Department Application
Bronze and Silver Award

ECU GENDER CHARTER

Athena SWAN

ECU EQUALITY CHARTERS

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Date Note

Throughout the application data is presented as FPE. The following data sets are used to benchmark School and Faculty data -

Staff data

- **School academic staff:** *HESA and Pharmacology Academic Staff FPE*

- **Faculty technical staff (professional services):** *HESA Associate Professional and Technical Occupations (Medicine, Dentistry and Health) FPE*

- **Faculty administrative & managerial staff (professional services):** *HESA Administrative, Secretarial, Managers, Directors and Senior Officials (Medicine, Dentistry and Health) FPE*

Student data

- **UG, PGT & PGR aggregated:** *HESA Pharmacology, Toxicology and Pharmacy FPE*

- **Forensic Science BSc**: *HESA Forensic and Archaeological Sciences FPE*

- **Pharmacy MPharm:** *HESA Pharmacology, Toxicology and Pharmacy FPE*

- **Pharmaceutical and Cosmetic Science:** *HESA Pharmacology, Toxicology and Pharmacy FPE*

- **UG recruitment:** *UCAS Pharmacology, Toxicology and Pharmacy FPE*

Academic Staff Grading Structure

- **Grade E:** *Research Assistant*

- **Grade F:** *Lecturer, Research Fellow, VC2020, Early Career Academic Fellow*

- **Grade G:** *Senior Lecturer, Senior Research Fellow, VC2020*

- **Grade H:** *Principal Lecturer, Reader, Associate Professor*

- **Grade I:** *Associate Professor*

- **Professor**

Table of Abbreviations

AHoS	Associate Head of School
AP	Associate Professor
AUA	Association of University Administrators
AS	Athena SWAN
ASPO	Athena SWAN Project Officer
BAME	Black, Asian and Minority Ethnic
CPD	Continuing Professional Development
DMU	De Montfort University
DTP	Doctoral Training Programme
E&D	Equality and Diversity
ECAF	Early Career Academic Fellow
ECR	Early Career Researcher
EDC	Equality and Diversity Committee
F	Female
FDO	Faculty Director of Operations
FEC	Faculty Executive Committee
FPE	Full-person Equivalent
FRL	Future Researchers Leaders
FS	Forensic Science
FT	Full-time
FTE	Full-time Equivalent
GDPR	General Data Protection Regulation
GDPU	Guandong Pharmaceutical University
GPhC	General Pharmaceutical Council
HE	Higher Education
HEaTED	Higher Education and Technician's Educational Development
HESA	Higher Education Statistics Agency
HLS	Faculty of Health and Life Sciences
HoS	Head of School
HPL	Hourly paid Lecturer
HR	Human Resources
IWD	International Women's Day
KIT	Keeping in Touch
L	Lecturer
LIPI	Leicester Institute of Pharmaceutical Innovation
M	Male
MPharm	Pharmacy
MPhil	Master of Philosophy
MRes	Masters by Research
NIHR	National Institute of Health Research
NSS	National Student Survey
PAVE	Plan Ahead, Value Employability
PB	Pharmaceutical Biotechnology

PCS	Pharmaceutical and Cosmetic Science
PDP	Professional Development Plans
PDP	Professional Development Programmes
PEER	Pharmacy Employability Enhancement Roadshow
PG	Postgraduate
PGCertHE	Postgraduate Certificate in Higher Education
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
POD	People and Organisational Development
PS	Professional Services
PT	Part-time
PVC	Pro Vice Chancellor
Q&A	Question and Answer
QbD	Quality by Design
RA	Research Assistant
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RIA	Research Innovation Allowance
RSD	Research Services Directorate
SAT	Self-Assessment Team
SEC	School Executive Committee
SL	Senior Lecturer
SSCS	School Staff Culture Survey
TaR	Teaching and Research
TEF	Teaching Excellence Framework
UDL	Universal Design for Learning
VC	Vice Chancellor

Name of institution	De Montfort University
Department	Leicester School of Pharmacy
Focus of department	**STEM**
Date of application	November 2018
Award Level	**Bronze**
Institution Athena SWAN award	**Date: Oct 2018** **Level: Bronze**
Contact for application Must be based in the department	Prof. Sangeeta Tanna
Email	stanna@dmu.ac.uk
Telephone	0116 207 8274
Departmental website	http://www.dmu.ac.uk/schoolofpharmacy

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

Leicester School of Pharmacy
Faculty of Health and Life Sciences
De Montfort University
The Gateway
Leicester
LE1 9BH

Dear Dr Gilligan,

It is with immense pride that I endorse the Leicester School of Pharmacy Athena SWAN (AS) Silver application, the first departmental application for De Montfort University (DMU). Since joining in 2015, I have fully supported the embedding of AS principles in all operational areas of the School, producing a culture where all can realise their full potential. Most notably, the School's leadership embodies diversity, with the first female Associate Head of School in the School's history and a female Research Institute Director. Furthermore, female members of the Professoriate have increased by 30% and 3/5 Section Leads are women.

The work that the School's Self-Assessment Team (SAT), chaired by Professor Sangeeta Tanna, has undertaken to document and grow its inclusive culture is highly valued. This is demonstrated by 150 and 30 workload hours allocated to the SAT Chair and SAT members respectively, and a ring-fenced budget of £5k for AS activity. I have introduced monthly staff meetings and an annual away day, creating opportunities to bring the whole School together and to widely disseminate activity that promotes equality for all staff such as academic career pathway presentations. Additionally, I have introduced monthly informal drop-in sessions where staff can discuss any issues with me.
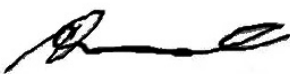
This application is a candid analysis of our structure, processes and culture which has led us to formulate an action plan that is both pertinent and ambitious, demonstrating our commitment to advancing gender equality at all levels of the School. In July 2017, I oversaw a School restructure, motivated by the ambition of supporting staff and achieving a more equal level of staff promotions; I have been thrilled to see the impact of the actions undertaken, including targeted one-to-one support that staff, particularly women received. Indeed, the 2018 promotion round saw an 83% female applicant increase and a 42% success rate rise (4 Reader, 1 Professor) on the previous three years combined. Both case studies (*Section 6*) are testament to the supportive culture in the School.

Our inclusive culture is clearly reflected in the student experience. We have three of the largest degree programmes in the University, all performing significantly above average for their sector in the 2018 NSS results. The School participates in DMU's local community focussed outreach programme, #DMULocal where students lead on vital positive change programmes such as *Diabetes UK Community Champions*. Such community action embodies our principles and attitudes, putting words into action. It is this active approach that will aid the success of our action plan and continue to yield students, academics and practitioners deliver equality to all areas of the School from 'grassroots' to executive level.

I fully acknowledge the value of workplace equity and recognise that there is still work to be done in achieving equality, particularly at the role of Professor. I believe that the implementation of our action plan will continue to develop opportunities for all staff to be upskilled and mentored to aid their progression. These are key components in which I will play an active part to enable all staff to achieve their career aspirations.

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

Yours sincerely,

Antony D'Emanuele
Professor of Pharmaceutics
Head of the Leicester School of Pharmacy
WORD COUNT: 550

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

The Leicester School of Pharmacy is one of the UK's most established pharmacy Schools, with more than one hundred years of teaching experience. It combines teaching, professional development training, and world leading research. The School is based on DMU's campus in Leicester's city centre, one of the UK's most diverse cities where no one ethnic group forms the majority.

"The School is a fantastic & inclusive place to work" – **Part-time, female Senior Lecturer**

The School is one of four within the Faculty of Health and Life Sciences (HLS), one of four faculties at DMU (*Figure 1*). The School gender split is even (55F:53M) amongst the 108 academic staff, a balance maintained since 2012 (*Figure 2*), equal to the sector benchmark. School research falls under the Leicester Institute for Pharmaceutical Innovation (LIPI) which comprises of seven research groups (*Figure 1*).
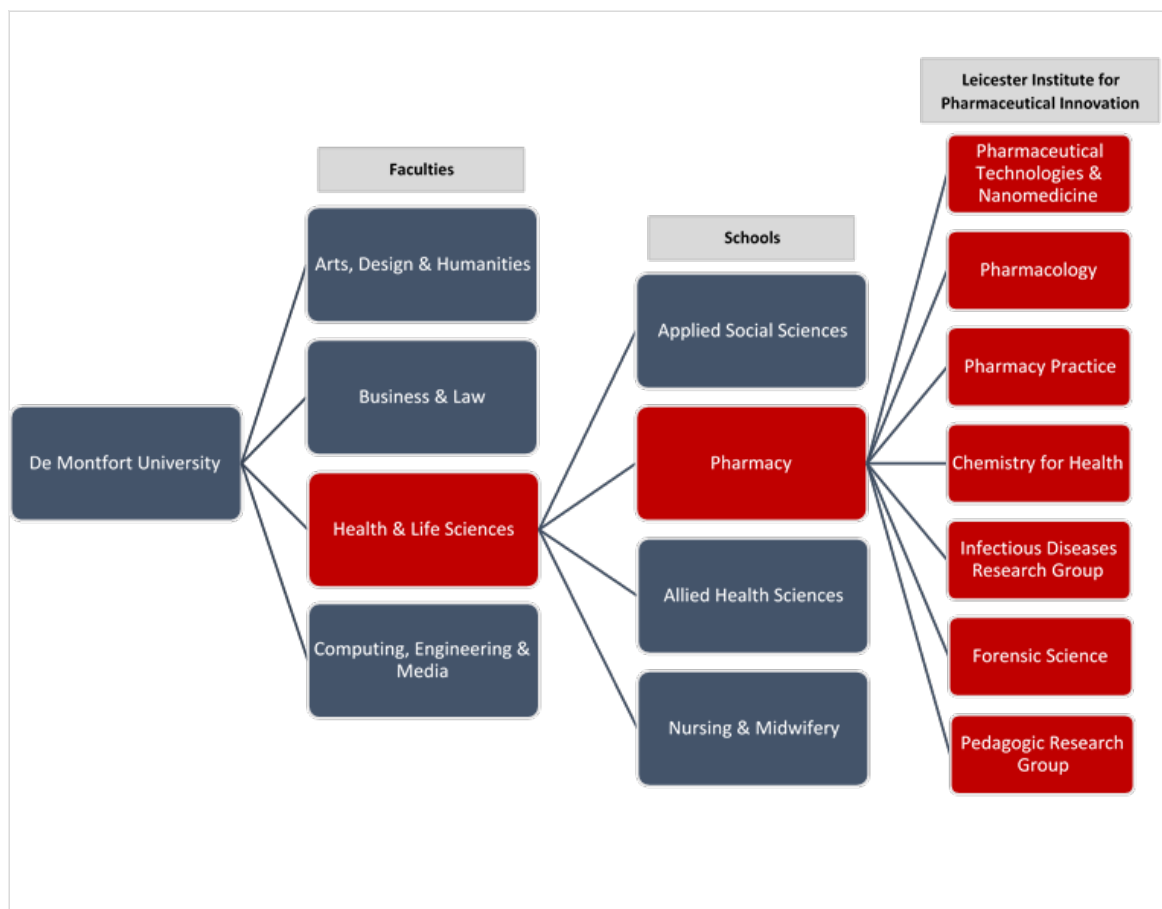

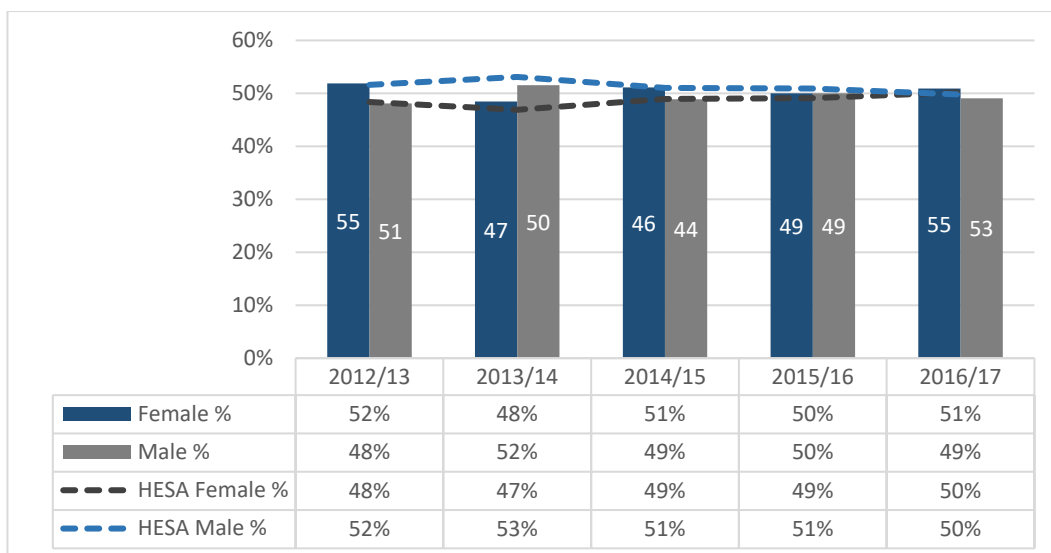*Figure 1: Faculty and School structure including Research Institute*

Figure 2: School academic staff population

The School has strong links with industry and global partnerships which enriches our diversity and outlook. For example:

- The Pharmaceutical and Cosmetic Science BSc has links with Guandong Pharmaceutical University (GDPU) in China, leading to a top-up degree programme; GDPU students can complete their final year at DMU and graduate in Pharmaceutical Science.
- The Pharmaceutical Quality by Design MSc has industrial contributors including Astra-Zeneca, GSK and Pfizer.

Led by the Head of School (HoS) and Associate Head of School (AHoS) (1M:1F), the School is organised into five sections (*Figure 3*); every academic staff member is in one of these. Each section lead (3F:2M) is an Associate Professor (AP), line managing staff in their section. The HoS line manages the Professoriate.
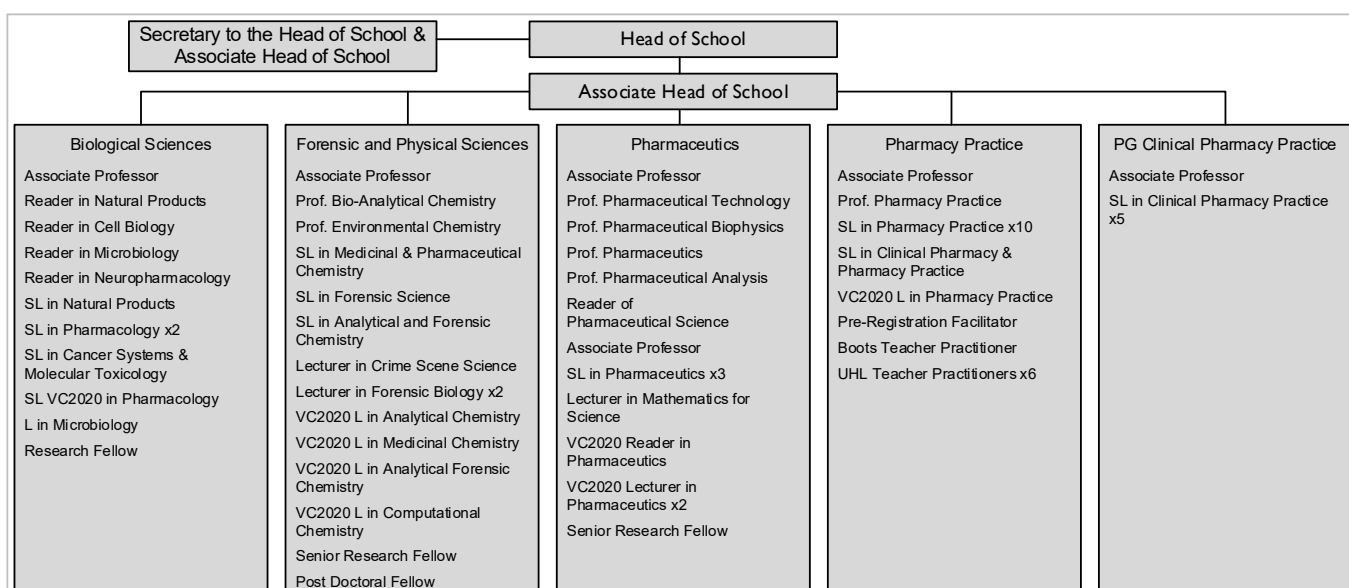

Figure 3: School academic staff structure

Support comes from Faculty-based Professional Services (PS) staff who carry out an array of functions (*Figure 4*). Whilst the gender balance (86%F:14%M) is less equal than academic staff (*Figures 5-6*), it reflects the sector for administrative, managerial and senior roles, and fairs slightly better than the sector for technical roles (Sections 5.2 and 5.4).
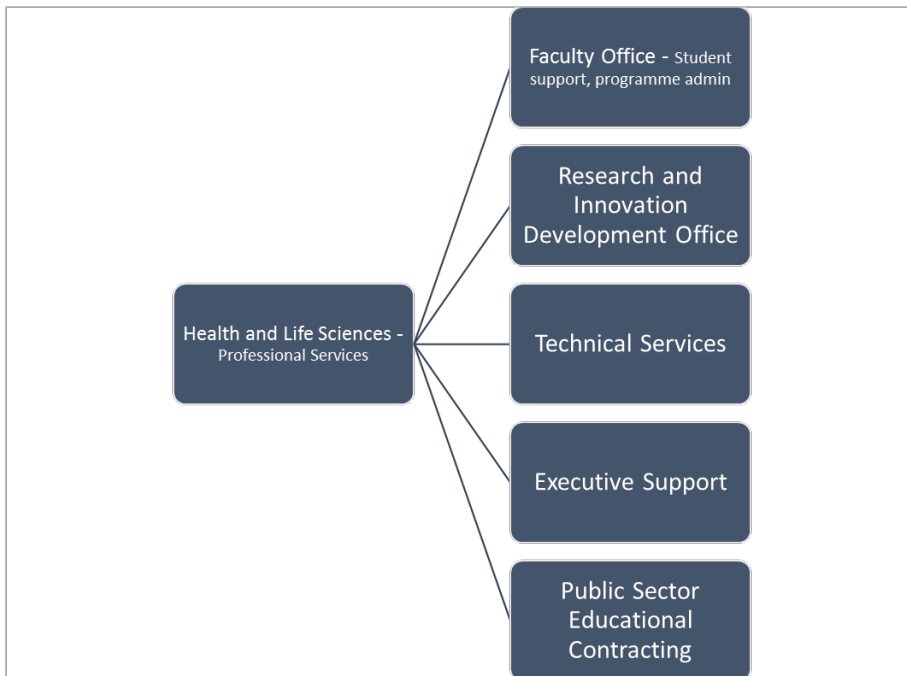
Figure 4: Faculty Professional Services structure

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	81%	85%	85%	83%	86%
Male %	19%	15%	15%	17%	14%
HESA Female %	87%	87%	86%	86%	84%
HESA Male %	13%	13%	14%	14%	16%

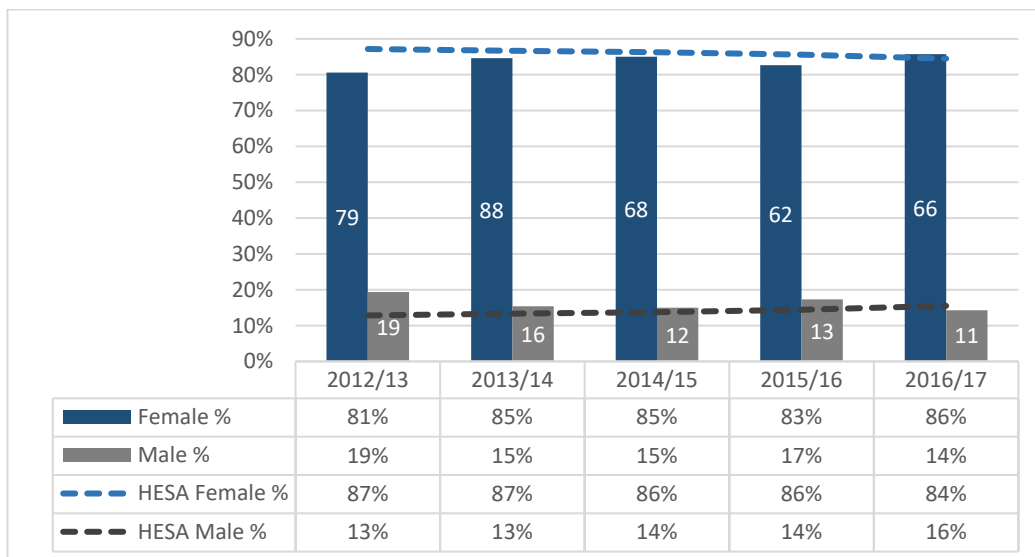*Figure 5: Faculty PS staff population (excluding Technical Services)*
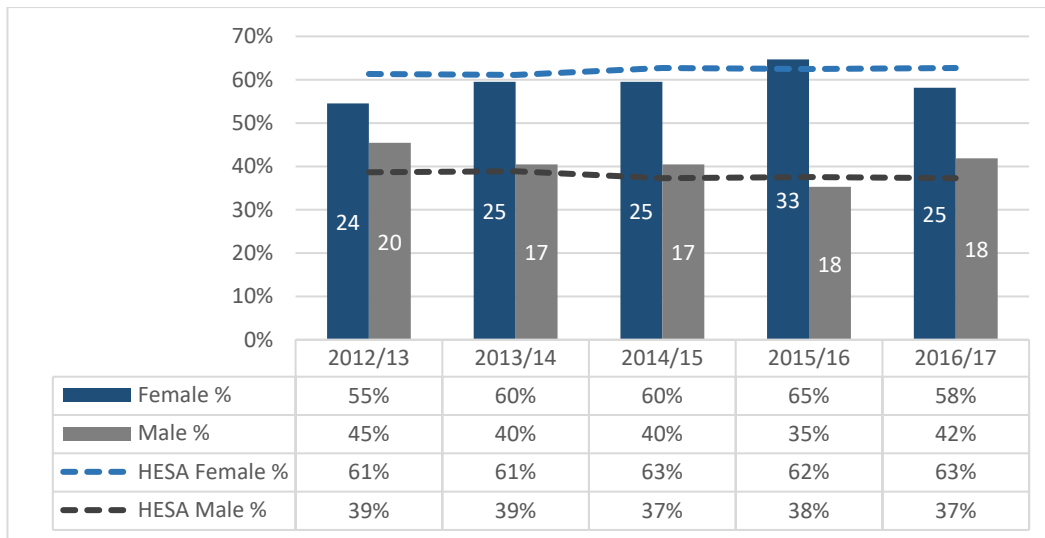
Figure 6: Faculty Technical Services staff population

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	55%	60%	60%	65%	58%
Male %	45%	40%	40%	35%	42%
HESA Female %	61%	61%	63%	62%	63%
HESA Male %	39%	39%	37%	38%	37%

The School has over 1500 students, 60% of whom are female, averaging 3% closer to gender parity than the sector between 2012/13 and 2016/17 (*Figure 7*).
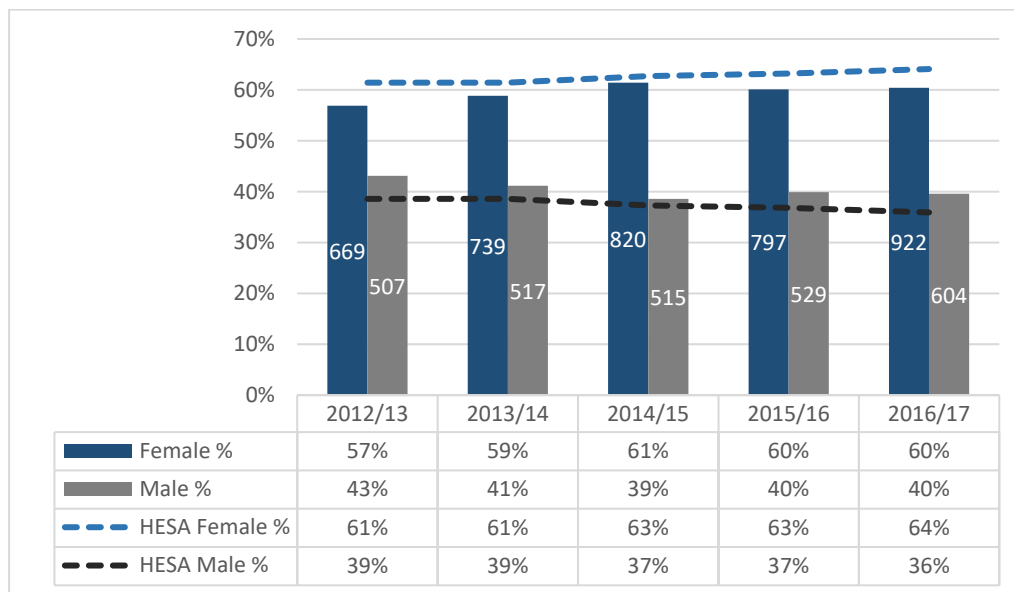
Figure 7: School total student population

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	57%	59%	61%	60%	60%
Male %	43%	41%	39%	40%	40%
HESA Female %	61%	61%	63%	63%	64%
HESA Male %	39%	39%	37%	37%	36%

Students are enrolled in one of the School's undergraduate, postgraduate taught, postgraduate professional development, or postgraduate research programmes (*Table 1).*

11

Table 1: School student degree/course programme

Programme	Programme title
Undergraduate (UG)	Forensic Science BSc (Hons) (FS)
	Pharmaceutical and Cosmetic Science BSc (Hons) (PCS)
	Pharmacy MPharm (Hons)
Postgraduate taught MSc (PGT)	Pharmaceutical Biotechnology (PB)
	Pharmaceutical Quality by Design (QbD)
Postgraduate Professional Development (PPD) (PGT)	Clinical Pharmacy
	Medical Leadership and Advanced Professional Skills
	Practice Certificate in Independent Prescribing for Pharmacists
	QbD for the Pharmaceutical Industry
Research degrees (PGR)	PhD, MPhil, MRes

WORD COUNT: 359

3.   THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

The SAT's membership (10F:6M), represents the School well in terms of staff roles/grades, ranging from early career academics to the HoS (*Figure 8*). Each School section is represented and students are represented by a PhD student who is a former School UG student. Despite falling outside of the School structure, full consideration is given to Faculty PS staff, ensuring for an inclusive action plan. Both Faculty technical and administrative staff are represented, with senior representation coming from the Faculty Director of Operations (FDO). Three members of the SAT work part-time and various members have caring responsibilities.

