



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	CURRENT	Silver
Word limit	11,854	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	512	500
2. Description of the department	485	500
3. Self-assessment process	661	1,000
4. Picture of the department	1941	2,000
5. Supporting and advancing women's careers	6807	6,500
6. Case studies	1000	1,000
7. Further information	448	500

Name of institution	University of Bath	
Department	Department of Pharmacy and Pharmacology	
Focus of department	<u>STEMM</u>	AHSSBL
Date of application	28 th April 2017	
Award Level	<u>Bronze</u>	Silver
Institution Athena SWAN award	Date: Applying to renew April 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Sarah Bailey	
Email	S.Bailey@bath.ac.uk	
Telephone	01225 386842	
Departmental website	http://www.bath.ac.uk/pharmacy/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT 512/500 WORDS

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

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

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



UNIVERSITY OF
BATH

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31st March 2017/ 12th September 2017
Equality Challenge Unit,
7th Floor Queen's House,
55/56 Lincoln's Inn Fields,
London WC2A 3LJ

Endorsement of Application for Athena SWAN Silver Department Award

It is my great pleasure to endorse and support this application. In line with the Athena SWAN principles, our Department recognises the need to benefit from the talents of all, attracting the best teaching, research and support staff and valuing the contribution of women in maintaining our leading status among UK Pharmacy Schools. Our Department has a friendly, inclusive and supportive ethos. I was particularly pleased that in our Departmental Culture Survey staff reported that their colleagues are "the best thing about working in the Department".

I was delighted that our 2014 Bronze Department Award recognised our commitment to gender equality and, to support Athena SWAN activities, I have committed resource in ensuring administrative support and time allocation is included in the workload model. The impact of our Bronze Actions in driving progress towards gender equality is evident across the Department. We have an excellent record in recruiting and supporting women across student (64% female) and staff (47% female) groups. I personally take an active role in encouraging and supporting female colleagues to achieve promotion and undertake leadership development. Since becoming HoD in 2013, we have promoted 10 Lecturers (60% female) to Senior Lecturer level supported by a more proactive approach to appraisal. I have re-structured committees and the Departmental Executive Committee, (the major decision-making committee), now comprises 45% women (vs 20% in 2012/13). The right to flexible working continues to be vigorously upheld for all our staff.

We have low representation of women at Reader/Professor level. With a growing pipeline of Senior Lecturers (44% female), we believe that the best way to make progress is to enhance support to propel mid-career academic staff into the professoriate. Workload is highlighted as a barrier to career progression, so we will pilot a new "mini-sabbatical" scheme to reduce teaching/administrative loads to allow focus on scholarship and leadership roles to enable career progression to Reader/Professor.

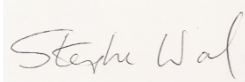
Professional and Support staff, postgraduate research students (PGRs) and postdoctoral early career researchers (ECRs) are included on DSAT for the first time. This submission includes actions to support career development for these groups. Professional and support staff present some challenges as many staff work across multiple Departments, line-managed at Faculty level. We will take action to support the integration of this staff group in the Department. A significant culture change for PGRs and ECRs has already been delivered through Bronze Actions: (i) PGRs formed a staff-student liaison committee

leading to a more cohesive community and a wider programme of sporting/social events; (ii) ECRs established a Postdoctoral Researcher Committee and (iii) ECRs now participate in a range of Department research events and are represented on key Departmental/Faculty committees. Athena SWAN activities are celebrated annually at the Department's Athena SWAN lecture with an eminent female scientist who also inspires ECRs/PGRs in an informal "coffee & careers" session.

I have attended DSAT meetings, been involved in developing the action plan and will lead on implementing actions to facilitate the promotion of mid-career academics. I fully support the aspirations of our new action plan and am confident that our targets will be achieved.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Sincerely



Stephen G Ward, Ph.D.
Head and Professor of Leukocyte Biology

[512 words]

2. DESCRIPTION OF THE DEPARTMENT 485/500 WORDS

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 Department of Pharmacy and Pharmacology, within the Faculty of Science, provides a high quality education and research environment. In REF2014, our grade point average was 3.41 and the Department ranked 6/94 submissions in our Unit of Assessment. Currently there are 74 (47% female) academic, teaching and research staff who have a wide range of academic backgrounds; 39% of academic staff are qualified pharmacists. There are 19 (63% female) Professional and Support staff who are line-managed at Faculty level. Operationally the Department has four semi-autonomous groups, each with a Head of Group who deals with staffing and workload issues: Pharmacology, Medicinal Chemistry, Pharmaceutics and Pharmacy Practice (Fig 1). In 2016/17 we introduced new cross-disciplinary Research Themes each with a significant leadership role to support research innovation.

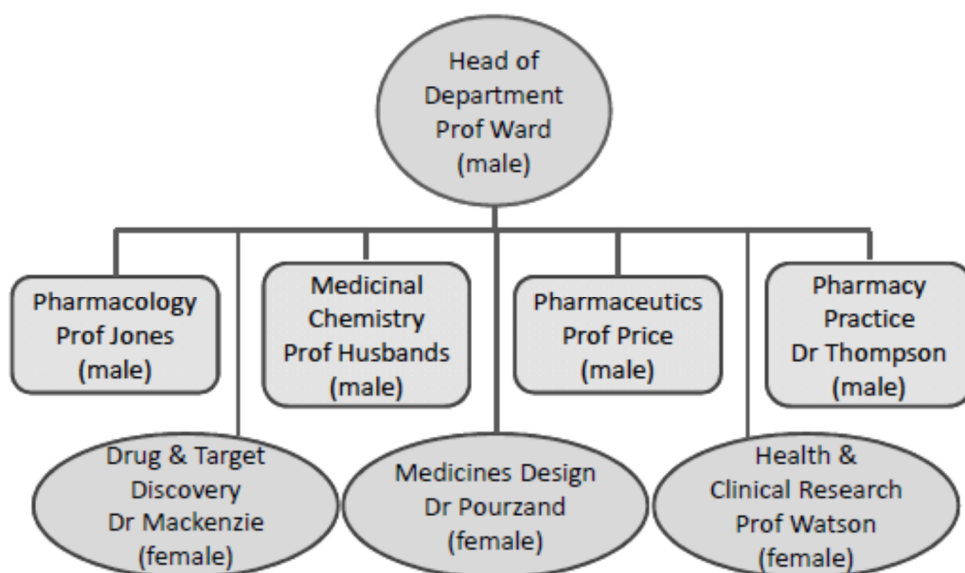


Figure 1: Departmental structure in the Department of Pharmacy and Pharmacology 2016/17. Operational/teaching teams (rectangles) and Research Themes (ovals) are shown.

The Department has 576 (64% female) undergraduates. Most are enrolled full-time on a four-year Master of Pharmacy (MPharm) programme that was reaccruited by the General Pharmaceutical Council (GPhC) in 2016. The Department also offers Masters and BSc programmes in Pharmacology, which can include a year-long work experience placement. We recruit high calibre entrants to all programmes and our standard offer is AAB at A-level or equivalent. We do not run foundation or access courses, although a local FE college operates an international foundation programme from which we recruit ~ 3 students annually. The Department also contributes undergraduate service teaching to students

studying Biomedical Sciences, Biochemistry, Molecular and Cellular Biology, Natural Sciences and Chemistry for Drug Discovery. In the 2015/16 National Student Survey the Department scored 90% for overall student satisfaction. Our Pharmacy graduates are amongst the top performing in the GPhC registration assessment, and again achieved a 100% pass rate in 2016.

Postgraduate taught (PGT) programmes have been an area of rapid development. The number of qualified pharmacists undertaking CPD related study in Advanced Programmes for Pharmacy Practitioners has almost doubled to 322 (73% female) in 2015/16. Additionally, we have 44 (50% female) postgraduate research students (PGRs) studying for PhDs, full- and part-time.

The Department has a friendly, inclusive and supportive ethos, which was enhanced by our **Bronze Department Athena SWAN Award (Sept 2014)**. PGRs have formed a new Postgraduate Staff-Student Liaison Committee (PGRSSLC) and postdoctoral early career researchers (ECRs) were enabled to form a Postdoctoral Researchers Committee. These groupings increase the visibility and representation of PGRs and ECRs as well as improving cohesion and career support. PGRSSLC initiated the Department's first ever "Family-Friendly Fun Day" in May 2016 which was well supported across all staff groups and will become an annual event (Fig 2).



Figure 2: Departmental Family-Friendly Fun Day May 2016. All staff, PGR students and their families are invited onto campus to share a BBQ/picnic and play games, for example 'parent and child three-legged race'.

There are now broadly equal numbers of male and female PGRs, ECRs and academic staff at all grades except Reader/Professor (Fig 3). Our major priority over the next 4 years is to use a targeted proactive approach to tackling this persistent gender imbalance in senior academic roles. We will also take actions to support career development for PGRs, ECRs and Professional and Support staff.

[485 words]

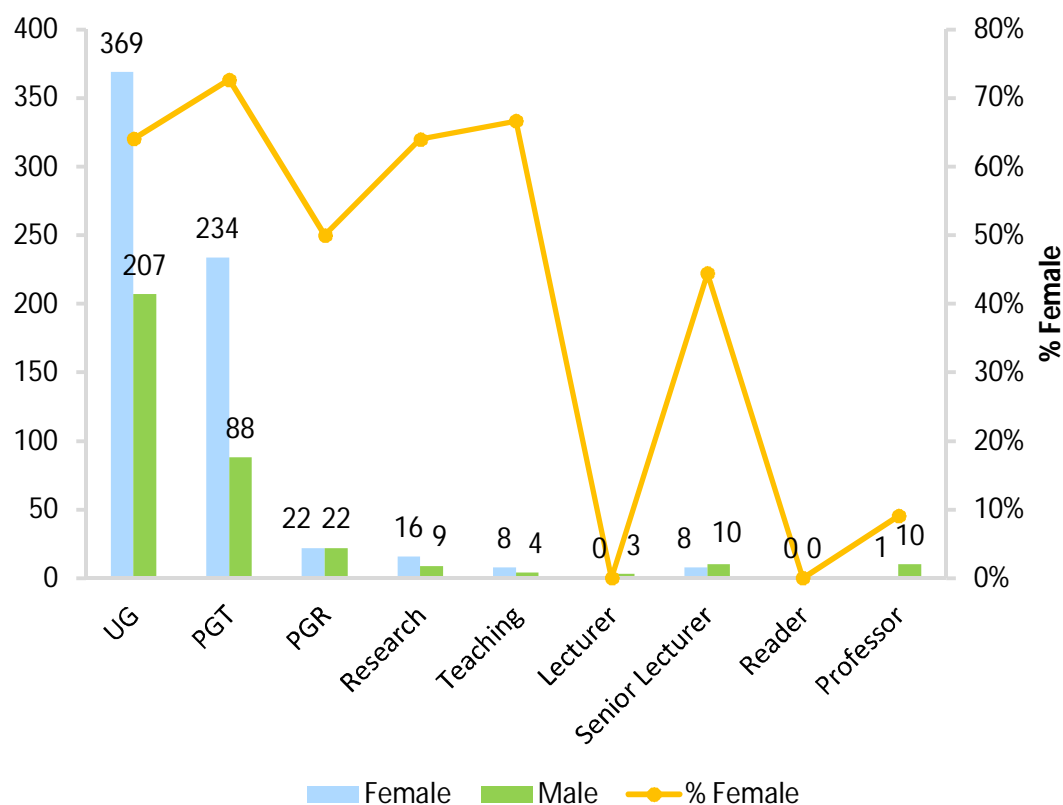


Figure 3 Total number of academic staff, professional & support staff, and students by gender in the department 2015/16 (HESA data year end July 31st)

3. THE SELF-ASSESSMENT PROCESS 661/1000 WORDS (TABLE NOT INCLUDED)

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

Dr Sarah Bailey

Dr Alison Nightingale

Dr Ian Eggleston

Dr Charareh Pourzand

Dr Nikoletta Fotaki

Dr Jenny Scott

Ms Annabel Hampshire

Dr Andrew Thompson

Ms Kath Hood

Dr Joanna Watt

Mr Mike Kenny

Prof Steve Ward

Dr Layla Malt

(ii) an account of the self-assessment process

The Department was awarded a **Bronze Award** in Sept 2014. In summer 2014, the Department established an Athena SWAN Implementation Committee (ASIC) to drive the implementation of the **Bronze Actions**. Chaired by Dr Bailey, comprising 6 members of academic staff with administrative support provided by the Departmental Coordinator, ASIC met quarterly. The work of ASIC has embedded Athena SWAN principles through:

- Athena SWAN being included as a standing agenda item at Departmental staff meetings;
- ASIC/DSAT Chair meeting quarterly with the Departmental Executive and annually with Undergraduate Staff-Student Liaison Committee (UGSSLC) and PGRSSLC;
- ASIC/DSAT Chair introducing Athena SWAN activities to new PGRs at induction;
- Directors of Studies for UG programmes briefing students annually on our Athena SWAN activities;
- Establishment of an annual Athena SWAN lecture in the Department open to all staff and students to celebrate our achievements and disseminate progress.

In January 2016 a new Department Self-Assessment Team (DSAT) was formed and ASIC continued implementation with a new Chair. In line with feedback on our **Bronze Award**, DSAT was expanded from 6 to 13 members to include PGRs, ECRs and Professional and Support staff. Some members (Dr Bailey, Dr Pourzand, Prof Ward (HoD)) have been involved since 2013 to provide continuity. New members were recruited by open invitation to encourage diversity of experience. Sharing of good practice occurs from DSAT feeding into the University's Athena SWAN Network, and via the new Faculty of Science Athena SWAN Champion, to the University SAT (USAT). Members of DSAT have shared good practice with other Departments at the University and through the GW4 Athena SWAN Network (Bath, Bristol, Cardiff, Exeter Universities). USAT has rationalized data collection across the University so that the Office of Policy and Planning provides centrally held data to all Departments. As part of our **Bronze Actions**, ASIC instituted an annual "Athena SWAN Data Gathering Exercise" to collect and monitor data not available centrally, for example participation in public engagement activities, attendance at conferences and external training, service on committees external to the Department. We have shared this with USAT.

DSAT meets monthly to review data and develop new actions. In this application for a silver award, in 2016 DSAT held a focus group with Professional and Support Staff to identify any key issues. Additionally, we conducted a Departmental Culture Survey of all staff and students to identify progress and assess impact. Response rates were 95% for the staff survey (88/93; 59% female) with 48% of PGRs and 24% of undergraduates responding to the student survey. Nobody responding to the survey identified as transgender. Both staff and students overwhelmingly highlighted the friendly, sociable and inclusive environment in

response to “what is the best thing about working/studying in the Department?”; *“Friendly colleagues, Great group of staff, good atmosphere”*. Key findings were disseminated to staff and students and input invited from the entire Department to shape this submission and new action plan. We have taken action to address previously identified challenges and the impact of our **Bronze Actions** is summarized in Section 7 and Bronze Action Plan Progress Report (Section 8).

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

The ASIC approach has worked well in implementing our **Bronze Actions**. In summer 2017 the ASIC will be refreshed, in line with our rolling 3 year term for committee membership (**Bronze Actions**). Meeting quarterly ASIC will take on responsibility for implementing the new **Silver Actions**. To maintain forward momentum ASIC will continue to monitor initiatives set in place to maintain a positive and inclusive work place culture (**Action 6.1**). New initiatives will be made available on the Departmental internal wiki, promoted via plasma display screens and emails from the HoD. Progress and achievements against the **Silver Actions** will be disseminated at Department staff meetings (for all staff), via Postdoctoral Researcher’s Committee, UGSSLC and PGRSSLC. Additionally, ASIC are working to update the Department’s external-facing Athena SWAN webpages. We will continue to use focus groups and a periodic all-staff Departmental Culture Survey, which have proven invaluable in understanding the issues and the impacts of our actions. [661 words (not including table)]

4. A PICTURE OF THE DEPARTMENT 1941/2000 WORDS

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.

Data were obtained from the Higher Education Statistics Agency (HESA) via the Higher Education Information Database for Institutions (HEIDI) and presented as “academic year” headcount, year ending July 31st. Benchmarking data is provided for staff and students assigned to “Pharmacy and Pharmacology” cost centre as Full Time Equivalent HESA returns, rounded to nearest 5.

We have 576 (64% female) undergraduates (UGs) (Fig 4). Females account for 64% of Pharmacy and 57% of Pharmacology UGs (Fig 5,6), in line with, although consistently 2-3% higher than, national data (Fig 7, Table 1). The high proportion of females studying Pharmacy reflects the UK profession where 58% of registered pharmacists are women (Centre for Workforce Intelligence Report, 2012). On

Pharmacology programmes there has been a 22% rise in the total number of students and an increase in females from 51% (2012/13) to 60% (2015/16). 140 words

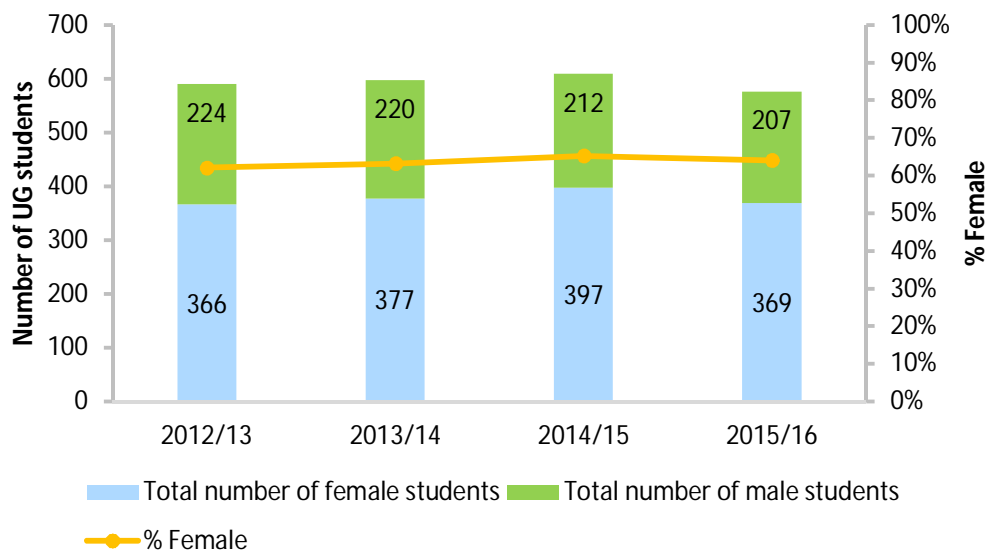


Figure 4: Total number of undergraduate (UG) students in the Department by gender (bars) and % female (line) by academic year.

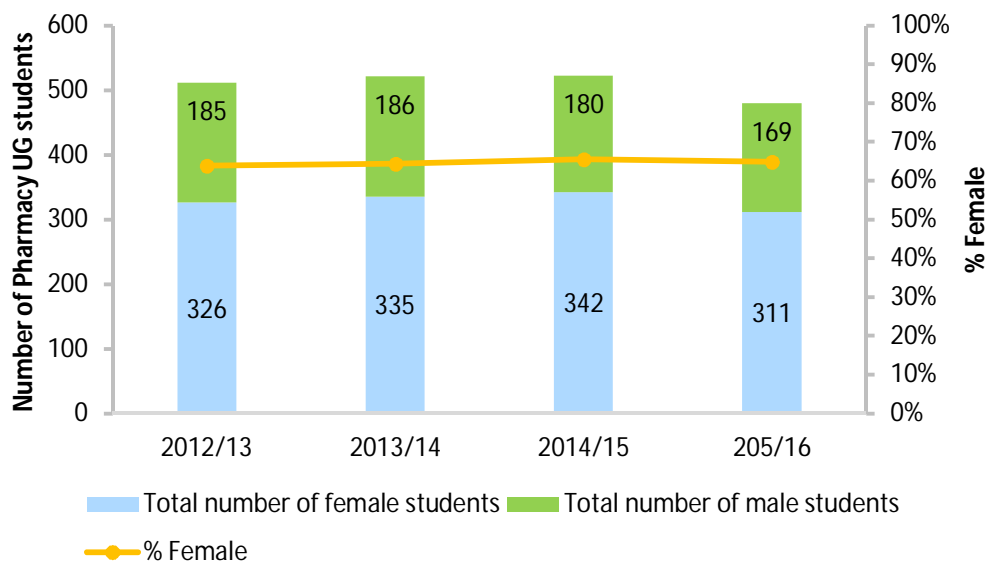


Figure 5: Number of Pharmacy undergraduate students (UG) by gender (bars) and % female (line) by academic year.

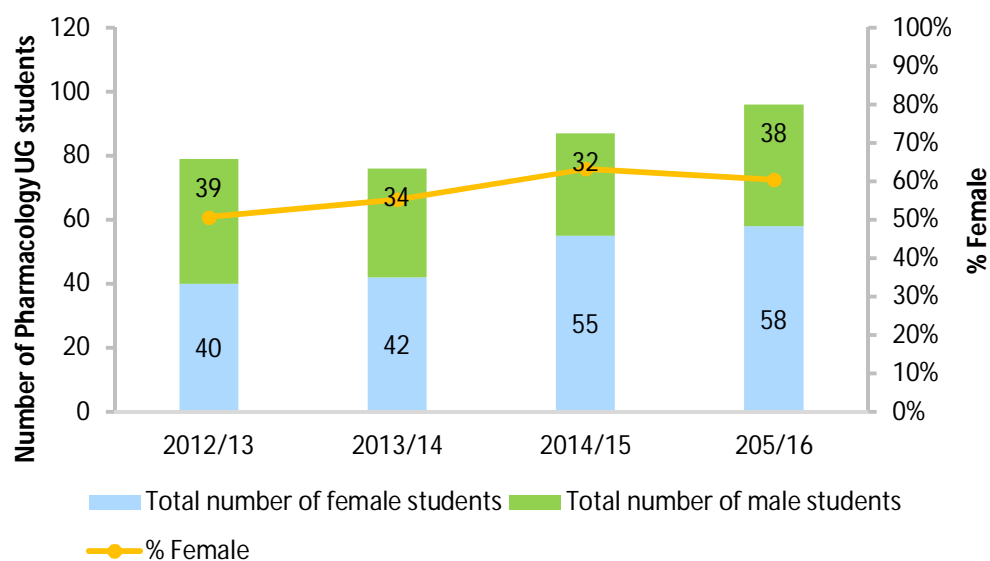


Figure 6: Number of Pharmacology undergraduate students (UG) by gender (bars) and % female (line) by academic year.

