Athena SWAN Bronze department award application

Name of university: University of Glasgow
Department: School of Veterinary Medicine
Date of application: April 2015
Date of university Bronze and/or Silver SWAN award: November 2012
Contact for application: Professor Lubna Nasir
Email: Lubna.Nasir@glasgow.ac.uk
Telephone: 0141 330 5731
Departmental website address: www.glasgow.ac.uk/schools/vet

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

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

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

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

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

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.
30 April 2015

Athena SWAN Manager 
Equality Challenge Unit 
7th floor, Queen’s House 
55/56 Lincoln’s Inn Fields 
London, WC2A 3LJ

Dear Sir/Madam

As Head of the School of Veterinary Medicine and a member of the Athena SWAN self-assessment team, I fully and enthusiastically support this application for an Athena SWAN Departmental Bronze Award.

We have a culturally diverse student population with over 40% of our students coming from outside the European Union. With formal approval from accrediting bodies in the UK, North America, Europe and Australasia, we are an internationally recognised teaching school. Our vision is to create an aspirational and supportive culture where staff and students from around the world want to come to learn; be inspired; and advance and share knowledge. Embedded within the vision is our ambition to work towards real parity at all levels and an inclusive culture. The dialogue and activity stimulated by our engagement with the Athena SWAN principles from September 2013, and through the preparation of our initial and current Bronze applications, have challenged us to consider the extent to which we have realised this vision, particularly in tackling gender equality and where we fall short.

One of the main challenges is the comparative under-representation of women at senior levels. Actions around promotion and support at key transition points, devised in response to feedback in the staff survey and subsequent focus groups, will help us to address this issue.

The other key areas for action are: how we support new members of staff by improving processes at induction and at key transitions which means addressing how mentoring and performance and development review function and how roles and workload are allocated. We also need to work hard to improve the working environment for all staff in relation to our culture.

I am fully committed to supporting the SAT, and the School more broadly, in the implementation of our action plan. Athena SWAN is now a standing item on the agenda of the School Executive to ensure that it is embedded within the strategy and management of the School; and I have made resources available to staff to attend Athena SWAN and gender-equality related conferences and events. I recognise that the action plan is a living document and will continue to provide the leadership and financial support required to ensure the successful delivery of the objectives in our plan.

The School has made some progress: we have held promotions workshops and focus groups with staff and PG students; we have recently launched a pilot induction scheme and have held a successful School-wide, family friendly social event. We are aware we have a long way to go but I strongly believe that we can and will do things better. Much enthusiasm and energy has underpinned the Athena SWAN process in the School; this will be sustained in the pursuit of equality in all aspects of School life.

Yours faithfully

Professor Ewan R Cameron  
BVMS PhD MRCVS
Head of School

School of Veterinary Medicine, University of Glasgow, Bearsden, Glasgow, G61 1QH
Tel: +44 (0) 141 330 5701; Fax: +44 (0)141 330 3273; 
email: Ewan.Cameron@glasgow.ac.uk

The University of Glasgow, charity number SC004401
2. The self-assessment process

Describe the self-assessment process. This should include:

a) Description of the self-assessment team (SAT): members’ roles (both within department and as part of the team) and their experiences of work-life balance.

The SAT was originally established in September 2013 and has expanded over the course of the self-assessment process to make the SAT more representative of the School. All School of Veterinary Medicine (‘the School’) staff were given the opportunity to be involved. The SAT consists of 6 male and 5 female academic staff, reflecting the composition of the School’s academic staff. The Head of School is a member of the SAT, demonstrating his personal commitment to this area of activity. Following feedback on the SAT composition in our initial submission, all stages of the career ladder, from postgraduate student to professorial level, are now represented. Also included are 2 members of nursing staff and 2 administrative staff to reflect the significant contribution that these groups of staff make to the organisation and culture of the School. The SAT members have a range of experiences; some have long-standing experience of balancing teaching and administration with research or clinical duties; others are establishing their academic and/or clinical profile and the majority have experience of balancing work and caring commitments.

Roles within the SAT vary from providing leadership and direction, developing ideas, collecting and assessing data, reviewing successful applications for best practice, drafting the application and being ambassadors for the project in their own areas of the School.

Table 1: SAT membership, contribution and experience of work-life balance.

<table>
<thead>
<tr>
<th>SAT member</th>
<th>Job Title</th>
<th>Role on SAT</th>
<th>Full-time/Part-time</th>
<th>Experience of work-life balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ewan Cameron</td>
<td>Grade 10 Professor</td>
<td>awareness raising of Athena SWAN; action planning; promotions workshop</td>
<td>FT</td>
<td>dual career family with 3 children (2 teenagers and 1 at university)</td>
</tr>
<tr>
<td>Male</td>
<td>Head of School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Chiodetto</td>
<td>Grade 9 Support staff</td>
<td>awareness raising of Athena SWAN; action planning; promotions workshop; staff data gathering; staff data analysis</td>
<td>FT</td>
<td>dual career partnership; increasing caring responsibilities for older relatives</td>
</tr>
<tr>
<td>Female</td>
<td>Head of School Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Gatherer</td>
<td>Grade 7 Support staff</td>
<td>awareness raising; action planning</td>
<td>FT</td>
<td>caring responsibility for mother with dementia</td>
</tr>
<tr>
<td>Female</td>
<td>Head Equine Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenny Helm</td>
<td>Grade 8 Veterinary Clinician</td>
<td>PGR focus group; action planning; intern/resident survey; student data analysis;</td>
<td>PT</td>
<td>dual career family; 2 young children; recently returned to work following maternity leave</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marie Henderson</td>
<td>Grade 6 Support staff</td>
<td>administrative support; action planning; survey data presentation</td>
<td>FT</td>
<td>2 adult children; increasing caring responsibility for parents</td>
</tr>
<tr>
<td>Female</td>
<td>Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Grade/Position</td>
<td>Responsibilities</td>
<td>Full-Time (FT)/Part-Time (PT)</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
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<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Joel Hotchkiss</td>
<td>Male Grade 7 Veterinary Clinician</td>
<td>staff data analysis; action planning; survey data analysis</td>
<td>FT</td>
<td>dual career relationship; 2 young children</td>
</tr>
<tr>
<td>Natalie Hutchison</td>
<td>Female PhD student</td>
<td>student data analysis; action planning</td>
<td>PT</td>
<td></td>
</tr>
<tr>
<td>Lorraine Jackson</td>
<td>Female Grade 5 Support staff Specialist Veterinary Nurse</td>
<td>staff data analysis; action planning</td>
<td>FT</td>
<td>single parent with 3 young children</td>
</tr>
<tr>
<td>Clare Knottenbelt</td>
<td>Female Grade 10 Professor Head of Division and Director of Small Animal Hospital</td>
<td>awareness raising of Athena SWAN; action planning; promotions workshop</td>
<td>PT</td>
<td>dual career family with 2 young children</td>
</tr>
<tr>
<td>Sandy Love</td>
<td>Female Grade 10 Professor Director of Weipers Equine Centre</td>
<td>awareness raising of Athena SWAN; action planning; student data analysis</td>
<td>Combinations an academic career with running a small farm</td>
<td></td>
</tr>
<tr>
<td>Karen MacEachern</td>
<td>Female Grade 8 University Teacher</td>
<td>action planning; staff data analysis</td>
<td>PT</td>
<td>dual career family with caring responsibility for an adopted young son</td>
</tr>
<tr>
<td>Mark McLaughlin</td>
<td>Male Grade 8 Lecturer Course Leader BSc</td>
<td>staff data analysis; action planning</td>
<td>FT</td>
<td>2 adult children</td>
</tr>
<tr>
<td>Gerard McLauchlan</td>
<td>Male Grade 8 Veterinary Clinician</td>
<td>staff data analysis; survey data analysis</td>
<td>FT</td>
<td>currently on secondment overseas for specialist clinical training</td>
</tr>
<tr>
<td>Lubna Nasir</td>
<td>Female Grade 10 Professor Head of Division of Veterinary Biosciences</td>
<td>awareness raising of Athena SWAN; action planning; staff data gathering; staff data analysis; lead author of submission</td>
<td>PT</td>
<td>dual career family with 2 young children</td>
</tr>
<tr>
<td>Catherine Stalin</td>
<td>Female Grade 8 Veterinary Clinician</td>
<td>PGR focus group; action planning; intern/resident survey; student data analysis</td>
<td>PT</td>
<td>dual career family with 3 children under the age of 5</td>
</tr>
<tr>
<td>David Sutton</td>
<td>Male Grade 9 Senior Veterinary Clinician</td>
<td>awareness raising of Athena SWAN; action planning</td>
<td>PT</td>
<td>dual career family with 2 young boys</td>
</tr>
</tbody>
</table>
b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

Since September 2013, the full SAT has met 9 times; this has been supplemented by numerous task-specific sub-meetings between SAT members. Table 2 presents the timeline of the SAT activities. **Table 2 summarises the work of the SAT since September 2013**

