Athena SWAN Bronze department award application

Name of university: University College London
Department: School of Pharmacy
Date of application: 29/11/2014
Date of university Bronze and/or Silver SWAN award:

2006 First University Bronze award; 2009, 2013 renewed
Contact for application: Felicity Smith
Email: f.j.smith@ucl.ac.uk
Telephone: 02077535967
Departmental website address: http://www.ucl.ac.uk/sop

Athena SWAN Bronze Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.
1. **Letter of endorsement from the head of department: maximum 500 words**

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.
Ms Sarah Dickinson  
Athena SWAN Manager  
Equality Challenge Unit  
7th Floor, Queen's Unit  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

24th November 2014

Dear Ms Dickinson,

As Director of the UCL School of Pharmacy I am delighted to support this application for an Athena SWAN award. Following my arrival in January 2013, I have been keen to ensure that the School fosters a culture that supports women (and all staff) in achieving successful academic careers.

The Athena SWAN team at the School have worked hard to gather data, consult with staff and students to prepare this application. Many have large teaching, research and professional commitments as well as family responsibilities. We are indebted to their enthusiasm in taking this forward, for they have devoted to Athena SWAN activities and their careful consideration of the issues. We are also fortunate to have received support and guidance from UCL's Athena SWAN team throughout the process. This has been immensely helpful at all stages. UCL has had a bronze award for a number of years and at the School we wish to build on, and take this agenda forward.

In the process of preparing this application there has been wide consultation with staff, which I have readily supported. We commenced with including an 'Athena SWAN' slot at our School meetings. Many staff expressed an interest in being part of the team. A survey instrument was designed and distributed to all staff and PhD students at the School. The findings highlighted priorities from the perspectives of staff and students, and informed further consultation events and ultimately our action plan. Similarly analysis of data relating to our students and staff over the previous 3 years highlighted the high proportion of female staff and students, especially in early career stages and the professional (rather than science) subject areas. Also, recent promotions and appointments may enable disproportionate representation at most senior levels to be addressed.

I recognise that we have an ambitious action plan, but believe this is both achievable and will bring real benefits for staff. A number of items in our action plan have already commenced. All others will be actioned in the near future. In particular, we are keen to build a strong mentoring culture that engages as many staff as possible as mentees and/or mentors. For example, we have already strengthened the induction programme for new staff, the mentoring programme, the representation of women on committees throughout the school, the timings of meetings in terms of their being more convenient to staff with family commitments and several other aspects, but we see this as a beginning and not an end in itself. Indeed, we feel that the Action Plan captures the task ahead which we are keen to engage with and accomplish.

The School aspires to achieve a Silver Award in the not too distant future. We look forward to pursuing our action plan, and demonstrating an impact for staff in terms of work-life balance and career progression. To this end I will continue to support the Athena SWAN team, and ensure that the principles and specific actions are embedded in our culture and practices at the School.

Yours sincerely,

[Signature]

Professor Duncan Craig,  
Director, UCL School of Pharmacy
2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The School of Pharmacy self-assessment team:

<table>
<thead>
<tr>
<th>Name</th>
<th>School of Pharmacy role and experience of work-life balance</th>
</tr>
</thead>
</table>
| Felicity Smith    | • Professor of Pharmacy Practice.  
• Mother of two school age daughters, and recognises the value of flexibility in working arrangements in promoting a work-life balance.  
• Athena SWAN lead for UCL SOP                                                                                                                                                                                                                                                                                  |
| Macey Murray      | • Postdoctoral Research Fellow in paediatric drug safety,  
• Part-time as she has two young children, and understands the challenges of returning to work after maternity leave and balancing work/study priorities with family commitments.  
• Undertook data analysis and lead on presentation of data                                                                                                                                                                                                                                                                                                           |
| Robert J Harvey   | • Professor of Molecular Neuroscience and Genetics and Associate Director for Research at UCL SOP  
• Father of two school age children and is committed to ensuring a better work-life balance for all staff and promoting gender equality in the workplace                                                                                                                                                                                                                       |
| Jasmina Jovanovic | • Senior Lecturer at the Department of Pharmacology  
• Mother of two school age daughters, and she has a long experience with balancing her demanding job with motherhood                                                                                                                                                                                                                                                                                                        |
| Sarah Chapman     | • Postdoctoral researcher on the UCL School of Pharmacy Excellence Fellow scheme.  
• aware of many of the difficulties experienced by early career researcher including the impact of lack of long-term job security when making decisions about life outside work  
• lead on mentoring in this action plan                                                                                                                                                                                                                                                                                                                               |
| Mona Almanasef    | • PhD student  
• enjoys being able to work flexibly.  
• PhD student representative                                                                                                                                                                                                                                                                                                                                             |
| Angela Preston    | • Part of the HR team at the school  
• Mother of two school age children. Works full-time  
• Provided staff data for this application                                                                                                                                                                                                                                                                                                                                     |
| Joanna O’Brien    | • Divisional Manager at the UCL School of Pharmacy.  
• Mother of three children under 18, one of whom is disabled, so as both a parent and a carer she is committed to supporting flexibility in the workplace                                                                                                                                                                                                                                                                 |
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Mead</td>
<td>Admissions and Student Services Manager</td>
<td>enjoys the flexibility of part-time working while bringing up young children Provided the student data for this application</td>
</tr>
<tr>
<td>Stephen Hilton</td>
<td>Lecturer in Pharmaceutical &amp; Biological Chemistry</td>
<td>Single parent of two school age children and understands the need for flexibility when balancing the role of parent and having a career</td>
</tr>
<tr>
<td>Mine Orlu-Gul</td>
<td>Lecturer in Pharmaceutics</td>
<td>Values the flexible and caring working environment at the School</td>
</tr>
<tr>
<td>Kirsten Harvey</td>
<td>Professor of Molecular Neuroscience &amp; Cell Biology in the Department of Pharmacology and Chair of Research Degrees Committee</td>
<td>Mother of 2 school age children</td>
</tr>
<tr>
<td>Angelina Blackwood-Hernandez.</td>
<td>Staffing &amp; HR Manager at the UCL School of Pharmacy</td>
<td>Mother of three small children and of Caribbean descent, has first-hand knowledge of the barriers that BME women face in their careers.</td>
</tr>
<tr>
<td>Vicky Welsh</td>
<td>PA to the Head of Department and secretary to the Pharmacology Department</td>
<td>Mother of one school age child and values the flexibility of working arrangements Athena SWAN Team Secretary</td>
</tr>
</tbody>
</table>

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

The School of Pharmacy (SOP) become part of UCL in 2012. Since joining UCL, the SOP has received encouragement from senior management in our Faculty to participate in Athena SWAN. The opportunity to undertake Athena SWAN whilst settling into being part of UCL has enabled us to identify our current good practice and areas for improvement whilst also aligning with UCL policy.

The self-assessment team (SAT) was formed in July 2013 following an all-school meeting when the Athena SWAN initiative was presented and informal discussions with interested staff members took place. The School of Pharmacy as a division of UCL comprises four academic departments. The SAT includes individuals from all departments, as well as staff at all levels of seniority and stages of academic career. It also has representation from administrative staff and PhD students, and male and female members.

From its inception the SAT has met on a monthly basis (14 occasions) to identify opportunities for consultation, priorities for the school and to develop an action plan. The SAT meets within core hours and on varying days of the week to ensure participation is possible for all.

Since its establishment, the team has been actively engaged in gathering and reviewing data and documentation relevant to the Athena SWAN objectives. Consultation with all staff at the school was viewed as an essential step to identify priorities of staff to inform our action plan. A decision was made to undertake a survey of all staff and PhD students.

