



Athena SWAN Silver department award application

Name of university: The University of Edinburgh

Department: The Royal (Dick) School of Veterinary Studies

Date of application: 7th December 2015

Date of university Bronze and/or Silver Athena SWAN award: Silver Awarded in April 2015

Contact for application: Professor Anna Meredith

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Departmental website address:

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

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

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

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.

Glossary

AP: Action Point
AS: Athena SWAN
CMVM : College of Medicine and Veterinary Medicine
CPD: Continuing Professional Development
CRA: Clinical Research Associate
CSC : Career Support Committee
E&D: Equality and Diversity
ECAT-V: (Edinburgh Clinical Academic Training – Veterinary)
HESA: Higher Education Statistics Agency
HoS: Head of School
HR: Human Resources Department
MMI: Multiple Mini interviews
MScR: Master of Science by Research
NSS: National Student Survey
OLDL: Online Distance Learning
PGT : Postgraduate Taught
PGR: Postgraduate Research
PPD: Postgraduate Professional Development
REF: Research Excellence Framework Assessment
R(D)SVS: Royal (Dick) School of Veterinary Studies
TUPE – Transfer for Undertakings (Protection of Employment)
SMG: Senior Management Group
STEMM: Science, Technology, Engineering, Medicine and Mathematics
UG : Undergraduate
WLM – Workload Model

1. Letter of endorsement from the head of department: maximum 500 words

Dear Ms Dickinson

The Royal (Dick) School of Veterinary Studies is an academic unit within the University of Edinburgh. The school is home to 120 academic staff (65% female) at various stages of their careers. The school's research is located within the closely associated Roslin Institute (Silver award), and benefits greatly from initiatives developed across both organizations.

Veterinary medicine has become one of the most feminized professions over the past 20 years with >80% of our undergraduates and over 50% of our postgraduate students being female (82% female UG level, 84% female at PGT level and 67% Female clinical residents). As such, I have insisted that a key part of the school strategy is to support career development and to ensure that women are not disadvantaged in any way from pursuing an academic career. In particular, I am acutely aware that the transition from Lecturer to Senior Lecturer is an extremely critical stage for women academics, where historically we have seen the greatest attrition both in the School and nationally. I have made a strong commitment to ensuring that we establish development activities starting at an early stage of the career pathway. I consider it critical that our undergraduates and postgraduates can envisage academia as a viable career option.

The school's activities are part of more general strategy to mentor staff at all levels, as evidenced from our high engagement with the Performance and Development Review process (100%). I have introduced a number of changes and supported innovative activities since our bronze award in 2012. As a school, we work with the University through the Athena SWAN network to exchange ideas, develop actions and prompt organization-wide change.

I am immensely proud of the school's key achievements since our bronze submission. I am involved, engaged and unreservedly supportive of the Career Support Committee's activities. Some examples include:

- I am committed to a proactive and transparent promotion process and review all School staff annually. I provide personal feedback and guidance to all unsuccessful cases setting clear objectives of next steps for promotion.
- I have made a School commitment to invest £8,000 (in our Times Higher Award nominated) "**coaching for success programme**"
- **I have made Unconscious Bias training mandatory** for the school management team /admissions team.
- I have introduced a **Family Support Award** for extra childcare fees as a result of CPD/Conferences.
- I have made **changes to the CPD** allowance so that it is equal for all staff and not on a prorated for part time staff.
- **I have made it school policy to ensure appropriate gender mix on all interview panels.**
- **I have driven the appraisal process to ensure 100% appraisal completion** rate for the last 2 years.
- I personally run a highly **successful promotion workshop** and my intention is to run a promotion-coaching workshop for the management team.
- Childcare provision has been a personal and campus priority. I have strongly supported the bid for an on-campus nursery facility, now due to open in 2018.

In summary, the implementation of strategies as part of our Athena SWAN agenda has had, and continues to have my strongest support and commitment. We take pride in providing an outstanding student experience and a supportive work environment for all of our staff. I am incredibly proud that these efforts have been recognized in both student and staff surveys alike.

Yours sincerely



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.

*indicates new members since Bronze award in 2012

Professor Anna Meredith, Professor of Zoological and Conservation Medicine and Director of PGT (Convenor): Anna joined R(D)SVS in 1992 and had two periods of maternity leave (1999, 2001). With School support, Anna relinquished clinical and on-call commitments in 2006 to accommodate a part-time PhD (completed 2011) and facilitate childcare. Anna was promoted to Chair in 2012. Anna is an experienced AS panellist.

Professor Brendan Corcoran, Deputy Head of School, University International Dean: Brendan joined R(D)SVS in 1986. Supported by the School, Brendan was promoted via the clinical track to Chair in 2006. Brendan is married with two adult children. He co-reports team activities to the SMG with Anna.

Professor Danielle Gunn-Moore, Professor of Feline Medicine: Danielle graduated from R(D)SVS in 1991 and soon returned as a Lecturer to establish the Feline Clinic and was promoted to Chair in 2010. Danielle's role on the CSC includes student initiatives and support.

Professor Natalie Waran, Chair of Animal Welfare Education: Natalie joined R(D)SVS in 2011 as Professor of Animal Welfare Education. Natalie has two children, has been a working mum since 1996, and was very impressed by the School's relocation support for her family to the UK. She leads the workload model project and also sits on the SMG.

Mrs Juliet Duncan, Lecturer in Veterinary Anaesthesia: Juliet joined R(D)SVS in 2006. After her first child in 2010, Juliet initially returned full time, and then with department support submitted a flexible working request to work part-time in 2012. In September 2012, Juliet was awarded a staff scholarship for a part-time PhD. During 2014 she was granted an interruption of studies for her second child. Juliet remains part-time, combining PhD studies, clinical work and teaching with motherhood. Juliet has been instrumental in conducting focus groups.

Dr Dylan Clements, Senior Lecturer in Small Animal Surgery: Dylan undertakes orthopaedic clinical work and teaching and research into canine and feline health. Dylan has two young children and took paternity leave from the School on both occasions; he is in a dual career marriage. Dylan has been concentrating on culture related activities.

Dr Ian Handel, Senior Lecturer in Evidence Based Medicine and Statistics: Ian teaches and undertakes research in statistical epidemiology. He has worked at R(D)SVS since 2005 and was recently promoted to Senior Lecturer. His partner also has a full time career with the School and they have two teenage sons. Ian has been a great asset in terms of analysing School gender related data.

***Dr Sionagh Smith, Senior Lecturer of Veterinary Pathology and Head of Anatomic Pathology:** Sionagh joined the School in 2005 and has benefited from full School support for family leave to care for her elderly parents.

Dr Ana Castro Marques Loureiro, Lecturer in Small Animal Surgery: Anna is highly involved with the residency training and UG programme. Ana feels that the School provides her with a good work-life balance. Ana has been leading on culture related activities with Dylan.

***Dr Lissa Herron, Research Fellow:** Lissa is a link between the Vet School and Roslin Institute self-assessment teams and encourages cross campus AS interaction and communications. Lissa is also a member of the campus Equality and Diversity committee.

Mr Scott Kilpatrick, Resident/PGR non-graduating student: Scott graduated from R(D)SVS in 2007 and worked in practice for 5 years. He is now completing a residency in small animal internal medicine.

***Ms Sophie Ivil, Final Year Vet Student:** Sophie completed a BSc (Hons) in Animal Science from Nottingham University in 2009. Sophie brings a student voice to the committee and has been looking at student support initiatives.

Ms Cat Eastwood, Easter Bush Campus HR Manager: Cat has 9 years' HR experience within Higher Education. Cat has been an AS panellist five times and is regularly invited to discuss AS matters at other institutions.

- 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

Since receipt of the Bronze Award in 2012, the self-assessment team has evolved into the School's Career Support Committee (CSC), with some modification due to staff changes and to allow other interested representatives to join. Team composition takes into account gender balance, career representation and stage, and experience of the promotion and recruitment process. The CSC's remit and terms of reference are published on the staff intranet and they meet every quarter.

The School is partnered with the Roslin Institute on the Easter Bush Campus. The CSC works closely with the Roslin Institute's SAT team who obtained the Silver Award in 2014. Many issues are common across the Campus and therefore there are benefits to a joined up approach despite two different submissions.

The CSC benefits from the advice and support of EQUATE Scotland (funded by the Scottish Government to promote Women in STEMM), who provide guidance on coaching and female-specific career activities. We also benefit from the advice of an external adviser from EQUATE – Allison Johnstone, an experienced Chair of AS panels. There is strong liaison and networking between AS convenors throughout the College and wider University. Our College AS convenors meet regularly to discuss initiatives including successful agendas to ensure funded 6 months maternity pay for PhD students and the endorsement of a compulsory gender balance policy on interview panels for academic posts. Professor Meredith sits on the University's AS network, and the Scottish AS network, to share good practice and ideas across the Scottish HE institutions.

For our bronze application in 2012 we collected data from key staff focus groups, and have repeated this exercise for the current Silver submission to compare results. We have also conducted annual staff surveys since 2013. We will use data from these surveys and focus groups to demonstrate the impact of our initiatives throughout this application.

- 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 CSC is an established part of internal governance at the School and reports directly to the main decision-making committee – the Senior Management Group (SMG). The CSC will continue to meet quarterly in future. Professors Meredith, Corcoran and Waran all sit on the SMG and take forward agreed actions and outcomes of CSC meetings for implementation. CSC meeting minutes are posted on the intranet, and action points are assigned to ensure a manageable spread of involvement and responsibility. Updates for staff are provided quarterly at the Open School meetings hosted by the Head of School. Staff are also kept informed via the staff intranet.

A link has been established with other UK vet school SAT teams to highlight common issues and imbalances across schools and the veterinary profession. The initiatives that we put in place align with and feed into the University's strategic plan, which has a high priority commitment to supporting career development of women in STEMM, as demonstrated by the recent institutional Silver award, the first in Scotland.

Word count: 1100

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.

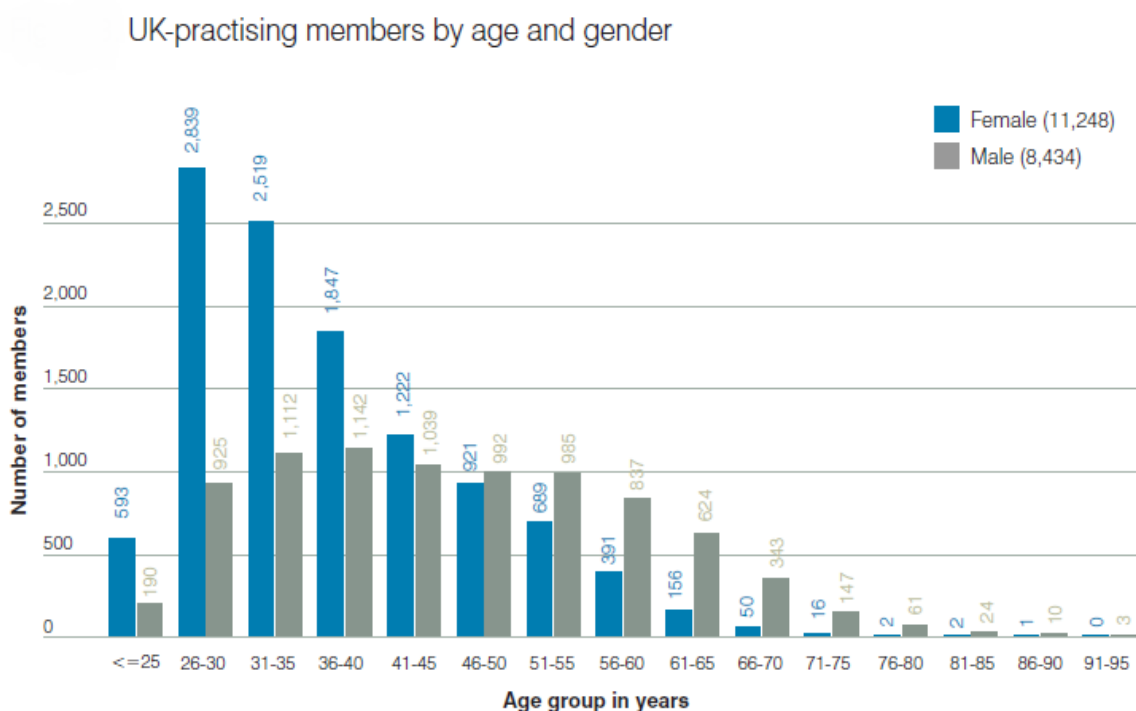
The Royal (Dick) School of Veterinary Studies (R(D)SVS) at the University of Edinburgh was founded in 1823 and is one of two Scottish and eight UK veterinary schools. It enjoys an international reputation for excellence in teaching, research and clinical service. In the 2015 QS world subject rankings, it ranked within the top 10 for Veterinary Science and ranked first in the UK REF 2014 assessment. The R(D)SVS is strategically embedded within College of Medicine and Veterinary Medicine (CMVM) and provides the undergraduate BVM&S Degree Programme, Postgraduate Clinical Education (Residency Programme), Postgraduate Research (PGR) and Taught (PGT) Programmes, and CPD for veterinary health professionals. It is located on the Easter Bush Campus and comprises:

- the teaching building
- the hospitals and clinics, providing first opinion and referral veterinary practices (Hospital for Small Animals, Equine Hospital and Large Animal Hospital), and clinical teaching
- the Roslin Institute (100% Research based institute, approx. 350 staff)
- University farms

The R(D)SVS has eight Academic Divisions, plus operational and professional services. The Roslin Institute, where the majority of the School's research is based, was incorporated in 2008 via TUPE transfer. The Roslin Institute submits a separate Athena SWAN application which includes all postgraduate research (PGR) students and academic research based staff (silver award obtained 2014).

