

1. ACTION PLAN

1	<p>Thematic area: Increase support for staff training, career development and promotion.</p> <p>Progressive impact indicators:</p> <ul style="list-style-type: none"> ○ DENTL has increased the number of females progressing through the academic pipeline; prepared professional services staff for career promotion opportunities. ○ Annual staff survey 2019 identified the School performed with excellent results (94-80% agreement) for statements identifying quality for line-management and staff development opportunities. 			
<p>2015 Actions implemented and ongoing towards achieving impact:</p> <ul style="list-style-type: none"> ✓ Adapted the annual University PDR in-house to promote review meetings as opportunities to discuss staff training, development and promotion potential. ✓ Reorganised line management structure, so that staff had fewer reviews to perform and more time for meaningful discussion. Line-management training (in-house and College provided) has been undertaken by 90% of staff to enhance the effectiveness of the PDR process both as the reviewer and the reviewee (now induction training course). 100% compliance for all staff completing a PDR review since 2016. ✓ Initiated DENTL staff development days (3 per year) for teaching activities. Attended by 80% of academic staff and offer CPD points to support NHS training requirements for clinical academics. ✓ Identified an in-house mentor to help staff prepare promotion applications. Staff have also made full use of University promotion workshops and found immediate success of staff attending course programmes aimed at supporting development of female and BAME staff for promotion to Professor. ✓ DENTL's review of committee structure to achieve better gender parity and widen staff involvement has increased opportunities for junior staff members to sit on School decision making committees. ✓ Provided a range of in-house training and shadowing opportunities to transition staff to more senior roles. 				
<p>Global aims of new 2020 and developing actions for increasing impact:</p> <ul style="list-style-type: none"> ○ DENTL has introduced with mixed success an on-line workload modelling platform. Central to our future actions is the development of this platform to enable staff and line-managers to identify protected time and take better ownership for realising career development opportunities and ensure equal access to all staff. ○ Create actions that promote the teaching and scholarship promotion criteria benchmarking and support career development opportunities for staff on T&S career pathway. 				
#	AS Action 2020	Senior Lead	Timeframe	Success measure
1.1	Establish a Task and Finish Group to further develop workload modelling to fit the DENTL academic; to identify time allocation to better support career development support opportunities and better support PDR discussions.	Hos / Director for Staff and Student Matters/ School Manager	Implement revised WLM by January 2022	<p>Increased usage of workload modelling tool to support PDR discussions.</p> <p>Publication of annual workload allocations to all academic staff in advance of the academic year.</p>

1.2	Analyse workload allocation data to assess for gender equality in role allocation and staff development opportunities.	Director for Staff and Student Matters	Annual review to be submitted to Senior Management Executive for discussion and action where relevant.	Equal opportunities for allocation of career promoting roles opportunities within the School. Evidence of workload allocation adjustments to ensure parity across staff groups.
1.3a	Implement a clear structure and monitoring of a re-induction to work programme to ensure returning staff are properly welcomed back, work activities and objectives during phased return are formally agreed (e.g. 6 month release from admin duties) and transition issues quickly addressed.	School Manager	Process to be in place and communicated to line management structure by July 2021.	Better management of workload for those returning to work determined through improved feedback from returning staff and school champions. 6-month post-return monitoring will provide an ability to identify and address new issues.
1.3b	Identify School champions for supporting staff on maternity leave and their return.	Director for Staff and Student Matters	Immediate - to coincide with staff returning from leave	All staff absent due to maternity to be allocated a champion within three months prior to return to work.
1.4a	Increase awareness and training for scholarship activities that staff can use as evidence to support promotion benchmarking for teaching and scholarship. Expand staff development days for teaching activities to consider development of scholarship activities.	Director for Learning and Teaching	Incorporate into existing training schedules and communication activities 2021-2025.	Increase in the number of Senior HE Fellowship awards within the School and supporting an increase in success for academic promotions via T&S benchmarking criteria.
1.4b	Work with the University to increase training and mentoring opportunities for staff to gain senior/principle fellowship Advance HE awards.	Director for Staff and Student Matters		
1.4c	Provide mentoring groups / away-day activities for supporting leadership in scholarship and peer-mentoring for Advanced HE fellowship awards.	Director for Staff and Student Matters	Appointment of School level promotions support lead by December 2020.	Overall increase in the number of promotion applications submitted by School staff in the next five-year period.
1.4d	Encourage staff at Reader to Professorial transition to attend Academic Promotion Development programme supported by School mentoring.	EDI committee		
1.4e	Survey staff to examine female contribution on external committees and other external boards and formulate actions			

