



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

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

Name of institution	Royal Veterinary College
Date of application	28.04.2017
Award Level	<u>Bronze</u> Silver
Date joined Athena SWAN	December 2011
Current award	Date: N/A Level:
Contact for application	Dr C Thuránira-McKeever
Email	cthuraniramckeever@rvc.ac.uk
Telephone	01707 666 416

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

28 April 2017

Athena SWAN Team
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

Dear Athena SWAN panel members,

It is with a degree of humility that I provide this introduction. Having fallen short on two occasions the “wake-up” call has been loud and clear and the need for both reflection and resolve paramount. I am personally encouraged by a new momentum in delivering actions from our previous plans and in our commitment to change.

Inspection of life at the RVC now shows real evolution – from our social media presence on Equality and Diversity (E&D) issues, through to more rigorous analysis and immediate interventions, the RVC prides itself on the way in which Athena SWAN has been the agent of change in culture, structures and policies.

Whilst these are documented in the pages that follow, so too are the aspects that need action such as the important work to support our transgender community. We welcomed an overwhelming response to our staff survey and staff workshops, and reflected on sector best practice and lessons learned from sister organisations to whom we are grateful. The adoption of E&D in RVC’s governance structures and an E&D manager on our staff will allow further actions to be implemented.

Each mission stream has seen important strategic commitments from senior leadership: In *research*, HR Excellence in Research Award and equitable treatment of PhD students and clinical scholars with respect to maternity pay and parental leave; in *learning, teaching and the student experience*, incorporation of gender fluid facilities in new buildings and the development of a workload allocation model addressing part-time contracts; in *clinical service*, the establishment of a locum bank to expedite and cover absences flexibly; and in *administration*, family-friendly web-pages and renewed focus on nursery provision. Furthermore, the College Executive Committee membership now has six women of a total of 15, the apparent pay disparity at grade 9 has been resolved and, in the REF, the male to female ratio of submitted professors was 2:1, versus 4:1, previously.

We now have a list of SMART goals compiled from previous plans, a trawl of best practice and, most importantly the staff survey and staff workshops. My membership of the E&D Advisory Group of the Medical Schools Council has been enormously helpful and we are committed to embedding the principles of Athena SWAN in our everyday life; with family-friendly meeting scheduling and the inclusion of E&D considerations as a formal item on every major committee agenda, I am encouraged that the signs are positive.

I started by mentioning the humbling experience of failing at our last two attempts; what has been equally humbling has been the opportunity of contributing to the working group under the leadership of Dr Thurania-McKeever, witnessing the devotion of my colleagues to making real and sustainable changes.

Being a small, specialist institution has its unique issues with respect to resourcing and cultural change. Nevertheless, I believe we are addressing these to the best of our ability and identifying new opportunities and momentum. Whilst I commend this submission with humility, I also do so with pride and excitement about the changes to come.

Yours faithfully



Professor Stuart W.J. Reid

Principal

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(507 words)

2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) information on where the institution is in the Athena SWAN process

The RVC has made two previous unsuccessful Bronze award applications. As an institution, we have reflected deeply on feedback from these applications, particularly the criticism of not engaging in widespread and diverse consultation with staff. We are fully committed to equality of opportunity for all and have continued to embed Athena SWAN principles into the RVC's culture, implement actions from previous applications and we strive to identify areas for future improvement.

(ii) information on its teaching and its research focus

The RVC's mission is to provide inspirational leadership and excellence in veterinary science through innovative scholarship and pioneering clinical activity. It seeks to achieve this by being the place of recommendation for education, clinical care, expert opinion and employment in veterinary medicine and science.

Research activity is organised within cross-departmental research programmes to encourage interdisciplinary collaboration between basic and clinical science. The RVC also manages a wide and varied clinical caseload within three specialist hospitals that supports our educational and research missions.

(iii) the number of staff. Present data for academic and professional and support staff separately

The RVC has a total of 911 staff members; 33% male and 67% female (**Figure 1A**) with proportionately more females compared to the sector average (54%, **Figure 1B**; ECU 2016). There are more women in every category of staff (**Figure 2A**), again higher than the sector average (ECU 2016; **Figure 2B**).

Figure 1A: RVC Staff by gender 2016

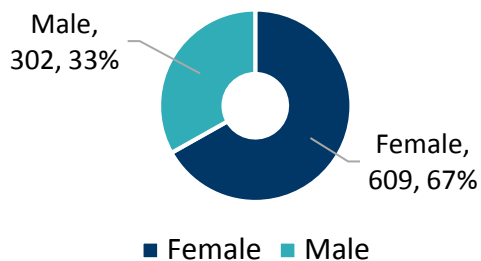


Figure 1B: UK Staff in HE by gender 2016

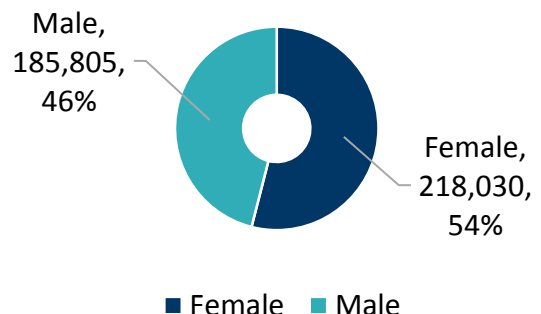


Figure 2A: RVC Staff by gender and role (number and percent)

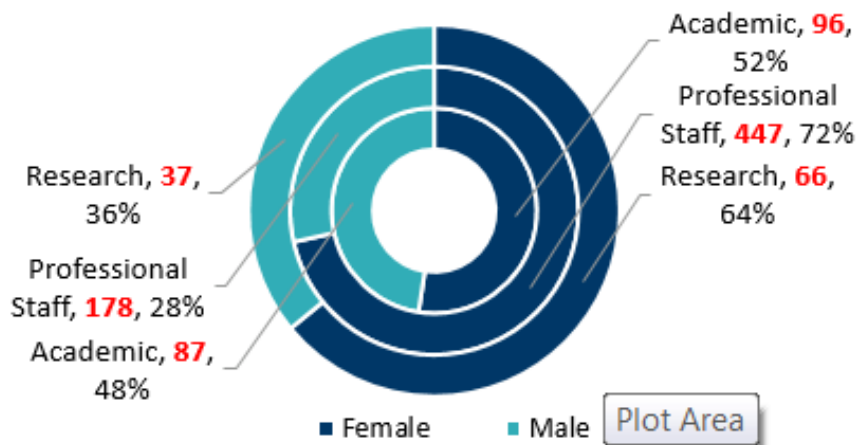
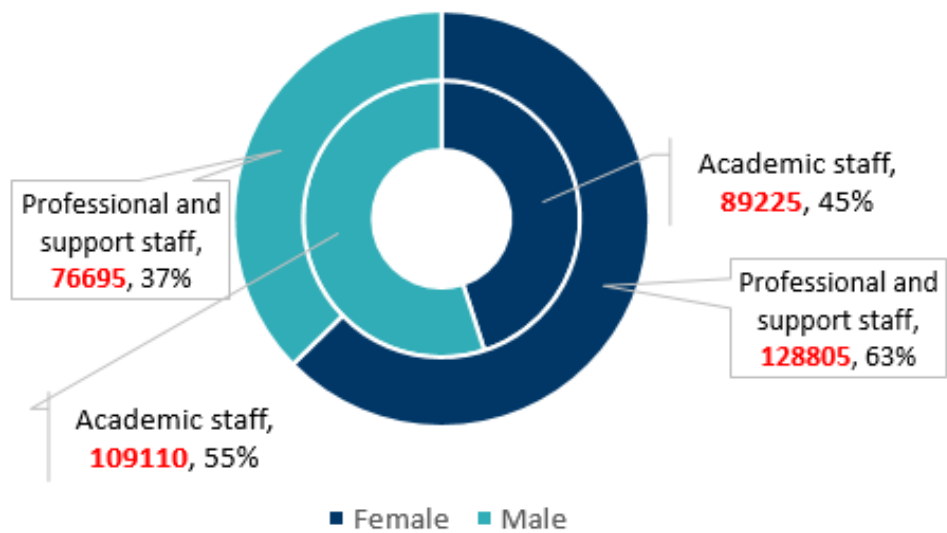


Figure 2B: UK HE Staff by gender and role, 2016



The Athena SWAN categories do not map meaningfully to our staff composition in a way that allows meaningful analysis. Thus, we have chosen to examine gender differences between job roles and grades across departments. **Table 1** provides context on our mapping:

Table 1: Mapping of RVC Staff descriptors to Athena SWAN definitions		
Athena SWAN	RVC descriptor	Staff included
Teaching and Research & Teaching Only	ACADEMIC	Teaching staff (>6hrs/wk) with/without clinical and/or research responsibilities <ul style="list-style-type: none"> • Teaching only • Primarily teaching, some/no clinical work • Mix of teaching and research, some/no clinical work • Mix of teaching/research/clinical/management responsibilities
Research only	RESEARCH	<ul style="list-style-type: none"> • Research only • Primarily research, some clinical work
Professional Staff	PROFESSIONAL AND SUPPORT STAFF	<ul style="list-style-type: none"> • All professional and support staff • Technicians, manual and agricultural workers • Primarily clinical work, no teaching • Veterinary nurses

(iv) the total number of departments and total number of students

With staff spread between our Camden (London) and Hawkshead (Hertfordshire) campuses, there are four academic departments each undertaking integrated teaching and research activities:

- Comparative Biomedical Sciences (**CBS**) – focusing on basic science disciplines.
- Clinical Science and Service (**CSS**) – includes clinical delivery at three animal hospitals.
- Pathology and Pathogen Biology (**PPB**) - includes a substantial diagnostic caseload.
- Production and Population Health (**PPH**) - national and global food production and animal welfare.

(At time of writing, PPB and PPH are merging to Pathobiology and Population Sciences, PPS).

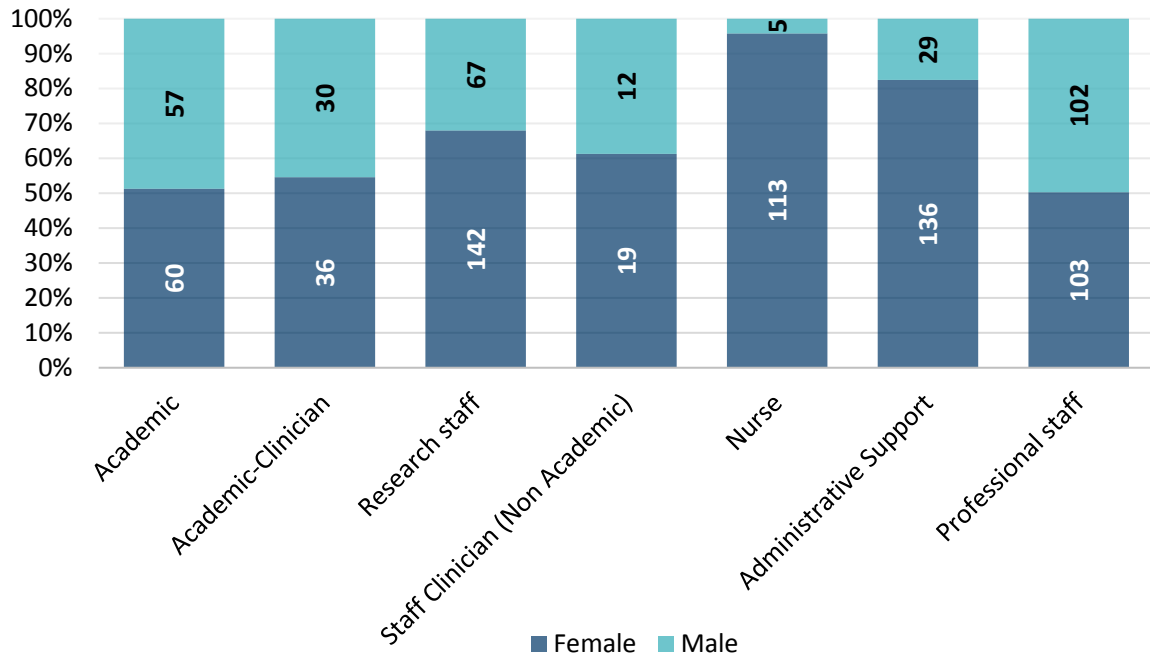
The fifth department, Professional Services (**PSD**), supports delivery of the RVC's educational and clinical missions.

The 2016/17 number of enrolled students is 2314; 1829 undergraduates, 485 postgraduates. The student population is 76% female, 24% male.

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

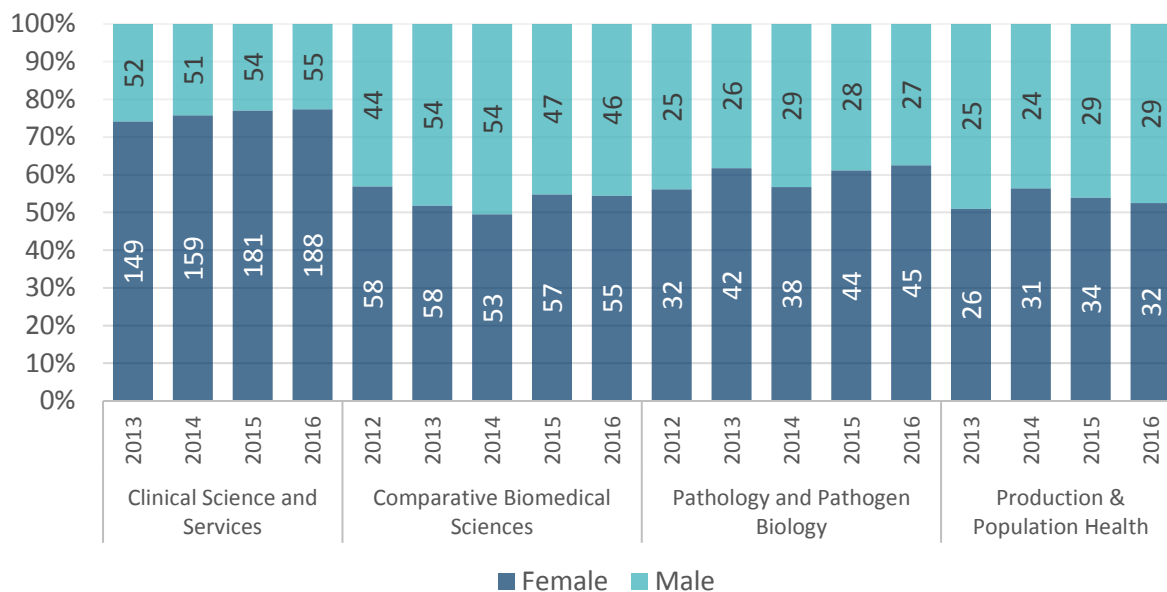
All the RVC's departments are STEMM aside from Professional Services. Academics and researchers represent 31.4% (286/911) of total staff (**Figures 2A & 3**). Analysis by role indicates the percentage of female staff is higher than males in each staff category (**Figure 3**), most notably in administrative support and veterinary nursing staff.

