EDI/20/05

ADVANCE HE ATHENA SWAN AWARD EXTENSION: UPDATED ACTION PLAN

Background

As reported at the July 2020 meeting, the School had the opportunity to extend the submission date for its next Athena SWAN award to November 2021, subject to submitting a request for an extension to Advance HE and producing an updated action plan.

It was agreed at the July meeting that the School would seek an extension. The Committee also discussed the draft revised action plan and agreed changes to the draft version circulated with EDI paper EDI/19/18

Update: October 2020

The School's request for an Athena SWAN extension has been approved by Advance HE. The School now has a revised submission date of 30 November 2021.

The School has been encouraged by the Head of Athena SWAN at Advance HE to publish its revised Athena SWAN action plan on its website to encourage ongoing engagement with its community. The action plan has been updated in light of the Committee's comments in July and the revised version is attached for the Committee's consideration and approval.

Action Required

The Committee is invited to consider the attached action plan and approve it for publication on the School's website.

Lizanne Duckworth
Chair, EDI Committee
October 2020

SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES' 2016 ATHENA SWAN ACTION PLAN: EXTENDED FOR COVID-RELATED EXTENSION

New actions for the extension period are highlighted in the burgundy text.

Action	Issue Identified	Actions required to address the issue	Progress Update (October 2020) RAG status: shading	What success will look like	Person/team responsible for taking action	Timescale	Success measure	Priority
1. ATHENA SWAN PROCESS								
1.1	Need to strengthen annual review of Athena SWAN data	.1 Implement rolling School Athena SWAN process	Annual review was not feasible due institution EDI report limitations and scale of extra data sourcing and validation. However, data produced or a 2019 interim review and in 2020 anticipating the Nov 2020 submission yielded valuable insights. We will propose discrete review points instead of full annual review in our next submission.	Production and analysis of annual datasets which mirror Athena SWAN requirements for annual review.	School Manager, HR Advisor.	2016/7 Academic Session; recurrent	Data available for annual review by E&D Committee.	High
		2020 update: Extend current analysis in preparation for 2021 submission.		Undertake in depth analyses for next submission. Work with College Data Analyst to obtain UG student attainment benchmarking data.		May 2021	Data available for review by EDI Committee and AS SAT	High

1.2		.2 Strengthen input from other School Committees by including Athena SWAN data review as a standing item.	During the 2017 committee review, EDI was added to the other committees' TOR as a standing item. Cross-committee reporting is now in place: issues identified by EDI Committee are referred for investigation or discussion, as required.	Improved contextual information for identified trends.	Chairs of linked School Committees	2016/7 Academic Session; recurrent	Active contribution of all School committees to advancing the EDI agenda.	High
1.3		.3 Chair of E&D Committee to advise School Board and Head of School of progress and any actions required.	The EDI Committee Chair sits on all of the School's senior committees and raises issues requiring action. Since March 2020, an expanded School Executive Group has been meeting and considering relevant issues.	The School is evaluating its position regularly and taking corrective action in a timely way	Chair of E&D Committee, Head of School	2016/7 Academic Session; recurrent.	Report provided to School Board annually. Required actions are taken.	High

3

	2 SUPPORT FOR STAFF							
2.1	CSPPS has no female professors, which is atypical for the sector and problematic for role modelling success to junior female colleagues. CSPPS needs to identify and attract suitable external candidates and to further develop the School's existing talent pool. Qualitative research with T&S Lecturers highlighted the need for further promotion mentoring and support. The SAT determined this would be of benefit to all academic staff.	.1 Establish a search committee to identify appropriate external female professorial candidates and encourage applications.	Part-time female professor appointed in 2016. Due to limited senior recruitment, the School secures suitable mentors/ role models for promotion candidates.	CSPPS increases the number of professorial applications from suitably qualified women and is able to recruit women to available senior posts.	Head of School	Implement: August 2016 Impact evident: April 2020	The School has female staff in its professoriate	High
		.2 Match staff to pharmacy-specific role models, coaches and mentors, particularly women professors in other UK pharmacy schools. **2020 Update:** Evaluate impact and effectiveness of current support arrangements. Encourage participation in relaunched 2020/21 academic mentoring scheme.	New Cardiff University academic staff mentoring scheme introduced; PHRMY uptake not yet evaluated. Appropriate role models, coaches and mentors are identified for female staff requiring support for academic progression.	Staff seeking promotion will have appropriate role models, mentoring and support. Line Managers.	Head of School Chair of EDI Committee Head of School/ Deputy Head of School	December 2017 May 2021 November 2020	Increased academic promotion application rates/ successes. All staff who have expressed interest in mentoring have a suitable mentor.	High

