

8. School of Veterinary Medicine Silver Action Plan (Actions are presented as themes; they do not feature chronologically; prioritised actions are highlighted)							
No.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible Include job title	Target outcome
1. EMBEDDING ATHENA SWAN AND AN INCLUSIVE CULTURE IN THE SCHOOL							
1.1	Continually embed AS activities across the School inclusive of all staff groups.	To ensure fair distribution of work across the School; to get fresh insights from new members; to help embed AS principles broadly.	GEG membership was reviewed in 2017 and WGs established to lead key areas.	<p>a. Annual formal review of GEG/WG membership every 3 years; encouraging new staff to join; ensuring staff grade balance on GEG/WGs.</p> <p>b. Demonstrated engagement with AS to be included in School PDR checklist enhancing engagement of staff with AS.</p>	<p>a. Jan, yearly</p> <p>b. Sep, yearly</p>	<p>a. AS Leads</p> <p>b. HoS; HoSA</p>	<p>GEG membership reviewed and updated. New members appointed at least every 3 years, or as required.</p> <p>Increase male representation on GEG WG from 29% to 40%.</p>
1.2	AS remains high priority for the School and central to School business.	AS is a standing item on many School Committees and we want engagement to remain high, and central to the School's future directions.	<p>AS is a standing item on SE, SSLC, Learning and Teaching Committee and Divisional meetings.</p> <p>GEG co-leads report to SE monthly on AS activities.</p> <p>Staff are updated annually on AS activities at School Forum.</p>	<p>a. AS will be a standing item on all School Committees.</p> <p>b. AS annual report to be produced at the end of each academic year to inform and update all staff on AS activities/progress.</p>	Oct, yearly	AS Leads	AS activities are recognised as core business for the School; 70% staff in agreement with 'AS activities are central to School business' to be measured in new question in next survey.

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1.3	Increase provision of AS discussion/workshops for staff and students to improve awareness of gender equality matters and institutional policies that impact on staff and students.	Only 45% of UG and 78% of PG students agreed with the statement 'The School provides me with information about gender equality matters that affect me (e.g. legislation and institutional policies in relation to discrimination, bullying and harassment and how to report them'.	Successful events organised around EDI issues, including: Intl Women's Day event on Intersectionality; Promotion of 'Gender Unicorn' and Unconscious Bias using digital visual screens.	Organise a minimum of 3 AS events highlighting importance of EDI (for staff & students) to include: 1. International Women's Day – Intersectionality panel discussion. 2. 'Equality and Diversity in Veterinary Medicine' panel discussion. 3. 'How can we be more inclusive?' workshop.	1. Mar, yearly 2. Oct, 2019 3. Jan, 2020	AS leads; Student WG	30% increase in UG student response to survey question 'The School provides me with information about gender equality matters that affect me (e.g. legislation and institutional policies in relation to discrimination, bullying and harassment and how to report them' from 45% to 75%. Increase from 78% to 85% for PG students. >80% male and female staff positively respond to 'The School provides me with opportunities to learn about gender equality matters, institutional policies and provides fora for discussing gender equality issues', new question in next survey.
1.4	Develop staff and student EDI Moodle resources with information related to AS, key actions, EDI and related policies	Enable students to find all info related to SVM AS activities, support and resources, and UofG EDI policies	Moodle resources are under development.	a. Student EDI Moodle (Virtual Learning Environment) resource to be developed to include: links to Dignity at Study And Work Policy, AS	a. Jan 2019, reviewed quarterly; updated as required	a. AS Leads	>80% of staff and students report they are aware of UofG EDI policies, support available in School and kept up to date with

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1.5	Consult with staff & student (UG/PG) to gain data on experience of AS activities and EDI issues more broadly increasing survey response rates.	including Dignity at Work and Study Policy. Provide staff with resources relating to EDI, school AS activities, resources and support and links to EDI UoG policies.		Charter, Silver Action Plan, Respect Advisors Network and information on how to contact AS leads/student WG members. b. Staff EDI Moodle resource to be developed to include as above and additional resources incl. School mentoring, system support for promotions (policy links, promotion advisers, promotion success rate by gender), , School PDR checklist, flexible working/parental leave policy links, maternity checklist, parental leave advisors.	b. Jan 2019, reviewed quarterly; updated as required	b. AS Leads	AS activities - new question in next survey.
		To enhance inclusivity culture and ensure we are supporting staff/students appropriately by identifying and addressing concerns/issues.	Student surveys carried out in Dec 2017 (UG) & March 2018 (PGR). Staff survey in 2014, 2016 and 2018.	a. Run UG/PG survey in 2020, increasing response rate. b. Run staff survey in 2020 increasing the response rate.	a. Every 2 years b. Every 2 years	a. Student WG; AS Leads b. Staff WG; AS Leads	a. Increase UG survey response from 15% to 50%; Increase PG survey response rate from 34% 65%. b. Increase staff survey response from 57% to 70% for Academic and P&S staff.

