website Committee, Research Committee, Examinations Board and the School Executive. The makeup of the School Committees will be assessed to include, where possible, more female academics where there is under representation (**Action Point 3.4**). In addition, the Chairs of these committees are more often male and this is due to the fact that more male academics than female academics have senior administrative roles within the School, including Deputy Head of School and Directors of Learning and Teaching, Research, Postgraduate Research and Enterprise and Engagement (all Professors or Readers). This will also be looked at in the future. It has been agreed that the Athena Swan Self Assessment Team will be kept as a Standing Committee within the School, reporting to the School Board at each meeting. (**Action Points 4.2 and 4.3**) (193 words)

Fixed term and permanent

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

Table22: Staff contract type for ATR by Gender						
	Fixed Term		Indefinite		Total	
	Male	Female	Male	Female	Male	Female
2009	0	0	9	8	9	8
2010	0	1	6	8	6	9
2011	0	1	9	10	9	11

Table 23: Staff contract type for ATS by Gender						
	Fixed Term		Indefinite		Total	
	Male	Female	Male	Female	Male	Female
2009	2	2	1	0	3	2
2010	2	3	4	1	6	4
2011	2	3	4	1	6	4

Due to the small staff population of the school and small numbers of staff on fixed term contracts, it is difficult to fully comment on any trends. Women make up an equal or slightly greater percentage of our ATR, ATS and RA staff so are fairly represented across all staff types. The majority of academic staff are on indefinite contracts. One female ATR member of staff was on a fixed term contract in 2010 and 2011. The majority of ATS staff on fixed term contracts (Table 22) are senior demonstrators, who support the academic staff in the teaching of the MPharm course and these are often women. **(107 words)**

Table 24: Staff contract type for RA by Gender						
	Fixed Term		Indefinite		Total	
	Male	Female	Male	Female	Male	Female
2009	2	2	1	0	3	2
2010	4	7	1	0	5	7
2011	6	7	1	0	7	7

For RA staff, most contracts are on a fixed term basis and indefinite contracts are rare as would be the case if one was to look on a national basis. There was only one RA member of staff on an indefinite contract in 2009-2011. **Action Point 1.3** in our Plan is to continue to monitor the data on our staff contracts, to determine if there are any conclusive trends that need to be looked at further in the future. **(71 words)**

B: Describe key issues, steps taken, success/impact and what additional steps are needed.

(i) Representation on decision-making committees

The School Executive is the primary committee for the strategic direction of the School. Although the number of female staff on the committee increased in the reporting period, no female academics were on the committee during this time. In addition, female academics are under-represented on the School Promotions Committee.

This partly reflects the lack of females in senior positions within the School. Steps will be undertaken to address this using mentoring of senior female staff (**Action Point 2.4**), positive action in recruitment and encouraging more women into senior administrative roles (**Action Points 2.2 and 2.3**). Women are well represented on the Teaching Committees, and the Chairs of the Examinations Board and the Postgraduate Teaching Committee are female. In the past the Chair of the Teaching Committee has been female. The Research Committee oversees the research in the School and all grants for external funding bodies are first viewed by this Committee. Women are slightly under-represented on this committee and this needs to be addressed. (**Action Point 3.4**). The Faculty Executive is responsible for the strategic direction and running of the Faculty of Science. In 2009/10 and 2010/11, there was one representative from the School on the Faculty Executive, the Head of School, who was male. In 2011/12, a further representative from the School who is female joined the committee. The SCI Faculty also had representatives from the School on the Senate until 2010 and on the Senate Disciplinary Committee until 2012, both of whom were female.

