# Department Application

# Ireland

Silver Award

# ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## 1. ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## 2. COMPLETING THE FORM

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

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

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

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

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

## 3. WORD COUNT

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

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

We have provided the following recommendations as a guide.

| Department application | Silver | Application |
|---|---|---|
| **Word limit** | **12,000** | **11,974** |
| *Recommended word count* | | |
| 1.Letter of endorsement | 500 | 750 |
| 2.Description of the department | 500 | 446 |
| 3. Self-assessment process | 1,000 | 1,167 |
| 4. Picture of the department | 2,000 | 2,071 |
| 5. Supporting and advancing women's careers | 6,500 | 6,556 |
| 6. Case studies | 1,000 | 984 |
| 7. Further information | 500 | |

| | | |
|---|---|---|
| **Name of institution** | University College Cork | |
| **Department** | School of Pharmacy | |
| **Focus of department** | STEMM ✔ | AHSSBL |
| **Date of application** | November 2021 | |
| **Award Level** | **Bronze** | **Silver** ✔ |
| **Institution Athena SWAN award** | **Date: March 2020** | **Level: Bronze** |
| **Contact for application** <br> Must be based in the department | Dr Kevin Murphy | |
| **Email** | kevin.murphy@ucc.ie | |
| **Telephone** | +353 21 4901681 | |
| **Departmental website** | https://www.ucc.ie/en/pharmacy/ | |

## 4. CONTENTS

## GLOSSARY OF ABBREVIATIONS

| | |
|---|---|
| 1H | First-class honours |
| 2H1 | Upper second-class honours |
| 2H2 | Lower second-class honours |
| APC | Alimentary Pharmabiotic Centre |
| 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 |
| DARE | Disability Access Route to Education |
| DSS | Disability Support Service, UCC |
| ECU | Equality Challenge Unit |
| EDIC | Equality, Diversity, and Inclusion Committee of School of Pharmacy |
| EDIU | Equality, Diversity, and Inclusion Unit, UCC |
| EU | European Union |
| F | Female |
| FTE | Full-Time Equivalent |
| GPhC | General Pharmaceutical Council |
| HEA | Higher Education Authority |
| HEAR | Higher Education Access Route |
| HEI | Higher Education Institution |
| HoS | Head of School |
| HR | Human Resources |
| L A/B | Lecturer, Above the Bar |
| L B/B | Lecturer, Below the Bar |
| LC | Leaving Certificate |
| LEAD | Living Equality and Diversity |
| M | Male |
| MPharm | Master of Pharmacy |
| MScCP | MSc Clinical Pharmacy |
| MScPTQS | MSc Pharmaceutical Technology & Quality Systems |
| PDP | Professional Development Plan |
| PDR | Post-Doctoral Researcher |
| PDRS | Performance & Development Review System |
| PG | Postgraduate |
| PGR | Postgraduate Research |
| PGT | Postgraduate Taught |
| PI | Principal Investigator |
| PSI | Pharmaceutical Society of Ireland |
| PSS | Professional and Support Staff |
| RA | Research Assistant |
| RCSI | Royal College of Surgeons |

| | |
|---|---|
| RF | Research Fellow |
| ROI | Republic of Ireland |
| RSO | Research Support Officer |
| SAT | Self-Assessment Team |
| SFI | Science Foundation Ireland |
| SL | Senior Lecturer |
| SoP | School of Pharmacy (UCC) |
| SPDR | Senior Postdoctoral Researcher |
| SSPC | Solid State Pharmaceutical Centre |
| TCD | Trinity College Dublin |
| UCC | University College Cork |
| UCD | University College Dublin |
| UG | Undergraduate |
| WG | Working Group |

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

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

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

**Brendan Griffin Ph.D.**
Professor & Head of School

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**UCC**
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

19th November 2021

Dear Panel,

It is with great pleasure that I provide this letter of endorsement for UCC School of Pharmacy's (SoP) Athena Swan Silver award application. Since the establishment of the SoP just over 17 years ago, our School has undergone a remarkably successful journey in leading on teaching, research and community engagement. The central ingredient to success in the School has been our staff and their values in promoting an inclusive, respectful, and equitable working environment. The Athena Swan Bronze award in 2018 duly recognised our staff achievements to-date, and the Equality, Diversity and Inclusion Committee (EDIC) formed from that award has been driving the many positive lasting impacts described throughout this application.

Within the School, we collectively 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. Over the past few years, our staffing levels have grown and we have a talented, diverse, creative and motivated team of staff with ranges of experience, expertise and values. As Head of School, albeit only for over a year, I am acutely aware of the need to balance personal goals and professional career aspirations. I am also very conscious of the need within the University sector to support career progression of female staff and to address gender imbalances within senior management. My goal in the School is to actively support staff in advancing their careers and ensuring that the opportunities for career advancement are equitable, fair and open to all.

Our Athena Swan Self-Assessment Team members volunteered and actively contributed to this application and our Action Plan. Most of our staff responded to our staff survey (68%), and the SoP Board reviewed and provided feedback on the application's Action Plan. Our self-assessment led to real reflection in the School on the nuanced nature of gender representation in all the activities of the SoP. While women are well represented overall, disaggregated data show key areas for action.

- Low levels of male students participating in undergraduate/postgraduate taught programmes in a trend like other Pharmacy and healthcare profession programmes as well as the Pharmacy profession.
- While there has been a much-welcomed improvement in the distribution of roles since our 2017 Bronze application, significant effort is needed to prevent the undoing of the improvements to-date.

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Beyond job titles, further improvements are possible. The Chairs of influential SoP committees are still predominantly male (62% M). In our Action Plan we propose actions to remedy these issues.

A recurring theme in the feedback of the surveys and questionnaires is the perceived lack of transparency in SoP and university processes. This could be seen in feedback regarding maternity leave expectations, interview feedback, and reporting workplace harassment. The Action Plan includes many initiatives to increase transparency, from inviting representatives from the university to speak about processes such as reporting workplace harassment to shining a light on SoP processes for all staff. The benefits are twofold. Transparency increases confidence in the work of the SoP and empowers staff to suggest improvements in work practices. Secondly, transparency allows all staff to plan their career development trajectory without restrictions due to the gatekeeping of information.

I am passionate about EDI initiatives. A key ambition of mine is that the SoP is increasingly recognised internationally as a centre of excellence for research and innovation, a knowledge hub supporting creative learning for all staff and students, where no one gets left behind. I consider diversity a key driver of excellence and that creative solutions can only be achieved when everyone has the opportunity to innovate and barriers to knowledge-access are removed. Therefore, 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 direct reporting of the EDIC into the School Executive. Through the Action Plan, we will further improve the experience for all staff and students in the SoP. Improvements in data collection from subcommittees and outreach activities will allow for better planning and measurement of impact, and recognition of staff as people and not just workers through family social events and discussion of activities during maternity leave. We also recognise that the Action Plan is dynamic and will change as the impact of actions are realised to allow for continuous improvement.

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

Professor Brendan Griffin
Professor & Head of School | School of Pharmacy, University College Cork | Ireland

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**WORD COUNT: 750 WORDS**

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

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

The School of Pharmacy (SoP) was established in 2003 and in 2007 the Cavanagh Pharmacy Building was officially opened as a purpose-built facility for the staff and students of the SoP (Figure 2.1).



*Figure 2.1. School of Pharmacy exterior and interior*

The SoP is one of six Schools under the College of Medicine & Health (CoMH) (Figure 2.2) and has been a leader in the training of pharmacists and pharmaceutical scientists for community and hospital pharmacy, the pharmaceutical industry as well as academic research. This is reflected in the consistent high ranking of the SoP in the Global QS rankings; the School has been in the top 150 since 2017.
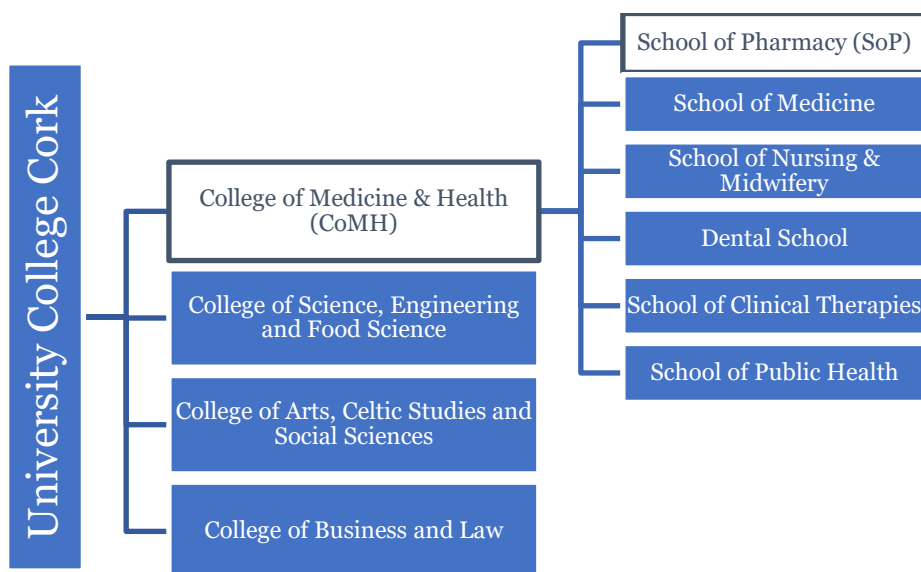
*Figure 2.2. School of Pharmacy within the UCC organisational chart*

The SoP provides three taught programmes (Table 2.1), and postgraduate research (PGR) degrees (PhD and MSc (Research)). Pharmacy undergraduate (UG) degree intake is primarily from Leaving Certificate (LC) students. Students are initially enrolled in a 4-year BPharm (Hons) programme and upon successful completion, are enrolled in a 1-year MPharm programme. MPharm graduates are eligible to work as qualified pharmacists. Students undertaking the Clinical Pharmacy and Pharmaceutical Technology and Quality Systems degrees work in patient-facing clinical roles and in the pharmaceutical industry respectively. The former seeks to enhance clinical pharmacy knowledge and practice skills, while the latter seeks to fulfil the EU educational requirements for Qualified Person status. Both programmes are part-time distance-learning programmes.

*Table 2.1. School of Pharmacy taught programmes*

| Name | Duration | Course type | Qualification |
|------|----------|-------------|---------------|
| Pharmacy (BPharm + MPharm) | 5 years | Full time | MPharm |
| Clinical Pharmacy (MScCP) | 2 years | Part time | MSc |
| Pharmaceutical Technology and Quality Systems (MScPTQS) | 2 years | Part time | MSc |

The SoP is academically organised with input from four disciplines: Pharmaceutical Chemistry, Clinical Pharmacy, Pharmaceutics, and Pharmacology, with additional support from dedicated staff from Life Science disciplines. The SoP Head is chosen by competitive interview, and the current management are described in Table 2.2 and Figure 2.3. The

Vice-Dean position was created in 2018 as a rotating position to provide leadership opportunities for senior staff, to assist the Head of School (HoS) in discharging their duties, and to give future HoS candidates experience in the role as part of a succession planning process. One female and one male have previously held this position, and it is currently held by a female.

*Table 2.2. Management roles by department*

| School of Pharmacy | Head | Prof. Brendan Griffin (M) |
|---|---|---|
| | Vice-Dean | Dr Laura Sahm (F) |
| *Chemistry* | Chair | Prof. Anita Maguire (F) |
| *Clinical Pharmacy* | Chair | Prof. Stephen Byrne (M) |
| *Pharmaceutics* | Chair | Prof. Caitriona O' Driscoll (F) |
| *Pharmacology* | Interim Chair | Prof. David Kerins (M) |
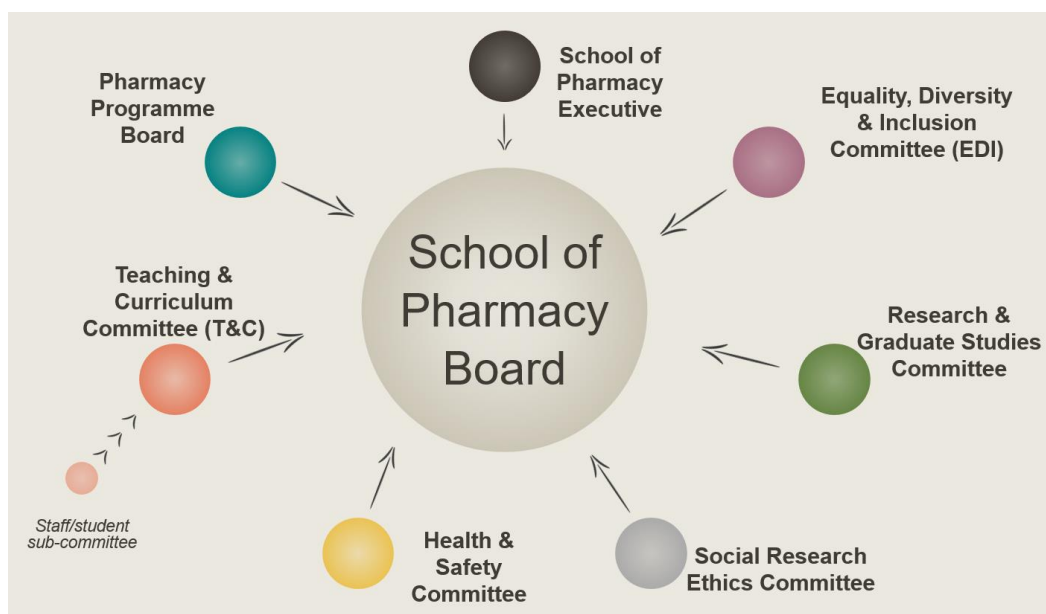


*Figure 2.3. Current School of Pharmacy management structure*

Women are well represented amongst SoP's staff and students. A snapshot of the number and gender of staff and students is provided in Table 2.3. The SoP has a majority female staff (59%). The bulk of this majority is related to the dominance of females amongst Professional and Support (PSS) staff (75%). There are approximately equal numbers of females and males amongst Academic and Research Staff. The students of SoP are also predominantly female, varying from 62% in PGR undergraduate students to 78% for Postgraduate Taught (PGT) students.

*Table 2.3. Staff and students in School of Pharmacy, by gender (March 2020)*

|  |  | Female | Male | %F | Total |
|---|---|---|---|---|---|
| **Staff** | Academic | 14 | 12 | 54% | **26** |
|  | Research | 3 | 3 | 50% | **6** |
|  | PSS | 9 | 3 | 75% | **12** |
|  | **Total** | **26** | **18** | **59%** | **44** |
| **Students** | UG | 180 | 81 | 69% | **261** |
|  | PGT | 111 | 32 | 78% | **143** |
|  | PGR | 18 | 11 | 62% | **29** |
|  | **Total** | **309** | **124** | **71%** | **433** |
| **Grand total** |  | **335** | **143** | **70%** | **478** |

As part of the preparation for this submission, staff were surveyed about the impact that the Athena SWAN (AS) award has had on the SoP and some of the responses are below:

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**Quote Box: Quotes from 2020 Staff Survey**

*"A clear awareness and consideration of gender equality is evident in all tasks."* **Female, Role not disclosed**

*"Raised awareness of gender especially when bringing in guest speakers, sourcing Chairs for Boards, and make up of interview boards."* **Female, Role not disclosed**

*"The award provided the School with a road map from which to work. It has allowed to school to look at the representation of interview panels, committees etc."* **Male, Role not disclosed**

*"I believe it also facilitates conversation surrounding issues of equality, transparency and fairness. Even in passing conversation and informal discussion the phrase Athena SWAN is commonly used"* **Male, Role not disclosed**

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**WC: 446 words**

## 3. THE SELF-ASSESSMENT PROCESS

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

*Describe the self-assessment process. This should include:*

(i)    a description of the self-assessment team

After the Bronze award submission in 2017, the SoP Self-Assessment Team (SAT) was re-established as an Equality, Diversity, and Inclusion Committee (EDIC) as part of the SoP governance structure, Figure 2.3. The EDIC's purpose is to ensure that promotion of equality in the School is a continuous process. It also provides oversight of the implementation of the Action Plan described in the School's Bronze award application. The Silver application SAT is the current EDIC (Table 3.1).

EDIC membership is voluntary and those interested in promoting equality in the SoP are invited and encouraged to join. EDIC seeks to have representation from people with diversity in gender, role, contract type, seniority, and length of service. UG student representatives are recruited annually by inviting students to volunteer and selecting students based on their expressions of interest. Staff membership of the EDIC rotates on a staggered 3-year basis.

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: An action from the SoP's previous Bronze award was to review the membership of the EDIC to ensure diverse representation from staff and to include representation from UG students. |
| Action: The membership of the EDIC was reviewed, and UG representatives were chosen from those expressing an interest in joining after an invitation was sent to all students. |
| Impact: The EDIC has representation from academic/research/PSS staff, full & part-time staff, permanent & fixed-term staff, female & male staff, non-Irish and Irish staff and UG & PG students |

The SAT formed Working Groups (WGs) to analyse a staff survey/questionnaire responses and provide recommendations for the Action Plan. The four WGs analysed the survey data in terms of (i) Key career transition points, (ii) Career development, (iii) Flexible working/career breaks, and (iv) Organisation and culture. Each WG was also responsible for the drafting the content of their sections in the final submission. The staff availed of supportive training from UCC, attending training such as *Trans Awareness: The Basics* and *Unconscious Bias training* (see 5.6(ii)).

The SAT also received valuable support for the Silver application from the UCC's Equality, Diversity and Inclusion Unit (EDIU), particularly Ann King (AS Project Officer), Madison Bick and Aisling Kerr (Equality Data Analysts). They managed the staff survey, including redaction of data leading to identification of staff, and data visualisation data. Their management of the survey/questionnaires allowed for staff to respond honestly without

the fear of unintentionally revealing themselves as can happen in small departments/schools. Understanding the importance of seeking differing perspectives, the SAT sought the views of an external expert on the SoP application in October 2021. Dr. Veronique Seidel from the Strathclyde Institute of Pharmacy and Biomedical Sciences, SAT Chair for their Silver award in 2021, reviewed this application and provided insightful feedback which has been incorporated into the final application.

## (ii)    an account of the self-assessment process

The EDIC committee agreed that the Chair of the SAT should rotate with each application. Rotation of the SAT Chair allowed for varying perspectives in applications and facilitated more staff to gain experience in managing strategic initiatives, such as attainment of AS accreditation.

