



Athena SWAN Bronze department award application (Ireland)

Name of institution: University College Cork

Department: School of Pharmacy

Date of application: 30 November 2017

Date and level of institutional Athena SWAN award: November 2016, Bronze

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Staff of School of Pharmacy, University College Cork, celebrating with the President and Head of College of Medicine & Health, UCC's placement for Pharmacy & Pharmacology in the QS World University Rankings (2015/2016)

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



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30 November 2017

Dr Ruth Gilligan
Athena Swan Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
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Dear Dr Gilligan

I wholeheartedly endorse the School of Pharmacy's Athena Swan application. Established in 2003, our School is relatively young, and as we expand and become more diverse, it is key that we continually work to maintain an inclusive, open culture, and ensure our study and work environment is one in which all our staff and students can thrive and contribute to their full potential. Implementing our action plan will, in this sense, enable us to achieve our strategic goals of excellence in teaching and research.

We strive to ensure that an atmosphere of respect and collegiality permeates through the ethos of the School, and I am proud that our Athena SWAN staff survey affirms this.

Many of the School's staff have caring responsibilities, and as a working father myself with three children in a dual career family, and other caring responsibilities, I understand that balance has to be maintained between work and family life; I'm also aware of the challenges this creates for career progression, particularly for many women.

Our Athena Swan self-assessment team members volunteered and actively contributed to the development of this application and our action plan. Most of our staff responded to our staff survey (79%), and staff also reviewed and provided feedback on the draft application. Already, half of our staff have availed of UCC's new face-to-face Unconscious Bias Awareness training.

Our self-assessment led to real reflection in the School on the particular challenges we face in terms of gender diversity. While women are well represented overall, key areas for action were identified from analysing the School's career pipeline.

1. Low levels of women at Senior Lecturer level and the need to support the academic career trajectory of the School's female researchers and lecturers by addressing challenges identified during the self-assessment process.
2. High female and low male representation at undergraduate student, postdoctoral researcher and lecturer level. This is not surprising considering the "feminisation" of the pharmacy profession in Ireland and the UK.

To improve our career development supports, we are developing an induction booklet for new staff and a bespoke academic workload distribution model to increase workload transparency. We will improve support for staff through the promotion process. We are committing resources to

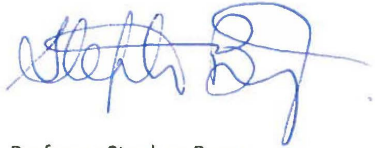
Ollscoil na hÉireann, Corcaigh
National University of Ireland, Cork

support staff prior to and on return from extended periods of family-related leave (including maternity leave). These supports will deliver immediate benefits, as currently 3 female staff (2 lecturers and 1 postdoctoral researcher) are on maternity leave.

I am personally committed to ensuring the delivery of the School's action plan. Oversight and monitoring of progress will be coordinated by the SAT, with reporting through the committee structure of School and to School Board where appropriate. We will improve and build upon the action points we have identified. Through regular updates at the School Board, an annual written report and updates through the School's Newsletter and website we will continue to engage with the School's staff and students during this process.

Finally, I can confirm that both the quantitative and qualitative data used in support of the application are an accurate representation of the School of Pharmacy.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Stephen Byrne', with a stylized flourish at the end.

Professor Stephen Byrne

Head of School and Chair of Clinical Pharmacy Practice

(i) Glossary of abbreviations

1H	First-class honours
2H1	Upper second-class honours
2H2	Lower second-class honours
AS	Athena SWAN
AWDM	Academic Workload Distribution Model
BPharm	Bachelor of Pharmacy
CAO	Central Applications Office
CID	Contract of Indefinite Duration
CoMH	College of Medicine and Health
ECU	Equality Challenge Unit
FTE	Full-Time Equivalent
GPhC	General Pharmaceutical Council
HoS	Head of School
HEA	Higher Education Authority
HEI	Higher Education Institutions
HPAT	Health Professions Admissions Test
HR	Human Resources
LEAD	Living Equality and Diversity
MPharm	Masters of Pharmacy
MScCP	MSc Clinical Pharmacy
MScPTQS	MSc Pharmaceutical Technology & Quality Systems
PDR	Post-Doctoral Researcher
PDRS	Performance & Development Review System
PG	Postgraduate
PI	Principal Investigator
PSI	Pharmaceutical Society of Ireland
RCSI	Royal College of Surgeons
ROI	Republic of Ireland
SAT	Self-Assessment Team
TCD	Trinity College Dublin
UCC	University College Cork
UCD	University College Dublin
UG	Undergraduate

2. The self-assessment process: recommended 800 words

Describe the self-assessment process. This should include:

- (i) **a description of the self-assessment team (SAT)**, *including members' roles (both within the department and as part of the team) and how and why the team were selected; for example, any consideration of gender balance, members' expertise or experience with gender and/or equality issues, work-life balance arrangements or caring responsibilities.*

The composition of the SAT is detailed in Table 2.1. The SAT comprises 13 staff, representing academic, research, support staff, and PhD students. The SAT gender balance is 8F/5 M (62% F), which is in line with the SOP staff gender balance (66% F). The SAT includes staff at a range of career stages, contract types and diverse backgrounds. The ratio of Lecturers/Senior Lecturers/Professors on the SAT is in line with the ratio of SOP academic staff in these positions.

Based on roles, experiences and preferences, the SAT members were divided into four sub-teams for the self-assessment process, design and implementation of the action plan. Subgroup areas included (1) key career transition points (2) career development (3) flexible working and managing career breaks and (4) culture and organisation.

Table 2.1 Composition of the School of Pharmacy Self-Assessment Team 2017

Name	Gender	Role on SAT	Role in SOP	Background
Abina Crean	F	Chairperson SOP Rep on College Medicine and Health AS committee, Key career transition points subgroup	Lecturer in Pharmaceutics	Works full-time; 2 primary school children
Sonja Vucen	F	Career Development subgroup	Lecturer in Pharmaceutics	Works full-time; 1 pre-school child;
Kevin Murphy	M	Career Development subgroup	Postdoctoral Researcher	Works full-time
Caroline Blackshields	F	Career Development subgroup	Postdoctoral Research support officer	Works part-time; 1 pre-school child and 1 primary school child
Kieran Walsh	M	Career Development subgroup	PhD student	Studies full-time
Emer Blavin	F	Flexible working and career breaks subgroup	Administrator	Works part-time; 3 primary school children
Tom O'Mahony	M	Flexible working and career breaks subgroup	Technical Officer	Works full-time; 2 pre-school children
Anne Moore	F	Flexible working and career breaks subgroup	Lecturer in Pharmacology	Works full-time; caring responsibilities
Deirdre McDonnell Lee	F	Flexible working and career breaks subgroup	Hourly occasional Lecturer in Pharmaceutics	Works hourly occasional; 1 primary school and 2 secondary school children
Brendan Griffin	M	Key career transition points subgroup	Senior Lecturer in Pharmacy	Works full-time; 3 primary school children
Noreen Moynihan	F	Culture and organisation subgroup	School Manager	Works full-time; 1 child attending University and 1 grown up child
Stephen Byrne	M	Culture and organisation subgroup	Head of School, Professor of Clinical Pharmacy	Works full-time; 3 primary school children, caring responsibilities
Aine Healy	F	Culture and organisation subgroup	Technical Officer	Works full-time; 2 grown up children;

- (ii) **an account of the SAT process**, with details of:
- *when the team was established;*
 - *how often the team has met;*
 - *what the focus of the meetings has been;*
 - *how the team has consulted with members of the department and students;*
 - *what consultation (if any) has occurred with staff or individuals outside of the institution/department;*
 - *what the internal and external reporting mechanisms of the team are.*

In March 2016, Dr Abina Crean, a female Lecturer, volunteered to champion the SOP's AS departmental application. Financial support was provided by College of Medicine & Health (CoMH) to support the recruitment of administration support and provide backfill for some of Dr Crean's teaching responsibilities during the self-assessment and application process. Dr Crean met Prof Paul Walton, Department of Chemistry, University of York (AS Gold award) in UCC (September 2016), and visited Dr Jonathan Coulter, AS champion, School of Pharmacy, Queens University Belfast (Silver Award) (January 2017). Meeting these AS champions before the SAT process, gave Dr Crean a picture of the benefits/challenges of the self-assessment process, ideas around SAT formation, and examples of effective actions and their deployment. The SAT was then formed in February 2017.

Initially, SOP data was collected from University records, supported by University administration and coordinated UCC AS Project Officers (Ann King and Anne-Marie Curtin).

In February 2017 the SOP Board (comprised of SOP staff and undergraduate student representatives) were informed of AS principles and actions and the SOP's plan for a Bronze Award application. Dr Crean identified 12 members of SOP staff and a PhD student to represent the mixture of grades, roles and career ladder stages within the SOP. All individuals invited to participate in the SAT volunteered. Ms Ann King, AS Project officer at UCC was co-opted onto the SAT as an advisor.

Ms Brid Cronin, AS coordinator for the Medical Sciences Division, University of Oxford, attended a SAT meeting (May 2017) to provide feedback/advice on data compiled and Bronze applications from small departments, such as the SOP.

A staff survey was circulated in June 2017. Thirty staff responded (79% response rate). Responses from 28 (18F/10M) individuals who specified their gender as "female" or "male" were included in survey analysis. Responses analysed represented 72% and 77% of SOP female and male staff, respectively. Informal discussions were held with individual staff members to better understand their experiences.

The SAT held five formal meetings between February and November 2017 to progress key aspects of the data collection and self-assessment processes;

- February: Assigned members to subgroups and set out the self-assessment process
- May: Reviewed staff and student data and survey questions,
- August: Reviewed survey results and prepared preliminary action plan
- October: Finalised the action plan and reviewed application
- November: Finalised the School's application.

Between formal meetings, subgroups met and corresponded by email to focus on their various areas of responsibility before reporting back to the formal SAT meetings.

To ensure staff members have a voice in the self-assessment process, survey results were circulated to all SOP staff for review and a near final application and action plan was sent to all staff for feedback. A short YouTube film reporting key challenges/actions was published on the SOP website to increase AS awareness (November).

Since February 2017, AS has been a standing item on the agenda of the SOP Board, providing updates on the application progress and local and University AS initiatives. The SAT also reported application progress and local AS initiatives to CoMH AS Steering group and University AS Steering group (**Figure 2.1**).

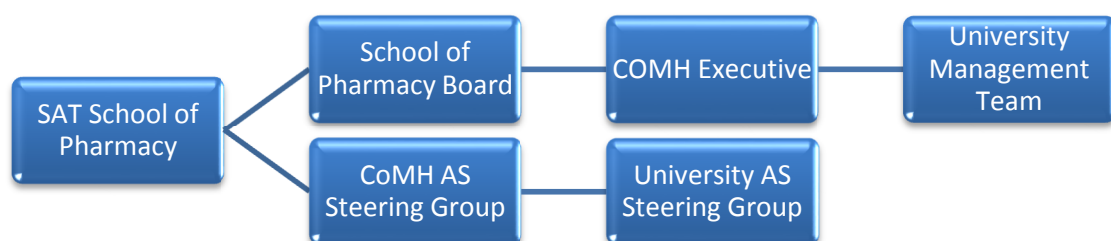


Figure 2.1 Reporting structure of the SAT within the School of Pharmacy (SOP), College of Medicine and Health (CoMH) and University

- (iii) **plans for the future of the SAT, including:**
- *how often the team will continue to meet;*
 - *how the SAT intends to monitor implementation of the action plan;*
 - *how the SAT intends to interact with staff;*
 - *whether the membership of the group will change;*
 - *what the internal and external reporting mechanisms of the team will be.*

The SAT will meet on a 6-weekly basis to monitor action plan progress. SAT subgroups will focus on assigned action items and follow up with responsible persons within SOP and CoMH governance structure to ensure their implementation. Staff will be surveyed every two years to monitor progress on specific action items (**Action 2.1**).

SAT membership is voluntary and is reviewed annually (February) or whenever someone leaves the group to ensure representation of all groups (e.g. academic/support/research/students/male/female). In February 2018, two undergraduate representatives will be invited to join the SAT to increase AS awareness amongst undergraduate students (**Action 2.2**).

SAT meetings will occur 6-weekly, in advance of the SOP Board and quarterly CoMH AS Steering group to enable updates. Additionally, SAT will report action plan progress in the SOP annual newsletter and Twitter feed. Annually (December) an AS written report will be submitted to the SOP Board and will be accessible to all staff (**Action 2.3**). The report will detail issues identified from the analysis of annual data and key progress and challenges in implementing actions.

Action 2.1. Survey of staff every two years

Action 2.2. Review membership of AS SAT annually to ensure comprehensive staff and student representation

Action 2.3 AS annual written report will be submitted to the SOP Board and accessible to all staff.

821 WORDS

3. A picture of the department and its composition: recommended 2000 words

3.1 Brief description of the department: *To set the context for the application, please provide a brief description of the department, including its size, and outline any significant and relevant features. For example, recent changes of departmental structure or management, the existence of any quasi-autonomous groups or the management of split-site arrangements.*

The SOP was established in 2003. It is one of six Schools in the CoMH (**Figure 3.1**). The School is at the forefront for training of pharmacists and undertaking pharmaceutical science and healthcare research. In the 2016 Global QS rankings, UCC's pharmacy and pharmacology division was ranked at 51 internationally. It is one of three Schools of Pharmacy in the ROI.