It is general policy to rotate administrative responsibilities within the School every 3-5 years, depending on the position, to share the administrative workload and to encourage members of staff to take more active roles and develop their careers. This is on a volunteering basis and staff have the opportunity to express their interest in taking these roles as part of their staff development meetings. **(299 words)**

(ii) Workload model:

There are plans to carry out a School workload assessment exercise covering teaching, research and administrative loads. A workload assessment exercise focused solely on teaching hours was begun in 2011 and is carried out annually. Workload data are collected retrospectively at the end of the academic year and recorded in a School database by module. Preliminary analysis suggests that overall, men and women have similar teaching hours. However, female ATR staff have, on average, a slightly higher number of teaching contact hours when compared with male ATR staff. Interestingly, this trend is reversed for ATS staff. This will continue to be monitored to ensure that female ATR staff are not overloaded with teaching. In addition, workload data will be analysed in more detail to look at breakdown by lectures, practicals, tutorials etc and ensure that there is no gender bias here, as lectures require more preparation time than other types of teaching (**Action Point 4.7**). All staff are equally involved in Admissions days to promote the School to prospective students and successfully attract significant numbers of female applications (see Tables 1 and 2). Open days are on Wednesdays and Saturdays spread throughout the year. These extra hours are spread fairly between all members of staff who opt in on which days they are available to attend. Timetabling for teaching is carried out centrally for the whole University. There is flexibility within the timetable at the School level, so that staff teaching on modules who work on a part-time basis or are unable to teach at certain times of the day can view the timetables well in advance and swap or rearrange with other members of staff to a more suitable time or share the workload. **(285 words)**

(iii) Timing of departmental meetings and social gatherings :

School hours are 9.00 - 5.30pm and all School meetings are arranged for and take place during these core hours. Most meetings take place between 10am to 4pm to allow staff with children to attend. Timings of meetings and lectures or other teaching-related activities can be changed to suit individual needs.

However, the School Research Seminar series is held at 4pm. In the future, this may be changed to lunchtime to better accommodate staff with childcare responsibilities (**Action Point 5.4**). School Board meetings in the past were held bi-annually and after discussion, the group found that because of their infrequent nature and the possibility of not being able to attend some staff may not be as well informed as others, particularly teacher practitioners who are mostly female. Beginning this year a new monthly School meeting has been implemented in order to try and address these issues so everyone is kept well informed of School developments. As there is no set agenda, staff bring to the meeting any issues they face for open discussion and this has been a forum for discussion of gender issues and action points relating to Athena SWAN, linking to the central Athena Swan Steering Group (**Action Point 2.5**). The group will follow up from this in 6 months to see if staff find this more useful (**Action Points 4.2 & 4.6**).

Most adhoc meetings take place over lunch time and polls to assess participant availability are widely used by the School in order to ensure maximal attendance and inclusiveness. In addition, most social gatherings are organised in the afternoons to allow those with childcare responsibilities to attend. It has been agreed by the group to ensure the School Administration team are provided with the dates for school holidays so that meetings will not be arranged during these times (**Action Point 5.1**). (289 words)

(iv) Culture:

The School prides itself in creating a friendly, supportive environment for its staff and students. This is always praised by visitors and reflected in the National Student Survey results. Women are well represented at the undergraduate and postgraduate levels and achieve well in their degrees. There are also a significant number of female staff in the School, several being senior lecturers. Women are represented on all committees. Several role models from the School continue to have a positive influence, for example, our Boots Teacher Practitioner is a female graduate and we have several female students returning to teach and carry out postgraduate research in all research areas within the School. Women are recognised for their contribution to the School and academia - for example, a female member of staff was the recipient of the UEA Teaching Excellence Award in 2012 and several female undergraduate and postgraduate students have won School and national awards. There are informal flexible working arrangements to suit staff, particularly those with childcare responsibilities, and meetings are scheduled to allow for flexible working arrangements.

We also celebrate E&D within the undergraduate cohort of the School in a more direct manner. The advent of the new accreditation process from the General Pharmaceutical Council and our reaccreditation in 2012, allowed us to redesign our undergraduate MPharm degree course. As part of this, we embedded workshops in equality and diversity into the first year of the degree and this year, made the decision to extend this to all four years within the course. E&D will also be introduced to all postgraduate students as part of their induction process. Current postgraduates will also be given E&D training (**Action Point 4.8**). (276 words)

(v) **Outreach activities :**

The School works closely with colleagues in Admissions, Recruitment and Management (ARM) organising and running a range of outreach and recruitment activities.

The School's Outreach Officer is female: however, male and female colleagues across the School are involved in outreach and recruitment events including the Head and Deputy Head of School (both male). Engagement activities are documented every year on an individual's RPlan in addition to forming part of the criteria for promotion.