The aims of survey were to:
- raise awareness of work-life balance policies at UCL, goals of Athena SWAN and of the school’s intention to support work-life balance and equal opportunities for career progression
• establish the extent to which staff are aware of policies
• identify barriers and positive practices in the school that support work-life balance and equal opportunities for career progression, so that these can be strengthened in scope and operation
• identify priorities for action from the perspective of staff

The survey had active support from the school Director, who, in advance of the circulation of the survey, e-mailed all potential participants expressing his support and encouraging participation.

The survey was adapted from a generic instrument developed by the Athena SWAN team at UCL and tailored to ensure data would be gathered on issues felt most relevant to the school. A total of 137 responses (40% response rate) were received and included in the analysis. 76% of respondents were staff members and 24% PhD students; 55% were female. The spread of respondents enabled examination of systematic differences between female and male respondents, those with and without caring responsibilities, professional role and grade, type of contract (funding versus non-funding limited). The findings of the survey inform subsequent sections of this application as indicated, and our action plan.

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

In future the SAT will meet three-monthly to review progress on the action plan, identify new priorities, and to work towards silver award. In addition, sub-groups with responsibility for different aspects of the action plan will meet as appropriate. The Athena SWAN team will report back to the school’s Divisional Executive Team on its progress on a termly basis.

(1000 words)
3. A picture of the department: maximum 2000 words

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

In January 2012 the School of Pharmacy became a division within Faculty of Life Sciences at UCL. Prior to this date the School was an independent institution within the federal structure of the University of London. The School employs 184 staff, including 53 academic staff, 8 teaching fellows, 44 administrative and 20 technical staff, 51 post-doctoral researchers and assistants and 8 maintenance staff. There are currently 168 PhD students. The school comprises four academic departments Pharmaceutics, Practice and Policy, Pharmaceutical and Biological Chemistry and Pharmacology. Thus in terms of subject expertise, the school staff span basic research and bench science through to clinical and professional research and practice. Research activity in the school is structured around 9 research clusters. The cluster structure was set up to encourage inter-departmental collaboration around research topics of common interest. Thus, whilst the members of any cluster may come principally from one of the four academic departments, all include members from at least 2 and sometimes all 4.

The school offers an undergraduate MPharm degree programme accredited by the General Pharmaceutical Council, and the vast majority of our undergraduate students (c750 across 4 years), when they graduate undertake a pre-registration as a pharmacist.

Of particular relevance to the Athena SWAN application is the diversity in academic activity at UCL SOP. Pharmacy as a discipline encompasses clinical and professional disciplines as well as laboratory and industrial sciences. This was identified early on as an important focus for our Athena SWAN application, as it was felt there may be marked differences in participation of women and men between the professional/clinical subjects and laboratory sciences, and consequent career paths. These are explored in the analysis below and addressed in our action plan.

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

Student data

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

Not applicable to UCL SOP.

(ii) Undergraduate male and female numbers – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.
The percentage of women on our course is slightly higher than the national average for MPharm degrees (64%), lower than for ‘sciences allied to medicine’ whilst higher than Science subjects (52%, HESA 2012/13)

Why women seem to be more attracted to the undergraduate programme is unclear. However, as will be seen in subsequent sections women continue to predominate in clinical/professional subject areas (but not the laboratory science). To examine this further we plan a survey of undergraduates to examine their reasons for choosing to apply for the MPharm degree and aspirations following completion of the degree. This will enable us to identify early career aspirations and ways in which they reflect subsequent career paths. This will inform future actions to address any barriers. (Action plan 1.1)

There are no part-time students on the MPharm. It is not possible to study the MPharm as a part-time student at any of the schools of pharmacy in the UK due to GPhC regulations.

Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for
On all our taught post-graduate programmes there are more female than male students. This is most marked in MSc Clinical Pharmacy and MSc in Pharmacy Practice and least so MSc Drug Discovery and the MRes. The reasons for choice of MSc programme are unclear. This may be a reflection of career plans but could also be a determinant of subsequent career paths. Investigation of possible reasons for these choices, including any barriers are addressed in our action plan (action 1.2). Only the MSc in Pharmacy Practice is part-time, this is a programme to which pharmacists are nominated by NHS Trusts for CPD (continuing professional development). The school has no role in recruitment for this programme.

[Fig 2]

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

There are more female than male post-graduate research students across the school. In particular, women are more likely to be studying and undertaking research in the clinical/professional areas rather than laboratory sciences. The proportions of females are above national averages when comparing our clinical/professional courses with other allied to medicine’ and science with national averages for all sciences. However, as for taught PG students discussed above we will include research students in our examination of possible reasons female research students are less likely to study in the laboratory/ industrial sciences, and to help identify any barriers that we could subsequently address (action plan 1.2). Figure 3a indicates that on average similar proportions of women and men are studying part-time and full-time

[Fig 3 and Fig 3a]
Figure 2: Enrolled taught postgraduate students (MSc and MRes) by subject with national comparison

*data from HESA: Taught postgraduates of subjects in Pharmacology, Toxicology and Pharmacy
Figure 3: Enrolled postgraduate research students (PhD) with national comparisons

Enrolled postgraduate students in 2012/13 (PhD)

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All PGR</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Lab-based PhD</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Practice-based PhD</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>National average (Allied sciences to medicine)</strong></td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>National average (All sciences)</strong></td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

*data from General Pharmaceutical Council
**data from HESA
Figure 3a: Part-time and full-time PhD students

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

Figure 4: Recruitment of undergraduate students (MPharm)

Application figures show that over the past five years, the number of women applying for the MPharm degree has been much higher than the number of men.
A higher percentage of applicants are women on our undergraduate, PGT and PGR programmes. The proportion of applicants who are female is similar to the proportions who receive and accept an offer. Applications come through UCAS (MPharm) and UCL admissions procedures (PGT and PGR). Once checked for eligibility by UCL, selection of PhD students follows our PhD studentship applications procedures.
Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Figure 7: Undergraduate degree classification (MPharm) over time

![Graph showing undergraduate classification over time]

Figure 8: Postgraduate degree classification (MSc and MRes) over time

![Graph showing taught postgraduate classification over time]
On the undergraduate MPharm programme, women were found to be more likely to achieve a higher class of degree 1st class honours and less likely a lower second. At post-graduate level, data suggest that women might have been less likely to achieve a distinction on the Masters’ programmes, especially in the last year. These differences are marginal, but will be monitored and addressed in our actions regarding support for female students. Our survey of students (action plan 1.2), will include questions to examine the difficulties/enabling factors in pursuing their studies which can inform a future activities of the Athena SWAN SAT team. There was no systematic difference between men and women in PhD submission rates.

Staff data

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

In 2014 the academic and research staff at the school comprised 59 women and 56 men. In some categories in the figures below, the numbers are very small therefore caution is required interpreting the data. However, women comprise a higher proportion of research assistants/post-doctoral researchers, and up to reader level, but are under-represented at professorial level.
Figure 10: Academic pipeline at UCL School of Pharmacy (2012-2014)
Women occupy around a quarter of professorial positions, and in contrast between 60 and 70% of the research assistant/post-doctoral researcher population. The small number of staff (male and female) at each point should be taken into account (see figures 10-12), with some caution in inferring any general trends. However, in the last two years, whilst the proportion of women at professorial level has declined slightly, due to retirements and leavers, the proportions of women at lecturer, senior lecturer and reader have all increased. It is difficult to specifically identify the reasons for this, but we believe that our review of our procedures to ensure good practice and supporting people through promotion may have had some impact. The higher proportion of women at these levels that has been achieved in recent years may be expected to feed into promotion to professorial positions in the coming years and provide the school with an opportunity to address this imbalance at professorial level. This is a key area for our action plan and is discussed further below.