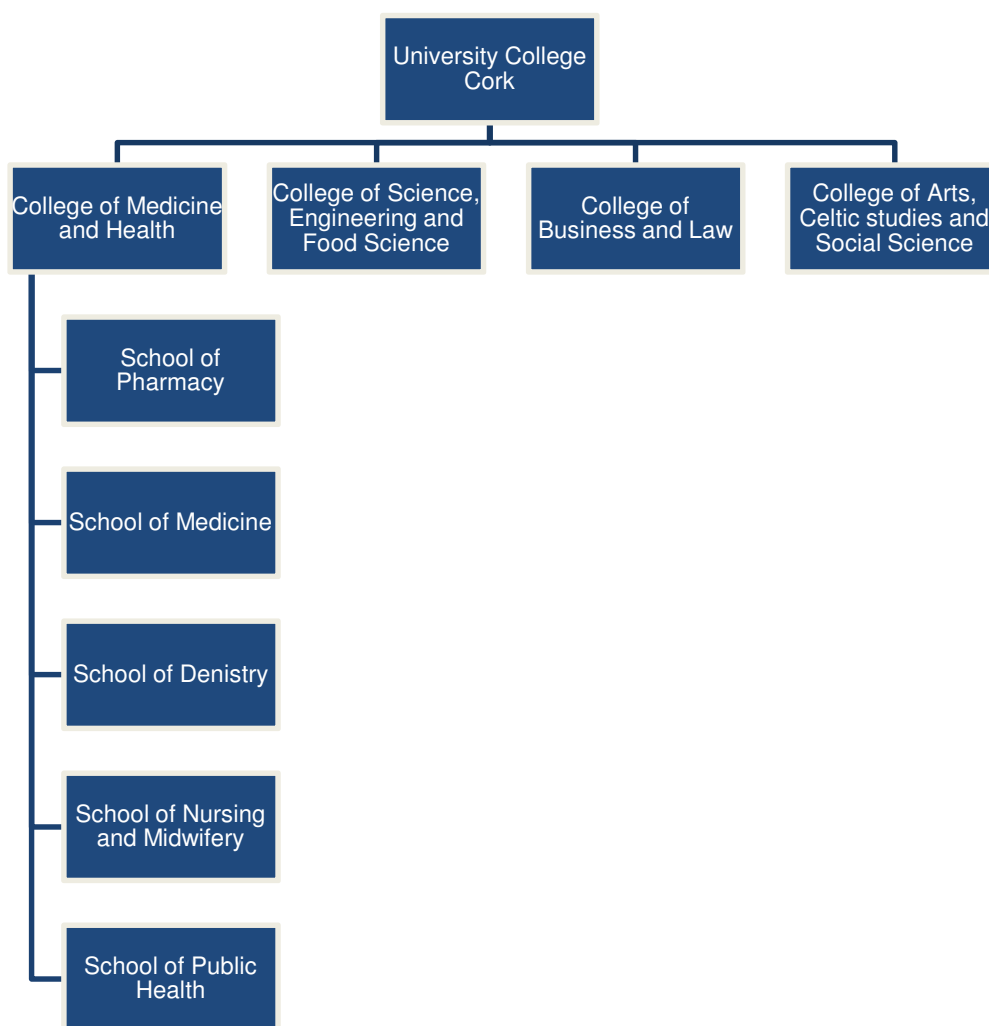


Figure 3.1: How the School of Pharmacy fits into the structure at University College Cork

Women are well represented amongst the School's staff and students. **Table 3.1** and **Figure 3.2** provide a 2016 staff/student snapshot, which shows women in the majority amongst undergraduate and research students, research staff and academic staff at Lecturer level. However, women are in the minority at Senior Lecturer level and hold 50% (two) of professorial positions. A key area for action for the SOP is to increase

the numbers of women promoted from Lecturer to Senior Lecturer positions. In later sections of the application, reasons for gender imbalances across student and academic staff levels will be discussed and actions to redress these balances detailed.

Position	F	M	%F
Professor	2	2	50
Senior Lecturer	1	3	25
Lecturer (AB)	5	2	71
Lecturer (BB)	3	1	75
Research Support Officer	1	0	100
Senior Postdoctoral Researcher	1	0	100
Postdoctoral Researcher	5	2	71%
Administrative	6	0	100
Technical	1	3	25
Postgraduate Research students	13	9	59
Postgraduate (Taught)	24	5	83
Undergraduate	171	83	67

Note. In addition to the positions listed above, four practicing community pharmacists have positions on a casual hourly occasional basis in the SOP (2M/2F); three as teaching practitioners and one as a part-time lecturer. All these staff work on a full-time basis in community pharmacy.

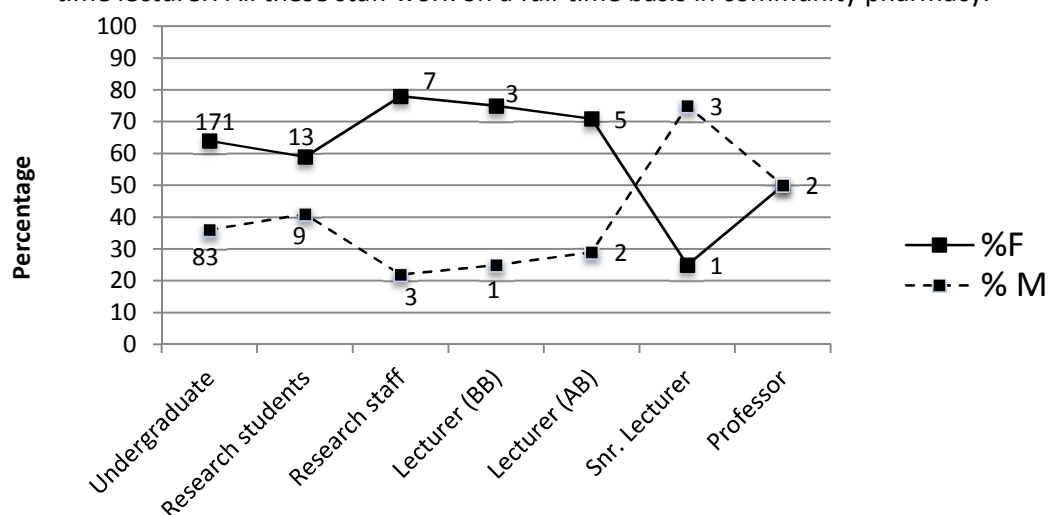


Figure 3.2. Undergraduate and research students, and research and academic staff by gender (numbers and percentage) for 2016, showing the academic career pipeline for the SOP

Note: Research students are comprised of 22 PhD students

Four heads of discipline (Clinical Pharmacy, Pharmaceutics, Pharmaceutical Chemistry and Pharmacology) are at full professor level. Two of those positions (1F and 1M) are 100% located within the SOP, while the further two professorial positions (1F, 1M) are joint appointments between the SOP and School of Chemistry and the SOP and Department of Pharmacology & Therapeutics. At Senior and Lecturer levels there are joint positions between the SOP and other academic units; the School of Chemistry (3 lecturers (1F/2M)), School of Microbiology (1 Senior Lecturer (1 M)), Department of Pharmacology & Therapeutics (1 Lecturer (F) and 1 Senior Lecturer (M) and School of Biochemistry and Cell Biology (1 Lecturer (M)).

The SOP is administered through a committee structure. The SOP Board is the main decision making committee and sub-committees feed into the School Board (**Figure 3.3**). The Board is comprised of SOP academic, support staff and two undergraduate student representatives (16F/11M (59% F)). The Executive is a key sub-committee as it decides financial and recruitment strategies for the SOP that are ratified by the Board. The Executive is composed of the four Professorial Chairs of Disciplines, SOP manager, Chief Technical Officer and a representative Lecturer nominated by their peers (4F/3M (57%F)). The Head of School (HoS) is Chair of the SOP Board and Executive. Female representation is relatively low, in relation to the staff's gender balance, amongst other committee chairs, 43% (3F/4M). This gender imbalance is further discussed in section 4.4.

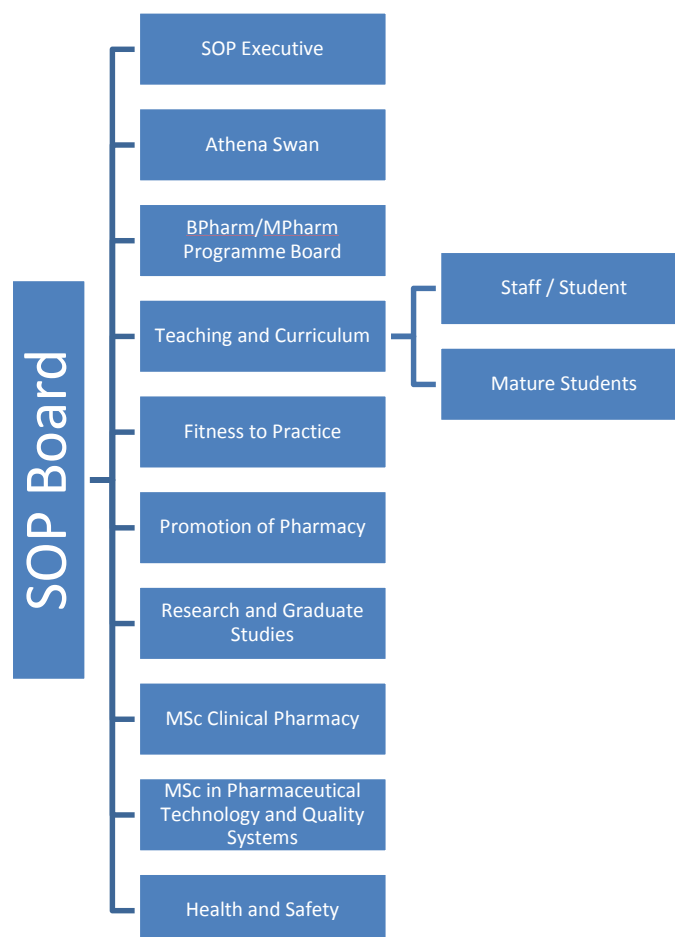


Figure 3.3: Schematic of how Athena Swan SAT fits into the governance structure at the SOP

SOP's first two HoS, Prof Caitriona O'Driscoll (2003-09 and 2010-13) and Prof Anita Maguire (2009 – 2010), both female, were instrumental in shaping the SOP's female-friendly culture. In the SAT staff survey, 93% (15/17F and 10/10M) of staff respondents agreed that the prevailing culture and atmosphere in the School was female-friendly and inclusive. The current HoS Professor Stephen Byrne (2013-present) is focused on increasing the transparency and accountability already established within the SOP.

Key areas to address following the self-assessment process are; 1) the low levels of women in Senior Lectureship positions, relative to female/male ratio at Lecturer positions; 2) career development support for postdoctoral researchers on fixed term contracts (the majority of whom are female and 3) male under-representation amongst our student body and postdoctoral researcher cohort. The SOP has recognised the AS charter as an ideal vehicle to further advance the careers of its female academic staff and address male under-representation in our student body which feeds our academic staff pipeline.

The SOP provides three taught programmes (a BPharm/MPharm degree and two MSc programmes) and postgraduate research degrees (PhD and MSc (Research)). A BPharm/MPharm degree was introduced in UCC (September 2015) to meet the revised educational and training rules of the PSI to practise as a Pharmacist within ROI. Students undertake a four year BPharm degree, with a 4-month internship, prior to registering for a 12 month MPharm, comprising of an 8-month internship. Prior to 2015, students completed a 4 year BPharm at UCC with no compulsory internships, followed by 12 month MPharm, in the Royal College of Surgeons Dublin (with a 12-month internship). Currently we are in a transition period between the 'old' and 'new' programmes. In 2016 two cohorts of students (n=114 (64% F)) were undertaking 3rd and 4th year of the 'old' BPharm programme and two cohorts (1st and 2nd year) (n=140 (70% F)) the 'new' BPharm/MPharm.

The percentage of women on our BPharm/MPharm is higher than the national average for pharmacy students. The taught MSc programmes are two years, part-time, distance learning courses. The MSc Clinical Pharmacy (MScCP) is designed for qualified pharmacists employed in a healthcare setting to enhance clinical pharmacy knowledge and practice skills. The MSc Pharmaceutical Technology and Quality Systems (MScPTQS) is aimed at graduates within the pharmaceutical industry who wish to fulfil the EU educational requirements for Qualified Person (QP) status. The majority of students on both programmes in 2016 were female; 77%F (10F/3M) for MScCP and 88%F (14F/2M) (88%F) MScPTQS. Some of the reasons for gender imbalances on our programmes are discussed in more detail in section 3.2 as are related actions items.

SOP staff and students are based in the Cavanagh Building, opened 2006 and designed specifically to house the SOP (**Figure 3.4**).



Figure 3.4 Exterior of the Cavanagh Pharmacy Building opened in 2006 (left) and undergraduate BPharm students laboratory in Cavanagh Pharmacy Building (right)

3.2 Student data

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

N/A

- (ii) **Numbers of men and women undergraduate students – full- and part-time. Provide data on degree attainment and completion rate by gender.**

The BPharm/MPharm degree programme is offered on a full-time basis with no part-time option. The overall student numbers and gender balance has been relatively stable between 2013 and 2016 (Table 3.2).

