Athena SWAN Silver Department award application

Name of institution: CARDIFF UNIVERSITY

Date of application: APRIL 2013

Department: SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

Contact for application: PROFESSOR G F BAXTER

Email: BaxterGF@cardiff.ac.uk
Telephone: 029 2087 0132

Departmental website address: www.cardiff.ac.uk/phrmy

Date of university Bronze and/or Silver SWAN award: 2009

Level of award applied for: SILVER

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

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

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

At the end of each section state the number of words used.

Click here for additional guidance on completing this template.

1. Letter of endorsement from the Head of Department–maximum 500 words

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

The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any women and SET activities that have made a significant contribution to the achievement of the departmental mission.
Letter of Endorsement from Professor Gary Baxter (Head of School)

April 2013

It is a pleasure to write a personal foreword to our application for Athena SWAN silver recognition. The application marks a significant milestone on a path that began for both myself and the School in 2010. On becoming Head, I prioritised establishing a fair, supportive and enabling workplace as a cornerstone of the School’s strategy. I am keenly aware of the essential roles played by women in the School’s scientific, professional and educational missions. Women staff are role models for males and females embarking on careers in pharmacy. The success of this School depends on its female staff and I am deeply committed to Athena SWAN values, namely those of a humane working environment, of benefit to all staff.

In developing a School staffing strategy we commit to enhancing potential through open and supportive management, establishing good working practices, and overhauling structures and processes to facilitate rather than hinder. I initiated the School’s Athena SWAN preparations and have chaired all self-assessment team meetings. I am a member of the University’s Athena SWAN Steering Group. Mindful of the particular difficulties that women colleagues face in managing and building academic careers, tackling School- and institution-based obstacles to career development and appropriate work-life balance is a priority. My management philosophy places fair and respectful treatment of staff as core and is communicated throughout the School. We are open to all requests for flexible working and provide advice and active support in planning and managing career development. We want the School to be recognised as one that is an outstandingly supportive environment in which to work and study as a woman. Our undergraduate and postgraduate female students perform at the highest level; female staff and students are supported through and after maternity; staff retention rates are high; female staff are well-represented throughout most groups. However, I recognise that we have some way to go to address current obstacles and deficiencies. In particular, females are not represented in the highest academic grades: promotion and recruitment of senior female academics is an issue we are working hard to address.

.../continued
The contributions, successes and achievements of my women colleagues are too numerous to list but some merit particular mention. Dr Emma Lane (2011) and Dr Rebecca Price-Davies (2012) were voted by students as Teachers of the Year; Dr Kathy Taylor and Dr Julia Gee were awarded prestigious senior research fellowships in 2010 and the School has committed to supporting them with academic appointments at the conclusion of their fellowships. Dr Louise Hughes has been short-listed for the Students’ Union Enriching Student Life Award. I look forward to celebrating many more such achievements in the years ahead.

We have an action plan against which we are already making progress. I have been struck by the genuine enthusiasm and commitment which staff, men and women, have brought to the review process and the reinvigoration and embedding of equality and diversity considerations. I am fully committed to leading colleagues in fulfilling the action plan and developing the next stages.

Professor Gary F. Baxter
Head of School
The self-assessment process - maximum 1000 words

Describe the Self-Assessment Process. This should include:

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

The following members of the self-assessment team represent a variety of roles and experience and are representative of activity across the School’s mission.

**Professor Gary Baxter** chairs the School Self-Assessment Team. He is Professor of Pharmacology and, since 2010, Head of School. Gary is committed to working personally and directly with all staff to enable them to contribute to, and benefit from, work in the School. Recognising the enormous external demands made by an academic science career, he strives to provide individuals with solutions to the issues of work-life balance with maximum flexibility and minimum bureaucracy. Away from work, he is a keen cook, walker and gardener, and can often be heard talking gibberish to his two dogs.

**Dr Allan Cosslett** is Senior Tutor with special responsibility for undergraduate admissions and student support. Being the School’s Disability Officer has led to him becoming involved in wider disability issues within the University. Allan has two school age children.

**Dr Sion Coulman** is a Lecturer. Sion Chairs the Learning and Teaching Committee. He understands and values the diversity of learners and learning styles within higher education and within his activities promotes fairness, teamwork and empathy. Sion’s partner is expecting their first child in June.

**Dr Mark Gumbleton** is Director of Research, joining the School 19 years ago as a Lecturer progressing to Reader through promotion. Mark also took on the responsibility of School Deputy Head from 2007-2011. He oversees the REF return for our school plus the Schools of Optometry, Dentistry, Healthcare Studies and Nursing and Midwifery. Mark has three children.

**Dr Karen Hodson** is the Director of the Postgraduate MSc in Clinical Pharmacy and Non-Medical Prescribing programme. During her time at the School Karen has also successfully undertaken a PhD. She is Senior Lecturer.

**Dr Dai John** is Deputy Head of School and a Reader. Dai and Head of School are responsible for the conduct of academic appraisals, staff development (including support for developing promotion cases) and the workload model. He has mentored or line managed academic staff within and outside the School.

**Dr Emma Lane** was appointed as Lecturer in Pharmacology in 2009. In 2011 she was elected to the position of president of the Network for European Transplantation and Restoration (NECTAR). Emma is currently on maternity leave.

**Dr Emma Kidd** is a Senior Lecturer. Emma is the Director of Postgraduate Research Studies, responsible for all matters concerning postgraduate research students, and coordinator for the Pharmacology Research Group. Emma has a school age child.
Dr Efi Mantzourani is a lecturer in Pharmacy Practice (since 2011). She is one of two undergraduate placement co-ordinators. Efi has a 4-year old son and shared childcare means that flexibility in her working hours is essential in order to maintain a good work-life balance.

Mrs Rosemary Phillips is School HR Manager having progressed from Admin Grade 1 to Managerial, Professional and Specialist Grade 6 working flexibly with a growing family.

Dr Claire Simons is a Senior Lecturer. She chairs the School’s Equality and Diversity Committee. Claire has been promoted and has personal experience of both maternity leave and working flexibly to balance work with childcare responsibilities. Claire has recently returned from part- to full-time employment at her request.

