

Reference	Objective	Rationale (motivation)	Further action planned	Timescale	Person responsible	Success measure
1. Career Advancement						
AP 1.1	Annual review: Maintain quality of the Annual Review process through continued excellence in level of staff engagement and completion. Improve uptake of "Understanding Annual Review" online course to 75% by 2020. Sustain and continue to enhance the high quality of our Annual Review.	The Annual Review is a formal recorded conversation where managers and employees can discuss career development and work life balance.	Monitor and continue to promote the "Understanding Annual Review" training course which was introduced as a formal part of the review process. We have focused efforts on E&D and Unconscious Bias training in the recent past, and now recognise the need to enforce "Understanding Annual Review" more robustly (it is now mandatory by policy). Continue to monitor Staff Survey results (and adjust survey questions accordingly) to evaluate knowledge and understanding of staff with respect to the Annual Review process. Hold the University's longer face-to-face workshop "Annual Review Skills" on campus, as well as centrally, to facilitate staff attendance.	From Jan 2019 Annually Annually	HR CSC/HR/Staff survey team HR	Increase uptake of Understanding Annual Review course to be at least in line with Unconscious Bias and E&D training uptake (75%). Increase proportion of staff who find Annual Review valuable in Staff Survey (80+ %).
AP 1.2	Build on our foundation of increasing the percentage of female professors and advancing senior career development.	37.5% of our professors are female (higher than national average).	Continue with regular programme of Academic Promotion Workshops and Open Door Policy with HOS to discuss career development with senior staff. Establish two focus groups (one clinical and one non-clinical) dedicated to senior academic staff seeking either promotion or career advancement within their speciality and level.	Annually from 2018 2019-2021	HR/HOS Chair, CSC	Increase proportion of UE10 females, particularly on clinical side, by 10% in next 5 years. Achieve yearly focus groups as outlined in this Action Point and feedback key issues to HR and SMG.
AP 1.3	Proactive reduction in barriers to promotion of female staff.	Build on the promotional success of senior academic women in the last three years (UE07 onwards).	Sustain our highly successful programme of Academic Promotion Workshops.	Annually from 2018 2019-2021	HR/HOS CSC/HR	Strive for continued female promotional success to UE09.

			<p>Accelerate investment and promotion of the Aurora programme for senior female academics.</p> <p>Proactively signpost staff to the University's IAD seminar series and training programmes that are available to all staff and pertinent to women seeking career advancement. CSC will ensure wide circulation of notifications and timetables from IAD through digital and printed media.</p> <p>Continue to review and adjust the Staff Survey to evaluate the success of the Annual Review process for career advancement.</p> <p>Create case studies of female and male academics who were promoted in the last three years, share these with all staff via our intranet and ensure they are promoted during the promotion launch. We will also seek feedback from new promotion applicants as to whether the case studies helped them to decide whether or not to apply for promotion.</p> <p>Continual review and renewal of our induction pack to ensure provision of optimal information and guidance on career development for all.</p>	<p>2019 onwards with monthly notification updates.</p> <p>Annually</p> <p>2019 (next promotion round)</p> <p>Annually</p>	<p>CSC/HR/Staff survey team</p> <p>HR/CSC</p> <p>HR/CSC</p> <p>HR</p>	<p>Increased participation in the Aurora programme by 2025 to five female academics per year.</p> <p>Increase percentage of staff who find Annual Review helpful in Staff Survey to 80+%.</p> <p>80+% staff feel encouraged to take up career development opportunities as per Staff Survey (currently 74%). Survey shows that over 50% of promotion applicants found the case studies helpful.</p> <p>Increase female satisfaction with induction in line with overall average (90%).</p>
AP 1.4	Improve recording detail on the promotion pathway.	Current promotion data reflect success rate at College level, but not at School level.	Collate formal applications for promotion at School level to allow analysis of promotion success from initial application to final decision.	Initiate from October 2019 (next promotion round)	HR	Collation and review of evidence of data capture for all formal applications at School level and anonymous feedback at annual promotions workshop to interested staff.