<table>
<thead>
<tr>
<th>Month</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2013</td>
<td>Original SAT team formed</td>
</tr>
<tr>
<td>Sept-Nov 2013</td>
<td>Data collected, tasks allocated to individual SAT members</td>
</tr>
<tr>
<td>Dec-Jan 2014</td>
<td>Staff survey conducted (69 staff surveyed; 70% response rate)</td>
</tr>
<tr>
<td>Jan 2014</td>
<td>Detailed analysis of data, key issues from staff data and survey identified by SAT</td>
</tr>
<tr>
<td>Feb 2014</td>
<td>Application and action plan drafted and reviewed by SAT</td>
</tr>
<tr>
<td>March 2014</td>
<td>Application revised in response to comments</td>
</tr>
<tr>
<td>April 2014</td>
<td>Final editing of application and action plan before submission</td>
</tr>
<tr>
<td>June 2014</td>
<td>SAT follow-up meeting to discuss and allocate tasks to take the action plan forward</td>
</tr>
<tr>
<td></td>
<td>Key issues identified as priorities; awareness of Athena SWAN, promotions, lack of females at professorial level and the reduced number of females engaging in residency programmes compared to internships, family friendly social events</td>
</tr>
<tr>
<td></td>
<td>Open invitation for staff to join the SAT</td>
</tr>
<tr>
<td>July/August 2014</td>
<td>Intern and resident survey and focus group conducted</td>
</tr>
<tr>
<td></td>
<td>Athena SWAN added as a standing item on the School Executive agenda, the governing body of the School</td>
</tr>
<tr>
<td></td>
<td>School social committee formed and tasked with organising social events</td>
</tr>
<tr>
<td>September 2014</td>
<td>Informed of outcome of unsuccessful Bronze Athena SWAN application Feedback submitted to and discussed with SAT</td>
</tr>
<tr>
<td></td>
<td>New SAT members invited</td>
</tr>
<tr>
<td>October 2014</td>
<td>SAT meeting held to refocus on the data and identify the key issues</td>
</tr>
<tr>
<td></td>
<td>Decision made to resubmit in April</td>
</tr>
<tr>
<td></td>
<td>New Athena SWAN Lead identified (Lubna Nasir) to lead application submission</td>
</tr>
<tr>
<td>November 2014</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td></td>
<td>Promotions workshop organised by SAT in the School to support the promotions process followed by Q and A session</td>
</tr>
<tr>
<td></td>
<td>Positive feedback from staff involved</td>
</tr>
<tr>
<td>December 2014</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td></td>
<td>SAT meeting held to identify actions to target low number of female professorial staff and drop off at all other grades</td>
</tr>
<tr>
<td></td>
<td>Sub SAT meetings on weekly basis</td>
</tr>
<tr>
<td>December 2014</td>
<td>Meeting with James Lush, Regional Athena SWAN Advisor to review feedback from unsuccessful Bronze submission</td>
</tr>
<tr>
<td></td>
<td>Outcome of SAT; identified Prof. Clare Knottenbelt to act as ‘promotion advisor’ for staff considering promotion</td>
</tr>
<tr>
<td></td>
<td>Successful School Christmas event organised, children and partners included</td>
</tr>
<tr>
<td>January 2015</td>
<td>Two focus group meetings held with grade 9 (senior clinician, senior lecturer)</td>
</tr>
<tr>
<td></td>
<td>female staff to discuss perceived barriers to promotion and gather additional qualitative data on this issue</td>
</tr>
<tr>
<td></td>
<td>First draft of Athena SWAN application</td>
</tr>
</tbody>
</table>
Athena SWAN activities are embedded in the School management structure; the Head of School is a SAT member; the SAT is chaired by a member of the School Executive (the management committee of the School) and two SAT members sit on the School Executive. A SAT member has been involved in the University’s pilot Athena SWAN mentoring network and as such attends training sessions and networking events across the College. This member has fed back discussion points from such events to the SAT to encourage open dialogue and share best practice about topical issues (eg balancing career progression with a young family and flexible hours).

Throughout the self-assessment process, we have engaged with, and benefited from the advice of, several individuals which has strengthened and improved our action planning including academic colleagues from Athena SWAN SATs across the College, as well as Katie Farrell (Gender Equality Officer) and Mhairi Taylor (Equality and Diversity Manager) in the University’s Equality and Diversity Unit and David Tedman (College Human Resources Manager). Advice from our regional Athena SWAN Advisor was also sought.

**Consultation with staff**
All academic staff in the School were surveyed about their experiences of the School’s organisation and culture between the beginning of December 2013 and end of January 2014; a total of 69 staff were surveyed and the response rate was high, at 70%.

A key issue that arose during the self-assessment process and evident in the data was the drop off of female academics from grade 6/7, 7/8, 8/9 and the low number of female professors (grade 10) in the School compared to male professors. To supplement the findings of the survey on this issue, focus groups were held with female staff to explore perceived barriers to promotion and related issues (see page 15).

The self-assessment process also highlighted the need to consult postgraduate research (PGR) students including interns and residents (p9 for definitions of these roles) about their motivations and experiences, particularly those relating to career progression. A survey of interns and residents was undertaken in August 2014 (p10).

During the preparation of the application, staff have been consulted on the analysis of the data and invited to comment on the draft submission. The SAT Chair has presented the Athena SWAN Charter and the work of the SAT to both the School Executive and School Forum, a meeting open to all School staff. We will continue to raise awareness of Athena SWAN Charter and encourage discussion and feedback of the work of the SAT to School staff and students *(Actions 1.1, 1.2, 1.3, 1.4, 1.5).*

c) **Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.**
The SAT will meet every two months to oversee implementation of the plan, continue reporting progress to the School Executive (SE) bimonthly (Action 2.1). The SAT will continue to be chaired by Lubna Nasir for the next 12 months at which stage a new Chair will be identified. The SAT Chair will rotate every 18-24 months and every year we will aim to change 2 members of the committee. This will help embed the Athena SWAN ethos within the School. Staff and students will be consulted to assess the impact of our action plan and to develop evidence-based practice (Action 1.1, 1.2).

We will engage with other SATs within the University (UoG) to share best practice (Action 3.1) and with representatives from other UK vet schools to discuss challenges and exchange ideas on good practice; we accepted an invitation to be involved in a vet school network by Nottingham Vet School in February 2015 (Action 3.2). We will continue to inform staff of events related to Athena SWAN and gender equality by e-mail communications. The Head of School has made travel funds available to enable SAT members/School staff to attend such events (Action 1.5).

Section 2 word count 878/1000

3. A picture of the department

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

The School of Veterinary Medicine is one of 3 Schools and 7 Research Institutes forming the College of Medical, Veterinary and Life Sciences (MVLS/‘the College’), one of four Colleges in the University. Most research activity is carried out in Research Institutes and the Schools are primarily responsible for teaching. The School is closely partnered with the Institute of Biodiversity Animal Health and Comparative Medicine (BAHCM) and the Institute of Infection, Immunity and Inflammation (III); many School staff are associated with these institutes for research purposes. Similarly, many institute staff, including the Deputy Head of School, play significant roles within the School, including teaching on the School’s undergraduate (UG) and postgraduate (PG) programmes.

Figure 1: Academic and support staff roles within the School of Veterinary Medicine, Aug 2014
Table 2: Breakdown of academic track of male and female in the School, Aug 2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Gender</th>
<th>Clinical</th>
<th>Research and Teaching</th>
<th>Teaching Only</th>
<th>Research Only</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Female</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Female</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Female</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Female</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45</td>
<td>14</td>
<td>8</td>
<td>2</td>
<td>69</td>
</tr>
</tbody>
</table>

There are 69 academic and 125 support staff in the School (Figure 1, Table 2). Staff are line managed through 3 divisions (Large Animal Clinical Sciences and Public Health; Small Animal Clinical Sciences; and Veterinary Biosciences). The management team of the School, the School Executive (SE), comprises the: Head of School, Deputy Head of School, Divisional Heads; Associate Heads of School; Head of School Administration, Postgraduate Research (PGR) Convenor, Postgraduate Taught (PGT) Convenor, Commercial Director and the College Finance and HR Managers.

The School offers two UG programmes, the Bachelor of Veterinary Medicine and Surgery (BVMS) and the MSci/BSc(Hons)/BSc Veterinary Biosciences. We also offer a Master of Veterinary Public Health (MVPH) PGT degree and PGR programmes.

A large portion of our academic staff (45/69, 65%) offer a service to the animal owning public through the Small Animal Hospital, the Weipers Equine Hospital and the Scottish Centre for Production Animal Health & Food Safety. The Veterinary Diagnostic Services Unit provides laboratory results and advice to a large number of veterinary practices in infectious disease, clinical pathology and anatomical pathology.

The University has 3 main campuses: Gilmorehill in the city, Garscube 4 miles away and Crichton in Dumfries. Garscube Campus is set within a parkland environment and is home to a major part of the College including the School, staff from the School’s partner institutes (BAHCM and III) and staff from 2 further institutes. The majority of School staff are based at Garscube (a small number of support staff are located at the School’s farm 8 miles away). Having most staff on one site fosters a sense of School community and helps to make staff and students feel particularly aligned with the School ethos and culture.

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

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

We do not run UG access/foundation courses.
ii) Undergraduate male and female numbers – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

The School does not offer part-time UG degrees.

UG numbers (UoG and national\(^1\)) are dominated by the BVMS programme where the student cohort is 6-fold greater than the BSc/MSi programme. More female students study veterinary medicine/veterinary biosciences (74% at UoG, 2011/12-2013/14) in line with the national average for female undergraduates in veterinary science (Figure 2a). We have a low number of male students (26% at UoG, 2011/12-2013/14), which reflects the national picture. Our action plan aims to support and encourage male pupils to consider a career in veterinary medicine/veterinary biosciences by ensuring that both sexes are represented in promotional literature (Action 4.1), on student selection committees (Action 4.2) and in outreach events/open days (Action 4.3). We will establish a working group to improve communication with secondary school careers advisors to encourage male pupils to consider studying veterinary medicine/veterinary biosciences (Action 4.4). It is our plan to ensure that all staff on admissions panels committees complete unconscious bias training (Action 4.5).

![Figure 2a](image)

Figure 2a. Male: female ratio of undergraduate students and national average for veterinary medicine 2011/12 - 2013/14. N.B. National data is not available for 2013/14.

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

PGT numbers (UoG and national) by gender are shown in Figure 2b. The number of students studying PGT courses in the School is low, therefore it is difficult to identify any meaningful trends. There are more females (66%, averaged over 2011/12-2013/14) than males; the data is in line with the national average for PGT veterinary science, 66% - national data, 2011/12-2012/13.

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\(^1\) All benchmarking data is taken from the Athena SWAN benchmarks from the Equality Challenge Unit: [http://www.ecu.ac.uk/equality-charter-marks/athena-swan/athena-swan-resources/data/](http://www.ecu.ac.uk/equality-charter-marks/athena-swan/athena-swan-resources/data/)
Figure 2b. Male: female ratio of PGT students and national average for Veterinary Science 2011/12-2013/14. N.B. National data is not available for 2013/14.

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

The number of PGR students is low, hence it is difficult to identify any trends. Over the last 3 years, 54% (32 female; 28 male) of PGR students (either veterinary or science graduate students) have been female (Figure 2c). This is lower than national PGR data (2013) for veterinary science and/or biological sciences, 64.2% female and 60.2% female, respectively.

To explore whether the lower percentage of females engaging in PGR is gender-related, we added a question to the School’s graduate destination survey in August 2014 (sent to 200 veterinary graduates from 2011-2013); asking graduates to comment on whether they had considered any form of PGR study. Of the 83 respondents (58 female, 25 male), 61% (74.5% female, 25.5% male) indicated that they had considered postgraduate study whilst the remaining 39% (62.5% female, 37.5% male) had not. Reasons cited for not considering PGR were financial, being settled and enjoying working in clinical practice; no response cited gender-related issues.
Figure 2c. Male: female ratio of PGR students per year of entry and national average for veterinary science 2011/12- 2013/14. N.B. National data is not available for 2013/14.

Foundation (internship) and advanced (residency) clinical training studentships are classed as ‘PGRs’. Interns train for one year whilst residents train for 3-4 years. Internships can be considered an introduction to specialised referral veterinary medicine taken up by early-career veterinary surgeons. Residencies are more focused and offer rigorous training to a high level in a particular speciality and are undertaken by more experienced veterinary surgeons.

The percentage of female PGR students averaged over the last three years (76% female, 24% male) (Figure 2d) undertaking an internship is in line with our UG student numbers and higher than the national figures for female PGR students in Veterinary Science (64.9%, 2013).