Figure 3: Numbers and gender of staff by role in specific staff categories



With regard to academic departments, the percentage of female staff has varied little over the past 5 years (50-60%) except in Clinical Sciences and Services (CSS) which is 70-80 female% (**Figure 4: veterinary nurses are classified as professional staff thus not included in CSS data**).

Figure 4: Numbers and gender balance within academic staff departments 2012-2016



(536 words)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

The Self-Assessment Team, (SAT) was initially established in 2012 for our first application and was reconstituted in June 2016. The current team contains fourteen new and six original members (marked with *: **Table 2**). Membership is voluntary and, based upon feedback from previous applications, the new SAT has increased senior staff representation, including the Principal. The SAT members represent a broad spectrum of academic and professional staff at different stages in their careers, with diverse work patterns and a variety of life commitments (**Table 2**). With 70% females and 30% males, it is representative of the RVC community as a whole. Workload allocation was managed centrally through a project manager to ensure even distribution and all SAT members were involved. Workload was largely a part of, and not in addition to, the regular workload. In addition, other members of staff and external consultants served as mentors and ambassadors, attended SAT meetings, were involved in workshops, reviewed data and provided feedback on application drafts. These include a postdoctoral student, a senior lecturer in statistics, Head of Governance, Director of Research Administration, the Deputy CEO of the Royal College of Veterinary Surgeons, Athena SWAN leads from Edinburgh and Glasgow Veterinary Schools and an external mentor who is a retired business consultant.

Table 2: Description of SAT Members

EDC – Equality and Diversity Committee; CEC – College Executive Committee; FT – full time; PT – Part Time

Name	Job Title (Dept)	Role in SAT	Biography
* Dr Christine Thurani-McKeever	Director of Distance Learning (PPB)	Chair	PT with two young children. Member of EDC.
Ivana Vasic	Strategic Planning and Risk Analyst (PSD)	Project Manager Data Analysis Team	FT with one young child. Studying part time for MBA. Secretary to Audit Committee and CEC.
* Rebecca Costello	Deputy Director HR (PSD)	Facilitator Action Plan Team	PT with three young children. Chair of Job Evaluation Panel, Secretary to EDC. Research Concordat Working Group member.
Sara Hutchinson	HR Advisor (PSD)	Coordinator Data Analysis Team	PT. Clerk to EDC, member of Job Evaluation Panel and actively involved in wellbeing and Flexible working initiatives.
Sarah Ready	Marketing and Communications Director (PSD)	Communication Lead	FT with two teenage children. Honorary life member of Institute of Directors. Creator of 'Women as Leaders' network and conference.
Dr Mazdak Salavati	Postdoc Researcher (PPH)	Data Analysis Team Lead	FT. Vice-President Researcher Association. Special interest in advancing Early Career Researcher Development.
Dr Siobhan Abeyesinghe	Lecturer and Head of Animal Welfare Science & Ethics Group (PPH)	Data Analysis Team Staff Consultation Lead	FT Academic with a research group.
Srujana Damara	HR Information Systems Specialist (PSD)	Data Analysis Team HR Systems Data Team	FT with one young child. Member of the Workload Allocation Project Group.
*Dr Carole Thomas	Lecturer (PPB)	HR Systems Data Team	PT Academic. One young child and member of the Job Evaluation Panel.
Norman Wong	Management Accountant, Finance (PSD)	HR Systems Data Team	FT. Member of College Services Forum.
Jon Parry	Head of Widening Participation and Community Engagement. Deputy Director of RVC Access	Staff Consultation Data Team	FT. V-C UoL Widening Participation. Chair of UCU Branch RVC. Member of Equal Pay Audit Group.
Dr Grace Sim	Outreach Development Manager (PSD)	Workshop Lead Open Text Survey	FT. Chair of Community Engagement, Knowledge

		Response Analysis	Quarter and ZSL Fellow.
Ran Magnusdottir	Full Time PhD Student (CBS)	Staff Consultation Data Team Survey Data Analyst	FT student. Student Union Postgraduate Representative and a member of the College Services Forum
Prof Jill Maddison	Professor, Course Director for BVetMed and CertAVP, Director of CPD (CSS)	Data Analysis Team Action Plan Team	FT with one adult child. Chair of EDC, member of CEC and Equal Pay Audit group.
Prof Stuart Reid	Principal, Chair of Academic Board and SMG	Action Plan Team	RCVS Past President, Member Medical Schools Council E&D Advisory Group
*Dr Imelda McGonnell	Reader and Associate Dean – Student Experience (CBS)	Writing Team Action Plan Team	FT Academic with three young children. Chair of College Services Forum and Student Development Committee.
Prof Holger Volk	Professor, Head of Department (CSS)	Action Plan Team	FT with one young child. Member of CEC and the Workload Allocation Project Group.
*Dr Stijn Niessen	Deputy Clinical Director Small Animal Referrals, Co-Head Small Animal Internal Medicine (CSS)	Action Plan Team	FT Academic and veterinary specialist with two young children.
Dr Vicky Lipscomb	Associate Professor, Head of Soft Tissue Surgery, Deputy Clinical Director Small Animal Referrals (CSS)	Writing Team	PT with two young children.
*Dr Shivanthi Manickasingham	Head of Postgraduate Administration, Graduate School	Writing Team	PT with two young children and a member of the College Services Forum

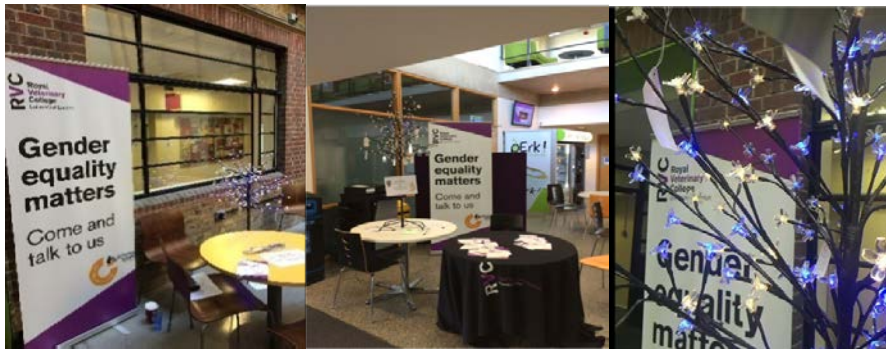
(ii) an account of the self-assessment process

Since June 2016, the SAT and sub-groups have met on a regular basis (**Table 3**)

Table 3: Summary of the work of the SAT June 2016-April 2017			
Project manager – PM; data analysis team – DAT			
No of mtgs	Meeting type	Attendance	Date
6	SAT meetings	All SAT	June, July, Sept, Oct, Dec 2016 April 2017
1	Survey Launch event (week long)	All SAT, advisors	Oct 2016
4	Workshops - Staff workshops X 2 - Data analysis workshop - Action plan workshop	DAT, Advisors Chair, PM, Facilitator, Writing team	Nov 2016 Jan 2017 Feb 2017
4	Writing team meetings	Writing team	Feb – April 2017
19	Regular update meetings	Chair, PM, Facilitator, Administrator	July 2016 - Feb 2017
34	Total		

- The first SAT meeting, attended by our ECU adviser, focused on the new application process and our previous attempts. New members were identified, to create a diverse and representative SAT.
- The second SAT meeting produced timelines and work allocation plans. Sub-group membership and individual roles and responsibilities were agreed and a commitment made to resubmit by April 2017. This decision was shared on the RVC's Equality and Diversity intranet page alongside an update on activity from the previous Athena SWAN action plan.
- The DAT undertook analysis of HR systems data, comparing these to national benchmarks. This work was reported at SAT meetings 3 and 4 (September-October 2016).
- Simultaneously, a staff survey was created and launched to all staff during a week-long community engagement event, with all SAT members representing. Anonymous ideas and comments could also be submitted via an intranet portal and on 'idea trees' displayed throughout the launch week event (**Figure 5**).
- The survey obtained a 68% response rate (620 staff), versus 43% in our previous application.

Figure 5: Images from week-long community engagement event to launch Athena SWAN Staff Survey



Take a tag!

Please share with us
your
Equality & Diversity
thoughts and ideas



Outcomes of the survey were analysed by the SAT at the fifth meeting (December 2016) and further explored in staff focus groups involving approximately 50 staff across both campuses (**Figure 6**), representative of all RVC constituents. Clear strands of activity emerged from this combined approach and evolved into eight thematic sections, which formed the structural basis of the action plan that was finalised in an Action Plan team workshop in February 2017 (this thematic structure explains why the actions do not appear in strict sequential order in this application).

Figure 6: Staff focus group workshop Hawkshead Campus



- The survey results were shared on the intranet page and the Principal blogged internally and tweeted externally (@StuartReid_RVC) about Athena SWAN, encouraging debate about equality and diversity.
- The writing team produced the draft application and action plan which was reviewed during the 6th SAT meeting. This was then given to CEC and to other internal and external reviewers (Glasgow and Edinburgh Veterinary Schools Athena SWAN leads plus external mentors) for further comment before the final application was produced. The final submitted version will be publicised to the RVC community via the intranet.

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

The SAT reports to the RVC's E&D Committee (Equality and Diversity Committee) and going forward, EDC will have the responsibility for the delivery of the Athena SWAN Action Plan. EDC reports directly to the most senior operational committee, the College Executive Committee (CEC), and supports and advises the CEC on embedding equality in all of the RVC's working practices. Individuals on the SAT who are also members of EDC include two members, the Chair, Secretary and Clerk ensuring continuity between the SAT and EDC. The Athena SWAN action plan was included in the annual budgeting process and will continue to receive future funding as part of ongoing Equality and Diversity initiatives at the RVC. The RVC community will be updated on progress of Athena SWAN activities via the intranet and twice-yearly "Town Hall" meetings.

(800 words)

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

All RVC academic staff are in STEMM departments. **Figure 7** shows the ratio of female: male academic staff in specific roles over the past five years. A cross comparison to the sector benchmarks (**Figure 8 & Table 4**) shows there is a higher percentage of females in all academic job categories, which indicates that the RVC is performing favourably against the sector overall.

Specific examination of job categories indicates that the percentage of female researchers/postdocs and Lecturer/Senior Lecturers at the RVC has been relatively stable; 50-60% over the period 2013-16. However, the proportion of female staff in the Reader and Professor categories is much lower, with levels between 30-40% over this period. The number of staff in the Professorial category demonstrates that the percentage of female staff progressing to this senior level is lower than for males. Thus there is an overall 'leaky pipeline' for female academics and researchers, who are more likely to be in junior roles and the RVC cannot be complacent despite our performance against the sector (**Figure 8 & Table 4**). In order to understand better and address the points in the career pathway that are hampering progression, we will collect data on timing and milestones for individuals progressing to staff positions and their length of time at the institution to understand the 'leaky pipeline' (see section 5.3.iii).

Figure 7: Academic and Research Career Pipeline 2012-2016

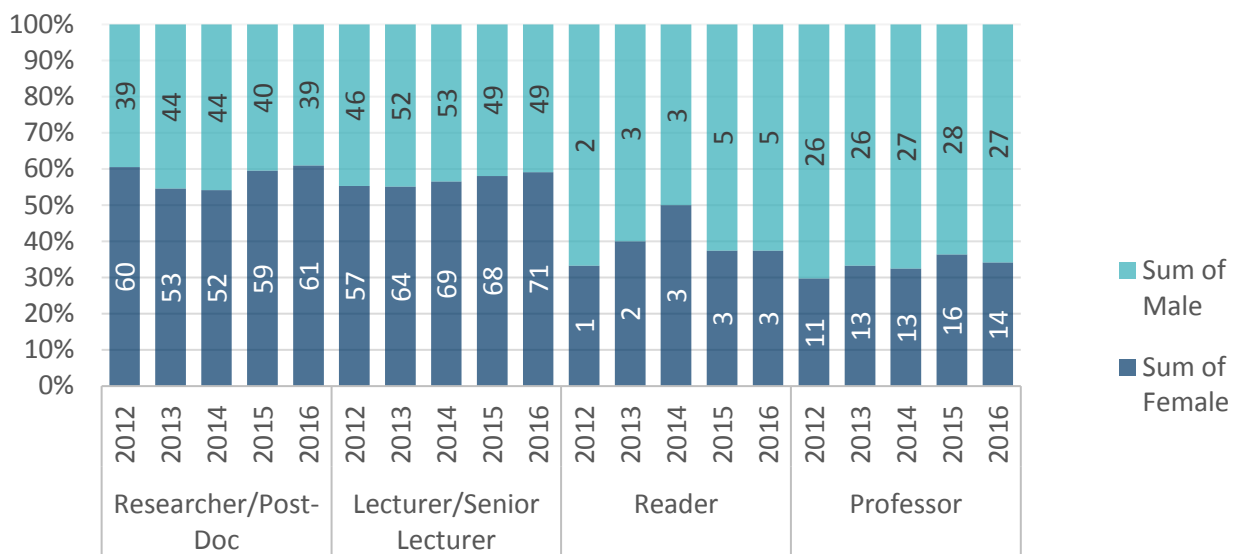
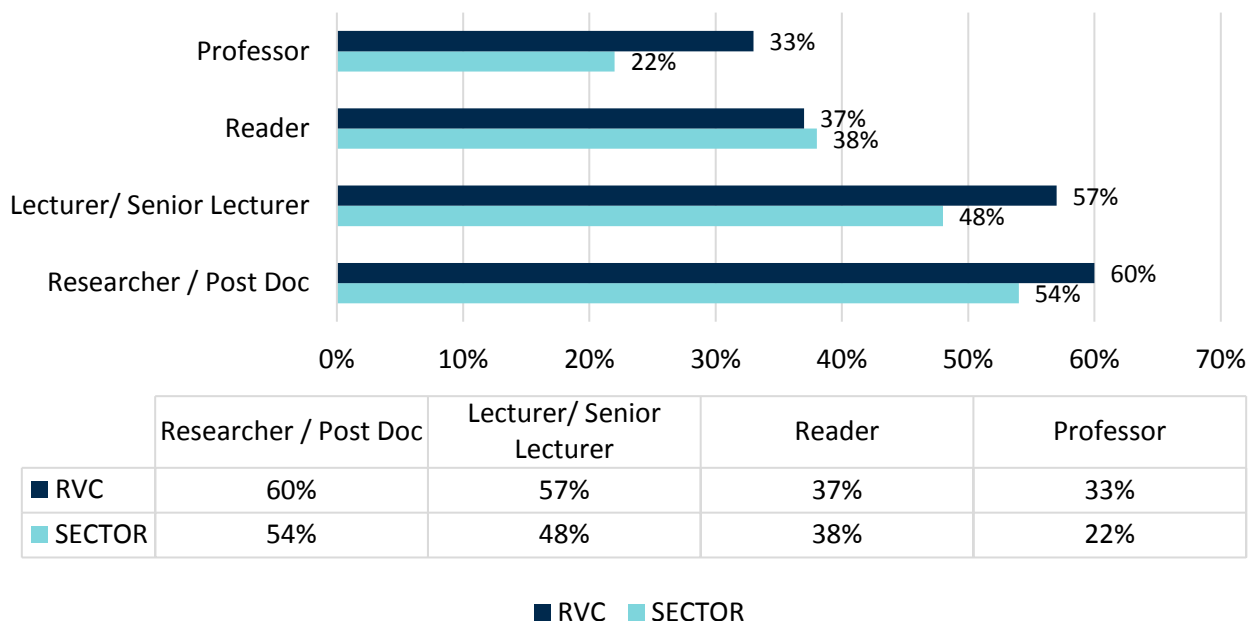