		. 3 Clarify the University's scholarship promotion criteria in a Pharmacy context. **2020 Update:** Evaluate impact and effectiveness of current support arrangements.	There has been recent clarification of University promotion criteria. Locally, the School has worked with individual promotion cases to contextualise the scholarship criteria to individuals' circumstances.	Staff seeking promotion are clear about the activities which evidence the scholarship requirement. Consult supported staff/promotion cases	Head of School, Deputy Head of School Chair of EDI Committee	October 2017 May 2021	Increased T&S promotion applications; improved success rates.	High
2.2	The number of women receiving awards in Fig 29 is low; women are less successful for PI-led awards. (AS Panel feedback)	.1 Undertake analysis of grant submission and success rates to determine whether the AS Panel's observation is borne out by the data. Analysis to include success rates, distribution of PI/coI applications, award value, with career stage and pathway assessed.	**2020 Update:** Research groups have been refreshed, with enhanced peer review measures and pitch sessions. The School has analysed its applications and award data by gender. The data are to be reviewed by relevant School committees to determine next steps.	The School has an evidence base for decision-making on providing additional support for grant applications.	Director of Research & Engagement, Research & Engagement Manager	February 2021: Present findings to EDI Committee with recommendations for further investigation and/or action.	Parity in grant application and success rates.	High

2.3	Research pathway recruitment success rates are highly variable.	.1 Aggregate data on the reasons why unsuccessful Research pathway job applications do not progress.	Selection decisions are based on scoring of essential criteria. Further investigation of interview outcomes/panel training pending.	CSPPS has a clear understanding of why Research pathway recruitment decisions are made and whether its recruitment practices affect or bias outcomes.	Recruiters/ HR advisor	Implement by December 2016; evaluate annually. **2020 Update:** Prepare data for EDI Committee review in February 2021	Variability in the male/female success rates for Research pathway vacancies has been eliminated OR the reasons are understood and can be objectively justified.	Medium
		. 2 Analyse Research pathway rejection data to identify the reasons for variable success rates.	Selection decisions are based on scoring of essential criteria. Further investigation of interview outcomes/panel training pending.		Athena SWAN working group; Chair of E&D Committee	Implement by December 2016; evaluate annually. **2020 Update:** Prepare data for EDI Committee review in February 2021		Medium
2.4	CSPPS' Professional Services new joiners do not have a mentor to orient them to the University/role.	.1 Assign a mentor for all new Professional Services joiners

2020 update: Evaluate effectiveness of current approach & uptake of mentoring. | In place for all recruits since April 2016. | New joiners are able to benefit from the experience and institutional knowledge of an appropriate, trained mentor. | Line Managers

EDI chair with line managers | December 2016

May 2021 | 100% of new joiners have a mentor.

Mentoring is valued by PS staff; Successful probation outcomes | Medium |
| 2.5 | CSPPS does not collect data about leavers' destinations to determine whether career development is effective | .1 Where possible, conduct exit interviews with leavers to track progression to more senior posts. | The University surveys all leavers, but completion is optional. **2020 Update:** Implement leavers' interviews by line manager as routine. | Comprehensive data for subsequent Athena Swan applications and areas of concern identified for school action. | Line Managers/ HR Advisor

Line Manager/HR team | December 2016

May 2021 | 100% of leavers have been invited to undertake an exit interview with their line manager or the HR Advisor | Low |

2.6	There is low uptake of staff development training by male staff generally and on particular pathways.	.1 Ensure that male staff are taking up training that has been identified as necessary in their PDR plans.	Training requirements are agreed during annual PDR, but PDR paperwork data protection restrictions have hindered effective oversight of training uptake & monitoring.	Equitable and timely uptake of staff training and development by staff of both genders. **2020 update:** Revisit PDR issue and strengthen local methods for capturing training plans.	Line Managers/ Head of School/School Manager Line Managers with School Manager/HR team	April 2018 Data capture and monitoring in place by December 2020	Equitable and timely uptake of staff training and development by staff of both genders.	High
2.7	In response to the 2015 University staff survey only 43% agreed with 'I have the opportunity for career development within the University.' Satisfaction was particularly low in Research staff.	.1 Undertake qualitative research with Research staff to identify reasons for low satisfaction.	**Research staff:** Focus groups commissioned in 2016 had very limited uptake. The School now engages PDRAs through quarterly meetings with Head of School & Director of Research. **PS:** Five role secondments supported to date. **Academic:** 1 secondment **2019 staff survey:** 52% staff agreed.	Action planning to address the issues of concern identified. 2020 Update: Obtain 2019 survey disaggregated data for career pathways and explore staff views on further improvements the School could implement.	Head of School/ Deputy Head of School (academic staff) School Manager (Professional Services staff) Director of Research (research staff)	April 2017 **Consult:** Autumn/winter 2020 **Review in light of current/sector constraints:** Spring 2021 **Action Plan:** Spring 2021	Improved staff satisfaction (>50%) for this measure in the next staff survey. Improve staff satisfaction for this measure in the next staff survey.	High
2.8	Some categories of academic and professional staff have historically not received PDRs	.1 Ensure that all CSPPS-employed staff receive an annual PDR to agreed timescales.	PHRMY achieved 100% PDR completion in the 2018 round and 96% with justified	All staff are receiving an annual PDR with an appropriately trained manager	Line Managers/ Head of School/ School Manager.	April 2016; and recurrent.	100% of eligible staff have received PDR within agreed	High