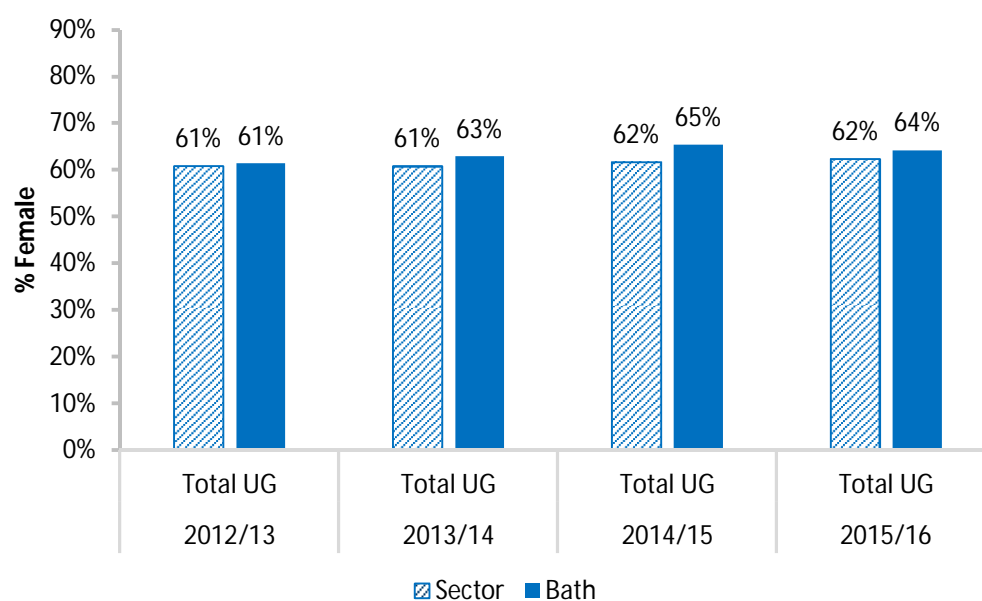


Figure 7: Percentage of female undergraduate students in the Department of Pharmacy & Pharmacology at the University of Bath compared to other Higher Education Institutions across the sector (HESA data).

HESA Cost Centre: Pharmacy and Pharmacology		University of Bath			All HEIs		
		Total	Full-time	Part-time	Total	Full-time	Part-time
2012/13	Female	390	390	0	9535	9440	100
	Male	245	245	0	6170	6080	85
	Other	0	0	-	0	0	-
	Total	635	635	0	15705	15520	185
	%F	61%	61%	-	61%	61%	54%
	%M	39%	39%	-	39%	39%	46%
2013/14	Female	390	390	0	10025	9885	140
	Male	230	230	0	6495	6365	125
	Other	0	0	0	5	5	-
	Total	625	620	0	16,520	16,255	265
	%F	62%	63%	-	61%	61%	53%
	%M	37%	37%	-	39%	39%	47%
2014/15	Female	415	415	0	10130	9990	140
	Male	220	220	0	6305	6185	125
	Other	0	0	0	5	5	-
	Total	635	635	0	16440	16180	260
	%F	65%	65%	-	62%	62%	54%
	%M	35%	35%	-	38%	38%	48%
2015/16	Female	385	385	0	10295	10135	160
	Male	215	215	0	6225	6110	145
	Other	0	0	0	0	0	-
	Total	600	600	0	16550	16250	305
	%F	64%	64%	-	62%	62%	52%
	%M	36%	36%	-	38%	38%	48%

Table 1: Benchmarking data for undergraduate students at the University of Bath and across all Higher Education Institutions (HEI) with a Pharmacy and Pharmacology return.

Applications to Pharmacy have declined 9% since 2012/13; accounted for by changes in visa requirements for overseas students for the pre-registration year (Table 2). Whilst the acceptance:applications is gender balanced, more females apply for Pharmacy (64% of applicants) and are made offers. Applicants are screened on the basis of predicted A-level grades and UCAS information. Once invited for interview, most applicants receive an offer to study based on their understanding of the Pharmacy profession and ability to communicate. One male student commented at UGSSLC *"It didn't cross my mind that Pharmacy was female-dominated, I based my decision on the Department and the programme"*.

Female applicants to study Pharmacology increased to 61% in 2013/14 and 2014/15 while the proportion of male acceptances decreased (Table 3). In **Bronze Actions** we reviewed staff/student gender balance on open day stands and UCAS days. These actions, implemented in 2014/15, likely contribute to increasing the numbers of male applicants (52% female 2015/16). The ratio of offers:applications and acceptances:applications was also gender balanced in

2015/16. Admissions tutors will continue to monitor UG recruitment across programmes and take actions to ensure gender balance (**Action 5.1**). 187 words

UG: Pharmacy			Apps*	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	2013/14	Female	603	399	93	66%	23%	15%
		Male	339	192	46	57%	24%	14%
		% F	64%	68%	67%			
	2014/15	Female	590	420	89	71%	21%	15%
		Male	312	199	56	64%	28%	18%
		% F	65%	68%	61%			
	2015/16	Female	549	409	71	74%	17%	13%
		Male	311	200	49	64%	25%	16%
		% F	64%	67%	59%			

Table 2: Applications, offers and acceptances to study Pharmacy by gender and by academic year.

*Data are for year of entry, regardless of year of application.

UG: Pharmacology			Apps*	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	2013/14	Female	132	100	13	76%	13%	10%
		Male	83	65	9	78%	14%	11%
		% F	61%	61%	59%			
	2014/15	Female	145	132	24	91%	18%	17%
		Male	94	79	8	84%	10%	9%
		% F	61%	63%	75%			
	2015/16	Female	118	98	19	83%	19%	16%
		Male	110	94	17	85%	18%	15%
		% F	52%	51%	53%			

Table 3: Applications, offers and acceptances to study Pharmacology by gender and by academic year. *Data are for year of entry, regardless of year of application.

Year-on-year variation in degree attainment across both programmes is evident; although there are no consistent gender differences (Figure 8, Table 4). The proportion of males achieving first class degrees increased in 2013/14 (46% male vs 33% female), but reversed in 2015/16 (40% female vs 28% male). We ensure fair and effective assessment for all students and recently adopted a policy of anonymous coursework marking. (64 words)

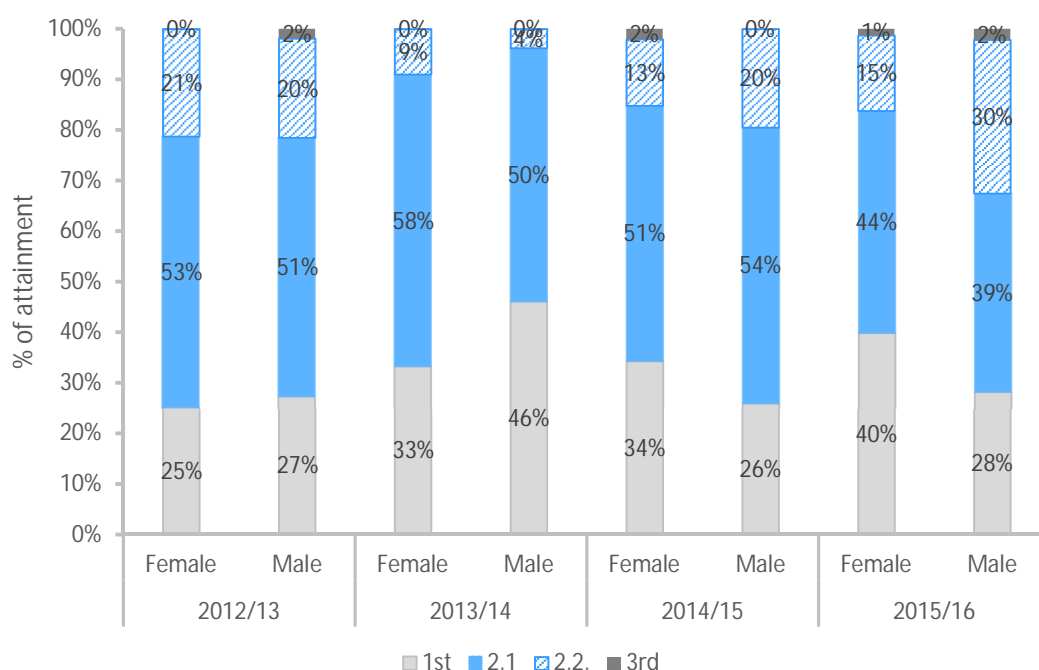


Figure 8: Undergraduate degree attainment across all programmes in the Department by gender and by academic year.

PHARMACY AND PHARMACOLOGY: UG DEGREE ATTAINMENT		Pharmacy						Pharmacology					
		1.1	2.1	2.2	3rd	U	Total	1.1	2.1	2.2	3rd	U	Total
2012/13	Female	17	36	15	0	0	68	2	4	1	0	0	7
	Male	10	18	9	1	0	38	4	8	1	0	0	13
	Total	27	54	24	1	0	106	6	12	2	0	0	20
2013/14	Female	25	37	6	0	0	68	1	8	1	0	0	10
	Male	19	21	2	0	0	42	5	5	0	0	0	10
	Total	44	58	8	0	0	110	6	13	1	0	0	20
2014/15	Female	30	43	10	2	0	85	4	7	3	0	0	14
	Male	11	20	8	0	0	39	1	5	1	0	0	7
	Total	41	63	18	2	0	124	5	12	4	0	0	21
2015/16	Female	28	32	12	0	0	72	4	3	0	1	0	8
	Male	10	15	12	0	0	37	3	3	2	1	0	9
	Total	38	47	24	0	0	109	7	6	2	2	0	17

Table 4: Undergraduate degree attainment split by Pharmacy and Pharmacology programme. Numbers of female and male students in each academic year are shown.

(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.

Our PGTs are professional pharmacists studying part-time on Advanced Programmes for Pharmacy Practitioners (GPhC accredited). The number of PGTs has almost doubled to 322 (Fig 9). The proportion of female PGTs is higher than on UG programmes, slightly higher than sector average and has increased (68% to 73%) (Fig 9, 10). Around 85% of PGTs are from the hospital Pharmacy workforce where the proportion of females is higher (78% female, Pharmacy Workforce Census, 2008) than the workforce as a whole. NHS employers sponsor pharmacists to study on PGT programmes and thus contribute to the selection process. Our programmes are delivered by distance learning, with a flexible modular structure allowing students to take a break and reintegrate as required, which may be more appealing to females.

The proportion of applications from female students was 66-70% while the proportion of offers made to females was slightly higher 70-74% (Table 5). The acceptances:offers showed a significant increase between 2013/14 and 2015/16 for both male and female students, reflecting the overall increase in numbers of PGTs. In **Silver Actions** we will review PGT recruitment and promotional materials to ensure that both males and females are encouraged to apply (**Action 5.1**). 196 words

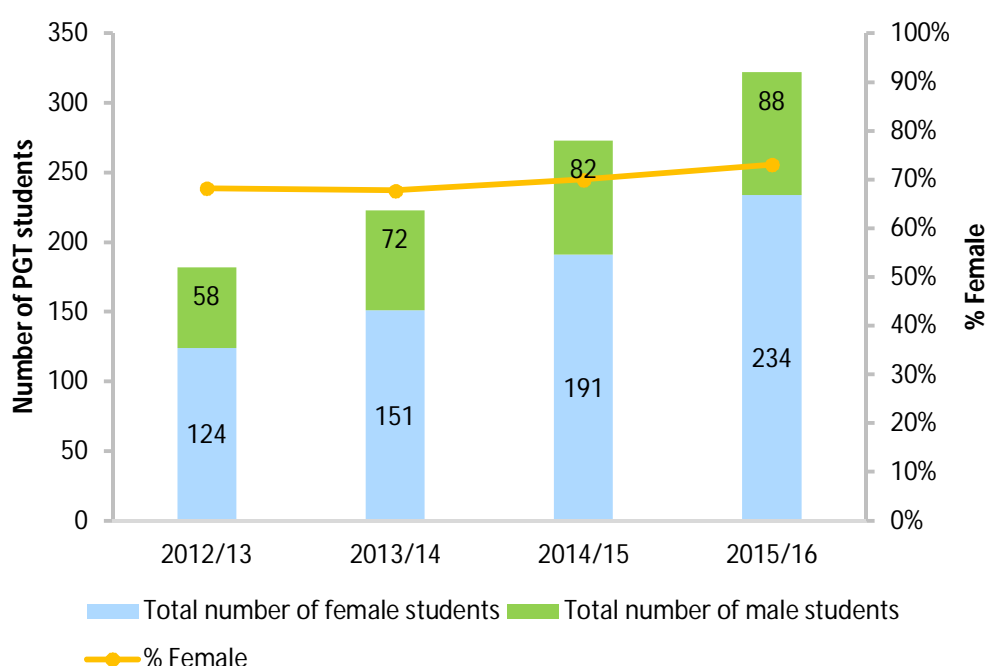


Figure 9: Number of postgraduate taught students (PGTs) in the Department by gender (bars) and % female (line) by academic year.

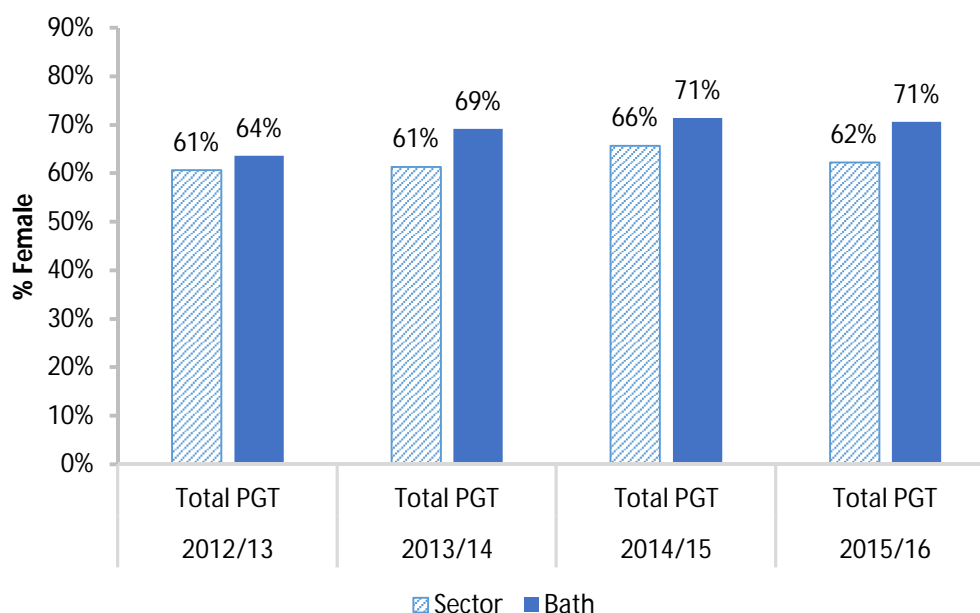


Figure 10: Percentage of female postgraduate taught students (PGTs) in the Department of Pharmacy & Pharmacology at the University of Bath compared to other Higher Education Institutions across the sector.

PGT: Pharmacy and Pharmacology						Offers/Apps	Accepts/Offers	Accepts/Apps
	Apps(*) Offers Accepts							
	2013/14	Female	95	82	72	86%	88%	76%
		Male	49	32	31	65%	97%	63%
		% F	66%	72%	70%			
	2014/15	Female	117	103	96	88%	93%	82%
		Male	51	37	33	73%	89%	65%
		% F	70%	74%	74%			
	2015/16	Female	143	114	113	80%	99%	79%
		Male	61	44	43	72%	98%	70%
% F		70%	72%	72%				

Table 5: Applications, offers and acceptances for postgraduate taught students (PGT) by gender and by academic year. *Data are for year of entry, regardless of year of application.

All PGTs complete. Year-on-year variation in attainment is evident but overall is gender balanced (Table 6, Fig 11). PGT assessments are coursework based, marked by work-based mentors and peer-reviewed by the Bath teaching team, to ensure equity across the cohort. Work-based mentors are appointed as visiting staff having submitted CVs and attended mentor training. Assessments are

subject to Quality Assurance and external review processes in operation at the University. 69 words

PHARMACY AND PHARMACOLOGY: PGT DEGREE CLASSIFICATION		Distinction	Merit	Pass	Studying	Total
2010/11	Female	8	17	16	17	58
	Male	0	5	7	3	15
	Total	8	22	23	20	73
	% F	14%	29%	28%	29%	79%
	% M	0%	33%	47%	20%	21%
2011/12	Female	7	16	5	7	35
	Male	2	6	7	1	16
	Total	9	22	12	8	51
	% F	20%	46%	14%	20%	69%
	% M	13%	38%	44%	6%	31%
2012/13	Female	2	20	8	1	31
	Male	4	9	4	6	23
	Total	6	29	12	7	54
	% F	6%	65%	26%	3%	57%
	% M	17%	39%	17%	26%	43%
2013/14	Female	4	18	19	10	51
	Male	4	7	7	5	23
	Total	8	25	26	15	74
	% F	8%	35%	37%	20%	69%
	% M	17%	30%	30%	22%	31%

Table 6: Postgraduate degree attainment across taught postgraduate programmes leading to a diploma (60 ECTS credits) in the Department by gender and by academic year. % F % female; % M % male. NB: This is a cohort analysis which looks at the entry point so data is only available to 2013/14. Because of the flexible nature of the PGT programmes total registration period is a minimum of 2 years up to 10 years so some students in each cohort are still studying. Postgraduate students enrolled on professional CPD courses (18 ECTS credits) are not included as they do not lead to formal academic awards but are significant accredited career development courses.

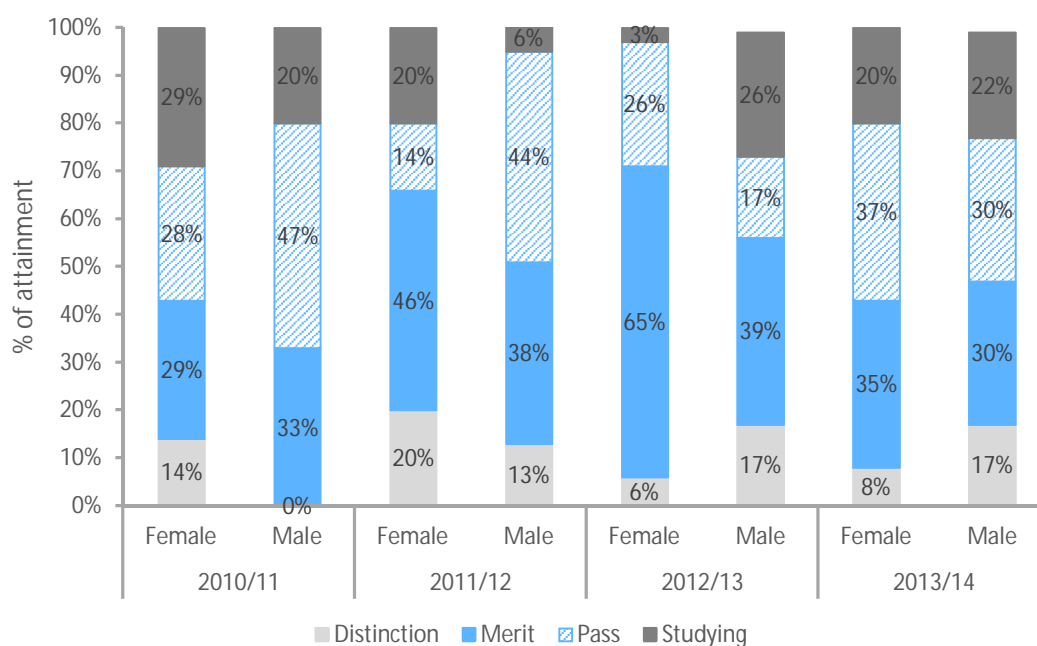


Figure 11: Postgraduate degree attainment across taught postgraduate programmes leading to a diploma (60 ECTS credits) in the Department by gender and by academic year.

(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.

We have 44 postgraduate research students (PGRs), including 5 part-time PGRs (Fig 12, Table 7). The proportion of female PGRs has declined slightly from 57% to 50% in 2015/16. Having been slightly above the sector average, we are now slightly below (Fig 13). 43 words

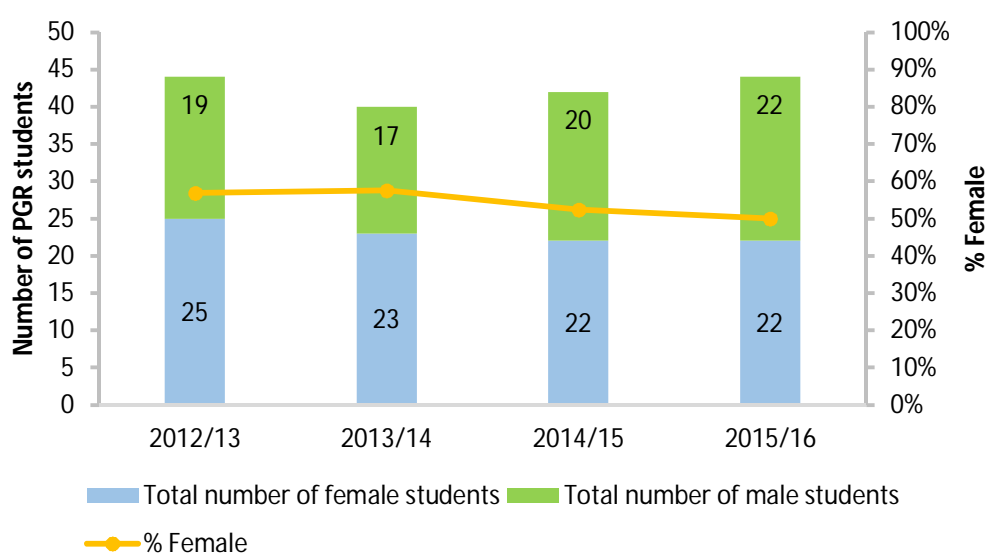


Figure 12: Number of postgraduate research students (PGRs) in the Department by gender (bars) and % female (line) by academic year.