AP 1.5	Review and restructure promotion criteria to better reflect the contemporary academic's role and responsibilities.	In line with the ever-growing global priority for teaching excellence (e.g. TEF), we need formalised recognition of teaching exemplars in the WLM and career advancement criteria (e.g. establishment of a sole teaching track).	In October of this year the Principal formally established a working group with the remit of exploring how teaching is rewarded in the promotions process. Building on from the above at School level, the WLM and Annual Review process will specifically address and recognise these criteria in staff's responsibilities.	2019-2024 Ongoing	University, HOS, HR, CSC, Unions HR	Formalise the recognition of teaching in promotion so that it has similar value to research. Increase the percentage of staff who feel their teaching is recognised and valued by the School to 90% (currently 85%). School teaching awards (EUSA and Celebrating Teaching event) formally recognised in the promotions process.
AP 1.6	Identify and develop more inclusive promotion criteria to acknowledge external activities in esteem, leadership and community.	There is minimal formal recognition of excellence achieved in related activities outside the University, resulting in acts of leadership and community potentially remaining unrecognised.	Promotional criteria are established centrally (i.e. CMVM) and reward policies are currently being reviewed at College level. However, the School will nominate representatives to help inform reward policies and criteria. Working with central College we will push for formalised recognition of activities of high esteem in leadership and community roles (e.g. national or societal awards; Queen's honours) so that they contribute to promotion criteria frameworks. We will emphasise the importance of logging outreach, public engagement activities, honours and awards in PURE for all academic staff (clinical and non-clinical) in order to maintain a record at School and College level of these activities and accolades.	2019-2021 2019-2021 2019-21	HR / CSC CSC/HR CSC / EB Open Access Administrator	Staff Survey feedback indicates increase in percentage of staff who feel valued by the School and/or who feel fairly rewarded to 80%. An increase in logging of these activities in PURE across all academic staff.
AP 1.7	Enhance collaboration between CSC and the two other campus career development committees	Improved links and more coordinated approach would improve sharing of good practice, increase speed of	Increased interactive engagement between the three committees including inviting a new member of each of the CDCs to sit on the	Ongoing Ongoing	CSC/ CDCs	Increase in campus-wide and campus-funded initiatives such as coaching programmes

	(Roslin Career Development Committee [CDC] and PSASS CDC).	progress on joint initiatives and provide insight into (and knowledge of) local issues.	CSC, providing pivotal communication routes. Continue with regular formal meetings between Chairs of three committees.		Committee chairs, Campus operating officer	and Unconscious Bias training days. Joint PSASS and Academic initiatives.
AP 1.8	Continued provision of equal opportunities for membership to CSC via regular rotation of members, including Chair.	Rotation enhances innovation and increases the opportunity for staff and student involvement in committee structure. The committee should be represented by the majority of staff grades and student levels. For instance, our UG students contributed to this submission (visible role models).	<p>Rotate voluntary membership of CSC for each role every ~3 years. Continued acknowledgement of School committee memberships as an exemplar of community and leadership in career advancement criteria.</p> <p>Current Chair will step down and nominations will take place for a new Chair and deputy (or joint co-Chairs).</p> <p>Ensure that membership remains active and open to all, while maintaining mix of staff levels, students (UG and PG) and genders.</p> <p>Regularly review current gender and grade balance. While currently representative, this should be regularly monitored in terms of active participation in meetings, in order to uphold a representative and accountable committee during decision making processes.</p>	<p>From January 2019</p> <p>January 2019</p> <p>Ongoing</p> <p>January 2019</p>	<p>CSC</p> <p>CSC</p> <p>CSC</p> <p>CSC</p>	<p>Successful rotation of each committee member after three years.</p> <p>Increase in new initiatives to support career development and gender equality.</p> <p>Successful nominations and hand-over to new Chair and deputy (or joint co-Chairs).</p> <p>Committee members are a good blend of genders and roles.</p> <p>Regular and active attendance of CSC meetings by committee members (meeting attendances minuted).</p>
AP 1.9	Promote and establish successful leadership, mentoring and coaching programmes.	We have no formal "in-house" mentoring scheme for researchers available on a regular basis.	In addition to championing the University's established and ongoing Mentoring Connections programme we will: Forge more formal links between research active senior School academics and early career researchers or early career clinicians with research interests via a matching process of willing individuals.	<p>Ongoing</p> <p>From January 2019</p> <p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>CSC</p> <p>CSC/Head of Veterinary Clinical Research</p> <p>HR/CSC</p> <p>HR/CSC</p> <p>HOS/HR</p>	<p>Increase percentage of staff who feel they have useful mentoring opportunities to at least 80% (currently 72%).</p> <p>Strive for continued female promotional success to UE09 (and beyond).</p> <p>Increase in new initiatives to support career development and gender equality.</p>