At residency level the number of female students over the same period is reduced (56% female, 44% male). To understand the reason for proportionally fewer females in residencies, we held a focus group and surveyed Small Animal Hospital interns and residents (August 2014). 13 residents (9 female, 4 male) and 8 interns (7 females, 1 male) were surveyed, 11 responded; 5 interns (4 female, 1 male) and 6 residents (4 female, 2 male).

A key point that emerged amongst interns was concern at achieving a good work-life balance in residency training. Residents felt that specialist training did not support a work-life balance due to heavy clinical commitments and pressure to achieve diploma credentials. We will pilot an intern mentoring scheme to better support interns throughout their study. The mentoring scheme will then be extended to all PGR students (Action 5.1) and a focus group will identify further support needs (Action 5.2).
(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Undergraduate

There is no obvious bias in the School’s admissions procedures, with the ratio of offers broadly matching applications (Figure 3a). The success of male applications to offers is slightly higher or equal to that of female applicants. The actions described on pp7-8 (summarised below) will encourage male pupils to consider a career in veterinary medicine/veterinary biosciences.

<table>
<thead>
<tr>
<th>Action point</th>
<th>Supporting male applicants to UG programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>both sexes represented in all degree promotional literature</td>
</tr>
<tr>
<td>4.2</td>
<td>both sexes represented on student selection committees</td>
</tr>
<tr>
<td>4.3</td>
<td>both sexes represented in outreach events and open days</td>
</tr>
<tr>
<td>4.4</td>
<td>liaising and communicating with careers advisers in secondary schools across Scotland</td>
</tr>
<tr>
<td>4.5</td>
<td>admissions panel members complete unconscious bias training</td>
</tr>
</tbody>
</table>
There is no obvious gender bias in PGT (Figure 3b) or PGR students (Figure 3c) with respect to the numbers applying and made offers. The relatively large numbers of offers for our PGT programme relative to the numbers recruited is due to a low conversion rate compared to UG programmes. The number of applications, offers and acceptances are not routinely recorded by clinical areas and is addressed in our action plan (Action 6.1). The SAT notes that the number of PGR students in 2013/14 is less than previous years. This may be due to the fact the most research is now carried out in partner institutes. This will continue to be monitored (Action 6.2).

Figure 3a. BVMS/BSc degree applications, offers and acceptances 2011/12 - 2013/14.
Figure 3b. PGT degree applications, offers and acceptances, 2011/12-2013/14.

Figure 3c. PGR degree applications, offers and acceptances, 2011/12-2013/14.
Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Table 3a shows the UG degree classifications in both the BVMS and MSci/BSc(Hons)/BSc Veterinary Biosciences by gender from 2011/12-2013/2014. Our BVMS degree uses Honours/Commendation/Pass. National benchmarking data is not available in this format for comparison. For the BSc, the data fluctuates but the general trend is for females to outperform males. We recognise that there is a discrepancy between male and female performance.

We will form a working group to understand the underlying factors that may contribute to gender differences in achievement. This group will review entry tariff and performance by gender throughout the programmes (Action 7.1). Focus groups with students will gain an understanding of academic ambition, particularly among male students (Action 7.2).

Table 3a: Summary of degree classification results for the period 2011/12 to 2013/14 for the BVMS and BSc degree programmes. The % degree column shows the ratio of males and female at each degree classifications per year.

Master of Veterinary Public Health
The number of MVPH graduates each year is very small and hence it is difficult to comment on any trends (Table 3b).
Table 3b: Summary of degree classification results for the period 2011/12 to 2013/14 for the MVPH degree.

3.b Staff data

vii) Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

Figure 4 shows the male: female ratio of academic staff in the School, 2011/12-2013/14. At 1 August 2014, the School had 69 academic staff; 34 (48%) are female and 35 (51%) are male. Grades 6-9 encompass lecturer, senior lecturer, clinician, senior clinician, and research fellow. Grade 10 represents professorial staff. School academic staff are ‘clinical’, ‘research and teaching’ or ‘teaching only’ or ‘research only’.
Key transition stages
The number of females at each grade increases (Figure 4), however, relative to males there are proportionally fewer. This is a key issue that needs to be addressed. In the current funding environment we are unlikely to create many new academic positions and we will support women at all grades through the promotion process as follows:

- Organise promotion workshops annually at the launch of the promotion round to provide staff an opportunity to ask questions (Action 8.1). The SAT organised a similar School workshop in November 2014 which included a presentation on the promotion processes and a Q&A session. This was attended by mostly early-career staff (grade 7 & 8); feedback was very positive.
- Appoint 2 additional promotion advisors to support ‘Research and Teaching’ and ‘Teaching Only’ staff (Action 8.2). Their role will be to provide advice, encourage women to put themselves forward, explain the criteria and provide support in preparing applications. These roles will be recognised via Performance and Development Review (P&DR) (p24) and the workload model once implemented (p28). We have appointed a ‘promotions advisor’ (female clinician, grade 10) to support clinical academics.
- Ensure that the School Executive meets to discuss and identify potential individuals in each division ready for promotion and/or need a ‘nudge’ to apply (Action 8.3).
- Hold focus groups with early and mid-career staff to identify actions to best support staff at key transition points (Action 8.4). We have engaged with early- and mid-career staff through the promotions workshop and the PG focus group (see p10).

As P&DR can inform promotion, we will:

- Organise a workshop for P&DR reviewers to provide more guidance prior to P&DR meetings to ensure that they appropriately addresses career development, performance appraisal and include promotion discussions (Action 9.1)
- Include an additional supplementary page for the P&DR which will include sections to ensure the following have been discussed; promotion, mentoring needs, equality and diversity training and professional development (Action 9.2)
- Ensure that development plans are properly devised as part of the P&DR review (Action 9.3)
- Introduce mentoring for any member of staff who either requests it or is identified through P&DR as likely to benefit from it (Action 10.1)
- Encourage more female staff to participate in the College Athena SWAN mentoring scheme (Action 10.2).

Grade 9/10 transition
The starkest drop off in female representation is at grade 9/10 transition. We held focus groups (January 2015) for all grade 9 females (7 attended) to discuss issues/concerns relating to promotion. Points raised included lack of opportunities for leadership and perceived lack of female representation on School committees. The SAT therefore held a themed meeting to identify specific actions that would particularly benefit grade 9 females.

These actions are to:
- Ensure committee membership and terms of office are recorded with timeline for rotation (Action 11.1).
- Ensure all main School leadership roles are advertised with open call for interests (Action 11.2).
- Create opportunities for leadership by creating co-chair roles in teaching (Action 11.3).
- Target grade 9 academics for Leadership Training (Action 11.4) and grade 9 females for Aurora Leadership Training (Action 11.5).
• Identify deputy leader roles for divisions with ability to ‘act up’ on behalf of the divisional head (Action 11.6).
• Devise a strategy to manage the numerous teaching roles in a fair and transparent manner and ensure teaching roles are included in workload modelling (Action 11.7).

The focus group further highlighted that examples of successful promotion applications (including from part-time staff) would be helpful; this will form part of the promotions workshops (Action 8.1).

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

Between 2011-2014 we lost 26 members of staff; 15 (58%) female and 11 (42%) male (Table 5).
• 15 females: 7 fixed-term contracts for maternity leave cover; 1 fixed-term contract for research and 7 resignations.
• 11 male: 1 fixed-term sabbatical cover, 1 fixed-term research funded project, 1 retirement and 8 resignations.

From the data it is difficult to draw any conclusions about potential adverse impacts on women. To the best of our knowledge, all resignations were due to appointments elsewhere. There is currently no formal record of the underlying reasons for resignation; this will form part of our action plan (Action 12.1).

Table 5: Staff turnover from 2011/12 – 2013/14. The numbers indicate staff leaving and the number in brackets is the percentage of staff leaving at each grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td>male</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
<td>0</td>
<td>1 (14%)</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>3 (25%)</td>
<td>1 (14%)</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1(12.5%)</td>
<td>1 (9%)</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
<td>0</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1(9%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Section 3 word count 2025/2000

4. Supporting and advancing women’s careers

KEY CAREER TRANSITION POINTS

a. Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

i) Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.
The SAT notes that our ability to attract more females to apply for positions (Table 6) has improved since 2011/12 with significant increases at grade 7 and grade 9 and a modest increase at grade 8. In particular, since 2011/12 the number of female applicants at grade 9 has increased from 40% of all applications to 86% in 2013/14. The vast majority for applications at grade 6 were from females over the reporting period, with appointments in 2011/12 and 2012/13 at grade 6 representing direct appointments.

Our recruitment policy is to ensure that staff are appointed on the basis of qualifications and merit.

It is University policy to ensure that the gender representation for all selection committees is representative of the subject specialism and that at a minimum that each sex is represented. All members of appointing panels must complete Recruitment and Selection and Equality and Diversity training.

We will ensure that appropriate female representation on appointing committees is maintained (Action 13.1). We will ensure all recruitment material, including the School website and adverts publicise our family friendly initiatives, flexible working policy and the School’s commitment to the Athena SWAN Charter (Action 13.2). This will work towards continuing to ensure females apply for positions in the School.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female Applicants</th>
<th>Male Applicants</th>
<th>Total</th>
<th>Female Appointments</th>
<th>Male Appointments</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>11 (44%)</td>
<td>14 (56%)</td>
<td>25</td>
<td>5 (62.5%)</td>
<td>3 (37.5%)</td>
<td>8</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3 (43%)</td>
<td>4 (57%)</td>
<td>7</td>
<td>3 (75%)</td>
<td>1 (25%)</td>
<td>4</td>
</tr>
<tr>
<td>Grade 9</td>
<td>12 (40%)</td>
<td>18 (60%)</td>
<td>30</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27 (43%)</td>
<td>36 (57%)</td>
<td>63</td>
<td>10 (62.5%)</td>
<td>6 (37.5%)</td>
<td>16</td>
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<td>2012/13</td>
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<td>Grade 6</td>
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<td>1</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>11 (46%)</td>
<td>14 (34%)</td>
<td>25</td>
<td>5 (71%)</td>
<td>2 (29%)</td>
<td>7</td>
</tr>
<tr>
<td>Grade 8</td>
<td>13 (72%)</td>
<td>5 (28%)</td>
<td>18</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>4</td>
</tr>
<tr>
<td>Grade 9</td>
<td>7 (58%)</td>
<td>5 (42%)</td>
<td>12</td>
<td>2 (67%)</td>
<td>1 (33%)</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32 (57%)</td>
<td>24 (43%)</td>
<td>56</td>
<td>10 (67%)</td>
<td>5 (33%)</td>
<td>15</td>
</tr>
<tr>
<td>2013/14</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>4 (80%)</td>
<td>1 (20%)</td>
<td>5</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>15 (65%)</td>
<td>8 (36%)</td>
<td>23</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 8</td>
<td>10 (50%)</td>
<td>10 (50%)</td>
<td>20</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>4</td>
</tr>
<tr>
<td>Grade 9</td>
<td>6 (86%)</td>
<td>1 (14%)</td>
<td>7</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35 (64%)</td>
<td>20 (36%)</td>
<td>55</td>
<td>5 (71%)</td>
<td>2 (29%)</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 6: Male and female applications and appointments between 2011/12-2013/14 shown by absolute numbers and percentages. There have been no grade 10 posts during the reporting period.