The school of pharmacy comprises departments principally focused in clinical/professional subjects (Department of Practice and Policy) and those on laboratory/bio/industrial sciences (Departments
Separate analyses for these aspects reveal differing participation of women and men. The laboratory-based disciplines comprise 37 women and 52 men, with women most markedly under-represented at lecturer and professorial levels (Figure 14). In contrast in the clinical/professional disciplines women make-up 22 of 25 academic and research staff members including 100% research/post-doctoral staff, with men and women equally represented only at professorial level (Figure 13).

Figures 15-17 illustrate the academic pipeline, including post-graduate students and staff: for all post-graduate students and all staff at the school (figure 15), for professional/practice-based students and staff (figure 16) and for laboratory-based subject areas (figure 17). These demonstrate the trend from when students begin to specialise (by choosing at post-graduate level) to enter science of practice-based disciplines through academic careers to senior levels.
Figure 13: Practice-based academic staff pipeline (2012-2014)
Figure 14: Laboratory-based academic staff pipeline (2012-2014)
Figure 15: Academic pipeline at UCL School of Pharmacy in 2014 (staff and students)

Academic Pipeline 2013/14

- UG: 498 (67% Female, 240 Male, 103 Research Assistant)
- PGT: 97 (72% Female, 38 Male)
- PGR: 44 (61% Female, 103 Research Assistant)
- Post Doc: 25 (57% Female, 19 Male)
- Lecturer: 9 (50% Female, 9 Male)
- Senior Lecturer: 8 (50% Female, 8 Male)
- Reader: 2 (67% Female, 1 Male)
- Professor: 6 (26% Female, 17 Male)
Figure 16: Practice-based academic pipeline at UCL School of Pharmacy in 2014 (staff and students)
Figure 17: Laboratory-based academic pipeline at UCL School of Pharmacy in 2014 (staff and students)
In summary, women constitute a majority of the undergraduate population and perform well. The school’s post-doctoral population includes a high proportion of women, but this does not lead to proportionate representation in academic positions, particularly in laboratory based research. A particular issue identified is the transition between post-doctoral researcher and lecturer and from reader to professor (although numbers here are particularly small). In addition there is the disparity between laboratory-based science and pharmacy practice. A number of actions focus on addressing these transitions which include:

- Building on information already gathered in our survey, we plan to conduct a focus group to examine career aspirations of research staff in untenured positions to identify further actions that may be support staff in achieving their aims (action 2.1),
- our appraisal system has now been formalised to assist staff in developing and achieving career plans. This includes a specific focus on next career steps and aspirations (action 2.3),
- procedures for identification of, and support for, staff for promotion have been revised (action 3.4),
- development of mentoring programme to complement existing provision (actions 2.3-2.6).
- exit interviews which are offered to all staff who leave the school to include questions relevant to experiences of barriers and opportunities in the school for career progression (action 2.9).
- Also relevant here is action 3.1: introduction of criteria for new appointments to indicate the school’s commitment to achieving a balanced workforce.

Whilst we have identified differing levels of participation by women in science and professional subject areas as they progress through their careers, we also note that the school has a high proportion of women in early stages of their careers in professional as well as science areas. Hence the actions that we have put in place are intended and anticipated to address barriers and challenges of staff across pharmacy disciplines (and especially early years’ researchers).

(ii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.
Figure 19: Staff turnover by grade and gender (2012-2014)
The numbers of leavers are very small in all categories except research assistant/post-doctoral researcher. Over the last 3 years approximately two-thirds of leavers have been female. This generally reflects the proportion of women in these positions.

Twelve exit interviews were conducted with staff in 2013-14. A brief analysis conducted for this application suggests that the experiences of staff at the school were largely positive. However, when particular issues were raised that are relevant to this application these are included in the sections below where appropriate. On-going analysis from exit interviews will inform our continuing action plans (see action 2.9).

(1908 words)
4. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

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

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

Figure 20: Staff recruitment over time (2012-2014)

Please note: data are partial for 2012 because the SOP joined UCL in January; and UCL data reporting runs from October to September each year.

Marginally more applications were received from women than men in 2012 and 2013, with a slight downwards trend in the proportion of women being invited for interview and then appointed. However, in 2014 whilst applications from women were fewer they were more likely to be appointed. These differences are marginal, but a number of actions have been put in place to monitor the recruitment process and improve our procedures to attract diverse applicants and to promote fairness (see section b(i) below and action 3.1.-3.3).

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.
Table 1: Academic promotions

<table>
<thead>
<tr>
<th>Academic promotions</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>0</td>
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<tr>
<td>2011</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2012</td>
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<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Data on promotions between 2008 and 2014 show similar proportions of women and men were promoted. However, the school wishes to employ processes that actively support staff in their career progression and engaging in the promotions process. As a result of discussion the following actions have been put in place, and are discussed in more detail in ‘Career Development a)(i)’ below:

- The school now has a Senior Promotions Committee which reviews all staff in the school for promotion, and supports them in applying (action 3.4)
- The annual appraisals process has been enhanced to include constructive discussion around career development (action 2.3)
- The School has also considered how to communicate these important changes to staff and will be monitoring outcomes.

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

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

UCL operates by very strict recruitment policy which the School of Pharmacy follows. It is designed to ensure that fairness is maintained throughout the selection process. No jobs are advertised unless there is a Job Description in place. These are closely checked by both the Staffing & HR Office and Central Human Resources to ensure that there is nothing discriminatory in the contents. Managers are provided with a shortlisting score sheet which is based on the criteria in the person specification. Shortlisting decisions are therefore based on evidence that the applicant has met the requirements of the post. The Staffing & HR Office checks all recruitment to ensure that, following of UCL policy, all interview panel members have attended fair recruitment training and to monitor panel constitution. This must consist of at least 25% female members (action plan 3.2). Prior to posting any adverts all recruiting managers are asked to check the redeployment register which often has candidates in grant-funded research posts who are at risk of redundancy. The Staffing Office is working on providing generic interview questions to help improve consistency in the area of interview questioning. Managers are also being targeted to attend the UCL Leading on Diversity training which is gradually raising the awareness of unconscious bias among recruiting managers. Our aim is for at least 50% of managers to have undertaken this training in 3 years (action plan 3.3).

In the appointments process, to reinforce and further the school’s commitment to fair and equitable procedures, the school (in line with other UCL departments) has and will continue to
include Athena SWAN and Equality and Diversity into the job description for senior posts. This is to help ensure that new staff are aware of this priority, committed to equality, and will show leadership in this area (see action 3.1). The following wording is employed:

_Essential Criteria: The candidate should demonstrate a knowledge of equality and diversity issues in their subject area, and HE generally for both staff and students. They should demonstrate their interest, ideas and aptitude to lead on initiatives to address any equality and diversity issues within the department._

Also, to address this topic in the application/interview process, candidates could be asked to give an example of work they have undertaken to support equality and diversity in their previous role, or to explain their approach to a hypothetical situation – for example, ‘our department has very few women in senior roles, could you give us some examples of actions you could put in place to address this imbalance?’ Monitoring will be undertaken regarding the implementation of these practices (action plan 3.1).