Figure 8: SAT group picture

The Chair receives 150 workload hours, with SAT members receiving 30 hours. The Faculty appointed a full-time AS Project Officer (ASPO) to support the School's application through undertaking primary research, data analysis and administrative tasks. Members have been appointed as section/co-section leads based on the application themes. The SAT Chair, section leads, and ASPO met regularly to discuss drafting progress, analyse data, and identify data gaps. DMU's Head of E&D and Senior E&D Advisor were regular attendees at SAT meetings, supporting the application throughout its formulation.

SAT membership (*Figure 9*) is determined by a combination of role and staff interest; some volunteered following an open call whilst others were directly approached to ensure broad representation is achieved.

Picture	Name	Role	Experience of work-life balance
	Mrs Marcella Avis	Faculty Director of Operations, action plan sub-group member, Section 5.4 lead, DMU SAT member	Marcella has the flexibility to work from home if necessary to support a work-life balance.
	Dr Linda Bengtstrom	VC2020 Lecturer in Analytical Forensic Chemistry, Section 5.1 co-lead	Commuting from a distance, Linda works from home to achieve a work-life balance.
	Mr Daniel Carter	Faculty Athena SWAN Project Officer, Section 3 lead, data analysis & primary research, action plan sub-group member, DMU SAT member	With a 3 year old daughter and part of a dual career family, Daniel works flexibly/from home in order to better contribute to his domestic responsibilities.
	Prof. Antony D'Emanuele	Head of School, action plan sub-group member	Tony works flexibly to accommodate his caring responsibilities for his mother who lives in London.
	Mrs Sejal Gohil	Senior Lecturer in Clinical Pharmacy Practice, Section 5.5 lead, School E&D Champion	Sejal balances full-time work, studying for a postgraduate qualification and bringing up two children.
	Ms Emma Johnston	Lecturer in Forensic Biology, Section 5.3 co-lead	Bringing the perspective of a new academic to the SAT, Emma occasionally works from home.
	Mrs Meera Naran	Senior Lecturer in Clinical Pharmacy Practice, Section 5.3 co-lead	Meera has a practice-based role, is studying for a postgraduate qualification and works flexibly to look after her disabled child
	Mr Bhishak Pankhania	Postgraduate Research Student, Section 4.1 lead	Bhishak is studying for a PhD part-time due to family commitments giving the need for a supported work-life balance.
	███	Faculty Laboratory Technician, Section 5.2 lead	████████████

Picture	Name	Role	Experience of work-life balance
	Dr Ketan Ruparelia	Faculty Senior Technician, Section 5.1 co-lead, Case Study 2	Ketan completed a PhD part-time whilst being in a dual career family with 2 children.
	Dr Tarsem Sahota	Senior Research Fellow, Section 4.2 lead	Tarsem balances full-time research work and postgraduate supervision with a dual career family (2 children).
	Prof. Sangeeta Tanna (Chair)	Professor of Pharmaceutical Analysis, SAT Chair, Co-ordinated preparation of submission, Case Study 1, action plan sub-group member, School AS Champion	Sangeeta has benefited from part-time and flexible working arrangements put in place to support work-life balance.
	Dr Susie Walsh	Associate Head of School, action plan sub-group member	Utilising flexible working, Susie balances work with raising a young family.
	Dr Nicola Ward	Senior Lecturer in Pharmacy Practice, Section 5.6 lead	Nicola works part-time, looking after her two children and participating in other voluntary roles.
	Mrs Tamara Whittaker	Faculty Administrative Team Leader, assisted with Section 5.2 & 5.4	Tamara works part-time to care for her two young children. Currently on maternity leave.
	Dr Philippe B. Wilson	VC2020 Lecturer in Biological Chemistry and Cheminformatics, action plan sub-group member, reviewer	Philippe has a young family, working on average one day a week at home to contribute to his domestic responsibilities.

Figure 9: SAT membership profiles

(ii)   an account of the self-assessment process

Meetings

The SAT was formed in 2015 and has held monthly meetings. Topics covered in the last 12 months included:

- Impact information/case studies review

- SAT visibility
- "Critical friend" review
- AS panel presentation
- Staff and student data analysis and consideration
- "What is an action plan?" workshop, led by DMU's Senior E&D Advisor
- School staff survey results presentation
- Critical review of action plan

Consultation

Table 2 details the surveys reviewed by the SAT to inform the submission. Following low response rates in the 2014 and 2016 Faculty surveys, increased efforts were made by the SAT to promote completion of the 2018 School staff culture survey (SSCS). Actions included:

- HoS and SAT Chair publicising the survey via regular emails, at all staff meetings, and the staff away day.
- Posters designed and distributed by the ASPO (*Figures 10(a)+(b)*).

As a result the response rate increased by 33% (*Table 2*), with the gender profile of respondents (43%F:43%M, 13% undisclosed) reflecting the School's staff population.

Faculty PS staff were surveyed via the 2018 DMU wide AS themed culture survey, with the results disaggregated at Faculty level by gender. Posters were designed and distributed by the ASPO and announcements from the FDO. A 20% increase in PS staff participation was seen compared with the 2014 survey. The gender profile of respondents (70%F:20%M, 10% undisclosed) closely reflected the gender profile of Faculty PS staff (72%F:28%M), although caution has been taken with drawing conclusions from the results, given the relatively low response rate (*Table 2*).

We recognise that there is still work to be done in terms of staff and student engagement, and consultation will continue on a biennial basis to help measure the impact of the action plan and identify issues.

> **Action 11.3:** Conduct School staff, School student and Faculty PS staff surveys with follow up focus groups on a biennial basis, targeting a response rate of 75%, 30% and 60% for School academic staff, School students and Faculty PS staff respectively by holding AS themed events and sessions to increase awareness of the initiatives importance.

Table 2: Faculty and School culture survey response rates reviewed by the SAT

Year	Survey	School Academic Staff	Faculty Professional Services Staff	School UG Student
2014	Faculty culture survey	*14% (gender profile not available)*	*19% (gender profile not available)*	N/A
2016	Faculty culture survey	*24% (65%F, 22%M, 13% undisclosed)*	*27% (85%F, 10%M, 5% undisclosed)*	N/A

2018	School staff culture survey (SSCS)	57% (43%F, 43%M, 13% undisclosed)	N/A	N/A
2018	University Athena SWAN survey	N/A	39% (70%F, 20%M, 10% undisclosed)	N/A
2018	School UG student survey	N/A	N/A	9% (72%F, 27%M, 1% Other)

Figure 10(a): 2018 School staff culture survey promotion poster (b) 2018 School UG student survey promotion poster

Critical Reviews

External consultation has proved valuable with a critical friendship being formed with University of Leicester, who reviewed our application. The ASPO has represented DMU at a regional AS meeting and three SAT members have attended AS panels as observers or panellists, feeding back to the SAT experience and best practice. Internal review was conducted by the E&D team and the Chair of the University AS SAT.

Internal Communication

Figure 11 shows the clear flow of information between the SAT and the University Executive Board, via the School and Faculty Executive Committees (S/FEC), and the Faculty and University Equality & Diversity Committees (EDC). The FDO regularly updates the HLS Dean/PVC (Chair of the University AS SAT) on AS activities. As of 2018/19, the SAT Chair is the AS representative on the Faculty Research and Innovation Committee.

The Faculty has allocated a budget of £5000 for School AS activity. This has been used to fund attendance at external gender equality events and internal gender equality initiatives, such as the School 2018 International Women's Day (IWD) event (Section 5.6.(vii)).
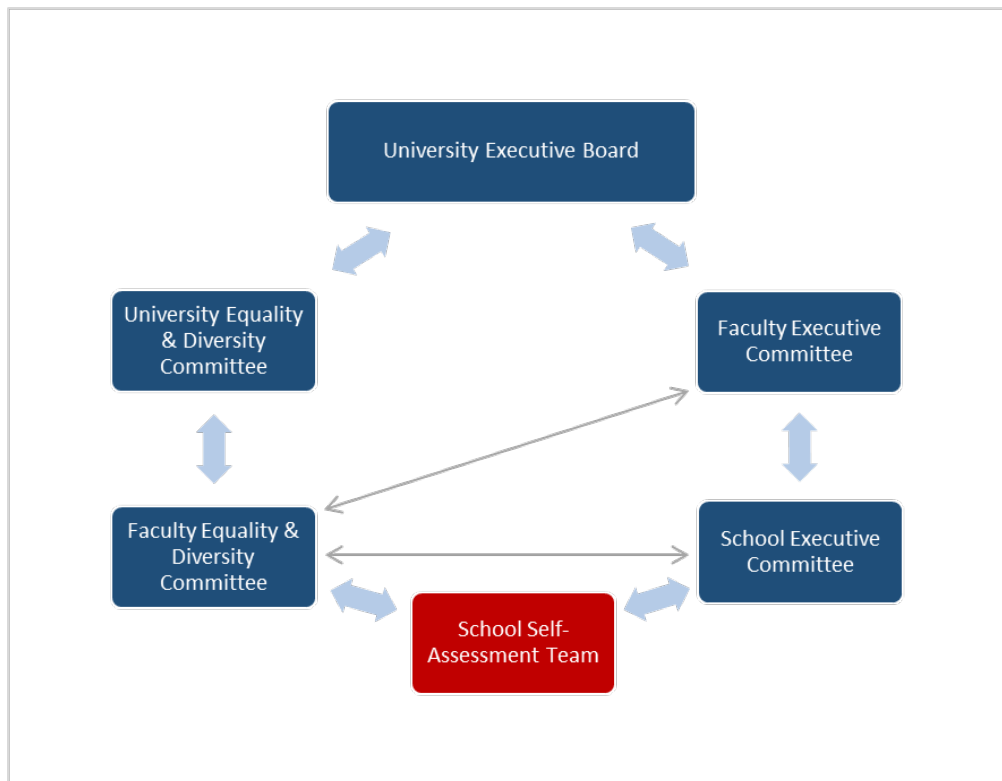
Figure 11: SAT information flow

Based on our responsibility to promote and embed AS principles within the School, future AS themed events are included in the action plan. Such events will include: an annual networking event and debates that feature speakers who focus on gender equality and creating inclusive cultures.

Action Point 12.3: Organise annual events such as student and staff led debates, and bi-annual guest speaker events.

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

The SAT will meet bi-monthly to monitor the implementation of the action plan, reporting to the SEC, and the Faculty EDC via SAT representation. Newsletters, email circulations, staff meetings, the AS web pages, and the School AS noticeboard (*Figure 12*) will be utilised to disseminate activity and progress to the wider School and Faculty.

A shadow-Chair will be appointed (**Action 11.2**) in preparation for chair succession with a substantial shadowing period to ensure that a good balance between new perspectives and institutional memory is struck. SAT membership rotation will be considered annually and openly in collaboration with the current membership to ensure due consideration to current roles is paid.

Action 11.1: Work with the School's Student Rep Committee to introduce UG and PGT representation to the SAT at an appropriate level, taking into account the sensitive topics on the SAT's agenda.

Action 11.2: Manage post submission SAT membership including role rotation and chair succession planning. Ensure a substantial shadowing period is undertaken by the incoming chair. Ensure the aims and objectives of the committee continue to grow and develop to reflect the changing nature of gender related equality, diversity and inclusion in HE.

Figure 12: School Athena SWAN noticeboard

WORD COUNT: 828

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

N/A

(ii)   Numbers of undergraduate students by gender

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

UG Population

Three full-time UG degree programmes are in operation (*Table 1*). Course structures and content precludes part-time options. *Figure 13* depicts the increasing proportion of female students, rising from 53% to 62% between 2012/13-2016/17, reflecting the sector.

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	53%	58%	62%	62%	62%
Male %	47%	42%	38%	38%	38%
HESA Female %	61%	61%	62%	62%	63%
HESA Male %	39%	39%	38%	38%	37%
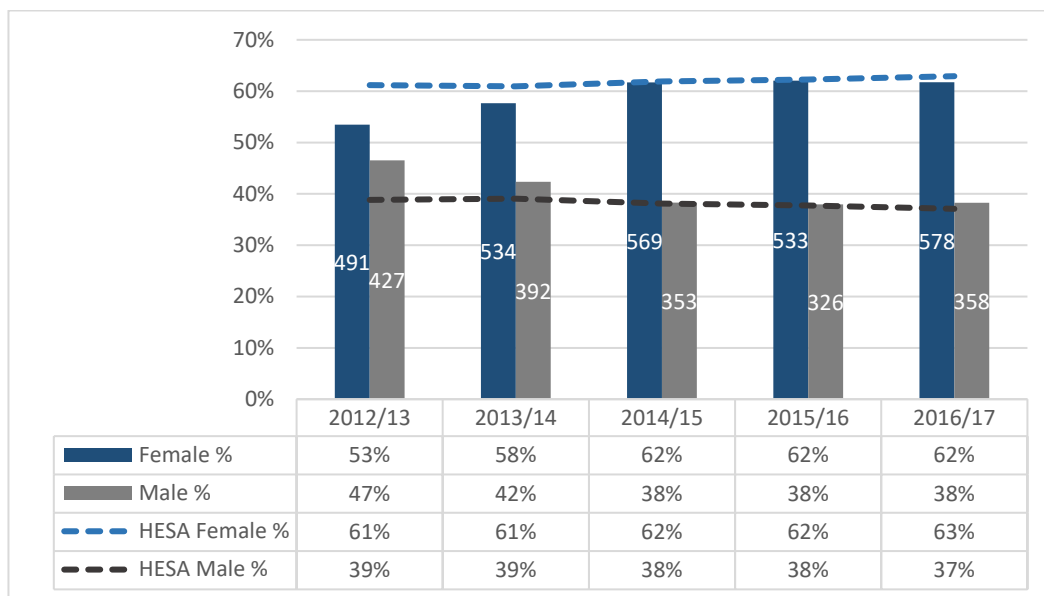
Figure 13: School UG student population

Female FS students have increased from 55% to 74% over five years, reflecting the sector (*Figure 14*). The "*CSI Effect*" may explain this trend - exposure to popular programmes such as CSI coupled with the theory that women prefer vocations that contribute to public good. In the 2018 UG School student survey, of the 20 female FS respondents, eight referred to aspects of culture such as "CSI" as a factor for choosing to study their degree, whereas no male FS respondents made such a reference.

The PCS female student population growth (50% to 59%) between 2012/13-2016/17 is slightly under the sector (*Figure 15*).

The MPharm population (546 in 2016/17) is the School's largest. Its F:M ratio has remained steady at close to 3:2 (2012/13-2016/17) (*Figure 16*).

Affirmative actions ensure participants at School open days and outreach events are equal from a gender perspective (Sections 5.6.(vii)-5.6.(viii)), and marketing material uses

non-gendered language/images. However, building on the 2018 UG student survey, we recognise the need to better understand what attracts students to our degree programmes, particularly FS where the gender imbalance is pronounced (***Action 1.1***).

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	55%	58%	65%	68%	74%
Male %	45%	42%	35%	32%	26%
HESA Female %	61%	62%	62%	64%	66%
HESA Male %	39%	38%	38%	36%	34%
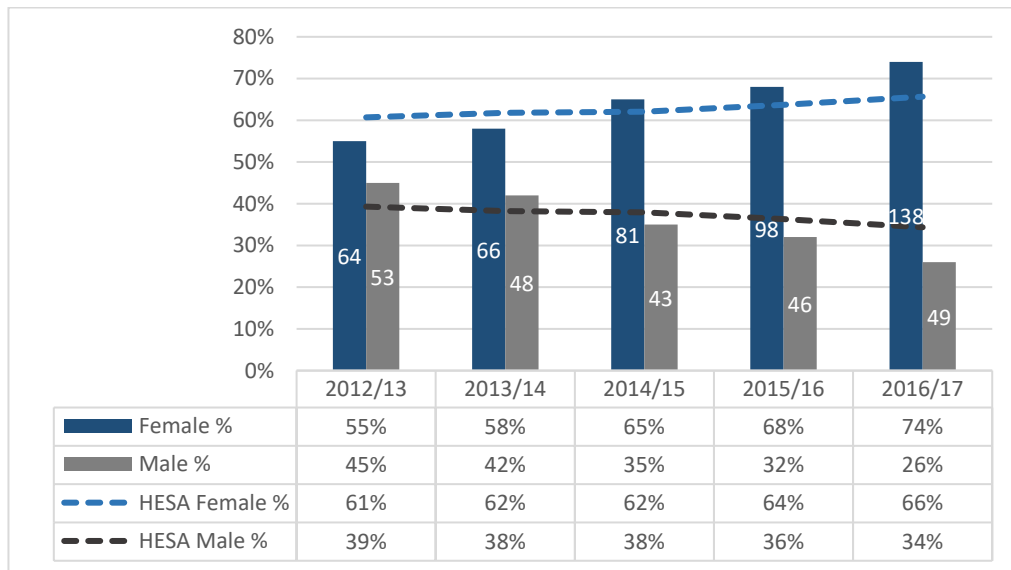
Figure 14: Forensic Science BSc student population

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	50%	52%	58%	63%	59%
Male %	50%	48%	42%	37%	41%
HESA Female %	61%	61%	62%	62%	63%
HESA Male %	39%	39%	38%	38%	37%
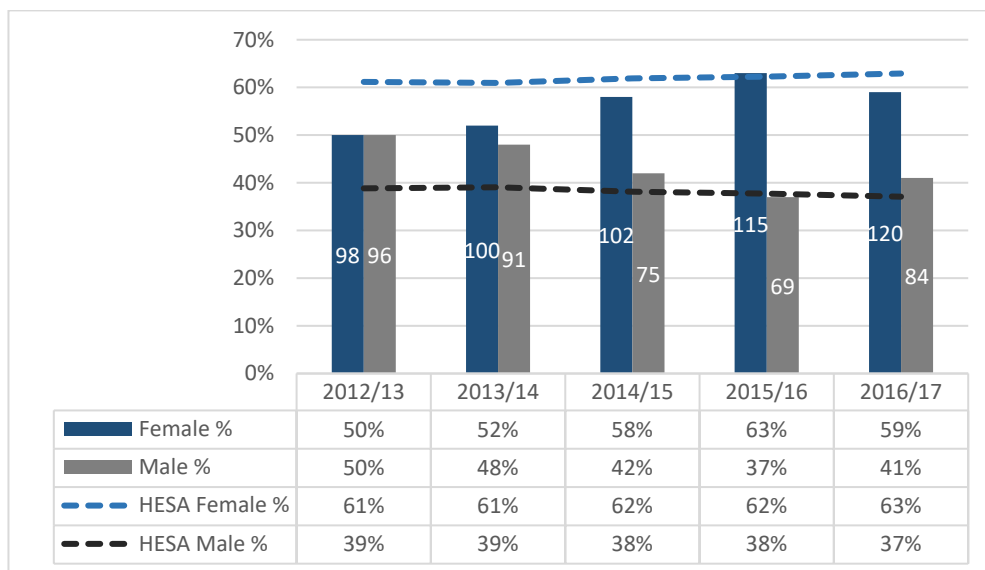
Figure 15: Pharmaceutical and Cosmetic Science BSc student population

	2012/13	2013/14	2014/15	2015/16	2016/17
Female %	58%	60%	63%	60%	59%
Male %	42%	40%	37%	40%	41%
HESA Female %	61%	61%	62%	62%	63%
HESA Male %	39%	39%	38%	38%	37%
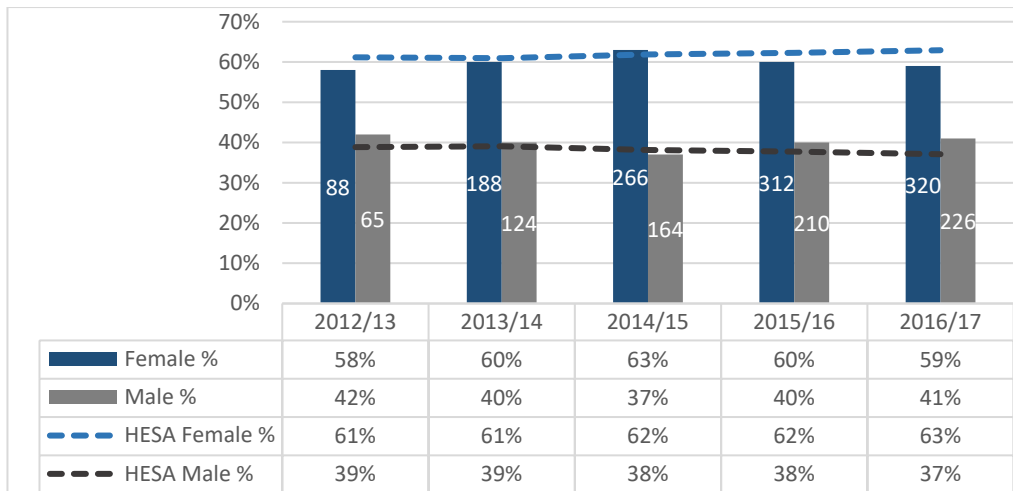
Figure 16: Pharmacy MPharm student population

UG Applications, Offers and Acceptances

Between 2012/13-2016/17, UG applications increased by 6% (F +10%, M +1%) (*Table 3*). The MPharm application to acceptance process shows no gender bias (*Table 4*). Although 2016/17 bucks this trend, with 8% more women receiving an offer, the 5 year application to acceptance average is close to even (33%F:31%M).