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			Gain deeper insight into impact of silver actions and identify issues.				Data analysis completed and reported to the GEG and actions identified and built in to Action Plan. Summary of key findings and actions provided to staff and students.
1.6	Ensure that the mentoring support for UG students meets the needs of students	We want to provide students with appropriate mentoring support for career development and personal development.	In September 2018, we launched 'Meet your Adviser Breakfasts' for new students. Student feedback was very positive; 100% found the event useful.	Student survey and focus groups will evaluate uptake of mentoring to assess improved engagement with mentoring support, initiating action if required.	Next survey, 2020	Chief Advisor of Studies	70% of students report mentoring support provided by the School is 'helpful' - new question in next student survey.
1.7	Increase awareness of the Dignity at Study and Work Policy, Respect Advisers and complaints procedures by holding workshops with staff particularly P&S staff.	Staff survey showed an improved response to 'I am confident my line manager would deal effectively with complaints about harassment/offensive behaviour' for academic staff from 83% (2016) to 85% (2018). There is however a drop in positive responses from	Periodic policy reminders are sent to staff via School newsletter.	Workshops to be organised for different staff groups to raise awareness of the policy and how staff can complain. The CDG will lead this for P&S staff in particular.	To commence Jan 2019 following launch of Moodle EDI workshops to be held in Feb 2019, then Oct 2019	HoSA	>90% of staff report 'I am confident my line manager would deal effectively with complaints about harassment/offensive behaviour' – increase from 83% for academic staff and 76% for P&S staff.

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			P&S staff, 76% (2016) to 69% (2018).				
2. IMPROVING DIVERSITY OF THE STUDENT BODY, ATTAINMENT AND ACADEMIC PROGRESSION FOR ALL STUDENTS							
2.1	Address the gender imbalance of student cohort through enhanced communications and marketing.	Low number of UG and PGT males applications has prompted us to look at ways in which we may be able to increase visibility of male role models whilst ensuring programmes remain attractive to females.	Proactive approach to gender balance in visual imagery on webpages and recruitment literature. Annual audit of degree promotional literature to ensure gender balance. Both male and female staff involved in open days. UB training is mandatory for all new staff via our new Induction. We now require all staff	<p>a. Profile male and female students promoting Veterinary Science as a career on School website using short video clips.</p> <p>b. Programme promotional literature to present gender balance representation.</p> <p>c. Ensure School Webpages portray balanced gender representation.</p> <p>d. Both male and female staff to be profiled as role models at Open Days.</p>	<p>a. Feb 2019</p> <p>b. Mar, yearly</p> <p>c. Aug, yearly</p> <p>d. Oct, yearly</p>	<p>a. Student WG</p> <p>b. Head of UG Admissions; Learning and Teaching WG; PG Convener</p> <p>c. Webpages WG</p> <p>d. Head of UG Admissions; PG Convener</p>	<p>a. Increase in UG male representation from 20% to 21% by 2020. SFC GAP targets for Vet Science is 25% by 2030.</p> <p>b. 100% of Programme promotional literature is gender balanced.</p> <p>c. Webpages annual audit demonstrates 50:50 male/female images.</p> <p>d. Male and female representation at all open days.</p>

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			involved in student selection and staff recruitment to complete UB training. 100% of 2016-17 UG admissions team completed online UB training	<p>e. Formalise recording of gender balance of prospective interview panels to identify potential panels that are not and remedy beforehand.</p> <p>f. Maintain UB training compliance for all staff involved in student admissions.</p>	<p>e. Oct, yearly</p> <p>f. Oct, yearly</p>	<p>e. Head of UG Admissions; PG Convener</p> <p>f. Head of UG Admissions</p>	<p>e. Panels comprise of mixed gender in 95% of cases. To report on gender composition yearly to GEG.</p> <p>f. 100% of staff involved in student recruitment interviews complete UB training.</p>

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2.2	Increase the number of males particularly in the two UG programmes and Vet Nursing PGT programme by targeted engagement.	Male students are underrepresented in our UG programmes, and the Vet Nursing Masters. National picture for veterinary medicine is that it is dominated by females.	Numerous Outreach activities ongoing that ensure male role model involvement eg vet school rodeo. Both male and female staff involved in open days. We now have a School representative on the UofG GAP. Scottish Funding Council (SFC) GAP targets for vet science is 25% male by 2030.	a. Develop additional Outreach activities to target early Secondary School pupils demonstrating a range of aspects of veterinary Science including farm animal, public health, research and nursing. b. Promote RCVS resources targeted at increasing diversity in local schools (incl. online career Hub for children, 'Walks of Life').	a. Yearly ongoing b. Yearly ongoing	a. Outreach lead; Learning and Teaching WG b. Outreach Lead; Learning and Teaching WG	Increase in UG male representation from 20% to 21% by 2020. SFC GAP targets for vet science is 25% by 2030.
2.3	Build a knowledge base and capacity around understanding and tackling barriers to BAME student participation in UK Veterinary Medicine.	Underrepresentation of BAME students in Vet Medicine at UofG and across UK sector is widely evident and must be addressed.	Survey question set designed in collaboration with Nottingham Vet School.	Survey to be rolled to BME students in professional STEM programmes in UK.	Ethical approval to be secured by Feb 2019 Survey to be rolled out by Sept 2019. Survey analysis to be	AS Academic Lead Learning and Teaching WG	Survey roll out completed with 65% response rate. Survey analysis provides key insights into barriers to BAME student underrepresentation in Veterinary Medicine and report findings discussed, with clear actions identified at: UofG SFC GAP Working Group;

