



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Edinburgh	
Department	Royal (Dick) School of Veterinary Studies	
Focus of department	STEMM	
Date of application	23 rd November 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2015	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Sionagh Smith Dr Jessica Martin	
Email		
Telephone		
Departmental website	https://www.ed.ac.uk/vet	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

WE HAVE USED HESA 2015-17 FOR BENCH MARKING OUR DATA

Note of clarification: We have used data from 2014/15 to 2016/17 due to the timing of availability of our 2017/18 data and the lack of comparable national averages for 2017/18. Where we have been able, we have addressed any major trend changes identified for 2017/18 and, where relevant, we have also used our most recent Staff Survey (2018).



ROYAL (DICK) SCHOOL OF VETERINARY STUDIES,

AND ROSLIN INSTITUTE

The University of Edinburgh

Easter Bush,
Roslin, Midlothian.
EH25 9RG

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

November 25th 2018

Royal (Dick) School of Veterinary Studies: Athena SWAN Silver

Dear Ms Dickinson Hyams,

As Dean of Veterinary Medicine, I am now entering the 8th year of administration and I am immensely proud of the progress we have made through the Athena SWAN Charter. I remain fully committed to the values and action plan to make this school a beacon of good practice in student and staff experience. **The staff and student experience form the basis of the School's strategic plan and the Athena SWAN Charter is, therefore, pivotal to its implementation.** The School's research, within the Roslin Institute (Gold Award), also benefits greatly from initiatives developed across both organizations.

I have introduced a number of changes and supported innovative activities since our 2015 Silver award. I am immensely proud of the School's key achievements in our action plan for development, which include:

- Early completion of the campus nursery (now fully operational).
- **Significant impact of promotion workshops and senior leadership programmes:** Absolute numbers of female academics successfully applying for promotion quadrupled from 2015 to 2017 (compared to 2013-2015), exceeding our goal of a 30%+ increase. We have also seen increased promotional success at the female academic attrition point: all seven applicants were promoted from lecturer to senior lecturer compared to one promotion in our previous submission.
- **Most recent figures show impact** of mandatory E&D and Unconscious Bias training through **substantially increased training uptake by staff beyond the Management and Admissions teams** (where there is already 100% uptake). **As**

Head of School I have made a firm commitment to get this to 100% uptake by 2020.

- Annual Review completion maintained at 100% since last submission with good feedback on its value (81% found it helpful in 2018 Staff Survey).
- **Continued enhancement of our induction process**, together with new initiatives, such as the “Support for Parents” booklet. Ninety-one percent of staff see their induction as appropriate for their role, **indicating impact**.
- We rank first out of all UK veterinary schools for student satisfaction (2018 National Student Survey).
- Evidence suggests we are beginning to be seen as a beacon of good practice, with recent external requests asking us to share details of our initiatives.
- Our data indicate no bias in our recruitment process; females have been more successful than males in converting applications into shortlisting and appointments overall.
- I have approved (as an action for the 2018 submission) extension of the Family Support Award to all Professional Services and Support Staff.
- I continue to invest annually in **leadership programme (e.g. Aurora)** and ensure all senior female academics are enrolled on a Leadership Programme.

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 our staff. I am incredibly proud that these efforts have been recognized in both student and staff surveys alike.

Information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Royal (Dick) School of Veterinary Studies.

Yours sincerely



Professor David J. Argyle FRSE
Dean of Veterinary Medicine and Head of School

GLOSSARY & KEY

AS	Athena Swan
BVA	British Veterinary Association
BVM&S	Bachelor of Veterinary Medicine & Surgery
CMVM	College of Medicine and Veterinary Medicine
CPD	Continuing Professional Development
CSC	Career Support Committee
DLHE	Destinations of Leavers of Higher Education
DVetMed	Doctorate in Veterinary Medicine
EB	Easter Bush
E&D	Equality and Diversity
EdTA	Edinburgh Teaching Award
EUSA	Edinburgh University Students' Association
F	Female(s)
FT	Fixed term
GAAFS	Global Academy for Agriculture and Food Security
GHC	Guaranteed Hours Contracts
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HR	Human Resources
HOS	Head of School
IAD	Institute for Academic Development
KIT	Keeping in Touch (Days)
LEAPS	Lothians Equal Access Programme For Schools
LTC	Learning and Teaching Committee
M	Male(s)
MBE	Member of the British Empire
MMIs	Multiple mini-interviews
MSc	Master of Science
OBE	Officer of the British Empire
OE	Open ended
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PSASS	Professional Services and Support Staff
RCVS	Royal College of Veterinary Surgeons
R(D)SVS	Royal (Dick) School of Veterinary Studies
REF	Research Excellence Framework
SAT	Self-assessment Team
SMG	School Management Group
SPL	Shared Parental Leave
TEF	Teaching Excellence Framework



TUPE	Transfer of Undertakings (Protection of Employment)
UB	Unconscious Bias
UCVME	Undergraduate Certificate in Veterinary Medical Education
UG	Undergraduate
UK	United Kingdom
UoE	University of Edinburgh
WLM	Workload Model

University of Edinburgh Academic Grades

Grade	Title
UE06	Research Assistant
UE07	Teaching Fellow/ Veterinary Clinician/ Research Fellow in Education (bulk of research staff come under the Roslin Institute rather than the School)
UE08	Lecturer (Clinical and Non-Clinical)
UE09	Senior Lecturer (Clinical and Non-Clinical)
UE10	Professor, Personal Chair or Equivalent (Clinical and Non-Clinical)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Founded in 1823, the University of Edinburgh's (UoE) Royal (Dick) School of Veterinary Studies (R(D)SVS) is one of eight UK veterinary schools. With an international reputation for excellence in teaching, research and clinical services, it was ranked 1st in the UK for Veterinary Medicine (the Guardian) in 2018 and first in the UK REF 2014 assessment for agriculture and veterinary research.

Figure 2.1: Veterinary School Overview



The R(D)SVS lies within the College of Medicine and Veterinary Medicine (CMVM). Head of College is female and Head of School (HOS) is male. The School delivers the BVM&S Degree programme, Postgraduate (PG) Clinical Education, Postgraduate Research (PGR) and Taught (PGT) Programmes, and CPD for veterinary professionals. Located on Easter Bush Campus, the School incorporates:

- Teaching building
- Small Animal, Equine and Farm Animal hospitals
- The Roslin Institute
- Global Academy for Agriculture and Food Security
- Campus Hub
- Roslin Innovation Centre
- University Farms

NOTE: The School's research is embedded within The Roslin Institute which TUPE transferred into the University in 2008. The R(D)SVS and The Roslin Institute have distinct identities and The Roslin Institute submits its own Athena Swan (AS) application, recently achieving Gold. The Roslin Institute application includes all academic research staff and PGR students. Therefore, they are not included in this application. However, we are based on one campus and collaborate closely in our initiatives (Fig 2.2).

Figure 2.2 Organisational Structure: University of Edinburgh structure (blue) and committees contributing to Equality and Diversity actions (red)

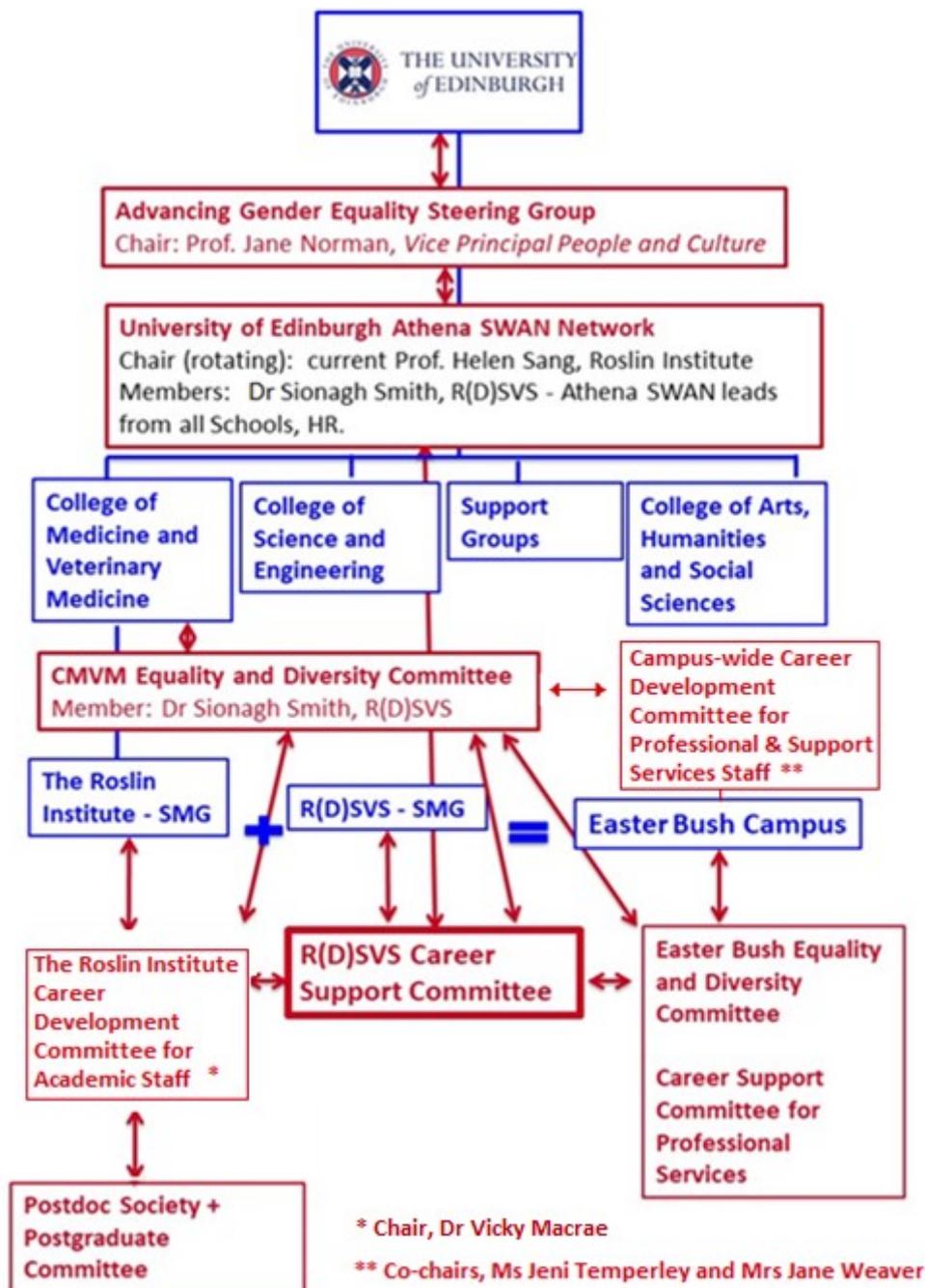


Figure 2.3 Current Structure of the Veterinary School

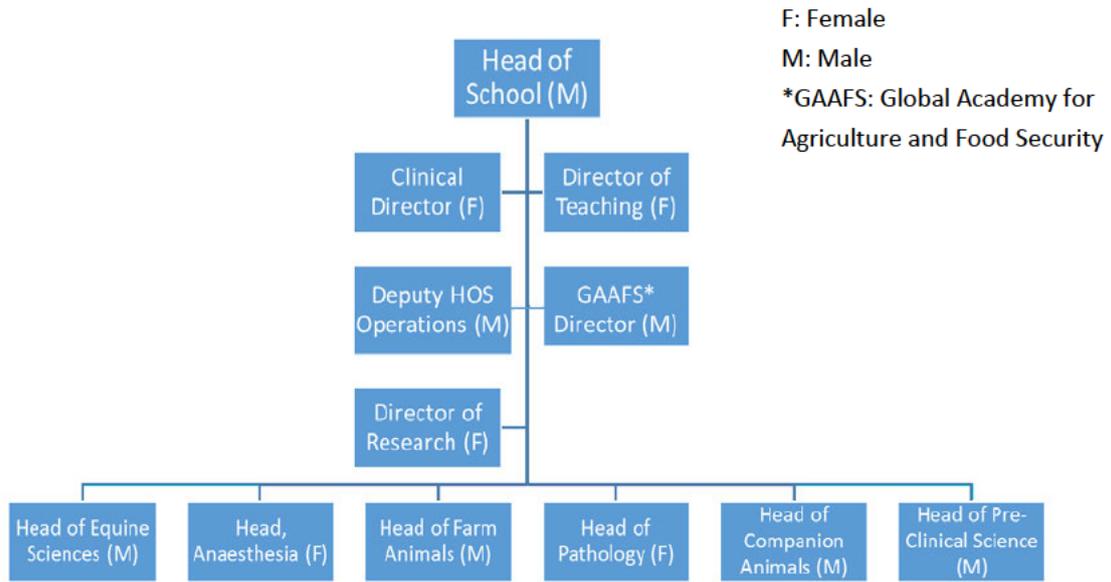


Figure 2.4 Undergraduate (UG) & Postgraduate Taught (PGT) Students by Gender

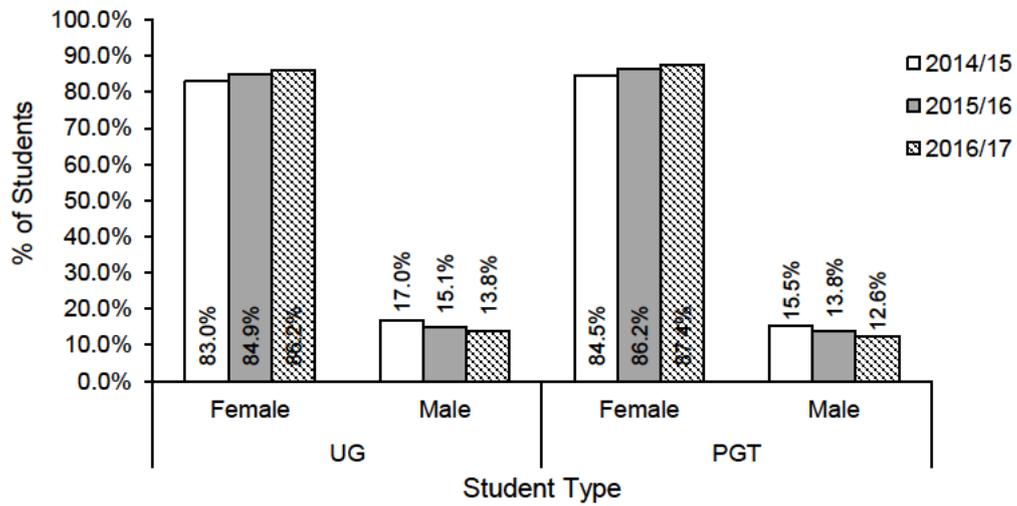
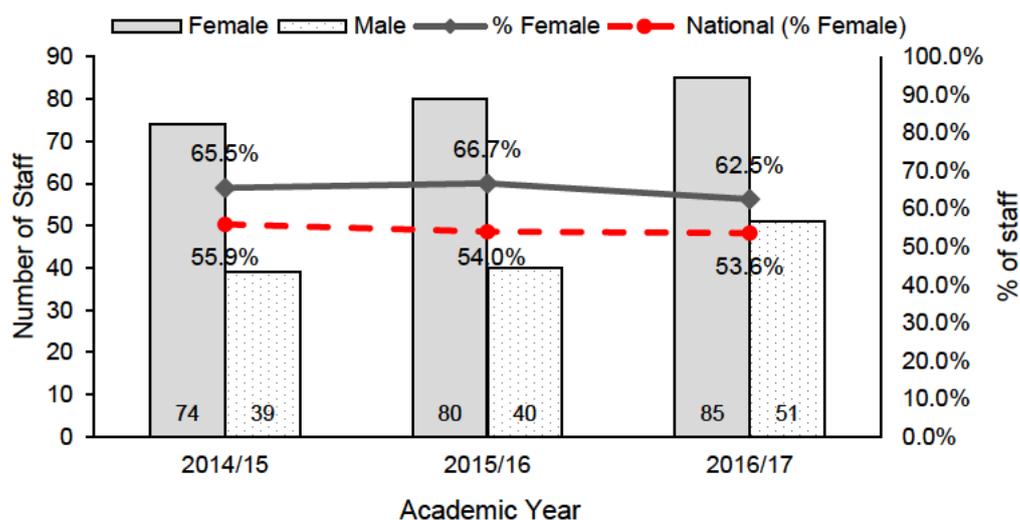


Table 2.1 Undergraduate & Postgraduate Taught Students by Gender

Year	Gender	UG	PGT
2014/15	Female	643	213
	Male	132	39
	<i>% Female</i>	<i>83.0</i>	<i>84.5</i>
2015/16	Female	652	238
	Male	116	38
	<i>% Female</i>	<i>84.9</i>	<i>86.2</i>
2016/17	Female	644	306
	Male	103	44
	<i>% Female</i>	<i>86.2</i>	<i>87.4</i>

The School teaches 747 undergraduate (UG) students (86.2% female), 350 PGT students (87.4% female), 36 residents (61% female) and a very small number of students pursuing our Doctorate in Veterinary Medicine (DVetMed) – see Section 4.1. In the annual National Student Survey, students consistently rate their satisfaction at >90% and the School is held as an exemplar of student experience within the University.

Figure 2.5 All Academic Staff (Clinical & Non-Clinical) by Gender



**National Data Taken From HESA Cost Centre 109 Veterinary Science*

Table 2.2 University of Edinburgh Academic Grades

Grade	Title
UE06	Research Assistant
UE07	Teaching Fellow/ Veterinary Clinician/ Research Fellow in Education (bulk of research staff come under the Roslin Institute rather than the School)
UE08	Lecturer (Clinical and Non-Clinical)
UE09	Senior Lecturer (Clinical and Non-Clinical)
UE10	Professor, Personal Chair or Equivalent (Clinical and Non-Clinical)

Table 2.3 All Academic Staff (Clinical & Non-Clinical)

Year	Gender	UE06	UE07	UE08	UE09	UE10	Total
2014/15	Female	1	17	36	15	5	74
	Male	0	2	8	22	7	39
	<i>% Female</i>	<i>100.0</i>	<i>89.5</i>	<i>81.8</i>	<i>40.5</i>	<i>41.7</i>	<i>65.5</i>
2015/16	Female	1	19	40	15	5	80
	Male	0	2	6	22	10	40
	<i>% Female</i>	<i>100.0</i>	<i>90.5</i>	<i>87.0</i>	<i>40.5</i>	<i>33.3</i>	<i>66.7</i>
2016/17	Female	2	20	39	19	5	85
	Male	0	2	12	27	10	51
	<i>% Female</i>	<i>100.0</i>	<i>90.9</i>	<i>76.5</i>	<i>41.3</i>	<i>33.3</i>	<i>62.5</i>

Figure 2.6 Clinical Academic Staff by Gender

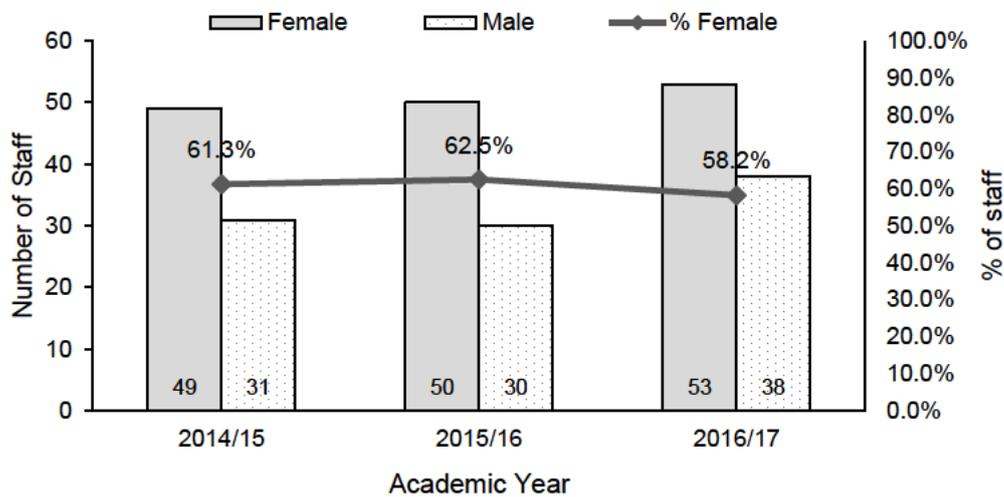


Table 2.4 Clinical Academic Staff by Gender and Grade

Year	Gender	UE07	UE08	UE09	UE10	Total
2014/15	Female	9	29	9	2	49
	Male	1	7	17	6	31
	<i>% Female</i>	<i>90.0</i>	<i>80.6</i>	<i>34.6</i>	<i>25.0</i>	<i>61.3</i>
2015/16	Female	7	32	9	2	50
	Male		6	16	8	30
	<i>% Female</i>	<i>100.0</i>	<i>84.2</i>	<i>36.0</i>	<i>20.0</i>	<i>62.5</i>
2016/17	Female	7	32	12	2	53
	Male		11	20	7	38
	<i>% Female</i>	<i>100.0</i>	<i>74.4</i>	<i>37.5</i>	<i>22.2</i>	<i>58.2</i>

Figure 2.7 Non-Clinical Academic Staff by Gender

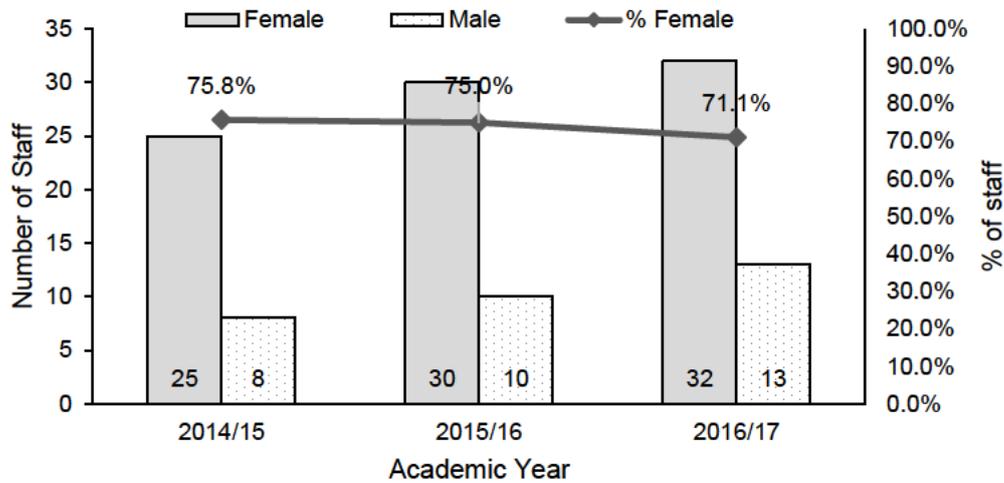


Table 2.5 Non-Clinical Academic Staff by Gender and Grade

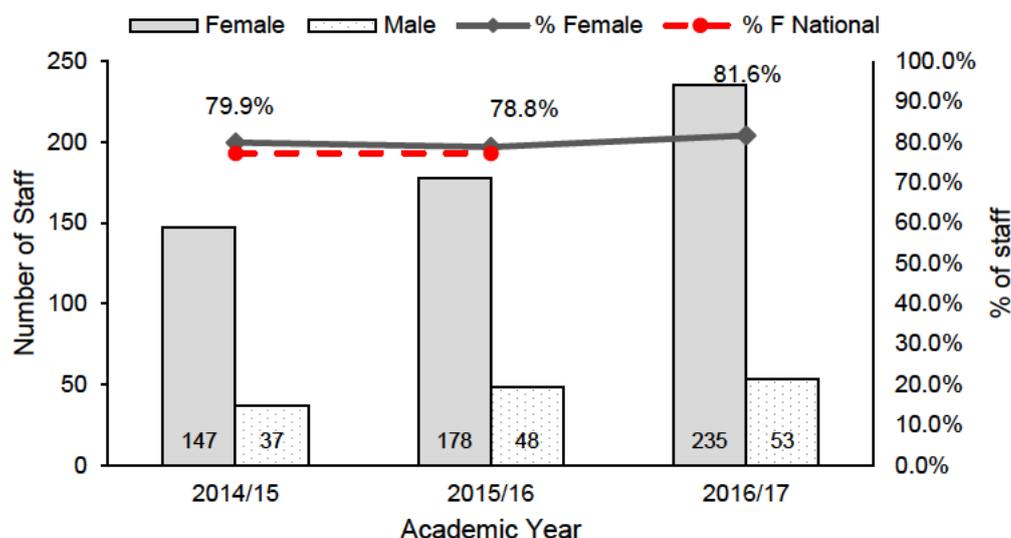
Year	Gender	UE06	UE07	UE08	UE09	UE10	Total
2014/15	Female	1	8	7	6	3	25
	Male		1	1	5	1	8
	% Female	100.0	88.9	87.5	54.5	75.0	75.8
2015/16	Female	1	12	8	6	3	30
	Male		2		6	2	10
	% Female	100.0	85.7	100.0	50.0	60.0	75.0
2016/17	Female	2	13	7	7	3	32
	Male		2	1	7	3	13
	% Female	100.0	86.7	87.5	50.0	50.0	71.1

NB: The very small number of research staff aligned with the veterinary school rather than Roslin Institute are classed as academics.