Miss Glorianne Lazaro is a full-time PhD student and Chairs the PGR Staff Student Panel.

Dr Kathryn Taylor was Senior Research Fellow (2000-2010). In September 2010, Kathryn successfully obtained a personal Wellcome Trust award thus becoming Principal Research Fellow. With School support, this award ensures her integration into departmental funding beyond 5 years. Working flexibly allows Kathryn to assist her nonagenarian parents.

Dr Rhian Thomas is a full-time post-doctoral researcher who has been continuously employed on a series of projects since 2006. Rhian is funded by the School for 20% of her time for School teaching activities as part of the School’s secondment scheme (teaching & research contract). She chairs the School’s Postdoctoral Research College.

Also, Professor Sheila Hunt, Head of Cardiff University’s School of Nursing and Midwifery Studies, has advised the School on its submission. (This School has Athena SWAN silver recognition.)

Professor Karen Hassell, Professor of Social Pharmacy, School of Pharmacy and Pharmaceutical Sciences, University of Manchester visited Cardiff for discussions with the self-assessment team. (This School has Athena SWAN Bronze recognition.)

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

The tackling of historic issues with appraisal, staff support and development, mentorship and the equality agenda began in 2010 with the development of a new School strategic plan. A self-assessment team was formally established in 2012 following a presentation, by the Head of School, of the Athena SWAN charter and its underpinning principles in a general staff meeting at which all academic and research staff and postgraduate research students were represented. A number of
people volunteered to join the self-assessment team following this meeting. Subsequent meetings of the group have occurred typically every 4-6 weeks alongside electronic communication and small group work. A subgroup was formed to gather further information in an effective and timely manner. The Head and Deputy had helpful discussions with leaders in this and other universities, identifying good practice to bring to the self-assessment team discussions. The draft submission was critically reviewed by members of the self-assessment team and colleagues elsewhere in the University. One-to-one discussions by a team member with several School academics and researchers took place to identify specific work life balance issues and to inform case study development. The final draft was placed on the School's online environment for review and comment by staff and postgraduate researchers.

| c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan. |
| The Athena SWAN process has driven us to consider and address the workplace culture in a very positive and informed way. The self-assessment team convened for this submission now forms the basis of a revived School Equality and Diversity Committee. This Committee meets every two months, chaired by Dr Claire Simons, and reports directly to the Head of School and School Board. It is responsible for the oversight of all equality and diversity issues, including that of the Athena SWAN Action Plan. From 2013/14 an undergraduate will join the School Equality and Diversity Committee. |
Cardiff School of Pharmacy & Pharmaceutical Sciences (formerly The Welsh School of Pharmacy) is one of 28 UK schools of pharmacy and widely recognised as one of the leading schools in terms of research and teaching. Staffed by well over 100 academic, practitioner, research, administrative, technical and other support staff, it has approximately 450 undergraduate, 150 taught postgraduate and 60 research postgraduate students. The School plays a pivotal role in the undergraduate, postgraduate and professional training of pharmacists and pharmaceutical scientists in Wales but its outreach and engagement are global. Indeed, all the School’s activities have an international dimension: the School has a vision to be a world-leading institute of pharmaceutical sciences research and an international leader in pharmacy education, advancing knowledge that has impact and influence. The School’s research has a high international profile as judged in the UK RAE2008. We maintain strong international collaborative links with many key research groups and industrial partners around the world.

The School offers a single 4-year undergraduate Master of Pharmacy (MPharm) degree programme as well as a comprehensive range of taught postgraduate courses providing advanced professional education. Pharmacy teaching at Cardiff features consistently at the top of national league tables of excellence. In the National Student Survey for 2012, the School achieved a 96% overall satisfaction rating from final year undergraduate students, placing the School joint-second in the ranking of UK pharmacy schools, and first among all the academic schools at Cardiff University. In addition, the School plays a prominent role in supporting and facilitating the continuing professional development of pharmacists and pharmacy technicians in Wales, through the Wales Centre for Pharmacy Professional Education which is a division of the School.

SCRIPT, produced in-house, is a magazine for alumni, students, friends and supporters of the Cardiff School of Pharmacy and Pharmaceutical Science. It is published twice-yearly and aims to celebrate the achievements of staff, students and former students as widely as possible.

The School’s staff and facilities are almost all housed within the Redwood Building on the University’s Cathays Campus. In order to provide the best possible work/study areas, there is an ongoing multi-million pound investment programme for refurbishment of laboratories, lecture theatres, teaching workshops and offices.

The values that the School embraces include a culture of dignity, respect, courtesy and equality. Athena SWAN principles are promoted throughout the School with staff support, development, recognition and equality of opportunity being embedded within the culture. Women are well represented in the School. In the academic session 2011/12, females represented 67% of undergraduate students, 77% of taught postgraduates, 67% of research postgraduates and 69% of postdoctoral and other research staff. Among the 36 academic staff, 31% were women. Two of our three most recent academic appointments have been female. Active support (mentoring, training courses and one-to-one discussion with Head/Deputy Head and university HR
staff) is provided to female staff to facilitate their professional development towards academic promotion.

Initially successfully piloted by the School, but now being adopted more widely throughout the University, is the internal secondment scheme for developing post-doctoral research associates (PDRAs). This has allowed them to begin new lines of independent research and to have a modest but meaningful role in teaching, thus enhancing their chances of a long-term post within academia, here or elsewhere. Uptake of this was by interview with 66% and 75% being female over phases 1 and 2 respectively.

The principles of flexible working within a supportive environment are promoted throughout the School to assist all staff towards achieving a satisfactory work-life balance. These issues are raised at annual appraisal and via other mechanisms such as staff meetings and via specific e-mail reminders. The School’s attitude to equality and diversity is regularly communicated and, in relation to this Athena SWAN application, staff have been regularly updated by the Head and Deputy Head on the progress being made towards its submission. Pleasingly, many staff at all levels took the opportunity to engage in a variety of ways towards the development of our Action Plan. There is widespread recognition within the School that both male and female staff will benefit from our attitude to gender equality issues and the further enhancement of these aspects of the working environment.

