

<b>Name of institution</b>	University of Cambridge	
<b>Department</b>	Veterinary Medicine	
<b>Focus of department</b>	<b>STEMM</b>	<b>AHSSBL</b>
<b>Date of application</b>	30 November 2016	
<b>Award Level</b>	<b>Bronze</b>	<b>Silver</b>
<b>Institution Athena SWAN award</b>	<b>Date: Nov 2014</b>	<b>Level: Silver</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Prof Matthew Allen	
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#### LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Letter of support from Prof James Wood [557 words]



UNIVERSITY OF  
CAMBRIDGE

Department of Veterinary  
Medicine

Professor James Wood  
Head of Department and  
Alborada Professor of Equine and Farm Animal  
Science

Dr Ruth Gilligan  
Athena SWAN Manager  
The Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment,  
London  
SE1 7SP

29 November 2016

Dear Dr Gilligan,

I am delighted give my full support to the University of Cambridge's Department of Veterinary Medicine's submission for an Athena SWAN silver award. The veterinary profession is one of the most feminised, with >80% of undergraduates being women. It is vital that career progression in this Department does not disadvantage women and I have worked hard to ensure that none are disadvantaged. Since attaining our bronze award we have enhanced and developed our Equality and Diversity initiatives, and I have ensured that they are embedded into the culture of the Department. I have taken a personal decision to expand our Strategy and Executive committee, to include the chair and vice-chair of the E&D committee. I am extremely proud of our achievements, including:

- The launch of a comprehensive staff review process and (voluntary) post-doc mentoring scheme; this includes proper assessment of workloads and is a far more detailed scheme than that developed by the central university.
- 100% completion of the online E&D training by academic and research staff and extension to administrative staff and clinical students
- The delivery of student-focussed E&D events relevant to their future careers, whether they work in veterinary clinical practice or "non-traditional" careers including industry, research or regulatory oversight
- A complete overhaul of the induction process and experience for new starters, intended to make the Department a much more welcoming and inclusive environment
- Recruitment of Dr Clare Allen, a veterinarian with a PhD in education, whose research focuses on the impact of feminisation on the veterinary profession; Dr Allen's work is now informing and enhancing many different aspects of our work.
- The active promotion of the returning carers scheme, which facilitates re-engagement following return from maternity/ paternity leave, resulting in our staff winning a disproportionate number of awards
- The high rate of career progression of several of our younger female academic staff; I have taken a personal interest in supporting talented female academics in attaining permanent posts or promotion within the University.

We work closely with the Equality & Diversity teams in the central University and other departments to develop and implement best practices and expand opportunities for everyone in

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UNIVERSITY OF  
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Department of Veterinary  
Medicine

this Department, but we do face particular challenges as the smallest UK veterinary school. We are dedicated to providing a world-class academic program for our students and cutting-edge clinical care to the clients of our veterinary hospitals, but it is hard to balance clinical care, teaching and scholarship. Our veterinary specialists have significant teaching commitments that interfere with their ability to deliver the highest quality research activity that is required to progress to the higher grades in the University's academic promotions process; this affects our ability to retain some talented individuals within academia. I feel that the impact on our staff has gone unrecognised within the broader University; my personal approach to this has included joining the University's Human Resources committee, where I work to ensure that these issues are considered in promotion processes.

In this submission, we present the steps that we are taking to better understand and overcome these and other challenges in greater detail. In the next three years I look forward to embracing an even broader Equality and Diversity agenda, inspired by, but not limited to the aims of Athena SWAN that will recognise and champion diversity, inclusivity and opportunity. I regard this as a fundamentally important part of my job, to which I am totally committed.

Yours sincerely,

Professor James Wood  
Head of Department of Veterinary Medicine

## GLOSSARY OF TERMS

AP: Action point

CUVS: Cambridge University Veterinary Society

C&E: Communication & Engagement

Director of Studies: College appointed academic staff member who oversees the academic progress of students within his/her area of expertise

CUSU: Cambridge University Student Union

HMC: Hospital Management Committee

JCTS: Junior Clinical Training Scholar (equivalent to clinical Intern)

E&D: Equality and Diversity

EMS: Extra-mural Studies (hands-on experience at farms or in veterinary settings, mandated as part of our students' clinical training programme)

FTE: Full-time equivalent

HOD: Head of Department

MVST: Medical and Veterinary Sciences Tripos, the degree program that is taken by undergraduate veterinary students during their first two years at Cambridge.

NST: Natural Sciences Tripos, the degree program made up of natural science courses such as Biochemistry, Pathology, Zoology etc. In the third year of their course, veterinary and medical students typically intercalate the Part II element of one of these courses.

OPDA: Office of Postdoctoral Affairs

PD: Postdoctoral

PPD: Personal and Professional Development

RCVS: Royal College of Veterinary Surgeons

REF: Research Excellence Framework

SAP: Senior Academic Promotions

SBS: School of Biological Sciences, comprised of 9 Departments within the University.

SRA: Senior Research Associate

SRP: Senior Research Promotions

Supervision: Session of 1-3 students with an academic expert to guide their learning; unique to Oxford and Cambridge system.

SCTS: Senior Clinical Training Scholar (equivalent to clinical Resident)

SEC: Strategy & Executive Committee

Tripos: set of examinations undertaken by an undergraduate student that leads to the award of a Bachelor's degree after three years.

TSC: Teaching Strategy Committee

Tutor: College-appointed academic who provides pastoral care for students

UTO: University Teaching Officer

VSCS: Veterinary School Clinical Supervisor (veterinarian responsible for providing career counselling and pastoral care for veterinary students)

VLE: Virtual Learning Environment (at Cambridge, this is now Moodle)



## DESCRIPTION OF THE DEPARTMENT

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

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

The Department of Veterinary Medicine at the University of Cambridge was founded in 1955 and is one of only eight veterinary schools in the UK. It enjoys a national and international reputation for excellence in veterinary science and education, and recently topped the Guardian's annual league table for UK veterinary schools. The Department's mission is ***to deliver excellence in veterinary education and biomedical research, and to address the challenges to the health and welfare of animals, humans and the environment in the 21st century.***

In order to deliver excellent clinical teaching and research, the Department operates small animal and equine and farm animal hospitals, as well as providing on-farm services for equine and farm animals. The overall structure of the Department reflects its activities in teaching, research and clinical care, along with an administrative structure that crosscuts all of the Department's activities (**Figure 1**). The commitment to Equality and Diversity is highlighted in our Strategic Plan.



**Figure 1.** Management structure in the Department of Veterinary Medicine, University of Cambridge.

The Department is the smallest of the UK Veterinary Schools. The preclinical, undergraduate education of veterinary students (years 1 to 3) is delivered in a carefully integrated manner in basic science departments in the University, and the three clinical years (years 4 to 6) are spent in the Department. Our relatively small size (60-70 students per year, compared with 120 to well over 200 students at the other schools) means that we deliver much of our teaching to small groups of clinical students. Postgraduate education in the Department has two strands: scientific

training through MPhil and PhD programmes (currently 47 students, 32 female 68%) and clinical specialist veterinary training via Junior or Senior Clinical Training Scholarships (currently 31 scholars, 24 female, 77%).

Our research encompasses basic and applied biomedical and veterinary sciences ranging from the molecular to the population level and is configured into 3 research themes (Infection & Immunity; Disease Dynamics; Systems Pathology). Members of the Department are active in many of the University's cross-departmental interdisciplinary networks, including the Cambridge Infectious Disease Consortium and the Cambridge Cancer Centre. Our research groups collaborate within the University, and with national and international partners, supported by funding from the UK Research Councils, The Wellcome Trust, other charitable foundations and industry in the UK and overseas. There are dedicated support posts for research activity, to encourage staff to investigate and exploit research opportunities. Active programmes of talks, seminars and journal clubs aim to engage all of our staff and students in the Department's research agenda. The current composition of the Department's staff is presented in **Table 1**.

**Table 1.** Composition of the staff in the Department of Veterinary Medicine, University of Cambridge, by job classification and gender. Of the 28 academic-related staff, 16 (10 female) are veterinarians with clinical duties as their main remit. The assistant staff provide dedicated support in human resources, finance, research, student administration, facilities management and clinical services.

	Male	Female	Total
Academic	21 (54%)	18 (46%)	39
Academic-related	9 (32%)	19 (68%)	28
Research staff	21 (50%)	21 (50%)	42
Assistant staff	10 (12%)	75 (88%)	85
Total	61 (31%)	133 (69%)	194

The Department is located on the University's West Cambridge Campus, where there are cafes, sports facilities and an on-site University nursery. Another nursery is less than half a mile away, and staff make full use of these local facilities. The Department is part of the School of Biological Sciences (SBS), together with 8 other departments and 6 research institutes.

[479 words]

## THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

The composition of our Equality & Diversity (E&D) Committee is representative of the whole Department, with participation from academic and support staff, clinicians and researchers, students and postdoctoral researchers (**Table 2**). We benefit from active contributions from a representative from the University E&D team.

**Table 2.** Composition of the Equality and Diversity Committee, which is the designated self-assessment team for the Athena SWAN initiative in the Department of Veterinary Medicine, University of Cambridge.

Committee Member	Contribution to the Self-Assessment Team
<b>Professor Matthew Allen</b> <i>Professor, Small Animal Surgery</i>	Chair. Full-time established position and joined committed in 2015. Research-intensive with limited clinical responsibilities. Two school-age children, partner works in the Department.
<b>Dr Caroline Trotter</b> <i>Senior Lecturer, Epidemiology</i>	Vice-Chair. Part time (0.75 FTE), joining committee in 2013. Research and teaching responsibilities. Two young children, partner works in veterinary referral setting.
<b>Dr Clare Allen</b> <i>Senior Teaching Associate, Curriculum Development &amp; Innovation</i>	Full-time with a remit to embed equality, diversity and inclusivity throughout the clinical veterinary curriculum. Joined the committee in 2015, appointed Secretary in 2016. Two school-age children and a dual-career marriage.
<b>Ms Judith Drinkwater</b> <i>Secretary to the Department</i>	Joined the committee at its inception in 2011, and has been active in setting up and promoting the Department's core initiatives relating to Athena SWAN ever since. She is single, has no children, has always worked in the University sector, and has devoted 33 years in academic and administrative roles to developing opportunities for staff and students.
<b>Dr Simon Frost</b> <i>Reader in Pathogen Dynamics</i>	Full-time established position using mathematical and statistical modelling to understand the dynamics and evolution of infectious diseases. He contributes his quantitative expertise by developing and analysing questionnaires related to E&D initiatives.
<b>Dr John Gibson</b> <i>Reader in Pathophysiology</i>	Full-time established position in research, but also serves as Deputy Director of Teaching. John served as the chair of the E&D committee from 2013 to 2016. Two school-age children and partner works full time.

<b>Dr Ragnhildur Karadottir</b> <i>Wellcome Trust Research Fellow</i>	Full-time research appointment. In addition to her role on the E&D committee, she serves as a member of the University Athena SWAN submission panel. Teenage child.
<b>Miriam Lynn</b> <i>University E&amp;D Consultant</i>	Miriam holds a full-time position within the University's Human Resources division, where she serves as a consultant on E&D initiatives. She is the most recent addition to our E&D committee (summer 2016) replacing Dr. Vivien Gruar.
<b>Ms. Esther Nwanuforo</b> <b>Ms. Emma Tarrant</b> <i>Undergraduate Students</i>	Esther and Emma represent the views of students and act as a critical conduit for sharing information about relevant resources and opportunities for students relating to E&D. In partnership with our student organisation (CUVS), they organise student talks relating to E&D issues and undertake student surveys to identify new E&D initiatives.
<b>Dr Heidi Radke</b> <i>Senior Lecturer in Small Animal Surgery</i>	Full-time established position that combines orthopaedic surgery, teaching and research. She is the Director of the ECVS residency program in small animal surgery, and is Director of Studies in Veterinary Medicine at Girton College. Heidi provides a link with the hospital-based academic clinical staff. Heidi has co-responsibility and care for a severely impaired family member.
<b>Mr. Max Stammitz</b> <i>Graduate Student</i>	Max is enrolled in the PhD program in the Department and represents graduate students on the E&D committee.
<b>Dr Stefan de Vries</b> <i>Post-doctoral Research Associate</i>	Stefan is a member of the department's Postdoc Committee and acts as the link between this committee and the E&D committee. Has a young child.
<b>Ms. Amy Stelman</b> <i>Research Nurse</i>	Full-time clinical research post in the small animal hospital. Previously employed as a theatre nurse and is able to represent the staff within the hospital on our committee. Has two young children who attend the University nursery on the West Cambridge campus.
<b>Ms. Natalie Wills</b> <i>Human Resources administrator</i>	Natalie is one of two HR administrators in the Department. She was hired in 2015 with a 0.5FTE remit to support E&D and Athena SWAN initiatives, as identified in the action plan of the Department's bronze submission in 2013.