Table 3.2. Undergraduate data: numbers and percentages of students enrolled on BPharm course in UCC over 3 years by gender						
	2013/2014	%	2014/2015	%	2015/2016	%
Female	166	64%	152	63%	171	67%
Male	81	36%	89	37%	83	33%
Total	247	100%	241	100%	234	100%

The gender ratios and numbers vary across the 4 years of the programme, with no trend observed (Table 3.3).

Table 3.3. Undergraduate data: numbers and percentages of students enrolled on BPharm course in UCC from 1st to 4th year by gender in 2016								
	1st Year	%F	2nd Year	%F	3rd Year	%F	4th Year	%F
Female	48	66%	50	75%	36	61%	37	67%
Male	25	34%	17	25%	23	39%	18	33%
Total	73	100%	67	100%	59	100%	55	100%

Female representation on the BPharm/MPharm is higher than in other Science, Technology, Engineering & Mathematics (STEM) areas and in line the national average of female students on the BPharm/MPharm programmes in the ROI (Table 3.4).

Table 3.4. Undergraduate data: numbers and percentages of students enrolled on BPharm/MPharm course in the 3 national SOPs 2015/2016 by gender						
	UCC	%	TCD	%	RCSI	%
Female	171	67%	181	67%	132	67%
Male	83	33%	90	33%	66	33%
Total	254	100%	271	100%	198	100%

Gender disaggregated data is not reported for registered pharmacists within the ROI annually. The last UK General Pharmaceutical Council (GPhC) registrant survey (2013) showed women comprising 60% of pharmacists in the UK (up from 52.9% in 2004). The percentage of women on the BPharm/MPharm is slightly higher than the ratio amongst pharmacists in the UK. To address the increasing feminisation of the pharmacy profession, a focus area of the action plan is to promote the pharmacy degree amongst male school students (Action 3.1). One key action is to increase the percentage of male school students attending the SOP annual open day to 40% by implementing a quota system. Average attendance between 2013 and 2016 is 172F/59M (26%M).

Action 3.1 Target promotion of pharmacy degree to male students by aiming for a minimum of 50% male staff and student representation at UCC open days and outreach events, review of any new promotional material to include male students/staff/pharmacist representation and provide a 40% quota of places for male students for SOP open day.

Degree classification by gender

Females out performed their male counterparts with high numbers achieving 1H and 2H1, 2013 to 2016 (**Table 3.5**). Due to low numbers in each grade category it is difficult to observe trends in the data.

Table 3.5. Final Degree Classification for the BPharm course between 2013 to 2016 by gender (numbers and percentage female)									
	2013/2014			2014/2015			2015/2016		
	F (no.)	M (no.)	% F	F (no.)	M (no.)	% F	F (no.)	M (no.)	% F
1H	13	0	100%	8	3	73%	12	6	67%
2H1	14	8	64%	17	11	61%	26	11	70%
2H2	3	7	30%	4	5	44%	3	2	60%
Pass	0	2	0%	2	2	50%	0	1	0%

Completion rate by gender

Completion rates were between 70-80% for both genders, but marginally higher for males in 2014/2015 and 2105/2016 (**Figure 3.5**). The numbers fluctuate year on year with no clear trend emerging. SOP does not record sufficient data to analyse the reasons for leaving and the point in the programme when students leave.

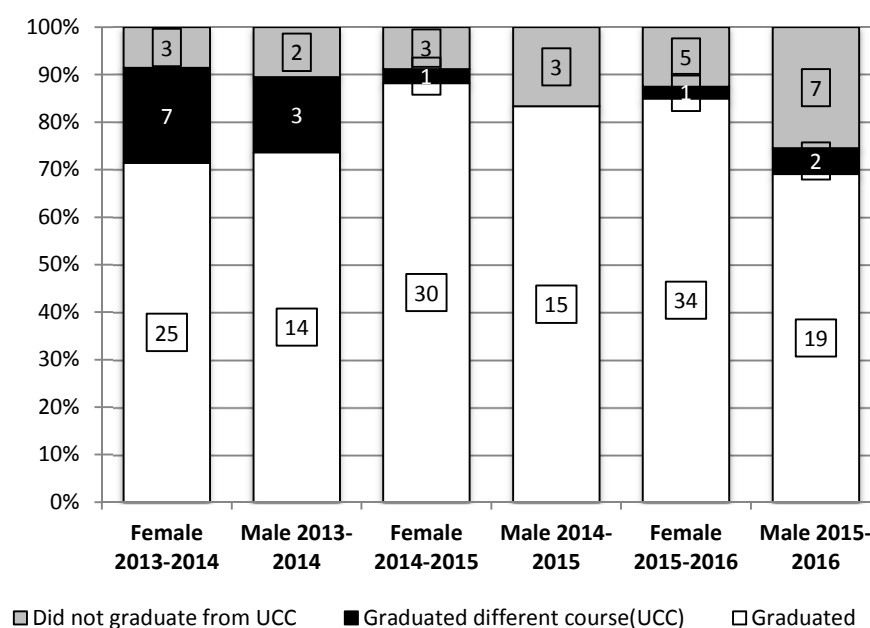


Figure 3.5. Completion rates of BPharm undergraduate degree by gender (percentage and numbers)

To get a better picture as to why students fail to graduate and design actions to address reasons where appropriate, **Action 3.2** was designed.

Action 3.2. Collect data on why students exit SOP programmes prior to graduation

(iii) **Numbers of men and women on postgraduate taught degrees – full- and part-time. Also provide data on degree attainment and completion rate by gender.**

Both MSc two-year programmes are offered on a part-time basis only. Part-time delivery enables students to continue working while studying. The majority of students in the MScCP are female, reflecting a predominance of female hospital pharmacists (**Table 3.6A**). A baseline study of Hospital Pharmacy in Ireland (2011) reported that 84% of hospital pharmacists who responded were female. In contrast, MScPTQS is designed for science graduates working in the pharmaceutical industry who wish to meet the educational requirements to register as a Qualified Person within the EU. The numbers for this programme are relatively low, and the gender distribution is variable, making gender-based trends difficult to determine (**Table 3.6B**). We will continue to monitor this data. For both programmes students enrolled on the MSc programme can exit with a Postgraduate Diploma if they decide not to complete the thesis component.

Table 3.6A. Postgraduate data: numbers and percentages of students enrolled on MSc Clinical Pharmacy over 3 years by gender						
	2013/2014	%	2014/2015	%	2015/2016	%
Female	5	71	10	91	10	77
Male	2	29	1	9	3	23
Total	7	100	11	100	13	100

Table 3.6B. Postgraduate data: numbers and percentages of students enrolled on MSc Pharmaceutical Technology and Quality Systems over 3 years by gender						
	2013/2014	%	2014/2015	%	2015/2016	%
Female	3	50	8	44	14	87
Male	3	50	10	56	2	13
Total	6	100	18	100	16	100

Degree classification by gender

Due to the low number of students on the taught MSc programmes the data has been pooled with respect to degree classification (**Table 3.7**). Female students perform well compared to male counterparts.

Table 3.7. Final Degree Classification for the MSc programmes between 2013 to 2016 by gender (numbers and percentage female)									
	2013/2014			2014/2015			2015/2016		
	F (no.)	M (no.)	% F	F (no.)	M (no.)	% F	F (no.)	M (no.)	% F
1H	4	2	67%	8	4	67%	11	1	92%
2H	3	2	60%	8	6	57%	8	4	67%
Pass	0	0	0%	0	2	0%	1	0	100%
PG Dip	0	0	0%	3	3	50%	7	1	88%
Total	7	4	64%	19	15	56%	27	6	82%

Completion rate by gender

Due to the low number of students on the taught MSc programmes data has been pooled with respect to completion rates (**Figure 3.6**). Of note is the large number of female students who did

not graduate 2015/2016. There is no data recorded regarding why this occurred. The reason recorded was 'unknown'. We will improve capture of data related to why students exit all our programmes (**Action 3.2** outlined above).

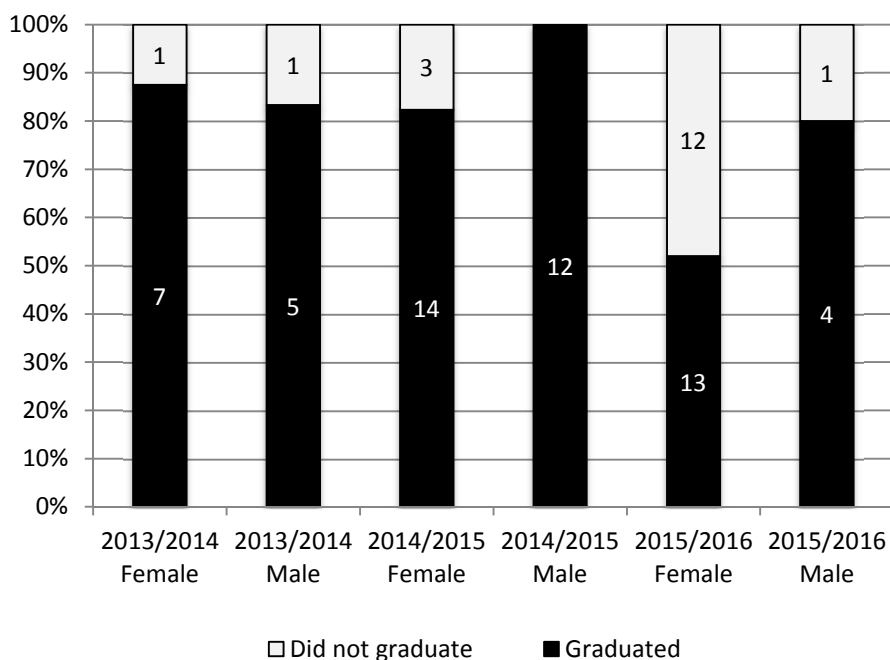


Figure 3.6. Completion rates of MSc Taught degrees by gender (percentage and numbers)

(iv) **Numbers of men and women on postgraduate research degrees – full- and part-time. Also provide data on completion rate by gender.**

At postgraduate research level, students undertake a structured PhD or Masters programme, which provides training in at least 15 credits of postgraduate modules. All PhD students complete a Scientific Training for Enhanced Postgraduate Studies module, which includes training in writing papers, theses, research grant proposals and reports, in addition to other presentation skills.

The majority of the SOP research postgraduate students in the SOP in 2016 were female (13/22 (59% F)). The numbers of postgraduate research students enrolled each year are low over the reporting period (**Table 3.8**). However, there has been a modest but gradual increase in the numbers of students enrolling and the percentage women.

Table 3.8 Postgraduate data: numbers and percentages of new students enrolled on postgraduate research programme over 3 years by gender						
	2013/2014	%	2014/2015	%	2015/2016	%
Female	2	50	4	57	5*	62
Male	2	50	3	43	3	38
Total	4	100	7	100	8	100

*1 female student registered for PhD on a part-time basis

** Note all postgraduate research students within the reporting period are registered as PhD students

Tracking students enrolled between 2009 to 2012 revealed all students who commenced on a postgraduate research programme graduated within five years and the majority in four years, with the exception of one female PhD student. This student enrolled 2011 and withdrew before commencing studies. The reason for withdrawing is unclear. Again this emphasises the need for **Action 3.2**. Currently two female PhD students and one male PhD student are registered part-time. Due to the small numbers of students it is difficult to observe trends with time.

(v) Intake of undergraduates by gender – full- and part-time. Comment on any gender differences and how the department supports underrepresented students.

There are four routes of entry to the pharmacy undergraduate programme:

1. Through the CAO and acceptance is based on the points achieved at Leaving Certificate.
2. Mature students also apply through the CAO and are accepted based on interview and meeting educational requirements
3. Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR).
4. International students who meet minimum entry requirements to access the programme

Table 3.9 shows the numbers of students among our first-year intake falling into all categories There is a majority of female students in all categories with the exception of international students. This data again highlights the requirement for **Action 3.1** outlined above.

Table 3.9. CAO, Mature, HEAR, DARE and International students among our first year cohort over 3 years by gender									
	2013/2014			2014/2015%			2015/2016%		
	F	M	%F	F	M	%F	F	M	%F
CAO	34	16	57%	29	25	54%	38	14	73%
Mature	2	2	50%	7	2	78%	6	1	86%
HEAR	3	1	75%	3	0	100%	5	1	83%
DARE	2	0	100%	3	0	100%	4	0	100%
International	1	1	50%	0	0	0%	0	2	0%

- (vi) **Ratio of course applications, offers and acceptances by gender for postgraduate taught and postgraduate research degrees – comment on any differences between application and success rates.**

The majority of applicants to taught MSc programmes are made an offer and the percentage of female applicants offered a place is in line with applications (**Table 3.10**). In 2013/14, applications and admissions were predominately female with a reduction in this imbalance in subsequent years. We will continue to monitor these trends.

