



ROYAL (DICK) SCHOOL OF VETERINARY STUDIES
The University of Edinburgh
Easter Bush Veterinary Centre
Roslin
Midlothian
EH25 9RG
Direct dial 0131 650 6241
head.vet@ed.ac.uk
<http://www.vet.ed.ac.uk/>

28th November 2012

Athena SWAN Charter
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
LONDON, WC24 3LJ

Dear Sir/Madam

Application for an Athena SWAN Bronze Award

I attach an application by The Royal (Dick) School of Veterinary Studies, University of Edinburgh for an Athena SWAN Bronze Award, which I unreservedly support.

The University successfully applied for an Athena SWAN Bronze Award in 2006 (renewed 2009) as such it has been recognised as an Institution committed to Gender Equality. The Royal (Dick) School of Veterinary Studies supports and engages with University initiatives, actively incorporating the principles of gender equality within its organisational structure and policy development.

The school has a strong track record in the quality of clinical work, teaching and research conducted by our female staff, reflecting our support and commitment to ensure that female staff achieve their full potential. We have been fortunate to have a number of outstanding female role models within the school including: Professor Susan Rhind (The first Professor of Veterinary Education in the UK); Professor Natalie Waran (Director of the Marchig Animal Welfare Centre); Professor Anna Meredith (The first UK professor of Wild-life and Zoological Medicine); Professor Elspeth Milne (Chair of Veterinary Clinical Pathology) and Professor Danielle Gunn-Moore (Professor of Feline Medicine). We are delighted that these individuals have not only achieved successful academic careers, but also, have lead management positions within the organisation. All of these individuals are examples of research and/or teaching and/or clinically active professors well respected in their field, who been actively involved in activities which foster an enabling environment for female academics.

These role models are essential in affecting attitudes and behaviour within the academic environment while actively contributing to the senior management of the school. In a profession where we now have 4:1 ratio of females to males on our undergraduate professional veterinary course, these role models are essential in developing the next generation of academic clinicians.

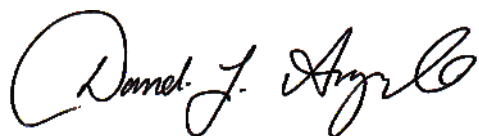
The school has focused on developing traditional academic careers as well as establishing a career development structure for more clinically or teaching focused staff, which ensures that individuals with a different career focus than research can also achieve their full potential. Examples of good practice within the school include: informal and formal flexible working practices and implementation of our teaching or clinical promotion track. This track allows staff to reach professorial positions, irrespective of their career focus (clinical work, teaching or research).

We actively encourage women to apply for promotion, which has resulted in an increase in female Professors over the last 5 years. We seek to continue our support mechanisms in order to increase awareness of career development opportunities as they arise and ensure that all staff are made aware of potential veterinary career progression routes. With my recent appointment, I have ensured that the School adopts a compulsory appraisal process. This will provide all with an effective framework to discuss career aspirations and is also a chance to highlight any hindrances staff may face. A strong appraisal culture will allow management to monitor workloads, ensure an objective allocation of responsibilities, as well as ensuring opportunities for development are available to all staff.

Looking to the future, the school still has some way to go to achieve parity between female and male academics on professorial grades. However the initiatives mentioned above and those listed within the application itself is a major step by the School in the right direction.

Should you require any further information in support of our application, please do not hesitate to contact me.

Yours faithfully

A handwritten signature in black ink, reading "David J. Argyle". The signature is fluid and cursive, with a large initial 'D' and 'A'.

Professor David J. Argyle BVMS PhD DECVIM-CA (Oncology) MRCVS
William Dick Professor of Veterinary Clinical Studies
Head of School and Dean of Veterinary Medicine



Athena SWAN Bronze department award application

Name of university: The University of Edinburgh

Department: Royal (Dick) School of Veterinary Studies

Date of application: 30th November 2012

Date of university Bronze and/or Silver SWAN award: Bronze Award 2006, Renewal 2009, Renewal sought 2012

Contact for application: Professor Anna Meredith

Email: anna.meredith@ed.ac.uk

Telephone: 0131 6506247

Departmental website address: <http://www.ed.ac.uk/schools-departments/vet/home>

Athena SWAN **Bronze 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.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the 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 STEMM activities that have made a significant contribution to the achievement of the departmental mission.

2. 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 ethos of Athena SWAN forms an important part of the new School strategy. A call for volunteers was issued and Professor Anna Meredith volunteered to chair the self-assessment team. Final team composition took into account gender balance, career stages and experience of the promotion and recruitment process.

Professor Anna Meredith (Chair) joined the School in 1992 as Lecturer and was promoted to Professor of Zoological and Conservation Medicine in 2012. Anna had two periods of maternity leave (1999 and 2001), returned full-time and also completed a part-time PhD in 2011. She has a dual career family, and her partner has on-call commitments. With School support Anna relinquished clinical and on-call commitments in 2006 to accommodate her PhD and facilitate childcare.

Miss Cat Eastwood is the Easter Bush Campus HR Manager. She has 6 years' HR experience within Higher Education. She manages the local HR function at the Easter Bush Campus and supports and advises academics in all aspects of HR policy.

Professor Brendan Corcoran is Deputy Head of School, a University International Dean, and sits on the University's International Executive. He joined the School in 1986 and became a Wellcome Research Leave Fellow, Senior Lecturer, Hospital Director and Professor in 2006. He is married with two adult children.

Professor Danielle Gunn-Moore graduated at the School in 1991 and returned shortly after to establish the Feline Clinic. She was promoted to Professor of Feline Medicine in 2010. She comes from a dual career family.

Professor Natalie Waran joined in 1990 as Lecturer, then Senior Lecturer and Director of PG Taught Programmes. In 2004, Natalie moved to New Zealand for a chair position in animal welfare, but returned in 2011 as Professor of Animal Welfare Education and Director of a new international centre for animal welfare. Natalie has two children and has been a working mum since 1996. When she was re-recruited she was very impressed by the School's support in relocating her family to the UK.

Dr Jo-Anne Murray is a Senior Lecturer within the School, promoted from Lecturer in 2010. She is the Director of Postgraduate Taught courses, and has two children under the age of 6 and works full-time. She has a considerable teaching load but also works flexibly to allow for her caring commitments.

Mr Tim Luke joined the School in 2012 after 5 years from private practice. He is a clinician/junior lecturer in the Farm Animal Practice and is currently applying for promotion to a UE08 Lecturer post. He believes that his working hours and on-call rota have allowed him to achieve a work-life balance not attainable in private practice.

Ms Juliet Duncan became a Lecturer in Veterinary Anaesthesia in 2007 after a three year residency. She had maternity leave in 2010 and returned full-time, but difficulties achieving work-life balance led to the School supporting Juliet's request for flexible working (0.8FTE) in April 2012. Juliet is excused from out of hours work when her husband, who works off-shore, is away. In 2012, Juliet enrolled on a PT PhD funded by the School.

Dr Ana Castro Marques Loureiro joined the School as a resident in 2005 and was promoted to Lecturer in Small Animal Surgery in 2008. She is highly involved with the residency training and UG program. She is planning a family in the near future. Despite involvement in the emergency on-call service, Ana feels she has a good work-life balance.

Mr Scott Kilpatrick (Resident/PGR non-graduating student) graduated from the School in 2007 and worked in practice for 5 years. After a 12 month teaching fellow appointment with the School, he has just commenced a residency in small animal internal medicine.

- 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 team has met three times within the last year to review gender data, career development, training and to form a strategy to deal with any imbalances. Individuals were given specific tasks:

Staff Appraisal Process – Professor Gunn- Moore, Mr Luke

Athena Swan Survey and Focus Group Sessions – Professor Meredith, Juliet Duncan

Staff and Resident Induction Process – Cat Eastwood, Aileen Brown (Clinical Services Administrator – not on AS team)

Mentoring and Career Development – Professor Waran, Cat Eastwood

Leadership and Management – Professor Meredith, Dr Murray

Career development and progression for teaching track vs clinical track staff – Juliet Duncan, Ana Marques

Representation of women on decision making committees, including interview panels – Professor Corcoran

Student Support within the School – Scott Kilpatrick

All members of the team are ambassadors for Athena Swan and have already completed Equality and Diversity training; the members will be responsible for driving forward the action plan within the School. The team created a short survey for academic staff on "Career Development and Promotion". However, this was superseded by development of a wider all staff survey (which incorporates UKRC QUICK CAT questions) by the Campus Operating Officer. There has unfortunately been a delay

in the issuing of this survey, therefore we used data from focus groups with staff, input from the self-assessment team and primary data from the HR system.

The self-assessment team communicate regularly via meetings and e-mails. Relevant articles, policies and training sessions are circulated all team members. The team also attend Athena SWAN Network meetings within the University to share ideas on good practice. Both Professor Meredith along with other team members attend local events run by the Scottish Resource Centre for Women in SET, and have liaised with Geraldine Woolley about career coaching and maternity mentoring. Recently, Professor Meredith and a member of the team also attended the ECU conference in Nottingham and networked with other Athena SWAN representatives, specifically Queens University Belfast who provided examples of best practice. College SWAN Self-Assessment Chairs regularly meet to progress the Athena Swan agenda. This has already achieved positive results. The College approved the appointment of an Athena SWAN Coordinator to support all SWAN activities, and also recommended that a policy of compulsory female presence on interview panels should be introduced across the College, currently under review by College Strategy Group.