(iii) [an account of the self-assessment process](#)

Since the Bronze Award submission (April 2013), we have met twice per term. We submit an annual report to the Strategy & Executive Committee (SEC), and report twice termly as a fixed agenda item on the Department Communication & Engagement (C&E) Committee, and verbally brief the Head of Department at least monthly. Members of the E&D committee attend

University E&D talks and initiatives, to which everyone in the Department is invited. We have held **consultations with staff and students** through:

- Focus groups to identify and address particular challenges.
- E&D initiatives (e.g. formation of a postdoc committee, postdoc mentoring scheme, exit interviews, buddy scheme, new staff induction), which are proposed directly from committee members and from other individuals in the Department.
- Feedback through questionnaires and feedback meetings.
- Local events, including a series of Athena SWAN presentations from external speakers.
- A designated Athena SWAN web page and notice board to disseminate E&D matters to the Department community.
- A monthly HR Newsletter, with news, information and outreach to engage the Department with the E&D agenda.
- Student Consultative Committee meets 6 times a year (4th, 5th and 6th year veterinary students)
- Clinical veterinary student representation on major Department Committees (E&D, C&E)
- Graduate Education Committee includes graduate student representative.

In preparation for submission, we established working groups to coordinate the collection of data from stakeholders across the Department. Additional data came from the 2016 staff survey conducted by the School of Biological Sciences, and from admissions data on student numbers. Drafting of the final application was initiated by Dr Gibson and Ms Drinkwater and then taken on by Prof Allen and Dr Trotter. The entire committee reviewed and edited the final draft, and the final document underwent an internal University review process in mid-October 2016.

#### (iv) plans for the future of the self-assessment team

We will meet with the same frequency and expand our effort to engage and communicate across the whole Department. Based on responses from the Staff Survey (only 32% of respondents responded positively about communication within the Department), there is a clear need for better communication within the Department and a particular emphasis will be to more completely connect with students and new arrivals through active outreach during the student orientation and new employee induction process. We will also liaise more effectively with other committees within the Schools of Biological Sciences and Clinical Medicine in order to explore best practices. As we move forward with the current Action Plan, we will make better use of survey instruments and data to determine the impact of E&D initiatives, as well as to identify new areas in which there is a need for committee action. We will refresh the membership of the Committee annually to ensure new ideas and full representation. Finally, as a reflection of the importance of E&D activities, the committee has been formally represented on the Department's Strategy & Executive Committee since October 2016, ensuring that our initiatives are fully embedded within the working culture of the Department.

[531 words]

## A PICTURE OF THE DEPARTMENT

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

The structure of the educational offerings at Cambridge is unique and rather complicated as compared with other 5-year veterinary courses. The student journey is outlined in **Table 3**. In the third year of the course, students intercalate a third-year (so-called “Part II”) course, usually in a Natural Science Tripos (NST) subject. They graduate with a BA degree after the third year, then move to the Department of Veterinary Medicine for years 4 to 6 of the course, culminating in the awarding of the Vet MB exam at the end of year 6. The Cambridge Vet MB degree can be registered with the Royal College of Veterinary Surgeons and confers the right to practice as a veterinarian.

**Table 3.** Structure of the veterinary course at the University of Cambridge.

Year	1	2	3	4	5	6
Stage	<i>Preclinical</i>		<i>Intercalation</i>	<i>Paraclinical</i>	<i>Clinical</i>	<i>Clinical</i>
Location	Downing Site (City Centre)		Variable (subject-specific)	Department	Department and Hospital	Hospital
Exams to be taken	<i>MVST Ia, Ib Courses</i>		<i>NST or other Part II course</i>	<i>Part I, Final Vet MB</i>	<i>Part II, Final Vet MB</i>	<i>Part III, Final Vet MB</i>

### 4.1. Student data

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

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

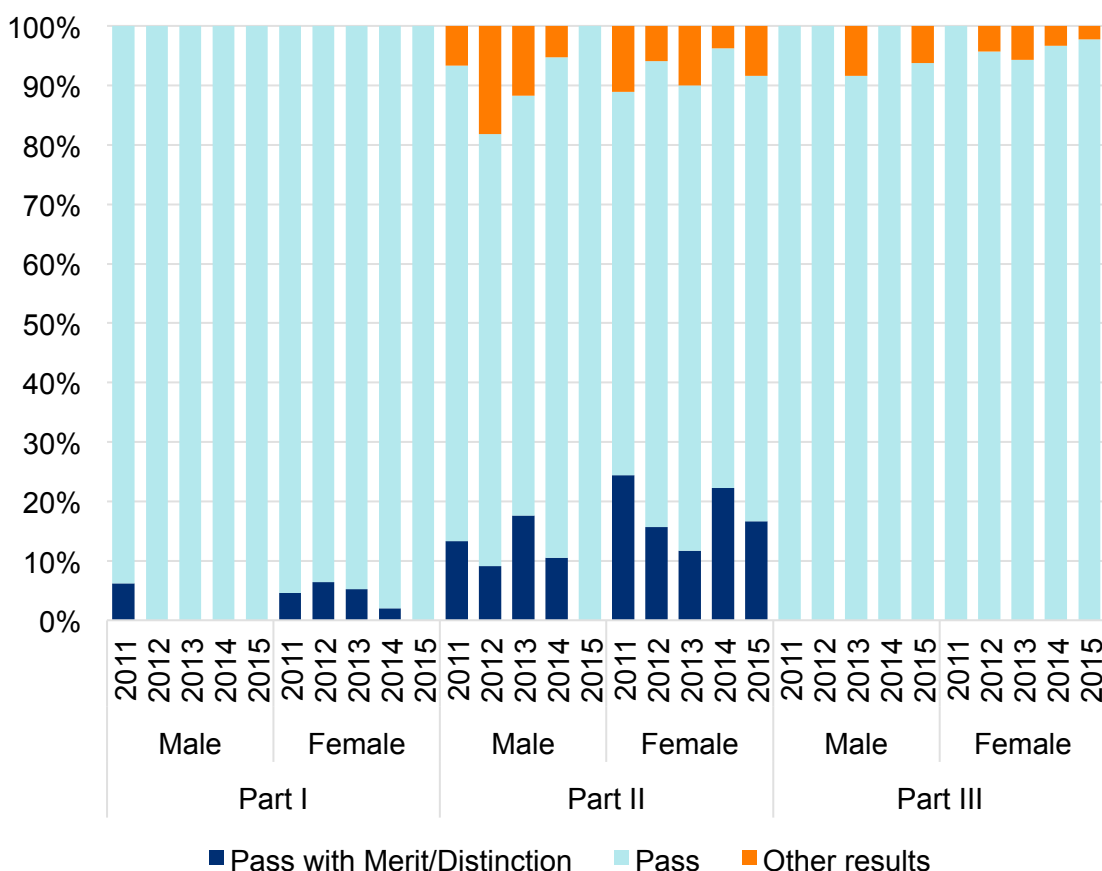
n/a

(ii) Numbers of undergraduate students by gender

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

**Table 4.** Applications, offers and admissions data for the veterinary course at the University of Cambridge. Years represent data of application, with admission typically following in the next calendar year.

Year	Applications			Offers			Admits		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2012	84	331	415	21	62	83	14	47	61
2013	60	277	347	24	54	78	22	46	68
2014	43	206	249	15	63	78	10	53	63
2015	42	185	227	16	62	78	13	47	60
2016	51	195	246	NA	NA	NA	NA	NA	NA



**Figure 2.** Examination results for Part I, Part II and Part III of the Final Veterinary MB at the University of Cambridge (2011-2015). Merits are not awarded in the Part III examinations.

Since 2010, 70-80% of applications to read Veterinary Medicine have been from women (**Table 4**), reflecting the national average (81%). Almost all students apply to a specific College, which then interviews a proportion of the applicants (some courses and colleges require a written assessment). The College then makes a decision whether to make an offer (the number of places which each College can offer is determined centrally). Individual Departments do not choose which students get offers and subsequently who arrives for registration at the start of the undergraduate course. Departments cannot therefore directly determine the number and gender of students admitted. From an Athena SWAN perspective this means that directly impacting on the gender balance at undergraduate level is beyond the control of the Department. Athena SWAN actions and interventions, for example, extensive Departmental Outreach programmes, may or may not have any effect on the gender balance of eventual College admission decisions.

Despite the decentralisation of the admissions process, it should be noted that our academic staff are actively involved in admissions at all of the colleges that currently admit veterinary students. The percentage of female students admitted to the Cambridge course is in line with the applicant pool, surpassing 80% for the first time in 2015/16 (**Figure 3**).

Overall applications to the veterinary medicine course at Cambridge have fallen significantly (almost 50%) over the last 5 years (**Table 4**). This has prompted a re-evaluation of all aspects of the Department's interactions with applicants as well as with the Colleges through which students are recruited. In October 2016, the Department constituted an **Admissions Strategy Committee** to co-ordinate with all across the University to drive admissions to Cambridge by providing accurate, clear and welcoming information about the course.

In addition to trying to increase total applications, we have also focused a lot of attention on encouraging bright, enthusiastic students from diverse backgrounds to apply for Veterinary Medicine. Initiatives have included Departmental and college Open Days, a residential course of prospective applicants (VetCam) and attendance at veterinary fairs. VetCam applicants from disadvantaged backgrounds are supported with bursaries. Our admissions website has been fully updated and we use social media (Facebook and Twitter) to engage with prospective applicants. All colleges have an active outreach programme to target lower socio-economic areas of UK.

Nearly all of our students go on to graduate, with only one or two students per year leaving the course, usually early on, to pursue other degrees at Cambridge (**Figure 2**). Results indicated as "Others" refer to students who intermit a year before re-joining the course in a subsequent cohort. There have been no failures in the Final Part III examination for the last five years; students are given the opportunity to retake in September if they fail their exams in spring. Male and female students perform equally well, in line with intake percentages (**Table 4**). Merits, equivalent to Distinctions in other subjects, are awarded for passes with >67%. In the Final Veterinary Examinations Part II there are slightly higher percentages of women receiving Merits. The Final Veterinary Examinations Part III does not allocate Merits.

Students are supported through college Directors of Studies, pastoral Tutors, subject Supervisors, general nurses and, if needed, mental health specialists. They each have a Veterinary School Clinical Supervisor (VSCS) who advises on professional development throughout the 6-year course. The Department has two designated academic welfare officers. Professional problems are addressed less formally by a Progress Panel, or if necessary the Fitness to Practice Committee.

**Action:** Our promotional literature and websites will feature both male and female students fairly (**AP 3.1**). We will continue to work with professional associations and the Veterinary Schools Council to raise the profile of veterinary medicine, and the diverse career options available within the profession (**AP 3.2**). We will offer enhanced mental health support for our student via staff training in mental health first aid (via the RCVS Mind Matters Initiative) (**AP 3.3**).

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

n/a



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

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

**Table 5.** Graduate (PhD) student intake, Department of Veterinary Medicine, University of Cambridge (2009-2016).

Year	Applications		Offers		Admissions	
	Male	Female	Male	Female	Male	Female
2009-2010	10	7	6	5	5	4
2010-2011	3	8	2	7	2	2
2011-2012	12	15	11	14	3	6
2012-2013	7	16	5	7	2	5
2013-2014	11	13	8	11	7	6
2014-2015	7	13	3	10	2	6
2015-2016	15	16	11	15	4	10

The Department offers MPhil and PhD programmes in postgraduate research. From 2009 to 2012, women accounted for 46 of 78 applications (59%) and 17 of 29 admissions (59%) to the Department's PhD programme (**Table 5**). From 2013 to 2016, women have accounted for 36 of 69 applicants (53%) but 22 of 35 admissions (63%); this compares favourably with the national average of 64% (225 of 350 students admitted to PhD programmes in UK veterinary schools). Given the relatively small numbers of students, these ratios seem equitable.

The Department is faced with a number of important challenges when it comes determining the demographics of its incoming graduate student class. As we have to insist on the ability of students to pay fees and maintenance as a prerequisite for entry into our courses, we do not have full control over who is finally admitted to the Department. Although we do rank applicants before they enter scholarship competitions, individual scholarship committees either make judgments centrally (in competitions across the whole University) or are entirely external, and may re-rank our selections before deciding whom to fund.

The Department actively participates in the **Cambridge-Africa program**, which supports African research workers through initial collaborative ventures intended to develop into future independent projects. At least one funded and (Departmentally) selected PhD student failed to gain admission due to the high standard of English required by the University for student admission. We challenged, up to the level of Pro-Vice Chancellor for Education, the appropriateness of this for one other student, as the defined test score can discriminate against students coming from backgrounds where tuition in British English is less accessible. The University accepted the case that we made, conditional on us providing out-of-session tuition in English, and in so doing modified its admission rules for certain circumstances. In this way, the Department took a lead in the University, in promoting access to this important international programme.

Our policy for postgraduate recruitment remains to shortlist all applicants, and interview all those for whom we can identify a potential supervisor, and who reach the minimum academic standard required for graduate admission by the University. We then select those applicants who show the strongest combination of academic ability (undergraduate and, where appropriate, previous postgraduate record), and research potential as judged by past work, by references and at interview. This is done without reference to gender or ethnicity, although we do carefully examine the academic background of the student to make sure that those from less developed educational systems and/or less privileged backgrounds have the opportunity to come to the Department. We do not intend to try to change the gender imbalance (female majority) in our applications and admissions. We see the advantages of training scientists of diverse backgrounds and both genders, and aim to admit the best and most able applicants for research training. Whilst we continue to look for improvements, we believe that our current means of advertising and selection already allow this.

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

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

Reflecting the vocational nature of their course, the vast majority of our undergraduates go into veterinary practice or specialist clinical training, rather than seek immediate entry onto postgraduate degrees. For these reasons, direct comparison with the Cambridge veterinary undergraduate population is not appropriate.