Women are more likely to apply to PCS and FS with the trend being a growing female majority (*Tables 5-6*). For FS a 42% increase (F=+46%, M=+32%) in applications since 2012/13 is three times the sector average of 14% (F=+18%, M=+9% UCAS) (*Table 6*). Wider societal influences are likely to be a factor, however we recognise our responsibility to locally address this through removing any aspects of our recruitment that exacerbate the issues by rigorously applying **Action 1.1, 1.2 and 1.3**.

Action 1.1: Build on primary research conducted (2018 UG student survey) and follow up with student focus group, to inform outreach and marketing. Identify degree programme attraction; establish where wider cultural and societal influences may impact student recruitment e.g. how much is the "CSI" effect theory a factor?

Action 1.2: Introduce an effective method of evaluating school/college outreach activity, by embedding robust data collection of staff engaged and user experience into all activity.

Action 1.3: Introduce an effective method of evaluating outreach activity, by embedding robust data collection of staff engaged and user experience into all activity. Collect feedback specific sessions (as opposed to general feedback at the end of an open day) - analyse by gender.

Table 3: UG student recruitment

		Female	Female %	Male		Female conversion %	Male conversion %
2012/13	**Apps**	906	*55%*	729	**Apps to Offers**	*72%*	*74%*
	Offers	655	*55%*	540	**Offers to Acpts**	*49%*	*51%*
	Accepts	323	*54%*	273	**Apps to Acpts**	*36%*	*37%*
2013/14	**Apps**	899	*59%*	633	**Apps to Offers**	*85%*	*83%*
	Offers	768	*59%*	524	**Offers to Acpts**	*44%*	*45%*
	Accepts	337	*59%*	237	**Apps to Acpts**	*37%*	*37%*
2014/15	**Apps**	910	*56%*	702	**Apps to Offers**	*75%*	*77%*
	Offers	681	*56%*	538	**Offers to Acpts**	*47%*	*43%*
	Accepts	317	*58%*	230	**Apps to Acpts**	*35%*	*33%*
2015/16	**Apps**	989	*59%*	688	**Apps to Offers**	*73%*	*70%*
	Offers	725	*60%*	483	**Offers to Acpts**	*50%*	*54%*
	Accepts	365	*58%*	259	**Apps to Acpts**	*37%*	*38%*
2016/17	**Apps**	993	*57%*	736	**Apps to Offers**	*68%*	*60%*
	Offers	678	*60%*	445	**Offers to Acpts**	*49%*	*51%*
	Accepts	329	*59%*	226	**Apps to Acpts**	*33%*	*31%*

Table 4: Pharmacy MPharm student recruitment

		Female	Female %	Male		Female conversion %	Male conversion %
2012/13	**Apps**	595	*53%*	523	**Apps to Offers**	*74%*	*74%*
	Offers	440	*53%*	398	**Offers to Acpts**	*53%*	*51%*
	Accepts	235	*53%*	208	**Apps to Acpts**	*39%*	*37%*
2013/14	**Apps**	501	*55%*	414	**Apps to Offers**	*88%*	*83%*
	Offers	440	*56%*	348	**Offers to Acpts**	*46%*	*45%*
	Accepts	204	*55%*	168	**Apps to Acpts**	*41%*	*37%*
2014/15	**Apps**	545	*54%*	467	**Apps to Offers**	*72%*	*77%*
	Offers	395	*53%*	346	**Offers to Acpts**	*48%*	*43%*
	Accepts	190	*53%*	167	**Apps to Acpts**	*35%*	*33%*
2015/16	**Apps**	608	*55%*	501	**Apps to Offers**	*71%*	*70%*
	Offers	434	*56%*	337	**Offers to Acpts**	*53%*	*54%*
	Accepts	228	*54%*	194	**Apps to Acpts**	*38%*	*38%*
2016/17	**Apps**	513	*51%*	491	**Apps to Offers**	*56%*	*60%*
	Offers	286	*53%*	258	**Offers to Acpts**	*48%*	*51%*
	Accepts	136	*54%*	115	**Apps to Acpts**	*27%*	*31%*

Table 5: Pharmaceutical and Cosmetic Science BSc student recruitment

		Female	Female %	Male		Female conversion %	Male conversion %
2012/13	**Apps**	164	*58%*	118	**Apps to Offers**	*66%*	*74%*
	Offers	108	*58%*	78	**Offers to Acpts**	*44%*	*51%*
	Accepts	47	*55%*	38	**Apps to Acpts**	*29%*	*37%*
2013/14	**Apps**	223	*62%*	134	**Apps to Offers**	*80%*	*83%*
	Offers	179	*64%*	99	**Offers to Acpts**	*35%*	*45%*
	Accepts	63	*63%*	37	**Apps to Acpts**	*28%*	*37%*
2014/15	**Apps**	150	*56%*	116	**Apps to Offers**	*65%*	*77%*
	Offers	97	*54%*	84	**Offers to Acpts**	*46%*	*43%*
	Accepts	45	*61%*	29	**Apps to Acpts**	*30%*	*33%*
2015/16	**Apps**	152	*68%*	70	**Apps to Offers**	*67%*	*70%*
	Offers	102	*69%*	46	**Offers to Acpts**	*58%*	*54%*
	Accepts	59	*70%*	25	**Apps to Acpts**	*39%*	*38%*
2016/17	**Apps**	186	*67%*	92	**Apps to Offers**	*74%*	*60%*
	Offers	138	*68%*	65	**Offers to Acpts**	*54%*	*51%*
	Accepts	75	*67%*	37	**Apps to Acpts**	*40%*	*31%*

Table 6: Forensic Science BSc student recruitment

		Female	Female %	Male		Female conversion %	Male conversion %
2012/13	**Apps**	147	*63%*	88	**Apps to Offers**	*73%*	*74%*
	Offers	107	*63%*	64	**Offers to Acpts**	*38%*	*51%*
	Accepts	41	*60%*	27	**Apps to Acpts**	*28%*	*37%*
2013/14	**Apps**	175	*67%*	85	**Apps to Offers**	*91%*	*83%*
	Offers	159	*67%*	77	**Offers to Acpts**	*44%*	*45%*
	Accepts	70	*69%*	32	**Apps to Acpts**	*40%*	*37%*
2014/15	**Apps**	215	*64%*	119	**Apps to Offers**	*88%*	*77%*
	Offers	189	*64%*	108	**Offers to Acpts**	*43%*	*43%*
	Accepts	82	*71%*	34	**Apps to Acpts**	*38%*	*33%*
2015/16	**Apps**	229	*66%*	117	**Apps to Offers**	*83%*	*70%*
	Offers	189	*65%*	100	**Offers to Acpts**	*41%*	*54%*
	Accepts	78	*66%*	40	**Apps to Acpts**	*34%*	*38%*
2016/17	**Apps**	273	*68%*	130	**Apps to Offers**	*85%*	*60%*
	Offers	233	*71%*	97	**Offers to Acpts**	*43%*	*51%*
	Accepts	100	*67%*	49	**Apps to Acpts**	*37%*	*31%*

UG Degree Attainment

Figures 17-19 show women consistently outperforming men in MPharm and PCS. In 2016/17 74% of female students obtained a 2:1 or 1st compared with 49% of male students. FS outcomes fluctuate, with no gender group trending as better performers (*Figure 20*). All students are, however, achieving below the 2016/17 benchmark.

This is being addressed through 'Universal Design for Learning' (UDL) which was introduced in 2015/16. UDL enhances learning engagement by proactively creating a universally inclusive learning environment with varied approaches to teaching, learning and assessment. School-based UDL workshops have enhanced staff engagement with UDL methodology; it is envisioned that, coupled with "Dare to be mentoring" (detailed below), overall performance will rise and the gender attainment gap will narrow (**Actions 2.1-2.3**).

Beacon Activity

Following reports of high stress levels amongst MPharm students, in 2015/16 the School embedded wellbeing within a "Professional Skills" MPharm module. Cited as good practice by the GPhC and in DMU's TEF Gold submission, this module incorporates activities such as stress/anxiety management, mindfulness, and time management skills. Immediate **impact** was observed; the year two to three MPharm progression rate increased from 86% in 2014/15 to 93% in 2015/16. This innovative module, which 98% of students would recommend to their friends, is being adopted by other Schools across DMU.

DMU's 'Dare to be mentoring' programme develops student academic and organisational skills. A programme presentation delivered at the first 2018/19 School staff meeting signposted staff to participate, in response to the low uptake by School students in 2016/17 (n=3).

Action 2.1: Ensure, via appraisals, 100% of staff engaged with teaching, learning and assessment are employing UDL methods. Conduct annual analysis starting at the close of 2018/19 session to identify correlations between higher UDL method engagement and improved degree outcomes, particularly for male UG and professional development PGT male students.

Action 2.2: Via personal tutoring system, encourage higher student participation in DMU student mentoring programme 'Dare to Be', especially for male UG students.

Action 2.3: Organise student tutorial groups, aiming for a gender make-up that is as close to parity is as practically possible bearing in mind degree programme gender splits and timetabling constraints. Ensure no students are isolated by gender in group tutorial settings to aid an inclusive learning environment.

	Female 2012/13	Male 2012/13	Female 2013/14	Male 2013/14	Female 2014/15	Male 2014/15	Female 2015/16	Male 2015/16	Female 2016/17	Male 2016/17	Female % 2016/17 HESA	Male % 2016/17 HESA
Fail / Unclassified	12	23	11	29	18	23	13	16	11	19	9%	12%
3rd	6	7	3	4	3	5	3	5	4	11	1%	3%
2.2	28	50	41	41	39	25	14	25	30	24	11%	16%
2.1	40	49	57	50	71	41	66	30	85	42	48%	49%
1st	12	9	23	6	17	10	29	11	46	9	32%	21%
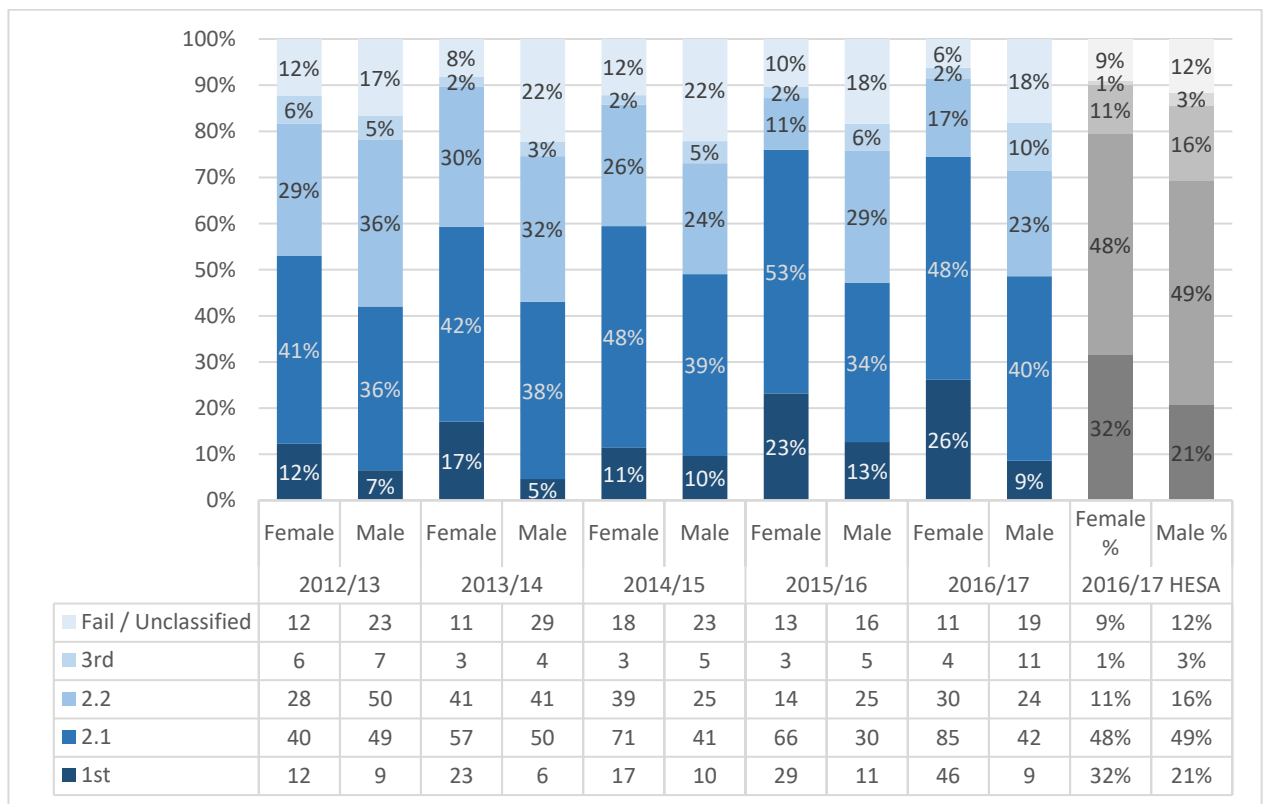
Figure 17: UG degree classification distribution
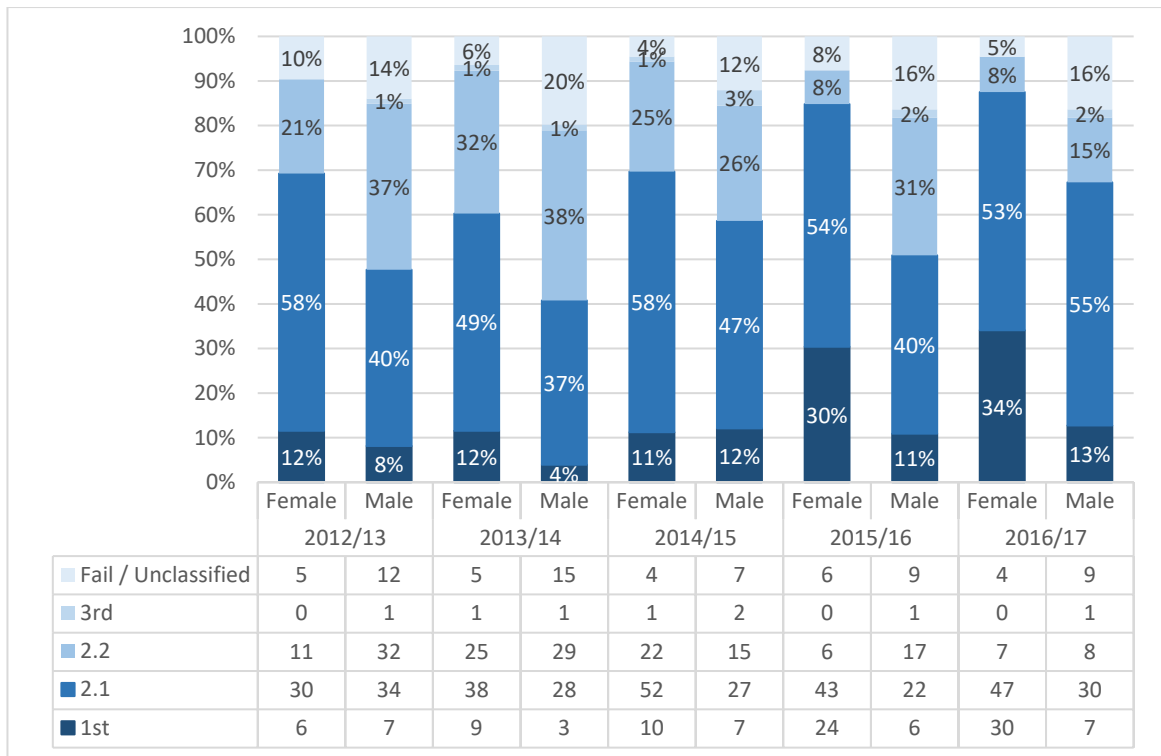
Figure 18: MPharm degree classification distribution

	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	2012/13		2013/14		2014/15		2015/16		2016/17	
Fail / Unclassified	5	12	5	15	4	7	6	9	4	9
3rd	0	1	1	1	1	2	0	1	0	1
2.2	11	32	25	29	22	15	6	17	7	8
2.1	30	34	38	28	52	27	43	22	47	30
1st	6	7	9	3	10	7	24	6	30	7
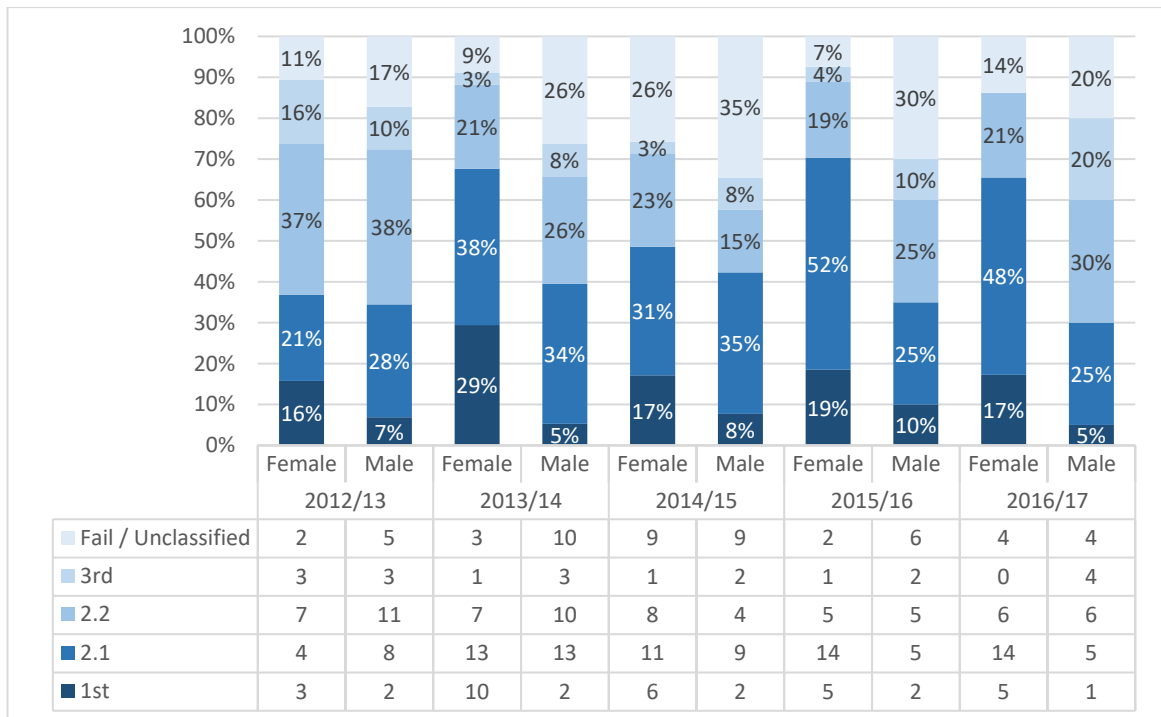
Figure 19: PCS degree classification distribution

	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	2012/13		2013/14		2014/15		2015/16		2016/17	
Fail / Unclassified	2	5	3	10	9	9	2	6	4	4
3rd	3	3	1	3	1	2	1	2	0	4
2.2	7	11	7	10	8	4	5	5	6	6
2.1	4	8	13	13	11	9	14	5	14	5
1st	3	2	10	2	6	2	5	2	5	1

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	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	2012/13		2013/14		2014/15		2015/16		2016/17	
Fail / Unclassified		1	3	4		2		1	3	1
3rd	3	3	1		1	4	2	2	2	2
2.2	10	7	9	2	9	6	3	3	11	1
2.1	6	7	6	9	8	5	9	3	17	3
1st	3		4	1	1	1		3	9	

Figure 20: FS degree classification distribution

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

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

PGT Population

A 46% rise in the PGT population took place between 2012/13-2016/17. The School offers "traditional" MSc and professional development PGT programmes (*Table 1*), with the majority of students studying part-time (*Table 7*). PGT professional development programmes (PDP) enable students to study whilst practising pharmacy professionally.

Recently the UK pharmacy sector has seen the proportion of women grow, demonstrated in the 2011 GPhC census; registered female pharmacists rose from 53% in 2004 to 59% in 2011. This is reflected in the School's PGT population highlighting the importance of **Action 1.1** in recruiting a balanced cohort of future pharmacists at UG level.

Table 7: PGT student population by part-time (PT) & full-time (FT)

		Female	Male	Total	*Female %*	*Male %*
2012/13	FT	6	3	**9**	*67%*	*33%*
	PT	153	69	**222**	*69%*	*31%*
	Total	**159**	**72**	**231**	*69%*	*31%*
2013/14	FT	6	13	**19**	*68%*	*32%*
	PT	158	75	**233**	*68%*	*32%*
	Total	**164**	**88**	**252**	*65%*	*35%*
2014/15	FT	14	11	**25**	*56%*	*44%*
	PT	189	122	**311**	*61%*	*39%*
	Total	**203**	**133**	**336**	*60%*	*40%*
2015/16	FT	21	24	**45**	*47%*	*53%*
	PT	180	135	**315**	*57%*	*43%*
	Total	**201**	**159**	**360**	*56%*	*44%*
2016/17	FT	21	30	**51**	*41%*	*59%*
	PT	231	147	**378**	*61%*	*39%*
	Total	**252**	**177**	**429**	*59%*	*41%*

- The **PB** male population is the consistent majority (*Table 8*) but this may be a consequence of the low student numbers (**Action 1.1**).
- **QbD** is a popular progression programme for UG students studying PCS given the related content (*Table 8*). A gender balance is apparent.
- The **Clinical Pharmacy (multi-sector)** population has grown and is moving towards gender parity (*Table 8*) with the male population rising from 27% in 2012/13 to 41% in 2016/17. As a result of external drivers due to changes in the profession, the gender balance is likely to change.
- **QbD for the Pharmaceutical Industry** is aimed at those employed in industry. Student numbers remain low (n=16 in 2016/17), therefore we see fluctuations in gender proportions (*Table 8*). In the UK, fewer women study physical science degrees (41% HESA 2016/17) which may explain the consistently lower proportion of females enrolled on the programme, this again will be scrutinised to ensure **Action 1.1** is being thoroughly applied.