Before the beginning of the COVID-19 restrictions in Ireland, the SAT met face-to-face on a bimonthly basis, but since then met monthly using Microsoft Teams.  Staff and student data were collected from UCC Human Resources and local data were collected from the School Manager. Benchmarking data were collected from the two other Schools of Pharmacy in the Republic of Ireland (ROI); Royal College of Surgeons in Ireland (RCSI) and Trinity College Dublin (TCD). The SAT consulted with staff by two means. Staff were invited to partake in an anonymous online survey in May 2020 run by EDIU. The SAT met in April to tailor the wording of the EDIU's template survey, which had ethical approval. A preliminary Action Plan was developed by the SAT based on the results of the survey and was presented to the SoP Board for consultation in November 2020.  Key questions raised by the survey were put into two questionnaires aimed at specific groups with the emphasis on text-rich feedback. One questionnaire was sent to all PSS in February 2021 and one to all Academics and Researchers in March 2021. Questionnaire deployment was managed by EDIU who were particularly sensitive to redacting sections that may reveal the identities of SoP staff. The results of the questionnaires fed into the Action Plan.

The EDIC reports directly to the SoP Board, and reporting from EDIC is a standing item on the SoP Board. The SAT consulted with the EDIU on a regular basis to assist with the staff survey/questionnaires while the SAT provided feedback to the EDIU on SoP actions and issues. Two members of the SAT are members of University-level committees, Dr Kevin Murphy represents SoP on the CoMH AS Steering Group while Prof Abina Crean is a UCC AS Steering Group member, UCC AS Data subgroup member, and Chair of Culture and Organisation subcommittee for the UCC institutional Bronze award application (March 2020).

There were 30 survey responses (22F/8M), which corresponds to a response rate of 68%. The low response rate for males (8/18, 44%) is a worry. Possible factors contributing to the low male response rate may be the perception of AS as a female-focussed charter or

the percentage of males holding joint appointments (5/18, 27%) who may feel less invested in the culture and organisation of the SoP. For an effective AS Action Plan, the views of male staff are essential. Therefore, identification of reasons for their low participation in the survey are needed so that strategies to increase response rates can be developed (**Action 3.1**).

**Action Box**

- 3.1: Improve male response rate to staff AS surveys by conducting structured interviews with male staff of all levels to better understand reasons for lack of engagement

*Table 3.1. Members of the SAT*

| Name | Gender | Ethnicity | Contract type | Role in SoP | Caring Responsibilities | Role on SAT | Photo |
|---|---|---|---|---|---|---|---|
| Kevin Murphy | M | [REDACTED] | [REDACTED] | Lecturer in Clinical Pharmacy [Aca] | [REDACTED] | SAT Chair, Key career transition points WG | [REDACTED] |
| Abina Crean | F | [REDACTED] | [REDACTED] | Prof. in Pharmaceutics [Aca] | [REDACTED] | Flexible working and managing career breaks WG | [REDACTED] |
| Stephen Byrne | M | [REDACTED] | [REDACTED] | Prof. of Clinical Pharmacy [Aca] | [REDACTED] | Career development WG | [REDACTED] |
| Waleed Faisal | M | [REDACTED] | [REDACTED] | Postdoctoral Fellow [R] | [REDACTED] | Career development WG | [REDACTED] |
| Laura Gleeson | F | [REDACTED] | [REDACTED] | Doctoral Student [PG] | [REDACTED] | Analysis of surveys/questionnaires | [REDACTED] |
| Brendan Griffin | M | [REDACTED] | [REDACTED] | HoS, Prof. in Pharmaceutics [Aca] | [REDACTED] | Career development WG | [REDACTED] |
| Áine Healy | F | [REDACTED] | [REDACTED] | Senior Technical Officer [PSS] | [REDACTED] | Flexible working and managing career breaks WG | [REDACTED] |
| Rachel Moloney | F | [REDACTED] | [REDACTED] | Lecturer in Pharmacology [Aca] | [REDACTED] | Key career transition points WG | [REDACTED] |
| Noreen Moynihan | F | [REDACTED] | [REDACTED] | School Manager [PSS] | [REDACTED] | Organisation and culture WG | [REDACTED] |
| Maria Mulrooney | F | [REDACTED] | [REDACTED] | 5th year student [UG] | [REDACTED] | Analysis of surveys/questionnaires | [REDACTED] |
| Sonja Vučen | F | [REDACTED] | [REDACTED] | Lecturer in Pharmaceutics [Aca] | [REDACTED] | Organisation and culture WG | [REDACTED] |

F-Female; M-Male; Pe-Permanent; Te-Temporary; FT-Full-time; PT-Part-time;  Aca-Academic; R-Researcher

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

The EDIC will continue to meet on a bimonthly basis as already established. The EDIC will continue to monitor the progress of already-implemented Actions and to discuss the implementation of Actions described in this application. The EDIC will monitor, review, and adapt Actions where they do not have the impact intended. Sharing impacts of the Action Plan formally with SoP and CoMH on an annual basis will increase visibility of the ongoing benefits of AS Charter (**Action 3.2**).

The EDIC is a standing item on SoP Board meetings (Figure 2.3) enabling dialogue with all staff on the implementation of the Actions in this application. Vertical flow of information between the SoP, the CoMH, and the UCC AS Steering Group occurs on a regular basis. An SoP representative from the EDIC sits on the CoMH AS Steering group which allows for dissemination of information and knowledge at College level, while the EDIC Chair also sits on UCC's AS Steering Group. This gives a voice to the SoP at the most senior institutional committee. Membership of these committees means the EDIC can act as a beacon to other departments in UCC to raise awareness of the benefits and aid the implementation of solutions. As one of the first departments in UCC to seek a Silver award, EDIC can provide invaluable advice to other enthusiastic departments to effectively promote staff and student equality.

With the support of the SoP Board, the EDIC will aim for a Gold award in 2025 and will initiate beacon activities to promote the values of AS across the university and further afield (**Action 3.3**). Already representatives of the EDIC have championed AS by supporting SAT members from Schools of Nursing, Dentistry, Applied Psychology, Law, and Clinical Therapies in UCC and the School of Pharmacy and Pharmaceutical Sciences in TCD in preparation for their initial AS applications. The EDIC will also seek to move beyond gender to include other data, such as ethnicity, sexual orientation, and disability, where appropriate, to better understand the effects of intersectionality (**Action 3.4**).

**Action Box**

- 3.2: Annual report of Action Plan status and impacts to SoP Board & CoMH AS committee

- 3.3: Work towards an AS Gold application in next submission with a focus on initiating beacon activities

- 3.4: Expansion of scope of data collection to include data such as ethnicity and disability information where available for students and staff

**WC: 1167 words**

## 4.   A PICTURE OF THE DEPARTMENT
**Recommended word count: Bronze: 2000 words  |  Silver: 2000 words**

### 4.1. STUDENT DATA
*If courses in the categories below do not exist, please enter n/a.*

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

- The SoP does not offer any access or foundation courses.

(ii)   Numbers of undergraduate students by gender

*Full- and part-time by programme. Provide data on intake of undergraduates, completion rates and degree attainment by gender.*

- For students who enter the BPharm (Hons) programme through the Central Application's Office (CAO) route, the SoP cannot influence the allocation of student places. Besides the CAO points requirement, there are subject entry requirements:
  - H4 in Chemistry
  - H4 in Biology/Physics
  - O6 or H7 in four other subjects
- The programme sets aside up to 12 of approximately 75 places for mature student applications. The SoP Mature Student committee (1F/1M) reviews applications and holds interviews with shortlisted candidates. The interview panel consists of two committee members and two external panellists; one a practising community pharmacist and the other a member of the School of Medicine. No gender data are collected on applicants or on the interview panels (**Action 4.1**).

> **Action Box**
> - 4.1: Initiate collection of gender disaggregated data on Mature Student applicants and interview panels

- The SoP accepts students from the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) admissions schemes. Students from disadvantaged backgrounds or with a disability or specific learning disability are allocated places in the Pharmacy degree on a reduced points basis. Students must still meet subject requirements.

- Table 4.1 shows a pattern of increased numbers of students year-on-year. The gender distribution of students has remained unchanged with an approximate 2:1 F:M ratio.

- Table 4.2 shows the percentages of female students in the two other pharmacy programmes in the ROI. All comparisons were provided on condition of anonymity which was achieved by pooling their data. Comparing both tables shows that the percentage of female students do not differ greatly between the two other programmes.

*Table 4.1 UG student numbers between 2017-2020*

|  | Female | Male | %F | %M | Total |
|---|---|---|---|---|---|
| 2017 | 167 | 82 | 67% | 33% | **249** |
| 2018 | 175 | 75 | 70% | 30% | **250** |
| 2019 | 186 | 69 | 73% | 27% | **255** |
| 2020 | 180 | 81 | 69% | 31% | **261** |
| **Total** | **708** | **307** | **70%** | **30%** | **1015** |

*Table 4.2 UG student gender data between 2017-2020 in all Pharmacy programmes in ROI*

**[REDACTED]**

- There has been a slight increase in the percentage of females in the programme since the School's Bronze Award (2013-2015 mean: 65%).

- This indicates that the School's Bronze award actions detailed below related to increasing the number of males to the programme has not been successful:

  - Speakers at Open Days to be 40-60% male

  - Career fairs representatives to be 40-60% male

  - Priority places in Open Day bookings for male students interested in attending. However, this was undersubscribed with only 16% male attendance.

- The bottleneck for entry into the Pharmacy programme is the LC Chemistry grade requirement. Table 4.3 shows an increase in the percentage of females achieving this requirement nationally. This may provide a partial explanation for the rising percentage of females in the programme. Previous actions targeted students already interested in the Pharmacy programme (attending the Open Day). Future actions should

target male students at an earlier stage in their programme choice, e.g. transition year (**Actions 4.2**).

*Table 4.3 Gender distribution of students who fulfil Pharmacy programme Chemistry subject requirements (based on CAO data 2016-2019)*

|      | Female | Male | %F | %M | Total |
|------|--------|------|----|----|-------|
| 2016 | 3341   | 2638 | 56% | 44% | **5979** |
| 2017 | 2813   | 2192 | 56% | 44% | **5005** |
| 2018 | 2769   | 2112 | 57% | 43% | **4881** |
| 2019 | 3002   | 2159 | 58% | 42% | **5161** |

**Action Box**

- 4.2: Target male students at an earlier stage in their programme choice to consider LC Chemistry as a route to study Pharmacy, via an inter-institutional AS group with other Schools of Pharmacy on the island

- The numbers and gender breakdowns of new students to the programme categorised by the entry path is shown in Table 4.4. It shows the number of differing entry path students. HEAR, DARE and Mature have been described at the beginning of 4.1(ii). The European Union (EU) path is taken by students outside Ireland but within the EU, while the non-EU path is taken by students from outside of the EU. The *All Intake* figure is the combined total of students from the above-mentioned differing entry paths and from students who entered based on their CAO points alone (general entry).

- There is variation in the percentage of female students entering the programme (61% - 73%), although the majority of students are female.

- The percentage of students who have entered the programme from differing entry paths has varied year-on-year (range: 22-33%) but the variation does not show a recognisable trend.

*Table 4.4. UG Intake by Entry Path and percentage of female and male students from each special pathway (2017-2020)*

| | 2017 | | | | 2018 | | | | 2019 | | | | 2020 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | %F | %M | F | M | %F | %M | F | M | %F | %M | F | M | %F | %M |
| HEAR | 3 | 1 | 7% | 4% | 2 | 0 | 4% | 0% | 4 | 3 | 8% | 16% | 5 | 3 | 10% | 10% |
| DARE | 2 | 3 | 5% | 13% | 3 | 0 | 7% | 0% | 3 | 1 | 6% | 5% | 4 | 1 | 8% | 3% |
| HEA Mature | 6 | 1 | 14% | 4% | 3 | 2 | 7% | 9% | 3 | 2 | 6% | 11% | 5 | 1 | 10% | 3% |
| EU | 0 | 0 | 0% | 0% | 1 | 1 | 2% | 5% | 1 | 1 | 2% | 5% | 0 | 0 | 0% | 0% |
| Non-EU | 0 | 2 | 0% | 8% | 1 | 3 | 2% | 14% | 4 | 1 | 8% | 5% | 1 | 1 | 2% | 3% |
| **Total SP** | **11** | **7** | **61%** | **39%** | **9** | **6** | **60%** | **40%** | **15** | **8** | **65%** | **35%** | **15** | **6** | **71%** | **29%** |
| **All Intake*** | **44** | **24** | **65%** | **35%** | **46** | **22** | **68%** | **32%** | **52** | **19** | **73%** | **27%** | **48** | **31** | **61%** | **39%** |
| **SP % All Intake** | **27%** | | **25%** | **29%** | **22%** | | **20%** | **27%** | **33%** | | **29%** | **42%** | **26%** | | **31%** | **19%** |

*All Intake represents all CAO, including those from differing entry paths listed above % of total F/M intake is the proportion of female/male student intake out of total intake of same gender. SP indicates special pathways.

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: Pharmacy students will encounter patients from a variety of backgrounds during their placements and future professional lives. It is important that students become aware of how other people may have different perspectives on medicines and health. |
| Action: The SoP encourages applications and has a policy of reserving places for students from a diversity of sources; applicants from disadvantaged backgrounds, with disabilities, who are older, and who are from non-Irish ethnic backgrounds. |
| Impact: On average a quarter of the students enrolled each year in the pharmacy programme are from differing entry pathways. This ensures that Pharmacy students are exposed to others who may have different backgrounds and perspectives. |

Table 4.5 shows UG student completion rates up to 2020 as a percentage of intake 2013 to 2016.

- Between 74 -82% of students 'Graduate On Time'. The percentage of females who 'Graduate On Time' is similar or better than the percentage intake, indicating females do not appear to be disadvantaged during the programme.

- Data related to students with delayed graduation up to 2020 due to repeating/deferral is variable with no evident gender bias.

- Available data for students who "Did Not Graduate" up to 2020 does not distinguish between students who change programme, drop out prior to completion and students repeating and/or deferring of one or more years with graduation data post 2020. From available data there appears to be no evident gender bias in numbers of student who 'Did Not Graduate' year on year. However, we wish to investigate the breakdown of these student in terms of reasons for not graduating on time. We wish to determine whether there is any gender or related intersectionality aspect to these figures (**Action 4.3**).

**Action Box**

- 4.3: Investigate the breakdown of these student in terms of reasons for not graduating on time to determine whether there is any gender or related intersectionality aspect

- Since 2018 the SoP formalised its desire to acknowledge the time spent in the course for students who exit the programme early. The SoP acknowledges this by awarding a BSc (Ordinary) (Pharmaceutical Healthcare Sciences) degree to students who exit upon completion of the third year. To date no students have received this award.

*Table 4.5. UG Timeliness of Completion (Intake 2013 - 2016)*

| 2013 Intake | | | | |
|---|---|---|---|---|
| | No. (%) | F | M | %F |
| Intake (2013) | 67 (100%) | 43 | 24 | 64% |
| Graduated On Time (2017) | 55 (82%) | 38 | 17 | 69% |
| Graduate +1 (2018) | 1 (1.5%) | 0 | 1 | 0% |
| Graduate +2 (2019) | 4 (6%) | 2 | 2 | 50% |
| Graduate +3 (2020) | 1 (1.5%) | 0 | 1 | 0% |
| Did Not Graduate (2020) | 6 (9%) | 3 | 3 | 50% |
| **2014 Intake** | | | | |
| | No. (%) | F | M | %F |
| Intake (2014) | 62 (100%) | 43 | 19 | 69% |
| Graduated On Time (2018) | 46 (74%) | 32 | 14 | 70% |
| Graduate +1 (2019) | 3 (5%) | 3 | 0 | 100% |
| Graduate +2 (2020) | 5 (8%) | 3 | 2 | 60% |
| Did Not Graduate (2020) | 8 (13%) | 5 | 3 | 63% |
| **2015 Intake** | | | | |
| | No. (%) | F | M | %F |
| Intake (2015) | 69 (100%) | 41 | 28 | 59% |
| Graduated On Time (2019) | 51 (74%) | 30 | 21 | 59% |
| Graduate +1 (2020) | 9 (13%) | 4 | 5 | 44% |
| Did Not Graduate (2020) | 9 (13%) | 7 | 2 | 78% |
| **2016 Intake** | | | | |
| | No. (%) | F | M | %F |
| Intake (2016) | 70 (100%) | 53 | 17 | 76% |
| Graduated On Time (2020) | 53 (75%) | 44 | 9 | 83% |
| Did Not Graduate (2020) | 17 (24%) | 9 | 8 | 53% |

*Note 'Did Not Graduate' refers to student who change programme or drop out prior to completion in students repeating and/or deferral of one or more years. Graduation data reported for students up to 2020.*

- Table 4.6 and Figure 4.1 show the gender breakdown of BPharm degree awards between 2015 and 2019. The overall trend is that a higher percentage of female

students achieve 1Hs and 2H1s while a higher percentage of males achieve lower grades; 2H2 and Pass awards (**Action 4.4**).