The School now has a new website. In its development steps were taken to ensure that it reflected the diversity of the schools’ activities and its staff and students (including gender). It applies to pages relating to each department, teaching and individual research clusters. We plan also to include a statement of commitment to, and information about our action plan for, Athena SWAN.

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

Our data highlighted that key transition points for female staff in SOP are between post-doctoral researcher and lecturer and between Reader and Professor (although in the latter numbers on which this analysis is based are very small). Many of the actions in our action plan have been developed to improve support mechanisms for female staff at these stages. Progress is already being made, as recent promotions in the school have resulted in more women at senior lecturer and Reader levels, which we believe reflects our commitment and efforts to promote good practice. These appointments also lead to the possibility of further career progression and thus female professorships in future years. In addition, two of four recently appointed ‘Career Excellence Fellows’ were women. We now have actions in place to ensure that female academics are supported in progression to Professorial level (see ‘Career Development’ a)(i))

In our survey of staff, only just over half of respondents (54%) reported useful mentoring opportunities and helpful annual appraisal. Mentoring and appraisal were identified by the SAT team as priorities for action. These initiatives are designed to address career progression including key transition points.

There are mentoring opportunities available to staff at the school and UCL. For example, there is a scheme for new lecturers and researchers upon joining the school; a joint scheme with other universities in London, for Black and Minority Ethnic academics and researchers (B-MEntor); the UCL SLMS ‘Future Fifty’ scheme for 50 selected promising early career researchers; and targeted mentoring for staff applying for a learning technology qualification (CMALT). School staff can also access U-Mentor, an online database which can match mentors/mentees across UCL. As relative newcomers to UCL awareness of these programmes by School of Pharmacy staff may be limited. Some of these schemes may also be constrained by the availability of mentors (who are often less in number than potential mentees), and some staff may not be eligible for existing schemes.
The SAT has set up a small working group to take forward mentoring and coaching opportunities in the school. Our action plan includes the development of a plan for mentoring in the school that enhances and complements existing provision (action plan 2.4). Specific suggestions from the SAT team that are being considered include:

- extension of opportunities for new lecturers to other groups (e.g. post-doctoral researcher and teaching fellows),
- include as part of the induction programme for new staff
- a more explicit focus on work-life-balance issues as well as career-progression
- a school data-base of mentors which includes experiences regarding academic career and work-life balance situations and encouragement of senior staff to participate
- arranging in-house training with experts for mentors to include both academic development and contexts of work-life balance (action plan 2.7)
- produce guidelines for mentoring meetings
- involving external and internal people as mentors
- promotion of awareness of opportunities and uptake as mentees and mentors, e.g. the school’s website, on staff profiles on UCL webpages.

The school has recently formalised its appraisal procedure, and all staff now participate in an annual appraisal. To facilitate discussion on career progression appraisals will now include a discussion of ‘next career steps’, to support staff in working in an effective and timely way towards their next goals (action 2.3) (further details in Career Development a)(i)).

In addition to the initiatives above and below, and to gather more detail on issues raised in our survey, we also plan to conduct a focus group with our post-doctoral researchers to examine career aspirations, explore potential barriers and identify further actions the school could take which would be helpful.

The school actively encourages uptake of professional development opportunities relevant to teaching, research and leadership. Events and opportunities are regularly circulated to staff. Also, many in-house events are organised in relation to innovations in teaching, student support and research. In the last year the school has run a series of workshops including grant writing workshops, meetings on preparing and submitting papers for publication and conferences, identifying sources of grant funding, research integrity and safeguarding of data. These are open to all research staff, but they are tailored towards the needs of, and expected to be of particular benefit to, early years’ researchers. The research clusters also organise their subject specific activities to encourage collaboration and support for all researchers. Many events are structured to include senior and less experienced staff, to draw on the expertise of senior members and promote collaboration between the more and less experienced colleagues. This programme of events will continue, uptake monitored and views of staff, at all levels, regarding their value and other useful events will be sought (action 2.2).

**Career development**

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

   (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?
Appraisals are undertaken annually for all staff at the School (action plan 2.3). This process has been formalised since joining UCL in 2012 and is closely monitored by the Divisional Manager and at Faculty level. However, it goes beyond current UCL policy which requires biennial appraisals. The appraisal enables a focused discussion and review regarding career progression and goals and identify potential opportunities for development. In addition, the appraisal will now include a specific focus on next career steps, including potential promotion (action plan 2.3). An annual e-mail will be sent to all appraisers and appraises, providing suggested areas and topics to facilitate this discussion. This is to ensure that all staff have an opportunity to formally and regularly discuss career development with a view to promotion. It will enable individuals to work towards goals in a timely way, with an ongoing plan to ensure that criteria for promotion will be met.

As discussed above, we have also developed a Senior Promotions Committee, where all SOP staff will be reviewed for promotion. This is in recognition of the fact that women may be less likely to put themselves forward for promotion. The Senior Promotions Committee comprising the Director, heads of department and other senior staff (selected to promote gender balance) in the school considers the potential for promotion of every member of academic staff to identify staff at relevant stages of their careers and encourage applications for promotion. By actively considering all staff, rather than relying on a passive approach, this is beyond normal procedures in UCL. We are hopeful that this will enable and support more women in SOP to be promoted to senior levels including professorial positions. The operation and impact of this procedure on applications for, and promotions achieved will be monitored as part of the action plan (action 3.4).

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

All staff are required to attend the Provost’s welcome for new staff and must complete the UCL online Diversity training and Health and Safety training. In addition to this the School of Pharmacy has a checklist for all recruiting managers to ensure that the more local aspects of their induction are covered over the first four months. These data are held on the Director’s page on the Staff Intranet. All new members of staff are required to visit the Staffing & HR office on their first day and we take this opportunity to provide information that would be useful to new members of staff including how to go about getting a staff card, coffee mornings, how to access MyView. New members of staff are also directed to the organisational development web pages where there is a training programme especially designed for the development of each category of staff including research staff. All new academic members of staff are assigned a mentor on starting. As part of our action plan (2.8) new members of staff will be surveyed regarding their experiences of starting at the school, including any new suggestions for the induction programme.

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

The school endeavours to support female students who require flexibility to accommodate outside commitments, especially with family. All students have a ‘personal advisor’ who is a member of academic staff, with whom any special circumstances can be discussed. The school endeavours to make what arrangements it can to assist students. For example, recognising necessary absences, facilitating swapping of study groups to achieve a convenient timetable to accommodate family or
other caring commitments. New students are notified each year of childcare facilities in UCL and in Camden. The school makes special arrangements in examination for students in pregnancy, endeavouring to ensure comfortable settings and additional breaks. In the case of pregnancy, the student support office meets with the student to explain the assistance available, and support them in decisions of whether or not to continue studies following a short break, or to take a year out. UCL studentships for PhD students contain an entitlement to paid maternity leave.

Careers days have been organised each year for the past 3 years for Masters and PhD students. These include discussion of diverse career options that our students may consider. ‘Interview practice’ is offered by staff in the school. The school prides itself on a high employment rate of its graduates (currently 98%). Each year MSc students are invited to a talk about undertaking a PhD. This includes discussion about the PhD as a degree, its place as a step into a research career, opportunities in the school and elsewhere. This is attended by about half of our MSc students. A high proportion of the school’s PhD students are former MSc students.

**Organisation and culture**

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

   (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.
Membership of many of these committees depends on staff roles in the school. For example the Divisional Executive Team (DET) includes Heads of Departments; the UG and PG programmes committees comprise programme and module leaders, the Research Committee comprises the leaders of the research clusters.