The Department accepts roughly equal numbers of graduate students with backgrounds in biological or mathematical sciences, and students with veterinary qualifications (**Table 5**). We also admit a very high proportion of international (non-UK) students (~75% in the last three years) (**Table 6**).

**Table 6.** Background training of graduate students admitted for PhD studies in the Department of Veterinary Medicine, University of Cambridge (2011-16).

Year	Admissions		Veterinarians		Non-veterinarians	
	Male	Female	Male	Female	Male	Female
2011-2012	3	6	1	2	2	4
2012-2013	2	5	2	2	0	3
2013-2014	7	6	0	1	7	5
2014-2015	2	6	1	0	1	6
2015-2016	4	10	1	4	3	6

Over the last 3 years, 7 of the 34 students admitted to the PhD programme possessed a veterinary degree. A central problem to recruiting veterinarians into PhD programmes remains their limited exposure to research as a career path. The Department hosted a very successful Summer School research programme for undergraduate veterinary students from 1999 to 2013, but the programme was discontinued when funding from The Wellcome Trust ended. The

Summer School was extremely popular amongst overseas students, and served as a tremendous advertisement for the Department, but it also provided an opportunity for home-based students at other schools to experience laboratory and clinical research.

**Table 7.** Home country data for graduate students admitted for PhD studies in the Department of Veterinary Medicine, University of Cambridge (2011-16).

Entry Year	UK		Overseas	
	Male	Female	Male	Female
2011-2012	2	3	1	3
2012-2013	0	1	2	4
2013-2014	2	1	5	5
2014-2015	0	1	2	5
2015-2016	0	5	4	5

In response to the loss of this research training opportunity, the Department applied for and was recently awarded an **ASPIRE grant from the Academy for Medical Sciences** to support the development of a seminar series on clinical research and a didactic introductory course to research methodologies for undergraduate veterinary students. This will enhance research exposure for all our students.

**Action:** Given the demographics of the classes graduating from UK veterinary schools, we will selectively target veterinary graduates, not least those undertaking clinical residencies, to expand the numbers of research-trained veterinarians while also increasing the percentage of women coming into PhD programmes (**AP 3.4**).

(vii) [Postgraduate non-degree courses](#)

**Table 8:** Gender distribution among junior and senior clinical training scholars in the Department of Veterinary Medicine, University of Cambridge.

Year	SCTS Appointees		JCTS Appointees	
	Male	Female	Male	Female
2013	10	7	2	8
2014	3	8	3	7
2015	12	15	4	6
2016	7	16	1	9

The Department offers rotating one-year internship positions (referred to as a Junior Clinical Training Scholarships, or JCTS) in Small Animal or Equine Studies, and Farm Animal Health and Production, which are a pre-requisite for enrolling in further clinical specialist training; and

three-year clinical residencies (Senior Clinical Training Scholarships, or SCTS) in medicine, surgery, anaesthesia, diagnostic imaging, neurology, oncology and pathology (anatomic and clinical pathology), that fulfil the credentialing requirements of Royal, European and/or American specialty colleges. Application for these training positions is extremely competitive, often attracting up to 100 applications for a single SCTS position. Most of the time of the JCTS or SCTS is spent in clinical work, with some time set aside to undertake clinical research. Since April 2013, 33 JCTSs (23 female, 70%) and 15 SCTSs (8 female, 50%) have completed their clinical training. Four of the JCTS (3 females) stayed on to train as SCTSs. All SCTSs have successfully passed their qualifying Board exams, with 89% pass-rate on the first attempt. The Department is currently home to 10 JCTSs (9 female, 90%) and 21 SCTSs (15 female, 71%).

Numbers and gender distribution across the JCTS and SCTS positions within the Department are presented in **Table 8**.

Until recently, Cambridge offered a combined residency-PhD under the **Integrated Training Fellowship for Veterinarians** programme that was funded by the Wellcome Trust. Unfortunately, funding for this programme ended in 2016, leaving potential clinician scientists needing to apply for stand-alone funding for a PhD separate from a clinical residency. We have had a number of SCTS who have completed their clinical training but been unable to secure a PhD training program with an emphasis on clinical research and clinician-scientist training. To remedy this situation, and improve access for clinicians interested in research, we recently applied for, and were successful in obtaining, funding under the new **PhD Programme for Clinicians** offered by The Wellcome Trust. The new award, held jointly with the School of Clinical Medicine, will make it possible for outstanding veterinary graduates to undertake PhD training before or after their advanced clinical training. Applications for entry in 2017 have just closed, with a total of 16 applications from veterinarians wanting to pursue PhD training.

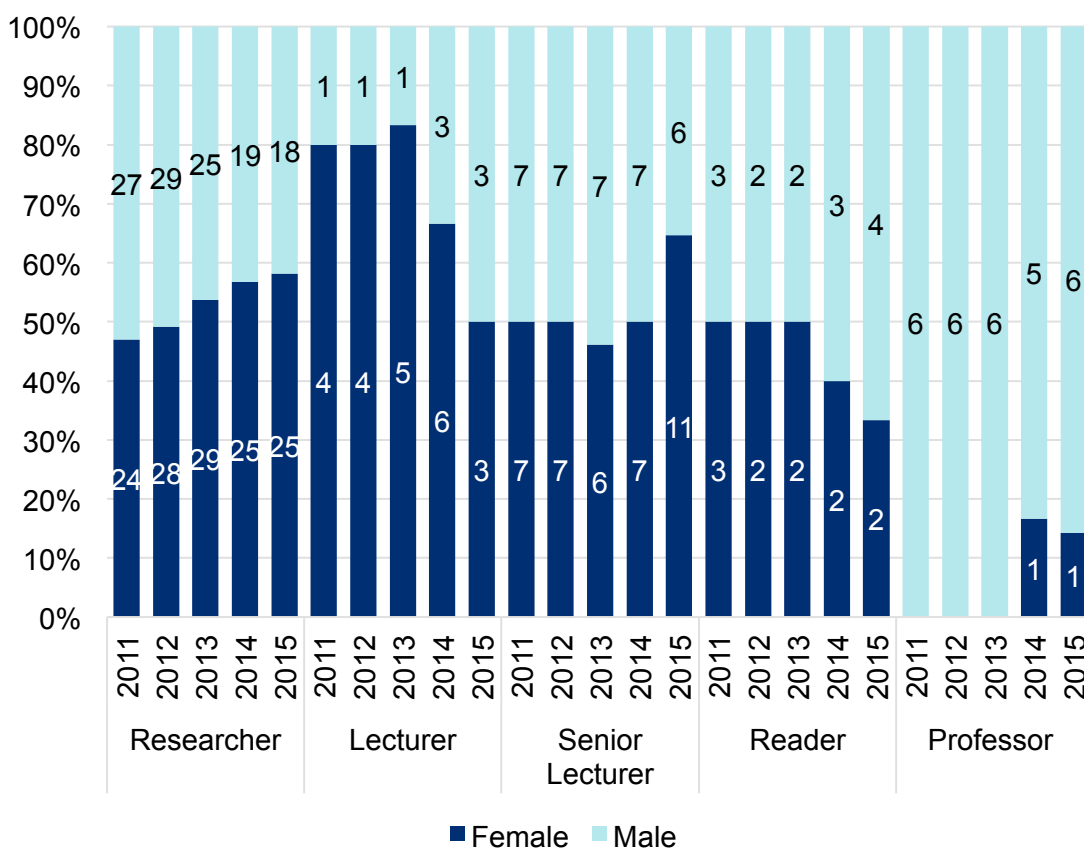
#### 4.2. Academic and research staff data

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

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

*Job type/grade:* Currently, the academic staff include 7 Professors (1 female; 14%), 6 Readers (2 female; 33%), 17 Senior Lecturers (11 female; 65%), 6 Lecturers (3 female; 50%) and 42 researchers (21 female; 50%) as shown in **Figure 5**. Over the past 5 years the proportion of female researchers has increased slightly, from 47% to 58%. The numbers of lecturers and more senior academics are small; while the proportion of female Lecturers has decreased slightly, that of Senior Lecturers has increased. Numbers of Readers have remained fairly constant whilst 2013 saw the first female Professor appointed in the Department (**Figures 5 and 6**). This is a critically important milestone for the Department since our Bronze submission, in particular since promotion of female academics was one of our Action Plan priorities in that submission. Unfortunately, despite success at the highest academic level, there remain

problems with transitioning women (in particular, but not exclusively) from Senior Lecturer through to Reader (**Figure 6**).

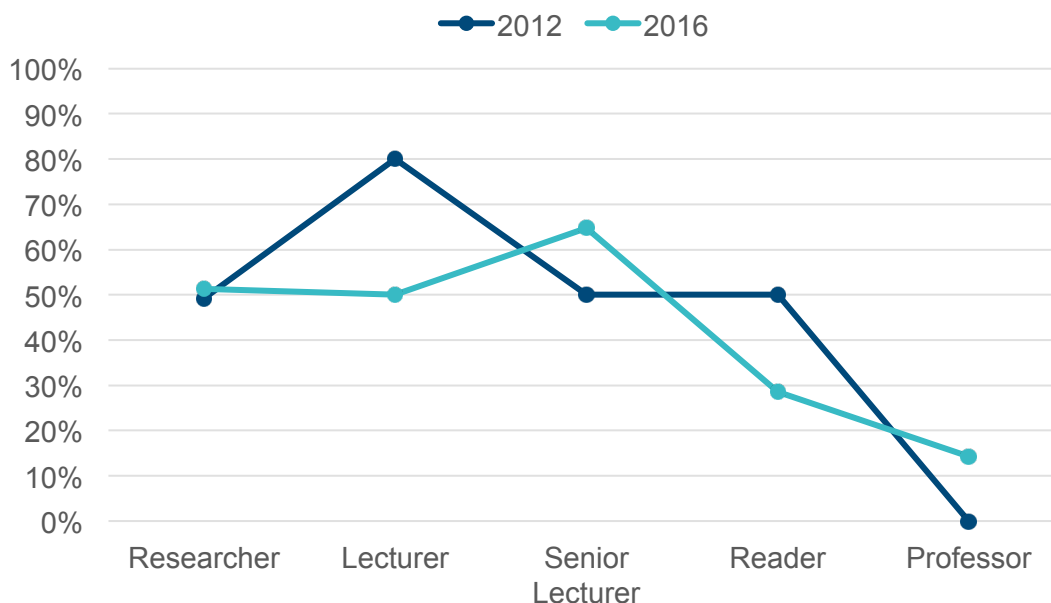


**Figure 5.** Research and academic staff, by position and gender, at the Department of Veterinary Medicine, University of Cambridge (2011-15).

Rather than a leaky pipeline from early to advanced career, a tightly “*blocked pipeline*” is evident, with approximately 50% female up to the point of Professor, after which there is only 1 female (14%) chair (**Figure 6**). This is comparable to the national benchmark of 16.7%.

**Action:** Investigate underlying factors responsible for blocked progression of senior female academics. Many of our senior female academics hold clinical positions and this may require specific intervention – see Section 7 for more information (**AP 1.3 and 1.4**).

**Part-time/full-time:** Overall, 22% of staff work part time, with 30% of female staff on part-time contracts compared to 4% of male staff. Among research and academic staff, 24% of women work part time compared to 1 man (3%). All staff are entitled to apply for flexible working arrangements. Although the Department has a strong mix of nationalities, it is predominantly White (98%) with only 2% self-identifying as Black and Minority Ethnic (BME). Unfortunately, this reflects the current lack of ethnic diversity in the veterinary profession at large.

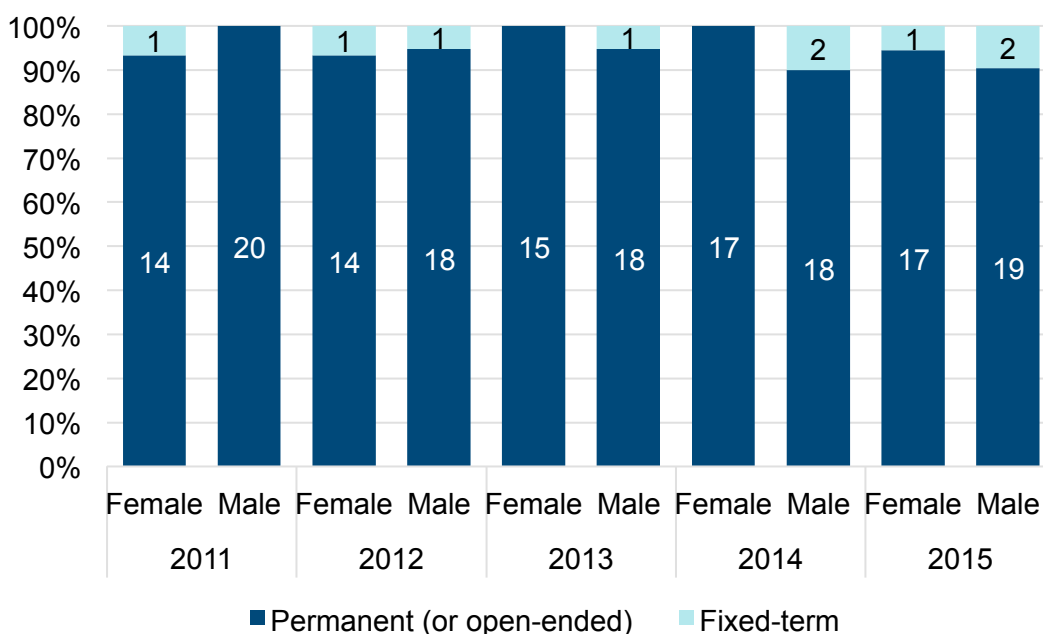


**Figure 6.** Changes in proportion of female academic staff in the Department of Veterinary Medicine over the last 5 years. Numbers above lines represent number of positions.