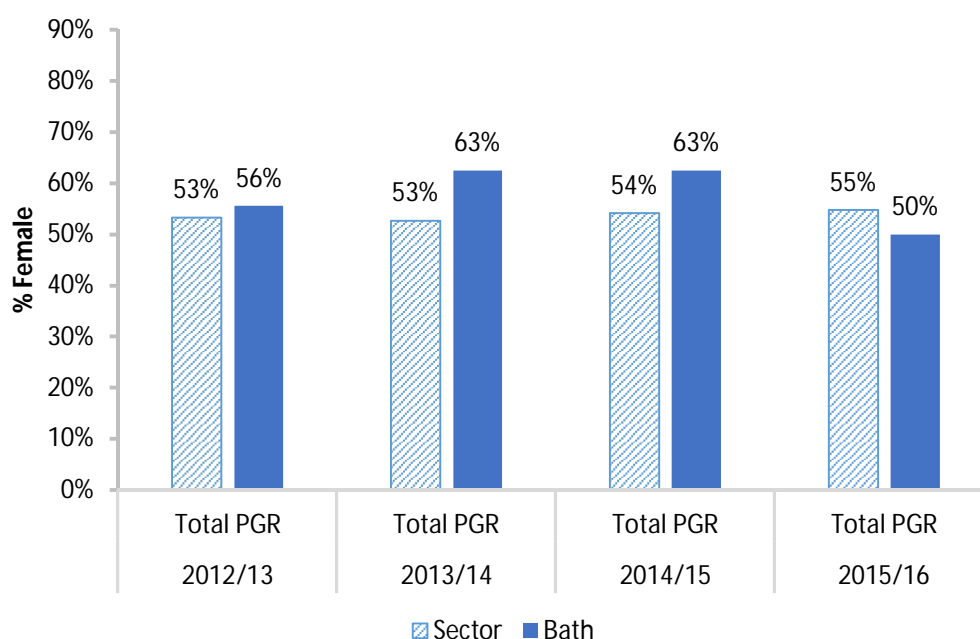


Figure 13: Percentage of female postgraduate research students (PGRs) in the Department of Pharmacy & Pharmacology at the University of Bath compared to other Higher Education Institutions across the sector by academic year.

PGR STUDENTS		Total	Full-time	Part-time
2012/13	Female	25	19	6
	Male	19	15	4
	% Female	57%	56%	60%
2013/14	Female	23	19	4
	Male	17	15	2
	% Female	58%	56%	67%
2014/15	Female	22	18	4
	Male	20	17	3
	% Female	52%	51%	57%
2015/16	Female	22	19	3
	Male	22	20	2
	% Female	50%	49%	60%

Table 7: Numbers of full- and part-time postgraduate research students (PGR) by gender and by academic year.

PGR applications have almost doubled to 142 (39% female) in 2015/16 (Table 8). This reflects the rising research profile of the University and the excellent research environment in the Department, highlighted in REF2014. Females are ~40% of applicants and have a slightly higher proportion of offers, although this does not always translate to acceptance. Students are recruited based on academic achievement and research potential, irrespective of gender. For example, MRC GW4 Doctoral Training Programme shortlisting is carried out blind to identity of

applicants. In **Silver Actions**, we will review recruitment processes and ensure that females are encouraged to apply and take up PhD offers (**Action 5.2**). 106 words

PGR: Pharmacy and Pharmacology	Apps (*)			Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
	2013/14	Female	32	9	7	28%	78%	22%
		Male	49	13	6	27%	46%	12%
		% F	40%	41%	54%			
	2014/15	Female	59	14	11	24%	79%	19%
		Male	75	16	12	21%	75%	16%
		% F	44%	47%	48%			
	2015/16	Female	56	14	7	25%	50%	13%
		Male	86	15	10	17%	67%	12%
		% F	39%	48%	41%			

Table 8: Applications, offers and acceptances for postgraduate research students (PGR) by gender and by academic year. *Data are for year of entry, regardless of year of application.

Pharmacy and Pharmacology: PhD submission rates (*)		Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2009/10	Female	3	2	0	0	5	100%
	Male	5	1	0	1	7	86%
	% F	38%	-	-	0%	42%	-
2010/11	Female	3	0	0	0	3	100%
	Male	5	0	0	0	5	100%
	% F	38%	-	-	-	38%	-
2011/12	Female	7	0	0	0	7	100%
	Male	5	0	0	0	5	100%
	% F	58%	-	-	-	58%	-
2012/13	Female	4	0	0	0	4	100%
	Male	4	0	0	0	5	80%
	% F	50%	-	-	0%	44%	-

Table 9: Thesis completion data for full-time postgraduate research students (PGR) by gender and by academic year. *Cohort analysis which looks at the entry points, instead of the year the PGR degree was completed.

Completion data for PGRs is gender balanced (Table 9). One full-time male PGR did not submit within the standard registration 4-year period. PGRs who are unable to submit due to unforeseeable difficulties, may be granted an extension by the Faculty Board of Studies, and receive continued support from their supervisory team, PGRDoS, and the Department, towards successful completion of their studies. **61 words**

(v) **Progression pipeline between undergraduate and postgraduate student levels**

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

Undergraduates, consulted at UGSSLC, agreed the Department offered effective support for transition to postgraduate level. Students commented *"well-publicised support for careers is available from day 1"*.

Pharmacy UGs complete and pass a pre-registration training year before registering with GPhC and joining the Pharmacy workforce. In 2016, pre-registration exam pass rates were 100% and all our students obtained pre-registration places. We provide extensive careers support in securing a pre-registration place, including an annual careers fair with pharmacy employers attended by the National Association of Women Pharmacists. A significant number go on to PGT programmes; 58 (72% female) of our alumni have returned to PGT study at Bath since 2013/14.

Pharmacology UGs are encouraged and supported to undertake a work-based placement year and develop transferable and subject-specific skills throughout their degree. Prior to placement, the University Careers Service talks about CVs and interview technique. In final year, students attend "Why study for a PhD?" which aims to de-mystify the transition to academia and personal tutors provide support with applications. First destination information, from the Careers Service, shows that over 3 years to 2014/15, 20/45 respondents went on to PGR study (35% female), with ~1 student per annum staying at Bath. **198 words**

4.2. Academic and research staff data

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

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

SILVER APPLICATIONS ONLY

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

We have 74 academic and research staff (47% female) including teaching fellows and teacher-practitioners (Fig 14, Table 10). The **impact** of **Bronze Actions** around recruitment, including training for interview panel members and job adverts that include our Athena SWAN logo and positively welcome applications from women, likely accounts for the steady increase in the proportion of female staff. Our data are better than the national average for SET academic staff (40.8% female) and identical to the proportion of women in Pharmacy and Pharmacology nationally (46.9% female) (Data from Table 4.15 in "Equality in higher education: statistical report 2015" ECU; Fig 15).

No technical staff have progressed to academic roles. However, one female was supported to study for a PhD part-time alongside her technical support role. She has recently successfully completed. 130 words

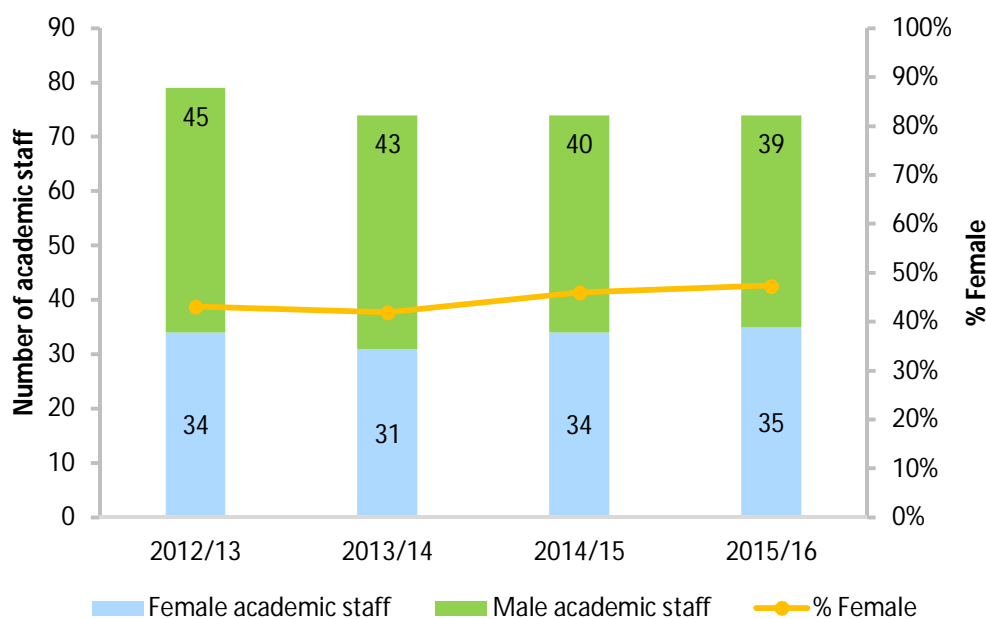


Figure 14: Total number of academic and research staff in the Department of Pharmacy and Pharmacology by gender (bars) and % female (line) by academic year.

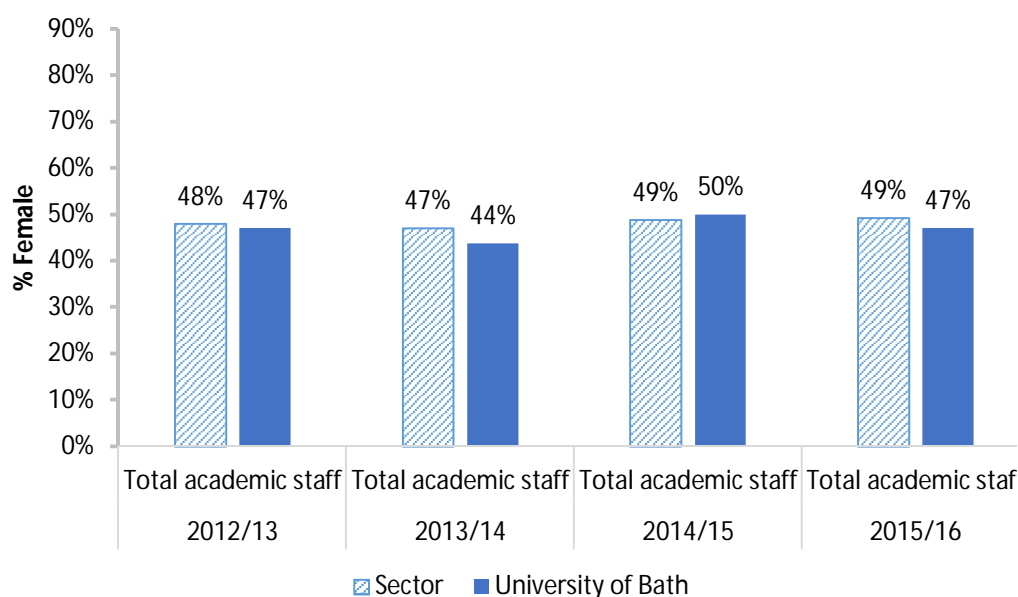


Figure 15: Percentage of female academic and research staff in the Department of Pharmacy and Pharmacology at the University of Bath compared to other Higher Education Institutions across the sector, by academic year.

Analysis of the career pipeline by grade (Fig 16) shows that since 2012/13, 10 Lecturers (60% female) have been promoted to Senior Lecturer (See 5.1.(iii) Promotion). We believe this reflects the **impact** of **Bronze Actions** to enhance the appraisal system in supporting objective setting/training needs against promotion criteria. All appraisers refreshed their training in the conduct of effective appraisal. In the most recent round of promotion (2016/17) one male Senior Lecturer was promoted to Reader; indicating our forward momentum at this grade. At Professor, women remain under-represented, as they do across the University, and the proportion of female Professors has declined to 8% (2015/16). The reduction in female Professors in 2014/15 reflects career success for Prof Melanie Welham who is now Interim Chief Executive at the BBSRC. In 2016, a female Professor left to take up an academic appointment in another HEI alongside a more active clinical role. We are delighted to have appointed a female Professor to this vacancy. External hiring opportunities are limited because vacancies only arise periodically. With a strong pipeline of mid-career Senior Lecturers (18, 44% female), our major priority is to provide proactive support to these staff to achieve promotion to Reader/Professor level (**Action 1**). 200 words

Department of Pharmacy & Pharmacology		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2012/13	Female	34	16	4	5	5	1	2	1
	Male	45	18	3	7	6	0	10	1
	%F	43%	47%	57%	42%	45%	100%	17%	50%
2013/14	Female	31	12	6	3	7	0	2	1
	Male	43	15	3	5	8	0	11	1
	%F	42%	44%	67%	38%	47%	-	15%	50%
2014/15	Female	34	15	7	2	7	0	1	2
	Male	40	13	2	5	8	0	10	2
	%F	46%	54%	78%	29%	47%	-	9%	50%
2015/16	Female	35	16	8	0	8	0	1	2
	Male	39	9	4	3	10	0	11	2
	%F	47%	64%	67%	0%	44%	-	8%	50%

Table 10: Academic staff in the Department of Pharmacy and Pharmacology by role and gender by academic year.

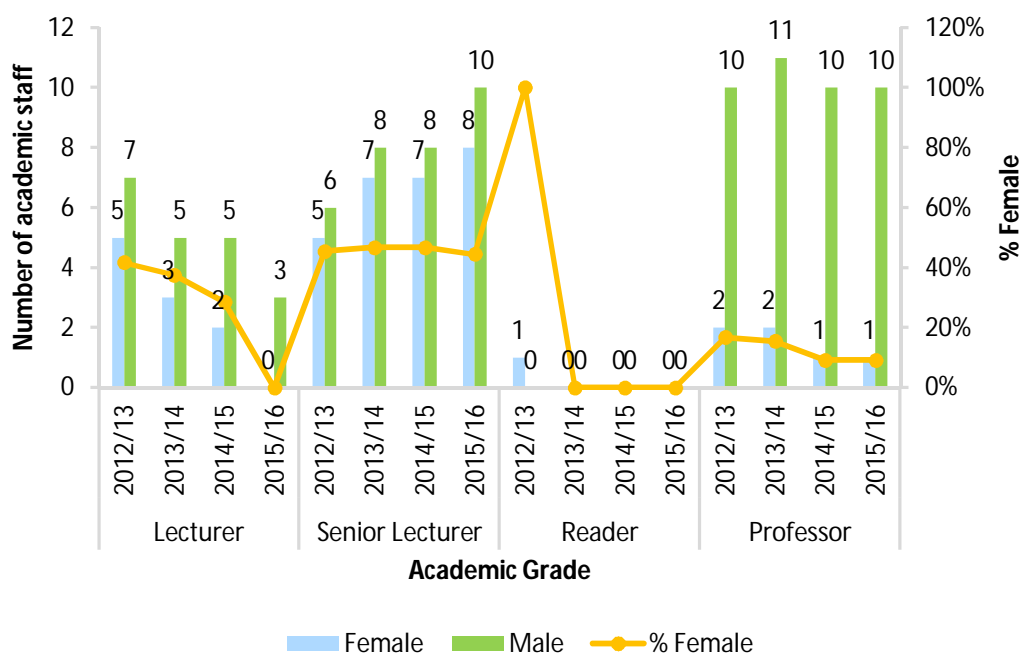


Figure 16: Academic staff in the Department of Pharmacy and Pharmacology by grade and gender (bars) and % female (line) by academic year.

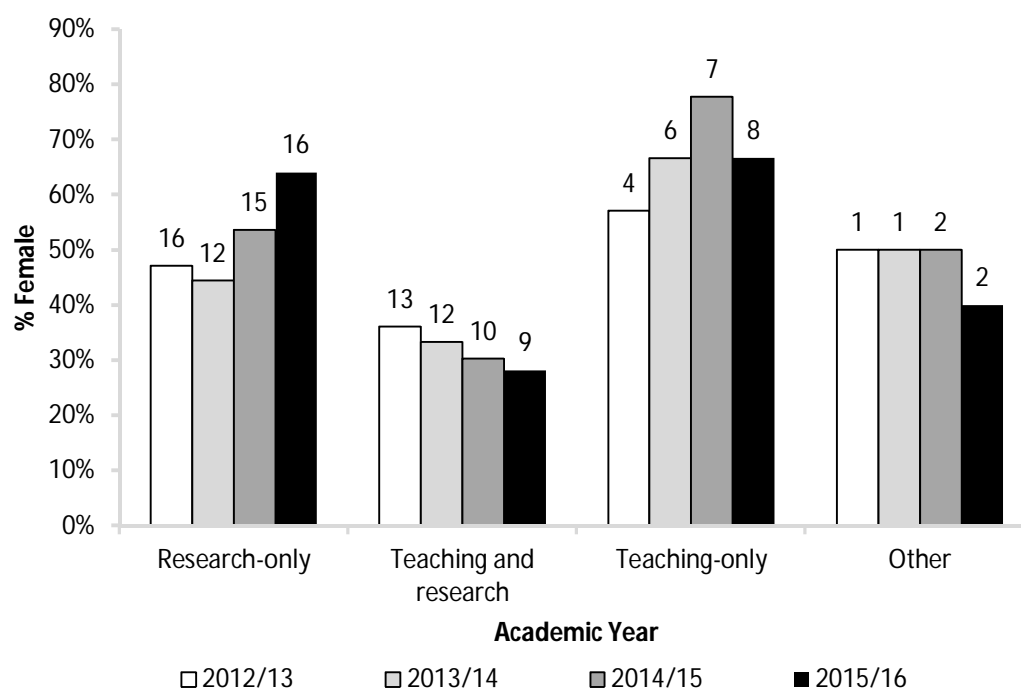


Figure 17: Academic staff in the Department of Pharmacy and Pharmacology by contract function from academic years 2012/13 to 2015/16. The % female and number of female staff in each group is shown.

Females are well represented amongst research staff at 47% in 2012/13, increasing to 64% in 2015/16 (Table 10, Fig 17). This appears to reflect a decline in the numbers of male researchers (See 4.2.(iii)). With this relatively small number of staff being subject to the vagaries of funding streams it is difficult to conclude whether this trend is real. We will review procedures to ensure gender balanced recruitment of ECRs (**Action 1.2**). 72 words

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

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

The majority (72%) of academic and research staff are on open-ended contracts (45-43% female). The number of staff on fixed-term contracts is stable, 29% in 2012/13 to 28% in 2015/16; although the proportion of females on fixed-term contracts has increased slightly (Table 11; Fig 18). This increase is in the 'research-only' category and is probably tied to the appointment of ECRs to new funding streams (Table 12). 67 words

PHARMACY AND PHARMACOLOGY (ACADEMIC AND RESEARCH)		Female	Male	Total	% Female
2012/13	FTC	9	14	23	39%
	Open	25	31	56	45%
	Total	34	45	79	43%
2013/14	FTC	7	11	18	39%
	Open	24	32	56	43%
	Total	31	43	74	42%
2014/15	FTC	10	8	18	56%
	Open	24	32	56	43%
	Total	34	40	74	46%
2015/16	FTC	11	10	21	52%
	Open	24	29	53	45%
	Total	35	39	74	47%

Table 11: Academic and research staff by contract type (fixed-term contract, FTC; open-ended contract, Open) by gender by academic year.

Table 12 (Below): Academic and research staff contract type split by contract function by gender and academic year (headcount at 31st July). (fixed-term contract, FTC; open-ended contract, Open)

PHARMACY AND PHARMACOLOGY (ACADEMIC AND RESEARCH)		FEMALE					MALE				
		TOTAL	Research-only	Teaching-only	Teaching and Research	Other	TOTAL	Research-only	Teaching-only	Teaching and Research	Other
2012/13	FTC	9	9	0	0	0	14	14	0	0	0
	Open	25	7	4	13	1	31	4	3	23	1
	% FTC	26%	56%	0%	0%	0%	31%	78%	0%	0%	0%
2013/14	FTC	7	7	0	0	0	11	11	0	0	0
	Open	24	5	6	12	1	32	4	3	24	1
	% FTC	23%	58%	0%	0%	0%	26%	73%	0%	0%	0%
2014/15	FTC	10	10	0	0	0	8	8	0	0	0
	Open	24	5	7	10	2	32	6	2	23	1
	% FTC	29%	67%	0%	0%	0%	20%	57%	0%	0%	0%
2015/16	FTC	11	11	0	0	0	10	7	2	0	1
	Open	24	5	8	9	2	29	2	2	23	2
	% FTC	31%	69%	0%	0%	0%	26%	78%	50%	0%	33%

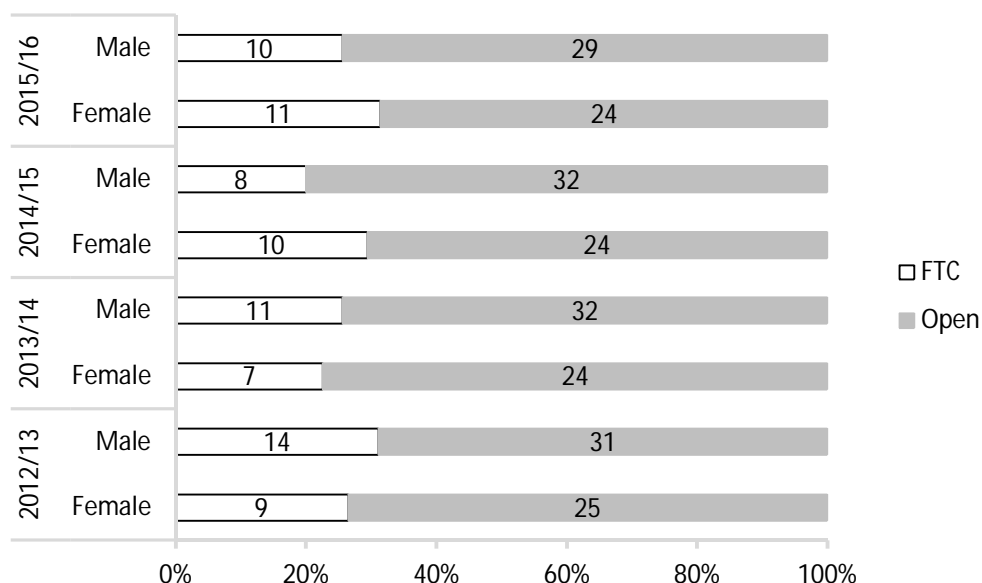


Figure 18: Proportion of academic and research staff on fixed term (FTC) and open-ended (Open) contracts by gender and by academic year. Numbers of staff in each category are shown in bars.