The school is committed to both ensuring responsibilities are shared and providing opportunities for a wide range of staff to obtain experience of leadership roles and life in the school. Participants in the UCL Future Leaders programme are encouraged to take on new roles. Thus roles and responsibilities of staff in the school, which is an important determinant of committee membership need to be continually reviewed. Therefore, it is planned to review committee composition and develop a model (e.g. terms of office, rotation of responsibilities, diversity in representation), such that there is increasingly wider participation (including gender balance) in key roles. This commitment is reflected in our action plan (5.1) which aims to ensure increasing numbers of staff, year on year, participating on school committees.

(ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.
Table 2: Female and male staff on funding limited and non-funding limited contracts at UCL School of Pharmacy

<table>
<thead>
<tr>
<th>Staff categories</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited Funding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Research Assistant</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2. Research Associate</td>
<td>25</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td>3. Lecturer/ Senior Research Associate/ Senior Teaching Fellow/ Teaching Fellow</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Senior Lecturer/ Principal Research Associate/ Principal Teaching Fellow</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td><strong>Permanent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lecturer/ Senior Research Associate/ Senior Teaching Fellow/ Teaching Fellow</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>4. Senior Lecturer/ Principal Research Associate/ Principal Teaching Fellow</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5. Reader</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6. Professor</td>
<td>6</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>33</td>
<td>56</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>59</td>
<td>55</td>
<td>114</td>
</tr>
</tbody>
</table>

At UCL, research staff are on ‘open ended with a funding end date’ contracts – we very rarely use fixed term contracts unless the contract is for less than 9 months. This means all research staff have the same benefits and opportunities as academic staff on open ended contracts. The table above shows the number of women and men on funding limited or non-funding limited contracts. Staff on funding-limited contracts are much more likely to be female 36/58. This reflects numbers of early career research staff funded by project grants, the majority of whom are women. Nine of the 12 exit interviews were conducted with research staff. Fixed funding and resulting job insecurity was a recurring theme in exit interviews with research staff.

This has been a topic of discussion by our Athena SWAN team. A number of our action points have been developed to include support for career development for this group of employees. In particular, a survey to examine careers aspirations will enable the school to assist in responding with appropriate support (action 2.1.), programme of research events and seminars to support career development (action 2.2), exit interviews to continue to inform experiences and opportunities offered (action 2.9), development of our mentoring scheme to support career goals (2.4-2.7), formalisation of annual appraisal with opportunity to consider next steps on a career path (2.3) and to encourage and facilitate uptake of opportunities for career development.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

Roles and responsibilities of staff in the school, is a major determinant of committee membership. There have been changes to management structures within the school as a consequence of joining UCL. In addition research activities have been structured into clusters and the Senior Promotions Committee established. Active consideration is given regarding the involvement of women when appropriate vacancies arise. However, as mentioned previously, it is planned to review composition and develop a model (e.g. terms of office, rotation of responsibilities, diversity in representation), such that there is increasingly wider participation (including gender balance) in key roles (action 5.1).

The school is committed to interview panels that include 25% women (in line with UCL policy). The school will document and monitor participation of women on interview panels to ensure firstly, that the standard is observed and secondly, the extent to which this is burdensome for women, especially in senior positions (action plan 3.2).

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

The staff in the school undertake many and varied roles. Whilst the development of a work load model has been discussed at a high level, it has not been considered appropriate to develop formal stipulations. However, in the school there is an expectation that all members of academic staff should contribute to a range of school activities.

In the free-type sections of the staff survey many positive and enabling factors were described, but there were a similar number of responses describing hindrances and dissatisfaction. Most prominent in these was the high workload and long hours often required. This included the need for evening and weekend working, routinely working in excess of contracted hours, long hours culture to achieve all that is expected, spiralling demands and increased pressure, difficulty requesting annual leave and needing to work whilst on annual leave, a culture of expectation by managers and perceived requirement of long hours for career progression. Also mentioned were specific issues such as: staff leaving and time lags to replacement, increased administration, scheduling key events in school holidays (including coinciding short-timelines for exam/ course-work marking, which are now being taken into consideration by our School’s Assessment and Programmes Manager, action 4.9), meetings not in core hours, short deadlines and short notice requests for help. The issue of high workload was also a feature in the exit interviews.

It was clear to the SAT team that this was an important issue for staff. At university level UCL has recognised that ‘whilst workload is not a gender issue, heavy workloads and requirements for achievement may pose a barrier to anyone with responsibilities outside work’.

The school has begun to collect information from all staff regarding contact hours (lectures, practicals, workshops) on the undergraduate and taught post-graduate programmes, project supervision (undergraduate and MSc), PhD supervision, administrative and co-ordination/
leadership responsibilities. This will enable regular review of workloads. The SAT team will also have a role in reviewing findings from these data (action plan 4.5).

The appraisal process will also provide an opportunity for review of workloads including teaching, research, administrative and other activities and career progression (action point 2.3). It is of course also important to ensure that all staff have the opportunity to be involved in different aspects of school life.

In response to the concerns expressed with workloads in the Athena SWAN survey, the SAT team is proposing a half-day seminar to focus on workload-management. The purposes of this will be two-fold. When discussed by the SAT it was suggested that staff may find a seminar to address time-management, use of diaries, discussion of expectations, prioritising, autonomy, work-life balance, managing e-mail etc. as helpful. But staff workloads also need to be addressed by the school. This seminar will also be used to gain feedback from staff about practical and feasible approaches to achieve appropriate work-load (see action plan 4.4, 4.6).

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

UCL’s policy of holding important meetings within core hours between 10am and 4pm whenever possible is being promoted. This has resulted in the re-scheduling of a number of all staff meetings and seminars; and research clusters and other teams have similarly addressed the scheduling of meetings to meet this goal. However, in our survey it was highlighted that this policy was not always observed. The Athena SWAN team propose to raise awareness of this policy among staff and to monitor the extent to which it is observed. Also important to many staff in the school, when there is scope for flexibility, is mindfulness of school holidays when arranging meetings and deadlines (action plan 4.7-4.9).

(iv) **Culture** – demonstrate how the department is female-friendly and inclusive.

‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Views regarding participation, leadership and management, awareness of policies, work-place culture, general views on the UCL SOP as a place of work, were gathered in our survey in structured questions, to which respondents answered on a Likert (strongly agree to strongly disagree) scale. For the vast majority of these questions, responses were positive. For example with regarding to general views about working in the school, 65% agreed that the school was a great place to work for men and 72% for women. Smaller proportions (11% for men and 14% for women) actively disagreed. Further analysis found no association in response to this question with gender, professional role or caring responsibilities. The majority of respondents agreed that participation and opportunities for male and female staff members were comparable; but between c13-19% respondents disagreed. There were no statistically significant associations between responses to these questions and personal/professional variables (including gender).

In our Athena SWAN survey, the vast majority of respondents agreed with statements indicating positive behaviour culture in school. The majority of respondents also agreed that the school takes positive action to encourage women to take on roles where they are under-represented. There is also support for networking. The school commenced free tea/coffee and biscuits in the refectory mid-morning twice weekly for all staff to provide meeting networking opportunities. Whilst this has been popular, it is to be promoted again to staff, as it became apparent to the SAT some sectors of
the school staff were unaware. Invitations will also be included on induction for new staff (action 5.3).