Figure 8 and Table 4: Percentage of females in Academic roles (compared to ECU 2016 sector data)



Since the previous Athena SWAN application in 2014, the RVC has reviewed policy and process for promotions and fully introduced the Academic Probation and Promotion Panel (APPP) to oversee promotions from Lecturer to Senior Lecturer. This panel comprises senior staff, and applications are received with statements of support from line managers. There is no interview requirement and the criteria for promotion are clearly outlined and available on the intranet.

Academics joining at lecturer level create an individual career plan (ICP) with their line manager that outlines all criteria they must meet to pass their probation. This includes administrative work, pastoral and outreach responsibilities. Upon completion of probation and the ICP criteria met, they are eligible for promotion to Senior Lecturer under the Academic Promotion Procedure (APP). The process was implemented two years ago and will be further reviewed (**Action 4.7**) to ensure it is appropriate for all types of work pattern. This action was very well supported by staff attending workshops.

Promotion of academics to grade 9 is through submission of a CV, first to the Head of Department, then to a Professorial panel and support is sought from external academic referees. These are then considered by the Vice Principals. Written guidance regarding this process is available on the intranet.

The Athena SWAN survey indicates that female academics were statistically more likely to perceive a lack of equal opportunity for more senior roles at the RVC; 44.2% (34/77) vs 19.4% (12/62) of males. However, 60% (187/311) of women indicated they would apply for such roles if available. To encourage and support progression of females to more senior roles we will:

- include training (**Action 5.8**), mentoring and professional development activity (**Action 6.9**) in the new workload allocation model
- provide annual promotions workshops (**Action 5.9**) and trained advisors (**Action 5.10**)
- bring a renewed focus on unconscious bias training (**Action 2.4**).

(ii) Academic and research staff 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.

Data from the past five years shows that permanent academic and research staff are relatively evenly distributed between genders (**Figure 9**). Comparison to HE sector data (**Figure 10**, ECU statistical report 2016) indicates that the RVC has a very similar profile to the sector, with 50% of female academics on permanent contracts over the last three years compared to the current sector average of 43%.

However, there has been an increase in the proportion of female fixed term academic staff in the RVC over this period, from its lowest point of 54% in 2014 to 68% in 2016, despite incremental increases in the number of staff in this category (**Figure 9**). This is significantly different to the sector (**Figure 10**) where 48% of fixed term academic staff are female. A large proportion of fixed term staff at the RVC are postdoctoral researchers and these data reflect an increasing proportion of females being recruited to these positions at the RVC which, in itself, is positive.

In order to support fixed term contract staff, the RVC has made available bridging funds that a staff member can apply for prior to the end of their contract, as they await the outcome of a grant application. It is taken into consideration that this does not negatively impact the individual and is in line with their career aspirations. HR proactively seeks out those whose contracts are nearing end in order to provide support and identify new opportunities both within and external to the RVC.

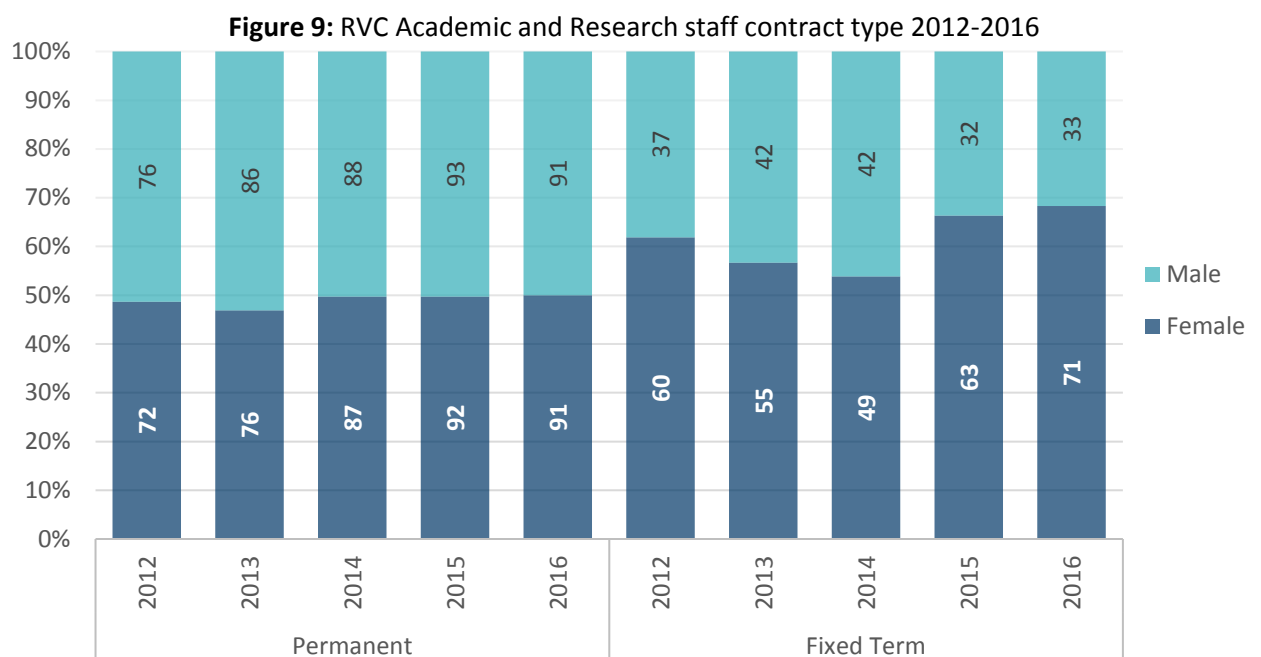
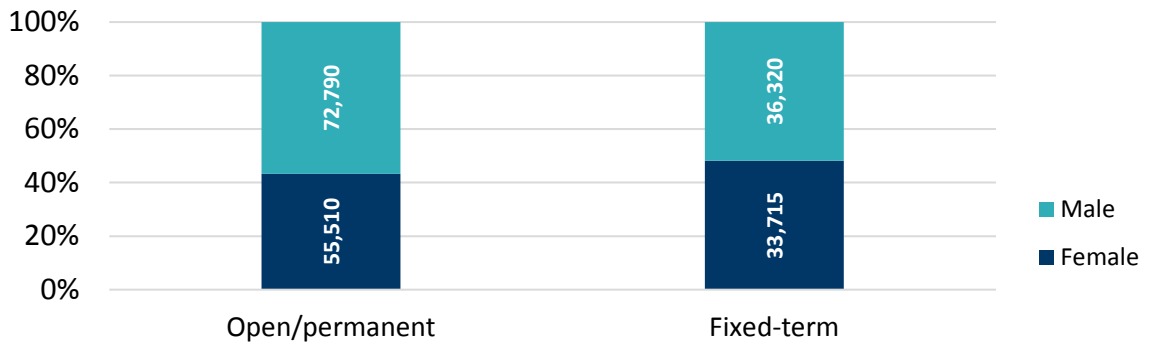


Figure 10: UK HE Academic staff by contract type and gender 2016 ECU report

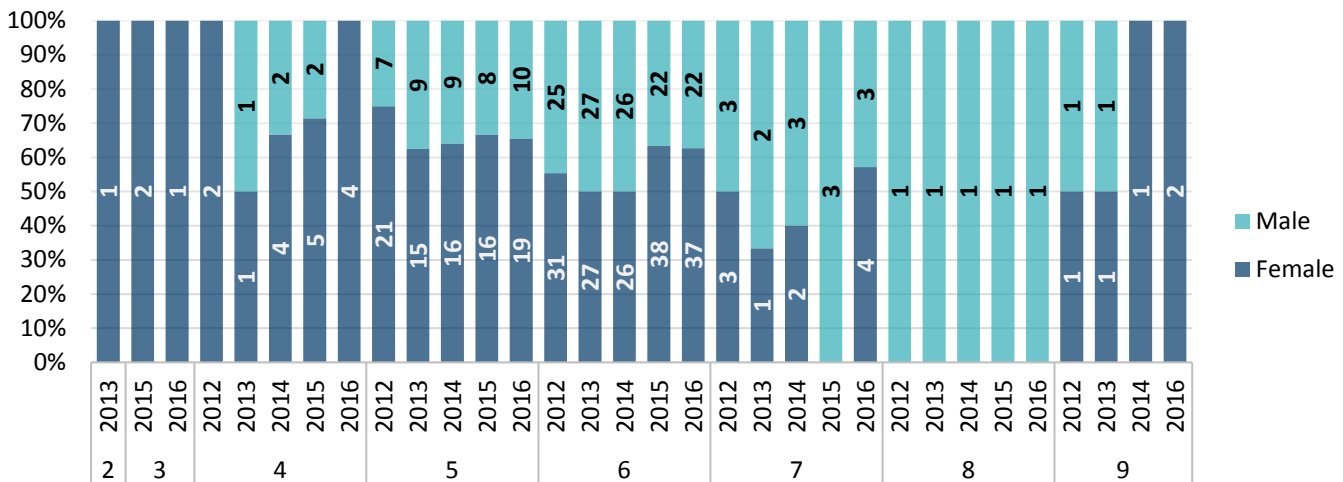


(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Data for the past five years show that the vast majority of research staff are on pay grades 5 & 6 (Figure 11), a reflection of the fact that a large proportion of these staff are postdoctoral researchers. The trend over this period is that the percentage of female staff on grade 5 has reduced while the percentage on grade 6 has increased, which demonstrates that more female researchers are on higher grades than 5 years ago; which is a positive change. There are very few research staff on the lower and higher grades (grades 2-4 and 7-9), making meaningful interpretation challenging (Figure 11).

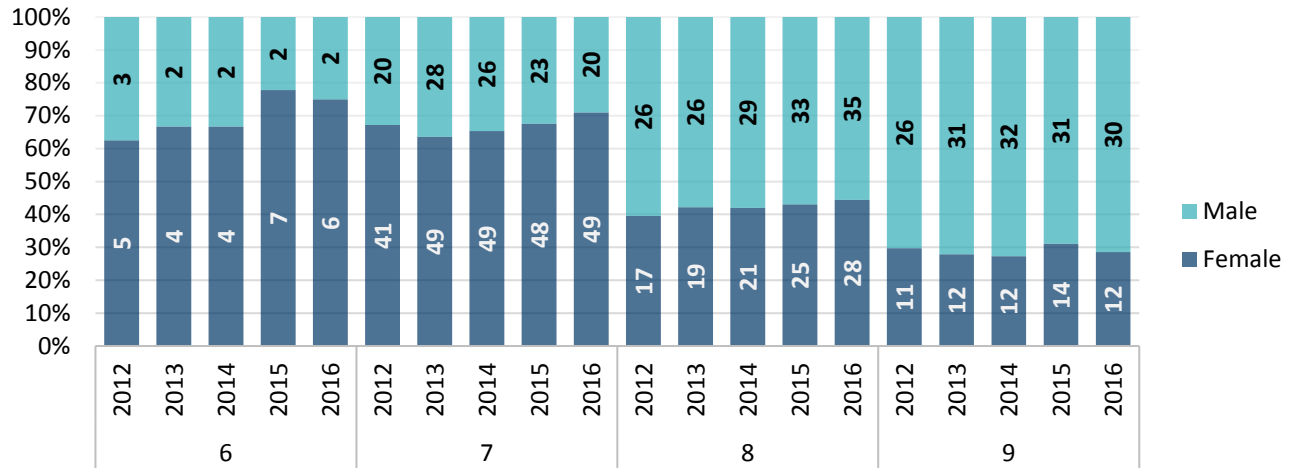
Figure 11: Research Staff by gender and pay grade 2012-2016



Analysis of data for academic staff (Figure 12) shows that higher proportions of females are on lower grades (6 and 7), with fewer on more senior grades (8 and 9). In the past 5 years, there has been an increased in the percentage female staff at grades 6 to 8; most notably at grade 6 with a 15% increase. In contrast, the proportion of females on grade 9 has remained low, with only small

increases during this period. Grade 8 increased from 40 to 44% female and grade 9 increased from 27% to 30% female. This aligns with data in **Figure 7** that show fewer females progressing to Reader (Grade 8) and Professor (Grade 9).