Changes in Pharmacy education towards more clinical facing teaching, and an increase in PGT students, has led to an increase in the number of 'teaching-only' positions (Table 12). Qualified pharmacists deliver this teaching; the majority of practitioners are female reflected in the majority female 'teaching-only' staff. Women report that the flexible, part-time nature makes these roles attractive. In the last year, fixed-term contracts have been used in 'teaching-only' and 'teaching and research' positions; 4 men were appointed – 2 were maternity cover posts and 2 were cover for staff on secondment.

Hourly-paid contracts are used for a limited number of purposes including PGR demonstrators, UG ambassadors, administrative exam support and IT support. Additionally, a small number of hourly-paid contracts have been used for 'research-only' and 'teaching-only' staff (Table 13). 128 words

Academic Year	Research only			Teaching only		
	Female	Male	Total (% F)	Female	Male	Total (% F)
2013/14	-	-	0	2	0	2 (100%)
2014/15	2	1	3 (67%)	3	1	4 (75%)
2015/16	-	1	1 (0%)	3	1	4 (75%)

Table 13: DSAT analysis of data provided by HR of headcount of hourly-paid contracts in the Department of Pharmacy and Pharmacology by gender and by academic year.

(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.

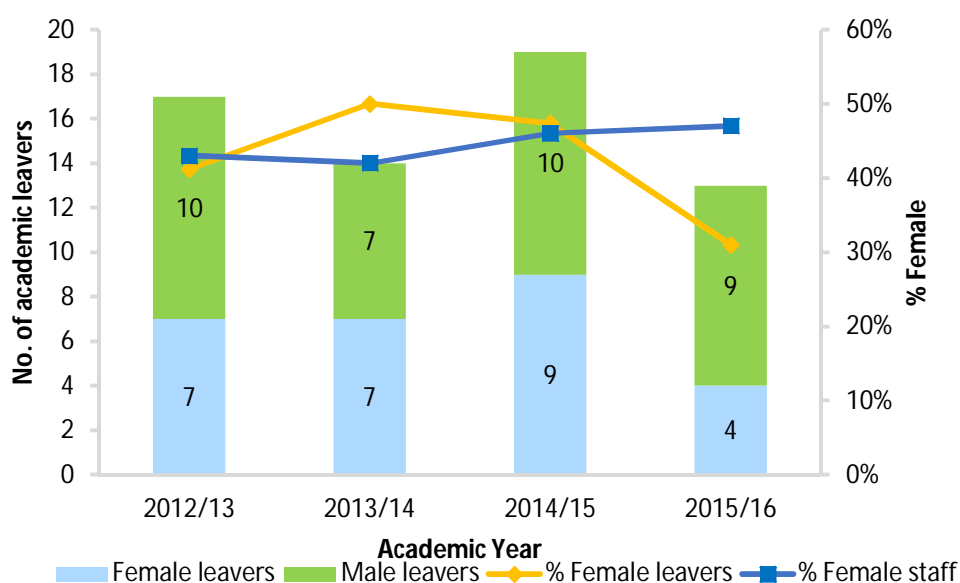


Figure 19: Academic leavers by gender (bars) and % female leavers and % female staff (lines) by academic year.

Table 14 (Below): Academic and research staff leavers by grade, gender and by academic year.

PHARMACY AND PHARMACOLOGY (ACADEMIC & RESEARCH)		LEAVERS							
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2012/13	Female	7	3	2	1	0	0	1	0
	Male	10	8	0	0	1	0	0	1
	% F	41%	27%	100%	100%	0%	-	100%	0%
2013/14	Female	7	6	0	0	0	1	0	0
	Male	7	7	0	0	0	0	0	0
	% F	50%	46%	-	-	-	100%	-	-
2014/15	Female	9	7	0	1	0	0	1	0
	Male	10	6	2	1	0	0	1	0
	% F	47%	54%	0%	50%	-	-	50%	-
2015/16	Female	4	3	1	0	0	0	0	0
	Male	9	7	2	0	0	0	0	0
	% F	31%	30%	33%	-	-	-	-	-

PHARMACY AND PHARMACOLOGY (ACADEMIC & RESEARCH)		Total	FTC	Open	Total	Full time	Part time
2012/13	Female	7	3	4	7	4	3
	Male	10	3	7	10	8	2
	% F	41%	50%	36%	41%	33%	60%
2013/14	Female	7	3	4	7	3	4
	Male	7	6	1	7	5	2
	% F	50%	33%	80%	50%	38%	67%
2014/15	Female	9	7	2	9	7	2
	Male	10	7	3	10	8	2
	% F	47%	50%	40%	47%	47%	50%
2015/16	Female	4	4	0	4	3	1
	Male	9	9	0	9	5	4
	% F	31%	31%	-	31%	38%	20%

Table 15: Academic and research staff leavers by contract type and gender by academic year (fixed-term contract, FTC; open-ended contract, Open; full-time Full; part-time Part).

There is no evidence that gender or full-time/part-time working contributes to staff leaving (Table 14&15, Fig 19). 13 staff left the Department in 2015/16 (31% female); all were on fixed-term contracts, 10 were research staff (30% female) and 3 were 'teaching-only' staff (33% female). In **Bronze Actions** we introduced a Departmental ECR exit sheet to identify intended destinations. In 2015/16, 8/10 ECRs leaving completed the sheet. 3 females left because of the end of contract; 1 continued in research at another HEI and 2 were considering non-academic careers. Of the 5 male leavers, all were seeking to continue in academia; 3 were at the end of contract and 2 left to another HEI. In **Silver Actions** we will monitor ECR exit data to inform actions to support career development (**Action 3.1**).

In **Bronze Actions** we discussed the University's redeployment arrangements with a focus group of ECRs. They were satisfied that our Department supported the continuity of employment for researchers with discipline-specific skills. Where this was not workable, redundancy procedures were in operation. ECRs commented "*there's a relatively small pool of relevant opportunities here and ECRs have specialised skill sets*".

Building on their experiences in the Department; one female Professor left in 2012/13 to be Head of Science and Innovation Support at the European Medicines Agency, while a second female was seconded to BBSRC as Director of Science and then became Interim Chief Executive. A male Professor moved to Oxford University to a personal Chair. A female Reader was a part-time appointment who returned to full-time clinical work in 2013/14. One male and two female Lecturers, left the Department to pursue opportunities at other HEIs and one male Senior Lecturer retired. 280 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS 6807/6500 WORDS

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.

Applications for academic positions are broadly gender balanced (43-55% female) (Table 16). In **Bronze Actions**, since 2014 all advertisements promote our Department as holding an Athena SWAN Bronze Award and state specifically that we welcome applications from women. The wording of all advertisements is inclusive. Shortlisting matches the person and job specifications to the individual candidates. The proportion of females being shortlisted has reduced from 70-80% in 2012-2014 to 55% in 2015/16. All academic staff have completed training for recruitment, including unconscious bias and Equality and Diversity training. We believe the **impact** of these **Bronze Actions** has maintained the number of female applicants at high levels and improved the gender balance in shortlisting.

In 2015/16 in 'research-only' and 'teaching-only' posts there is gender parity. In the most recent Professorial appointment in 2015/16, 60% of the applicants were female compared with 25% in 2012/13 (Table 16). While numbers are small, this is encouraging. However, gender imbalance is apparent in applications for Lecturer and Senior Lecturer, but may reflect the discipline specifications of the posts. In **Silver Actions** we will ensure robust recruitment, shortlisting and interview processes are in place to attract the widest possible pool of applicants and to maintain a gender balanced pipeline of academic staff (**Action 1.2**).

In 'teaching-only' posts in 2015/16, 33% of new starters were female, compared to 100% in previous years (Table 17). Similarly, in 2015/16, 50% of research staff starting in this role were female compared to higher percentages in previous year. This may reflect year-to-year rebalancing or the **impact** of **Bronze Actions** to improve recruitment processes. 263 words

P H A R M	APPLICANTS (*)	SHORTLISTED
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		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other
2012/ 13	F	60	27	28	4	-	-	1	-	20	5	12	3	-	-	0	-
	M	50	36	9	2	-	-	3	-	8	4	2	1	-	-	1	-
	% F	55	43	76	67	-	-	25	-	71	56	86	75	-	-	0	-
2013/ 14	F	47	38	9	-	-	-	-	-	12	5	7	-	-	-	-	-
	M	41	39	2	-	-	-	-	-	3	2	1	-	-	-	-	-
	% F	53	49	82	-	-	-	-	-	80	71	88	-	-	-	-	-
2014/ 15	F	87	66	14	-	7	-	-	-	20	17	3	-	0	-	-	-
	M	117	10	4	-	13	-	-	-	12	9	1	-	2	-	-	-
	% F	43	40	78	-	35	-	-	-	63	65	75	-	0	-	-	-
2015/ 16	F	36	13	12	7	0	-	3	1	18	5	7	4	0	-	1	1
	M	35	15	14	1	2	-	2	1	15	5	7	0	2	-	0	1
	% F	51	46	46	88	0	-	60	0	55	50	50	100	0	-	100	50

Table 16: Number of applicants and shortlisted candidates in the Department of Pharmacy and Pharmacology by gender (F female, M male, %F % female) and grade for applications to academic and research posts by academic year. Where positions are advertised at multiple levels e.g. Lecturer/Senior Lecturer, the lowest grade has been taken.

PHARMACY AND PHARMACOLOGY (ACADEMIC & RESEARCH)		NEW STARTERS						
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor
2012/13	Female	6	1	3	2	-	-	-
	Male	4	4	0	-	-	-	-
	% Female	60%	20%	100%	-	-	-	-
2013/14	Female	5	3	2	-	-	-	0
	Male	2	1	0	-	-	-	1
	% Female	71%	75%	100%	-	-	-	0%
2014/15	Female	9	7	1	0	-	-	-
	Male	6	4	0	1	-	-	-
	% Female	60%	64%	100%	0%	-	-	50%
2015/16	Female	6	4	2	-	-	-	-
	Male	9	4	4	-	-	-	-
	% Female	40%	50%	33%	-	-	-	0%

Table 17: Number of new starters in the Department of Pharmacy and Pharmacology by gender and grade for academic and research staff by academic year. Data collected from the HR database, note that new starters could have applied in the previous academic year.

Department of Pharmacy & Pharmacology		Technical	Research	Teaching	Lecturer	Senior Lecturer	Professor	Other
2012/13		3 (33%)	2 (50%)	2 (100%)	5 (20%)	-	2 (50%)	-
		2 (50%)	2 (100%)	2 (100%)	-	-	-	-
		4 (0%)	3 (33%)	5 (20%)	-	-	-	-
		-	2 (0%)	-	-	-	-	-
	Mean %F	28%	46%	73%	20%	-	50%	-
2013/14		3 (0%)	2 (100%)	-	-	-	-	-
		-	2 (50%)	-	-	-	-	-
	Mean %F	0%	75%	-	-	-	-	-
2014/15		2 (50%)	2 (50%)	5 (60%)	-	4 (25%)	-	5 (40%)
				5 (40%)	-			
			2 (50%)	3 (60%)		5 (20%)	-	
			3 (33%)	3 (60%)				
			2 (100%)	-				
			3 (33%)	-	-	-	-	-
			3 (33%)	-	-	-	-	-
			2 (50%)	-	-	-	-	-
			3 (33%)	-	-	-	-	-
			3 (67%)	-	-	-	-	-
			2 (50%)	-	-	-	-	-
	Mean %F	50%	50%	55%		23%		40%
2015/16		4(50%)	3 (33%)	4 (20%)	5 (20%)	-	5 (20%)	5 (40%)
			2 (50%)	5 (20%)	-	-		
			4(50%)	1 (100%)	-	-	-	-
	Mean %F	50%	44%	47%	20%		20%	40%

Table 18: Composition of interview panels for academic, research and technical staff appointments by role and academic year. The number of people on the panel and the % female is shown in brackets and the mean % female (mean % F) is shown. DSAT analysis of data collected from the HR database.

ASIC reviews the composition of interview panels annually (Table 18). Prior to 2014, some interview panel information was not available, some panels were 100% male and the size of the interview panel was small, even for Professorial appointments. For academic staff the composition of the interview panel is based on expertise and insight into the position and female representation is achieved

external to the Department if necessary. Gender balance has been achieved for interview panels for technical, 'research-only' and 'teaching-only' posts (44-55% female). There are no 100% male panels. A few 100% female panels are evident for ECR appointments because of specific expertise in pharmacokinetics. Overall, female representation is low on appointments for academic 'teaching and research' positions. In **Silver Actions** we have set a target of 40% female representation on interview panels and will increase the pool of eligible recruiters to ensure distribution of workload (**Action 1.2**). 148 words

(ii) Induction

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

In **Bronze Actions** new induction procedures were introduced in 2015. On arrival new staff are welcomed by their line manager and introduced to the HoD. A guided tour of the Department and personal introductions are made to key staff e.g. Directors of Studies, Professional and Support staff. Line managers ensure new staff can access the Departmental wiki where they can find the Induction Handbook with contextual information about the Department's education and research, management structures, regular meetings (e.g. Departmental Research Seminars, Staff Meetings, Friday coffee) alongside information about Athena SWAN, flexible working, mentoring, networking and childcare provision. ECRs arrive on an ad hoc basis by the nature of their funding streams. One new academic starter, returning to the Department, commented that the induction process *"...was much clearer and easier to follow than the last time I was 'inducted' into the Department"*. The Departmental Coordinator circulates a monthly "new starters email" and new staff are introduced and welcomed to the Department at staff meetings. The new Postdoctoral Researchers Committee is notified of new starters and the Chair meets them for coffee and makes introductions to other ECRs. ECR new starters say *"...its a very friendly and supportive Department"*. An induction checklist is returned to the Departmental Coordinator which ensures 100% uptake of induction.

The **impact** of these actions is evident in our Culture Survey; 54% of respondents agreed that "the Department has an effective induction programme" compared to 26% in 2013/14. ASIC is reviewing procedures to see what further support for induction, e.g. a buddy system, can be provided for all new staff (**Action 6.1**). 264 words

(iii) Promotion

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

Academic staff are actively encouraged to meet with the HoD and/or Heads of Group 1:1 to discuss their case for promotion in advance of each promotion round. Criteria for progression are published on the University's webpages. Under this model, research, teaching and administration are equally valued. There are two promotion rounds each year and the criteria, along with an explanation of the process, are circulated to the Department and all staff invited to apply. Candidates then submit to the HoD a University-defined CV explaining how they meet the promotion criteria and supporting evidence. Allowances are made for reduction in publication output or research grant income due to taking a maternity leave or other career breaks. A consensus recommendation is made by all senior staff as to the suitability of the case to go forward to the University's Academic Staff Committee. Individual feedback is provided to all candidates to enable them to improve their promotion case or, if not deemed ready for promotion, given clear targets to improve their CV for a future promotion bid.

Promotions structures do not exist in the same context for Professional and Support staff at the University of Bath and data is therefore not available. Details of how Professional and Support staff develop within their role and access rewards/recognitions is included below (Section 5.2).

Since 2012/13, 10 staff (60% female) have achieved promotion from Lecturer to Senior Lecturer (**Case Study 2**), 1 female to Reader (subsequently left), 1 male to Professor and 1 female Teaching Fellow to Senior Teaching Fellow (Table 19,20). Part-time working is not a barrier to career progression. Two females promoted from Lecturer to Senior Lecturer had both had maternity breaks and worked part-time (0.8 FTE) (Table 20). A part-time ECR at Research Officer grade was supported to achieve promotion to Research Fellow in 2013/14 (**Case Study 1**). The proactive support of the HoD and line managers in preparing promotion applications is reflected in the high success rates. One male Lecturer was unsuccessful in 2013/14. As part of the USAT action plan, unsuccessful applicants now receive direct feedback to move forward with their case for promotion. With the support of line managers, this candidate was enabled to be promoted to Senior Lecturer in 2015/16.

The number of applications for promotion has declined, although there is no evidence of gender imbalance. In the review period nobody applied for promotion to Reader/Professor. This likely reflects the recent promotions to Senior Lecturers who require time to progress for future promotions. Indeed in the 2016/17 promotion round, one male Senior Lecturer was promoted to Reader. Support for career progression of mid-career academic staff to Reader/Professor level is a major priority in our **Silver Actions**. We will maintain forward momentum by provision of mentoring, proactive support for research grant applications, enabling staff to take on leadership roles and piloting a Departmental "mini-sabbatical" scheme to provide time for scholarship to support career progression (**Action 1**). 486 words

Pharmacy & Pharmacology	Applications				Promotions				Success rate		
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total
Total	8	6	14	57%	8	5	13	62%	100%	83%	92%
2012/13	4	1	5	80%	4	1	5	80%	100%	100%	100%
2013/14	2	3	5	40%	2	2	4	50%	100%	80%	80%
2014/15	1	0	1	100%	1	0	1	100%	100%	-	100%
2015/16	1	2	3	33%	1	2	3	33%	100%	100%	100%

Table 19: Number of academic staff applying for promotions and success rate by gender and by academic year.

Pharmacy & Pharmacology	Successful promotions
2012/13	1 F translated to Senior Lecturer (from Senior Teaching Fellow) 2 F promoted to Senior Lecturer 1 F translated to Reader (PT clinical appointment) 1M promoted to Professor
2013/14	2 F promoted to Senior Lecturer (1 PT) 2 M promoted to Senior Lecturer
2014/15	1 F promoted to Senior Teaching Fellow
2015/16	1 F promoted to Senior Lecturer (PT) 2 M promoted to Senior Lecturer

Table 20: Grade of successful promotion of academic staff by gender (F female, M male) and by academic year. (Part-time, PT, all other staff are full-time)

(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.

Submitted to REF2014	Submitted to REF	Total eligible	% of eligible staff submitted
Female	10	14	71%
Male	24	25	96%
Total (% Female)	34 (29%)	39 (36%)	87%
Submitted to RAE2008	Submitted to RAE	Total eligible	% of eligible staff submitted
Female	12	16	75%
Male	25	33	75%
Total (% Female)	37 (32%)	49 (33%)	75%

Table 21: Staff submitted to REF2014 and to RAE2008, by gender, in the Department of Pharmacy and Pharmacology. For RAE2008 data are based on DSAT analysis of Departmental records.

In REF2014 the Department was submitted to the “Allied health professions: Dentistry, Nursing and Pharmacy” Unit of Assessment. We ranked 6/94 submissions, with a grade point average 3.41. 91% of our research was rated as world-leading. In REF2014, the quality of research outputs was emphasized and the “impact case study” introduced to assess research significance and reach. Staff were not submitted where they did not have the requisite number of 3* research papers. Overall 87% of all eligible staff, but only 71% of eligible females, were submitted (Table 21). Of the four females not submitted, two were early career appointments having only recently completed PhDs, one had a maternity break and returned to work part-time and one had recently transferred from the teaching fellow job family. While numbers submitted to RAE2008 are not comparable to REF2014 because of a shift in the guidelines on eligibility of academic staff; the proportion of staff submitted in 2008 was gender balanced.

A strategic decision to exclude an individual was made in accordance with the University’s code of practice on preparing submissions and the relevant equality and employment laws. The HoD spoke 1:1 to all individuals not submitted to REF2014 or RAE2008, to reassure them that non-submission would not be a factor in any future promotion. Such decisions are not viewed as detrimental to career progression in our Department, indeed one female not submitted to REF2014 has subsequently been promoted to Senior Lecturer. 239 words

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

There are 19 Professional and Support staff (63% female) in the Department; 3 staff in administration and 16 staff in technical roles. Additional administrative support staff work within our Department and across other Departments. All Professional and Support staff are line-managed via Faculty-wide structures. All Professional and Support staff with a role in our Department undergo the same induction process as academic and research staff; personal introductions are made to HoD and key staff; Induction Handbook accessed via the Departmental wiki; Health and Safety requirements and the induction checklist completed (Section 5.1.(ii)). Input from Professional and Support staff has helped improve the Induction Handbook to meet the needs of this group and improve induction for all staff. 119 words

(ii) Promotion

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

At the University, recognition and career progression for Professional and Support staff occurs via five routes: (1) *Pay scale increases* annual increments across grades 1-9; (2) *Recognising Excellence Award (REA)* - staff whose contribution has been exceptional in a short term context can be awarded a single payment; (3) *Outstanding Contribution Award (OCA)* - staff who have shown sustained exceptional performance, exceeding expectations of their role over a period of at least 2 years, can be recognized and rewarded with a tangible increase in pay. OCA is only accessible for staff at the top of their pay scale who have received a REA in the previous year. In the last 3 years, 6 (50% female; 5 full-time; 1 part-time) staff in the Department were nominated successfully for an OCA. (4) *Job Evaluation and Grading Review* - evaluates new jobs and reviews existing ones to ensure that the pay offered is appropriate for the level of responsibility and duties. (5) *Applying for higher grade job* - this is the main route for progression.

In the last 3 years, 7 staff applied for a new position within the University and one female was successful in moving from a grade 4 to grade 5. Applications were made from staff across pay grades 4-6; including full-time (5/7) and part-time (2/7) staff. When surveyed by DSAT these staff reported low morale and technical staff particularly reported feeling stuck “*this is your grade and job description for life*”. Staff felt there was little support, or even a strategy to support, career progression for Professional and Support staff. They identified the following key issues: lack of encouragement and support for progression; lack of time to take advantage of career development opportunities/training and lack of roles to progress into. In **Silver Actions** we will work with Faculty management teams to review Faculty-wide career development opportunities for these staff (**Action 2.1**).

A further issue for technical staff is the unintended consequences of the fixed-term contract arrangements for ECRs designated ‘at risk of redundancy’. Technical staff, who have the necessary skills and academic qualifications, feel prevented from competing for grade 7 jobs, which are open only to ECRs at risk of redundancy. DSAT has brought this issue to the attention the Dean of Science and will work with Faculty management teams to review practises that may unintentionally limit the progression of technicians (**Action 2.1**). 394 words

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?