Throughout the school, it appears there is a culture of line-managers supportive of informal requests for some flexibility in working hours. In the free text questions regarding enabling factors for achieving a good work-life balance, flexibility, was most frequently cited. However, a minority (8%) of respondents highlighted an unsupportive approach. This is discussed further in the next section (b(i)). The School of Pharmacy is a division within the Faculty or Life Sciences. Our Dean is a member of the Athena SWAN team at university level, through which he explicitly acknowledges childcare responsibilities and clearly communicates lack of availability on family vacations. Thus a culture of acceptance of outside commitments of staff is also promoted at a higher level.

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

Many staff, both female and male currently contribute to our ‘outreach’ activities, including visits to schools and colleges. The Neuroscience in Health and Disease and Disease Models and Clinical Pharmacology research clusters held a joint half-day symposium for 42 A-level science students from four different schools in London Boroughs. The event took place during the Brain Awareness Week (March 10-16th, 2014), an international campaign initiated by The Dana Foundation ([https://www.dana.org/brainweek/](https://www.dana.org/brainweek/)) to increase the public awareness of the progress and benefits of brain research. This outreach activity was organised under the auspices of UCL Widening Participation Programme and was designed to provide an insight into careers related to pharmacy, science and research. The event was led by female members of staff: Drs Afia Ali and Jasmina Jovanovic, together with Ahad Rahim from the Department of Pharmacology. Dr Ali, obtained funding from the Royal Society-Partnership grant for other projects involving key stage 2 students.

The importance of outreach activities is recognised by our Divisional Executive Team and the School is currently establishing a formal outreach team to plan and develop these activities further. This will enable contributions of all staff to be appropriately acknowledged.

**Flexibility and managing career breaks**

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

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

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

Between 2012 and 2014, five members of staff took, and returned from, paternity leave.

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

UCL has a formal ‘flexible working policy’ which is open to all staff in the school. However, formal applications for flexible working are very few, with the school receiving on average two or three formal requests a year. Approximately two thirds of the formal requests received come from women with roughly a third coming from men.

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

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Informality of flexible working is seen as an important female-friendly element of working at UCL (as highlighted in the University Athena SWAN application) with evidence that across UCL there is a great deal of autonomy in how, when and where work is done. It is also suggested that to formalise arrangements would lead to additional administration and potentially less flexibility. It is evident that the uptake on flexible working is much more widespread than records in the Staffing Office would imply, particularly among academic and research staff. In our action plan we propose to take steps to raise awareness of the Work Life Balance Policy at UCL (action 4.1).
In our School Athena SWAN staff survey we included a series of open questions for respondents to free type their views and experiences regarding enabling factors and barriers to achieving a good work-life balance or fair career progression at the school. One goal of the survey was to identify positive policies and practices operating in the school that should be continued, strengthened and where possible extended to others. In terms of ‘enabling or positive factors, the responses were dominated by the approach of line managers regarding:

- Informal flexibility in working hours, e.g. an early start and finish
- Sometimes being able to work at home
- Attitudes and practices of line managers, (usually as supportive of requests for flexibility and working at home when possible)

Thus, some flexibility in working hours is clearly available to many staff at the school and highly valued. But, for a smaller number of respondents a marked lack of flexibility was highlighted as a barrier in achieving an acceptable work-life balance. This was also highlighted by some respondents in our exit interviews as a problem for some research staff and PhD students. In discussion of these findings the SAT recognised that for some staff roles flexibility in working hours and /or sometimes working from home may be problematic. However, it was suggested in most settings some flexibility would be possible without hindering the achievement of departmental objectives. The school’s senior management (Divisional Executive Team, DET) also wished to support an open and consistent approach across the school and in line with recognised practices across UCL. The Divisional Executive Team is taking action by informing all line managers of the school’s commitment to supporting informal requests for flexible working (action 4.7). This will be monitored in future staff surveys.

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

Many mothers on their return use their accrued annual leave in order to return part time initially and ease them back into their roles. Managers on the whole were supportive of this. Mothers are encouraged to use their keep in touch days to keep abreast of what is happening in the work place whilst they are away. A room is made available for those who are still breastfeeding and need to express whilst at work. Prior to going on maternity leave the member of staff has close contact with the Staffing and HR office so that mothers can discuss any concerns that they have on maternity leave.

However, from our survey there was some evidence of mixed experiences regarding support pre, during and post maternity leave. Thus, members of the SAT team organised a focus group discussion with 4 members of staff who had most recently returned from maternity leave. These experiences have directly informed our action plan. In particular, the member of staff, line manager and HR officer will meet prior to departure to discuss handing over of responsibilities prior and on anticipated return, so that staff do not feel under undue pressure to make an early return to teaching commitments. Following return to work, scheduled discussions (e.g. 1 month and 6 month) were suggested to enable review of work-loads and achieving work-life balance (actions 4.10-4.12). Following maternity/adoption leave staff are entitled to a one-term sabbatical with no teaching commitments. This provision will be promoted and uptake monitored (action plan 4.11).

A further action that has been proposed is to create a network of mums within the School with regular scheduled meetings that would be a helpful way of finding strategies to ensure that a healthy work life balance is maintained (Action plan 4.13).
5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Much of this application and action plan has been informed by our Athena SWAN survey which was designed specifically for the purpose. The school subscribes to Qualtrics Software which supported the design and distribution of the survey instrument. It enabled the development of an informative and tailored survey, distribution to all staff, with reminders, and transfer of responses into SPSS software for analysis. The spread of respondents in our survey enabled analysis according to relevant personal and professional characteristics. The vast majority of respondents were full-time, with just under 10% part-time or full-time with a flexible working arrangement (which reflects the school’s workforce). 57% had open ended contracts, 43% funding limited. 39% reported caring responsibilities (28% children under 18yrs, 7% adult dependents, 4% both). Responses to all questions were examined for systematic differences between female and male respondents, those with and without caring responsibilities, professional role and grade, type of contract (funding versus non-funding limited). However, systematic associations, were not apparent. All responses were considered by members of the Athena SWAN team. The findings of the survey inform subsequent sections of this application as indicated, and our action plan.

A school-wide meeting has already scheduled in December 2014 to discuss with all school staff this application and action plan (action plan 5.4). The Athena SWAN agenda will continue to feature throughout school activities, to ensure continued consultation with staff, specific feedback on all initiatives and a continually evolving action plan.

UCL has a bronze Athena SWAN award, which was successfully renewed in 2012. UCL has many policies in place to promote career progression, including those responsive to the needs and situations of female colleagues. In this application and action plan the school embraces and builds on these, ensuring staff are aware, and that implementation and uptake are promoted and monitored. The School of Pharmacy SAT team aspires to achieve a silver award within the next one-two years.