**Action:** Increase diversity by ensuring that all new job postings are advertised broadly and by creating a culture of transparency through the interview and recruitment process (**AP 2.2**) Encourage female applicants to consider full-time work by promoting the availability of flexible time, availability of childcare, Returning Carer scheme etc. (**AP 2.1**). Enhance workplace culture to make it a more positive environment (**AP 4.1, 4.2 and 4.4**).

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

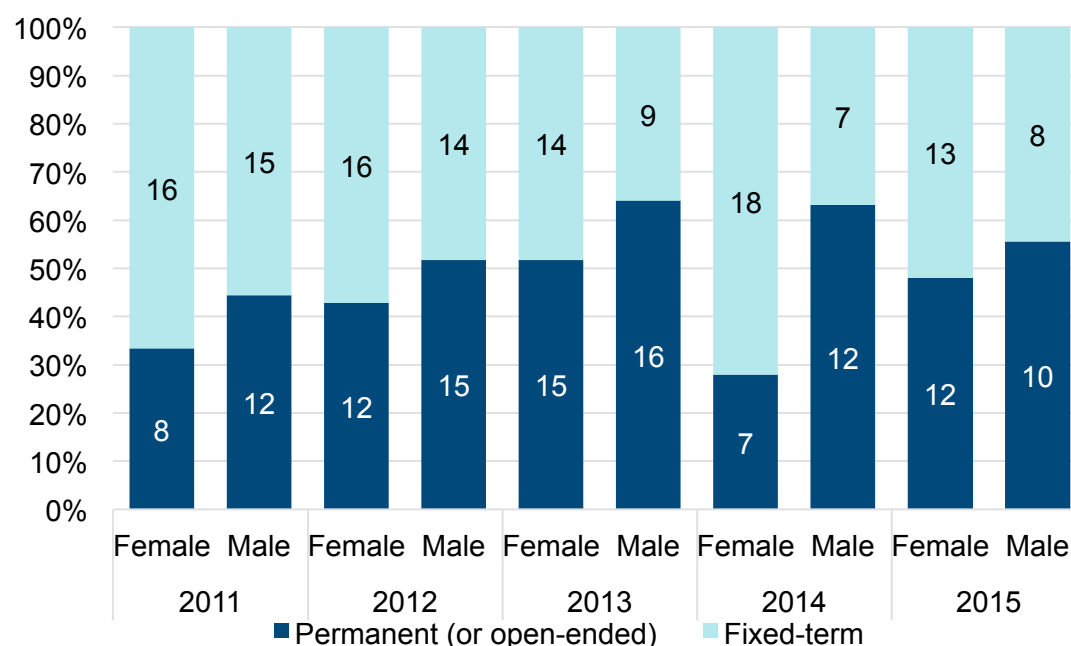
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.



**Figure 7.** Academic staff on fixed term versus permanent/open-ended contracts, by gender.

Most academic staff have permanent or open-ended contracts; there are very few (one or two) fixed term academic staff of either sex; this has not changed over the last five years (**Figure 7**). For research staff, numbers oscillate but remain broadly the same with about 50% permanent / fixed term staff overall. However, a greater proportion of female staff are on fixed term contracts than males in each year (**Figure 8**). The Department follows University policy on employing staff on open-ended contracts whenever possible, however, inevitably research projects do not have guarantees for continued funding and therefore fixed-term contracts have to be offered.

**Action:** Investigate the reasons underlying the continued percentage of female staff appointed to fixed-term contracts and determine whether this is a direct gender effect per se, or an indirect effect due to the relatively high proportion of women in research labs in the Department. Secondary aim will be to develop a strategy to address this issue (**AP 2.4**) recognising that some of the limitations are likely to be beyond the control of the Department.



**Figure 8.** Research staff on fixed term versus permanent/open-ended contracts, by gender.

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

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

Between 2010 and 2015, nine academic staff left the department (4 of whom were women). Reasons for leaving included retirement (3, 1 female), voluntary severance (2, 1 female) and resignation (4, 2 female). One female academic with clinical duties left in 2013 for a professorial appointment at another UK University.

As expected for the model of employment within Cambridge, there was a higher turnover of research (mainly post-doc) staff, with 65 leavers (50% of whom were female). Many contracts are fixed term because of the limited duration of research grants. We conduct voluntary exit interviews and where possible record the next destination of staff that leave. Most researchers took another scientific post, either at a different University or in industry.

**Action:** Continue to offer exit interviews to try to better understand reasons for departure from Cambridge. Record and analyse destination and career trajectories of leavers from all job categories (**AP 2.5**).

[2741 words]



## SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

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

Since the award of Athena SWAN Bronze, 4 women and 8 men have been appointed to academic posts in the Department (**Table 9**). Available data indicate approximate parity between successful female and male applicants at junior but not senior academic levels. Women do represent the majority of recent graduates from UK veterinary schools, but a number of the recent positions are not clinical veterinary positions. Female role models are highlighted on the Department website, but more can be done to highlight the critical role that women can play in academia, specifically in the veterinary field (**AP 1.3 and 1.5**).

**Table 9.** Recruitment of academic staff, Department of Veterinary Medicine, University of Cambridge (2014-2016). Asterisk denotes a fixed-term contract.

	Year	Vacancies	Applicants			Appointees		
			Male	Female	Total	Male	Female	Total
Professor	2014	1	2	0	2	1	0	1
	2015	0	0	0	0	0	0	0
	2016	1	2	0	2	1	0	1
Reader	2014	1	0	2	2	0	1	1
	2015	2	4	1	5	2	0	2
	2016	0	0	0	0	0	0	0
Senior Lecturer	2014	1	7	1	8	0	1	1
	2015	2*	2	2	4	1	1	2
	2016	1	13	7	20	TBD	TBD	TBD
Lecturer	2014	0	0	0	0	0	0	0
	2015	2	7	11	18	2	0	2
	2016	2*	1	3	4	1	1	2

The Department attracts many female candidates to more junior positions, but challenges remain in recruiting female candidates for the senior positions (**Table 9**). Further particulars for roles outline the wider benefits offered by employment in the University, including generous annual leave and pension provision, flexible working, career breaks, maternity and paternity

leave, nursery provision, and childcare benefits, all of which impact on female academic staff seeking to maintain appropriate career/life balance. The Department has a consistent approach to recruitment, and interview panels for academic and research staff must consist of at least one female and one male panel member. Panel members are required to do E&D training before participating in interviews, and encouraged to attend interview training and Unconscious Bias training provided by University PPD. Interview times are flexible to accommodate the childcare needs of panel members and interview candidates. Interview panel members score all applications against criteria matched to the published details of each role in order to arrive at a shortlist. Interview questions are agreed in advance of interviews and the same questions asked of all candidates. An HR representative monitors shortlisting and attends all interviews to ensure that process is fair and transparent and decisions are based on selection criteria demonstrated in the further particulars.

A member of Department HR acts as main contact for the recruitment process to answer queries and liaise between the recruiting PI/manager and candidates, to discourage pre-interview bias and unfair advantage

University E&D training was introduced in the University in 2013. We were one of the first Departments to embrace the training, and stand out for **having the highest compliance rate within the University. We have achieved a 97% overall completion rate**, with 100% completion by academic and research staff, and this training is now mandatory for all staff. We have assisted this process by supporting individuals without daily access to a computer and providing a quiet room to complete training. A designated staff member has responsibility to support new starters to complete E&D training to ensure that this is embedded.

At interview we ask candidates a question explicitly based on E&D principles to check their understanding and highlight the importance we place on this.

**Actions:** Advertisements will continue to highlight the benefits of working for the University, including provision of flexible working and returning carer schemes. To encourage candidates with children, we will include details in further particulars about **Shared Parental Leave**, for which the University matches male employees' pay with that of female employees applying for maternity leave (**AP 2.1**). We will deliver in house training, including **Unconscious Bias** training, to members of interview panels to cover best practice for a fair and transparent process (**AP 2.2**).

## (ii) Induction

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

Feedback from the staff survey in 2013 suggested that induction could be improved, so the Department arranged for this to be explored. Following two focus group meetings in February 2014, one on academic mentoring and another on promotion, the following changes were recommended:

- Department to introduce a buddy scheme
- The need to consider opportunities for community support
- Providing a chance for new starters to meet other people in the Department in an informal way
- Having some pre-start information to include family friendly policies.

In light of these recommendations, the induction process for new employees has been substantially updated and enhanced:

- All new staff members receive a pre-start induction pack consisting of a welcome letter, FAQs about employment in the Department, and information about leave arrangements (including family friendly policies), childcare facilities on the West Cambridge Site, an introduction to the E&D Committee, and information on the Women's Staff Network (WSN) and LGBT+ Staff Network.
- All new staff receive a face-to-face induction to the Department and an induction pack on day one. A presentation covers relevant information and is posted on the Department intranet for new starters to refer back to key points. The induction pack includes an introduction to policies and procedures on the University Human Resources website, including family friendly policies.
- New postgraduate researchers are provided with information about the Office of Postdoctoral Affairs (OPDA), including contact details, training opportunities and upcoming events.
- For clinical staff in the Hospital, there is an additional tailored induction process that is led by the lead receptionist in the Hospital. New arrivals are provided with necessary equipment (e.g. pagers) and key Hospital protocols are reviewed.

The Departmental HR team seeks feedback via individual surveys from new starters about the induction process and continually seeks to improve this. 16 new starters completed surveys in 2015-16, with 100% saying that induction was useful and that timing on the morning of the start date was appropriate. Several positive comments were made about the new induction process:

- *'Meeting other new colleagues was a great support'*
- *'Information on documents and policies was useful'*
- *'Good to be introduced to people you may need support from – HR, IT etc.'*

Since 2015, new staff have been paired with a “buddy” outside their team (**Figure 9**). The **buddy scheme** sets up an informal relationship led by the two individuals, and provides opportunities to meet for coffee/lunch, tours of the Department and West Cambridge Site, to ask questions.



**Figure 9.** Dr Ibrahim Ba (left) and his buddy, Dr Anaid Diaz, February 2016

22 staff were invited to a buddy feedback session in February 2016; 10 attended, including 5 buddies (100% female) and 5 new starters (60% female). The scheme has been well received and is valued as an excellent initiative. The biggest motivator for buddies was to assist new starters to feel welcome and settled during their first weeks.

- *'I was really pleased to have a buddy. I was nervous about joining the University and it was nice to have a friendly face and someone to ask questions too.'* (New starter)
- *'I really enjoy being a buddy for the Department. I can feel isolated in my role so meeting and helping new starters is really enjoyable and valuable for me.'* (Buddy).

Buddies reported development of skills in listening and understanding, and of confidence in dealing with others. New starters agreed that having a buddy made them feel welcome to the Department and University, and that having a buddy outside their direct team assisted them in learning about the wider Department. Several of the new starters will volunteer to be buddies for future new starters

We identified key areas for further development of the buddy scheme, and these are now proposed as Action Items for the next phase of the Athena SWAN process (**AP 2.3**).

Since June 2014, new starters and their buddies have been invited to a **Welcome Lunch** within the first month of joining the Department. The Head of Department attends all lunches, gives an introductory talk, and has embraced the lunches as an opportunity to meet and get to know new

staff and training scholars, and to speak to those acting as buddies (**Figure 10**). The initiative has received excellent feedback:

*'Great opportunity to meet the Head of Department in a relaxed and informal way'*

*'Great to network with other new starters'*

*'I felt very welcome to the Department'*



**Figure 10.** Welcome lunch, February 2016. The Head of Department is second from left.

**Actions:** In response to feedback we will include information about finance and about the E&D Committee/Athena Swan initiative in the initial induction (**AP 2.3**). We will continue to promote the buddy scheme in order to increase the pool of buddies, and ensure that time is set aside for buddies to meet with new starters, following comments that this was sometimes an issue. (**AP-2.3**). We will work to ensure a gender balance in the buddy scheme that reflects that of the Department at large (**AP 2.3 and 4.3**).

(iii) **Promotion**

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

**Table 10:** Promotion applications and success rate by gender and grade, Department of Veterinary Medicine, University of Cambridge.

A small number of academic staff apply for promotion each autumn through the University Senior Academic Promotions (SAP) process (**Table 10**). Overall, the success rate for women

Promotion to:	Year	Female			Male		
		<i>Applied</i>	<i>Successful</i>	<i>F success</i>	<i>Applied</i>	<i>Successful</i>	<i>M success</i>
Professor	2013	1	1	100%	1	0	0%
	2014	0	0	NA	2	0	0%
	2015	0	0	NA	0	0	NA
Reader	2013	0	0	NA	2	0	0%
	2014	0	0	NA	2	1	50%
	2015	1	0	0%	1	1	100%
Senior Lecturer	2013	0	0	NA	0	0	NA
	2014	3	3	100%	0	0	NA
	2015	0	0	NA	1	1	100%

(80%) was higher than for men (30%).