Applications for promotion and success rates by gender and grade—comment on whether these differ for men and women and if they do explain what actions may be taken. Where the numbers of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Over the last three years, there have been 6 female and 4 male applicants for promotion to grades 7, 8, 9 and 10. Promotion success rate for females over the past 3 years is 67% (4/6) which is slightly lower than that for males 75% (3/4) (Table 7).
Table 7: Academic promotions by gender and grade between 2011/12-2013/14.

Promotion is by self-application or manager recommendation and most often the decision to apply follows discussion at the annual P&DRI where particular candidates are encouraged to apply. Applications are prepared following additional advice and guidance from the Head of Division. Applications are evaluated annually by the College Promotions Committee (CPC). For higher levels (grades 9 and 10), the CPC establishes a prima facie case that is subsequently considered by the Principal’s Board of Review following the uptake of external references.

Staff Survey
The staff survey (below) revealed shortcomings in the promotion process: 67% (14/21) of female respondents disagreed when asked if they had been developed and encouraged to apply for promotion compared with 18% (4/22) of males. Similarly, 52% (11/21) of females disagreed when asked if they understood the process and criteria compared with 18% (4/22) of males.

I have been developed and encouraged to apply for promotion within the School

<table>
<thead>
<tr>
<th>2011/12</th>
<th>Applications</th>
<th>Promotions</th>
<th>Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>male 0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>female 1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>male 1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>female 0</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012/13</th>
<th>Applications</th>
<th>Promotions</th>
<th>Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>male 0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>female 1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>male 2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>female 2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>male 1</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>female 0</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013/14</th>
<th>Applications</th>
<th>Promotions</th>
<th>Success %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>male 0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>female 1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>male 0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>female 1</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
The SAT has devised a series of actions to address this which focus on promotion support and P&DR (discussed previously (p15); promotion workshops (Action 8.1); promotion advisers (Action 8.2) annual School Executive meetings to identify potential applicants (Action 8.3), workshop for P&DR reviewers (Action 9.1) and ensuring promotions discussion form part of P&DR (Action 9.2). This approach will ensure that staff identified in May of each year are supported through to the promotion submission deadline (January annually).

(ii) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies.

All members of appointing panels must undergo Recruitment and Selection Training (which incorporates unconscious bias), for which staff must have completed Equality and Diversity training. This ensures that appointments are based on merit. The wording of all advertisements is checked for gender sensitivity by the School’s HR administrator. To ensure that female candidates are attracted to posts we will make sure that family friendly policies and our commitment to the Athena SWAN Charter are included in adverts (Action 13.2) and ensure appropriate female representation on selection committees (Action 13.1).

Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

We have a proportional drop-off in female staff at all academic grades with the highest level of attrition at grade 9/grade 10 transition (p15). Over the past 6 months we have focused on identifying actions to support staff with promotion, particularly women from grade 9 to grade 10. Our action plan will also continue to engage with grade 6-8 staff to find out how best to support these staff (discussed above pp15-16), via additional focus groups (Action 8.4).
There are key activities in academic careers which require support.

(a) Professional Development
The Staff Development Service (SDS) offers a wide range of courses throughout the year, including topics such as: communication, P&DR, researcher development, and work-life balance. Identifying appropriate courses forms part of probation for new staff (described on p23). (Action 15.1).

The ethos of the School is to support training, professional development and opportunities for networking. Funds are available (up to £500) for academic staff to attend conferences. Additional requests for funding for conference support and/or training can be made to the School Executive and/or the Head of School and these are considered on an individual basis. In the staff survey 71% of females (15/21) and 86% of males (19/22) felt they had access to opportunities for professional development including conferences and training courses. Our action plan will ensure that training and development needs continue to be considered for all academic staff as part of P&DR (Actions 9.1, 9.2, 9.3).

(b) Networking
In addition to making funds available to attend conferences, the School offers opportunities to network through formal seminars, workshops, away days and social events. There are several social spaces across the Garscube campus that are shared with associated Institutes where morning coffee, lunch and tea can be taken by all. However, 33% (7/21) of females and 45% (10/22) of males in the staff survey felt that there was a lack of suitable spaces for staff to meet informally. To address this, a new facility called the GLaSS Building (Garscube Learning and Social Space) will open in January 2016. This £5.3M flexible learning-cafe-social space will seat 350 (replacing the current 110 capacity cafe) and will be an inclusive hub for staff and students across the campus, providing space for informal and formal School networking across the School and the College supported by the Head of School and divisional heads (Action 14.1).

(c) Leadership Training
The New Academic Leadership programme is available to new or recently appointed (in the past year) Heads of Schools, Directors of Research Institutes (DRIs) and Deans. There are also participants who are aspiring Heads of School, DRIs and Deans. Our action plan will aim to target individuals for leadership training (Action 11.4) and will particularly encourage and support women to engage in Aurora Leadership training which is now also supported by the University (Action 11.5).

At School level we have devised a number of actions to create opportunities for leadership by creating co-chair roles (Action 11.3) and ‘acting up’ deputy roles (Action 11.6) and to ensure staff have the opportunity to experience strategic committees and acquire necessary leadership skills to progress to senior roles. This mechanism will particularly benefit women at Grade 9, exposing them to leadership roles and supporting their prospects for promotion.

(d) Mentoring
The School operates a mentoring scheme where all new academic staff members are paired-up with a more experienced member of staff who acts as a mentor for the duration of their probation. Mentees can request a male or female mentor. Over the probationary period, mentor and mentee meet up at least twice a year for informal discussions, and more frequently if required or desired.

The staff survey results below, highlighted a problem with mentoring: 59% (13/22) of females compared with 33% (7/21) of males disagreed with the statement that mentoring is actively encouraged and 41% (9/22) of females compared with 62% (13/21) of males felt that they had not benefited from formal mentoring.
Based on feedback from the staff survey, in addition to providing mentoring to incoming academic staff we will introduce mentoring for any member of staff who either requests or is identified through P&DR as likely to benefit from it (Action 10.1). We will continue to consult staff on how best to support them at key transition points and plan to hold focus groups to evaluate current actions and inform future development of our action plan (Action 8.4).

**CAREER DEVELOPMENT**

(a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?
The University has a compulsory annual P&DR for all staff. Annual objectives are set covering teaching, research/scholarship, knowledge exchange, internationalisation, leadership and management and esteem, which mirror the promotion criteria, as appropriate. For staff in the School on the veterinary clinical career track there are additional sections covering service income levels, case load, the development of clinical techniques/treatments and income generation. Each year staff performance is assessed against the previous year’s objectives, with the quality of work being paramount. P&DR is used to discuss career advancement and identify any training needs. The review is performed by the line manager who will seek the views of other relevant staff members where appropriate.

In the staff survey, 50% (11/22) of male staff and 57% (12/21) of female staff felt that the P&DR process was not helpful at progressing academic careers. This is a serious concern and we recognise that work needs to be done at the School level to address this.

The Staff Development Service offers P&DR training however we will organise annual workshops for P&DR reviewers at School level to provide more guidance prior to the P&DR meetings to ensure that they appropriately addresses career development and performance appraisal and includes promotion discussions (Action 9.1).

To further ensure that P&DR supports career progression we will include additional questions to supplement the P&DR form to specifically encourage and capture promotions discussions, mentoring support and needs, equality and diversity training and professional development (Action 9.2).

Promotion and Recognition
Decision-making in the promotions process starts in January and promotions become effective on 1 August of that year. The University’s promotions procedure is published on the University website and the central HR Service provides links to this information when advertising the annual promotion call. The School further publicises the call to its staff by email. Staff considering promotion are encouraged to discuss their intentions with their line manager and other senior staff. Promotion is based on criteria in the following 5 areas: research and scholarship; knowledge exchange and impact; teaching and learning; leadership and management; and esteem. The University has refined the criteria for promotion at levels 6-10 in an attempt to clearly communicate to staff the expected benchmarks and further enhance objectivity. Promotion applications are evaluated annually by the College Promotions Committee (CPC). The gender balance of the CPC reflects the composition of senior management in the College.

The University also runs a Recognition and Reward scheme on an annual basis where staff can demonstrate sustained excellence or one-off excellent contributions. Cases require the support of the Head of School and, if approved by the Recognition and Reward Committee, lead to the award of either contribution points or one-off payment.

The SAT has devised a series of actions to address this (which have been discussed previously (p15): promotion workshops (Action 8.1); promotion advisers (Action 8.2) and annual School Executive meetings to identify potential applicants (Action 8.3)).

(ii) Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?
The Appointing Committee decides whether new academic staff should complete a probationary period and how long this will be. Normally the period is three years. Since August 2013, all new grade 7 and 8 lecturing and teaching staff complete the Early Career Development Programme (ECDP). The ECDP provides learning and development opportunities in all aspects of the academic role; allocating a mentor to provide support and advice; and setting annual objectives. The programme is designed to enable academics to develop the abilities and achievements to meeting the criteria for promotion to Grade 9 within a defined timescale. The normal expected timescale for completion of the Programme and promotion to grade 9 is five years for those appointed at grade 8 and eight years for those appointed at grade 7. Prior experience before appointment, and/or excellent performance in post, would accelerate these timescales.

All new staff during their 3 year probationary period (up to grade 9) are appointed a mentor to support them through their probationary period and new staff are required to undertake the University-wide induction process which covers the University’s policies and procedures. However the staff survey (see below) revealed that only one male and one female felt that University induction process met their needs.

A SAT meeting was conducted to focus on induction processes and feedback from both early career and new staff indicated that the University wide induction process is not always relevant and that there are inconsistencies in how induction is applied across the School. The Small Animal Hospital has recently introduced a local induction process which has been positively received. Feedback indicates that the revised induction is focused and specific, introduces key and relevant staff, highlights the University’s policies on flexible working and the staff development services and courses. As part of our action plan, the Small Animal Hospital Induction programme will be rolled out across the School (Action 15.1). Line managers will be supported by an administrator to ensure new staff are introduced to key people and relevant procedures and systems at induction (Action 15.2). We will ensure email communications are sent to all staff from the Head of Division informing them of any new appointments, with a brief biography (Action 15.3) and organise lunchtime events for new staff and students to meet all School staff in an informal environment (Action 15.4).