1.5a	Use annual University staff and School culture surveys to continue to monitor and enhance new line-management structure offers a) better staff support for career discussions; b) leadership opportunities.	EDI committee	2022; DENTL is currently working ensuring 100% completion of line-manager training.	Further SMART actions are developed to enhance career development opportunities and supporting success for academic promotion.
1.5b	Review uptake of career development opportunities and use of School staff development budget to ensure equitable provision and access to all staff regardless of career pathway and grade.	School Manager	2021	Demonstrate equitable access to training for T&R and T&S staff.
2	<p>Thematic area: Support career progression of research staff and students.</p> <p>Progressive impact and indicators: To support postdoctoral, doctoral and new Lecturers for researcher skills training (generic, transferable and project specific) that supports career progression and future employability in academic and non-academic sectors.</p> <ul style="list-style-type: none"> ○ DENTL has increased grant funding awarded to academic research staff, including award of 2 new investigator awards. ○ DENTL has increased fellowships and other grant funding where the ECR is named PI or Co-I on the grant. 			
	<p>2015 Actions implemented and ongoing towards achieving impact:</p> <ul style="list-style-type: none"> ✓ Introduced peer-review of grant applications. ✓ Introduced a research pipeline project to ensure that research application scores and external feedback are discussed at annual PDR meetings, with additional support and guidance provided to facilitate future applications. ✓ Encouraged training for fellowships preparation that align to the Vitae researcher development framework. ✓ Provided ECRs with opportunities to develop practical skills such as grant writing for engagement activities, teaching and assessment. 			
	<p>Global aims of new 2020 and developing actions for increasing impact:</p> <ul style="list-style-type: none"> ○ DENTL recognises the issues of job insecurities for research staff and PGR students. Focus groups discussions have identified problems for objective setting in PDR for career planning and obtaining valuable careers advice outside of their supervisory unit. ○ Cardiff University will sign up to the revised Concordat to support the Career Development in November 2020 and signed the San Francisco Declaration of Research Assessment (DORA) November 2019. DENTL fully embraces the principles and actions of the concordat and DORA and will seek to ensure its implementation through our actions. 			
#	AS Action 2020	Staff role	Timescale	Success measure
2.1	Appoint a champion responsible for implementation of the Concordat (including actions to increase in generic and transferable researcher skills training) and our AS actions related to enhancement of researcher training.	Director of Research / HoS	Jan 2021	Role is created, built into School structures, advertised to School staff and appointed.
2.2a	Engage with the University Researcher Pathways working group for the central implementation of the Concordat and contribute to gap analysis. Enable smooth implementation of University	Sara Williams (Uni Training & Development)	2021-2022	Production of a list of ECR centred training activities that will allow us to embed the principles of the concordat within DENTL.