			<p>Sustain our commitment to investing £8K annually in the successful coaching programme.</p> <p>Continue to invest in, and promote, the Aurora programme for senior females (UE08 and above).</p> <p>Invest in and actively encourage senior (UE08 and above) female staff participation in University's 4-day leadership course.</p>			
AP 1.10	Ongoing review and clarification of career pathway for clinical veterinary academics (an identified action point in our 2015 Silver application).	Increase understanding of grade criteria and exemplars of excellence required within the veterinary clinical track.	<p>The career pathway for clinical academic staff has been successfully established and significant ongoing progress has been made (see Section 6: Case Study – “I received my Chair promotion prior to my PhD award, exemplifying that promotion is supported and achievable on academic and clinical performance alone, which is untraditional for many Universities”.</p> <p>Inclusion of the WLM during Annual Review has led to greater emphasis and delineation of teaching, clinical and research duties/tasks.</p> <p>We will build on the above points to create a transparent infrastructure for clinical career development and engage with senior staff to provide insight and exemplar routes for progression (e.g. drafting and publishing of career profiles available online to all relevant staff – see AP 1.3).</p>	2019 onwards	HOS/HR/ in consultation with CSC, staff and unions.	First three exemplars to be available online by December 2020 (see AP 1.3).
AP 1.11	Formalise academic development of PSASS.	The School encourages academic progression of PSASS and offers routes via formal teaching or managerial roles.	We will instigate a formal mechanism to record progression of PSASS to academic, teaching or managerial roles.	2019	HR and CSC	Creation of a bank of more complete and accurate information regarding how many PSASS progress annually and which route they take

		However, this process is not formalised.				(e.g. academic, managerial, teaching, further education, etc). This could be used to develop case studies to highlight possibilities to other PSASS and to guide promotions.
2. Striving for Work-life Balance						
AP 2.1	Reduce perceived and actual barriers to requesting flexible working.	2018 Staff Survey indicates reluctance of certain staff to request flexible working, particularly those with clinical or service duties.	We will continue to promote flexible working through our "Support for Parents" booklet. This is given to all new staff / those going on carer-related leave and is also available online. Run another family friendly information workshop. Continue to review induction pack annually to ensure all family friendly/carer related information is up to date. To target perceived limitations of flexible working for clinical staff, we will arrange a Flexible Working Focus Group. This will encourage staff to voice their concerns and potential solutions to the CSC, whilst maintaining anonymity. The knowledge gained from this will be presented by the CSC to SMG.	Ongoing 2019 2019 onwards By June 2019	HR Line managers HR CSC	Encourage line managers to raise working patterns and requirements during Annual Review process if appropriate, in order to ease perceived barriers of starting this dialogue from the employee's perspective. Increase proportion of staff who are aware of our flexible working policy to 75+% in next three years (currently 67%). Increase the proportion of staff who feel able to request flexible working (as assessed by Staff Survey) by at least 10% in next three years.
AP 2.2	Improve recording of flexible working needs.	Our data set captures successful requests for flexible working.	Our Annual Review form includes a mandatory section requiring managers to discuss future plans, career aspirations and personal/professional development needs. Managers are also required to complete a form in cases of rejection (such rejections are rare). We will annually review these forms to allow more regular analysis of all	Ongoing 2019	HR HR/Line managers	

			formal flexible working requests - not just those that are successful.			
AP 2.3	Improve understanding and awareness of different types of parental leave.	Some staff seem confused about certain types of parental leave.	As described in AP 2.1, continue to promote our "Support for Parents" booklet and run regular family friendly information workshops. Initiate a parental leave support group (voluntary members who have undertaken parental leave at the School), which can provide insight and advice to colleagues who intend to participate in the scheme. This could be run as part of the family friendly workshops. Emphasise and promote the University's pre-existing Parent Buddy Scheme through the family Friendly Workshops.	2019 onwards 2019 onwards Ongoing	HR HR / Staff HR/CSC	Increase the proportion of staff who are aware of parental leave by at least 10%.
AP 2.4	With our new campus nursery fully operational (Aug 2018) we will strategically evaluate its use, success and value to staff.	We anticipate that our state-of-the-art nursery will improve many aspects of working life (and life in general) for staff who are also parents.	Add question to staff survey regarding the value-add of the nursery to staff. Monitor responses in Staff Survey. Monitor maternity return and retention rates and cross check any leavers or non-returners with exit questionnaire data to monitor reasons for not returning/leaving.	Annually from 2019 Annually from 2019	HR/CSC HR/CSC	Over 60% of nursery customers (who are staff) agree that the new nursery has improved their work-life balance/working life. Bring percentage of PSASS returning and remaining following parental leave into line with academic staff. Increase the percentage of staff positively responding to questions relating to work life balance and working environment in Staff Survey (by ~10%).