(316 words)
6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

The school of pharmacy SAT team has put many actions in place prior to this application for a Bronze award. The team is aiming to apply for a silver award in the next year to 18 months. This aspiration is reflected in the timing or many of our actions, many of which are scheduled within the next 12 months.
UCL School of Pharmacy Action Plan

Many of the actions in this plan are scheduled for 2015. This is deliberate. As many actions are already progressing, we believe this is realistic. Our aim is to apply for an Athena SWAN Silver Award in 2016.
### 1. Support for students

The numbers of women applying for our UG and PG programmes is higher than for men. In terms of academic pipeline women continue to predominate in professional/clinical subject areas, but not in laboratory science subjects.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Timescales</th>
<th>Accountability (SAT member)</th>
<th>Responsible for tasks</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 To explore reasons for choosing an MPharm degree and career aspirations of students to establish if/how subsequent career paths may be influenced by gender</td>
<td>To design and conduct an online survey of undergraduate students. We will include a sample of students recently graduated.</td>
<td>Autumn 2015 to enable inclusion of new cohort.</td>
<td>Felicity Smith, Elizabeth Mead</td>
<td>Felicity Smith, Macey Murray, Steve Hilton, With UG tutors</td>
<td>Information on aspirations to inform our future proposals for actions to promote academic careers to women as necessary</td>
</tr>
<tr>
<td>1.2 To answer the questions ‘Why are female post-graduate students less likely to study in the laboratory/ industrial sciences?’ Are there any identifiable barriers that we could address?</td>
<td>A survey will be designed in collaboration with representatives of our postgraduate students (MSc, MRes and PhD) and administered to establish career aspirations and reasons for the choices. We will also include a sample of postgraduate students recently graduated.</td>
<td>Autumn 2015 to enable inclusion of new cohort.</td>
<td>Kirsten Harvey, Mona Almanasef, Jasmina Jovanovic</td>
<td>Kirsten Harvey, Mona Almanasef, Jasmina Jovanovic, Victor Diran</td>
<td>Identification of students perspectives, reasons for choice of subject area including any barriers to develop an informed action plan. Success measure will also be that relevant actions have been put in place, and are being assessed.</td>
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</table>

### 2. Support for staff at key career transition points

Key transitions points in women's careers appear at Post-doctoral researcher to Lecturer and again between Reader and Professor (although numbers are small here).

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Timescales</th>
<th>Accountability (SAT member)</th>
<th>Responsible for tasks</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To identify career aspirations and potential barriers that could be addressed for research staff in untenured positions.</td>
<td>Survey and focus group to examine career aspirations of research staff in untenured positions, and to identify any further actions that should be taken to provide appropriate support for regarding career</td>
<td>Spring 2015</td>
<td>Rob Harvey, Mine Orlu-Gul</td>
<td>Rob Harvey, Mine Orlu-Gul</td>
<td>Identification of the best ways to provide support for preferred career pathways. Success measure will also be that relevant actions have been put in place, and are being assessed.</td>
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</tbody>
</table>
| 2.2 | To continue with, and develop, programme of events/seminars to support researchers (especially early years) | Organisation of programme of in-house events, e.g. grant-writing workshops, preparing and submitting for publication. Obtain views on other topics for seminar/discussion | Commenced July 2013. Programme with details of events are forwarded to all staff by e-mail with encouragement to attend through the research clusters | Rob Harvey
Sarah Chapman | Rob Harvey
Cluster leads
Mine Orlu-Gul | Positive feedback from participants, especially early years researchers |
| 2.3 | To ensure consistent implementation of annual appraisal system and that as part of the appraisal process all staff have an opportunity to formally discuss career development with a view to promotion | Appraisal system to be monitored to ensure consistent implementation. Notification of appraisers and appraises that the appraisal process should include a discussion of ‘next career steps’ with suggested areas and topics to facilitate discussion of career progression and how this might be achieved | Monitoring as of present time. Annual report of completion rates presented to SAT every 3 months. | Angela Preston | Staffing office, Heads of Departments / Line Managers | Monitoring of uptake and participation by appraisers and appraises. Measure of success: 100% staff completed appraisals in each year |
| 2.4 | Working group to make specific proposals for development of mentoring scheme to complement existing provision | Proposal for mentoring scheme for staff at the school to be developed and agreed. To be implemented (see 2.6 below) | Spring 2015 | Angelina Blackwood-Hernandez
Sarah Chapman | Sarah Chapman
Mine Orlu-Gul
Angelina Blackwood-Hernandez | Working group established with a completed proposal by Spring 2015 |
<p>| 2.5 | Promote awareness | Information will be added to the | From Spring 2015 | Angelina Blackwood-Hernandez All SAT members | Increasing uptake of these |</p>
<table>
<thead>
<tr>
<th>Action Number</th>
<th>Description</th>
<th>Implementation Details</th>
<th>Responsible Parties</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2.6</td>
<td>Implement SOP mentoring programme following action 2.4 above.</td>
<td>Scheme will be monitored in terms of uptake/participation: mentors and mentees.</td>
<td>Autumn 2015</td>
<td>Sarah Chapman, Rob Harvey</td>
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<td>2.7</td>
<td>Training on mentoring/coaching for potential mentoring staff</td>
<td>Arrange in-house training with external experts in mentoring and coaching for staff who would like to participate in the scheme</td>
<td>Summer 2015 and on-going</td>
<td>Sarah Chapman, Angelina Blackwood-Hernandez</td>
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<tr>
<td>2.8</td>
<td>Identify strengths and weaknesses of the induction programme and obtain suggestions for improvements</td>
<td>New members of staff will be consulted regarding their experiences of starting at the school, including any new suggestions for the induction programme</td>
<td>Autumn 2015</td>
<td>Sarah Chapman</td>
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</tbody>
</table>
| 2.9 | Exit interviews: schedule to be revised to identify experiences of staff regarding career progression that the are being modified to include questions relevant to experiences of barriers and opportunities in the school | Exit interviews are offered to all staff who leave the school. | Exit interviews updated by November 2014 | Staffing and HR Manager: Angela Preston | Exit interviews with all departing staff, including questions regarding next career steps. Identification of barriers to career progression which can
2. To ensure awareness of redeployment and job opportunities within UCL

Website links to redeployment register, with timely notification of appropriate links for staff who may be affected.

All staff from Autumn 2014. Review of redeployment and in exit interviews

Rob Harvey

Sonia Sanchez
Rob Harvey
Angela Preston

Uptake of opportunities. Perceived value to staff.

### 3. Recruitment, promotion and retention of female staff and students

#### 3.1 Ensuring that the school communicates its commitment to equity in its recruitment procedures

Advertisements for new appointments to include a statement of the school’s commitment to addressing potential barriers to equality and diversity.

Commenced September 2014, will be reviewed annually

Angelina Blackwood-Hernandez

Staffing and HR Office

All advertisements to include this statement

These questions to be included in all interviews for recruitment of senior staff

#### 3.2 To ensure that interview panels include female representatives

Interview panels to include at least 25% women. The school will document and monitor participation of women on interview panels to see if this standard is achieved and to assess the burden for women, especially in senior positions.

Already commenced. Will be reviewed annually.

Angela Preston

Staffing and HR Office

100% of SOP panels have male and female members.

Increasing participation of female staff members from all departments/levels as appropriate
<table>
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<tr>
<th>3.3</th>
<th>Encourage line managers to attend ‘leading on diversity training’ which addresses unconscious bias in recruitment.</th>
<th>As places can be limited, notification to line managers of planned dates and times and availability.</th>
<th>Already commenced. Continued notification of opportunities as these arise.</th>
<th>Angela Preston</th>
<th>Staffing and HR Office</th>
<th>At least 50% of line managers attend in 3 years</th>
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<tr>
<td>3.4</td>
<td>Monitoring of revised procedures for identification of staff for promotion by the recently formed Senior Promotions Committee. Ensuring all staff are aware of the process.</td>
<td>Maintain data on numbers of applications for promotion that are encouraged by Senior Promotions Committee, total numbers of applications and of successful promotions. Ensure all staff aware of new processes and support for staff for promotion by annual e-mail to all staff to explain promotion process, along with links to documentation. Process will also be presented at school staff meeting. Staff perceptions to be gathered in staff survey.</td>
<td>Annual review with report to SAT: September/ October for Senior Promotions March/April for Annual Review for other staff. Staff meeting December 2014 Survey Autumn 2015</td>
<td>Angelina Blackwood-Hernandez</td>
<td>SoP Director/Heads of Departments / Line Managers</td>
<td>Positive feedback in future staff surveys about awareness of the promotion process and it being perceived as fair. Increase in numbers of women being promoted to senior levels within SOP.</td>
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<td>3.5</td>
<td>To encourage and facilitate uptake of professional development opportunities relevant to teaching, research and leadership offered within the school, UCL and externally (see also 2.2 above)</td>
<td>Advertisement of opportunities within the school, UCL and the wider sector.</td>
<td>Circulation by e-mail with appropriate links for staff</td>
<td>Mine Orl-Gul</td>
<td>Associate Director (Research) Associate Director (Education) Cluster leads</td>
<td>Monitor attendance. Aim to achieve proportionate attendance by women at all levels.</td>
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### 4. Career breaks, workload and flexible working

Workload and informal opportunities for flexible working have been identified as important to staff in the school. These issues (which also feature in UCLs University application) are addressed here so that helpful practices are extended across the school, and potential difficulties addressed.