Figure 12: Academic Staff by gender and pay grade 2012-2016



Academic promotions are not on a quota system and not dependent on a senior colleague relinquishing a position or retiring, therefore the relatively low proportion of female academic staff at grade 8 and 9 is problematic and representative of the sector as a whole. To support female progression to senior grades we will:

- review promotions processes, ensuring compatibility with flexible working patterns (**Action 4.7**)
- update appraisal process guidance to ensure it supports career development (**Action 5.1**), include appraisal training in the Management Development Programme (MDP) (**Action 5.2**)
- include training (**Action 5.8**), mentoring and professional development activity (**Action 6.9**) in the new workload allocation model
- provide annual promotions workshops (**Action 5.9**) and trained advisors (**Action 5.10**)
- formally identify female leaders and provide them with development opportunities (**Action 6.3**), recognise them in our community (**Action 6.4**) and provide opportunities for mentoring, coaching and shadowing (**Action 6.5**)

(iv) Academic leavers by grade and gender

A total of 155 academics or researchers have left the RVC in the past 5 years. Proportionately more female academics or researchers have left the RVC than males, although this seems to be on a downward trend from a high of 83% of leavers in 2012 (**Figure 13**). The proportions in subsequent years range between 67% - 54% and are not unexpected as they are broadly in line with the total percentage of female employees at the RVC (67%).

Figure 13: Academic and research leavers 2012-16

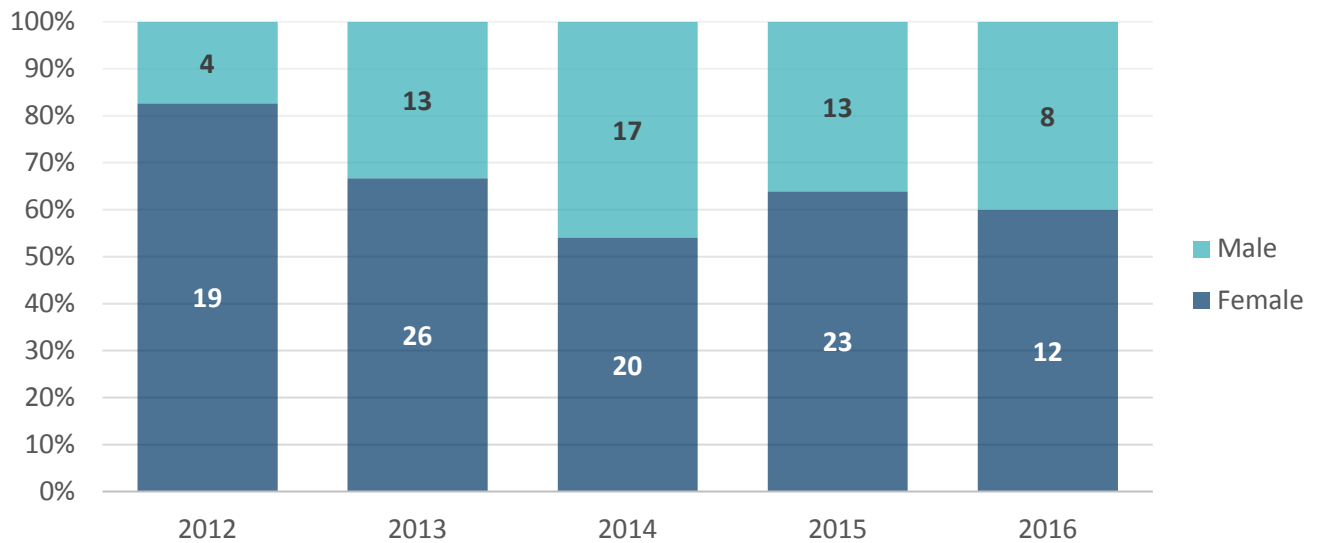
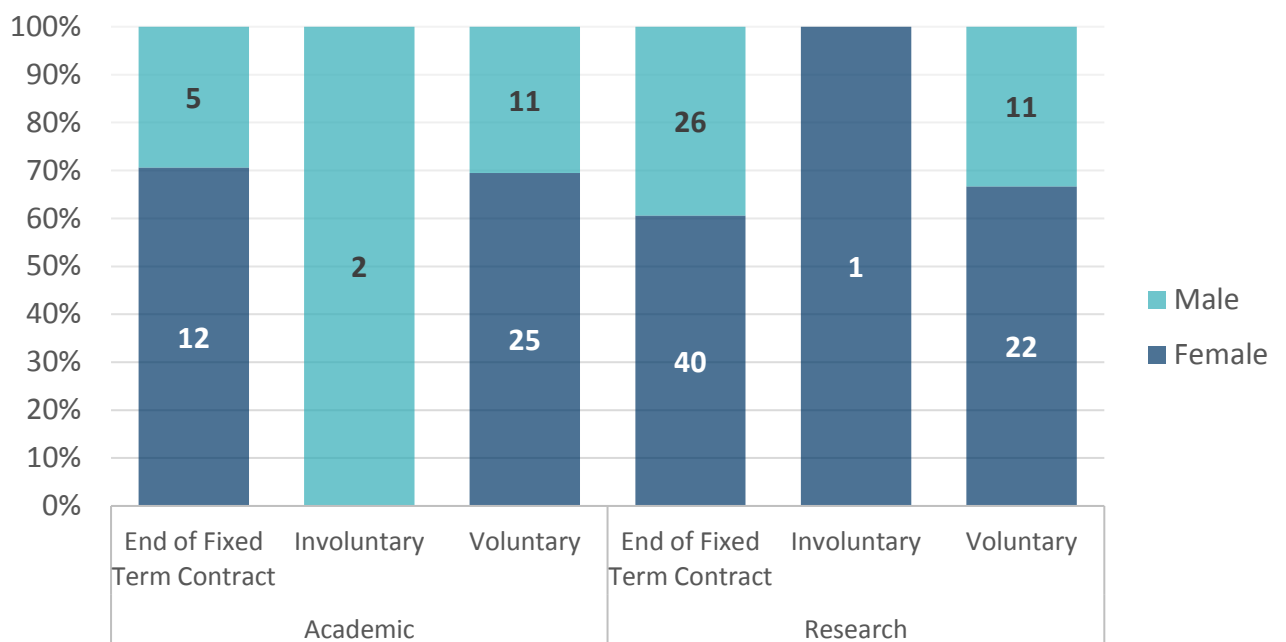


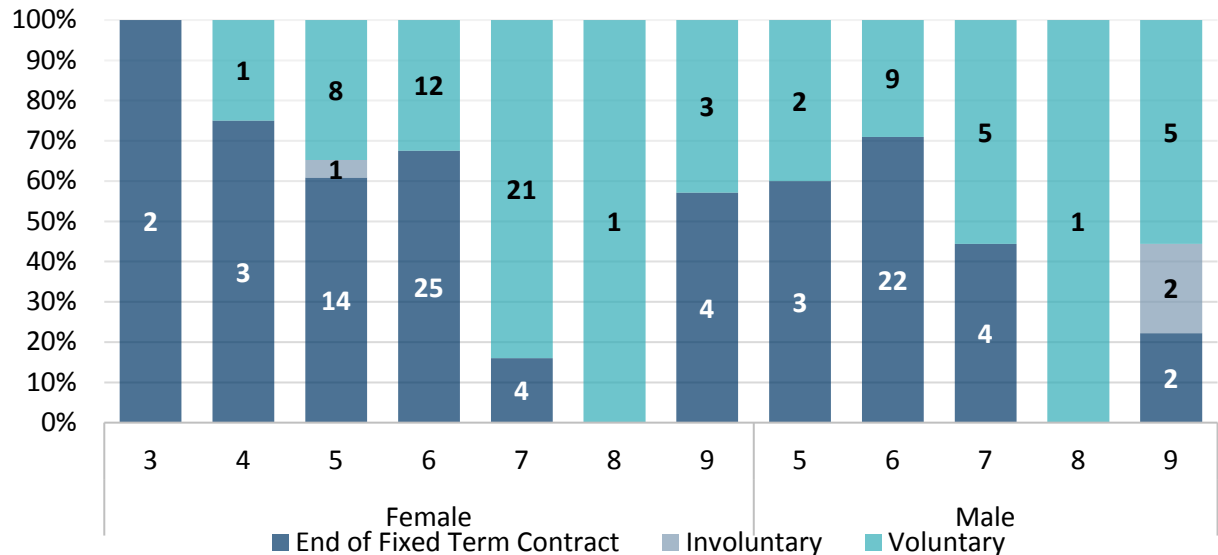
Figure 14: Reasons for leaving: Academic and Research staff 2012-2016



The end of a fixed term contract is the most common reason for leaving (**Figure 14**), accounting for 54% of all leavers (83/155), of which 63% (52/83) were female and 37% (31/83) male. This is in line with the proportions of staff on fixed term contracts (**Figure 9**). Voluntary leavers represented 45% of the total (69/155); 68% female (47/69) and 32% male (22/69), again reflective of the overall proportions in the population and there was a very similar picture between academics and researchers when these were examined separately. The remaining 1% were those who left involuntarily (2 male academics and 1 female researcher). As an outcome of our previous Athena SWAN application, better records of reasons for leaving have been kept over the past two years. Two

thirds of female leavers cited 'career progression' as the reason on their HR exit interview with one third citing 'personal reasons' while all males cited 'career progression' for voluntary leaving aside from two retirements.

Figure 15: Research and Academic staff leavers by gender and grade 2012-2016



More specific analysis of the data by grade (**Figure 15**) indicates that the largest number of leavers appears to be at grade 6 and 7 (102/155) and, although this is predominantly due to the end of fixed term contracts, there is also a higher proportion of voluntary leavers at these grades compared to other grades. In particular, there was a high proportion of female grade 7 staff leaving voluntarily compared to other grades. This fits with data in **Figure 7, 11 and 12** that shows we have a much lower proportion of females in grade 8 and these grade 7 leavers may partially explain why this is the case. Additionally, there appears to be a much higher proportion of females leaving at grade five; 82% (23/28) of grade 5 leavers were female, which is higher than the proportions of females at that grade (60-70%; see **Figure 11**).

We currently do not have enough detailed information about why staff leave and whether issues of equality and diversity have contributed. This hampers our overall understanding of these data. In particular, we need to identify why females in lower grades are more likely to leave, therefore we will collect more meaningful data at the exit interview, including any inequality issues involved in the decision to leave (**Action 8.1**).

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

The most recent comprehensive equal pay audit was completed in 2014/5, with disparities of >5% requiring follow-up action. In addition to this, we have analysed data from the period 2012-2016 by grade and gender (**Figure 16, 17, 18**) to determine trends over this more extended period of time.

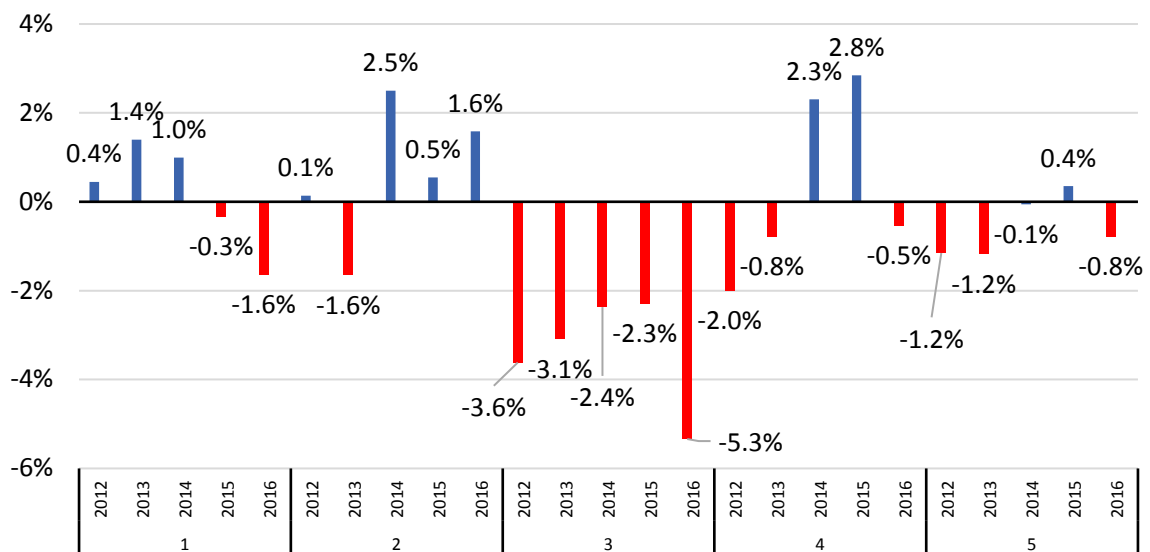
While the pay gaps identified for the RVC are smaller than the sector average of 12.3% for academic staff (**Figure 19**), there is need to address these specific issues.