Academics perform various combinations of teaching, clinical work and research. Time spent on each activity varies with an individual’s skills and our business needs. Research oriented clinicians become clinical research associates linked to Roslin Institute.

The proportion of female academics has remained above the national average for 2014/15 to 2016/17. In 2016/17, 62.5% of academics were female (comparable national average: 53.6%, HESA 2016/17). Generally, a lower proportion of our clinicians are female compared to non-clinical academics and, while the absolute number of clinical females increased in 2016/17, the number of clinical males increased by a greater amount.

Figure 2.8 Professional & Support Staff by Gender



NB The percentage national female (F) average is 77.2%

Table 2.6 Professional & Support Staff by Grade

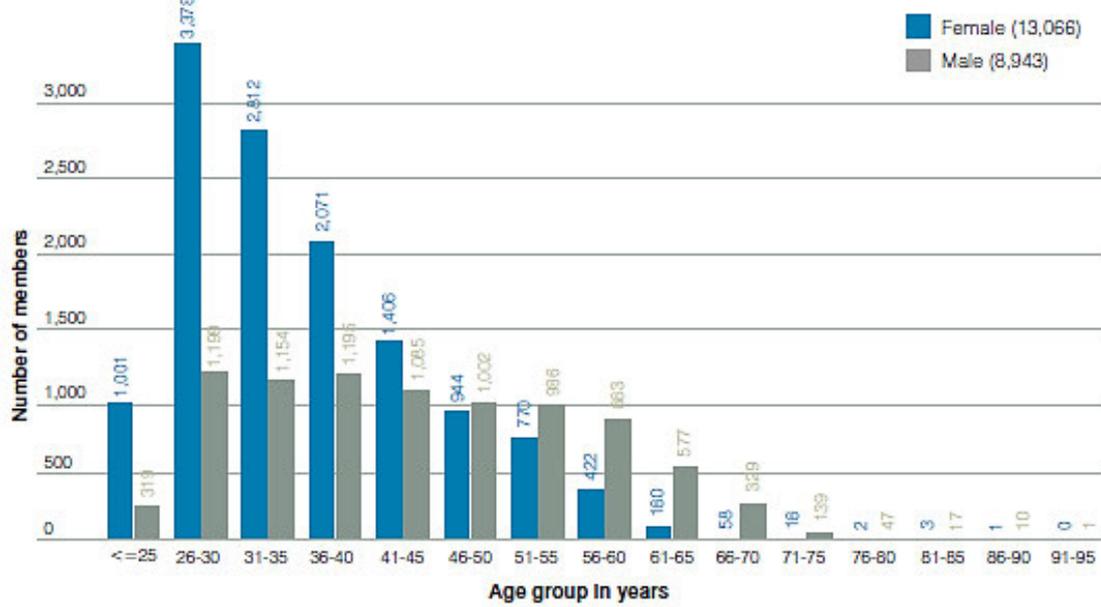
Year	Gender*	UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total	National Total (%)
2014/15	F	7	3	25	28	51	13	13	4	2	1	147	77.2
	M		1	5	10	8	5	4	3	1		37	
	% F	100.0	75.0	83.3	73.7	86.4	72.2	76.5	57.1	66.7	100.0	79.9	
2015/16	F	4	3	33	38	58	17	17	4	2	2	178	77.2
	M	1		9	9	11	8	5	4	1		48	
	% F	80.0	100.0	78.6	80.9	84.1	68.0	77.3	50.0	66.7	100.0	78.8	
2016/17	F	3	5	58	39	76	22	20	7	3	2	235	78.9
	M	2	1	10	8	13	5	6	5	2	1	53	
	% F	60.0	83.3	85.3	83.0	85.4	81.5	76.9	58.3	60.0	66.7	81.6	

* Gender (M = male; F = female)

The greater proportion of female Professional Services and Support Staff (PSASS) echoes that of our academics, fluctuating around 80% for the time period assessed.

An over-riding background theme of this application is that the number of women entering the global veterinary profession has increased dramatically in the last two decades or so. Most international veterinary student cohorts comprise ~80% females. From 2008 to 2016, the percentage of female veterinary clinicians rose from 49.8% to 59.3% (RCVS data), with younger age groups dominated by females. The School's statistics reflect this trend at entry level positions, i.e. UE07/UE08 (clinician/lecturer).

Figure 2.9 UK-practising Veterinary Surgeons by Age and Gender (Source: RCVS Facts, 2016)



3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The Career Support Committee (CSC) is responsible for self-assessment. It provides career support to students and staff by increasing career development opportunities, awareness of promotion procedures and family friendly policies, and by implementing “bottom-up” initiatives through engagement with the School Management Group (SMG). The CSC also promotes a culture of equality and inclusivity within the School (the co-chairs sit on the CMVM’S Equality & Diversity Committee). Since 2016, the membership has rotated and expanded to encourage a steady flow of ideas for best practice of AS principles. The previous chair stepped down to undertake a wider College role and two new co-chairs took over. This year we changed leadership to one chair and a new deputy chair, to allow one co-chair to complete her PhD and to facilitate succession planning. There are currently 18 members (12 females and 6 males), the proportions reflecting the gender mix of staff overall.

We publish the CSCs remit on the School’s intranet to increase awareness of our activities. Our meetings are tracked, documented and posted on the School’s intranet, and agendas are circulated well in advance. Our efforts to promote awareness and understanding of AS principles are having an impact: **just over 80% of academic staff confirm that they are aware of the commitment to AS aims** (2017 and 2018 Staff Survey). In 2017, a member of the separate campus PSASS committee (Career Development Committee) joined the CSC, providing a link between committees.

Figure 3.1 Career Support Committee, 2018 (three males and three females are absent)



New members are recruited via a call to all staff; selection is influenced by a need to balance seniority, role and gender. Membership is diverse, capturing different nationalities and age-groups. Our experiences of university processes and academic/clinical/student life also differ and some members have caring or part-time/flexible working experience. The CSC reports directly to the SMG and the co-chairs are invited to attend SMG to provide updates or seek senior management buy-in for key initiatives. Through this link, the CSC has secured funding for three rounds of career coaching and extra funds to reimburse staff for conference attendance (**Family Support Award**). Another CSC member sits on SMG, providing a further link to senior management, from whom continued support is key to all our initiatives. The School has adopted an “inclusive meetings” policy promoting fair scheduling of all committee meetings (see Section 5.6.vi).

The CSC co-chairs are members of the University’s wider AS Network. The CSC is also part of a larger UK Veterinary School AS Network and, as the first veterinary school to achieve Silver status, CSC members have been approached to act as mentors, provide guidance or proof read other schools’ submissions. In 2018 University College Dublin requested advice and support for their Silver application. One CSC member was asked to host a **“Going for Silver”** workshop by **EQUATE Scotland**, demonstrating the potentially far-reaching influence of our activities. The committee also works in conjunction with its equivalent Roslin Institute committee when projects are amenable to such collaboration. Examples include the coaching model developed with EQUATE Scotland, which has since been adopted by other internal departments and external organisations e.g. Scot Rail. **Our exit survey was subsequently used by the wider University and other departments are now developing Parental Support booklets based on ours (Beacon activity).**

Table 3.1 Current Career Support Committee Membership

Grade	Name	Experience	Representation and Responsibilities
Professors	*Elsbeth Milne (F)	Recruitment Promotion from SL to Professor	Head of Pathology Department and SMG member. Provides vital regular link between CSC and SMG.
	*Scott Pirie (M)	Recruitment Promotion from SL to Professor	Professor in Equine Medicine. Clinical and teaching duties. Post-graduate committee representative (Convenor for Clinical Science Division) and co-Chair of Final Year Examination Board. Provides link between CSC and both under-graduate and post-graduate concerns/events.
Senior Lecturers	Sionagh Smith (F)	Caring Responsibilities- Flexible Working	Senior Lecturer in Pathology. Clinical and teaching duties. Chair of the CSC and member of the University Athena Swan Network. Oversight of all activities and delegation of duties in terms of Athena Swan reporting.

Grade	Name	Experience	Representation and Responsibilities
	Ian Handel (M)	Promotion Switch from Research Only track to Teaching and Research track (Post-Doc – Lecturer – Senior Lecturer)	Senior Lecturer in Epidemiology and Statistics. Research and teaching duties. Statistician responsible for the analysis of data for the CSC. This includes reviewing the annual Staff Survey and also co-reviewing the Athena Swan data reports to identify high level trends/patterns.
	*Erin Williams (F)	Maternity Leave	Senior Lecturer in Applied Veterinary Anatomy. Research and teaching duties. Provides insight into experience of flexible working and support for parents within the school.
	*Sarah Taylor (F)	Maternity Leave, Flexible Working Caring Fund for Conferences	Senior Lecturer in Equine Orthopaedics. Clinical and teaching duties. Provides insight into experience of flexible working and support for parents/ carers within the school.
	Dylan Clements (M)	Paternity leave x2 Caring Responsibilities	Senior Lecturer in Small Animal orthopaedics. Clinical and teaching duties. Provides link between CSC and clinical staff. Provides insight into experience of flexible working and support for parents/ carers within the school.
	*Richard Reardon (M)	Paternity leave Caring responsibilities Caring fund for conference	Senior Lecturer in Equine Surgery. Clinical and teaching duties, including Programme Director DVetMed, Exam board chair for 4 th year equine. Course organiser for equine orthopaedic online MSc. Provides link between CSC and under-graduate and post-graduate concerns/events, as well as clinical staff.
	*Ana Castro Marques Loureiro (F)	Promotion Maternity leave, Flexible working	Senior Lecturer in Small Animal Soft Tissue Surgery. Clinical and teaching duties. Provides insight into experience of flexible working and support for parents within the school.
Lecturers	Juliet Duncan (F)	Maternity Leave x 2 Flexible Working	Lecturer in Veterinary Anaesthesia. Clinical and teaching duties. Co-Convenor of the CSC until March 2018 but remains as CSC member. Responsible for project management of CSC activities. Juliet is also responsible for qualitative data analytics.

Grade	Name	Experience	Representation and Responsibilities
	*Jessica Martin (F)	Promotion (Switch from Teaching only track to Research and Teaching track: Teaching Fellow - Lecturer)	Lecturer in Animal Welfare and Statistics. Deputy convenor of the CSC from April 2018, Jessica also reviewed data analytics (as described above). Research and teaching duties. She provides a link between research and teaching sectors within the School and across to Roslin Institute. Provides an insight to early academic career progression.
	*Rob Kelly (M)	Change in role Research to clinical-teaching-research (PG research assistant-teaching clinician-lecturer) Part-time PG student Remote working	Lecturer in Farm Animal Practice. Clinical and teaching duties. Rob provides a link between clinical services, teaching and research sectors within the school. Bringing an understanding of the challenges faced as an early career stage academic working across various job roles.
Research Fellows	*Jill Mackay (F)	Interdisciplinary researcher	Research Fellow. Research and teaching responsibilities. Jill brings her understanding of the challenges of working in an interdisciplinary research and looks at ways the CSC could support the more unusual career paths.
Professional Services and Technical Staff	Cat Eastwood (F)	Promotion	Head of HR for R(D)SVS and The Roslin Institute (until September 2018 when promoted to wider ranging central University Service Excellence project). Continues to provide HR input and resources to CSC development initiatives.
Clinical Scholars (Residents)	*Marisa Ferreira (F) *Sam Lord (M)		Provides crucial links between CSC and clinical postgraduate body.
Undergraduate Students	*Donna Cringles (F) *Kirsty Little (F)		Provide link with UG students, lead on student related events and initiatives. Focus Groups with UG students.

(ii) an account of the self-assessment process

Since the School's Silver award in 2015, the CSC has met quarterly, augmented by subgroups working on specific projects e.g. redesign of the Staff Survey questionnaire, family friendly initiatives, improving communications for staff without daily e-mail access. **We survey our staff and students annually across the campus** (for both the veterinary school and the Roslin Institute – the same survey is combined). These surveys help to identify equality and diversity (E&D) issues or changes in attitudes, and allow monitoring of the impact of our initiatives. The School is transparent in sharing summary survey results (though not individual comments, to encourage staff honesty) via an annual report highlighting key issues and improvements from previous years. The report is discussed during all staff meetings, serving as a “you said, we did” tool. Our annual survey always elicits a **high response rate: between 60-80%** of staff/students completing this survey each year (of ~440 staff). We also use this data for our Investors in Young People (IYP) Silver award and related initiatives.

We aim to create a working environment supportive of female staff that will lead to measurable improvements in their career progression, as well as provide a positive working experience for all staff. Veterinary practice has universal challenges for both men and women especially in terms of clinical commitments and the out-of-hour's nature of the profession. Such challenges are recognised and discussed by the annual UK Veterinary School AS Network, of which we are a member. Meeting annually, each school delivers a presentation sharing key challenges and best practices in the context of AS.

(iii) plans for the future of the self-assessment team

The CSC will continue to meet **quarterly** to maintain and develop current initiatives and effect more change through the approaches described above. The CSC is a **formal part of the School's governance** and will maintain strong engagement with the SMG, as well as wider College and University committees. We have always sought to implement our action plan as a team through engagement/collaborations with the wider School, the University's internal AS network and the Roslin Institute. For example, with the Roslin Institute, we successfully lobbied the University to provide extra funding for face-to-face Unconscious Bias training and to increase paternity pay. We will rotate membership and identify a new chair/co-chairs in 2019 and we already have new staff members interested in joining us. We plan to expand our activities to the delivery of more career-oriented workshops, such as maximising professional profiles in social media and creating an effective CV. **[AP 1.7 and 1.8]**

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of men and women on access or foundation courses

N/A

(iii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Figure 4.1.1 Full Time Undergraduate Students by Gender

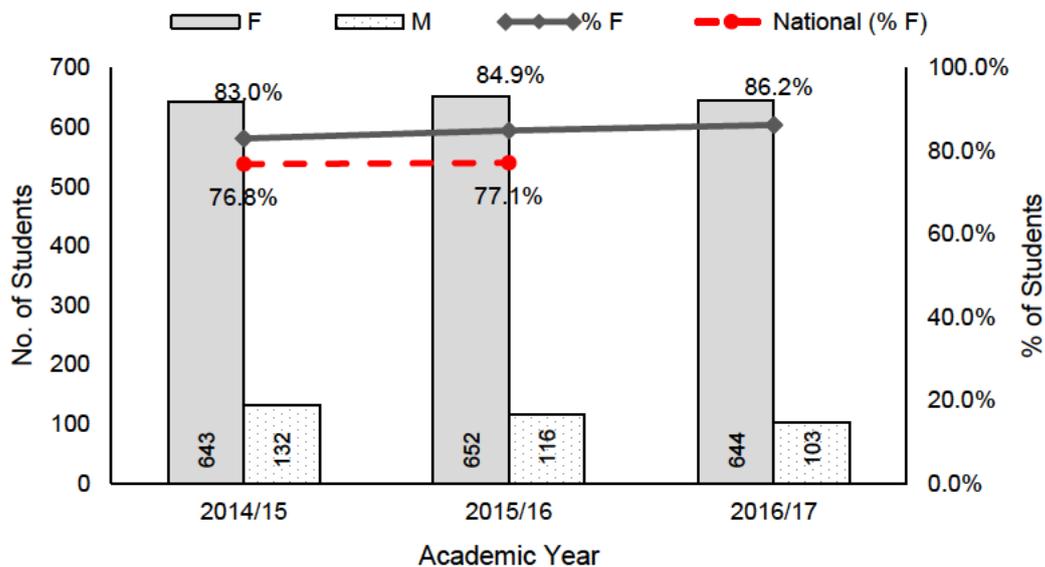


Table 4.1.1 Undergraduate Student Headcount by Gender

Academic Year	F	M	% F	National (% F)
2014/15	643	132	83.0	76.8
2015/16	652	116	84.9	77.1
2016/17	644	103	86.2	78.8

National Data taken from HESA Subject Code (D1) Pre Clinical Veterinary Medicine Full Time

Between 2014/15 and 2016/17, the percentage of female UGs taking our only UG course (BVM&S, veterinary medicine) increased slightly, due to fewer males. Although ~6-8% above the national average, the female proportion reflects a ~30-year trend common to all UK veterinary schools: a female dominant profession.

We noted a recent *decrease* in number of female applicants (males remained stable) though the large cohort minimised the impact on proportion of female applicants. The increased offer to application success rate for females reflects stability in the *number* of women receiving an offer, while the number of males receiving an offer has fluctuated. The number of total acceptances remained stable with no consistent trend in the proportion of female acceptances, nor in the acceptance to offer rates for either gender.

Figure 4.1.2 Undergraduate Applications, Offers and Acceptances by Gender

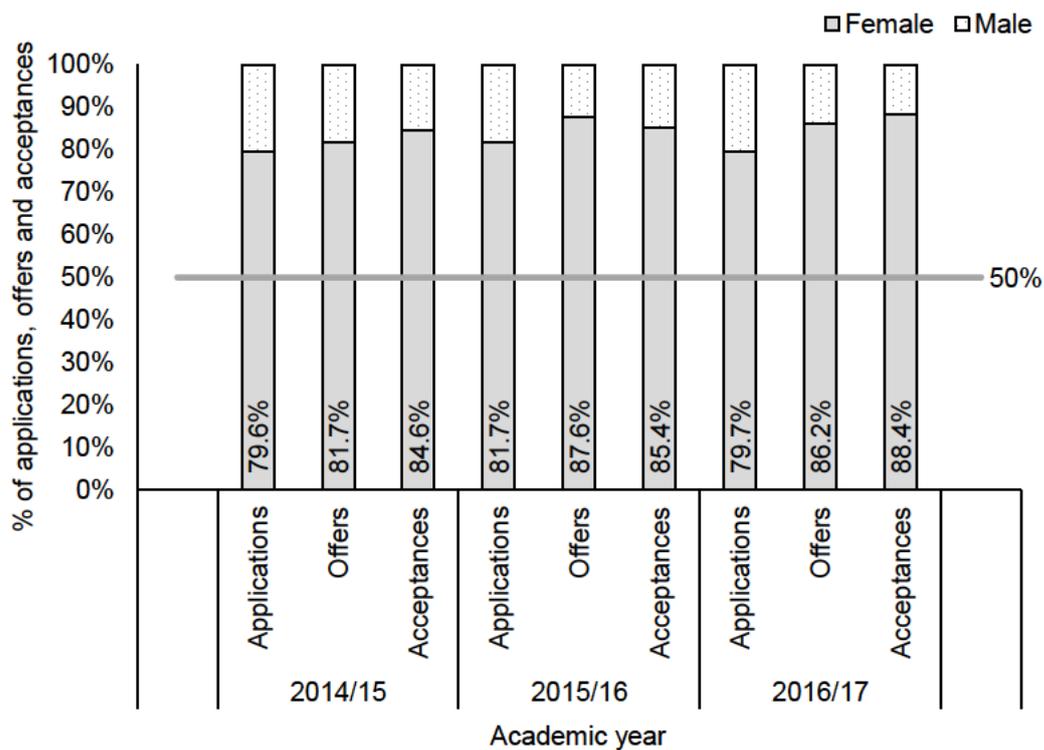
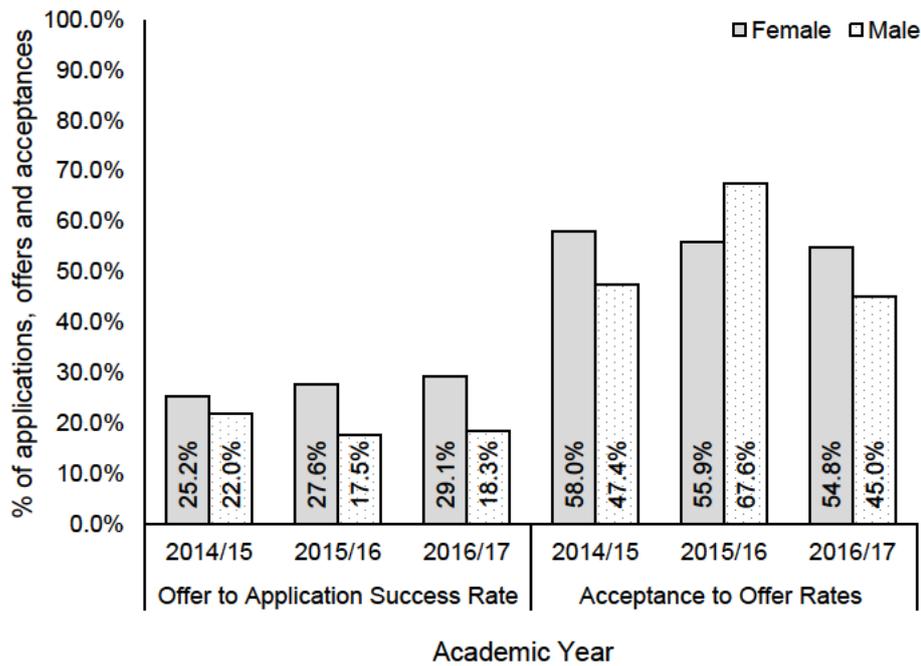


Figure 4.1.3 Undergraduate Application, Offers & Acceptance Rates within Gender



The slight proportional increase in female offers partially coincided with the introduction of multiple mini-interviews (MMIs). Possibly some trends are an inadvertent consequence of MMIs, which may favour females for an as yet unidentified reason. However, the MMI is considered a fairer interviewing method, reducing single interviewer bias (Section 5.6.vii). We annually analyse MMI performance and have found no significant gender differences; we also use a gender balanced team to trial new practical tests. That said, the proportion of females receiving an offer from us declined in 2017/18 (83.4%), approaching 2014/15 values (81.7%).

Table 4.1.2 Undergraduate Applications, Offers & Acceptances

Year	Gender	Applications	Offers	Acceptances
2014/15	F	1011	255	148
	M	259	57	27
	% F	79.6	81.7	84.6
2015/16	F	944	261	146
	M	211	37	25
	% F	81.7	87.6	85.4
2016/17	F	858	250	137
	M	218	40	18
	% F	79.7	86.2	88.4
National Avg % F			78.9%	

NB The National Average represents first year enrolments of UG Students in 2016/17 for HESA Cost Centre (D1) Pre-clinical veterinary medicine

Common to all UK veterinary schools, our degree course attracts more females but, as well as monitoring our process for gender bias, our Admissions team has introduced new initiatives to attract more male school pupils, including:

- Outreach events targeting secondary school careers advisors.
- Earlier engagement through delivery of events to primary/early secondary school pupils. Although not specifically targeting males, this presents veterinary medicine as a potential career at a more optimal time.
- Maximising staff gender balance at UG interviews, outreach and recruitment events. **[AP 6.1]**

Table 4.1.3 Undergraduate Degree Completion Rates

Year	Degree Completion	F	% of all F	M	% of all M
2014/15	Pass	98	81.0	29	80.6
	With Distinction	23	19.0	7	19.4
2015/16	Pass	93	70.5	24	88.9
	With Distinction	39	29.5	3	11.1
2016/17	Pass	63	50.4	15	71.4
	With Distinction	62	49.6	6	28.6

Veterinary UG students achieve a virtually 100% pass rate once in final year, with no gender differences. Where there is a difference is in attainment of Distinction, with females performing better. The attrition rate (those required to leave the course) is very low (8 students; 6F, 2M) from 2014/15 to 2016/17.

(iv) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Figure 4.1.4 All Postgraduate Taught Programmes Combined: Student Headcount by Gender

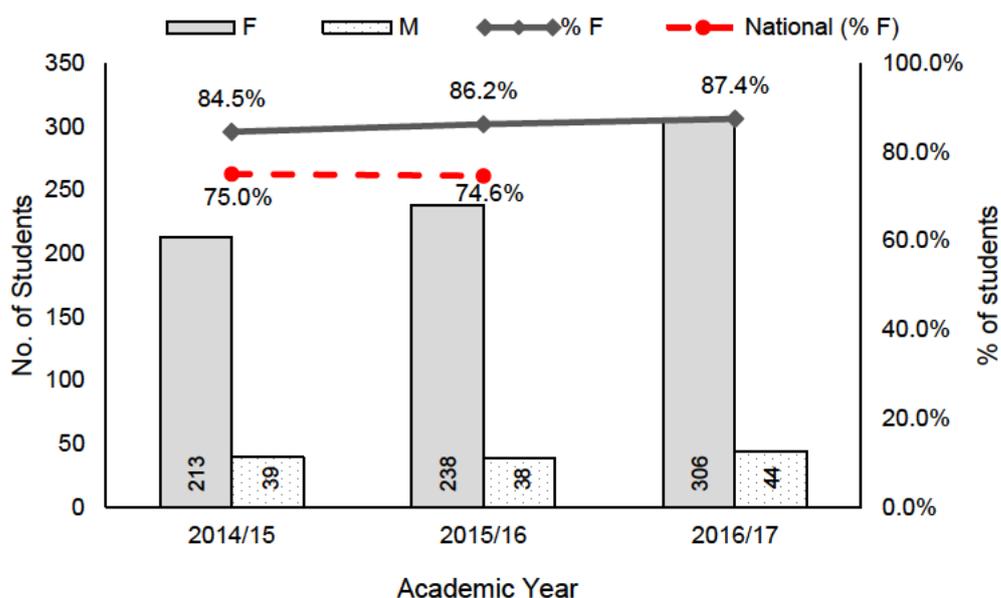


Table 4.1.4 All Postgraduate Taught Programmes Student Headcount by Gender and Full/Part Time Status

Year	Full Time				Part Time			
	F	M	% F	National (% F)	F	M	% F	National (% F)
2014/15	28	5	84.8	70.4	185	34	84.5	80.7
2015/16	26	6	81.3	72.3	212	32	86.9	77.4
2016/17	27	4	87.1	73.1	279	40	87.5	84.0

National Data taken from HESA code: (D1) Pre Clinical Veterinary Medicine; (D2) Clinical Veterinary Medicine & Dentistry; (D3) Animal Science.