At an open presentation on 4 July 2016, the Pro-Vice-Chancellor for Institutional affairs highlighted the University's desire to increase female promotion, especially at Professorial level. Academic staff are invited to apply for promotion via the annual SAP process, which is advertised via e-mails from the University's HR Division. Individuals considering applying are asked to consult the HOD; the latter, along with at least one senior colleague, discuss and advise on the individual's strategy for promotion. In order to encourage and support more female academics to apply for promotion, and to address the under-representation of women academics in senior positions, the University now offers a CV Mentoring Scheme. This brings together female university teaching officers (UTOs) who wish to apply for promotion, with senior academic mentors who have extensive SAP experience, and creates the opportunity for an individual's CV and promotion paperwork to be reviewed by an experienced mentor before submission. The University offers SAP forums to support staff in preparation of their applications. Where appropriate staff are encouraged to prepare and apply for promotion in their annual staff review meetings. The Department supports promotion through presentations on topics such as grant writing at twice-yearly Research Afternoons. The Department hosted a seminar on the SAP scheme in June 2014, attended by 10 female and 8 male UTOs. Feedback was received from 6 staff (33%). 100% of respondents felt they had gained a better understanding of the SAP process and 83% had gained a better understanding of the key steps needed to secure promotion.

Applications for promotion are now scrutinised at School and University level (the latter chaired by the Vice-Chancellor). Applicants must pass a minimum threshold in Research/Scholarship, Teaching, and General Contribution to be considered for promotion.

SAP applicants are invited to describe special considerations to be taken into account when their application is assessed, e.g. maternity, part-time, disability. Representation from the Faculty Promotions Committee for Veterinary Medicine in 2009-2010 resulted in provision for evaluation of clinical track veterinary academics in the SAP scheme from 2011. The Department has therefore been proactive in trying to level the playing field for female academics as they come to review for promotion. As described above, particular attention has been paid by the HOD to advise clinical track academic staff and this is reflected in recent successful promotions (e.g. for Drs. Heidi Radke and Jane Ladlow).

Since 2013, 28% of eligible female staff and 45% of eligible male staff have applied for promotion. 80% of women and 27% of men who applied have secured promotion. Unsuccessful applications are supported by feedback from the central promotions process and through mentoring in the Department.

**Table 10** overviews the outcomes from applications for academic promotion. One woman was promoted to Professor; two men were promoted to Reader; three women (all clinicians, two working part-time) and one man were promoted to Senior Lecturer. The equivalent data from 2008-2012 (before our Bronze award) demonstrated a similar percentage (38%) of eligible candidates submitting applications (13 applications; 6 F, 7 M) but with much lower overall success rates (50% of the women who applied for promotion to Senior Lecturer were successful, compared with a 0% success rate in men; 67% of female applications for promotion to Reader were successful, as compared with a success rate of 33% for male applicants). We think that these successes reflect the policies and initiatives that were developed from our Bronze application and we are committed to pursuing and expanding them in the future.

For academic-related staff, especially those in clinical positions, there is no defined pathway for promotion but the Head of Department has worked with colleagues from the medical school to introduce an **Affiliated Lecturer Scheme** that supports clinicians who make significant contributions to both clinical work and student teaching. Eleven clinicians were successful in securing Affiliated Lecturer status in the first year of the programme.

Senior research staff are invited to apply for promotion from Grade 9 to Grade 11 via the Senior Researcher Promotions (SRP) procedure, and are informed annually by email circulation. Since 2013, there have not been any applications in this category, possibly due to small number of grade 9 researchers (3 as of July 2016) in the Department.

Grade 7 research staff are invited to apply for promotion to Grade 9 Senior Research Associate (SRA), under a policy and procedure of the Faculty Board of Veterinary Medicine, subject to funding from the relevant research grant. We developed clear criteria in 2014-2015 to ensure that this process was equitable and transparent. SRAs are expected to have completed two postdoctoral positions or undertaken five years' equivalent experience, to demonstrate evidence of substantial research activity, and to be, or exhibit potential to be, an independent research worker able to write grants and produce research papers. Relevant staff are informed by email about this twice a year. Since 2013, 4 male research staff have been promoted to SRA. Two



have since moved on, one to a Lectureship. Potential applicants are advised not to submit an application until it they qualify for promotion.

**Action items:** Significantly improve availability and quality of educational material related to promotion processes at Cambridge (SAP and SRP) (**AP-1.2**). Sustain and develop further the mentorship schemes to assist male and female academics, especially those in UTO positions with clinical commitments (**AP 1.3, 1.4**). Promote the opportunities for postdoctoral career progression to relevant staff (**AP 1.2**).

**Action:** We will continue to run research days that support grant applications and Fellowships, inviting some of our female academics to talk about their successes (**AP 1.5**). We will encourage senior female academic and research staff to participate in the CV mentoring scheme (**AP 1.3**).

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

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

- 42 academic and research staff were submitted to REF 2014, 38% female, 62% male. (39.6 FTE Cat A, 83% of eligible academic staff, of whom 44% female, 56% male).
- 40 academic and research staff were submitted to REF 2008, 37.5% female, 61.5% male (38.6 FTE Cat A, 91% of eligible academic staff, of whom 42% female, 58% male).

Although women outperform men in terms of research grant income in our Department, submissions from women continue to be under-represented in the REF.

**Action:** Capture more complete data regarding research theme, publication output and impact factors for male and female academics and researchers. Encourage promising young investigators to participate in CV mentoring programs and to network with more senior female role models (**AP 1.2, 1.3 and 1.5**). Compare experiences, and solutions, with those from the School of Clinical Medicine.

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

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

Professional and support staffs receive induction and participate in the buddy scheme and Welcome Lunches as outlined in Section 1.3.(ii). We devised and introduced in June 2016 a tailored one-to-one induction for professional and support staff new starters with line management responsibilities, which covers aspects of line management and sources of support



and further training within and outside the Department. To date, this process has been completed with two members of Assistant staff who are supervisors (1 female and 1 male).

(ii) Promotion

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

There is no University promotion procedure for professional and support staff. If a post becomes vacant, there is an option for re-grading if the scope of the position is changed. The results from the School survey highlighted a perceived lack of opportunity for progression for clinicians who do not hold UTO positions. This is a major challenge to retention of our excellent clinical staff and is discussed in Section 7. The HOD has raised the disadvantages of this situation with the University's HR committee and is working to ensure that the current central HR work stream addresses this challenge for our professional veterinary staff.

**Action:** See section 7 and **AP-1.4**.

### 5.3. Career development: academic staff

(i) Training

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

Newly appointed probationary Lecturers and Senior Lecturers are invited to participate in the University's Personal and Professional Development (PPD) **Pathways to Higher Education Practice** (PHEP), which offers access to personal, flexible orientation and professional development in teaching, research and administration, facilitated by a dedicated advisor. 2 women and 2 men F have attended the course since October 2013. PPD offers short courses on lecturing, graduate student supervision, student support, communication skills and effective management. 13 academics have attended short courses since October 2014. The Department also runs semi-annual half-day courses to support **Student Teaching and Learning**, usually delivered by external facilitators (e.g. Cambridge Assessment and the School of Clinical Medicine). Since February 2014, an average of 33 staff members (45% men, 55% women) have taken advantage of these training opportunities.

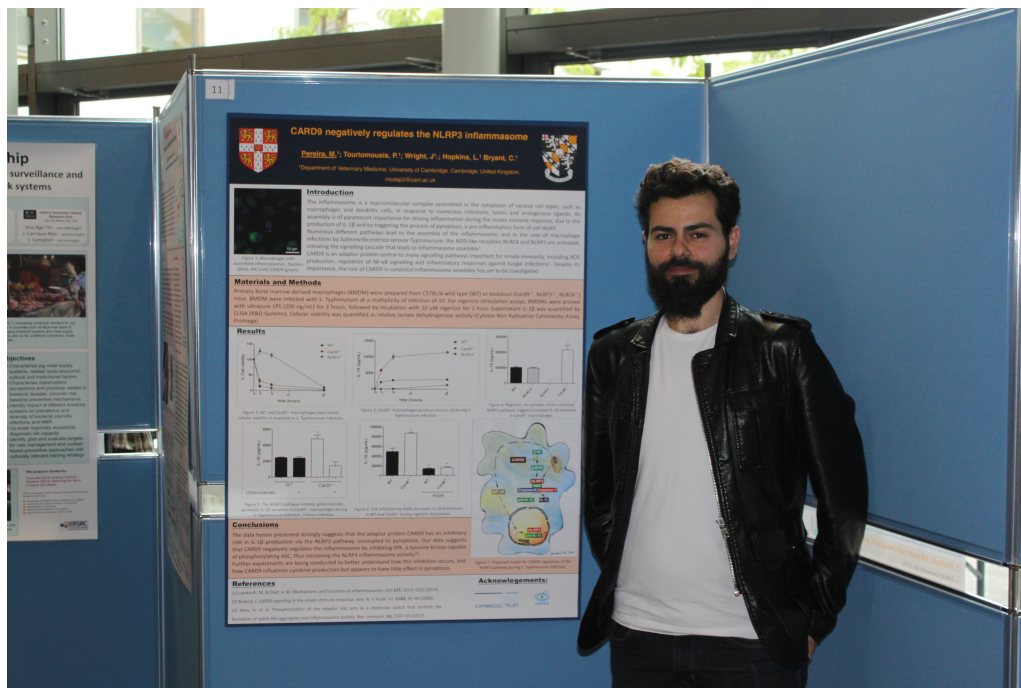
PPD introduced a comprehensive Leadership Development Framework for staff in the period since Bronze award. Academic staff may attend the **PPD Aspiring Leaders Programme** for those who hold or have held a senior position in the University). Institutions nominate individuals to attend these courses (1M and 1F attended SLP in 2014) and the Department's SEC has recently approved the formation of a Departmental Nominations Committee to provide guidance and oversight on the nomination process.

Research staff may attend the recently launched **PPD Emerging Research Leaders** Development Programme, but no one from the Department has taken up this opportunity yet. The Careers Service offers workshops and briefings about Fellowship application writing, CV preparation and alternative careers for postdocs. The Department benefits from opportunities circulated on the mailing lists of the School of the Clinical Medicine, SBS, OPDA, E&D. Opportunities to attend jointly run training workshops and seminars are advertised via email circulation in areas such as public engagement, outreach, start-up opportunities, entrepreneurship.

The Department now runs a twice-yearly **Research Afternoon** focused on postdoc and PhD presentations. This provides an opportunity to showcase research and to get together in a social context. Since 2014, prizes for posters and blitz talks have been won by 5 women and 3 men (**Figures 11 and 12**).



**Figure 11.** Nai-Chieh Liu (centre), best poster winner, and colleagues, December 2014.



**Figure 12.** Milton Pereira, best poster winner, July 2015.

A postdoc focus group met in December 2014, led by the University's Director of Post-Doctoral Affairs. The Department **Postdoc Committee** was formed in January 2015, and meets six times a year, minutes of these meetings are made available through the departmental website. Its five members (currently 2F, 3M) are refreshed when individuals leave for new employment. It formally represents research staff on five Department committees, including Graduate Education; C&E, E&D and Research Staff. The postdoc committee participates in the buddy scheme for newcomers; buddies are selected from a pool of 12 postdocs (7M, 5 F) that volunteered to be a buddy. It organises BBQs, pub trips, lunches and other social outings.

Academic, clinical and research staff are encouraged to attend the Department's weekly **Seminar Programme**, with talks from internal and external experts across basic science and applied veterinary fields and an opportunity to socialise and network prior to and after the talk. Since May 2013 speakers have been 35% female, 65% male (as compared with 38% female and 62% male in previous 3 years). The weekly Department's **Friday Morning Seminars** provided a forum for academic, research and clinical staff in the Department to present and take questions on their own work: this is an opportunity for PhD students, Clinical Training Scholars and junior as well as more senior staff. Since May 2013, the gender balance of presenters has been 57% F, 43% M.

**Action:** Identify and support academic and research staff to attend leadership and development courses (**AP 1.5**). Achieve at least 50:50 male:female balance in Department Seminar speakers (**AP 4.5**).

(ii) **Appraisal/development review**

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

New academic appointments undergo a probationary period of five years before confirmation in post. Formal review meetings are undertaken upon appointment, when expectations are set against criteria agreed by the Appointments Committee, at one year, in first term of third year, early in fourth year and at end of fourth year, prior to confirmation in post. In response to comments and concerns expressed by new arrivals, we now allocate a mentor to each new academic appointment within the department; the mentors provide informal career and work/life balance support.

The Department underwent an administrative reorganisation, as a result of which there was no role to underpin the administration of the Staff Review and Development scheme for two years. The Departmental HR team had received feedback from individuals who had not received any review or appraisal for some time. This was raised as an action point from the Bronze Athena SWAN submission. The Department were successful in **securing an additional HR Administrator in summer 2015** who was given a project to focus on staff review for all categories of staff, with the aim to engage with both reviewers and reviewees to make it a meaningful and valued process for all.

The review process for academic staff is based on expectations grounded in the criteria for SAP scheme, and the criteria for inclusion in REF, and is designed to further career development and progression in these contexts. Reviewers are normally selected from senior academic staff in the Department, and each reviews between 2 and 8 colleagues. Reviewers are asked to undertake the on-line training about **Staff Review and Development** provided by the University. Tailored one-to-one training for reviewers is delivered by Department HR, upon request. A workload model matrix for academic staff has been developed to inform reviewers prior to review meetings.