Table 3.10. Applications, Offers, Accepts and Declines for Students on Taught Postgraduate programmes over 3 years by gender									
	2013/2014			2014/2015			2015/2016		
	F	M	%F	F	M	%F	F	M	%F
Total applicants	45	9	84%	61	31	66%	40	17	70%
Total Offers	39	9	82%	47	13	79%	32	13	71%
Total Acceptances	33	6	85%	46	10	82%	30	11	73%
Total Declines	6	3	67%	1	3	33%	2	2	50%

For PhD and MSc (research) programmes students apply directly to the academic staff member who assesses the student's capability and whether a suitable funding mechanism is in place prior to acceptance. In a number of cases, a PhD or MSc studentship is advertised and students apply, are shortlisted and interviewed prior to acceptance. The lack of data related to this process led to **Action**

3.3. The aim of this action is to monitor applications and acceptances for these studentships by gender to get a better picture of the numbers and ratios applying.

Action 3.3. Collect data on applications and acceptances for advertised postgraduate research studentships

3.3 Staff data

- (i) **Proportion of all categories of academic staff by gender** – Look at the career pipeline and comment on and explain any differences between men and women. Where relevant, comment on the transition of technical staff to academic roles. Identify any issues in the pipeline at particular grades/levels.

The 2016 snapshot of staff in the School shows women represented amongst research and academic staff in the SOP (**Figure 3.7**).

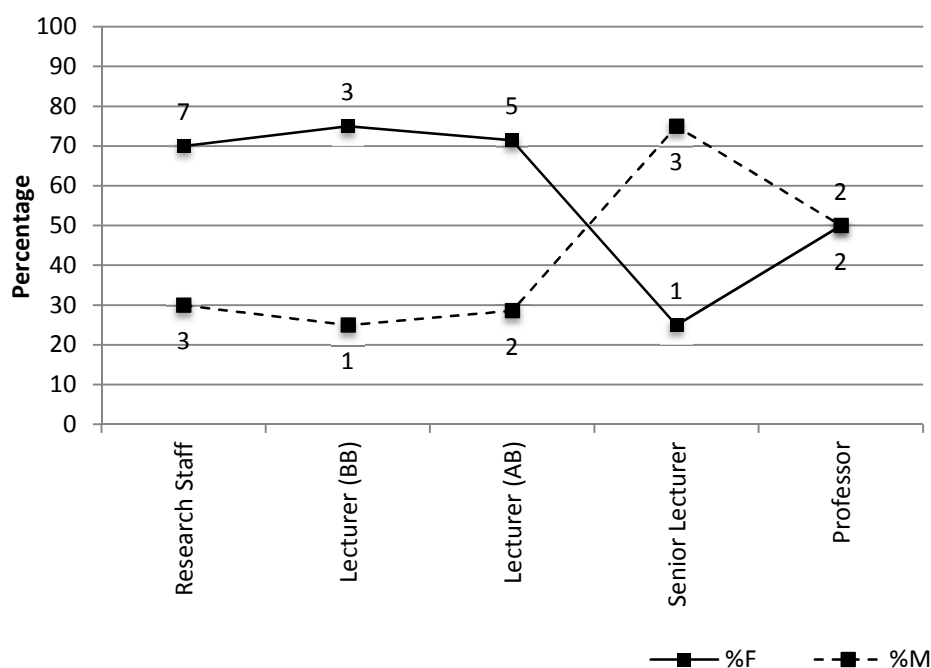


Figure 3.7. Research and academic staff by gender (numbers and percentage) for 2016. Note Research staff comprises (Senior Postdoctoral Researcher (1F), Postdoctoral Researchers (5F/3M) and Research Support Officer)

Women are in the majority, with the exception of Senior Lecturer level (1F/3M) and Professorial level (2F/2M). Given the high level of female Lecturers relative to Senior Lecturers, a key area for action identified is to support Lecturer career development. Gender breakdown of all staff in the

SOP over the time period analysed shows an increased percentage in female Lecturers (above the bar) with time (**Table 3.11**).

Table 3.11. Staff data: numbers and percentages of SOP staff over 4 years by gender												
	2013			2014			2015			2016		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Professor	3	0	100	2	1	75	2	2	50	2	2	50
Senior Lecturer	0	3	0	0	2	0	1	3	25	1	3	25
Lecturer (AB)	3	3	50	5	3	63	4	2	67	5	2	71
Lecturer (BB)	3	2	60	1	1	50	3	2	60	3	1	75
Senior Postdoctoral Research	0	0	0	0	0	0	0	0	0	1	0	100
Research support officer	0	0	0	0	0	0	1	0	100	1		100
Postdoctoral Researcher	7	4	64	6	4	67	2	1	67	5	2	71
Administrative	5	0	100	5	0	100	5	0	100	6	0	100
Technical	1	3	25	1	3	25	1	3	25	1	3	25
Total	22	15	60	20	14	59	19	13	59	25	13	66

Note: Lecture (BB) refers to lecturers below the bar (entry level position)

Lecture (AB) refers to lecturer above the bar (lecturers who have completed at least three years continuous service in post and will normally be within the top three points of the Lecturer Below the Bar salary scale. To progress above the bar candidates are assessed and must achieve at least a good level of performance under both the Teaching and Research criteria and a satisfactory level of performance under the contribution criteria).

(ii) **Leavers by grade and gender** – *comment on the reasons staff leave the department.*

In the timeframe analysed one male lecturer left to take up a promotion in another University. Thirteen research staff on fixed term contracts left (7F/6M (54% F) (**Table 3.12**). Data capturing reasons why research staff leave and their next destination are not monitored. Due to the fixed term nature of research staff contracts because of funding, a key area for action in the SOP is to support research staff the in their career development. Actions to support this will be detailed in section 4. Also given the high number of female researchers, capturing data as to why they leave outside of

the end of funding will be important (**Action 3.4**).

Table 3.12. Staff who left SOP: numbers and percentages over 4 years by gender												
	2013			2014			2015			2016		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Lecturer (BB)	0	0	0	0	1	0	0	0	0	0	0	0
Postdoctoral Researcher	1	0	100	2	2	50	3	3	50	1	1	50

Action 3.4. Collect and monitor research staff data by gender in relation to recruitment and departure. Design forms to capture, (1) researcher recruitment data by gender at each stage of recruitment and composition of selection committees by April 2018 and (2) reasons for research staff leaving and next position by April 2018. Both forms will be approved by School Board

- (iii) **Proportion of men and women academic and research staff on fixed-term, open-ended, zero-hour and permanent contracts** – *comment on what is being done to ensure continuity of employment and address any other issues. Where relevant, comment on any academic staff employed on a casual or adjunct basis.*

In 2016, three female lecturers below the bar were appointed on fixed term contracts (2 whole-time and 1 part-time) to backfill a position temporarily vacated and support a specific academic project. Staff employed on two or more fixed-term contracts over four continuous years, means subsequent renewal is deemed to be of indefinite duration and the researcher can apply to HR for a contract of indefinite duration (CID). Between 2013 and 2016 two academic staff were awarded a CID, also referred to as an indefinite wholetime contract (**Table 3.13**).

Table 3.13 shows that part-time contracts (fixed term and permanent) were taken 100% by female employees. Discussions with the part-time research and support staff revealed that their preference was for part-time work as it allowed them to balance a research career with caring for their family.

Table 3.13. SOP Staff Employee status numbers over 4 years by gender

Employee Status	Year Sub Group	2013						2014						2015						2016					
		Academic		Research		Support		Academic		R		Support		Academic		Research		Support		Academic		Research		Support	
	Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Permanent Whole-time		6	6	0	0	4	3	6	5	0	0	4	3	6	7	0	0	5	3	7	6	0	0	5	3
Fixed Term Whole-time		0	1	5	4	0	0	0	0	4	4	0	0	3	1	1	1	0	0	2		5	2	0	0
Indefinite Whole-time		1	1	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0
Fixed Term Part-Time		1	0	2	0	2	0	1	0	2	0	2	0	0	0	2	0	1	0	1	0	2	0	1	0
Permanent Part-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0

2192 WORDS

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

For each of the following sections (4.1, 4.2, 4.3 and 4.4):

- *Provide data/statistics (numbers and percentages) for at least the past three years, with commentary on their significance. Where possible and relevant, use clearly-labelled graphical illustrations.*
- *Reflect upon the key issues in the department, what steps have been taken and what support has been given to address any gender disparity.*
- *Describe the initiatives implemented to address any issues and any impact to date.*
- *Comment upon any plans for the future, including how any gaps in the data will be addressed, and refer to specific, numbered actions that appear in the Action Plan.*
- *Provide data obtained via consultation where possible.*
- *Where the number of women in the department is small, applicants may wish to comment on specific examples.*

4.1 Key career transition points

- (i) **Recruitment** – *comment on job application, short-listing, offer and acceptance rates by gender and grade. Comment on how the department's recruitment processes ensure that women are encouraged to apply. Additionally, please comment on how the department's processes and criteria for short-listing and selection comply with, and build upon, the institution's policies for equality and diversity, and recruitment and selection.*

If the dataset is large, please break it down into the different disciplines or units.

Between 2013-2016, twenty (14F/6M (70%F)) staff were recruited. The majority of these positions (14 (9F/5M) 69%F) were fixed term researcher appointments funded via external research contracts. Five academic staff (4F/1M (80%F)) were recruited; two Senior Lecturers (1 F/1M) and three Lecturers (3F). A Practice Educator (1F) was recruited (0.5 FTE) which was classified as an administration position. Due to the low numbers recruited each year, the data has been pooled for the time period reported and summarised in **Table 4.1**.

Recruitment of academic and support staff is overseen by HR at university level. Recruitment of research staff is managed locally by individual Principal Investigators (PIs). Recruitment records for research staff does not allow for reporting of reliable gender disaggregated data. This issue is highlighted and addressed in the University's Institutional Bronze action plan and full gender monitoring at all staff levels is being introduced. This action aligns with the local level SOP **Action 3.4** which is designed to capture more accurate data related to researcher recruitment and departure.

Table 4.1. Recruitment data in School of Pharmacy (2013-2016)									
	Applicants			Shortlisted			Appointed		
	F	M	%F	F	M	%F	F	M	%F
Senior Lecturer (Clinical Pharmacy)	4	4	50	2	1	66	1	0	100
Senior Lecturer (Pharmacy)	4	4	50	0	1	100	0	1	0
Lecturer (Clinical Pharmacy) x 2	5	9	36	3	3	50	2	0	100
Lecturer (Pharmaceutics)	3	7	30	2	4	30	1	0	100
Practice Educator (Admin) (0.5 FTE)	16	3	84	13	2	87	1	0	100
Researcher x 14 positions	NA*	NA*	NA	13	6	68	9	5	64

Note * total number of researcher applicants was 22, reliable data unavailable in a gender disaggregated format

Analysis of the academic recruitment data (**Table 4.1**) shows the percentage of female applicants for each post was equal or lower than males, with the exception of the practice educator position. The lower level of female applicants for lectureship posts is surprising given the high percentage of females amongst research staff and postgraduate research students (**Figure 3.7**). The low numbers shortlisted for academic positions make it difficult to observe gender based differences. However, comparing gender ratios of applicants to appointments, it is clear that female applicants were appointed at levels above their male counterparts despite the low level of applicants.

The low ratio of female applicants may be attributed to increased reservations of women applying for positions unless they are confident they can do the job compared to men. Of note is the shortlisting of one male application for the Senior Lecturer (Pharmacy) position. The criteria for this position was necessarily restricted to applicants who were registered with the PSI, only one candidate who applied met this criterion. The percentage of females shortlisted and appointed to research positions reflects the female/male ratio of postgraduate research and undergraduate students (**Table 3.1**).

As detailed in **section 4.1v**, selection committees for these posts have female and male representation, with a slightly higher level of male representation overall (**Table 4.4**). Following data analysis, **Action 4.1-1** has been designed to support and encourage female research and academic staff to consider applying for posts.

Action 4.1-1. Encourage female staff to apply for promotion by discussing promotion possibilities during PDRS and supporting women applying for positions by assigning a mentor to advise on application and interview process, once they have expressed their intention to apply for a position

(ii) **Induction** – *describe the support provided to new staff at all levels.*

Induction of new staff occurs formally through the University HR Orientation programme and informally at School level. Since April 2014, all academic and support staff appointees are assigned a mentor from within or outside the SOP who is formally named on their employment contract. The mentor role is to provide the new employees a person to aid them navigate through the University systems and procedures.

Survey responses of new appointees (within the past year), 11 (9F/2M), indicated that all were aware of the formal university orientation programme. University data shows 60% (3/5) uptake of the formal orientation programme by academic staff; three newly appointed female lecturers out of five academic appointees (**Table 4.1**). The additional two Senior Lectureship appointments were filled by academics (1F/1M) already employed in UCC a number of years and already familiar with UCC processes.

Uptake of the orientation programme by research staff was low; 27% (4F/10F (40% female staff) and 0M/5M (0% male staff)). Survey responses for new appointees show that 75% (3 (2F/1M) out of 4 (3F/1M)) who undertook the training found it relevant and useful. The reason for the low uptake is unclear and has led to **Action 4.1-2** to promote uptake levels amongst researchers and monitor their view of the effectiveness of the programme.