- 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 self-assessment team will continue to meet quarterly to promote the Athena SWAN agenda and monitor progress on the action plan. The team will maintain regular contact with similar teams across the University and wider HE. Having already spoken to Nottingham Vet School, we have highlighted some common issues and imbalances across the veterinary profession. Team meetings are recorded and action points are assigned to ensure an even and manageable spread of responsibility across the team. Professors Corcoran and Waran sit on the School's Senior Management Group and will feed in all agreed actions and outcomes from team meetings to facilitate implementation across the School. As detailed in our action plan, Athena SWAN will be a standing agenda item during School management group meetings. This reflects Senior Management's commitment to the SWAN agenda. Our action plan is a very important part of the new School strategy (currently being drafted). **(ACTION 4.1)**

Word Count: 1,005

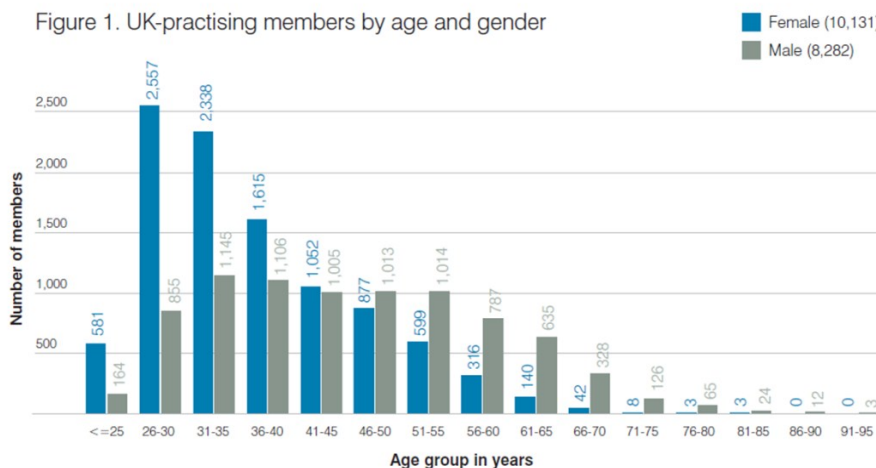
3. A picture of the department: maximum 2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The University of Edinburgh has three colleges; with the College of Medicine and Veterinary Medicine (CMVM) and the College of Science and Engineering (CSE) having a clear scientific and clinical focus. The Princess Royal has just been elected the new Chancellor, the Principal is Professor Sir Timothy O'Shea, and there are 15 Vice-Principals (5 are women). The Royal (Dick) School of Veterinary Studies is part of the College of Medicine and Veterinary Medicine; the School was co-founded by Mary and William Dick and is now headed by Professor David Argyle. The School has an international reputation for its research, teaching and clinical services. It occupies a

new £45 million veterinary teaching building, next to the existing small and large animal hospitals at the Easter Bush Campus. The School is consistently highly ranked by the THES and Guardian newspapers and accredited by numerous professional bodies. The School was placed first for veterinary research in RAE 2008 and deliver the largest volume of 4* research in the whole UK. The School is a global education provider and has nearly 1000 UG, PG and research students from a number of different countries. The School provides a world class education to improve the health of animals and human beings alike and is a leader in veterinary education, research and clinical practice at both UG and PG level.

The UK Veterinary profession has an increasing female gender bias. In 2012 there are 10,131 female practising members of the Royal College of Veterinary Surgeons (RCVS) and 8,282 male members, but the younger age groups (up to 40 years) are now dominated by females (see figure below).



The undergraduate and postgraduate student data at RDSVS (and undergraduate data from all the other 6 UK veterinary schools) reflects this national and international trend of an increasing female gender bias over the last 20-25 years. There is no active policy at the school to redress the gender imbalance in favour of greater numbers of male students, and applicants are selected on qualifications and merit.

This national gender bias is very much reflected in our staffing profile at most levels, with the exception of UE10. However, with more and more females coming into the profession, equity at UE10 level should be achievable in the not so distant future. The School currently employs 101 academic staff (57 female and 44 male). The School has 11 male professors and 6 female. In addition to this, the School employs 17 female Senior Lecturers and 20 male Senior Lecturers. There has been a consistent even split amongst male and female senior lecturers over the last 3 years. The School has 7 Heads of Sections, 2 of which are female professors.

The Vet School employs both clinical and non-clinical academics, as well as running a successful research and teaching institution it also runs a very successful veterinary practice both for small and large animals. The hospitals deal with both first opinion and referral services and 24 hour cover is required in line with RCVS veterinary standards. Clinical academics have very heavy clinical commitments and are expected to do

anything between 26-30 weeks of the year “on-clinics” to maintain customer service. This can be a particular challenge for some female academics trying to balance work-life balance and also career progression. This will be discussed further in the application and highlighted in our action plan. In line with our clinical commitments the School also operates residency training programmes for newly qualified veterinarians. These residents are treated as non-graduating PG Research students and are paid a stipend by the School to gain clinical and research experience within a professional setting.

It is important to note that the Roslin Institute (who were successful in obtaining bronze last year) forms the research arm of the School. The Roslin Institute employs non-clinical research staff. Due to different work content, culture and staffing profile, the Institute and the Vet School decided to apply separately. This was approved by ECU.

- b) 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.

Student data

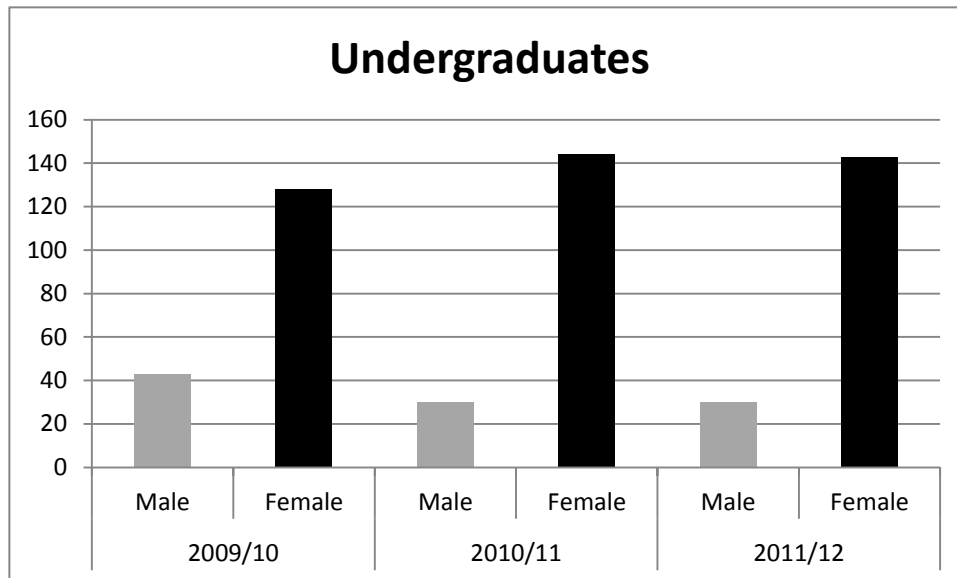
- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

Not applicable to the School.

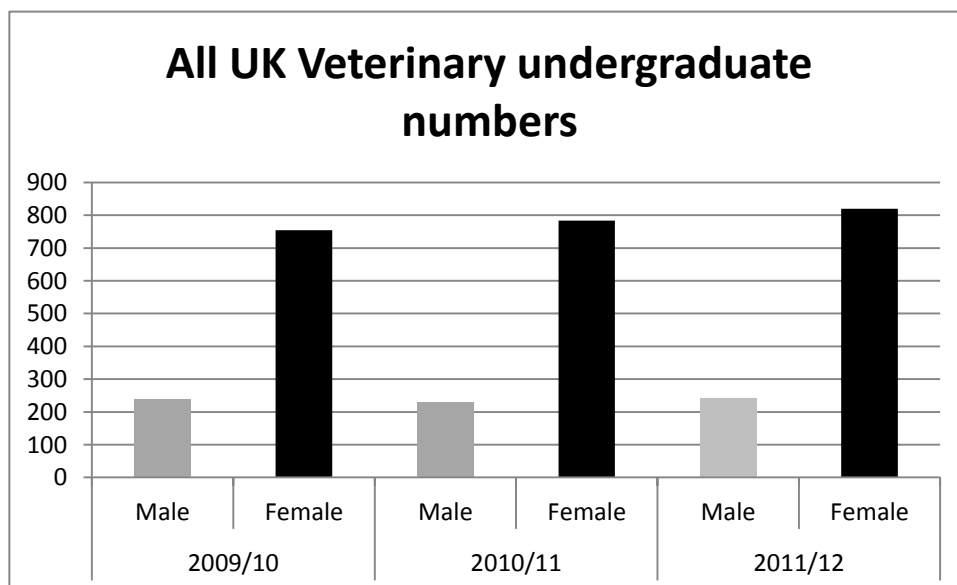
- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

All veterinary students are full time. Over the last 3 years there have been 435 female and 86 male undergraduate student admissions, a gender ratio of 5:1 female to male.