Table 8: PGT population by programme

PGT student population by programme					
	2012/13	**2013/14**	**2014/15**	**2015/16**	**2016/17**
Pharmaceutical Biotechnology ('traditional' full-time)					
Female	3	3	4	4	6
Male	3	7	8	8	12
Total	**6**	**10**	**12**	**12**	**18**
Female %	*50%*	*30%*	*33%*	*33%*	*33%*
Male %	*50%*	*70%*	*67%*	*67%*	*67%*
Pharmaceutical Quality by Design ('traditional' full-time)					
Female	3	6	16	17	15
Male	0	8	16	16	18
Total	**3**	**14**	**32**	**33**	**33**
Female %	*100%*	*43%*	*50%*	*52%*	*45%*
Male %	*0%*	*57%*	*50%*	*48%*	*55%*
Clinical Pharmacy (Multi-sector) ('professional development' part-time)					
Female	51	74	88	97	120
Male	19	39	55	85	82
Total	**70**	**113**	**143**	**182**	**202**
Female %	*73%*	*65%*	*62%*	*53%*	*59%*
Male %	*27%*	*35%*	*38%*	*47%*	*41%*
Quality by Design for the Pharmaceutical Industry ('professional development' part-time)					
Female	3	0	4	5	3
Male	5	0	14	10	13
Total	**8**	**0**	**18**	**15**	**16**
Female %	*38%*	*0%*	*22%*	*33%*	*19%*
Male %	*63%*	*0%*	*78%*	*67%*	*81%*

PGT Applications, Offers and Acceptances

Numbers on "traditional" MSc's remain small with no trend observed for acceptances between genders (*Table 9*). No trend is observed with PDP programmes, however we have a greater proportion of females on these part-time programmes, reflecting the sector (*Table 10*). **Action 1.1** is applicable here.

Table 9: PGT (full-time) - applications, offers, acceptances

		Female	**Female %**	**Male**		**Female conversion %**	**Male conversion %**
2012/13	**Apps**	41	*38%*	67	**Apps to Offers**	*80%*	*79%*
	Offers	33	*38%*	53	**Offers to Acpts**	*27%*	*11%*
	Accepts	9	*60%*	6	**Apps to Acpts**	*22%*	*9%*
2013/14	**Apps**	43	*37%*	73	**Apps to Offers**	*79%*	*86%*
	Offers	34	*35%*	63	**Offers to Acpts**	*26%*	*30%*
	Accepts	9	*32%*	19	**Apps to Acpts**	*21%*	*26%*
2014/15	**Apps**	51	*45%*	63	**Apps to Offers**	*96%*	*94%*
	Offers	49	*45%*	59	**Offers to Acpts**	*39%*	*32%*
	Accepts	19	*50%*	19	**Apps to Acpts**	*37%*	*30%*
2015/16	**Apps**	48	*38%*	80	**Apps to Offers**	*85%*	*83%*
	Offers	41	*38%*	66	**Offers to Acpts**	*27%*	*27%*
	Accepts	11	*38%*	18	**Apps to Acpts**	*23%*	*23%*
2016/17	**Apps**	77	*41%*	110	**Apps to Offers**	*87%*	*81%*
	Offers	67	*43%*	89	**Offers to Acpts**	*22%*	*18%*
	Accepts	15	*48%*	16	**Apps to Acpts**	*19%*	*15%*

Table 10: PGT (part-time) - applications, offers, acceptances

		Female	Female %	Male		Female conversion %	Male conversion %
2012/13	**Apps**	20	53%	18	**Apps to Offers**	80%	72%
	Offers	16	55%	13	**Offers to Acpts**	88%	62%
	Accepts	14	64%	8	**Apps to Acpts**	70%	44%
2013/14	**Apps**	46	47%	51	**Apps to Offers**	85%	88%
	Offers	39	46%	45	**Offers to Acpts**	72%	71%
	Accepts	28	47%	32	**Apps to Acpts**	61%	63%
2014/15	**Apps**	69	56%	55	**Apps to Offers**	77%	69%
	Offers	53	58%	38	**Offers to Acpts**	83%	74%
	Accepts	44	61%	28	**Apps to Acpts**	64%	51%
2015/16	**Apps**	139	54%	119	**Apps to Offers**	64%	58%
	Offers	89	56%	69	**Offers to Acpts**	84%	78%
	Accepts	75	58%	54	**Apps to Acpts**	54%	45%
2016/17	**Apps**	123	46%	143	**Apps to Offers**	72%	50%
	Offers	88	55%	71	**Offers to Acpts**	84%	83%
	Accepts	74	56%	59	**Apps to Acpts**	60%	41%

PGT Degree Attainment

Due to low populations for full-time MSc programmes we see fluctuations in gender proportions (*Figure 21*). Between 2012/13 and 2016/17 women outperformed men in achieving a merit and distinction on our PDP's (*Figure 22*). **Actions 2.1-2.3** will practically support efforts in closing any gender attainment gap.

	Female	Male	Female	Male	Female	Male	Female	Male
	2012/13		2013/14		2014/15		2015/16	
Pass	0	1	1	4	2	1	0	1
Merit	5	0	3	7	9	7	6	13
Distinction	1	1	2	2	2	2	1	0
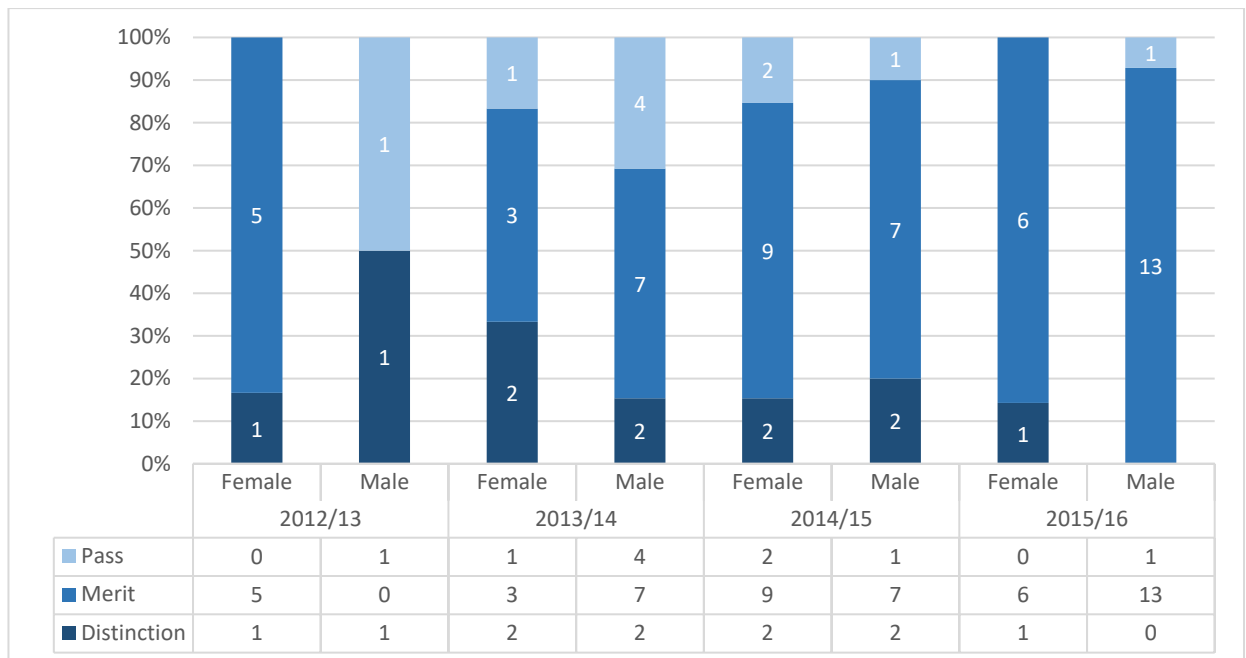
Figure 21: PGT (full-time) - degree attainment distribution - Please note 2016/17 data is not available until after the submission date of November 2018

		Female 2012/13	Male 2012/13	Female 2013/14	Male 2013/14	Female 2014/15	Male 2014/15	Female 2015/16	Male 2015/16	Female 2016/17	Male 2016/17
	Pass	8	11	11	6	13	4	9	5	11	8
	Merit	36	15	16	6	22	10	20	19	10	4
	Distinction	10	6	30	4	23	9	20	7	11	3
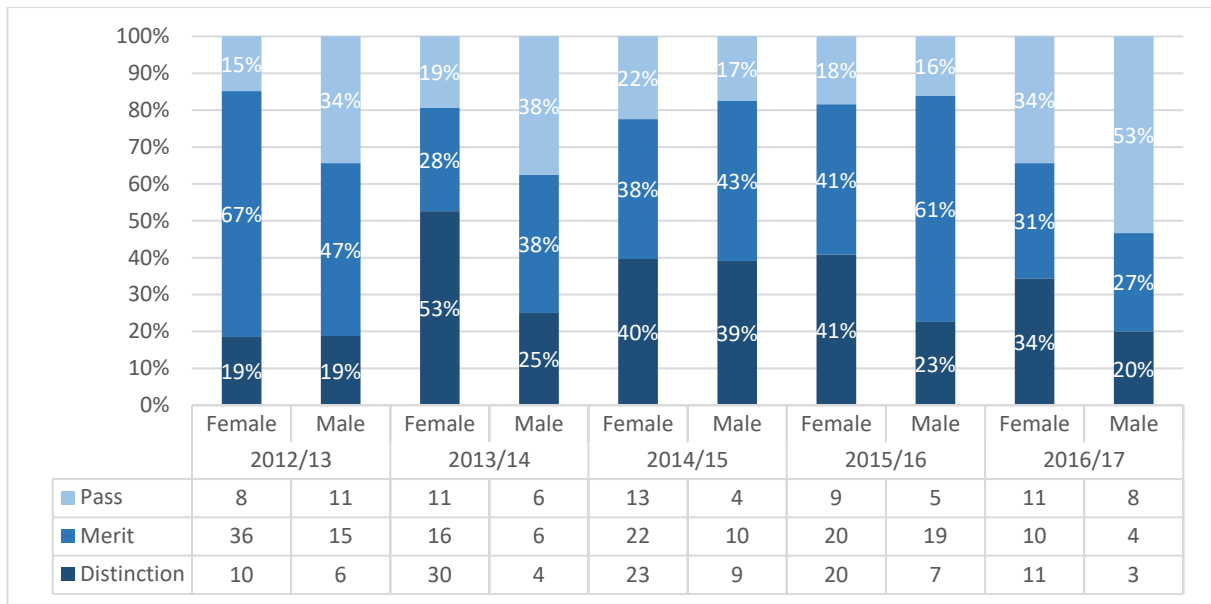
Figure 22: PGT (part-time) - degree attainment distribution

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

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

PGR Population

The PGR population grew significantly between 2012/13 and 2016/17, with 64% studying full-time (*Figure 23*). 2013/14 onwards sees a consistent 6F:4M ratio, in line with the sector benchmarks for PGR and UG student populations. The UG benchmark predicts a higher female proportion of future PhD students. **Action 1.1** is again applicable in order to widen the recruitment pool for future PGR cohorts.

	FT 2012/13	PT 2012/13	Total 2012/13	FT 2013/14	PT 2013/14	Total 2013/14	FT 2014/15	PT 2014/15	Total 2014/15	FT 2015/16	PT 2015/16	Total 2015/16	FT 2016/17	PT 2016/17	Total 2016/17
Female %	69%	71%	70%	46%	73%	58%	55%	71%	62%	52%	71%	59%	56%	68%	60%
Male %	31%	29%	30%	54%	27%	42%	45%	29%	38%	48%	29%	41%	44%	33%	40%
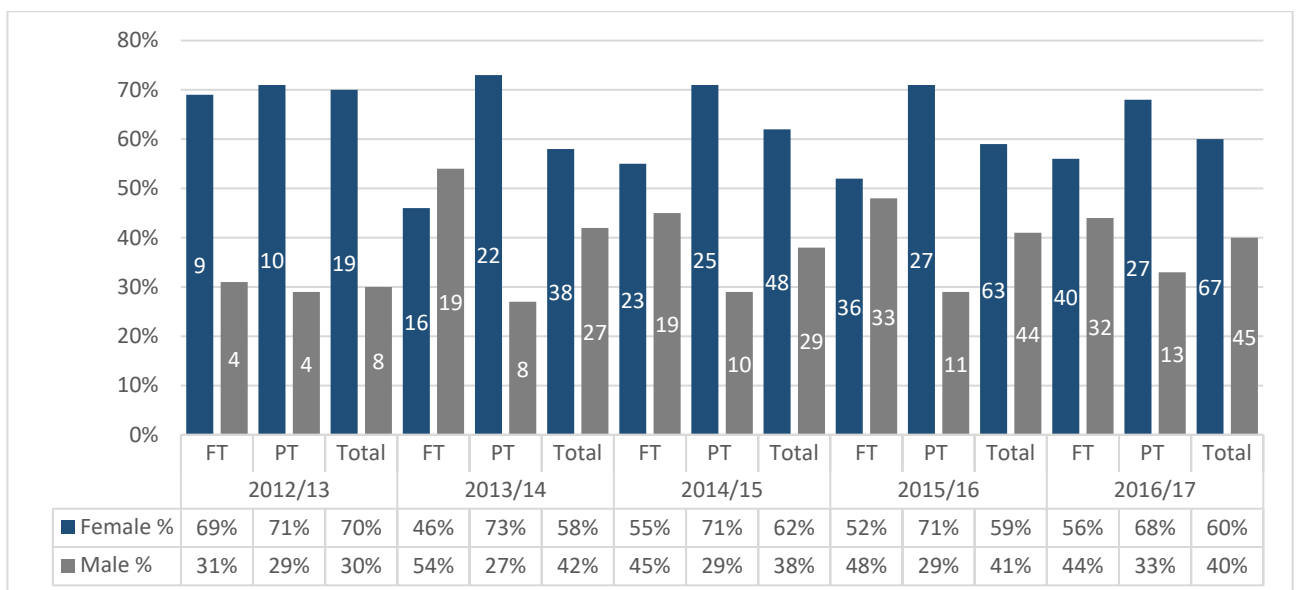
Figure 23: PGR student population, HESA 2016/17 = 58% female, 42% male (Pharmacology, Toxicology and Pharmacy)

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PGR Applications, Offers and Acceptances

With slight year to year fluctuations, the F:M ratio of applications to offers to acceptances does not suggest any systemic gender bias (*Table 11*).

Table 11: PGR student - applications, offers, acceptances

		Female	Female %	Male		*Female conversion %*	*Male conversion %*
2012/13	**Apps**	19	*48%*	21	**Apps to Offers**	*84%*	*62%*
	Offers	16	*55%*	13	**Offers to Acpts**	*31%*	*62%*
	Accepts	5	*38%*	8	**Apps to Acpts**	*26%*	*38%*
2013/14	**Apps**	37	*55%*	30	**Apps to Offers**	*57%*	*57%*
	Offers	21	*55%*	17	**Offers to Acpts**	*52%*	*41%*
	Accepts	11	*61%*	7	**Apps to Acpts**	*30%*	*23%*
2014/15	**Apps**	34	*41%*	48	**Apps to Offers**	*65%*	*52%*
	Offers	22	*47%*	25	**Offers to Acpts**	*50%*	*32%*
	Accepts	11	*58%*	8	**Apps to Acpts**	*32%*	*17%*
2015/16	**Apps**	45	*51%*	43	**Apps to Offers**	*73%*	*81%*
	Offers	33	*49%*	35	**Offers to Acpts**	*52%*	*57%*
	Accepts	17	*46%*	20	**Apps to Acpts**	*38%*	*47%*
2016/17	**Apps**	27	*50%*	27	**Apps to Offers**	*81%*	*63%*
	Offers	22	*56%*	17	**Offers to Acpts**	*64%*	*76%*
	Accepts	14	*52%*	13	**Apps to Acpts**	*52%*	*48%*

PGR Completion

The PGR completion rate by gender is near balanced, taking students approximately 5 years to complete (*Figure 24*). Where students require extensions due to external factors *e.g.* pregnancy, continued support is provided from supervisors to facilitate a successful submission.

Exemplifying the School's support, a Faculty female technician recently completed a PhD, part-time alongside raising a young family, and having a full-time job.

> "Having discussed the opportunity at interview, I was encouraged to undertake a PhD by my team leader, who demonstrated ongoing support throughout" *– Female Faculty Senior Technician*
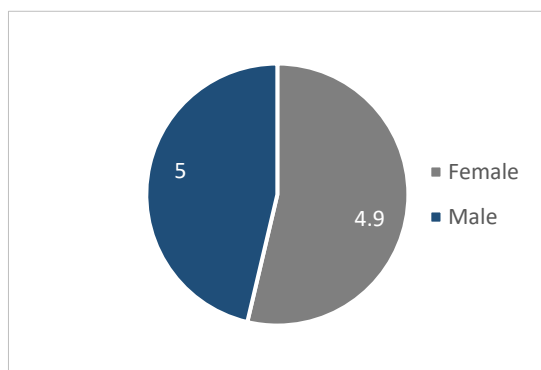
Figure 24: PGR mean completion time 2014-2018

Progression pipeline between undergraduate and postgraduate student levels

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

Pharmacy undergraduates must pass a pre-registration exam before registering as a pharmacist. To help students secure a pre-registration place, comprehensive support is accessible by way of workshops, placements and careers events (Section 5.3.(iv)).

The UG-PGT-PGR gender pipeline has remained stable since 2013/14 at a ratio close to 3F:2M (*Figure 25*). In collaboration with the Faculty, **Action 3** is being developed, producing a diverse set of online case studies to support future students to access further study and academic pathways.

Research opportunities are offered to UG's in addition to a compulsory final year research project in all UG programmes, helping to equip a number of UG students to progress straight to PhD study upon graduation. Prospects include paid DMU "Frontrunners" internships, year-long placements and international conference attendance through the #DMUglobal initiative (Section 5.3.(iv)).

> *"Conducting research during my final UG year prepared me for a PhD. Support pathways were well highlighted by my supervisors e.g. relevant training courses and conferences, aiding my direct transition from UG to PhD."* **– Male PhD student (former UG School Student)**

> **Action 3:** Capture diverse student experiences and deliver online case studies of former UG/PGT/PGR graduates, showcasing those who have progressed to PGR level study and those now working in an academic role, highlighting support given, particularly to those who have taken any study breaks (e.g. maternity/paternity leave) or not taken the traditional route (mature student, PT study alongside caring or employment responsibilities etc.).
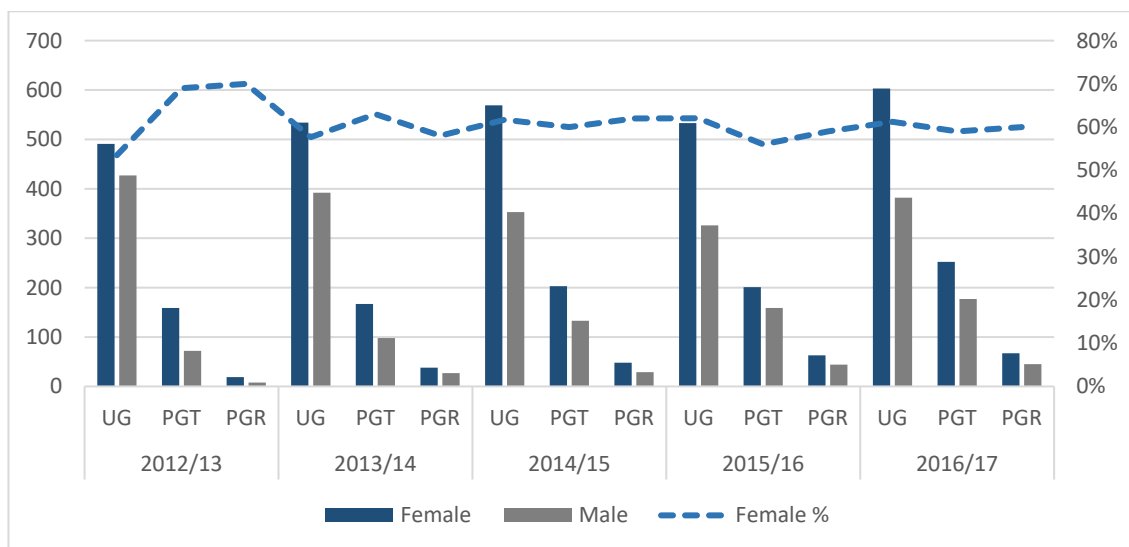
Figure 25: UG to PG student pipeline

4.2. Academic and research staff data

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

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

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

75% of School staff are on a teaching and research (TaR) contract (*Figure 26*). Hourly paid lecturers (HPL) form the majority of teaching only contracts (23%), utilised for unique circumstances *e.g.* visiting practitioners or retirees requesting flexibility. Research only contracts (2%) are all Research Assistant (RA) roles subject to grant funding.
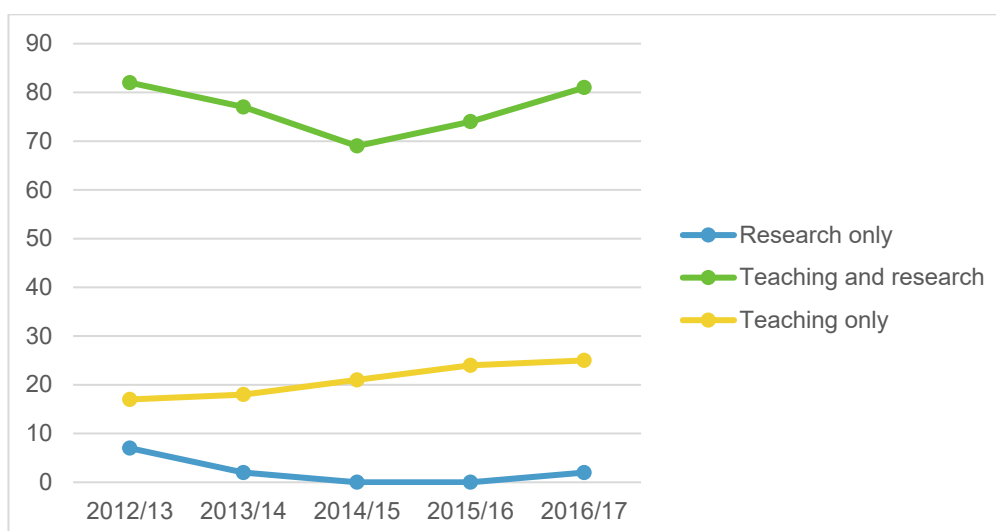
Figure 26: Pharmacy academic staff by contract type

TaR staff receive an automatic 10% workload allowance for research and scholarly activities and can apply for more on an annual basis via the Research and Innovation Allowance (RIA) (Section 5.3.(iii)).

Figure 27 shows a gender balance moving towards 50:50 for School staff on a TaR contract, comfortably above the sector benchmark (HESA 2016/17= 40%F:60%M). Although 75% of professors were men in 2016/17, there are encouraging signs of targeted efforts being realised, exemplified in *Case Study 1* (Section 6) and the 2018 promotion figures (Section 5.1.(iii)). However, our efforts will be directed at continuing to develop staff to ensure the role of professor does not pose a barrier to female progression. **Actions 5.3, 5.5, 5.7** will embed progression support at all levels of the School to ensure all staff have an equitable opportunity at taking the necessary steps towards progressing their career aspirations.

In 2017 DMU introduced the leadership Associate Professor (AP) role, replacing the role of Principal Lecturer. AP establishes a clearer pathway to Professorship for staff with atypical roles or for whom research is not the primary focus *i.e.* teaching or leadership activity roles (*e.g.* Programme Leader). Importantly, staff at any level can apply to become an AP, ensuring career progression is merit driven. As of 2018 the School has six AP's (4F:2M). This is a positive representation of women in senior roles and further provides a positive home-grown talent pool through which the gender balance at professor stage may be diversified.