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2.4	Build capacity and knowledge base and understanding of issues relating to the attainment gap between males and females in BVMS programme.	Our self-assessment has identified that female students tend to perform better than males.	A Bronze action was to determine whether student engagement with online revision resources is linked to end-of-year grade. This action is ongoing.	<p>a. Complete project to identify whether student engagement with online revision resources is linked to end-of-year grade.</p> <p>b. Provide additional support for lower performing students engagement by gender, using data to identify actions.</p>	<p>a. Project will end Aug 2019; data analysed and report to GEG Oct 2019</p> <p>b. Additional support provided Jun-Aug annually</p>	<p>a. Project Lead; Learning and Teaching WG</p> <p>b. Learning and Teaching WG</p>	<p>Vet School AS Network meeting and SVM GEG.</p> <p>a. Robust and useable data by gender on students engaging with online revision and attainment. The data will be reported at GEG and used to identify actions to be taken forward into SAP.</p> <p>b. Data by gender on students engaging in additional revision support provided. The data will be used to identify actions to be taken forward.</p>
2.5	Improve role modelling and encouragement for academic progression pipeline for UG students to take up PGR study.	Progression pipeline between UG/PhD shows an improvement in male representation. There is a drop in females compared to UG cohort – we want to	New INSPIRE lead appointed (female); annual careers fairs for UG students;	<p>a. BSc programme directors to contact 2nd year students with a predicted award of a 1st or 2:1 encouraging them to consider PG study and inviting them to contact a member of staff to discuss options.</p>	<p>a. Oct, yearly</p>	<p>a. BSc Programme Leads</p>	<p>a. >70% of male and female students report they have received advice and support from the School about progressing to PG study- new question in next survey.</p>

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		<p><i>to give sufficient attention to aspects of my study that I feel need to be done well or are important to me.</i></p> <p>High workload and high clinical activity may be contributing to the leaky pipeline from Intern to Resident.</p>	<p>management to students via Moodle EDI pages.</p> <p>d. Work-life balance discussions to be embedded within annual progress review mechanisms.</p>	<p>c. EDI Moodle resource to be launched Jan 2019</p> <p>d. Sep, yearly</p>	<p>d. PG Convener</p>	<p><i>attention to the aspects of my study 'I feel need to be done well/important to me' from 17% females and 38% males. By 2022.</i></p>	
2.7	Follow up phone calls to all students who do not accept offers to find out why.	Male PhD acceptance rate is lower than for females.		Follow up phone calls to all students who do not accept offers to find out why.	Ongoing throughout following application rounds	PG Convener	Data gathered on reason why male students in particular do not take up offers; issues identified and reported to GEG; actions built into SAP.
2.8	Profile male and female students PhD students promoting research as attractive and rewarding careers on SVM website using short video clips.	We have seen an increase in male PhD applications in 2017-18 and want to maintain this. Whilst maintain female application rate.		Profiles to be set up on website by June 2019.	Jun, 2019	PG convener	50% of PhD application cohort are male and 50% are female by 2020.