All staff are encouraged to develop new skills and attributes to support career development. Training opportunities, including the University's Academic Staff Development and Researcher Development Units' courses, are promoted by email to academic and research staff and available on the intranet, including an online development tool.

Staff Development Performance Review (SDPR) is the appraisal and development tool used for all staff including ECRs. In **Bronze Actions**, all SDPR reviewers underwent training and we introduced a new "Departmental SDPR Companion Form" which reminds reviewer/reviewee to identify training needs. The number of ECRs taking up training has increased over the 3 years analysed, while in 2015/16 there was a notable decrease in academic staff taking up training opportunities (Table 22). The drop in attendance by academics could be due to prior attendance or to high workload associated with the recent GPhC reaccreditation of the Pharmacy programme and consequent curriculum redevelopment.

The University funds ten competitively allocated places per year on the Aurora Leadership Programme. The HoD proactively encouraged and enabled five women from the Department to attend: one Research Fellow, two Senior Teaching Fellows and two Senior Lecturers who commented "*Aurora has been very useful 'me time' – it's provided me with space to think about my career and where I want it to go - wish I was on the programme 10 years ago!*". Women completing the course have taken on leadership roles within the Department e.g. Director of Studies for Pharmacology, Research Theme leader.

The **impact** of our **Bronze Actions** is evident in the Culture Survey where the proportion of staff actually receiving the training identified during their appraisal has increased from 20% in 2013/14 to 45% in 2016/17. However, 33% of staff also reported that they had not accessed Academic Staff Development courses in the last 2 years, stating "*I don't have time for training*". While there is an improving gender balance, males seem less likely to take up training opportunities. In **Silver Actions** we will encourage academic staff to take up targeted training to support career development (**Action 1.3**) and enable ECRs to develop skills and experience through a culture of a "10 day training allowance" (**Actions 3.3, 3.4**). 349 words

Training Courses Attended	2013/2014			2014/2015			2015/2016		
	F	M	% F	F	M	% F	F	M	%F
The Bath Course	3	0	100%	3	0	100%	3	3	50%
Academic Staff Development	61	66	48%	69	31	69%	19	24	44%
Researcher Development Unit	2	12	14%	16	11	59%	11	10	52%
External Courses	-	-		3	1	75%	7	4	64%
N (% survey respondents)				13%	3%		15%	10%	

Table 22: Number of academic and research staff in the Department of Pharmacy and Pharmacology attending training courses both within and external to the University of Bath by gender (F female, M male, % F % female) and by academic year. Data are from Athena SWAN data gathering exercise and from Academic Staff Development/ Researcher Development Units.

(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.

SDPR, appraisal, has been mandatory for all academic and research staff since 2014/15. Performance is reviewed, objectives set for the coming year and career development discussed. Staff reported in our Culture Survey 2013/14 that the emphasis in SDPR was on performance rather than development. Our **Bronze Actions** recognised a training need for reviewers to ensure that SDPRs are conducted effectively. Uptake of this training course is increasing in the Department year-on-year; in 2014/15, 10 staff (30% female) had undertaken SDPR training and in 2015/16 this increased to 16 staff (38% female). We introduced a 'Departmental SDPR Companion Form' to ensure that training needs and career development have been considered.

Uptake of SDPR	Academic staff				Research staff/ECRs			
	F	M	%F	Total (% eligible staff)	F	M	%F	Total (% eligible staff)
2013/14	16	26	38%	42/42 (100%)	5	1	83%	6/27 (22%)
2014/15	15	24	38%	39/42 (93%)	2	5	29%	7/28 (25%)
2015/16	16	27	37%	43/49 (88 %)	13	4	59%	17/25 (68%)

Table 23: Uptake of SDPR by academic and research staff in the Department of Pharmacy and Pharmacology by gender and by academic year. Data are DSAT analysis of Departmental records.

The **impact** of these actions has seen some improvement in satisfaction with SDPRs with 40% of staff agreeing "Appraisals (SDPRs) have been helpful in developing my career" compared with 28% in 2013/14. 100% of eligible academic staff participate in SDPR except where staff are not required to complete SDPR (2015/2016 2 on sabbatical, 2 on maternity leave, 1 on probation and 1 left the Department) (Table 23). Uptake amongst ECRs is increasing year-on-year, although 7 (57% female) ECRs did not complete SDPR in 2015/16.

In **Silver Actions** we will further enhance the effectiveness of the SDPR process (**Action 1.1**). We will invite the Researcher Development Unit to provide training to ECRs around SDPR's importance as a career development tool and have set a target of 100% uptake of SDPR by ECRs (**Action 3.2**). 222 words

(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.

We are committed to supporting career progression for academic and research staff (**Case Studies**). For example, in 2015/16 one female Senior Lecturer was seconded to the European Medicines Agency for 12 months with teaching cover paid for. The criteria for promotion of academic and research staff were updated in April 2016. In **Bronze Actions** we have placed exemplar CVs from staff successfully promoted onto the Departmental wiki. In **Silver Actions** we will hold a workshop to update academic staff on changes to promotion criteria and to highlight the possibility of career progression via teaching and administration routes (**Action 1.3**).

In our Culture Survey we asked staff to identify potential barriers to career progression. The biggest obstacle was a "high workload" with 66% citing this as a barrier "to some extent" or "a lot". "My gender" or "lack of flexible working" were not barriers. Actions around workload will be taken to support career progression of mid-career academic staff (Section 5.6 (V); **Action 1.5**).

The University has implemented the "Concordat to Support the Career Development of Researchers" and introduced clear promotion criteria for ECRs. ECRs at grade 8/9 can now apply for their own funding on grants and are able to be Principal Investigators (**Case Study 1**). The Researcher Development Unit and Careers Service provide support for ECR career development, aligned to the Concordat, with 1:1 career progression advice and career coaching available. Four research staff attended a 1:1 appointment on career progression in 2014/2015 and a further four attended in 2015/2016 (gender ratio not available). 3 ECRs (67% female) have been encouraged by the HoD to attend the Bath Science Academy programme and the benefits were summarised by one *"it really helped me to focus on the skills I would need to pursue an independent research career"*. We will ensure the developing role of the Postdoctoral Researchers Committee in supporting ECR development (**Action 3.1**). They will organize a workshop for ECRs with the Researcher Development Unit to disseminate information on promotion routes for ECRs and promote the importance of professional development planning (**Action 3.3; 3.4**).

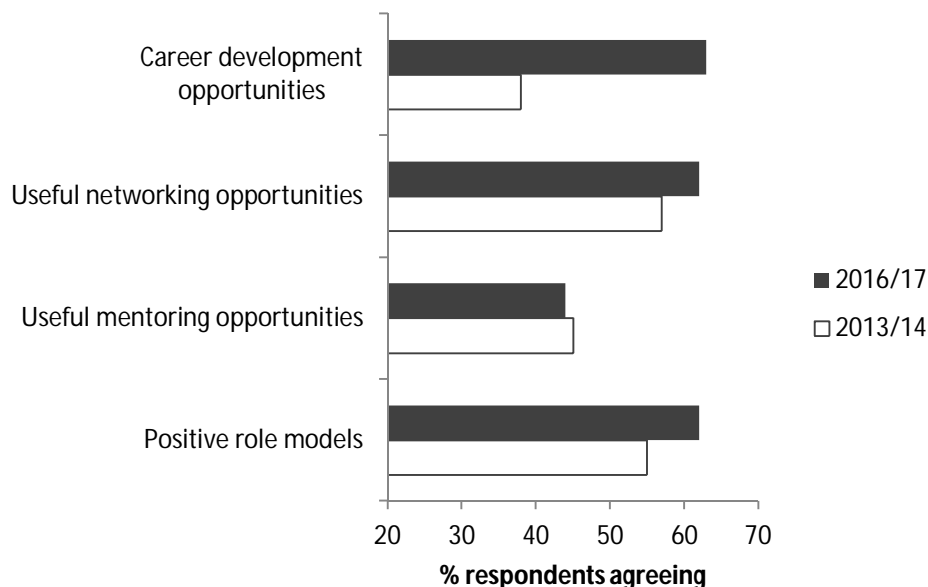


Figure 20: The proportion of staff agreeing that “My Department provides me with.....” career development, networking and mentoring opportunities in the Culture Survey in 2016/17 (compared with 2013/14).

In our Culture Survey 63% of staff (38% in 2013/14) agreed that the Department provides them with career development opportunities (Fig 20). The **impact** of our **Bronze actions** is also evident in an increase in the percentage of staff agreeing that the Department provides useful networking opportunities and positive role models (Fig 20). Networking events take place regularly in the Department e.g. Cancer Research @Bath and the University’s Senior Women’s Academic Network. One female Senior Lecturer commented “ *the network is great for fostering relationships across the University... and to learn from senior colleagues how to overcome the challenges in academia*”. Staff are encouraged to attend national and international conferences. In 2014/15, 30 (33% female) academic staff and 6 (67% female) ECRs attended at least one conference while in 2015/16, 29 academic staff (41% female) and 14 research staff (71% female) attended at least one conference.

Our **Bronze Action** plan to introduce a mentoring scheme was overtaken by a new University-wide mentoring scheme. In 2015/16 a Department Mentoring Champion was appointed to promote the scheme and coordinate mentor/mentee relationships. Currently eight staff in the Department have either one-to-one mentors or participate in a mentoring circle, including two ECRs (50% female). However, the proportion of staff agreeing that there are useful mentoring opportunities has not changed since 2013/14 (Fig 22). In **Silver Actions** we will encourage uptake of mentoring, provide training for mentors/mentees and foster cross-departmental mentoring relationships (**Action 1.3**).

In **Bronze Actions**, a focus group with ECRs revealed a need for increased inclusion in Departmental activities. As a result there is now ECR representation on the Department’s Research Committee and a new Postdoctoral Researchers

Committee has been established. The **impact** of this has been to increase their experience and skills development e.g. giving seminars in the Departmental Research Seminar series (Table 24); participation in Research Away Days (Table 25). 653 words

YEAR	ECRs			PGRs		
	Female	Male	Total (% F)	Female	Male	Total (% F)
2014/15	3	2	5 (60%)	1	2	3 (33%)
2015/16	1	0	1 (100%)	3	2	5 (60%)
2016/17	6	2	8 (75%)	3	3	6 (50%)

Table 24: Participation in presenting at Departmental Research Seminar series by early career researchers (ECRs) and postgraduate research students (PGRs) in the Department of Pharmacy and Pharmacology by academic year 2014/15 onwards (prior to this date no ECRs or PGRs were included).

YEAR	ECRs		
	Female	Male	Total (% F)
2015/16 -1	4	1	5 (80%)
2015/16 -2	11	8	19 (58%)
2016/17-1	10	8	18 (56%)
2016/17-2	5	5	10 (50%)

Table 25: Participation in Departmental Research Away Days by early career researchers (ECRs) in the Department of Pharmacy and Pharmacology. Two events are held per annum, and ECRs were only invited starting in academic year 2015/16 onwards.

(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).

Our UG students are allocated a personal tutor who offers career progression advice, academic guidance and pastoral support. Students can request to change tutor at any time and further support is available from the Directors of Studies and Senior Tutor (female). A peer-mentoring scheme offers support to new students from current students. Groups are gender matched in that female mentees will be allocated to female mentors or a mixed female/male mentor pair. Pharmacy students are supported in their career choices through practice-based learning initiatives and development of professional, ethical and clinical decision-

making skills. A Departmental online resource provides detailed advice regarding work experience and career development.

Pharmacology UGs are supported by an academic Placement Tutor to do a work-based placement during their 3rd year. At this stage Pharmacology UGs complete Equality and Diversity training arising from **Bronze Actions**. During their final year, students receive talks about PhD opportunities and life in academia, industrial drug discovery and alternative career pathways for pharmacology graduates. The University's Careers Service offers 1:1 careers support, highlighted by the UGDoS. We have seen an increase in the number of UG students taking up 1:1 careers advice sessions since 2013/14 particularly among female students (Table 26).

Careers Service 1:1 advice	2013/14			2014/2015			2015/2016		
	F	M	Total (% F)	F	M	Total (%F)	F	M	Total (%F)
UG students	51	40	91 (56%)	68	58	126 (54%)	164	40	204 (80%)
PGR students	18	0	18 (100%)	4	0	4 (100%)	8	0	8 (100%)

Table 26: Attendance at Careers Service 1:1 advice sessions by undergraduate (UG) and postgraduate research students (PGRs) in the Department of Pharmacy and Pharmacology by gender and by academic year.

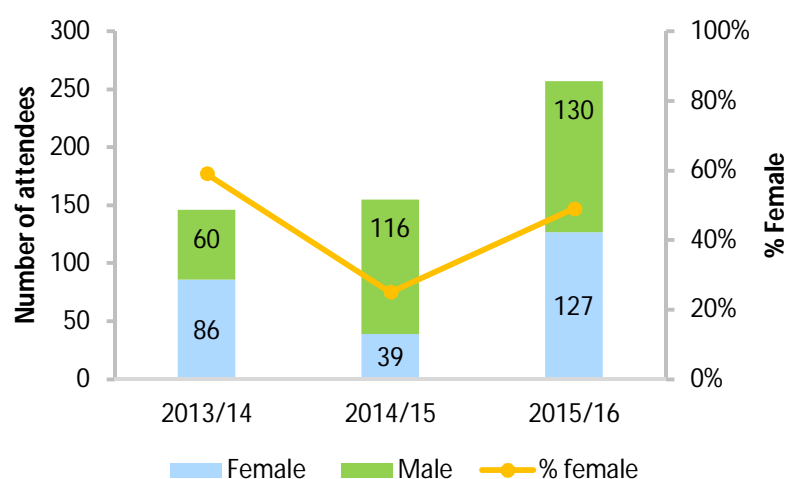


Figure 21: Attendance at PGSkills training courses by postgraduate research students (PGR) in Department of Pharmacy and Pharmacology by academic year and by gender.

Our PGTs are distance learners and the support role is fulfilled by the PGTDOS (male), programme leads (both genders) and by workplace based mentors (both genders). In our student Culture Survey only 3/322 PGTs responded, possibly because as professional Pharmacists our PGTs identify less well with the role of 'student'. In **Silver Actions** we will consult with this growing body of PGT students to understand their support needs (**Action 5.3**).

A full range of Department/University induction activities, including both social and academic events, are undertaken by new PGRs. Following a **Bronze Action** focus group with PGRs, induction information is now provided to PGRs starting throughout the year via our Departmental wiki. The newly formed PGRSSLC will develop its support role e.g. meeting with new PGRs transitioning to academia, developing social/networking events (**Action 4.1**). Each PGR has a supervisory team that provides advice on career progression, training requirements, pastoral care and academic support. Supervisors must meet with PGRs at least 4 times per annum but the culture in the Department is such that meetings are more frequent. New academic staff are required to attend University training on PGR supervision. Feedback from PGRSSLC indicated that PGRs have no problems in obtaining advice and support from their supervisory team, the PGRDoS or staff in the Science Graduate School.

The PGR lead supervisor is responsible for undertaking training needs analysis. The Researcher Development Unit runs an extensive selection of workshops for PGRs ('PGSkills'). Uptake of courses has increased in 2015/16 and is gender balanced, although this fluctuates year-on-year (Fig 21). One PGR commented on the benefits of PGSkills courses "*it really gave me 'insider information' about a supervisor's priorities....*". Another commented "*skills training I need to complete my PhD is really useful ... but I don't go to the careers talks as these seem undergraduate based*". In **Silver Actions** we will promote the importance of personal and professional development planning to PGRs (**Action 4.2**).

In **Bronze Actions**, a focus group with PGRs identified a need for greater visibility of the PGR student body, more Departmental support around career progression, particularly work-life balance in academic careers. As a result PGRs formed a Staff-Student Liaison Committee (PGRSSLC) including sports, social and a family representative (male). In 2016, PGRSSLC organized the Department's first "Family-Friendly Fun Day" to support the integration of PGRs with families (Fig 3). PGRSSLC has promoted opportunities to develop presentation skills as part of the Departmental Research Seminars and to host speakers (Table 24). We have introduced informal "Coffee & Careers" sessions for ECRs and PGRs where academics share their career and work/life choices. The **impact** of these actions, and the work of the PGRDoS to support career progression and highlight training opportunities, likely accounts for the rise in PGRs taking up training, irrespective of gender (Fig 21). Interestingly, at the PGR level, only female PGRs have sought 1:1 careers advice (Table 26). In the Destinations of Leavers report for 2014/15, there are 8 full-time and 2 part-time PGRs who are now full-time employees in academia (5) and the pharmaceutical industry (5). To assess gender effects, we recently introduced a Departmental exit sheet for monitoring the career intentions of PGRs as they submit their thesis. In 2016, PGRDoS received 4/14 completed exit sheets. One male and one female are postdoctoral researchers in another HEI, 1 female intended to stay in academia and one did not, citing perceived difficulties in career progression and job insecurity as her reasons. In

Silver Actions we will develop alumni networks to further support PGRs at this post-PhD career transition (**Action 4.3**). 791 words

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

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

YEAR	Female	Male	Total (% female)
2013/14	10	16	26 (38%)
2014/15	10	16	26 (38%)
2015/16	6	17	23 (26%)

Table 27: Number of academic staff in the Department of Pharmacy & Pharmacology submitting grant applications to all awarding bodies as principal investigator (PI) by gender and academic year. The same individual could have applied more than once in this DSAT data analysis.

DSAT analysis revealed that the proportion of female PI applicants on grant applications from the Department fell from 38% in 2013/14 to 26% in 2015/16 (Table 26). Support for developing grant applications, particularly data management, knowledge transfer, commercialisation and impact plans, is provided by the University Research & Innovation Services. Our Department has introduced additional support for grant applications. In 2016/17, we introduced interim annual grant action plans for all academic staff and grant pitch meetings, to peers offering constructive feedback, ahead of preparing submissions. So far ten staff (50% females) have given a grant pitch to the Department. In **Silver Actions** we will develop the support for research activities and modify internal peer review processes to support and advise on response to referees comments and resubmission of unsuccessful applications (**Action 1.4**). Support for research will be extended to ECRs including fellowship pitches, grant writing support and mock interviews as part of developing skills towards independent research careers (**Action 3.3**).

The Department Research Committee has recently restructured research around three key Research Themes, each led by female academics (Fig 1). These leadership roles were selected via open expressions of interest and visions for the research themes. We have organised two Research Away Days per annum aimed at supporting staff to develop collaborations, networking and support the development of targeted grant applications. The Department Research Committee led an ECR fellowship Open Day in 2016 for Health and Life Sciences. This event was attended by nearly 40 ECRs (56% female) across GW4 universities (Bath, Bristol, Cardiff, Exeter). 255 words

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

The University offers a range of role-specific training (e.g. health and safety) as well as courses on self-development (communication, problem-solving, time-management). Training and development needs for Professional and Support staff are identified at SDPR and staff access opportunities via the University intranet. A DSAT focus group with 12/19 (83% female) Professional and Support staff showed that 74% are aware of courses available to them and most (60%) felt encouraged to take up training opportunities. 60% of staff surveyed had attended a University training course in the last year (80% female). However, other staff, when asked why they did not take up training opportunities, cited work pressures but also a lack of support - 'it felt like I shouldn't have gone', 'asked in the past and the request was ignored twice'. Time constraints were particularly highlighted by part-time staff. In **Silver Actions** we will work Faculty-wide structures to identify opportunities for career development across the Faculty (**Action 2.1**). 157 words

(ii) Appraisal/development review

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

Professional and Support staff are required to undertake SDPR; to discuss and set objectives and identify learning needs. Technical staff have standard SDPR and an alternative option for administrative staff is SDPR+, using the Effective Behaviours Framework which promotes key behavioural styles (e.g. collaborative working) across a number of support roles. Line managers perform SDPR or SDPR+ and new staff are offered a 'Personal MOT' designed to help them focus on their areas for development. SDPR training, open to all staff and managers, is available both in traditional classroom-based format and via an e-learning package. In our focus group, 58% of staff felt that their career progression was appropriately discussed and 61% that they were encouraged to continue professional development. However, in the Culture Survey 40% of academic staff agreed SDPR was helpful in developing their career, whereas only 21% of Professional and Support staff agreed. In **Silver Actions** we will work with the Dean of Science who is committed

to ensuring effective SDPR and to its use as a career development tool for staff (**Action 2.1**). 177 words

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

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

Line managing staff at Faculty level provides opportunities for career progression and in 2016 the University was awarded an Association of Administrators Mark of Excellence for its provision of CPD/SDPR processes. Support for career progression is provided through SDPR and via line managers. Technical staff highlighted workload and succession planning as limiting uptake of training. A change in technical staff provides a potential career-development opportunity for technical staff. With a loss of key technical expertise, and no overlap between outgoing and incoming staff, technicians have struggled to cover these positions. We will work with Faculty structures to develop a procedure to provide existing staff the opportunity to improve their breadth of expertise (**Action 2.1**). In our focus group, 68% of staff felt free to attend Department Research Seminars and Staff Meetings while others identified barriers including part-time working patterns and workload. For staff working across several Departments, location was a barrier to feeling included in the Department because they don't have close working relationships. In **Silver Actions** we will support the visibility and integration of Professional and Support staff through informal "Meet your support staff" sessions and developing a dedicated internal wiki page for these staff (**Action 2.2**). 197 words

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 **Bronze Action** focus group with staff who had taken a career break explored the support before, during and after maternity leave. No staff have taken adoption leave. We introduced a checklist of items for line managers to ensure that all issues are discussed with an individual before maternity leave including directing staff to HR website for keeping in touch days, flexible working and childcare. We recently introduced a "Career Break Buddy Scheme" which provides shared experience to support staff at any stage of their maternity leave. One person has so far taken up the option to have a "buddy" and has recently begun maternity leave. We will continue to monitor the effectiveness of this scheme (**Action 6.1**). Maternity cover posts are arranged to ensure continuity of teaching/administrative roles and where feasible research activities. 134 words

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

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

Staff remain in regular contact with their line manager while on a career break and birth announcements celebrated in the Department. Staff are encouraged to use 10 paid “keeping in touch days” for any work undertaken e.g. attending team meetings, training, conferences or to help plan their return to work. 50 words

(ii) 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.