*Table 4.6. UG Degree Attainment (2015 - 2019)*

| Year | 1H | | | | 2H1 | | | | 2H2 | | | | Pass | | | |
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | F | M | %F | %M | F | M | %F | %M | F | M | %F | %M | F | M | %F | %M |
| 2015 | 8 | 3 | 26% | 14% | 17 | 11 | 55% | 52% | 4 | 5 | 13% | 24% | 2 | 2 | 6% | 10% |
| 2016 | 12 | 6 | 29% | 32% | 26 | 11 | 62% | 58% | 3 | 2 | 7% | 11% | 1 | 0 | 2% | 0% |
| 2017 | 12 | 4 | 34% | 24% | 23 | 11 | 66% | 65% | 0 | 1 | 0% | 6% | 0 | 1 | 0% | 6% |
| 2018 | 17 | 9 | 50% | 43% | 14 | 7 | 41% | 33% | 1 | 4 | 3% | 19% | 2 | 1 | 6% | 5% |
| 2019 | 13 | 4 | 25% | 27% | 34 | 9 | 67% | 60% | 4 | 2 | 8% | 13% | 0 | 0 | 0% | 0% |
| **Total** | **62** | **26** | **32%** | **28%** | **114** | **49** | **59%** | **53%** | **12** | **14** | **6%** | **15%** | **5** | **4** | **3%** | **4%** |

% reflects grade attainment as a proportion of total graduates of same gender (e.g. in 2019 25% of Female graduates and 27% of Male graduates received a 1H)
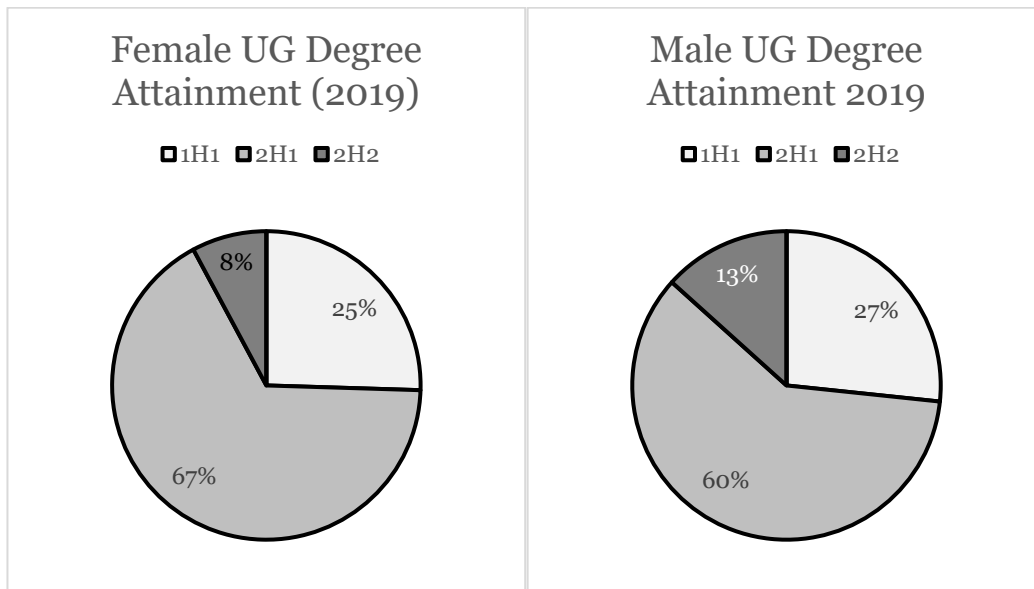


*Figure 4.1. Female and Male UG Degree Attainment (2019)*

**Action Box**

- 4.4: Investigate reasons for disparity between female and male grades via inter-institutional AS committee

Numbers of men and women on postgraduate taught degrees

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

There are three PGT programmes in SoP: MSc (Clinical Pharmacy) [MScCP], and MSc (Pharmaceutical Technology and Quality Systems) [MScPTQS], Master of Pharmacy (MPharm).

- Shown in Table 4.7, there have been fluctuations in the percentage of females in the MScCP course although the F:M ratio has never fallen below 3:1.

- The percentage of females in all PGT Pharmacy courses has remained unchanged (range: 78-87%) despite the student number increase in 2020 from the introduction of the MPharm programme. Comparator data are shown in Table 4.8. The level is similarly unchanged. However, there is a 15-20% difference in the level of females between the SoP and the national percentage.

*Table 4.7. PGT Student Headcounts (2017 - 2020)*

| | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | %F | F | M | %F | F | M | %F | F | M | %F |
| Master of Pharmacy (MPharm) | | | | | | | | | | 51 | 12 | 81% |
| MSc (Clinical Pharmacy) | 27 | 4 | 87% | 36 | 3 | 92% | 33 | 8 | 80% | 34 | 11 | 76% |
| MSc (Pharmaceutical Technology and Quality Systems) | 22 | 7 | 76% | 23 | 6 | 79% | 26 | 8 | 76% | 26 | 9 | 74% |
| **Total** | 49 | 11 | 82% | 59 | 9 | 87% | 59 | 16 | 79% | 111 | 32 | 78% |

MPharm first enrolment 2020 hence absence of data for 2017-2019

*Table 4.8. PGT Student percentage female (2020) in all Pharmacy programmes in ROI*

**[REDACTED]**

- Table 4.9 shows the numbers of applications, offers, and acceptances for PGT programmes. Data for the MPharm programme are excluded as students who are awarded a BPharm degree are automatically offered a place. These percentages are generally consistent.

*Table 4.9. PGT Applications, Offers, Acceptances (2017-2020)*

| | | PG Applications | | | PG Offers | | | PG Acceptances | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Female | Male | %F | Female | Male | %F | Female | Male | %F |
| **2017** | MSCPTQS | 26 | 13 | 67% | 8 | 7 | 53% | 8 | 6 | 57% |
| | MSCCP | 34 | 6 | 85% | 15 | 2 | 88% | 14 | 2 | 88% |
| | **Total** | **60** | **19** | **76%** | **23** | **9** | **72%** | **22** | **8** | **73%** |
| **2018** | MSCPTQS | 32 | 9 | 78% | 17 | 4 | 81% | 17 | 4 | 81% |
| | MSCCP | 44 | 7 | 86% | 25 | 3 | 89% | 24 | 3 | 89% |
| | **Total** | **76** | **16** | **83%** | **42** | **7** | **86%** | **41** | **7** | **85%** |
| **2019** | MSCPTQS | 34 | 13 | 72% | 14 | 4 | 78% | 12 | 4 | 75% |
| | MSCCP | 41 | 11 | 79% | 16 | 6 | 73% | 14 | 6 | 70% |
| | **Total** | **75** | **24** | **76%** | **30** | **10** | **75%** | **26** | **10** | **72%** |
| **2020** | MSCPTQS | 38 | 15 | 72% | 17 | 5 | 77% | 16 | 5 | 76% |
| | MSCCP | 35 | 12 | 74% | 17 | 6 | 74% | 17 | 6 | 74% |
| | **Total** | **73** | **27** | **73%** | **34** | **11** | **76%** | **33** | **11** | **75%** |
| **Grand Total** | | **284** | **86** | **77%** | **129** | **37** | **78%** | **122** | **36** | **77%** |

- Table 4.10 shows the corresponding PGT percentages for a comparator Pharmacy School (only 2 years provided). Like the SoP, the percentage female applications and acceptances are similar, though the comparator School has a 10-15% lower F:M ratio (**Action 4.5**).

*Table 4.10. PGT Applications, Offers, Acceptances (2017-2018) in a comparator Irish Pharmacy school*

   **[REDACTED]**

- The same data are presented differently in Table 4.11. It shows the percentage of males and females that had applied, were offered places, and accepted places. The overall percentages for PGT courses show similar offers and acceptances. However, there is considerable variation between the courses in the percentage of females and males whose applications were successful. A trend that can be seen is that males tend to accept offered places, while in every year some females offered places do not accept them. A similar effect is seen in the comparator Pharmacy school (Table 4.12). Despite the low number, we are interested to better understand the reasons for females not accepting offers, with a view to determining if the SoP can facilitate the circumstances of these students (**Action 4.6**).

*Table 4.11. PGT Success Rates (2017-2020)*

| | | Offers* | | Acceptances** | |
|---|---|---|---|---|---|
| | | Female | Male | Female | Male |
| **2017** | MSCPTQS | 31% | 54% | 31% | 46% |
| | MSCCP | 44% | 33% | 41% | 33% |
| | **Total** | **38%** | **47%** | **37%** | **42%** |
| **2018** | MSCPTQS | 53% | 44% | 53% | 44% |
| | MSCCP | 57% | 43% | 55% | 43% |
| | **Total** | **55%** | **44%** | **54%** | **44%** |
| **2019** | MSCPTQS | 41% | 31% | 35% | 31% |
| | MSCCP | 39% | 55% | 34% | 55% |
| | **Total** | **40%** | **42%** | **35%** | **42%** |
| **2020** | MSCPTQS | 45% | 33% | 42% | 33% |
| | MSCCP | 49% | 50% | 49% | 50% |
| | **Total** | **47%** | **41%** | **45%** | **41%** |
| **Grand Total** | | **45%** | **43%** | **43%** | **42%** |

*success rates for offers are offers as a proportion of same gender applications

**success rates for acceptances are acceptances as a proportion of same gender

*Table 4.12. PGT Success Rates (2017-2019) in a comparator Irish Pharmacy school*

**[REDACTED]**

**Action Box**

- 4.5: Review promotional material for all PGT courses and discourage use of gender-biased language

- 4.6: Survey applicants who rejected offered places in PGT courses to explore reasons for the rejection

Numbers of men and women on postgraduate research degrees

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

- Table 4.13 shows the number of students pursuing full-time and part-time research degrees. An MPharm degree has been a requirement to practise as a pharmacist in Ireland since 2015 and a low number of Pharmacy students undertake a research Masters degree. Students from disciplines related to pharmacy may pursue a research Masters to pivot their knowledge into pharmaceutical-industry related areas. The gender percentages fluctuate during the period described in Table 4.13 and this is likely due to the low student numbers. There is near equality between the genders for PGR students in general, but when considering the gender disparity in UG students, this indicates that there appears to be a slight drop-off in females undertaking PG research. Data will be collected on the PGR recruitment process (Action 4.1).

- Table 4.14 shows the comparator data for ROI. The drop-off in females is evident in SoP in comparison with other Pharmacy schools in ROI.

*Table 4.13. PGR Headcounts by Programme and Academic Year (2017-2020)*

| | | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F | F | M | %F |
| **Full-Time** | PHDM | 12 | 9 | 57% | 13 | 11 | 54% | 12 | 10 | 55% | 14 | 8 | 64% |
| | MSCM | 1 | 0 | 100% | 1 | 1 | 50% | 0 | 2 | 0% | 2 | 1 | 67% |
| | **Total** | **13** | **9** | **59%** | **14** | **12** | **54%** | **12** | **12** | **50%** | **16** | **9** | **64%** |
| **Part-Time** | PHDM | 2 | 1 | 67% | 2 | 1 | 67% | 2 | 2 | 50% | 0 | 1 | 0% |
| | MSCM | 0 | 0 | 0% | 0 | 1 | 0% | 0 | 1 | 0% | 2 | 1 | 67% |
| | **Total** | **2** | **1** | **67%** | **2** | **2** | **50%** | **2** | **3** | **40%** | **2** | **2** | **50%** |
| **Grand Total** | | **15** | **10** | **60%** | **16** | **14** | **53%** | **14** | **15** | **48%** | **18** | **11** | **62%** |

*Table 4.14. PGR Headcounts by Programme and Academic Year (2017 - 2019) in all Pharmacy programmes in ROI*

**[REDACTED]**

Progression pipeline between undergraduate and postgraduate student levels

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

- Figure 4.2 shows a comparison of percentage females and males undertaking UG, PGT, and PGR in SoP. In all three categories there is general consistency in the percentages of each gender in a category. There are differences however in the average level between each category. It would appear that a higher percentage of females pursue PGT programmes and a lower percentage pursue PGR programmes when compared against the UG percentage. A student's decision to choose a PGR degree may be influenced by their prior exposure to research. To encourage UG students to pursue research, SoP promotes funded Summer research placements, e.g. HRB Summer Student Scholarships and the UCC Summer Undergraduate Research Experience awards (Table 4.15).
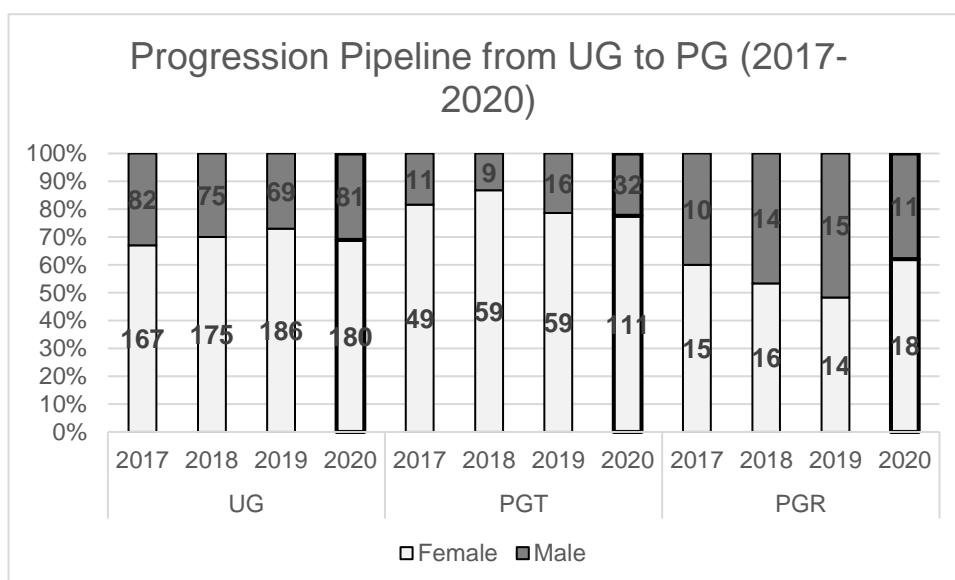


Figure 4.2.Progression Pipeline from UG to PG (2017-2020)

Table 4.15. UG students awarded Summer Research grants by gender (2017-2020)

|  | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | F | M | %F | F | M | %F | F | M | %F | F | M | %F |
| Awardees | 2 | 0 | 100% | 2 | 4 | 33% | 4 | 0 | 100% | 3 | 0 | 100% |

## 4.2. ACADEMIC AND RESEARCH STAFF DATA

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

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

Figure 4.3 shows the current career pipeline while Figure 4.4 shows the career pipeline for the SoP's previous AS application in 2016. The current situation shows an improvement from 2016 where there were a greater number of females at research and lower academic positions and closer to male dominance or parity at more senior positions. This change was a result of staff recruitment and promotion discussed later in the application (see Section 5.1).
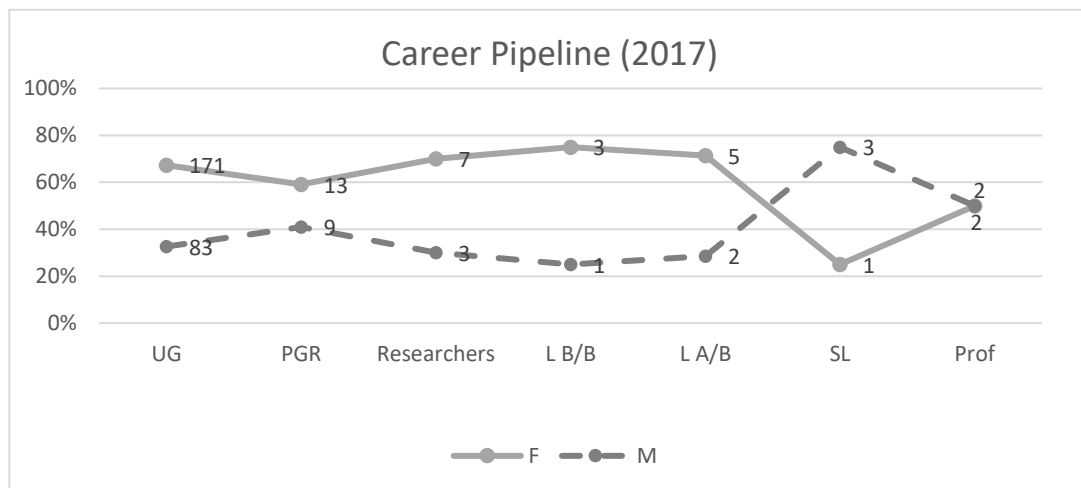
*Figure 4.3. Career Pipeline (2020)*



*Figure 4.4. Career Pipeline extract from 2017 SoP Bronze application (2016)*

Table 4.16 Figure 4.5 and Table 4.16 show the numbers of Academic, and Research staff. Overall, the percentage of female staff has increased and approaches parity. However, there is gender disparity between senior and junior Research grades:

Most of this disparity can be explained by the variation in Research staff (Range: 50-73%F). Comparing with 2016 data, there is an increased number of female senior academic staff and an increased number of male junior academic staff.

There is some variation in Research staff gender and can be attributed to the small numbers, though the pattern of majority females is seen. There does not appear to be a pattern regarding gender of senior and junior Research staff. This could be related to the

short-term nature of contracts amongst these staff. There are two Research Fellows (RF) in SoP. These positions differ from other Research positions in that they are not recruited by SoP; the RFs select the SoP as their host institution for their funded fellowships.
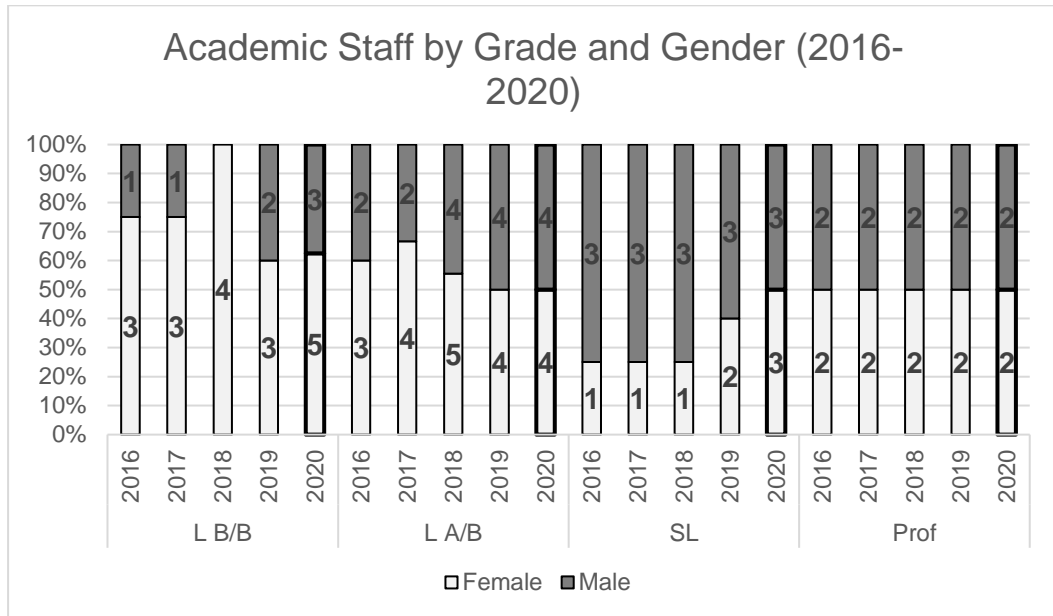


*Figure 4.5. Academic Staff by Grade and Gender (2016-2020)*

*Table 4.16 Academic/Research Staff by Grade and Gender (2016-2020)*

| | 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | %F | F | M | %F | F | M | %F | F | M | %F | F | M | %F |
| Lecturer below the bar (L B/B) | 3 | 1 | 75% | 3 | 1 | 75% | 4 | 0 | 100% | 3 | 2 | 60% | 5 | 3 | 63% |
| Lecturer above the bar (L A/B) | 3 | 2 | 60% | 4 | 2 | 67% | 5 | 4 | 56% | 4 | 4 | 50% | 4 | 4 | 50% |
| Senior Lecturer (SL) | 1 | 3 | 25% | 1 | 3 | 25% | 1 | 3 | 25% | 2 | 3 | 40% | 3 | 3 | 50% |
| Professor (Prof) | 2 | 2 | 50% | 2 | 2 | 50% | 2 | 2 | 50% | 2 | 2 | 50% | 2 | 2 | 50% |
| **Total** | **9** | **8** | **53%** | **10** | **8** | **56%** | **12** | **9** | **57%** | **11** | **11** | **50%** | **14** | **12** | **54%** |
| Research Assistant (RA) | 0 | 0 | 0% | 2 | 1 | 67% | 3 | 2 | 60% | 2 | 2 | 50% | 2 | 0 | 100% |
| Research Support Officer (RSO) | 1 | 1 | 50% | 1 | 0 | 100% | 1 | 0 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| Post-doctoral Researcher (PDR) | 2 | 1 | 67% | 3 | 2 | 60% | 4 | 1 | 80% | 2 | 0 | 100% | 1 | 1 | 50% |
| Senior Post-doctoral Researcher (SPDR) | 1 | 0 | 100% | 2 | 0 | 100% | 2 | 0 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| Research Fellow (RF) | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 1 | 0% | 0 | 1 | 0% | 0 | 2 | 0% |
| **Total** | **4** | **2** | **67%** | **8** | **3** | **73%** | **10** | **4** | **71%** | **4** | **3** | **57%** | **3** | **3** | **50%** |
| **Grand Total** | **13** | **10** | **57%** | **18** | **11** | **62%** | **22** | **13** | **63%** | **15** | **14** | **52%** | **17** | **15** | **53%** |

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: As the SoP expands, there is a risk of maintaining or worsening the gender inequality in junior and senior Academic positions. |
| Action: The SoP offers supports for current staff seeking promotion and mandates unconscious bias and anti-discrimination training for staff recruitment panels and that all panels have staff of both genders. |
| Impact: The number of staff increased in SoP by approximately 50% between 2016 and 2020.  The policies in place in SoP had the effect of reducing male-female inequality in Lecturer staff and male-female inequality in senior academic staff. |

- Table 4.17 show data from comparator Pharmacy programmes. The SoP is similar to the comparator Irish Pharmacy programmes gender distribution of Academic and Research staff. Differences appear when looking deeper into the grades of staff. A trend appears of decreasing percentage of females at higher grades with close to parity amongst professors in all Pharmacy schools.