The School's outreach events are targeted at children from years 7 (11 years old) up to year 11 (16 years old) with the emphasis on inspiring students to enter Higher Education. Examples of events we are currently involved in include "Move on Up" where students are invited to UEA to participate in workshops aimed at encouraging them to apply for University. Interactive events are an important feature of School outreach work. For example, an event called "Bringing Scientists to You" held over four separate days in June and July sees the Science Faculty collectively visiting schools in both East and West Norfolk providing interactive workshops. Postgraduate students support the running and organisation of these events and where possible there are even numbers of female to male demonstrators at any given event.

The School also runs four University Subject Tasters throughout the academic year. These are targeted at students in years 11 and 12 (16/17 years old) who wish to find out more about the MPharm degree. In addition, the School offers three subject talks to schools in local counties whereby an academic will visit the school free of charge and give a 50 minute talk on a topic associated with an aspect of pharmacy. Currently 12 staff (six men and six women) are involved in this scheme. Finally, the University has recently created a new Academic Outreach Fellow (AOF) in the Science Faculty and the School of Pharmacy will continue to work closely with the AOF and colleagues in ARM to ensure information is shared effectively.

Several members of the School are involved with a number of learned societies, disseminating science to other researchers. Some academics are ChemNet and/or STEMNET Ambassadors and three female members of the School are members of the Royal Society of Chemistry's East Anglian Local Section (including the Chair). One female academic was the Deputy Chair of the Royal Pharmaceutical Society's Local Practice Forum until recently and is currently their Research Lead. Two staff (one male and one female) sit on the Biochemical Society's Theme Panels, which organise conferences and events for the Society. The female faculty member is Vice Chair of the Biological Systems Theme Panel. She is also actively involved in organising meetings and other events for the British Society for Immunology, as a member of the Society's Nutritional Immunology Affinity Group and one of the founders and current Secretary of the Society's East Anglian Regional Group. Another female member of staff is a member of the Annual Meeting Programming Committee of the Association for Research in Vision and Ophthalmology (ARVO), which hosts international delegates at their annual meeting in the US. **(511 words)**

Flexibility and managing career breaks

(i) **Maternity return rate:**

Between 2009 and 2011 there have been three incidences of maternity leave (all in 2011) and the maternity return rate for all staff, academic and research, has been 100%. All staff have been fully supported on their return to work to help with the transition. **(Action Point 5.3) (45 words)**

(ii) **Paternity, adoption and parental leave uptake:**

There were two incidences of paternity leave uptake – one in 2010 and the other in 2011. In both instances the fathers returned and remained at UEA. There have been no formal requests for adoption or parental leave. **(37 words)**

(iii) **Numbers of applications and success rates for flexible working by gender and grade:** There has been only one formal application for flexible working between 2009 and 2011. This was made by a female academic in 2009, followed University procedure and was successful. **(26 words)**

B: Describe Key issues, steps taken, success/impact and what additional steps needed.

(i) **Flexible working:**

University policy, available on the intranet through Human Resources, outlines the procedures for flexible working arrangements. It is clear that parents of children and carers of adults can request flexible working arrangements and one request was granted in 2009. However, the potential for flexible working arrangements will be highlighted on visual displays in the department and on the School website (**Action Point 4.4**). Flexible working arrangements can also be negotiated with the Head of School on an informal basis. Home working and flexible start and finish times are relatively common within the School. One female senior lecturer is part time. Teacher Practitioners also work to an informal flexible working policy, providing cover for each other where necessary and swapping teaching to accommodate child care issues. All staff have attended Equality and Diversity training, raising awareness of legislation and University policy so all managers are in a position to support and manage flexible working arrangements. **(154 words)**