3. IMPROVING SUPPORT FOR STAFF CAREER DEVELOPMENT AND PROGRESSION

3.1	Increase the level of support for staff for promotions.	Feedback from workshop attendees	a. As part of Bronze Action Plan, we run	a. Increase frequency of promotions workshops from	a. Workshop 1 to be held in	a. HoS; Academic staff WG	Increase the number of female staff that engage in promotions
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		highlighted the benefit of running twice a year at time points to fit into the PDR and promotion deadline.	<p>promotions workshop in advance of the promotions round since 2014, 3 Promotions Advisers appointed in 2015</p> <p>b. Staff advised of support available to them from Promotion Advisers in staff emails, newsletter, at promotion workshops and school meetings since 2016.</p>	<p>1 to 2 per year; one in advance of PDR to help embed promotions discussion and then prior to promotions deadline. Promotions Advisers in attendance. Sessions will include promotions data by gender and PT/FT</p> <p>b. Raise awareness of Promotions Advisers on School EDI Moodle page- under development at time of submission.</p>	<p>Nov 2018, then yearly Workshop 2 to be held in May 2019, then yearly</p> <p>b. EDI Moodle resource launch Jan 2009</p>	<p>a. AS Leads</p>	<p>workshops/promotions advisors from 21% to 50%, increase for all staff from 31% to 50% by 2020</p> <p>Increase the response to 'appropriate support is provided in the School at every stage of promotion process' from 41% to 65% (increase for females from 32% to 50%).</p> <p>Increase in the survey response to 'I have made use of promotions advisers and/or workshops' from 31% to 50% for (increase for females from 21% to 50%).</p>
3.2	Provide fair and transparent leadership opportunities for staff.	To ensure that all academic staff are considered for leadership opportunities and leadership training needs. Leadership training is crucial for career	Since Bronze SE annually reviews all academic staff for readiness to undertake senior management roles in the short and medium term (Succession Planning Exercise)	<p>a. Increase frequency of Succession Planning Exercise to annually and align with PDR process to continue to identify staff for leadership roles/training.</p>	<p>a. Jun, prior to PDR in Sep and leadership nominations in Aug the following year, yearly</p>	<p>a. HoS; SE; All Line Managers</p>	<p>>90% of male and female staff report 'transparent processes to appoint staff to leadership positions in the School', new question in next survey.</p>

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		development to higher levels, where women are under-represented. A Bronze action was to increase the transparency in appointments to positions.	also helps align training to developing skill sets and future potential roles. Since 2016, we have nominated 12F/4M for UofG leadership – this is very competitive with only 4 (all Female) School applications being successful	b. Support funding for at least one member of academic staff to undertake external Leadership training annually whilst continuing to nominate staff for internal UofG leadership training. c. Ensure all leadership positions are open call.	b. Nov, yearly – will feed into UofG nomination in Aug of the following year c. Throughout the year as they arise	b. HoS; SE; All Line Managers c. HoS; HoSA	
3.3	Provide a more structured and focussed approach to managing P&S staff recognition and development.	We have seen an improvement in P&S staff recognition since 2014-15, we want to sustain this and improve P&S line managers' understanding of the linkages between the PDR, rewarding contribution and regrading processes.	In 2018, HoSA briefed all P&S line managers prior to PDR to ensure staff contribution was appropriately assessed at PDR and in the subsequent Rewarding Contribution process.	Establish P&S Career Development Group (CDG) comprising senior P&S line managers to: a. Plan ahead for PDR identifying potential staff for recognition much earlier in the process. b. Lead improvements in staff understanding of and preparation for the regrading process.	a. Apr, yearly b. Apr 2019	HoSA	a. Sustained rates of recognition of P&S staff, 15% annually receiving awards through PDR/Rewarding Contribution. b. 60% of males and 60% of females P&S staff report a 'good understanding' of the regrading process in next

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				<p>c. Conduct annual succession planning exercise for P&S staff.</p> <p>d. prepare a training matrix identifying relevant mandatory and core job-specific requirements for the different P&S staff groups (administrative/ operational/ technical) to improve understanding and visibility of requirements; to be informed by the UofG Technician Commitment Action Plan for technical staff.</p> <p>e. Consider workload management for P&S staff</p> <p>f. Manage SVM's participation in the UK Technician Commitment</p>	<p>c. Apr, yearly</p> <p>d. Jun 2019</p> <p>e. Dec 2019</p> <p>f. Feb 2019</p>		<p>survey increase from 36%F, 29%M.</p> <p>c. Exercise completed annually</p> <p>d. 80% of females and 75% of males report 'access to relevant training' in next survey- increase from 69% for females and 29% for males.</p> <p>90% of females and 75% of males report 'compulsory training is useful/relevant' in next survey, an increase from 88% for female and 25% for males.</p> <p>e. Good practice identified and shared</p> <p>f. 1 lead in each Division identified</p>

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No.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible Include job title	Target outcome
				g. Improve P&S line manager education regarding Dignity at Work and Study Policy etc	g. Jun 2019		g. >80% of staff and students report they are aware of UofG EDI policies, support available in School and kept up to date with AS activities - new question in next survey.
3.4	Improve career progression discussions in the PDR process between reviewees and reviewers.	To ensure staff are up to date with guidance and have an opportunity to ask questions. We want to ensure that all academic and P&S staff have the opportunity to discuss career progression and development and training and mentoring needs at P&DR. Audit has shown that School PDR 'Checklist' developed, as part of Bronze is not being routinely completed.	As part of BAP, briefing sessions initiated in 2015. School PDR checklist for academic staff contains a tick box to indicate whether promotion discussion / career progression has taken place and identifies if staff are ready for promotion. Similarly the checklist provides an opportunity to discuss mentoring needs. either as a mentor or mentee and training needs. Currently we do not have a system	a. Organise briefing sessions prior to launch of P&DR for line manager, ensuring new reviewers participate; modifying based on feedback. b. Use an electronically scannable School PDR 'checklist' to allow data analysis of staff that have engaged in promotion/career progression discussions at PDR; identify where discussions have not taken place for follow up. c. A bespoke PDR checklist will be introduced for P&S staff	a. May, annually prior to launch of PDR in Jun b. Checklist data analysed in Nov, yearly; Follow up Dec, Jan yearly c. May 2019	a. School HR Administrator b. AS administrative Assistant c. CDG, P&S AS lead	a. Minimum attendance of 6 line managers per year; feedback obtained and session modified based on feedback. b. Review of checklist indicates that 90% of staff have engaged in development/progression discussion. c. Survey responses 'PDR included a discussion and guidance about the next step in my career' increase from