*Table 4.17 Percentage of female Academic/Research Staff by Grade (2020) in all pharmacy programmes in ROI*

**[REDACTED]**

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

Our technical staff are valued. Currently there is no planned pipeline at institutional level for promotion from technical to academic roles. However, as with all our staff, we do encourage their career advancement as described in Section 5.

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

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

Table 4.18 and Figure 4.6 show the breakdown of Academic and Research staff by contract type. All L B/B staff and Research staff are on fixed-term contracts while all other Academic staff are on either Permanent contracts or Contracts of Indefinite Duration (CIDs). All Research staff

contracts in SoP are funded by external grants. L B/B fixed-term contracts are as a consequence of external funding (internationalisation activity) (2F/2M), buy-out of teaching time for staff with senior administrative positions (1M), and maternity leave cover (3F). SoP is conscious of the precariousness of such contracts and provides supports to these staff to gain experience and skills so that they are stepping-stones to longer-term and permanent contracts. The SoP does not use zero-hour contracts. The HoS is actively working with CoMH to generate a business case to convert fixed-term contracts to permanent posts.

*Table 4.18. Staff by Grade, Gender and Contract Type (2020)*

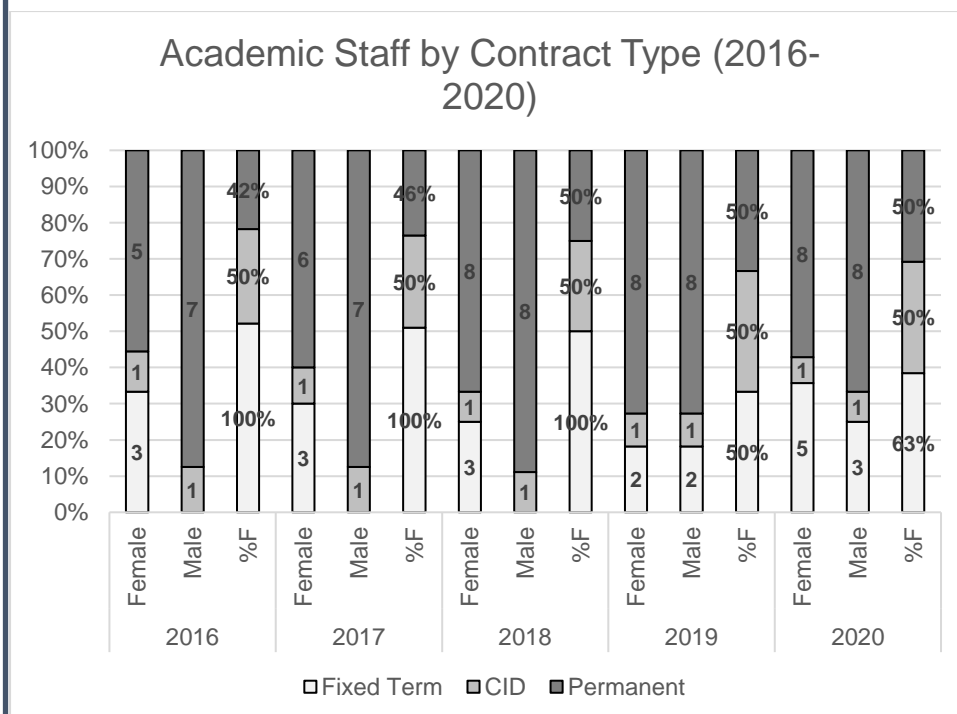|  |  | Fixed-Term | | | Permanent | | | CID | | |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | F | M | %F | F | M | %F | F | M | %F |
| **Academic** | L B/B | 5 | 3 | 63% | 0 | 0 | 0% | 0 | 0 | 0% |
|  | L A/B | 0 | 0 | 0% | 3 | 3 | 50% | 1 | 1 | 50% |
|  | SL | 0 | 0 | 0% | 3 | 3 | 50% | 0 | 0 | 0% |
|  | Prof | 0 | 0 | 0% | 2 | 2 | 50% | 0 | 0 | 0% |
|  | **Total** | **5** | **3** | **63%** | **8** | **8** | **50%** | **1** | **1** | **50%** |
| **Research** | RA | 2 | 0 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
|  | PDR | 1 | 1 | 50% | 0 | 0 | 0% | 0 | 0 | 0% |
|  | RF | 0 | 2 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
|  | **Total** | **3** | **3** | **50%** | **0** | **0** | **0%** | **0** | **0** | **0%** |
| **Grand Total** |  | **8** | **6** | **57%** | **8** | **8** | **50%** | **1** | **1** | **50%** |

*CID: Contract of indefinite duration



*Figure 4.6. Academic Staff by Contract Type (2016-2020)*

Table 4.19 shows the percentages of staff in each contract type who were female over the past 5 years. While there has been an approximately 50% increase in the number of staff on fixed-term

contracts since 2016, the percentage of female staff on such contracts has reduced from 78% to 57%. There has also been an increase in the number of permanent/CID staff from 14 to 18, resulting from internationalisation and the implementation of the MPharm programme.

Table 4.20 shows the percentages of staff by their working hours. Between 2016 and 2020 there has been a reduction in percentage of full-time female staff; bringing it closer in line with the percentage of female staff in the SoP (53%).

*Table 4.19. Staff by Contract Type 2016-2020 (March Snapshot)*

| | | 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** |
| **Academic** | Fixed-Term | 3 | 0 | 100% | 3 | 0 | 100% | 3 | 0 | 100% | 2 | 2 | 50% | 5 | 3 | 63% |
| | CID | 1 | 1 | 50% | 1 | 1 | 50% | 1 | 1 | 50% | 1 | 1 | 50% | 1 | 1 | 50% |
| | Permanent | 5 | 7 | 42% | 6 | 7 | 46% | 8 | 8 | 50% | 8 | 8 | 50% | 8 | 8 | 50% |
| **Research Staff** | Fixed-Term | 4 | 2 | 67% | 8 | 3 | 73% | 10 | 4 | 71% | 4 | 3 | 57% | 3 | 3 | 50% |
| **Grand Total** | **Fixed-Term** | **7** | **2** | **78%** | **11** | **3** | **79%** | **13** | **4** | **76%** | **6** | **5** | **55%** | **8** | **6** | **57%** |
| | **CID** | **1** | **1** | **50%** | **1** | **1** | **50%** | **1** | **1** | **50%** | **1** | **1** | **50%** | **1** | **1** | **50%** |
| | **Permanent** | **5** | **7** | **42%** | **6** | **7** | **46%** | **8** | **8** | **50%** | **8** | **8** | **50%** | **8** | **8** | **50%** |

*Table 4.20. Staff by Full/Part Time Status 2016-2020 (March Snapshot)*

| | | 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** |
| **Academic** | PT | 1 | 1 | 50% | 0 | 1 | 0% | 3 | 1 | 75% | 2 | 2 | 50% | 3 | 1 | 75% |
| | FT | 8 | 7 | 53% | 10 | 7 | 59% | 9 | 7 | 56% | 9 | 8 | 53% | 11 | 10 | 52% |
| **Research** | PT | 2 | 0 | 100% | 2 | 0 | 100% | 2 | 0 | 100% | 1 | 0 | 100% | 0 | 0 | 0% |
| | FT | 2 | 2 | 50% | 6 | 3 | 67% | 8 | 4 | 67% | 3 | 3 | 50% | 3 | 3 | 50% |
| **Grand Total** | PT | 3 | 1 | 75% | 2 | 1 | 67% | 5 | 1 | 83% | 3 | 2 | 40% | 3 | 1 | 75% |
| | FT | 10 | 9 | 53% | 16 | 10 | 62% | 17 | 11 | 61% | 12 | 11 | 52% | 14 | 13 | 52% |

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

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

Table 4.21 gives details of Academic and Research staff who have left the SoP. There were 13 leavers since 2017. All staff who left were on fixed-term contracts, the majority being female (9/13). An action from the previous Bronze award was to collate data from exit interviews on reasons for leaving. The majority of leavers (7/13) gave *Transfer to a position in industry* as their reason for leaving.

*Table 4.21. Staff Leavers and reasons for leaving 2017-2019*

| Year | Job Title | Contract Type | Gender | Reason for Leaving* | Destination |
|---|---|---|---|---|---|
| **2017** | L B/B | Fixed Term FT | F | Resignation | Transfer to job in industry |
| | PDR | Fixed Term FT | M | Resignation | Transfer to Academic position in UCC |
| | PDR | Fixed Term FT | F | Resignation | Left for family commitments |
| **2018** | RA | Fixed Term FT | F | Resignation | Relocated abroad |
| | PDR | Fixed Term FT | F | Resignation | Transfer to a permanent position in industry |
| | PDR | Fixed Term FT | M | Resignation | Transfer to a position in industry |
| **2019** | RA | Fixed Term FT | F | Termination | Transfer to a position in industry |
| | RSO | Fixed Term PT | F | Termination | Left for family commitments |
| | PDR | Fixed Term FT | F | Resignation | Transfer to a position in industry |
| | PDR | Fixed Term FT | F | Resignation | Transfer to a position in industry |
| | PDR | Fixed Term FT | M | Resignation | Left for family commitments |
| | PDR | Fixed Term FT | M | Termination | Transfer to a position in industry |
| | Senior PDR | Fixed Term PT | F | Resignation | Transfer to a permanent Academic position in another institution |

*HR uses limited categories to characterise all contract endings: 'resignation', 'termination', 'retirement'. These should be interpreted with caution. E.g., a researcher whose fixed term contract expires might be recorded as a 'termination'. If a researcher leaves a few months in advance of their contract expiration, e.g. to take up another post elsewhere, this may be recorded as 'resignation'.

**WORD COUNT: 2071 words**

## 5.  SUPPORTING AND ADVANCING CAREERS
**Recommended word count: Bronze: 6000 words | Silver: 6500 words**

### 5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF
(i)  Recruitment

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

Between 2017-2019, six (5F/1M (83%F)) FT academic staff were recruited; two SL (2F) and four Lecturers (3F/1M). The data for this time period are summarised in Table 5.1. 42% of applicants were female, which translated to 58% of shortlisted candidates and 83% of appointed academic staff. Overall, the success rate was 20% for females and 3% for males. Upon further analysis of the data in Table 5.1, the percentage of female applicants was slightly higher than males in 2017 and 2018. However, in 2019, both Academic positions (L B/B and SL) showed an increase in male applicants (29% F, 31%F). 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 lower numbers of applicants. Of the six appointments, three of the successful candidates were internal candidates; two L to SL positions (2F), one Research to Academic (1M).

*Table 5.1. Academic Recruitment 2017-2019*

| Year | Competition | Applicants | | | Shortlisted | | | Appointed | | | Success Rates | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F | F | M |
| **2017** | Lecturer B/B | 4 | 3 | 57% | 4 | 0 | 100% | 1 | 0 | 100% | 25% | 0% |
| | Lectureship (B/B or A/B) | 6 | 5 | 55% | 6 | 5 | 55% | 1 | 1* | 50% | 17% | 20% |
| **2018** | Senior Lecturer | 5 | 4 | 56% | 1 | 0 | 100% | 1* | 0 | 100% | 20% | 0% |
| **2019** | Lecturer B/B | 2 | 5 | 29% | 1 | 2 | 33% | 1 | 0 | 100% | 50% | 0% |
| | Senior Lecturer | 8 | 18 | 31% | 2 | 3 | 40% | 1* | 0 | 100% | 13% | 0% |
| **Total** | | **25** | **35** | **42%** | **14** | **10** | **58%** | **5** | **1** | **83%** | **20%** | **3%** |

*Internal SoP candidate appointed

Comparing these data with that from the previous Bronze application, the percentage of female applicants has increased for L B/B positions (33% between 2013-2016 compared to 48%). This trend is encouraging and may be as a result of Action 4.1-1 in the Bronze application: *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.*

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: There was a concern that many staff, particularly female staff, were on short-term temporary Academic contracts. The SoP sought to reduce the number of staff on these contracts by supporting such staff to apply for permanent and longer-term contracts. |
| Action: A resulting action (4.1-1) from our Bronze award Action Plan was *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*. |
| Impact: The number of female applicants for L B/B positions in SoP has increased by approximately half from 33% in 2016 to 48% in 2020. |

Recruitment of Academic staff is overseen by HR at a university level. All vacancies are advertised online and via a weekly internal email to all staff. In all candidate information pack, it is clearly stated that '*University College Cork is an equal opportunities employer actively working towards full equality of opportunity in all aspects of University life*' and in another section '*As an equal opportunities employer we offer a comprehensive suite of flexible working and family friendly initiatives. A list of such initiatives is available on our* webpage'. As detailed in Table 5.2, selection committees for these posts have female and male representation. Staff serving on recruitment panels must undertake mandatory Chair/Selection Committee Training which includes unconscious bias training and an understanding of the nine forms of discrimination protected against by Irish legislation. In addition, staff in SoP have also completed University training relevant to the recruitment process including stand-alone AS Unconscious Bias training; 12 since 2017 (7F/5M).

*Table 5.2. Selection Committee Data (2017-2019)*

| Year | Competition | Committee Position | Gender | %F | Appointed | %F |
|---|---|---|---|---|---|---|
| 2017 | Lectureship | Chairperson<br>Hr Representative<br>Staff Representative<br>Staff Representative<br>Extern | F<br>F<br>F<br>M<br>M | 60% | 1 F / 1 M | 50% |
| 2018 | Senior Lecturer Pharmaceutics | Chairperson<br>HR Representative<br>Staff Representative<br>Staff Representative<br>Extern | M<br>F<br>F<br>M<br>F | 60% | 1 F | 100% |
| 2019 | Senior Lecturer In Pharmacy | Chairperson<br>HR Representative<br>Staff Representative<br>Staff Representative | F<br>F<br>F<br>M | 75% | 1 F | 100% |
|  | Lectureship In Clinical Pharmacy | Chairperson<br>HR Representative<br>Staff Representative<br>Staff Representative | M<br>F<br>F<br>M | 50% | 1 F | 100% |

Data gathered from our survey regarding job applications and the recruitment process are summarised in Table 5.3.

*Table 5.3. Staff survey feedback on the job application and recruitment process*

| Statement | Strongly Agree/Agree | | | |
|---|---|---|---|---|
| | F | %F | M | %M |
| The job description in the advertisement for my post was well written and clear | 5 | 83% | 2 | 100% |
| The job description gave me a realistic expectation of the work I do in my role | 6 | 100% | 2 | 100% |
| I felt appropriately informed throughout the recruitment process | 4 | 67% | 1 | 50% |
| I knew who to contact with questions throughout the recruitment process | 6 | 100% | 2 | 100% |
| The interview panel was mixed gender | 5 | 83% | 1 | 50% |
| The time taken from application to appointment was reasonable | 6 | 100% | 0 | 0% |
| **Total responses** | **6** | **100%** | **2** | **100%** |

Overall, there were many positive aspects to the survey regarding recruitment. However, survey respondents reported not being satisfied with recruitment process feedback for earlier unsuccessful attempts. Feedback to unsuccessful applicants is communicated via HR and can be somewhat generic in nature. This has prompted **Action 5.1** which is to provide more specific feedback to internal candidates who were unsuccessful at interview stage. The goal of this action is to better prepare applicants for subsequent applications. By highlighting areas of weakness (compared to appointed candidate), the applicant can address these and seek out training as needed with the aim to submit more competitive applications for future posts.

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**Action Box**
- 5.1:  Provide more specific feedback to recruitment candidates unsuccessful at interview stage

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(ii)  Induction

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

Induction of new academic staff takes place formally through the University HR Orientation programme and informally at a School level by the School Manager and HoS/Line Manager. Since 2017, staff who are new to SoP have been provided with a SoP Orientation Booklet. In addition, all Academic staff appointees are assigned a mentor from within or outside the SoP who is formally named on their employment contract. This role is to provide new employees with a person to help them navigate the University's systems and procedures over the course of the 12-month probation period and beyond that in some instances.