In 2014/15 R(D)SVS has 120 academic staff, 65% of which are female, which is above the national average of 53% (2014 ECU HE report). There are 766 undergraduate veterinary students (82% female) and 258 PGT students (84% female), and the School provides a wide range of transferrable skills/training for a career in the veterinary profession. Dedication to teaching excellence is demonstrated by consistently high scores in the annual NSS, and students consistently rate their teaching satisfaction >90%. The 2015 results showed 95% teaching satisfaction, making the School one of the top in the University. Academic staff are employed to perform one, or a variety of combinations, of pre-clinical teaching, clinical work, clinical teaching and research roles. The proportion of time spent on each activity reflects strategic and business needs and individual staff interests and strengths, and may vary at different stages of an individual's career progression. Research-orientated clinical staff can become a clinical research associate (CRA) of the Roslin Institute. The School has created opportunities for academic staff to be promoted on the basis of Research, Clinical Excellence, Teaching or a combination of these.

In the UK (and internationally) the veterinary profession is becoming increasingly 'feminised'. In 2012, the RCVS had 10,131 female (55%) and 8,282 male (45%) members, increasing to 11,248 female (57%) in 2014, with the younger age groups (< 40 years) now dominated by females (see Figure 1).¹ Reflecting this, R(D)SVS recruits and trains a high proportion of female veterinary students.



¹ See: *The 2014 RCVS Survey of the Veterinary Profession* (Buzzeo, J., Robinson, D., Williams, M., Institute for Employment Studies: Brighton, 2014) and *RCVS Facts 2014* (Royal College of Veterinary Surgeons: London, 2014).

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.

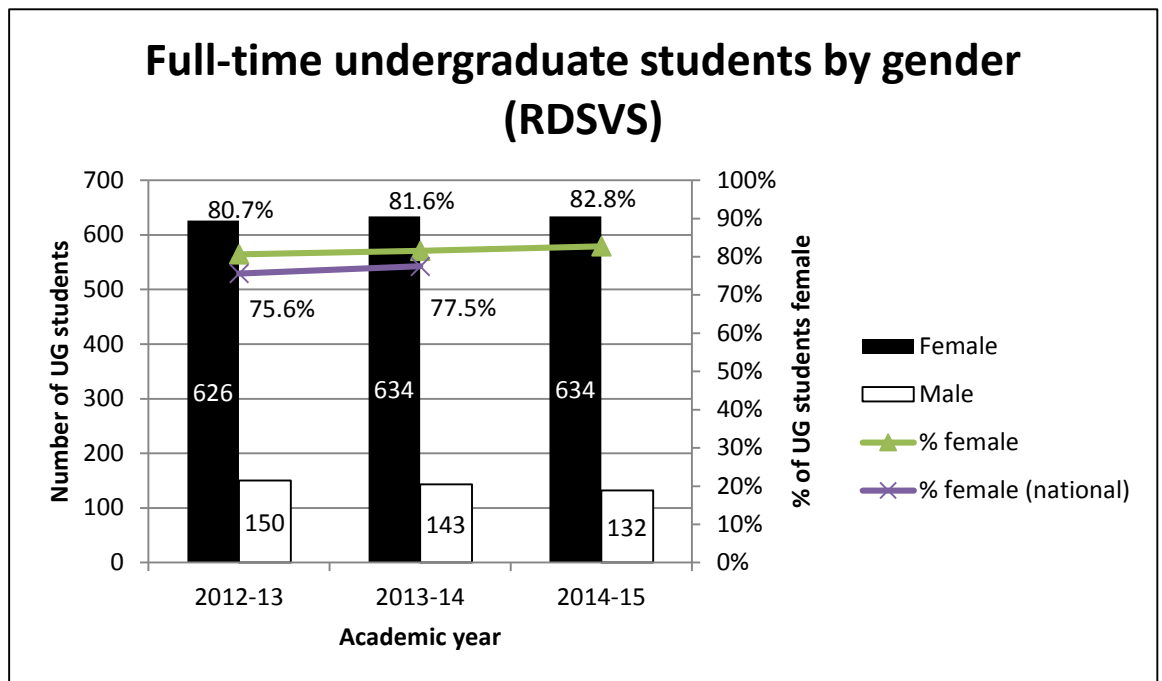
Student data

PLEASE NOTE THAT WE HAVE USED HESA 2014 FOR BENCH MARKING OUR 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

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



The percentage of female undergraduates has increased slightly from 80.7% in 2012-13 to 82.8% in 2014-15. Part-time UG degree courses are not offered.

Over the last three years there have been 426 female and 76 male UG student admissions (85% female). This reflects the national picture (HESA data - 79% female overall 2012-2014) and highlights that the School has no challenges in attracting UG females. As a profession steps are being taken to encourage more male applications.

Undergraduate admissions by year and gender (RDSVS and national figures)		Female	% F	Male	% M
RDSVS	2012-13	147	85%	26	15%
	2013-14	140	84%	26	16%
	2014-15	139	85%	24	15%
National (HESA code: D1,D2 and D3)	2012-13	780	77%	230	23%
	2013-14	810	81%	195	19%
	2014-15	not yet available			

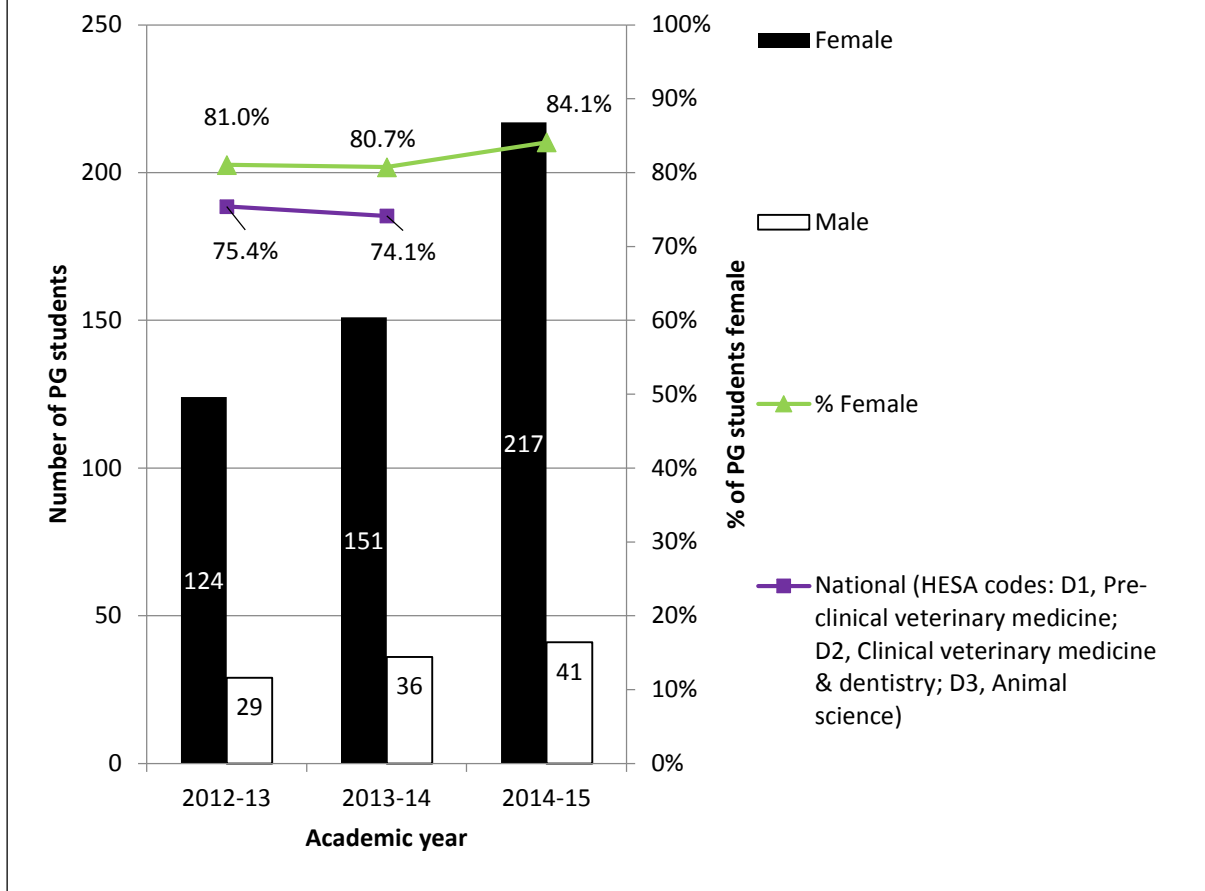
- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

****N.B. All PGT courses and students are counted as R(D)SVS; all PGR courses and students are counted as The Roslin Institute and included in their submission.****

The School delivers two on-campus fulltime Masters programmes and four online distance learning (OLDL) Masters programmes offering part-time and intermittent study at PgCert, PgDip or Masters level, with four more programmes launching in 2016. Courses within these programmes are also offered as stand-alone credit bearing PPD. All these options are counted as PGT.

The part-time online format with options for intermittent study, or taking one or several shorter credit bearing courses, is particularly suited to mature students in full or part-time employment or with family commitments allowing a flexible learning environment adapted to suit individual needs. Many of our OLDL students are based out-with the UK, and we operate scholarship schemes to encourage uptake from developing countries, where career development opportunities for women are severely lacking.

All taught postgraduate students (MSc, MVetSci, PgCert, PgDip) by gender (RDSVS)



PGT has been an area of significant growth over the last 3 years, and student numbers have increased from 153 in 2012-13 to 258 in 2014-15, mainly in OLDL, with an increase in females from 81% to 84.1%. This high proportion again reflects the feminisation of veterinary medicine and related animal subjects nationally (70% in 2014 according to the ECU 2014 report) and internationally, and highlights that the School has no issues in attracting female PGT students.

The distribution of full time and part-time students (see table below) reflects the nature of the on campus (full time) and online (part-time) PGT programmes, but there is no significant difference in the proportion of females taking either option.

Distribution of PGT students by gender according to full or part-time status (all PGT students)												
	2012-13				2013-14				2014-15			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
	F	M	F	M	F	M	F	M	F	M	F	M
PGT (numbers)	31	9	31	9	31	9	93	20	36	7	181	34
PGT (% of all F/PT students)	77.5%	22.5%	77.5%	22.5%	77.5%	22.5%	82.3%	17.7%	83.7%	16.3%	84.2%	15.8%

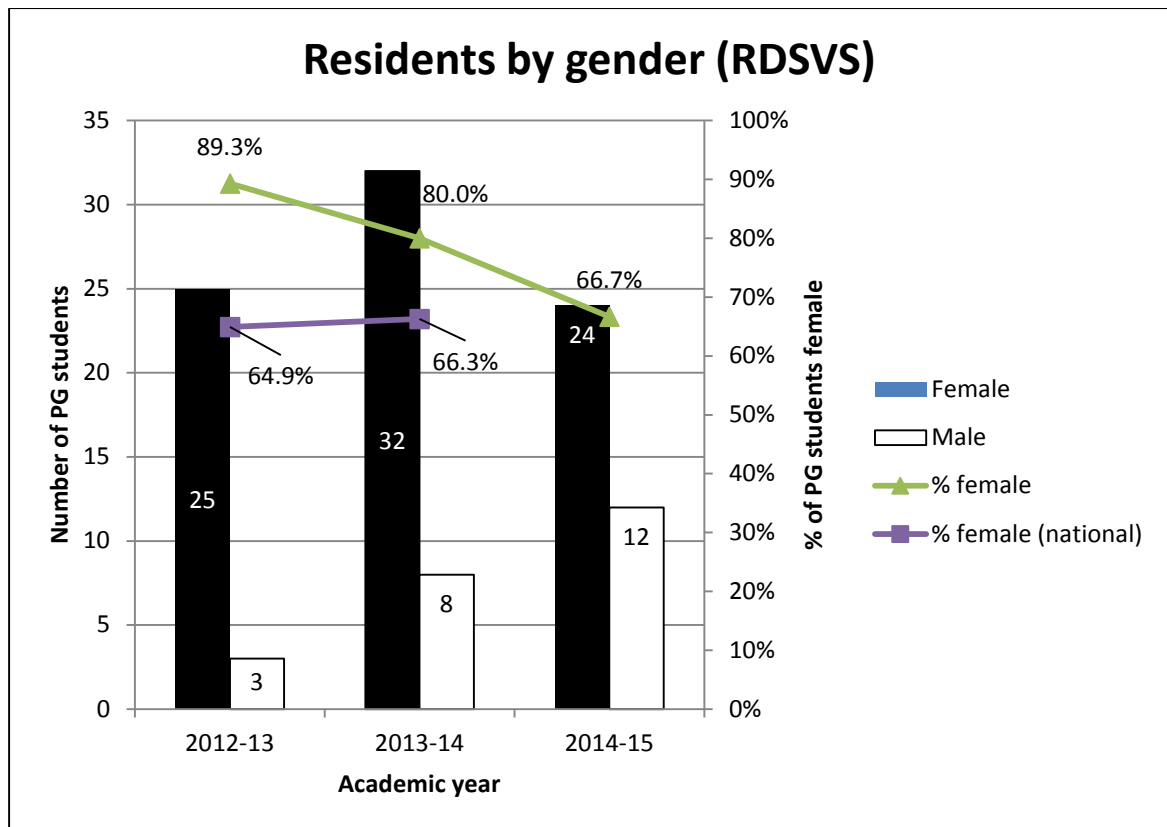
PGT - national (numbers)	235	95	235	95	235	95	450	120	Not yet available
PGT - national (% of all FT/PT students)	71.2%	28.8%	71.2%	28.8%	71.2%	28.8%	78.9%	21.1%	
HESA codes for national data: D1, Pre-clinical veterinary medicine; D2, Clinical veterinary medicine & dentistry; D3, Animal science									

PG - Non-graduating students (Residents or Senior Clinical Scholars)

The academic veterinary profession offers 3 year placements for qualified vets on a non-graduating PG training programme (Residents). Residents spend most of their time seeing clinical cases in a selected specialist discipline, supervised and taught by senior academic staff. Residents receive a stipend and are expected to undertake clinical research, and some enrol for a MScR. Residents pursue specialist veterinary qualifications not offered by this university e.g. Diploma of the European College of Veterinary Internal Medicine.