<p>2.2b</p> <p>generated actions and generate ideas for best practice within other Schools.</p> <p>Arrange for training to ECR, PGR students and research supervisors to provide a greater awareness of the Concordat commitments DORA and promoting an inclusive and equitable research environment.</p> <p>2.2c</p> <p>Arrange focus discussion groups with ECR, PGR and supervisors to perform our own gap analysis to identify perceived barriers for implementation of concordat, create actions for implementation and address issues arising / monitor success of actions / provide feedback to the University. Encourage involvement of our young researchers in University discussions.</p> <p>2.2d</p> <p>Adapt the leavers survey for ECR and PGR to ask questions to identify increased for career planning and researcher skills development and evidence for above actions.</p> <p>2.2e</p> <p>Improve signposting for University and College training opportunities and career advisory provision.</p> <p>2.2f</p> <p>Integrate additional in-house researcher training opportunities and career events into our ongoing research seminar series for invited external speakers.</p>	<p>manager-research)</p> <p>ECR Champion</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>Ongoing. Findings for focus group 1 feedback to University working group. plan 2 per annum.</p> <p>Already initiated for PGR (see page 31) and ongoing</p> <p>2021</p> <p>2021</p> <p>2021</p>	<p>Survey feedback identifies that young researchers are more confident in taking greater control of their own career goals preparing them for moving to next destination.</p> <p>Increased numbers of PGR and ECR taking up researchers training and career information.</p> <p>All PGR and ECR having the opportunity to receive up to 10 days professional training pro rata.</p> <p>Within our leavers surveys / PRES surveys we obtain a 80% satisfaction score for questions relating to career guidance and out-of-project training activities.</p>
<p>2.3a</p> <p>Develop in-house a structured Career Development Portfolio CDP / researcher resumé that aligns to and promotes the Vitae Researcher Development framework, which ECRs can incorporate into 6 monthly discussion with their supervisor. Initiate focus groups to give the young researchers ownership for the development of CPD process. Initiate peer-mentoring groups to provide collaborative support and reflection time in planning effective CDPs.</p> <p>2.3b</p> <p>In-house developed training with the aim of having ECR / PGR individuals have the tools and know-how to develop their own training needs analysis which supports discussions with their supervisor / line manager / mentor.</p> <p>2.3c</p> <p>Identify and train a network of career development mentors who can be named as mentor named on probation forms.</p>	<p>ECR Champion</p> <p>“</p> <p>“</p>	<p>2021</p> <p>Initiated 2020</p> <p>2021</p>	<p>80% of ECR / PGR are regularly using a CPD to develop their own training needs analysis which supports discussions with their supervisor / line manager / mentor.</p>

2.4a	For each research grant, ensure training provision is costed in and address any identified issues.	School Manager	2021	Grant review process will have a check point for training built in. Demonstrate equity across young researchers for success in applications to attend conferences and training courses with cost implications.
3	<p>Thematic area: Student recruitment and transferable skills training to enhance employability and wellbeing in the dental workplace.</p> <p>Progressive impact and indicators: To improve fairness and transparency of decision-making for student recruitment; increase the numbers of females applying to PGT courses.</p> <ul style="list-style-type: none"> ○ DENTL has embedded Multiple Mini Interviews for UG selection. MMIs are used by all but 2 UK Dental Schools and increasing Medical Schools. ○ We have increased the proportion of females studying for BDS dentistry; females now represent 60-70% of the year cohort. ○ Without positive discrimination we have increased the number of females on non-clinical PGT courses. 			
<p>2015 Actions implemented and ongoing towards achieving impact:</p> <ul style="list-style-type: none"> ✓ MMIs have been introduced for selection of BSc Dental Hygiene and Therapy students. Analysis of the impact of selection process have been published in peer-reviewed journals and presented at educational conferences. Shared best practice with Schools setting up MMIs. ✓ Ensured all staff and students involved in student recruitment undertake unconscious bias training. ✓ Open days involve a high number of female staff as role models. ✓ DENTL reviewed all UG, PGT and PGR paper and web-based marketing and promotions literature to ensure a gender balance; includes written and video testimonials from both male and female students. ✓ Expand the pastoral tutoring system to PG students. ✓ Introduced resilience training for UG students. 				
<p>Global aims of new 2020 and developing actions for increasing impact:</p> <ul style="list-style-type: none"> ○ Interrogate our MMI process further to fully confirm a fair and transparent system. ○ Address the under representation of males studying on the BSc DTH, DipHE and PGR programmes of study and females applying for Clinical PGT programmes of study. ○ Perform psychometric analyses on assessment data to develop actions that fully support our UG students to achieve their full potential and achieve degree outcomes commensurate with the Russell group average for STEM subjects. 				
#	AS Action 2020	Staff role	Timescale	Success measure
3.1a	Collate data and feedback questionnaires on MMIs / perform an annual EDI review and equality impact assessment on MMI stations and applicant outcome to:- a) inform/improve the process and address any inequalities in the selection process. b) investigate why fewer females accept offers and confirm no gender bias.	Psychometrician overseen by UG Admissions & and monitoring Committee and reviewed by	Ongoing. Data is consistently collected for analysis, but feedback questionnaires will be accordingly adjusted to investigate new questions	Data shows evidence of equality and transparency in MMIs as selection of students by benchmarking against sector data. Proportion of students selected by gender is consistent (accounting