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

**Student data**

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

A very small number of students enter via the foundation course (B231) run by the School of Biosciences, with six students recruited on to the MPharm degree in the last three years, five of these were female (83%).

(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

The MPharm degree attracts a greater proportion of females with over 60% of entrants being female in the past 3 years which is consistent with the national profile. All potential undergraduate students are interviewed prior to an offer. On the last three years over 60% of the applicants interviewed were female with a slight percentage decrease in females seen (65%, 62% and 61%). However, this decrease has not been reflected in the female student intake. **ACTION:** possible reasons to be investigated.
The % of female students in 11/12 was above the UK average of 60%. The gender ratio is monitored and will continue to be so (ACTION). Student intake for the current year (2012-13) is 64% female.

**Undergraduate Male and female numbers 2009-2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>550.5</td>
<td>60</td>
</tr>
<tr>
<td>2010-11</td>
<td>567.7</td>
<td>59</td>
</tr>
<tr>
<td>2011-12</td>
<td>389.8</td>
<td>41</td>
</tr>
</tbody>
</table>

CU = Cardiff University

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

The School runs four postgraduate taught (PGT) courses, MSc in Clinical Pharmacy, MSc in Clinical Practice, MSc in Clinical Research and Pharmacist Independent Prescribing Programme. There was 81% female participation in 2009-10, 75% in 2010-11 and 77% in 2011-12. This session 109 (74%) are female. This is above the current female:male ratio of ~2:1 in pharmacy practice, however the gender ratio will continue to be reviewed annually and necessary actions identified. (ACTION).
Postgraduate male and female numbers 2009-2012 completing taught courses (Part-time)

<table>
<thead>
<tr>
<th></th>
<th>2009-10 PHRMY</th>
<th>2009-10 CU SET</th>
<th>2010-11 PHRMY</th>
<th>2010-11 CU SET</th>
<th>2011-12 PHRMY</th>
<th>2011-12 CU SET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>143</td>
<td>81</td>
<td>70</td>
<td>117</td>
<td>47.1</td>
<td>70</td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>19</td>
<td>30</td>
<td>39</td>
<td>20.4</td>
<td>30</td>
</tr>
</tbody>
</table>

nd = no data available

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

The School’s postgraduate research (PGR) student cohort is small resulting in considerable variability particularly in the part-time numbers. However, the data for the School over the last three complete academic years shows an increase in the percentage of full-time female postgraduate students from 47%/44% to 67% (2011/12). A restructured School Research Office and a female taking over the role of Director of Postgraduate Research Studies has been of benefit here in that prospective and current PhD see a female figurehead. Small numbers of PGR students study part-time: 3 in 2009-10, 3 in 2011-12 and none in 2011-12. There are far more applicants (see 3b(v)) than PGR places available and the School is satisfied that the best students are recruited based on the requirements of each research project. The School will continue to undertake annual reviews of the admission data for PGR student applicants and acceptances (ACTION).
Postgraduate Male and female numbers 2009-2012 on research degrees (Full-time)

CU = Cardiff University, SET data not available or 2011/12

The table below refers to pharmacy data.

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>2009-10</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>53</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>2010-11</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>56</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>2011-12</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>33</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Undergraduate
For the undergraduate course the applications, offers and acceptance ratio for females to males reflects the enrolment figures (see section 3b(ii)) and has been relatively consistent over the last four academic years.
Ratio of undergraduate course applications, offers and acceptances by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Offers</th>
<th>Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
</tr>
<tr>
<td>2009-10</td>
<td>Female</td>
<td>537</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>327</td>
<td>38</td>
</tr>
<tr>
<td>2010-11</td>
<td>Female</td>
<td>463</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>319</td>
<td>41</td>
</tr>
<tr>
<td>2011-12</td>
<td>Female</td>
<td>489</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>287</td>
<td>37</td>
</tr>
</tbody>
</table>

**Postgraduate Research**
There were considerably more applicants than postgraduate research places available; notable is the increase in female applications from 36%/38% to 51% in 2011-12.
Raising awareness of postgraduate research opportunities to female students through open days, postgraduate research days and highlighting postgraduate research achievements via the School website has had an impact but continued monitoring is required (ACTION). The School website has recently come under the remit of the School Research Executive Officer and so we look forward to research initiatives being worded in gender neutral language in order to attract further applications from females. Approximately one-fifth of our regular external research seminar speakers are female. Summer 2013 edition of the School’s twice-yearly magazine (SCRIPT) will include a two page feature on a senior female researcher and her achievements to promote research to potential female PhD students. These initiatives have resulted in making female academics within the school more visible as role models.

**Postgraduate Taught**

The MSc in Pharmacy Clinical Practice is aimed at UK pharmacists working in a community or primary care setting for a minimum of one day per week in the UK. In the main, the ratio of female to male students year on year (e.g. 5:1 for 2012/13) is high. It is important to carefully consider the advertising of the course using appropriate gender neutral language and indicating the majority of the work is done away from the university. The MSc in Clinical Pharmacy is for hospital-based pharmacists; approximately 70% are female. The MSc in Clinical Research has defined eligibility criteria and students are all employed in the pharmaceutical industry, contract research organisations, NHS, academia or are consultants as medical writers/data managers, based worldwide. The ratio of female to male students at intake has fluctuated between 10:1 and 4:1 over the last four years. Equality of acceptance has always heavily favoured women and this manifests the employment ratio generally in clinical research. Pharmacist Independent
Prescribing was developed as a joint programme with the School of Nursing and Midwifery Studies. Pharmacist students are predominantly female. There is no difference in the proportion of females or males whose applications were successful.