R(D)SVS Undergraduate numbers:



This compares with a national picture of 3.3:1 for all 7 UK Veterinary Schools over 2009-2011 (RCVS Facts 2010,2011,2012)

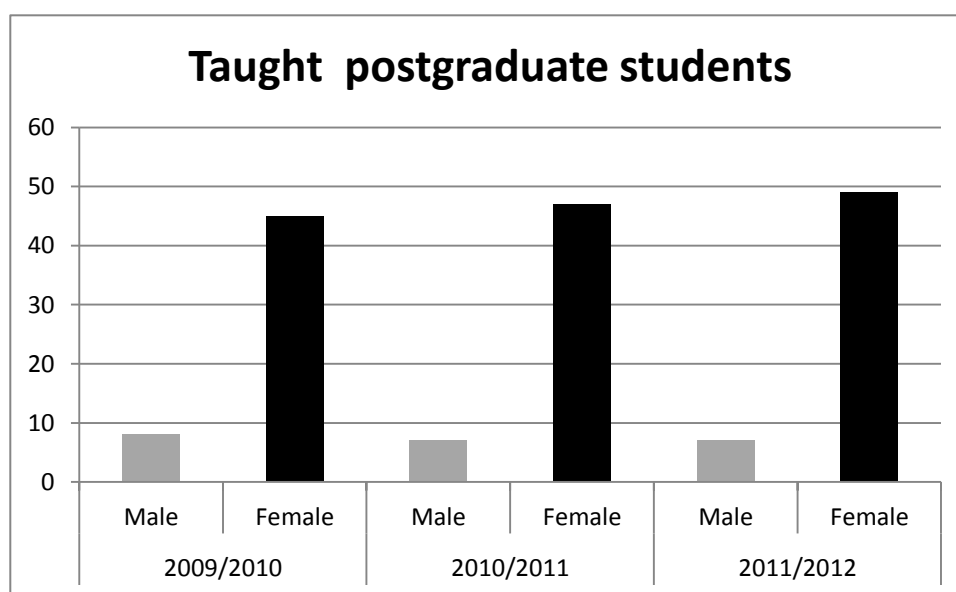


The School recognises the need to encourage more male undergraduate students to apply, but there is no positive action policy for male students in place at the moment. The School participates in an outreach programme “Pathways to the Professions”, a ground-breaking project initiated in 2001/02 and based in the University of Edinburgh’s Widening Participation department. Although there is no specific gender targeting, the project encourages progression by under-represented

school students into professional courses in Law, Medicine, Veterinary Medicine and Architecture. All students from the 46 local secondary schools in Edinburgh and the Lothians are eligible to register with Pathways and currently there are over 500 school students registered, from S4 to S6. **(ACTION 4.4)**

- (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.

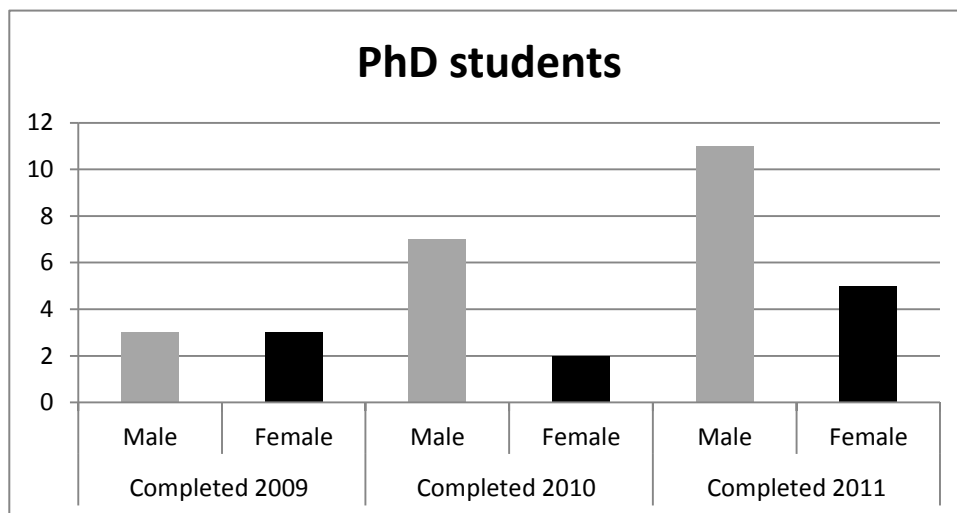
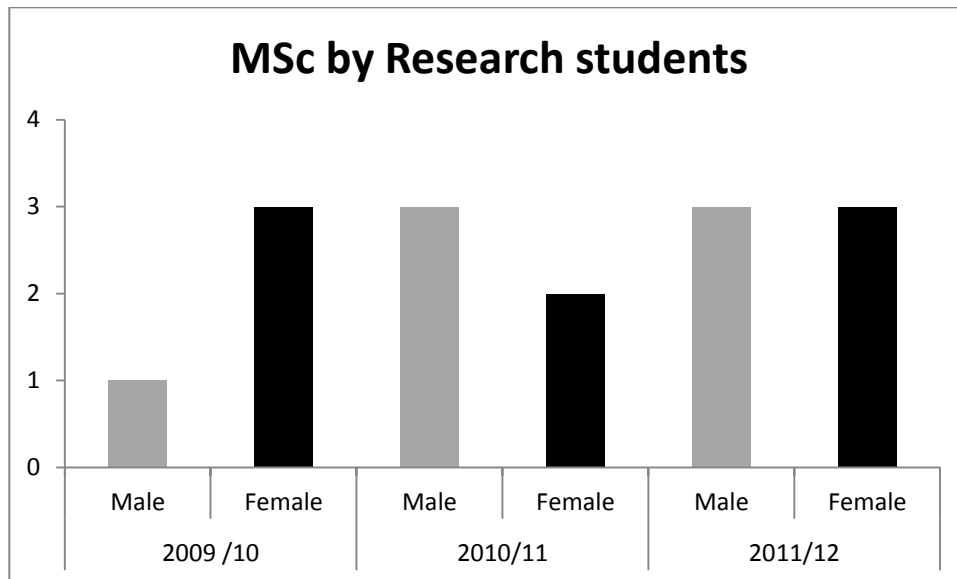
The School offers two on campus Masters programmes, MSc Applied Animal Behaviour and Welfare, and MSc One Health (started 2011), both one year full time. In addition there are three part-time online Masters programmes (Equine Science, Conservation Medicine (commenced 2011) and Applied Animal Welfare, Behaviour, Ethics and Law (commenced 2011). Gender ratio is 7:1 female to male.



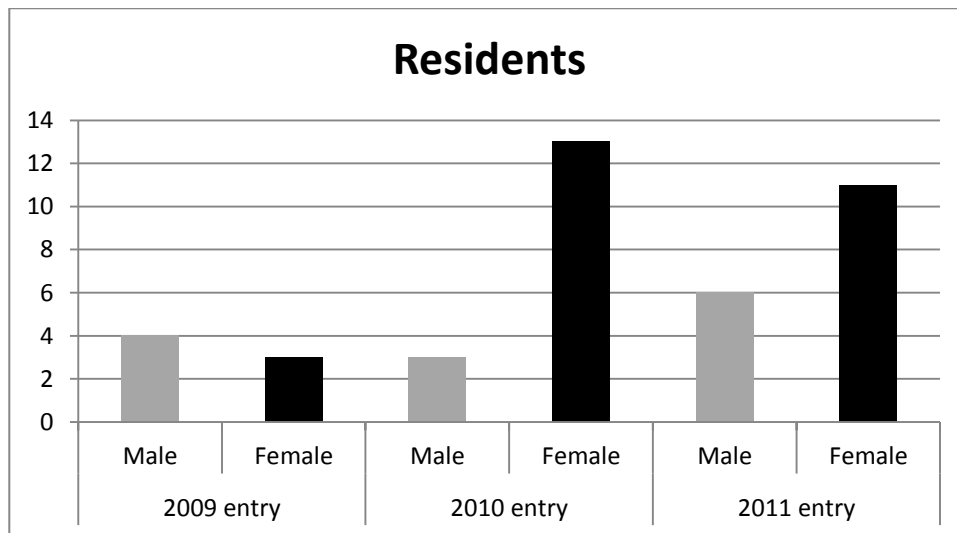
- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The School offers Masters by Research (MSc/MVetSciR) and PhD studentships. Part time options are available for both. Over the last three years, 1 male MScR student and 4 female PhD students have taken the part-time option. The gender ratio is more balanced overall than for undergraduate students at 1.1:1 female to male. For School specific PhD students the ratio is 2:1 male to female, (21 male, 10 female) the only student area where males outnumber female. However, as previously mentioned the Roslin Institute employs and hosts research staff and students. If we take into account all Postgraduate Research Students on campus, overall PGR female students outnumber male students 2:1.

NOTE- We included PGR students in the Roslin submission. Overall they are classed as “School” students within the University. Hence the numbers on the graph below are small. These are pure Vet School PGR students that are not based at the Institute.