Since 2013 R(D)SVS also offers an integrated residency/PhD 6 year programme known as ECAT-V (Edinburgh Clinical Academic Training – Veterinary) Lectureships funded by the Wellcome Trust. These are flexible to individual trainees, and combine parallel specialist clinical training with a fully-funded PhD and postdoctoral research. Two annual recruitment campaigns have resulted in 4 women being appointed out of 4 possible appointments (100%). They are counted as staff in Year 1 and will be included in the staffing figures.

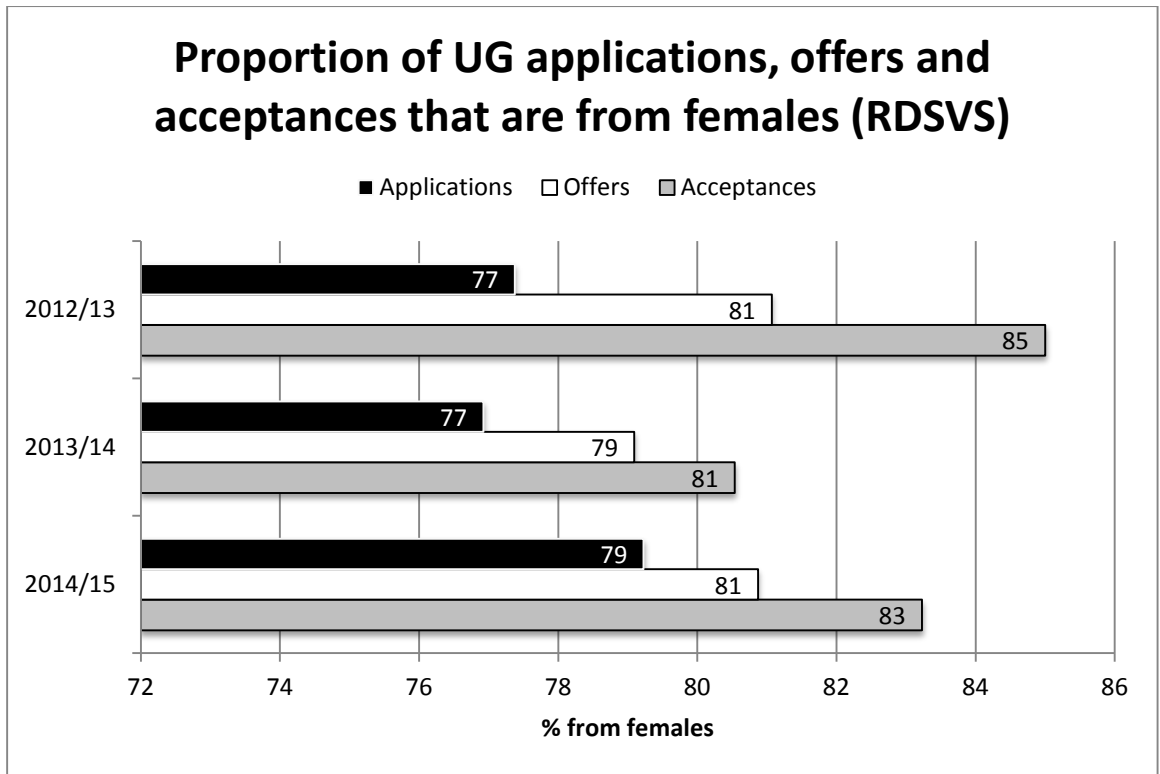
Whilst the overall number of residents has varied over the last three years (see graph below), the proportion of females has decreased from 89.3% to 66.7%. We have used PGR HESA data in clinical veterinary medicine as a national benchmark (as close as we can get for this unique post), and using this as a comparator we are still just above the national average in 2014/15. However, we will monitor resident headcount to ensure there is no trend in the decline of female applications. **(AP 4.2)**



- (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.

N/A - All PGR courses and students are counted are included in the Roslin Institute submission.

- (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.

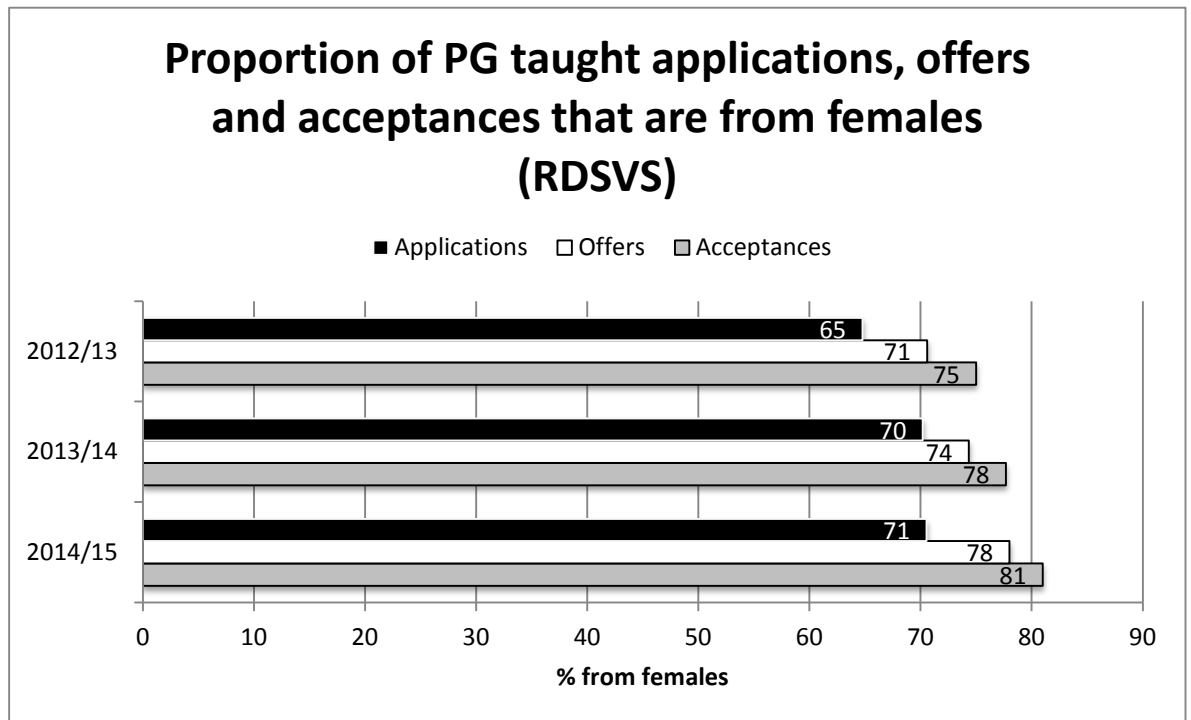


UG applications, offers, acceptances	2012/13			2013/14			2014/15		
	F	M	% female	F	M	% female	F	M	% female
Applications	1009	288	78	1080	324	77	1026	269	79
Offers	227	53	81	227	60	79	241	57	81
Acceptances	119	21	85	120	29	81	134	27	83
Offers per Application	0.22	0.18		0.21	0.19		0.23	0.21	
Acceptances per Application	0.12	0.07		0.11	0.09		0.13	0.10	
Acceptances per Offer	0.52	0.40		0.53	0.48		0.56	0.47	

Over the last three years the proportion of female applicants has remained static at around 78%, with only small differences in the proportions of offers and acceptances. Proportion of females accepting is always higher than those applying, i.e. women are consistently more successful in the application process than men. Whether or not an application is turned into an offer is determined by the admissions process (see below); acceptance or admission is determined by the student. Competition for places is extremely high at 16 applications per place.

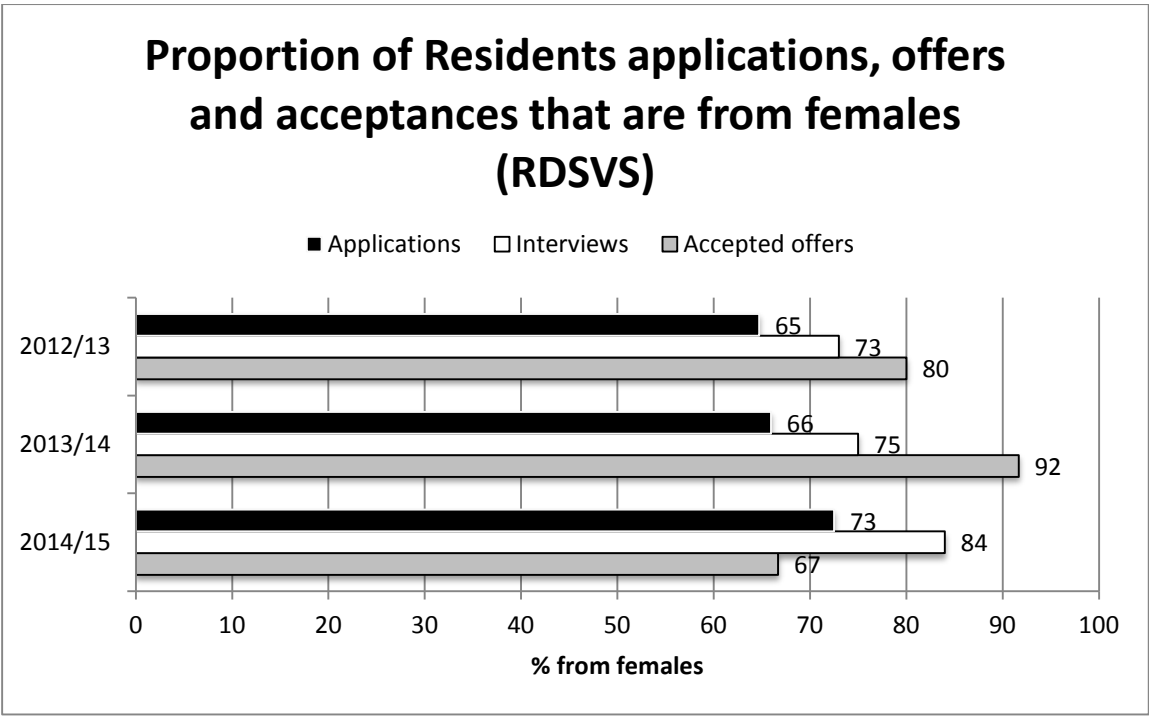
For the BVM&S degree, the Admissions Committee determines which students are given conditional or unconditional offers. In 2013 we changed from a 20 minute interview by two staff, to a panel-based Multiple Mini Interview (MMI) process, to reduce any bias in the procedure and allow a broader range of students to shine. The

MMI consists of seven 10 minute stations, staffed by internal and external examiners from a variety of different backgrounds who are trained in Equality and Diversity. This training will continue to be embedded in the process with a School funded specialist training course on Unconscious Bias for the admissions team (completed November 2015). (AP 5.3)



PGT data also suggests that females fair better in the applications process than males, with 71% of applications from females turning into 78% offers and 81% acceptances.