	F	G	H	Prof	F	G	H	Prof	F	G	H	Prof	F	G	H	Prof	F	G	H	Prof
		2012/13				2013/14				2014/15				2015/16				2016/17		
Male %	78%	46%	48%	67%	83%	50%	48%	67%	50%	49%	48%	71%	38%	50%	50%	75%	45%	51%	43%	75%
Female %	22%	54%	52%	33%	17%	50%	52%	33%	50%	51%	52%	29%	62%	50%	50%	25%	55%	49%	57%	25%
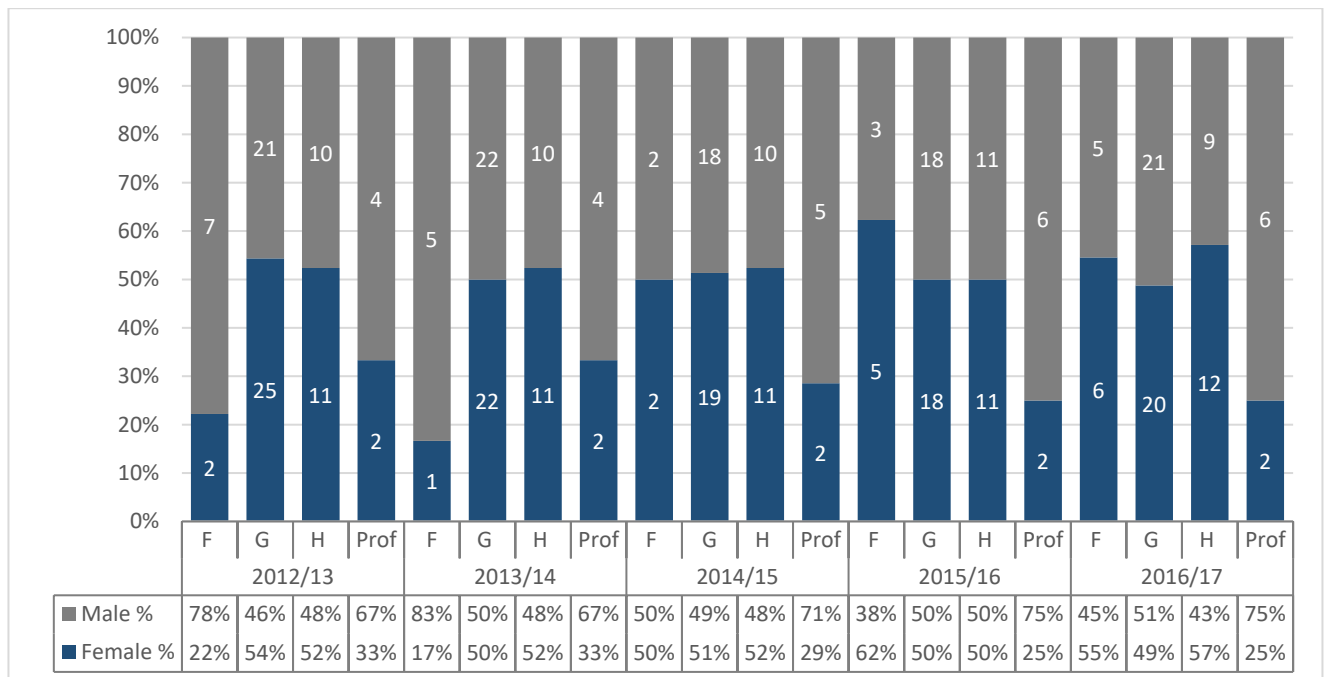
Figure 27: Teaching & research staff by grade, HESA 2016/17= 40%F:60%M

Between 2012/13 and 2016/17, 10 staff (8F:2M) were on research only contracts, all fixed term RA's recruited on specific grants held by permanent members of staff. Senior Research Fellows are not considered research only; although having a workload favouring research, teaching is still undertaken. Early Career Academic Fellow (ECAF) and VC2020 roles (Section 5.3.(iii)) provides RAs with a pathway to a permanent role if suitable skills

and experience is fostered and a suitable role is available. **Action 5.1** is in place to ensure all RA's are well supported to this end.

> **Action 5.1:** Ensure all Research Assistants are offered teaching experience, have access to a research mentor (assigned at induction) and are aware of pathways to ECAF and VC2020 roles via inclusive access for such staff to staff away days, all staff meetings and career workshops.

Opportunities for technical staff developing an academic career are discussed in Sections 5.2 and 5.4.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

> **Good Practice**
> The HoS's passion for a School where all staff are valued and secure in their role is demonstrated by his goal of eradicating the use of fixed-term contracts unless absolutely necessary *e.g.* to cover maternity leave or retirees wanting casual work. Having recognised the strength and experience of the School's staff, the HoS successfully lobbied the Faculty Dean/PVC for approval to minimise the use of fixed-term contracts. Between 2012/13 and 2016/17, fixed-term contracts have halved for both male and female TaR staff (*Figure 28*).
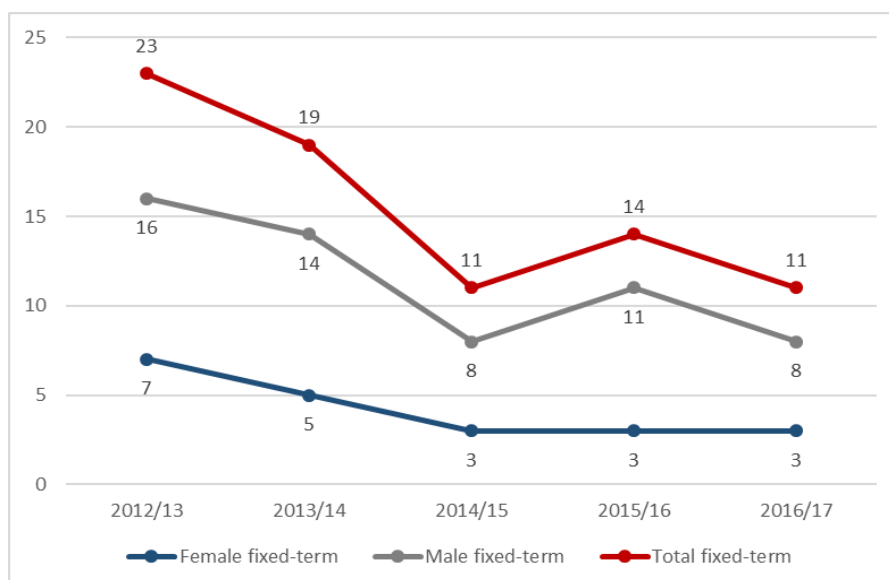
Figure 28: Head count of School teaching & research staff on a fixed term contract

Table 12 shows the allocation of fixed-term contracts by gender, across all grades between 2012/13 and 2016/17, of which 27% were female in 2016/17. It is envisioned

that with current actions in place, this gender imbalance will move towards parity given the 50:50 gender balance of the School's TaR staff.

Table 12: Teaching & research staff, fixed-term by grade

	2012/13	2013/14	2014/15	2015/16	2016/17
Female	**7 (30%)**	**5 (26%)**	**3 (27%)**	**3 (21%)**	**3 (27%)**
F (Lecturer, Research Fellow)	2	1	1	1	
G (Senior Lecturer, Senior Research Fellow)	5	4	2	2	3
H (Principal Lecturer, Reader)					
Professor					
Male	**16 (70%)**	**14 (74%)**	**8 (73%)**	**11 (79%)**	**8 (73%)**
F (Lecturer, Research Fellow)	6	4	2	3	3
G (Senior Lecturer, Senior Research Fellow)	9	9	5	7	5
H (Principal Lecturer, Reader)	1	1	1	1	
Professor					

All staff on teaching only contracts are employed as part-time, hourly paid lecturers (*Table 13*). *Figure 29* further evidences clear **impact** of the School's action to eradicate fixed-term contracts; the use of these contracts has fallen by 83% from 2012/13 to 2016/17, conversely the use of open-ended contracts has risen by a factor of 2.18 during the same period. Some MPharm modules use teaching only staff who are practicing professionals and the School values the input of such staff on these fixed-term contracts.

Table 13: School teaching only staff by fixed-term & open-ended/permanent

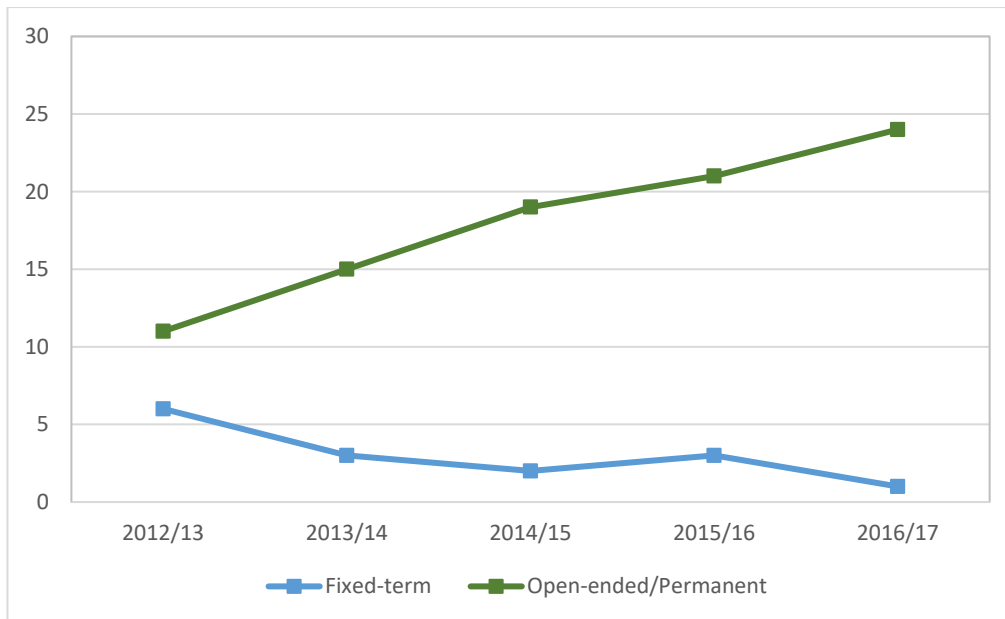|	*Female %*	*Male %*	Female	Male
2012/13	*53%*	*47%*	**9**	**8**
Fixed-term	*50%*	*50%*	3	3
Open-ended/Permanent	*55%*	*45%*	6	5
2013/14	*56%*	*44%*	**10**	**8**
Fixed-term	*67%*	*33%*	2	1
Open-ended/Permanent	*53%*	*47%*	8	7
2014/15	*57%*	*43%*	**12**	**9**
Fixed-term	*100%*	*0%*	2	0
Open-ended/Permanent	*53%*	*47%*	10	9
2015/16	*54%*	*46%*	**13**	**11**
Fixed-term	*67%*	*33%*	2	1
Open-ended/Permanent	*52%*	*48%*	11	10
2016/17	*52%*	*48%*	**13**	**12**
Fixed-term	*100%*	*0%*	1	0
Open-ended/Permanent	*50%*	*50%*	12	12

Figure 29: School teaching only contracts by fixed-term and open-ended/permanent headcount

25% of TaR staff are part-time (*Table 14*), 75% of whom are women. Part-time staff are either practitioners who work in the School alongside community or NHS pharmacy roles, and/or are part-time due to family commitments. Given that women are both more likely to be practitioners and take on caring responsibilities given the current division of domestic labour by gender in the UK, this figure is expected.

Table 14: Part-time teaching & research staff by grade

	2012/13	2013/14	2014/15	2015/16	2016/17
Female	**14 (67%)**	**13 (59%)**	**12 (67%)**	**12 (67%)**	**15 (75%)**
F (Lecturer, Research Fellow)	1		1		
G (Senior Lecturer, Senior Research Fellow)	13	12	11	11	14
H (Principal Lecturer, Reader)		1		1	1
Professor					
Male	**7 (33%)**	**9 (41%)**	**6 (33%)**	**6 (33%)**	**5 (25%)**
F (Lecturer, Research Fellow)	7	3			
G (Senior Lecturer, Senior Research Fellow)	3	4	4	4	4
H (Principal Lecturer, Reader)	2	1	1	1	
Professor	1	1	1	1	1

Based on the 2018 SSCS, an inclusive culture is perceived with regards to career progression for part-time staff; 89% of respondents (50%F:50%M) agree that both part-time and full-time staff receive the same career progression opportunities.

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

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

Staff turnover is low with no apparent gender bias over the five-year period (*Table 15*). Both data disaggregated by part-time and full-time, and leaver destinations data were not obtainable for the SAT to review, however recording and sharing such data is a University wide AS action point which the School will consider when it is available.

Table 15: Academic staff – voluntary leavers by grade

	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Hourly Paid Lecturer				1						
E Research Assistant										
F Research Fellow					1					
F Lecturer								1		1
G Senior Research Fellow										
G Senior Lecturer	1	2			1		1		1	1
H Principal Lecturer									1	
Grand Total	**1**	**2**	**0**	**1**	**2**	**0**	**1**	**1**	**2**	**2**

WORD COUNT: 2101

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1.   Key career transition points: academic staff
(i)   Recruitment

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

The HoS and section leads (3F:3M) identify recruitment needs. Subject to approval by the Faculty and University, the person specification and advertisement is constructed avoiding use of gender language. All candidates meeting the essential criteria are shortlisted for interview. Interview panels consist of: HoS, subject specialist, line manager, University staff member external to the School. For VC2020 roles, a DMU Executive Board member is required on the panel. As part of DMU's AS objectives, gender-balanced panels are mandatory, ideally including a BAME member of staff, although given the small BAME staff pool, this is not always achievable. All panel members receive mandatory recruitment and selection (including unconscious bias), and E&D training. The School will utilise the University's pool of trained panel members when established to facilitate gender and ethnically balanced panels. To date, the School has not collected gender/BAME panel make-up data, however **Action 8.1** embeds this into the process moving forward.

> **Action 8.1:** Monitor data of all School interview panels from the previous academic year on an annual basis to ensure that where parity is not being reached, steps can be taken with supporting data to broaden the pool of potential interview panellists. This will contribute towards monitoring DMU's Athena SWAN action plan to achieve gender balanced panels via a trained pool of panellists.

Interviews are held within core hours with consideration given to travel time. Skype interviews are an option for those unable to travel to campus with an average of 1.5 interviewees per role taking up this option since 2016/17. The HoS invites all School staff to attend interviewee's presentations to promote a welcoming and transparent environment for both the School and potential recruits; presentation feedback from staff attendees, using a scored system, informs the decision making process, broadening the recruitment process beyond the panel in a transparent manner. All unsuccessful candidates are offered feedback verbally by the HoS.

Between 2012/13 and 2016/17, more men applied than women, and women were more likely to be appointed according to the 5 year average (4F:2.6M, *Tables 16-17*). Low numbers and year to year data fluctuations precludes gender bias being inferred (20F:13M). However, on average shortlisting data indicates that women applicants may

be better qualified than men - a higher proportion of female MPharm graduates achieve a 1st or 2:1 (Section 4.1).

Table 16: School academic recruitment by grade

	Application		Interview		Accept	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2012/13	**43**	**41**	**17**	**16**	**7**	**4**
Grade E	14	5	4	0	3	0
Grade F	14	15	3	6	0	2
Grade G	15	18	10	8	4	1
Grade H	0	0	0	0	0	0
Professor	0	3	0	2	0	1
2013/14	**15**	**24**	**5**	**9**	**1**	**2**
Grade E	0	0	0	0	0	0
Grade F	14	18	5	6	1	1
Grade G	0	0	0	0	0	0
Grade H	0	0	0	0	0	0
Professor	1	6	0	3	0	1
2014/15	**25**	**27**	**5**	**7**	**2**	**2**
Grade E	0	0	0	0	0	0
Grade F	25	27	5	7	2	2
Grade G	0	0	0	0	0	0
Grade H	0	0	0	0	0	0
Professor	0	0	0	0	0	0
2015/16	**46**	**33**	**22**	**12**	**6**	**3**
Grade E	0	0	0	0	0	0
Grade F	25	29	6	10	3	2
Grade G	21	4	16	2	3	1
Grade H	0	0	0	0	0	0
Professor	0	0	0	0	0	0
2016/17	**92**	**174**	**27**	**49**	**4**	**2**
Grade E	5	6	2	2	1	1
Grade F	78	160	21	45	3	1
Grade G	3	5	0	0	0	0
Grade H	6	3	4	2	0	0
Professor	0	0	0	0	0	0
5 year average	**44.2**	**59.8**	**15.2**	**18.6**	**4**	**2.6**

Table 17: School academic recruitment – Application to interview to acceptance

	App to Int		Int to Accpt		App to Accpt	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2012/13	*40%*	*39%*	*41%*	*25%*	*16%*	*10%*
2013/14	*33%*	*38%*	*20%*	*22%*	*7%*	*8%*
2014/15	*20%*	*26%*	*40%*	*29%*	*8%*	*7%*
2015/16	*48%*	*36%*	*27%*	*25%*	*13%*	*9%*
2016/17	*29%*	*28%*	*15%*	*4%*	*4%*	*1%*

Although full 2017/18 recruitment data is not available for VC2020 roles, there is a need for **Actions 8.3 and 8.4** due to:

a) establishing a research career is enhanced by the VC2020 role (Section 5.3.(iii))

b) the gender imbalance (2F:9M) of those currently occupying the role

c) the significant gender imbalance of applications received to the role (*Tables 18-19*). The high proportion of male applicants (74%, n=138) in 2016/17 explains why only 2% (n=1) of male applicants were appointed, compared with 13% (n=1) of female applicants.

Table 18: School VC2020 role recruitment

		Female	*Female %*	Male	Male %
2015/16	**Applications**	12	*36%*	21	21
	Interview	3	*30%*	7	7
	Acceptance	1	*50%*	1	1
2016/17	**Applications**	48	*26%*	138	138
	Interview	8	*16%*	41	41
	Acceptance	1	*50%*	1	1
2017/18	**Applications**	*Data not available until after the November 2018 submission date*			
	Interview				
	Acceptance	0	*0%*	3	*100%*

Table 19: School VC2020 role recruitment – Application to interview to acceptance

		Female %	Male %
2015/16	**App to Int**	*45%*	*25%*
	Int to Accpt	*63%*	*13%*
2016/17	**App to Int**	*38%*	*23%*
	Int to Accpt	*13%*	*2%*

Action 8.3: When a high number of applications from one gender are received, review advertising material and modify to broaden its appeal so no one gender is favoured in future recruitment advertisements.

Action 8.4: Explore the practicalities of the introduction of blind shortlisting for the VC2020 role.

(ii)   Induction

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

Data note: Historical data for induction uptake has not been available to date due to HR only recording induction uptake data from October 2018.

Academic and PS staff go through a standard DMU wide induction process (Section 5.2.(i)). Additional School induction activities for new staff are:

- Introduced to the School by email and formally introduced at monthly staff meeting.
- Assigned a buddy - a more senior member of staff to offer support throughout the induction process.

- Meet with HoS during the first week, providing a platform to directly raise any questions.

The 2018 SSCS indicated that 100% of respondents who joined the School between 2015 and 2018 went through an induction process, of which 90% indicated that the process met their needs and expectations. This survey explicitly presents staff with an opportunity to present ideas on improving the induction process, which are then fed back to the SEC.

> *"I felt very welcome when I started - the School is very supportive of new staff. This allowed me to quickly settle into my new position"* **– Female Lecturer**

(iii)   Promotion

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

Data note: *Data was not available prior to 2014 and could not be disaggregated by part-time and full-time.*

Between 2014 and 2017, 19 promotion applications to Reader or Professor were submitted – of which just two were from women (*Table 20)*. In response, the HoS initiated an overhaul of the appraisal process (Section 5.3.(ii)) and began regularly briefing all staff on career pathways, utilising all staff meetings and away days as a platform. The **impact** of these actions is demonstrated in the 2018 promotion round – applications from women have risen by 83%, with the success rate rising by 42% (4 Reader, 1 Professor) on the previous three years combined.

In 2017 the School internally advertised eight AP posts with information circulated to all members of staff. Five women and three men were appointed. The submission case studies (2F) (Section 6) are testament to the supportive culture in the School, both culminating in successful promotions during the 2018 round.

Progress is clearly being evidenced, however there is still work to be done and the School remains committed to constructing a progressive environment. According to the 2018 SSCS, 33% of respondents (n=11, 55M:45F) indicated that the criteria against which promotion applications are assessed is "only slightly" to "not at all transparent". Furthermore, only 61% of respondents (n=26, 50M:50F) felt that they were being supported to apply for promotion. **Action 5.3** has been formulated to address this issue.

> **Action 5.3:** Regularly brief all staff on promotion assessment criteria at all staff meetings. Deliver an annual promotion workshop. Obtain session utility feedback via questionnaire. Embed these activities by creating a School Staff Review and Development Group.

Table 20: Academic promotion applications and appointments by gender

		Applications				Successful			
		Professorial and Readership applications and appointments by gender							
Year	Position	Female	*Female %*	Male	*Male %*	Female	*Female %*	Male	*Male %*
2014	Readership (Grade H)	0	*0%*	3	*100%*	0	*-*	0	*-*
2014	Professorial	0	*-*	0	*-*	0	*-*	0	*-*
2015	Readership (Grade H)	0	*0%*	4	*100%*	0	*0%*	2	*100%*
2015	Professorial	0	*0%*	1	*100%*	0	*0%*	1	*100%*
2016	Readership (Grade H)	1	*20%*	5	*80%*	0	*0%*	2	*100%*
2016	Professorial	0	*0%*	1	*100%*	0	*0%*	1	*100%*
2017	Readership (Grade H)	0	*0%*	2	*100%*	0	*-*	0	*-*
2017	Professorial	1	*50%*	1	*50%*	0	*-*	0	*-*
2018	Readership (Grade H)	9	*64%*	5	*36%*	4	*80%*	1	*20%*
2018	Professorial	1	*50%*	1	*50%*	1	*100%*	0	*0%*

Applications for salary progression and accelerated increments open once annually. These are awarded to employees that can demonstrate particular success, effectiveness and merit. In response to a University wide trend of low numbers of applications (*Table 21*), a Faculty wide action was introduced in 2017 to increase applicant numbers by holding and well-publicising process briefing and application coaching sessions, open to all staff. Leading up to the 2018 round the HoS and section leads made a concerted effort to better publicise these sessions within the School via email, at all staff meetings and at appraisal sessions. **Action 5.2** operationally embeds this intervention.

> **Action 5.2:** Widely publicise annual round well in advance of submission deadline, offering staff one to one support with application drafting. Utilise appraisal meetings to support and encourage staff to apply.

Table 21: Academic merit awards - applications and successes by gender

	Applications		Successful	
Year	Female	Male	Female	Male
2014	0	1	0	1
2015	0	0	0	0
2016	1	2	1	1
2017	0	0	0	0

The School highly values academic citizenship contributions. To ensure that this activity enhances rather than detracts from career developments, **Actions 4.1, 4.2 and 8.2** have been developed, holding the School up as a progressive beacon of good practice. It is hoped that this will address the sector wide evidence which suggests that women are more likely to engage in this work, with a possible detriment on careers due to the reduced time for research and scholarly activity.

Action 4.1: Lobby the University to include academic citizenship as essential criteria for all academic promotion applications and to be evidenced during appraisals. HoS to work with Faculty Dean to present action to the University, increasing awareness of the causal effects of academic citizenship on staff progression particularly for women.

Action 4.2: Analyse school workload model, identifying any gender disparities for engagement with academic citizenship activities, publicising the results on an annual basis to the School.

Action 8.2: Ensure all job descriptions highlight the value the School places on academic citizenship.