The proportion of female PGT students increased marginally from 2014/15 to 2016/17, stabilising in part- (87.2%) and full-time (87.5%) courses in 2017/18, though a moderate annual increase in part-time female enrolments is noted. The percentage of female PGT students remains ~10% above the national level but the magnitude of difference between part- and full-time courses, with respect to percentage females, is greater in the national data compared to ours. This discrepancy may reflect variation in type of material taught across different courses.

Table 4.1.5 Postgraduate Taught Student Headcount by Gender and Programme – Summary

Programme	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
MSc - All Programmes	155	25	86.1	173	25	87.4	208	24	89.7
MVetSci - All Programmes	25	14	64.1	25	10	71.4	36	15	70.6
PgCert - All Programmes	20	0	100.0	18	2	90.0	29	4	87.9
PgDip - All Programmes	13	0	100.0	22	1	95.7	33	1	97.1
TOTAL	213	39	84.5	238	38	86.2	306	44	87.4

Table 4.1.6 Postgraduate Taught Student Headcount by Gender and Programme: All Programmes

Programme	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
MSc in Applied Animal Behaviour and Animal Welfare	29	5	85.3	29	6	82.9	30	4	88.2
MSc in Clinical Animal Behaviour	-	-	-	-	-	-	16	1	94.1
MSc in Equine Science	53	6	89.8	53	6	89.8	59	4	93.7
MSc in International Animal Welfare, Ethics & Law	80	13	86.0	80	10	88.9	82	8	91.1
MSc in One Health	10	1	90.9	10	3	76.9	16	5	76.2
MSc (Intercalating) in Applied Animal Behaviour and Animal Welfare	1	0	100.0	1	0	100.0	*	*	*
MSc in Veterinary Anaesthesia and Analgesia	-	-	-	-	-	-	4	2	66.7
MSc in Veterinary Epidemiology	-	-	-	-	-	-	1	0	100.0
MSc Total	173	25	87.4	173	25	87.4	208	24	89.7
MVetSci in Advanced Clinical Practice	-	-	-	-	-	-	1	4	20.0
MVetSci in Conservation Medicine	25	14	64.1	25	10	71.4	35	11	76.1
MVetSci Total	25	14	64.1	25	10	71.4	36	15	70.6
PgCert in Advanced Clinical Practice	-	-	-	-	-	-	1	3	25.0
PgCert in Clinical Animal Behaviour	-	-	-	-	-	-	10	0	100.0
PgCert in Conservation Medicine	1	0	100.0	1	2	33.3	1	0	100.0
PgCert in Equine Science	8	0	100.0	8	0	100.0	3	0	100.0
PgCert in International Animal Welfare, Ethics & Law	10	0	100.0	8	0	100.0	10	0	100.0
PgCert in One Health	1	0	100.0	1	0	100.0	*	*	*
PgCert in Veterinary Anaesthesia and Analgesia	-	-	-	-	-	-	3	1	75.0
PgCert in Veterinary Epidemiology	-	-	-	-	-	-	1	0	100.0
PgCert Total	20	0	100.0	18	2	90.0	29	4	87.9
PgDip in Clinical Animal Behaviour	-	-	-	-	-	-	2	0	100.0
PgDip in Conservation Medicine	3	0	100.0	4	1	80.0	3	1	75.0
PgDip in Equine Science	3	0	100.0	5	0	100.0	7	0	100.0
PgDip in International Animal Welfare, Ethics & Law	4	0	100.0	7	0	100.0	11	0	100.0
PgDip in One Health	3	0	100.0	6	0	100.0	10	0	100.0
PGDip Total	13	0	100.0	22	1	95.7	33	1	97.1
GRAND TOTAL	213	39	84.5	238	38	86.2	306	44	87.4

NB “-“ represents academic years prior to a programme introduction

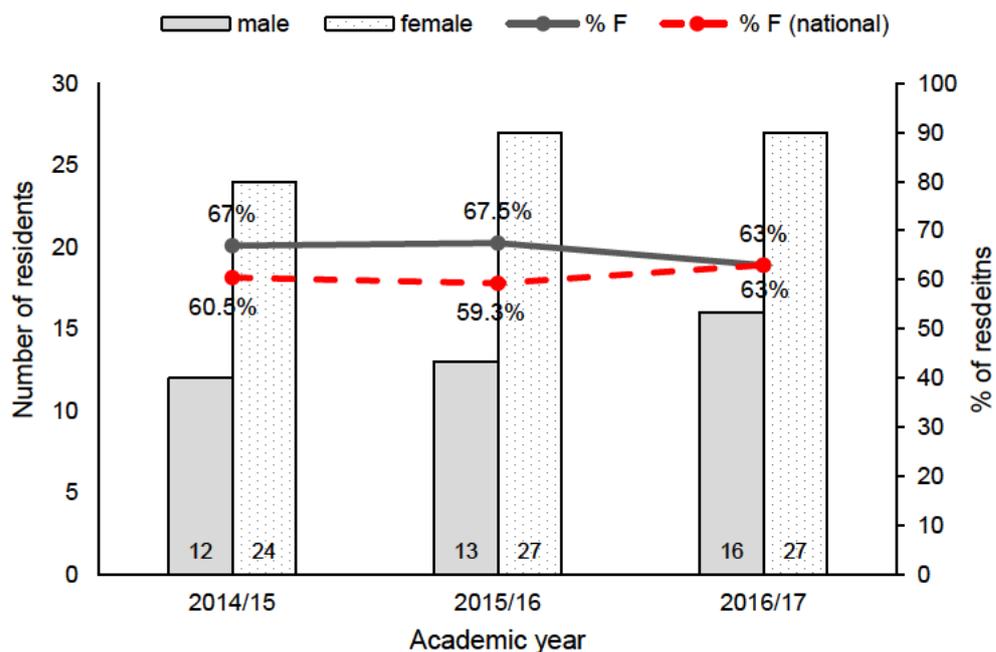
* No students enrolled for that academic year

Residents

Residents are veterinary surgeons pursuing specialist training through clinical case exposure and formal instruction. They sit diplomate examinations delivered by external bodies. We are currently transitioning to a DVetMed model, with three students enrolled (67% female). Our last Silver application documented declining proportions of female residents (89.3 to 66.7%), triggering an action point. While this stabilised in line with national averages, our most recent figures indicate a slight further drop to 61% female (2017/18). There are no directly comparable benchmarks for residents so we use the closest available: PGR HESA data for clinical veterinary medicine.

The School also offers a six-year-long, integrated PhD/residency training. This Wellcome trust-funded lectureship combines specialist clinical training and PhD training/postdoctoral research. The gender split is: 2014/15 – 2F, 0M; 2015/16 – 1F, 1M; 2016/17 – 0F, 1M; 2017/18 – 1F, 1M.

Figure 4.1.5 Resident Numbers by Gender



Applications

PGT applicant numbers have remained stable regardless of gender and course, with the exception of 2016/17 when both genders increased, particularly males (double previous year).

The proportion of female PGT applicants remains stable, as do proportions of both genders receiving and accepting offers. The offer to application rate is consistently higher for females, as is the conversion of offers to acceptances, possibly reflecting the greater suitability of modular courses to females not in full-time employment. The conversion of offers to acceptances was lowest in 2016/17 for both genders, perhaps due to (a) increasing numbers of PGT programmes (competition) and (b) anticipated time limitations some applicants have, affecting their perceived ability to fulfil course requirements, a factor which may not materialise until late in the application process.

The data highlight that our PGT programmes attract more females, anecdotally we suggest due to gender-associated preferences for material within some courses, further influenced by the demographics of the cohort exposed to recruitment efforts. The PGT courses share a similar theme (veterinary medicine/animal science) so it is unsurprising that the proportion of females approximates that of the veterinary UG course; indeed, a proportion of those embarking on PGT courses will be female predominant veterinary graduates. We continue to monitor numbers annually and ensure the course is attractive to a diverse cohort. Marketing methods (e.g. LinkedIn, Facebook, Twitter, symposia) are gender neutral.

Figure 4.1.6 Postgraduate Taught - Applications, Offers & Acceptances by Gender

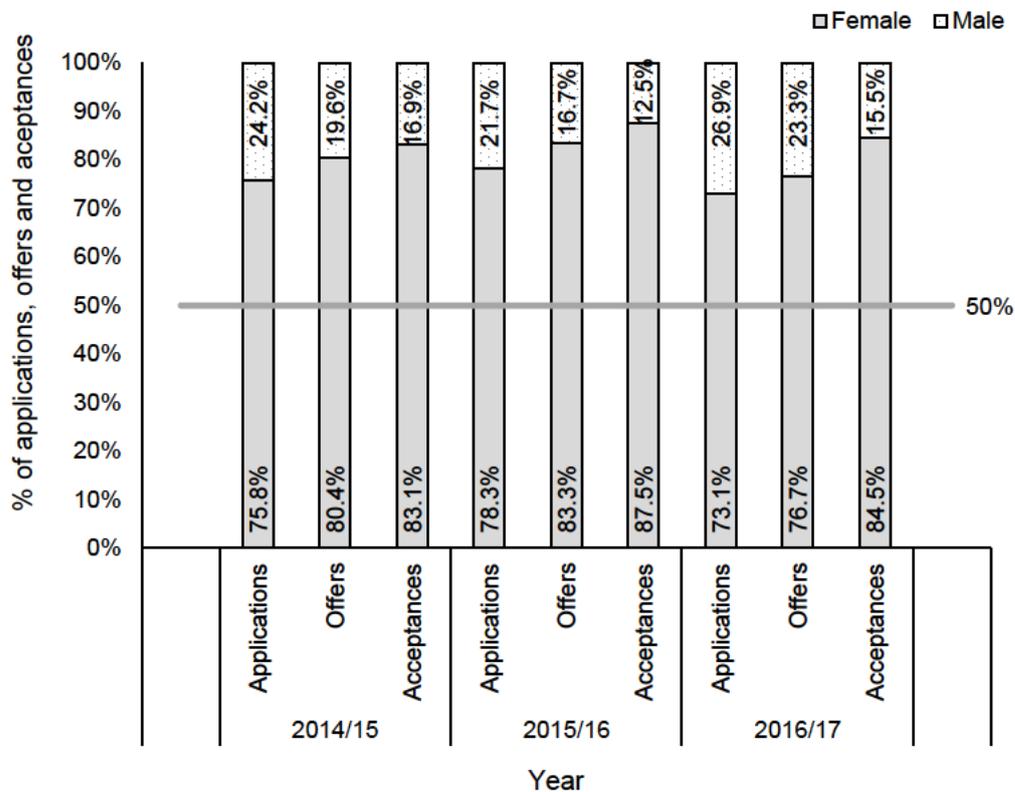


Figure 4.1.7 Postgraduate Taught - Application, Offer & Acceptance Rates within Gender Group

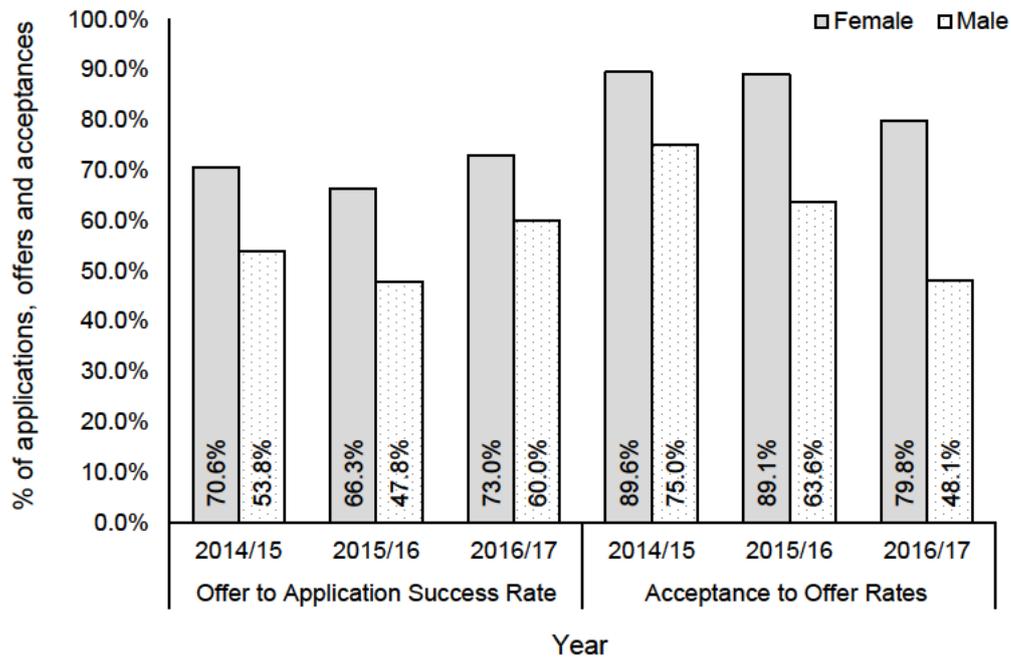


Table 4.1.7 Postgraduate Taught Applications, Offers & Acceptances

Year	Gender	Applications	Offers	Acceptances
2014/15	F	163	115	103
	M	52	28	21
	% F	75.8	80.4	83.1
2015/16	F	166	110	98
	M	46	22	14
	% F	78.3	83.3	87.5
2016/17	F	244	178	142
	M	90	54	26
	% F	73.1	76.7	84.5

PGT completion rates are generally 100% with little evidence of inter-gender performance differences. Although 2016/17 data suggest superior female performance, male ratios originate from a significantly smaller cohort, so small changes in numbers are reflected by greater ratio changes.

Table 4.1.8 Postgraduate Taught Degree Attainment

Year	Degree Attainment	F	% of all F	M	% of all M
2014/15	Pass	27	61.4	4	66.7
	With Merit	0	0.0	0	0.0
	With Distinction	17	38.6	2	33.3
2015/16	Pass	44	74.6	12	80.0
	With Merit	0	0.0	0	0.0
	With Distinction	15	25.4	3	20.0
2016/17	Pass	5	7.6	4	21.1
	With Merit	40	60.6	13	68.4
	With Distinction	21	31.8	2	10.5

Figure 4.1.8 Percentage of Resident Applications, Offers and Acceptances from Females

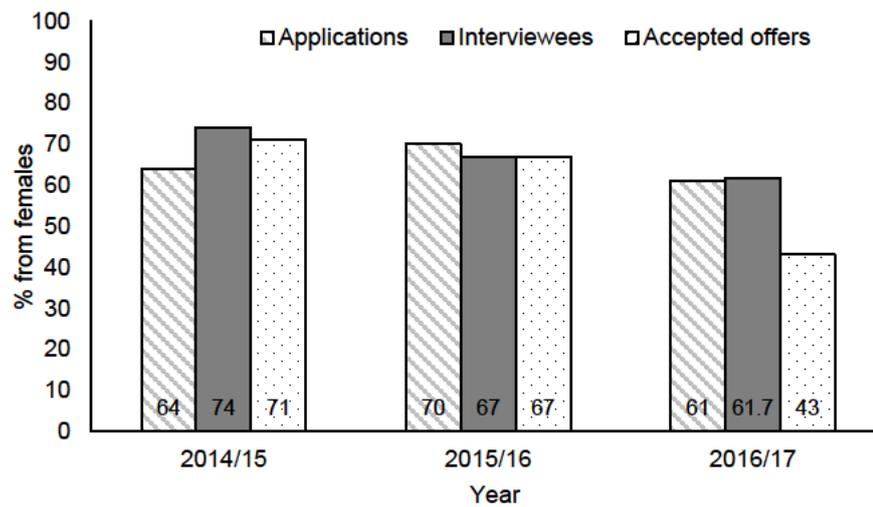


Table 4.1.9 Resident Applications, Interviews and Accepted Offers

Resident	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
Applications	53	29	64	112	49	70	81	51	61
Interviews	20	7	74	33	16	67	29	18	62
Accepted offers	5	2	71	8	4	67	6	8	43
Offers per application	0.09	0.07	-	0.07	0.08	-	0.07	0.16	-

The declining proportion of female residents observed in our last submission has not rebounded. However, the proportion of female *applicants* is similar (61-70%) suggesting less inter-gender bias in our residency programmes, compared to our UG cohort. Given the combined clinical and research training approach of the new DVetMed programme, it will be interesting to see whether the gender balance aligns with the UG and other PGT cohorts. **[AP 6.2]**

(v) **Numbers of men and women on postgraduate research degrees**

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Data for all PGR students are captured by The Roslin Institute’s application, therefore not included here.

(vi) **Progression pipeline between undergraduate and postgraduate student levels**

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The number of UG students progressing to PG degrees is small but data are collected six months post-graduation when most are in veterinary practice. The next survey will collect data 15 months post-graduation when diversification is more likely. Our University careers consultant helps us raise awareness of non-practice options (e.g. annual Veterinary Careers Fair attended by the Animal & Plant Health Agency). Our annual Veterinary Choices Day explores other career options including research (e.g. intercalated degrees, MSc and PhD programmes).

Table 4.1.10 Postgraduate Taught Student Retention

Year	Female			Male		
	Total No. of Students	No. with UoE UG Degrees	% with UoE UG Degrees	Total No. of Students	No. with UoE UG Degrees	% with UoE UG Degrees
2014/15	213	5	2.3	39	0	0.0
2015/16	238	10	4.0	38	2	5.0
2016/17	306	7	2.2	44	4	8.3

Figure 4.1.9 Destinations of Leavers of Higher Education Survey, 2014/15 (from University of Edinburgh Careers Service annual reports)



Figure 4.1.10 Destinations of Leavers of Higher Education Survey, 2015/16 (from University of Edinburgh Careers Service annual reports)

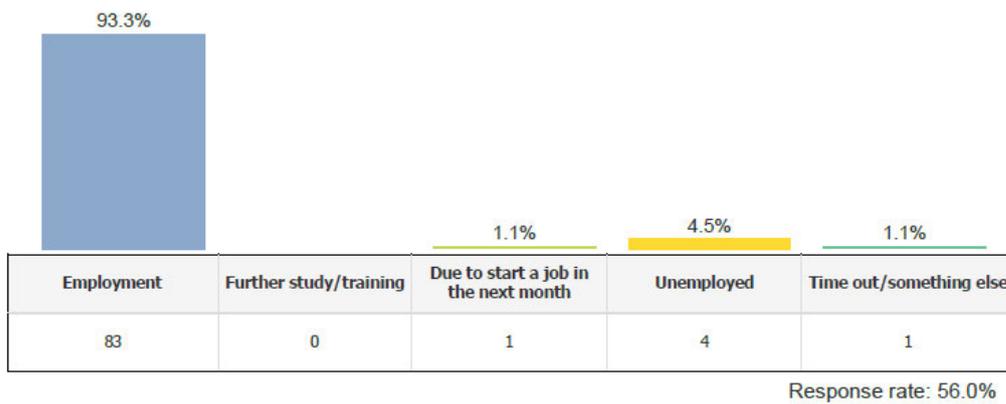
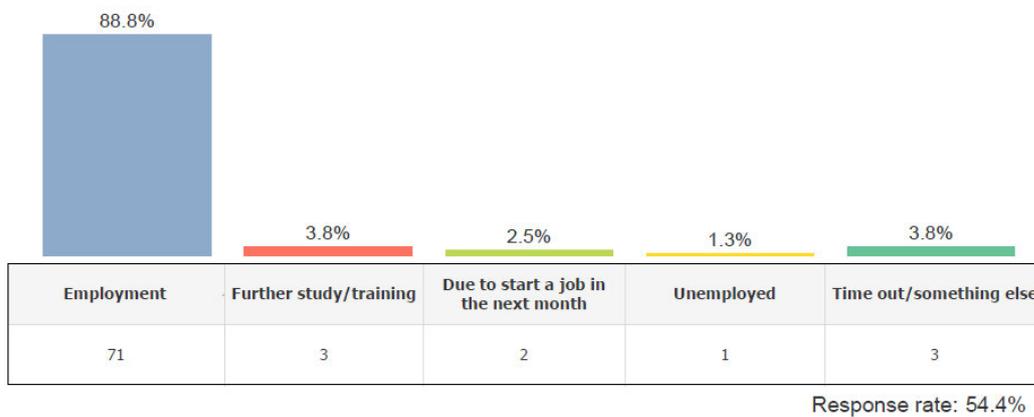


Figure 4.1.11 Destinations of Leavers of Higher Education Survey, 2016/17 (from University of Edinburgh Careers Service annual reports)



4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

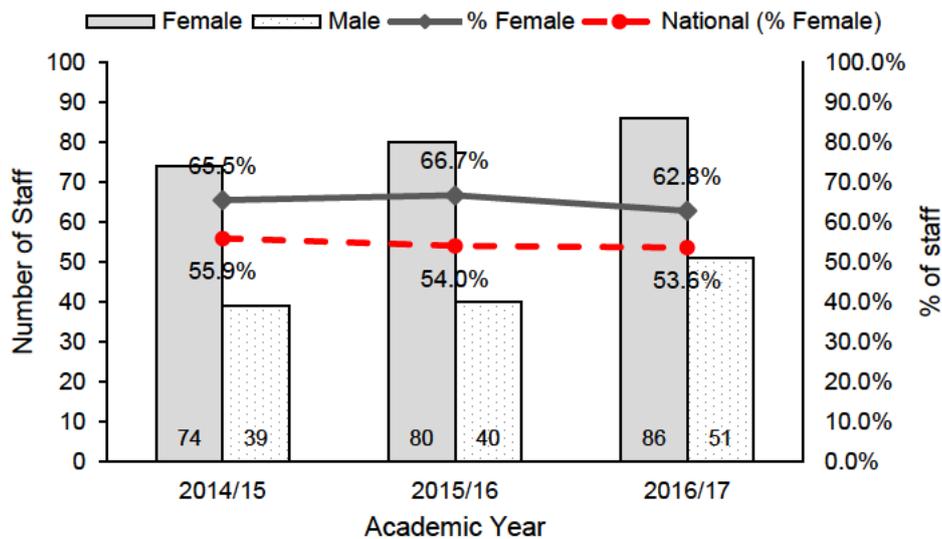
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Summary: 37.5% of our professors (UE10) are female, higher than the current national average of 31.4%.

Table 4.2.1 University of Edinburgh Academic Grades

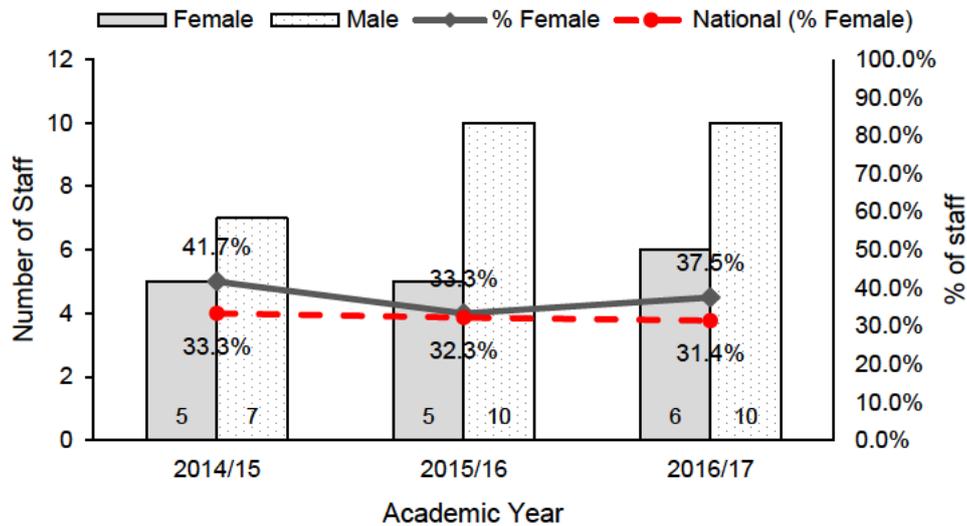
Grade	Title
UE06	Research Assistant
UE07	Teaching Fellow/ Veterinary Clinician/ Research Fellow in Education (bulk of research staff come under the Roslin Institute rather than the School)
UE08	Lecturer (Clinical and Non-Clinical)
UE09	Senior Lecturer (Clinical and Non-Clinical)
UE10	Professor, Personal Chair or Equivalent (Clinical and Non-Clinical)

Figure 4.2.1 All Academic Staff by Gender



National Data Taken From HESA Cost Centre 109 Veterinary Science

Figure 4.2.2 All Academic Professors by Gender



*National Data Taken From HESA Cost Centre 109 Veterinary Science

Women compose two thirds of our academic staff (~9-13% above national averages). The predominance of UE07 and UE08 positions, particularly in clinical roles, is expected given the increasing women (and fewer men) entering the profession over the last ~30 years (Mossop 2016)*. As in our 2015 Silver application, there is an attrition point at lecturer/senior lecturer (UE08/09) and analysis implies this mainly affects clinical posts (data was split in response to panel feedback in 2015). Although comparable national data is not available, the percentage of non-clinical UE09 females has ranged from 40-50% since 2014 but is lower (34.6-37.5%) on the clinical side.