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

The School of Pharmacy at UEA supports any member of staff undertaking maternity/adoption leave. In all cases the staff member will inform HR and the Head of School as early as possible to discuss when they would like to leave and return. The University Policy on maternity and adoption leave is available to all staff through the HR intranet. No requests for adoption leave have been received. When a member of academic staff is on maternity leave, their teaching is covered by existing staff where possible. In addition to this, the School has two Senior Demonstrators whose primary role is teaching and they also assist in covering staff on maternity leave. A member of staff on leave may agree with the Head of School to work for up to 10 days during her maternity leave, referred to as “keeping in touch days”. These can be used for training purposes, meetings with research students/PDRA or departmental meetings so the member of staff is able to maintain contact with the School. Returning staff are supported with the transition and flexible working requests are encouraged and accommodated where possible in accordance with University policy. Finally the University has an onsite Nursery for which staff can formally apply. **(204 words)**

University of East Anglia – School of Pharmacy – Athena Swan Action Plan							April 2013	
Action	Description of Action	Action already taken at April 2013	Further action planned	Next steps	Responsibility	Timescale	Start date	Success measure
1. Baseline Data and Supporting Evidence								
1.1	The School will monitor the gender balance of applications, offers, acceptances, declines and rejections for all UG, PGT and PGR courses by gender, with a particular focus on the Undergraduate MPharm courses	Information gathered in this way for the first time for the Athena Swan application.	To ensure information can be regularly (annually) extracted and included as part of information presented to School Board each year. To ensure part of presentation of information includes action(s) to be taken if trend shows particular gender bias.	To agree date for data to be extracted and date on which information will be brought to the School Board for discussion	Athena Swan School Champion in conjunction with E&D/HR Offices	Annually: October/November	Oct. 2013	On-going trend will reflect as fair a balance as possible between genders in students from application to acceptance or rejection/decline
1.2	The School will carry out more detailed analysis of applications from junior through to senior	Information gathered in more detailed way for inclusion in this application for the first time.	Liaison with HR and co-ordination with School admin. to ensure information can be effectively	To agree date on which information will be pulled into a written report to the School	Athena Swan School Champion in conjunction with E&D/HR Offices	On-going monitoring with annual written report to Board in Oct/Nov.	Immediate	Monitoring will show greater number of female applicants with success resulting in

University of East Anglia – School of Pharmacy – Athena Swan Action Plan

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Action	Description of Action	Action already taken at April 2013	Further action planned	Next steps	Responsibility	Timescale	Start date	Success measure
	posts in the School to determine gender ratio and to monitor the effect of other positive actions identified in this action plan.		collated and reported on bi-annually or annually, depending on the level of recruitment being undertaken in the year.	Board. To ensure written report recommends further actions if it can be seen that actions within plan are ineffective in achieving a greater gender balance in posts at senior lecturer level and above.				appointment to senior level posts
1.3	To carry out detailed analysis annually at School level of gender ratio in each academic staff category	Information gathered in more detailed way for inclusion in this application for the first time.	As with other monitoring actions, evidence will form basis to annual written report presented to School Board for discussion and where trend suggests need, further positive action to be identified to ensure any bias is eliminated and all staff treated fairly and equally.	Information to form a further part to the report to a School Board Autumn meeting; where evidence forms any trend with a gender bias actions to be identified to create better balance with focus on fair use of fixed and indefinite contract types.	Athena Swan School Champion in conjunction with E&D/HR Offices	Annual Report of year's data to be analysed and reported on to School Board with other data described above.	On-going and report in October 2013 and yearly thereafter.	Fair use of fixed term contracts and full understanding of why they have been used in certain circumstances.

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2. Key Career Transition Points								
2.1	School to review promotional material for attracting students to Post graduate Research Courses	Action Point 1.1 above describes monitoring action to underpin positive action with promotional materials.	To look at web and paper-based promotional materials encouraging students to consider careers in research. To determine what opportunities there are to include information about mentoring for women, female role models and success stories, and flexible working opportunities.	To link this to our initiative using slides and screens within the School (see below at Action Point: 4.4	School of Pharmacy Research Director for Post Graduate Studies in conjunction with E&D Office	Immediate start to get revised information to next intakes	May 2013	Rise in applications from women into Research courses/paths in Pharmacy. Picked up through monitoring described at Action Point 1.1
2.2	Use of positive wording in recruitment advertising for posts where there is a known gender bias.	Positive action wording has not been used so far by the School.	Data collected as part of Athena Swan application to be used to determine which posts particularly require positive	Liaison between Athena Champion in School/HR to agree wording and to	School's Athena Swan Champion in conjunction with Head of School	Wording to be ready for next recruitment exercise	May 2013	Increase in female applications and appointments to senior posts within School