All staff are required to complete Equality and Diversity training (completion rates for academic staff at time of writing for the School is 58%). Equality and Diversity training will be a requirement of the P&DR process (Action 16.1). This will ensure a significant improvement in completion rates.
iv) Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Undergraduate
Students are allocated a mentor (BVMS) or an adviser (BSc) who are members of academic staff (in the School or associated Research Institutes). Both male and female academic staff perform these roles providing pastoral and personal development/academic support. Mentors support students in the development of their ‘portfolios’, a key element of the BVMS curriculum in preparing students for their future careers including critical reflection. Any requests for a female mentor/adviser are supported. The role of mentor/adviser is recognised via P&DR and will be accounted for in the workload model.

The School runs summer vacation research projects to expose undergraduate students to research. This involves students spending 6-10 weeks under the supervision of an academic staff. Some students also carry out research projects overseas. The School encourages students to work with staff and apply for external funding. Where funding is not granted the project is supported by the School. In 2012/13, 25 (17 female, 8 male) participated in the scheme and in 2013/14 31 (19 female, 12 male): approximately 20% of students therefore have had direct experience of a research environment.

Various student-led organisations including Glasgow University Veterinary Medical Association and the Glasgow Chapter of the American Veterinary Medical Association represent the interests of students on School committees and promote the exchange of ideas/information. Both groups are part of national/international organisations that provide benefits including educational opportunities and careers advice.

Postgraduate
The School Postgraduate Convenor and an administrator (both SAT members), co-ordinate support for the PGR students in all aspects of their postgraduate study. The majority of PGR students in the School are on internships or residency training programmes and are assigned one supervisor who provides academic and clinical training as well as pastoral support. Given the clinical focus, most will progress to clinical posts in practice. Currently there is no formal mentoring system for interns and residents however we plan to pilot a mentoring scheme for interns which will be rolled out to all PGR students (Action 5.1). Any requests for a female mentor will be supported.

The number of research students in the School is small. Research students are required to attend Graduate School courses and training events, which address the requirements set out in the Researcher Development Framework (RDF) [http://www.gla.ac.uk/media/media_359156_en.pdf]. Each student is assigned two supervisors who provide both formal and informal support and encourage students to engage in professional development including writing research papers, attending weekly seminars and presenting at seminars. Each student is also appointed an academic staff member to act as an advisor to further assist and guide the student; any requests for a female advisor are accommodated.

The PG student representative is female and a SAT member. The role of PG convenor, supervisor, assessor and mentor are formally recognised via the P&DR process and will be accounted for in the workload model.
There has been one instance of maternity leave during the reporting period; the student maternity leave was fully covered by the funding body. We will hold a focus group with PG students to gain further insight into their experiences to develop evidence-based actions (Action 5.2).

**ORGANISATION AND CULTURE**

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning:

(i) Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Committee membership within the School is largely informed by the roles members of staff have in the School, for example the Learning and Teaching Committee is constituted from course leaders and the Health and Safety Committee from the safety coordinators for different geographical areas. Other roles may be allocated at the request of Heads of Division or the Convenor of a particular committee and are determined by experience and workload. Heads of academic divisions are appointed from amongst senior academic staff by the Head of School following a call for expressions of interest, consultation with staff and approval by the School Executive.

As shown in Table 8, we have a significant gender imbalance in our top level committee membership which we acknowledge is a major issue that we need to address. The promotions workshop which we held in January 2015 highlighted the need to ensure that committee membership is fair and transparent. This was also evident in the staff survey; 38% (8/21) females compared to 68% (15/22) of males felt that there was not fair representation of women and men on School committees.

Table 8: Male and female representation on committees, 2011/12 – 2013/14. N.B. School Committees compromise academic staff from the School and associated institutes, students (where appropriate) and support staff. The data above represent total number of members; bracketed numbers indicate academic staff included in the total.

<table>
<thead>
<tr>
<th>Committee</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
<td>Males</td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>School Executive</td>
<td>5(3)</td>
<td>9(7)</td>
<td>5(3)</td>
<td>9(7)</td>
</tr>
<tr>
<td>Learning and Teaching Committee</td>
<td>6(1)</td>
<td>5(5)</td>
<td>5(1)</td>
<td>6(5)</td>
</tr>
<tr>
<td>Health and Safety Committee</td>
<td>3(0)</td>
<td>9(4)</td>
<td>3(0)</td>
<td>6(4)</td>
</tr>
<tr>
<td>Ethics and Welfare Committee</td>
<td>7(4)</td>
<td>5(3)</td>
<td>7(4)</td>
<td>5(3)</td>
</tr>
<tr>
<td>Clinical Services Committee (to 2013/14)</td>
<td>3(1)</td>
<td>9(5)</td>
<td>3(1)</td>
<td>5(3)</td>
</tr>
<tr>
<td>Small Animal Hospital Board (from 2013/14)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 8: Male and female representation on committees, 2011/12 – 2013/14. N.B. School Committees compromise academic staff from the School and associated institutes, students (where appropriate) and support staff. The data above represent total number of members; bracketed numbers indicate academic staff included in the total.

Our action plan will make our processes fair and transparent: we will ensure that committee membership information is available to all staff by publishing membership on our website (Action 11.1) and that there are open calls for interest for leadership roles (Action 11.2).

In response to the feedback, the SAT have created a single list of ‘management’ roles within the 3 teaching programmes with information about the role holder, gender and FTE. The SAT will review this information and devise a strategy plan for the School to ensure that all teaching management roles are assigned fixed terms of office and that the allocation is fair and transparent and across all grades of academic staff (Action 11.7). This will help alleviate any potential committee overload for female staff at the professorial level where we have a marked gender imbalance.

25
As noted previously, the SAT have devised a range of actions to support staff through key transitions points, these actions will address the gender imbalance in our committee makeup. These actions, which are discussed more fully above, fall into two categories:

<table>
<thead>
<tr>
<th>Action point</th>
<th>Supporting P&amp;DR and promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 3.1</td>
<td>Organising annual promotions workshop at the School</td>
</tr>
<tr>
<td>Action 3.2</td>
<td>Appoint two promotion advisors</td>
</tr>
<tr>
<td>Action 3.3</td>
<td>School Executive meeting to identify promotion read staff</td>
</tr>
<tr>
<td>Action 3.5</td>
<td>Provide mentoring support to staff where requested or identified via P&amp;DR</td>
</tr>
</tbody>
</table>

**Creating Leadership Opportunities**

| Action 4.3   | Create co-chair roles in teaching |
| Action 4.4   | Target grade 9 staff for Leadership Training and for Aurora Leadership Training |
| Action 4.5   | Create deputy leader roles with ability to act up on behalf of Divisional Heads |

(ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

As depicted in Figure 5, our number of fixed-term contracts is small due, in part, to the School having a teaching focus and few research staff as well as a commitment to appointing staff to open-ended contracts, where possible. During the reporting period we have had 7 staff (4 females, 3 males) on fixed-term contracts; all of these have been for maternity cover.

The University considers ‘open-ended’ and ‘open-ended with end date’ contracts both as fully open-ended contracts. Researchers funded by external grants are usually on ‘open-ended with end date’ contracts and receive the same employment rights, benefits and development opportunities as permanent staff.
Figure 5: Number of male and female staff on ‘open ended’, ‘open ended with end fund date’ or ‘fixed term’ contracts.

(a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As noted above, female academic staff are not well represented on School decision-making committees. We recognise this is a significant problem and believe it is linked to the low female representation at grade 10. We have devised a range of actions to address this as described on page 15.

These actions create opportunities for exposure of early career staff to decision-making committees as well as supporting the promotion process and leadership skills of mid-career staff, which will particularly benefit women (Actions 8.1, 8.2, 8.3, 11.1, 11.2, 11.3).

Outside the School, we have good female on University committees, for example, one grade 9 female sits on the College Appeals Committee; another grade 9 female sits on the College Genetic Modification Committee and on the Honorary Appointments Committee and another grade 9 female on the Ethics Committee. These women are important role models in encouraging other staff to engage in University committee work. Many female staff are also involved in external committees, including two prominent senior females who act as Chairperson of the British Veterinary Cardiology Society and also as secretary of the European Society of Veterinary Cardiology; and as the European Society of Veterinary Oncology Research committee and also on the British Small Animal Veterinary Association Scientific Committee. Another grade 9 female serves on the scientific expert grant panel for the Department of Agriculture, Food and the Marine, Ireland. Mid-career staff also participate in external committees and one of our grade 8 females recently sat on the Veterinary Education Symposium Organising Committee.

To ensure that staff are not overburdened by ‘committee overload’, committee membership is reviewed and recognised as part of the P&DR process and in the future the workload model will provide further evidence of staff activity and more consistent benchmarking.

**Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

The annual P&DR process is essential in quantifying the various academic and administrative activities that staff are engaged in and are reviewed each year by line managers and the Head of School. In part the P&DR form is centrally populated with data on supervisory responsibilities, grant income and publications. This information is supplemented by the member of staff with teaching and administrative responsibilities as well as mentoring (staff and student), outreach, knowledge exchange, markers of esteem and, where appropriate, clinical activity.
Both P&DR and promotion take full account of staff FTE and other relevant circumstances when reviewing staff performance and considering applications for promotion.

The University has developed an institution-wide workload model for academic staff and the School will participate after a pilot in other areas of the College with full roll out in 2016/17. This model will provide further evidence and transparency of staff activity and more consistent benchmarking and this is embedded in our action plan (Action 17.1).

(ii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Most senior meetings in the School are scheduled during core hours of 10.00 – 4.00. Previously, the School Executive was changed from a Monday morning to a Wednesday afternoon to accommodate a member of staff with childcare responsibilities and in July 2014 this committee start time was brought forward from 3pm to 2pm to allow for a 4 pm finish. For other meetings in the School, staff usually have the opportunity to choose optimal meeting times through the use of web tools such as Doodle poll to make sure that any arrangements can be made to enable them to attend.

The staff survey revealed that 33% (7/21) of female staff compared to 14% (3/22) of male staff felt that meetings were not scheduled flexibly. Our action plan will therefore introduce a core hours meeting policy and ensure that meetings involving part-time staff take place on days to suit part-time staff, rotating the day of the meeting if necessary (Action 18.1, 18.2).

To improve the social interaction across the whole School we established a social committee in August 2014. This committee was very successful in organising a family-friendly Christmas party which was well attended by staff and their families including children. Our action plan will ensure that future social events, which will take advantage of the new GLaSS social space, (see below) are organised with due consideration of staff with caring responsibilities (Action 18.3).

(iii) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.
To gain insight into the culture within the School we asked a number of specific questions within our staff survey. 33% (7/21) of females and 45% (10/22) males felt that there was a lack of suitable spaces for staff to meet informally. The new social space building (the GLaSS project) will be completed in January 2016 and will provide an additional social space for staff to meet informally. It will also contain private space that staff and students can use to breastfeed and/or express milk.