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

**Undergraduate (MPharm) Degree Classes Obtained**

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>n = 105</th>
<th></th>
<th>2010-11</th>
<th>n = 103</th>
<th></th>
<th>2009-10</th>
<th>n = 104</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2-1</td>
<td>2-2</td>
<td>3</td>
<td>1</td>
<td>2-1</td>
<td>2-2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>23</td>
<td>31</td>
<td>30</td>
<td>17</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Female students have obtained a higher number of first class degrees than males. 2:1 degrees are similar between genders. With regards to research degrees, there is a very high completion rate; the occasional drop-out is balanced between genders.
Staff data

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

While the School currently has no female professors, there is one female at senior staff level (professorial equivalent) who heads the Wales Centre for Professional Pharmacy Education (WCPPE). Of the 5 candidates short-listed for that post, 4 were female. ACTION (see promotions)

The % of female researchers follows a slight upwards trend but the proportion of female lectures has approximately doubled.

Over the next 5-8 years there are likely to be several senior academic staff members retiring (7 males and 1 female).

The Head and Deputy are actively encouraging a number of existing female academic staff to work towards and apply for promotion. We expect changes resulting in larger proportions of females at higher academic grades in the next 2-3 years. ACTION (See promotions).

The School has 6 MPharm teacher-practitioners (TPs) and 4 PGT Associate Course Directors who are not university employees but are teaching one or two days a week. Five of the TPs and 2 ACDs are female.

Comparison of School and Cardiff SET data

 Females are well represented at the Researcher level with a higher percentage compared with Cardiff University SET schools across all three years with an increase from 56.5% in 2009-10 to 69% in 2011-12.

 At lecturer level, the School performed below the SET schools for female representation in 2009-10 and 2010-11, however the appointment of two female
lecturers (in the 2011-12 year) has increased female representation from 31%/36% in 2009-10 and 2010-11 to 60% for 2011-12.

At senior lecturer (SL) level the School has a comparable female:male gender ratio to that for Cardiff University SET schools. However, there have been no female promotions from SL to Reader, with the number of female senior lecturer static at four over these three years. Cardiff University SET Schools have low female representation at Professorial level (8-11%) over three years.

**Pharmacy academic and research staff by gender compared with Cardiff University SET schools data for 2009-10**

<table>
<thead>
<tr>
<th></th>
<th>2009-10 PHARMACY</th>
<th>2009-10 CARDIFF UNIVERSITY SET SCHOOLS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Reader</td>
</tr>
<tr>
<td>Num</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>2009-10 PHARMACY</td>
<td>2009-10 CARDIFF UNIVERSITY SET SCHOOLS</td>
</tr>
<tr>
<td>Num</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Male</td>
<td>259</td>
<td>72.5</td>
</tr>
</tbody>
</table>
Pharmacy academic and research staff by gender compared with Cardiff University SET schools data for 2010-11

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
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<th>%</th>
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<th>%</th>
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*1 female is senior salary grade (professorial equivalent but not a professor)

Pharmacy academic and research staff by gender compared with Cardiff University SET schools data for 2011-12
(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

<table>
<thead>
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Only a small number of academic staff have left the School over the period shown. One male professor retired (returning after one month on a post-retirement contract) and a lecturer (also male) left, returning to his EU country of residence. A further male lecturer moved to another HEI. The female lecturer who left was on a temporary maternity cover post.

Researchers leaving will generally be due to lack of funding. Employment is for specific projects with limited funding, completion of which meaning termination of the post. In addition, several non-UK researchers, both male and female, returning to their countries of origin to take up posts there. The School supports its researchers by returning a proportion of the overheads for research grants and other awards to grant holders. This has permitted the bridging of contracts for some staff in-between grants for continued employment and also secured the retention of research expertise.
* New male professorial staff shown here are actually post-retirement contracts for two professors. Having retired, they returned after a break in service in order to continue with their particular field of research. These appointments are agreed as time limited.

** When recruiting in 2011 for a lecturer, we were fortunate to interview two female candidates, both of whom were appointable; one for a permanent position and the other for maternity cover. During late 2012, a female lecturer was appointed for maternity cover.

We have appointed a female lecturer (0.2 fte) in Malaysia to assist with the collaborative programme with Taylor’s University.

The School’s Web Oversight Group has commenced work on making the web pages and files gender neutral and has recently focussed on recent achievements of both senior researchers.
4. Supporting and advancing women’s careers – maximum 5000 words

Key career transition points

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

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

The School has had a comparatively stable academic staff contingent for some years with little recruitment required for academic staff apart from maternity cover.

Where researchers have been recruited, numbers of applicants have not been high as the criteria for each post has always been very specific. However, success rates for females were 50% for 2010 and 2011 and 43% for 2012, all of which are above SET and University.

During the last 18 months there were two separate recruitment campaigns for a post at professorial level; both were unsuccessful. The University Senate’s representative was a female professor. On both occasions there was a poor response to the advertisements with no female applicants despite gender neutral advertising and vacancy information. In future the School will use recruitment consultants with a specific remit to widen the potential pool of suitable applicants, including encouragement of females. Further, we will demonstrate our commitment to Athena SWAN principles to encourage female applicants. Reviewing current female performance, appraisal discussions and mentoring (see a(ii) and b(ii), below), we expect to see more females at senior academic positions come about through internal promotion.

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

No female academics have applied for promotion in the three years prior to this academic session. Reasons include some feeling that they had not reached an appropriate point and for others it was recognised by the School and individual they were not on the most appropriate career pathway. A number of females have attended the useful University-run workshops on confidence-building for female academic staff which had promotion as one topic. Two female lecturers were promoted to Senior Lecturer in the period. In the appraisal rounds for academic staff (2011/12 and 2012/13), both Head and Deputy Head who undertake these reflective reviews have specifically encouraged reflection on the criteria, timing and readiness for promotion. How roles, responsibilities and activities can be amended to enhance a case for promotion also features in these reviews. While this approach is used for all appropriate academics, there is particular emphasis on female academics after the University identified a lack of confidence in comparison to male counterparts. The promotion criteria are discussed in detail so that
individuals know what they are working towards. Currently, eight females are now reviewing the promotion criteria and are working towards an application for promotion at the appropriate time. **ACTION** They are being mentored and supported by the Head/Deputy Head and some are also supporting each other through an action learning set. Anyone wishing to apply for academic promotion is encouraged to discuss their application with Head/Deputy Head at an early stage.