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			action wording. This data to be refreshed/added to each year.	disseminate action requirement to all those involved in recruiting within School. Head of School to gate keep recruitment material to ensure action understood and fulfilled in all appropriate instances.				
2.3	To ensure that those involved in recruitment panels receive training on unconscious bias in addition to any training which covers current legal framework and policies?	Faculty members received a short introduction to unconscious bias in training sessions in the last academic year.	This action is designed to build on last year's introduction to be more focussed and in-depth. A follow up survey to be used to attempt to evaluate understanding of concepts underpinning Unconscious Bias after training	Liaison via School's Athena Champion and E&D/Staff Training Offices to ensure module is delivered to appropriate staff in School.	School's Athena Swan Champion/Head of School	To take place by December 2013 for all involved in recruitment panels	From May 2013	All staff involved in recruitment will have received training and will understand how the concepts actively apply to recruitment practices.

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			and how they are being applied.					
2.4	To provide mentoring opportunities, accessing Faculty resources where appropriate or needed.	Some mentoring takes place but not always consistently available or well promoted from Junior though to Senior roles. Some needs may be met from the wider resources of the Faculty due to the compact nature of the School itself.	To promote availability of mentoring more widely through the School, including for new staff during induction/probation. Some needs may be met from the wider resources of the Faculty due to the compact nature of the School itself.	To ensure mentors receive training or guidance before taking on a mentee. Ensure guidance is given to both parties at the outset of the mentoring relationship.	School's Athena Swan Champion in conjunction with E&D/CSED Offices	To be fully ready from 1 August 2013.	1 Aug 2013	Well promoted mentoring opportunities are evident and widely available to academic staff throughout the School.
2.5	To feed back views on existing promotion processes via School Board to Central Athena Swan Steering Group	Some views informally expressed at meetings about potential for improvements	Short paper to be written summarising suggestion points for changes to promotion process which will feed into central review and our Bronze action plan.	Specific meeting to be scheduled with SAG to explore this issue and capture thoughts and ideas	Pharmacy Athena Swan Champion with support from E&D/HR Offices	By 31 August 2013	Immediate	Views are fed in to central review process – a range of ideas and thoughts having been captured and summarised from academics within the School.

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2.6	Briefing Session for new staff to let them know about promotion process as part of Induction period.			Content to be planned, dates set, staff invited.	Head of School/Athena Swan Champion.	To be planned in prior to next promotion round beginning Nov/Dec 2013.	June/ July 2013	New staff can confirm briefings received, central log kept of dates, new staff have awareness of promotion process and when to apply.
3. Career Development								
3.1	Ensure promotion 'window' is widely advertised within the School each year via methods that will reach all from Post doc/Junior lecturers to those in senior positions	A range of slides has been created with this included as a topic to be developed further.	Identify routes through which to promote process and timing; add to agenda of range of meetings at appropriate time.	To plan into School year so becomes a regular item easily dealt with and with a wide reach of staff and good standard of information	Head of School/Athena Swan Champion with support from E&D/HR offices	Ready for next promotion round in December 2013	May 2013	Staff at all levels demonstrate awareness of promotion round, how to apply and where/who to go to if support needed.
3.2	Line Managers will be asked to ensure the messages about promotion have reached those female staff for whom they are responsible.		To promote and embed this action as part of the next promotion round; future agenda item at School Board; email reminders to all Line Managers.	To plan this into agenda for School Board in October 2013	Head of School	Annually at School Board meetings between start of academic year and promotion round – normally finishing in December	Oct 2013	School can evidence prompts and information for Line Managers.