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No.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible Include job title	Target outcome
3.5	Increase support for staff in preparation of grant application and research outputs	Low numbers of male and female staff considered eligible for REF 2014 has made us look afresh as how to provide additional support for publications and grants. 5 females and 13 males considered eligible – 40% of females and 38.5% males returned of those eligible. To provide additional support to staff to improve the quality of research outputs and research applications. Support need identified as part of our self-assessment	for collating this information readily.	a. Grant writing surgeries to be held, monitoring attendance and modifying based on feedback a. Statistical analysis surgeries to be held where staff can get support and advice of the most appropriate statistics to employ in their research	b. Feb- May 2020 a. Quarterly starting in Sep 2019	b. Research Convener c. Research Convener	64% (academic) and 41% (P&S) to 75% for all staff. 80% of staff attending grant writing workshops and statistical analysis surgeries indicate the sessions were useful and relevant- data from follow up feedback session.

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3.6	Improve the provision of mentoring for academic staff.	All newly appointed/promoted Grade 7/8 staff join ECDP; and are appointed a mentor to support career development. Other academic staff can request a mentor via PDR checklist. 4F/1MX staff have identified need for mentors.	School PDR checklist ask staff whether 'they may benefit from a mentor'. The checklist is used to match mentees with mentors.	b. Assign mentors to academic staff identified through the 2018 PDR checklist and then annually. c. Provide mentoring guidance to staff mentors and mentees via EDI Moodle resource. b. Assess usefulness of mentoring system, modifying based on feedback.	c. Dec 2018	d. Induction and Mentoring WG	>80% male and female academic staff report positively on 'helpful mentoring support is provided by the School', new question in next survey.
3.7	Pilot a scholarship writing retreat for LT&S staff to provide dedicated time away to focus on scholarship supported by LEADS	A principle function of the School is scholarship; out number of LT&S staff has increased over time. We want to improve opportunities and support for our staff to engage in scholarship.	We provide staff with resources and support for scholarly activity eg. VLE resource. Journal clubs, coffee and cake networking.	Pilot a scholarship writing retreat for staff lead by the LEADS team to support guide and advice staff on writing, modify based on feedback.	Oct 2019	Chair of L&T WG	>80% LT&S staff report positively on 'support provided by the school for scholarship is helpful and useful' - new question next survey.
3.7	Develop and roll out a robust Workload Modeller for academic staff.	Only 12% of females and 10% of male academics reported that 'the workload allocation	SVM is leading a UK Vet School survey to identify shared issues.	a. Devise and roll out workload model survey for UK Vet Schools	a. Jan 2019	A. HoSA	>50% staff report 'fair and transparent workload allocation in the School' (increase from 12% females 10% males).

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		<p><i>in the School is fair and transparent</i> in 2018 survey.</p> <p>Similarly, only 17% females and 18% males felt <i>'workload allocation takes into account all my activities'</i>.</p> <p>The University modelling system is not suitable for the School; due to different nature of teaching and clinical service which is not captured in the systems on which workload modelling is based.</p>	<p>We are developing a system to capture academic clinical workload.</p>	<p>b. Complete development of SVM WLM and launch across School</p>	<p>b. Jun 2019</p>		<p>>50% staff report that <i>'workload allocation takes into account all my activities'</i>, increase from 17% females, 18% males. To be measured in next survey.</p> <p>To increase to > 80% by survey in 2022.</p>
4. IMPROVING RECRUITMENT, RETENTION, INDUCTION AND MENTORING FOR STAFF							
4.1	Improve attraction and retention of clinical academic staff.	We have a high number of fixed-term appointments to cover unfilled posts; like other vet schools recruitment of clinicians to academic posts is difficult due to	We take a proactive approach to 'headhunt' potential clinical staff to take up posts at SVM.	a. Profile SVM male and female clinical academics and innovative research on the School web pages.	<p>a. Profiles to be set up on website by Feb 2019</p> <p>b. School HR Administrator</p>	Drop In % of fixed term appointments amongst clinical academics by 10% from 17% to 7% by 2020.	