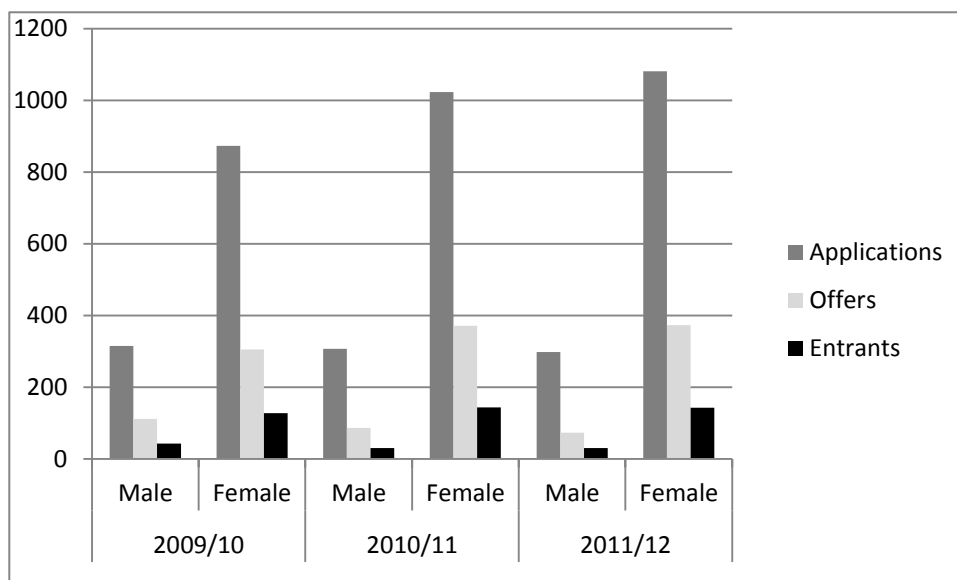
In addition to postgraduate degree students, the School employs residents (Senior Clinical Training Scholars) who are classified as non-graduating postgraduate students, in various clinical disciplines. These are clinical training programmes enabling qualification for various national or international professional qualifications in certain veterinary specialities.



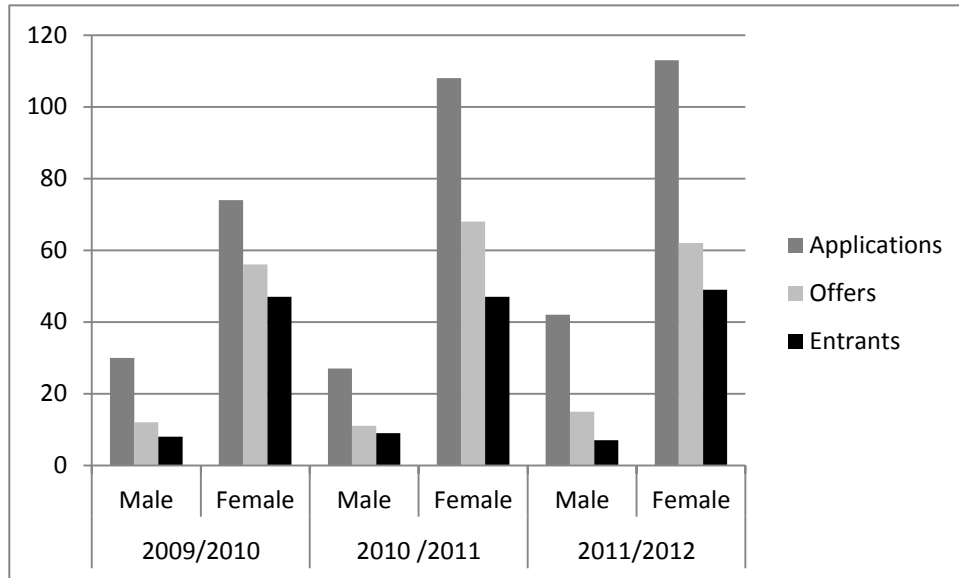
- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –** comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their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

The gender ratio of applicants is 3.5:1 female to male, and 5:1 for acceptances/entrants, therefore females are more successful than males in securing a place.

UNDERGRADUATE

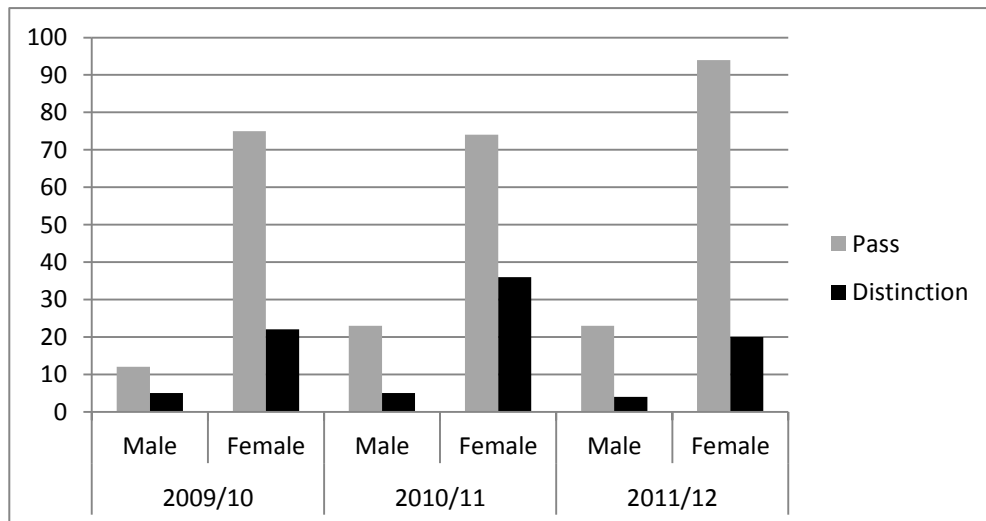


POSTGRADUATE



- (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.

Veterinary degrees (BVM&S) are classed as either Pass or Distinction. Numbers in each category are in proportion to the number of students in each gender category and there are no specific gender imbalance issues



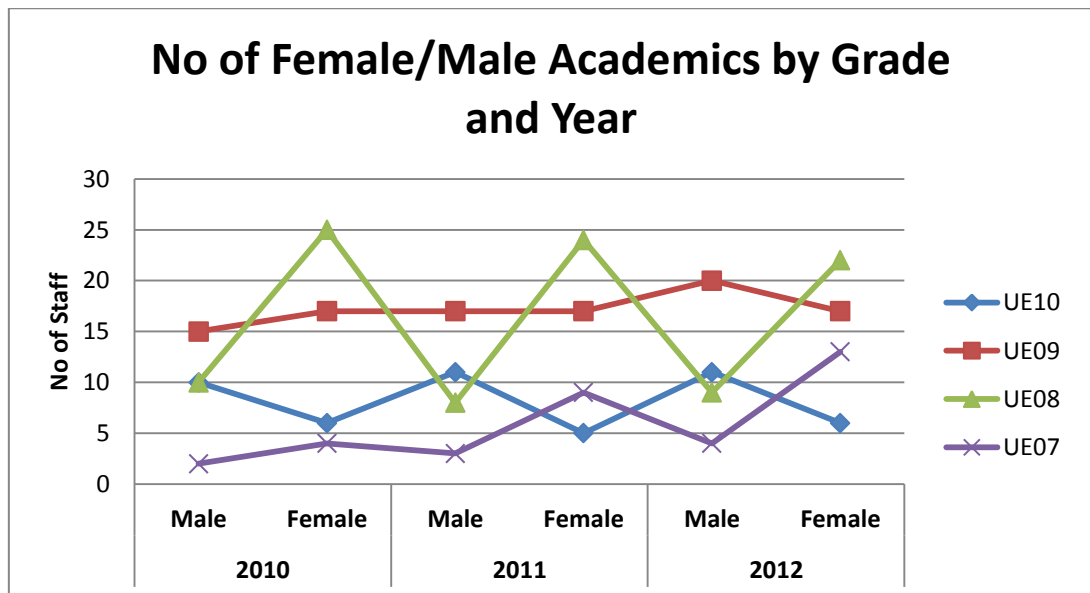
Staff data

- (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

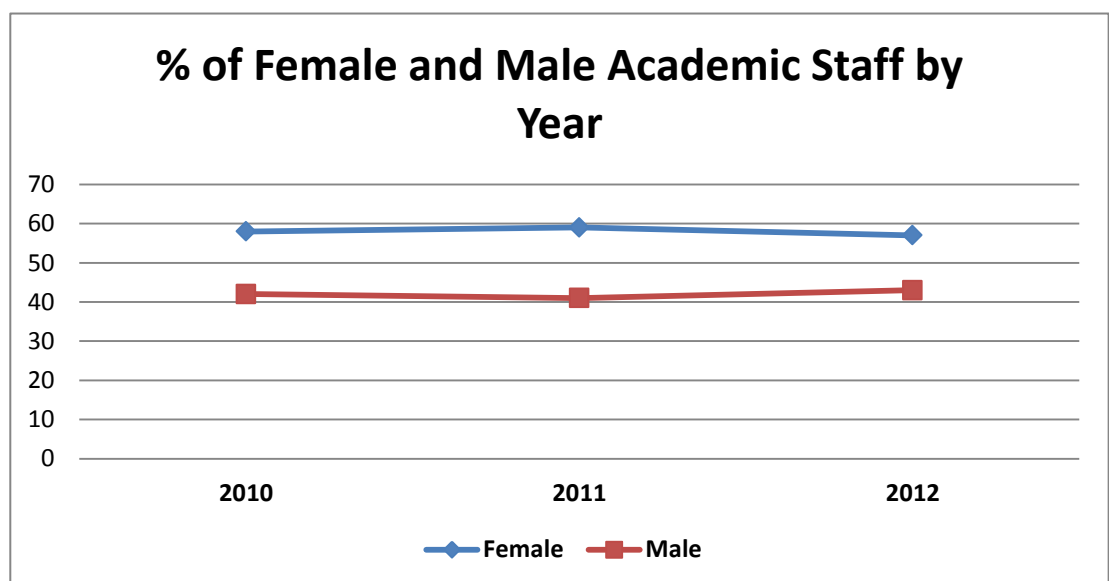
2010	Male	Female	Female Percentage
UE10 (Professors)	10	6	37.5%
UE09 (Senior Lecturer)	15	17	53%
UE08 (Lecturer)	10	25	71%
UE07 (Teaching Fellow/Lecturer)	2	4	67%
TOTAL	37	52	58%