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3.3	Senior female staff will be asked to act as guides to junior staff seeking help		To discuss potential support, mentoring, guidance with senior female staff in School and in wider Faculty.	SAT will determine, with advice and support from CSED what guidance mentors need to be effective and what mentees should be able to expect from the process	Athena Swan Champion/SAT	Guidance to be in place by end September 2013. Scheme promoted to staff thereafter.	June 2013	Consistency in mentoring with both parties aware of range of advice and how to support and guide effectively.
3.4	As a career development step female academics to be offered the opportunity to sit on the Promotions Committee, Research Committee and the School Executive.	None beyond identifying the step needed via the Athena Swan analysis.	Scheme to be developed by the School to invite a certain number of women academics, as far as practicable, to be co-opted onto Committees which have low female participation.	Guidance to be given to Chairs to explain how to review membership and invite women academics to participate.	Head of School/Chairs of Committees	To be ready for next academic session (2013/14)	May 2013	Gender balance of Committees which are currently male dominated to reflect greater participation and membership by female academics
3.5	School to give staff briefing/guidance session on applying for promotion including aspects		Meeting to take place with those staff in School and possibly Faculty who have been successful within the UEA process	To use information from meeting to devise briefing session.	Athena Swan Champion/Head of School	Deliver briefing annually and revise each year to ensure pointers and information are continuously	May 2013	Number of staff opting to attend briefing; feedback from participants;

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	such as successful portfolio development		to discuss how to share pointers for success			improved		
4. Organisation and Culture								
4.1	To liaise with other Schools through which ATR Faculty have arrived in Pharmacy to ensure career opportunities in the School of Pharmacy are effectively promoted in other disciplines.		Exchange of cross-Faculty career opportunities with wording which encourages female applicants without discouraging men.	To connect this action with standard recruitment and selection practices.	Head of School/Athena Swan Champion	To form part of next round of recruitment	2013 and on-going	Information is exchanged between faculties and, with appropriate wording for positive gender action with new posts highlighted so people can see a variety of paths for promotion, progression or broad career development within the Faculty
4.2	To retain the Athena Swan Self-Assessment Group as a standing Committee within the School, reporting to the School Board.		Progress on action points to be reported in Group and to Board; Group and Board to use synergy for problem solving where issues require.	Meeting dates to be scheduled for group.	Athena Swan Champion.	At regular intervals during period of plan.	May 2013	Dates of meetings with notes and actions will be documented; Action Plan will be guided to successful completion and outcomes by Group.

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			Regular reports to formal School Board meetings and to Central Athena Swan Steering Group					
4.3	To establish a place on every School Board agenda for equality issues, including Athena Swan.		Agenda to be altered to provide standing item	Change to agenda to be communicated to School and issues invited for discussion in addition to regular Athena Swan reviews.	Head of School/PA to Head of School		May 2013	That each Board meeting will have inclusive agendas and minuted discussions with Actions detailed as appropriate evidencing exploration of relevant Athena Swan and broader equality issues.
4.4	The School will create more avenues via use of screens around the premises and places on the intra- and internet through which	Series of slides promoting gender equality/family friendly policies already created; work being done to create background links for web information to provide more	Use of slides on screens in general throughout School and on Open Days/Interview days and other appropriate occasions.	Identifying appropriate routes to use in addition to those already identified, including purchase of additional screens for	Head of School/SAT members.	During life of Action Plan.	May 2013	Screens and slides used on on-going basis; slides and web information kept updated.

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	to promote a culture in which career support goes hand in hand with a flexible approach to work to accommodate family and other significant responsibilities.	detailed information about policies.		School.				
4.5	The School will actively promote ResNet to female research staff and ensure their events are visible to all staff within the School.	Research staff have participated in ResNet events largely through their own initiatives to date.	Promotion of ResNet events on School Screens and through School Board/Emails/School updates.	Head of School PA to be put on ResNet mailing list and to ensure information is received through one Pharmacy Gatekeeper and disseminated to all Academic staff	Head of School via PA.	As often as ResNet events are held.	May 2013	Greater engagement with ResNet by staff in School of Pharmacy. Informal checks to be carried out every six months via School Board to find out levels of engagement.
4.6	Increase the frequency of School Board meetings.	Via submission work have determined that some staff are out of the communication loop due to the meetings currently being bi-annual and	To arrange the meetings to be monthly with a summary circulated more widely to the School after each	Meetings to be arranged monthly by School Secretary.	Head of School/School Secretary	From May 2013	May 2013	Higher level of awareness of School business and decision making throughout School.