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

For RAE2008 and REF2014 all eligible (as defined by RAE and REF criteria) School staff were submitted. For REF2014 39% of those submitted were women, lower than the proportion of female staff members in the School (50%). Although an encouraging 8% (*Figure 30*) increase of female staff submitting to the REF2014 was noted compared with the RAE2008, addressing the underrepresentation of eligible female School staff has been a strategic focus for the SEC. Thus it is anticipated that numbers will improve for REF2021 with 44% of female staff being eligible.

	RAE 2008 %	REF 2014 %
■ Female	31%	39%
■ Male	69%	61%
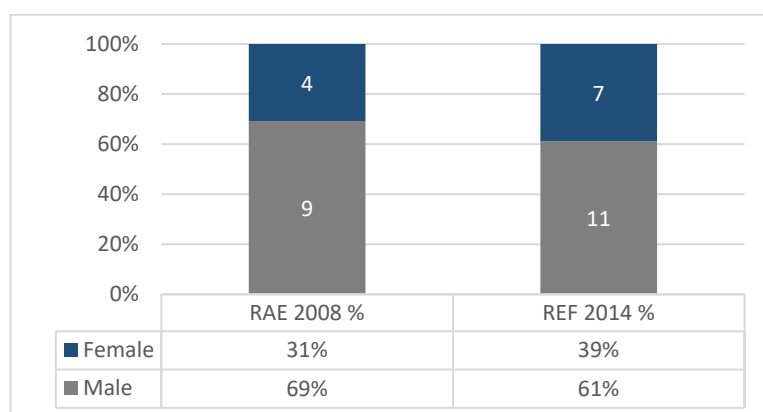
Figure 30: RAE2008 and REF2014 School staff submition rate (all eligible staff were submitted)

The HoS's commitment to the principles of AS were exemplified in his previous role. As the founding HoS in another University department (formed in 2007), a strong research culture was developed - 50% of FTEs submitted to REF2014 (58%F). Since joining DMU the HoS has expanded the number of School research groups (*Figure 1*) giving staff a greater sense of direction, collaboration and access to research mentors.

(i) Induction

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

*Data note: Historical data for induction uptake has not been available to date due to **HR** only recording induction uptake data as of October 2018.*

Induction for academic and PS staff consists of:
- 'On your marks' - staff benefits, development and appraisals, policies, procedures and guidelines.
- 'Get set' - introduction to the VC and/or an Executive Board member.
- 'Go' - opportunities including trade union membership, staff social activities, sports centre membership, and the Employee Assistance Programme.

In partnership with the new staff member, line managers cover an induction checklist which includes E&D training, health and safety, relevant equipment and/or systems training, and personal introductions with colleagues. Support is also provided by the Faculty Induction Champion who gives advice and guidance. **Action 10.1** will embed induction evaluation to the process. A buddy is also allocated; this good practice will be extended across the Faculty (**Action 10.2**). Staff receive ongoing support during the probation period in scheduled regular meetings with their line manager to identify training needs and ensure an overall smooth transition to the new role.

 "When joining DMU I was fully supported by both management and my colleagues, trained at a comfortable pace, I was able to revisit anything I felt that I was not 100% competent at" **– Faculty Laboratory Technician**

Action 10.1: Introduce an induction evaluation questionnaire for all new starters and add to the induction checklist.

Action 10.2: Embed the good practice of allocating an induction buddy for all new PS staff by adding this to the induction checklist, ensuring new colleagues receive a consistent level of excellent support in the first three months of joining their team.

(ii) Promotion

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

Promotion aspirations are realised through application to internal posts, with appraisals (Section 5.4.(ii)) designed as a formal means to prepare. Where roles have evolved and staff have taken on higher levels of responsibility, sustained into the future, role holders are supported by line manager's to apply for regrading. If successful the role holder's job description is amended and the salary band of the role is adjusted upwards. Over the last three years there have been two (Female) successful regrading applications, both outside of restructuring activity. Currently, four further applications for regrading are being prepared.

The DMU AS 2018 survey shows that 83% of HLS PS staff feel supported by their line manager to access career development opportunities, compared with 76% from the same staff group in 2016, highlighting a progression in the supportive culture being developed in HLS.

All PS staff paid on the single pay spine (grades A-I) can apply for pay progression or increment rewards annually. Pay progression embeds equal pay principles and adheres to age discrimination legislation by measuring demonstration of exceptional contribution to the university rather than length of service. PS staff can also be awarded honoraria payments for taking on additional duties and responsibilities temporarily.

Between 2012-2016 just four (3F:1M) pay progression applications were submitted (*Table 22*). In response to this unacceptable data, the Faculty has applied the following actions:
- Delivered presentations on the process
- Q&A sessions
- Application drafting workshops
- Regular emails publicising the sessions circulated to all staff

Clear **impact** from these actions is noted; in 2017 an increase in applications by a factor of 2.75 on the previous 5 years combined.

"A fantastic opportunity where there was 'Nothing to lose, but everything to gain'. There were multiple opportunities to be supported, including a detailed presentation about the process, Q&A session, and an opportunity for my application to be read prior to submission" – **Faculty PS Female Administrator (successful applicant)**

The Faculty however recognises the gender imbalance in applications received (2017=10F:1M) and although the Faculty gender makeup (76%F) means more women than men are expected to apply, this does not explain the low level of applications from men. As a result, men will be targeted with support to prepare and apply in the future (**Action 6.1**).

Table 22: Pay progression applications and success rate for male and female professional services staff (2012-2017)

Year	Applications				Successful			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %
2012	3	100%	0	0%	1	100%	0	0%
2013*								
2014	0	0%	0	0%	0	0%	0	0%
2015	0	0%	0	0%	0	0%	0	0%
2016	0	0%	1	100%	0	0%	1	100%
2017	10	91%	1	9%	4	100%	0	0%

Action 6.1: Encourage more male staff to participate in annual workshops focusing on supporting successful pay progression applications. Utilise appraisal as platform to encourage staff.

In April 2018, the University signed up to the Technician Commitment, a national initiative that aims to ensure visibility, recognition, career development and sustainability for technicians working across all disciplines in HE. This commitment targets clear, documented career pathways in order for technicians to progress in their careers.

Since 2016 a small number of paid memberships with the Association of University Administrators have been available for DMU PS staff via a competitive application process - two female HLS PS staff members have been successful to date.

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i)   Training

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

Training needs are identified at induction and/or appraisals. Training and development opportunities are advertised on the University intranet, communicated via email and discussed at the monthly staff meetings. In key areas, such as assessment support or use of Blackboard, staff are sign-posted to University training sessions. If necessary, the HoS

arranges bespoke sessions to fit individual schedules. Mandatory training such as E&D and General Data Protection Regulation (GDPR) are available as e-learning packages.

Table 23 shows a 45% increase of staff training uptake since the HoS joined in 2015. *Table 24* shows the courses most accessed. There is greater training uptake by female staff with an average of 24.8 hours accessed compared to 18.0 hours accessed per male member of staff. **Action 5.4** has been developed to better record utility gained from training sessions, keeping senior staff informed of gaps in provision.

Table 23: Training hours for School academic staff, 2012-17

	Female		Male		
	Hours	*Hours %*	Hours	*Hours %*	Total Hours
2012/13	281	*67%*	138	*33%*	**419**
2013/14	212	*49%*	225	*51%*	**437**
2014/15	271	*62%*	165	*38%*	**436**
2015/16	503	*63%*	294	*37%*	**797**
2016/17	624	*70%*	273	*30%*	**897**
Grand Total	**1891**	**62%**	**1094**	**38%**	**2985**

Table 24: Most attended courses by School academic staff, 2012-17

Course Title	Female	Male
Safeguarding e-Learning	58	51
Equality & Diversity	40	46
Making Your Claim	28	19
Personal Tutoring - Effective and Efficient Student Support	28	18
UDL and DMU Replay in Practice Workshop	14	17
E Learning Display Screen Work	9	10
Data Protection Act (DPA) Awareness	10	6
Consumer Rights e-Learning	7	9
CRS Update 'Sharing Good Practice'	6	9
Multimedia Enhancement - Panopto Overview	9	5

Action 5.4: Build training utility review into development conversation of the appraisal process with appraisers reporting data to HoS with any gender disparities between utility gained from training identified. If higher quality training is being accessed more by a gender group use data to inform an appropriate intervention.

(ii) Appraisal/development review

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

DMU's annual mandatory "MyAppraisal" process for academic and PS staff consists of:

1. MyObjectives – objectives that define outputs for the appraisal period

2. MyDevelopment – personal development plan (PDP) to support needs of current and future roles
3. MyProgress – mid-year review that effectively identifies progress and realigns objectives where necessary
4. MyYear – end-of-year appraisal that identifies achievements and contributions made during that period

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Beacon Activity

In the School, from 2017/18, academic citizenship activity is a mandatory appraisal discussion point. This action is a direct response to comments from the 2018 SSCS that female staff are more likely to engage in activity such as AS, outreach, open day, and student recruitment; resulting in reduced time for scholarly and research activity, possibly to the detriment of their career from a progression perspective. As a School we will boldly lobby DMU to adopt this progressive approach (**Action 4.1**).

Action 4.1: Lobby the University to include academic citizenship as essential criteria for all academic promotion applications and to be evidenced during appraisals. HoS to work with Faculty Dean to present action to the University, increasing awareness of the causal effects of academic citizenship on staff progression particularly for women.

An online form/checklist guides the appraiser and appraisee through the four conversations. As part of PDP, a mandatory conversation takes place on appraisee career aspirations. MyAppraisal support is available as follows:

- Five e-learning modules relating to the MyAppraisal conversations
- A diagnostic test which appraisees can use as a starting point for exploring the e-learning modules, with feedback directing the learner to relevant e-learning modules
- On-line *Frequently Asked Questions* area and a summary guidance document
- Mandatory face-to-face training sessions for appraisers
- Periodic briefings from the Faculty/School HR Partner on relevant topics for appraisers

Appraisals are conducted by:
- Section Leads (APs) for staff up to grade I
- HoS for Professor/AP

The system holds a record of discussions in relation to review of performance, annual objectives, development requirements and career aspirations. It contains prompts to discuss wellbeing and work-life balance. Completed appraisals are signed off by either a HoS or Deputy Dean.

In 2017 the HoS streamlined the process by reducing the number of appraisers, thus ensuring all staff participate in a high quality appraisal with a senior member of staff, in

turn supporting all staff to plan and apply for promotion. Section 5.1.(iii) details **impact** from this action on the promotion application and success rates, particularly for female staff. To date appraisal uptake data has not been available from HR due to technical issues, however we understand this will be available moving forward.

In the 2018 SSCS, 96% (50%F:50%M) of respondents were appraised in the last year, with 91% (47%F:53%M) of respondents indicating that the career progression advice received in their last appraisal was very good, quite good or acceptable.

(iii) Support given to academic staff for career progression

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

DMU recently introduced two new roles - ECAF and VC2020 lecturer/senior lecturer in 2016 and 2015 respectively. The ECAF role bridges the gap from post-doctoral researcher to Lecturer upon progression after meeting key milestones. VC2020 roles are Lecturer/Senior Lecturer roles with protected research time (50% in year one) and reduced teaching allocation allowing for a clearer career pathway to Reader and Professor. The introduction of these posts reflects the University's growth and ambition in research. As of 2018, 9 (2F:7M) VC2020 Lecturers are in post. **Action 8.3** is being implemented to address the gender imbalance for VC2020 roles (Section 5.1.(i)).

Action 8.3: When a high number of applications from one gender are received, review advertising material and modify to broaden its appeal so no one gender is favoured in future recruitment advertisements.

The ECAF role has been used successfully in the School, although participation has been low due to the University determining the School allocation of ECAF roles. One ECAF (male) has been recruited, successfully progressing to the role of VC2020 Lecturer.

"As a VC2020 I have a relatively low teaching workload so I can focus on research. I was also given a small starting grant to support my research during the first year at DMU" **– Male VC2020 Lecturer**

School VC2020 Lecturers have moved on to prominent School roles:
- Director of the School's Research Institute (F)
- PGR Student School Lead (M)
- Head of FS Research Group (F)

The Vice-Chancellor's Future Research Leader (FRL) programme is a university-wide initiative to help raise the strategic research competence within the University. To date,

four School participants (2F:2M) have been selected to participate which involves individual coaching, mentoring and a leadership development fund.

RIAs support research-active staff in planning and developing their research career. All staff are allocated a 10% time allowance for research and scholarship activity in the workload model, with additional time open to application via RIA. A research mentor can be requested as part of this process. Approximately equal proportions of male and female academic staff applied to the scheme between 2015/16-2017/18 (*Figure 31*).

	2015/16	2016/17	2017/18
■ Male %	53%	45%	52%
■ Female %	47%	55%	48%
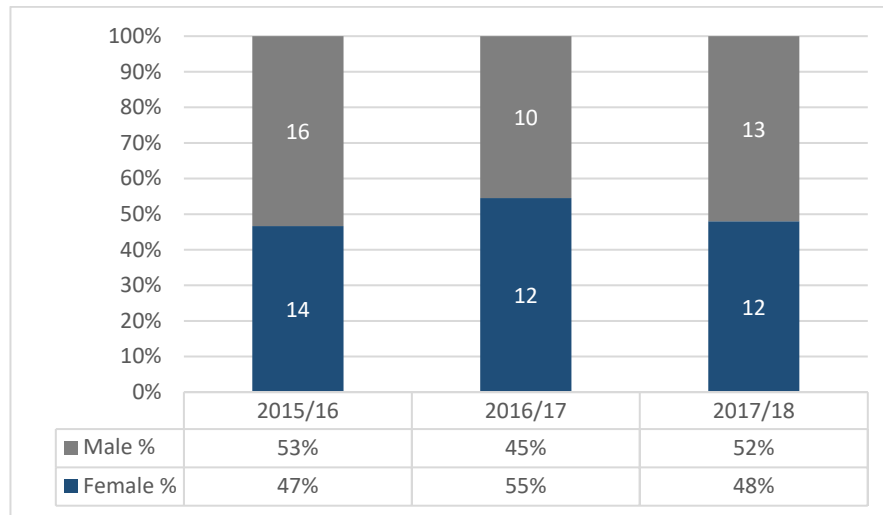
Figure 31: School RIA uptake 2015-2018

The 2018 SSCS evidenced that gender may be a factor for staff accessing research specific mentoring; the male to female ratio of respondents who have access to a research mentor is 5:1, and of the 5 respondents who do not currently have a research mentor but would like one, all were female. To address this concerning issue, **Action 5.5** will be prioritised in our action plan given the vital role research mentorship can play in supporting career development.

> **Action 5.5:** Offer the option of a research mentor to all staff at induction and appraisal. Publicise the option of a research mentor on the RIA application at all staff meeting and via email leading up to RIA application submission date on an annual basis.

An annual School staff development fund is available, which has supported activities including studying for a higher qualification and attendance at national/international conferences.
Figure 32 shows the allocation of funds by gender for 2016/17. Although more women than men have accessed the funding, without data from previous years, which was not available, any gender biased allocation cannot be inferred.

The following **impact** statements indicate the value staff place on accessing the fund:

"I've been supported in getting my PGCertHE and D2 recognition, showing that the School is prepared to support staff of all grades and types. I for one am grateful for the broad support (not just financially but having a good mentor), something that should be recognised" **– Part-time Female Lecturer**

"Last year I was supported to undertake a unique secondment opportunity which enabled me to develop both my research skills and external engagement opportunities. I am also supported to attend conferences which maximise my skills and knowledge base. I really feel that DMU invests in me and my career which is why I love working here" **– Female Lecturer**
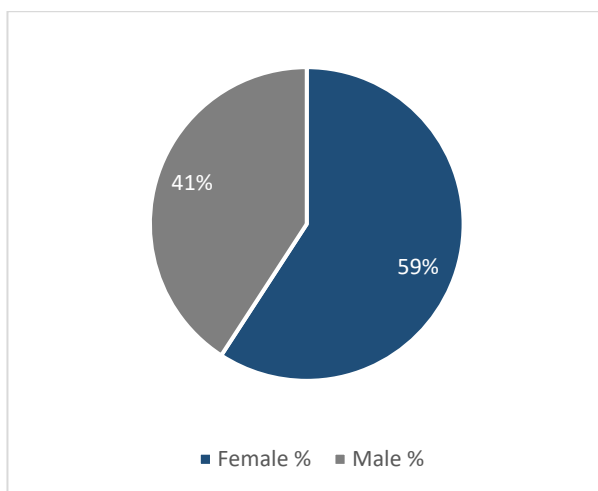
Figure 32: Allocation of staff development fund for academic staff

Each year the School runs a research seminar series (Section 5.6.(vii)). Open to all staff and students, these lunchtime sessions present School members with the opportunity to present their research to colleagues and the environment to discuss ideas in an informal setting.

The School hosts several national and international conferences such as the annual QbD Symposium (Figure 33; Section 5.6.(vii)), the 2016 International PharmTech Conference, and the 2018 Royal Society of Biology Postgraduate Poster Symposium; presenting School staff and students the opportunity to present their work and network.

Figure 33: Female speaker at the 2017 Quality by Design Symposium

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

Action 3 (Section 4.1.(v)) is being implemented to help all students' access guidance to develop an academic career. UG and PGT students are supported through the personal tutoring system where they are invited to complete a PDP. The School is heavily involved in the annual Faculty Plan Ahead, Value Employability (PAVE) conference and organises the Pharmacy Employability Enhancement Roadshow (PEER). These events aim to motivate UG, PGT and PGR students to plan their careers, to increase their sector knowledge and to inspire them to participate in work experience, developing their confidence and employability skills. *Figure 34* shows student attendance at PAVE by gender from 2014 to 2017.

	2014	2015	2016	2017
■ Male %	21%	21%	31%	25%
■ Female %	79%	79%	69%	75%
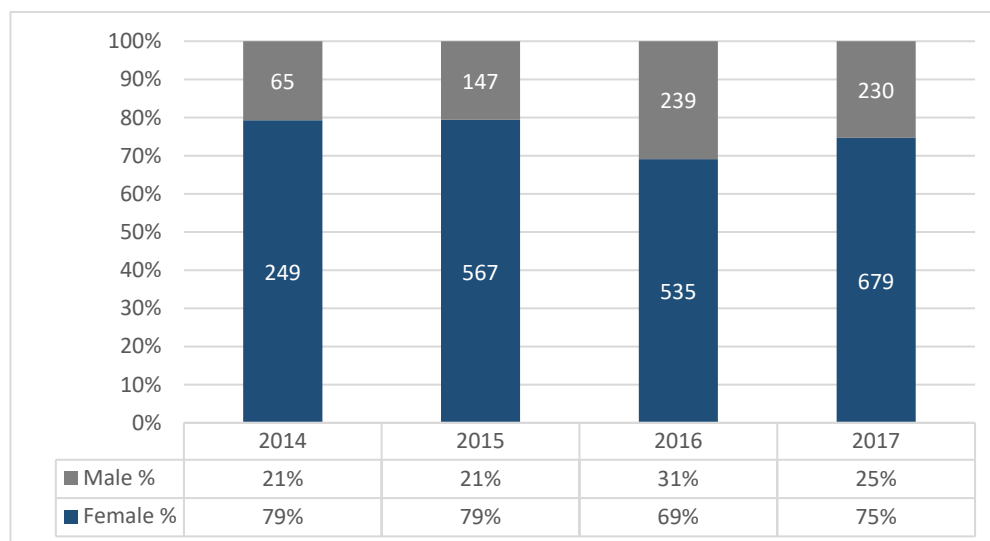
Figure 34: Faculty PAVE student attendance

More female students attend PAVE compared to males (*Figure 34*). However, it should be noted that PAVE is a Faculty-wide event and this reflects the make-up of the Faculty which is mostly female (78%).

PGR students are supported through the MyResearch progression management tool. This includes an initial Training Needs Analysis and Personal Development Planning. All PGR students can access training courses to develop skills such as writing and presenting. In addition each PGR student is aligned with a discipline specific doctoral training programme (DTP). Most PGR students will be part of the Bioanalysis, Pharmaceuticals and Health DTP, designed by School researchers. As part of DTP, students can participate in taught modules, conferences and inter-disciplinary collaborations. In the recent reorganisation of the Faculty Head of Research Students team, a dedicated PGR Student School Lead (Section 5.3.(iii)) has been appointed. This represents another contact point and source of support, from an academic perspective, for PGR students.

DMU Travel grants are available to PhD students for national and international conference attendance. PhD supervisors encourage students to apply, with information widely circulated by email. #DMUGlobal is an outreach programme which establishes international level links between Universities for UG, PGT and PGR students. The School recently took 42 UG, PGT and PGR students (30F:12M) on a #DMUGlobal trip to Hong Kong to attend the GREAT Festival of Innovation.

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

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

DMU's Research Services Directorate (RSD) provides specialist, professional and grant writing support for School researchers. The RSD team contains experts in funding (Research Councils, charities and international funding) and bid writing and supports the management and delivery of projects. Help and support is tailored to the needs of the individual academic and the specific project being developed, through a dedicated RSD staff member allocated to the project. In 2016, the RSD organised a successful School specific research sandpit event with the aim of developing research collaborations. Within the School, research staff peer-review each other's grant applications on an informal basis.

(i) Training

Support is allocated to the School from four Faculty level teams: Faculty Office (for student and programme administration); Technical Support; Research and Innovation Office; and Executive Support (for School secretarial and administrative support). All PS staff are managed by the FDO via direct and indirect reports. PS staff are invited to the quarterly Faculty All-Staff Engagement Days led by the PVC/Dean and to termly PS briefings led by the FDO. Recently two senior members of PS became apprentices and are pursuing higher qualifications.

A staff development and training budget is held by the FDO; there is an application process for cost-bearing training and development. Approval and time off for non-cost-bearing activities is managed by Team Managers. All staff have access to a range of internal mandatory and other highly recommended training programmes (*Table 25*) and the uptake (65%F:35%M) reflects the gender split in this staff population (72%F:28%M) (*Table 26*). PS staff are encouraged to volunteer as "champions" or "super users" to help colleagues with on the job training when new systems are introduced. Information is circulated via all Faculty staff emails and in the weekly Faculty newsletter.

All staff are encouraged to access external training, particularly technical support staff who require specialist training related to their areas of expertise or to health and safety. It is recognised that, while career development for technical staff has been encouraged, being managed locally, an institution-wide approach is needed. Consequently, DMU has signed up to the Technician Commitment (Section 5.2.(iii)) and has become a Partner Affiliate of the National Technician Development Centre. Many technicians are already

actively involved in HEaTED and gaining access to training and networking through the activities offered regionally and nationally.

A number of PS staff have registered for postgraduate qualifications up to PhD level, supported by the Faculty.

Table 25: Top 10 training courses accessed by professional services staff 2012-2017

Course Title	Female	Male
Equality & Diversity (Mandatory)	92	35
Safeguarding e-Learning (Mandatory)	91	37
Consumer Rights e-Learning	39	11
Safe and Supported e-Learning	29	13
E Learning Display Screen Work	26	6
Welcome Event for New Staff	24	7
E Learning Fire Safety in Office	22	9
E Learning Health and Safety in Office	17	8
Evacuation Controllers & Fire Wardens	17	8
Constructive Conversations	18	6

Table 26: Professional services staff training hours uptake by gender 2012-2017

	Female		Male		
	Hours	*Hours %*	Hours	*Hours %*	Total Hours
2012/13	396	*76%*	122	*24%*	**517**
2013/14	308	*60%*	207	*40%*	**514**
2014/15	359	*64%*	199	*36%*	**557**
2015/16	604	*70%*	255	*30%*	**859**
2016/17	235	*54%*	202	*46%*	**437**
Grand Total	**1900**	**65%**	**984**	**35%**	**2884**

Effectiveness of training is monitored in a variety of ways. For new staff, training needs are identified as part of induction, and achievement of targets for knowledge and skills are monitored as part of the induction process. Beyond induction, team leaders and line managers monitor staff performance and provide feedback via 1-2-1 and team meetings and through the MyAppraisal process.