						Introduce additional questions relating to performance and voluntary feedback about the nursery in the Staff Survey.
AP 2.5	Sustain and extend embedded family friendly initiatives from previous Silver and Bronze submissions, including the Family Support Award (Carers' Training Grants).	Upholding integration of AS principles.	Promotion of open family friendly policies through our new "Support for Parents" booklet. Continue to support academic staff with the Carers Training Grant ("Family Support Award"). Extend Family Support Award to PSASS.	Delivered to new starts monthly. Ongoing From 2019	HR HR HR	Bring percentage of PSASS returning and remaining following parental leave into line with academic staff. Increase the proportion of staff who are aware of parental leave by at least 10%.

3. Excellence in Organisation & Culture

AP 3.1	Further enhance our welcoming working environment to allow staff who are new parents to maintain contact during parental leave, should they so desire.	To facilitate parents' use of KIT days and attendance of social events/ seminars in the School.	We plan to install a baby change facility in the Hospital for Small Animals (this is in addition to one already installed near our staff canteen within the School earlier this year). Establish reserve seating with extra space in seminars for increased accessibility with prams.	January 2019 Sept 2019	HR CSC / Staff	Staff feel supported both during and after parental leave evidenced in the Staff Survey.
AP 3.2	Improve maternity return rates for PSASS.	Data on retention of PSASS is less positive compared to academic staff.	Extend the Family Support Award to all PSASS. Monitor maternity return rates of PSASS in the wake of the campus nursery opening. Hold regular promotion drives for the College's parent buddy scheme to all staff. [https://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/equality-diversity/athena-swan/parent-buddy-scheme]	January 2019 Annually Ongoing	HR HR/CSC HR	Increase percentage of PSASS returning following parental leave in line with academic staff return and retention rates.

AP 3.3	Improved recording of public engagement.	Routes of documenting public engagement are not widely or consistently used, therefore currently limiting its recognition and impact.	Public Engagement activity has now been added to the WLM form. This will ensure that activities can be reported by gender in future.	2019 onwards	HR and Line manager	Reports can be created to highlight uptake of public engagement activity by gender.
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4. Recruitment Equality