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		some staff just not able to meet either date	meeting.					Perception of effectiveness/ usefulness and suitability of timing for all staff to be checked via feedback exercise in six months time.
4.7	School will review work load data and take action to ensure no gender bias in load		Review will be done by SAT and reported to School Board with further reviews and reports annually	Review of information to be discussed at next SAT meeting and responsibilities agreed	Athena Swan Champion	Next meeting and annually thereafter; feedback will be gathered from across School	May 2013	Workloads will be fairly allocated evidenced by data and feedback from academics
4.8	E&D Training will be extended to all Post Graduate students as part of Induction.	This is done at Undergraduate level.		Training to be planned and delivered to timescale.	To be agreed between Head of School and E&D Office/CSED.	To be in place for next Post Graduate Intake in October 2013 and each intake thereafter.	Oct 2013	Training can be evidenced and receives positive evaluations from students including an awareness of how the principles relate to professional practice.

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5. Flexibility								
5.1	Social events are organised by the School and the student Pharmacy Society.	Social events already take place.	Active consideration to be given to timings for these meetings to ensure they are family/carer friendly.		Head of School to make policy clear and give guidance for all event organisers to follow.	To be in place for October 2013 and to be re-enforced bi-annually via School Board or email reminders.	Oct 2013	Evidence of variety of timings for social events and feedback on accessibility by full range of staff.
5.2	The University has an excellent Nursery facility An extension of the service to longer hours and also consideration by the University of running an After Hours Club would be helpful to staff needing some extra flexibility in their roles.	Thoughts gathered via the School SAT.	A short survey followed by a summary of thoughts and views capturing need and frequency for such facilities to be carried out within the School and possibly across the Faculty to determine what might be useful.	Athena Swan Champion to liaise with E&D Office to formulate a business case to be used within central review of such facilities which is an action for E&D.	Athena Swan Champion/Head of E&D.	By 31 December 2014.	Nov 2013	The production of a well thought through business case, translated into real facilities benefitting parents and children.
5.3	Staff returning to work after a period of maternity or those with caring responsibilities are supported	Some returners have benefitted from an internal arrangement for flexible returns but this has not been consistently applied.	Slides to promote this aspect of return and web links to the central HR policy will be made widely available	To create the promotional information and ensure this aligns correctly with HR guidance and	Athena Swan Champion/Head of School.	By 31 August 2013	May 2013	That managers know to discuss flexible working with those returning from maternity leave or those with

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	with the transition and flexible working requests are encouraged and accommodated where possible in accordance with University policy.		throughout the School to ensure higher awareness on the part of staff and those who manage	policy.				caring responsibilities and those returning are aware they can request this and where to look for information.
5.4	Timing of School Research Seminar Series will be reviewed to ensure balance of accessibility by all staff is fair.				Head of School to ensure policy and principles of timing of seminars favours as broad a range of staff as possible (e.g. full time/part time/parents/ carers etc); Organisers to implement. SAT to review.	To start with next Research Seminar Series 2013/14		Timings can be evidenced; events will be attended by broad range of staff during course of year; feedback will be gathered to check staff views on actions taken
6. Athena Swan								
6.1	Work to improve our gender equality and aim to submit a Silver submission to Athena Swan.	Submission to Bronze level and forward thinking to what a Silver level School of Pharmacy would look like.	Work of SAT will be to implement this Action Plan and ensure positive outcomes and	As detailed in this plan and research into other feasible steps for the future.	Athena Swan Champion and SAT in Pharmacy in conjunction with E&D and HR Offices.	Aiming for April 2014, but dependent also on outcomes and progress.	Immediate	Silver Athena Swan Award.

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			plan forward for Silver level organisation, outcomes and culture.					
6.2	Work with other STEMM Schools and Central Athena Swan Steering Group at UEA and wider Norwich Research Park to share best practice.	Input into Central Athena Swan Steering Group already taking place.	Always to ensure a representative from Pharmacy is able to meet with Central Steering Group.		Pharmacy Athena Swan Champion and E&D Office	June 2013 (next Central Steering Group meeting) and each meeting thereafter	June 2013	Attendance at and input to meetings; evidence of gender equality measures developing in depth and effectiveness in Silver Action Plan.