The top three findings from this combined analysis are:

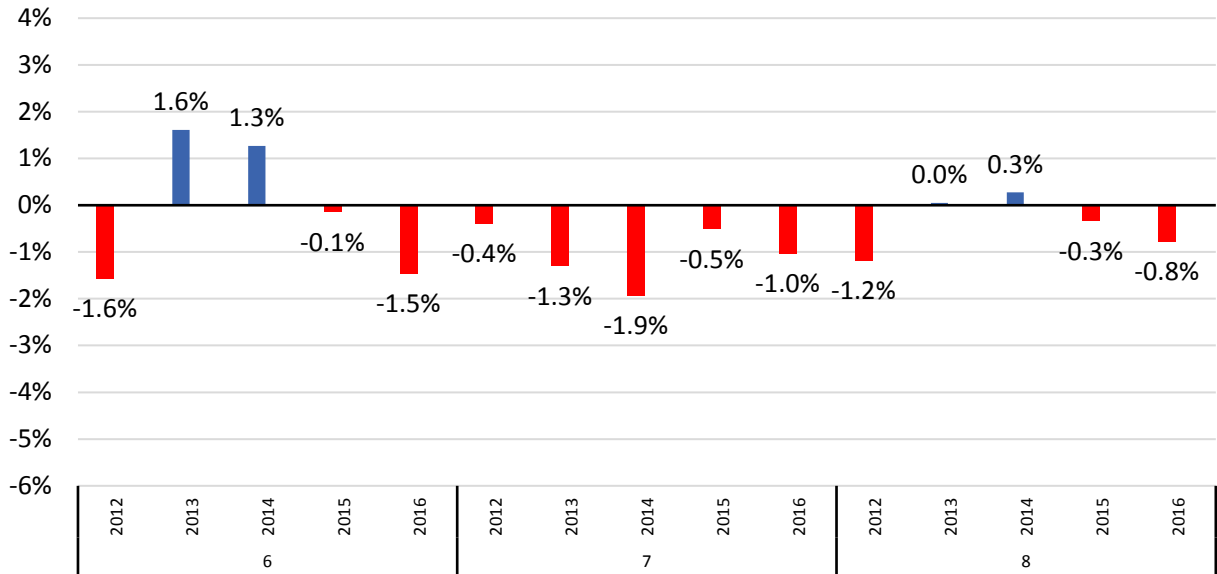
- 1) A difference of -3.34% for Grade 3 females (2012-15) with -5.3% difference in 2016 (**Figure 16**). The majority of staff on this grade are veterinary nurses. The extremely small population of male veterinary nurses at this grade (1-2 people; <1%) skews the data and re-alignment of clinical grades in 2016 has increased this. Only 2.3% of registered veterinary nurses in the UK are male however, we will continue to work to improve gender disparity in recruitment of this staff category.
- 2) Average difference in base pay for Grade 9 females of -6.9% in 2012-2015. In contrast this has become a +3.0% difference in 2016 (**Figure 18**). This is a very positive move that follows the increase in number of female staff at this grade and increase in their remuneration. To ensure that pay at this grade continues to be balanced between genders, a pay structure for Grade 9 (**Action 8.2**) will be introduced.
- 3) A -7.62% difference for Grade 7 BAME staff (regardless of gender). Investigation showed that most Grade 7 BAME staff are non-academic, therefore do not receive any of the academic allowances which might increase their total remuneration. We plan to review recruitment processes to improve BAME representation as part of our Equal Opportunities Action plan. We will incorporate BAME role models in recruitment literature in order to achieve broader recruitment pools and provide appropriate leadership and succession support and increase our focus on unconscious bias training (**Action 2.4**).

(1914 words)

Figure 16: percentage difference of female pay (male pay as baseline) Grades 1-5



**Figure 17: percentage difference of female pay (male pay as baseline)
Grades 6-8**



**Figure 18: percentage difference of basic female pay
from male pay baseline 2012-2016
Grade 9
(Principal removed)**

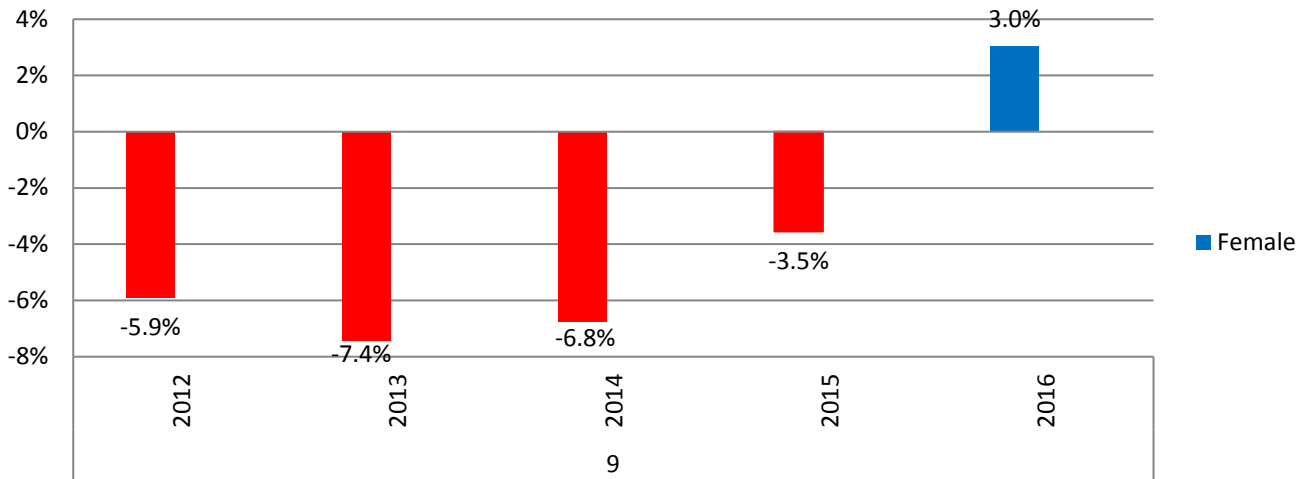
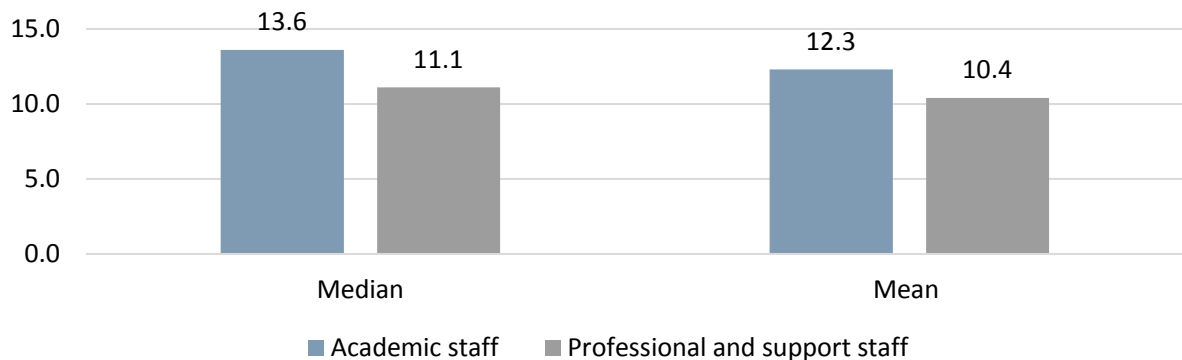


Figure 19: 2016 ECU report percentage pay gap Female-Male/Total



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4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

(ii) Professional and support staff 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.

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

The RVC provides recruitment training for all staff and at least one member of any appointing panel (preferably the Chair) must have completed this course. HR monitors gender composition of recruitment panels, which are required to be balanced. In line with sector best practice, the recruitment webpages include a statement specifically encouraging and welcoming under-represented groups to apply and RVC's commitment to equal opportunity and diversity; in addition a statement of commitment to the Athena SWAN Charter Principles will be added (**Action 1.1**).

There are consistently a much higher number of female job applicants compared to males (**Table 5**). A greater number of females are proportionally both shortlisted and appointed.

Table 5: Job application/recruitment by gender 2014-16

	FEMALE			MALE			TOTAL		
	APPLIED	SHORTLISTED	OFFERED	APPLIED	SHORTLISTED	OFFERED	APPLIED	SHORTLISTED	OFFERED
2013-14	1471 (68%)	378 (69%)	98 (69%)	45 (31%)	679 (32%)	170 (31%)	2150	548	143
2014-15	1305 (68%)	501 (73%)	145 (74%)	50 (25%)	620 (32%)	190 (27%)	1925	691	195
2015-16	1285 (77%)	546 (82%)	146 (79%)	38 (21%)	385 (23%)	116 (18%)	662	662	184

The RVC is particularly aware of the under-representation of males, particularly in administrative and veterinary nursing positions and already uses diverse imagery in its recruitment advertising as part of our efforts to address this sector-wide problem. In addition, we will bring a renewed focus on unconscious bias training (**Action 2.4**) including within the Management Development Programme (MDP) (**Action 2.3**) as this received overwhelming support during our staff workshops.

(ii) Induction

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

The first 3 months of employment are referred to as the induction period. During the first week of employment the new starter will meet with HR for an RVC induction where they are provided with an induction handbook containing a wealth of information about the business of the RVC, its structures and the campuses. Within the first week of employment the individual will be set induction and probation objectives by their line manager using the induction/probation objective form. This form will also detail all mandatory training for that role. Heads of departments take the lead on ensuring their new hires are welcomed into their role and department.

Survey data from participants who have been hired over the past three years shows an overall agreement across gender, ethnic group and roles that both HR (**Figure 20**) and departmental inductions (**Figure 21**) were useful and relevant. A small proportion of staff who replied to the survey did not or preferred not to indicate their gender; these are indicated in this and subsequent graphs as a third group labelled as **PNTS+NS** (Prefer Not to Say + Not Saying).

Figure 20: Percentage and number of each gender agreeing 'HR Induction materials were useful and relevant'

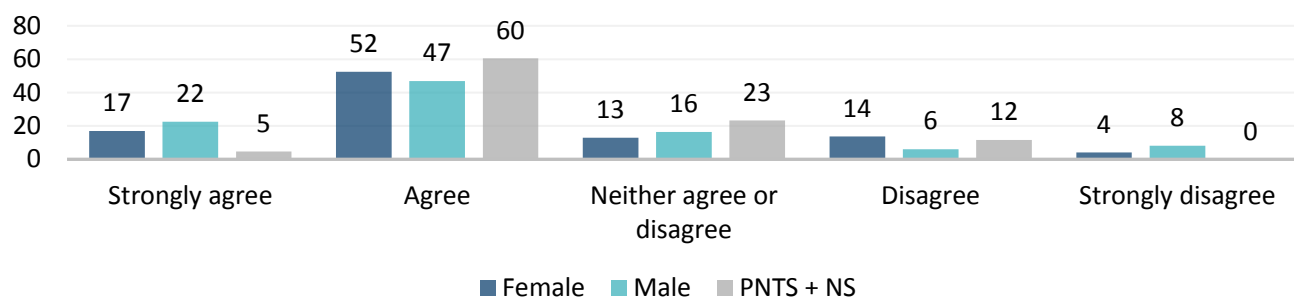
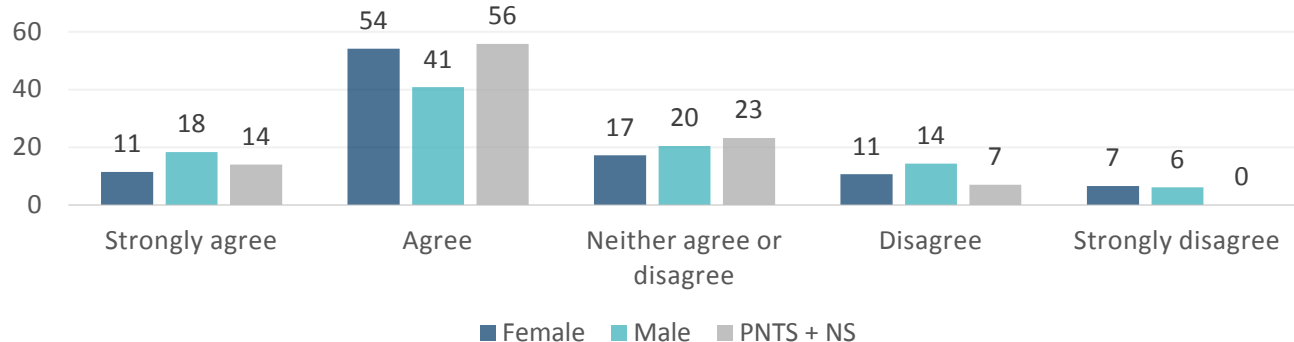


Figure 21: Percentage and number of each gender agreeing 'the induction provided by your department was useful and relevant'



(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 any evidence of a gender pay gap in promotions at any grade.

Academic promotions are awarded annually. All individuals applying for a particular level need to meet the same criteria; therefore the process may take longer for those taking career breaks or working part-time. However, numbers of years of service (or equivalent) are not limiting factors and criteria are objectively considered. A key positive principle, running throughout the academic promotions process at all levels, is that meeting promotion criteria is sufficient and not dependent on a finite number of role types. Unsuccessful candidates receive feedback, to increase their chances of success in the future.

Those seeking promotion to Reader or Professorial positions are considered at the Annual Review committee, as detailed in Section 4.1(i). Employees are notified annually of the timing and the process of the Annual Review by email and on the Intranet.

Lecturers seeking promotion to Senior Lecturer follow a separate process, clearly outlined on the intranet, the Academic Promotion Procedure APP (as detailed in Section 4.1(i)). The individual can apply on their own or with the support of their supervisor and HR prepares all nominations for review

by the APP Panel, consisting of senior staff (two academic representatives who have been voted into the role, Principal, Vice-Principals and Heads of Departments). Training on the process is currently available from HR; in addition we will provide annual promotions workshops (**Action 5.9**) and trained advisors (**Action 5.10**)

Data indicate that over the previous 3 years, the proportions of females and males applying for promotion and being successful are split roughly 50:50 (**Table 6**). Note that in **Table 6**, the total cohort of staff is provided for comparison. However, data on eligibility is not provided as it is not known which staff have met promotions eligibility criteria on an individual basis.

Table 6: Promotions analysis 2014-2016						
	Status	Total	Female		Male	
		No.	No.	%	No.	%
2016	<i>Total Cohort</i>	154	85	55%	69	45%
	Applied	23	12	52%	11	48%
	Successful	17	9	53%	8	47%
	Unsuccessful	5	2	40%	3	60%
2015	<i>Total Cohort</i>	152	82	54%	70	46%
	Applied	12	6	50%	6	50%
	Successful	12	6	50%	6	50%
	Unsuccessful	0	-	-	-	-
2014	<i>Total Cohort</i>	148	78	53%	70	47%
	Applied	12	5	42%	7	58%
	Successful	12	5	42%	7	58%
	Unsuccessful	0	-	-	-	-

Females promoted in 2016 were almost 50:50 split between full time and part time positions (**Table 7**), indicating that promotions criteria does not systematically disadvantage part-time workers. In 2015 and 2014 there were far fewer part-time applicants, but a more diverse spread of applications and recruitment at various grades (**Tables 8 and 9**).