Results from the latest school survey (2016) showed that 42% of people who completed the survey responded negatively to the question “I receive regular and constructive feedback on my performance”. 19% of people responded negatively to the question “I found my last SRD meeting useful” 43% responded neutrally, we would surmise that some of that 43% would be because it had been a significant time lapse since some individuals received a review. This has reinforced and strengthened our commitment to ensure that all staff in the Department receive a staff review.

All academic staff are entitled to one term of **sabbatical leave** for six University terms served during their employment. Sabbatical leave can be accrued and taken as a block of one full year, or mortgaged in advance to allow individuals to avail themselves of specific opportunities. Application for sabbatical leave is granted under a policy and procedure of the Faculty Board of

Veterinary Medicine. Since April 2013, 9 members of staff have taken or been granted sabbatical leave (6 women, 3 men). In addition, a female academic was granted a period of unpaid leave in order to pursue a paid research opportunity elsewhere in the University; a male academic has had informal sabbatical leave to enrich his research experience. The Head of Department and senior academics discuss and advise on proposals with all potential sabbatical applicants and support them to broaden their research horizons. Particular support has been given to clinical academics, for whom time off from clinics to pursue research is a particular issue.

Research staff are guided through the six-month probationary period by the Principal Investigator responsible for their research project. During this period expectations are set and monitored and training opportunities identified. Principal Investigators need further support to undertake probation.

As **mentoring** is considered important for the personal and professional development of postdocs, the Department Postdoc Committee surveyed the postdoc community (May 2015) about their mentoring needs: 60% responded, 93% of whom agreed that they would benefit from a mentoring scheme. In consultation with the Postdoc Committee, Department HR was proactive in developing the pilot postdoc mentoring scheme launched by the OPDA in May 2016. Under OPDA guidelines eligible postdocs must have 15 months left on their current contract to participate, thus at any one time 50% of post-docs have the opportunity to join the scheme. The OPDA Mentoring Co-ordinator hosted a Q&A session in the Department on the mentoring pilot in February 2016. Ten researchers attended (70%M, 30%F), of whom 8 were eligible to take part in the scheme. Three others were unable to attend but requested information. One M researcher has signed up for the scheme. Six academic staff (3M, 3F) and two senior researchers (1M, 1F) in the Department have volunteered to be mentors for the pilot scheme. All attended a training session in March 2016, and will be matched to research staff mentees in other Departments.

The Department's Research Director, Postdoc Committee and Department HR have consulted about the launch of a Department Research Staff Review Scheme and best practice in supporting post-docs with the review process. We will use the University's Researcher Development Statement to support ongoing career conversations.

#### **Actions:**

- Support Principal Investigators by providing guidance and templates to make probation meetings meaningful for research staff and set the scene for Research Staff Review (**AP 1.1**).
- Support research staff not eligible for the OPDA pilot who would benefit from mentoring, to give all post-docs the same opportunity (**AP 1.5**).
- Post reminders about training and sources of information about training events in the monthly HR newsletter (**AP 4.2**).



- Ensure that a meaningful review process is in place for researchers and academic staff, and achieve a 100% completion rate by October 2018 (**AP 1.1**).

(iii) **Support given to academic staff for career progression**

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

The Department recognises that new academic appointments in the Department need support in the early stages to develop their independent research programmes and provides this within its limited financial means through:

- Provision of essential equipment (microscopes, computers)
- Support to attend examinations to gain higher (consultant level equivalent) veterinary qualifications when this is a business requirement of the Department
- Start-up package (£5,000) to fund conference travel, consumables
- Targeted retention packages for outstanding staff who are being recruited by other institutions.

The University provides support to new academic appointments by competitive application to the Institutional Strategic Support Fund (ISSF) for pump-prime funding. Seven applications (4 from women, 3 from men) have been made to the ISSF since 2013. 2 women were awarded £61,500 and £76,500 respectively; the 2 men secured £53,000 and £78,000. One female Senior Fellow was successful in securing bridging funding from ISSF to enable continuation in post pending outcome of further senior Fellowship applications. Each application requires the Department to provide 33% of the total funds awarded; supporting these awards has been a major commitment from the Department's small reserves.

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

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

Initiatives for enhancing opportunities for career progression for students have been discussed previously under Section 4.1.(vi).

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

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

The Department provides a wealth of support to academic and research staff applying for research grants and/ or personal fellowships. The Research Director oversees research strategy and extramural grants are reviewed by a minimum of one internal reviewer prior to

submission. The Department has two full-time dedicated administrative staff members who underpin the delivery of this grant support. This includes:

- Advertising available funding opportunities and advising on suitable funding sources (e.g. College funds/fellowships) where this is requested
- Providing regular updates on changes in funder policy (e.g. Open Access, Open Data)
- Advising on suitable costs for research grant proposals and ensuring these are appropriate for the funder and justifiable
- Providing detailed written internal grant/fellowship reviews prior to submission
- Providing mock interviews for staff in advance of interviews for Investigator Awards and Fellowships.

#### **5.4. Career development: professional and support staff**

##### **(i) Training**

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

As part of its Leadership Development Framework the University's PPD offers management programmes for support staff. Since 2014:

- 1F has attended ILM Level 3 in Leadership and Management for grades 4-7
- 1M has attended Level 5 in Leadership and Management for grades 5-8
- 1 F has attended Administrator Development Programme for grades 7-9 (attendance by nomination at School of the Biological Sciences level)
- 2F have attended Strategic Development programme for grades 8-10 (the latter launched 2015, attendance by nomination at School level)

31 support staff have attended PPD short courses on student support, leadership essentials, staff review and development, dignity at work, communications skills, etc.

The Department is piloting an in-house introductory course for line managers (see section 5.2.1, above).

##### **(ii) Appraisal/development review**

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

The Staff Review and Development (SRD) scheme for support staff was re-designed in response to low completion rates and implemented in December 2015. Template forms for completion by reviewers have been updated to be user-friendly and to emphasise the conversation rather than the form filling. The Department HR Administrator has met with

reviewers on a one-to-one basis to cover the new forms and discuss best working practices. The review meetings focus on key achievements to date, career opportunities and future goals/objectives. The employee is responsible for planning and preparing for their review and providing the reviewer with pre-review information: key achievements, areas working well, future developments required, self-assessment of key soft skills. The HR Administrator has met with several employees to offer guidance and reassurance on the SRD process, and encourages training on staff review and development and effective feedback during these sessions.

The Departmental HR team have received positive comments about staff reviews, with one attendee saying:

*“My recent experience of a performance appraisal was overwhelmingly positive... I found the entire appraisal experience motivational as it has helped me to understand my own personal development challenges and how addressing these will be of benefit”.*

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

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

The Department offers funding support for Hospital support staff to take part in CPD activities. Clinicians are entitled to claim between £500 and £1,000 per annum depending on their level of qualification. Other support staff are supported on a one-off basis according to business needs, supported through the Hospital Management Committee. Early career clinicians are offered generous study leave and time off rotas in order to revise and take examinations for higher veterinary qualifications (see earlier)

The University provides up to £800 per year for certain categories of support staff to undertake technical and professional qualifications, e.g. veterinary nursing diplomas, higher radiography qualifications. We held an information session about Professional Registration for Technicians and will arrange future support sessions for staff wishing to apply. This will be of benefit to the Department and an opportunity to celebrate the success of non-academic staff. The Department will pay the initial registration cost. 4 women attended the information session but to date none has completed the registration paperwork.

**Action:** Continue to enhance options for professional development for all staff (**AP 1.6**).

## 5.5. Flexible working and managing career breaks

Note: No distinction is made regarding arrangements for professional/support staff versus academic staff, so the descriptions below apply to all staff categories. Professional and academic grades are clearly distinguished in Table 11, as requested in the Athena SWAN instructions.

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

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



When departmental HR are advised of an individual's pregnancy, they arrange to meet on a one-to-one basis with the individual to complete the relevant risk assessments, highlight maternity policies in relation to leave and offer general support and advice. Individuals are asked if they wish to be kept up to date with department info while on maternity or adoption leave and their preferred method of this and arrangements are made for this to happen if requested.

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

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

Department HR will work with the relevant supervisors to look at options for cover during the period of maternity or adoption leave, which may include fixed term contracts. HR will respond to the needs to recruit in a timely manner. In 2016, a decision was made to extend a fixed term contract for the individual covering a period of maternity or adoption leave, while the individual on maternity leave returned. This enabled the individual returning to have some time to settle back into the role and team before being required to start on clinical work. This reduced the pressure on the individual and had a positive impact on the wider team. This is something the Department are keen to support in the future

During the later stages of maternity or adoption leave, HR will contact the individual to discuss and plan the return to work to ensure they feel fully supported, flexible working options will be explored if required, including a reduction in contracted hours, altering start and finish times etc. HR will liaise between the individual and the relevant line manager to discuss options to support a smooth return from maternity leave.

The Department follows and encourages University guidelines surrounding maternity leave including offering up to 10 "keeping in touch days".

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

Explain what support the department offers to staff on return from maternity or adoption leave.

Comment on any funding provided to support returning staff.

The Department has been proactive in ensuring that the return from maternity leave is as smooth as possible. A good example of this came in 2016, when a decision was made to extend a fixed-term contract for the individual covering a period of maternity leave, while the individual on maternity leave returned. This enabled the individual returning to have some time to settle back into the role and the team before being required to start on clinical work. This reduced the pressure on the individual and had a positive impact on the wider team. This is something the Department are keen to support in the future.

#### (iv) Maternity return rate

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

**Table 11.** Maternity leave statistics for the Department of Veterinary Medicine, University of Cambridge (2013-2016).

Appointment	Year	Leaver	Returner	Still on Leave	Total
Academic	2013	0	1	0	1
	2014	0	0	0	0
	2015	0	0	0	0
	2016	0	2	0	2
Academic Related	2013	0	0	0	0
	2014	0	1	0	1
	2015	0	0	0	0
	2016	0	0	2	2
Assistant	2013	0	2	0	2
	2014	0	2	0	2
	2015	0	3	0	3
	2016	0	0	2	2
Researcher	2013	0	0	0	0
	2014	1	1	0	2
	2014	0	0	0	0
	2016	0	0	0	0

As shown in **Table 11**, the Department has a high percentage of individuals returning following maternity leave, 92% in the last 3 years. All 12 of those individuals have remained in post, six, twelve and eighteen months following their maternity leave. The Department have been able to support those wishing to return on a flexible working pattern to support their caring responsibilities.

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

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

There have only been 3 individuals who have taken paternity leave since 2013 and 1 individual who has taken unpaid leave since 2013 for caring responsibilities, however maternity and paternity, along with shared parental leave is highlighted regularly to staff via the HR newsletter and provided to new starters during induction.

#### (vi) Flexible working

Provide information on the flexible working arrangements available.

The Department offers flexible working under established University policies for staff returning from maternity or paternity leave, in order to accommodate caring responsibilities or changed health circumstances, and in order to prepare for retirement. Upon the individuals return, department HR meet with the individual to provide key updates and any changes to their team or the Department, discuss training and development needs and opportunities and any additional support that may be required.

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

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

The University introduced a **Returning Carers Scheme** in 2013 for academic and research staff to apply for funding for the development of their research career following a career break or a period of leave for caring responsibilities. Applications are supported by the Head of Department. Support is for training to support career development; conference attendance in UK and overseas; secondments or short term research assignments (e.g. to external laboratory); indirect childcare expenses (e.g. travel and accommodation expenses of the person looking after an accompanying child while the researcher/academic attends a conference overseas), etc. In 7 application rounds, 4 female Department academics and researchers have received 5 awards, from £500 to £10,000. Overall Department application success rate is 83%. Over 7 rounds, £341,486 or 38% of funds allocated has been allocated to the School of the Biological Sciences.

Students and staff at the Vet School have access to **early-years childcare**, which has been rated outstanding by Ofsted. Three current members of staff use the onsite nursery, with a total of 4 children attending. Onsite childcare facilitates the return to work from maternity or paternity leave, and has also allowed members of the Vet School to provide outreach education in collaboration with staff and children.

### 5.6. Organisation and culture

#### (i) Culture

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

An HR strategy structured around the “*employee journey*”, from application to leaving employment, underpins Equality and Diversity and Athena SWAN and is articulated in Department 5-year Strategic Plan 2016-2021, launched July 2016.

We set up a **Communication and Engagement Committee** in October 2014, chaired by the Head of Department, with representatives from all categories of staff, clinical training scholars, graduate and clinical students. The committee is gender balanced (16F, 17M) and acts as a conduit for information exchange between staff, students and senior management. E&D is a standing item on every agenda, and the Chair is expected to provide a verbal report on current initiatives and progress.

The Athena SWAN self-assessment panel, re-badged Equality and Diversity Committee in 2015, demonstrates its inclusive nature and promotion of the interests of all staff. An Athena SWAN web page set up in 2013 highlights news items, female role models, and awards and honours to female staff. The Equality and Diversity Committee submits its annual report to Strategy & Executive Committee and to the University's Equality and Diversity section. A female member of the Equality and Diversity Committee sits on the University Athena SWAN panel responsible for submissions for institutional award.

An event was held in November 2015 to celebrate Athena Swan and embed Athena Swan ethos in the Department by highlighting the importance of the initiative across this and other universities.