The UCC HR orientation programme is a formal orientation programme for all new staff, which runs for half a day each month during the academic term. UCC also offers an additional half-day Orientation Café which is aimed at newer staff who may have questions arising from their first months after joining the University. Survey results indicated that there was a low uptake for the university formal orientation programme across the Academic staff (1 F Lecturer, 1 M Lecturer and 1 M RF) (Table 5.4).

The low uptake may be due to the high number of internal candidates appointed in SoP (see Section 4.2).

*Table 5.4. Induction training uptake (2017-2019)*

| Induction | | | |
|---|---|---|---|
| **Year** | **Grade** | **Course** | **Gender** |
| **2016/17** | L A/B | Orientation for New Staff | **1F** |
| | PDR | Orientation for New Staff | **1M** |
| | | Orientation Café | |
| **2018/19** | L A/B | Orientation for New Staff | **1M** |

The following data (Table 5.5 and Table 5.6) was gathered from all newly-appointed (<3 yrs) staff in the SoP. Survey results regarding formal university induction are summarised in Table 5.5**.**

*Table 5.5. Staff survey feedback on formal University HR Orientation programme*

| Statement | Strongly Agree/Agree | | | |
|---|---|---|---|---|
| | **F** | **%F** | **M** | **%M** |
| Were you aware of HR's formal monthly orientation programme? | 6/8 | 75% | 1/2 | 50% |
| Did you take part in it? | 4/8 | 50% | 1/2 | 50% |
| I found it useful | 2/3 | 67% | 0/1 | 0% |
| The topics covered were relevant to me | 2/3 | 67% | 0/1 | 0% |
| I got the key information I needed that was relevant to me | 2/3 | 67% | 0/1 | 0% |

As can be seen in Table 5.5, 75% of female staff and 50% of male staff were aware of the UCC HR orientation programme, and 50% of females and 50% of males took part. The reason for the low uptake is unclear and has led to **Action 5.2** which is to provide information on the monthly formal orientation to all staff so that they can better understand the relevance of same. Feedback regarding the local induction processes are summarised in Table 5.6 below.

*Table 5.6. Staff survey feedback on local induction at the School level*

| Statement | Strongly Agree/Agree | | | |
|---|---|---|---|---|
| | **F** | **%F** | **M** | **%M** |
| When I joined the School, I was informally shown the ropes by colleagues, as needed | 7 | 100% | 2 | 100% |
| I was satisfied with the local induction/orientation arrangements offered to me when I joined the School | 4 | 57% | 2 | 100% |
| I got the support I needed to help me settle into my new role | 6 | 86% | 2 | 100% |
| I received a copy of the School's Induction Handbook (or was directed to it online) | 4 | 58% | 1 | 50% |
| I found it useful | 3 | 43% | 1 | 50% |
| The information in the Handbook was relevant to me | 2 | 29% | 1 | 50% |
| **Total** | **7** | **100%** | **2** | **100%** |

Informal orientation of Academic and PSS is overseen by the HoS, Chair of discipline, Chief Technical Officer and/or School Manager as relevant. All newly appointed staff agreed they were informally shown the ropes by colleagues (100% F and 100% M). However, just over half (57%, 4/7) of females were satisfied with the local induction/orientation arrangements offered when they joined the School. Approximately half of staff (4/7 F and 1/2 M) received the SoP orientation handbook and 43% of females (3/7) and 50% males (1/2) found it useful. **Action 5.2** aims to improve the induction experience locally. The SoP orientation handbook will be updated based on feedback of new staff so as to be more inclusive of needs of new staff who have worked/studied in UCC previously.

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**Action Box**

- 5.2: Improve local induction/orientation arrangements
  - Provide information on monthly formal orientation so that staff can better understand the relevance of it
  - Format the local induction booklet so that it is more inclusive of all staff (Academic, PSS, and Researcher), and ensure that it is given to all new staff

---

(iii) Promotion

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

There have been three promotion calls between 2016 and 2020. There were no applications from SoP to cross the merit bar in the most recent 2016/17 call. There was one call for promotion to SL in 2018 and a call for promotion to Prof (Scale 2) in 2020 (see Table 5.7). In addition to the central promotion calls, two female staff were successful in promotion to SL through competitive recruitment as described in Table 5.2. Despite these events, staff reported in the questionnaire that there is a lack of opportunities to progress. The quote below from the questionnaire highlights that in UCC not all candidates who meet the criteria for promotion are offered promotion due to quotas on the number of promotions university-wide, and hence promotions are extremely competitive.

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**Quote Box: Quote from 2020 Academic Questionnaire**

*"There are only limited calls for promotions. Promotions should not be on a competitive basis but on a criteria-based system."* **Male, Academic**

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*Table 5.7. SoP staff involvement in Promotion Calls*

| Year | Promotion Call | Applications | | | Promotions | | |
|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F |
| **2018/19** | SL | 3 | 1 | 75% | 1 | 1 | 50% |
| **2019/20** | Prof (Scale 2) | 2 | 3 | 40% | 1 | 3 | 25% |
| | **Total** | **5** | **4** | **55%** | **2** | **4** | **33%** |

The following responses on the promotion procedures within UCC are from both Academic and PSS staff (Table 5.8).

*Table 5.8. Staff survey feedback on promotion procedures at UCC*

| Statement | Strongly Agree/Agree | | | |
|---|---|---|---|---|
| | F | %F | M | %M |
| The promotion <u>criteria</u> in UCC are transparent and fair | 10/20 | 50% | 6/7 | 86% |
| The promotion <u>process</u> in UCC is transparent and fair | 11/19 | 58% | 6/7 | 86% |
| 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 | 13/19 | 68% | 5/7 | 71% |
| The full range of my work activities are taken into consideration in promotion decisions | 9/17 | 53% | 4/7 | 57% |
| It's clear how career breaks will be considered in promotion decisions | 7/18 | 39% | 3/6 | 50% |
| Promotions in UCC are free of gender bias | 12/19 | 63% | 5/6 | 83% |
| I have opportunities in the School to get the experience I need to meet the criteria for promotion | 11/18 | 61% | 6/7 | 86% |
| I have the support I need in the School to prepare and apply for promotion | 11/19 | 58% | 6/7 | 86% |

Academic and PSS survey responses show dissatisfaction amongst female staff regarding their perception of transparency and fairness of promotional criteria (50%) and the promotional process (58% positive response). Both female (53%) and male (57%) staff showed low satisfaction with how all work activities were considered in promotion decisions (see also 5.6(v)).

> **Quote Box: Quote from 2020 Academic Questionnaire**
>
> *"The criteria are not transparent and really only value research volume of publication output, and income generation. I think you can work very hard on teaching and contribution to the discipline and wider society, and these are not valued so there is disparity with the values espoused by the university and their practices."* ***Female, Academic***

Most notable from these survey results was the dissatisfaction reported by female and male staff in the awareness and transparency as to how career breaks will be considered in promotion decisions. The SOP will work to educate staff on promotion processes and criteria, including providing clarity on the weightings of Teaching & Learning, Research and Innovation, and Academic Citizenship as they differ between grades (**Action 5.3**).

**Action Box**

- 5.3: Inform staff by email of relevant promotion criteria (including actual weighting of areas) as part of annual PDRS review invitation

**SILVER APPLICATIONS ONLY**

### 5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i)     Induction

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

The induction process is the same for all staff members, i.e. formal University HR Orientation programme and informally at a School level by the School Manager and Chief Technical Officer (Line Manager). Due to low numbers of PSS staff and to maintain anonymity, PSS data has been incorporated into the Academic staff induction section above (Table 5.6).

(ii)    Promotion

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

Over the course of the reporting period (2016-2019), 3 PSS staff (100% F) were eligible for promotion. Of these 3 staff, 1 applicant was successful. Due to low numbers of PSS staff and to maintain anonymity, PSS data have been incorporated into the Academic staff promotion section above (Table 5.8).

**Quote Box: Quote from 2020 Professional and Services Staff Questionnaire**

*"The School encourages staff to undertake training.  I have regular meetings with my Line Manager and a number of support networks within the University.  Sometimes, however, as an individual you do have to drive this and not expect others to work it out for you."*     ***Gender not disclosed, PSS***

**5.3. CAREER DEVELOPMENT: ACADEMIC STAFF**

(i)   Training

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

The Department of Human Resources in UCC has a dedicated Staff Wellbeing & Development team which provides a wide-ranging training & development and wellbeing service for all staff. The full range of programmes can be accessed on their website (https://www.ucc.ie/en/hr/wellbeingdevelopment/wellbeing/supportinguccstaffin202021/). In SoP, there is a dedicated Staff Development Budget to enable staff to undertaken additional internal and external training to meet training goals.

**Staff training programmes include relevant workshops in the areas of:**
- Teamwork
- Information management
- Interpersonal & communication skills
- Leadership potential (including Aurora programme)
- Leadership & strategic direction (including Irish Management Institute (IMI) training)
- People management & supervision (including IMI training)
- Analysis, decision making & judgment
- Specialist knowledge, expertise & self-development
- Management & delivery results
- Drive & commitment to UCC values.

A high level of female participation in different training programmes is clear from Table 5.9.

*Table 5.9. Number of UCC Trainings Availed by Gender and Staff Category 2016-2019*

|  | **2017** | | | **2018** | | | **2019** | | | **Total** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** |
| **Academic** | 15 | 4 | 79% | 5 | 11 | 31% | 11 | 1 | 92% | 31 | 16 | 66% |
| **Research** | 7 | 23 | 23% | 0 | 12 | 0% | 0 | 4 | 0% | 7 | 39 | 15% |
| **PSS** | 16 | 2 | 89% | 6 | 2 | 75% | 13 | 1 | 93% | 35 | 5 | 88% |
| **Total** | 38 | 29 | 57% | 11 | 25 | 31% | 24 | 6 | 80% | 73 | 60 | 55% |

All SoP staff (regardless of gender) were clear and highly satisfied with the training opportunities available for career development (see Figure 5.1). The participation in the training opportunities was highly supported by the line manager/PI/HoS. In addition to formal training, a key skill for academic success is the ability to present work and build a research network. Academic and Research staff had opportunities to present their work to internal SoP group meetings and they also had opportunities to attend external conferences to present their work.

**Opportunities for career development activities**

| | Agree | Neither agree nor disagree | Disagree |
|---|---|---|---|
| **I am clear about the training opportunities available to me** — Female | 19 | 1 | 2 |
| **I am clear about the training opportunities available to me** — Male | 8 | | |
| **I am satisfied with the training opportunities available to me** — Female | 19 | 1 | 2 |
| **I am satisfied with the training opportunities available to me** — Male | 7 | 1 | |
| **My participation in training opportunities is supported by my line manager/PI/Head of School** — Female | 21 | 1 | |
| **My participation in training opportunities is supported by my line manager/PI/Head of School** — Male | 7 | 1 | |
| **I have opportunities to attend conferences (academic & research staff)** — Female | 15 | | |
| **I have opportunities to attend conferences (academic & research staff)** — Male | 6 | | |
| **I have opportunities to present my work to my group and in the School (academic & research staff)** — Female | 13 | 1 | 1 |
| **I have opportunities to present my work to my group and in the School (academic & research staff)** — Male | 6 | | |

*Figure 5.1. Staff survey responses on opportunities for career development activities (2020)*

As an action from previous 2017 application, SoP held the first Research Day in May 2019 (see Figure 5.2). This event gave PhD students and the Research staff the opportunity to present their research findings and hear about other innovative research being carried out within the SoP. Staff also got the opportunity to network with researchers other academics outside of the SoP and UCC.

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: In 2017 Bronze award application, identified that Researchers did not have opportunities to share research activities with colleagues and demonstrate organisational and networking abilities. |
| Action: A Bronze award action was to support Researchers to organise and host an annual research conference. The first Research Day was held on 19th May 2019 and was wholly organised and run by Researchers and PGR students. |
| Impact: Researchers and PGR students have the opportunity to share their research with colleagues, gain experience and confidence in publicly presenting their research, as well as gain experience and credit for organising a conference. |
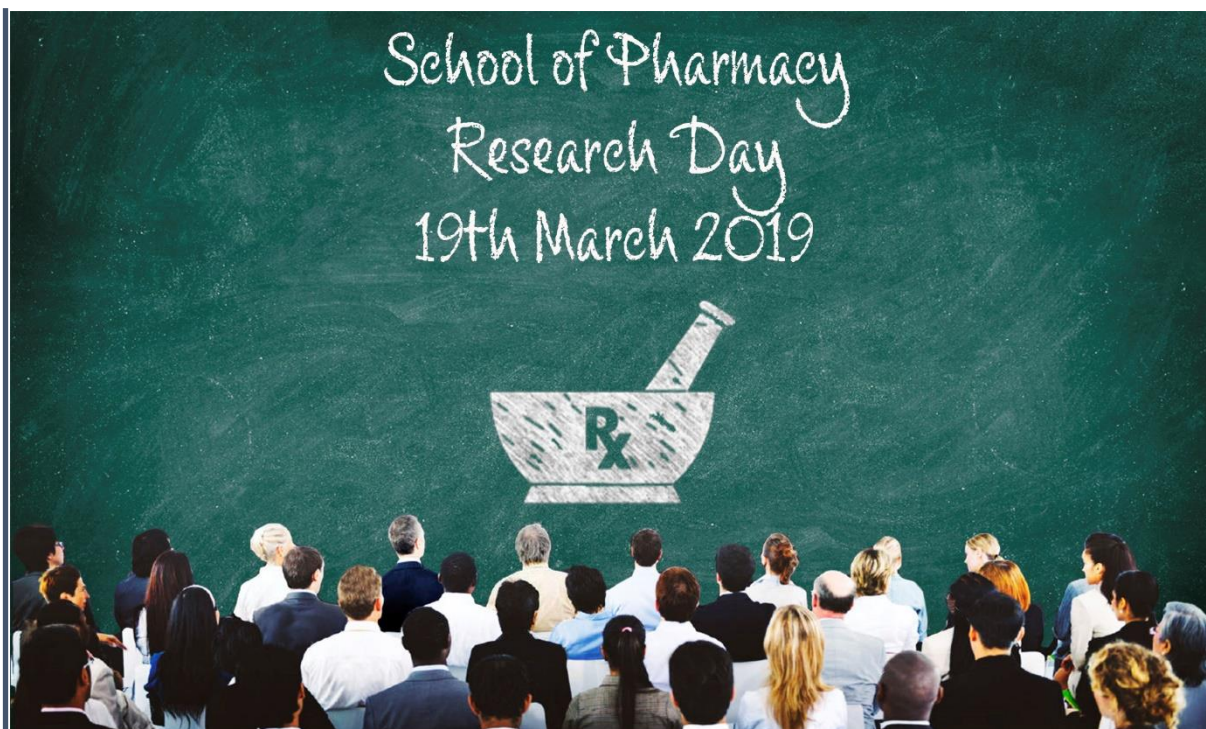
*Figure 5.2. Advertisement for SoP Research Day (top) and photograph from Research Day (bottom)*

For Researchers, UCC has a framework for Researchers' personal and professional development under the University's Employment and Career Management Structure to help them identify long-term career options and short-term needs for improving current performance. Under the framework, PDR/Senior PDRs undergo individual training needs analysis with their Principal Investigators (PI), then prepare Professional Development Plans (PDP). Prior to offering them a contract the PI has to commit to developing a tailored PDP.

The 2020 survey showed that only one of two Researchers (1M/1F) who responded had the chance to meet with their PI to prepare a PDP to identify specific training objectives. Unfortunately, the Researcher sample size in the 2020 survey was only 2 researchers which affects the reliability of the survey results. To ensure that PDPs are completed for all Research staff, an action to ensure compliance with the framework is included (**Action 5.4**).

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**Action Box**

- 5.4: PDPs to be collated by School Manager to ensure compliance with UCC PDP framework

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(ii)  Appraisal/development review

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

The SoP is committed to ensuring that each staff member, irrespective of role or grade, is given relevant personal and professional career development. UCC has a Performance Development Review System (PDRS) for all staff who work 0.5 FTE or more and have more than one year remaining on their employment contract. This review is a joint discussion enabling the HoS/Line Manager and staff member to jointly set objectives and identify any associated support that is needed to help them achieve those objectives. Reviews should be conducted biennially. Online training is available to both HoS and staff in the PDRS process to maximise its effectiveness:

- Reviewee Training (3-hour Session)
- Reviewer Training (1-day Session)
- Head of Department/Area/Centre Training (1-day Session with follow up session as required)

In the Staff survey, the awareness and participation in the PDRS process was 86%, and 87%, for females and males respectively, which rose from the previous level of 67% and 60% respectively in 2017 (see Table 5.10). PDRS has a high uptake rate among staff.

*Table* 5.10*. Staff survey responses to questions regarding PDRS (2020)*

| Are you aware of the PDRS process? | 2017 | | | | 2020 | | | |
|---|---|---|---|---|---|---|---|---|
| | F | %F | M | %M | F | %F | M | %M |
| Yes | 12 | 67% | 6 | 60% | 19 | 86% | 7 | 87% |
| No | 5 | 28% | 4 | 40% | 3 | 14% | 1 | 13% |
| N/A | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% |
| **Total** | 18 | 100% | 10 | 100% | 22 | 100% | 8 | 100% |
| **Have you participated in the Performance Development Review process as a "reviewee"?** | 2017 | | | | 2020 | | | |
| | F | %F | M | %M | F | %F | M | %M |
| Yes | 7 | 39% | 6 | 60% | 15 | 68% | 6 | 75% |
| No | 10 | 56% | 4 | 40% | 7 | 32% | 2 | 25% |
| N/A | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% |
| **Total** | 18 | 100% | 10 | 100% | 22 | 100% | 8 | 100% |

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: In 2017 Bronze award application, it was identified that less than half of staff (46%, 13/28) had participated in the PDRS system. This had the risk of staff not receiving the best support from SoP on career progression for staff |
| Action: A Bronze award action was for the HoS to brief the SoP Board about the benefits of participating in PDRS process and as part of the induction of new staff, the importance of participating in PDRS was emphasised. |
| Impact: In the most recent survey, the majority of staff (70%, 21/30) who responded have participated. The increase from 46% to 70% represents a growing understanding and commitment to the professional development of staff in SoP for future personal and organisational success. |

For those who completed a PDRS review at the School, the majority agreed that they got a chance to discuss their workload, career progression, promotions, and work objectives (see Figure 5.3). However, 35% of females did not agree that the review process gave them an opportunity to discuss work-life balance issues although the majority of females would be comfortable discussing them with their line manager/PDRS reviewer. The survey also showed that half (52%) of participants indicated that they benefitted from PDRS participation, and 19% indicated that did not benefit from the review process vs 8% in 2017. Some of the reasons cited for this included that:

- Not provided with an opportunity for feedback (30%),
- No discussion for promotions (15%), and
- Unease discussing work-life balance with line manager (25%).