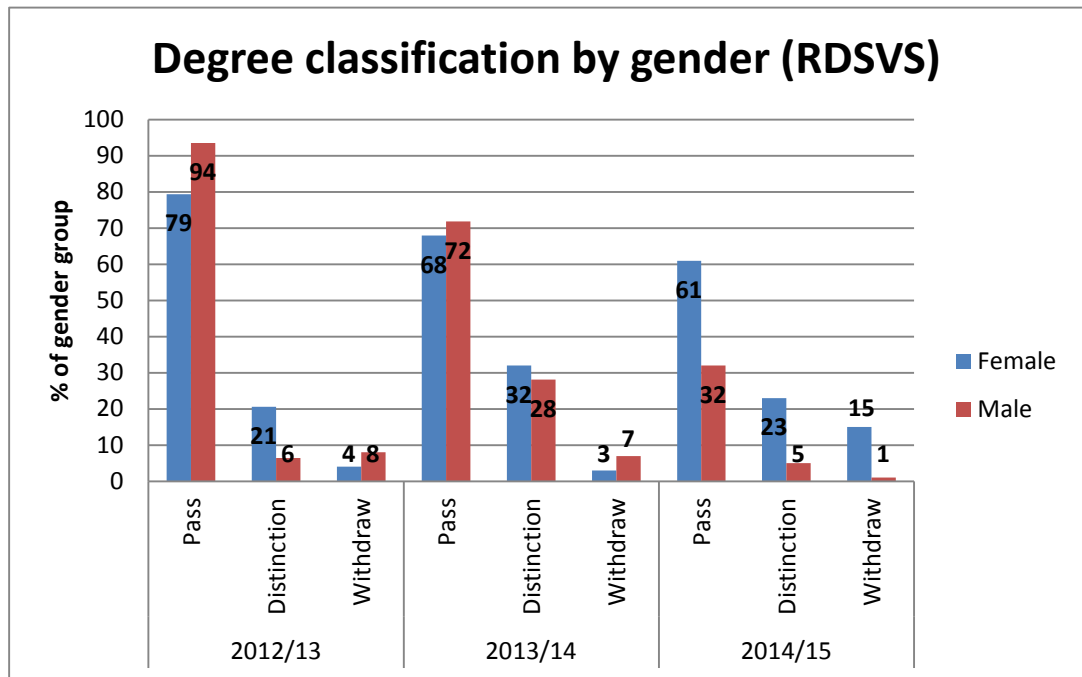
PGT applications, offers, acceptances	2012/13			2013/14			2014/15		
	F	M	% female	F	M	% female	F	M	% female
Applications	160	87	65	179	76	70	189	79	71
Offers	108	45	71	113	39	74	134	38	78
Acceptances	87	29	75	87	25	78	110	25	81
Offers per Application	0.68	0.52		0.63	0.51		0.71	0.48	
Acceptances per Application	0.54	0.33		0.49	0.33		0.58	0.32	
Acceptances per Offer	0.81	0.64		0.77	0.64		0.82	0.66	



Residents applications, interviews, accepted offers	2012/13			2013/14			2014/15		
	F	M	% female	F	M	% female	F	M	% female
Applications	132	72	65	120	62	66	145	55	73
Interviews (shortlisted)	32	12	73	33	11	75	41	8	84
Appointed	12	3	80	11	1	92	8	4	67
Offers per Application	0.24	0.17		0.28	0.18		0.28	0.15	
Interviews per Application	0.09	0.04		0.09	0.02		0.06	0.07	
Appointed per Interview	0.38	0.25		0.33	0.09		0.20	0.50	

As the resident headcount data show a decrease in women in 2014/15, we thought it important to show applications, shortlisted and appointee information, however the data should be considered in the context of a small sample size. Generally, this highlights that more females are attracted to and shortlisted for residencies, reflecting that the number of female vets at this level far outnumber males. As previously discussed, 2014/15 saw a steady increase in males being appointed to residency programmes. We will continue to review the situation to ensure there is no declining trend for females; however at the moment we feel comfortable with the proportion of female acceptances (67%), since this is due to increased positive action across the veterinary sphere to ensure young males enter the profession.

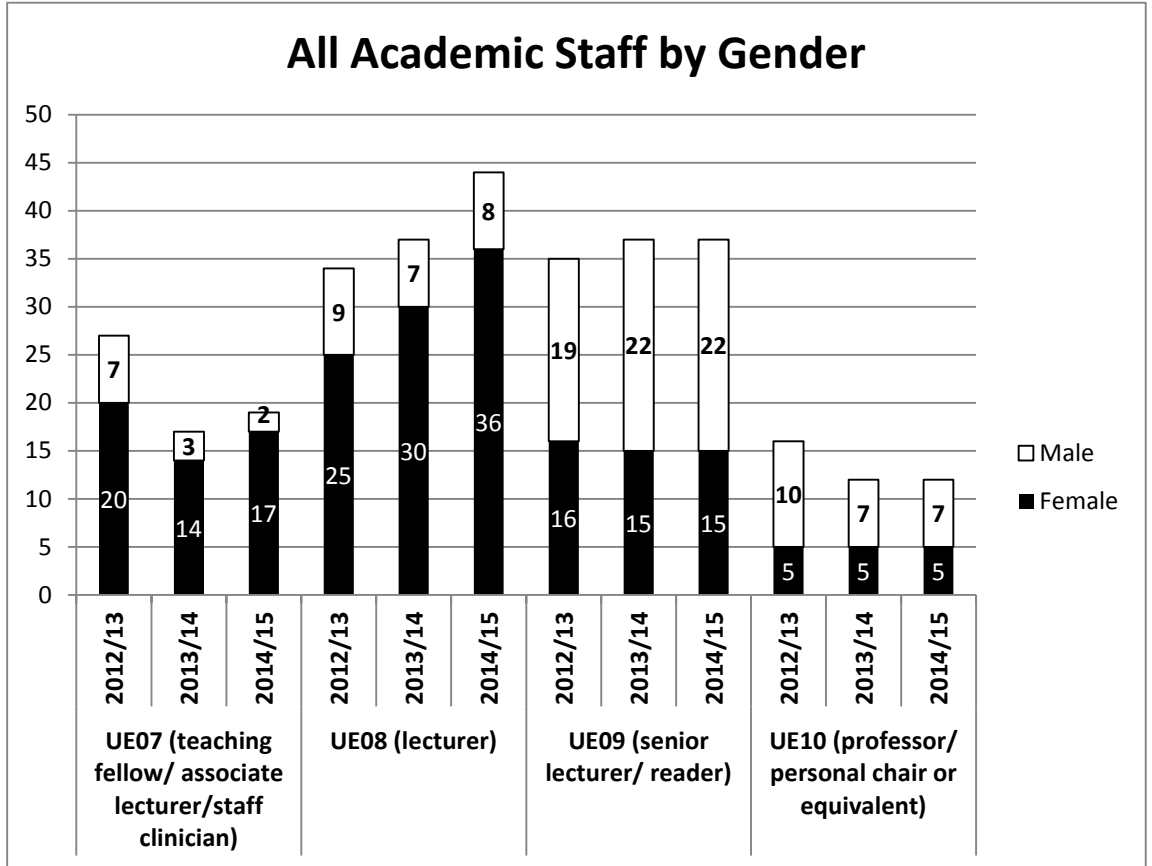
- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.



The proportion of female students obtaining distinctions is consistently higher than males. We recognise an increase in females withdrawing from the course in 2014/15 (15% in 2014/15 compared with 3% in 2013/14). We will monitor this closely to establish any trend and put appropriate actions in place and promote and increase student support services. **(AP 5.4)**

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.



Increasingly, data from the Royal College of Veterinary Surgeons highlights the fact that many more females are entering the profession than males at UG/PG levels. Our data is very much in line with this, with no apparent attrition from students to staff members. However, what is clear from our data is that attrition does appear at UE08 to UE09 level. In the last 3 years the number of female senior lecturers has remained fairly constant with the exception of one resignation due to relocation. The number of male senior lecturers has grown but again not in big numbers (we recruited two new staff members and one was promoted). However, we realise we are below the national average at this level (40% vs 52%). To address this we have been holding specific focus group sessions with women at this level and the Head of School has also introduced more proactive promotion processes in which he personally encourages and coaches females to consider promotion. This has resulted in 10 females applying for promotion this year (the majority from UE08 to UE09). The School has also funded professional coaching for staff, and three of the promotion applications from women have come from those that received professional coaching. We are actively addressing this attrition point with positive action and hope to see next year's data improve and align with the national average. **(AP 1.2, 1.3, 1.5)**

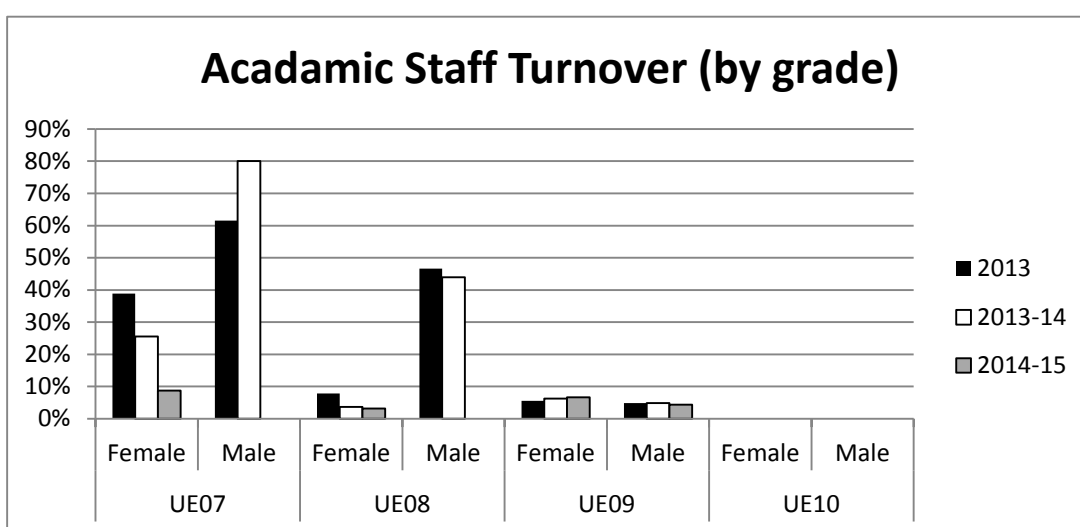
Overall, the proportion of female academics has grown over the last three years (up from 58% to 62% - 10% over the national average) with a marked increase in the attraction and recruitment of female lecturers at UE08. We have also witnessed an increase in females at Chair level but this is due to 3 male professors leaving, mainly due to retirement. However, one female Senior Lecturer (and Director of PGR) was promoted to Chair level this year with full School support. The School recognises its attrition point for female staff and has been working to address the underlying causes, mainly through initiatives already implemented as part of our bronze action plan and also with new initiatives within the new action plan (and referenced throughout this application). The School will work to ensure that incoming and the current pipeline of UE08 female staff are given the necessary career guidance and support to progress internally. **(AP 1.1-1.6)**

Percentage female among all academic staff						
Grade	RDSVS			National*		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
UE07 (teaching fellow/ associate lecturer/ staff clinician)	74.10%	82.40%	89.47%	70.60%	69.00%	not available
UE08 (lecturer)	73.50%	81.10%	81.82%	60.60%	63.30%	not available
UE09 (senior lecturer/ reader)	45.70%	40.50%	40.54%	52.40%	52.70%	not available
UE10 (professor/ personal chair or equivalent)	31.30%	41.70%	41.67%	26.70%	28.60%	not available
Total	58.90%	62.50%	62.50%	52.60%	53.20%	not available
* National data are taken from HESA Cost Centre 109 (Veterinary Science).						
N.B. HESA staff data are broken down into salary brackets which do not exactly match the UE pay bands – the above national data is based on a “best match” for each HESA salary bracket/UE pay band.						
N.B Data snapshot dates are: 31st July 2014 for 2013-14; 31st July 2013 for 2012-13; 31st October 2012 for 2011-12						

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Academic Staff Turnover

Number and percentage of academic staff turning over		2012-13	%	2013-14	%	2014-15	%
UE07	Female	8	38.9%	4	25.5%	1	8.8%
	Male	4	61.5%	3	80.0%	0	0.0%
UE08	Female	2	7.8%	1	3.7%	1	3.1%
	Male	4	46.6%	3	43.9%	0	0.0%
UE09	Female	1	5.5%	1	6.2%	1	6.6%
	Male	1	4.8%	1	4.8%	1	4.3%
UE10	Female	0	0.0%	0	0.0%	0	0.0%
	Male	0	0.0%	0	0.0%	0	0.0%
OVERALL	Female	11	15.7%	6	4.4%	3	4.7%
	Male	9	19.1%	7	7.9%	1	2.6%



Overall, the turnover of both men and women has significantly decreased, indicating that the initiatives put in place are having an impact on staff retention. As expected, the turnover of women is at its highest on the UE07/UE08 scales, reflecting the higher proportion of women at those levels and the fixed term nature of UE07 posts. However, males still seem to have higher turnover rates overall. The majority of School academic posts are permanent, however the majority of UE07 posts are fixed term and classed as Teaching Fellows; the School also hires clinical locums on temporary contracts at UE07/UE08 level which also contributes to the higher turnover figures. Locums cover increased workload at the Hospital due to unforeseen circumstances (e.g. sickness absence), and are inherently temporary. The School does not seem to have an issue in retaining senior academic staff at UE09 and UE10. One female and one male have left annually at UE09 level since 2012/13, due to either relocation or retirement. The above table shows the percentage of staff at that grade and gender who have “turned over”. As part of our bronze action plan, we developed exit questionnaires that have since been analysed annually. Key concerns have been noted and actions put in place to address them e.g. staff reward and retention has been aided by a very successful staff awards event and annual campus staff survey. Both will continue to run on a regular basis. **(AP 3.2, 4.2)**. The CSC will

continue to analyse turnover data, exit questionnaire and staff survey data, developing further action where necessary. **(AP 4.2)**

Word count: 2,151

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.