Informal orientation occurs at SOP level. Induction of research staff is by their PI with support from the School Manager. Informal orientation of academic and support staff is overseen by the HoS, Chair of discipline, Chief Technical Officer and/or School Manager. The majority, 67% (6 (4F/2M) out of 9 (6F/2M)) of newer staff (within the past 3 years) respondents agreed they were satisfied with the local induction/orientation arrangements offered when they joined the School. To improve the induction experience locally for new appointees an SOP orientation handbook will be developed as part of **Action 4.1-2**. This approach is akin to a similar approach successfully implemented by the School of Biological and Earth Sciences. The induction booklet will contain useful local orientation information and information with regard to central University orientation supports, and policies dealing with respect and dignity and support for staff dealing with grievance and disciplinary issues.

Action 4.1-2. PI to emphasise formal university orientation programme as part of the induction programme for SOP research staff. SOP manager to develop a School of Pharmacy Induction Booklet for new staff in collaboration with administration staff and input for all SOP staff

- (iii) **Personal Development Review** – *describe any schemes (formal or informal) which are currently in place for staff at all levels, including post-doctoral researchers, to discuss, support and encourage their career progression. Where possible, comment on any consideration of promotion and work-life balance during the review. If available, provide details about the frequency and take-up of these schemes. Comment about any training provided for staff carrying out reviews and staff feedback about the review process.*

UCC has a Performance and Development Review System (PDRS) and reviews are recommended with the employee's line manager at a minimum frequency of two years with the aim of promoting career development and performance management. Training is provided for reviewers and reviewees but currently accurate training records to quantify uptake of training by SOP staff are not available. Outside the formal PDRS, Professor Stephen Byrne, upon taking up position of HoS, met individually with all academic and support staff to informally discuss their roles, development needs and career progression.

Only 64% (18 (12F/6M) out of 28 (18F/10M)) survey respondents were aware of the PDRS system with only 46% of respondents (13 (7F/6M)) participated in the PDRS (timeframe not specified in question). The percentage of staff participating in PDRS is below the institutional average of 89% of eligible employees.

However, staff of both genders, who participated in the PDRS and found it beneficial was above the institutional average of 26%, **Table 4.2**. A majority of staff who participated in the PDRS agreed it was an opportunity to discuss workload, career progression and promotional opportunities but a minority agreed it provided an opportunity to discuss work-life balance issues (**Table 4.2**).

Table 4.2. Staff survey feedback on the PDRS		
Statement:	Strongly Agree/Agree	
	Female	Male
I benefitted from my participation in the PDRS process	5/7 responses (71%)	5/6 responses (83%)
The review process gave me an opportunity to discuss my workload	5/7 responses (71%)	6/6 responses (100%)
The review process gave me an opportunity to discuss my career progression	7/7 responses (100%)	4/6 responses (67%)
The review process gave me an opportunity to discuss promotion opportunities	6/7 responses (86%)	4/6 responses (67%)
The review process gave me an opportunity to discuss work-life balance issues	2/7 responses (29%)	2/6 responses (33%)

The development review for postdoctoral researchers is conducted locally by their (PI). The review, which involves an individual training needs analysis with their PIs, resulting in a personal development plan which the researcher follows. Six post-doctoral researchers 6(4F/2M) responded to this section of the survey which corresponds to 67% of the nine SOP research staff. All respondents had developed a personal development plan with their PI with specific training objectives. However, we have no data to assess whether the planned objectives are being met by researcher and tracked by PIs.

The low levels of engagement of academic and support staff with the PDRS system may be linked to the limited promotional opportunities within SOP, UCC and wider HEI section in Ireland since 2009 (more detail provided in **section 4.1.iv**) and lack of link of PDRS with pay and promotion. The HoS, School Manager and SAT recognise the importance of a PDRS to provide a formal dialogue to aid staff career development, identify associated challenges, opportunities and training needs for staff at all levels.

Increasing staff engagement with the university PDRS a has been identified as a key action item to support the career development of all staff (**Action 4.1-3**). Additionally, to specifically support postdoctoral researcher career development, greater detail in relation the execution of personal development plans will be explored through focus groups, **Action 4.1-4**.

Action 4.1-3. Encourage all staff to participate in the e-performance system for PDRS that is being piloted in the SOP. Promote the importance of PDRS for career development during induction of new staff and to all staff at SOP Board. Encourage training/retraining for all reviewers and reviewees

Action 4.1-4. Engage with postdoctoral research staff through focus groups to determine the extent of the execution of personal development plans and challenges associated with their execution

- (iv) **Promotion** – provide data on staff applying for promotion, and comment on applications and success rates by gender and grade. If possible, comment on any evidence of a gender pay gap in promotions at any grade.

Provide details on the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff.

Comment on the criteria for promotion, including detail about how career breaks are taken into account. Comment also on if and how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration.

Provide details of any training or mentoring offered to become eligible for or improve success at promotion, both in advance of an application and with regards to staff who have been unsuccessful. Where possible, comment on the perceptions staff hold of the promotions process.

The most recent competition for promotions from Lecturer to Senior Lecturer was in 2013. There were two applicants from the SOP (1F/1M) and one male Lecturer was promoted. No SOP academics met the criteria to apply for promotion from Senior lecturer to Professor (Scale 2) in 2015.

Amongst the SOP staff there has been four promotions via vacancies and by the creation of a new position. In 2015, two Lecturers (above bar) were promoted to Senior Lecturer posts; one female Lecturer through vacancy and one male Lecturer through a new fixed-term, whole time position (**Table 4.1**). Due to the low number of staff promoted during the period analysed, it is difficult to determine any gender bias in promotional data.

Academic survey responses show a high level of dissatisfaction amongst both female and male academics regarding the fairness and transparency of promotional criteria, promotional process and access to training and mentoring for promotion. A lower percentage of female staff agreed that academic promotions were free of gender bias and that they had support in the School to apply and prepare for promotion compared to their male counterparts (**Table 4.3**).

Table 4.3. Staff survey feedback on the promotional criteria, promotional process and access to training and mentoring		
Statement	Strongly Agree/Agree	
	Female	Male
Academic promotions in UCC are free of gender bias	2/6 responses (33%)	4/5 responses (80%)
The promotion criteria in UCC are transparent and fair	2/6 responses (33%)	3/5 responses (60%)
The promotion process in UCC is transparent and fair	2/6 responses (33%)	1/5 responses (20%)
I have access to the training and mentoring I need to help me meet the criteria for promotion or to improve my success at promotion	2/6 responses (33%)	2/5 responses (40%)
It's clear how career breaks will be considered in promotion decisions	2/6 responses (33%)	3/5 responses (60%)
I have the support I need in the School to prepare and apply for promotion	4/6 responses (67%)	0/5 responses (0%)

Promotion opportunities in UCC and the wider Irish University sector have been severely limited since 2008 due to Irish Government's Employment Control Framework. Academic promotions recommenced in UCC in 2011, but on a strictly limited quota basis. This has resulted in an extremely competitive promotional process due to a backlog of academic staff meeting the criteria and the limited quota system. Academic staff dissatisfaction with the fairness and transparency around promotion may be mitigated by the University review of all academic progression and promotions schemes launched in late 2016. This review process is currently ongoing and as a result there is an absence of clear guidelines regarding promotional criteria and weightings. Through townhall meetings and email requests all staff have been asked for their input to the review of promotional criteria and weightings. A female Professor from the SOP was nominated by the SOP to be part of this review process.

To address the level of confusion and dissatisfaction amongst staff in relation to the promotional process and to support SOP Lecturers to successfully compete for promotional opportunities as they arise, the following action has been designed (**Action 4.1-5**).

Action 4.1-5. Prior the next call for promotions for academic staff, representatives from HR will be invited to give a presentation to academic SOP staff on changes to the progression/promotion schemes, highlighting any new criteria, gender balance on the promotions boards and the recognition of leave and flexible working. Staff meeting the criteria for promotion will be encouraged to apply and will be supported in these applications by being assigned a mentor for the application process

- (v) **Selection committees** – *Provide details of how selection committees for recruitment, promotion and retention are formed. Comment on how gender balance is taken into consideration. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women.*

The details of selection committees within the SOP in the period 2013-2016 for academic and research posts are provided in **Table 4.4**. Review of selection committee composition shows a relatively low percentage females compared to the female representation amongst the SOP staff (68% F). Female representation amongst external assessors is 50% (3F/3M).

Table 4.4 Composition of gender balance of selection committees (2013-2016)					
	Gender composition including external assessor				Gender Extern Assessor
Position	Female	% Female	Male	% Male	
Senior Lecturer (Clinical Pharmacy)	2	33%	4	67%	F
Senior Lecturer (Pharmacy)	2	33%	4	67%	M
Lecturer (Clinical Pharmacy)	2	33%	4	67%	M
Lecturer (Clinical Pharmacy)	3	43%	4	57%	F
Lecturer (Pharmaceutics)	5	50%	3	50%	F
Practise Educator (Admin) (0.5 FTE)	3	60%	2	40%	F

SOP recruitment follows UCC's policy on *Equality in Recruitment*. As detailed in **section 4.1.i**, recruitment within the SOP is carried out in two ways; recruitment competitions for academic and support vacancies are handled through HR which specifies the composition of selection committees, defines roles and responsibilities of committee members, and requires gender representation on

selection committees. The institutional AS action plan includes a commitment to minimum 40% gender balance on selection committees for all staff.

At School level, the composition of the selection committee is proposed by the HoS to the SOP Executive for approval. The Executive signs off in advance of committee formation. Internal members of the selection committee members must undergo training in equality in recruitment, and there is specific training for chairs of committees. Selection committee composition for all recruitment competitions is recorded at SOP level. The School is conscious of achieving gender representation when forming committees but in the period 2013-2016 has not assigned a minimum quota on any gender. In line with the Institutional actions, SOP will aim for a minimum of 40% female or male representation on all recruitment selection committees and monitor and increase the percentage of staff on recruitment selection committees who have completed unconscious bias training (**Action 4.1-6**). The composition of promotional and establishment Board is agreed at University level and outside the remit of the SOP.

As discussed in **Section 4.1.i**, recruitment of research staff is managed locally by individual PIs. **Action 3.4** is designed to capture more accurate data related to researcher recruitment. As part of this action, gender balance on researcher selection committees will be targeted in line with **Action 4.1-6**.

Action 4.1-6. SOP will aim for a minimum of 40% male or female representation on all recruitment selection committees. SOP will monitor and increase the percentage of staff on recruitment selection committees who have completed unconscious bias training

4.2 Career Development

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

Undergraduate Pharmacy students are supported throughout their studies regarding career decisions. The integrated BPharm/MPharm degree is designed with experiential learning in workplace environments throughout the 5-year degree; 1 day in 1st year, 2 weeks in 2nd year, 4-6 months in 4th year and 8 months in 5th year. These placements enable students to experience a variety of career environments (community, hospital, industrial, regulatory, governmental and academic) to facilitate them in making informed career choices upon graduation. Career talks are

organised annually by the SOP's Pharmacy Student Society at which pharmacists with diverse career paths are invited to speak. Undergraduate students are invited to the SOP research seminar series where guest researchers present innovative research, thus exposing students to national and international academic scientists. However, to date undergraduate career support has focused primarily on non-academic careers. To address this, we will work with the Pharmacy Student Society and undergraduate representatives on the SAT to increase promotion of academic/research careers to undergraduates students with the aim of increasing numbers considering an academic career (**Action 4.2-1**).

Action 4.2-1. In collaboration with the Pharmacy Student Society, and undergraduate representatives on the SAT, increase representation of academics and researchers at career events and the provision of a number of academic/research internships during 4-6-month internship in 4th year of BPharm. Survey undergraduate students regarding interest in academic/research careers

At postgraduate research level, all students undertake a structured PhD or Masters programme, which provides training in at least 15 credits of postgraduate modules including a Scientific Training for Enhanced Postgraduate Studies module, which includes training in writing papers, theses, research grant proposals and reports, in addition to other presentation skills. Upon graduation, a greater number of research students undertake scientific/technical roles within companies and government agencies compared postdoctoral research (**Table 4.5**). Of note is that during this period all female graduates exited to a postdoctoral position.

Table 4.5 First Destination of PhD and MSc (Research) graduates 2013-2016 (Cohort includes nine PhD and two MSc students)

Position	Female	% Female	Male	% Male	Total	% Total graduates
Postdoctoral Researcher	3	75%	1	67%	4	36%
Technical/Scientific role in a non-academic setting	0	0%	6*	100%	6	55%
Further study	0	0%	1	100%	1	9%
Total	3	27%	8*	73%	11	100%

* Includes two MSc students

To facilitate access to postgraduate research programmes, postgraduate students are entitled to take a break from their postgraduate studies in the case of, for example, maternity leave/sick leave. During the time period analysed no students availed of this. To further facilitate access to postgraduate research programmes, the SOP supports part-time study for research degrees. In 2017 two female PhD students and one male MSc (research) student are registered part-time.

A travel fund is available from the CoMH to support students to attend conferences and workshops, and visit other academic groups internationally. In the period 2013-2016, all students who applied were awarded funding at one point during their postgraduate studies. In the period 2013-2016, three PhD students (1M/2F) undertook a 3-month industrial internship and five PhD students (2F/3M) undertook international research placements as part their PhD programme.