The next planned staff survey (Nov 2015) will include questions to gain a deeper insight into the culture including questions relating to supportive line managers, visible role models, not allowing inappropriate images or stereotyping (Action 18.4).
Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

In order to encourage school pupils to see Veterinary Medicine or Veterinary Biosciences as a potential career option, the School actively engages in a wide range of outreach activities which involves many academic staff, both male and female. We have a very successful widening participation (WP) project (Reach Scotland) which supports and encourages school pupils who are under-represented in higher education to progress into the BVMS degree. A member of the SAT works closely with other colleagues both male and female to deliver lectures, engage students in discussing all aspects of the veterinary profession, as well as providing coaching sessions on communication skills, UCAS applications and interview techniques.

Many staff have also been involved in farm visits with primary school children, workshops for schools, facilitating University group visits and hosting stands at the Royal Highland Show, the Drymen Show and the School’s annual Rodeo. This is a family activity day run by the Schools students and is attended by approximately 4000 people annually. Academic staff in the School, both male and female, also participate in training events for school children at the Glasgow Science Centre. The SAT Chair is involved in an annual lab class with secondary school pupils at the Glasgow Science Centre on the diagnosis of viral diseases and is also involved in the annual Glasgow Science Week.

Involvement in such activities is popular amongst all academic staff regardless of gender. Outreach and public engagement activities are recognised during P&DR and promotions processes under the criteria Knowledge Exchange and Impact and will be formally recorded in the new workload model. Our action plan will ensure that male staff continue to participate in outreach activities to support male students applying to our undergraduate programmes (Action 4.3).

FLEXIBILITY AND MANAGING CAREER BREAKS

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

i) Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

During the reporting period, 5 members of staff (all grade 8 clinical track staff) took maternity leave; 1 staff member is still on maternity leave at the time of writing. The other 4 leavers have returned.

ii) Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

During the period 2011/12-13/14, 5 staff members (2 at grade 8 and 3 at grade 9, all clinical track staff) took paternity leave. The University offers the national requirement of paternity leave of one week full pay and one week statutory paternity pay. All staff are encouraged to take paternity and maternity leave as best suits their needs and there is no evidence of any stigma being attached to men taking paternity leave within the School. Staff with parenting responsibilities in the School often discuss this openly and informally arrange their working patterns to meet these commitments.
From April 2015 onwards, eligible staff will also be able to make use of Shared Parental Leave to share up to 50 weeks of leave within a baby or child’s first year following birth or adoption. There are no records of parental or adoption leave.

(iii) Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Staff are entitled to apply for flexible working under the University-wide Flexible Working Policy. Individuals apply for flexible working via their line managers and managers are encouraged to be sensitive to individual’s needs, particularly where based around caring responsibilities. During 2011/12-13/14 there have been two formal requests for flexible working for changes in FTE (grade 7 and grade 9) and both have been supported. Informal flexible working such as working from home or working hours to suit an individual’s particular needs is common practice in the School and arranged through Heads of Divisions and line managers.

For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

We have a significant number of females working part-time with the highest percentage of part-time female academics at grade 9 (74-79%) (Table 9). The Head of School and line managers are very supportive of flexible working and whilst managing such arrangements is sometimes challenging for particular areas where a large number of females are part-time, managers and staff work hard to ensure that working arrangements meet business needs and suit those that work a reduced FTE.

Informal conversations with academic staff working flexibly indicate that the arrangements are advantageous in allowing women and men to maintain their work commitments whilst assuming caring responsibilities. The new induction programme will emphasise availability of flexible working and maternity/paternity/shared leave provisions to all new staff (Action 15.1).

Our grade 10 female academic represents a good role model; she is a veterinary clinician with two young children working part-time. Her career trajectory represents a good example of someone that has been through the promotion process and managed work-life balance. She was appointed as a lecturer (grade 8) in 2000 she had two periods of maternity leave in 2004 and 2006 and was promoted to senior clinician (grade 9) just prior to the second period of maternity leave. She was promoted to Professor (grade 10) in 2010. She reduced her hours following her return from her first period of maternity leave in 2005 to 0.8FTE and recently reduced further to 0.7FTE to improve her work-life balance.
Table 9: Number of part-time (PT) staff at each grade compared by gender from 2011/12 - 2013/14.

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of PT females</th>
<th>Total no. females</th>
<th>No. PT males</th>
<th>Total no. of males</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>2 (40%)</td>
<td>5</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3 (50%)</td>
<td>6</td>
<td>0 (0%)</td>
<td>2</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3 (38%)</td>
<td>8</td>
<td>1 (17%)</td>
<td>6</td>
</tr>
<tr>
<td>Grade 9</td>
<td>9 (75%)</td>
<td>12</td>
<td>0 (0%)</td>
<td>12</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1 (50%)</td>
<td>2</td>
<td>0 (0%)</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18 (54%)</td>
<td>33</td>
<td>1 (3%)</td>
<td>32</td>
</tr>
<tr>
<td>2012/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>1 (20%)</td>
<td>5</td>
<td>0 (0%)</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3 (38%)</td>
<td>8</td>
<td>1 (50%)</td>
<td>2</td>
</tr>
<tr>
<td>Grade 8</td>
<td>3 (33%)</td>
<td>9</td>
<td>1 (11%)</td>
<td>9</td>
</tr>
<tr>
<td>Grade 9</td>
<td>9 (75%)</td>
<td>12</td>
<td>0 (0%)</td>
<td>12</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1 (100%)</td>
<td>1</td>
<td>0 (0%)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17 (48%)</td>
<td>35</td>
<td>2 (6%)</td>
<td>34</td>
</tr>
<tr>
<td>2013/14</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>0 (0%)</td>
<td>4</td>
<td>0 (0%)</td>
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</tr>
<tr>
<td>Grade 7</td>
<td>3 (38%)</td>
<td>8</td>
<td>0 (0%)</td>
<td>4</td>
</tr>
<tr>
<td>Grade 8</td>
<td>4 (40%)</td>
<td>10</td>
<td>1 (8%)</td>
<td>12</td>
</tr>
<tr>
<td>Grade 9</td>
<td>8 (73%)</td>
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<td>9</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1 (100%)</td>
<td>1</td>
<td>0 (0%)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16 (47%)</td>
<td>34</td>
<td>1 (3%)</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 9: Number of part-time (PT) staff at each grade compared by gender from 2011/12 - 2013/14.

i) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

All periods of maternity leave during the reporting period have been covered by backfill posts to reduce any increase in workload for existing staff and forms part of the School’s annual budget. We are mindful of the fact that return to work following maternity leave can be challenging in many aspects including career progression, juggling work with a very young child, the emotional experiences of returning to work and childcare issues as well as practical issues such as provision for expressing milk. The School is flexible with arrangements at the start of the return to work period to help ensure a smooth transition and many women at this stage opt to apply for flexible working; the School’s ethos is to support these requests. 47% of the female academics in the School are on a reduced FTE (Table 8), however the SAT does not have qualitative information on the experience of women who have been or are planning maternity leave and our action plan aims to hold focus group with relevant staff to identify any issues (Action 19.1).

Section 4 word count 5025/5000
5. Any other comments

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The feedback from our original application and the process of gathering and scrutinising the data and consulting with staff for our resubmission has been extremely valuable. The SAT now includes a postgraduate representative and we have several grade 8 early career staff on the SAT who have been helpful in informing and developing the SAT action plan. We believe that our revised action plan shows a greater degree of reflection and a strong commitment to tackling several issues including promotion, the P&DR process, career development and the extreme gender imbalance at the professorial level.

The self-assessment process has helped the School develop what we believe to be a coherent approach to improving the work environment not only for female staff but all our staff. The SAT has benefited from the direct involvement of the Head of School and his personal commitment to the Athena SWAN Charter and providing financial support for staff to attend relevant training events.

Awareness of our activities within the School has encouraged four female staff to take part in the pilot Athena SWAN Mentoring Network within the college and our action plan will ensure that more females are encouraged to be involved in the network following its launch (Action 10.2). While Athena SWAN nominally concerns women in academic careers, the SAT has been mindful of that fact that good working practice benefits everyone in the School and for this reason we decided that our Athena SWAN group should include representatives from support staff including administrative and nursing staff. Both these groups of individuals have been valuable members of the SAT and have helped to raise awareness of our activities amongst support staff. The process of preparing for this application has also inspired the School not only to apply for higher level Athena SWAN awards, but also to consider our culture with regards to wider issues of diversity, both in our recruitment and care of students and staff, and in our day-to-day activities.

The SAT plans to follow up the data from the survey with additional surveys of staff to measure the effectiveness of our action plan. The SAT will also engage with academic staff and students through focus group meetings and this will enable to us evaluate whether our action plan is impacting on staff and the Schools culture and environment. We also intend to meet with staff that have recently or are planning maternity breaks. We see our action plan as a living document and our approach is to ensure that our action planning and its impact are supported by evidence-based research.