Two female academic staff members have completed PhDs in Cardiff and then subsequently employed at Grade 6 with progression to Grade 7 (Lecturer). One of these had a maternity leave break and returned on pre-arranged part-time hours.

Two female academic staff members have completed PhDs while being employed, one having progressed from Grade 5 to Grade 7 (Lecturer) and the other from Grade 7 to 8 (Senior Lecturer).

Three female academic staff members have progressed from Grade 7 to Grade 8 with one of these changing career pathway and two having taken maternity leave.

A more recently appointed colleague has progressed from Grade 6 to 7 (currently on maternity leave), and another has progressed well through the three-year probation period and will complete probation this summer (2013).

One female researcher appointed to a Cardiff Academic Fellowship was supported and has been successful in her application for re-grading from Grade 6 to 7, and has taken time out of her research on maternity leave.

Two Grade 5 and one grade 6 female researchers are currently in the third phase of 0.2FTE Grade 6 Lectureship secondments. This scheme has been of great benefit to the School and to the researchers. It has now been adopted by the wider University due to its success as a career development opportunity. At the end of this current phase they will have been on the scheme for 22 months.

**ACTION** – to continue to provide mentorship for female staff and to identify what the School can do to further support their mentoring and preparation for promotion. If individuals prefer, the school will help to find a mentor from outside the school. To raise awareness of, and if appropriate, encourage attendance at further university developmental programmes to help female confidence building, including applying for promotion.

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

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

Principles of gender equality and equality of opportunity are applied across the whole recruitment, shortlisting and selection process. Vacancy information is prepared within the School, either by the HR Officer or HR Officer with the recruiter prior to university approval and advertisement. Shortlisting is entirely on the
applicants’ merit and matched against the specified essential criteria. Vacancies may be advertised in specific publications but all are posted on the University jobs page, for redeployment applicants initially (usually one week) and then to open competition. While it is normal to add contact information, where previously it has only been a male contact, we realise that it would be better practice in the future to add a female point of contact also. At interview, if there are presentations to be given, we seek to have as wide an audience as possible and all staff are invited. Anyone on the interview panel will have received specific training, with additional training in order to be panel Chair. Panel content gave further cause for reflection and development of an action point. ACTION - when recruiting, ensure that there is a female as point of contact as well as male wherever possible. ACTION - require that interview panels are always mixed gender.

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

Research staff
The School has a Postdoctoral Research College which is currently chaired by a woman. The previous (inaugural) chair was a female senior researcher who now sits on the School’s Research Committee. During their time as researchers at the School, they are encouraged and mentored by academic staff and senior researchers to secure independent research fellowships.

Researchers are encouraged to raise their research profile externally e.g. at conferences, and professional society activities, contributing to departmental seminars and presenting to research sponsors. The ability of senior postdoctoral researchers to be principal investigators (PIs) and also to have senior authorship of publications in the School provides an indicator of their responsibility and success, which in turn helps their career progression. With the opportunity for progression from researcher to lecturer within the School being extremely limited due to the small number of posts available, the more experience they can gain the better are their employment prospects. From a financial point-of-view, the return of a large proportion of research overheads directly to research PIs helps aid expansion and continuity of research funding within research teams in a difficult financial climate; this then extends to the support of early career researchers and research technicians.

Undergraduate teaching load is limited for Senior Research Fellows to allow their research to be the primary focus and to enable them also to take on board increased academic roles/responsibilities, PhD supervision and public engagement/outreach which are all required for more senior progression.

All undergraduates in their final year, however, undertake a research project and are placed with academic staff and their respective PDRAs, or Senior Researchers. This serves to (i) improve staff research portfolios and (ii) increase the responsibility and teaching experience for research staff, again helpful for their career development.
Weekly research seminars occur, attendance being compulsory for research students. Speakers invited from academia and industry cover a variety of research topics. Speakers are often available prior to the seminar for discussions. While this is an opportunity for networking and for good communication between researchers and academic staff, particularly across different disciplines, the timing of the seminars is such that attendance by some staff is not possible as many are programmed too late in the day. **ACTION** - timing change needed for **all** research seminars.

The School website encompasses pages for academic staff, research groups and senior researchers, as well as highlighting key publications from male and female staff, to further increase research dissemination and so increase citation and research progress.

**Research to Academic staff**

The School grant review system ensures that all grants have the maximum chance of succeeding and provides a form of mentorship. The School’s research office gives help and support in the handling of research grant processes (and return under the Research Excellence Framework, and its predecessor RAE). The School provides and supports opportunities via the research seminars, small grants scheme if there are clear deliverables, also competitive University travel awards, University-wide encouragement to network in cancer field e.g. Cardiff Breast Cancer Group. The school encourages the hosting of international workshops/scientific meetings to enhance collaboration with charities and the industry. The School holds away-days and other meetings within the school to which researchers are invited.

The School is supportive of open days/press releases which give the opportunity for both male and female staff to ‘advertise’ their research and achievements e.g. to show case research to funding charities which also helps to raise the profile of the School. A recent example of this is the visit of a Senior Researcher (Dr Julia Gee) to Downing Street under the auspices of the Breast Cancer Campaign (February 2013). Its purpose was to raise awareness of breast cancer, its treatment and the current and future research approaches.

Workload is reduced (examples, include decreased teaching and assessment burden and decreased supervision of undergraduate projects) for new appointments and for those returning from a career break, such as maternity leave, in comparison with equivalent staff.