	within the University's recommended timescales.		exceptions in 2019. A light-touch approach is in place for 2020 (COVID mitigation)	and are clear about their objectives and training needs. 2020 Update: The School's ambition is to sustain high completion rates and improve staff satisfaction with PDR process in 2021 staff survey.		**Sustain high completion rates during pandemic:** July 2020 July 2021 **Improve satisfaction:** 2021 staff survey	timescales and have been set clear (SMART) objectives.	
		.2 Ensure PDR data and related performance-related award data are available by gender for analysis.	PDR scoring has been abandoned by the University since the plan was drawn up, so **this action is closed**.		HR Advisor	July 2016	PDR data are provided in a format which allows for improved analysis.	Medium
		3. Improve line managers' attendance at PDR training.	Monitored ad hoc by Head of School & School Manager. Data pending, as not in routine reports. Collate for EDI Committee's review.		Head of School/School Manager	December 2016 Revised timescale: February 2021	100% of line managers have undertaken appropriate PDR training.	High
2.9	The School workload tariff, developed for initial trial in 2011/12, will be superseded in 2016/7 by a new University workload model (WLM) and Tariff.	.1 CSPPS will implement the new University workload model (WLM) to ensure equitable allocation of work. **2020 Update:** Engage with institutional review of WLM model tariffs in 2020/21	Workload model implemented in 2016. The School reviews its local Tariffs and allocations approach annually. Academic staff receive anonymised internal benchmarking data to inform PDR discussions, an approach now adopted at	All academic staff activities are captured in WLM and used to inform equitable workload distribution, which is appropriate to career pathway, career stage and promotion criteria.	Head of School/Deputy Head of School Head of School/Deputy Head of School	October 2016 September 2021	Visibility of staff contribution and equitable allocation of academic activity, evidenced through workload model data.	Medium

			institution level. Adjustments are made for personal circumstances and professional/career aspirations.				
		. 2 E&D Committee uses WLM data to evaluate equity of workload distribution	Workload data are reviewed by the academic team, are being used to evaluate the equity of workload distribution, inform PDR discussions and to reallocate teaching, as appropriate.		Chair of E&D Committee	July 2017	Workload allocations are analysed by gender and, if possible, benchmarked against other CU Schools, to inform future allocations.	Chair of E&D Committee
		.3 Evaluate the impact of pandemic related programme changes and delivery on individual academic staff workloads and research/ scholarship endeavour or quality in session 2020/21 and beyond.	New action	Academic colleagues receive appropriate mitigation and/or consideration for individual pandemic-related pressures.	Head of School/Deputy Head of School/School Manager	September 2020 – June 2021, annually thereafter to assess impact of changed approach to teaching delivery.	Workload impacts of pandemic are managed equitably and addressed/ mitigated appropriately.	HIgh

2.10	More reflection around the workload of SAT members and clarity on how the work is distributed across the team (AS Panel feedback)	.1 EDI Committee members will receive a workload allocation to reflect EDI Committee workload.	EDI Committee membership has attracted a WLM tariff since launch in 2016. As SAT work is now mainstreamed into EDI, this is subsumed within the EDI allocation.	EDI Committee members receive fair recognition of their contribution in the WLM.	Head of School, School Manager	Implemented in 2016; reviewed and updated annually.	Academic and PS staff have fair allocation of time for their EDI and Athena SWAN duties.	High
		.2 SAT Panel members will receive a workload allocation to reflect SAT workload.	It has been agreed a separate SAT tariff will be awarded to SAT Panel members during the preparatory period for an Athena SWAN submission.		SAT panel members receive fair recognition of their contribution in the WLM.	Implement February 2021, when SAT members start to meet separately from the EDI Committee.	Agreed in session 2018/9; reviewed and updated for each submission.	High
2.11	The School needs to better support the career development needs of Professional Services staff.	.1 Develop a professional services structure for CSPPS which strengthens career progression routes and staff development.	New structure implemented in October 2016. Since kept under review, refined in response to personnel changes/changing business needs. Listening exercise conducted Dec 2017-Feb 2018 to evaluate and identify areas for development. Five PS secondments supported since 2016.	CSPPS' professional services and support staff have clear progression pathways and opportunities to gain career-enhancing experience.	School Manager	New structure in place: November 2016	CSPPS' professional services and support staff have clear progression pathways and opportunities to gain career-enhancing experience.	School Manager