[*Mossop (2016) Does it matter that more boys aren't applying to vet school?]

Professors

Percentage of females (currently 37.5%; 6 of 16) compares well to the HESA average (31.4%). There is disparity in clinical professors with only two females (22.2%) compared to seven males (77.7%). The number of non-clinical females has risen to four (57%), and males to three (43%). National benchmarks vary (23-31.4%) and absolute numbers are small, so individual postings have a relatively large impact. [AP 1.2]

Attrition Point

The School continues to support career progression, recognising the female UE08→UE09 attrition point. These include HOS-led promotion workshops (open to all staff) complemented by leadership, mentoring and coaching programmes specifically targeting academic UE08/UE09 women. HOS encourages all UE08 females considering promotion to approach him for guidance, resulting in three (2015/16) and four (2016/17) female clinical academics successfully applying for promotion to UE09. Since 2014 the number of female clinical academics at UE09 has risen from 9 to 12 (34.6 to 37.5%),

providing evidence of impact (2015 Silver application action point 1.5). Figures just released for 2017-18 indicate the trend continues (currently n=14 [42.4%]). [AP 1.9]

Figure 4.2.3 Percentage of Female Clinical Academic Staff by Grade

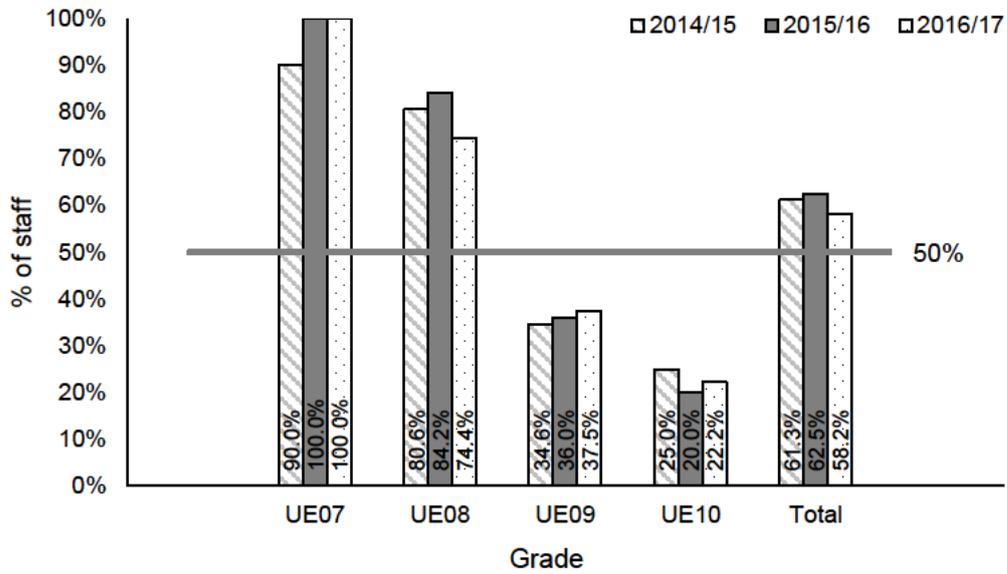


Figure 4.2.4 Percentage of Female Non-Clinical Academic Staff by Grade

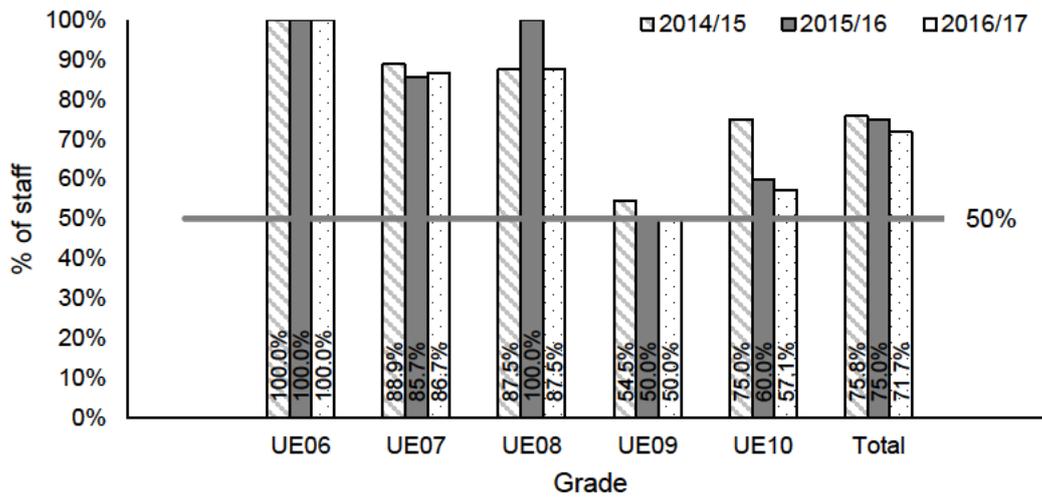


Table 4.2.2 Clinical Academic Staff Numbers by Gender and Grade

Year	Gender	UE07	UE08	UE09	UE10	Total
2014/15	Female	9	29	9	2	49
	Male	1	7	17	6	31
	<i>% Female</i>	<i>90.0</i>	<i>80.6</i>	<i>34.6</i>	<i>25.0</i>	<i>61.3</i>
2015/16	Female	7	32	9	2	50
	Male	0	6	16	8	30
	<i>% Female</i>	<i>100.0</i>	<i>84.2</i>	<i>36.0</i>	<i>20.0</i>	<i>62.5</i>
2016/17	Female	7	32	12	2	53
	Male	0	11	20	7	38
	<i>% Female</i>	<i>100.0</i>	<i>74.4</i>	<i>37.5</i>	<i>22.2</i>	<i>58.2</i>

Table 4.2.3 Non-clinical Academic Staff Numbers by Gender and Grade

Year	Gender	UE06	UE07	UE08	UE09	UE10	Total
2014/15	Female	1	8	7	6	3	25
	Male	0	1	1	5	1	8
	<i>% Female</i>	<i>100.0</i>	<i>88.9</i>	<i>87.5</i>	<i>54.5</i>	<i>75.0</i>	<i>75.8</i>
2015/16	Female	1	12	8	6	3	30
	Male	0	2	0	6	2	10
	<i>% Female</i>	<i>100.0</i>	<i>85.7</i>	<i>100.0</i>	<i>50.0</i>	<i>60.0</i>	<i>75.0</i>
2016/17	Female	2	13	7	7	4	33
	Male	0	2	1	7	3	13
	<i>% Female</i>	<i>100.0</i>	<i>86.7</i>	<i>87.5</i>	<i>50.0</i>	<i>57.1</i>	<i>71.7</i>

Figure 4.2.5 Clinical Academic Staff by Grade, Gender and Contract Function, 2014/15

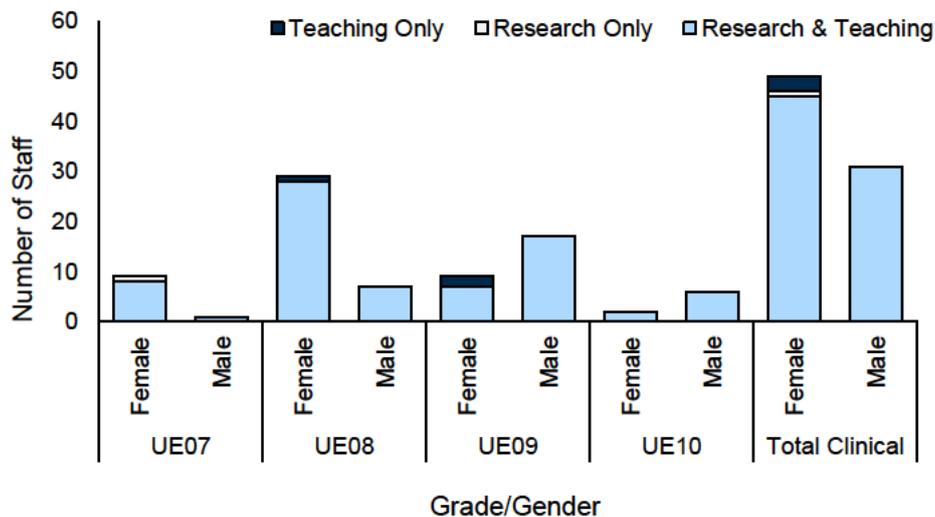


Figure 4.2.6 Clinical Academic Staff by Grade, Gender & Contract Function, 2015/16

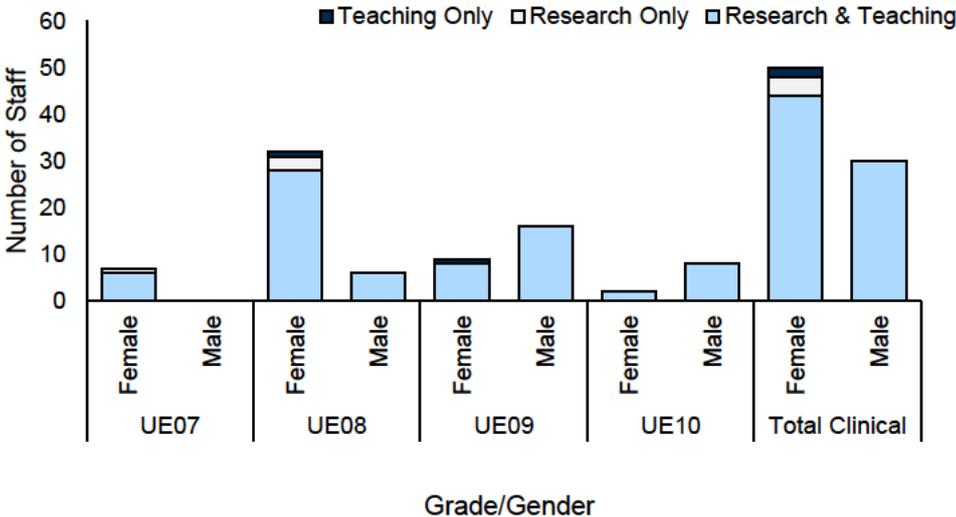


Figure 4.2.7 Clinical Academic Staff by Grade, Gender & Contract Function, 2016/17

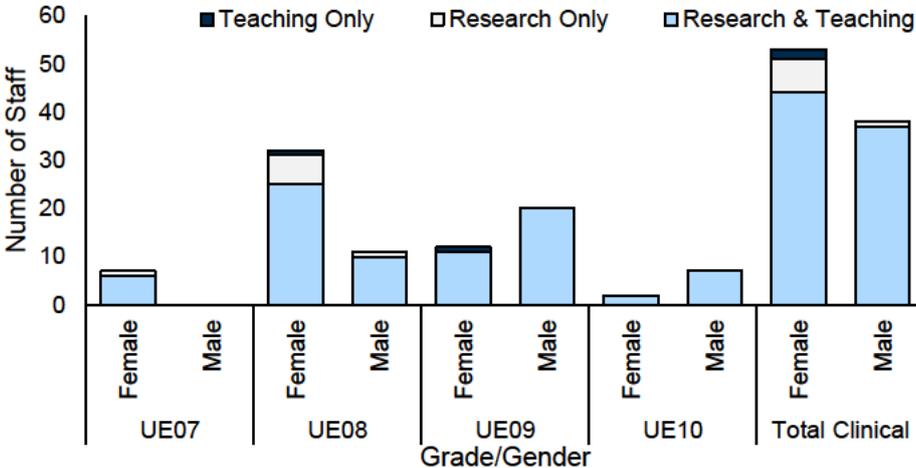


Figure 4.2.8 Non-clinical Academic Staff by Grade, Gender and Contract Function, 2014/15

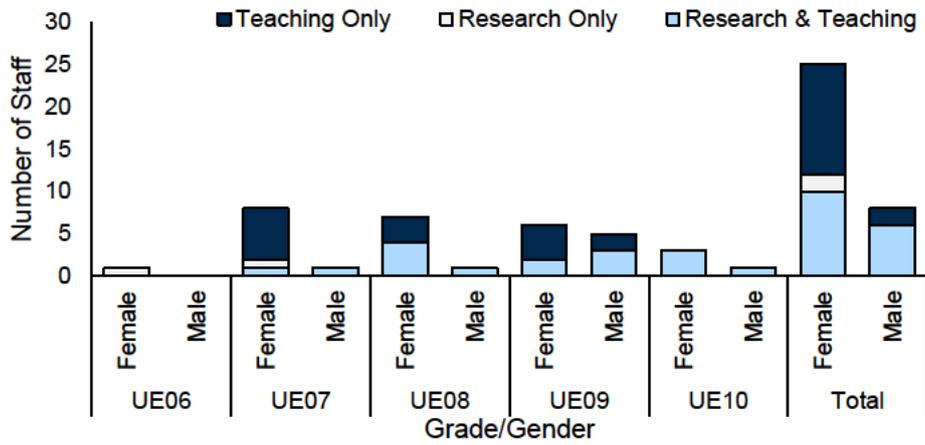


Figure 4.2.9 Non-clinical Academic Staff by Grade, Gender and Contract Function, 2015/16

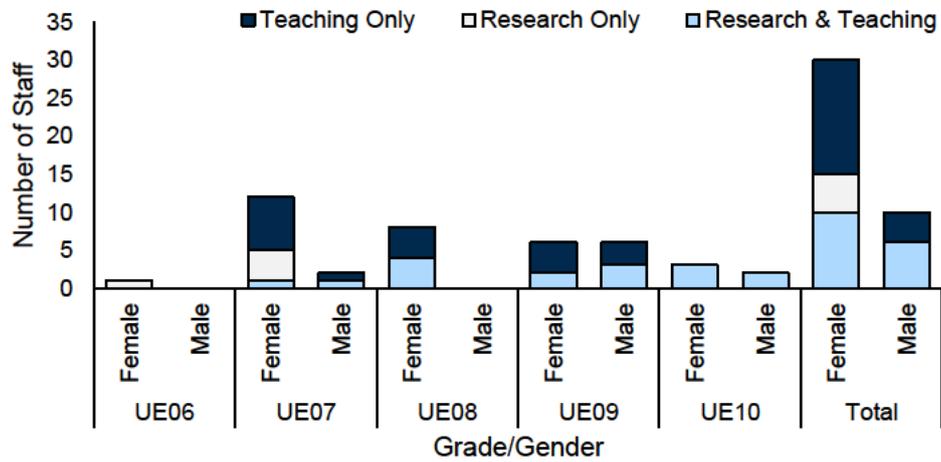
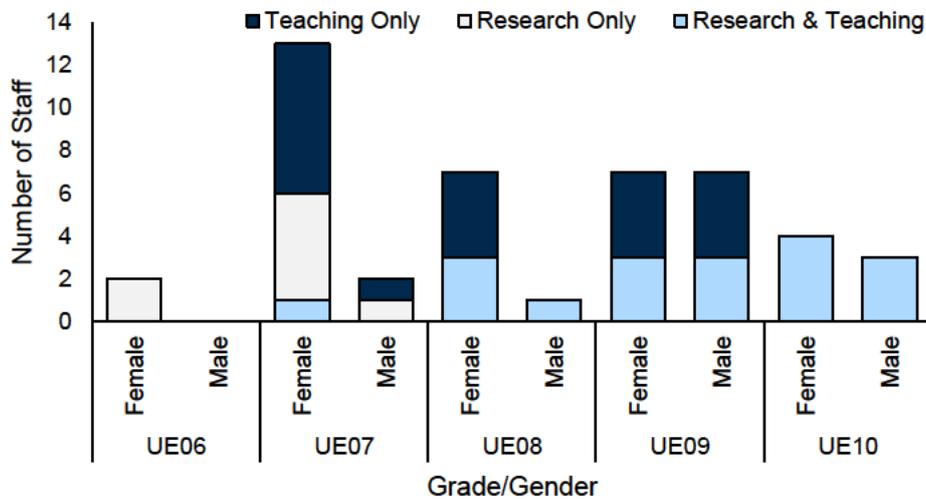


Figure 4.2.10 Non-clinical Academic Staff by Grade, Gender and Contract Function, 2016/17



Job type

Most of our academics are researchers *and* teachers. However, in lower non-clinical grades (UE06-UE08) we notice a slight increase in teaching or research only posts. Women mainly fill these roles as teaching fellows or educational researchers, an area of recent School expansion. Some UE09 staff are on teaching- only contracts but genders are comparable, so the predominance of women at the lower grades likely reflects the large pool of entry level females in the veterinary profession. As research posts are funded by grants they are also more likely to be fixed term. The University tries to alleviate the effects of grant funded posts through its Talent Register, matching details of staff available for redeployment to University recruiters. The local HR Business Partner also ensures that 1-1 meetings are held with staff members facing the end of a fixed term contract and alternative career training offered.

Part-time positions

Most part-timers are female (24-30% and 26-35% of non-clinically active and clinically active women in 2014-17). Although uptake is lower for males, the data indicate increasing uptake by non-clinical males. Our 2018 Staff Survey showed that 67% of staff are aware of flexible working opportunities, although the percentage that felt they could ask for it was lower (54%). [AP 2.1]

Figure 4.2.11 Clinical Academic Staff by Gender and Full/Part Time Status

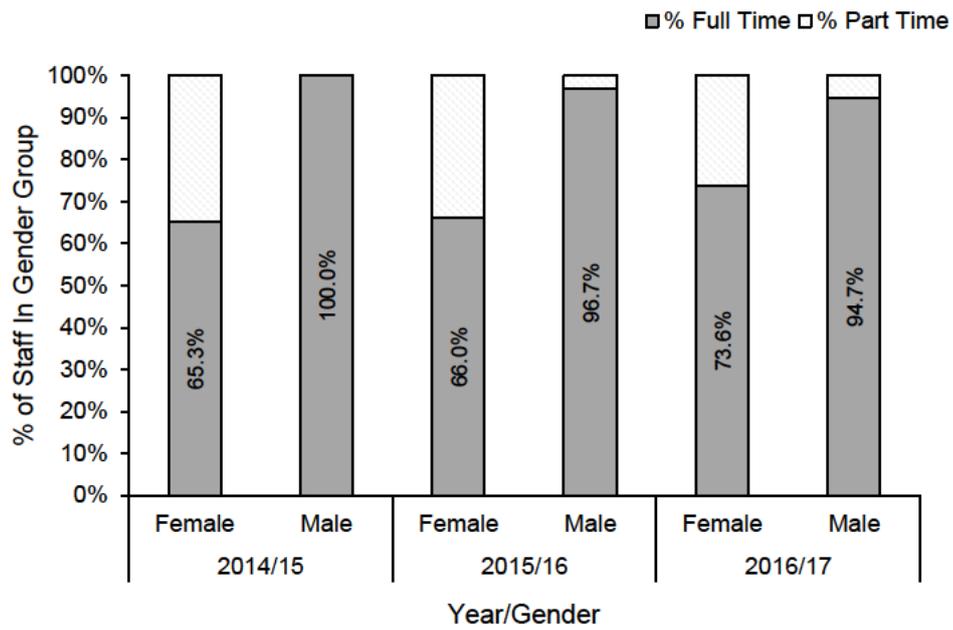
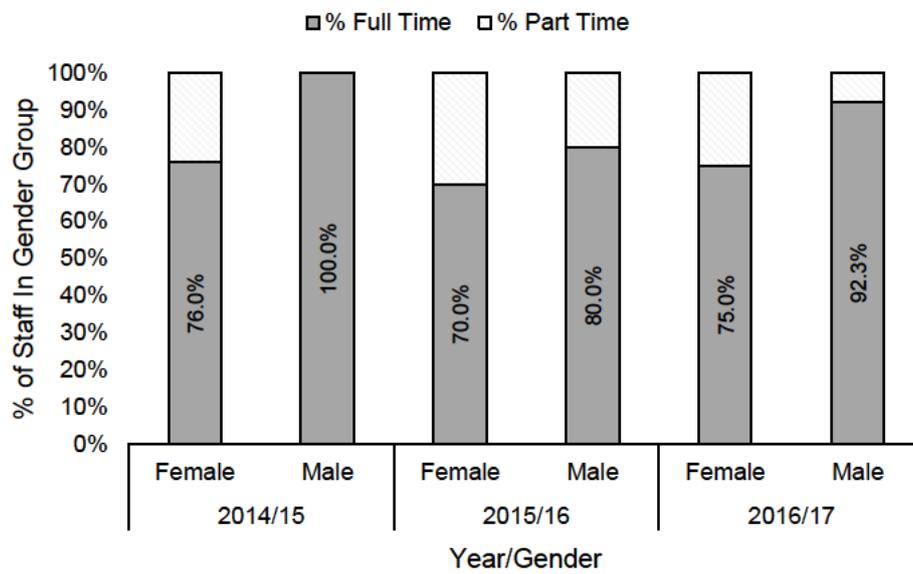


Figure 4.2.12 Non-clinical Academic Staff by Gender and Full/Part Time Status



SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

(ii) Transition of technical staff to academic roles

The School's profession-orientated remit means that progression of PSASS to academic roles is not formalised. Nonetheless, the School still offers scope for academic development. Several (female) nurses have progressed to formal teaching and managerial roles or postgraduate study (MSc), e.g. one equine nurse now has responsibility for co-ordination and teaching of our online equine programmes and one animal technician now manages our Exotic Animal Teaching Facility. **[AP 1.11]**

(iii) Academic and research staff by grade on fixed-term, open-ended / permanent and zero-hour contracts by gender

Most staff are employed on open-ended (OE) contracts at a level generally higher than comparable data*. More men are on OE contracts by a margin of ~11-20%, though the number and proportion of women on OE contracts have increased gradually from 2014 to 2017. Fixed term (FT) clinical contracts tend to be filled by women at lower grades, reflecting the female dominated applicant pool. Slightly more non-clinical women are on OE contracts, with a recent trend towards gender parity and proportions that mirror the national average or "favour" women.

* All-Universities [female range 69.6-71.1%; male range 75.2-78.3%] and Russell-group averages [female range 70.4-74.1%; male range 77.3-81.8%]

Table 4.2.4: 2014/15 Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE07	5	55.6	2	22.2	2	22.2	1	100.0	-	0.0	-	0.0	10
UE08	4	13.8	23	79.3	2	6.9	1	14.3	6	85.7	-	0.0	36
UE09	-	0.0	9	100.0	-	0.0	-	0.0	17	100.0	-	0.0	26
UE10	-	0.0	2	100.0	-	0.0	-	0.0	6	100.0	-	0.0	8
Grand Total	9	18.4	36	73.5	4	8.2	2	6.5	29	93.5	-	0.0	80

Table 4.2.5: 2015/16 Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE07	2	28.6	4	57.1	1	14.3	-	0.0	-	0.0	-	0.0	7
UE08	5	15.6	24	75.0	3	9.4	1	16.7	5	83.3	-	0.0	38
UE09	-	0.0	8	88.9	1	11.1	-	0.0	16	100.0	-	0.0	25
UE10	-	0.0	2	100.0	-	0.0	-	0.0	8	100.0	-	0.0	10
Grand Total	7	14.0	38	76.0	5	10.0	1	3.3	29	96.7	-	0.0	80

Table 4.2.6: 2016/17 Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE07	3	42.9	4	57.1	-	0.0	-	0.0	-	0.0	-	0.0	7
UE08	4	12.5	26	81.3	2	6.3	3	27.3	8	72.7	-	0.0	43
UE09	1	8.3	11	91.7	-	0.0	-	0.0	20	100.0	-	0.0	32
UE10	-	0.0	2	100.0	-	0.0	-	0.0	7	100.0	-	0.0	9
Grand Total	8	15.1	43	81.1	2	3.8	3	7.9	35	92.1	-	0.0	91

Table 4.2.7: 2014/15 Non-Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE06	-	0.0	1	100.0	-	0.0	-	0.0	-	0.0	-	0.0	1
UE07	2	25.0	4	50.0	2	25.0	1	100.0	-	0.0	-	0.0	9
UE08	3	42.9	4	57.1	-	0.0	-	0.0	1	100.0	-	0.0	8
UE09	-	0.0	6	100.0	-	0.0	-	0.0	5	100.0	-	0.0	11
UE10	-	0.0	3	100.0	-	0.0	-	0.0	1	100.0	-	0.0	4
Grand Total	5	20.0	18	72.0	2	8.0	1	12.5	7	87.5	-	0.0	33

Table 4.2.8: 2015/16 Non-Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE06	-	0.0	1	100.0	-	0.0	-	0.0	-	0.0	-	0.0	1
UE07	5	41.7	5	41.7	2	16.7	2	100.0	-	0.0	-	0.0	14
UE08	1	12.5	7	87.5	-	0.0	-	0.0	-	0.0	-	0.0	8
UE09	-	0.0	6	100.0	-	0.0	-	0.0	6	100.0	-	0.0	12
UE10	-	0.0	3	100.0	-	0.0	1	50.0	1	50.0	-	0.0	5
Grand Total	6	20.0	22	73.3	2	6.7	3	30.0	7	70.0	-	0.0	40

Table 4.2.9: 2016/17 Non-Clinical Academic Staff, By Contract Type

Grade	Female						Male						Grand Total
	FT	% FT	OE	% OE	GH	% GH	FT	% FT	OE	% OE	GH	% GH	
UE06	-	0.0	2	100.0	-	0.0	-	0.0	-	0.0	-	0.0	2
UE07	5	38.5	7	53.8	1	7.7	1	50.0	1	50.0	-	0.0	15
UE08	1	14.3	6	85.7	-	0.0	-	0.0	1	100.0	-	0.0	8
UE09	-	0.0	7	100.0	-	0.0	1	14.3	6	85.7	-	0.0	14
UE10	1	25.0	3	75.0	-	0.0	1	33.3	2	66.7	-	0.0	6
Grand Total	7	21.2	25	75.8	1	3.0	3	23.1	10	76.9	-	0.0	46

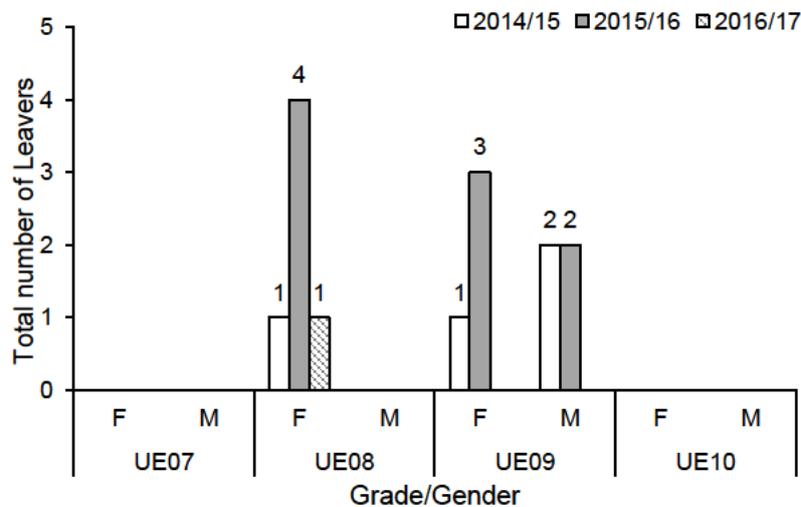
The UoE does not employ staff on zero-hours contracts. It employs some staff on 'Guaranteed Hours' contracts (GHC) to meet business needs while providing staff flexibility. Most academics on GHCs within the School are employed as lecturers, veterinary clinicians and teaching fellows but numbers are small (e.g. three in 2016/17). These contracts ensure a continuous clinical service and may comprise *ad-hoc* hours such as out-of-hours emergency cover. All other staff on GHCs (12 in 2016/17) are recorded under PSASS, following Central University recording protocol. Most are veterinary nurses, required to provide flexible, round the clock animal care.