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		high salaries in clinical practice. 17% of academic female staff are on fixed term-contracts.		<p>b. All posts to have male and female contact points in recruitment materials.</p> <p>c. Encourage fixed term clinical academics to apply for vacant core posts as part of our recruitment strategy.</p>	<p>b. All posts from Dec 2018</p> <p>c. As required</p>	<p>c. HoS, Heads of Division</p>	
4.2	Reduce the likelihood of stereotype threat in recruitment panels and improve communication of family friendly policies.	<p>To ensure both male and female staff are involved in all interview and recruitment selection panels to ensure fair and transparent recruitment.</p> <p>By ensuring we are promoting family friendly policies we want to ensure we are attractive to both male and female applicants.</p>	Annual audit of gender balance of Recruitment and Selection Panels since Bronze.	<p>a. Conduct annual audit of gender balance of Recruitment and Selection Committees.</p> <p>b. Conduct annual audit of recruitment materials for inclusion of family friendly policies.</p>	<p>Sep yearly</p>	<p>a. School HR Administrator</p> <p>b. School HR Administrator</p>	<p>a. 100% of recruitment and selection committees have a minimum of 50%F representation- reflecting the gender balance of grade 9 and professorial staff.</p> <p>b. 100% of job adverts include family friendly policies.</p>
4.3	To ensure all staff involved in staff recruitment and selection have completed UB training.	We recognise the importance in ensuring our recruitment	UB training is now a mandatory requirement for all	Continue with annual audit of UB training for all staff involved in recruitment and Selection.	Ongoing throughout the year; with quarterly	School HR Administrator	100% of staff on Recruitment and Selection panels have completed UB training by annually.

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		practices are free of bias.	new staff via our new Induction process.		reviews of UB completion data from Nov 2018 onwards		
4.4	Establish reasons why staff leave the School and identify next destination where disclosed.	Low uptake of exit interviews prompted us to ask staff why. 2 female staff were interviewed and indicated that exit interviews would be best performed with a staff member other than Head of School or HR.; reluctance to attend with HoS and HR noted.	Exit interviews held with 2 F leavers in 2018.	AS academic lead will perform academic staff exit interviews and note next destination where disclosed.	Ongoing as required on notification of resignation. Uptake will be reviewed quarterly to ensure AS academic lead not overburdened	AS Academic Lead	Exit interviews with 90% of male and female leavers performed. Next destination disclosed and recorded for 80% of leavers.
4.5	Increase effectiveness of new staff induction processes.	Maintain strong impact on induction improvements evidenced by recent survey in which 4/5 (80%) academic staff and 5/5 (100%) P&S staff indicated new induction was 'helpful'. This compares with 2 of 15 (13%) academic staff	Induction actions since Bronze include: Induction hand book revised and updated to include: School organisation chart, links to staff lists, Information on E&D, UB training, Athena SWAN Charter, SVM	Survey to be sent to new staff at 3 months from start date to evaluate induction; modify based on feedback.	Ongoing throughout the year at intervals of 3 months following new staff start dates	Induction WG School HR Administrator	95% of all new academic and P&S staff indicate 'the induction process is helpful and useful'- increase from 90% overall.

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		agreeing with the statement 'Induction met their needs' in 2014 survey.	GEG; link to SVM Bronze application; Links to flexible working/maternity/paternity/shared parental leave polices. Introduction of an induction checklist; New staff introductions to key people				

5. INCREASING PROVISION OF SUPPORT FOR PARENTAL LEAVE AND FLEXIBLE WORKING

5.1	Assess the usefulness and uptake of Parental Leave Advisers.	Interviews with maternity returners (Academic and P&S) highlighted a lack of consistent support before during and on return from maternity leave. Returners fund provide support for staff returning from leave to support research/teaching. 3 applications from the school, 1 successful.	3 Parental Leave Advisers (2F, 1M) have been appointed to provide one to one advise and support for maternity leavers All Parental Leave Advisers have experience of Parental leave and caring responsibilities.	<p>a. Parental Leave Advisers to be profiled on the EDI Moodle resource with links to parental leave policies, including details of how staff can contact them.</p> <p>b. All new expectant parents and Line Managers will be contacted by a Parental Leave Advisor with the Maternity Leave 'Checklist' and given opportunities to meet with Advisers.</p>	<p>a. Staff EDI pages launch Jan 2019</p> <p>b. Through the year in line with notification of pregnancy/parental leave</p>	<p>a. Parental Leave WG</p> <p>b. Parental Leave Advisors; Parental Leave WG</p>	<p>95% of all maternity leave returners (Academic and P&S) report good support before and during maternity leave and on return in focus groups and staff survey.</p> <p>95% of all parental leavers (Academic and P&S) report good support before, on return from parental leave advisors in focus groups and staff surveys.</p>
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				c. Parental Leave Advisors will work with line managers to ensure those returning from parental leave are supported with applications for the MVLS Academic Returners Fund.	c. Throughout the year as required	c. Parental Leave Advisors; Parental Leave WG	
5.2	Check the usage of the maternity Checklist by follow up interview and surveys with maternity leavers on return to work.	Interviews with maternity returners highlighted a lack of consistent support before during and on return from maternity leave.	A maternity leave checklist has been developed which ensures that on notification of leave, staff have information to policies and entitlements. It ensures all staff undergo a H&S risk assessment and allows staff to discuss any additional support needs.	Parental leave advisors will support line managers and ensure all aspect of leave are discussed with expectant mothers via the 'Checklist'.	Ongoing as required, in line with notification of pregnancy/parental leave	Parental Leave Advisors; School HR Administrator	80% of maternity returners report positively on the 'Checklist' on follow up meetings at 6 months.
5.3	Raise awareness of the changes in Paternity Leave Policy via Parental Leave Advisors and EDI Moodle resource.	As of September 2018, the University has increased paid paternity leave to 2 weeks full pay. Access to this benefit will no longer require a	The changes have been communicated to line managers and promoted in the school newsletter.	Changes to the policy will be promoted via the EDI Moodle resource once launched and Parental Leave Advisors.	Moodle EDI pages to be launched Jan 2019	Parental Leave WG; Parental Leave Advisors Academic AS lead	90% of eligible staff make use of full paid Parental Leave Policy.