This disagreement was comparable between both female and male participants. The rise in the percentage reporting no benefit is worrying and the SoP will seek to improve satisfaction with the PDRS process for all staff (**Action 5.5**). Since the survey, UCC has started use of the Simitive e-performance system that provides formal structures giving feedback on the review process.

**Action Box**

- 5.5: HoS/Line Manager to conduct PDRS with staff on minimum of annual basis and incorporate discussion of work-life balance and progression criteria (linked to Action 5.3) in the Performance Development Review process

Figure 5.3. Staff survey responses on PDRS participation (2020)

Both male and female participants were satisfied with the opportunity they had to discuss the work-life balance issues with their HoS/Line Manager (see Figure 5.4). Unfortunately, a high percentage of female participants felt they did not get a chance to discuss their career progression (57%), promotion opportunities (57%), workload (43%) or work objectives (29%) with the line manager/head of department (**Action 5.5**).
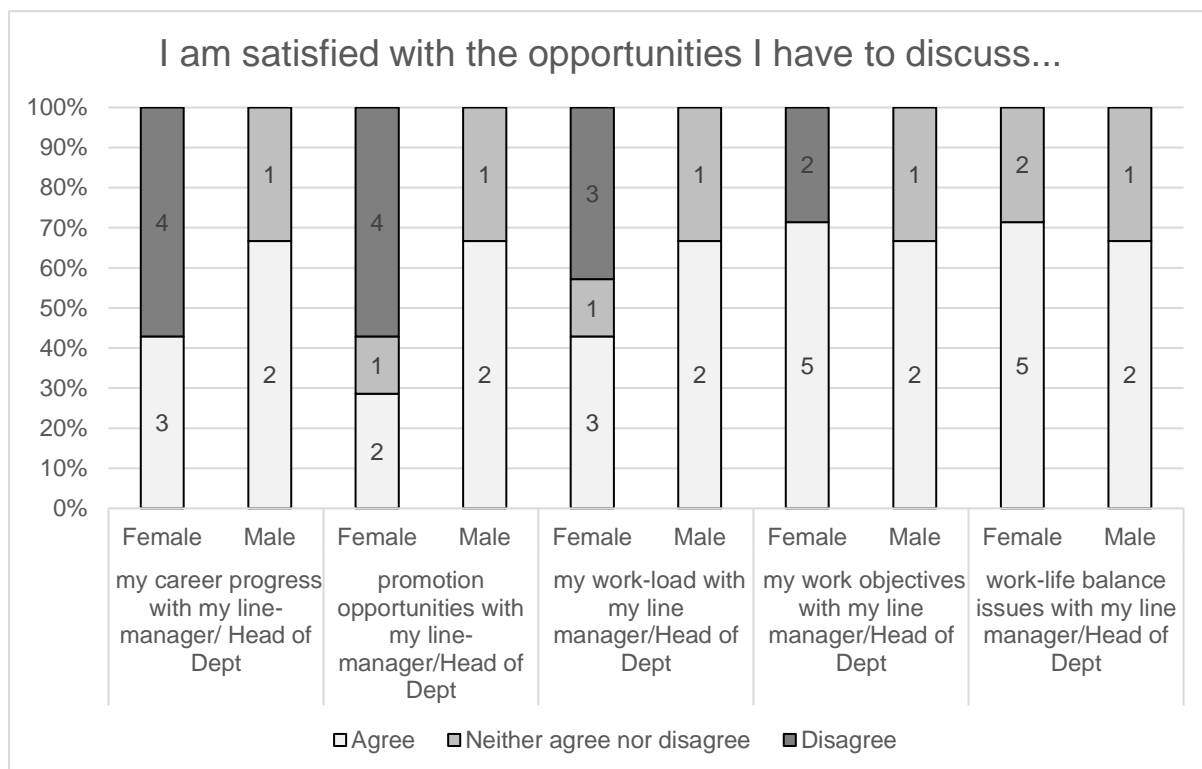


*Figure 5.4. Staff survey responses of opportunities for discussion with line managers (2020)*

Research staff were comfortable and satisfied with the opportunities they have to review workload and work-life balance with their PI (see Figure 5.5). They also were satisfied with the opportunities they had to discuss promotion and mentoring opportunities with their PI. The high satisfaction was comparable between female and male participants. Unfortunately, the sample size in 2020 survey was only 2 Researchers which affects the reliability of the results. Also, the response by gender is not reliable because of the small sample size. This should be considered in any future survey.

**I'm a member of Research Staff, and I am satisfied with the opportunities I have …**

| | 2017 | 2020 | 2017 | 2020 | 2017 | 2020 | 2017 | 2020 |
|---|---|---|---|---|---|---|---|---|
| Neither agree nor disagree / Disagree | 1 | | 1 | | 1 | | | |
| Agree | 5 | 2 | 5 | 2 | 5 | 2 | 6 | 2 |
| | to discuss and review my workload with my PI | | To discuss promotion opportunities with my PI | | To discuss work-life balance issues with my PI | | To discuss training and mentoring opportunities with my PI | |

☐ Agree  ☐ Neither agree nor disagree  ■ Disagree

*Figure 5.5. Research staff survey responses of opportunities for discussion with PIs (2020)*

(iii)    Support given to academic staff for career progression

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

All new Academic staff contracts stipulate that they must undertake the Postgraduate Certificate in Teaching and Learning to support their teaching development. The cost of this is covered by the university. Contracts also establish that new staff are assigned a mentor within UCC to aid integration into their position.

For current staff, the SoP encourages eligible staff to apply for promotional calls via email from HoS. During the application process, staff can avail of an informal application review process from staff who have previously been successful, or from the School Manager.

SoP encourages all staff to avail of training that will give them knowledge and confidence to apply for roles of increasing responsibility, and six staff have undertaken leadership programmes -  Current Leaders (2Fs/2M) and Aspiring Leaders (1F/1M). The SoP encourages female staff to apply for the Aurora Women Only Leadership Development Programme and, to-date, four female Academics successfully completed this programme. The SoP recognises the benefits that leadership training and mentorship/coaching bring to career development and a successful work-life balance.

Since the SoP's Bronze award, Research staff now have a role in the SoP's governance structure and opportunities to gain administrative experience outside their research groups. Research staff are represented on four SoP committees; Health and Safety Committee, EDIC, Research & Graduate Studies Committee, and SoP Board. In addition to demonstrating research and administration capability, and in consultation with PIs,

Researchers have the opportunity to teach on UG courses. To support their teaching development, Research staff can undertake the [Postgraduate Certificate in Teaching and Learning](#) to provide them with the opportunity to develop and receive recognition for their teaching practice. Since 2017, two Research staff (1F/1M) have successfully completed the Certificate.

(iv)    Support given to students (at any level) for academic career progression

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

UG 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, industry, regulatory, governmental, and academic) to facilitate them in making informed career choices upon graduation. In the 4th year placement, students have an opportunity to do their placement in an academic institution. Table 5.11 shows the number of placements undertaken in UCC. The data shows no gender pattern.

*Table 5.11. Number of UG placements in SoP*

| Year | Academic placements |
|---|---|
| 2019/2020 | 5 (4M/1F) |
| 2020/2021 | 5 (1M/4F) |

Career talks are organised annually by the SoP's Pharmacy Society at which pharmacists with diverse career paths are invited to speak. In collaboration with the Pharmacy Society, and UG representatives on the SAT, the Academic and Researcher representatives at career events was increased with the aim of increasing numbers considering an academic career.

At PGR level, all students undertake a structured PhD/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 number of research students undertake scientific/technical roles within companies and government agencies.

To enable students to make informed decisions moving from academia into industry employment, Pharmaceutics and Pharmaceutical Chemistry PhD students can undertake a 3-month placement in industry as part of their PhD.

To facilitate access to PGR programmes, PGR 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 one student availed of maternity leave. To further facilitate access to PGR programmes, the SoP offers part-time study for research degrees. In 2020/2021, four PhD students (4F) and two MSc (research) students (2F) are registered part-time.

A competitive CoMH travel bursary is offered from the CoMH to support students to attend conferences and workshops and visit other academic groups internationally. 7 students (6F/1M) received CoMH travel bursaries between 2017 and 2019, with there being no recipients from the SoP in 2020 or 2021 due to COVID travel restrictions.

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

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

All academic staff are encouraged to apply for research funding and SoP highlights potential grant opportunities at the SoP Board and via discipline meetings. Securing grant funding is challenging, but more difficult for those setting up an independent research group and those who have not achieved a track record of publication for a period of time. A range of supports are offered by the Research Office such as advice prior to submission, review of grant drafts and budget. Informally SoP staff collaborate on grant applications, share drafts of previously successful grants and introduce earlier career researchers to research networks such as SFI research centres (SSPC Pharmaceutical Research Centre [SSPC] & Alimentary Pharmabiotic Centre [APC]). When grant funding is obtained the administration staff in SoP assist in navigating grant reporting, managing accounts and recruiting research students and staff.

Conscious of challenges in obtaining funding, in 2020 the SoP offered PhD scholarships from funding obtained via internationalisation activities. The positions were open to students whose supervisory team included SoP staff at Lecturer grade. Two PhD scholarships were awarded to female students with supervisory teams containing 3 female lecturers. In 2021 the SoP started to collect data on grants applied for and grants obtained by individual members of staff. This data will enable more focused supports to be put in place.

From the staff survey, all participants agreed that the opportunities to apply for research funding is important for their professional development (see Figure 5.6). All participants

showed a high degree of satisfaction with the support offered by UCC (e.g. College Research Support Officers) to those applying for research funding. SoP also supports training opportunities identified by staff themselves, e.g. conferences, and has a dedicated Staff Development Fund which covers training expenses.

Satisfaction with the supports offered by SoP to Academic and Research staff members who apply for research grant applications is low. About 36% of females were dissatisfied with the opportunities available to them to apply for research funding, and the degree of dissatisfaction increased to 57% with the support available within the School to apply for research funding. This dissatisfaction is also clear with male participants but to a lower extent. Similarly, 50% of females and 33% of males were dissatisfied with supports in the School given to those whose applications were unsuccessful. Given the stated importance of research funding to staff progression the SoP will take action to further improve supports (**Action 5.6**).
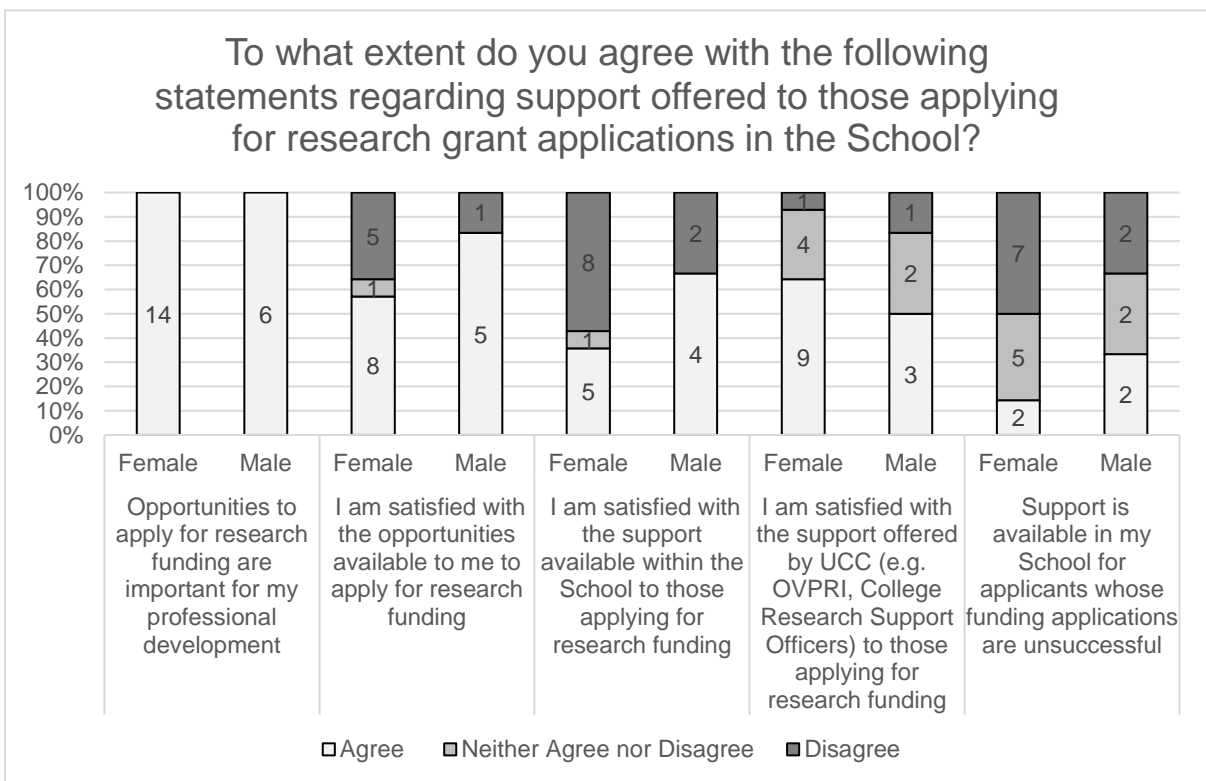


*Figure 5.6. Staff survey responses on research grant applications (2020)*

**Action Box**

- 5.6: Set up database of previously successful applications to be used as a resource by staff when making new applications

### 5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i)     Training

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

Training for PSS is organised centrally by UCC Staff Wellbeing & Development as it is for all staff in UCC. Besides specialist courses for Academics and Researchers, all courses are available to PSS. Uptake numbers can be seen in Table 5.9 in comparison with other staff types. A detailed breakdown of the courses undertaken can be seen in Table 5.12. The table shows the training undertaken covers a variety of types related to career progression of PSS. All PSS are notified of available training through university-wide emails from UCC Staff Wellbeing & Development. PSS survey responses on satisfaction were not separated from other staff due to the risk of identification (Figure 5.1).

*Table 5.12. Number of Trainings Availed by PSS by Gender (2016-2019)*

|  | 2017 | | | 2018 | | | 2019 | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Category** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** | **F** | **M** | **%F** |
| Management & Leadership Development | 1 | 0 | 100% | 3 | 2 | 60% | 4 | 1 | 80% | 8 | 3 | 73% |
| Personal & Professional Effectiveness | 4 | 2 | 67% | 1 | 0 | 100% | 8 | 0 | 100% | 13 | 2 | 87% |
| Staff Wellbeing | 0 | 0 | 0% | 1 | 0 | 100% | 1 | 0 | 100% | 2 | 0 | 100% |
| Training For Research | 11 | 0 | 100% | 1 | 0 | 100% | 0 | 0 | 0% | 12 | 0 | 100% |
| **Grand Total** | **16** | **2** | **89%** | **6** | **2** | **75%** | **13** | **1** | **93%** | **35** | **5** | **88%** |

(ii)    Appraisal/development review

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

The PDRS takes place in a similar manner as described in 5.3 (ii). The data for Table 5.10 includes PSS and all other staff. Responses were amalgamated due to the low number of staff who responded, which meant it may have been possible to identify specific respondents. The SoP encourages PSS to participate in PDRS so that they can receive personalised support from the SoP to reach their personal development and career development goals. Action 5.5 will apply to all staff in SoP, including PSS.

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

### 5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

The responses from Academic and PSS were not separated in the survey due to the low number of PSS to minimise the risk of identifying members of staff.

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

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

Due to the SoP staff age profile and percentage of female staff, maternity leave is a relatively common occurrence, with 12 maternity leaves between 2016 and 2021 (Table 5.13). Adoption leave has never been taken in the SoP. The maternity leave handbook developed at University level provides a comprehensive source of information for women before, during and after maternity leave. The handbook is supported by several institutional policies which are available on the HR website. A range of supports are offered at University and School level to support staff while preparing for their maternity leave:

- Staff are recommended to read the University's Comprehensive Guide to Pregnancy and Maternity which provides an overview of the process, the provisions staff may be entitled to and what will be required from both staff and their Line Managers at different stages of the process.
- The SoP helps staff to participate in regular pregnancy job risk assessments to ensure safety.
- Staff are given paid time off to attend antenatal appointments.
- Staff are invited to undergo one-to-one coaching sessions through HR to discuss any aspects of maternity leave. Other informal initiatives set up by the Welfare and Equality teams in HR are also available, i.e. maternity connections and mentoring.
- The School Manager has received training in supporting staff who go on maternity leave and meets staff members to discuss and agree any additional arrangements required during pregnancy, i.e. antenatal appointments, workload allocation, rest breaks.

- Staff meet with their Line Manager to discuss and agree on a plan for the handover of their work, any arrangements for during the pregnancy (i.e. antenatal appointments, workload allocation, rest breaks, contact during the leave period, use of car-pooling spaces) and after the maternity leave (i.e. opportunities to avail of any other form of additional leave such as parental and parents leave).

*Table 5.13. Maternity leave with return details (2016-2021)*

| Year | Grade | Returned |
|------|-------|----------|
| 2016/17 | L A/B | Yes |
| | L A/B | Yes |
| | PDR | Yes |
| 2017/18 | L A/B | Yes |
| | RSO-Admin | No |
| 2018/19 | L A/B | Yes |
| | L B/B | Yes |
| 2019/2020 | L A/B | Yes |
| 2020/2021 | SL | Yes |
| | L A/B | Yes |
| | L B/B | Currently on leave |
| | Admin | Currently on leave |

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: As the SoP is a relatively young School, there was a risk of high staff turnover from the additional time demands in preparation for parenthood. |
| Action: SoP implements University policies on leave but in addition provides extra supports for staff, such as meetings with the School Manager and line manager to discuss and agree the transition to leave and the transition back to work. |
| Impact: 11/12 respondents were supported by the School before their family leave (91%F; 100% M). These actions have reduced the impact of concern regarding the career consequences of personal decisions around family. |

**Quote Box: Quote from 2020 Staff Survey**

*"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 stop."* **Female, Role not disclosed**

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

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

The Staff survey showed that 4/11 (36%) respondents covered some of their responsibilities during maternity leave and the same percentage indicated that part-time staff were not hired to cover their work. The follow-up questionnaire revealed that staff covered both teaching and research related activities. Since 2021, a formal written record of the duties of the staff member going on leave and how they will be covered has been implemented to minimise the percentage covering responsibilities during their leave.