(iv) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

From 2014/15 to 2016/17, 14 clinical and two non-clinical academic staff left the University. A gender disparity was identified in 2015/16 when seven of nine leavers (clinical academic) were female. In contrast, on the non-clinical side, there were only two leavers - one female UE07 leaving in 2014/15 and one female UE10 in 2016/17.

Figure 4.2.13 Clinical Academic Staff Leavers by Grade & Gender



We collect exit data via questionnaires (from Bronze action plan). Forty-one questionnaires have since been completed (48% of leavers). They are analysed annually and help inform School policy. Specific reasons for leaving are mixed but more frequent ones are: External career advancement (n=15/41), dissatisfaction with role, duties/workload (n=13) and change in personal circumstances (n=10). One female non-clinical professor left the UK in 2018 to become Faculty Head at a southern-hemisphere University. She retains a formal academic contract with us and the career support the School provided is detailed in Section 6. The exit questionnaire is optional so arguably more likely to be completed by discontented leavers (83% said they would work for the University again); it still offers a snapshot of issues we face:

- Attrition point at UE08/09 for clinical females.
- Stasis in female clinical professors.
- Lack of career progression opportunities for some individuals.

The improved proportion of UE09 female clinical academics via promotion is positive but hampered by loss of females in this subcategory. We plan to continue the interventions outlined above (and Section 8). [AP 1.2-1.6, 1.9, 1.10, 5.3, 5.4]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

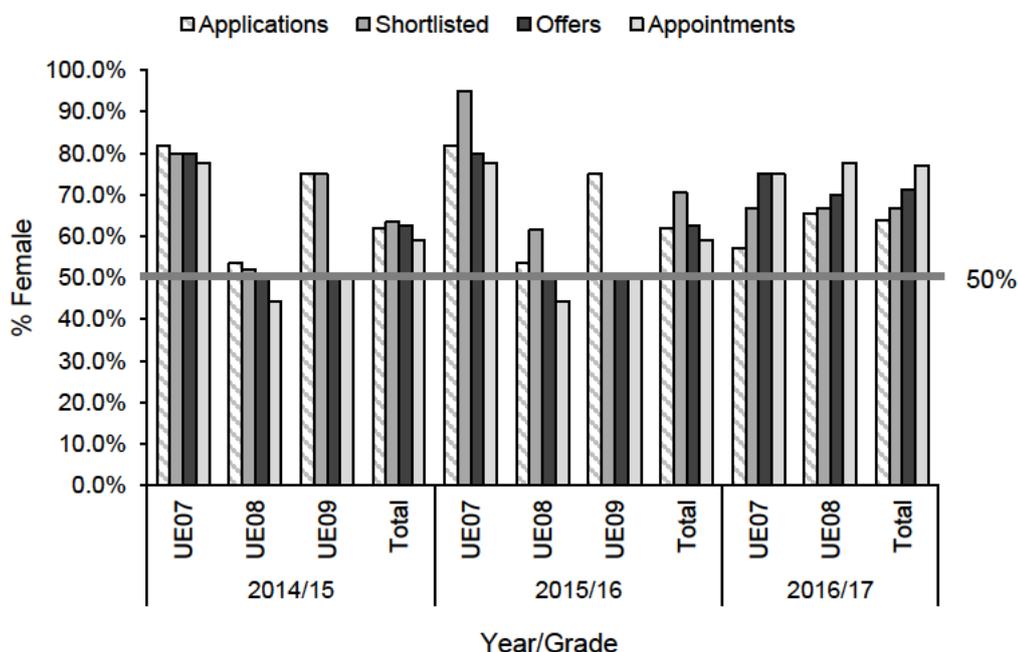
(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Table 5.1.1 University of Edinburgh Academic Grades

Grade	Title
UE06	Research Assistant
UE07	Teaching Fellow/ Veterinary Clinician/ Research Fellow in Education (bulk of research staff come under the Roslin Institute rather than the School)
UE08	Lecturer (Clinical and Non-Clinical)
UE09	Senior Lecturer (Clinical and Non-Clinical)
UE10	Professor, Personal Chair or Equivalent (Clinical and Non-Clinical)

Figure 5.1.1 Percentage of Female Clinical Academic Applications, Shortlisted, Offers & Appointments



*There was no clinical recruitment to UE10 in 2014/15 and 2015/16, and no recruitment to UE09 & UE10 in 2016/17

Table 5.1.2 Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2014/15

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE07	9	2	81.8	8	2	80.0	8	2	80.0	7	2	77.8
UE08	23	20	53.5	12	11	52.2	5	5	50.0	4	5	44.4
UE09	9	3	75.0	6	2	75.0	2	2	50.0	2	2	50.0
UE10	-	-	-	-	-	-	-	-	-	-	-	-
Total	41	25	62.1	26	15	63.4	15	9	62.5	13	9	59.1

Table 5.1.3 Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2015/16

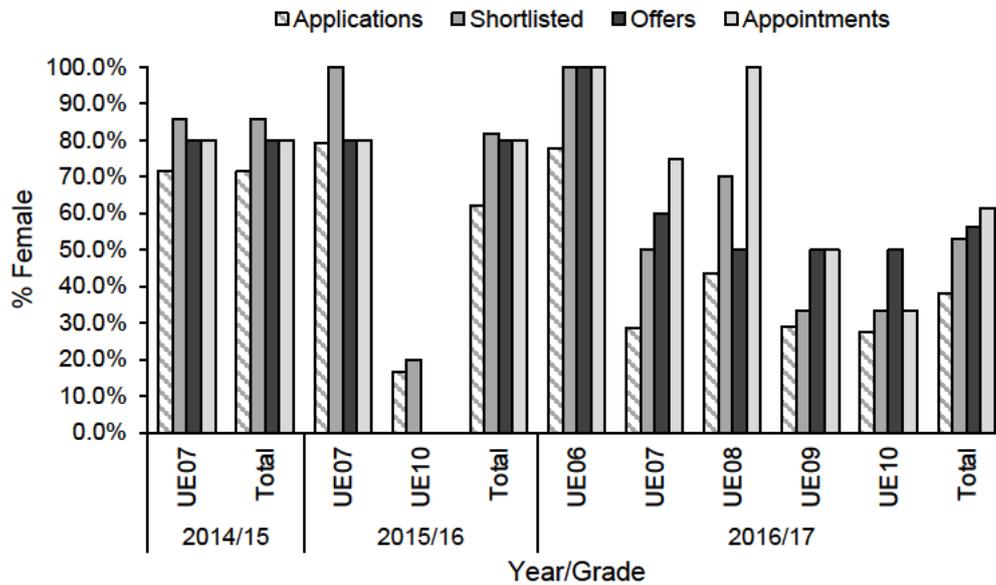
Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE07	46	7	86.8	19	1	95.0	8	0	100.0	7	0	100.0
UE08	15	24	38.5	8	5	61.5	5	3	62.5	4	3	57.1
UE09	17	14	54.8	9	9	50.0	5	3	62.5	5	3	62.5
UE10	-	-	-	-	-	-	-	-	-	-	-	-
Total	78	45	63.4	36	15	70.6	18	6	75.0	16	6	72.7

Table 5.1.4 Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2016/17

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE07	4	3	57.1	4	2	66.7	3	1	75.0	3	1	75.0
UE08	19	10	65.5	8	4	66.7	7	3	70.0	7	2	77.8
UE09	-	-	-	-	-	-	-	-	-	-	-	-
UE10	-	-	-	-	-	-	-	-	-	-	-	-
Total	23	13	63.9	12	6	66.7	10	4	71.4	10	3	76.9

We continue to attract applications from substantial numbers of clinical females and there is no bias against them at that stage or in our selection/interview processes. Consistently more females apply for UE07 entry level clinical posts which, as addressed previously, is a function of the high numbers of females entering the profession at UG level. The three-year mean for **female clinical lecturer (UE08) applications is 53%, with the appointment rate increasing from 44.4% to 77.8% (2014/15 to 2016/17)**. Whilst there are only two years of data at the clinical UE09/UE10 level (due to lack of recruitment), there is an upward trajectory in terms of female UE09 appointments (up 12.5% from 14/15 to 15/16). It is encouraging that 62.5% of clinical appointments at UE09 were female in 2015/16 since this has typically been our attrition point (initial data for 2017/18 indicates that 50% of UE09 appointments were female).

Figure 5.1.2 Percentage of Female Non-Clinical Academic Applications, Shortlisted, Offers & Acceptances by Grade



*There was no recruitment to UE06, UE08, UE09 & UE10 in 2014/15, to UE06, UE08 & UE09 in 2015/16.

Table 5.1.5 Non-Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2014/15

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE07	10	4	71.4	6	1	85.7	4	1	80.0	4	1	80.0
UE08	-	-	-	-	-	-	-	-	-	-	-	-
UE09	-	-	-	-	-	-	-	-	-	-	-	-
UE10	-	-	-	-	-	-	-	-	-	-	-	-
Total	10	4	71.4	6	1	85.7	4	1	80.0	4	1	80.0

Table 5.1.6 Non-Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2015/16

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE07	38	10	79.2	17	0	100.0	9	0	100.0	9	0	100.0
UE08	-	-	-	-	-	-	-	-	-	-	-	-
UE09	-	-	-	-	-	-	-	-	-	-	-	-
UE10	3	15	16.7	1	4	20.0	1	2	33.3	1	2	33.3
Total	41	25	62.1	18	4	81.8	10	2	83.3	10	2	83.3

Table 5.1.7 Non-Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments), 2016/17

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06	7	2	77.8	2	0	100.0	1	0	100.0	1	0	100.0
UE07	6	15	28.6	4	4	50.0	3	2	60.0	3	1	75.0
UE08	51	66	43.6	7	3	70.0	1	1	50.0	1	0	100.0
UE09	9	22	29.0	2	4	33.3	2	2	50.0	2	2	50.0
UE10	13	34	27.7	2	4	33.3	2	2	50.0	1	2	33.3
Total	86	139	38.2	17	15	53.1	9	7	56.3	8	5	61.5

The data indicates more recruitment into clinical posts compared to non-clinical from 2014/15 to 2016/17. However, the non-clinical data highlights that more women continue to apply for, are shortlisted for and appointed to, UE07 posts. In 2016/17 more posts were advertised across the grades and the data suggests that applications and appointments were fairly equal at UE08 level (although numbers are small). Women seem less likely to apply for non-clinical UE09 posts but parity at the offers and appointments stages suggests no bias in our recruitment process. Recruitment at non-clinical UE10 level has only happened in the last two years; the numbers are small but men are more likely to apply. That said, the proportion of female applicants increased by 10% in 2016/17 (absolute number quadrupled while male numbers doubled).

In summary, there have been positive improvements in recruitment of clinical females, especially at our attrition point (UE08/09). However, due to lack of data for non-clinical UE09/10 appointments, broader conclusions cannot be drawn. While we have seen an increase in senior non-clinical female applications at UE10, they still only comprised one third of the total at this level in 2016/17 and we are mindful of the fact that only one was appointed in that year. [AP 4.1]

Figure 5.1.3 Clinical Academic Application to Shortlisting Success Rate by Grade

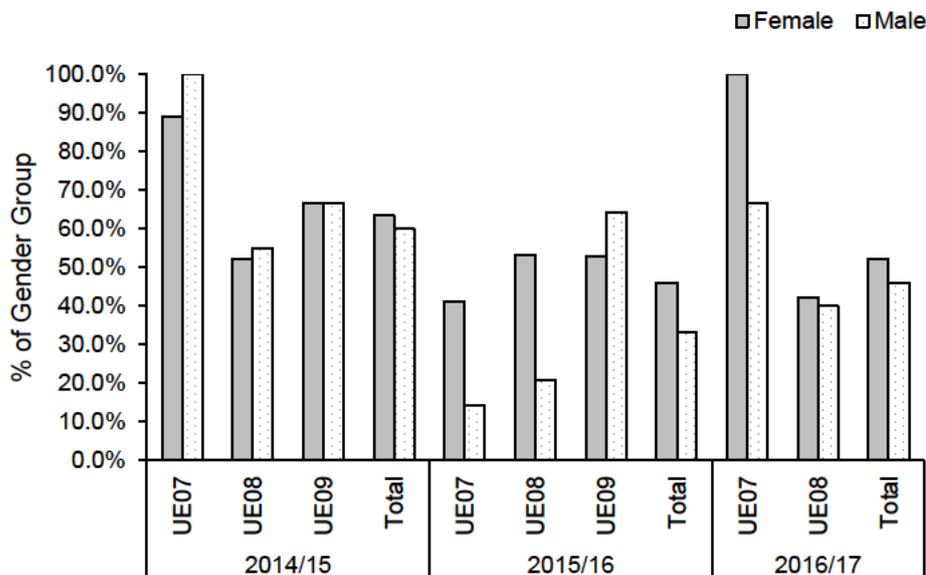


Figure 5.1.4 Clinical Academic Application to Appointment Success Rate by Grade

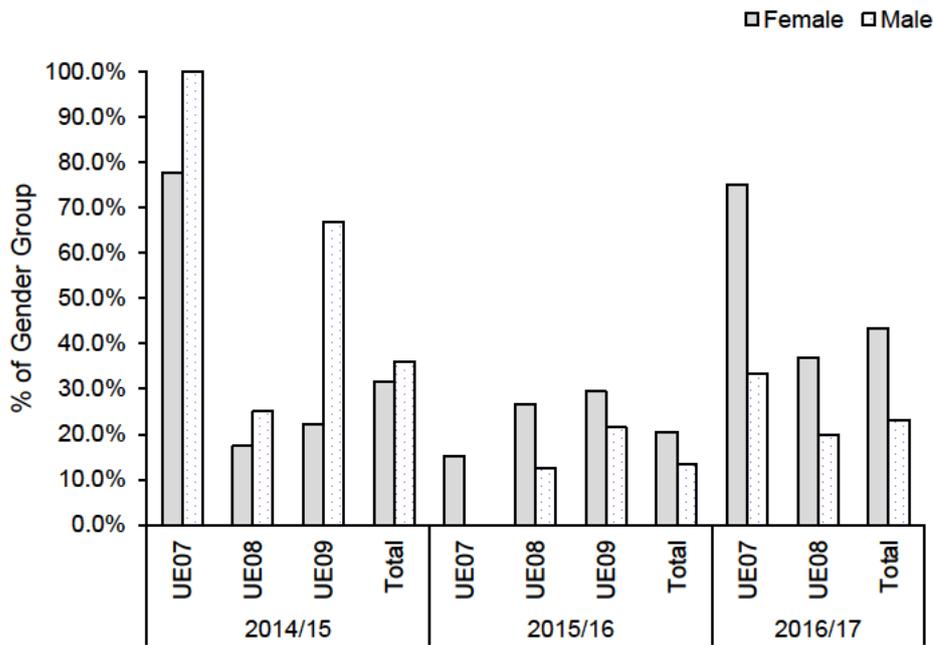


Figure 5.1.5 Non-Clinical Academic Application to Shortlisting Success Rate by Grade

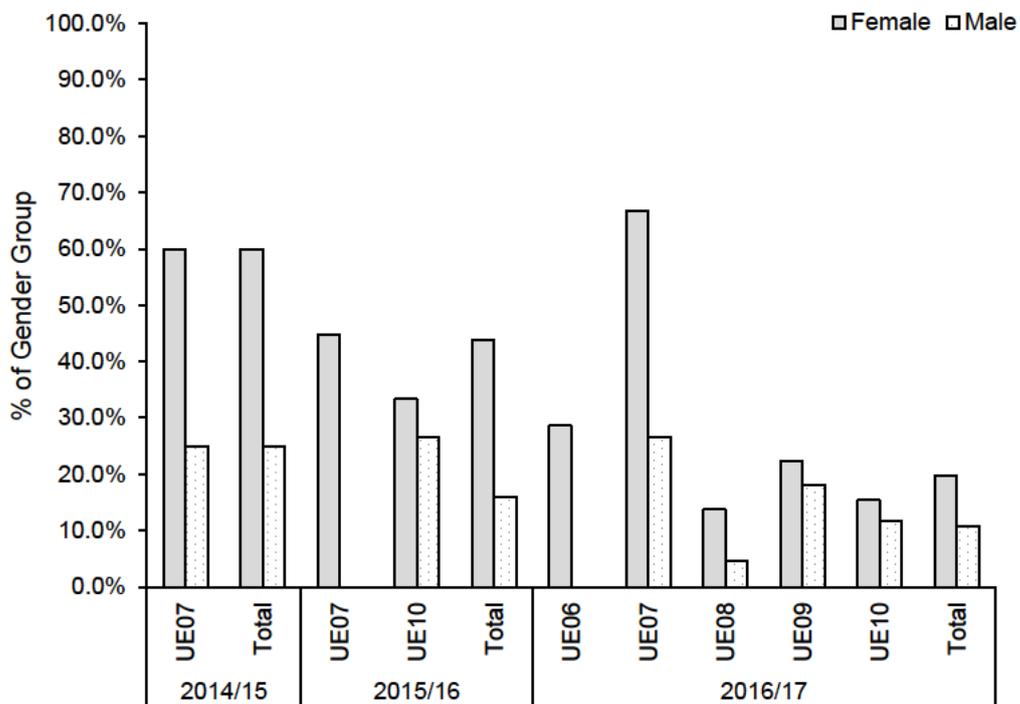
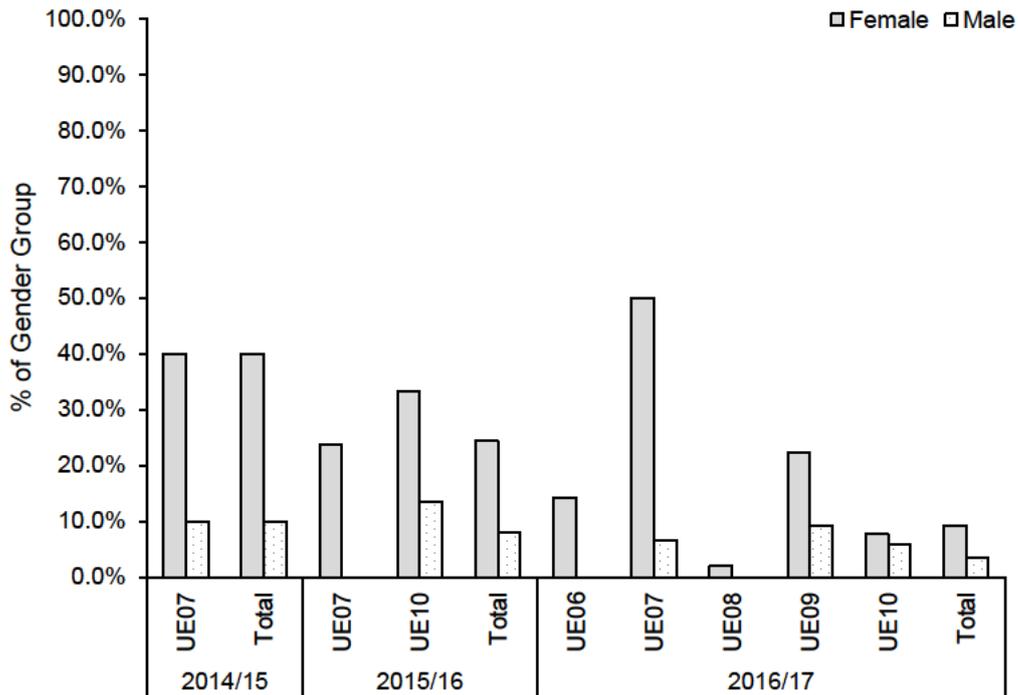


Figure 5.1.6 Non-Clinical Academic Application to Appointment Success Rate by Grade



Figures 5.1.3 to 5.1.6 illustrate that no bias exists in our recruitment process and that females have been more successful than men in converting applications into shortlisting and appointments for most grades. There has been a particular improvement in the clinical category for 2016/17. However, as previously discussed, we will monitor the very few UE10 positions that we advertise in future. Overall, these improvements could be the result of our targeted activities such as inclusion of AS principles on our recruitment website (e.g. family friendly initiatives). In 2015 we created staff video case studies for candidates to view online, allowing deeper insight into the School's working environment. The School has made recruitment training mandatory for interview panel chairs, including auditing to ensure that panel members have completed E&D and Unconscious Bias training; staff are not permitted to recruit until such training has occurred.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Summary: 91% of all staff felt that they had received an appropriate induction for their role (2018 Staff Survey)

Our induction programme has dramatically improved since our 2012 Bronze award. Pre-2012 there was no structured induction and staff were oriented by their manager. Following our Bronze and Silver action plans all managers now meet with new staff/residents on their first day and introduce them to HR who provide a standard induction pack and answer any questions. The induction pack has been expanded to include more comprehensive information and automatic subscription to relevant mailing lists. We run a monthly, day-long induction programme that is mandatory for all new staff/ residents and includes a welcome video from the HOS. Since our last Silver submission, we have also created a “Support for Parents” booklet, given to all new starts. The induction includes a session on family friendly policies, employment terms and conditions, Athena Swan, academic and professional services career support committees, and mental wellbeing. All new staff must complete online E&D and Unconscious Bias training as part of induction and this is monitored during Annual Review.

More recently (2017/2018), we have collated induction feedback and we continue to monitor the process to ensure it meets the requirements of new starts and to measure the impact of our family friendly actions. HOS now e-mails all new starts before they arrive with a “Welcome to the School” message and pre-arrival information. **We believe these continued improvements since our engagement with the Athena Swan process have led to high satisfaction with the induction process for both men and women.** The gender split indicates that satisfaction is higher for men (95%) compared to women (80%) so we will continue to monitor and adjust (the induction pack is being reviewed).