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5.4	Promote the benefits of flexible working via workshops and EDI Moodle resource.	<p>minimum length of service.</p> <p>Many of our female staff work part-time however currently very few males work part-time.</p> <p>Staff survey highlighted that 58% of all academic staff (57% F / 54% M) know where to access flexible working policies.</p> <p>Similarly 67% (68%F / 75% M) of all P&S staff know where to access flexible working policies.</p>	We promote flexible working by periodic reminders of policies to line managers.	<p>a. Promote the benefits of flexible working by organising a Flexible Working workshop.</p> <p>b. Provide links to UoG Flexible Working Policies via the School EDI Moodle resource.</p>	<p>a. Staff EDI Moodle resource launch Jan 2019</p> <p>b. Flexible Working workshop May 2019, then in 2021</p>	AS Leads; Line Managers	90% of all staff report knowing where to access to information on flexible working in next survey increase for Academic staff from 58% and for P&S staff from 67%.
6. IMPROVING INCLUSIVITY IN THE ORGANISATIONAL CULTURE WITHIN THE SCHOOL							
6.1	Review the gender balance of School Committees and maintain positive gender balance.	To ensure balanced representation of male and females on School committee meetings.	<p>Committee membership is reviewed annually.</p> <p>Most School committees have a good gender balance;</p>	<p>a. Annual review of committee membership to ensure gender balance on committees.</p> <p>c. Clinical Services Committee membership in particularly</p>	<p>a. Sep. yearly</p> <p>c. Jan 2019</p>	HoS; SE	Minimum 40% female representation on all School Committees, annually.

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6.2	To ensure School committee meetings are held within core hours (10-4).	88% of academic staff (83%F/ 91%M) and 79% (78%F/ 74%M) of P&S staff reported that 'School committees meetings take place in core hours (10am-4pm)'. Staff survey open comments indicate that some staff report that meetings are being held outside of core hours.	exception is Clinical Services Committee. School policy of core hours 10-4 for committee meetings introduced as part of Bronze. Audit shows over 90% are held within core hours.	will be reviewed to increase female representation. To ensure School committee meetings are held within core hours (10-4); Clerks and Chairs to be reminded about rule to adhere to local core hour policy.	Annually at start of each academic session	HoSA	95% of committee meetings take place during core hours- audit annually. 95% of all (academic & P&S) male and female staff agree 'committee meetings are held in core hours' increase from 88% for academic and 79% for P&S staff measured in next survey.
6.3	To ensure that School events, other than committee meetings, are held within core hours and accessible for all staff groups.	Survey comments identified that some staff are not able to attend School events e.g. staff welcome events, staff retreats due to service commitments.	We ensure that line manager support staff to attend events; however we will formalise this via a guidance note for all line managers.	a. Develop a guidance note for all line managers to ensure that staff can attend school events/meetings by offering a rota system for attendance to ensure service commitments are covered. b. Clerks to be reminded to rotate timing of events allowing P/T staff to attend.	a. Dec 2018 b. Yearly at start of each	HoS/HoSA	We will specifically ask staff with service commitments about their ability to attend events during core hours in the next survey; >70% of staff with service commitments report 'they are able to attend to school events' – new question in next survey. Data will be reviewed by GEG for further action of required.