The University has recently adopted the policy of replacing all staff on a full-time basis for the duration of their maternity leave. At School level, staff are invited to remain on their email listings in line with university policy to keep in touch through workdays unless they specifically request to be removed for the duration of maternity leave. They are also invited to any social events organised by the School.

(iii)   Cover and support for maternity and adoption leave: returning to work

*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*

Since 2020, the School Manager formally meets with all staff returning from family leave to discuss the transition into the workplace, and the supports available at School and University level. Returning to work can be very stressful for staff and the range of supports is provided to enable a smooth transition and reconnection to academic and research activities:

- Academic staff can apply for a €5,000 Academic Returners grant which is supported by the College of Medicine and Health. Four members of staff availed since 2016.

- 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 supported by the provision of a room dedicated for Nursing Mothers/Baby Changing and First Aid within the Pharmacy Building (Figure 5.7). This facility was identified as being particularly useful during discussions with a female Academic staff returning from maternity leave.

*Figure 5.7. SoP Mothering room*

- SoP supports for new parents are not limited to the staff members but are also provided to UG and PG students who are new mothers. During the reporting period, all students who become new mothers (3/3) availed of SoP maternity supports.

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| <u>Issue</u>: As the SoP is a relatively young School, there was a risk of high staff turnover from new parents being unwilling or unable to maintain their new work-life balance. |
| <u>Action</u>: SoP implements University policies on maternity leave but in addition provides extra supports for staff, such as the facilities for new mothers. |
| <u>Impact</u>: The benefit to new mothers is demonstrated by the high level of support reported by staff both quantitatively and qualitatively in comments from the survey. 10/11 respondents were supported by the School after their family leave (91%F; 100% M). |

> **Quote Box: Quotes from 2020 Staff Survey**
>
> *"I benefitted from the academic returner scheme, which is an important recognition of the challenge that comes with returning from leave."* **Female, Role not disclosed**
>
> *"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"*. **Female, Role not disclosed**

In the Staff survey, 30% staff answered that taking leave had "*negatively impacted their career*". The support is provided but it may need to be more structured. To address this disparity, it is recognised that a policy on reduced teaching hours would give staff a better chance of settling back into work. The feasibility of implementing such a policy in SoP is to be explored (**Actions 5.7**).

> **Quote Box: Quotes from 2020 Staff Survey**
>
> *"Some time should be given to staff upon return to familiarise themselves with all the work done while they have been away (to go through committee meetings minutes, research reports etc). Hence, staff could be given some time off teaching (e.g. 2 months)."* **Female, Role not disclosed**
>
> *"The key challenge is volume of teaching some reduction here would be great."* **Female, Role not disclosed**

> **Action Box**
>
> - 5.7: Explore feasibility of implementation of reduced teaching hours on return from extended leave.

(iv)    Maternity return rate

> ***Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.***
> ***SILVER APPLICATIONS ONLY***
> *Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.*

Between 2016-2020 there were 10 instances of maternity leave amongst Academic staff and 2 PGRs. All Academic staff who took maternity leave while in the SoP returned to their posts and are still in their posts (>18 months after return). A PGR student who was on maternity leave during this period was paid full maternity leave by the University as a result of the terms of her funding and supported by the School to avail of flexible working hours upon her return. She was also given a no-cost PhD extension and successfully completed her PhD thesis. The second student returned to her PhD studies on a part-time basis to accommodate her caring responsibilities.

(v)    Paternity, adoption, and parental leave uptake

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

The uptake of family leave, other than maternity leave, amongst SoP staff is low considering the high proportion of staff with caring responsibilities. Between 2016-2021, two male Researchers and one male Academic availed of the two weeks paid paternity leave provided by UCC and found it as a very important support for their family life. No staff in the School availed of adoptive leave but four female staff availed of parental leave during the assessment period. The School will continue to promote and encourage take-up of all types of family leave.

> **Quote Box: Statement from male PDR in relation to paternity leave**
>
> '*It was very important for my family to be near them after the birth of my daughter as we are away from our home country and no family members around us to help. It helps to give my wife time to rest, sleep and be herself for periods of time. There was no big impact on my work as it was for only 2 weeks*'. ***Male, Researcher***

(vi)    Flexible working

*Provide information on the flexible working arrangements available*.

UCC has policies allowing for flexible working and the provision of career breaks for various reasons. However, the rates of awareness among survey respondents to flexible working policies in UCC varied (Figure 5.8): Career Break (89%); Reduced Working Week (59%), Sabbatical Leave (89%), Unpaid Leave of Absence (86%); Shorter Working Year (59%,); Flexible Working (73%). Between 2016-2019, one female Lecturer availed of Sabbatical Leave in 2016, one female PSS availed of Unpaid Leave of Absence and one female PSS availed of Reduced Working week for several years during the summer months. Four female and one male staff availed of the Flexible Working Hours. To date all staff who had applied for flexible working hours were granted same. Throughout the COVID-19 pandemic period, all staff have been able to avail of remote working despite SoP returning to on-campus teaching. This has been supported by the SoP through the provision of necessary equipment and technical support needed to work from home.
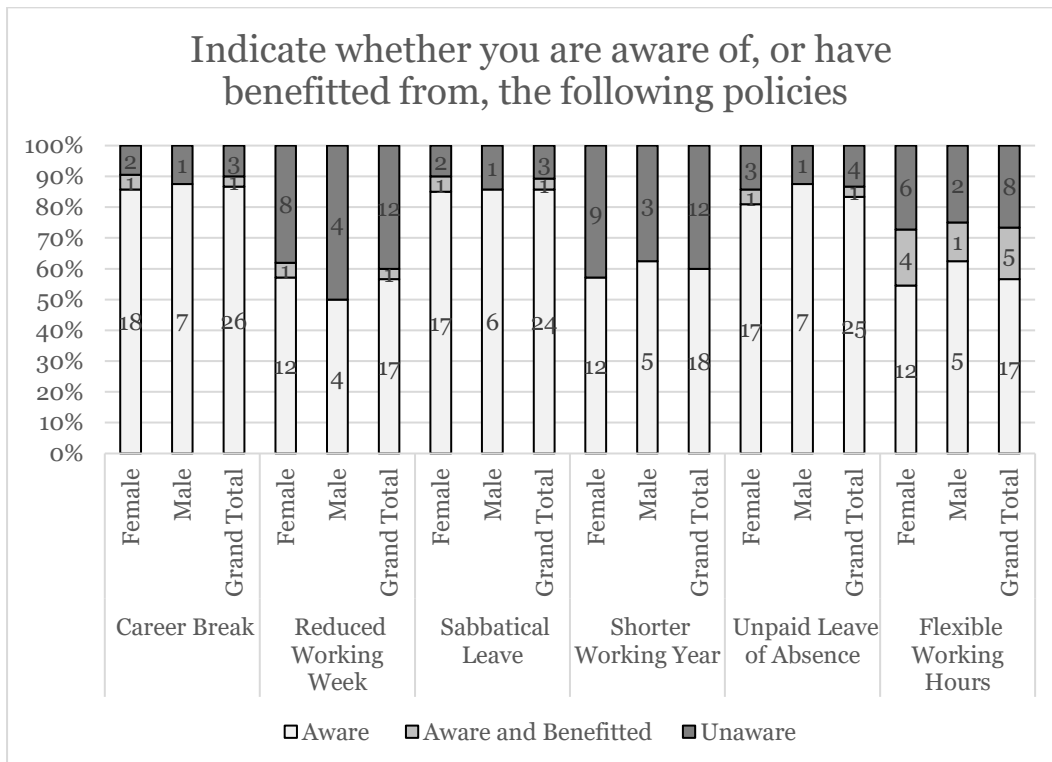


*Figure 5.8. Awareness and Uptake of Flexible Working Options*

Survey results show a relatively high level of satisfaction amongst staff with respect to flexible hours. Of 30 respondents, 70% (15F/9M) agreed that flexible working was supported in the School and 87% (17F/8M) agreed that they would be comfortable discussing flexible working arrangements with their Line Manager. Improved work-life balance emerged as a major benefit of flexible working arrangements as stated by a female PSS.

> **Quote Box: Quote from female PSS on impact of flexible working on family life**
>
> *"I used the reduced working week for several years and took between one day and two and a half days per week off depending on the year and my family circumstances. I found it wonderful because I have worked full time for almost 30 years and it was the first time that I actually had time off to do other things at home with my family during the week. As a result the reduced working week was very important to us as a family"* **Female, PSS**

Of 28 respondents, 54% (11F/4M) felt they could work flexible hours if they need to and 32% (6F/3M) negotiated flexible working hours on an informal basis, locally, with their Line Manager/PI/supervisor. However, 32% of survey respondents (8F/1M) did not know if they were allowed to work flexible hours (**Action 5.8**).

> *Action Box*
>
> - 5.8:  Create an annual awareness campaign informing SoP staff of the variety of flexible working options available
>
>     - o  Information on flexible working options and contact person will be presented to staff at the SoP Board meeting and reinforced via email on an annual basis
>     - o  Flexible working champions will be identified within the School and eligibility of different staff categories

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

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

One female PSS staff member who worked part-time took a career break in 2019. This staff member subsequently returned to full-time education and did not return after career break.

## 5.6. ORGANISATION AND CULTURE

(i) Culture

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

All staff surveyed either agreed strongly (17F/5M) or somewhat agreed (5F/3M) with the statement *'the prevailing culture and atmosphere in the School is inclusive and friendly to all'*. The School strives to embed and promote a culture of gender equality and inclusivity through a range of initiatives undertaken involving students and staff (see Figure 5.9). Gender equality is considered in the design of all promotional material for the SoP. Many social activities and events are organised during the year, such as the Marchathon and Walktober team step count competition, Cake sales to fundraise for charity, joint staff-student events (UG vs Staff debate, UG-Staff Relay-for-Life fundraiser, and end-of-semester social gatherings for staff and PGR students).

| IMPACT TABLE: EVIDENCE OF IMPACT |
|---|
| Issue: There was a concern that social events organised by the SoP did not give all staff an opportunity to connect with other staff outside of formal workplace communication |
| Action: The SoP sought suggestions from staff and students, and organised a variety of inclusive activities such as sports/physical events and debates |
| Impact: Percentage of staff surveyed who strongly or somewhat agree with the statement, '*The prevailing culture and atmosphere in the School is inclusive and friendly to all*' increased from 87% (2017) to 100% (2020). |

While there is a high satisfaction with the culture of the SoP, the EDIC wishes to embed and maintain this high level of satisfaction by expanding the remit of the EDIC to formally incorporate staff wellbeing in all its forms.

The SoP Board, the School's decision-making body (see Figure 2.3), includes all Academic and PSS plus UG student representatives. UG student representatives are nominated by the Pharmacy Society. To further improve inclusivity and increase staff representation at SoP board level, a Research staff representative has joined the Board since the initial Bronze award. EDI is a central theme at the annual School Away Day (for Academic and PSS staff) and the Annual School Assembly (for BPharm/MPharm staff and students). At previous School Away Days, topics addressed have been committee structure re-organisation and a workshop on recognising and appreciating the diversity of cognitive approaches amongst staff in the School led by Dr Jay Chopra. For the Annual School Assembly, guest speakers such as Irish Olympian Rob Heffernan and Adrienne Stack of Hugh's House charity spoke about resilience and their diverse ways of coping. Townhall meetings are held semi-annually at which student year groups are invited to talk freely to the HoS about issues that are important to them.

Celebrating a significant birthday!!!


Breakfast in the SoP National Workplace Wellbeing day 2019


Students vs Staff debate 2018


Student/staff celebration of MPharm graduation 2021


Postgrad End of Year Celebration 2019

*Figure 5.9. Examples of events/activities promoting an inclusive culture within the School*

SoP coffee room is a shared space for PGR students and staff to take breaks and celebrate together; birthdays, marriages, pregnancies, and viva defences. With the increase in staff in recent years, additional shared space has been installed, in the form of meeting pods (Figure 5.10). To address the potential isolation of staff with the move online during the Covid crisis, the EDIC initiated optional, online coffee meetings on Friday mornings. Regular monthly research group meetings have moved online to allow staff and PGR students to maintain a sense of community and to integrate new staff/students into the School. To further promote a culture of inclusivity encompassing Researchers and PGR students we will hold an annual summer picnic for staff, PGR students and their families (**Action 5.9**).

**Action Box**

- 5.9:  Annual summer picnic/ garden party open to staff, researchers, and their families



*Figure 5.10. SoP meeting pods*

In 2019 the AS Student Award was established to increase UG student awareness of the AS charter principles. The awardee(s) is nominated by fellow students based on criteria; a student who best promotes a culture of EDI within the School. The winner is presented the AS Perpetual Trophy at the Pharmacy student ball (see Figure 5.11). The SoP actively supports the UCC Pharmacy Society in its initiatives to promote student wellbeing, e.g. 2020 *In Between Two Minds Conference* focused on the fusion of patient-care and self-care for budding pharmacists and healthcare professionals and 2021 video competition on the topic *A Pharmacy Student's Wellness Toolbox*. An example of the active supports is the rearrangement of lectures to enable staff and students to attend the conference during the working day. In collaboration with the Pharmacy Society the SoP continues to promote EDI culture (**Action 5.10**).

*Figure 5.11. Photograph of Roisin Keane (left) and Ailbhe Kearney (right) receiving the AS perpetual trophy at the Pharmacy Ball 2020. Award presented by Dr. Kieran Dalton, Lecturer and Maria Mulrooney EDIC undergraduate representative*

**Action Box**

- 5.10: Pharmacy Society to appoint two undergraduate student representatives to EDIC for a staggered two-year term to increase the diversity of student perspectives in the EDIC.

**Quote Box: Quotes from students about recipient of AS Student Award**

*"So welcoming and kind to everyone"* **Gender not disclosed, UG student**

*"make a fantastic effort to make sure everyone feel like they are welcome and included not just in our class but also in pharmacy"* **Gender not disclosed, UG student**

*"constantly organising fun activities for our class to do, which is particularly great when stress levels are high and has helped us really bond as a class"* **Gender not disclosed, UG student**

*"They were also responsible for making a fantastic video to mark our BPharm graduation, and made sure every single class member featured in the video. This video is an amazing souvenir for everyone to have"* **Gender not disclosed, UG student**

HR policies

*Describe how the department monitors the consistency in application of*

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

HR policies, agreed at university level in consultation with staff, are circulated to staff via email and hosted on the UCC website. UCC's Duty of Respect and Right to Dignity Policy was revised in December 2020, circulated to all staff in the School by email and highlighted at the School Board. In situations where HR workplace issues arise, HoS and School Manager consult with the dedicated CoMH HR representative to ensure university policies are adhered to.

Survey results indicated most respondents agreed (28/30) that *The School promotes clear values and expectations about how people should behave towards each other.* However, survey responses highlighted concerns about reporting unfair treatment (Table 5.14).

*Table 5.14. Staff survey responses regarding HR policies*

| To what extent do you agree with the following statements about the working environment in the School? | 2017 | | | | 2020 | | | |
|---|---|---|---|---|---|---|---|---|
| *Somewhat or Strongly Disagree* responses | F | % F | M | %M | F | % F | M | %M |
| I am treated fairly, based on merit, without regard to characteristics of gender, civil or family status, sexual orientation, religion, age, disability, race or membership of the Traveller Community | 1 | 6% | 0 | 0% | 3 | 14% | 0 | 0% |
| If I felt unfairly treated, I would feel comfortable reporting it | 5 | 29% | 1 | 10% | 4 | 18% | 0 | 0% |
| I feel reporting unfair treatment could affect my career | Not posed | | | | 9 | 41% | 1 | 13% |
| **Total** | 17 | 100% | 10 | 100% | 22 | 100% | 8 | 100% |

In the follow-up questionnaire staff reported reasons for feeling uncomfortable reporting unfair or discriminatory treatment. Themes that emerged included concerns of newer staff or staff on fixed-term contracts how reporting could impact promotion or securing a permanent contract, uncertainty who to report to, uncertainty what would happen once

reported and lack of change in behaviour of reported offender. Concerns were also expressed about existing strong relationships amongst SoP staff and potential for bias in dealing with complaints.

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**Quote Box: Quotes from 2020 Staff Survey**

*"I would not be completely comfortable because the School of Pharmacy is a small place. News travels fast and there are strong relationships between staff so it might be difficult for staff to remain unbiased."* **Male, Role not disclosed**

*"Not really - it is difficult to report being a new member of staff/ on a short term contract as you feel it may affect your chances of a permanent contract/promotion if you upset senior staff."* **Male, Role not disclosed**

</div>

The questionnaire also asked for changes the SoP could implement to make staff more comfortable reporting unfair treatment. Suggested changes included clarity on procedures to be followed, anonymous or third party (outside the school) reporting form, provision of examples of unfair/discriminatory behaviour and leadership from HoS and COMH that action will be taken. Considering this feedback, **Action 5.11** is designed to build confidence on implementation of the Duty of Respect and Right to Dignity Policy at School level.

Stand-alone unconscious bias training is offered by HR. Since 2017, 12 staff (7F/5M) have taken stand-alone unconscious bias training. The EDIC, through the SoP Board, continue to promote awareness of unconscious bias and other available training.

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**Action Box**

- 5.11: SoP leadership to host an education session with HR for all staff on the role of the UCC Staff Ombudsman, the UCC Duty of Respect and Right to Dignity Policy, and real-life case studies demonstrating the implementation of the policy

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(iii)   Representation of men and women on committees

*Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing*

The SoP committee structure and governance is currently under review and gender balance continues to be central to this discussion (see Table 5.15, Table 5.16 and Table 5.17). Staff are invited to express interest in membership of specific committees to the HoS and where possible this is accommodated. Chairs of committees are normally selected from amongst committee members. The chairperson positions in SoP committees is 62% M/38% F (5/3) excluding *ex officio* positions held by the HoS, and by role, senior staff have more chair positions and are members of more committees. Committee chairs sit on College level committees and within the proposed governance will sit on the SoP Executive. Therefore, chairperson positions are important opportunities for career progression. To increase female staff engagement in committee roles, all staff have been encouraged by email and at SoP Board to express interest in committee roles (**Action 5.12**). The HoS has committed to target approximately 50%M/50%F for chairs to committees in revised structure.