The School shares Easter Bush Campus with The Roslin Institute and they currently hold separate induction programmes. However, in line with staff feedback, we have revised our induction process to create a campus-wide, one-day programme. Some staff have responsibilities for both institutes so the new induction eliminates confusion and avoids those staff having to attend two inductions. The first campus-wide programme will run in October 2018. **[AP 5.1 and 5.2]**

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Table 5.1.8 Academic Staff Categories

Grade	Title
UE06	Research Assistant
UE07	Teaching Fellow/ Early Career Clinician/ Research Fellow in Education (bulk of research staff come under the Roslin Institute rather than the School)
UE08	Lecturer (Clinical and Non-Clinical)
UE09	Senior Lecturer (Clinical and Non-Clinical)
UE10	Professor, Personal Chair or Equivalent (Clinical and Non-Clinical)

Table 5.1.9 Academic (non-clinical) Promotion Success Rates, 2014/15

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE07	1	0	1	100	-	-	0	0	-	-
UE08	1	1	1	100	0	0	0	0	1	100
UE09	0	1	-	-	1	100	-	-	0	0
Reader [‡]	0	0	-	-	-	-	-	-	-	-
UE10	0	1	-	-	0	0	-	-	1	100
Total	2	3	2	100	1	33	0	0	2	67

*All successful applicants worked full-time hours

[‡] Candidate already Grade UE09

Table 5.1.10 Academic (non-clinical) Promotion Success Rates, 2015/16

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE07	0	0	-	-	-	-	-	-	-	-
UE08	0	1	-	-	1	100	-	-	0	0
UE09	1	0	1	100	-	-	0	0	-	-
Reader [‡]	0	0	-	-	-	-	-	-	-	-
UE10	0	0	-	-	-	-	-	-	-	-
Total	1	1	1	100	1	100	0	0	0	0

NB All applicants worked full-time hours

[‡] Candidate already Grade UE09

Table 5.1.11 Academic (non-clinical) Promotion Success Rates, 2016/17

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE07	0	0	-	-	-	-	-	-	-	-
UE08	3	0	3	100	-	-	0	0	-	-
UE09	0	0	-	-	-	-	-	-	-	-
Reader [‡]	1	1	1	100	0	0	0	0	1	1
UE10	0	0	-	-	-	-	-	-	-	-
Total	4	1	4	100	0	0	0	0	1	100

NB 100% of female applicants were successful, of which 75% worked full-time hours. The 1 male applicant was unsuccessful.

[‡] Candidate already Grade UE09

Table 5.1.12 Academic (clinical) Promotion Success Rates, 2014/15

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE07	0	0	-	-	-	-	-	-	-	-
UE08	0	1	-	-	1	100	-	-	0	0
UE09	0	2	-	-	2	100	-	-	0	0
Reader [‡]	0	0	-	-	-	-	-	-	-	-
UE10	0	1	-	-	1	100	-	-	0	0
Total	0	4	-	-	4	100	-	-	0	0

NB There were no female applicants. 100% of male applicants were successful, all of which worked full-time hours.

[‡] Candidate already Grade UE09

Table 5.1.13 Academic (clinical) Promotion Success Rates, 2015/16

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE08	2	0	2	100	-	-	0	0	-	-
UE09	3	0	3	100	-	-	0	0	-	-
Reader †	0	0	-	-	-	-	-	-	-	-
UE10	0	0	-	-	-	-	-	-	-	-
Total	5	0	5	100	-	-	0	0	-	-

NB There were no male applicants. 100% of female applicants were successful, all of which worked full-time hours.

† Candidate already Grade UE09

Table 5.1.14 Academic (clinical) Promotion Success Rates, 2016/17

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE08	0	-0	-	-	-	-	-	-	-	-
UE09	4	1	4	100	1	100	0	0	0	0
Reader †	0	0	-	-	-	-	-	-	-	-
UE10	0	1	-	-	1	100	-	-	0	0
Total	4	2	4	100	2	100	0	0	0	0

NB 100% of male and female applicants were successful. 75% of female applicants and 100% of male applicants worked full-time hours.

† Candidate already Grade UE09

Seventy-seven staff (academic and PSASS combined) applied for promotion (75% F) and 68 were successful (78% F) from 2014/15 to 2016/17. For clinical academics in the same time period, 15 applied (60% F) and all were successful. For non-clinical academics, 12 applied (58% F) and nine were successful (77% F). From 2015/16 to 2016/17, nine clinical academic females successfully applied for promotion, all but two of whom progressed from UE08-09 (our attrition point). The other two advanced from UE07-UE08. In our previous silver application, only four females (academic overall) applied for promotion in the three-year time period assessed and only one progressed to UE09 level (compared to 11 men, five of whom were promoted to UE09). We have therefore seen (a) a marked increase in academics overall applying for promotion (27 compared to 15) and (b) a marked increase in female academics applying for promotion (16 compared to 4; all successful). This quadrupling of women academics applying for promotion **far exceeds our goal of 30%+ increase in females applying for promotion**. There has also been a marked increase in the success rate at the female academic attrition point: **seven of seven female applicants were promoted from UE08 to UE09 compared to only one in our previous submission - a seven-fold increase like-for-like**.

The data above indicate an encouraging increase in promotional applications and success rates for female staff, correlating with the supportive activities included in our previous Silver action plan. These include:

- Discussion of promotional prospects and professional development - now a mandatory part of Annual Review for all staff.

- HOS reviews all academic staff in consultation with HR and relevant department heads, aiming to provide unbiased promotional opportunities for all.
- Annual local promotion workshops run by HOS and HR.
- Direct feedback for unsuccessful candidates including objective setting for resubmission. Feedback at UE10 level is given directly by HOS with objectives and timescales discussed for re-application.
- Investment in the *Coaching for Success* and Aurora programmes.

In the 2018 Staff Survey, **82% of academic staff indicated that they understood the University's promotion processes, which reflects a 17% increase on our 2016 Staff Survey**. The impact of our AS initiatives since 2014 demonstrates a strong link with female responses to this question:

Table 5.1.15 Staff Survey 2018: Responses to Promotion Question

2018 Staff Survey	Female Academics	Male Academics
I understand the University's promotion criteria and procedures	80%	88%

**The above does not include responses from those who (a) think of their gender in another way (n=2) or (b) prefer not to say (n=6).*

[AP 1.3-1.6]

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

No significant gender imbalances were identified in the 2014 REF submission. The absolute number of staff returned has more than halved compared to 2008 but this is mainly because, in the intervening time, many research staff were absorbed into The Roslin Institute and returned under their REF submission.

Figure 5.1.7 Ref Submissions (Eligible Staff)

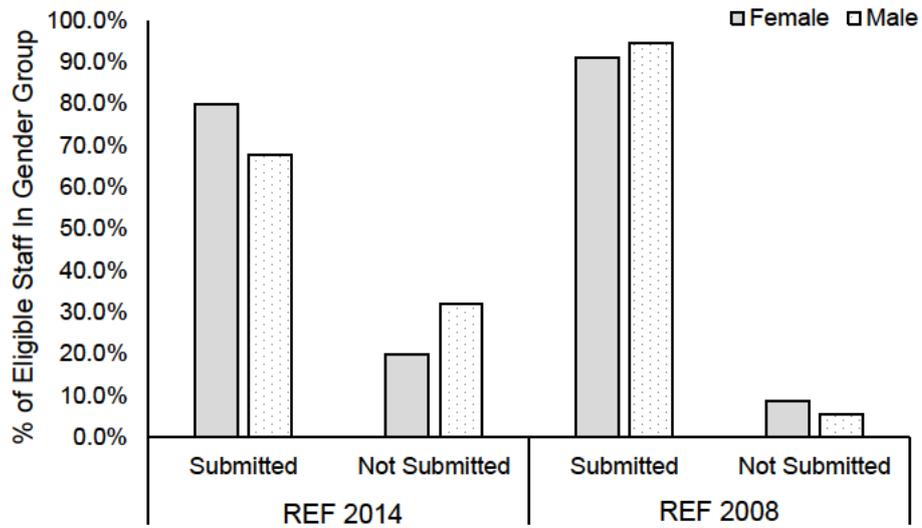


Table 5.1.16 Staff submitted to the REF in 2014

Staff (REF 2014)	Female		Male		Total	
Submitted	12	80.0%	19	67.9%	31	72.1%
Not Submitted	3	20.0%	9	32.1%	12	27.9%

Table 5.1.17 Staff submitted to the REF in 2008

Staff (REF 2008)	Female		Male		Total	
Submitted	31	91.2%	52	94.5%	83	93.3%
Not Submitted	3	8.8%	3	5.5%	6	6.7%

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Professional and support staff undergo exactly the same mandatory induction process as academic staff (see section 5.2.ii). They undertake their induction as a group, with no differentiation based on role.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Table 5.2.1 Professional and Support Staff Promotion Success Rates, 2014/15

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE04	4	0	3	75	-	-	1	25	-	-
UE05	4	1	3	75	1	100	1	25	0	0
UE06	1	0	1	100	-	-	0	0	-	-
UE07	3	0	3	100	-	-	0	0	-	-
UE08	1	0	0	0	-	-	1	100	-	-
UE09	0	0	-	-	-	-	-	-	-	-
UE10	0	0	-	-	-	-	-	-	-	-
Total	13	1	10	77	1	100	3	23	0	0

NB 70% of successful female applicants worked full-time hours. The 1 male applicant worked full-time.

Table 5.2.2 Professional and Support Staff Promotion Success Rates, 2015/16

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE02	2	0	2	100	-	-	0	0	-	-
UE03	1	1	1	100	1	100	0	0	0	0
UE04	1	0	1	100	-	-	0	0	-	-
UE05	4	1	4	100	1	100	0	0	0	0
UE06	4	1	4	100	1	100	0	0	0	0
UE07	0	1	-	-	1	100	-	-	0	0
UE08	1	0	1	100	-	-	0	0	-	-
UE09	0	0	-	-	-	-	-	-	-	-
UE10	0	0	-	-	-	-	-	-	-	-
Total	13	4	13	100	4	100	0	0	0	0

NB 100% of female and male applicants were successful. 75% of female applicants worked full-time, 100% of male applicants worked full-time hours.

Table 5.2.3 Professional and Support Staff Promotion Success Rates, 2016/17

Grade	Applied		Successful				Unsuccessful			
	Female	Male	Female	%	Male	%	Female	%	Male	%
UE02	1	0	1	100	-	-	0	0	-	-
UE03	0	0	-	-	-	-	-	-	-	-
UE04	0	1	-	-	1	100	-	-	0	0
UE05	12	0	12	100	-	-	0	0	-	-
UE06	2	0	2	100	-	-	0	0	-	-
UE07	1	1	1	100	1	100	0	0	0	0
UE08	0	1	-	-	0	0	-	-	1	100
UE09	0	0	-	-	-	-	-	-	-	-
UE10	0	0	-	-	-	-	-	-	-	-
Total	16	3	16	100	2	67	0	0	1	33

NB 100% of female applicants were successful with 63% working full-time hours. 67% of male applicants were successful with 100% working full-time.

PSASS promotions may be due to a change in role as a result of evolving business needs e.g. additional higher level responsibilities requiring re-grading. The most common route to promotion is to apply for another internal role that is of higher grade. The tables above show that women are much more like to apply for promotion than men and, since 2014/15, success rates have improved, with **100% of female applications succeeding**.

5.3. Career development: academic staff

(i) Training

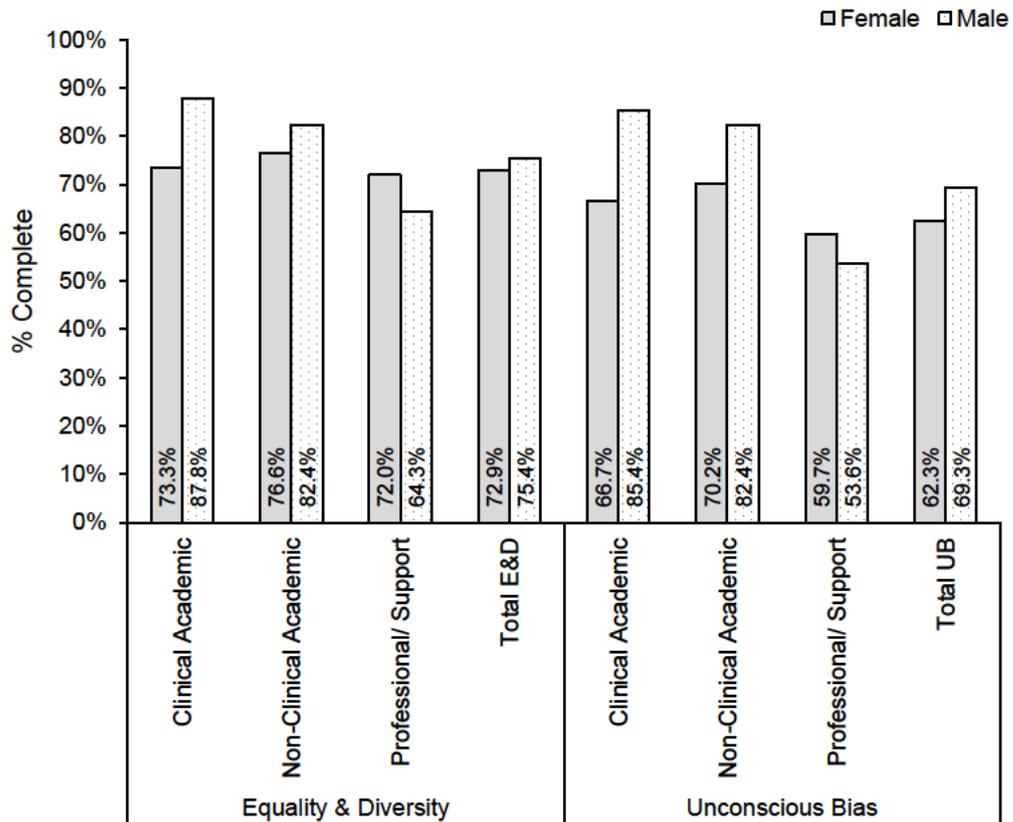
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Summary: 74% of staff feel encouraged to take up career development opportunities (2018 Staff Survey)

The UoE offers many training opportunities to all its staff, some centrally provided, though there are also in-house programmes to cater for specific needs of the R(D)SVS campus and staff. Courses encompass **E&D; Leadership/Management; and Career Development** and are delivered online or face-to-face. The University provides both online and face-to-face training on E&D and Unconscious Bias. One of these courses, *e-Diversity in the Workplace*, is delivered online and is **mandatory for all School staff**. *Overcoming Unconscious Bias* is also **mandatory for all staff**. Completion is recorded via the Annual Review form (accounting for the increased participation) and we monitor effectiveness through the Annual Review and Staff Survey. As of July 2018, 79% and 78% of clinical and non-clinical staff, respectively, have completed E&D training while 74% and 73%, respectively, have completed Unconscious Bias training. Proportionately, there is slightly higher uptake by men. The R(D)SVS also hosts a face-to-face Unconscious Bias

training session, externally provided by psychologist Dr Pete Jones. An in-house, face-to-face Unconscious Bias course developed by College HR is also now being provided across College.

Figure 5.3.1 Equality & Diversity and Unconscious Bias Training by Gender and Job Type



*as at 31 July 2018

Table 5.3.1 Clinical Academic Staff: Equality and Diversity and Unconscious Bias Training Attended by Gender

Gender	E&D Training Done			UB Training Done			Total Staff
	Yes	No	% Done	Yes	No	% Done	
Female	44	16	73	40	20	67	60
Male	36	5	88	35	6	85	41
TOTAL	80	21	79	75	26	74	101

*as at 31 July 2018

Table 5.3.2 Non-Clinical Academic Staff: Equality and Diversity and Unconscious Bias Training Attended by Gender

Gender	E&D Training Done			UB Training Done			Total Staff
	Yes	No	% Done	Yes	No	% Done	
Female	36	11	77	33	14	70	94
Male	14	3	82	14	3	82	34
TOTAL	50	14	78	47	17	73	128

*as at 31 July 2018

Figure 5.3.2 On-campus Unconscious Bias Workshop, June 2018



Leadership Training and Career Development

The University has developed an “Online Development Toolkit” enabling all staff, particularly those in leadership and management, to access information and support helping them deal with various workplace situations. Leadership courses, to name a small selection, include: *Managing difficult conversations and staff performance issues; Allocating, Monitoring and Supporting Work; Dealing with Difficult Behaviour; First Steps into Leadership and Management; Employment law overview for managers; and Strategy development.* Career development courses available to all staff incorporate Annual Review training, career guidance, administration skills (e.g. minute taking); assertiveness training; presentation and writing skills; mentoring; CV & interview skills... and many more. Uptake of these courses, particularly those related to career development, has been high over the last three years, with no evidence of gender bias and increasing uptake by both genders. It is particularly encouraging to see a gradual increase in females pursuing leadership training. **Career development is an obligatory part of the Annual Review and mentoring options are also highlighted on the form.** Our 2018 Staff Survey indicated that 74% of staff felt encouraged to take up career progression opportunities and 72.6% felt the School gave them useful mentoring networks.

Table 5.3.3 Academic staff: training courses attended by category

Category Of Training Course	2015/16		2016/17				2017/18 (Jan18)				Total					
	Clinical		Non-clinical		Clinical		Non-clinical		Clinical		Non-Clinical		Clinical		Non-clinical	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Career Progression/ Development	13	6	29	3	25	25	39	8	60	26	56	15	98	57	124	26
Management / Leadership	2	7	12	1	5	4	2	0	8	10	11	5	15	21	25	6
Finance / IT / Health & Safety / Other HR / Other	4	0	7	2	6	8	14	4	27	12	29	6	37	20	50	12
Grand Total	19	13	48	6	36	37	55	12	95	48	96	26	150	98	199	44

**as at 31 July 2018*

Higher Education Academy (HEA)

For the last four years, our campus-based Edinburgh Teaching Award (EdTA) has been promoted to staff interested in achieving Fellowship of the HEA. This scheme recognises teaching practice and impact, and is transferable across workplaces. The programme at Edinburgh is delivered in a manageable way for those working full-time, especially clinicians. **Underpinned by staff mentoring** and supported by on-site seminars, writing retreats and journal clubs, EdTA participants prepare teaching portfolios over one to two years and are ultimately examined by a panel. A number of PSASS, PG and UG students have also achieved this award. The current number of staff and students now holding one of these awards is 84 (64% female). Eight-five per cent of staff feel that feedback during Annual Review recognises teaching.

Table 5.3.4 Engagement with the Edinburgh Teaching Award

HEA Level Achieved	Staff			PG students			UG students		
	F	M	% F	F	M	% F	F	M	% F
Associate Fellow (AF)	2	1	67	8	3	73	6	2	75
Fellow (F)	28	17	62	0	0	0	0	0	0
Senior Fellow (SF)	8	7	53	0	0	0	0	0	0
Principal Fellow (PF)	2	0	100	0	0	0	0	0	0
Total	40	25	61.5	8	3	73	6	2	75

**as at 1 Sept 2018*

Figure 5.3.3 EUSA Teaching Award winners and Fellows of the Higher Education Academy at “Celebrating Teaching” event, June 2018



(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Summary: Just over 94% of staff feel that feedback during their Annual Review is honest, balanced and evidence-based (2018 Staff Survey)

The Annual Review is conducted by staff members' respective line managers. The aim is to help staff reach their full potential. Each individual's progress is mapped to previous year's objectives. Future plans and development needs are discussed and new objectives set for the coming year. In the three-year period from 2014/15 there has been 100% completion of this review process across all staff (Tables 5.3.5 and 5.3.6).

We offer two pertinent training courses. Between 2015 and January 2018 there have been 121 female attendees (20 Clinical Academic, 16 Non-Clinical Academic & 85 PSASS) and 36 males (18 Clinical Academic, 4 Non-Clinical Academic & 14 PSASS). *Understanding Annual Review* is a short online module covering the elements of Annual Review and linking to overlapping processes such as promotion. We specifically emphasise this course to staff in their performance and development review form and the **overall completion rate has increased from 25% to 57% over the last three years**. However, we have recently made this course compulsory so further improvements in uptake are still

achievable. Another option offered centrally is the University's *Annual Review Skills* course, a longer face-to-face workshop and one of a suite of courses helping managers to fulfil their roles in line with HR policies. **[AP 1.1]**

Table 5.3.5 Clinical Academic Staff Eligible for Appraisal by Gender

Year/Type	Female			Male			Grand Total % Complete
	Review Not Complete	Review Complete Number	Review Complete %	Review Not Complete	Review Complete Number	Review Complete %	
2014/15	0	33	100.0	0	28	100.0	100.0
2015/16	0	34	100.0	0	27	100.0	100.0
2016/17	0	39	100.0	0	29	100.0	100.0

Table 5.3.6 Non-Clinical Academic Staff Eligible for Appraisal by Gender

Year/Type	Female			Male			Grand Total % Complete
	Review Not Complete	Review Complete Number	Review Complete %	Review Not Complete	Review Complete Number	Review Complete %	
2014/15	0	21	100.0	0	8	100.0	100.0
2015/16	0	22	100.0	0	8	100.0	100.0
2016/17	0	27	100.0	0	10	100.0	100.0

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

All academic staff are awarded £400 annually towards continuing professional development (CPD), including those in part-time posts. CPD is also provided on-campus and centrally, "advertised" by email. The School has made substantial efforts to support career progression locally through the on-campus staff-development programme run by the Veterinary Medical Education Division. This was developed in response to staff feedback regarding the remote location of the campus and the nature of clinical roles that make it challenging for staff to travel. It takes the form of workshops, seminars and journal clubs but a specific scheme which highlights this best is the on-campus Edinburgh Teaching Award (Section 5.3.i). Where appropriate, staff are also supported to pursue part-time PG degrees with the UoE. As of April 2018, eight staff members are enrolled on part-time PhDs with the School (five women; three men). Postdoctoral researchers are reported under The Roslin Institute's separate submission.

Summary: 89.5% of staff feel they are given the same opportunities to progress their careers, regardless of gender (2018 Staff Survey)

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

In line with the Scottish Government's policy, the University engages in **Widening Participation** to increase higher education opportunities for those who may not have previously considered it possible. This initiative targets candidates from schools with low higher education progression rates and those from disadvantaged backgrounds. As part of this, our School takes part in various University-led activities, including Access to the Professions, which supports registered pupils through the Veterinary Medicine application process via events for S4-S6 pupils from 41 target state schools in southeast Scotland.

We also use contextual data to identify applicants for additional consideration in our admissions process. Known as **contextual admissions**, this enables us to consider pupils' achievements in context. Applicants can be flagged as either 'Context Plus' or 'Context'. For example, we use Context Plus to flag applicants who live in the UK and fulfil one of a number of criteria, such as attending a Lothians Equal Access Programme For Schools (LEAPS) Group 1 school; living in an area within the Scottish Index of Multiple Deprivation lowest 20%; or experience of local authority care. These applicants are either guaranteed an offer based on our access threshold or guaranteed progression to the next stage of our admissions process.

UG students are supported to join the EdTA and have had success with this award (Section 5.3.i). They can also explore teaching as a skill set via the Undergraduate Certificate in Veterinary Medical Education (UCVME) scheme, believed to be the first of its kind in the UK. We have 66 UG students currently enrolled, though this is heavily skewed towards females (95%), with 22 graduating in 2017 (19 females) and 35 in 2018 (32 females). PG students participating in our peer learning programmes have also been supported towards Associate Fellow of the HEA. There are opportunities for UG students to undertake summer research projects within the School or The Roslin Institute, facilitating networking and foundational research experience. (Please also see Section 4.1.v).

From a more pastoral perspective, UG and PG students in financial difficulties are eligible to apply for help from the UK-student discretionary fund (<http://edin.ac/2q1tgcw>), provided they are from the UK. We also recommend the EUSA-run Advice Place for guidance; they will also communicate by Skype. Another source of financial assistance, actually open to all and not only non-UK students, is the hardship Fund (<http://edin.ac/2pZh2CW>). However, clear financial support options are lacking for distance learning students. **[AP 6.3]**

Special Circumstances and Extensions are available to UG and PG students (including distance learning) who encounter problems through caring responsibilities they have. However, the conditions are less clear for part-time PG students. EUSA also runs a Facebook support group for students in caring roles. **[AP 6.4]**

(v) **Support offered to those applying for research grant applications**

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Through our strong links with The Roslin Institute, School staff and students have access to an annually run in-house workshop focusing on **Grant Writing Skills** and developed by professorial staff with experience in this area, including those serving on grant panels. The University's Institute of Academic Development also offers numerous writing courses and writing retreats, many targeting veterinary medicine researchers seeking funding (including staff, PG researchers and PGR students), e.g. *Writing Research Proposals* and *Finding Funding for Research* (online).* The School does not have a formal stand-alone mentoring programme specifically for researchers but some senior staff provide *ad hoc* informal mentoring that is relevant to unsuccessful applicants. All staff are also eligible to apply for a mentor, based on their specific needs, through the University's Mentoring Connections scheme. **[AP 1.9]**

*<https://www.ed.ac.uk/institute-academic-development/research-roles/research-only-staff/courses/course-list>

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The University offers numerous training courses for PSASS staff and there is much overlap with those provided for academic staff (Section 5.1.i). As for academics, E&D and Unconscious Bias courses have become obligatory since our 2015 Silver application and, in general, uptake for both courses is a little better for females. For most courses, the gender balance reflects the overall staff gender ratio (see leadership below). All PSASS management are required to include a personal development plan with their Annual Review and the Campus Operating Officer is responsible for ensuring all managerial/supervisory staff attend refresher managerial courses.