<p>| 4.1 | Increase and maintain awareness of UCL and school policies and provisions to support flexible working, work-life balance | Website- with a link to Athena SWAN Updates at department meetings Awareness to be monitored in staff survey | Autumn 2015 | Felicity Smith | Staffing and HR Manager / Line Managers Sonia Sanchez (website manager) | 90% staff report awareness in SOP staff survey |
| 4.2 | The school to monitor workloads of staff in terms of contribution to teaching activities and research supervision | Collection of data through a specially designed proforma circulated to all staff | Annual review at end of each academic year | Divisional Manager | SOP Director / Divisional Manager/ Heads of Department/ Line managers | Data to inform possible workload model/ guidelines in the future |
| 4.3 | Monitoring of committee membership, to promote wider participation in responsibilities and address potential overload | Review of the membership of school committees. The SAT will use this information to: Identify any potential openings in committees that can be advertised within the department, so responsibilities shared Identify any individuals who are members of a number of committees and may be overburdened Feed into development of a model (action 5.1 below) | Annual review at end of each academic year | Divisional Manager | Divisional Manager / Elizabeth Mead/ DET | Increase year on year in participation of staff on committees, both towards gender balance and diversity |
| 4.4 | Seminar for staff on workload-management | A half-day seminar to focus on workload-management. This will address time-management, use of diaries, discussion of expectations, prioritising, autonomy, work-life balance, managing e-mail. | Spring 2015 | Felicity Smith Angelina Blackwood-Hernandez | An independent expert to deliver. Organisation: Felicity Smith, Angelina Blackwood-Hernandez | Positive feedback that seminar was helpful |
| 4.5 | Review of workloads of individual members of staff as part of the appraisal process | Discussion of current roles and responsibilities in annual appraisal to include an appraisal of workload. | All staff have an appraisals every year. Completion rates reviewed at the end of each academic year. | Academic member of SAT | Heads of Department / Line Managers | Specific actions identified and included in the school’s action plan, with implementation being monitored. |
| 4.6 | Staff experiences of long-hours culture to be monitored (following actions 4.2-4.5) | Question in annual staff survey to obtain experiences and views: using UCL’s question: ‘I can meet the requirements of my job without working excessive hours’. | Autumn 2015 and annually | Felicity Smith Macey Murray Angelina Blackwood-Hernandez | 80% in 2015 and then each year an increasing proportion of staff respond positively to this question |
| 4.7 | Informing of line managers of the school commitment to supporting informal requests for | Email to all staff from the Divisional Executive Team. | November 2014 | Felicity Smith | Staffing and HR Office Academic member of Divisional Executive Team | 90% in 2015 and then each year an increasing proportion of staff respond positively to this question |</p>
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<td>4.8</td>
<td>To ensure UCL’s ‘core meetings in core hours’ is considered for all school and department meetings and events.</td>
<td>Review of records of timing of school and department meetings, with documentation of discussions/ reasons for any scheduled outside core hours.</td>
<td>Commenced January 2013. Will be reviewed at the end of each term</td>
<td>Jo O’Brien</td>
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<td>Divisional Manager / Student and Academic Support Office</td>
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<td>No school/ department meetings outside core hours without prior discussion</td>
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<td>4.9</td>
<td>Timelines e.g. for exam/ coursework marking to be sufficient and mindfulness of holiday periods</td>
<td>Agreement has been obtained from student office to take school holidays into consideration. Timelines and deadlines for marking to be notified in advance (prior to confirmation) with time for staff comments.</td>
<td>From November 2014</td>
<td>Felicity Smith</td>
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<td>School’s assessment and programmes manager</td>
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<td>Timelines, whilst having to be limited, are workable for staff who are part-time and or have family commitments</td>
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<td>4.10</td>
<td>To ensure appropriate support for staff embarking on maternity/ adoption leave</td>
<td>To have a planning meeting with line managers/ HR prior to departure on maternity leave to ensure that workload is appropriately covered.</td>
<td>Timing determined by plans to commence maternity/ adoption leave</td>
<td>Macey Murray</td>
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<td>Heads of Departments / Line Managers / Staffing and HR Office</td>
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<td>Positive feedback from staff regarding being able to plan their return to work without pressures to return to teaching commitments.</td>
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<td>To establish extent to which sabbatical leave is taken up and identify any difficulties for staff following their return.</td>
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<tr>
<td>4.11</td>
<td>Promote uptake of</td>
<td>Monitor uptake by staff</td>
<td>Annual review of</td>
<td>Macey Murray</td>
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<td>All returners aware of, and</td>
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<td>4.12</td>
<td>Opportunity to review workloads and progress towards work-life balance following return from maternity/adoption leave</td>
<td>Scheduled discussions with line managers and HR at c 1 month and 6 months post-return. Timing determined by return from maternity/adoption leave. Annual review of meetings and staff feedback.</td>
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<td>4.13</td>
<td>A forum for mothers in the school for support and inform policies to achieve work-life balance</td>
<td>Set-up a voluntary network of mothers in the school to support effective work-life balance. Autumn 2015</td>
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### 5. Culture, communication and departmental organisation

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<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Widen participation and improve gender balance in school committees</td>
<td>As in 4.3 above: Review of composition of committees. Development of model to promote gender balance, and widen involvement in, and experience of, responsibilities and leadership in the school; e.g. terms of service, rotations, including an Athena SWAN representative member, or post doc representative on relevant committees. Annual review at end of each academic year</td>
</tr>
<tr>
<td>5.2</td>
<td>Maintain and improve awareness of UCL policies regarding</td>
<td>Updates at department meetings Link from the new SOP website January 2015 for website. Departmental</td>
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<tr>
<td>5.3</td>
<td><strong>Free coffee/ tea and biscuits in refectory for staff - mid-morning and twice weekly to provide networking opportunities.</strong> This is established and popular, SAT to ensure all staff are aware.</td>
<td>On-going promotion to staff by periodic e-mail and inclusion of invitations as part of induction programme.</td>
</tr>
<tr>
<td>5.4</td>
<td><strong>To inform and promote engagement of all staff in the Athena SWAN action plan</strong></td>
<td>A school-wide meeting has been scheduled for December 2014, to present and discuss this application and action plan.</td>
</tr>
<tr>
<td>5.5</td>
<td><strong>As the school moves towards its ambition for a silver award in the near future, the SAT wishes to continue with a consultative approach to develops its action plan.</strong></td>
<td>An annual survey will be employ to monitor experiences and perceptions of staff relevant to many items in our action plan. Free-type will allow respondents to volunteer their views and suggestions.</td>
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</table>