The School of the Biological Sciences undertook a School Survey in April 2016. 83% of staff in the Department participated, compared with an average of 81% across the (SBS) Sciences at large. Although a summary of the results was available in advance of this submission, a more detailed breakdown of key findings within this Department has yet to be received.

A monthly HR Newsletter (introduced October 2015) is circulated by email and posted on the intranet. This gives information on new starters, leavers, those returning from career break/maternity, births, training opportunities, recruitment opportunities, updates on University HR policy and procedures, and current Department HR initiatives. We invite staff to contribute achievements and social events

A Department drive to enhance communications since 2013 has seen several significant changes:

- Creation of 3 Facebook pages, an Instagram and a Twitter feed.
- The minutes and notes from the main Department committees are published on the Department website and notifications sent out by email when they are available for review via the intranet.
- Display screens installed in 2013 at the Department main entrance and Library relay news and information, welcome new members of staff (whose photos are posted)
- A welcome to new staff is circulated by email notification to main Department email list.
- A dedicated Athena SWAN noticeboard in main building carries posters, fliers and information about people-centred activities in the Department and University.
- Opportunities for staff are circulated by email (research events, relevant School of Clinical Medicine events, recruitment of Bye-fellows and Research Associates in

Colleges, opportunities for outreach delivery, training opportunities, talks by female academics, wiSETI, E&D lectures, Festival of Wellbeing, etc).

- Timings of Departmental Seminar and Faculty Board meetings were reviewed to make them more accessible to staff with childcare responsibilities.

Student gender-focused activities are fundamental to the Department's culture. A member of academic-related staff, appointed October 2014, has a specific remit to support these. A joint CUVS/E&D-sponsored event on "*Gender in Veterinary Medicine*" took place January 2015. This considered the effects of feminisation on the veterinary profession, followed by discussion with guest speakers in which the audience was asked to resolve scenarios drawn from speakers' experiences, involving sexism from colleagues and clients, childcare issues, and feeling physically unsafe. 55 attended, the majority students. 26 students completed feedback: 100% found the seminar useful and engaging, useful to hear personal experience and different perspectives; 96% asked that the topic be revisited in a future seminar; student representative published an article about the event, Journal of Association of Veterinary Students, spring 2015.

The Department sponsored student representatives to attend the British Veterinary Association Women in Veterinary Leadership conference, May 2015.

A CUVS/ E&D talk held in February 2016 on "*Managing a Work-Life Balance in the Veterinary Profession*" focused on the evolution of the veterinary profession's attitude to work-life balance. 25 attended. 21 provided feedback. 100% found the event useful and engaging; 86% thought that the topic should be revisited in future seminar. Students thought the topic was extremely important and should be included in timetabled lecture time to ensure broader participation.

In February 2016, clinical student representatives designed a survey of clinical students on career and Extra-mural Studies (EMS) guidance and support, 82 respondents provided data about resources that students were aware of and found helpful, and other resources that they would like to access or where improvements could be made. The results were presented to the Student Consultative Committee in March 2016. As a direct result of the survey, a careers section has been added to the student VLE Moodle, featuring links to useful websites, e.g. CV writing, interview preparation, alternative career pathways for vets. This resource will be developed further in the coming months.

**Action:** Work with the School to identify and investigate negative feedback regarding culture, policies and leadership within the Department of Veterinary Medicine. Improve Departmental communications (**AP 4.2**). Undertake targeted training (e.g. identifying and responding to harassment within the workplace) as needed, and work with central HR to deliver Dignity at Work training (**AP 4.4**).

#### (ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken

to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Department subscribes wholeheartedly to the University's HR policies on equality, Dignity at Work, harassment, grievance and disciplinary processes. All staff undertake mandatory E&D training. Concerns relating to such matters may be raised with line managers, with senior HR staff in the Department, with the Head of Department, or with the dedicated School of the Biological Sciences HR team. Concerns are dealt with promptly and by following due process, and individuals are supported by trained staff (internal or external to the Department).

**Action:** To develop and communicate a guidance document on positive behaviours for Department staff and to work with the School HR team to deliver sessions on Dignity at Work in the Department (**AP 4.5**).

### (iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Potential committee members are identified on the basis of interest/familiarity with the scope of work of the committee, informal discussions to gauge level of interest, and discussions within the committee. Every effort is made to retain the overall gender balance at close to 50:50, and this is generally achieved (**Table 12**).

**Table 12.** Demographics of senior committees within the Department of Veterinary Medicine, University of Cambridge.

Committee	Male (%)	Female (%)	Total
SEC	4 (44%)	5 (56%)	9
HMC	6 (43%)	8 (57%)	14
Faculty Board	9 (47%)	10 (53%)	19
E&D	5 (36%)	9 (64%)	14
C&E	17 (52%)	16 (48%)	33
VEC	6 (32%)	13 (68%)	19
TSC	6 (43%)	8 (57%)	14

**Action:** To actively promote gender equality on all of the major Departmental committees, as well as on search committees and examination committees (**AP 4.3**). The potential for "committee overload" is to be assessed as part of the workload model assessment (**AP 1.1**).

(iv) Participation on influential external committees

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

Many of our academic staff serve as members or chairs of external influential committees. Examples include membership of review panels for grant-giving bodies (such as BBSRC, French National Research Agency, Meningitis Research Foundation), serving on committees of national and international professional bodies (such as British Small Animal Veterinary Association, European College of Veterinary Clinical Pathology), and committees advising government departments (such as the Joint Committee on Vaccination & Immunisation, Defra Bovine Tuberculosis Eradication Advisory Committee, Veterinary Products Committee). Staff are encouraged by the Head of Department to carry out these activities and permitted the time to do so.

**Action:** To ensure that staff participation in external committees is recognised (through documentation during the annual review process (**AP 1.1**), recorded (via revised HR data management plan - **AP 4.5**) and acknowledged.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

One of the key recommendations from our recent RCVS accreditation visit was that “*staff workload should be monitored to prevent over-work and burnout*”. We would also like to ensure that there is equity between the genders with respect to both volume and scope of their work assignments. The development of a robust workload model is extremely challenging within a small Department with diverse activities, but it remains a central priority of the administration.

**Action:** The Department launched a data collection exercise in October 2016 to inform a workload model for academic staff. This was one of the action plan items from the original Bronze Award. Much of the preparatory work has now been completed, including the development of a revised and enhanced data collection form to be used in the annual review process, and the majority of Academic-related and Assistant staff had an annual review in 2016. Reviews for Academic staff are to be completed within the next 3 months. The hiring of an additional HR support specialist re-energised the process, and recent feedback from our accrediting body, the Royal College of Veterinary Surgeons, has re-emphasised the significance of this process to the Department (**AP 1.1**).

(vi) **Timing of departmental meetings and social gatherings**

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

The Department makes every effort to follow University guidance regarding the scheduling of events outside core working hours. Attendance during the working day is problematic for many of our clinical colleagues due to the clinic schedule. A staff-wide survey was conducted in February 2015 (100 respondents) to determine optimal timing for the Department seminar. There was no overall consensus about timings but generally Wednesdays in the middle of the day seemed to suit a fair number of people. After discussion it was agreed that the seminars should be held at 15.45 for 16.00.

(vii) **Visibility of role models**

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

Case studies of female role models, and achievements of female staff and students are published on the website, advertised on display screens in Department, and notified by the HOD to the Department email list. The senior management of the Department nominates female staff for scientific awards, and supports self-nomination. Since April 2013, several female academic, research and support staff have received prestigious awards, including a Theresa Gioannini Women in Science Award, a L'Oreal-UNESCO for Women in Science Fellowship, a Wellcome Trust Senior Investigator award, a Paul G. Allen Distinguished Investigator Award and two CUSU Teaching Awards (1 in the Lecturer and 1 in the Student Support category). Staff awards are celebrated on our Athena SWAN website ([www.vet.cam.ac.uk/swan/award](http://www.vet.cam.ac.uk/swan/award)). Four senior members of the Department (2 men, 2 women) were recently awarded prestigious Fellowships by the RCVS in recognition of meritorious contributions to knowledge clinical practice and the profession.

(viii) **Outreach activities**

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

Members of the Department are active in outreach and public engagement activities (**Figure 13**), which provide a public forum to display the engagement of women with science from PhD level through to senior academics, and to engage the next generation. We collate information from staff on their activities, which often feature on the Department website. As fits the research profile of the Department, the topics and audiences targeted vary from specialist subject talks to lay audiences (school children, adult pub-goers, farmers, dog breeders) to talks on general scientific issues. Highlights are shown in **Table 13**.



**Table 13.** Staff involvement in outreach activities (2015-2016), Department of Veterinary Medicine, University of Cambridge

Event	Year	Description
Cambridge Science Festival	2016	<p>2 F members of the Postdoc Committee led a team of volunteers (32 people, 69% female) and put together an exciting and successful programme of 5 talks and 8 hands-on activities in the Department, on topics such as: using DNA sequencing to trace the source of an infection (male academic); how can a cancer become infectious (female PhD); the relevance of veterinary pathology to humans (female academic).</p> <p>Visitors were from all over the world including the Netherlands, Spain, Turkey and Japan; some of the visitors from further afield in the UK came to see the department looking ahead to university applications. The department provided a free lunch for all the volunteers, and funded for promotion material. 338 people attended across the day, with 175 attending activities and 163 attending talks.</p>
Pint of Science Festival	2014, 2015	M researcher (2014) and F researcher (2015) delivered interesting, fun, relevant talks on the latest science research in a format accessible to the public – all in the pub ( <a href="https://pintofscience.co.uk/">https://pintofscience.co.uk/</a> )
The Naked Scientists	2016	F academic was interviewed about her research looking at new approaches to the diagnosis and treatment of dogs with brachycephalic obstructive airway syndrome (BOAS), which shares many features with the human condition of sleep apnoea ( <a href="http://www.thenakedscientists.com/HTML/interviews/interview/1001927/">www.thenakedscientists.com/HTML/interviews/interview/1001927/</a> )
'I'm a Scientist Get Me Out of Here!'	2014	F researcher engaged with younger audiences during her appearance in 2014 when she was runner-up. The same researcher received Wellcome Trust ISSF Public Engagement funding for ' <i>Learning is infectious: pass it on</i> ' kit, developed to include hands-on activities that are suitable for school pupils from the age of seven upwards, with the aim to make microorganisms and their DNA visible and tangible.



**Figure 13.** Charlotte Palmer, Luisa Garcia and Claudia Zindle (PhD students) presented a hands-on workshop on repairing fractured bones at the Cambridge Science Festival, March 2016.

[7542 words]

## 6. CASE STUDIES: IMPACT ON INDIVIDUALS

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

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

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

### **Dr Ragnhildur Thóra Káradóttir: BS Iceland, PhD University College London Wellcome Trust RCD Fellow, Member of Athena SWAN self-assessment team**

In 2007, I was interviewed for a permanent University Lectureship in Neurosciences, to be held in the Department of Veterinary Medicine. At the time, I had also been offered a prestigious Royal Society Dorothy Hodgkin Fellowship, which is a Fellowship especially set up to support excellent researchers who need flexible working hours and provides extra support for childcare, for example for when one is travelling. The Department decided to hire me for the Lectureship, even though I was relatively fresh from my PhD, and agreed with me that I should have the opportunity to accept the Dorothy Hodgkin Fellowship, which would allow me to concentrate on starting my independent career in research alongside my family commitments. The University therefore guaranteed to appoint me to the Lectureship at such time as I finished my Fellowship. Subsequently, the Head of Department sponsored me for a Wellcome Trust Career Development Fellowship in 2011, which I was successful in securing, and in 2016 for a recent submission for a Wellcome Trust Senior Fellowship. For an interim period, with the Head of Department's support, I successfully acquired some bridging funding to enable me to continue my research seamlessly between the various Fellowships. My research on brain stem cells and brain regeneration has been recognised (and supported by the Head of Department) by the Lister Institute Research Prize (2015), Allen Distinguished Investigator Award (2015) and election to the FENS-Kavli Network of Excellence (2014).

The Department has greatly assisted my career by providing me with access to excellent PhD students, providing space and understanding of changing conditions both for my science and family life. In 2013, my father became seriously ill in Iceland, and as the only carer, I had to be with him there; the Department's administration went beyond their duties to assist me to be with him in those difficult times. Overall, the Department has made it possible for me to carry out my science at a high international level by providing support for my research and understanding to a number of 'interfering' life events. Importantly, I still have the guarantee from the University, given in 2007 and renewed since, of appointment to a permanent academic position when my run of Fellowships ends, so I have the security of knowing that I can forward plan my research for at least another twenty years.

**Laura Owen BVSc DipECVS AFHEA MRCVS**  
**Lecturer, Small Animal Surgery**

I initially joined the Department of Veterinary Medicine in 2009 as a Staff Surgeon and subsequently attained the position of Lecturer in Small Animal Surgery in 2012. During this time I have been able to take two periods of maternity leave of twelve months' duration, facilitated by the generous maternity packages offered by the University and the support of my colleagues within the Department. On returning to work following my first maternity leave, I have also benefitted from the University's flexible working policy and have reduced my hours to 60%, which has been essential to managing my other role as the primary childcare provider in our household.