2011	Male	Female	Female Percentage
UE10 (Professors)	11	5	31%
UE09 (Senior Lecturer)	17	17	50%
UE08 (Lecturer)	8	24	75%
UE07 (Teaching Fellow/Lecturer)	3	9	75%
TOTAL	39	55	59%

2012	Male	Female	Female Percentage
UE10 (Professors)	11	6	35%
UE09 (Senior Lecturer)	20	17	46%
UE08 (Lecturer)	9	22	71%
UE07 (Teaching Fellow/Lecturer)	4	13	76%
TOTAL	44	58	57%



There has been little female attrition between completing an UG or PG degree and starting a career in veterinary science as a teaching fellow or lecturer (UE07/UE08). There are considerably higher numbers of female students at UG and PG level and this feeds through to staffing figures, there doesn't appear to be a "leak" between the transition from student to lecturer. The tables above demonstrate that female academics make up the majority of the academic workforce within the School. Over the last three years, there has been consistently more female academics at UE07-UE08 level. There has been an equitable balance between female and males on UE09, with more males at UE10 level. The Equality in HE statistical report (2011) highlights that 50.1% of women make up the veterinary science workforce across the UK. HESA data (2011) also supports this highlighting a HE Veterinary female workforce of 51%. Therefore, the School has on average a +7/8% female population above the national average.



The clear area of attrition for the School is the dip that seems to happen after UE09. Women on average have made up between 31-37% of the professorial population within the School over the last 3 years. Although we recognise that this is actually

higher than the average in veterinary science (28% according to HESA, 2011). This is still a cause for concern considering that there are consistently more female academics within the School.

This could be a result of fairly low turnover levels within the School, but also consideration should be given to how we attract UE10 female staff. We intend to address this issue by considering more female friendly job adverts. We also need to address the issue of career development and mentoring for all academics, particularly senior academics at UE09 level. Focus Group meetings with staff highlighted the fact that female senior academics felt that they would rather be approached about promotion rather than apply themselves, whereas male academics were much more likely to put themselves forward. These needs to be addressed through mentoring, better communication and ensuring that the right discussion are had during appraisals. **(ACTION 1.1, 1.2, 1.4, 3.3)**

- (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.

The School has a fairly low overall turnover rate; it has been between 2-4% in the last 3 years. There is very low female turnover rate at UE10. There were two resignations from female professors in 2011. One was the previous Head of School who resigned due to promotion with another International University. There have been more resignations from females at UE09 level: 6 compared to 2, with 3 occurring very recently. In all 3 cases, the female lecturers involved had resigned to take up position within private practice or industry. Could this higher turnover rate at UE09 level be attributed to particular challenges females felt they had to deal with in terms of promotion? The School will implement an exit questionnaire so that this can be monitored in future. **(ACTION 1.4)**

	2010		2011		2012	
Grade	Male	Female	Male	Female	Male	Female
UE10	1	0	0	2	0	0
UE09	1	2	0	1	0	3
UE08	0	0	0	1	2	2
UE07	0	1	0	0	1	0
UE06	0	0	0	0	0	0
TOTAL	2	3	0	2	3	5

WC: 1952

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

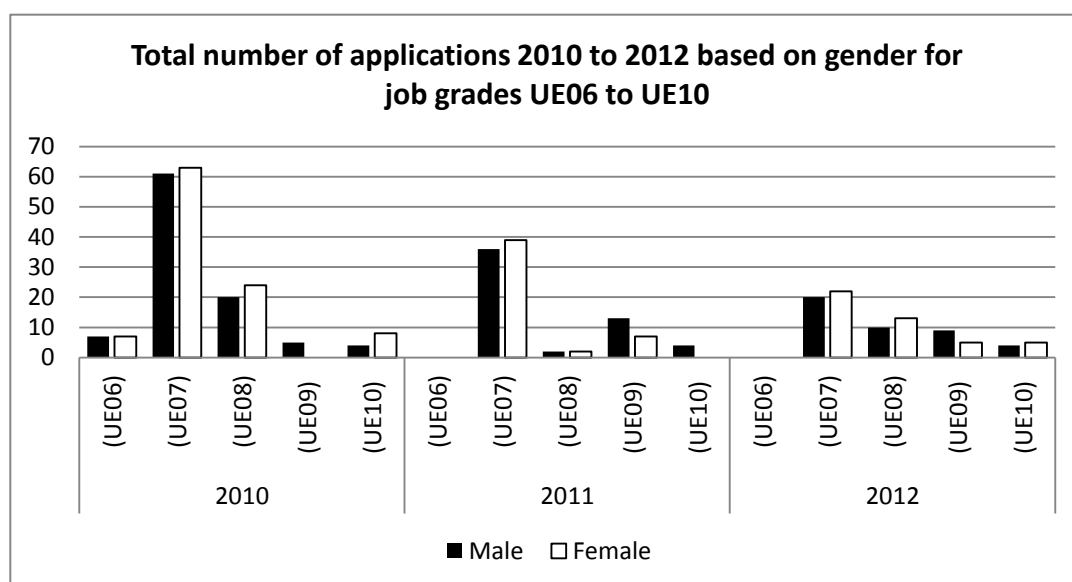
Key career transition points

- 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.

From 2010 to 2012 there have been 390 applications for posts graded UE06 to UE10 with an exact equal split amongst male and females (195 each). Over the same period 43 appointments have been made (20 male and 23 female). For the entry academic grades of UE06 & 7 there were 124 male and 131 female applicants with 11 male and 9 female appointments made. For the senior academic grades (UE08,09 &10), there were 135 applications, 71 male and 64 female of which 10 male and 14 female were appointed.

On balance this looks like an equitable gender split, however most of these appointments will be veterinarians and with the increasing gender balance towards women in the profession the School is mindful of this fact and that proportionally a higher number of female applicants and appointments should be expected. As previously mentioned, the School needs to focus on maintaining the gender balance amongst staff, particularly on UE09 and also increasing the female proportion on the UE10 professorial level.



- (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.

The predominant promotion sequence for clinical veterinary academics is UE08 to UE09. The UE10 grade (Clinical Professor) is a more recent promotion possibility for veterinarians at Edinburgh. For the three years to 2012 there have been 6 male and 7 female applicants for promotion between UE08, 09 and 10 and all have been successful. Promotion success rate for both male and female staff has been 100% over the last 3 years.

Promotion success rate by Gender and Year

	MALE			Female		
	Apps	Promotions	Success %	Apps	Promotions	Success %
2010	2	2	100	4	4	100
2011	2	2	100	2	2	100
2012	2	2	100	1	1	100

Promotions are determined using a job matching mechanism; it is the job not the person that is graded. However, the School is very aware of the challenges to promotion for clinical women working part-time and /or because of family commitments. Line managers are expected to carefully appraise and mentor staff to prepare them for promotion where appropriate. Such preparations include; attaining post graduate qualifications, improving national and international academic profile and assigning managerial activities associated with senior positions. This can prove challenging for part-time clinical staff who are trying to balance clinical and on-call commitments, childcare and career progression. We intend to address this issue through a formal mentoring scheme for both clinical and non-clinical academics. The Schools approach to promotions is that it is available to all and the promotions process is readily advertised to staff. During the last year the new Head of School has taken an active role in identifying, encouraging and supporting staff members who are felt to be in prime position for promotion.

Worryingly, it became apparent during focus group meetings that perceptions and interpretations of the promotion process seemed to be quite different between clinical and non-clinical staff. The University has a “Teaching and Research” track and a “Veterinary Clinical” track which is based on clinical excellence and international reputation. Some clinical academics were unaware of the “Veterinary Clinical” promotion track, therefore promotion based on research and teaching seemed a challenging prospect to them. We intend to address this issue through better mentoring, communication and the education of line managers on the criteria for promotion based on clinical excellence rather than research excellence. **(ACTION 1.1-1.3, 3.1-3.3)**

- 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.

There is a constant need to attract senior female academics. The School encourages women to apply for positions by ensuring women’s presence is visible throughout the recruitment process (e.g. female academics available to discuss opportunities, female presence on the RDSVS website and media publications etc...). We recognise that the College and therefore the School

has not had a compulsory policy on female presence on interview panel for posts above a certain grade. However, as mentioned previously a recommendation is being considered at College level by the senior management team. It is likely that the policy will be approved in the coming weeks, ensuring that the majority of future interview panels will be mixed. This will hopefully further encourage applications from female academics. This is a direct outcome of the Athena Swan process across the College. All job descriptions and adverts are managed by the on-site HR Manager and she ensures that they all comply with the University's equal opportunities policy. We also intend to add a "vacancies" section to our website; we will ensure that links and references are made to family friendly policies including testimonials from current veterinary staff on working life at the School. As highlighted in our action plan, we also intend to add an Athena Swan section to our website to display our commitment to advancing women in veterinary science.