(ii) **Support given to postdoctoral researchers for academic career *progression* – comment and reflect on support given to postdoctoral researchers to assist in their career progression.**

The staff survey responses indicated that 67% of staff (18 (12F/6M) out of 26 (16F/10M)) were aware of available training and satisfied with them. 94% (24 (14F/10M)) agreed that training opportunities were supported by their PI/line manager.

Postdoctoral support for career progression is provided centrally by the University through the University's Employment and Career Management Structure for Researchers. In 2015, UCC introduced a University-wide training programme for postdoctoral researchers through the Post Doc Development Hub. The aim of the hub is to deliver programmes of maximum relevance to the needs of Postdoctoral Researchers at UCC, that increase the skills and employability of Postdoctoral Researchers, develop research leaders of the future and provide innovative transferable skills training and professional development. In 2017, three research staff (2F/1M) have undertaken a Postgraduate Certificate in Teaching and Learning in Higher Education, which is offered online, free of charge to both academic and research staff. Data of research uptake prior to 2017 is unavailable.

Despite the wide range of courses provided, uptake by SOP research staff of career and development programmes is relatively low (**Table 4.6**). To encourage researcher staff university-wide to engage with the Post Doc Development Hub, a professional development certificate is now offered to those attending 10 sessions. A key action area identified is to support career development of postdoctoral research staff within the SOP, therefore it is important we understand why uptake

of the University's development training offering is low. We will explore this issue through postdoctoral researcher focus groups as part of **Action 4.1-4** outlined above.

Table 4.6. Numbers and gender breakdown of SOP postgraduate researchers who participated in University delivered professional development Courses between 2013 to 2016					
Year	F	M	%F	Total	% Total Postgraduate Researcher*
2013	1	1	50	2	18
2014	1	1	50	2	20
2015	1	2	33	3	75
2016	2	0	100	2	22

*Approximation based on 2016 postdoctoral researcher numbers

In addition to formal training, a key skill for academic success is the ability to present work and build a research network. To support research staff in this area of career development, the SOP will support research staff to organise and host an annual SOP research conference **Action 4.2-2**.

Action 4.2-2. Support research staff to organise and host annual SOP research conference and invite prospective internal and external collaborators

(iii) **Training** – describe the training available to staff at all levels in the department, including any equality and diversity training, leadership training, or other training opportunities related to career progression. Provide details of uptake and how existing staff are kept up-to-date with training.

Staff training is coordinated by HR and staff are informed about training via email. Training in other areas can be requested by staff and supported wholly or partially by the SOP and CoMH. Some key courses are designed to support the career progression of academic staff and uptake by SOP staff are listed in **Table 4.7**. Other examples of training courses supported locally by the SOP include First Aid Training (2016), Advanced Assessment (2015, 2016) and Media training (2017).

Table 4.7. Staff uptake of training courses for period 2013 to 2016					
Course Type	F	M	%F	Total	% Total Academic and Support Staff*
Mentor/Mentee	3	1	66%	4	14
Management and Leadership Development	3	2	66%	5	18
Aurora Women Only Leadership Development	2	0	100%	2	7
Teaching and Learning	7	4	64%	11	39

*Rough approximation based on 2016 staff number

The SOP encourages female staff to apply for the Aurora Women Only Leadership Development Programme and, to date, two female academics successfully completed this programme. The SOP recognises the benefits leadership training and mentorship/coaching bring to career development and a successful work-life balance. To support the career progression of female lecturers, which was identified as a key area for action following the self-assessment process, the SOP will encourage staff to participate in University supported Leadership and Mentorship programmes (**Action 4.2-3**).

In addition to training for career development, the SOP also promotes training to encourage a culture of equality and diversity within the School. In 2017, 13 SOP academic and support staff (6F/7M) 45% of total staff) undertook 'Unconscious Bias Awareness' training as part of UCC's AS initiative. As part of **Action 4.2-3** the SOP will encourage all staff members to complete this programme and also complete the Living Equality and Diversity (LEAD) training programme which is available online.

Research staff have limited input into the SOP's governance structure and limited opportunities to gain administrative experience outside their research groups; research staff are represented on only two SOP committees, the Health and Safety committee and SAT (**Figure 3.3**). In addition to demonstrating research and teaching capability, administrative capability is a key aspect of academic applications. To provide research staff with informal training in this area, the SOP will explore the feasibility of increasing research staff representation in the organisational, administrative and governance aspects of the SOP **Action 4.2-4**.

Action 4.2-3. Encourage staff participation in training programmes identified to aid career progression and encourage a culture of equality and diversity. Key programmes identified include University supported Leadership and Mentorship programmes, Unconscious Bias Awareness' training and Living Equality and Diversity (LEAD) training

Action 4.2-4. Explore the feasibility of increasing research staff representation in the organisational, administrative and governance aspects of the SOP

4.3 Flexible working and managing career breaks

- (i) **Cover and support for maternity and adoption leave** –explain what the department does (beyond the institutional maternity policy package) to support staff before they go on maternity leave. Discuss arrangements for covering work during absence, arrangements to enable staff to keep in touch during absence, and how staff are supported on their return. Comment on any differences in maternity leave provision for staff on fixed-term contracts.

Due to the SOP staff age profile and percentage of female staff, maternity leave is a relatively common occurrence, compared to other academic units. Since establishment, four academic staff took maternity leave on six separate occasions. Between 2013-2016, two female academic staff took maternity leave. Currently, two lecturers are on maternity leave. Cover for academic staff on maternity leave is supported on a case-by-case basis at University level. The SOP applied for and was successful in achieving 50% backfill for the academic staff currently on leave.

Of the five survey respondents (3F/2M) who took some form of family leave, 3 (2F/1M) stated that colleagues took on “some/all of my responsibilities during my family leave” and the three female staff stated they covered some of their responsibilities during leave. When respondents were asked about particular difficulties, two female staff noted; no support for research activities, high teaching load on return, and finding out about new systems and/or policies upon return.

Maternity leave is less common for research staff. Currently, one postdoctoral researcher is on maternity leave and the first researcher to avail of maternity leave whilst employed by the SOP. Cover for researcher is provided by the research funder, Science Foundation Ireland which the PI applied for and was successfully awarded.

New policies relating to University support introduced as part of the Institutional action plan resolve in some small measure the difficulties encountered prior to going on maternity leave. For example, the initiative to provide car-pooling reserved spaces for the 28th week of pregnancy onwards was found to be particularly useful for the SOP researcher prior to leave, **Box. 4.1.**

Box 4.1 Statement from postdoctoral researcher in relation to car-pooling support

‘The facility that was very useful for me was access the car-pooling reserved spaces in the last trimester of my pregnancy. It was ideal for me rather given the frequent hospital and doctor appointments at that stage. It was easy to catch my appointment and return to work avoiding the long wait times at the bus stops’ Postdoctoral researcher prior to maternity leave

Maternity leave experiences and attitudes is a key area identified by the self-assessment process for improvement due to their importance for the academic career progression of female lecturing staff. As part of the Athena Swan initiative the SOP will locally support staff returning from maternity leave in addition to other forms of extended caring leave **Action 4.3-1**. The SOP Manager attended a national, AS Ireland sponsored workshop on ‘Managing Working Parents’ designed for line managers in NUI Galway in Oct 2017. Building on this training the School Manager will schedule meetings with staff returning for maternity leave to ensure they are aware of supports locally in the SOP and at University level. The SOP has committed to provide a grant up to 2K which academic and research staff can apply for, upon return from a prolonged period of carers leave. This fund will be in addition to the 5K grant available at University level for academic staff returning from maternity leave, introduced as part of the Institutional action plan.

Action 4.3-1: Schedule meetings for staff returning from maternity leave with SOP manager to ensure they are aware of supports locally in the SOP and at University level. Provision of a grant up to 2K by School which academic and research staff can apply for upon returning from a prolonged period of carers leave such as maternity leave.

- (ii) **Maternity return rate** – *provide data and comment on the maternity return rate in the department and, where possible, the proportion of staff remaining in post 6 and 12 months after return.*

All academic staff who took maternity leave while in the SOP returned to their posts and are still in their posts (>12 months after return). Since 2016, all staff are offered one-to-one coaching on transitioning to motherhood and are briefed on the range of enhanced supports available by University HR.

Nursing mothers are also supported by the provision of a room dedicated for Nursing Mothers/Baby Changing and First Aid within the Cavanagh Pharmacy Building. This facility was identified as being particularly useful during discussions with a female academic returning for maternity leave (**Box 4.2**).

Box 4.1 Statement from academic staff in relation to nursing facility in the Cavanagh Pharmacy Building

'I was back to work from my maternity leave after 6 months and found the nursing room very useful. As I was still breastfeeding I used the room every day for about 40 minutes for expressing the milk. It was the most convenient way to have milk for my baby while I was away. I did not have to travel back home in the middle of the day to feed my baby and I could focus on my work. If I had not had this facility available, I would probably prolong my maternity leave as I did not want to stop breastfeeding in the early age of my child's life'.

- (iii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave, adoption leave and parental leave by gender and grade. Discuss whether the rates of uptake for this leave have changed. Provide details on the department's paternity package and arrangements.

The uptake of family leave, other than maternity leave, amongst SOP staff is low considering the high proportion of staff with caring responsibilities. Between 2013-2016, only one male staff member availed of the three days paid paternity leave provided by UCC. Since 2016, two weeks paid paternity leave was introduced nationally and staff were informed of this change through UCC's new maternity and paternity policy and guidance pack which includes a new 'Fathers at Work' policy introduced as part of the Institutional action plan. In 2017 one research staff member availed of this paternity leave. No staff in the School availed of adoptive leave or parental leave during the assessment period.

The survey results show concerns relating the impact of family leave on career progression (**Table 4.8**).

Table 4.8. Staff survey feedback on attitude to impact of family leave on career		
Statement	Strongly Agree/Agree	
	Female	Male
Taking family leave at the School would negatively impact my career	12/18 responses (67%)	4/10 responses (40%)
Taking family leave has negatively impacted the career(s) of my colleague(s)	3/12 responses (25%)	1/8 responses (13%)

To improve staff attitudes to the impact of family leave on career development, case studies will be developed around staff who have taken extended family to show their career progression. This

initiative will be part of **Action 4.3-2** which is focused on improving work life balance for staff with caring responsibilities.

Action 4.3-2: Lobby university for implementation of cover for all staff on maternity leave. Develop case studies to show examples of the career development of staff who had availed of maternity leave. Implement a three-part lecture series on 'Improving the work life balance for the working parent and/or caregiver'. Help to improve understanding of challenges of work life balance.

(iv) Flexible working – *comment on whether there is a formal or informal system for flexible working in place. Provide data on application and success rates by gender and grade, commenting on any disparities. Give details of the support and training provided for managers in promoting and managing flexible working arrangements, and of how the department raises awareness of the options available.*

The rates of awareness among survey respondents to flexible working policies in UCC varied: Career Break (75%); Reduced Working Week (63%), Sabbatical Leave (92%), Unpaid Leave of Absence (75%); Shorter Working Year (54%,); Flexible Working (42%). From 2013-2016, two female lecturers availed of sabbatical leave (one in 2013 and one in 2016) and one female support staff availed of the Shorter Working Year policy in 2014 and 2016.

Survey results show a relatively high level of satisfaction amongst staff with respect to flexible hours. Of 24 respondents, 69% (12F/6M) felt they could work flexible hours if they need to and 42% (9F/2M) negotiated flexible working hours on an informal basis, locally, with their line-manager/PI/supervisor. 64% (18(12F/6M) out of 2 (18F/10M) respondents agreed that flexible working was supported in the SOP and 79% % (22 (14F/8M) out of 28 (18F/10M) agreed that they would be comfortable discussing flexible working arrangements with line manager/Head of School. Parking emerged as a major impediment to flexible working arrangements that in the survey responses, **Box 4.3**.

Box 4.3 Statements from staff in relation to impact of car-parking on flexible working

'Improvements on car parking situation necessary to support flexible morning start time'

'parking is crazy during term and I come in really early to get a space. It would be useful if I could start early and leave early'

Flexible working can improve work-life balance and assist staff with caring responsibility to maintain career progression which is a key area for action in the SOP. However, aspects of flexible working and working off-site can be challenging in terms of efficiency and supervision. Therefore, we will identify ICT supports, innovative car-parking/transport solutions to improve the flexi-working experience and provide training and support for staff flexi-working to maximize effectiveness and maintain connectivity.

Action 4.3-3 Identify ICT supports, innovative car-parking/transport solutions to improve the flexi-working experience and provide training and support for staff flexi-working to maximize effectiveness and maintain connectivity.

4.3 Organisation and culture

- (i) **Representation of men and women on committees** – *provide a breakdown by committee and explain any differences in gender representation. Explain how potential members are identified and comment on any consideration given to gender equality in the selection of representatives. Identify the most influential committees in the department and comment on how women are encouraged to participate in these and other influential external committees. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women.*

As described in **section 3.1**, the SOP is administered through a committee structure, **Figure 3.3**. The membership of these committees is comprised of SOP staff with student representatives on the SOP Board. Because the overall cohort of staff within the School is small, the turnover or changeover of committees has remained static unless a staff member resigned from the University. Hence for the period of 2013 to 2016 data represented has been pooled.