	<p>c) correlate impact of MMI on course progression, degree outcome and entry to foundation training.</p> <p>d) interrogate data to identify if reaching goals for widening access of students entering dental courses.</p>	EDI committee		<p>for social inequalities and other protected characteristics)</p> <p>Progression should be consistent irrespective of gender and in combination with other protected characteristics.</p>
3.2	Perform psychometric analyses on student performance across student individual assessment component to test assumption that the need to achieve core clinical skills can impact on student's ability to achieve the highest degree classification.	Psychometrician overseen by Director for Teaching and Learning and Director for Assessment and Feedback	2021	Introduction of specific actions (determined from analyses) to support all students to reach their full potential commensurate with the Russell group benchmarking
3.2a	Perform an equality impact analysis on the PG recruitment process (taught and research programmes) to confirm a non-biased interview process and promote a values-based assessment; to support application of EDI for enhancing the learning environment.	EDI committee	2021-2022	10% increase in females recruited to clinical PGT courses.
3.2b	Ensure all staff involved in student interviews have undertaken "Chairing and Interview panel" training (final completion of 2015 action).	PG Boards of Study / PGR Admissions & Monitoring Committee	Initiated 2019 -	Achieve a minimum of a 40:60 balance of male and females pursuing PGR programmes of study by improving the success rate of male applicants at interview.
3.2c	Monitor the effectiveness of the PGR interview process against examiners comments		2021-onwards	70% of PhD thesis submissions are awarded subject to only minor corrections or no corrections.
3.2d	Increase female representation on School's clinical PGT committees	"	Initiated and ongoing	
3.2e	Explore opportunities to use graduates to mentor applicants through the admissions process include case studies of female graduates in promoting clinical PGT courses	"	2022	
3.3a	Expand leaver survey for all PG students (currently used for PGR students) to capture better feedback and stimulate innovative changes to enhance student experience.	PGT Directors	July 2021 onwards. Feedback to be discussed at PGT boards and formulate into action plan.	>80% response rate to identify strengths and address issues
3.3b	Develop a robust action plan to address NSS and module evaluation student feedback on all UG programmes.	Director of Learning and Teaching	2021 onwards.	Return of >90% overall satisfaction scores for PTES and PRES