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6.4	To continue to improve communications within the School via the newsletter.	Staff survey shows that 80% of academic staff feel that the newsletter has helped improve communication in the School however only 53% of P&S reported this. P&S staff engagement interviews noted that staff felt it was not always relevant to P&S staff.	We have modified the format of the newsletter based on feedback to make it more user friendly.	We will ensure that the newsletter has information of relevance to ALL staff by including thematic items relating to all categories of staff in each issue.	academic year (Sep) Monthly (in progress)	HoSA	Increase in positive response rate for P&S staff from 53% to 80% to question 'The newsletter has improved communication in the School' in next survey. Maintain positive response from academic staff to same question- at 80% male and female in agreement at last survey.
6.5	Increase the provision of wellbeing activities for staff and will pilot lunchtime relaxation and/or exercise classes.	Staff feedback highlights these as useful social/networking opportunities and gets people away from desks for a short while.	Vegetable garden and wildlife walks initiated in 2017.	We will increase the provision of wellbeing activities for staff and will pilot lunchtime relaxation and/or exercise classes.	Quarterly, with pilot classes to be trialled from Oct 2019	Social WG	70% of all academic and P&S staff agree with the statement 'the School provides opportunities for wellbeing activities' – new question in next survey.
6.6	Canvas staff for new event suggestions and most appropriate timing of social events for those with caring responsibilities.	We have seen a slight drop in the survey responses in the survey question 'work related social events are	We have increased the provision of family friendly social events, feedback from	We will ask for suggestions of social event ideas from staff and consult with different staff groups to identify	Feb 2019	Social WG	Increase in survey response with >90% of staff (academic and P&S) agree with following statements'

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			attendees has been positive.	suitable time slots for social events.			'work related social events are appropriate for all staff' and 'are scheduled where possible for allow those with caring responsibilities to attend'.
6.7	Provide support and guidance for staff and line managers on managing the menopause in the workplace.	<p>The menopause and its effect on women in the workplace has been highlighted recently in the press.</p> <p>We have a high proportion of women in the School and the age profile has promoted us to consider this.</p>	Initial meeting held with 5 female attendees including academic and P&S staff.	<p>a. Trial a menopause café to discuss menopause concerns in an informal setting, modify based on feedback.</p> <p>b. Prepare a guidance note for line manager 'Managing the Menopause in the Workplace'.</p>	Quarterly Jun 2019	AS leads	>50% of staff report positively that 'the School provides support and advice relating to managing the menopause in the workplace' - new question in next survey.

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8. School of Veterinary Medicine Silver Action Plan (Actions are presented as themes; they do not feature chronologically; prioritised actions are highlighted)							
No.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible Include job title	Target outcome
			Our survey data identified a need for support and guidance on managing the menopause in the workplace.				
7. IMPROVING DATA MONITORING AND COMPARATIVE ANALYSIS							
7.1	Collate benchmarking data on interns and residents at other UK vet schools.	No national benchmarking data available currently and self-assessment highlights this career stage as important area of potential gender inequality .	We have raised this as an Agenda item at annual UK Vet Schools Athena SWAN meeting Sep 2018 (Liverpool).	Collate data from UK Vet Schools to gain benchmarking data for gender comparison to strengthen future self-assessment and evaluation of current actions.	Feb-Aug 2019	Academic AS lead; PG Convener	Comprehensive data set on interns and residents produced as measured by UK vet schools for use in AS submissions and planning.
7.2	Improve the recording of staff involved in Outreach activities and ensure involvement in Outreach of all staff is recognised and valued by the School.	Many staff are involved in Outreach but we do not have a robust system to capture all activities. Only 38% (38F/ 38%M) of academic and 36% (38%/ 40%M) of P&S staff agreed with the statement 'outreach	Outreach activity is included in the Academic criteria for PDR and Promotion. The School PDR checklist ensures staff discuss outreach involvement at PDR. Currently we do not have a system for	a. Use checklist to identify staff that have undertaken outreach activities in the last 12 months to compile database of activity. b. Outreach will form part of the PDR briefing session. c. Recognition of Outreach involvement in PDR will be	a. Nov, Yearly b. Dec, Jan, yearly c. May, yearly prior to launch	a. AS Administrative Assistant b. AS Leads c. HoS	Accurate data on staff Outreach activities per year by gender and grade. Increase in male and female staff response by 30% to the question 'Outreach activity is valued by the School', from 38% for academic staff and 36% for P&S staff by 2022.

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No.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Time-frame	Person responsible Include job title	Target outcome
		<i>activities are valued in the School.</i> 28% (27%F/ 29% M) of academic and 59% (59% F/ 40% M) P&S staff indicated 'don't know' to the statement ' <i>Outreach activities are valued by the School.</i> '	collating this information readily.	communicated via EDI Moodle Resource. d. Outreach will form part of Workload Modelling once rolled out (see SAP 3.7).	of PDR in June	d. HoSA	
7.3	Review the number of students engaging with Summer Research Projects by gender.	We saw a noticeable drop in 2016-17 in male participants, as a proportion of the eligible male cohort, but it subsequently increased. We want to ensure male students continue to participate.		Scrutinise the number of students engaging in Summer Research projects by gender and initiate action if male participation drops below 20%.	Sept, yearly	INSPIRE lead	At least 20% Summer Research Projects are undertaken by male students in line with UG gender representation.

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