The HoD/line manager meets with returning staff to discuss how the Department can support them to achieve their professional and personal objectives. Staff returning from a career break may have a phased return to work via the University’s flexible working policy. Return to work interviews specifically discuss flexible working and staff have had their workload reduced e.g. not taking on personal tutees or project students, not resuming administrative roles. Maternity leave cover can be extended throughout the return to work. 80 words

(iii) 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.

All academic and research staff taking maternity leave in the last 3 years returned to work and are still in post where data is available (Table 28, 29). No Professional and Support Staff took maternity leave during this period. 39 words

Academic and Research Staff	Return Rate (%)	Total Uptake	Returned	Not Returned	Future Return
2013/14	100%	1	1	0	0
2014/15	100%	1	1	0	0
2015/16	100%	2	1	0	1

Table 28: Number of academic and research staff on maternity break and return status in the Department of Pharmacy and Pharmacology by academic year.

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.

Academic and Research staff	2013/14	Staff member remained in post 6,12,18 months after return
	2014/15	Staff member remained in post 6 & 12 months after return (data not yet available for 18 months)
	2015/16	Data not yet available

Table 29: Staff remaining in post 6, 12 and 18 months after return from maternity leave in the Department of Pharmacy and Pharmacology by academic year.

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

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

No academic and research staff took paternity, shared parental leave, adoption or parental leave in the review period. One Professional and Support staff took paternity leave in 2014/15 and returned to work. We will continue to promote and support staff to uptake these types of leave (**Action 6.1**). 48 words

(v) Flexible working

Provide information on the flexible working arrangements available.

Our Department supports staff to work flexibly and has accommodated all formal requests for flexible working (**Case Study 1**). In the last 3 years, 3 female Senior Lecturers have changed their work pattern to 0.6/0.8 FTE because of childcare responsibilities and one Senior Teaching Fellow reduced to 0.4FTE to accommodate caring for elderly relatives. One male academic has adjusted to 0.3 FTE to support work-life balance. Flexible working arrangements are also evident in 'teaching exemption agreements'. Lectures may be timetabled from 8:15am until 7:05pm. Staff can request a temporary exemption from timetabling during early morning/late afternoon to cover caring or external commitments. In 2016/17, 24 academic staff (58% female) have teaching exemptions agreed by the HoD compared with 10 (30% female) in 2013/14. In **Bronze Actions** we promoted flexible working through the wiki and Departmental plasma screens. The **impact** is evident in the Culture Survey; most people (83%) knew that any member of staff could request flexible working compared with only 33% in 2013/14 and 58% of respondents thought the Department made clear the support available for flexible working. When asked "what was the best thing about working in the Department", flexible working emerged as a key theme with comments

highlighting supportive colleagues. We will continue to promote and monitor uptake of flexible working (**Action 6.1**). 216 words

(vi) 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.

In our Department there are no examples of anybody having applied for or transitioned from part-time back to full-time work. The University does not have a formal policy for this transition but offers a range of paths for individuals who wish to work flexibly or to progress back towards full-time employment. In practice, staff wishing to transition back to a full-time role would discuss this with their line manager, HoD and Faculty HR adviser. The University recognises the contribution of such arrangements to the retention of skilled staff and, balancing the request with operational needs, encourages managers to be as accommodating as possible. 103 words

5.6. Organisation and culture

(i) Culture

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

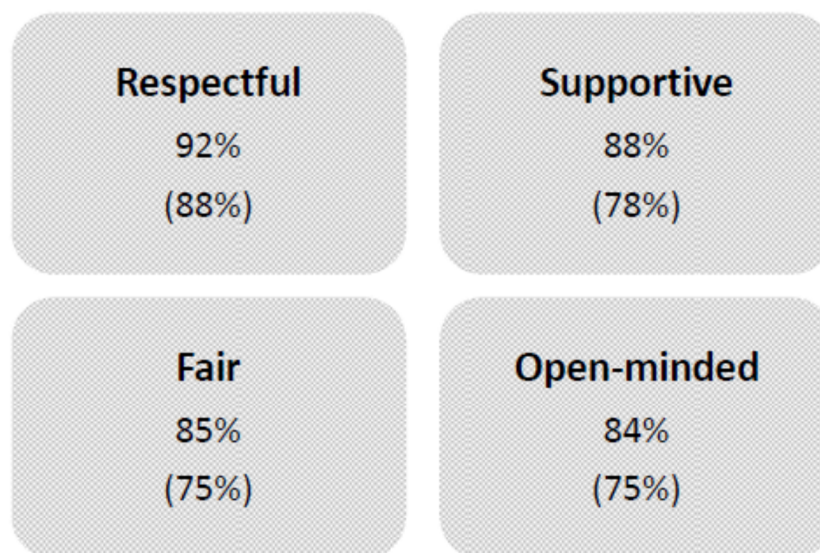


Figure 22: The proportion of students agreeing that attitudes in the Department of Pharmacy and Pharmacology are respectful, supportive, fair and open-minded in our Student Departmental Culture Survey 2016/17 (compared with 2013/14).

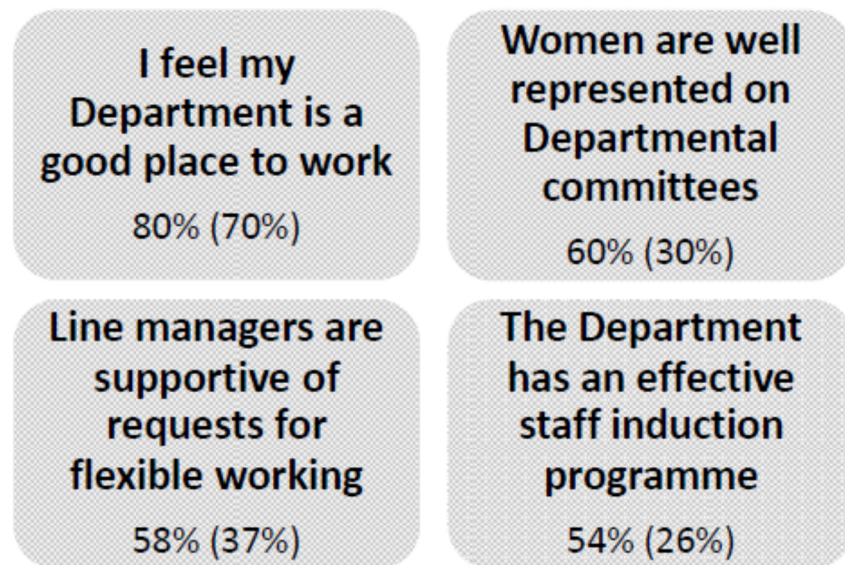


Figure 23: The proportion of staff agreeing with the statement made in our Staff Departmental Culture Survey 2016/17 (compared with 2013/14).

Our Department Induction Handbook states that we cannot reach our full potential unless we can benefit from the talents of all. We are committed to advancing gender equality and inclusivity across all our activities. The Athena SWAN Bronze logo is on our website, plasma screens in the foyer, our Twitter feed and our Athena SWAN award is prominently displayed in reception. UG and PGT/PGR students are introduced to Athena SWAN in fresher's week and in "returning-to-study" lectures. Issues relating to gender equality are discussed at UGSSLC and PGRSSLC, which ASIC/DSAT Chair attends annually. The HoD is a member of DSAT and the ASIC/DSAT Chair meets with the Departmental Executive quarterly to ensure that Athena SWAN is embedded in all activities. Athena SWAN is a standing agenda item at Department staff meetings. The HoD has restructured decision-making committees and achieved better gender balance. We celebrate successes of all staff regardless of gender – from marriages and childbirth to grant success and PhD completion. We have instigated an annual Departmental Athena SWAN lecture to highlight our work. The **impact** is evident in our Culture Survey which shows that the overwhelming majority of students agree that attitudes in the Department are respectful, supportive, fair and open minded and has increased by ~10% since 2013/14 (Fig 22). The proportion of staff agreeing with key measure statements has almost doubled (Fig 23). Moving forwards ASIC will sustain Bronze Actions to maintain this positive and inclusive workplace culture (**Action 6.1**). 243 words

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified

differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Department Equality and Diversity Officer is the first point of contact for staff and students who raise concerns about equality, dignity at work, bullying, harassment, grievance and disciplinary processes. The University's HR policies are available on the intranet and reviewed with the Trades Unions to incorporate changes to best practice. Relevant HR policies are also subject to an Equality Impact Assessment. The University Equality and Diversity Committee receives an annual report which reviews the application of HR casework processes by protected characteristic to determine whether application is consistent. The Department invites HR advisers to attend Department staff meetings on a regular basis to provide updates on policies and guidance on their application. **113 words**

(iii) Representation of men and women on committees

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

The HoD overhauled committee structures in 2014. The **impact** of this **Bronze Action** is evident in achieving gender balance that is closer to the proportion of women amongst academic and research staff (47% female; Fig 24). Chairs of 4/11 (36%) Departmental committees are women. Committee structure and composition is transparent and available on the internal wiki. The key decision-making committee is Departmental Executive (now 45% female), and the remit of this committee was expanded to include representation from non-professorial staff of both genders. Research Committee (RC) and Department Learning and Teaching Quality Committee (DLTQC) sit under Departmental Executive and take strategic decisions about the direction of research and education.

An open recruitment policy, coupled with moving to a 3 year fixed-term for serving on committees, will enable us to maintain progress towards a gender composition for all committees in line with the proportion of women in the Department (**Action 6.1**). **150 words**

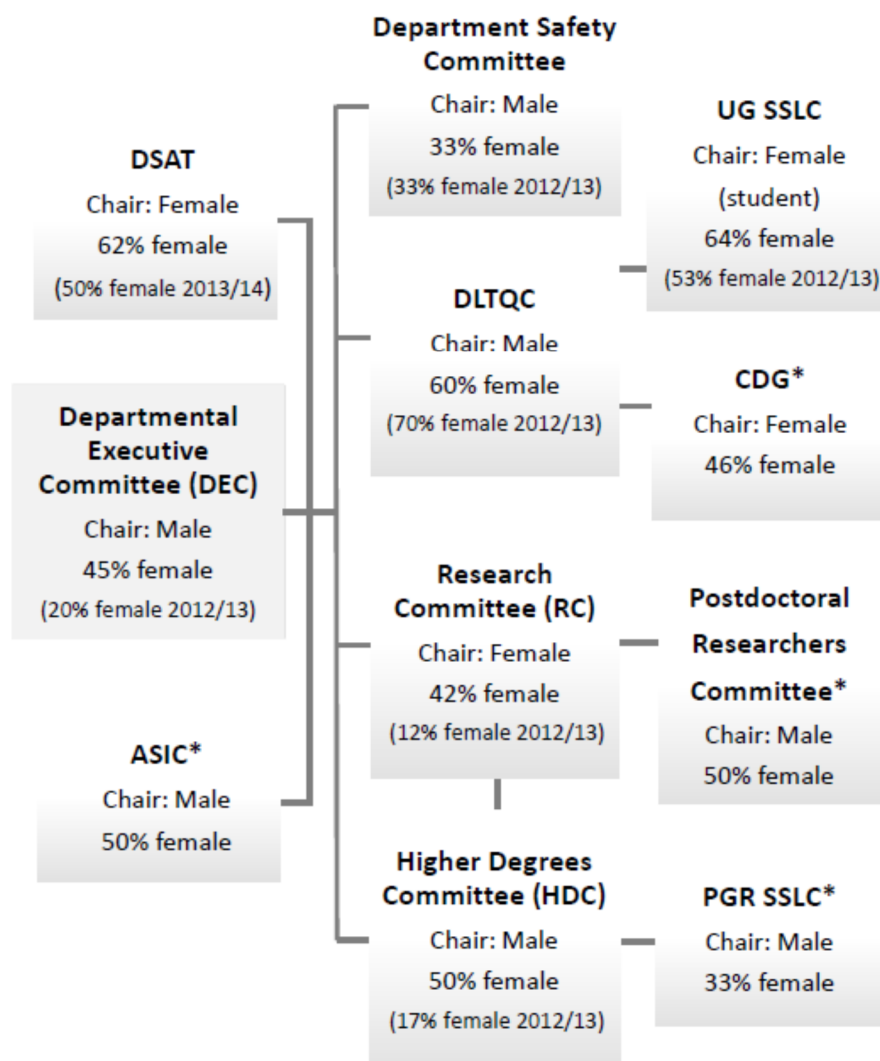


Figure 24: Representation of the committee structure in the Department of Pharmacy and Pharmacology. % female composition for 2016/17 is shown in comparison to 2012/13 data. ASIC – Athena SWAN Implementation Committee; DSAT – Athena SWAN Department Self Assessment Team; DEC – Departmental Executive Committee; DLTQC – Department Learning and Teaching Quality Committee; SSLC – Staff Student Liason Committee for UG undergraduates and PGR postgraduate research students; CDG – Curriculum Design Group. * New committees formed since 2012/13.

(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?

Our Department has academic and research staff representatives on 26 Faculty or University-level committees including Senate and Council (50% female). Externally we are represented on research council panels, regulatory bodies (MHRA), at professional and learned societies by a number of male and female ECRs, Senior Lecturers and Professors. For example, a female Senior Lecturer is

on the British Pharmacological Society's Policy and Public Engagement Committee and a male Senior Lecturer chairs the Pharmacy Schools Council Admissions Group. A female Senior Lecturer was President of the College of Mental Health Pharmacy (2013-2015). Interest in joining committees is discussed with line managers/HoD and individuals supported to take on roles with any necessary adjustment to their workload. 114 words

(v) Workload model

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

The Department's Workload Model (WLM) for academic staff follows University guidelines. The starting point is a uniform distribution of workload across staff, modulated to offset teaching duties against administrative roles, and to provide lighter loads to staff appointed recently or returning from absence or with large research grants. WLM data are reviewed annually at SDPR to assess the balance of activities and staff can request redistribution of workload.

Bronze Actions aimed to improve transparency about WLM, including making tariffs available on the Departmental wiki and an explanation of how additional activities can be included. The **impact** of this has been an increase in the proportion of staff agreeing that the process of workload allocation is clear and transparent (48% in 2016/17 vs 26% in 2013/14). Average workloads across all academic staff working full-time are shown (Table 30). 137 words

Academic staff		Number of workload hours			
		Teaching	Research	Admin+other	Total
Male	Full-time	914.2	868.0	317.7	2100.0
Female	Full-time	837.0	1058.7	226.4	2122.0

Table 30: Analysis of workload for academic staff in the Department of Pharmacy and Pharmacology 2015/16. Mean hours for all full-time academic staff are shown.

Academic staff		Workload distribution as proportion of contracted hours			
		Teaching	Research	Admin+other	Total
Male	Full-time	0.57	0.54	0.20	1.31
Female	Full-time	0.52	0.66	0.14	1.32
Male	Part-time	0.28	0.89	0.09	1.26
Female	Part-time	0.72	0.43	0.41	1.56

Table 31: Analysis of workload for academic staff in the Department of Pharmacy and Pharmacology 2015/16 accounting for full-time and part-time staff. Distribution of workload across activities is calculated as the proportion of hours recorded in the WLM/ contracted hours or FTE using the University assumption of 1613 h for 1.0 FTE

Senior Lecturers	Workload distribution as proportion of contracted hours				
	Teaching	Research	Admin+other	Total	N
Male	0.59	0.51	0.17	1.27	10
Female	0.65	0.54	0.30	1.49	7

Table 32: Analysis of workload by gender at Senior Lecturer grade in the Department of Pharmacy and Pharmacology 2015/16, corrected to account for part-time or full-time working. The proportion is the hours recorded in the WLM/ contracted hours or FTE using the University assumption of 1613 h for 1.0 FTE.

The Culture Survey showed 66% of staff feel high workload is a barrier to career progression, unchanged since 2013/14. Most respondents (85%) identified volume of work as the major factor. The process of workload allocation was thought to be transparent by 48% and only 37% of staff thought their workload could be changed. DSAT analysis of WLM showed that full-time staff are working at 1.30 FTE (Table 31). Female part-time staff (n=4) appear to spend more time doing teaching and administration than males (n=3). WLM data for Senior Lecturers, the mid-career pipeline we aim to progress to promotion, suggests a gender imbalance (Table 32). Important caveats include small numbers, women might complete their WLM returns differently to men and there might be year-to-year variation. We will analyse WLM data annually and ensure consistency of approach in completing data returns to assess whether there is a true gender imbalance and, if so, take action to address this (**Action 1.5**). We will pilot and evaluate the effectiveness and feasibility of a "mini-sabbatical" scheme for Senior Lecturers to provide focussed time to enable scholarship activities likely to progress a case for promotion (**Action 1.5**). 191 words

(vi) Timing of departmental meetings and social gatherings

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

Year	Timing	Females	Males	Total	% Female	% Total staff*
2013/14	Wed 14:15	19	20	39	48%	53%
	Wed 12:15	10	22	32	31%	43%
	Wed 16:15	9	21	30	30%	41%
2014/15	Wed 14:15	14	25	39	36%	53%
	Tue 15:15	10	17	27	37%	36%
	Thu 15:15	7	19	26	27%	35%
2015/16	Wed 15:15	10	21	31	32%	42%
	Wed 14:15	14	23	37	38%	50%
	Wed 14:15	20	19	39	51%	53%

Table 33: Attendance at Departmental All Staff Meetings by timing of meeting, gender and by academic year (July 31st year end). * There are 74 total staff across all grades in the Department eligible to attend.

In **Bronze Actions** we promoted core hours scheduling and flexible scheduling of meetings to accommodate part-time workers. The **impact** of this was noted in our Culture Survey; 69% of respondents agreed that “meetings in my Department are completed in core-hours (10am-4pm)” up from 49% in 2013/14. For Department Staff Meetings, rotating days or times away from Weds 14:15 negatively impacted on attendance, and on the proportion of female attendees (Table 33). In 2016/17 we fixed the timing of Department staff meetings on the last Weds of the month at 14:15. The majority of social gatherings are held during core hours e.g. coffee morning (10:30am), post-seminar coffee & biscuits (2:15pm). One PGR commented “*Meetings with supervisors have always been within core hours...this was not something I had to request, my needs with two children were simply accommodated*”. We will continue to monitor and promote the importance of core hours scheduling at all staff meetings (**Action 6.1**). 155 words

(vii) Visibility of role models

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

In our Culture Survey 62% of staff, and 88% of students, agreed that there were positive role models in the Department. Students identified the male PGRDoS as “*a great role model of a working parent*” and “*excellent*” female Professors and Lecturers were also highlighted. The Department has successfully nominated high profile women for honorary doctorates at graduation ceremonies (2014/15: 3 successful nominations (67% female); 2015/16: 3 successful nominations (33% female)). Our Departmental Research Seminar programme maintained gender balance of invited speakers at 50% in 2013/14 to 55% in 2016/17. Our high profile Athena SWAN lecturers are also excellent role models (Fig 25). Photos of these and other events are promoted in Departmental webpages and social media. We also encourage PGRs and ECRs to see themselves as role models for undergraduates and their participation in the Departmental Research Seminar programme is gender balanced (Table 24). 144 words

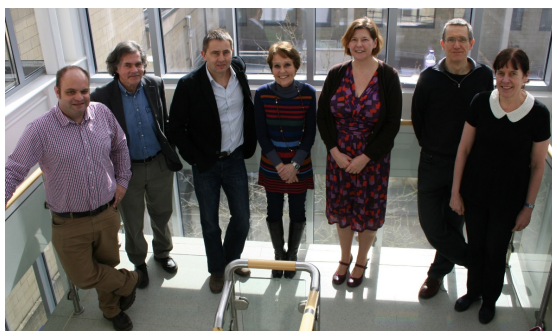


Figure 25: Department of Pharmacy & Pharmacology Athena SWAN lectures. **Left panel:** Members of the Departmental Athena SWAN Implementation Committee (ASIC) with Inaugural lecturer in 2015 Prof Gina Rippon (centre, University of Aston). **Right panel:** Members of the Departmental Self-Assessment Team (DSAT) in 2017 with Prof Doreen Cantrell (centre, University of Dundee).

(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.

Staff Role	School outreach activities						Public engagement with research					
	2014/15			2015/16			2014/15			2015/16		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
PGR	-	-	-	0	2	0%	-	-	-	2	3	40%
ECR	-	-	-	1	1	50%	-	-	-	2	2	50%
P&S	-	-	-	2	0	100%	-	-	-	1	1	50%
Academic	6	12	30%	5	8	38%	12	15	44%	9	13	41%

Table 34: Participation in school outreach and public engagement with research events by gender and grade. Data were only collected for academic staff in 2014/15 and for all staff in 2015/16 (year end July 31st). PGR -postgraduate research students; ECR - early career researchers (ECR); P&S -professional and support staff.