**Action Box**

- 5.12: Continue to encourage female staff to apply for membership of committees and to express interest in chairperson positions.

*Table 5.15. Breakdown of membership of SoP committees (2020)*

| Committee | F | %F | M | %M | Chair |
|---|---|---|---|---|---|
| School Board | 23 | 64% | 13 | 36% | M* - Prof |
| School Executive | 3 | 50% | 3 | 50% | M* - Prof |
| Equality, Diversity and Inclusion Committee | 6 | 60% | 4 | 40% | F - Prof |
| Teaching and Curriculum | 5 | 56% | 4 | 44% | F - SL |
| Research and Graduate Studies | 4 | 50% | 4 | 50% | M - Prof |
| Health and Safety Committee | 4 | 57% | 3 | 43% | M - PSS |
| Promotion of Pharmacy Committee | 2 | 40% | 3 | 60% | F - PSS |
| Mature Student Sub-Committee | 2 | 67% | 1 | 33% | M - L A/B |
| Staff/Student Sub-Committee | 2 | 40% | 3 | 60% | M - L A/B |
| SoP Social Research Ethics Committee | 5 | 63% | 3 | 38% | M - Prof |

*Chairperson position *ex officio* held by HoS
Underlined - Deemed influential committee due to role in influencing SoP policies

*Table 5.16. Mean number of SoP committee memberships by role (2020)*

| Role | Average |
|---|---|
| Professor | 3.3 |
| SL | 2.6 |
| L A/B | 2.4 |
| L B/B | 2.4 |

*Table 5.17. Breakdown of Academic Programme Directors and Year Co-ordinators (2020)*

| Role | F | %F | M | %M |
|------|---|-----|---|------|
| Prof | 0 | 0% | 1 | 100% |
| SL | 3 | 75% | 1 | 25% |
| L A/B | 1 | 50% | 1 | 50% |
| L B/B | 1 | 50% | 1 | 50% |
| **Total** | **5** | **56%** | **4** | **44%** |

(iv)    Participation on influential external committees

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

School staff at all levels, female and male, are represented on influential external committees nationally (see Table 5.18 and Table 5.19). Positions appointed through the SoP, are highlighted at the School Board or by email and staff are asked to volunteer to be nominated by the SoP. Several positions result from individual staff networks outside of the SoP. There is a culture of staff proposing and encouraging other staff to undertake committee roles.

*Table 5.18. Breakdown of membership national and International external influential committees by gender and grade (2017-2020)*

| | | F | M | %F |
|-----------|-------|---|---|-----|
| **Academic** | L B/B | 0 | 1 | 0% |
| | L A/B | 2 | 1 | 67% |
| | SL | 2 | 1 | 67% |
| | Prof | 2 | 1 | 67% |
| | **Total** | **6** | **4** | **60%** |
| **Research** | RF | 0 | 1 | 0% |
| | **Total** | **0** | **1** | **0%** |
| **Grand Total** | | **6** | **5** | **55%** |

*Table 5.19. Examples of membership of national and International external influential committees (2017-2020)*

| Committee | Gender |
|---|---|
| Vice President of the Royal Irish Academy | 1F |
| Chair Diversity Committee, Royal Irish Academy | 1F |
| Health Product Regulatory Authority (HPRA) Board | 1F |
| HPRA Veterinary Medicines Advisory Committee | 1F |
| President of the Irish Association of Pharmacologists | 1M |
| Nursing and Midwifery Board of Ireland | 1F |
| Irish Institute of Pharmacy (IIOP) Steering Group | 1M |
| British Irish Chamber Higher Education, Research and Industry Committee | 1F |
| NIRBT Cell and Gene Therapy and Vaccine forum | 1M/2F |
| National Working Group of the National Undergraduate Curriculum on Health Behaviour Change for Chronic Disease Prevention | 1F |
| Prescribing Research in Medicines Management UK and Ireland (PRIMM), Conference Organising Committee | 1M |
| Prescribing Research in Medicines Management UK and Ireland (PRIMM), Treasurer | 1F |
| Life Long Learning in Pharmacy (LLLP) conference Educational Group member | 1M |
| Editorial board member, Pharmaceutics | 1F/1M |
| Controlled Release Society Gene Delivery and Gene Editing (GDGE) focus group | 1M |
| UK-Ireland Controlled Release Society | 1F |
| European Industrial Pharmacists Group (EIPG) | 1M |
| UK Academy of Pharmaceutical Scientist - Manufacturing Classification System working group | 1F |

(v) Workload model

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

Workload allocation is dependent on staff role. Pastoral care, such as student mentoring, is assigned evenly amongst all staff (Academic & PSS) annually. The School Manager or Chief Technical Officer allocate administrative, technical and research responsibilities to PSS staff. From the PSS questionnaire, 7/8 (88%) felt their workload was reasonable and allocated in a fair and transparent manner. For Academic staff, administrative workload is allocated by HoS, teaching is allocated by Chairs of Discipline, and research workload is not assigned but at the discretion of staff members with support and advice of the Chairs of Discipline.

Results from the Staff survey (Figure 5.12) show that a higher proportion of female staff surveyed felt their workload was unreasonable 7/22F (33%) compared to their male colleagues 1/8M (13%). These responses were similar to those reported in the 2017 Bronze application. Following the 2017 survey, teaching workloads for SoP academic staff

were presented at the SoP Board to improve transparency. The percentage of staff who agree workload allocation is transparent has increased to 16/22 (70%) F, 6/8 (75%) M in 2020 compared to 8/17F (50%) and 4/10M (40%) in 2017. Perceptions related to workload fairness were explored in the follow-up questionnaire. Two key themes emerged from the questionnaire; the lack of transparency between disciplines, and high teaching and administration workload, exacerbated by Covid-19 and causing difficulty in devoting time to research which is considered a criterial area for promotion.

Academic staff also submit workload to central university through the University Academic Workload Distribution Model (AWDM). Figure 5.13 shows that 13/18 respondents understood the detail of the ADWM. Only 2/18 respondents were aware of the results of the AWDM survey and 50% (6/13F, 3/5M) of respondents felt it did not enhance transparency or fairness of workload distribution.

Two actions have been devised to improve understanding of the purpose of the university ADWM and to expand the collection of workloads to include research, administration and civic engagement, as well as teaching (**Actions 5.13 and 5.14**). These categories align with promotional criteria.

**Action Box**

- 5.13: Increase understanding of the outcomes of the AWDM

- 5.14: Include collection and dissemination of research, administration, and civic engagement activities of SoP staff to improve transparency and aid fair distribution of work
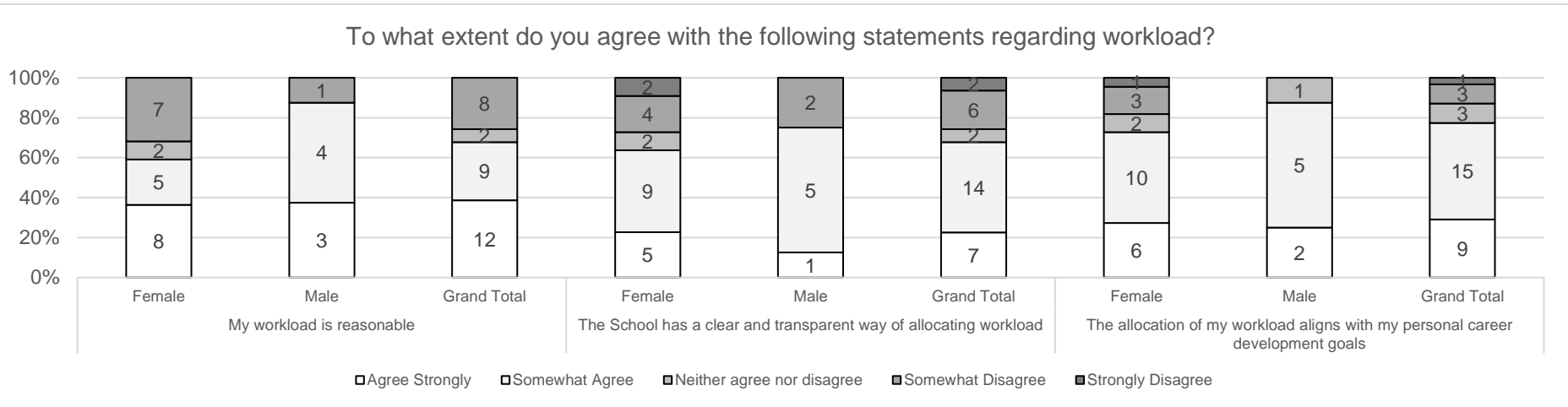
*Figure 5.12. Results of Staff survey regarding workload*
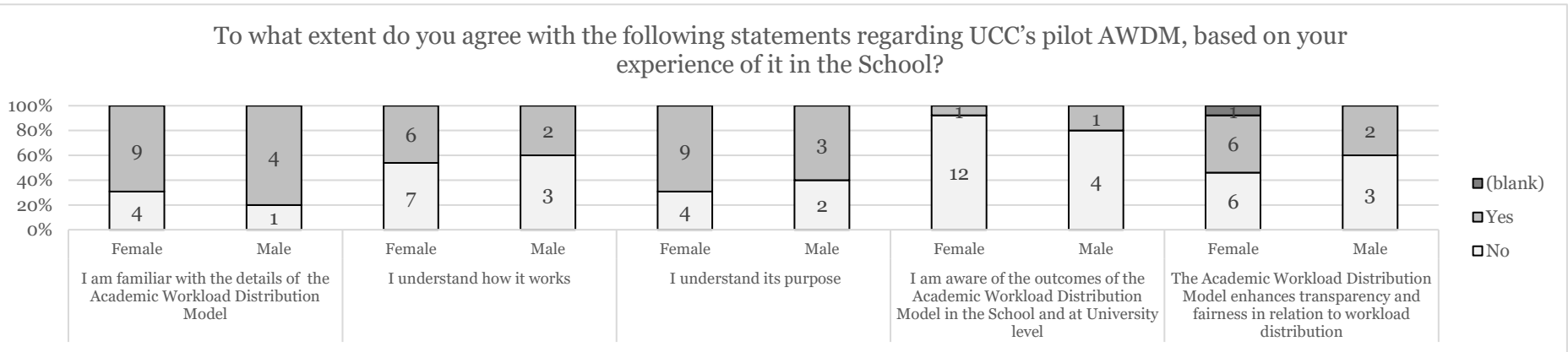


*Figure 5.13. Results of Staff survey regarding AWDM*

(vi)    Timing of departmental meetings and social gatherings

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

To maintain and foster a culture of inclusion core SoP meetings are organised between 10am – 4pm to accommodate staff with caring commitments. The majority of staff surveyed agreed that key meetings were inclusive and well attended (30/30) and held at times that make it easy to attend (29/30)(Figure 5.14).
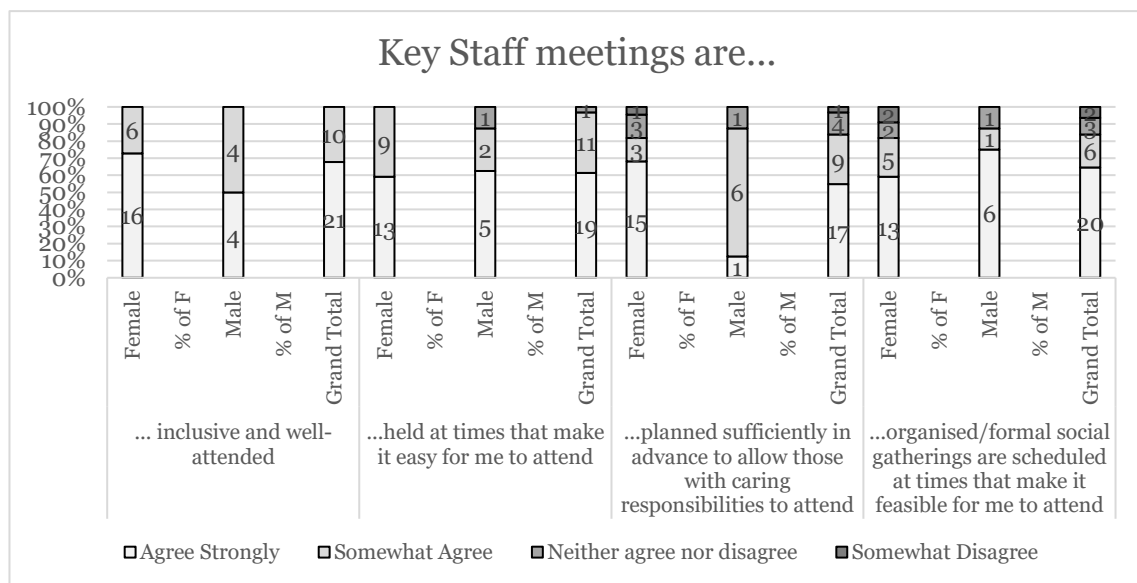


*Figure 5.14. Results of Staff survey regarding staff meetings*

(vii)   Visibility of role models

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

Since initiating the AS self-assessment process for the SoP 2017 Bronze award application, diversity has been considered in all publicity images and the SoP website. The School does not run a regular research seminar series.  However, for organised conferences such as the 2019 SoP Research Day and 2021 Targeting Therapeutics for Brain Disorders seminar, gender balance was considered amongst plenary speakers (1F/2M), organising committee (2F/2M) and presentations (10F/5M). For key School events such as the Open Days, Annual Away Day and School Assembly, a conscious effort is made to ensure a diverse range of speakers based on gender and ethnicity. In the future, selection of speakers at SoP events, where relevant consideration will be given to speakers from diverse backgrounds on the basis of disability, sexual orientation, family status, membership of the Traveller community, age, religion, and the intersectionality between these factors (**Action 5.15**).

**Action Box**

- 5.15: Expand considerations of new speakers at events to include those on the basis of disability, sexual orientation, family status, membership of the Traveller community, age religion, and the intersectionality between these factors

**(viii)  Outreach activities**

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

Gender balance is considered in the organisation of SoP Open Day and UCC Open Day representation. Outreach activities are recognised under Civic Engagement section of promotional criteria. Staff are encouraged to promote outreach activities on the SoP website and Twitter accounts. Staff within the SoP are actively engaged in outreach (Figure 5.15 and Table 5.20).

Currently outreach activity is not formally collected and collated by the SoP and therefore **Action 5.16** is included.

**Action Box**

- 5.16: Track outreach activities in the SoP and collect gender disaggregated data



*Figure 5.15. Dr Teresa Barbosa and Dr Suzanne McCarthy engaging with secondary school teachers on Microbial Diversity, Antibiotics & Antimicrobial resistance*

*Table 5.20. Examples of outreach activities performed by SoP staff (2017-2020)*

| Outreach activity | Gender |
|---|---|
| UCC/Royal Society Chemistry 'Spectroscopy in a Suitcase' outreach programme to secondary schools. | 1F/1M |
| "Prep for Healthcare" for TY students | 1F/2M |
| Cork Carnival of Science | 1M |
| Postgraduate Talk for Pharmacy Students | 1F |
| Visual Thinking Strategies facilitator at Glasheen Primary School | 1F/1M |
| Brain Awareness Week | 1F |
| Cork Discovers - Ambassador programme - a school visit to North Monastery Primary | 1F |
| IWish campaign | 1F |
| Science is wonderful, Brussels | 1F/1M |
| Science Soc STEMinars | 1F/1M |
| BT Young Scientist panel *Molecules to Medicines: Making vaccines during a global pandemic* | 1F/1M |
| Media features as an expert on mRNA technology (The Sunday Times, The Independent, Irish Examiner, EchoLive) | 1M |
| RTE Brainstorm article 'Science of Hangovers' | 2F |
| Cell Explorers is an SFI funded scientific outreach programme | 1M |

**WORD COUNT: 6556 WORDS**

**Case Study 1: [REDACTED]**

**Case Study 2: Prof. Abina Crean, Professor of Pharmaceutics**

When I joined the School of Pharmacy in 2003 as a Lecturer in Pharmaceutics, the School was just established. The prior 5 years I had worked in the pharmaceutical industry. This was my first academic position. As a mother of 2 school going boys, my career development and family life have evolved with the School's development.

The School has been supportive of my career development through a series of formal and informal supports. As an early-stage academic, I received informal mentorship from the HoS in areas of teaching and research necessary for career progression. More established academics provided me with invaluable support through collaboration on grants, co-supervision of PhD students, and a facilitated research placement in the University of Leiden (2008). Informal introductions, via more established academics, helped me to expand my academic network. I was nominated to external research committees and groups such as the UK Ireland Controlled Release Society and SSPC Research Centre.

Mid-career, promotional opportunities were limited due the national and University's financial environment. However, the School provided me opportunities to take part in the 30% IMI club mentorship programme in 2016 and leadership training programmes in 2014, 2019 and 2021. These programmes, together with increased involvement with College and University administration (incl. Athena SWAN at School, College and

University level) provided me with focus and confidence to approach promotional opportunities when they arose. In 2018 I was seconded to a Senior Lectureship post within the School,  in 2019 promoted to Senior Lecturer and 2021 to Professor (Scale 2) through competitive University promotional rounds.  A direct impact of the School's Athena SWAN actions was encouragement to apply for promotional rounds, in particular the Senior Lecturer to Professor scale 2, by HoS and support in application processes via feedback on applications.

Impact of Athena SWAN:

I have been actively involved in the Athena SWAN project within the University since I was appointed to lead the School's Bronze application in 2017. Through my Athena SWAN journey, I am keenly aware of the importance of formal supports for all staff, and particularly female academic staff career development.  The supports I outlined above related to my career success can be considered lucky; lucky to work in the School where the culture promotes a good attitude to gender equality amongst staff. The supports I received in many situations were discretionary. However, I see the need for formal career development supports to provide a more transparent path to career development, which all staff can benefit from and which is not dependent on good will.

Additionally, since our Departmental Athena SWAN Bronze award the School has implemented a series of actions in relation to supports upon return from extended leave. I feel these are invaluable. I received good support from the School during both my maternity leaves in 2010 and 2012. However, it was challenging coping with workload upon return. Implementing the Athena SWAN charter at institutional and departmental level provides a process to formalise these targeted supports.

**WORD COUNT: 984 WORDS**

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

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

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