In conjunction with the University, the School will also review its recruitment processes with the aim of ensuring that all adverts encourage more female applicants. There has been a lot of research done on this matter, and suggests that females are "turned off" by certain wording used in adverts. We will work with the University to create best practice templates. **(ACTION 4.1, 4.3)**

- (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

The School believes that in order to support all female academic staff to continue in academia and to be certain of progression regardless of career track i.e. teaching, research or clinical that the School should:

- Ensure that we have a clear and widely understood process in place for regular performance assessment, feedback and career development.
- All staff should adhere to these processes without exception i.e. 100% appraisal completion rate across the School.
- Encourage and support female staff to attend relevant training courses. The School intends to target particular female staff at UE09 level for the University's Leadership Programme in order to prepare them and equip them for promotion to UE10.
- Ensure widespread communication and staff understanding on family friendly policies such as flexible working, along with the option of career coaching and a maternity mentor.

The School currently have the following measures in place:

- All academic staff are encouraged to attend courses run by the University's Institute for Academic Development (IAD). As highlighted in our action plan, we intend to increase the uptake of these courses by including their discussion in our brand new comprehensive induction procedure. The IAD run a number of courses that are free of charge to University staff. Such courses include CV and interview workshops, specifically for academics and research staff. They also include a range of technical skills as well as managerial skills for staff at different levels. The School also plans to co-host a Researcher Leadership Programme with the Roslin Institute in early 2012. Places will be offered on a nominated basis to all research based staff or clinical research fellows. The School also intends to promote the "Enterprising Women" course which will also be held early next year. <http://www.ed.ac.uk/schools-departments/institute-academic-development>
- All veterinary clinical academics are supported by an individual CPD annual allowance to spend as they see fit, on various courses to improve their knowledge and skills.
- The School supports and promotes the utilisation of family friendly policies and has supported 8 flexible working requests from female academics during the last 3 years.
- The School now has an on-site HR team (who co-located in May 2012). Thus ensuring full support for female academic staff in terms of the interpretation and understanding of family friendly policies. The HR Manager currently meets with all female academics before they go on maternity leave.
- The School also hosts monthly clinical research seminars where staff and PhD students present their research work. Our non-graduating PGR students (residents) organise weekly meetings and ask senior academics to present on various clinical subjects.
- Last year the School ensured that 67% of UE09 and UE10 staff were appraised in line with College strategy. As part of our action plan we have indicated that with the appointment of a new Head of School, the appraisal process has now become compulsory for all staff. We have just launched the 2012 appraisal process. The Head of School recently communicated the importance of appraisals at a School meeting and also sent an e-mail reminder to staff that completion rate is expected to be 100% for 2012. **(ACTION 1.2, 2.3)**

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?

The School currently has 6 female professors and 11 male professors. There is also a fairly even split between male and female academics on UE09 (20/17). These successes have been achieved in part by the gender bias towards staff in the discipline, but the School also has a very pro-active promotion process in place. The promotion process in the department is as follows:

- Staff are expected to take part in a compulsory appraisal process in Jan-March of each year. With the appointment of a new Head of School in 2011, the importance of this process has been emphasised to staff at all levels. The Head of School appraises all Heads of Sections and professorial staff and reads through all senior academic appraisal forms.
- The promotion process is launched in September each year by HR. Process and timeline is communicated to staff via numerous e-mails and by line managers. The Head of School also ensures that he meets with eligible staff members to support an application for promotion.
- Applications are considered at a local School panel before being sent to the College panel for approval. The Head of School tasks each Head of Section with reviewing and preparing a short presentation on the case (in terms of how it meets the criteria). They will be asked to present on a case not related to their departments. Each member of the promotion panel which includes 3 females will then have the chance to comment on the application.
- As part of the appraisal process, academic staff are expected to complete a workload model form which takes into account research, teaching, pastoral and outreach work. This ensures equal assessment and review of all aspects of an academic's workload.

Although the promotion process is fair and transparent, an issue with interpretation and understanding has arisen during focus group meetings. As previously mentioned we intend to address this through better communication and education of line managers. We also intend to implement a formal staff mentoring scheme, which will create extra support and guidance to staff. The Head of School has also reinstated a £10,000 per annum Travel Fellowship Scheme. This entitles PG students to apply for funds to support training, conferences and workshops to further enhance their skills. **(ACTION 1.1 – 1.3)**

- (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 School has recently implemented a standard induction process for all new staff members, including an induction for our Clinical Training Scholars (who are classed as PGR students). A new start will automatically visit HR on their first day for an induction pack. HR along with the line manager/supervisor will ensure that the new start has the appropriate support and guidance to complete the induction process efficiently. They are added to the relevant e-mailing lists and are introduced to

other staff in their department. The induction programme form and accompanying induction pack includes information on everything a new start will require from IT, training and career development to health and safety. The new start will be expected to meet with the health and safety manager, facilities manager, clinical administrator and other relevant staff members. The new start will also meet with their HR representative for a more in depth meeting. During this meeting, appraisals, career development, training, Athena swan and equality and diversity are covered. An online equality and diversity module is included as part of the induction pack, and staff are expected to complete the module which includes a short quiz at the end. The School has also committed to co-host an Equality and Diversity workshop with the Roslin Institute on an annual basis. It is our intention that all new staff will attend this workshop.

HR also send out quarterly e-mails to remind staff of the training support available, all new staff are also expected to attend a “ Welcome Day” which is a great opportunity to network with other staff across the University. The HR Manager is committed to provide more training courses on-campus. The geographical location of the campus can deter staff from attending training courses in the centre of town. This year, numerous IT, Stats and Equality courses have been run on site. **(ACTION 2.1)**

- (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.

There are various role models across the University for female students from Vice-Principals to numerous female professors. The Vet School itself has 6 female professors, one of whom (Professor Susan Rhind) was acting Head of School between 2010 and 2011. In terms of the BVM&S (undergraduate programme), as highlighted earlier the population is female dominated as is the case for all veterinary schools within the UK. This ensures that considerations relating to career development / advice, have for many years been in this context. All BVM&S students have a personal tutor as part of our pastoral support system, whom they are required to meet at least twice yearly. Students are assigned a tutor regardless of gender; however any student is welcome to request a change in tutor should they feel the need. The current and recent Director of Student Affairs have all been male, however we have recently instituted the position of Deputy Director who is female. The role of the personal tutor is central to that of being a well-rounded academic and it is increasingly valued at School and University level.

PhD students have two supervisors; allocation of supervisors is very much dependent on the specialist field in questions. Supervisors are required to attend a supervisor training course every 3 years and HR monitor attendance. Supervisors are also expected to attend E&D training. Students are very much involved in the working life of the School and attend planned seminars, committees and other

social events. An example of this would be the recent staff and student Burns Night held at the Vet School and the up and coming Christmas carol concert.

Residents (Senior Clinical Scholars) will shortly benefit from a recently set-up initiative, the setting up of the Senior Clinical Scholar Progress Committee programme. Each Resident will have a Progress Committee (PC), the main purpose of which is to assist them in achieving the requisite credentials for eligibility to sit the relevant European College Specialist Diploma examinations, or alternative pre-defined qualifications, within the specified time. The PC is also responsible for ensuring the Scholar receives a rounded education, including instruction and experience in appropriate clinical, research and transferable skills, and for monitoring the provision of facilities and resources to the Scholar.

Student support is also available centrally by the University. The Edinburgh University Students Association (EUSA) advice place is an impartial advisory service for all students. The University also has a Women's Group offering support for female postgraduates, post-docs and their families. The group runs regular meetings and provides social support, local information and English lessons are offered, children are also welcomed and there are crèche facilities on site.

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 main committees for the School are:

- School Management Committee (SMG); has overall responsibility for School decision making and direction.
- Learning and Teaching Committee (LTC); decides, plans and delivers the School curriculum
- Business Operations (BO); controls School campus organisation and financial control
- Admissions Committee (AC); decides on admissions for the under-graduate teaching programme for all applicants; national and international
- SMG; 10 male and 4 female members, currently with a male convenor (Head of School).
 - Membership of this committee is restricted to senior staff members with significant School commitments and responsibilities (e.g. Head of Section, Director of PGT) and so is determined by position and not gender.
- LTC; 10 male and 14 female members, currently with a female convenor.

- BO; 5 male and 4 female members, currently with a female convenor.
- AC; 8 male and 10 female members, currently with a female convenor.
 - LTC, BO and AC have roughly equitable gender balance for membership.

Committee convenorship is decided based on seniority and skills. Committee membership is decided based on position and interest. Relevant staff are encouraged to attend where appropriate.

- (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

1. Proportion of Academic Staff on Fixed Term Contract by Gender and Year

YEAR	MALE	FEMALE	% FEMALE
2010	8	15	65%
2011	3	6	66%
2012	7	11	61%

2. Proportion of Academic Staff on Open-ended contracts by Gender and Year

YEAR	MALE	FEMALE	% FEMALE
2010	35	49	58%
2011	37	52	58%
2012	38	52	58%

Overall, the School has a fairly low number of academic staff on fixed term contracts, most staff will be on core funding. Table 2 highlights that a consistently higher number of females have an open-ended contract with the School. This is partly due to the fact that females make up 58% of the Vet School academic workforce. Table 1 demonstrates that there has been an increase of staff on fixed term contracts within the last 12 months. This is due to College funding being made available to support teaching and learning. This funding resulted in the appointment of 5 Female Teaching Fellows; they are all on fixed term contracts in line with funding restrictions and were appointed for very specific time limited tasks.