Recruitment of academic staff, 2014-15

Number of applications and appointees, and success rate	Number of vacancies	Applications Received			Appointees			Success Rate	
		Female	Male	Total	Female	Male	Total	Female	Male
UE07 (Teaching Fellow/ Associate Lecturer/Clinician)	18	19	7	26	11	3	14	58%	43%
UE08 (Lecturer)	10	24	24	48	4	5	9	17%	21%
UE09 (Senior Lecturer)	6	10	4	14	1	2	3	10%	50%
UE10 (Professor)	0	0	0	0	0	0	0	0%	0%
Total	34	53	35	88	17	10	27	32%	29%

Recruitment of academic staff, 2013-14

Number of applications and appointees, and success rate	Number of vacancies	Applications Received			Appointees			Success Rate	
		Female	Male	Total	Female	Male	Total	Female	Male
UE07 (Teaching Fellow/ Associate Lecturer/Clinician)	9	13	4	17	6	4	10	46%	100%
UE08 (Lecturer)	9	41	23	64	7	1	8	17%	4%
UE09 (Senior Lecture)	6	11	19	30	2	2	4	18%	11%
UE10 (Professor)	0	0	0	0	0	0	0	0%	0%
Total	24	65	46	111	16	7	23	25%	15%

Recruitment of academic staff, 2012-13

Number of applications and appointees, and success rate	Number of vacancies	Applications Received			Appointees			Success Rate	
		Female	Male	Total	Female	Male	Total	Female	Male
UE07 (Teaching Fellow/ Associate Lecturer/Clinician)	7	11	13	24	8	5	13	73%	38%
UE08 (Lecturer)	3	26	14	40	9	1	10	35%	7%
UE09 (Senior Lecturer)	4	4	12	16	2	2	4	50%	17%
UE10 (professor)	1	0	1	1	1	0	1	0%	0%
Total	15	41	40	81	20	8	28	49%	20%

Overall, females have a higher success rate than males in terms of appointment. The data on staff recruitment over the last three years demonstrate a higher proportion of women than men recruited at UE07/UE08 level. However, there appears to be lower numbers of women than men recruited to UE09 positions during the same time frame. We are unable to draw any conclusions from the data on recruitment at Chair level as the numbers involved are so small due to lack of vacancies at that level.

Overall, Senior Lecturer/ UE09 positions appear to attract more male than female applicants (apart from 2014/15 where there was a slight increase in female applicants, perhaps due to new recruitment initiatives as per action plan 1.6 and 4.1). The overall numbers are relatively small and this phenomenon may simply reflect the size

of the relevant pools of suitably qualified applicants within each highly specialised veterinary area at that grade, as also reflected by appointments not being made to fill all vacancies in 2013/14 and 2014/15. Other potential reasons, such as women being less likely to put themselves forward for higher grade positions, are being addressed externally by recruitment action plan points (see 4 b(i) and AP 4.1) and internally by a variety of promotion and career development actions. (AP 1.1-1.7)

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.

Promotion Success Rates

Promotion to:		Female			Male		
		Applied	Successful	F success rate	Applied	Successful	M success rate
Professor/ Personal Chair or equivalent (UE10)	August 2013	0	0		1	0	
	August 2014	0	0		0	0	
	August 2015	1	1	100%	2	1	50.0%
Reader (UE09)	August 2013	0	0		0	0	
	August 2014	0	0		1	1	100.0%
	August 2015	0	0		1	1	100.0%
Senior Lecturer (UE09)	August 2013	1	1	100.0%	0	0	
	August 2014	0	0		1	1	100.0%
	August 2015	0	0		2	2	100.0%
Lecturer (UE08)	August 2013	0	0		1	1	100.0%
	August 2014	1	1	100.0%	0	0	
	August 2015	1	1	100.0%	2	1	50.00%

Overall, over the last three years, females have a higher success rate compared to their male counterparts with 100% of female applications being successful. However, the data suggests that males are much more likely to apply for promotion (4 females have applied for promotion in the last 3 years, compared to 11 men). We identified this as a priority in our bronze action plan and evidence of the impact of School initiatives are finally starting to become apparent. For example, this year 10 females and 1 male applied for promotion. We do not yet know the outcome of these promotions, however 7 out of the 10 applications were supported by the School promotion committee (70%) and the HOS provided direct feedback and guidance to the other 3 unsuccessful applications with clear goals and objectives set to ensure they are ready within the next 24 months. The School will continue to run the academic promotions workshop annually and maintain a proactive and transparent promotions process including personal support and mentoring. The School also plans to review the academic veterinary clinical track grade profiles to provide clearer expectations and objectives for staff on the clinical track. (AP 1.2, 1.6)

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.

The recruitment data shows that the School has no issue in attracting UE07/UE08 female applicants. However, women seem less likely to apply for UE09 positions (although there was an increase in female applying for UE09 positions in 2014/15 which could be in part due to AS/family friendly material on recruitment campaigns). The School is committed to encouraging female applicants and are mindful of this when using advert text; we also make reference to the University’s equal opportunities policy and emphasise that we welcome applications from underrepresented groups. As per our bronze action plan, our current award is advertised on recruitment material and on our main website to encourage female (and male) applications. Information on family friendly policies is also made readily available to applicants during the recruitment process. The School has compulsory gender balance on interview panels’ policy and at least one member of the panel must have undertaken recruitment training. The School has also introduced compulsory equality and diversity training and thus far approximately 65% of staff have completed this training. We intend to increase this to 100% (mandatory) over the next three years. **(AP 1.5)**

As part of our action plan, we plan to include both male and female contact details in all future recruitment adverts. We also plan to include case studies of various staff on the School website and intranet. The case studies will highlight the School’s commitment to career development and family friendly initiatives. **(AP 4.1)**

- (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 key transition points for female staff at the School appear to be transition from Lecturer to Senior Lecturer to Professor. This reflects the national picture for the profession, although the School headcount at UE09 level is currently below the national average. The School is currently above the national average for female professors (41.7% compared to the national average of 28.6%). The School is aware of the key attrition points and has implemented numerous local initiatives over the last 2 years, the impact of which is beginning to be seen.

The School staff survey is a useful indication of how staff are feeling, and we use the survey results to demonstrate impact within this submission. The survey was established in 2013 with an increasing completion rate from 55% to 90% in 2015.

Personal Development Training Opportunities

- The School has one of the best appraisal completion rates in the University. Strong commitment from the Head of School has ensured that engagement with the process has increased from 20% in 2010/11 to 100% in each year from 2012-2015. The School has made discussions on career development a compulsory part of the annual review. All managers have undertaken annual review training and this year the Head of School intends to make completion of this training mandatory for all staff. **(AP 1.1)**
- Training analysis reports are produced from the annual appraisals by HR, these are sent to the line managers and individuals to ensure that training needs of all staff are addressed during the year.
- University training courses are promoted throughout the campus by HR and Management and through the new induction programme.
- The impact of this can be seen in the 2015 staff survey results with 70% of staff indicating that they were encouraged to take up career development opportunities. The 2015 staff survey indicated that 76% of respondents believed that the School valued and rewarded their full range of skills and experience (including outreach, pastoral and teaching) during annual reviews (up from 70% in 2014).

Mentoring/ Coaching

- In partnership with EQUATE Scotland, the School established Scotland's first organisational coaching programme for female staff. The initial launch was in 2012/13 with 12 female staff securing a funded place on the programme. The programme provided career coaching support with a qualified coach with STEMM experience. The programme was a huge success with 100% of coachees agreeing that the programme had met their initial objectives. Female staff at UE08 were given priority to address the School's key point of attrition. In 2015, the School agreed to fund the programme again (a commitment of £8,000) and a further 12 spaces were made available across the campus. This time the programme was opened up to both males and female and over 30 staff attended the launch with 24 applications being submitted for 12 places. This partnership has been incredibly successful and EQUATE are now working with other departments and external organisations based on the model developed with the School. The programme also included a session with senior management on the benefits of a coaching approach and an evaluation report on the key themes highlighted by coaches during the programme. A session for line managers on using a coaching approach for annual reviews is to be arranged for 2016. **(AP 1.3)**
- As a result of this innovative initiative and other local support, the School has been shortlisted for the **Outstanding Support for Early Career Researchers** category of the *Times Higher Education Awards* 2015.
- The School participates in the University 'Mentoring Connections' programme. The College of Medicine and Veterinary Medicine currently has 74 matched mentor/mentee partnerships, 12 of which involve R(D)SVS staff, and Professor Meredith is the local Mentoring Champion. In conjunction with central HR, the School will continue to promote the scheme, particularly to female staff at key career transition points, and will evaluate the impact of the programme. **(AP 1.3)**
- The impact of these initiatives can be seen in the 2015 staff survey with 72% of academic staff indicating they are given useful mentoring opportunities by the School (up from 70% in 2014, please note that the staff survey question bank was reviewed

in 2014, therefore we do not have comparative results for some questions in 2013). Three female staff members who took part in the coaching initiative have also been put forward for promotion this year, again demonstrating impact of this action.

Networking

- The School actively promotes the networking and career development courses run by EQUATE Scotland which provides female staff with useful external networking opportunities.
- Female academics are also encouraged to network with colleagues across the University; an example would be the “Inspiring Women” event which was held by the College in June 2014. This was a networking event that emphasised the value of role models to early career clinicians and researchers. The College intends to host another similar session which the School will help to develop and promote locally.
- The School is very active in terms of staff/student networking. We host monthly clinical research seminars where staff/PhD students present their research work. Our non-graduating students (Residents) organise weekly meetings to discuss various clinical subjects with senior staff. There is also a strong networking link between staff and UG students with various activities such as Halloween parties, Burns night etc. **(AP 3.4)**
- Impact of initiatives can be seen in the staff survey results with 77% of staff indicating that the School provides them with useful networking opportunities (up from 74% in 2014).

Leadership

- In 2013 the School invested £5,000 in hosting the College’s first Research Leadership Programme for academic staff that are heavily involved in research. The course is viewed as prestigious and the gender balance was 50/50. The School has committed funds to run another programme in 2016. **(AP 1.4)**
- The School also supports a Leadership Programme for UE08+ academics. Currently the School has 7 staff on the waiting list. Key female academics have been targeted, especially those who require support to a senior lectureship.
- The School’s appraisal form includes a commentary on leadership and management skills for those with responsibility for staff. This ensures that any managerial development opportunities are addressed annually.
- For the last two years the School has sponsored a place for a female academic staff members on the AURORA Leadership programme (1 per annum at a cost of £1,000). Female staff at UE08 have been targeted as part of our work to address the attrition point. **(AP 1.4)**

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?

As previously mentioned, in 2010 the School's appraisal completion rate was a very low 20%. However, the School is now a University leader in terms of appraisal completion rates (see below):

Appraisal Completion Rate 2014/15 – TBC

Appraisal Completion Rate 2013/14 – 100%

Appraisal Completion Rate 2012/13 – 100%

Appraisal Completion Rate 2011/12– 35%

Appraisal training has been rolled out to line managers with a further commitment by the School to ensure that all staff have received appropriate training by the next appraisal round. The 2015 staff survey indicated that 87% of respondents felt they were provided by a helpful annual review by the School. **(AP 1.1)**

In line with our bronze action plan, focus groups were held with female staff at both lecturer and senior lecturer level. The purpose of these focus groups was to investigate perceived barriers to promotion amongst women. Analysis of the qualitative data is discussed further in section 5.

In response, the School has implemented a number of measures to encourage promotion applications from women. An annual academic promotions workshop is held by the Head of School and Campus HR Manager to review and explain the promotion criteria. The impact of this workshop is evident in the staff survey results. In 2015, 77% of staff agreed that they were aware and understood the University's promotion criteria (up from 51% in 2014). The Head of School is sent a staff list each year ahead of the promotion process and takes the time to review the list with HR. For the last two years, he has also sent notes of personal encouragement to staff who he thinks might be ready for the next level. This year this has resulted in 9 promotion applications from female staff members to the local School panel (the majority being UE08). The Head of School has an open door policy for staff looking for career guidance/support and regularly meets informally with staff to discuss progression, particularly those at UE09 level who hope to achieve a personal Chair. Such support is provided by HoS in conjunction with direct line managers.

The focus groups indicated further training was required by the academic departmental leads. The Head of School has acted upon this and is currently developing a "Promotion Coaching" type training session for Heads of departments in conjunction with local HR. **(AP 1.1)**

- (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?

In 2012, the School implemented a standard induction process for all new staff and residents. This was further strengthened by a one day programme which ensures that

all new staff are exposed to the relevant contacts and processes in each area i.e. finance, HR, facilities etc..All new staff members visit HR with their line managers on the first day of their employment. They are given an induction pack and checklist. The recent 2015 staff survey highlighted that 94% of respondents felt that they had received an appropriate induction for their role. The HR slot in the induction programme covers topics including family friendly policies, training, mentoring and also ensures staff are aware of the CSC and its role on the campus. The 2015 staff survey indicated that 78% of respondents were aware of Athena SWAN initiatives and role of the CSC within the School.

Local HR also produced a “Family Friendly Policies Quick Reference Guide” that is sent out to all staff every 6 months to raise awareness and forms part of the induction pack. All staff are made aware of the personal training and development opportunities provided by the University at induction and further e-mails are sent out by local HR to raise awareness of up and coming events. The clinical staff are allocated a CPD allowance per annum; historically the School provided a CPD allowance for part-time staff on a pro rata basis but this was very limiting for our staff. Non-clinical staff can also apply to the School training budget for financial support for career development courses. The School has now removed this rule and CPD allowances are standard across the board.

The School has identified equality and diversity training, and understanding and mitigating unconscious bias as key to changing behaviours that are not supportive of women advancing their careers. With this in mind the School made equality and diversity training compulsory for all staff and the School has recently invested in Unconscious Bias training workshop for the senior management and student admissions team. **(AP 1.5)**

- (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.