There are examples of staff who have undertaken secondments to higher graded roles in other parts of the organisation (2F in 2018). Where possible staff are given the opportunity to fill vacant higher graded roles on an interim basis within the Faculty, and this has led to them being appointed to these roles. The new role of Faculty Operations Manager was introduced three years ago as a deputy to the FDO, providing another career step for administrative and technical staff. **Action 6.2** will address the fact that staff who have completed specific training programmes do not yet formally evaluate the effectiveness or impact of their training.

Action 6.2: Create a local training needs log to record training uptake, quality and effectiveness.

All PS areas have a Service Plan which articulates agreed performance targets and service levels, along with details of the monitoring process and frequency. These Service Plans are reviewed and reported on annually and where performance falls below agreed targets, actions are identified to ensure performance levels increase. These actions can include training and development for individuals and/or teams.

(ii) Appraisal/development review

See Section 5.3.(ii) for the "MyAppraisal" process used by PS staff.

Promotion aspirations for PS staff are realised through preparation and application to new internal posts, with the appraisal system designed as a formal means to prepare. Appraisal discussions also cover where roles have changed to a significant extent, leading to regrading applications, allowing for enhanced comparability and cohesive review points across job roles.

Since the rollout of the new MyAppraisal scheme in 2015, managers are provided with completion rates regularly which facilitates close monitoring of take up. The scheme is mandatory, and as the reports provide detailed information of completion rates for each of the four areas of the process for all individual members of staff, it is significantly easier to ensure that all staff appraisals are completed.

Campaigns led by the FDO have resulted in 100% of PS staff having an appraisal in 2015/16 and 2016/17.

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

In line with the DMU's 2016 Strategy for PS, the Faculty team leaders have been supported to develop local action plans with their teams to articulate how their area will realise the strategy. Activities to date include:

- Individuals supported to complete PhDs
- Development of cross-faculty networks (e.g. Women in Science, Society and Health network – Section 7)
- Development groups established to share good practice (*e.g.* research support services)
- New approaches to ensure recruitment of excellent new staff
- Staff taking part in #DMUGlobal trips alongside academic staff and students
- Supporting coaching sessions for senior admin managers with external providers
- Developing a culture of empowerment which encourages staff at all grades to take initiatives forward

5.5 Flexible working and managing career breaks

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

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

A formal review of role, working pattern and conditions is offered to all staff. A maternity pack is provided detailing DMU's maternity policy and other useful information. Staff who wish to be (or are at risk) are referred to occupational health who undertake a comprehensive risk assessment in collaboration with the line manager with recommended changes to working conditions rigorously applied by the School. Taking rest is also emphasised to the pregnant staff. Once staff are happy for their news to be shared more widely appropriate cover is arranged by the School. Encouraged by the HoS, line managers promote flexibility, demonstrated by adopting changes to working patterns and tasks for pregnant staff, taking each staff member's circumstances into consideration.

"My Line manager and the School have been very supportive through my pregnancy…in terms of workload, working environment and attending hospital/GP appointments." **– Female Senior Lecturer**

A male staff member has also complemented his line manager and the School for the support he has received, enabling him to attend hospital appointments with his pregnant wife. He too swiftly received communication from HR with regards to his paternity rights and other useful information.

Colleagues on maternity/parental leave are informed of promotion opportunities via their line manager and information/policies regarding maternity/paternity and shared leave is publicised on the staff intranet and induction packs, alongside details of well supported flexible working.

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

Explain what support the department offers to staff during maternity and adoption leave.

Staff are paid maternity/paternity/adoption leave pay at a rate higher than the statutory obligation, receiving 6 weeks full pay, 12 weeks half pay, and statutory sick pay. HR contact staff once A MATB1 form is received, detailing a full breakdown of entitled pay, also including details other entitlements and benefits. 10 paid Keeping in Touch (KIT) days enable staff to continue with grant submissions, PhD supervision, and attendance at courses overlapping with leave.

> *"I received excellent support from my line manager and colleagues before and after paternity leave. I was granted flexi hours, enabling me to do School runs, alleviating the burden on my wife. I was also able to work from home when needed and colleagues assisted with assignment marking duties"* **– Male Lecturer**

(iii)   Cover and support for maternity and adoption leave: returning to work
Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Prior to return to work discussions between the colleague and line manager establishes any need for training, flexible working or a phased return to work. A salary sacrifice child care voucher scheme is also available. Breastfeeding is welcomed on campus and breastfeeding rooms are available should a mother wish to use a private space to express milk.

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

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

The Schools maternity leave return and retention rate is excellent with 100% of staff returning and still in post 18 months after returning from leave (*Table 27*). Case Study 2 (Section 6) is an endorsement of the flexible and supportive environment that exists within the School, evidenced by the staff member being promoted to Reader in 2018 within 2 years of returning from her second period of maternity leave.

Equally, the Faculty's support to PS staff taking maternity leave is evidenced with 100% of staff returning and all remaining in post (where applicable) 18 months after returning from leave (*Table 28*).

Table 27: Academic staff maternity leave uptake and return rate

2012-2017	In post 6mths after return	In post 12mths after return	In post 18mths after return
4	4	4	4

Table 28: Professional services staff maternity leave uptake and return rate

2012-2017	In post 6mths after return	In post 12mths after return	In post 18mths after return
11	11	11	10*

*2017 returner is still in post at the time of census so 100% record is being maintained despite the drop to 10

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

One male School staff member took shared parental leave and four School staff member's paternity leave, all of whom were in post 18 months after returning between 2012-2017 (*Table 29*). One Faculty PS staff member took paternity leave between 2012-2017, although a low number is expected given the gender split of PS staff (28% men). Paternity and shared paternal leave options are well publicised online and via the staff induction process.

Table 29: Academic paternity leave uptake and return rate, male shared parental uptake and return rate

	2012-2017	In post 6mths after return	In post 12mths after return	In post 18mths after return
Paternity	4	4	4	4
Male Shared Parental	1	1	1	1
Professional Services Paternity Leave	1	1	1	0

(vi)   Flexible working

Provide information on the flexible working arrangements available.

The School and Faculty adopt a pragmatic approach to flexible working requests. Individual requests are dealt with by line managers, taking into account the diverse cultural and personal needs; four (2F:2M) Muslim members of PS staff work flexibly during Ramadan. *Table 30* highlights the flexible working arrangements in place for School staff, according to the 2018 SSCS, whilst *Table 31* details the flexible working arrangements in place for PS staff.

Table 30: Flexible working uptake, 2018 School staff culture survey

Scale/option	Yes	No	No, but I work flexibly informally	Not applicable (I don't need flexible working)
Total	*3*	*26*	*10*	*7*
Total %	*7%*	*57%*	*22%*	*15%*
Female count	*1*	*10*	*5*	*4*
Male count	*1*	*13*	*4*	*2*
Female %	*50%*	*43%*	*56%*	*67%*
Male %	*50%*	*57%*	*44%*	*33%*

Table 31: Professional services staff flexible working uptake

	Female	Male	Total
Non-standard hours	22	4	**26**
Reduced hours	7		**7**
Informal arrangements	4	1	**5**
Grand total	**33**	**5**	**38**

Flexible working is encouraged and supported regardless of an individual's contract type.

*"I am a new member of temporary staff with child care responsibilities. The Faculty has permitted me to work my hours flexibly around these responsibilities; this has been a great help and much appreciated." - **Female Faculty Programme Administrator***

In 2017 a female staff member was successfully awarded a prestigious Winston Churchill Fellowship and the following comments from her are testament to the School culture.

"Throughout the processes of planning, applying and travelling, I can honestly say that the School have been very supportive of my Fellowship. The School allowed me to work flexibly, enabling me to attend an interview and a workshop during the teaching semester, whilst avoiding any disruption to my students. My line manager helped to re-align commitments, facilitating overseas trips, avoiding the new academic year and importantly alleviating any additional workload on my colleagues".

Positively, according to the 2018 SSCS, working part-time and/or flexibly does not impede staffs' ability to progress; 89% of respondents agreed that staff who worked part-time or flexibly were offered the same progression opportunities as those who work full-time.

Action 5.7: Contribute to the Faculty wide project of capturing School staff experiences to deliver online case studies, showcasing senior women, support accessed (flexible working, maternity/paternity leave advice *etc.*), and career pathways.

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

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

Staff returning to full-time work following a career break receive the School's full support, for example those wishing to increase their hours on an incremental/phased basis *e.g.* from 0.5FTE to full-time, are able to do so. Flexibility and planning support with regards to teaching timetables and research activity is readily available from line managers, the HoS and colleagues. Both case studies (Section 6) exemplify post career break phased returns demonstrating School support.

5.6 Organisation and culture

(i)   Culture

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

Equality and inclusivity is visible at all levels of the School: 100% of respondents (2018 SSCS) were aware of the School's AS work; a School AS noticeboard (*Figure 12*) promotes the principles and objectives of our AS activity; 93% (2018 SSCS) of staff positively rate School communication; well-attended monthly meetings facilitate staff involvement in discussions regarding new developments, relevant University-wide and external initiatives. At these meetings: new starters are welcomed, recent successes acknowledged *e.g.* grants awarded, recent publications, personal successes and appointments, marriages and births. 96% of respondents (2018 SSCS) stated that the School acknowledges achievements always (33%), often (37%), sometimes (26%).

> *"The monthly School meetings are a fantastic initiative. This way we find out what is going on in the School, Faculty and University"* – **2018 SSCS**

> *"The School meetings are held during core hours on a different day each month - extremely helpful for part-time staff"* – **2018 SSCS**

Informal opportunities for staff to openly discuss issues with the HoS are facilitated by monthly "Tea with Tony" gatherings. 87% (2018 SSCS) of staff believe that their voice is heard, with no gender differentiation. Staff wellbeing is prioritised: multiple routes are available for staff to communicate any issues via the Schools Wellbeing Representative, the SAT Chair, or a line manager. The Wellbeing representative communicates issues raised to the Faculty Staff Wellbeing committee.

A supportive culture is highlighted by staff feeling part of both formal and informal networks (85% and 91% respectively) regardless of gender (2018 SSCS). E&D is a standing agenda item at the staff meetings and the HoS and AHoS are SAT members.

> *"I strongly believe that gender equality and inclusivity should be second nature. Engendering this culture stems from behaviours at leadership level"* – **Prof. Antony D'Emanuele, HoS**

> *"Even the Lecturers comment when a graph shows pink for females and blue for males (i.e. that it shouldn't be like that)"* – **3rd Year Female MPharm Student 2018**

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

The HoS and AHoS receive and action regular reports from HR regarding compliance with policies which are scrutinised, with issues addressed as necessary with individual staff. Any amended policies are disseminated via departmental e-mails, with new policies or changes highlighted to all staff via the monthly School staff meetings. E&D training is mandatory for all staff (Section 5.3.(i)) and the School's E&D Champion (SAT member) communicates to/from the Faculty EDC, disseminating relevant information at the School meetings.

(iii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Table 32 displays the School's current key committees membership by gender. Working groups are established as needed with expressions of interest extended to all staff regardless of grade, unless role is a determining factor for membership. In such incidences, details are disseminated at School meetings to ensure transparency of committee composition. Overall, the School has made good progress to date towards the DMU AS target of a 50/50 gender balance on committees by 2020. Both the MPharm steering group and student rep committee exhibit gender imbalances; the membership of these groups will be reviewed on an annual basis.

Table 32: Membership of key School committees 2018

Committee	Female	Female %	Male	Male %	Total
School Executive Composition	5	63%	3	38%	8
School Learning and Teaching Group	8	47%	9	53%	17
MPharm Steering Group	5	38%	8	62%	13
Student Rep committee (staff members)	1	25%	3	75%	4
Research Steering Committee	3	50%	3	50%	6
Programme Leader Committee	4	44%	5	56%	9
Total	26	46%	31	54%	57

The Learning and Teaching Group was recently revised and expanded with membership reviewed to ensure an equal gender representation (*Table 33*). Staff are encouraged to apply through open calls and staff nominations.

Table 33: Membership of School Learning and Teaching group

	Female	Female %	Male	Male %	Total
2015/16	3	30%	7	70%	10
2016/17	3	30%	7	70%	10
2017/18	8	47%	9	53%	17

Change in School management (2015/16), staff turnover, a School re-structure, and appointment of gender-balanced School AP's, have all affected the SEC's composition (*Table 34*). Whilst the current gender imbalance is noted, further staff changes due to retirement will result in a more balanced composition moving forward. There is however recognition of the need for the consideration of the gender composition of School committees to be systematic. To address this, **Action 5.6** will be implemented, along with the following that is now in place:

Good Practice

As of 2018/19, all School committee's terms of reference include the gender balance of committees as a specific consideration when identifying new members; there is expectation that all committees reflect the gender make-up of the School. This will be reviewed annually.

Table 34: Composition of School Executive Committee

	Female	Female %	Male	Male %	Total
2013/14	6	50%	6	50%	12
2014/15	6	50%	6	50%	12
2015/16	0	0%	2	100%	2
2016/17	1	25%	3	75%	4
2017/18	5	63%	3	38%	8

Action 5.6: Provide opportunities for all staff to participate in School committees through open calls presented at School all staff meeting. Review all committees for gender representation that reflects the School annually, encouraging staff from underrepresented gender groups to participate when underrepresentation is noted.

(iv)   Participation on influential external committees

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

The HoS and line managers encourage staff to express interest to calls for participation in both Faculty/DMU and external-to-the-University committees. Where role or subject expertise is a determining factor *e.g.* for academic journal related roles, all eligible staff, regardless of grade, are encouraged to apply.

The gender ratio of staff on external committees is 10F:6M and examples include:

- Chartered Society of FS Conference Committee (Female Senior Lecturer)
- Chartered Society of FS - Science and Justice editorial board (Male Lecturer)
- National Institute for Health Research CRN East Midlands (Female Senior Lecturer)
- Royal Society of Biology East Midlands (Male VC2020 Lecturer)

Where membership to such committees is significant and related to School/University business, this is included in the workload model.

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

An Institution-wide, automated workload allocation model was introduced in 2016/17. Co-ordinated by the AHoS and HoS, the School model incorporates seven domains:
- Teaching (including preparation and assessment)
- Research/scholarship/commercial
- Leadership and management
- International
- Student recruitment
- Student support (pastoral responsibilities, employability)
- Academic citizenship (including AS, outreach)

This system increases transparency of workload allocation: all staff can access all School records and monitor allocation consistency. The system supports timetabling requests, ensuring that due regard is paid to those with caring responsibilities e.g. no teaching before 10am or after 4pm. A workload discussion is an integral part of the appraisal process. Staff perceptions are mainly positive (*Table 35*), there is however a need to ensure staff are iteratively informed about processes.

The 2018 SSCS implied that 71% of staff (with no gender disparities) felt contributions to academic citizenship work were valued. However, a sub-analysis of responses identified that staff with children under 18 years were more likely to perceive that these activities were not recognised. In response to this, the HoS now circulates academic citizenship tasks, detailing all workload hours available for each task/role. The HoS is also currently working with section leads to achieve the situation where all staff workload allocation is no greater than 80% (***Action 7***).

Table 35: Perceived transparency of workload allocation, 2018 SSCS

	Extremely transparent	*Very transparent*	*Moderately transparent*	*Slightly transparent*	*Not at all transparent*
Total	3	15	12	8	8
Aggregated total %	**65%**			**35%**	
Female respondents	14			6	
Male respondents	13			7	
Female %	52%			46%	
Male %	48%			54%	

Action 7: Work towards a workload model where all staff's maximum capacity is at 80%, supporting staff work-life balance and giving staff greater flexibility to engage in all required areas of academic activity.

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

As part of the University AS action plan core hours were established for events/meetings 09:30-16:30. School staff meetings are held within core hours with the day rotated to facilitate attendance by part-time staff and around teaching commitments. Dates are set at the beginning of the year. Full minutes and any accompanying slide presentations are promptly sent to all staff after each meeting. Social gatherings are a regular occurrence. 96% of staff perceive that part-time and flexible working staff are included in departmental events, but it was acknowledged that a wider variety of activities are needed to facilitate the inclusion of all staff (**Action 12.1**).

Action 12.1: Establish a gender balanced staff social committee that maximises inclusion values by varying the type and timing of the events.

(vii)   Visibility of role models

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

93% of staff (2018 SSCS) agree that visible role models within the School are gender-balanced. In 2017, the School celebrated IWD by hosting a lecture as part of the School's lunchtime research seminar series. This lecture was given by a female role model - Rachel Armitage, a part-time PhD student and senior technician with a young family. For IWD 2018, the School held an event showcasing outstanding female UG and PGT student role models (*Figure 35*).

> *"A dedicated day to women's achievements across the globe is empowering in its own right. I consider myself to be extremely fortunate that I was nominated as a female role model. Being able to have my name next to other inspiring women was a heart-warming experience. Learning about each other's achievements and journeys has inspired me to be fearless and continue pursuing my dream to be a Doctorate in Pharmacy."* - **4th year MPharm Student 2018**

Figure 35: International Women's Day 2018

School research seminars are held during term times, giving staff and students from across the university the opportunity to gain insight into School research projects, with 17 (7F:10M) presentations delivered in 2017/18. The 2017 and 2018 Pharmacy careers event (PEER) had a gender balance of speakers, with some inspirational female role models, such as Professor Anna Murphy, a consultant respiratory pharmacist.

Since 2012, the School has hosted an annual QbD symposium. Following feedback from 2018's event, stating women speakers were a significant minority (4F:13M), the event's organiser is marking 2019's symposium as a promotion for top women in the sector, with a 9F:5M speaker ratio.

The School has prominent role models, both men and women; Professor Joan Taylor's work in developing an artificial pancreas was featured in Channel 4's documentary "How to build a bionic man"; Professor Martin Grootveld's research into healthy fats was featured in BBC2's "Trust me I'm a Doctor".

Staff and student achievements are regularly publicised via the School's Twitter and Facebook pages (*Figure 36*). Both male and female School staff have received Teacher Fellow, VC's Distinguished Teaching (student nominated), and DMU OSCAR (citizenship) awards (*Table 36*).

Action 12.2 has been developed to showcase historical female role models related to pharmacy.

> **Action 12.2:** Produce a poster series showcasing historical women and figures from minority groups who have been influential contributors to pharmacy and other School subject groups, to display around the School.
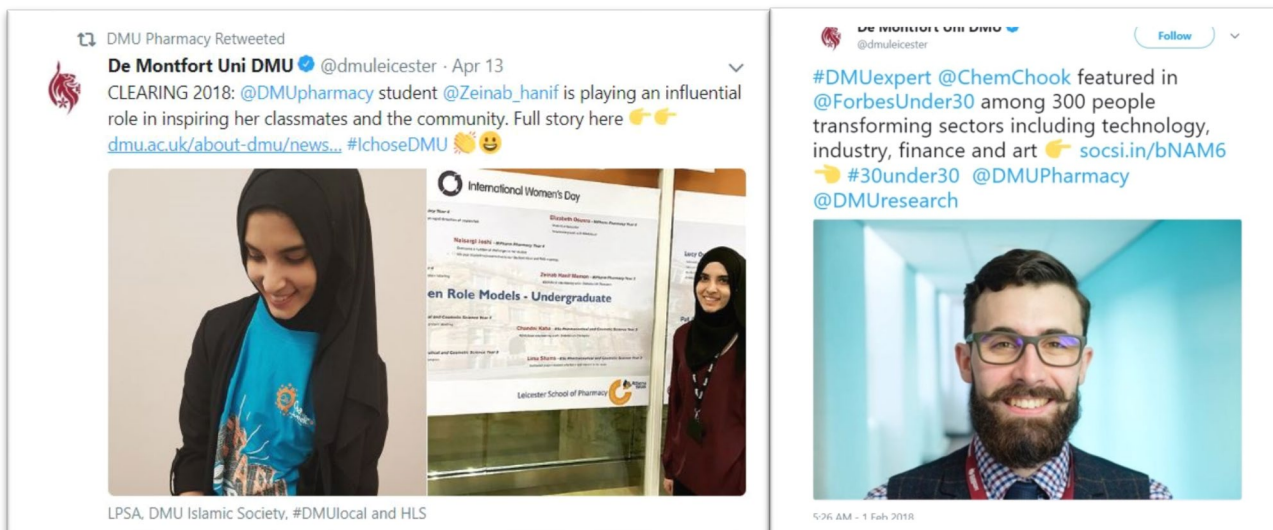

Figure 36: School student (left) and staff (right) role model showcased

Table 36: School academic and Faculty PS staff awards

	Female	Male
VC's Teaching Awards 2013-2017	1	4
DMU Teacher Fellowships 2013-2017	2	2
DMU OSCAR Awards 2017 - School Academic	3	0
DMU OSCAR Awards 2017 - Faculty PS staff	6	1

(viii)   Outreach activities

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

Outreach activities are integral components of the School's workload model and are a mandatory topic of discussion for appraisals. In 2017 the School created the role of outreach lead (taken up by a male staff member) to coordinate and encourage broad staff engagement in related activity.

The Forensics team lead part of the 3M Science Innovators Challenge which encourages children, particularly girls, to consider science-based careers through participating in

team-based scientific investigative challenges. In 2016/17, 90 students participated-41F:49M, from predominantly local comprehensive schools.

> *"The Science Detectives challenge was one of the best opportunities I've ever experienced. It was a lot of fun and helped me to understand the forensic side of science even more. I made some new friends and developed my observational, planning and organisational skills throughout this challenge"* **- Emily, Ivanhoe College student**

Although School staff engaged in widening participation activity has been logged for 2017/18 (*Table 37*), this does not capture all outreach activity. We also recognise the importance of evaluating the impact outreach work on target groups, which is why **Action 1.2** will be put in place.

Table 37: School widening participation – staff and students involved

	Male	Female
Academic	1	2
PGR Student	1	0
UG Student Ambassadors	3	4

Action 1.2: Introduce an effective method of evaluating school/college outreach activity, with data collection of staff engaged embedded into the process.

The #DMULocal initiative promotes commitment to public good by utilising skills and knowledge of DMU staff and students to work with local communities across Leicester. The #DMUlocal Diabetes project, started by Faculty PS staff in partnership with Diabetes UK, involves School staff (3F:3M) and students (*Table 38*) visiting local communities, raising awareness of diabetes.

> *"We are delighted to be working in partnership with DMU, helping tackle Type 2 diabetes in Leicester…..The Community Champions will be making a hugely positive difference, giving people across the city the best chance of living long, healthy lives."* **- Bridget Turner, Director of Policy and Care Improvement, Diabetes UK**

Table 38: School student participation in #DMULocal activity

	Female	Male
2016/17	39	10
2017/18	40	10

Other outreach activities examples:

- Staff (1F:1M) have given public lectures at:
    - DMU's 'Festival of Research'
    - China, Nanjing Café Scientifique
    - Various public and charitable meetings including WI, and University of the 3rd Age.

- STEM ambassadors have long been embedded in School culture with a female staff member being the first in Leicestershire in the early 1990s. Recent ambassador activity includes "Developing a Science Pod" where staff (1F:1M) hosted a lunchtime club at a school for 6 weeks, where fun science activities were delivered.
- Careers events, talks at local school/college festivals providing a taster courses.