**Career development**

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?
Appraisal
In the last two years the School has focussed large effort on improving the frequency and effectiveness of appraisal for all staff. Annual appraisals are now carried out across the School, with opportunity for intermediate reflective discussions as staff require these. Academic staff and Senior Researchers are appraised by the Head or Deputy Head and researchers by their line managers. In addition researchers and new lecturers are assigned mentors, as are others who wish to have a mentor. For academic staff, individual peer review of teaching and individual research and scholarship reviews also feed into the appraisal process. Regular appraisals have proved extremely beneficial in terms of reviewing workload and the provision of mentorship for staff, which also impacts on staff who wish to apply for promotion. In one case, through appraisal and review of workload, a female member of academic staff who had reduced her hours on return from maternity leave was able to return at her request to full-time hours - an arrangement that has been beneficial both to herself and the School. The improved annual appraisal system will be very beneficial in enabling us to monitor progression for staff who have had a track identified for career progression; thus ensuring that their promotion application has the highest probability of success.

Promotion
The University has one academic promotion round each year. The Head of School welcomes and encourages discussion with anyone considering application and works closely with individual staff to develop their applications. Several recent applications have arisen as a result of appraisal or reflective discussion. In order to gain promotion, each applicant has to have satisfied criteria for excellence in one field (teaching, research/scholarship, contribution to the university) with attainment of benchmarks in the other areas. Increased emphasis is placed by the School on quality of research rather than quantity.

Within the application for promotion at Cardiff, there is the option of a separate section for additional information on personal circumstances where the applicant feels this is required. This can be particularly helpful if, for example, a member of staff has had a career break or if personal circumstances have created some restrictions which have affected their apparent career trajectory. This will also be noted on the School Statement on the case and so will be brought to the attention of the University Promotions Committee.

Career Development
in the School has piloted piloting a scheme supporting postdoctoral researchers to be able to spend 20% of their time carrying out independent research and taking part more actively in undergraduate teaching. This has proved successful and is being rolled out to other schools at Cardiff University. Fortunately, in each case the external funders of these researchers have agreed that their research can be delayed by the 20% time loss. The scheme initially started with 6 (4 female) and the third phase now supports 4 staff (3 female).

The University has a comprehensive internal training and development programme and all staff are encouraged to attend courses to further their careers. The School is very supportive of such development opportunities and encourages and supports staff in such opportunities within and outside the appraisal system. All new academic members of staff now are supported to complete the PCUTL (Postgraduate Certificate in Teaching and Lecturing) programme. On completion of the required modules, early career staff can progress to a higher grade. There has
been good attendance at university management and leadership courses in the past three years, 19 of 35 attendances were female. Five staff (all female) have attended confidence building workshops. The value of the School’s staff development budget has been increased for 2012-13. In the past 3 years the School has supported international conference attendance and associated costs of five individuals, all of whom were female.

The School also encourages individual development through conference attendance and participation.

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

The University holds regular induction days for all new staff (separate for academic and support staff) where a wide range of topics are covered including university structure, university finance, equality and diversity and dignity at work policies, annual leave, sickness and staff benefits and ‘perks’. Staff across the university are inducted together. Within the School there is a Health and Safety manual and information on sickness absence procedures. An actual School-specific Handbook (to be produced finally in electronic format) has yet to be completed though some is on Learning Central (our online learning environment). To a large extent however, the eHandbook will refer to links within the university web pages as there is much useful and comprehensive information to be found there, particularly within the HR pages. **ACTION**: to complete the eHandbook.

The School HR Officer advises staff of University training opportunities and staff encouraged to discuss their development needs with their line manager at any time.

It is in the School’s interest to invest in its staff and newly recruited-staff are always encouraged to attend developmental programmes which will be beneficial or, as in PCUTL, required. In the same way, flexibility is always viewed as fairly as possible. Encouragement to attend conferences is vital in order for staff to gain further experience and promote networking, hence the reason for increasing the value of the Staff Development fund. The School also supports informal networks within the school such as discussions relating to research or teaching issues. A group of female staff has set up an action learning set which they find helpful in supporting and mentoring each other, for example, towards promotion.

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

Both undergraduate and postgraduate taught students in the School generally have a higher ratio of female to male numbers with postgraduate research now also
starting to follow that trend. Students who are assigned a Personal Tutor can request a change and/or a female tutor at any time, and some do. ACTION document such changes in future and review eg should we ask if students would prefer a female tutor if possible? The possible increased burden on female staff would need to be considered before adopting this approach.

Along with this School’s research programme, the Graduate Schools provide employability / skills courses so PhD students are equipped to compete for research positions post-PhD. The School has an active research seminar series creating an environment for them to interact with each other, with staff and with the external speakers. The School’s annual research day provides PhD students with the opportunity to present their findings, showcasing their research, and gaining experience in presentation skills (poster and oral presentations). The School has a robust PhD student monitoring system to ensure acceptable progress, assisting in the development of students as independent researchers by the end of their PhD programme. Written self-reflection reports from students and supervisor evaluations on their progressed are jointly signed off every six months. At the end of year 1 and year 2 students give a presentation and are asked questions on their research. Furthermore, their written work is evaluated by a non-supervisor. PhD students are assigned a mentor by School who is not part of the supervisory (or broader research) team.

While studying for a PhD, one of our research students became pregnant. The research team and the School were supportive of her, changing her lab working and re-evaluating risk assessments during the time she was pregnant and working in the lab. There was flexibility with her attendance if she was feeling unwell. An Interruption of Study was obtained and after she returned from maternity leave, we worked with her to schedule meetings around her commitment to childcare during the project write up phase. She gave birth to her second child during the fourth year. She successfully obtained her PhD within 4 years.