A number of University based and specific veterinary school pastoral support systems exist. Every student has a 1-1 personal tutor, and there is also a School led peer support system. Students have the opportunity to request a female personal tutor if they want, but our student representative advises that awareness of this option requires greater promotion. **(AP 5.1)**

The majority of students wish to pursue a career in private veterinary practice but a variety of information is provided and encouraged on other options available after obtaining a veterinary degree, including academia, government and industry, throughout the course and also prior to the course at the Open Day and via the annual ‘Vet Choices’ Careers Day. ‘Vet Choices’ Day gives our students the opportunity to explore their career choices and normally targets students in Years 2, 3 and 4, as well as those on the graduate entry programme. Information about progression to veterinary academia is shared through individual mentoring, the

personal tutor system, or via seminars from both internal and external providers throughout the degree course. Students are invited to attend research-based lectures out of formal teaching hours. It has been highlighted that not all students are aware of the Vet Choices Day and that this should be further promoted to students. **(AP 5.2)**

Counselling support is available through the University's Student Counselling Service, who have a member of staff on site once a week.

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.

Committee membership				
Committee		2012-13	2013-14	2014-15
School Management Committee (SMG): has overall responsibility for School decision-making and direction	Male	10 (71%)	10 (60%)	10 (56%)
	Female	4 (29%)	6 (40%)	8 (44%)
	Chair	M	M	M
Learning and Teaching Committee (LTC)L decides, plans and delivers the School curriculum	Male	10 (42%)	12 (43%)	13 (42%)
	Female	14 (58%)	16 (57%)	18 (58%)
	Chair	F	F	F
Business Operations (BO): controls School campus organisation and financial control	Male	5 (56%)	6 (46%)	8 (47%)
	Female	4 (44%)	7 (54%)	9 (53%)
	Chair	F	F	M
Admissions Committee (AC): decides on admissions for the undergraduate teaching programme for all applicants, national and international	Male	8 (44%)	5 (26%)	5 (23%)
	Female	10 (56%)	14 (74%)	17 (77%)
	Chair	F	F	F

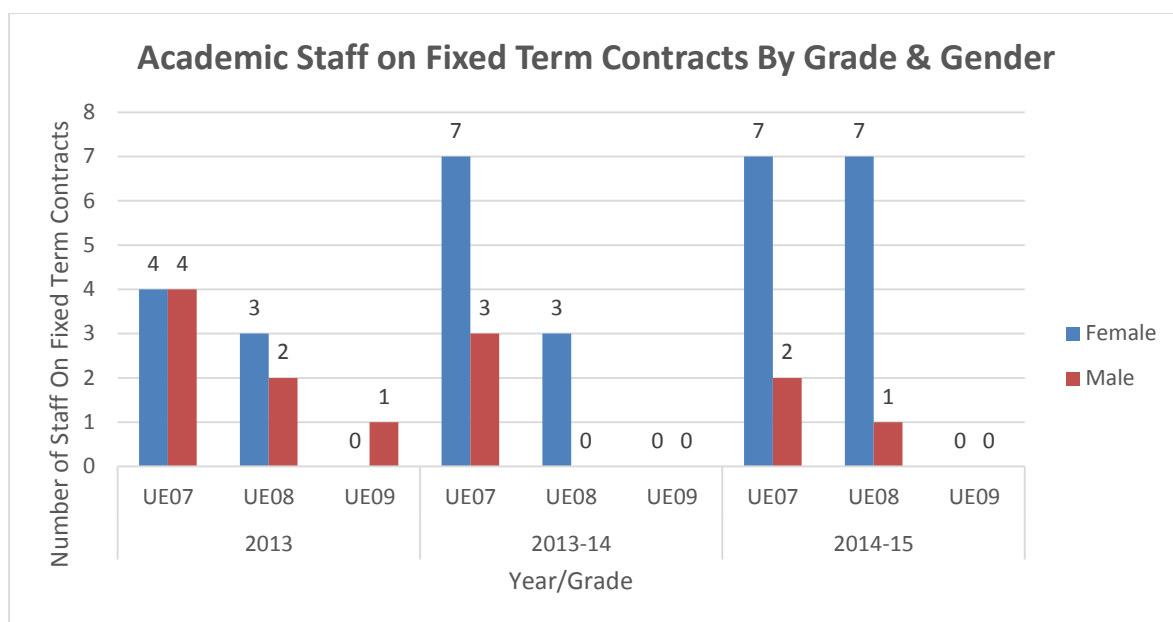
The figures above include both academic and non-academic staff members to ensure an appropriate mix of staff are represented. Membership of committees has remained fairly stable over the last 3 years with the exception of the notable increase in women on the School Management Group. The Head of School decided to expand SMG membership so that all relevant leads in areas that were key to the School

attend. Therefore, the Director of PGR (female), Director of Admissions (female), Director of PGT/CSC convenor (female) and Deputy Head of School for clinical services (female) were all invited to join the senior management group increasing female representation from 29% in 12/13 to 44% in 14/15.

Membership Selection: The School reviews committee structure and remits every 2 years, or when a committee member retires. The members of the main decision making committees are selected due to the relevance of their role rather than their gender. Changed membership within a number of committees usually arises upon the vacancy and subsequent recruitment of a specifically defined role. If members of the SMG cannot attend, they will ask a deputy to attend in their place which gives another staff member the opportunity to experience a high level decision committee environment.

- (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.

Proportion of staff on permanent/ fixed-term/guaranteed hours contracts by gender and year					
Year		Female	% (of all F)	Male	% (of all M)
2013	Permanent	49	74%	37	80%
	Fixed-term	7	11%	7	15%
	Guaranteed Hours/ Hours to be Notified	10	15%	2	4%
2013-14	Permanent	52	80%	36	92%
	Fixed-term	10	15%	3	8%
	Guaranteed Hours/ Hours to be Notified	3	5%	0	0%
2014-15	Permanent	53	73%	36	92%
	Fixed-term	14	19%	3	8%
	Guaranteed Hours/ Hours to be Notified	6	8%	0	0%



The data highlights that female academics are less likely to have a permanent contract than their male colleagues. However, overall the School has a high proportion of staff on permanent contracts. The increase of females on fixed term contracts at UE07 is reflective of the recruitment of several teaching fellows on fixed term funding from the College. The majority of our teaching fellows are female, and there is also a higher proportion of females on fixed term contracts at UE08 level. Again, this is reflective of our need to recruit temporary veterinary locums to cover sickness absence and annual leave. These contracts are temporary by nature and more females hold UE08 posts and are therefore more likely to be on such temporary contracts. However as previously mentioned, the majority of posts in the School are permanent. The majority of fixed term contracts are research/ grant funded, and our research staff are based in the Roslin Institute.

- 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?

School Committees – As highlighted above, there is already a balanced representation of women and men on School committees. Changes have been made by the Head of School to address the specific imbalance on the SMG (now 44% female).

College Committees – Within the College there are 36 males and 15 females on College decision making committees. This includes the Head of School.

External Committees/ Rep – All academic staff are strongly encouraged to represent the School on external committees / CPD events. This presence is crucial for a wide range of activities relating to academic career development and enhancement and

updating of skills as a veterinary clinician. Annual promotion workshops emphasises the importance of international recognition and presentations at conferences; this is actively encouraged and supported by the Head of School. The 2015 staff survey highlights that 80% of respondents feel that they are encouraged and given opportunities to represent the School externally/internally in meetings, boards, conferences etc...(up from 75% in 2014).

Committee overload is not a problem for female staff as we have a large and growing female cohort compared to other STEMM areas. Workload commitments are discussed regularly and formally monitored via the annual workload model form.

- (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.

A workload model (WLM) that identifies the different activities undertaken by members of academic staff and allocates an agreed time unit to each one has been designed, piloted and also revised following staff consultation. Developed specifically for the School by a subgroup of the CSC and other staff, the WLM takes account of a variety of duties from clinical service provision, education, research and supervision. It also allows different academic and clinical sections to construct a clear and comprehensive picture of who is doing what. After modifications, the new method for enabling prospective workload planning was introduced within the School at the end of 2013. The aim of the WLM is to provide an opportunity for staff to document the teaching, research, clinical, other work related activities and requests for professional development for the year ahead. This plan is initially viewed as the basis for a discussion between the staff member and their line manager during their annual appraisal. In developing the new WLM, line managers were given appropriate training and it was piloted using workloads associated with different types of jobs within the School. All staff were provided with the opportunity to feedback to the WLM sub-group to ensure that it worked for all.

Over the past two years we have further refined the WLM, and it is now recognised by other Schools as an extremely fair method for capturing the future workload of individuals, and forms the basis for individual discussions with respect to career planning, professional development and any issues with perceived 'over-loading'. It is also a useful planning tool for section leaders to look at parity in work distribution. Recently we have gained agreement for the WLM information entered once each year, to be regarded as equivalent to the Central University Time Allocation Survey (TAS) requirements. This means that staff are no longer required to complete 4 monthly online audits of their activities for use by the central University for determining the correct allocation of costs to activities. Overall, staff have viewed the introduction of the workload plan as a positive step for ensuring that they have the chance to organise their upcoming year and to signal what they feel they need for their development, and if they feel that they are likely to be under pressure, enabling managers to put in place mechanisms to deal with this. Evidence of the impact of the new WLM may well be reflected in the increase of staff who considered

the School supported them in achieving a good work/life balance. With 68% of staff agreed with this statement compared to 56% in 2014. We will continue to review the WLM with staff, making tweaks as necessary. We will also review total workload data by gender annually to ensure there is no bias in terms of “career enhancing” roles.
(AP 1.1)

- (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.

Since the submission of our bronze application, the School has implemented a policy that all key management meetings are held between the core hours of 10am – 4pm. As the teaching hospitals are required to provide round-the-clock veterinary care, it may be advantageous for some meetings to be held out-with these hours if they are considered to impact on the normal working day. To address this, as per our bronze action plan, and at the direction of the Head of School, meeting convenors are required to have agreement from attendees for such meetings to be held out-with core hours, providing none of the participants are disadvantaged by the meeting being held at this time.

Quarterly school meetings are held at 2pm on Wednesdays, to facilitate attendance by all members of staff at all levels. The SMG holds its meetings at 2pm on the first Tuesday of every month to facilitate attendance by a number of participants who have family commitments. The agendas and minutes of each meeting are posted on the school intranet site. The school also hosts a number of social gatherings which are open to staff and their family members, such as the school hill walk, staff awards and Christmas receptions which are held during core hours. Additional gatherings, including student integrated events, such as the Burns supper, and CPD evenings are hosted in the early or mid-evening (5.30pm to 7.30pm) and are advertised well in advance to encourage attendance by all members of staff.

- (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 senior management at the School promote a culture of equality, which filters to all levels of the School. The University’s Dignity & Respect Policy is fully supported and promoted by the School and on-line educational module teaching staff about the importance of equality and diversity has been completed by 65% of staff but we aim for this to be 100% within our silver action plan. The Head of School holds quarterly open meetings with all staff, updating them on the performance of the School, School and campus related events and news from the Career Support Committee. Flexible working hours, particularly for those with caring responsibilities are actively promoted in the School.

The R(D)SVS promotes informal interaction between staff and students including an annual staff student dinner, Christmas drinks, Burns Supper, Halloween party, graduation ceremony and graduation ball. Other frequent events include

organization of friendly sports matches between staff and students, participation at the Dick Vet musicians' events and spending weekends at the University of Edinburgh sports and welfare outdoor campus (Firbush), where staff and students informally interact in several leisure and sport activities. The SMG also organises a bi-annual staff award ceremony where individuals are recognised for their outstanding clinical, research and teaching contribution to the school.

Evidence of the female friendly and inclusive culture can be seen in the results of recent staff surveys, with an upward trend in staff opinions on the performance of the School in this area. The 2015 staff survey indicated that 97% of staff considered that the School treated people fairly, regardless of ethnicity, gender, religion or belief, sexual orientation, disability or age (compared to 89% in 2014). In addition, the 2015 survey showed an increase in the number of staff who believed that the school is committed to Equality and Diversity (94% compared to 91% in 2014). Awareness of the Athena SWAN agenda is also widespread and increasing: 78% of staff indicated that they were aware of the agenda in 2015, compared to 69% in 2014.

- (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 activities form an important part of the School strategy, and include 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. Outreach activity is considered an important part of all workload and is monitored annually via the annual appraisal and WLM. One of the main events is the Royal Highland Show (>160,000 visitors), which the Head of School also attends. The School also takes part in regular TV productions; including the STV series "Vet School" and "Junior Vets", all promoting positive role models for audiences with an interest in veterinary science. The series is represented by an even gender split of our staff. The campus also regularly engages with the local community via the annual "Campus Open Day" and again participation amongst staff is equal. The annual staff survey also records generic outreach activity and the 2015 data again confirms an even split amongst both genders.

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.