Table 5.4.1 Professional / Support Staff: Equality and Diversity and Unconscious Bias Training Attended

Gender	E&D Training Done			UB Training Done			Total Staff
	Yes	No	% Done	Yes	No	% Done	
Female	175	68	72	145	98	60	243
Male	36	20	64	30	26	54	56
TOTAL	211	88	71	175	124	59	299

**as at 31 July 2018*

Table 5.4.2 Professional / Support Staff: Training Courses Attended, by Category

Category Of Training Course	2015/16		2016/17		2017/18		Total	
	F	M	F	M	F	M	F	M
Career Progression/Development	36	10	79	11	117	26	232	47
Management / Leadership	4	5	9	5	29	2	42	12
Finance / IT / Health & Safety / Other HR / Other	43	16	53	42	55	48	151	106
Grand Total	83	31	141	58	201	76	425	165

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

As with the academic staff, in the three-year period from 2014/15 we have achieved a 100% completion rate for PSASS Annual Reviews, which is a direct consequence of the importance placed upon staff progression.

Table 5.4.3: Professional & Support Staff Eligible for Appraisal, by Gender

Year	Female			Male			Grand Total % Complete
	Review Not Complete	Review Complete Number	Review Complete %	Review Not Complete	Review Complete Number	Review Complete %	
2014/15	0	103	100.0	0	30	100.0	100.0
2015/16	0	114	100.0	0	33	100.0	100.0
2016/17	0	152	100.0	0	39	100.0	100.0

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

In addition to career progression support provided by line managers through the Annual Review, Table 5.4.2 shows that, since 2015/16, 232 female and 47 male PSASS have attended career progression and development courses. While the higher number of females correlates with the gender balance of this cohort (e.g. most administrative and nursing staff are female), it is gratifying to see a gradual increase in PSASS females accessing leadership training. PSASS can also pursue PG qualifications and a number have done this, outlined in Section 4.2.ii. Discipline-specific online training is also provided, funded by the School.

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Summary: 78% of all staff are aware of the University's support for maternity/paternity leave (2018 Staff Survey)

Once HR is made aware of a pregnancy and/or adoption leave, they arrange a one to one consultation. This is not a formal policy but a process we have implemented locally to

support staff. During this meeting various issues are discussed, including risk assessments, shared parental leave, childcare vouchers, family-friendly policies, and Keeping in Touch Days (KIT). Campus H&S meet with the expectant mother and a bespoke risk assessment form is completed (*New and Expectant Mothers*). We have specific considerations in a veterinary hospital (e.g. new/expectant mothers must not enter a room with magnetic resonance imaging equipment). Workload adjustments help ensure safety, such as limiting handling of large animals in the third trimester of pregnancy. Pregnant women may also request a pass letting them park near their work area. Staff are given a copy of the **EB Campus Parental Support** booklet, created by HR in response to staff feedback (described on page 36 of our previous Silver application). The **R(D)SVS** also has “**parental leave**” **mentors**, members of staff who have recently gone through paternal leave and are willing to offer informal support to others.

(ii) **Cover and support for maternity and adoption leave: during leave**

Explain what support the department offers to staff during maternity and adoption leave.

The **R(D)SVS covers the costs of maternity pay for all staff (academic and PSASS) including those** whose research grants do not provide cover, and all staff have equal entitlements to occupational maternity/adoption pay regardless of length of service. Staff on long-term leave are kept up to date with new workplace developments, although e-mail contact is at the discretion of the staff member. They are invited to the **Recognising Excellence Awards** (Section 5.6.i) and are invited to bring family members with them. Seeing babies or infants in the café concourse is a regular and welcome occurrence and we have provided baby change facilities in the main veterinary teaching building, with another pending in the Hospital. Almost all staff on maternity leave use at least one KIT day. **(AP 3.1)**

***Positive example:** KIT days have allowed one staff member to guest lecture within the medical school and to present at international conferences. The staff member was able to take her four-month old baby (that she was breastfeeding) using funding from the School’s Family Support Award (see section 3.i). This covered flight and extra childcare costs incurred by the conference.*

“Good a breast fed baby was welcome” (sic)

Feedback from our Veterinary Forensics
One-Day Conference, R(D)SVS, June 2018

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Line managers contact returning staff prior to their return date to clarify any specific requirements; aforementioned **parental leave mentors** are also available. Following our last submission the School has remodelled a small, lockable room near the canteen for breastfeeding and nappy-changing. We have also installed a small fridge, for human breast milk storage, in the small animal hospital.

Since our last submission we have introduced a **family support award** allowing applicants up to £400 to reimburse extra caring costs associated with work related training or conferences. We have had three applicants in the last three years (two male; one female).

***Positive example:** One senior lecturer had a phased return to work and took her maternity leave holiday such that she returned when her baby was 9 months old, beginning a pattern of two weeks on clinics followed by two weeks of maternity leave holiday for three months, allowing a smooth transition. This meant the baby did not have to enter formal childcare until they were one years old.*

[AP 2.5]

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Note: We have provided data from 2015/16 until 2017/18 to allow inclusion of 18 month retention figures.

SUMMARY: £2.5 million invested in campus nursery, opened August 2018

Table 5.5.1 Maternity Return Rates 2015/16

2015-16	Maternity Leave Total	Returned from Mat leave	Resigned during Mat leave	Redundant during Mat leave	In post after 6 months	In post after 12 months	In post after 18 months
Academic	1 (10%)	1 (100%)	0	0	1 (100%)	1 (100%)	1 (100%)
Clinical Academic	5 (50%)	5 (100%)	0	0	4 (80%)	4 (80%)	4 (80%)
Support	4 (40%)	3 (75%)	1 (25%)	0	3 (100%)	3 (100%)	3 (100%)
Total	10	9 (90%)	1 (25%)	0	8 (89%)	8 (89%)	8 (89%)

Table 5.5.2: Maternity Return Rates 2016/17

2016-17	Maternity Leave Total	Returned from Mat leave	Resigned during Mat leave	Redundant during Mat leave	In post after 6 months	In post after 12 months	In post after 18 months
Academic	1 (14%)	1 (100%)	0	0	1 (100%)	1 (100%)	1 (100%)
Clinical Academic	0	0	0	0	0	0	0
Support	6 (86%)	5 (83%)	1 (17%)	0	5 (100%)	3 (60%)	2 (40%)
Total	7	6 (86%)	1 (14%)	0	6 (100%)	4 (67%)	3 (50%)

NB Number of staff in post after 18 months is slightly skewed as not enough time has elapsed

Table 5.5.3: Maternity Return Rates 2017/18

2016-17	Maternity Leave Total	Returned from Mat leave	Resigned during Mat leave	Redundant during Mat leave	In post after 6 months	In post after 12 months	In post after 18 months
Academic	2 (18%)	2 (100%)	0	0	1 (50%)	0	0
Clinical Academic	4 (36%)	3 (75%)	0	0	1 (33%)	0	0
Support	5 (42%)	3 (60%)	1 (20%)	0	1 (33%)	0	0
Total	11	8 (73%)	1 (9%)	0	3 (38%)	0	0

NB Number of staff returning after mat leave and remaining in post after 6, 12 and 18 months is skewed as not enough time has elapsed.

The majority of School staff return to work after maternity leave and remain in post long term. Figures for 2016/17 and 2017/18 are incomplete as some staff are still on maternity leave. Retention rates for academic staff are very good. However, data on retention of support staff is less positive and this merits attention. An exciting development for the School in this respect is the £2.5 million investment in a brand new campus nursery, **in response to staff feedback collected via the Staff Survey**. The nursery opened its doors in August 2018 and we estimate that ~70% of clients are campus employees. We will monitor maternity return rates for PSASS following this initiative and promote our Parent Buddy Scheme. Please see 5.5.iii for additional support measures. **[AP 2.4, 2.5, 3.1 and 3.2]**

Figure 5.5.1 Arcadia, our brand new campus nursery, opened August 2018



Figure 5.5.2 One of the play areas in Arcadia (work benches with tools are also offered)



Figure 5.5.3 Children’s seating area for activities in Arcadia



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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Table 5.5.4 Paternity Leave by Grade and Year

Paternity	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total
2014/15					3	3		6
2015/16								0
2016/17		1			3	1		5
Total	0	1	0	0	6	4	0	11

Table 5.5.5 Shared Parental Leave (SPL) by Grade and Year

SPL	UE07		UE08		UE09		UE10		Total
Gender	F	M	F	M	F	M	F	M	
2015/16									0
2016/17				1	1				2
Total	0	0	0	1	1	0	0	0	2

Uptake of paternity leave is mostly by lecturers and senior lecturers, though we are starting to notice wider *intended* uptake by our PSASS and even residents. Shared parental leave is relatively new, reflected in our reduced data and low numbers. However, since April 2017 five staff members have benefited from shared parental leave (all academics). Some staff are confused by what it entails and we need to publicise and explain further to improve uptake rates, particularly at lower grades. [AP 2.3]

(vi) Flexible working

Provide information on the flexible working arrangements available.

Summary: 67% of all staff are aware of the University's flexible working policy (2018 Staff Survey)

All staff are welcome to request flexible working hours and requests are considered on an individual basis. Part-time parents/carers can agree hours with the School allowing them to drop-off or collect their children, through late starts or early finishes. For full-time posts, the University supports the use of compressed hours as documented for one working mother in Section 5.5.iii. The majority of requests are from women, so we may need to reassure men they can also make such requests. Free comments in the 2018 Staff Survey indicated that some staff feel they cannot request flexible working as they are “constrained by clinical duties”. The tables below also summarise only the successful requests, so may not be entirely representative of the true situation. [AP 2.1-2.3, 2.5]

Positive examples: Staff member successfully requested compressed hours such that they only take 30 minutes for lunch, allowing the full-time individual to finish at 3 pm one day per week. Further support can be sought regarding on call-commitment, for example, such that this does not start in the first month following return.

Table 5.5.6 Flexible Working Requests by Grade, Gender and Year

Year/Gender	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total	
2014/15	Female	4	2	2	2	-	4	1	-	15
	Male	-	-	-	-	-	1	-	-	1
	Total	4	2	2	2	-	5	1	-	16
2015/16	Female	-	-	1	2	1	1	-	-	5
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	1	2	1	1	-	-	5
2016/17	Female	1	5	5	-	3	1	-	-	15
	Male	-	-	-	-	-	-	1	-	1
	Total	1	5	5	-	3	1	1	-	16
Total	Female	5	7	8	4	4	6	1	-	35
	Male	-	-	-	-	-	1	1	-	2
	Total	5	7	8	4	4	7	2	-	37

Table 5.5.7 Flexible Working Requests 2014/15 by Staff Category, Grade and Gender

Staff category/gender		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total
Academic	Female	-	-	-	-	-	1	-	-	1
	Male	-	-	-	-	-	-	-	-	0
	Total	-	0	0	0	0	1	0	0	1
Clinical Academic	Female	-	-	-	-	-	3	1	-	4
	Male	-	-	-	-	-	1	-	-	1
	Total	-	0	0	0	0	4	1	0	5
Support	Female	4	2	2	2	-	-	-	-	10
	Male	-	-	-	-	-	-	-	-	0
	Total	4	2	2	2	0	0	0	0	10
Total	Female	4	2	2	2	0	4	1	0	15
	Male	-	-	0	0	0	1	0	0	1
	Total	4	2	2	2	0	5	1	0	16

Table 5.5.8 Flexible Working Requests 2015/16 by Staff Category, Grade and Gender

Staff category/gender		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total
Academic	Female	-	-	-	-	1	-	-	-	1
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	-	-	1	-	-	-	1
Clinical Academic	Female	-	-	-	-	-	1	-	-	1
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	-	-	-	1	-	-	1
Support	Female	-	-	1	2	-	-	-	-	3
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	1	2	-	-	-	-	3
Total	Female	-	-	1	2	1	1	-	-	5
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	1	2	1	1	-	-	5

Table 5.5.9 Flexible Working Requests 2016/17 by Staff Category

Staff category/gender		UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	Total
Academic	Female	-	-	-	-	-	-	-	-	0
	Male	-	-	-	-	-	-	-	-	0
	Total	-	-	-	-	-	-	-	-	0
Clinical Academic	Female	-	-	-	-	-	1	-	-	1
	Male	-	-	-	-	-	-	1	-	1
	Total	-	-	-	-	-	1	1	-	2
Support	Female	1	5	5	-	3	-	-	-	14
	Male	-	-	-	-	-	-	-	-	0
	Total	1	5	5	-	3	-	-	-	14
Total	Female	1	5	5	-	3	1	-	-	15
	Male	-	-	-	-	-	-	1	-	1
	Total	1	5	5	-	3	1	1	-	16

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

When any staff member applies for flexible working, they are asked whether they would like an informal or formal agreement. Flexible working requests tend to entail a permanent change to terms and conditions, so staff are given the option of an informal arrangement, leaving the option of returning to full-time employment. There is always the possibility of a return to full-time hours, though this may be difficult in some instances due to the nature of certain roles.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the AS Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Summary: 72% of staff agree that overall morale in the work place is good and just over 80% would recommend the School as a good place to work

(2018 Staff Survey)

The School is committed to creating an inclusive environment, with promotion of gender equality a guiding principle. The School supports all elements of diversity and the University's **Dignity & Respect policy** sets out the expectations placed on all staff members [<https://www.ed.ac.uk/equality-diversity/dignityrespect>]. This is underpinned by the School's E&D Committee and staff trained as Dignity and Respect advisors providing confidential advice and support. The HOS communicates key developments via quarterly meetings open to all staff. "Town Hall" meetings (each Semester) similarly permit HOS to update the UG veterinary students. Dedicated pages on our intranet provide a wealth of guidance and we recently created pages specific to our clinical scholars (residents). The SMG, chaired by HOS, is composed of 11 male and 8 female senior management and academic staff members (42% female). The SMG is primarily responsible for oversight and policy decisions, but fosters a culture of equality and respect by example or through measures such as the mandatory E&D and Unconscious Bias training. Our most recent figures **indicate impact through a steady and substantial increase in the uptake of training in both these areas** (also see Section 5.3.i). As of July 2018, overall uptake of E&D and Unconscious Bias training is 73% and 64%, respectively.

Table 5.6.1 Uptake of Equality and Diversity and Unconscious Bias Training, All Staff

Date	Royal (Dick) School of Veterinary Studies	
	E&D	UB
31-Jul-18	73%	64%
30-Apr-18	75.8%	59.1%
31-Jan-18	70.9%	45.1%
30-Nov-17	69.5%	44.9%
30-Sep-17	70%	45%
31-May-17	74%	46%
31-Jan-17	63%	25%
30-Sep-16	56%	9%
30-Apr-16	53%	5%

Our biennial **Recognising Excellence Awards** is an important event promoting inclusivity, collegiality and recognition of innovation and excellence in all staff. Individuals and teams are peer-nominated and a barbecue is held afterwards (with an ice cream van).

The Edinburgh University Students' Association (EUSA) runs annual teaching awards recognising staff members for their contribution to teaching. The School holds a number of social events each year, providing informal opportunity for staff and students to engage. These include a Burns supper, a staff student dinner, graduation ceremony and ball, College ball, Halloween party and Christmas drinks social with entertainment provided by a joint staff/student musical ensemble. There are staff/student sports "friendlies" and opportunities to attend and participate in the Dick Vet musicians' performances. The School also offers students and staff an opportunity to participate in outdoor leisure activities at its Outdoor Centre in Perthshire (Firbush).

Fig 5.6.1 Students and staff celebrating Burns Supper 2018



Fig 5.6.2 Students and staff enjoy outdoor pursuits together at Firbush, Perthshire



(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The School's HR office is decentralised from the rest of the University, allowing integration of the HR team with the rest of the staff, and provision of support that is both comprehensive and specific to the more unique needs of a veterinary school. The HR team serves the entire Campus and the HR Manager is a member of the senior team, frequently liaising with SMG and various committees (notably the CSC), providing HR support on issues such as policy advice or E&D. The HR team produces a **biannual Career Development/E&D newsletter** which highlights updates. It also delivers on-site staff workshops, which is a major advantage, eliminating the need to travel centrally and encouraging participation. Workshops cover family-friendly policies, promotion, recruiting for excellence, and absence management. The HR Manager also meets regularly with the HOS and other senior managers to update and advise as required, e.g. management of challenging situations or staff members.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing

to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

There is reasonable gender balance across the committees and the predominance of female chairs indicates that there is ample opportunity for females to have voice and influence. For example, the SMG has, in the last year, welcomed two new female members, one in an academic leadership role and one in a professional support leadership role. Recent amendments to how committees are run have been actioned and are now in place. Committee membership is voluntary and potential members are identified via a call to all staff, usually by email. For most committees, the convenor and members serve a specific term (typically three years) to increase opportunities for all. Some committees have specific requirements (e.g. due to the nature of its remit, the Estates and Buildings Committee is mostly populated by PSASS). Several committees (e.g. Health and Safety, Estates, CSC, LTC) also include UG and/or PG student representatives. The large number of female staff (both academic and PSASS) means that committee overload is not an issue. It could be argued that there may be a tendency for women to take the bulk of this work but there has been an active attempt to encourage women into these “citizenship” roles so this is a positive outcome. Contribution to committees is also well regarded in the promotions process and we can monitor for potential overload on an individual basis via the Annual Review.

Table 5.6.2 Gender Balance of Key Committees

Committee	F	M	% F	% Female Academic	% Female PSS*	Female chair (Y/N)
Admissions	5	3	62.5	37.5	25	Y
Business Operations	10	6	62.5	6.25	56.25	N
Career Support	12	6	55	44	11	Y
Estates **	15	10	60	0	60	Y
Health & Safety**	12	9	57	9.5	47	Y
Learning & Teaching (LTC)	20	12	62.5	50	9	Y
Quality Assurance	4	5	44	33	11	Y
School Executive Committee	4	4	50	25	25	N
School Management Group [†]	8	11	42	26	16	N
Total number/mean %	89	64	57.9	25.1	32	-

**Professional & Support Services*

† Key decision making committees

*** Campus committee so includes representatives from Roslin Institute and SRUC*

Research committees fall under the remit of the Roslin Institute Senior Management Group.

Figure 5.6.3 Dr Sue Murphy is a recent addition to the R(D)SVS and to the School Management Group, a key decision-making committee



A warm welcome to Dr Suzanne Murphy, who was recently appointed Director of Clinical Services for the Easter Bush Campus. In addition, she will also be Director of the Hospital for Small Animals.

Sue graduated from the Royal (Dick) Vet School of Veterinary Sciences in 1986 and then spent ten years in general practice. For the past 22 years she has worked for the Animal Health Trust as a specialist in small animal oncology and latterly as their Head of Clinical Services.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Such encouragement takes place during Annual Review or other meetings between staff and their line manager/HOS. Based on a “snapshot” email canvass of all School staff, 29 (18F; 11 M) staff members currently sit on committees outside the School, either University based or externally. Collectively, they contribute to 33 internal and 44 external committees while individuals sit on between 1 and 13 committees. In 12 instances, they either currently chair the committee, have just stepped down as chair or just accepted chair. University committees to which our staff contribute include the Curriculum and Student Progression Committee, Learning and Teaching Policy Group, Senate Quality Assurance Committee, Appeals Committee, Admissions Qualifications SubGroup and the University Executive Committee. External committees include diploma examination committees, BVA policy committee, Horst Trust, Dogs Trust Council, RCVS Council and the British Veterinary Zoological Society Council.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

A prospective workload model (WLM) has been in place since 2013. This categorises the main activities of academic staff and allocates agreed time units to each. The template was developed specifically for the School and takes into account various aspects of an academic’s role, including teaching, clinical/diagnostic provision, research and

administration. There is a degree of built-in flexibility so that each individual's model will vary depending on their responsibilities. This also serves as a basis for discussion with their line manager at Annual Review. The CSC was involved in its development and the pilot included a staff consultancy period.

Since 2013, and in the last 12 months, the WLM has gone through further amendments, including the addition of specific time recognition for staff members undertaking the Higher Education Academy award. The WLM is valued as a tool by line managers, since it helps to identify work overload and assists in planning, particularly for teams where, for example, specific roles can be rotated.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Our last Silver submission outlined the implementation of a local School policy approved by SMG, requiring that all our meetings adhere to "inclusive hours". We still follow this policy. Convenors and Chairs are asked to consider meeting timings and most now take place between 10am and 4pm, including the SMG's monthly meeting. Due to the clinical nature of the work within the School's hospitals (i.e. clinical care must be provided 24 hours a day, 7 days a week), it may be helpful to have meetings outside the inclusive hours framework, to reduce the negative effects on clinical care. As a result, HOS permits convenors to hold meetings outside of inclusive hours, provided they seek the agreement of meeting attendees and provided no-one is disadvantaged. The Recognising Excellence Awards are held from noon until 3pm. Christmas drinks begin at 3pm, allowing as many staff as possible to take part. Some gatherings take place in the evening, e.g. monthly CPD events. However, these are advertised ahead of time to encourage attendance.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Gender equality is a thread running through our School's culture, from composition of interview panels and inclusion of female contacts in job adverts to configuration of committees. Clinical/teaching seminars and staff development workshops are frequently held within the School and recent staff development training events have covered the topics of coaching (two external female speakers), Unconscious Bias (one external male speaker) and *Celebrating Teaching* (eight internal speakers; five female). A one-day conference on veterinary forensics was led by two keynote speakers (female and male).

Invited speakers deliver weekly seminars to Final Year veterinary UGs and are particularly visible role models. The speaker gender balance for this series is illustrated in Table 5.6.3.

Table 5.6.3 Gender balance of student seminar speakers

Year	No. of seminars	No. of female speakers (%)
2012/13	24	12 (50%)
2013/14	24	12 (54%)
2014/15	18	6 (33%)
2015/16	17	9 (53%)
2016/17	17	11 (65%)
2017/18	17	8 (47%)

UG interviewing is an important process comprising a significant part of the year. In 2014 we changed from panel-based to circuit-based interviewing, with each student rotating round six stations covering different attributes – aforementioned “multiple mini-interviews”. Most stations comprise 10-minute, one-on-one interviews with a staff member. These staff also serve as role models and ambassadors for the School during interviews. Last year, 100 staff members interviewed (56 female). Since 2015, we have also sent small groups of staff to North America and Asia with the remit of interviewing prospective students from those continents. For the six trips to date, the collective gender balance is 22 females and 12 males.

Our staff include a number of strong female role models working in various spheres of veterinary science. Some have been recognised at national level through the Queen’s Honours system. Professor Susan Rhind (Assistant Principal for Assessment and Feedback; Director of Veterinary Teaching) was awarded an OBE in 2017 for services to veterinary education, while Ms Hayley Walters, one of our registered veterinary nurses, received an MBE for services to veterinary education and animal welfare in 2018. Hayley was also a 2014 recipient of the RCVS Golden Jubilee Award, recognising excellence in veterinary nursing (see section 4.ii). Several other female staff have been recognised in the media, including Professors Anna Meredith (featured on the BBC’s Countryfile) and Danielle Gunn-Moore on International Women’s Day. Dr Jessica Martin (co-convenor of the CSC) was voted UK Young Poultry Person of the Year for 2017. The most recent **EUSA Impact Awards** recognised positive student role models in our cohort, including Best Student-Staff Collaboration and, in the Best Peer Learning Group category, VetPALS, an academic support system whereby students are supported by more senior peers (<https://www.ed.ac.uk/vet/staff-students/students/vetpals>).

Figure 5.6.4 Ms Hayley Walters MBE



Figure 5.6.5 Professor Susan Rhind OBE. University of Edinburgh city-wide banner.



Figure 5.6.6 Dr Jessica Martin, UK Young Poultry Person of the Year for 2017



(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Staff engagement in outreach is formally recognised and recorded through the Annual Review and WLM. This is also one of the promotion criteria for academic staff so they are encouraged to record their activities in the University's research management information system (PURE). The 2017 staff questionnaire indicated that 41.5% of staff had participated in at least one public engagement event in the previous year and more than 55% of staff felt this was recognised in their appraisal. However, while we encourage recording via the WLM and PURE, this is not mandatory and the format information is not easily categorised by grade and gender. **[AP 3.3]**

Staff and students are involved in a range of public outreach events throughout the year (and annually). In the last few years, they have included Midlothian Open Doors Day, the Royal Highland Show, National Pathology Week, and various Science Festivals. A large number of staff at all levels are required to help with the Midlothian Open Doors Day since this involves a spread of interactive activities/quizzes and visual displays requiring explanation. As a result, some have found a platform to share their research work with the public. In the last few years (and in November 2018) the pathology teaching staff (veterinary and medical), to mark National Pathology Week, have developed a joint outreach event, in which the School hosts ~50 pupils and their teachers from 12 local

schools. Pupils spend half a day learning about pathology careers through group activities and short talks.

Figure 5.6.7 School pupils attending National Pathology Week event, 2016



Figure 5.6.8 National Pathology Week laboratory based activity for school pupils



These events are well supported by our UG students (e.g. pathology club students; veterinary school ambassadors). However, a more student-driven outreach programme is “All4Paws”, a community ‘pop-up’ veterinary clinic serving homeless people in Edinburgh. It operates regular clinics at Grassmarket Community Centre and **is run by a student committee working** with one of our academic staff, Dr Andrew Gardiner, supported by volunteer vets from the School and local practices. Students undertake all the clinic organisation and are actively involved in fundraising. In addition to the provision of preventive medicine and clinical care, students help in other ways, such as fostering a homeless person’s pet while they are in hospital. The service is busy and valued by the homeless community and its supporters, and the UG student involvement is an important element.