The gender breakdown of the SOP committee membership is shown in **Table 4.9**. Female representation on these committees is high. Excluding the SOP Board and Executive, which the HoS chairs, chairpersons of committees is gender balanced (50%F (5F/5M)).

Table 4.9. Composition of Gender balance of SOP Committees (2013-2016)					
Committee	Female	% Female	Male	% Male	Chairperson
School Board	16	59%	11	41%	M*
School Executive	4	57%	3	43%	M*
AS Self-assessment team	8	62%	5	38%	F
Teaching and Curriculum	2	40%	3	60%	F
Research and Graduate Studies	4	80%	1	20%	M
Health and Safety Committee	1	20%	4	80%	M
Promotion of Pharmacy Committee	2	75%	3	25%	F
Mature Student Sub-Committee	2	67%	1	33%	M
Staff/Student Sub-Committee	3	75%	1	25%	F
Timetable working group	2	50%	2	50%	M

*Chaired by the Head of School.

Female staff are well represented amongst School officers, e.g. programme directors (2F/1M), BPharm year coordinators (2F/2M), Erasmus co-ordinator (1F) and seminar co-ordinator (1M). Analysis of gender break down on SOP representatives on CoMH and University Committees reveals a low level of female representation in CoMH, relative to the staff gender ratio, **Table 4.10**.

Table 4.10. SOP staff representation on CoMH and University Committees (2013-2016)			
CoMH Committee	Gender SOP Rep.	University Committee	Gender SOP CoMH Rep
College Graduate School	M	Animal Experimentation Ethics	M
College Research and Graduate Studies	2M	Biological Safety	F
College Teaching and Curriculum	2F/1M	Biological Services Unit Policy	F
E-Learning/Assessment	M	Appeals	F
College Library	M	Lecturer Promotions and Establishment Board	M

STEM to STEAM	2F		
Total	10 (4F/6M)	Total	5 (3F/2M)

As engagement in SOP, CoMH and University administration is considered as an important aspect of career development and promotion in UCC, **Action 4.4-1** has been designed to encourage increased female participation in the administrative committees and roles.

Action 4.4-1: Emphasise the importance of an administrative experience to academic staff as part of the PDRS and updates on promotional criteria to SOP Board. Consider gender balance when filling committee roles

- (ii) **Workload model** – *describe the systems in place to ensure that workload allocation—including pastoral, administrative and outreach responsibilities—is fair, and whether this is taken into account at personal development review and in promotion criteria. Comment on the rotation of responsibilities; for example, those with a particularly heavy workload (such as leading on preparing an Athena SWAN submission) and those that are particularly valuable for an individual’s career progression. State whether staff are aware of the details of the workload model and its outcomes, whether they consider it to be transparent and fair, and whether there are any gender differences in this regard.*

Prior to October 2017, the School did not have a clear workload model and was working with the University’s pilot Academic Workload Distribution Model (ADWM). However, the staff survey highlighted a low level of staff understanding and satisfaction in relation to the ADWM, regardless of gender, **Table 4.11**.

Table 4.11. Staff survey feedback on attitude to University’s pilot Academic Workload Distribution Model (ADWM)			
Statement	Strongly Agree/Agree		
	Female	Male	Overall %
I am familiar with the details of the ADWM	2/6 responses (33%)	3/5 responses (60%)	5/11 responses (46%)
The ADWM enhances transparency and fairness in relation to workload distribution	0/6 responses (0%)	1/5 responses (20%)	1/11 responses (10%)

To address the shortcoming of the current University ADWM, the HoS has developed and started the implementation of a transparent ADWM locally within the SOP, and staff engagement in same commenced earlier this year. The SOP Board has indicated that this should be an action point as part of the AS process in Sept 2017 (**Action 4.4-2**). The initial model based on teaching distribution was agreed by the SOP Board in November 2017. This model will continue to develop to take into account research, administrative (including pastoral) and outreach activities.

Action 4.4-2: Implement a transparent workload model for academic staff, while the University's pilot ADWM is being finalised

*(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with caring responsibilities and part-time staff; for example, what the department considers to be core hours and the systems in place to prevent particular staff being excluded from specific activities.*

93% of respondents (16F/9M) strongly agree that key meetings should be held within core hours of 10.00-16.00 to make it easier for part-time staff with caring responsibilities to attend. Since the University adopted the AS charter, the CoMH and SOP has endeavoured to schedule all meetings between the hours of 10.00 – 16.00. Due to extensive teaching commitments, it is not possible to identify a time slot when all staff are available to attend SOP meetings, therefore meeting times alternate for SOP Board and Executive to increase staff participation.

Survey responses indicated that 86% (24/28 (56%F)) respondents felt that staff meetings are inclusive, easy to attend and sufficient notice is provided to enable planning for those with caring responsibilities. Four female staff (4F/18F (22%Female staff)) did not agree timing of formal social gatherings makes it feasible for them to attend. Hence, the School is piloting holding some social gatherings during lunch breaks to facilitate a more inclusive environment, **Action 4-4-3**.

Action 4.4-3 Pilot scheduling key social events during normal working hours

- (iv) **Visibility of women as role models** – *comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.*

The School promotional material strives to represent diversity in terms of male/females and ethnicity, in its promotional materials, student recorded testimonials and on its website. The SOP will continue to monitor gender balance and diversity on all promotional materials.

The SOP runs an annual seminar series. The 2013-2016 the series accommodated 21 male and 6 female speakers (22%F). Gender balance of this series is now monitored and the SOP aims to increase female representation of this series and annual SOP research conference by proactively identifying and inviting leading female academic role models.

Action 4.4-4 Monitor and increase gender balance of SOP seminar series and annual SOP research conference by proactively identifying and inviting leading female academic role models.

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.*

Feedback from the AS survey demonstrated that there is strong awareness among staff about how people should behave towards each other within the School and it is tremendous to note that 89% ((15F/18F) and (10M/10M)) staff feel that the prevailing culture and atmosphere within the SOP is female-friendly and inclusive. Furthermore 93% ((15F/17F) and (10M/10M)) of participants feel that they are treated fairly and with merit, without reference to gender, family status, sexual orientation, religion, age, disability, race or membership of the Traveller Community.

Social events are organised for all staff annually to celebrate end of semester. Social events are organised for postgraduate students and research staff by PIs at the end of year.



Figure 4.1 Image of lab lunch with academic, support, research staff and postgraduate research students

The SOP supports the Pharmacy student society which organises a busy schedule of events for undergraduate and postgraduate students. Examples of these include; career talks, lectures, mini-symposium Pharmacy Ball, PharmCup, Health and Fitness Masterclass, Movie Night, Make up and Skincare Masterclass, Mental Health Talk, Book Sale, Charity Cake Sale and Welcome Back Party to name a few!



Figure 4.2 Pharmacy Society 'Actavis student of the year 2016/17' Nguyen Quang Long presented his award by his fellow students at the Pharmacy Ball

The SOP is supportive of student challenges as they arrive. Two undergraduate students have become pregnant and given birth during their studies. SOP supported both students through their studies. Practical supports for a current 3rd year student who is a recent mother include moving the timing of internship and allowance to repeat exams without capping of marks. These supports have facilitated the student continue her studies.

The School strives to celebrate achievements of students and recognising the diversity of student achievements. The SOP recently celebrated its female students who were part of the All Ireland winning Camogie squad.



Figure 4.3 Well Done, Amy O'Connor and Niamh McCarthy! Delighted to welcome the O'Duffy All Ireland Senior Camogie Trophy to the School of Pharmacy UCC 24th October 2017

Conscious of the increasingly diverse nature of students and staff in the SOP, from 2019 diversity training will be introduced for all 1st year undergraduate students as part of their orientation (**Action 4.4-5**).

Action 4.4-5 Present an 'introduction to diversity' training to all 1st year undergraduate students as part of their orientation by 2019

(v) **Outreach activities** – *state the proportion of men and women involved in outreach and engagement activities. Comment on the uptake of these activities by gender, where possible.*

Staff representation at outreach events organised by the SOP are gender balanced with respect to staff and student representation. The SOP runs an open day for senior cycle students in January each year to provide prospective students with a glimpse into the day in the life of pharmacy students. In the period 2013-2016 the breakdown of students attending has been predominantly female (2013 (50F/5M (89%F)), 2014 (34F/20M (63%F)), 2015 (39F/18M (69%F)) and 2016 (49F/16M (75%F)).



Figure 4.4 SOP staff member undertaking role play with secondary School student during visit during an SOP Open Day

In 2016, three female academic staff, three female research staff and four female PhD students undertook training in outreach organised by Smart Futures (Science Foundation Ireland) with the aim of stimulating interest in STEM subjects in secondary school and at third level. The University offers a postgraduate module 'Scientific Outreach and Communication' which one SOP female PhD student completed and a second is undertaking.



Figure 4.5 SOP Postgraduate student Carol McCarthy explaining science to budding scientists at the National Ploughing Championships in 2016

Outreach activities outside open days and recruitment fairs are not tracked by the SOP. SOP has a dual mandate in its outreach activities; 1) to promote STEM careers to under-represented female students and 2) to improve the gender balance in the Pharmacy profession (**Action 3.3**).

(vi) **HR policies** – *describe how consistently HR policies about equality, dignity at work, bullying, harassment, grievance and disciplinary processes are applied and followed in practice. Describe how the application of HR policies in the department is evaluated.*

The majority of respondents to the staff survey agreed that the prevailing culture and atmosphere in the School is female-friendly and inclusive. However, survey results also revealed a high number of female staff with concerns regarding reporting unfair treatment of staff (**Table 4.12**).

Table 4.12. Staff survey feedback on the working environment in the School of Pharmacy		
Statement	Strongly Agree/Agree	
	Female	Male
The prevailing culture and atmosphere in the School is female-friendly and inclusive	15/17 responses (88%)	10/10 responses (100%)
If I felt unfairly treated, I would feel comfortable reporting it	7/17 responses (41%)	9/10 responses (90%)
If I witnessed others treated unfairly, I would feel comfortable reporting it	9/17 responses (53%)	9/10 responses (90%)

To better understand the reasons for, and to relieve the concerns amongst female staff with respect to reporting unfair treatment, the School Manager will emphasise the University's policies to support staff dealing with grievance and disciplinary issues. This information will also be highlighted in the SOP induction booklet for new staff (**Action 4.1-2**) and for existing staff at the SOP Board. A meeting will be organised for female staff in conjunction with UCC's Athena Swan Project Officers to explore reasons for reluctance to report unfair treatment. This meeting will be facilitated by a person external to SOP (**Action 4.4-6**). This supports the overall strategy of the SOP to promote and encourage a culture of diversity and inclusivity within the SOP in line with the University's "Duty of Respect and Right to Dignity" policy

Action 4.4-6 Emphasise the University's policies to support staff dealing with grievance and disciplinary issues in the SOP induction booklet for new staff and at the SOP Board for existing staff. Conduct a focus group with female staff to explore the reasons for reluctant to report unfair treatment.

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5. Action plan

The Action Plan should be presented as a table, comprised of prioritised actions to address the issues identified in this application. For each action, an appropriate success/outcome measure should be defined, as well as the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations **for the next three years**. Actions, and their measures of success, should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imebound (SMART)

Action	Description	Rationale	Responsibility	Timeframe		Deliverable/Measure of Success
				Start date	End date	
2 Self-assessment Process						
2.1	Survey of staff every two years	To assess progress in specific action items in plan To assess staff attitudes to issues where there is a lack of data Identify issues that may arise in the two year time period	Chair SAT	June 2019	August 2020	Response rate of > 80% across both genders (Current response rate 72%F/77%M).
2.2	Review membership of AS SAT annually to ensure comprehensive staff and student representation	To ensure comprehensive staff and student representation Expand composition to undergraduate students	SAT	Feb 2018	Ongoing	SAT membership with representation of academic/support/research staff/ students /male/female. Two undergraduate students on SAT from Feb 2017
2.3	AS annual written report will be submitted to the SOP Board and accessible to all staff.	To assess progress in specific action items in plan Identify and address issues that arise with new data and include recommendations for action	Chair SAT	Dec 2018	Ongoing	Annual review and dissemination of SOP AS action plan implementation to all staff Identification of issues that rise from new data gathered and development of appropriate actions to address
3 Description of School						
3.1	Target promotion of pharmacy degree to male students by aiming for a minimum of 50% male staff and student representation at UCC open days and outreach events, review of any new promotional material to include male students/staff/pharmacist representation and provide a 40% quota of places for male students for SOP open day.	Under representation of male students on the pharmacy degree programme Increased feminisation of the Pharmacy profession in Ireland and the UK	Culture and organisation subgroup Promotion of Pharmacy committee	Aug 2018	Ongoing	Increase the male student participation in SOP open day to 40% by 2020

