

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

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

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

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

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

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

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Key Targets.

By the end of 2013

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

By end of 2014

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