- 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?

All relevant staff are encouraged by the Head of Section to undertake roles within the department, school and wider University. There is no specific strategy to enable gender equality, but the gender balance is monitored to make sure it is equitable and fair for all staff. There is sufficient numbers of female staff to deal with committee overload. It is the policy of the School to spread administrative load equitably among all staff, being mindful of other staff commitments within the School and away from work. School committee activities are held during normal working hours. However, in the case of Hospital committees these often are held out with normal working hours to fit in with staff clinical and teaching commitments. This is an issue the School intends to address as it might adversely affect opportunity for staff with child-care and other family commitments.

- (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.

Last year the School piloted a Workload Modelling Form. This was done as part of the appraisal process. Academics were expected to complete the form for review by their line manager and Head of School (where appropriate). The form was implemented to ensure transparency, and to aid equality and equity of treatment of staff. Our workload modelling form reviews the following:

Teaching Commitments
Clinical Commitments
Supervisory Commitments
Teaching Administration
Teaching Assessment
School/University Administration
Research and Knowledge Transfer
Outreach/Public Engagement

The form was only piloted amongst clinical staff last year, as per our action plan, it is our intention to further review the workload modelling form and also roll this out to non-clinical academics in future. **(ACTION 1.3)**

- (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.

Meetings are generally conducted in core working hours (9-5). In the hospitals the constraints of running a clinical and teaching hospital service (where rounds start at 08.30am) mean that getting clinical staff together for meetings can prove difficult. Therefore, out of necessity the monthly hospital management meeting is at 8am. Staff with family responsibilities can send deputies/representatives from their Service to attend on their behalf. It is recognised that wherever possible meetings should be in family-friendly working hours (10-4) but there is no specific School policy in place. We intend to look into the issue of the timings of meetings in more depth as part of our action plan. We intend to discuss Clinical Committees with the Director of Veterinary Services to see we can do anything to re-schedule the timings of such meetings. **(ACTION 4.2)**

- (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 positive overall female gender balance of both staff and students, and the presence of many senior female role models, including the previous Head of School, creates a general female-friendly atmosphere, and there is no evidence for any feeling of gender inequality in the School.

Recently, greater awareness of the Athena SWAN initiative and raised profile of Equality and Diversity issues across the whole University have resulted in further positive culture changes, including as specific improvements :

- Equality and Diversity as a standing item on Hospital Management meetings
- Encouragement and support for both informal and formal challenging of inappropriate behaviours and language by both staff and students
- Anonymous reporting /feedback system available to students to report inappropriate staff behaviour or language
- Clear and separate reporting lines for support staff, including nurses, to raise any issues about clinical academic staff
- Focus groups for “Recent and Expectant Mums” held by the director of Clinical Services

- (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.

Public engagement and outreach activity form an important part of the School strategy, this includes activities such as placement weeks for high school children, workshops for schools, local community visits and facilitating University group visits. Involvement in such activities is popular amongst all academic staff regardless of gender. Outreach activity is monitored during appraisals via the workload modelling form.

Main Events

Highland Show – Both male and female members of staff volunteer to take part across 4 days with each member committing typically half a day. This is designed to engage across our customer groups from our perspective students, clients and industry partners and politicians.

Doors Open Day – The School (along with the Roslin Institute) open their door's once a year for the Midlothian Doors Open Day. This is a very successful event that brings in excess of 600 visitors. Participation by gender is very much 50:50.

Pathways to Professions - The University of Edinburgh's Pathways to the Professions project provides information and guidance to school students. This ground-breaking project, initiated in 2001/02, is based in the University of Edinburgh's Widening Participation department. The project encourages progression by under-represented school students into professional courses in Law, Medicine, Veterinary Medicine and Architecture. All students from the 46 local secondary schools in Edinburgh and the Lothians are eligible to register with Pathways. We currently have over 500 school students registered, from S4 to S6. The Vet School has been actively participating in this programme since its inception and Professor Meredith and Scott Kilpatrick both lecture to the students on their annual visit to the School.

Television – The Vet School has taken part in numerous TV productions. Examples include the STV series "Vet School", this was a fantastic opportunity to demonstrate to potential female students/employees what life was like at the Dick Vet School. The majority of staff being female resulted in a strong female projection of the School viewed by thousands of people. More recently we took part in a CBBC show designed to educate children and in turn the viewers about the reality of the veterinary profession.

(ACTION 4.4)

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.

We can confirm that all academics who went on maternity leave in the last 3 years did return to work. One academic had requested flexible working which couldn't be accommodated (due to resource/cost implications) she was offered and accepted a suitable alternative position. The maternity data that we have for the last 3 years highlights the following:

5 Female Lecturers took maternity leave
1 Female Senior Lecturer took maternity leave
1 Female Professor

We intend to further support women going on maternity leave with the implementation of a maternity mentoring scheme (**ACTION 3.1**)

- (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.

Paternity leave information is held locally and by College HR. Over the last 3 years, 5 male academics have taken paternity leave, 4 of them at UE09 level and the other at UE08 level. More recently we have had a Senior Lecturer go on maternity leave, and her partner is actually covering for her maternity leave for a period of 6 months. We haven't yet had anyone request additional paternity leave, although this has been widely promoted across the University. We have no record of anyone taking adoption or parental 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 School currently has 6 female academics working flexibly due to family commitments. These were never recorded as official flexible working requests; however we know that they requested part-time working due to after work caring commitments.

Further to this, the School has had eight flexible working requests within the last 3 years from female academic staff. Six applications were agreed and two were rejected due to business reasons i.e. not enough cover on clinics. However, the School supported both academics that had had their request rejected and found them a suitable alternative position within the School with suitable hours. Both staff members were happy with this outcome. There is no record of a flexible working request from any male academic. However, the School currently supports a married clinician couple in terms of changing hours as and when required to fit in with maternity/childcare arrangements.

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.

The focus groups held with staff highlighted the fact that there was a general lack of awareness about family friendly policies throughout the School. We intend to remedy this through active promotion of the policies by both HR and senior

management. Family friendly policies will be highlighted on our new vacancies page (currently being developed) and will also form an important part of the induction process. We intend to collate further information on family friendly policies through the soon to be issued campus wide staff survey. This will result in valuable data that will further help the self-assessment team in progressing with the action plan. The School also has numerous informal arrangements with academics, and are fairly flexible in terms of hours worked, the only exception being those with clinical duties. Any changes in hours in the clinics will obviously have resource implications. However, requests are accommodate where possible. **(ACTION 3.2-3.3)**

- (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.

We expect that all individual line managers will meet with staff before maternity leave in order to ensure that they have received the advice and support required. HR also meets with all women who are due to go on maternity leave to give them advice and guidance in terms of maternity leave options and pay and to also make them aware of the other family friendly policies.

In addition, as previously mentioned the School will cover the cost of maternity pay for all staff. The University also operates a “Keeping in Touch” procedure whereby female academic staff can use up to 10 days which allow them to undertake essential but limited work at time of their choosing during their unpaid maternity leave period. This enables staff to keep abreast of developments within the department as well as assisting towards a smooth transfer back to the workplace. There is also a small and lockable room available on campus where women can express milk. As part of our action plan we will also introduce career coaching and maternity mentoring to staff. Professor Meredith will be attending a launch seminar by the Scottish Resource Centre for Women in SET next week to discuss the detail.

WC: 4,890

5. Any other comments: maximum 500 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.

In advance of the campus-wide staff survey, semi-structured interviews were performed with clinical and non-clinical staff to provide rich data on the Athena SWAN initiative. Interviews were conducted in private and anonymously to ensure good disclosure of any controversial issues. Data was manually coded and major themes identified as shown below:

From these surveys it is apparent that there are significant differences between clinical and non-clinical staff in terms of their experience of gender equality, flexible working and work-life balance. This reflects the unique demands of clinical work including out of hours clinical cover, which can have a direct and negative effect on work-life balance. Criteria for promotion, such as research and publications, external lecturing, consultancies, attendance at international conferences and studying for postgraduate professional qualifications, are expected to be done in addition to the normal clinical and teaching workload and therefore frequently out with normal working hours. There is a perception amongst those clinical staff interviewed, including men, that part-time staff and those with child-care responsibilities are at a disadvantage in their ability to achieve the necessary criteria for promotion. The undertaking of these surveys has brought these important issues, which are now recognised as a major potential hindrance to career progression specifically for clinical staff. However, these issues have been brought to the full attention of senior management and identified as a target for specific actions for the future, as outlined in the action plan.