**Organisation and culture**

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The School has 11 formal committees in operation, some long established and some created as needed e.g. Pharmacy Estates Group set up in 2011-12 and the Degree Accreditation Steering Group established this academic year (comprising 7 male and 3 female academic staff – data not in Table). Committees cover senior management/strategic and operational and monitoring committees. Membership is generally linked to representative roles within the School with smaller groups for senior management/strategic committees, whereas operational committees involve a larger representation of staff.
Gender Balance on School Decision-Making Committees: 2012/13

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*total membership (includes student members)

(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

This is based on ‘census months’ of August in 2010, 2011 and 2012. Currently, all Teaching and Research staff and Professorial/Senior staff have open-ended contracts. Likewise the Teaching and Scholarship group apart from 1 fixed-term contract which is maternity cover. Within the Research staff group, 61.5% are fixed term (of which 62.5% female: 37.5% male) and 38.5% are open-ended (80% of those being female: 20% male). The university now operates a policy whereby after four years, a fixed-term contract will normally transfer to regular open-ended.
Through all three years there can be seen a marked imbalance at the Professorial/Senior Staff level. Since the retirement of the School’s only female professor some years ago, there is now only one female Senior Staff member (professorial equivalent). There is now one female member of staff who, after mentoring and support, is in a position to apply for promotion within the coming months to Reader. (ACTION- see promotions)
We currently have two senior research fellows, both female. There have already been discussions with the university HR department regarding a change of career pathway for these two researchers who are ambassadors for the School in their field of research and now also contribute to the undergraduate research projects (teaching). A career pathway change would take them to Reader level.

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

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The School has six core decision-making committees. Female staff account for 26.5-30.9% of the membership of these committees over the three-year period 2010-2012, which reflects the academic gender balance of the staff. However, representation is variable.

During the Athena SWAN process it was recognised that females were under-represented on the Departmental Board and a further female is now a member of the Board (females now 25%). There will be periodic review and refreshment of school committees with input from the Equality & Diversity Committee who will make recommendations, on gender balance, to the Departmental Board. **ACTION**

**Gender Balance on School Decision-Making Committees: 2009/10-11/12**

![Graph showing gender balance on school committees](image)

**Key:** LTA-Learning, Teaching & Assessment; PDB-School Board; PGR Board of Studies (BoS); PGT BoS; RC-Research Committee; UBS-UG BoS.
Over recent years there has been a small but steady increase in the proportion of female members of the School’s decision-making committees and this has been as a direct result of the School’s review in 2012. We need to review Research Committee and Departmental Board membership and consider increasing appropriate female representation. **ACTION** - encourage and provide opportunity for more female staff to be involved in decision making and research-focussed committees. **ACTION** - Set-up a School Calendar with Committee meetings scheduled well in advance. **ACTION** – annual review of gender balance in relation to committee membership

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

The School’s workload model has five domains, namely a general citizenship allowance, teaching, research/scholarship, management/administration and engagement/outreach. The latter element includes a range of activities including supporting visits by prospective students, encouraging young people to consider pharmacy or pharmaceutical science as a career (primary and secondary schools), engaging with the local population and groups, promoting Welsh language and culture, forging links with public sector organisations and employers, assisting with graduate employment, involvement with the media to promote pharmacy and the work of the School and involvement in activities to promote equality of access to higher education. Individuals are credited with the number of hours spent on such activities (including preparation) according to an agreed tariff. The workload model data are shared in an anonymised form among academic staff. Individual data are used as key discussed in the academic appraisal process.

Following workload reviews significant changes have been made for two females. One was counselled and has agreed to relinquish significant administrative duties to allow more time for research/scholarship and the other has reduced her administrative/assessment loads in consultation which resulting in success in obtaining modest research funding. Findings will be presented at an international conference (financially supported by the School).

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

At approximately 2-monthly intervals there are general School staff meetings with all school staff invited; further meetings for specific staff groups are arranged as the need arises. Timing of meetings is an area which has improved over the years but still requires further action. Departmental meetings are usually at lunchtime (lunch provided) which encourages participation and creates an atmosphere in which staff feel comfortable to contribute if they wish. Feedback from staff has been very
positive. Social gatherings such as celebrating retirements and promotions are scheduled within core hours.

The timing of research seminars has been reviewed as they fell at a time when both female and male members of staff, with childcare commitments, would be unable to attend or only attend in part. A number have already been moved to a 2pm start where the speaker has been able to change their plans. In previous years there were typically held at 4pm on Wednesdays. From 2013/14 the School will schedule all research seminars and School committee meetings to be held within the core hours of 10am to 3pm. **ACTION.**

(iv) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The Redwood Building in which the School is housed is open Monday to Friday from 08:00 to 18:15. Outside these hours the doors are locked, although access with ID card is possible. The School believes these hours are sufficient to permit flexible working yet do not lead to the general expectation that longer working hours are expected of individuals. That is, there is explicitly no expectation of a long working hours culture in the School.

The staff meetings are very well attended. They are helpful in communicating with staff, anything from clarification of new policy to staff news/congratulations for achievement. Head of School will also email all staff at the time of any individual achievement. Staff were asked in February what could be done to improve communication and responses identified that communication was effective and that no changes were needed.

A twice-yearly departmental magazine, SCRIPT, has been produced since December 2011. It is distributed to staff, students, alumni and external stakeholders. This broadcasts a variety of news items about such things as staff achievements, School developments, awards within the School and is also used as promotional material for the School. The career and research programme of a female senior researcher is the focus of an article in the forthcoming issue.

Social interaction between staff and students is good. The undergraduate students hold an annual Ball to which all staff and postgraduate students are invited. There is always a very good attendance of staff at this event. The annual graduation reception is a festive highlight in the academic calendar and all staff are invited to take a break from their work on this day to enjoy the celebrations and refreshments.

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

Through promotion of its 'Science of Medicines' initiative the School engages with the public at many levels. Staff maintain and develop school pupil and public
interactions through initiatives such as the STEM ambassador scheme which directly assists staff in arranging engagement activities of staff with primary and secondary school children. Ten staff members (3 females) are registered as Ambassadors with 4 PDRA/PhD members. Each staff member would undertake three School engagement activities annually under the School’s ‘Science of Medicines’ theme. As part of a Science Week, 3 academic staff (1 female) visited Cardiff primary schools. They led pupils through informative and fun experiments about the Science of Medicines.

Cardiff University serves as the HEI hub for Monmouth Schools Science Initiative which involves a collection of seven secondary schools in south east Wales whose 6th-form pupils undertake laboratory research experience at the University. Annually approximately 40 students spend a day in the School’s laboratories. Over the last 6 years some 9 different academic staff (2 female) and 12 PGRs (6 female) have been involved.