3.3c	Schedule UG leavers focus groups (to be facilitated by an independent member of staff)	“	2021 onwards	Return of >90% overall satisfaction scores for NSS
3.3d	Monitor to improve provision of UG resilience training and wellbeing support against feedback in relevant module evaluations.	DoSSM	2021 onwards	>70% positive response against all module evaluations
4	<p>Thematic area: Staff recruitment and support for new staff.</p> <p>Progressive impact and indicators: Implementation of a fair and transparent recruitment and induction system, that aims to quickly embed in new roles and support career development/progression opportunities.</p> <ul style="list-style-type: none"> ○ Without discrimination we have continued to make more female appointments helping redress the gender imbalance in academic staff, particularly for Clinical Senior Lecturers. ○ DENTL has successfully appointed 2 female Professors helping in our aim to increase the proportion of females in senior academic positions 			
<p>2015 Actions implemented and ongoing towards achieving impact:</p> <ul style="list-style-type: none"> ✓ With the help of College HR all adverts indicate clear selection criteria that demonstrate no discrimination, are prepared in a gender-neutral language and contain statements promoting family friendly policies. ✓ Web pages present a balance of genders for staff and students and gender-neutral language. ✓ All staff involved in staff recruitment have undertaken unconscious bias and charring interview panel training which has also been included as part of in-house line-manager training. ✓ During interviews applicants are asked questions related to their values and behaviours, to aid finding an individual who fits with the EDI values of DENTL. ✓ Supplementing the University induction process, DENTL has introduced in-house guidance handbooks and “check-lists” for line-managers to provide a consistent approach to all staff induction. This includes DSE assessments and introduction of new staff to the school through staff intranet. ✓ We have embed discussions relating to staff training needs analysis and promotion as part of probation process (continuing into PDR process). ✓ DENTL have an in-house Dental Senior Management support team who liaise with line-managers to facilitate / monitor compliance of recruitment and induction process and address issues arising and further develop a highly effective process. ✓ DENTL has provided shadowing and training opportunities so that staff can apply as an internal candidate for vacant professorial roles for “growing our own talent.” 				
<p>Global aims of new 2020 and developing actions for increasing impact:</p> <ul style="list-style-type: none"> ○ Our actions for 2020 onwards are to enhance and then monitor the recruitment and induction process and to ensure that staff support and development opportunities are a feature from induction; that staff recognise the role they play in the School and provide support guiding staff to take ownership of their own careers. 				
#	AS Actions 2020	Staff role	Timescale	Success measure
4.1a	We will ask all successful applicants and respective line managers to complete a survey to determine whether recruitment and	School Manager	2021 onwards	>90% of new staff feel very well supported as they start their

	marketing practices had an influence on why they applied. At the same time, we will seek their views on the induction process to identify best practice and areas for improving the process for recruitment and induction support.	Director of Staff and Student Matters		careers in DENTL as evidenced by survey data.
4.1b	DENTL will produce further guidance and training for staff willing to be mentors for new staff in supporting discussions relating to staff training and promotion opportunities.	EDI committee	2021 onwards	At least 2 members of our newly appointed staff achieve promotion to a more senior academic grade within 5 years of appointment.
4.1c	Monitor the uptake of career development opportunities, mentorship schemes and promotions applications by new staff.	“	2021 onwards	Identify no bias in recruitment for other protected characteristics.
4.1d	Explore monitoring data to consider fairness for recruitment, staff development and promotion and retention relevant to ethnicity and sexuality and other protected characteristics; address issues identified.	“	2022-2023	
5	<p>Thematic area: Promoting a collegiate and collaborative EDI Infrastructure</p> <p>Progressive impact: The EDI committee along with the respective HoS has worked to identify opportunities and oversee actions that promote Athena Swan principles; to foster collaboration, teamwork, compassion, respect, integrity and accountability of all School activities.</p> <ul style="list-style-type: none"> ○ The EDI committee became fully established within DENTL in 2015 through bimonthly meetings reporting to the School board and SMC ○ 2015-2017 the EDI committee remit was established to ensure that all 2015 AS actions were embedded within the School ○ During 2018- onwards, EDI committee membership was re-shaped to reflect changing School management structure, but always with the intention of achieving membership across all staff grades, who can contribute to discussion, generate solutions develop actions to support future impact for continuing to deliver an optimal working culture for all. 			
	<p>2015 Actions implemented and ongoing towards achieving impact:</p> <ul style="list-style-type: none"> ✓ Oversaw the implementation of the 2015 AS action plan and monitored data to measure effectiveness of success ✓ Conducted and considered results for University and School culture surveys (“five minutes of your time”) ✓ Conducted and debated feedback from focus groups conducted with staff groupings within the School laying the foundations for future actions ✓ Implemented a communication strategy to ensure that all staff are aware of the ongoing work of EDI committee. ✓ Arranged a Career day for both women and men to support female staff and line managers in how to recognise the practical barriers which inhibit the progress of females in applying for promotion – the glass ceiling debate. ✓ Recently appointed “Wellness champions” within the School to provide sign-posting for College / University services and initiatives. 			
	<p>Global aims of new 2020 and developing actions for increasing impact:</p> <ul style="list-style-type: none"> ○ Our actions aim to address a recognised need to address wellbeing and mental health issues that have been highlighted in NSS, PRES and PTES and staff surveys, identifying a particular need for prevention and early detection. 			