Table 7: 2016 Successful Applied for position (Grade)	Male			Female		
	Total	FT	PT	Total	FT	PT
Lecturer (grade 7)	-	-	-	1	-	1
Senior Lecturers (grade 8)	2	2	-	6	3	3
Reader (grade 8)	-	-	-	2	1	1
Associate Professor (grade 8)	3	2	1	-	-	-
Professor (grade 9)	3	3	-	-	-	-
Total	8	7	1	9	4	5
		88%	13%		44%	56%

Table 8: 2015 Successful Applied for position (Grade)	Male			Female		
	Total	FT	PT	Total	FT	PT
Lecturer (7)	-	-	-	2	2	-
Senior Lecturers (8)	2	1	1	1	1	-
Reader (8)	1	1	-	-	-	-
Associate Professor (8)	2	2	-	2	1	1
Professor (9)	1	1	-	1	1	-
Total	6	5	1	6	5	1
		83%	17%		83%	17%

Table 9: 2014 Successful Applied for position (Grade)	Male			Female		
	Total	FT	PT	Total	FT	PT
Lecturer (7)	-	-	-	1	1	-
Senior Lecturers (8)	4	2	2	2	2	-
Reader (8)	3	3	-	1	1	-
Associate Professor (8)	-	-	-	-	-	-
Professor (9)	-	-	-	1	1	-
Total	7	5	2	5	5	0
		71%	29%		100%	0%

All unsuccessful applicants were full time and reasons were related to not meeting specific criteria, indicating that unsuccessful applications can be well defended when the criteria and process are clear and transparent. These candidates were given clear feedback about the process and the decisions.

2016 data show promotions procedures are working equitably and the overall success rate of applicants over the past three years is 87% (41/47) (Table 6) although the numbers of staff applying each year are relatively low (Tables 6-9). To encourage applications annual promotions workshops (Action 5.9) and trained advisors (Action 5.10) will be provided.

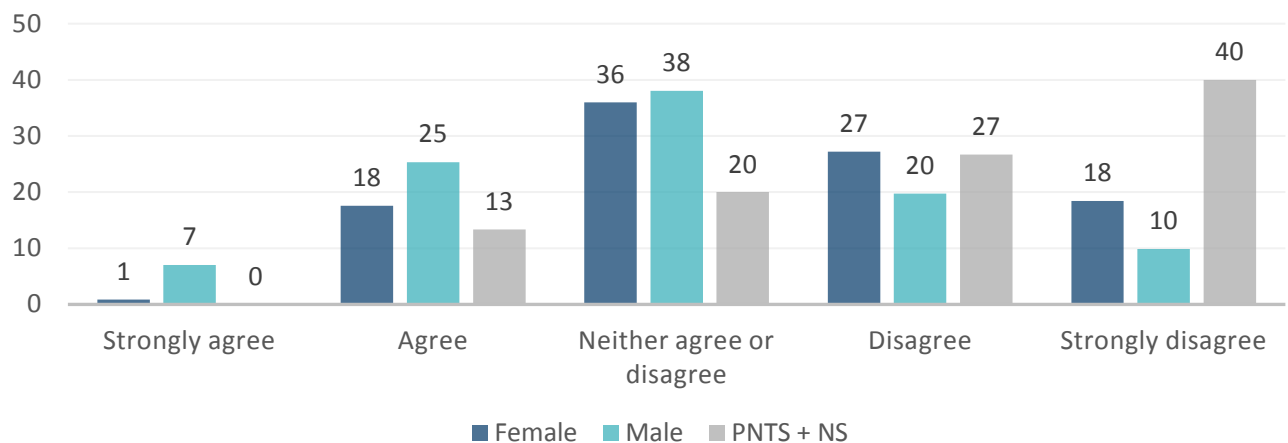
Perceptions of the promotion process

The staff survey indicated:

1. No significant difference between gender overall but a significant difference between male and female academics (all grades) regarding perception of equal opportunities in applying for senior roles. 44% (33/77) of females disagreed and 26% (20/77) agreed there are equal opportunities; the opposite was true for males (19.4%, 12/62 disagreed and 56.5%, 35/62 agreed).
2. Overall females were less likely to say they understood the promotion process and criteria, although perception of understanding improved for both genders at higher grades.
3. There is a stronger perception by female academics (all grades, part-time or full-time) that there is not sufficient support available for those applying for promotion. Only 17% (12/69) of women agreed they have sufficient support compared to 46.3% (19/41) of males.

Academics and researchers expressed more disagreement than agreement with the statement that 'the promotions process and criteria are both fair and transparent' (**Figure 22**). 43.5% (30/69) of female respondents disagreed while 29.9% of male respondents (12/41) disagreed. Only 18.8% of female respondents agreed (13/69) while 34.1% (14/41) of male respondents agreed. No meaningful difference was found between part time and full time staff.

Figure 22: Percentage and number of each gender agreeing "The promotion process and criteria are both fair and transparent"



The survey perception data indicate a need to provide more transparent information, before and during the promotions process. We noted that University of Bristol Veterinary School described similar survey findings in their 2015 Athena SWAN Bronze award application and successfully introduced promotions workshops and academic advisors to inform, train and support their staff through the promotions process, which we will also commit to implementing these (**Action 5.10**).

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on 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.

A higher proportion of male academics are researchers that contribute to REF submission. However, the gap between male and female members of staff occupying those roles has narrowed between RAE

2008 and REF 2014 with a 19% increase in female REF eligible academics. In contrast, there was a slight decrease in numbers of REF eligible males (**Table 10**).

Table 10: REF Returnable staff in the last 2 assessment exercises								
2008					2014			
	Eligible		Submitted		Eligible		Submitted	
Male	84	64%	73	87%	82	59%	68	83%
Female	48	36%	34	71%	57	41%	45	79%
Total	132	-	107	81%	139	-	113	81%

In 2008, a higher proportion of male eligible staff were returned than female eligible staff; (87% vs 71%). This improved in 2014 with 83% of eligible males returned vs 79% of eligible females. This was partly aided by a greater confidence in the way reduced numbers of outputs for early career researchers and staff with individual circumstances (including parental leave) would be dealt with in REF 2014, and due to improved HEFCE guidance. Benchmarking indicates we submitted a higher proportion of eligible females for both assessment exercises than the sector average for eligible females which was 48% and 51% in 2008 and 2014, respectively (HEFCE). Despite this favourable comparison, we continue to seek to improve gender parity in the REF submissions. Staff workshop feedback gave a strong support for this activity and we will ensure all researchers are supported in producing returnable work and continue to uphold the RVC REF submission policy (**Action 8.4**).

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5.2. Key career transition points: professional and support staff

(i) Induction

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

(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 any evidence of a gender pay gap in promotions at any grade.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels. 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?

RVC's training programme provides personal and professional development courses, updated annually and advertised on the intranet. Additional training opportunities are identified at annual appraisal. A mandatory management development programme (MDP) for new managers provides courses to enhance knowledge and skills in line with responsibility, such as conducting appraisals and recruitment and selection.

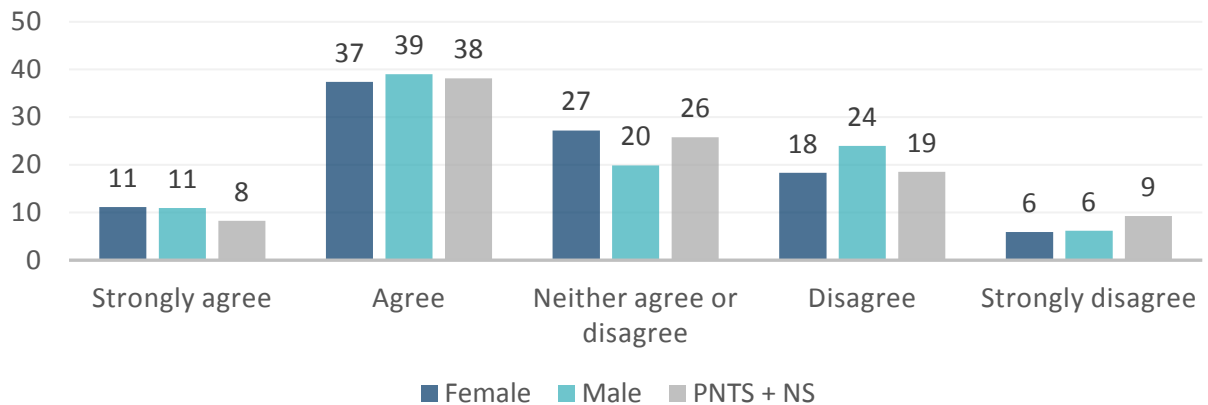
Overall training uptake is approximately 39% (363/911 in 2016); 70% of delegates were female (253/363) and 30% male (110/363) in line with staff ratios.

Staff are required to undertake Equality and Diversity training every two years. Completion rates are monitored by HR and reported to Line Managers. Current completion rates are 70% across all staff and going forward we will:

- ensure the appraisal and promotions process includes a requirement to take E&D training (**Action 2.1**)
- promote the training through targeted communications and monitor it at the most senior level (**Action 2.2**)

Survey data indicates approximately 50% of staff agree that the training provided is relevant and useful for career development with no gender difference (**Figure 23**), and overall, far fewer staff disagree with this statement.

Figure 23: Percentage and number of each gender agreeing 'RVC provides relevant & useful training opportunities to support me in my career development'



Furthermore, staff feel supported and encouraged to attend training; 57% (176/309) of females and 64% of males (95/147) agreed/strongly agreed with this statement compared to 21% of females (64/309) and 18% of males who disagreed/strongly disagreed (27/147).

However, when questioned if they had time and capacity to undertake training for career development, 38% disagreed (83/218 with no difference between genders) demonstrating that many feel unable to leverage opportunities, even when they are available. Training is a particular focus of the new appraisal system, where the individual identifies training needs specifically related to their developmental and career objectives. As a result of this analysis and as suggested at the staff workshops, we will:

- evaluate formal training for value added to career progression (**Action 5.5**) and review the MDP (**Action 5.6**)
- Improve professional development opportunities valued by staff across roles (**Action 5.7**)

(ii) **Appraisal/development review**

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The annual appraisal cycles begins with training for both appraiser and appraisee, which has been attended equally across genders. Data indicates a significant decline in participation rates in the past year (**Table 11**: no discernible difference between gender or grade for non-completers).

Table 11: Appraisal completion 2013-2016

Appraisal year	% of staff appraisals conducted
2013/2014	89
2014/2015	84
2015/2016	57

Feedback indicates staff did not feel appraisals were sufficiently developmental; for example training objectives were not being linked to developmental or career goals. Survey data indicates 58% (227/394) of respondents felt appraisal discussions were beneficial to career development and aspirations, whereas 42% (167/394) did not, with no difference between genders. As a result of the decline in completion rates and data from our previous Athena SWAN survey, the RVC's appraisal system has been modified to focus on development of the individual. Given the benefit that reviewing personal development objectives brings, we will:

- aim to achieve the goal of 95% completion rate by 2020, report completion rates and actions taken to the College Executive Committee (**Action 5.3**)

Survey data show that, at last appraisal, 65% (109/168) discussed work-life balance, workload and work allocation, with no significant differences between genders. Overall 87% (146/168) discussed strengths and achievements; however 95% of males (61/64) discussed this topic compared to 80% of females. Overall, 68% (113/168) of staff discussed career progression/promotion with no significant difference between genders. However amongst academic staff, a significantly higher proportion of males (67%; 40/60) discussed this compared to females (44%; 28/64), with no notable difference with grade. To renew focus on parity of experience in appraisal we will:

- update appraisal process guidance to ensure it supports career development (**Action 5.1**), include appraisal training in the Management Development Programme (MDP) (**Action 5.2**)

(iii) Support given to academic staff for career progression

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

A variety of schemes are available to advance academic and research careers. Mentoring is organised at the departmental level, with a guide on the intranet and training courses to support this process. However, due to its personal and informal nature, mentoring uptake is not monitored and it is not known if it is effective. Previous attempts at formal mentoring arrangements for academics showed a very low uptake, but survey data indicates that such support is still perceived as valuable.

The survey asked a specific question on support for academic (including postdoctoral) career progression, listing the examples of mentoring, coaching and shadowing. Overall, few academics and researchers thought there was good support; 28.2% (61/216) agreed and 41.7% (90/216) disagreed. Significantly more males agreed there was good support (39.5%;30/76) compared to females (22.8%;28/123) and more females strongly disagreed (48.8%;60/123) compared to males (26.3%;20/76) indicating gender disparity. Therefore, more support for staff with regards to mentoring, coaching and shadowing should be provided and we will:

- revisit and redefine RVC's mentoring provision (**Action 6.5**), evaluate mentoring arrangements (**Action 6.7**) and upskill line managers on providing this support (**Action 6.6**)
- as a result of feedback from staff workshops, create a standardised academic, research and clinical CV that is publically available as case studies for success (**Action 6.10**)
- investigate the 'leak pipeline' and produce data that can lead to actions (**Action 8.3**)

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake 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?

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

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

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

5.5. Flexible working and managing career breaks

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

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

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

Maternity leave requests are automatically approved for 6-12 months depending on the nature of the role, with provision for payment of stipends for PhD students and Senior Clinical Training Scholars, and grants can be extended or maternity cover provided for contract researchers thanks to work done through the Research Concordat. Provision for staff on permanent and fixed term contracts is the same.

Before maternity/adoption leave, the member of staff meets with HR to be individually informed of the maternity/adoption leave policy and benefits, including shared parental leave and flexible working. This information is also available on the RVC's Family Friendly intranet page.

Survey data demonstrates a high awareness of the RVC's maternity (94%, 314/334), paternity (74%, 248/334) and adoption leave (63%, 209/334) policies across the RVC.

Shared parental leave uptake is relatively low for those eligible; one female out of 10 eligible staff (one of whom was male). All those eligible for adoption leave have taken it (one female).

The staff survey showed that those who took family leave felt supported before taking the leave, across genders, contract type, grade or role. Only one female and one male felt unsupported from 32 eligible staff who answered this section of the survey. We will continue to work on supporting our staff as this seems to be working well currently.