Section 5 word count 427/500
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<tr>
<td>1. To raise awareness of, and demonstrate the School’s commitment to, principles of Athena SWAN.</td>
<td>1.1</td>
<td>Agenda item on the School Student Staff Liaison Committee (SSLC) for raising awareness, discussion &amp; feedback.</td>
<td>February and September annually</td>
<td>Lubna Nasir</td>
<td>Jim Anderson, Associate Head (Learning and Teaching); Joyce Wason, Director of Admissions and Student Support; Natalie Hutchinson, SAT PG student representative.</td>
<td>Awareness of Athena SWAN principles and activity as measured by UG and PG student focus group meeting March 2016, then annually.</td>
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<td></td>
<td>1.2</td>
<td>Presentations to School staff at School Forum each semester for raising awareness, discussion &amp; feedback.</td>
<td>February and, October. annually</td>
<td>Lubna Nasir</td>
<td>Lubna Nasir, SAT Chair.</td>
<td>Awareness of Athena SWAN principles and activity as measured by staff survey, November 2015, then every 18 months.</td>
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<td>1.3</td>
<td>Develop the School’s website to include an Athena SWAN page with relevant upcoming events and all AS related information.</td>
<td>August 2015, ongoing</td>
<td>Sarah Chiodetto</td>
<td>Paula Sharp, Commercial Manager; Caroline Hutchinson, School Administration Manager.</td>
<td>Awareness of Athena SWAN principles and activity as measured by staff survey, November 2015, then every 18 months.</td>
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<td></td>
<td>1.4</td>
<td>Add Athena SWAN logo to UG and PG virtual learning environment (Moodle).</td>
<td>June 2015</td>
<td>Sarah Chiodetto</td>
<td>Gordon McLeod, Educational Technologist.</td>
<td>Increased visibility and commitment to Athena SWAN as measured by positive feedback assessed at SSLC focus group meetings (see action 1.1).</td>
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<tr>
<td>The Head of School has made funds available to enable SAT members and School staff to attend relevant national seminars/workshops</td>
<td>1.5</td>
<td>Inform staff of events related to Athena SWAN and gender equality via email communications.</td>
<td>May 2015-May 2018</td>
<td>Sarah Chiodetto, Head of School Administration; Caroline Hutchinson, School Administration Manager.</td>
<td>Sarah Chiodetto, Head of School Administration; Caroline Hutchinson, School Administration Manager.</td>
<td>School participation at minimum of 4 events per year. Feedback to SAT on knowledge gained to help support best practice within 1 month of event.</td>
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<tr>
<td><strong>2. School Executive commitment to Athena SWAN and progress of the SAT in overseeing implementation of the Action Plan</strong></td>
<td>Athena SWAN and SAT Report introduced as standing agenda item in August 2014. SAT meetings are held every two months, with subsequent progress updates reported to SE.</td>
<td>2.1</td>
<td>Continue to discuss and summarise SAT progress for attention, consideration, and action of SE.</td>
<td>bimonthly</td>
<td>Lubna Nasir, SAT Chair; Sarah Chiodetto, Head of School Administration.</td>
<td>Lubna Nasir, SAT Chair; Sarah Chiodetto, Head of School Administration.</td>
<td>Agenda and minutes of SE meeting to include Athena SWAN update. Support, feedback and approval of proposed actions from SE.</td>
</tr>
<tr>
<td><strong>3. To explore issues and share best practice with SATs in the College and other UK vet Schools</strong></td>
<td>University internal Athena SWAN Network established in August 2014.</td>
<td>3.1</td>
<td>Make contact with SATs in MVLS and set up local meetings via internal Athena SWAN network.</td>
<td>September 2015</td>
<td>Clare Knottenbelt, SAT member, Director of Small Animal Hospital.</td>
<td>Clare Knottenbelt, SAT member, Director of Small Animal Hospital.</td>
<td>First meeting held with other SATs by December 2015. New ideas and good practice fed back to SAT and embedded into action plan.</td>
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<tr>
<td>Invitation from Nottingham to be part of UK wide network accepted in February 2015.</td>
<td>3.2 Help facilitate a UK vet school Athena SWAN meeting.</td>
<td>July-September 2015</td>
<td>Lubna Nasir</td>
<td>Lubna Nasir, SAT Chair.</td>
<td>Meeting held with other vet school Athena SWAN leads by December 2015. UK Vet School Athena SWAN meeting held in Glasgow by June 2017. New ideas and good practice fed back to SAT and embedded into action plan.</td>
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**SUPPORTING STUDENTS**

4. To ensure fair and transparent admissions processes for UG students and to address the low number of male UGs

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<tr>
<td>4.1</td>
<td>Ensure that all degree promotional literature contains images of both female and male staff and students</td>
<td>April 2015, annually</td>
<td>Joel Hotchkiss</td>
<td>Joyce Wason, Director of Admissions; Jill Kerr, Admissions Support Officer.</td>
<td>Both genders represented in all promotional literature.</td>
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<tr>
<td>4.2</td>
<td>Ensure 50:50 female: male representation on student admissions panels</td>
<td>September 2015, annually</td>
<td>Mark McLaughlin</td>
<td>Joyce Wason, Director of Admissions; Jill Kerr, Admissions Support Officer.</td>
<td>50:50 female: male staff on admission selection panels.</td>
</tr>
<tr>
<td>4.3</td>
<td>Ensure involvement of both male and female staff in open days and outreach activities</td>
<td>June 2015, annually</td>
<td>Karen MacEachern</td>
<td>All Heads of Division; Karen MacEachern, SAT member.</td>
<td>Both male and female staff involved in open days. Data on staff participation collected and reported to SAT for review by November, annually.</td>
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|                     |                  | 4.4          | Establish a working group to engage with careers advisers in secondary schools across Scotland to encourage greater number of male student applications | January 2016 - December 2017 | Sandy Love                                                                   | Jim Anderson, Associate Head (Learning and Teaching); Joyce Wason, Director of Admissions and Student Support. | Working group established by January 2016.  
Meeting held at the School for careers advisers by December 2017. |
|                     |                  | 4.5          | Ensure that members of admissions panels have completed unconscious bias training | January 2016 – December 2018 | Sandy Love                                                                   | Jim Anderson, Associate Head (Learning and Teaching); Joyce Wason, Director of Admissions and Student Support. | 50% of panel members have completed training by December 2016; 100% completion by December 2018. |
| 5. To improve support for all PGR students |                  | 5.1          | Mentoring scheme to be launched and piloted with interns, where each intern will be assigned a mentor that will support them through their period of study.  
The mentoring scheme will run for one year and will then be reviewed, modified in response to feedback, and rolled out to all PGR students, including residents. | Launched April 2015, ongoing | Jenny Helm                                                                   | Iain Grant, Clinician.                                                                 | High level of engagement with the mentoring scheme determined by mentor feedback.  
Positive focus group outcomes with mentees.  
Evaluation in March 2016 to inform wider roll-out to residents and other PGRs from October 2016. |
|                     |                  | 5.2          | Hold a focus group meeting with PGR students to gain qualitative data on gender equality issues that affect PG students | March 2016, annually          | Sandy Love                                                                   | Sandy Love, PGR Convenor.                                                                      | Successful meeting conducted and qualitative data gathered.  
Report and recommendations to SAT. |

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<tr>
<td>6. To improve recording of applications, offers and acceptances for PGR students</td>
<td>6.1</td>
<td>Record applications, offers and acceptances for internships and residencies by clinical area and scrutinise for any gender inequalities</td>
<td>April and October 2015, annually</td>
<td>Sandy Love</td>
<td>Sandy Love, Postgraduate Convenor Marie Henderson, Administrator.</td>
<td>Applications, offers and acceptance data recorded and scrutinised for gender inequalities. Data reviewed annually in January by SAT used to inform actions.</td>
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<td>6.2</td>
<td>To continue to monitor PGR student numbers by application, offers and acceptances and scrutinise for any gender inequalities</td>
<td>April and October 2015, annually</td>
<td>Sandy Love</td>
<td>Sandy Love, Postgraduate Convenor Marie Henderson, Administrator</td>
<td>Data reviewed annually in January by SAT used to inform actions</td>
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<tr>
<td>7. To investigate reasons for gender difference in male UG degree classification</td>
<td>7.1</td>
<td>Working group will review whether there is a gender bias in entry tariff and/or performance at various stages of the programmes</td>
<td>January 2016</td>
<td>Joel Hotchkiss</td>
<td>Jim Anderson, Associate Head (Learning and Teaching).</td>
<td>Working group established by January 2016. Report and recommendations fed back to the SAT and used to inform the SAT action plan by December 2016.</td>
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<td>7.2</td>
<td>Focus group meeting to be held with UG students to establish whether there is a gender difference in career ambition that may contribute to the gender bias in award classification.</td>
<td>January 2016</td>
<td>Joel Hotchkiss</td>
<td>Jim Anderson, Associate Head (Learning and Teaching)</td>
<td>Focus group meeting held by February 2016, with possible factors highlighted. Report and recommendations fed back to the SAT and used to inform the SAT action plan by December 2016.</td>
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**SUPPORTING KEY TRANSITIONS**

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<tr>
<td>8. To clarify promotion criteria and improve School support through the A School promotion workshop was held in</td>
<td>8.1</td>
<td>Organise annual School promotion workshops in advance of the promotions round with examples of successful applications (including</td>
<td>October, annually</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School; David Tedman, HR Manager.</td>
<td>Improved response (20% increase, at least) to questions related to the understanding of promotion process in the</td>
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<td>promotion process for all staff Only 38% of female respondents to the staff survey agreed that they understood the promotion process and criteria. Only 14% of female respondents to the staff survey agreed that they had been developed and encouraged to apply for promotion.</td>
<td>November 2014 to improve clarity in advance of the promotion round in January 2015. An academic promotion advisor has been appointed from within the School to support staff with promotion.</td>
<td><strong>8.2</strong> Identify two additional senior staff members to act as promotions advisors for Research and Teaching staff and Teaching Only staff</td>
<td>July-August 2015</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School.</td>
<td>2 additional promotion advisors identified. Positive feedback from advisors about level of engagement. Improved response (30% increase, at least) to questions related to support with promotion round in the staff survey, conducted in November 2015, then every 18 months.</td>
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<td>Promotion workshop held in January 2015 with grade 9 staff to investigate perceived barriers to promotion.</td>
<td><strong>8.3</strong> School Executive will discuss and identify individuals in each division that are ready for promotion and/or need a ‘nudge’ to apply for promotion</td>
<td>May SE Meeting, annually</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School; All line Heads of Division/line managers.</td>
<td>Staff feel more supported by Heads of Division/line managers in the promotions process as evidenced by improved response (30% increase, at least) to questions related to, support and encouragement for promotion in the staff survey, conducted in November 2015, then every 18 months.</td>
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<td>Annual focused SE meeting, from May 2015 onwards.</td>
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<td>8.4</td>
<td>Focus group meeting with staff at grades 6-8 to identify further support needs.</td>
<td>March 2016</td>
<td>Mark McLaughlin</td>
<td>Ewan Cameron, Head of School.</td>
<td>Focus group held by March 2016; series of actions identified that are fed back to the SAT and used to inform the action plan.</td>
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<tr>
<td>9.</td>
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<td>9.1</td>
<td>Hold workshops for reviewers to provide more guidance prior to P&amp;DR meetings to ensure that P&amp;DR appropriately addresses career development, training needs, performance appraisal and includes promotion discussions.</td>
<td>June-July, annually</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School. Staff Development Services.</td>
<td>Positive response (at least 60%) to specific questions about career development discussion as part of P&amp;DR in staff survey.</td>
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<td>9.2</td>
<td>Introduce a supplementary sheet to the P&amp;DR form to ensure that the following are discussed: promotion, mentoring needs, equality and diversity training and professional training and/or development.</td>
<td>June 2015</td>
<td>Sarah Chiodetto</td>
<td>Marie Henderson, Administrator.</td>
<td>Form created by June 2015. Completed forms received for all staff by September annually, from 2015.</td>
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<td></td>
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<td>9.3</td>
<td>Head of School and SE will ensure that development plans are properly devised as part of the P&amp;DR process.</td>
<td>December, annually</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School.</td>
<td>Head of School to evaluate development plans and generate annual School-wide development plan by December 2015.</td>
</tr>
<tr>
<td>10.</td>
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<td>10.1</td>
<td>Identify appropriate mentors for any member of staff that requests mentoring and/or for whom mentoring is identified as beneficial through P&amp;DR.</td>
<td>September 2015, annually</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School.</td>
<td>Mentoring needs identified through annual P&amp;DR by end of September; mentor assigned within 3 months of P&amp;DR.</td>
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<td>4 School staff have participated in the College pilot of Athena SWAN Mentoring Scheme.</td>
<td>10.2</td>
<td>Encourage female academic staff to take part in the College Athena Swan Mentoring scheme once launched after pilot by inviting all female staff to a Mentoring Scheme introduction event.</td>
<td>October 2015</td>
<td>Lubna Nasir</td>
<td>Lubna Nasir, SAT Chair</td>
<td>Meeting held with female staff in advance of the launch of the scheme by September 2015. A minimum of 4 additional female staff enrolled in the scheme by October 2015.</td>
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11. Increase opportunities for leadership particularly for female staff |