As a Lecturer in Small Animal Surgery, 50% of my time is spent on clinical work, with much of the remainder taken up by teaching and administrative duties; hence leaving minimal time available for research, particularly working in a 60% role. This has meant that the most challenging aspect of my Lectureship has been setting up a research programme. Obtaining funding early on in an academic career is also difficult. In these regards, the University's Returning Carer's programme has been an extremely valuable resource and I have been awarded grants totalling £15000 over the past two years to facilitate additional specialist training in the USA, and a pilot research project. The additional specialist training I have received has led to the introduction of over 10 new advanced surgical procedures to the Queen's Veterinary School Hospital, which has subsequently resulted in an increase in the referral caseload in my area of interest, generating potential cases for clinical research and increasing my national and international profile. Being able to complete a pilot project and obtain initial data has also been critical to obtaining a further external grant to continue this work.

Within the Department in general, I have found colleagues very supportive of part-time working and significant effort is made to schedule meetings accordingly as well as in arranging lecture slots and other teaching duties in my available working week. I have just applied for promotion to Senior Lecturer and the HoD has been extremely helpful and encouraging in this endeavour.

[774 words]

## 7. FURTHER INFORMATION

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

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

One of the unique challenges that the Department faces relate to the problem of retaining talented academicians and support staff to work within the hospital. The salaries offered to clinicians at Cambridge are in no way competitive with those offered by private referral practices – this has long been the case. However, more worrying is the fact that the Department has relatively little autonomy to be able to provide remuneration packages that are competitive with other universities with veterinary schools. This inflexibility in salary/benefit structures, combined with challenges in negotiating financial reward for burdensome out of hours clinic coverage, places our Department at a disadvantage for both recruitment and retention. For clinicians who are currently on staff, the perceived lack of a defined pathway and mentorship for clinical career progression is also seen as a major negative. We have recently lost three highly qualified clinicians to another university for exactly these reasons.

Our first initiative to support career progression for clinical-track veterinarians is the introduction of the Affiliated Lecturer scheme, which is based on a template that works very well within the School of Clinical Medicine. The Faculty Board grants title of Affiliated Lecturer (non-stipendiary) to qualifying holders of clinician roles, in order to recognise their specialist contribution to the clinical veterinary teaching effort of the Department. This scheme has been well received, and 11 of the Department's clinical veterinarians have now been approved for this title.

**Action:** We plan to collaborate with other veterinary schools to identify best practices and to provide creative solutions to both salary and career support for clinicians and support staff. We will hold an internal consultation process with our staff to try to identify key obstacles and root causes of frustration (**AP 1.4**).

[288 words]

## **8. ACTION PLAN**

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

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

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

## Career development and promotion

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
1	Annual review process							
1.1a	Ensure 100% engagement and completion of the staff annual review process.	X% have had no review in Y years (2016 staff survey) RCVS recommendation	HR has met with reviewers for Assistant and Academic related staff. 65% of the Assistant and Academic staff have completed a 2016 review	Staff surveys on annual review process	Oct 2016	Ongoing	Line managers HOD and SEC	All staff to have undergone first annual review within the next 24 months, then annually thereafter
1.1b	Ensure quality of annual review to ensure that all staff find it valuable for career development	RCVS recommendation	Parameters of staff review have been developed New reporting form adopted	Staff surveys on annual review process	Oct 2016	Ongoing	Line managers HOD and SEC	Increased satisfaction with review process, especially regarding value to the individual in terms of mentorship and feedback
1.1c	Implement workload model	RCVS recommendation	Workload model developed	Surveys on annual review process	Oct 2016	Ongoing	Line managers HOD and SEC	
1.1d	Integrate measures of teaching into the annual review process and reward outstanding contributions	RCVS recommendation  Many clinicians are frustrated by the lack of perceived value of their clinical teaching		Staff surveys of annual review process	Oct 2016	ongoing	Director of Teaching and/or Teaching Strategy Committee	New forms will assist with objective assessment of clinical teaching and outreach Submission of more nominations for university awards for teaching excellence

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
1.2	<b>Increase understanding of the promotion pathways and processes for academic and senior researchers</b>	38% responded negatively to the SAP process being fair and 20% responded negatively to the SRP process being fair.		Plan and implement workshops on the SAP and SRP on an annual basis at Department  PI's/HOD to identify and encourage those individuals ready for promotion	Spring 2017	Dec 2017	SEC	Staff survey should indicate >75% of staff are aware of and understand the relevant promotion process.
1.3	<b>Enhance transition from Senior Lecturer to Reader, especially for female academics</b>	This advance is considered overly challenging by many UTOs, especially if they hold a clinic appointment	Participation in University's SAP CV mentoring scheme	Mentoring committees for all UTOs to advise on preparation of promotion materials	Mar 2017	Mar 2021	HOD Research Director	Increase in applications and success rates in promotion from SL to Reader, especially for women.
1.4	<b>Review career pathways for clinical veterinary academics</b>	Recommendation from RCVS. 61% of people from the staff survey responded negatively or neutrally regarding the availability of career development opportunities.	Affiliated Lecturer scheme has been introduced	Focus groups to discuss and brainstorm solutions. Staff turnover rates exit interviews	Oct 2017	Sept 2018	HMC SEC	Improvement in staff satisfaction. Reduced turnover (over 3-5 years) of clinical staff.



AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
1.5	<b>Research mentorship</b>	93% of post-docs felt this would be beneficial	Established tracking of destinations for PDs that leave	Workshops and programming such as Research Day	Dec 2016	ongoing	PD committee	Increased % of postdocs taking part in a mentoring scheme. Increase in PD research success (publications, Fellowships and jobs)
1.6	<b>Support continuing professional development</b>	32% of staff responded negatively to being aware of the career development opportunities available to them in the school survey 2016.  Feedback from exit interviews has indicated that some individuals have not been provided with opportunities to develop professionally	Departmental HR send out emails and speak to targeted individuals (line managers) when they become aware of suitable courses with the University's Personal and Professional Development (PPD)	Develop new income streams to support CPD for every employee	Sept 2017	Sept 2020	HOD HMC	Increase availability of funds to support staff CPD Initiate on-site "Leadership Essentials" training for all managers

*Academic, professional and support staff recruitment and retention*

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
2.1	<b>Highlight flexible working options in all job postings and interviews</b>	In the 2016 staff survey, 31% responded negatively to the question about feeling satisfied with the support the University offers to help balance work and home life.	All the further particulars for our roles highlight flexible working options and family friendly policies including maternity/paternity.	Promote family friendly policies in the HR newsletter once a term and ask for successful case studies from people in the department who do work flexibly  All recruiters to undertake Unconscious Bias training	Jan 2017	ongoing	HR and SEC	100% of new staff to be fully aware of all policies and opportunities. Measured by annual staff survey.
2.2	<b>Support best practice in recruitment and appointment processes</b>	RCVS recommendation University mandates best practices to ensure transparency and accountability		All recruiters to undertake Unconscious Bias training	Jan 2017	Sept 2017	HR and E&D committee	100% of staff to complete E&D training and all interviewers to complete Unconscious Bias training (online certification allows for tracking).
2.3	<b>Continue to refine the induction and mentoring process for new arrivals. Create a wider pool of buddies across all staff groups with a suitable gender balance.</b>	Feedback from pilot of buddy scheme has been positive, but suggestions for improvement were received	New starters complete an induction survey that goes to HR. Promote the buddy scheme to individuals	Surveys to be conducted with all new arrivals, effective Spring 2017	Mar 2017	Mar 2021	Buddy scheme members with HR support	100% completion and >75% satisfaction with induction process, as determined on staff survey

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
2.3 (cont)	Include finance information and E&D Committee information into the induction programme		E&D Committee information is sent to all new starters and committee is discussed during face-to-face departmental induction.					
2.4	Investigate approaches to reduce the number of female staff on fixed contracts	Better understand the reasons for gender inequity in fixed-term contracts		Survey other Departments to determine their policies for reducing fixed- term contracts	Jan 2017	Jan 2019	HR and Research Committee	Reduce percentage of women with fixed-term within the next 24 months
2.5	Better understand the drivers for staff leaving and plan to address any issues or concerns that arise	Leavers often have valuable views and suggestions for improvement and better staff retention  HR team to analyse the information collected and ensure the relevant parties are provided with the information in order to make plans for changes if required.	Invite and strongly encourage all staff leaving to have an exit interview with a member of the HR team.	Exit interviews plus annual staff surveys	Jan 2017	ongoing	HR	Track reasons for all departures with exit surveys. Target should be to survey >75% of all leavers.

## Student Recruitment and Training

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
3.1	<b>Updated promotional literature and websites to promote diversity in the applicant pool</b>	Feminisation of the profession requires active outreach to ensure diversity in applicants for veterinary medicine	Admissions Strategy Committee has been set up and terms of reference agreed	Application numbers and demographics	Jan 2017	Dec 2017	Tutorial Office, working with Directors of Study at colleges	Increased diversity in applicants and admits to the veterinary course
3.2	<b>Raise the profile of veterinary medicine, and the diverse career options available within the profession</b>	Opting to do other than clinical work deemed a “waste” by some vets. Opportunities in One Health need to be realised.	CUVS Careers Day (Nov 2016) Introduction of survey of Alumni one year post-graduation	Data from these Alumni surveys	2015	ongoing	Pastoral tutors (career advice), veterinary school clinical supervisors (VSCS) and Directors of Study	Increased percentage of graduates opting for non-traditional career paths within 3-5 years of graduation (as assessed by Alumni survey)
3.3	<b>Expand mental health support for veterinary students</b>	RCVS initiative  In a recent student survey, 72% report incidents of depression and 12% describe suicidal ideation	Student data was presented to the Department as a Grand Rounds topic	Mind Matters initiative to be presented on site (collaboration with RCVS)  Student surveys of health and well-being	Apr 2017	ongoing	Pastoral care team (led by Dr Jackie Brearley) VSCSs	Reduction in incidence of depression and increased satisfaction with mental health support processes
3.4	<b>Increase the numbers of research-trained veterinarians</b>	Veterinary schools should be centres for veterinary research	Advertise availability of Wellcome Clinician PhD programme	Demographics of applications and admissions to PhD, MPhil and Vet MD degrees	Oct 2017	Sept 2020	Graduate education committee and senior research staff	Increase proportion of veterinarians applying for and entering graduate school at Cambridge or other universities

*Workplace efficiencies and culture*

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
4.1	<p><b>Enhance social integration of all staff</b></p> <p><b>Enable social and professional networking opportunities</b></p>	<p>An increase in social activity has been addressed in various committees in the Department including the Communications Committee</p> <p>61% of staff complained of lack “sense of community”. Current staff room is unappealing and underused.</p>	<p>Department social club hold 2 events a year for all staff to attend.</p> <p>Departmental seminars are held every Wednesday and Friday during term time. Opportunity for networking</p>	<p>At least one school-wide social event per academic term</p> <p>Convene mini survey/focus group with staff to find out more about the department community and gain views on how this can be increased/improved.</p>	Oct 2017	ongoing	E&D committee SEC Vet School Social Club	Increased positive responses regarding Department culture in Staff surveys. Attendance rates at social events.
4.2	<b>Improve Department-wide communication</b>	32% of staff responded negatively regarding Department Communications	HOD holds twice yearly talks where all members of the department are strongly encouraged to attend, Committee meeting minutes are frequently circulated					

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
4.2 (cont)			HOD holds twice yearly talks where all members of the department are strongly encouraged to attend,  Committee meeting minutes are frequently circulated					
4.3	<b>Achieve gender equality in committees and educational content</b>  <b>Develop, refine and implement structured approach to data recording: including: flexible working requests, maternity return, leaver data, promotion applications and successes</b>	It is important that committees and educational experience reflects diversity of thought  If we are able to record and highlight data in an organised manner, this will better inform us of issues and assist us with decision-making  The data will support us with any future Athena SWAN applications		Committees and seminar programs should be M:F balanced  Once termly the HR to record data and gold in a confidential space. HR to analyse the data and report any issues identified to the relevant people including HOD.	Oct 2017	ongoing	Fiona Roby Judith Drinkwater SEC E&D	50:50 balance in seminar presenters and on key committees. F membership in all search committees  Organised and structured data that is easily accessible.  Using the data to support decision making and opportunities to look at make positive changes

AP #	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe (start/end date)		Person or group responsible	Success criteria and outcome
4.4.	Improve workplace culture	School survey identified occasional instances of inappropriate interpersonal interactions		Introduce training and implement Dignity at Work	Jan 2017	ongoing	HR	Increase in positive comments regarding Department culture on staff surveys. Reduction in cases of inappropriate behaviour reported via supervisors
4.5.	Develop, refine and implement structured approach to data recording	Enhance record- keeping and QA to support accreditation and planning regarding E&D and other initiatives		Centralised system for data capture and retrieval (coordinated via HR)	Jan 2017	ongoing	HR	More efficient capture and retrieval of data relevant to Department staffing

## Key Targets

### Academic year 2016-17

- Host the first all-inclusive Department social events to encourage networking and collegiality amongst all members of the Department (staff and students)
- Provide a workshop on effective annual appraisal/job review
- Hold focus group discussions on the topic of career progression for clinical track academics
- Deploy updated “research methodology class” for clinical students (funded through ASPIRE grant)
- Collaborate with RCVS Mind Matters initiative to deliver “mental health first aid” training to staff, especially targeting those with pastoral responsibilities within the student body

### Academic year 2017-18

- Ensure that all staff undertaking interviews or staff appraisals have been trained in “Unconscious Bias”
- Provide a workshop on preparing for the “senior academic promotion (SAP)” and the “senior research promotion (SRP)” processes