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

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

Provision for staff on permanent and fixed term contracts is the same. During leave, there is a voluntary system of 'keeping in touch days'. In response to our previous Athena SWAN application under the driving force of the Equality and Diversity Committee the RVC established a central family leave budget, enabling departments to automatically fund replacement cover for the maternity/adoption leave period.

The survey showed staff generally felt supported during this leave (73%, 19/26). This positive perception is pronounced despite the small numbers eligible to answer these questions. There were, however, some strong sentiments of disagreement from a small number of individuals (4 staff members (13.3%) across academic, research and professional services categories). To provide additional support to staff, we will introduce a buddy system for staff planning extended periods of leave (**Action 6.8**).

(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.

Provision for staff on permanent and fixed term contracts is the same. Staff have the option to put in a flexible working request prior to or upon returning to work and HR supports both the manager and employee in ensuring this transition is smooth.

The survey showed that overall, 60% (18/30) of staff that returned to work felt supported with no difference between genders. Of the 20% of respondents who felt unsupported (6/30), 17% were female and 3% male. Part-time staff perceived the least amount of support, with 45% (5/11) feeling unsupported.

The buddy system (**Action 6.8**) should provide additional support but as we do not have data on the specific reasons on why staff were dissatisfied we need to revisit the way we ensure all our staff feel sufficiently supported on return, particularly those on part-time arrangements. To address this, we will develop a flexible working section on the intranet as a focus information hub (**Action 4.4**) and make the current 'Managing Flexible Working' training a mandatory part of the MDP (**Action 4.5**).

(iv) Maternity return rate

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

Table 12 provides maternity return rates for the past 3 years. Two years show high return (100% and 97%) with 78% in 2014/15 (**Table 12**). We do not have information on grade or contract status for these staff or reasons for not returning and we will collect data on non-returners, considering all equality characteristics (**Action 7.1**).

Nationally, 77% of UK females on maternity leave return to work within 12 months; 84% of these returned to the same employer (Government Equalities Office 2009/10), therefore we perform well against the national picture. To ensure we retain and support our much valued staff, a renewed focus on supporting flexible working is planned (**Actions 4.1-4.6**).

Table 12: Return rates after maternity leave

Year	No. taken Maternity leave	No. returned within 12 months	% returned	No. not returned during next 6-12 months	% not returned
2013/14	18	18	100%	0	0%
2014/15	27	21	78%	5	19%
2015/16	29	28	97%	1	3%

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

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

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Information regarding these policies and benefits is detailed on our Family Friendly intranet page. Provision for staff on permanent and fixed term contracts is the same. The RVC's Paternity Leave Package is up to two weeks paid leave. Shared parental leave is paid at statutory levels. Adoption leave entitlement is identical to maternity leave.

In the period 2013-2016, 19 members of staff took paternity leave and 1 member of staff took adoption leave. One male academic member of staff took shared parental leave and one male member of staff took parental leave (**Table 13**). Data on grade is not available.

Table 13: Overview of leave taken 2013-2016 by role and contract status

		Maternity	Paternity	Shared	Adoption	Total	%
Academic	Full time	11	9	1 (M)		21	27
	Part time	9				9	11
Research	Full time	1	1			2	2
	Part time		1			1	1
Professional Staff	Full time	13	6		1 (F)	20	27
	Part time	23	2			25	32
All leave		57	19	1	1	78	

The Athena SWAN staff survey asked respondents who were eligible, and did not take any form of leave, to provide reasons why. Few opted to answer this question (15) and no particular pattern of responses could be discerned.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The RVC has a formal flexible working policy and a published Flexible Working Guide. Staff are kept informed via the Family Friendly intranet page, at family leave meetings with HR and through line managers. However, survey data shows that only 38.6% (128/332) of staff were aware of the Flexible Working Guide while 42.2% (140/332) were familiar with informal flexible working arrangements. Clinical staff were most likely to be unaware of the guide: 23.8%, 10/42.

Formal requests (2014-2016) have a 77% (30/39) approval rate for females and 80% (4/5) for males. 66.6% of rejected requests in the period (6/9) were due to impact on clinical services rota schedules. However, significant improvements have been made in flexible working arrangements for clinical staff since our last Athena SWAN application, as veterinary nurses are now supported to work part-time, which was not previously the case.

Survey respondents who requested flexible working arrangements indicate confidence in the process is high. 80.6% (79/98) indicated that line managers handled requests with competence and knowledge with no difference across job roles or grades. 52% of respondents made informal arrangements (50/96) compared to 39% with formal arrangements (38/96). We found no difference in uptake between genders.

The HR department provides training for managers, which promotes the business benefits of flexible working. The RVC policy requires that managers contact HR before declining a flexible working request to ensure a best fit approach between the business and personal case. However only 49% of managers (20/41) responding felt the RVC provides sufficient support and information on handling flexible working requests.

To address these issues and embed flexible working in the culture of the RVC, we will:

- improve visibility of flexible working through staff workshops (**Action 4.1**) whose attendance is reported to CEC (**Action 4.2**)
- develop a flexible working information hub on the intranet (**Action 4.4**)
- upskill managers on dealing with requests (**Action 4.5**)
- ensure HR is consulted prior to any refusal of flexible working requests (**Action 4.6**)

(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 to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Currently there are no formal structures to support this transition, and a member of staff must make a business case to return their hours to full time. Staff can make a request for changes in work patterns

during their appraisal. We do not have data to show how many people have made this transition in the past 3 years or whether they felt supported to do so; therefore we will:

- collect data on specific requests to understand the impact (**Action 7.2**)
- upskill managers on dealing with requests (**Action 4.5**) and consult HR (**Action 4.6**)
- update appraisal process guidance (**Action 5.1**) and include appraisal training in the Management Development Programme (MDP) (**Action 5.2**)
- revisit and redefine RVC’s mentoring provision (**Action 6.5**), evaluate mentoring arrangements (**Action 6.7**) and upskill line managers in mentoring (**Action 6.6**).

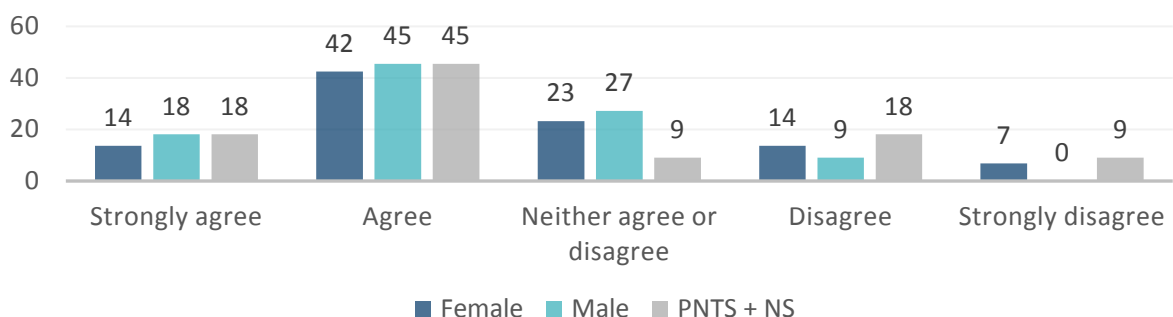
(viii) Childcare

Describe the institution’s childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

As a result of the previous Athena SWAN application and driven by the EDC, the RVC now provides a safe and private space to express milk on both campuses. We are currently unable to provide in-house childcare facilities; however, our Family Friendly intranet page details providers local to both campuses. Flexible working, leave policies and childcare vouchers constitute the range of formal provision.

In response to our previous Athena SWAN application, the RVC undertook a specific childcare survey (October 2015) to investigate demand for onsite childcare provision. 361 staff responded (40% of staff). 72% (260/361) supported on-site provision although 21% (76/361) indicated they would use it only if it met their specific requirements (=8% of all staff). Data indicated the number of FTE nursery places staff required was 78.60 however this fell short of the ~90 FTE minimum that providers require for economic sustainability.

Figure 24: Percentage and number of each gender agreeing 'My childcare and/or caring arrangements and responsibilities are understood and accommodated for at the College'



The Athena SWAN survey indicated that overall, staff feel that childcare and caring arrangements are understood and accommodated for (**Figure 24**). There were no differences between genders, roles, contract status or grades, however numbers of respondents to this question were relatively small (69). In the future we will make an explicit commitment to reengage the community about interest in such facilities when capital works are being considered (**Action 7.3**).

(ix) Caring responsibilities (93 words)

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The Family Friendly intranet page has links to extensive resources for carers via *Care First* as well as the Flexible Working and Parental Leave policy. 44 flexible working requests have been made since 2013; 23% (10) for childcare, 39% (17) for childcare following maternity leave and 2% (1) for caring responsibilities with 36% (16) for other reasons. Furthermore, open text responses from our survey included some concerns about approaching managers with requests for flexible working for caring reasons. In order to support carers, and as supported by participants in staff workshops, we will:

- improve visibility of flexible working through staff workshops (**Action 4.1**) whose attendance is reported to CEC (**Action 4.2**)
- develop a flexible working information hub on the intranet (**Action 4.4**)
- upskill managers on dealing with requests (**Action 4.5**)
- evidence interest in introduction of a carer's network (**Action 7.4**)

5.6. Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

The RVC has appointed an Equality and Diversity Manager for the first time in its history, with a remit that includes monitoring and reporting on the progress of the Athena SWAN action plan through the Equality and Diversity Committee (EDC). A cornerstone of the renewed commitment to Athena SWAN at the most senior levels is demonstrated by the fact that the Athena SWAN application action plan will be implemented by EDC who have an accountable and prominent remit, reporting directly to the College Executive Committee (CEC). All senior committees have Equality and Diversity as an item on the agenda. In addition, the Chair of EDC is now on the CEC.

The whole SAT are ambassadors for Athena SWAN values and understand the importance of engagement with E&D issues. There is a prominent link (**Figure 25**) to the E&D page on the RVC intranet, including latest news on Athena SWAN and the opportunity to leave anonymous comments for the new E&D manager.

Figure 25: Prominent link from the front page of the intranet to the E&D page

EQUALITY AND DIVERSITY AT THE RVC

Including latest news on
Athena SWAN

[Equality and Diversity page](#)

Actions embedding gender equality identified in previous Athena SWAN applications have already been implemented including scheduling committee meetings during core hours (9am – 5pm) and mandatory gender balance on recruitment panels (both since 2015). The Governance team have embedded E&D into all terms of reference for key decision making committees. In order to further embed Athena SWAN ethos within the RVC's culture we will:

- ensure E&D is a consideration on key decision making committees (**Action 1.11**)
- create targeted communications about E&D and Athena SWAN, celebrating successes: promotions, grant wins, awards and role models across a spectrum of staff (**Action 1.4, 1.5**)
- create a culture of mentorship and support (**Action 6.5, 6.6, 6.7**); this was supported overwhelmingly in our staff survey (70% of females and 61% of males)
- Ensure E&D policy and practice is reviewed and assessed for impact and develop an action plan for areas of concern (**Action 2.6**)

Perception of inclusivity in the RVC

The staff survey demonstrates:

1. Broad agreement that the RVC is an inclusive place of work where diversity is valued (only 13.3%, 68/513 disagreed), with no difference across genders contract type or grade.
2. Perception that senior leadership and management at the RVC encourage a diverse and inclusive culture (50.1%, 257/513 agree, compared to 25.9% 133/513 that disagree), with no difference across genders, contract type, grade, disability or ethnicity,
3. There is less agreement that senior management are perceived as being diverse and inclusive compared to the RVC as a whole (50% agree 257/513, 25% disagree, 25% neither/ nor 128/513),

Staff who attended the workshops noted that it would be good to 'demystify' CEC and bring more of its activities to light through better communication, transparency and accessibility. As a result, we will:

- improve representation of staff at CEC meetings (**Action 1.2**)
- host twice yearly town hall meetings for all of the community (**Action 1.3**)

Furthermore staff supported the idea of improving communications and celebration of success in general:

- create targeted communications about E&D and Athena SWAN, celebrating successes: promotions, grant wins, awards and role models across a spectrum of staff (**Action 1.4, 1.5**)
- host inaugural lectures to bring the community together (**Action 1.6**)

(ii) HR policies

Describe how the institution monitors the consistency in application of its 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. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

All new managers are automatically enrolled on the mandatory Management Development Programme (MDP) which includes training on key line management duties such as budgeting, recruitment, disciplinary procedures, etc. To enhance the MDP, we will:

- promote the training through targeted communications and monitor it at the most senior level (**Action 2.2**)
- bring a renewed focus on unconscious bias training (**Action 2.4**).

Key HR policies, including equality, dignity at work, bullying, harassment, grievance and disciplinary processes, are regularly reviewed and updated in consultation with the Joint Negotiating Consultative Committee.

Analysis of survey data indicates 61.4% (316/515) of staff feel HR policies are clearly signposted and easily accessible compared to 17.7% (91/515) who didn't, without differences between genders. There is no current formal monitoring of how these policies are applied or comparing practice with the policy. The RVC is currently under-taking a review on how it measures the impact of all its policies, practices and procedures under the leadership of the new E&D Manager, and in future we will:

- develop and conduct an Equality Impact Assessment on all relevant new or existing policy (**Action 3.5**)
- gather data and analyse steps needed to bring policy and practice together (**Action 3.6**)

Survey data indicates that 72% (371/515) of staff thought line managers/supervisors would deal effectively with any complaints about harassment, bullying or offensive behaviour with no difference across genders.

RVC has a harassment advisors network, composed of volunteers who support and advise staff who are being bullied without involving direct managers. However, only 70/334 (21%) of all respondents were aware of it, therefore we will renew efforts to publicise this valuable resource (**Action 8.5**).