11.1 Ensure committee membership information and terms of office are recorded and create a timeline for rotation of roles | Feb 2016 onwards | Joel Hotchkiss | Caroline Hutchinson, School Administration Manager | Document listing committee membership and terms of office for all major committees with timescale for rotation is available on the School website by August 2016. |

11.2 Ensure all main leadership roles in the School are advertised to staff with open call for interest | April 2015 onwards | Ewan Cameron | Sarah Chiodetto, Head of School Administration | A positive response in the staff survey to the question on whether staff feel they have been given fair opportunities to apply for leadership roles (at least 60% positive response). |

11.3 Creating co-leadership roles in teaching to provide opportunities for staff to gain leadership skills. | April 2015 | Ewan Cameron | Ewan Cameron, Head of School Jim Anderson, Associate Head (Learning and Teaching) | One level 9 member of staff appointed as co-leader by August 2015. |

11.4 Identify grade 9 staff for the University leadership programme. | November 2016 | Ewan Cameron | Heads of Division | A minimum of 2 staff members completing the leadership programme every two years. |
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<td>11.5</td>
<td>Encourage and support women to engage in the Aurora leadership programme.</td>
<td>November 2016, 2018</td>
<td>Ewan Cameron</td>
<td>Heads of Division</td>
<td>A minimum of 2 female staff having completed the programme within next 3 years.</td>
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<td>11.6</td>
<td>Ensure that for each Division of the School that a Deputy Head of Division role is occupied and that staff at grade 9 have opportunity to fill these roles with ability to ‘act up’ and sit on SE.</td>
<td>April 2015</td>
<td>Sarah Chiodetto</td>
<td>Heads of Division; Caroline Hutchinson, Administration Manager</td>
<td>Deputy Heads of Division allocated to each division by July 2015 from pool of grade 9 staff. A positive response in the staff survey to the question on whether staff feel they have been given fair opportunities to apply for leadership roles (at least 60% positive response).</td>
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<td>11.7</td>
<td>Devise a strategy to manage teaching roles in a fair and transparent manner and ensure teaching roles are included in workload modelling when launched.</td>
<td>November 2015, ongoing</td>
<td>Sarah Chiodetto</td>
<td>Jim Anderson, Associate Head (Learning and Teaching).</td>
<td>A clear strategy devised to ensure fair and transparent allocation of teaching management roles within the School by December 2016</td>
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<tr>
<td>12. To understand better the underlying reason for staff resignations</td>
<td>Record the underlying reason for resignation to be able to scrutinise for gender inequalities.</td>
<td>May 2015 onwards</td>
<td>Sarah Chiodetto</td>
<td>Marie Henderson, Administrator; All line managers.</td>
<td>Line managers log reason for leaving within 2 weeks of staff leaving. Data scrutinised annually by SAT in February from 2016 and outcomes used to inform action plan.</td>
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<tr>
<td>13. To ensure staff recruitment and appointment processes are fair and transparent</td>
<td></td>
<td>13.1</td>
<td>Ensure the gender balance of committees reflects the subject specialism and at a minimum, a member of each sex on appointment panels</td>
<td>April 2015, ongoing</td>
<td>Marie Henderson</td>
<td>Marie Henderson, Administrator; All recruiting managers in the School</td>
<td>All interview panels will include appropriate female representation for each subject specialism and at least one female on every appointment panel</td>
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<td></td>
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<td>13.2</td>
<td>Ensure all recruitment material publicises our family friendly initiatives, flexible working policy, and the Schools’ commitment to the Athena SWAN Charter.</td>
<td>April 2015 ongoing</td>
<td>Marie Henderson</td>
<td>Marie Henderson, Administrator; All recruiting managers in the School</td>
<td>Continued high proportion of applications from females at all grades.</td>
</tr>
</tbody>
</table>

**ORGANISATION & CULTURE**

<p>| | 14. To improve social space and enhance networking opportunities | | A new social space for the campus is currently being built on site and will open in January 2016. | 14.1 | Head of School and Divisional Heads to encourage staff to use the facility for networking, work breaks and social events. | January 2016 | Sarah Chiodetto | Ewan Cameron, Head of School; Heads of Division | Improved facilities for meeting informally as demonstrated by improved response in the staff survey (at least 75% positive response) |
| | 15. To improve the School’s induction processes to better support new staff | | The Small Animal Hospital (SAH) recently adopted a local induction process which has been positively received and contains information on family friendly policies. | 15.1 | New SAH induction programme to be rolled out across the School. Flexible working policies, and Maternity/Paternity/Adoption and Shared Parental Leave provisions to be included. | November 2015, onwards | David Sutton | Caroline Hutchinson, School Administration Manager. | Positive responses to induction will be measured in a questionnaire for all new appointees at 3 months post-induction. |</p>
<table>
<thead>
<tr>
<th>Rationale for Action</th>
<th>Actions in Place</th>
<th>Action Point</th>
<th>Proposed Actions</th>
<th>Timescales</th>
<th>Accountability (SAT member)</th>
<th>Responsibility</th>
<th>Success Measure(s)</th>
</tr>
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<tr>
<td>15.2</td>
<td></td>
<td></td>
<td>Line managers will be supported by an administrator to ensure new staff are introduced to key people and relevant procedures and systems at induction.</td>
<td>November 2015, onwards</td>
<td>David Sutton</td>
<td>Caroline Hutchinson, School Administration Manager; Marie Henderson, Administrator; and Divisional Administrator.</td>
<td>Positive responses to induction will be measured in a questionnaire for all new appointees at 3 months post-induction.</td>
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<td>15.3</td>
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<td>Ensure email communications are sent to all staff from the Heads of Division informing them of any new appointments, with a brief biography.</td>
<td>April 2015, onwards</td>
<td>Sarah Chiodetto</td>
<td>All Heads of Division; Line managers.</td>
<td>Email communications for all new staff circulated within first week of start date.</td>
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<td>15.4</td>
<td></td>
<td></td>
<td>Host lunch-time events for new appointees to meet current staff informally, making use of the new GLaSS building, when completed.</td>
<td>Twice a semester, annually</td>
<td>Gerard McLauchlan</td>
<td>Caroline Hutchinson, School Operations Manager.</td>
<td>Successful event hosted with good representation across the School. Positive response in staff survey (at least 75% positive response), November 2015, then every 18 months.</td>
</tr>
</tbody>
</table>

The school has hosted new staff welcome events where all staff are invited to come along. However these events have been held at 4pm and staff feedback suggests that a lunch-time meeting would be better.
<table>
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</thead>
<tbody>
<tr>
<td>16. To increase the School’s Equality and Diversity training completion rate amongst academic staff.</td>
<td>As at March 2015 58% of academic staff in the School had completed Equality and Diversity Essentials training.</td>
<td>16.1</td>
<td>Ensure high completion rate of Equality and Diversity training by making it a requirement of the P&amp;DR process and as part of the new induction process.</td>
<td>May-September 2015, annually</td>
<td>Sarah Chiodetto</td>
<td>Sarah Chiodetto, Head of School Administration. Marie Henderson, Administrator.</td>
<td>100% completion rate by September 2016.</td>
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<td>17. To ensure that workload distribution is fair and transparent</td>
<td>Workload modelling is currently being piloted in other parts of the College with full roll out to all areas in 2016/17</td>
<td>17.1</td>
<td>Annual report to the SAT on workload distribution by gender and FTE.</td>
<td>June 2017</td>
<td>Sandy Love</td>
<td>Jim Anderson, Associate Head (Learning and Teaching); Sarah Chiodetto, Head of Administration; Marie Henderson, Administrator</td>
<td>SAT Report including recommendations presented to the SE by September 2017.</td>
</tr>
<tr>
<td>18. Improve the culture within the School to make it more social and inclusive for all staff</td>
<td></td>
<td>18.1</td>
<td>Introduce school policy that core meetings to be scheduled between core hours of 10am – 4pm.</td>
<td>April 2015, ongoing</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School</td>
<td>Meetings held within core hours as evidenced through positive response to staff survey (at least 80% positive response).</td>
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<td></td>
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<td>18.2</td>
<td>Ensure meetings are arranged on dates and at times to accommodate part-time staff, rotating days of meetings where needed.</td>
<td>April 2015, onwards</td>
<td>Ewan Cameron</td>
<td>Ewan Cameron, Head of School; Committee Chairs and Heads of Division</td>
<td>Better opportunities for part-time staff to attend meetings demonstrated by an improved response in staff survey (at least 75% of part-time staff responding positively).</td>
</tr>
</tbody>
</table>
### Rationale for Action

Social Committee convened. Successful Christmas event hosted for School staff and their families in December 2014.

### Action Point

**18.3**

Plan social gatherings/meeting at lunch-time or if events are outwith work hours, provide 4 weeks’ notice to enable staff to plan ahead. Out of normal working hours, social events to be inclusive of children.

**Timescales:** April 2015, ongoing

**Accountability:** Gerard McLauchlan

**Responsibility:** School Social Committee

**Success Measure(s):**
- Out of hours events are planned with 4 weeks’ notice
- Out of hours social events are inclusive of children.
- Both to be evidenced by positive response to survey questions relating to the family-friendly environment and inclusive culture of the school (at least 75% positive response).

### Action

Next staff survey to include questions to gain a deeper insight into the culture of the School

**Timescales:** November 2015

**Accountability:** Lubna Nasir

**Responsibility:** Lubna Nasir, SAT Chair; Marie Henderson, HR Administrator

**Success Measure(s):** Survey in November 2015 includes a series of questions about culture

### MATERNITY LEAVE AND SUPPORT ON RETURN

19. To gather qualitative data to support staff before, during and after maternity leave. We have no qualitative data, but anecdotal evidence suggests this is an area that can be improved, particularly for return to work.

**Timescales:** May 2016

**Accountability:** Jenny Helm, Catherine Stalin

**Responsibility:** Jenny Helm, Clinician; Catherine Stalin, Clinician

**Success Measure(s):** Focus group meeting held by May 2016 and report of issues and recommendations identified and fed back to SAT for action planning.