Pioneering research into bioluminescence has underpinned the creation by one of the School’s staff, Professor Campbell, of The Darwin Centre in Pembrokeshire to promote the public understanding of science. The facilities include laboratory suites, seminar rooms and a library, and are used for hands-on public engagement with the research process. To support its activities, The Darwin Centre receives public and private grant income, employs a research officer (female) who is registered for a PhD in the School. Over 150 events take place each year.

Engagement with the Welsh language and culture agenda is overseen by a small group of four individuals (three of whom, are female). Engagement with young people of the National Eisteddfod of Wales and Urdd National Eisteddfod takes place annually.

‘Step up to Science’ is a Cardiff University widening access initiative and Pharmacy is an active contributor. Over the past 5 years, approximately 75% of students who have been engaged with the School have been female. Nine staff (4 female) contributed to visits to local schools to promote pharmacy and are engaged with pharmacy open days. A female lecturer takes part in outreach activities through working with the public engagement of Neuroscience and Mental Health Research Institute undertaking activities and events and also working directly with female groups to support young women in STEM subjects, targeting females in hard to reach areas of all ages by carrying out local events.

Engagement and outreach activities are important components of the School’s workload model. With funding from the University, the School has appointed a part-time Innovation and Engagement officer to co-ordinate and encourage further engagement activities by the School.

**Flexibility and managing career breaks**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Maternity return rate is 100%. There are two researchers who have just returned from maternity leave. One will be completing her research, which was put in abeyance with the agreement of the funder throughout her maternity leave. Another returned from maternity leave during the summer and an agreed shorter contract was arranged. A lecturer has commenced maternity leave and will look at a possible change in hours on her return during the summer. Maternity cover was provided for both females through recruitment of fixed-term academic staff.

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

Other than April this year, during the last three years there have been no requests for adoption or paternity leave. During the preparation of this application, a request for paternity leave has been approved. In earlier years some members of academic staff have taken paternity leave.

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

The University’s Work-Life Balance scheme promotes flexible working. While formal applications can be made and recorded within the university’s HR division, the School continues to operate successfully an informal approach for academic staff. This would be discussed and agreed with the Line Manager and Head of School. Both female and male members of academic staff with varying commitments have the flexibility to modify their hours during the working week if the need arises. Alternatively, there are times when members of staff have the ability to work from home.

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

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

Requests for flexible working arrangements are always viewed sensitively with the benefits to the staff member a paramount consideration. In general staff are able to exercise a high degree of flexibility within their working week. There are some members of both female and male staff who have an informal arrangement for working flexibly in order to work around family arrangements. Within this informal arrangement, the School HR office and/or line managers will have been notified.
(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Arranging maternity cover for academic staff with cover commencing before the maternity leave starts is an area that has much improved recently (see Section 5). The School engages proactively with the returning staff member, having discussions before they return with regards to any change in working hours that may be needed. Once the staff member has returned, working arrangements are reviewed and if necessary, further adjustments are made. Research staff have been able to complete their research on their return with contract/project end dates being extended to accommodate the period of maternity leave.

The School sends a general email to staff approximately every six months to remind them of the university’s work life balance polices via the specific URL on the website. The website summarises the arrangements for work life balance for staff, including schemes for Maternity Leave, Adoption Leave and Paternity Leave. They are directed to the School's HR Officer and others in the School who can point people in the right direction and provide some information, as appropriate. They are informed in that email that central university HR has specialists who can provide specific advice, as can occupational health, for example, considering possible adjustments during pregnancy. The email further reminds staff of the availability of information available outside the School; we realise, particularly during the early stages of such important life events, that some individuals would wish to have further information but not necessarily discuss the matter within the School.
5. Any other comments – maximum 500 words

Actual 489 words

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

How the School has helped an early career lecturer through maternity and beyond

In August 2011 one lecturer commenced a 12 month period of maternity leave. The School had maternity cover in place but the appointee was not in post before the lecturer’s departure.* On return to work, her contract was reduced to 24 hours a week at her request and with School support. Her teaching, project supervision and roles within the school were decreased as agreed. She is supported by School colleagues to cover unexpected events such as illness. Such support is vital for her as childcare is shared between herself and her husband who works full-time as a pharmacist, there is no close family to help in emergencies. She is also content that there is no expectation for any action by the School during her two non-contracted days. This individual has informed the school that other than having maternity cover in place 2-4 weeks prior to leaving on maternity/annual leave, she would not wish anything relating to the School’s approach relating to pre-, peri or post-maternity leave to change. Eight months after returning to work, and continuing on a 3 days a week contract, this individual remains very happy with the quantity and range of work and responsibilities, and her work life balance.

*As a result of the time taken to obtain maternity cover, the School now begins the process earlier and indeed in 2012, maternity cover was in place some weeks before another female member left for maternity leave.

Staff Survey

A University staff survey was conducted in 2011/12. Pharmacy staff data were reviewed and discussed at a staff meeting. Academic and research, as well as administrative, technical and other support staff responded. There is no significant difference between males and females.

94% agreement with the statement ‘My line manager treats people fairly and with respect.’

94% agreement with ‘My line manager/academic leader trusts me to do my work.’

91% agreement with ‘My work is interesting to me.’

89% agreement with ‘I am treated with respect by my colleagues.’

83% agreement with ‘As long as I get the work done, I have the freedom to work in a way that suits me.’

It is pleasing that staff members have positive views on these issues although it is acknowledged by the School that these levels of satisfaction need to be at least maintained. Where possible, we are working hard to secure further improvement, through the cultural changes linked to better equality and diversity awareness as a result of Athena SWAN work. We are planning to undertake a School-based survey on culture, support and work-life balance.
General
The Head and Deputy Head of School had helpful discussions with leaders in other Schools in this University and other universities to identify good practice to bring to the self-assessment team discussions. The self-assessment team has developed an action plan which has been adopted by the School and against which the School has started to make progress. There is real commitment and enthusiasm of colleagues for the reinvigoration and embedding of equality and diversity considerations across the activities of the school, to be enacted through the Action Plan.

6. Action plan

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

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

Please see Appendix.