****2015 data not used as majority of females are still on maternity leave****

Maternity return rate – by grade	UE07	UE08	UE09	Total (all grades)
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2011-12	Left	0	0	0	0
	Returned	0	1 (100%)	0	1 (100%)
2012-13	Left	0	0	0	0
	Returned	0	5 (100%)	1 (100%)	6 (100%)
2013-14	Left	1	0	0	1
	Returned	0 (0%)	2 (100%)	0	2 (67%)
Total (all years)	Left	1	0	0	1
	Returned	0 (0%)	8 (100%)	1 (100%)	9 (90%)

Over the last 3 years 10 females (UE07-UE09) have taken maternity leave and 9 of them returned to work, hence a high School return rate of 90%. The female at UE07 level actually left following her maternity leave due to the end of a fixed term contract. The School kept her contract open so that she would benefit from maternity pay and also supported her to do a PhD following her return from maternity leave. Her example is used in our case study section.

Staff Returning from Maternity leave to Part-time hours

2011-12	1
2012-13	4
2013-14	2
Total (all years)	7

The above table shows that 7 out of the 10 females who took maternity leave in the last 3 years also returned part-time. This may well contribute to the high return rate, as the School is seen to have a supportive environment for those wishing to return part-time following maternity leave. The School also recently appointed a Daphne Jackson Trust Fellow, who was assigned to the Head of School's research group following a career break to raise a young family. She has been offered all the support mechanisms in place e.g. mentor, coaching, reimbursement of extra childcare costs to attend conferences etc.

To maintain our excellent return rate we will continue to review any non-returners and ascertain the reasoning behind this; we will also evaluate the impact of revised pre-maternity support processes such as individual 1-1 meetings with HR, a new revised maternity checklist for managers and the option to have a parental leave mentor. **(AP 3.3)**

- (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 uptake		
2012-13	2013-14	2014-15
1 (UE09)	0	3 (UE08 and UE09)

In the last 3 years, there have been no adoption leave requests from staff and 4 formal paternity leave requests. Formal requests were received from males at Lecturer and Senior Lecturer level and both were approved. The School has been

regularly promoting family friendly policies via the bite size workshops and through a quick reference guide sent out regularly by HR. This does seem to have increased awareness of the policies locally; the 2015 staff survey indicated that 87% of staff were aware of the University's support for maternity/paternity leave. This is also demonstrated by the increase in uptake of parental leave; with 3 female lecturers taking parental leave in 2015, compared to 1 in 2014. At the moment we have not had any formal requests for shared parental leave (although some informal enquiries have been made). The School will continue to promote the shared parental leave policy as above, and encourage the use of the policy where beneficial for staff. **(AP 3.3)**

- (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.

Flexible working requests by grade, gender and year		2012-13	2013-14	2014-15
UE07 (teaching fellow/ associate lecturer/staff clinician)	Female	0	0	0
	Male	0	0	0
UE08 (lecturer)	Female	0	5	3
	Male	0	0	1
UE09 (senior lecturer)	Female	0	0	1
	Male	0	0	1
UE10 (professor/ personal chair or equivalent)	Female	0	0	0
	Male	0	0	0
Overall	Female	0	5	4
	Male	0	0	2
N.B. All of the above requests for flexible working were formal, and all were successful.				

Over the last three years 9 formal flexible working requests have been submitted by females and 2 from males in 2015. All formal flexible working requests were agreed fully or a suitable compromise was agreed to ensure business requirements were met. The active promotion of family friendly policies over the last 2-3 years seems to be encouraging more academic staff to apply (and more recently men).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Working in an academic environment, the Head of School is supportive of some independence in determining working patterns without the need for a formal process. Many academics work flexibly when required and management supports this via informal or more formal routes. There are some obvious limitations on the clinical side where home or more flexible working patterns are challenging during “on clinic” time. In our bronze action plan we committed to achieve an increased awareness of family friendly policies across the School. This was driven by active promotion of the policies at inductions and during workshops. The impact is evident in the 2015 staff survey.

In 2013 we asked staff if they were aware of the University’s flexible working policy. Only 40% were aware of it and 41% felt that they could request flexible working. By 2015 this figure increased by 30%, with 70% of staff now being aware of the flexible working policy and 57% of staff feeling able to request it. We recognise that we need to work to improve this figure (in part this is due to the clinical nature of the majority of academic roles), however, there has been a dramatic improvement in 2 years which indicates a culture shift within the School.

As mentioned previously, awareness of maternity/paternity provisions increased dramatically to 87% and there was a positive increase in those feeling supported by the School to achieve a good work-life balance.

- (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.

HR meet with all staff that request any kind of parental leave and they are taken through the policy and made aware of key points e.g. risk assessments and pay options. Since our bronze submission we have introduced a “Parental Leave” mentoring scheme and HR hold a list of all mentors who are willing to be contacted for advice and guidance.

School staff can recruit temporary staff for maternity cover and this is supported by School funds. All female academics are paid University Maternity Pay. Recently the University changed the eligibility criteria which removed the requirement for a period of qualifying service, a positive step which women have benefited from. A particular example involved a recent Senior Lectureship appointment. The Head of School appointed a Senior Lecturer who was pregnant and had already resigned from her previous job. Her initial plan was to start the appointment after a period of personal leave. However, the Head of School ensured that she was put on our payroll immediately, in order to benefit from University Maternity Pay and she started her appointment after a period of 9 months’ leave and accrued holidays. The Head of School is also actively involved in securing funding for an on-site nursery. This was highlighted as a top priority in the staff survey. We hope that the nursery will open on campus in early 2018.

The School intends to develop a parental support booklet so that staff can find all the information they need in one handy place. This will also include the new shared parental leave policy. **(AP 3.3)**

The Career Support Committee recently drafted guidelines for a “Childcare Support Grant” for academics attending work related conferences/developmental events. This will allow applicants to apply for up to £400 to aid with extra childcare costs incurred by attending such events. The guidelines have the full support of management and were approved earlier this year. We intend to review the use of the scheme annually and ensure widespread promotion. **(AP 2.3)**

Word count: 5493

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEM-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.

Since the award of our Athena Swan Bronze award in 2012, the Athena Swan SAT team decided to reinvent themselves as the School “Career Support Committee”. This committee has the responsibility for implementing and developing our Athena SWAN= related goals. This change was made as we identified career support as most important in terms of attracting and retaining both women and men in veterinary medicine. We also identified support in terms of family commitments being key to all staff. The committee looks at a range of issues under these main themes and links in with the Campus E&D committee. There are now 3 Career Support/Development committees on campus looking at similar issues for different staff.

1. Career Support Committee – The Vet School (formerly Athena Swan SAT team)
2. Career Development Committee – The Roslin Institute (supports all research based staff)
3. Career Development Committee for Professional and Technical Services (Campus Wide)

The three committees link up via quarterly sessions between committee chairs to ensure open communication lines and no duplication of work or effort.

Consultation with staff is key and during this period we have consulted with staff via 3 annual staff surveys (2013-2015) and two in depth focus group sessions at UE07-UE09 level. The results of the staff surveys are highlighted throughout this application.

In terms of the focus groups, it is worth highlighting that a random sample of 19 academics (male/female and clinical/non-clinical) across various departments were invited to participate in the groups (UE07-UE09). A doodle poll was used to identify the most convenient date and time for all participants. Out of the 19 academics, 9 did not respond or were unable to attend the focus groups. This resulted in 1 male and 9 female participants, with 8 “clinical” and only two “non-clinical”. Participants

were asked to discuss what they perceived as the barriers to obtaining promotion resulting in identification of a number of themes.

- Female reluctance to acknowledge self-worth
- Care responsibility and time commitments
- Difficulty in fulfilling promotion criteria
- Disparity between clinical and non-clinical academics

The School has addressed these themes with the numerous initiatives highlighted throughout this application. In particular:

- Proactive promotion process, including personal encouragement by the Head of School.
- Active participation and promotion of the mentoring connections scheme. Also mentoring is discussed at appraisal.
- Review of committee / meeting hours to operate within core hours and ensure awareness of family friendly policies and childcare support grant amongst all staff.
- Annual promotion workshop run by the Head of School and HR to ensure that the promotion criteria are clearly understood. Head of School also hosts 1-1 meetings with staff whose promotion paperwork requires tweaking before sending to the College panel.
- The fourth point is more challenging, but also an issue facing the majority of Vet Schools, which was quite evident in our first AS Vet School Network (UK) meeting. By continuing to promote open and transparent policies for all and providing structured and useful support for ALL staff, we hope this perception may change over time. We intend to monitor this via key focus groups as we see this as a key issue in moving this work forward in future.

Word Count: 529

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**.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department. More information on case studies is available in the guidance.

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

Ref	Objective	Actions taken as of November 2015	Actions planned from November 2015	Timescale	Responsibility	Success Measure
1. Career Development / Promotion						
1.1	<p>Appraisals</p> <p>Ensure 100% engagement and completion with the annual review process.</p> <p>Continue to work on quality of annual review to ensure that all staff finds it valuable for career development.</p> <p>Embedding learning, teaching and outreach as key elements of the annual review (and weighted as such).</p>	<p>100% completion rate achieved for the last 2 years.</p> <p>HOS actively engaged with process and continuously promoted the benefits of review and importance for the School during School/Staff meetings including the active discussion of promotion and career paths.</p> <p>Appraisal form re-designed to ensure career development discussions are mandatory.</p> <p>Initial review of appraisal form conducted with Director of Teaching to ensure appropriate weighting to teaching activities during appraisal.</p> <p>Training analysis reports sent out to heads of sections following the appraisal period.</p>	<p>HOS and HR to conduct appraisal workshop with senior management team to share good practice and ensure the correct conversation around career development and promotions take place.</p> <p>Finalisation of appraisal form to include section on learning and teaching and ensure appropriate weighting during appraisal discussions.</p> <p>Continue to monitor staff survey results to ensure that staff find appraisals valuable.</p> <p>Ensure 100% completion rate of the "Understanding Annual Review" module.</p>	<p>Jan 2016, 2017 and 2018 (Annual)</p> <p>Jan 2016</p> <p>Survey Data gathered – February 2016-18.</p> <p>Survey Data Reviewed – June 2016-18</p> <p>Jan 2017</p>	<p>HOS HR (Co-delivered event)</p> <p>Director of Teaching</p> <p>CSC (agenda item for full committee)</p> <p>Deputy Head of School (CSC member).</p>	<p>Increase % of staff who find appraisals useful in the annual staff survey to 90%+ (currently 87% find it helpful).</p> <p>The number of females at the attrition point (UE08-UE09) decreases. The number of females at UE09 increases to 52% (in line with national averages).</p>

Objective

Actions Taken by Nov15

Actions Planned

Timescale

Responsibility

Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

			In conjunction with Equate Scotland, host a “coaching approach to appraisals” session with senior management team.	June 2016	CSC Chair CSC Deputy Chair	
1.2	Increase awareness and understanding of the promotion process and career development opportunities.	<p>Annual Academic Promotion Workshop with HOS and HR established in 2014.</p> <p>HOS encourages applications from female academics that are ready for promotion.</p> <p>HOS personally mentors those at UE09 level trying to achieve a Chair position. Active discussion of paperwork and required objectives.</p> <p>Information on promotion regularly e-mailed to staff.</p>	<p>Continue to review and run the annual academic promotion workshop.</p> <p>Send out anonymous survey to staff that have applied for promotion to see if they were encouraged or if they self-nominated.</p> <p>Continue to review the annual staff survey to ensure that we maintain/improve on understanding and awareness of promotion process.</p> <p>Include training and career development information in the School induction pack and advertised on staff intranet.</p> <p>Review and revise workload model in consultation with staff and WLM subgroup. Review roles and duties by</p>	<p>Oct 2016-2018</p> <p>First Survey to be sent by Dec 2016.</p> <p>Review Survey Data by April 2017.</p> <p>Survey Data gathered – Feb 2016-18.</p> <p>Survey Date reviewed- April 2016-18).</p> <p>Annually</p> <p>Prior to new academic year – Sep 2016-18</p>	<p>HOS HR (Co-delivered event)</p> <p>HR (to send out survey)</p> <p>Data : CSC Agenda Item (Full committee)</p> <p>Date: CSC Agenda Item (full committee)</p> <p>Easter Bush Youth Forum working on this project.</p> <p>WLM Group (Subgroup of CSC)</p>	<p>Staff survey highlights that 80%+ of staff are aware and understand the promotion process.</p> <p>30%+ increase in females applying for promotion from 2015-2018.</p> <p>Staff survey highlights that 75%+ of staff are aware of career development opportunities.</p>

Objective

Actions Taken by Nov15

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Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

			gender to monitor allocation of potential “career enhancing” roles.			
1.3	<p>Mentoring and Coaching</p> <p>Continue to promote and encourage the University’s Mentoring Connections programme ensuring local uptake.</p> <p>Continue to invest in and promote the coaching programme</p>	<p>The School was one of the first areas to pilot the University’s mentoring connections programme and a local academic champion was identified.</p> <p>Mentoring Connections scheme actively promoted during the induction day programme.</p> <p>Introduction and evaluation of the first organisational coaching programme “Coaching for success”</p>	<p>Include section on mentoring requirements / opportunities in the appraisal form to ensure all staff/managers are aware of the scheme and discuss during appraisals.</p> <p>Continue to invest £8k per annum to maintain the coaching programme.</p> <p>Evaluate effectiveness of coaching and mentoring programme via career progression and development of coachees.</p>	<p>Jan 2017</p> <p>Annually</p> <p>Dec 2016 and annually thereafter</p>	<p>HR</p> <p>Deputy HOS (CSC member)</p> <p>CSC Chair HR</p>	<p>At least a 25%+ increase in the uptake of the mentoring scheme for both mentees and mentors (currently 12 matched pairs).</p> <p>Annual staff survey shows that at least 75% of staff are satisfied with mentoring opportunities provided by the School</p> <p>At least 80% of initial coaching objectives met as per coachee evaluation survey. Progression of participants via promotion process to be monitored in the 24 months following end of programme to measure impact.</p>