2.12	Consider broadening [career development] opportunities to a wider range of staff (ECU AS Panel feedback).	.1 Adopt a more proactive approach to promoting and monitoring uptake of staff development and utilisation of the budget. Ongoing **Update 2020:** Work with staff who have undertaken development opportunities to actively promote benefits to colleagues.	Hindered by PDR data protection considerations, as training needs not routinely shared with school management. Action required to secure PDR training plans so uptake and utilisation can be effectively measured and evaluated.	A wider range of School staff make use of staff development budgets (School and research) and budgets are more effectively utilised.	Head of School, School Manager, Line Managers	Commence monitoring of budgets in session 2017/8; Use 2017/8 PDR round to promote staff development opportunities. **2020 Update:** Develop local process to obtain training plans and optimise use of staff development budget. Implement active feedback from supported staff.	CSPPS has confidence staff are receiving training that meets their needs and budget is effectively utilised.	High
3 SUPPORT FOR STUDENTS								
3.1	The foundation year programme is intended to widen access to the Pharmacy profession.	.1 Review application trends for the foundation year programme once reinstated.	Reintroduction of foundation year paused in 2016 due to institutional review of teaching support for prelim year. **Awaiting CU decision on reinstatement.**	The foundation year programme is attracting a non-traditional cohort.	Senior Admissions Tutor	September 2017 & recurrent	Increased diversity in MPharm applications and conversions.	Medium
3.2	Pharmacy as a discipline has a significant female bias in its applications at undergraduate level.	.1 Review undergraduate recruitment, school liaison and outreach activities to ensure male role models are utilised to address the	Since 2016 we have included male and female role models in recruitment events, activities & materials. CSPPS has sustained its male applications against a 38%	The School is actively promoting pharmacy careers to male candidates.	Senior Admissions Tutor	Application and intake data reviewed annually at EDI Committee.	The School is actively promoting pharmacy careers to male candidates.	Senior Admissions Tutor

		underrepresentation of male applicants.	national decline in male applications for pharmacy, so our ability to positively affect this trend is limited.					
3.3	Male PGR applications are more likely to be speculative & poorly targeted, leading to gender disparity in registrations vs applications.	.1 Strengthen data capture for PGR rejection reasons.	Available rejection codes not fully utilised. Action required.	The School will have better data to inform future actions.	Director of PGR, PGR Administrator	September 2016

December 2020 | The gender profile of PGR registrations will reflect the profile of appropriately qualified applications. | Medium |
| | | .2 Improve published information about research supervisors' research interests and availability. | School research handbook includes staff profiles and research interests was published in September 2019. A review and refresh of our research and funding webpages is underway. | The School will receive more appropriately targeted PGR applications. | Director of PGR/ Director of Research & Engagement. | December 2016

2020 update: Research & funding webpage refresh completed by October 2020. | | High |
| | | .3 Investigate the impact of overseas government state funded PGRs on the School's PGR gender profile and application/ acceptance rates. | New action | The School has an improved understanding of the impact of one of its key recruitment markets on its PGR profile. | Director of PGR & EDI lead | December 2020 | | Medium |
| 3.4 | Continue to enhance support for students returning from an interruption of study related to parental leave | .1 Offer a work-life mentor (staff or more senior student) to assist the student with adjustment to balancing study | In view of small numbers, it was agreed this was best supported by Personal Tutors an individual basis. | All students returning from parental leave report high levels of satisfaction with support for return to study. | Personal Tutor | September 2017 | High return, retention and programme completion levels for students | Medium |