3.2	Collect data on why students exit SOP programmes prior to graduation	<p>There is a lack of accurate data related to the reasons students exit SOP programmes at undergraduate and postgraduate levels</p> <p>This data is required to assess if gender related issues are resulting in students exiting programmes</p>	Chair of SOP T&C	Sept 2018	Ongoing	Annual report showing reasons for student dropout from programmes based on gender
3.3	Collect data on applications and acceptances for advertised postgraduate research studentships	<p>There is no data available to determine the numbers and gender of applicants applying for PhD studentships which are a key step on the academic career path</p> <p>This data is required to assess gender balance of applicants compared to acceptances</p>	<p>Career Development SAT subgroup</p> <p>Chair of the Research and graduate studies committee</p>	Jan 2018	Ongoing	Annual report detailing number of studentships advertised, and gender breakdown of applicants and acceptances
3.4	<p>Collect and monitor research staff data by gender in relation to recruitment and departure</p> <p>Design forms to capture, (1) researcher recruitment data by gender at each stage of recruitment and composition of selection committees by April 2018 and (2) reasons for research staff leaving and next position by April 2018</p> <p>Both forms will be approved by School Board</p>	<p>Current researcher recruitment records do not allow for collection of gender disaggregated data</p> <p>There is no data related to why research staff leave and their next position</p>	<p>Career Development SAT subgroup</p> <p>SOP manager</p>	Jan 2018	Ongoing	<p>Annual report showing</p> <ul style="list-style-type: none"> • Completion rates of both forms by PIs • Researcher recruitment numbers and gender; applications, shortlisted and offers • Reasons for researcher departure and next destination <p>Review of data by SAT and actions revised in light of data</p>

4.1- Key career transition points						
4.1-1	Encourage female staff to apply for promotion by discussing promotion possibilities during PDRS and supporting women applying for positions by assigning a mentor to advise on application and interview process, once they have expressed their intention to apply for a position	Percentage females applying for academic positions (approx. 50%) is low compared to ratio amongst research and academic staff (66%)	Key career transition points subgroup	Jan 2018	Ongoing	Female applicants for academic posts increase 20% from current level Data showing research and academic staff departures to career advancing positions
4.1-2	PI to emphasise formal university orientation programme as part of the induction programme for SOP research staff. SOP manager to develop a School of Pharmacy Induction Booklet for new staff in collaboration with administration staff and input for all SOP staff	Research staff uptake of formal University orientation programme is low 27% (4F/10F (40% female staff) and 0M/5M (0% male staff) Improve the induction experience for all staff, with a particular emphasis on research staff.	Key career transition points subgroup SOP Manager	April 2018	April 2019	Increased uptake of university orientation programme by research staff (increase to 60%) Increased satisfaction level of new appointees with local induction training (increase to 80%), current level 67% (6 (4F/2M) out of 9 (6F/2M))
4.1-3	Encourage all staff to participate in the e-performance system for PDRS that is being piloted in the SOP. Promote the importance of PDRS for career development during induction of new staff and to all staff at SOP Board. Encourage training/retraining for all reviewers and reviewees	Current completion of PDRS by staff is low 50% based on survey results	Key career transition points subgroup HoS	June 2018	Dec 2018	Increased uptake of PDRS by staff (increase from 50% to 70%) Increased percentage of staff who find the PDRS beneficial (increase from 67% to 80%) 30% staff complete training/retraining provided for PDRS reviewers/reviewees

4.1-4	Engage with postdoctoral research staff through focus groups to determine the extent of the execution of personal development plans and challenges associated with their execution	Staff survey showed all postdoctoral respondents had completed a personal development plan but there was no data collected to determine if it was implemented or if they found it beneficial Career progression of research staff is a key area for action for the SOP and developmental reviews are considered an important part of career development	Key career transition points subgroup UCC AS Project Officers	May 2018	Sept 2018	Annual report detailing research staff attitudes, issues and suggestions in relation to personal development plans and available associated training
4.1-5	Prior the next call for promotions for academic staff, representatives from HR will be invited to give a presentation to academic SOP staff on changes to the progression/promotion schemes, highlighting any new criteria, gender balance on the promotions boards and the recognition of leave and flexible working Staff meeting the criteria for promotion will be encouraged to apply and will be supported in these applications by being assigned a mentor for the application process	Lack of promotional opportunities and clear promotion criteria has led to career stagnation for a number of SOP staff and staff dissatisfaction regarding promotion as evidenced in the staff survey. In response to the statement 'The promotion process is UCC is transparent and fair' 2/6 female (33%) and 1/5 male (20%) respondents agreed Career progression of research staff at lecturer level is a key area for action for the SOP	Key career transition points subgroup HoS/School Manager	April 2018	Ongoing	Increase satisfaction with fairness and transparency of promotional criteria (50%) Increase the number of staff applying for promotion compared to previous promotional calls; two (1F/1M) in last promotional round Lecturer to Senior Lecturer 2013 Increase the number of staff promoted compared to previous promotional calls; one male promoted in last call from Lecturer to Senior Lecturer 2013

4.1-6	SOP will aim for a minimum of 40% male or female representation on all recruitment selection committees. SOP will monitor and increase the percentage of staff on recruitment selection committees who have completed unconscious bias training	Female participation in selection committees between 2013-2016 were below the level of 40% committed to in the Institutional action plan	Key career transition points subgroup HoS and SOP executive	Jan 2018	Ongoing	Achieve a minimum of 40% of each gender on the SOP selection committees for academic and support staff 60% of research staff selection committees achieving a gender balance 40% of staff on selection committees to have completed unconscious bias training by 2020
4.2- Career development						
4.2-1.	In collaboration with the Pharmacy Student Society, and undergraduate representatives on the SAT, increase representation of academics and researchers at career events and the provision of a number of academic/research internships during 4-6-month internship in 4th year of BPharm Survey undergraduate students regarding interest in academic/research careers	To increase promotion of academic/research careers amongst SOP students Self-assessment process highlighted that focus on promotion of academic and research careers within the SOP could be improved	Career Development SAT subgroup Promotion of Pharmacy committee	Sept 2018	Sept 2020	Report a baseline data on undergraduate student attitudes to academic and research careers in AS annual report 2019 Re-assess attitudes in 2020 AS annual report to determine if student attitudes to academic and research careers has changed. Target 10% undergraduate students of both genders expressing an interest in academic and research careers when surveyed
4.2-2.	Support research staff to organise and host annual SOP research conference and invite prospective internal and external collaborators	Identified by Career Development SAT subgroup as an innovative proactive action to aid career progression of postdoctoral research staff as it will aid development of research staff profiles, broaden network and demonstrate organisation skills	Career Development SAT subgroup SOP Chair of Research & Graduate Studies Committee	June 2018	Ongoing	Inaugural SOP research conference in March 2019 Minimum of 40% female invited speakers

4.2-3	Encourage staff participation in training programmes identified to aid career progression and encourage a culture of equality and diversity. Key programmes identified include University supported Leadership and Mentorship programmes, Unconscious Bias Awareness' training and Living Equality and Diversity (LEAD) training	Staff uptake of professional development training and mentorship schemes are low (14% staff engaged in mentorship programme). Leadership training and mentorship have been shown to facilitate staff career development and work-life balance. Unconscious Bias training and Living Equality and Diversity (LEAD) training will help promote a culture of equality and diversity within the School	Career Development SAT subgroup Culture and organisation subgroup	Jan 2018	Ongoing	Minimum of one case study on SOP newsletter/news feed highlighting career development benefit of specific training Sept 2020 to promote increased uptake of training 60% of staff having completed Living Equality and Diversity (LEAD) training programme by September 2020 60% of staff having completed unconscious bias training September 2020
4.2-4	Explore the feasibility of increasing research staff representation in the organisational, administrative and governance aspects of the SOP	Currently research staff have limited representation or voice in SOP governance structure (represented on two committees) Administration capability is criteria requested for most academic positions	Career Development SAT subgroup School Board	Jan 2018	Jan 2019	Postdoctoral researcher representatives on four committees in SOP (currently represented on two)

4.3 – Flexible working and managing career breaks						
4.3-1:	<p>Schedule meetings for staff returning from maternity leave with SOP manager to ensure they are aware of supports locally in the SOP and at University level.</p> <p>Provision of a grant up to 2K by School which academic and research staff can apply for upon returning from a prolonged period of carers leave such as maternity leave.</p>	<p>To support SOP staff returning from extended carers leave to assist in reintegration and support career development.</p> <p>Due to the demographics of the SOP staff maternity leave is a relatively common occurrence</p> <p>A number of staff have caring responsibilities e.g. elderly relatives</p> <p>Survey results show that 3/12 Female (25%) and 1/8 (13%) male respondents agreed that taking family leave has negatively impacted the career(s) of my colleague(s)</p>	<p>Flexible working and career breaks subgroup</p> <p>School Manager</p>	Jan 2018	Sept 2020	<p>Increased level of support by SOP recognised by staff in subsequent surveys through targeted questions</p> <p>Key challenges of staff identified and supported which can form the basis of example case studies which can be used to demonstrate the feasibility of taking family leave and subsequently progress in an academic career.</p>
4.3-2	<p>Lobby university for implementation of cover for all staff on maternity leave.</p> <p>Develop case studies to show examples of the career development of staff who had availed of maternity leave</p> <p>Implement a three-part lecture series on 'Improving the work life balance for the working parent and/or caregiver'. Help to improve understanding of challenges of work life balance.</p>	<p>To improve the experience and attitude of all staff in relation to family leave</p> <p>Staff surveyed indicated that they covered duties while on leave or the burden of their duties was shared by their colleagues</p> <p>Staff indicated that taking family leave at the School would negatively impact their career 67% F and 40% M</p> <p>To increase understanding of the key influencing factors that contribute to happiness in both work place and home.</p>	<p>Flexible working and career breaks subgroup</p> <p>HoS</p>	Sept 2018	June 2020	<p>100% cover for academic and research staff on maternity leave</p> <p>Reduction in the levels of staff who believe that family leave would impact on their career (30%) as measured by staff survey</p>

4.3-3	Identify ICT supports, innovative car-parking/transport solutions to improve the flexi-working experience and provide training and support for staff flexi-working to maximize effectiveness and maintain connectivity.	The majority of staff were satisfied with SOP support for flexible working (69% (12F/6M) felt they could work flexible hours if they needed. This action is to address the challenges to flexible working identified within the staff survey, e.g. parking, and other widely recognised challenges such as interaction and supervision	Flexible working and career breaks subgroup	Jan 2018	Ongoing	<p>Consultation with staff regarding challenges related to flexible working (June 2018)</p> <p>Consider innovative transport solutions such as SOP bikes to reduce parking challenges</p> <p>Identify best practice ICT supports and practices from other sectors (Sept 2018)</p> <p>Survey staff availing of flexi-working regarding whether supports and training implemented have helped maximize effectiveness and maintain connectivity. (60% agreement considered a success)</p>
4.4. – Organisation and culture						
4.4-1	<p>Emphasise the importance of an administrative experience to academic staff as part of the PDRS and updates on promotional criteria to SOP Board</p> <p>Consider gender balance when filling committee roles</p>	<p>Encourage increased female composition and Chair of School/External Committees through SOP Board and during PDRS</p> <p>Representation of female staff as representatives on CoMH committees are low (40%) relative to staff gender ratio (66%)</p>	<p>Culture and organisation subgroup</p> <p>SOP Executive</p>	Sept 2017	Sept 2020	<p>Increase female chairs of SOP committees to 50% by Sept 2020</p> <p>Increase female representation on CoMH committees to 50% by Sept 2020</p>
4.4-2	Implement a transparent workload model for academic staff, while the University's pilot ADWM is being finalised	Low level of staff understanding and confusion in relation to current University ADWM; (0/6 (0%Female) and (1/5 (20% Male) respondents agreed ADWM enhances transparency and fairness in relation to workload distribution	<p>Culture and organisation subgroup</p> <p>HoS</p>	Sept 2017	Sep 2019	Increase staff satisfaction with transparency and fairness of ADWM in relation to workload distribution (Increase from 10% to 50%)

4.4-3	Pilot scheduling key social events during normal working hours	Number of female staff 22% (4/18) have indicated it is not feasible to attend at current scheduled times	Culture and organisation subgroup School Manager	Sept 2017	June 2018	Review female participation in social events scheduled at lunch times and gather feedback annually Increase the feasibility of female staff participating in social events from 67% to 80% by June 2020
4.4-4	Monitor and increase gender balance of SOP seminar series and annual SOP research conference by proactively identifying and inviting leading female academic role models.	Low number (22%) of female invited speaker to seminar series	Culture and organisation subgroup Seminar series co-ordinator	June 2018	Sep 2019	Increase percentage of females invited seminar speakers from 22% to 40% by 2019 Achieve 40% women invited speakers at annual research day
4.4-5	Present an 'introduction to diversity' training to all 1 st year undergraduate students as part of their orientation by 2019	Maintain and improve staff and student experiences within the SOP with respect to gender and ethnic diversity	Culture and organisation subgroup 1 st year co-ordinator	Jan 2018	June 2019	80% uptake of introduction to diversity training by 1 st year students June 2019
4.4-6	Emphasise the University's policies to support staff dealing with grievance and disciplinary issues in the SOP induction booklet for new staff and at the SOP Board for existing staff. Conduct a focus group with female staff to explore the reasons for reluctant to report unfair treatment.	Survey responses revealed that 41% female respondents agreed with the statement 'If I felt unfairly treated, I would feel comfortable reporting it', compared to male counterparts where the level of agreement was 9/10 responses (90%)	Culture and organisation subgroup UCC AS Project Officers	Aug 2018	Aug 2019	Increase in female staff agreeing with the following statement 'If I felt unfairly treated, I would feel comfortable reporting it' from 41% to 67%