Objective

Actions Taken by Nov15

Actions Planned

Timescale

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Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

1.4	Continue to promote Leadership Programme/ Training for female academic staff	<p>Female staff at UE08 and UE09 supported to participate in Aurora programme (Leadership Foundation HE course for women).</p> <p>Female staff at UE08-UE10 identified and nominated for the University's 4 day Leadership Programme. (One female member who attended was on UE09 and was made Chair this year).</p>	<p>Continue to fund Aurora programme annually (£1k) and ensure all new senior female academics are enrolled on the Leadership programme.</p> <p>Ensure Leadership and management skills are discussed at the appraisal with relevant staff. Section to be added to form.</p> <p>Continue to part fund Research Leadership Programme with the Roslin Institute and select females within research track to attend.</p>	<p>Nov 2015 – 2018 (Annual)</p> <p>Jan 2016</p> <p>Dec 2016</p>	<p>Deputy HOS (CSC Member)</p> <p>HR</p> <p>CSC Chair</p>	<p>The number of females at UE09 increases to be in line with national averages (approx. 52%).</p>
1.5	Continue to identify and address perceived barriers to promotion.	<p>Focus Groups held for Grades UE07-UE09. All comments and feedback are anonymous. Results presented to SMG to disseminate awareness of key issues and propose actions to address these.</p>	<p>Continue to host focus groups with staff on a bi-annual basis to gather key data.</p> <p>Monitor and analyse exit questionnaire data to ascertain why staff leave.</p> <p>Promote grant writing workshops for School career research associates.</p>	<p>Dec 2017</p> <p>Data gathered throughout year</p> <p>Data Reviewed – End of Year Dec 2016-18</p> <p>Annually</p>	<p>CSC – “Focus Interviews” subgroup.</p> <p>HR</p> <p>CSC - Exit Survey Subgroup to report back to full committee.</p> <p>CSC – Roslin Committee member (Link</p>	<p>30% increase in promotion application from women (2015-18).</p> <p>Reduced drop off of females at UE09 by 2018. 52% of women at UE09 level in line with national averages.</p>

Objective

Actions Taken by Nov15

Actions Planned

Timescale

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THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

					contact as run by Roslin).	
1.6	Ensure best practice in recruitment and appointment processes.	Compulsory gender mix on interview panels introduced. Roll out of Equality and Diversity training (65% staff have completed this).	Mandatory completion of online Unconscious Bias training by all recruiters. Face to face Unconscious Bias training by the senior management team and admissions team. Continued development of induction process including promotion of family friendly and flexible working policies; inclusion of Dignity and Respect in the workplace statement and information	Dec 2016 Dec 2015 Induction Process to be reviewed Annually Sep 2016-2018.	HOS CSC organised event CSC agenda item (full committee) HR	90%+of staff to complete equality and diversity training and Unconscious Bias training. 100% SMG team / Admissions to take part in Unconscious Bias training. 100% of new staff receive formal induction and are fully aware of all policies and opportunities. Measured by annual staff survey.
1.7	Review and clarify career pathway for clinical veterinary academics.		Following feedback from staff, the HOS intends to review the veterinary clinical academic grade profiles in conjunction with the Unions. Profiles are to be reviewed and clearer frameworks and expectations set in terms of the progression from one role profile to the next.	Nov 2018	HOS/HR/ in consultation with staff and unions.	Increased understanding of standards/objectives required within the veterinary clinical track leading to improvement in progression of females via clinical track to UE09 (52% females at UE09 level by 2018).

Objective

Actions Taken by Nov15

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THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

2. Work-life balance						
2.1	Continue to promote awareness of family friendly policies e.g. flexible working, shared parental leave etc....	Created Family Friendly Policy quick reference guide to simplify policies for staff. Short workshops for staff on key family friendly policies.	Promote quick reference guide every 6 months and during induction programme.	June 2016 and every 6 months thereafter.	HR Campus Equality and Diversity Committee - Chair	90%+ of staff are aware of maternity/paternity support provisions on campus (via staff survey). 75%+ of staff are aware of the flexible working policy via staff survey.
2.2	Large investment in a Campus Nursery facility.	HOS/Campus Operating officer successfully obtained required funding to commence the design stage of the project (October 2015).	Once design phase is complete, building work can commence on the million pound project.	Completion by Nov 2018	Senior Management Group	High usage (80%+) of campus nursery Positive feedback from staff once nursery has opened.
2.3	Continue to support staff development via the Family Support Award.	Approval obtained for a budget to assist staff with extra childcare expenses incurred as a result of attending work-related conferences.	Policy communicated to staff and first call to be publicised in January 2016 for grants of up to £400 each.	Jan 2016	CSC Chair	Expected applications increase year upon year. Two in 2016, four in 2017 etc...as more staff

Objective

Actions Taken by Nov15

Actions Planned

Timescale

Responsibility

Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

						<p>become aware of the support fund.</p> <p>Staff Survey results demonstrate that over 75% of staff fee supported by the School in terms of work-life balance.</p>
3. Organisation and Culture						
3.1	<p>Core Hours Continue current policy that key management meetings are held within core hours of 10am-4pm.</p>	<p>SMG meeting moved to 2pm. Other key hospital meetings have been moved to core hours. Where this is not possible due to the nature of clinical work, the committee chair must have agreement from all attendees that the time is suitable.</p>	<p>Further exploration of options for holding clinical meetings within core hours at least in rotation to allow staff with caring commitments to attend. This also avoids any staff member feeling uncomfortable if they notify the chair with an objection to the meeting time.</p>	<p>January 2017</p>	<p>CSC – Organisational Culture Subgroup.</p> <p>Clinical Team Leaders</p>	<p>Improved attendance of females at all School committees.</p> <p>Positive and improved results in staff survey in terms of work-life balance (75%+).</p>
3.2	<p>Recognise and reward staff at a local level to promote a cohesive and positive culture.</p>	<p>Staff awards event established in 2013. The event recognises a variety of staff categories from clinical, nursing to research and residents.</p>	<p>Continue to invest and run the event every 2 years.</p>	<p>September 2017</p>	<p>HR</p>	<p>Annual Staff Survey indicates that at least 75% of staff feel recognised and adequately rewarded (currently 64%). (</p> <p>Staff Survey indicated that at least 75% of staff feel valued by the School.</p>

Objective

Actions Taken by Nov15

Actions Planned

Timescale

Responsibility

Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

3.3	Continue to support staff pre and post any parental leave.	Revised pre-maternity leave support including: <ul style="list-style-type: none"> - Management checklist - 1-1 meetings with HR - Option to request parental leave mentor. 	Review any non-returners from maternity leave, ascertain reasons and evaluate impact of revised pre-maternity support measures. Promote shared parental leave option. Develop parental leave support booklet.	December 2016	HR to gather non-returners details for confidential evaluation and report back to CSC. CSC – Family Friendly Subgroup	Interest and uptake in the shared parental leave policy (currently nil uptake). Women feel fully supported on return from maternity leave demonstrated in annual staff survey results via awareness of policies and ability to request flexible working. (increase of at least 10%).
3.4	Maintain and enhance an inclusive culture and social integration of staff and students.	Social Event Calendar for staff and student established and promoted.	Continue with social event programme e.g. burns night, final year review, Halloween party, hill walks etc...	On-going	CSC Chair Veterinary Teaching Organisation Manager	Happy and motivated staff and students. Good attendance and engagement at social events. This can be measured locally via attendance records and via student feedback.
4. Communication						
4.1	Communication of Athena Swan (AS) actions and activities, review of progress and sharing good practice.	School's Athena SWAN Bronze award on display at the School entrance. Use of the School website, dedicated page on staff intranet, staff newsletters	Review, update and include additional material on website and intranet and add to information screens in general staff/student areas. Include case studies such as staff experiences of coaching	By March 2016 with ongoing updates	Senior Lecturer (with specific duties on CSC for external presence).	All staff aware of AS ethos and benefits for everyone and understand the School's commitment to

Objective

Actions Taken by Nov15

Actions Planned

Timescale

Responsibility

Success Measures

THE ROYAL (DICK) SCHOOL OF VETERINARY STUDIES ATHENA SWAN ACTION PLAN 2015-2018

	<p>and open School meetings to promote and report on AS and CSC actions and initiatives.</p> <p>AS activities and progress is a fixed agenda item on senior management group and open School meetings.</p> <p>Evolution of the AS self-assessment team to the School CSC. Initial meeting of the chairs of the three on-campus career support committees to discuss and drive forward campus wide activities and other best practice.</p> <p>Active participation of CSC members in wider University, Scottish and specific Vet School AS networks to share good practice and promote and support local practices.</p> <p>Use of AS logo on HR and staff e-mail footers.</p>	<p>and mentoring, flexible working, promotion etc...and continue to update "You Said, We Did" section.</p> <p>Include suggestion box on staff intranet to ensure staff can feedback any AS related comments with the option to remain anonymous.</p> <p>Rotation of CSC membership to allow maximal staff direct participation and the sharing of new ideas.</p> <p>Quarterly meetings of the chairs of campus career/development committees to share ideas.</p> <p>On-going participation in wider University and Scottish AS networks. Edinburgh to host AS UK Vet School network in 2017.</p>	<p>Nov 2016-2018 (with staggered 3 year rotation).</p> <p>On-going</p>	<p>CSC Chair</p> <p>CSC Chair and/or nominated deputy.</p> <p>CSC Chair or nominated deputy.</p>	<p>AS agenda. This will be measured via the annual staff survey. Increased awareness of AS from (78% in 2015) to 80% in 2016.</p> <p>30% rotation achieved.</p> <p>The School is seen as a beacon of good practice internally and externally within networks.</p>
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4.2	Collection and collation of baseline data for continual review to identify any trends.	<p>Annual staff survey sent out every year since 2013. The survey includes a variety of questions with specific sections on performance reviews, career development, promotions etc...</p> <p>The CSC monitors all baseline data once a year to identify improvements or concerning trends.</p> <p>Exit Questionnaires produced in 2012 and data evaluated annually by CSC and reported to SMG.</p>	Continue to monitor all staff data.	<p>Data Gathered in February 2016-18.</p> <p>Data Reviewed – April 2016-18.</p> <p>Any Actions to be addressed by– Dec 2016-18</p>	<p>HR</p> <p>CSC – Agenda item (each year).</p> <p>Specific Actions allocated to members of CSC to take forward.</p>	<p>School improves attrition point. Increase in females at UE09 in line with national averages (52%).</p> <p>Positive improvements in staff survey results each year (as highlighted earlier). Areas of concern identified and addressed.</p>
5. Undergraduate and postgraduate students						
5.1	Promote and improve support for female students	All UG and PGT students now have a personal tutor (PT). Females can request a female PT, although student rep advises this is not widely known.	Promote option of requesting a female PT.	Jan 2016	Student CSC Rep to take forward.	100% of female students aware they can request female PT measured via student feedback.
5.2	Provide advice for academic, research and industry career alternatives to traditional veterinary practice as a career choice	Some weekly student final year seminars include career choice topics from internal and external speakers.	Specific optional career advisory sessions for UG students, including use of female role models.	Dec 2017	Senior Lecturer (CSC member) in conjunction with Veterinary Teaching Organisation Manager.	Increased number of students selecting academic career on graduation – measured by post-graduation employment survey via Development Alumni

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5.3	Improve gender balance within the student body	All MMI staff have equality and diversity training	<p>Unconscious bias training for all staff involved with admissions and resident interviews</p> <p>Work with other vet schools via the AS network to identify perceived barriers to applications from male students</p> <p>Take active measures to encourage male UG and PG applicants</p> <p>Close monitoring of resident data to ensure no continued downward trend in female numbers</p>	<p>Nov 2015</p> <p>Nov 2016</p> <p>Data Reviewed Annually as standing agenda item.</p>	<p>Director of Admissions</p> <p>CSC Student Rep Director of Admissions.</p> <p>Director of PGT</p> <p>CSC/ Director of PGT</p>	<p>100% of admissions team received UB training.</p> <p>Increased proportion of male applicants and admissions</p>
5.4	Monitor female withdrawals from UG course to find out if 2014/15 was a “blip” or the start of a concerning trend.		CSC to monitor student withdrawals with VTO to ensure no trend apparent. If trend apparent, investigate the issues of each case and look into increased local student support.	Nov 2016 Nov 2017 Nov 2018	CSC and VTO	Withdrawals by female applicants decrease to the norm in 2016 onwards.

Key Targets.

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By the end of 2016

- Invest and host a “coaching approach to annual review” session with SMG
- Develop and run a local “coaching approach to promotions” workshop with SMG
- Include a “one stop shop” on the staff intranet for a variety of training/career development courses
- Upload Video Blogs to the recruitment site to attract applications from females
- Include “You Said, We Did” section on intranet.

By end of 2017

- Ensure that all staff had undertaken “Understanding Annual Review” Training
- Continue to host focus groups with key staff members on “barriers to progression” bi-annually.
- Run the next “Staff Awards” Event

By end of 2018

- On-Campus nursery opened, benefiting School staff.
- Review Academic Veterinary Clinical Track Profiles.

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