Outreach and public engagement with research are central to the Department's education and research strategy. Activities are included in the WLM and recognized in promotion criteria. In **Bronze Actions**, we collected data on participation (Table 34). Schools outreach focuses on promoting the disciplines of Pharmacy and Pharmacology through visits to schools, hosting work experience students and "Pharmaceutical Science Days". Public engagement with research activities include the University's science festival, public lectures, filming in

laboratories for broadcast media and meeting patient groups. Female participation has increased in the last 12 months and overall is gender balanced (Table 34). The Widening Participation Officer (male) leads on outreach while the newly established Public Engagement Group is 50% female. Events are promoted across all staff groups. At the University's recent science festival we had stands comprising undergraduates, PGRs, ECRs, academics and technical staff. PGRs and ECRs have won prizes at the University's annual exhibition "Images of Research" and a female Senior Lecturer received the Vice Chancellor's Award for Public Engagement with Research (Fig 26). 170 words



*Figure 26: Participation in school outreach and public engagement with research events. **Top Left:** Understanding antimicrobial resistance at University's "Bath TAPS into Science" festival. **Top Right:** Hands on children's workshop "Brainwave". **Bottom panel:** 2015 winners of University prizes for excellence in teaching, in student support, in PGR supervision and public engagement all in the Department of Pharmacy & Pharmacology*

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS 1000/1000 WORDS

Recommended word count: Silver 1000 words

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

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

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

Case Study 1

Dr Alison Nightingale, Research Fellow Member of DSAT

Case Study 2

Dr Amanda Mackenzie, Senior Lecturer

7. FURTHER INFORMATION 448/500 WORDS

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

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

Our Department has taken action to address identified challenges under our Bronze Department Award. We have made substantial progress and the impact of our actions since 2014 is evidenced:

- i. Commitment to **ongoing support for female academic careers** evident in our **Case Studies** and building a strong Senior Lecturer cohort (44% female) which we aim to progress to Reader/Professor level;
- ii. **Restructuring of Departmental committees** and introduction of a rolling 3 year fixed-term membership to achieve 45% female representation on Departmental Executive committee (20% in 2013/14) and increased representation of women on all decision-making committees, including **women taking on Chair roles**;
- iii. A more **proactive approach to SDPR** with 100% of eligible academics and increased uptake among research staff (by 46%) and improved satisfaction with SDPR (40% in 2016 vs 28% in 2013);
- iv. The introduction of a **Department-wide induction system** to ensure that all new staff are supported on arrival and are aware of the Department's commitment to achieving gender equality;

- v. Our achievements under Athena SWAN are **celebrated at an Annual Departmental Athena SWAN Lecture** open to all staff and students;
- vi. A highly supportive culture which promotes **flexible working and supports career breaks** and goes beyond University expectations with the introduction of the “Career Break Buddy Scheme”;
- vii. The **introduction of a Postdoctoral Researchers Committee** (2015/16) to improve visibility and integration of ECRs across our Department’s activities, to support new starters and ECR career development;
- viii. The formation of a **Postgraduate Staff Student Liaison Committee** (2015/16) to facilitate social interaction and visibility and PGR career development;
- ix. Introduction of **Equality & Diversity training for all undergraduate students** before they go on work-based placements; and
- x. A strong focus from the **HoD to encourage and support promotion for female staff and leadership training** programmes.

The HoD will lead on our major priority; to provide proactive, targeted support for mid-career academic staff to progress to Reader/Professor level where women are under-represented. We will pilot and evaluate a new “mini-sabbatical” scheme to provide Senior Lecturers focussed time to undertake scholarship activities to develop their careers. The **Silver Action Plan** has focussed actions to provide career progression support for Professional and Support staff, for ECRs to develop towards independent academic careers and for PGRs in the transition post-PhD. For the first time, actions are included to review recruitment to taught programmes that might unintentionally deter male students from applying. The 4-year action plan is listed in order of our priorities and we plan to take a stepped approach towards achieving our goals. We will continue work to maintain Bronze Actions which have built a positive and inclusive workplace culture that our Culture Survey reports as friendly, sociable and supportive. (448 words)

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.



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DEPARTMENT OF PHARMACY & PHARMACOLOGY SILVER AWARD ACTION PLAN 2017-2021



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ID	Rationale	Proposed Action	Timeframe	Responsibility	Success Criteria
1	Career Progression Support for Mid-Level Academic Staff				
1.1	Enhancing support for SDPR: 100% of eligible academic staff participate in SDPR. While there is an improvement in satisfaction with SDPR - 40% of staff agree "Appraisals have been helpful in developing my career" compared with 28% in 2013/14 – more can be done to ensure support for career progression discussions and enabling staff to complete actions raised in SDPR (<i>Section 5.3.(ii)</i>)	Refresh training for all staff carrying out SDPRs at least every 3 years.	2017 - 2020	HoD Departmental Coordinator	100% of reviewers to refresh appraiser training by 2020.
		Revise and promote role of "Departmental SDPR Companion Form" in supporting SDPR process specifically indicating that career progression has been discussed, objective setting against promotion criteria and training needs met (e.g. in academic staff meetings, SDPR introduction). If progress not made against the set actions <i>by the appraiser</i> , this can then be flagged and followed up by the HoD.	2017 - 2020	HoD Departmental Coordinator	70% of staff agree "the introduction of the Departmental SDPR Companion Form has helped focus my SDPR on career development" in Culture Survey. 70% of staff agree that "appraisals have been helpful in developing my career".
1.2	Continuity of pipeline via recruitment: We need to ensure robust recruitment, shortlisting and interview processes are in place, to ensure that we benefit from the	Increase pool of eligible recruiters by training for all academic staff carrying out recruitment, shortlisting and interviewing.	2017/18	HoD Departmental Coordinator	100% of eligible academic staff to undertake at least one round of "recruitment and selection for panel members" training and unconscious bias training by 2018.

	talents of all in the continuity of the academic staff pipeline. While we have achieved gender balance in overall numbers of applicants to academic posts, shortlisting procedures have led to single gender shortlists for Lecturer/ Senior Lecturer posts and increasing proportion of female ECRs (64%). Female representation on interview panels for Lecturer/Senior Lecturer posts is low (20%) and only a small pool of staff are used (<i>Section 5.1.(i)</i>).	Continue to monitor gender balance in shortlisting and take actions to change advertising/recruitment procedures e.g.to extend search strategy to achieve gender balanced shortlists for academic staff posts.	2017 - 2021	HoD Departmental Coordinator Departmental HR advisor	No single gender shortlists for academic "teaching and research" posts.
		Improve gender balance of interview panels and rotate participation in recruitment across all academic staff in the Department, allowing for certain staff (e.g. HoD, DoS) needing to be on successive panels.	2017-2021	HoD Departmental Coordinator Departmental HR advisor	40% representation of females on all interview panels. Rotate participation in interview panels for academic staff so that 50% of individuals cannot participate twice in succession.
1.3	Support for promotion from Senior Lecturer level: Since 2012/13, 10 staff (60% female) have been promoted from Lecturer to Senior Lecturer. No applications for Reader/Professor in 2013-2016. With a large number of staff at Senior Lecturer grade (18, 44% female) it is anticipated that with proactive support this	Hold Departmental workshop for all academic staff to highlight career progression/ promotion pathways in the Education and Research job family that have recently been reviewed e.g. statements about part-time staff, promotion to Professor on teaching/admin, criteria for teaching fellows.	2017-2021	HoD Departmental HR advisor	One promotion workshop held every 2 years attended by 80% of eligible staff. 2 applications for promotion to Reader/Professor level annually (<i>together with other actions</i>). At least 20% female Readers and Professors by 2021 (<i>together with other actions; outcome aligned to USAT action plan</i>).

	group will progress further. (Section 5.1.(iii), 5.3 (iii)).	Promote business case writing training to support all staff in making successful promotion applications.	2018-2021	Academic Staff Development Unit with HR	60% of eligible staff take up business case writing training opportunities (<i>outcome aligned to USAT action plan</i>)
		Continued support & encouragement from HoD to attend leadership training e.g. AURORA programme, new USAT leadership programme and to take up leadership roles. Participants in the Aurora programme to share the benefits and experience of this training with the Department e.g. at Staff Meetings.	2017-2021	HoD & Aurora alumni	At least one eligible staff member to attend the Aurora or similar leadership programme annually. 30 % increase in Aurora participants taking on leadership roles within the Department and across campus. Aurora alumni to make at least one presentation each year to the Department.
		Encourage uptake of the University mentoring scheme by e.g. highlighting training available for mentors/mentees, promoting cross-Departmental mentoring relationships, benefits for career development planning.	2017-2021	Department Mentoring Champion	100 % increase in mentoring relationships in the department by 2021. 70% of DSAT survey respondents agree “my Department provides me with useful mentoring opportunities” in 2020/21 (currently 44% 2016/17).
1.4	Support for research activities: Grant applications in the Department have decreased and the % of females applying has also	Grant pitch meetings for applications to key funders (e.g. RCUK, Wellcome Trust, NIHR) in a	2017-2021	Research Committee	40% increase in the number of research grant applications from eligible female staff (<i>together with business case writing training Action 1.3</i>).

	decreased to 26% from 38% in 2013/14 (<i>Section 5.3 (V)</i>)	supportive environment offering constructive feedback.			
		Modify internal peer review process to provide support with addressing external reviewers' comments and resubmitting rejected grant applications.	2017-2021	Research Committee	Improved confidence and increased effectiveness so that 50% of those who participate in the process re-submit failed grant applications within 2 yrs.
1.5	Support with workload: In our culture survey 67% of staff perceive workload to be the biggest barrier to career progression. DSAT analysis of the workload model data for 2015/16 suggests that female senior lecturers may be carrying a greater administrative load than male senior lecturers. (<i>Section 5.6 (V)</i>).	Analyse WLM data annually to ensure consistency of approach in completing data returns and to identify whether there is a consistent gender imbalance in workload across different grades. Database of WLM analysis by gender and staff grade and by academic year will be made available to all academic staff to facilitate discussions about workload at SDPR and any imbalances redressed.	2017/18 and annually	Workload Model Officer	100% of academic staff have a discussion about manageable workloads leading to reduction in workload for overloaded individuals, in comparison to staff at same grade, by 2019.
		Pilot a Departmental "mini-sabbatical" scheme with a 50% reduction in teaching/ administration load for 6-12 weeks for staff at Senior Lecturer level planning towards promotion, providing focussed time to support	2018-2021	HoD, DEC	50% of Senior Lecturers (gender balanced in proportion with cohort) to take up a "mini-sabbatical" by 2021 and report on the effectiveness of the scheme.

		scholarship and leadership development.			
2	Career Progression Support for Professional and Support Staff				
ID	Rationale	Proposed Action	Timescale	Responsibility	Success Criteria
2.1	Support for career progression for technical professional & support staff: A focus group held by DSAT revealed that many technical staff report feeling stuck in particular grades/roles and feel they can't progress into higher technical grades, even if they have the skills, because ECRs at risk of redundancy are given priority for these posts. Professional and Support Staff are less satisfied with the SDPR process than other staff groups in the Department; furthermore staff don't feel able to take up training opportunities (<i>Section 5.4 (iii); 5.2 (ii)</i>).	Review procedures for advertising higher grade technical posts and obtain data on recruitment to these positions year-on-year to identify whether procedures to protect ECRs at risk of redundancy are limiting career progression of technical staff. Working across Departments with Faculty management structures and HR advisors, we will take action to disseminate the outcomes of the review and improve transparency of processes.	Jan-June 2018	Dean of Science, Faculty Technical Manager	50% of technical staff agree that there is a fair and transparent process around recruitment to higher grade technical posts.
		Identify career development opportunities for existing technical staff across the Faculty. Working across Departments with Faculty management structures, we will identify training opportunities to expand the breadth of expertise of staff to facilitate career progression.	July-Dec 2018	Dean of Science, Faculty Technical Manager	A procedure will be developed to provide existing staff with the opportunity to be trained to undertake new technical roles across the Faculty.

		Annual briefing for SDPR appraisers to ensure clear and consistent guidance on the Department and Faculty objectives to support the career development of Professional and Support Staff.	2018-2021	Dean of Science	50% of Professional and Support staff agree that SDPR appraisals have been effective in developing their career (currently 21%).
2.2	Support the visibility and integration of Professional and Support Staff in the Department: For staff working across Departments because of Faculty management structures, location is cited as a barrier to developing working relationships within our Department and some, administrative staff particularly, feel they don't have close working relationships. <i>(Section 5.4 (iii))</i>	Have an informal "Meet your support staff" meeting where Professional and Support Staff introduce themselves and explain their role in the Department.	2017-2021	ASIC	Professional and Support Staff report increased satisfaction in terms of integration within the Department in a focus group by 2021.
		Develop a dedicated webpage for Professional and Support Staff in the Department on the internal wiki e.g. to promote recognition of co-workers, support cohesion, promote understanding of roles, signpost training and personal development opportunities.	2017-18	ASIC	
		Inclusion of Professional and Support Staff at relevant group meetings e.g. placement administrators attend Pharmacology group meetings.	2017-2021	ASIC	
3	Career Progression Support for Early Career Researchers (ECRs)				
ID	Rationale	Proposed Action	Timescale	Responsibility	Success Criteria

3.1	Ensure continued success of Postdoctoral Researcher Committee: A focus group with ECRs held as part of our Bronze Actions highlighted a lack of community amongst ECRs and a lack of equality of experience across the Department, which was seen as relying on individual PI/line-manager. ECRs were enabled and supported to establish a Postdoctoral Researchers Committee to raise visibility and inclusion in the Department (<i>Section 5.3 (iii)</i>).	Hold skill-sharing workshops, with attendance monitoring, to expand skill sets and social networking amongst ECRs.	2017-2021	Postdoctoral Researchers Committee	Workshops held and attended by 70% of ECRs (3 per academic year) and gender balanced participation, proportionate to the cohort.
		Develop a dedicated internal webpage for ECRs highlighting development opportunities with signposting to e.g. mentoring, funding opportunities, careers advice service, Researcher Development Unit.	2017	Postdoctoral Researchers Committee	Over 70% of ECRs report that they have consulted internal webpages (counter on the page to measure unique visits).
		ECRs have an external facing University of Bath web profile to raise visibility and support reputation building.	2017/18	Researcher Development Unit	100% of ECRs have the opportunity to produce an external web profile by end of 2018 (<i>outcome aligned to USAT action plan</i>).
		ECRs present at Departmental Research Seminar programme, Research Theme Meetings and participation at Departmental Research Away Days.	2017-2021	Postdoctoral Researchers Committee	Minimum of 6 ECRs participating annually in Department Seminar programme. 50% increase in ECRs attending research away days by 2021.
		Continue monitoring of ECR exit data by gender to inform future actions to support career development.	2017-2021	ASIC Departmental Coordinator	80% of ECR leavers complete exit form.

3.2	Uptake of SDPR by ECRs: Uptake of SDPR has increased to 68% of ECRs although staff still need support in understanding the process and how the action loop can be closed (<i>Section 5.3 (ii)</i>)	Invite Researcher Development Unit to provide training to ECRs and PIs/line-managers on central importance of SDPR as a career progression tool.	2017/18	Research Committee	100% of eligible ECRs complete SDPR and Department SDPR Companion Form annually indicating that training needs/career progression has been discussed.
		Promote role of Departmental Companion Checklist to ECRs in supporting career development discussions and training needs identification.	2017-2021	Postdoctoral Researchers Committee	
3.3	Developing skills and experience to support ECRs to transition to independent research/lectureship positions: The Department wants to support the development of ECRs towards independent research careers and the transition to a lectureship. ECRs can apply for independent fellowships or grant funding if they hold senior roles at the University of Bath. Career progression from Research Associate (Grade 7) to Research Fellow (Grade 8) at the University is not a transparent process but could improve retention of ECRs and allow for	Hold Departmental seminar for academics and ECRs to outline career progression/ promotion pathways in the Research job family. Evaluate effectiveness of these sessions to inform future needs.	Jan 2018	Research Committee	At least 1 Department seminar on career progression/promotion for ECRs held each academic year. 80% attendance of eligible ECRs. Collect feedback on effectiveness and make relevant improvements. 50% of eligible ECRs going forward for promotion by 2021.
		Encourage all eligible ECRs to apply to attend the Bath Science Academy (Spine points 37 upwards) by promoting the benefits of this training.	Jan 2018	HoD	Minimum of 2 applications by ECRs per cycle to the Bath Science Academy.

	career progression e.g. via pursuing grant income, skill development (<i>Section 5.3 (iii)</i>)	Encourage and support eligible ECRs to develop their own grant ideas/ fellowship applications by e.g. sharing successful funded grant applications; partnering with an experienced successful “buddy” to write grant applications; grant pitches, internal peer review, and mock interviews for fellowships.	2018-2021	Research Committee	50% of eligible ECRs have developed and submitted a grant application, as co-applicant or independently, by 2021.
		Promote mentoring opportunities e.g. by discussions in SDPR, flagging ECR specific mentoring circles.	2018-2021	Research Committee	30% of ECRs have a mentoring relationship by 2021.
		Support ECRs to develop teaching experience and improve their CV towards a lectureship e.g. training in teaching, taking on lectures, demonstrating and tutorials.	2018-2021	UG DoS	50% of eligible ECRs have completed teaching activities by 2021 and received feedback to improve their performance.
3.4	Gender balanced uptake of training & careers advice: Data from the University Careers Service shows that more female than male ECRs attend the careers service and take up training opportunities, ECRs report they	Develop a culture where ECRs are expected to do CPD by promoting the idea that ECRs have a “training allowance” of 10 days per annum pro rata for training, grant writing, attending conferences etc. e.g. at Staff Meetings.	2018-2021	Research Committee	100% of ECRs know that they have 10 day CPD allocation.

	don't have time or money to do training courses (<i>Section 5.3 (i)</i>)	Promote services provided by the Careers Service and training for personal development offered by the University.	2018-2021	Research Committee	20% increase in take up of University training year-on-year by 2021, participation gender balanced proportionate to the cohort.
		Encourage ECRs to apply for specific travel/training grant funding e.g. from learned societies and monitor application rates/successes. Commit resource to co-fund CPD for ECRs who do not have training/conference allocation in grant e.g. £200 pa.	2018-2021	Research Committee Departmental Coordinator	50% of ECRs apply for travel/training grant funding. Develop case studies of successful ECR applications to place on internal webpage to support further applications.
		ECRs to develop a career management plan within 6 months of starting in the Department.	2019-2021	HoD Departmental Coordinator	All ECRs have a career management plan, confirmed by Departmental Coordinator (<i>outcome aligned to USAT action plan</i>).
4	Career Progression Support for Postgraduate Research Students (PGRs)				
ID	Rationale	Proposed Action	Timeframe	Responsibility	Success Criteria
4.1	Ensure continued success of PGRSSLC: A focus group with PGRs held as part of our Bronze Actions highlighted a desire for more social interaction, more research	Commit resource to funding and hosting annual "Family-Friendly Fun Day" organized by PGRSSLC and other social/networking activities.	2017-2021	PGRDoS/ PGRSSLC	70% of PGRs attend social/networking events in the Department with gender balance proportionate to the cohort.

	interactions and more career development. Equality of experience across the Department was viewed as highly dependent on lead supervisor. Enabling the students to establish an elected PGRSSLC has started to address these concerns (<i>Section 5.3 (iv)</i>).	Continued representation of PGRs in Departmental Research Seminar programme & Research Theme meetings.	2017-2021	PGRDoS/ PGRSSLC	Minimum of 6 PGRs participating annually in Department Seminar programme.
4.2	Support for personal and professional development: Although uptake of training opportunities in 2015/16 was gender balanced, this fluctuates year on year. Additionally, more female than male PGRs attend the careers service (<i>Section 5.3(iv)</i>).	Develop a culture where PGRs recognize career training and personal professional development as a core part of their annual 80h skills training e.g. discussed with supervisory team, recorded and used as a basis for career development planning; PGR supervisory teams reminded annually of their responsibility to ensure 80 h skills training is completed.	2017/18	PGRDoS/ Higher Degrees Committee	100% of PGR supervisory teams cognisant of the value of personal professional development as part of skills training. Annual reporting structure specifically includes career planning as a standing item in the discussion of PGR progression.
		Organize a talk from Careers Service to highlight their activities specifically for PGRs e.g. Bath Connection, CV writing, letter writing, job hunting techniques.	2017/18	PGRDoS	80% of PGRs attend careers service talk annually and provide feedback to improve future events. 20% increase year on year in uptake of training and Careers Services activities,

					gender balanced participation in line with the cohort.
4.3	Support for post-PhD career transition: We have begun monitoring career intentions of PGRs as they submit their theses to assess what further support PGRs might need at this time <i>(Section 5.3(iv))</i>	Promote the importance of monitoring of PGR exit data by gender to inform future actions and improve experience for PGRs.	2017-2021	PGRDoS	80% of PGR leavers complete exit form providing database to inform targeted career progression interventions.
		Evaluate the effectiveness of "Coffee & Career" sessions to provide more targeted sessions.	2017/18	PGRDoS/ PGRSSLC	80% attendance and 20% year-on year increase in satisfaction with events monitored by post-event evaluation.
		Establish a Department Linked-In network for alumni that is a resource for speakers to highlight academic (and non-academic) opportunities for PGRs.	2017/18	PGRDoS/ PGRSSLC	70% of departing PGRs, ECRs and staff leaving the Department join the Linked-in alumni network. Alumni invited to participate in 2 Department events to promote networking and increase opportunities for PGRs to look at career options with gender balanced participation.
5	Ensuring gender balance in student recruitment processes				
ID	Rationale	Proposed Action	Timescale	Responsibility	Success Criteria
5.1	Ensure gender balance in recruitment to taught programmes: Females account for 64% of Pharmacy and 57% of	Review recruitment processes for UG and PGT Programmes to ensure gender balance in e.g. photographs in student handbooks and promotional materials, use of case studies, student ambassadors	2017/18	Admissions tutors for UG Pharmacy/ Pharmacology	Achieve a gender balance of male UG and PGT students in proportion with the sector wide statistics.

	Pharmacology undergraduates. This is consistently 2-3% higher than sector average. In applications to PGT programmes, the proportion of male PGT students accepts/applications is consistently lower than for females (Table 4). We need to ensure that males are not deterred from taking up study on our taught programmes.	at UCAS/Open days, gender balance academic staff/role models at Open Days, student ambassadors UCAS.		and PGT programmes	
5.2	Ensure gender balance in recruitment of PGR students: PGRs are 50% female in the Dept, but there is a slight decrease in the proportion of female applicants and acceptances for PGR study in the Department (Table 6).	Review recruitment processes for PGR students to ensure gender balance in e.g. in promotional materials, use of case studies, gender balance academic staff/role models at Interview Days.	2017/18	PGR AdmT and PGRDoS	Maintain a gender balance of female PGRs at 50%; in line with sector wide statistics.
5.3	Understand the needs of PGT students in the Department: Numbers of PGT students have almost doubled in the last 3 years. They are professional Pharmacists who complete their studies by distance learning with a limited	Hold focus group with PGT students when on campus to understand their support needs and engagement with the culture of the Department.	2018/19	PGTDos/ASIC	50% participation in focus group. Take actions arising from the results to improve PGT participation in the Departmental Culture Survey.

	number of face-to-face sessions in the Department. Only 3/322 PGTs responded to our Culture Survey.				
6.	Maintaining positive and inclusive workplace culture				
ID	Rationale	Proposed Action	Timeframe	Responsibility	Success Criteria
6.1	Sustaining bronze actions: We have made substantial progress in addressing challenges identified in our Bronze Action Plan in 2013/14 (see below). We need to continue to monitor initiatives set in place to ensure that we maintain the progress achieved and continue to attract the best staff and students to our Department.	Annual review of: Department Induction processes; gender balance of committee membership; core-hours scheduling of Departmental meetings and social events; uptake of flexible working; uptake of Career Break Buddy Scheme and participation in Unconscious Bias/ Equality and Diversity Training.	2017-2021	ASIC and Department Equality and Diversity Officer	If there is any evidence of gender imbalance in these processes, or a decrease in participation, ASIC will take action to redress this. At least 70% of staff agree with key measures of satisfaction in Departmental Culture Survey by 2021 (compare to Figure 23).