AP 4.1	Detect and eliminate any biases in senior non-clinical recruitment.	Recruitment of senior (UE10) non-clinical females is very low.	<p>Monitor non-clinical UE09 and UE10 recruitment data and promotion to highlight any trends in non-clinical senior appointments.</p> <p>Enhance recruitment procedure through formal review of outward facing images.</p> <p>Continue with promotions workshop programme; encourage open dialogues with line managers and HoS to discuss promotion prospects and allow reliable feedback.</p> <p>Provide specific E&D guidance when job descriptions/adverts are in preparation.</p> <p>Maintain mandatory Unconscious Bias training of all recruiters, including face to face Unconscious Bias training of senior management and admissions teams.</p> <p>Continue to review induction process following very recent changes to structure and induction pack.</p>	<p>Annually from 2019</p> <p>From 2019</p> <p>Ongoing</p> <p>January 2019</p> <p>Ongoing</p> <p>Annually</p>	<p>HR/CSC</p> <p>HR/CSC</p> <p>HOS/HR</p> <p>HR</p> <p>HR</p> <p>HR/CSC</p>	<p>Increase number of non-clinical UE10 females at all stages of recruitment process with the ultimate aim of increasing those in post by 10% in next five years.</p> <p>100% of SMG and Admissions team to have undergone Unconscious Bias training.</p> <p>Increase percentage of staff who have completed E&D and Unconscious Bias training to 90% (currently 73% and 64%, respectively) by 2020.</p> <p>Increase female satisfaction with the induction process in line with overall average (i.e. 90%) by 2020.</p>
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5. Communication						
AP 5.1	Evaluate and feedback on benefits of new campus-wide induction.	Campus induction for The Roslin Institute and the R(D)SVS is now combined, in response to feedback from staff (they used to be separate).	Measure effectiveness of campus-wide induction day through the creation of an induction evaluation survey.	From 2019 Staff Survey onwards	HR/CSC	Increase female satisfaction with the induction process in line with overall average (i.e. 90%) by 2020. Monitor any differences in responses by gender.
AP 5.2	Continue to use staff feedback to improve induction process.	There is a need to keep pace with a fairly dynamic working environment.	Regularly update and refresh our induction process in line with staff feedback from the evaluation survey highlighted in AP 5.1.	Annually	HR/CSC	Demonstration of induction process changes that map to feedback.
AP 5.3	Improve value of staff exit questionnaire.	To increase understanding of reasons for leaving.	The Staff exit questionnaire is administered by central College HR so we will liaise with them to seek re-design of specific questions in the questionnaire, the aim being to increase granularity of the reasons people leave.	January 2019	HR/CSC	More focused understanding of why staff leave.
AP 5.4	To enhance knowledge and understanding of staff leavers.	To evaluate personal perceptions of advantage and disadvantages of our working environment; to understand reasons behind the decision to leave.	Introduce staff exit interviews.	2019	HR/CSC	Assessment of exit interview forms, and feedback to relevant parties in order to propose necessary actions.
AP 5.5	Establish permanent suggestions boxes as a tool to monitor staff satisfaction and to engage staff in the problem-solving process.	To build on the substantial success of our <i>ad hoc</i> suggestions boxes (previous Silver application AP 4.2).	We will establish quarterly staff and resident suggestions boxes in critical areas of the School, e.g. clinics, staff rooms.	2019	CSC	Quarterly response rates and additions to the "You Said...We Did" feedback to staff. Increase the percentage of staff who feel morale in the workplace is good (to 80%).
6. Undergraduate and postgraduate students						
AP 6.1	Improve gender balance of UG students.	Continued female dominance in number of UG students and applicants.	Monitor number and percentage of male UG applications following our new initiatives. This is likely to be another long term vision.	2018-2021 Annually	Admissions Admissions and CSC	Increase proportion of male UG acceptances by 2021 (up to 5%).

			Ongoing review of MMI process in terms of gender neutrality of tasks/stations. Continue to seek feedback from candidates on MMI process.	Annually	Admissions	
AP 6.2	Closely monitor the percentage of female residents.	There has been a gradual reduction in proportion of female residents since 2014.	Establish more reliable and accurate benchmarks for this unusual cohort by liaising with other veterinary schools via the Athena Swan veterinary network. Raise this as a focus with the Clinical Scholars (residents) Committee.	2018-2021 2019	CSC Clinical Scholars Committee	Proportion of female residents aligns with more accurate national benchmarks by 2021.
AP 6.3	Improve accessibility of financial support information to UG (and PG) students.	The CSC identified lack of clarity in the type of financial support available to UG and PG students.	Liaise with School and College E&D committees and Postgraduate Support and Advisory Committee to improve communication of financial support options available to UG and PG students (e.g. through student handbooks, personal tutor system, student welfare week, Freshers' week).	From 2019	CSC in conjunction with UG and PG support teams	Clearer pathways to financial support easily accessed in standard student information outlets. Sustain high level of student satisfaction in National Student Survey.
AP 6.4	Investigate a means of providing financial assistance to distance learning students who are in <i>bona fide</i> financial difficulties.	There is no apparent hardship fund for distance learning students.	Liaise with College and the committees in AP 6.3 to investigate how we can better support distance learning student.	From 2019	CSC in conjunction with School's online distance learning team	Establish a reasonable and manageable financial support mechanism for distance learning students in genuine financial need.
7. Beacon activity						
AP 7.1	Increase Beacon activities	We have begun to share our approaches and experiences	Participate in - and share good practice through - existing networks (University of Edinburgh, Veterinary Schools' network).	From 2019	CSC	Cross-pollination of ideas leading to sharing and

	more widely but we will adopt a more proactive position.	Continue to contribute to International Women's Day.		fostering of tried and tested practices. Representation of our CSC at the annual Athena Swan Veterinary Schools' network meeting.
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