- Line manager training in terms of PT workers, FF policies and promotion
- Specific workload modelling for PT including specific goals
- Greater support and encouragement/mentoring of PT staff to enable to reach their full potential and ambition
- General awareness raising of family friendly policies

Word Count: 337

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**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

	Objective	Action	Timescale	Responsibility	Success Measure
1. Career Development and Promotion					
1.1	Ensure the widespread understanding of the University promotion process within the School Encourage Academics (particularly female academics at UE09) to consider broader career aspirations and progression	<ul style="list-style-type: none"> - Implement a staff mentoring scheme for all academics. Scheme will be promoted by senior management and highlighted to new academics during the induction process. - Arrange a School team meeting to educate line managers in the criteria for promotion. Emphasis should be given to the difference between research and the clinical/teaching track. - Remind staff of different promotion routes during promotion launch publication. Insert information on promotions within the Vet School on the new Vet School intranet. 	By November 2013 (next promotion process due to launch Autumn 2013)	Head of School Prof Brendan Corcoran (Deputy Head of School) HR.	<p>Future staff survey results indicate that staff understand and are aware of the promotion process in the Vet School.</p> <p>Increase in applications for promotion by female academics (particularly UE09-UE10) for both clinical and research track</p>
1.2	Ensure a clear and transparent mechanism for the review of career development and performance. Achieve 100% completion rate amongst academics by 2014.	<ul style="list-style-type: none"> - Promote understanding and value of appraisal process amongst staff and line managers - Management of appraisal process and collation of appraisal data (including workload modelling form). - Ensure promotion options are a standard part of the appraisal process so all staff are aware annually of their current status and what is required to achieve promotion 	By November 2014	Head of School (active promotion) HR – Administration Management.	By 2014 all academics within the School are subject to an annual appraisal without exception.
1.3	Review of Workload Modelling Form and roll out to non-clinical staff as well as clinical staff.	<ul style="list-style-type: none"> - Working Group set up to review WLM form and continued roll out to non-clinical academic staff. - Annual review of workload data by senior management, and actions taken to relieve any 'overloaded' staff 	By November 2014	Professor Danielle Gunn-Moore to lead working group.	By 2014 all academics will complete a revised and appropriate workload modelling form. Better integration of individual workloads into overall School planning strategy

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

1.4	Ensure any perceived challenges faced by female academics in terms of promotion are fully investigated and actions put in place to address these.	<ul style="list-style-type: none"> - Hold focus groups with female academics UE08-UE10 (with advice from the Scottish Resource Centre for Women in SET) to understand the perceived challenges that they face in terms of promotion - Collate findings from recent staff survey and focus groups regarding perceived challenges to career progression. Hold an Athena Swan staff seminar to promote awareness, ensure all staff feel listened to and discuss methods of overcoming any barriers. - Small Working Group set up to research and devise appropriate exit questionnaire for the School to capture valuable data from leavers in terms of barriers to career development 	By November 2013	<p>Professor Anna Meredith Professor Brendan Corcoran (Deputy Head of School)</p> <p>HR</p>	<p>Hold an annual school meeting to discuss progress on actions and to allow staff to give feedback on the perceived impact of actions.</p> <p>Increase in female academic promotion applications.</p> <p>Review of exit questionnaire data by Athena SWAN Self-Assessment team to analyse and report main issues to SMG.</p>
2. Induction and Learning and Development					
2.1	Further roll out and implementation of the current new induction process. Include family friendly information in the induction pack.	<ul style="list-style-type: none"> - Monitor and evaluate current new induction process. Ensure changes are made in response to feedback from new starts. - Ask female academics what else they would like to see included in the induction pack/period. - Design brief leaflet for inclusion in the induction pack on family friendly policies. 	On-going	<p>Clinical Services Administrator</p> <p>HR</p>	<p>All staff receive a relevant and comprehensive induction to the School.</p> <p>Increasing awareness amongst staff of family friendly policies measured through annual staff surveys. (Currently approx. 50% of staff indicated in the staff survey that they were aware of flexible working options).</p>

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

2.2	Ensure UE09 Female Academics are equipped with the necessary skills for leadership and management at UE10 level.	<ul style="list-style-type: none"> - Target UE09 female academic staff for the University's 4 day leadership programme. - Collate feedback from attendees in terms of benefits of training and ask them to promote to other senior academics. 	By Nov 2013	<p>Professor Anna Meredith to lead</p> <p>Jo-Anne Murray</p> <p>HR</p>	<p>Academics with the relevant leadership and management skills to aid promotion to UE10.</p> <p>Analyse training requirements via appraisal process. Responsibility lies with the Head of Section to ensure all training needs are addressed within 12 months.</p>
2.3	Identify and review training data to identify popular courses or highlight any gaps	<ul style="list-style-type: none"> - Compile training analysis reports for discussion at the self-assessment team - Report any significant findings to SMG 	By Nov 2013	<p>Self-Assessment Team</p> <p>HR</p>	<p>Ensure senior management have relevant and up to date information.</p> <p>Relevant training courses promoted and pitched at the right level to staff.</p>
3. Work-Life Balance					
3.1	Ensure that female academics are given the career coaching and support required after a period of maternity leave or prolonged absence from work.	<ul style="list-style-type: none"> - Attend Scottish Resource Centre for Women in SET open workshop on career coaching and maternity mentoring. Liaise with SRC to obtain appropriate services for the School - Secure budget from Head of School in terms of Career coaching and maternity mentoring. - Active promotion of the scheme amongst academic staff, particularly during induction and on the vacancies webpage. 	By Nov 2013	<p>Head of School</p> <p>Professor Meredith</p> <p>HR</p>	<p>Female staff feel supported and encouraged in terms of balancing family life and career progression, indicated and assessed in annual staff survey and annual school meetings.</p>
3.2	Increased awareness and understanding of family friendly policies amongst academics	<ul style="list-style-type: none"> - Active promotion of family friendly policies via HR and also on the new School website. - Inclusion in induction procedure - Host information session with female academics in terms of the University's family friendly policies 	By Spring 2013	HR	<p>Staff survey shows an increased awareness of family friendly policies amongst academics.</p>

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

3.3	Investigation into the issues highlighted by focus groups in terms of the different perceptions held by clinical and non-clinical staff in terms of career progression.	<ul style="list-style-type: none"> - Education and guidance provided to line managers in terms of supporting part-time clinical staff to achieve promotion. Ensuring that they are not “overburdened” with clinical duties to the detriment of their career. - Revise current work load modelling form to monitor PT clinical workload. - Actively encourage the mentoring scheme to clinical academic staff, particularly PT staff. 	By 2014	Juliet Duncan to lead with Ana Marques and Tim Luke.	Clinical Staff feel supported to achieve their full potential in an inclusive and fair environment.
4. Raising Awareness of Athena SWAN Ethos / Organisation and Culture					
4.1	Embed Athena SWAN ethos within the culture of the School. Increased awareness of School's SWAN activities and the benefits of such activities to staff	<ul style="list-style-type: none"> - Include Athena SWAN logos/strategy on the external website and also the new school intranet. - Athena Swan Committee convenor to be invited to sit on the School SMG committee. This will ensure Athena SWAN is a central part of the school decision making process. Ensure Athena SWAN agenda forms a central part of every School staff survey in future. This will ensure active monitoring of any changes in culture/perceptions. - Hold an annual school meeting to discuss progress on actions and to allow staff to give feedback on the perceived impact of actions. - Opportunity for all staff to make SWAN related suggestions via new School intranet (anonymous on-line suggestion and comments box) 	Summer 2013 Staff Survey – On-going review	Head of School Professor Brendan Corcoran Professor Anna Meredith Self-Assessment Team	<p>SWAN activities become a natural part of School strategising and are consulted in any decision making.</p> <p>Staff are aware and understand the School's commitment to the Athena Swan agenda. This will be measured through future annual surveys and annual school meeting.</p> <p>Staff engagement with SWAN activities also monitored via intranet responses.</p>

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

4.2	Consideration of the impact of changing clinical committee timings to accommodate staff with childcare responsibilities	<ul style="list-style-type: none"> - Consult with SMG and Director of Veterinary Services regarding the timing issue. - Communication with Heads of Sections to determine if the time can be changed with no impact on clinical commitments 	Nov 2013	Professor Anna Meredith	Clinical Committee time is changed with no impact on staff clinical commitments.
4.3	Inclusion of female friendly wording on job adverts to increase/maintain the number of female applications for senior posts.	<ul style="list-style-type: none"> - Work with central HR and the University's Athena SWAN Network to create best practice job advert templates 	Dec 2013	Professor Natalie Waran HR	Increasing levels of female applications for UE10 positions.
4.4	Ensure that student related SWAN activities are communicated and promoted at relevant student committees Investigate and if necessary address the UG gender imbalance	<ul style="list-style-type: none"> - Inclusion of Athena SWAN student rep on the resident committee - Inclusion of Athena SWAN agenda on teaching and staff-student liaison committees - Communication of Athena SWAN issues to students via personal tutor and house system - Survey current male students to gain insight on any perceived barriers to male admission rates. - Outreach activities to include both male and female role models, including Open Days and "Pathways to Professions" events 	ASAP 2015	Scott Kilpatrick	Effective communication and flow of SWAN information to the student body. UG students perceive no gender bias
4.5	Maintaining and enhancing an inclusive culture	<ul style="list-style-type: none"> - Continue with staff social events e.g. Christmas drinks, Burns night, student/staff events. - Consider implementing staff awards ceremony to internally recognise good performance. 	On-going Staff Awards – 2014	Self-Assessment Team	Happy and motivated staff. Good attendance at social events.

ATHENA SWAN 3 YEAR ACTION PLAN – THE ROYAL (DICK) VETERINARY SCHOOL

Key Targets.

By the end of 2013

- Implement formal staff mentoring scheme
- Implement Exit Questionnaire for the School
- Target specific senior female staff for Leadership Programme
- Research/Implement maternity mentoring scheme
- Active promotion of family friendly policies through media/website/school publications
- Work on best practice templates for attracting female staff
- Commence annual staff meetings to discuss progress and obtain feedback on AS agenda

By end of 2014

- 100% appraisal completion rate across campus
- Working group set up to review WLM form
- Ensure extra support for PT staff members particularly clinical
- Host staff awards ceremony