Figure 5.6.9 All4Paws ‘pop-up’ veterinary clinic



Another initiative encouraging school pupils into science is the Easter Bush Science Outreach Centre, a campus-wide enterprise launched in 2018 as part of the Scottish Government’s strategy for developing the young work force. It features a purpose-built laboratory offering hands-on, curriculum-linked workshops for school pupils and interactive laboratory-based sessions for community groups of all ages. <https://www.ed.ac.uk/easter-bush-campus/science-outreach-centre/about-us>. It is expected that this will offer staff and students new opportunities to volunteer in a targeted way and requests for volunteers were first circulated in June 2018. In a thankyou letter earlier this year, one young schoolgirl attendee wrote “**I learned that I did not have to be a boy to be a scientist**”. We also offer school work placements for senior high school pupils seeking work experience (please see <http://jmicaweactivities.blogspot.co.uk/2017/08/guest-blog-from-education-research.html>). One young female participant provided feedback about how nice it was to see that **scientists were ‘just like her’**.”

Over the last few years, the R(D)SVS has also hosted younger school children for several television series (“Vet School” 1 and 2, and “Junior Vets” 1 and 2). “In “Junior Vets”, the

children (three boys and three girls per series) were between 12 and 15 years of age and had the opportunity to take part in various hospital activities. We have also hosted nursery school children at the School's dairy farm.

Figure 5.6.10 Participants in the TV programme Junior Vets.



Figure 5.6.11 Local nursery school children visit our Langhill Farm.



SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

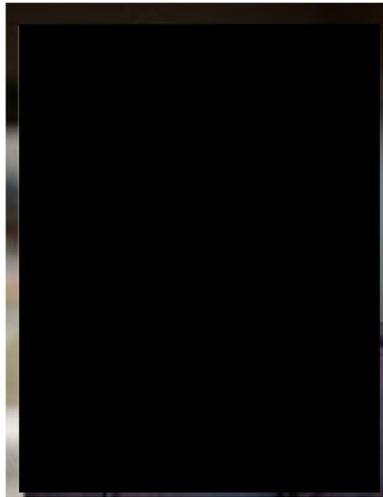
The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

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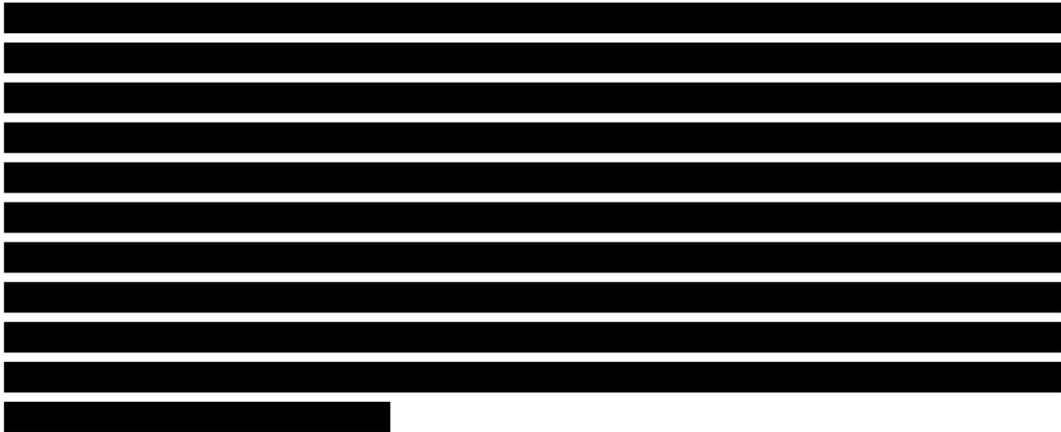
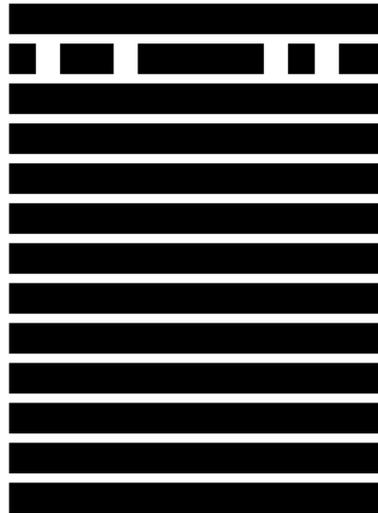
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7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Nothing further to add.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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Silver Action Plan (2018 application)

Reference	Objective	Rationale (motivation)	Further action planned	Timescale	Person responsible	Success measure
1. Career Advancement						
AP 1.1	<p>Annual review:</p> <p>Maintain quality of the Annual Review process through continued excellence in level of staff engagement and completion.</p> <p>Improve uptake of “Understanding Annual Review” online course to 75% by 2020.</p> <p>Sustain and continue to enhance the high quality of our Annual Review.</p>	<p>The Annual Review is a formal recorded conversation where managers and employees can discuss career development and work life balance.</p>	<p>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).</p> <p>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.</p> <p>Hold the University’s longer face-to-face workshop “Annual Review Skills” on campus, as well as centrally, to facilitate staff attendance.</p>	<p>From Jan 2019</p> <p>Annually</p> <p>Annually</p>	<p>HR</p> <p>CSC/HR/Staff survey team</p> <p>HR</p>	<p>Increase uptake of Understanding Annual Review course to be at least in line with Unconscious Bias and E&D training uptake (75%).</p> <p>Increase proportion of staff who find Annual Review valuable in Staff Survey (80+ %).</p>

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).	<p>Continue with regular programme of Academic Promotion Workshops and Open Door Policy with HOS to discuss career development with senior staff.</p> <p>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.</p>	<p>Annually from 2018</p> <p>2019-2021</p>	<p>HR/HOS</p> <p>Chair, CSC</p>	<p>Increase proportion of UE10 females, particularly on clinical side, by 10% in next 5 years.</p> <p>Achieve yearly focus groups as outlined in this Action Point and feedback key issues to HR and SMG.</p>
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).	<p>Sustain our highly successful programme of Academic Promotion Workshops.</p> <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</p>	<p>Annually from 2018</p> <p>2019-2021</p> <p>2019 onwards with monthly</p>	<p>HR/HOS</p> <p>CSC/HR</p> <p>CSC/HR/Staff survey team</p>	<p>Strive for continued female promotional success to UE09.</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</p>

			and timetables from IAD through digital and printed media.	notification updates.		Review helpful in Staff Survey to 80+%.
			Continue to review and adjust the Staff Survey to evaluate the success of the Annual Review process for career advancement.	Annually	HR/CSC	
			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.	2019 (next promotion round)	HR/CSC	80+% staff feel encouraged to take up career development opportunities as per Staff Survey (currently 74%).
			Continual review and renewal of our induction pack to ensure provision of optimal information and guidance on career development for all.	Annually	HR	Survey shows that over 50% of promotion applicants found the case studies helpful.
						Increase female satisfaction with induction

						in line with overall average (90%).
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.	2019-2021	HR / CSC	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.
			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.	2019-2021	CSC/HR	
			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.	2019-21	CSC / EB Open Access Administrator	
AP 1.7	Enhance collaboration between CSC and the two other campus career development committees (Roslin Career Development Committee [CDC] and PSASS CDC).	Improved links and more coordinated approach would improve sharing of good practice, increase speed of progress on joint initiatives and	Increased interactive engagement between the three committees including inviting a new member of each of the CDCs to sit on the CSC, providing pivotal communication routes.	Ongoing	CSC/ CDCs Committee chairs,	Increase in campus-wide and campus-funded initiatives such as coaching programmes and Unconscious Bias training days.

		provide insight into (and knowledge of) local issues.	Continue with regular formal meetings between Chairs of three committees.	Ongoing	Campus operating officer	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</p>	<p>From January 2019</p> <p>January 2019</p> <p>Ongoing</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>

			uphold a representative and accountable committee during decision making processes.	January 2019	CSC	Regular and active attendance of CSC meetings by committee members (meeting attendances minuted).
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.	<p>In addition to championing the University's established and ongoing Mentoring Connections programme we will:</p> <p>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> <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>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>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>

			Invest in and actively encourage senior (UE08 and above) female staff participation in University's 4-day leadership course.		HOS/HR	
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. However, this process is not formalised.	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 (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.	<p>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.</p> <p>Run another family friendly information workshop.</p> <p>Continue to review induction pack annually to ensure all family friendly/carers related information is up to date.</p>	<p>Ongoing</p> <p>2019</p> <p>2019 onwards</p>	<p>HR</p> <p>Line managers</p> <p>HR</p>	<p>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.</p> <p>Increase proportion of staff who are aware of our flexible working policy to</p>

			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.	By June 2019	CSC	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 formal flexible working requests - not just those that are successful.	Ongoing 2019	HR HR/Line managers	

			questionnaire data to monitor reasons for not returning/leaving.	Annually from 2019	HR/CSC	<p>into line with academic staff.</p> <p>Increase the percentage of staff positively responding to questions relating to work life balance and working environment in Staff Survey (by ~10%).</p> <p>Introduce additional questions relating to performance and voluntary feedback about the nursery in the Staff Survey.</p>
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.	<p>Promotion of open family friendly policies through our new "Support for Parents" booklet.</p> <p>Continue to support academic staff with the Carers Training Grant ("Family Support Award").</p> <p>Extend Family Support Award to PSASS.</p>	<p>Delivered to new starts monthly.</p> <p>Ongoing</p>	<p>HR</p> <p>HR</p>	<p>Bring percentage of PSASS returning and remaining following parental leave into line with academic staff.</p> <p>Increase the proportion of staff who are aware of parental leave by at least 10%.</p>

				From 2019	HR	
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.	<p>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).</p> <p>Establish reserve seating with extra space in seminars for increased accessibility with prams.</p>	<p>January 2019</p> <p>Sept 2019</p>	<p>HR</p> <p>CSC / Staff</p>	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.	<p>Extend the Family Support Award to all PSASS.</p> <p>Monitor maternity return rates of PSASS in the wake of the campus nursery opening.</p> <p>Hold regular promotion drives for the College's parent buddy scheme to all staff.</p> <p>[https://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-</p>	<p>January 2019</p> <p>Annually</p> <p>Ongoing</p>	<p>HR</p> <p>HR/CSC</p> <p>HR</p>	Increase percentage of PSASS returning following parental leave in line with academic staff return and retention rates.

			students/equality-diversity/athena-swan/parent-buddy-scheme]			
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.

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</p>	<p>Annually from 2019</p> <p>From 2019</p>	<p>HR/CSC</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>
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			<p>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>Ongoing</p> <p>January 2019</p> <p>Ongoing</p> <p>Annually</p>	<p>HOS/HR</p> <p>HR</p> <p>HR</p> <p>HR/CSC</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	Monitor number and percentage of male UG applications following our new initiatives. This is likely to be another long term vision.	2018-2021	Admissions	Increase proportion of male UG acceptances by 2021 (up to 5%).
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		students and applicants.	Ongoing review of MMI process in terms of gender neutrality of tasks/stations. Continue to seek feedback from candidates on MMI process.	Annually Annually	Admissions and CSC 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.
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7. Beacon activity

AP 7.1	Increase Beacon activities	We have begun to share our approaches and experiences more widely but we will adopt a more proactive position.	Participate in - and share good practice through - existing networks (University of Edinburgh, Veterinary Schools' network). Continue to contribute to International Women's Day.	From 2019	CSC	Cross-pollination of ideas leading to sharing and fostering of tried and tested practices. Representation of our CSC at the annual Athena Swan Veterinary Schools' network meeting.
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Silver Action Plan (2015) – Progress update (C = Complete; C* = significant progress, S = Silver action)

	Objective	Actions already taken as of November 2015	Further action planned and timescale	Responsibility	Success measures	Status	Progress / Impact
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 all staff find it valuable for career development.</p> <p>Embed learning, teaching and outreach as key elements of the Annual Review.</p>	<p>a. 100% completion rate achieved for the last 2 years.</p> <p>b. 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>c. Appraisal form re-designed to ensure career development discussions are mandatory.</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 – annually.</p> <p>Finalisation of appraisal form to include section on learning and teaching and ensure appropriate weighting during appraisal discussions – Jan 2016.</p> <p>Continue to monitor staff survey results to</p>	<p>HOS</p> <p>HR (Co-delivered event)</p> <p>Director of Teaching</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.</p>	<p>C*</p> <p>C</p> <p>C</p>	<p>81% consider the appraisal helpful (2018 staff survey). Just over 85% of staff feel that feedback during their appraisal is honest, balanced and evidence-based.</p> <p>VetHOS / HR has continued programme of appraisal workshops.</p> <p>Learning and teaching, outreach and pastoral care contributions are now included in appraisal. Time spent on EdTA (HEA) qualification are also addressed through the WLM. 79% of staff feel that appraisal feedback</p>

		<p>d. Initial review of appraisal form conducted with Director of Teaching to ensure appropriate weighting to teaching activities during appraisal.</p> <p>e. Training analysis reports sent out to heads of sections following the appraisal period.</p>	<p>ensure that staff find appraisals valuable – annual.</p> <p>Ensure 100% completion rate of the “Understanding Annual Review” module – Jan 2017.</p> <p>In conjunction with Equate Scotland, host a “coaching approach to appraisals” session with senior management team – June 2016.</p>	<p>CSC (agenda item for full committee)</p> <p>Deputy Head of School (CSC members).</p> <p>CSC Chair and deputy</p>		<p>C*</p> <p>S</p> <p>C*</p>	<p>recognises pastoral, outreach and administrative duties and 85% feel it recognises teaching duties.</p> <p>Clinical females at UE08 (the attrition point) have decreased from 80.6% to 74.4% over three years while non-clinical UE08 females have remained steady at 87.5%.</p> <p>Clinical UE09 females have increased from 34.6 to 37.5% while non-clinical UE09 females have levelled at 50%.</p> <p>While we have maintained very high completion rates for Annual Review, we recognise a need to encourage and promote engagement with our “Understanding Annual Review” training module.</p>
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							Two half-day seminars were held for senior staff in 2017: "Coaching Approach to Management".
1.2	Increase awareness and understanding of promotion process and career	Annual Academic Promotion Workshop with HOS and HR established in 2014. HOS encourages applications from female academics that are ready for promotion.	Continue to review and run the annual academic promotion workshop – annual. Send out anonymous survey to staff that have applied for promotion to see if	HOS HR (Co-delivered event) HR (to send out survey)	Staff survey highlights that 80%+ of staff are aware and understand the promotion process. 30%+ increase in females applying for promotion from 2015-2018.	C C	Just over 82% of staff are aware of – and understand – the promotion process (2018 staff survey) Female academics successfully applying for

	<p>development opportunities</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>they were encouraged or if they self-nominated – 2016/17.</p> <p>Continue to review the annual staff survey to ensure that we maintain / improve understanding and awareness of promotion process – annual.</p> <p>Include training and career development information in the School induction pack and advertised on staff intranet – annual.</p> <p>Review and revise workload model in consultation with staff and WLM subgroup. Review roles and duties by gender to monitor allocation of potential “career enhancing” roles – prior to new academic year 2016-18.</p>	<p>Data</p> <p>CSC Agenda Item (Full committee) 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 75%+ of staff are aware of career development opportunities.</p>	<p>C*</p>	<p>promotion quadrupled in the time period 2015-2017 compared to 2013-2015. Comparable national averages not available for grades lower than UE10.</p> <p>74% of staff feel encouraged to take up career development opportunities (2018 staff survey).</p>
				<p>HR</p>			

1.3	<p>Mentoring & 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 – Jan 2017.</p> <p>Continue to invest £8k per annum to maintain the coaching programme – annual.</p> <p>Evaluate effectiveness of coaching and mentoring programme via career progression and development of coaches – annual.</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>	<p>C*</p> <p>C*</p> <p>C*</p>	<p>Continued uptake of mentoring connections, with two new mentors and two new mentees signed up in 2017-18.</p> <p>72% of staff are satisfied with the mentoring opportunities provided by the School (2018 Staff Survey).</p> <p>Continued investment in coaching programme.</p>
1.4	<p>Continue to promote Leadership Programme/ Training for female academic staff</p>	<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.</p>	<p>Continue to fund Aurora programme annually (£1k) and ensure all new senior female academics are enrolled on the Leadership programme – annual.</p> <p>Ensure Leadership and management skills are discussed at the</p>	<p>Deputy HOS (CSC Member)</p> <p>HR</p>	<p>The number of females at UE09 increases to be in line with national averages.</p>	<p>C*</p>	<p>See 1.1 above.</p> <p>Since 2015, three female academics have attended Aurora leadership training, two of whom subsequently achieved promotion. Two female staff (one academic</p>

		(One female member who attended was on UE09 and was made Chair this year).	<p>appraisal with relevant staff. Section to be added to form – Jan 2016.</p> <p>Continue to part fund Research Leadership Programme with the Roslin Institute and select females within research track to attend – Dec 2016.</p>	CSC Chair			and one PSASS) have attended the University's leadership course (both in 2018).
1.5	Continue to identify and address perceived barriers to promotion.	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>Continue to host focus groups with staff on a bi-annual basis to gather key data – Dec 2017.</p> <p>Monitor and analyse exit questionnaire data to ascertain why staff leave – data gathered throughout year, reviewed Dec 2016-18.</p> <p>Promote grant writing workshops for School career research associates – annual.</p>	<p>CSC – “Focus Interviews” subgroup.</p> <p>HR CSC – Exit Survey Subgroup to report back to full committee.</p> <p>CSC – Roslin Committee member (Link contact as run by Roslin).</p>	<p>30% increase in promotion application from women (2014/15-2016/17).</p> <p>Reduced drop off of females at UE09 by 2018. 52% of women at UE09 level in line with national averages.</p>	<p>C</p> <p>C*</p>	<p>See 1.2 above.</p> <p>See 1.1 above.</p>

1.6	Ensure best practice in recruitment and appointment processes.	<p>Compulsory gender mix on interview panels introduced.</p> <p>Roll out of Equality and Diversity training (65% staff have completed this).</p>	<p>Mandatory completion of online Unconscious Bias training by all recruiters – Dec 2016.</p> <p>Face to face Unconscious Bias training by the senior management team and admissions team – Dec 2015.</p> <p>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 – annual.</p>	<p>HOS</p> <p>CSC organised event</p> <p>CSC agenda item (full committee) HR</p>	<p>90%+of staff to complete E&D and Unconscious Bias training.</p> <p>100% SMG team / Admissions to take part in Unconscious Bias training.</p> <p>100% of new staff receive formal induction and are fully aware of all policies and opportunities. Measured by annual staff survey.</p>	<p>C*</p> <p>C</p> <p>C</p> <p>C*</p>	<p>>70% of staff have completed both as of July 2018.</p> <p>All of SMG and Admissions team have completed Unconscious Bias training.</p> <p>All staff now receive formal induction.</p> <p>91% of staff feel they have received an appropriate induction for their role, including health and safety.</p>
1.7	Review and clarify career pathway for clinical veterinary academics.		<p>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</p>	<p>HOS/HR/ in consultation with staff and unions.</p>	<p>Increased understanding of standards/objectives required within the veterinary clinical track leading to improvement in progression of females via clinical track to UE09.</p>	<p>C*</p>	<p>Also see 1.1 above.</p>

			progression from one role profile to the next – Nov 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.	C	A parental support book has been created. A copy is given to all staff at induction and to all staff who go on paternal leave. Copies are posted around the School and on-line. 78% of staff are aware of parental support provision on campus (2018 staff survey). 67% of staff are aware of the flexible working policy.
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 – complete by Nov 2018.	Senior Management Group	High usage (80%+) of campus nursery Positive feedback from staff once nursery has opened.	C	Campus nursery has been completed ahead of schedule and started receiving children in August 2018.
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	Policy communicated to staff and first call to be publicised in January 2016 for	CSC Chair	Expected applications increase year upon year as more staff become aware of the support fund.	C*	This has been in place for two years, during which three staff members have applied successfully for the award.

		work-related conferences.	grants of up to £400 each – Jan 2016.		Staff Survey results demonstrate that over 75% of staff feel supported by the School in terms of work-life balance.	C*	Edinburgh College of Art's Director of Research, amongst others, has been in contact with us to seek details about this scheme as they would like to implement similar in their College. Just over 70% of staff feel supported by the School in terms of work/life balance. 70% of staff believe that the campus has a positive effect on their daily work life.
3. Organisation and Culture							
3.1	Core Hours: Continue current policy that key management meetings are held within core hours of 10am-4pm.	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.	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 – Jan 2017.	CSC – Organisation al Culture Subgroup. Clinical Team Leaders	Improved attendance of females at all School committees. Positive and improved results in staff survey in terms of work-life balance (75%+).	C* C*	See 2.3 above. 80% of staff feel encouraged to serve on internal and external committees (2018 Staff Survey). Six female academics from the School sit on at least one College committee (two of which are Chairs).

3.2	Recognise and reward staff at a local level to promote a cohesive and positive culture.	Staff awards event established in 2013. The event recognises a variety of staff categories from clinical, nursing to research and residents.	Continue to invest and run the event every 2 years – Sept 2017.	HR	Annual Staff Survey indicates that at least 75% of staff feel recognised and adequately rewarded (currently 64%). Staff Survey indicated that at least 75% of staff feel valued by the School.	C*	67% of staff feel recognised and adequately rewarded while 78% feel valued by the School (2018 Staff Survey).
3.3	Continue to support staff pre and post any parental leave.	Revised pre-maternity leave support including: - 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. - Dec 2016	HR/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%).	C* C* S	78% of staff are aware of parental support provision on campus (2018 Staff Survey). Since April 2017 five staff members have taken advantage of shared parental leave. 67% of staff are aware of the flexible working policy but only 54% feel able to ask for it.
3.4	Maintain and enhance an inclusive culture and social integration of staff and students.	Social Event Calendar for staff and students established and promoted.	Continue with social event programme e.g. Burns night, final year review, Halloween party, hill walks etc. – ongoing.	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.	C*	72% of staff feel that the overall morale in the workplace is good (2018 Staff Survey). The R(D)SVS ranked first out of all UK vet schools for

		<p>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>participation and the sharing of new ideas.</p> <p>Quarterly meetings of the chairs of campus career/development committees to share ideas – Nov 2016-18.</p> <p>On-going participation in wider University and Scottish AS networks. Edinburgh to host AS UK Vet School network in 2017.</p>		<p>The School is seen as a beacon of good practice internally and externally within networks.</p>	<p>C*</p>	<p>renewed in October 2016 (13 new members including two UG students).</p> <p>Evidence suggests we are beginning to be seen as a beacon of good practice, with recent requests from external institutes to share details of our Family Support Award and our promotions process.</p>
4.2	<p>Collection and collation of baseline data for continual review to identify any trends.</p>	<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</p>	<p>Continue to monitor all staff data</p> <p>Gather data Feb 2016-18.</p> <p>Review data April 2016-18.</p> <p>Address any actions by December 2016-18</p>	<p>HR</p> <p>CSC</p>	<p>School improves attrition point. Increase in females at UE09.</p> <p>Positive improvements in staff survey results each year (as highlighted earlier).</p> <p>Areas of concern identified and addressed.</p>	<p>C*</p> <p>C*</p> <p>C*</p>	<p>See 1.1. above.</p> <p>In 2017, one CSC member and one E&D committee member, both with experience handling epidemiological data, joined the staff survey team to contribute expertise in questionnaire design and analysis.</p> <p>In 2017 <i>ad hoc</i> suggestions boxes were placed at various sites within the School, allowing staff to anonymously raise AS</p>

		data evaluated annually by CSC and reported to SMG.					pertinent issues, several of which were raised and addressed by senior management.
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.	Senior Lecturer (CSC member) in conjunction with Veterinary Teaching Organisation Manager.	100% of female students aware they can request female PT measured via student feedback.	C*	This is accepted as good practice by the Student Support team on campus; the same courtesy is given to male students.
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.	Director of Admissions CSC Student Rep Director of Admissions Director of PGT	Increased number of students selecting academic career on graduation – measured by post-graduation employment survey via Development Alumni.	C*	Increasing the time period between graduation and survey should help to assess this more realistically.

				CSC/ Director of PGT			
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 – Nov 2015.</p> <p>Work with other vet schools via the AS network to identify perceived barriers to applications from male students – Nov 2016.</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 – annually reviewed.</p>	CSC and VTO	<p>100% of admissions team received Unconscious Bias training.</p> <p>Increased proportion of male applicants and admissions.</p>	<p>C</p> <p>S</p> <p>C*</p>	<p>100% of admissions team and MMI staff have all received Unconscious Bias training.</p> <p>Male UG applicants and admissions have continued to decrease but Admissions have put several new initiatives in place to try to address this issue. It is widely accepted that this is an entrenched global pattern that will take time to understand and address.</p> <p>60% of current residents (clinical scholars) are female.</p>
5.4	Monitor female withdrawals from UG course to find out if 2014/15 was a “blip” or		CSC to monitor student withdrawals with VTO to ensure no trend apparent. If trend apparent,	CSC	Withdrawals by female applicants decrease to the norm in 2016 onwards.	C*	The number of required withdrawals was very low in the 2014/15-2016/17 time period (6F; 2M).

	the start of a concerning trend.		investigate the issues of each case and look into increased local student support – annually in Nov.				
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