	<ul style="list-style-type: none"> o In light of recent changes to working practice over 2020, DENTL continues to develop new practices that promote EDI values of collegiality, peer-support and reward within the School. 			
#	AS Actions 2020	Staff role	Timescale	Success measure
5.1a	Appoint a Director of Staff and Student Matters (DoSSM) to advance a strategy for staff and student support and wellbeing	HoS	Appointment made November 2020. Strategy to be developed 2021	Enhanced awareness of EDI actions within the School and promotion of activities.
5.1b	Promote and nurture staff and student wellbeing using a range of engagement tools and training sessions	DoSSM	2021- onwards	Creation of actions that positively address wellbeing and mental health issues for staff and students.
5.1c	Identify monitoring processes such as notified absences, uptake on wellbeing courses and activities and uptake of professional development opportunities.	School Executive Committee	2021 – onwards to note changes in trends	Communication audit and feedback loop in place
5.1d	Centralise a mechanism for identifying EDI issues and logging activities and outcomes. To include issues reported, EDI audits of teaching and research and equality impact assessments.	DoSSM	2021 – onwards	Review of reports and outcomes from the “Wellness champions” embedded in School processes
5.1e	Embed the role of recently appointed “Wellness champions” within the School to provide sign-posting for College / University services and initiatives.	DoSSM	Champions identified 2019 and training complete	Review of outcomes from Central EDI initiatives embedded in School processes
5.1f	Work with the College to implement and embed EDI initiative arising centrally.	DoSSM	Ongoing	
5.2a	Use staff peer review of teaching to promote staff support outside of departmental groupings and innovative thinking for teaching and assessment activities	Director of Learning and Teaching/ Director of Assessment and Feedback	Implement for 2021 round of peer-review of teaching.	Increased perception of collegiality, respect, compassion, integrity, teamwork and accountability amongst all staff within the School as evidenced in staff culture surveys.
5.2b	Survey staff to identify perceived changes in working practice over the past 10 years and the impact of the digital age in preventing staff from disconnecting with work issues.	Director of Staff and Student Matters/ EDI committee	Early 2021	Increased number of DENTL nominations for University Celebrating Excellence awards.
5.2c	Organise an annual School event that “celebrates excellence” to promote staff and student teaching and research achievements and positive role models.	Director of Staff and Student Matters	July 2021	Increase evidence to support staff promotion and achieving excellence within their staff role.

5.2d	Identify innovative means to improve collection of feedback data and information so that staff and students do not become survey fatigued in continuing to monitor the effectiveness of the actions aimed at enhancing staff support, wellbeing and collegiality within the School	EDI committee	2021-onwards	Achieve response rate from >70% of survey cohort to increase value of data collected.
5.2e	Produce a calendar of national events (eg Mental Awareness week, International Womens' day, soapbox science, Black History Month) so that we can be better proactive in contributing to the dissemination of their message within the School.	EDI committee	2021	Increase opportunities for staff to demonstrate evidence supporting promotion benchmarking for civic mission activities
5.2f	We will perform an equality review for all DENTL decision making committees to ensure remit, policies and the way they carry out their function do what they are intended to do and for everybody.	“	2022	Confirm that all committees are committing to EDI principles and promoting collegiality in decision making.
5.2g	DENTL will survey staff to examine female contribution on external committees and other external boards to confirm equality for females to access these opportunities supporting career progression.	“	2022	