WORD COUNT: 6901

CASE STUDIES REDACTED

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

Women in Science, Society and Health (WISHH) network

SAT member Marcella Avis (FDO) founded the Faculty's WISSH (Women in Science, Society and Health) network in May 2017, with School staff being prominent members. Meeting quarterly, agenda examples include guest speakers, career pathway presentations, and candid discussions around common issues (*Figure 37*). A cross faculty event, bringing together the WISSH and Women in Technology (WIT) network from DMU's Faculty of Technology, was held in June 2018. This enabled group members from both faculties to network, share good practice and organise future collaborations.

> *"As a new member of DMU it was encouraging to see how DMU is actively supporting women, at all levels, by providing a range of sessions"* – **WISSH Attendee October 2018**

Figure 37: WISSH network event

Student Initiative

In 2018 the Sunday Times named DMU the University of the Year for Social Inclusion, an award that the School is proud to embody. This is exemplified by initiatives such as 'BeScience STEM', a not-for-profit organisation founded by School students (*Figure 38*). This aims to bring STEM into communities that currently lack opportunities to explore the full potential of the subjects and are therefore limited in experiences and potential career options.

Figure 38: BeScience STEM primacy school event

WORD COUNT: 194

8. ACTION PLAN

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

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

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

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

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
1.1	Student recruitment	To address the gender imbalances in UG, PGT and PGR applications.	2016/17 gender imbalance across all UG programmes: MPharm 59%f; PCS 59%F; Forensic Science 74%F; 2016/17 gender imbalance found in the following PGT programmes: QbD for Pharmaceutical Industry 81%m; Clinical Pharmacy (multi-sector) 59%F; Pharmaceutical Bio 67%F.	Marketing material is monitored for diverse imagery (gender and race/ethnicity balanced). School building has gender/race balanced images/artwork displayed.	Build on primary research conducted (2018 UG student survey) and follow up with student focus group, to inform outreach and marketing. Identify degree programme attraction; establish where wider cultural and societal influences may impact student recruitment *e.g.* how much is the "CSI" effect theory a factor?	Conduct focus groups during 2018/19 with report produced for marketing.	**Lead:** Daniel Carter - AS Project Officer/SAT member. **Support:** Georgina Palmer - Faculty Marketing Manager	See both MPharm and PCS population imbalance decrease to no more than 5% and FS to no more than 10% by 2022/23
1.2					Introduce an effective method of evaluating school/college outreach activity, by embedding robust data collection of staff engaged and user experience into all activity.	Achieve equal gender balance for outreach activities by 2019/20.	**Lead**: Tarsem Sahota - SAT member. **Support:** Christy Hunter - School outreach lead	
1.3					Introduce an effective method of evaluating outreach activity, by embedding robust data collection of staff engaged and user experience into all activity. Collect feedback specific sessions (as opposed to general feedback at the end of an open day) - analyse by gender.	Carry out first collection and analysis of feedback during 2019/20.	**Lead**: Tarsem Sahota - SAT member. **Support:** Susie Walsh & Laura Smith - School open day leads	
2.1	Student learning	To close the gender attainment gap across UG and PG programmes. Particularly focus on MPharm, PCS and PGT professional development programmes where attainment gap is most pronounced.	A consistent attainment gap exists across all UG and PGT professional development courses. At PGT level 25% of men achieved a distinction between 2012/13 and 2016/17 compared to 37% of women. The proportion of male UG students achieving a 1st or a 2.1 is consistently less than the	All MPharm modules on 2018 accredited degree have incorporated UDL methods e.g. "flipped classroom" approach (alternative classroom environment to promote subject engagement).	Ensure, via appraisals, 100% of staff engaged with teaching, learning and assessment are employing UDL methods monitored via appraisals. Conduct annual analysis starting at the close of 2018/19 session to identify correlations between higher UDL method engagement and improved degree outcomes, particularly for male UG and professional development PGT male students.	Compliance with UDL teaching methods made an appraisal target for all staff by July 2019 with success measure target reached by close of 2021/22 session.	**Lead:** Nicola Ward - SAT member/Student Wellbeing Rep. **Support:** Tania Webb - Learning & Teaching Chair	See the proportion of male students obtaining a 1st or 2.1 (UG), or distinction (PGT) rise by 10%. All teaching staff applying UDL methodology where appropriate.

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
2.2			proportion of female students (25% difference in 2016/17).	Programme promoted to all School staff has increased - presentation on programme delivered at all staff meeting in September 2018.	Via personal tutoring system, encourage higher student participation in DMU student mentoring programme 'Dare to Be', especially for male UG students.	Begin January 2019 - with success measure target reached by close of 2021/22 session.	**Lead:** Nicola Ward - SAT member/Student Wellbeing Rep	Action 2.1 success measure - and increase uptake of programme by 10% with the majority being men.
2.3				All UG programmes in the School have been engaging in the Freedom to Achieve programme (aiming to close BAME attainment gap, although engages all students), since the start of the 2017/18 academic year. Part of this programme and UDL drew attention to diversity in tutorial groups.	Organise student tutorial groups, aiming for a gender make-up that is as close to parity as is practically possible bearing in mind degree programme gender splits and timetabling constraints. Ensure no students are isolated by gender in group tutorial settings to aid an inclusive learning environment.	In place by start of 2019/2020 term 1 with success measure target reached in 2020 student survey.	**Lead:** Nicola Ward - SAT member/Student Wellbeing Rep. **Support:** Tania Webb - Learning & Teaching Chair	In biennial School student survey, students report diverse make-up of tutorial groups.
3	Student/ academic Pipeline	Encourage broad future supply for student and academic pipeline is diverse.	Male student's underrepresented, female professors underrepresented.		Capture diverse student experiences and deliver online case studies of former UG/PGT/PGR graduates, showcasing those who have progressed to PGR level study and those now working in an academic role, highlighting support given, particularly to those who have taken any study breaks (e.g. maternity/paternity leave) or not taken the traditional route (mature student, PT study alongside caring or employment responsibilities etc.).	Begin data capture in Sept 2019. 5 online case studies in place by Sept 2020	**Lead:** Daniel Carter - AS Project Officer/SAT member. **Support:** Philippe Wilson - SAT member	Case studies well accessible to potential students/staff online.

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
4.1	Academic citizenship	All staff to demonstrate academic citizenship participation including engagement in activities such as Athena SWAN, pastoral, open days and outreach.	Academic citizenship (AC) is not currently an essential criteria item for promotion applications, which are assessed at University level. School staff feedback suggests that women are more likely to engage in School AC activity (2018 School culture survey open text responses) supporting published research pertaining to this existing across HE sector. 30% (n=4f:6m) of staff reported that AC is not valued by the School.	School leading by example with lobbying cause in place at local level - all pay progression/re-grading applications scrutinised at School level for evidence of AC participation. AC is a mandatory conversation at for all staff appraisals.	Lobby the University to include AC as essential criteria for all academic promotion applications and to be evidenced during appraisals. HoS to work with Faculty Dean to present action to the University, increasing awareness of the causal effects of AC on staff progression particularly for women.	Commence lobbying in January 2019.	**Lead:** Tony D'Emanuele - Head of School/SAT member. **Support:** Simon Oldroyd - Faculty Dean/PVC	Lobbying in place with University wide awareness raised (collaborate on DMU wide staff survey to measure awareness level) and DMU essential promotion criteria specifying AC.
4.2				Hours for academic citizenship roles are now being publicised to the School. 2018 School culture survey - of staff the 70% staff (15F:14M) who indicated that the School values such work, no disparity between genders was noted.	Analyse School workload model, identifying any gender disparities for engagement with academic citizenship activities, publicising the results on an annual basis to the School.	Achieve close to gender balance of allocation by 2022.	**Lead:** Susie Walsh - Associate Head of School/SAT member. **Support:** David Armitage - staff loading lead.	Workload model shows no significant disparities between male and female engagement with academic citizenship activities (taking into account the gender make-up of the School). Staff feedback that both men and women are equally engaged in Academic citizenship activity in 2020 SSCS.
5.1	Career development: Academic staff	Support Research Assistants, a role subject to grant funding, with securing a permanent role internally or externally.	Research assistants (n=8F:2M) do not currently have a career pathway beyond fixed term, grant related contract.		Ensure all Research Assistants are offered teaching experience, have access to a research mentor (assigned at induction) and are aware of pathways to ECAF and VC2020 roles via inclusive access for such staff to staff away days, all staff meetings and career workshops.	In place by October 2021.	**Lead:** Philippe Wilson - SAT member. **Support:** Tony D'Emanuele - Head of School	Monitor destination of all Research Assistant's at contract end to establish if permanent academic roles are being secured (either internally or externally).

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
5.2	Career development: Academic staff	Ensure all staff receive encouragement and mentoring to prepare for the annual accelerated increments and contribution points round.	8:1 male to female ratio for applications submitted for annual accelerated increments and contribution points between 2014 and 2017.	2018 saw greater efforts made to encourage staff to apply with announcements via email and all staff meeting.	Widely publicise annual round well in advance of submission deadline, offering staff one to one support with application drafting. Utilise appraisal meetings to support and encourage staff to apply.	In place by August 2019 in time for October 2019 submission round date.	**Lead:** Philippe Wilson - SAT member	See no gender disparities for applications submitted with 10 applications submitted in 2019 round.
5.3	Career development: Academic staff	Create a culture where all staff feel adequately supported to apply for promotion. Provide an opportunity for all staff, including new starters, to have a discussion with senior members of staff to discuss career pathway options.	35% of respondents (2018 School staff culture survey) indicated that they were only slightly or not supported at all with regards to promotion.	2018 promotion round saw an 83% female applicant increase and a 42% success rate rise (4 Reader, 1 Professor) on the previous three years combined.	Regularly brief all staff on promotion assessment criteria at all staff meetings. Deliver an annual promotion workshop. Obtain session utility feedback via questionnaire. Embed these activities by creating a School Staff Review and Development Group.	First session in place leading up to 2019/20 academic promotion round (date yet to be announced by DMU).	**Lead:** Tony D'Emanuele - Head of School/SAT member. **Support:** Steve Barrow - HR Partner.	2020 survey indicates high level (90%) feel encouraged and supported to apply for promotion.
5.4	Career development: Academic staff	Establish a training log on the utility of training accessed by staff and determine whether higher quality/rated training is being accessed more by a particular gender group.	A gender gap of training access (academic staff) has also been noted (the average female member of staff accesses over 6 hours more training than men). The utility of training and any disparities between high quality training being accessed by gender is not currently monitored i.e. although women are accessing more training, is the quality of training attended developmentally useful?		Build training utility review into development conversation of the appraisal process with appraisers reporting data to HoS with any gender disparities between utility gained from training identified. If higher quality training is being accessed more by a gender group use data (provided by the University) to inform an appropriate intervention.	Commence data collection September 2019 with first review of training utility data September 2020.	**Lead:** Linda Bengtstrom - Head of School/SAT member. **Support:** Steve Barrow - HR Partner and School Section Leads (Appraisers).	Annual review embedded into School operation with no gender disparities noted for utility of training gained.

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
5.5	Career development: Academic staff	Ensure all staff have equal access to a research specific mentor. Create and maintain a pool of research mentors, putting an annual call out for potential mentors. Aspiring mentees can register their interest in acquiring a research mentor on an annual basis. Mentee activity will be part of the academic workload model.	The 2018 AS School Staff survey evidenced that gender may well be factor for staff accessing research specific mentoring; the male to female ratio of respondents who have access to a research mentor is 5:1, and of the 5 respondents who do not currently have a research mentor but would like one, all were female. The action to address this concerning issue will be prioritised in our action plan given the vital role research mentorship can play in such an important area of academic career development.	Research Innovation Allowance (RIA) application allows for applicant to request a research mentor.	Offer the option of a research mentor to all staff at induction and appraisal. Publicise the option of a research mentor on the RIA application at all staff meeting and via email leading up to RIA application submission date on an annual basis.	Action steps in place by July 2019	**Lead:** Tarsem Sahota - SAT Member. **Support:** Nicoleta Moisoi - Research Institute Lead	Higher uptake identified for female staff - close to 50:50 gender ratio for staff with a research mentor. Measured by the biennial School staff survey.
5.6	Career development: Academic staff	Achieve consistent and fair representation of the School's gender make-up on School committees that is robustly monitored annually.	The close to gender balance 2017/18 median (54%M:46%F) for aggregated committee membership is not evenly distributed across all committees. Data collection and monitoring has not been systematic, resulting in data gaps between 2012/13 - 2016/17.	Committee terms of reference from October 2019 state gender representation as a consideration when evaluating make-up.	Provide opportunities for all staff to participate in School committees through open calls presented at School all staff meeting. Review all committees for gender representation that reflects the School annually, encouraging staff from underrepresented gender groups to participate when underrepresentation is noted.	Implementation already in motion. School committees representative of School by 2022.	**Lead:** Emma Johnston - Head of School/SAT member. **Support:** Susie Walsh - Associate Head of School/SAT member	No data gaps detected moving forward. Committee membership across all committees reflects the School's overall gender make-up.
5.7	Career development: Academic staff	Support the progression of female staff to the level of professor.	Female professors are underrepresented with the 2018 male to female ratio at professor level standing at 5M:3F.	Female Reader promoted to Professor in 2018 round. Appraisal system overhauled resulting in higher quality progression plans for women. 3/8 School professors are women.	Contribute to the Faculty wide project of capturing School staff experiences to deliver online case studies, showcasing senior women, support accessed (flexible working, maternity/paternity leave advice etc.), and career pathways.	Two School based case studies online by January 2020. 6 by 2022.	**Lead:** Daniel Carter - AS Project Officer/SAT member **Support:** Sangeeta Tanna - SAT Chair/AS Champion	Diverse set of case studies online with staff reporting utility via biennial School staff survey.

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
6.1	Career development: PS staff	Ensure all staff, particularly men, are actively encouraged to apply for pay progression.	Historically low application rates for pay progression in HLS for PS staff (3 female, 1 male 2012-2016). Only one male PS staff member applied in 2017 compared with 10 applications from female PS staff members.	Clear impact demonstrated in 2017 round following a faculty intervention. Application increase by a factor of 2.75 is noted.	Encourage more male staff to participate in annual workshops focusing on supporting successful pay progression applications. Utilise appraisal as platform to encourage staff.	In place for 2019 progression round	**Lead:** Marcella Avis - Director of Faculty Operations/SAT member	5 applications receive by male staff by 2019 October round. 10 applications receive by male staff by 2020 October round.
6.2	Career development: PS staff	Assess the quality and level of access to training opportunities for PS staff.	Although training needs are identified at a local level through staff induction and appraisals, the relevance and quality of training is not currently monitored.		Create a local training log to record training uptake and utility via appraisal meetings.	In place by January 2020	**Lead:** Marcella Avis - Director of Faculty Operations/SAT member	Annual review of training embedded into Faculty operation with no gender disparities noted for utility of training gained.
7	Academic work-life balance	Establish a School culture and workload model that is realistic to achieve for the individual, transparent and values all academic tasks, including academic citizenship activity.	A sub-analysis revealed that staff with children under 18 were more likely to perceive that academic citizenship activities are not valued. High levels of stress reported due to workload burden despite a workload model being in place - very common comment from 2018 School staff culture survey.	In response to the 2018 survey result, a breakdown of the workload allocation data was circulated by the DHoS to all staff, which in turn promotes transparency.	Work towards a workload model where all staff's maximum capacity is at 80%, supporting staff work life balance and giving staff greater flexibility to engage in all required areas of academic activity.	80% capacity achieved by 2021	**Lead:** Susie Walsh - Associate Head of School/SAT member. **Support:** David Armitage - Staff loading lead.	2020 School staff culture survey indicates that a minimum of 90% of staff agree that the workload model is transparent and that citizenship contributions are valued with no disparity between those with caring responsibilities and those without. Significant reduction in stress related open text comments.
8.1	Recruitment: Academic staff	Achieve a consistent level of gender-balanced School interview panels.	Data is not currently captured and monitored resulting in difficulties in assessing impact for actions relating to achieving gender-balanced interview panels.		Monitor data of all School interview panels from the previous academic year on an annual basis to ensure that where parity is not being reached, steps can be taken to broaden the pool of interview panellists. This will contribute towards monitoring DMU's Athena SWAN action to achieve gender-balanced panels via a trained pool of panellists.	Conduct first review when 2018/19 data is available.	**Lead:** Emma Johnston - Head of School/SAT member. **Support:** Susie Walsh - Associate Head of School/SAT member	Aggregating annual panel gender make-up data, achieve a gender balance with a gap that is no greater than 10%.

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8.2	Recruitment: Academic staff	To increase the number of external applications for VC2020 roles from women.	Averaging across all posts, between 2012/13 and 2016/17, 14% more applications were received from men. For VC2020 posts 74% of applicants were male in 2016/17. VC2020 posts are significant in helping staff to establish a research career given the reduced teaching and admin loads the roles offer. Only 11% of applicants to professor roles have been from women.	Marketing images on School website have been updated to reflect a diverse range of staff/ students. Prospective candidates researching the School can see people like them already work here.	Ensure all job descriptions highlight the value the School places on academic citizenship.	In place by October 2019 with success achieved by 2022.	**Lead:** Tony D'Emanuele - Head of School/SAT member. **Support:** Steve Barrow - HR Partner	No greater than 10% more applications from a specific gender.
8.3	Recruitment: Academic staff			Prospective applicants are encouraged to contact HoS/programme team for an informal chat regarding position with the opportunity to visit campus before applying.	When a high number of applications from one gender are received, review advertising material and modify to broaden its appeal so no one gender is favoured in future recruitment advertisements.	In place by October 2019 with success achieved by 2022.	**Lead:** Tony D'Emanuele - Head of School. **Support:** Steve Barrow - HR Partner	No greater than 10% more applications from a specific gender.
8.4	Recruitment: Academic staff	Increase the proportion of female candidates shortlisted for VC2020 roles.	The proportion of female applicants who are shortlisted falls from 20% in 2015/16 to 14% in 2016/17 whereas the proportion of men shortlisted is relatively stable at 25% in 2015/16, falling marginally to 23% in 2016/17.		Explore the practicalities of the introduction of blind shortlisting for the VC2020 role.	Trial in 2020/21 and evaluate effectiveness.	**Lead:** Sejal Gohil - Head of School/SAT member. **Support:** Steve Barrow - HR Partner	2018/19 data shows close to gender parity for candidates shortlisted as a proportion of applicants from each gender.
10.1	Induction: PS staff	Increase understanding of effectiveness of induction and ensure consistency in induction processes.	The induction process is not currently monitored for effectiveness and consistency.		Introduce an induction evaluation questionnaire for all new starters and add to the induction checklist.	In place by September 2019.	**Lead:** Marcella Avis - Director of Faculty Operations/SAT member	Induction checklist incorporates evaluation survey completion with 100% staff completion of induction with high satisfaction scores.

No.	Theme	Objective	Rationale	Progress to date	Action	Timeframe	SAT Lead/External Support	Success Measure
10.2	Induction: Academic and PS staff	Increase understanding of effectiveness of induction buddy system and ensure consistency in buddy allocation.	Impact of buddy system is not currently monitored for effectiveness and consistency.		Embed the good practice of allocating an induction buddy for all new professional services staff by adding this to the induction checklist, ensuring new colleagues receive a consistent level of excellent support in the first three months of joining their team.	In place by July 2019.	**Lead:** Jasira Patel - SAT member	Measure the uptake and effectiveness via the biennial Faculty PS staff culture survey
11.1	SAT process	Establish SAT representation for all student levels of study.	Currently only PhD students have SAT representation.	PGR currently represented.	Work with the School's Student Rep Committee to introduce UG and PGT representation to the SAT at an appropriate level, taking into account the sensitive topics on the SAT's agenda.	UG, PGT and PGR reps established by close of 2018/19 session.	**Lead:** Sangeeta Tanna - SAT Chair/AS Champion	UG, PGT, PGR students all have some form voice/input in the SAT process.
11.2	SAT process	Maintain a living aims and objectives document for the SAT, allowing for continued development and growth to encompass new areas of equality, diversity and equality.	The nature of the SAT role will change with time, and it is vital that the nature, membership and organisation of the committee reflect this	Membership reviewed but development of aims and objectives continue to be a living document	Manage post submission SAT membership including role rotation and chair succession planning. Ensure a substantial shadowing period is undertaken by the incoming chair. Ensure the aims and objectives of the committee continue to grow and develop to reflect the changing nature of gender related equality, diversity and inclusion in HE.	Continuous	**Lead:** Sangeeta Tanna - SAT Chair/AS Champion. **Support:** Daniel Carter - AS Project Officer	Annual review in January of committee aims and objectives, as well as membership
11.3	SAT process	Increase Athena SWAN staff and student survey engagement.	Although improving, staff culture survey response rates need to be improved upon - School academic staff response rate 22%, 24%, and 57% for 2014, 2016, and 2018 respectively. Faculty PS staff response rate 22%, 27%, and 39% for 2014, 2016, and 2018 respectively.	Participation increase noted for all surveys undertaken in 2018.	Conduct School staff, School student and Faculty PS staff surveys with follow up focus groups on a biennial basis, targeting a response rate of 75%, 30% and 60% for School academic staff, School students and Faculty PS staff respectively by holding AS themed events and sessions to increase awareness of the initiatives importance.	Achieve targets by 2022 survey round.	**Lead:** Daniel Carter - AS Project Officer/SAT member. **Support:** Sangeeta Tanna - SAT Chair/AS Champion	Specified targets achieved.

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12.1	Culture	Ensure an accessible and inclusive selection of staff social events are organised that takes into consideration personal characteristics of staff e.g. religious beliefs.	3 open text comments pertained to a proportion of social events not being inclusive for some staff based on cultural/religious reasons.		Establish a gender-balanced staff social committee that maximises inclusion values by varying the type and timing of the events.	Committee established by 2018/19 session end. 2020 School staff survey	**Lead:** Linda Bengtstrom - SAT member. **Support:** Dritan Hasa - School Social Event Lead	Positive feedback received in 2020 biennial School staff culture survey with regards to diversity and inclusivity of past events reported. No comments referring to events being exclusive reported.
12.2	Culture	Increase visibility of female role models in Pharmacy from a historical perspective.	Historical women and figures from minority groups who have significantly contributed to School subject areas may be little known, but represent the School's diverse staff and student make-up.	Nominations have begun, and the first piece has been produced with image copyright currently pending.	Produce a poster series showcasing historical women and figures from minority groups who have been influential contributors to Pharmacy and other School subject groups, to display around the School.	Series completed and on display, with feedback obtained from staff and students by 2020.	**Lead:** Daniel Carter - AS Project Officer/SAT member. **Support:** Sangeeta Tanna - SAT Chair/AS Champion	Staff and students respond positively when ask whether they feel represented in the imagery on display around the School.
12.3	Culture	Engage staff and students with gender equality evidence and initiatives.	Gender equality issues need broad promotion and engagement via ongoing initiatives whilst gender based inequalities persist in HE.	School E&D Champion in place, engaging IWD event 2018 with positive feedback.	Organise annual events such as student and staff led debates, and bi-annual guest speaker events.	Two annual events in place by close of 2019/20 session. Four by close of 2021/22 session.	**Lead:** Sejal Gohil - E&D Champion/SAT member	Events in place, with staff and student engagement well documented (data collection). Students and staff respond positively in culture survey when asked about gender related EDI initiatives in place.