Abbreviations: ASIC - Athena SWAN Implementation Committee; DEC- Department Executive Committee; ECR – postdoctoral early career researcher; HoD - Head of Department; PGR - Postgraduate research student; PGR AdmT - Postgraduate Research Admissions Tutor; PGR DoS PGR Director of Studies; PGRSSLC – postgraduate staff-student liaison committee; PGT - Postgraduate taught student; PGT DoS – PGT Director of Studies; SDPR - Staff Development Performance Review; UG – Undergraduate student; UG AdmT – Undergraduate Admissions Tutor; UG DoS - Undergraduate Directors of Studies; WLM – workload model

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ID	Issue	Action	Responsibility/ Timescale	Success Measure	Progress against success measure
1	Student Data and Supporting Evidence				
1.1	Benchmark data on student numbers by gender across Schools of Pharmacy nationally is not readily available, making comparison to the national picture difficult	1. Ask the Pharmacy Schools Council (PhSC) to collectively lobby the regulatory body for pharmacy, General Pharmaceutical Council (GPhC), to collect and publish this data.	HoD, UGDoS via PhSC Summer 2014 and as required	Inclusion of these data in the pharmacy student analysis reports published annually by GPhC	UGDoS lobbied and GPhC now provide Pharmacy Student Data for 2013-14 now separated by gender – reports available about 15 months behind. OUTCOME ACHIEVED
1.2	Postgraduate research student data, by gender, is not routinely monitored or analysed in the department.	Monitor postgraduate research student data by gender: 1. Recruitment – record shortlisting/decision lists for PhD recruitment to main calls 2. Record applications/acceptance rates 3. Instigate “exit record sheet” for all PGR students to enable completion rates to be tracked 4. Record external examiners 5. Prepare annual report for departmental analysis	PGR AdmT, PGR DoS PGRDoS /HDC prepare annual report Data collection begins 1/10/14 with first annual report Oct 2015 and on an annual basis	Database that can be analysed to provide improved understanding of PGR student data by gender PGR DoS to identify any actions to provide support as necessary	The Graduate School records applicants/ offers/acceptance by gender. Shortlisting/decision lists are now available for DTPs. They also record external examiners. When students submit their thesis they are sent a PGR exit sheet – returns are collected by the PGR DoS – to inform future career planning actions. Arising from this action, annual reports and PGR focus group held in early

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					<p>2015, the Department established a post graduate staff student liaison committee (PGRSSLC) in 2015/16.</p> <p>OUTCOME ACHIEVED</p>
2	Staff data and Supporting Evidence				
2.1	<p>Destination of postdoctoral research officers is not recorded in the Department so we cannot assess whether there are any gender issues at this key transition step</p>	<ol style="list-style-type: none"> 1. Record destination information at exit interviews and prepare summary annual report for RC 2. Hold focus group with postdoctoral research staff to follow up on effectiveness of UoB FTC redeployment arrangements 	<p>PIs/ Department coordinator</p> <p>Data collection begins 1/10/14 with first annual report Oct 2015 and on an annual basis</p> <p>DSAT/ASIC hold focus group and report to RC</p> <p>Summer 2014 onwards</p>	<p>Database of destinations of postdoctoral researchers that can be analysed</p>	<p>Exit record sheet introduced 2015/16 and small database of destinations is building. Departmental coordinator distributes and collects information for review by Research Committee (RC) to inform career development actions.</p> <p>A post doc focus group was held May/June 2015 – on the whole they are not dissatisfied with FTC arrangements – they accept the limitations of the specialised skill sets in arranging alternative work. All had been contacted by HR about the redeployment pool as per University guidance.</p> <p>OUTCOME ACHIEVED</p>

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3	Career Development				
3.1	Women are becoming increasingly well represented at Senior Lecturer level in the Department but representation at Reader/Professor level is poor	<ol style="list-style-type: none"> 1. The Department will develop and implement a mentoring system for all academic staff 2. Liase with Academic Staff Development to identify training needs for mentors and mentees 3. Monitor uptake and effectiveness of Departmental mentoring system 	<p>HoD/DEC</p> <p>Mentoring system planned/participants identified Jan 2015</p> <p>Training April 2015</p> <p>Annual report to DEC by Oct 2015 and on an annual basis</p>	<p>A record of active mentoring relationships in the Department</p> <p>An increase in the number of staff who have a mentor</p> <p>In the longer term, coupled with action 3.2, an increase in the number of women applying/achieving promotion to Reader/Professor</p>	<p>The AS data gathering exercise began 2014/15, records all mentoring relationships.</p> <p>This action was overtaken by University-wide roll out of new scheme and appointment of Department Champion to lead/coordinate support for training and mentoring relationships.</p> <p>To date there are a few mentoring relationships in the Department which is an improvement although numbers are low; no evidence of an increase in the number of women applying for promotion to Reader/Professor</p> <p>OUTCOME PARTIALLY ACHIEVED</p>
3.2	Staff Development Performance Review (SDPR) is offered annually for all academic/postdoctoral staff – SDPR is	<ol style="list-style-type: none"> 1. Ensure that staff have received the appropriate training to act as reviewers to increase effectiveness of SDPR. Record training. 2. All academic staff to receive formal invitation to SDPR annually 	HoD, DEC, Reviewers, Departmental Coordinator	<p>Database of trained reviewers for SDPR</p> <p>Database of academic staff</p>	All staff who will be a SDPR reviewer have completed training in 2014/15 and continues the Departmental Coordinator holds this information on a database

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	perceived as having little value	<p>3. Develop guidelines/case studies as to what is needed for each stage of promotion and disseminate to staff via website</p> <p>4. Promotion criteria will be discussed routinely as part of the SDPR and progress towards criteria may be used for objective setting.</p> <p>5. Actions identified in SDPR to be communicated to Heads of Groups/HoD to ensure action is taken</p> <p>6. Record uptake of SDPR by staff and uptake of UoB and external career development training</p>	<p>Begins summer 2014 for full implementation in 2014/15 round of SDPR</p>	<p>engagement with development opportunities</p> <p>All actions identified in SDPRs to be implemented within 12 months unless specifically agreed otherwise by reviewer/reviewee</p> <p>Increased effectiveness of SDPRs evident in improved staff survey scores in 2 years</p> <p>In the longer term, coupled with action 3.1, an increase in the number of women applying/achieving promotion to Reader/Professor level.</p>	<p>SDPR is now mandatory for all staff in the Education and Research Job family since 2014/15 and 100% of eligible academic staff complete SDPR annually.</p> <p>The AS data gathering exercise 2014/15 and now annual records academic staff engagement with development opportunities.</p> <p>A "Department SDPR Companion form" was introduced to support career development discussions and actions</p> <p>Improved satisfaction with SDPR evident in Department Culture Survey (40% in 2016 versus 28% in 2013).</p> <p>Exemplar CVs of successful promotion applications are available via the internal Departmental wiki but no evidence of an increase in the number of women applying for promotion to Reader/Professor</p>
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					OUTCOME PARTIALLY ACHIEVED
3.3	The Department does not record the level of engagement of postdoctoral researcher officers with SDPR and career development opportunities offered by the University of Bath or externally	<ol style="list-style-type: none"> 1. Hold focus group with postdoctoral research staff to follow up from Departmental survey and feedback to RC about career development needs 2. Invite postdoctoral researchers to annual SDPR and record uptake of SDPR 3. Enhance SDPR for postdoctoral researchers with a reviewer that is not their line-manager 4. Record all postdoctoral staff attendance at University of Bath and external career development training 5. Record involvement of postdoctoral staff in mentoring arrangements e.g. mentoring circles offered by Researcher Development Unit 6. Prepare annual report on postdoctoral engagement with career development opportunities 	<p>DSAT/ASIC holds focus group and reports to RC (Summer 2014)</p> <p>HOD/PIs deliver SDPRs</p> <p>(Begins in 2014/15 round of SDPRs)</p> <p>Department coordinator/RC compile report First annual report Oct 2015 and on an annual basis</p>	<p>Improved support for postdoctoral researchers career development</p> <p>Database of postdoctoral staff engagement with career development opportunities that can be analysed to identify gaps in training provision</p> <p>Increased satisfaction with SDPR for postdoctoral staff in staff survey</p> <p>RC will take responsibility for analysing reports and providing support as necessary to address any gender issues identified at this key transition step</p>	<p>Focus group held in early 2015 led to the formation of Postdoctoral Researchers Committee to take action to address key issues on social/research inclusion/visibility in the Department. Role will continue to develop particularly in relation to career progression for postdoctoral early career researchers (ECRs). The Postdoctoral Researchers Forum reports to the Research Committee who provide guidance and support for their activities.</p> <p>All ECRs are invited to complete SDPR and informed that it need not be their line manager Uptake of SDPR by ECRs is improving but not yet 100%, still resistance to the performance element of SDPR rather than the development element – still work to do.</p>

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					<p>As part of Athena SWAN data gathering exercise since 2015/16 we are now recording ECR engagement with development and mentoring opportunities.</p> <p>OUTCOME PARTIALLY ACHIEVED</p>
3.4	<p>We need to ensure that the Department's recruitment processes encourage female candidates to apply and that women participate fully in interviewing/selection of candidates</p>	<ol style="list-style-type: none"> 1. Ensure job advertisements and Department webpages indicate that the Department supports applications from women highlighting flexible working arrangements and support for Athena SWAN principles 2. Encourage women to take up training opportunities for interview panels and record all training 3. Record composition of interview panels for all staff with the requirement for gender balance being considered and at least one woman to be included 	<p>HoD, Department coordinator</p> <p>Summer 2014 onwards</p>	<p>An increase in the number of female applicants, particularly for Reader/Professor level posts</p> <p>Increased contribution of women to the recruitment process to maintain the fair balance of female applicant/successes in the Department</p>	<p>Job advertisements from the Department highlight our ongoing support for Athena SWAN principles, reviewed by HoD. Reflected in gender balanced applications for majority of advertised posts, including at Professor level.</p> <p>All staff have completed Unconscious Bias training since 2014 and around 50% of staff have been on the University training for shortlisting/interviewing.</p> <p>HR records the composition of panels and ASIC reviews this information annually. While women are represented on interview panels this is low (20%) and can be improved but</p>

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					needs to rotate to wider staff group. OUTCOME PARTIALLY ACHIEVED
3.5	Induction processes for new staff at all levels in the Department could be improved	<ol style="list-style-type: none"> 1. Revise Departmental induction booklet/webpages for postgraduate students, postdoctoral research staff and academic staff 2. Provide a timetabled induction programme for all new postdoctoral researchers and academic staff which enables them to meet appropriate key Departmental personnel within their first month of employment 	<p>HoD, DSAT/.ASIC, PGRDoS, RC</p> <p>Revisions complete by Jan 2015</p> <p>New induction programme in place by Jan 2015</p>	<p>Revised induction information</p> <p>Checklist for completion of key activities to be reviewed by line managers, leading to improved induction processes for all new staff</p> <p>Increased satisfaction with induction processes evident in staff survey</p>	<p>Induction procedures for all staff have been overhauled and a new Department Induction Handbook introduced that is available on the Wiki. An induction checklist must be completed and returned to the Departmental Coordinator to ensure completion. There is increased agreement that the Department has an effective induction system in our Culture Survey (54% agree in 2016/17 vs 26% in 2013/14).</p> <p>PGR induction now includes a section on Athena SWAN and for starters at different times of the year the information/slides from the induction day is on the wiki.</p> <p>Departmental coordinator circulates emails with all new starters' information. We have repeatedly promoted the induction</p>

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					process and checklist to staff via meetings and email.
					OUTCOME ACHIEVED
3.6	Career planning for PGR students	<ol style="list-style-type: none"> 1. Hold focus group with female postgraduate staff to follow up from Departmental survey in relation to balancing career development with a family 2. Liase with PGSkills/Researcher Development Unit on provision within the University and Department for postgraduate career planning specifically in academic areas related to Pharmacy and Pharmacology 	<p>DSAT/ASIC/PGRDoS</p> <p>Summer 2014</p>	<p>Monitor attendance on optional provision of career planning activities</p> <p>Identify ways in which the Department can support career planning for PGR students on completion of their PhD a key transition step</p>	<p>A focus group was held in early 2015 and an action plan drawn up. The PGRDoss enabled the formation of PGRSSLC in 2015/16 and a facebook page. They promote career development training and we record it via the Dept AS data gathering exercise.</p> <p>Introduced Departmental "Coffee and Careers" sessions for PGRs as focus group identified the need for relevant discipline specific careers/ work-life balance advice.</p> <p>OUTCOME ACHIEVED</p>
3.7	Students would value increased awareness of equality and diversity legal rights and responsibilities	<ol style="list-style-type: none"> 1. Equality and diversity training will be made available for all undergraduate/postgraduate students in the department 	<p>UG DoS</p> <p>Oct 2014 onwards</p>	<p>Better informed student body, better prepared for next career stage, evident in student survey</p>	<p>Provided for all UG/PGR students who in evaluation responses recognize the importance of this training in their work-based placements and future careers.</p> <p>OUTCOME ACHIEVED</p>

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4.	Organization and culture				
4.1	Membership of committees is not transparent in the Department. Representation on committees is not always gender balanced	<ol style="list-style-type: none"> 1. Ensure that all staff members know the membership of Departmental committee and that minutes are published on Departmental websites 2. Review committee structures that by design may be excluding women (e.g. DEC) 3. Review procedures for appointment to Departmental committees to ensure that women are appropriately represented on decision-making committees, including as Chairs 4. Review representation of postdoctoral research officers on Departmental committees 5. Revise committees and make appointments to committees on a fixed term basis to ensure that membership changes 	<p>HoD/DEC/Department coordinator</p> <p>Summer 2014</p>	<p>Better awareness of membership of Departmental committees</p> <p>A transparent process for allocation of committee work in the Department</p> <p>A revised committee structure that increases the representation of women on decision making committees in the Department</p>	<p>Departmental Coordinator updates the wiki annually with committee membership and minutes are published.</p> <p>The HoD overhauled committee structures and there is significant improvement in gender balance across all committees (Fig 24). Additionally ECRs are now represented on key decision making committees</p> <p>Anybody can request to join any committee and these refresh annually as we have moved to a 3 yr fixed term for committee membership</p> <p>OUTCOME ACHIEVED</p>
4.2	To assess balance of activities and the practice and utility of the recently developed workload model	<ol style="list-style-type: none"> 1. Ensure that policies for allocating workload are transparent so staff understand their allocations 2. An individual's workload model to be reviewed at the SDPR to confirm reliability 	<p>Workload model officer, DEC, HoD</p> <p>Jan 2015 onwards</p>	<p>Improved understanding of workload allocation and a more transparent process evident in increased</p>	<p>Information on allocation of workload and workload tariffs used in the WLM is available on the staff area of the Wiki.</p>

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		<p>and validity of data. Also to assess whether responsibilities undertaken are appropriate for career development</p> <p>3. Address workload issues for overloaded individuals in comparison to overall workload planning across the Department</p>		<p>satisfaction in staff survey</p>	<p>There is a statement about reviewing WLM for individuals and discussing as part of the SDPR process. The WLM for each academic is generated prior to the SDPR.</p> <p>While workload issues have been addressed for some individuals, staff continue to cite high workload as a barrier to career progression – still work to do.</p> <p>OUTCOME PARTIALLY ACHIEVED</p>
4.3	<p>Need to improve social interaction and informal networking opportunities in the Department</p>	<p>1. Continue to develop the use of social space in the Department so that staff can network on an informal basis</p> <p>2. Hold Departmental Away Days and other events to include PGR students and postdoctoral researchers</p>	<p>DEC, HOD, PGRDoS, RC</p> <p>From Summer 2014</p>	<p>Monitor attendance and feedback from events to identify successful features of events for future planning</p> <p>Increased satisfaction in staff/PGR student surveys</p>	<p>PGRSSLC has social/sports and family representatives and they have initiated a regular programme of social events including the Family-Friendly Fun Day.</p> <p>ECRs have attended our research away days since 2014/15 and evaluation reveals that they value this networking opportunity.</p>

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					<p>Weekly Friday morning coffee (10:30) and post-seminar coffee (2:15) have become established events across all staff/PGR groups. There is an informal academic staff dining group.</p> <p>OUTCOME ACHIEVED</p>
4.4	Timing of Departmental meetings	<ol style="list-style-type: none"> 1. Promote the importance of “core hours” scheduling for Departmental meetings 2. Schedule all Departmental meetings at times when staff with caring responsibilities can attend or consider flexible scheduling, with alternating times, so meetings are not always held e.g. at 4:15pm 	<p>DEC HoD</p> <p>From Summer 2014</p>	<p>A more inclusive environment for all staff leading to increased satisfaction in staff surveys</p> <p>Increased attendance at Departmental meetings</p>	<p>The Departmental Coordinator monitors attendance at staff meetings by gender and we have experimented with flexible scheduling of these meetings. Rotating them away from Weds 2:15 reduced attendance and female participation. These are now fixed in the Departmental calendar.</p> <p>All staff are reminded regularly of the importance of core-hours scheduling for all meetings of staff and students. We have a Shared Departmental Outlook Calendar where all meetings are posted and all relevant members of the Department invited to attend.</p>

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					OUTCOME ACHIEVED
4.5.	Support for networking activities of female staff	<ol style="list-style-type: none"> 1. Encourage female academics to attend University networking forums e.g. Senior Academic Womens Network 2. Encourage female postdoctoral research staff to participate in “mentoring circles” at the University 3. Promote external mentoring schemes for female staff such as that of the BPS, LPF 4. Encourage female researchers to join the GetSET database run by the UK Resource Centre for Women in SET so that they can access national mentoring schemes and network with others 5. Record participation and feedback on all mentoring formal networking activities 	<p>DSAT/ASIC/HoD</p> <p>From 2014 onwards</p>	<p>Significant uptake of networking activities within and out with the University</p> <p>Database of networking activities for all staff that can be analysed to identify any gender issues for future actions</p> <p>Positive feedback on schemes that work well at different career stages which can be promoted in the future</p>	<p>The Athena SWAN data gathering exercise captures participation in networking activities and this is reviewed annually by ASIC.</p> <p>The Culture Survey reveals an increase in the % of staff agreeing that the Department provides useful networking opportunities.</p> <p>We have not really promoted schemes that work well and will do more to encourage participation in specific networks e.g. University's Senior Womens Academic Network</p> <p>OUTCOME PARTIALLY ACHIEVED</p>
4.6	Outreach activities are developing in the Department. We do not record participation of staff in these areas so cannot assess gender balance of staff.	<ol style="list-style-type: none"> 1. Record outreach and public engagement activities in the Department. Assess participation by gender 	<p>WP officer, PE advocate, Department coordinator</p> <p>Summer 2014 onwards</p>	<p>Database of outreach/PE activities for all staff that can be analysed to identify any gender issues for future actions</p>	<p>As part of Athena SWAN data gathering exercise since 2014/15 we annually record staff engagement with PE activities/outreach – there are no gender issues with participation. UGs, PGRs, ECRs, technical and academic staff all participate.</p>

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					.OUTCOME ACHIEVED
5	Flexibility and managing career breaks				
5.1	Raise awareness of flexible working practices	<ol style="list-style-type: none"> 1. Provide information to all staff on flexible working policies and how to initiate a change in working arrangements 2. Flexible working policies and how to make these arrangements to be discussed with all staff prior to taking a career break 	<p>DEC, HoD, PIs, HR</p> <p>Summer 2014 onwards</p>	<p>Increased awareness of flexible working policies evident in the staff survey</p> <p>Appropriate support mechanisms in place</p>	<p>In the Culture Survey 83% of staff knew that any member of staff could request flexible working compared with only 33% in 2013/14. Flexible working has been promoted via Departmental plasma screens in the foyer and via the Staff Wiki.</p> <p>Information on flexible working policies and how to make these arrangements is available in the Induction Handbook.</p> <p>OUTCOME ACHIEVED</p>
5.2	Improve support to all staff returning from a career break	<ol style="list-style-type: none"> 1. Hold focus group with academics/postdoctoral staff who have had a career break to follow up from Departmental survey in relation to work-life balance on returning to work 2. Implement a return to work interview with PI/Head of group/HoD to consider workload issues on return to work and the need for any change in working arrangements 	<p>DSAT/ASIC/HoD</p> <p>Summer 2014 onwards</p>	<p>A new Departmental return to work policy that builds on the University's procedures specifically focussing on managing work-life balance and change in working patterns</p>	<p>A focus group was held in Summer 2015 and an action plan drawn up. ASIC liaised with HoD/DEC to improve returning to work procedures, increased utility of keeping in touch days and the introduction of a "career break buddy system".</p> <p>OUTCOME ACHIEVED</p>

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List of abbreviations:

ASD - Academic Staff Development; DEC - Department Executive Committee; DSAT/ASIC - Department Self Assessment Team/ Athena SWAN Implementation Committee;
GPhC - General Pharmaceutical Council; HDC- Higher Degrees Committee; HoD - Head of Department; HR - Human Resources; PE Advocate - Public Engagement Advocate; PGR AdmT - Postgraduate Research Admissions Tutor; PGR DoS - Postgraduate Research Director of Studies; PhSc - Pharmacy Schools Council; RC - Research Committee; PIs - Principal Investigators/ Lab heads; RDU - Researcher Development Unit; SDPR - Staff Development Performance Review; UG DoS - Undergraduate Directors of Studies; WP Officer - Widening participation office