	and more on individual basis about individual needs	with family responsibilities.					returning from parental leave.	
		.2 Ensure a student returning to a new study cohort has opportunities to meet with new peer group.	Not formally progressed given small numbers, as it was agreed this was best supported on by Personal Tutors an individual basis.			Programme leads	September 2017	Medium
3.5	Our female MPharm students are now consistently achieving a higher proportion of good degree outcomes (1st or 2:1) than male students in the cohort.	.1 Undertake a detailed analysis of student entry qualification and progression data to investigate this trend and identify areas for action.	New action.	The reasons for the current disparity are understood and action is taken to address issues identified.	Director of Teaching & Learning, MPharm programme director and EDI lead	April 2021	All students are able to achieve their full potential on the MPharm programme.	High
4 SCHOOL CULTURE								
4.1	Not all of CSPPS' staff in recruiting roles (staff or students) have received unconscious bias training yet.	.1 Provide further unconscious bias training for student and staff recruiters	Ten staff completed unconscious bias training (February 2016). CU has since introduced a mandatory Unconscious Bias training module for all staff.	All Admissions Tutors and staff recruiters will have undertaken training	Head of School & Chair, Equality and Diversity Committee	December 2016, recurrent.	100% of recruiters will have received unconscious bias training, evidenced by a complete HR record	High

4.2	The percentage of female researchers on fixed term contracts is consistently higher than males when compared to CU and CU SET. The reasons for this are unclear.	. 1 Prepare an action plan based on findings of the qualitative research with Research pathway staff commissioned by CSPPS. **2020 Update:** Assess effectiveness of PDRA meetings.	Due to low uptake for qualitative research, an alternative approach was taken. Regular PDRA meetings have been implemented, which provide forum for career development discussions.	The reasons for CSPPS's unusual Research pathway gender split are understood; actions are planned to address the disparity.	Head of School, Chair, Equality and Diversity Committee & School Manager Head of School/Director of Research & Engagement	July 2017 May 2021	CSPPS's Research pathway gender split is consistent with, or moving towards, CU, CU SET and sector norms.	Medium
4.3	The 2015 University Staff Survey identified some career pathway and gender differences in satisfaction with work/life balance.	.1 Survey School staff about work/life balance and prevailing School culture. **2020 Update:** Consult with staff as a priority to understand issues, with a focus on addressing factors that are within the School's ability to control and resolve.	The 2017 University staff survey showed **reduced satisfaction**, though conducted soon after major restructure. Work/life balance not run in 2018 due to School Listening Exercise. The 2019 staff survey showed an 8% drop in work-life balance since the 2017 survey.	Improved identification of those areas for future action. Action plan to address problem areas identified in the survey by July/September 2017	Head of School Chair, Equality and Diversity Committee School Manager HR Advisor Head of School Chair, Equality and Diversity Committee School Manager HR Advisor	University follow-up staff survey scheduled for March 2017. School Survey: September 2017 **Consult:** Autumn/winter 2020 **Review in light of current/sector constraints:** Spring 2021 **Action Plan:** Spring 2021	Scores for the work/life balance questions in the next University Staff Survey have improved since 2015 survey.	High
4.4	Improve timeliness of timetabling and departmental meeting scheduling to benefit all, but	.1 Publish provisional timetable by end June annually.	The School adopted Scientia/ MyTimetable in Sept 2017. The draft timetable is now available from June each year.	Early notice of teaching commitments. Reduction in late adjustments to timetables.	Programme Leaders & School Manager	June 2016 and annually thereafter	Provisional timetable published by 30 June 2016	High

	particularly to enable those with caring commitments to plan appropriate cover effectively.		Committee dates are published in the staff handbook (from 2019)					
		.2 Publish schedule of School committee meetings by end July annually	With the advent of MyTT, School is moving to early planning & notice of committee cycle – effective from Sept 2018.	Early notice of meeting commitments. Fewer meetings rescheduled.	Chairs of Committees & School Manager	July 2016 and annually thereafter	Provisional timetable of meetings published by 31 July 2016	High
4.5	There are still too few female Chairs and invited speakers for CSPPS' research seminar series.	. 1 Prepare an action plan based on findings of the qualitative research with Research pathway staff commissioned by CSPPS. **Update for 2020:** Formally adopt online webinar/collaboration tools to increase diversity of seminar series speakers.	We aim for a mix of male and female speakers, but do not always receive suitable nominations from academic colleagues. COVID has highlighted opportunities to use online webinar and collaboration tools to reduce barriers and increase diversity of speakers.	The School provides visible female role models for research staff.	Director of Research and Engagement/ School Engagement lead Director of Research and Engagement/ Research Seminar Lead	Implement 2016/7; Evaluate 2017/8 Target met: July 2019 Implement with immediate effect; Evaluate impact at end of session 2021/22.	40% of research seminar series speakers and chairs are female 50% of research seminar series speakers and/or chairs are female	Medium
END OF ATHENA SWAN ACTION PLAN								