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Between 2013 and 2016, there have been two female heads of academic departments (CBS and PPB), two female VPs (Director of Finance and VP for Strategy & Governance) and three male VPs. The Principal and Deputy Principal are male. Heads of PS units are more gender diverse, with eight female and 5 male leads in this period. Senior roles are designed on a rotational basis and it is recognised that diversity is needed thus a more dedicated approach to succession planning is needed. Understanding that this might take a significant amount of time and effort, we are committed to;

- the creation of deputy leader roles, developing and promoting leadership skills (**Action 5.4**).
- the formal identification of female leaders (**Action 6.3**), recognition of them within our community (**Action 6.4**) and provision of mentoring, coaching and shadowing opportunities (**Action 6.5**)

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

In consideration of membership of committees, RVC acknowledge the balance between representation and workload impact as sector data shows that women have a disproportionately high representation on operational committees and membership does not necessarily lead to career advancement. RVC commits to fair representation on all committees and fair workload distribution.

There are 22 Committees in three areas: Governance, Operations and Academic. Due to our size and number of staff, this and question 5.6 (iv) will also be answered in this section.

Governance committees (**Table 14**) are comprised of members of the Governing body and, aside from the Principal do not have any RVC staff representatives. After a governance review, led by our RVC Council Chairman Lord Curry of Kirkharle, and the hire of additional personnel to support this area in the last two years, a framework was put into place to broaden the recruitment pool of governors based on the skills required and with an explicit commitment to a minimum of 30% female membership. Representation is on an improving trend over the past two years, from 17% in 2015 to 35% at the time of writing this application. As members of Council are members of other committees, this will result in an overall improvement in gender balance going forward.

Table 14 - Governance committees			
	M	F	% female
Council	9	5	36%
Finance and General Purposes	5	1	17%
Audit	3	1	25%
Senior Staff Remuneration Committee	4	1	20%
Nominations and Fellowships	4	0	0%

Membership on Operations and Academic committees is decided by the role an individual holds (e.g. members of academic board are Professors or Readers). Positively, the staff survey showed a high level of agreement (65% female and 64% male) that committees are inclusive and value diverse opinions and perspectives. Furthermore, the nature of the roles on the most senior management committee has changed to allow for improved functional representation since our last application, resulting in an improvement in gender diversity too, from 8% (1/12) female representation in 2014 to 35% (6/17) at the time of writing this application.

However, female representation is above 40% on only 6/17 committees (**Table 15**) and we recognise that this is a primary area for further action. The predominance of male staff in senior academic positions is clearly visible in the breakdown of roles and gender (**Table 16**).

Table 15: Operations and Academic committees by gender				
	FEMALE		MALE	
	Safety	4	27%	11
Ethics and Welfare	4	44%	5	56%
Vice Principals Group	1	14%	6	86%
College Executive Committee	6	38%	10	63%
Capital Projects Management Group	3	23%	10	77%
Strategic Land Projects Group	1	20%	4	80%
IT Strategy Group	2	20%	8	80%
Joint Negotiations Committee	5	56%	4	44%
Equality and Diversity Committee	11	65%	6	35%
Clinical Services Board	3	30%	7	70%
Academic Board	17	30%	39	70%
Learning, Teaching and Assessment	15	50%	15	50%
Teaching Quality	6	46%	7	54%
Student Development Committee	12	63%	7	37%
Research Strategy Committee	5	33%	10	67%
Research Development	7	39%	11	61%
Academic Probations and Promotions	2	20%	8	80%
All members (including students)		39%		62%

Table 16 – Operations and Academic committees by role				
	Female		Male	
	No	% of all	No	% of all
Academic	55	20%	116	43%
Professional Staff	29	11%	43	16%
Other (including students)	20	7%	9	3%
	104	39%	168	62%

As a first basis for improving the diversity in the future we will:

- ensure committee roles are rotated (**Action 1.9**) and review barriers (**Action 1.7**)
- accurately monitor attendance (**Action 1.10**) and representation (**Action 1.8**) at committees to understand the balance
- improve routes to senior roles that will address some of the imbalance on committees (**Action 5.9, 5.10**)

Furthermore, committee members are exclusively in the grade brackets 6-9 (**Table 17**), although some of these data was not retrievable as permission could not be obtained (listed as unspecified). Representation from students is minimal due to the nature of membership.

Table 17 : Grades of committee members

Grade	Women	Men
	%	%
6	1%	-
7	3%	2%
8	9%	9%
9	9%	23%
Students	1%	0%
unspecified	23%	22%

Although most are members of a single committee, several senior staff (grades 8&9) are members of multiple committees (Table 18).

Table 18: Attendance at multiple committees by gender (2016)

Number of Committees	8	7	6	5	4	3	2
Males	3	2	1	2	11	10	17
Females	1	-	1	2	4	4	10

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

See section (iv) above

(vi) Committee workload

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

Analysis of survey data indicates that professional staff were involved in committee work for 5% of their working time while academic and research colleagues reported 10%. However, we are unable to measure the impact of committee work by gender, nor accurately monitor attendance at Committees. Staff feel that managers are mostly supportive and understanding of the impact of committee work (only 11.8%, 60/510 disagreed), with no difference across genders job roles. While the data in this and the previous sections does not highlight major issues with committee workload overall, we are mindful of gathering a fuller picture of the impact on genders in order to identify specific future actions, therefore we will:

- accurately monitor attendance (Action 1.10) and representation (Action 1.8) at committees to understand the balance
- ensure committee roles are rotated (Action 1.9) and review barriers (Action 1.7)

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

HR currently follow best practice but with no formal gender equality impact assessment. The survey indicates that staff overall agree (57.6%; 297/516) that the RVC policies, procedures and practices show consideration of gender equality with only 12.8% (66/516) disagreeing (no differences in gender). However, we are aware that for best practise, a formal framework for E&D impact assessment of RVC procedures and policies is needed, and we will develop and conduct an Equality Impact Assessment on all relevant new or existing policy (**Action 3.5**) and gather data and analyse steps needed to bring policy and practice together (**Action 3.6**)

(viii) Workload model

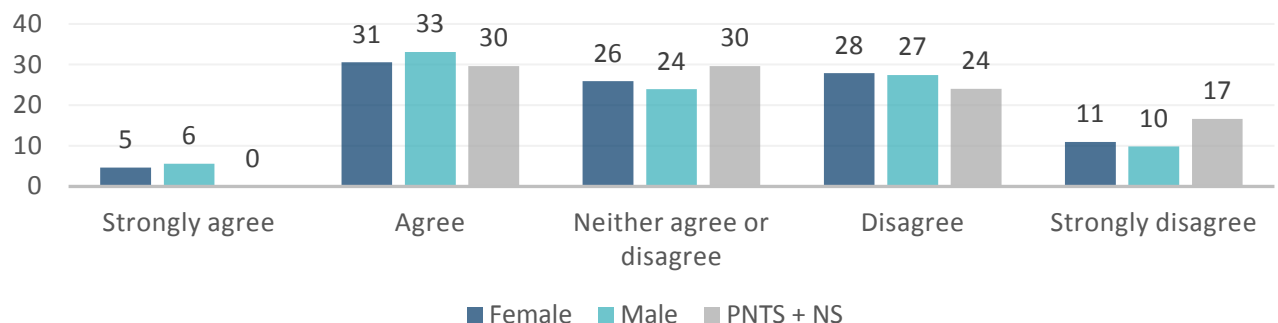
Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to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

A significant proportion of our staff, particularly academics across genders, indicated a strong perception of a lack of transparency and fairness in work allocation with strong support for an effective workload allocation model (particularly in CSS).

37.8% (194/513) of all staff do not think work is allocated on a transparent and fair basis (**Figure 26**), with no difference across genders. The disagreement was highest for academics at 54.9% (89/162; no difference across genders). There was no significant difference between full time and part time staff.

Staff workshops and the survey showed that a workload allocation plan is overwhelmingly considered as beneficial, with 62.3% (134/215) in agreement (no difference across genders). High agreement was expressed across CSS (72.2%, 57/79), PPB (68.6%, 24/35) and PPH (62%, 31/50) departments, with CBS at 43.5% (20/46).

Figure 26. Percentage and number of each gender agreeing 'work is allocated on both a transparent and fair basis at the College'



Smaller functional groups in the RVC operate successful models; a teaching workload model has been developed in the PPH department and this best practice could be emulated within all departments.

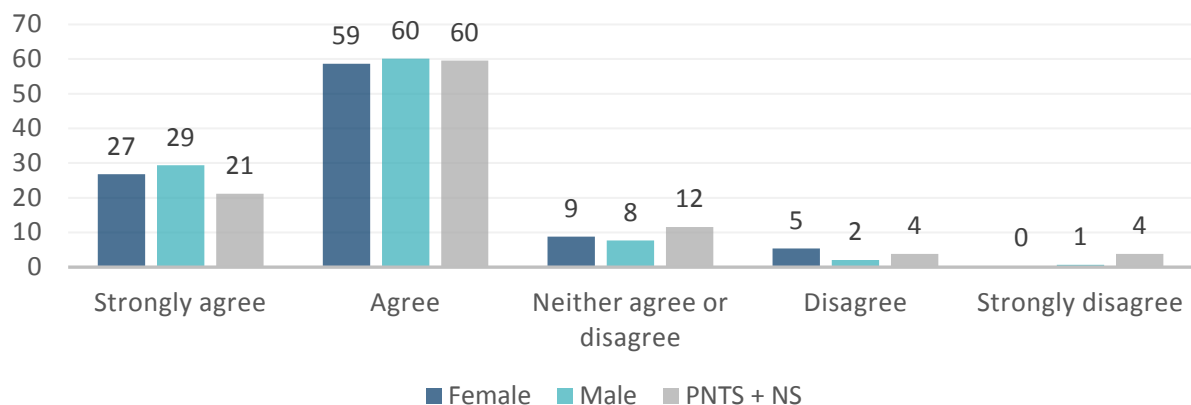
In response to staff feedback and the increasing numbers of part-time and flexible-working academic staff, a working group has already been established to develop an academic workload model (**Action 6.9**) which will consider the full range of responsibilities for individuals from their Individual Career Plan (ICP) so that it can be linked to promotion and probation criteria. E&D data gathered as part of the workload allocation model will be reported back to EDC annually.

(ix) **Timing of institution meetings and social gatherings**

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

The timing of RVC meetings was identified as an action in our previous Athena SWAN application and official working hours 9am – 5pm were established in 2015, with the notable exception of our on-site hospitals. CEC monitor and ensure that key meetings are held between 10am and 4pm as far as is practical, and will continue to do so. In the staff survey there was overwhelming agreement across part time (79.8%;71/89), full time (83.5%;319/382) staff, and those with caring responsibilities (82.1%;174/212) that important meetings are held within core working hours (**Figure 27**).

Figure 27: Percentage and number of each gender agreeing 'Important College meetings are typically within core working hours (9am – 5pm)'



Staff were also asked whether important meetings and events outside of working hours are planned far enough in advance. Overall, 56.9% (292/513) staff agreed, while only 9.7% (50/513) disagreed, with no significant difference between genders or those who work part time versus full time.

Formal social gatherings are relatively limited and typically include an annual Principal’s address during core working hours where all staff are invited for refreshments afterwards. An annual subsidised staff Christmas Party is held in the evening alternating between campuses each year of which in excess of 200 staff attend.

Graduation is an important part of the RVC calendar. After the event itself, a complimentary party is held for staff to celebrate the success of our students and staff, attended by approximately 100 staff at the Graduation venue during working hours. Staff are invited to celebrate special occasions, such as recent afternoon celebrations to mark our 225th anniversary attended by approximately 300 staff on both campuses. Staff were asked whether work-related social gatherings at the RVC were inclusive for all and 61% (314/514) agreed overall while 16.9% disagreed (87/514) with no significant difference between gender or part time versus full time staff.

(x) **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 institution's website and images used.

RVC events such as Graduation and the Christmas party are managed by the Events Manager in the marketing department, who ensures that images and messages are inclusive and representative of our diverse community. Our Brand Guidelines and Events Booking Process reference E&D considerations.

Other events include workshops and seminars. Between 2014-2016, a total of 465 individual events were held in which 291 staff members participated of which, on average were 53% female and 47% male including:

- A continuing professional development programme for internal and external participants.
- Regular seminars involving invited external speakers, or internal research staff and PhD students for an internal audience. Participation is voluntary and requires specific expertise.
- Training workshops for internal staff. Participation is voluntary and criteria include specific expertise and availability.

This balance is very positive and representative of the proportions of females and males in the academic departments.

However, staff survey data demonstrates:

1. Male academics were significantly more likely to feel they have been sufficiently encouraged and given opportunities to represent the RVC (74.6%;47/63) than their female counterparts (49.4%;127/310).
2. Female academics feel most strongly that there are not enough female role models at the RVC (58%, 51/88 versus 11.3%, 7/62 males). This is not surprising considering the predominance of male senior roles at the RVC.

Clearly, more can be done to encourage opportunities for women and promote role models of all types across the RVC and we will:

- update appraisal process guidance to ensure it supports career development (**Action 5.1**)
- include appraisal training in the Management Development Programme (MDP) (**Action 5.2**)
- revisit and redefine RVC's mentoring provision (**Action 6.5**), evaluate mentoring arrangements (**Action 6.7**) and upskill line managers on providing this support (**Action 6.6**)
- Actively promote role models (**Action 1.4, 1.6, 6.4**)

(xi) **Outreach activities**

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

In the period of 2013-2016, overall, 143 staff attended 1799 events (60% female, 39% male and 1% gender unspecified). Staff survey data shows both female and male staff in academic /research spheres dedicate an average of 4-6% of their time for such events.

Data from the survey showed that 34% (67/197) felt the RVC recognises and values participation in additional activities not typically part of job duties (such as mentorship or attending recruitment events) when considering appraisals and opportunities for promotion, 31% (63/197) neither agreed nor disagreed while 34% (67/197) disagreed with the statement, with no difference across grades or genders. In order to support and recognise these valuable activities, we will include training (**Action 5.8**), mentoring and professional development activity (**Action 6.9**) in the new workload allocation model.

Events hosted at the RVC across our two campuses in the period of 2014-2016 had 7,600 student visitors. Approximately 91,000 attendees are counted for our Widening Participation events, involving visits to colleges, primary and secondary schools and others. Specific work on widening participation is underway, with a particular focus on inclusion of young men to support their under-representation on RVC undergraduate courses and their underrepresentation in the sector generally. Data on the gender of participants at our events is currently not collected, and due to many events being open to the public or interest groups, is difficult to gather or estimate post-event.

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Due to our small size, the Royal Veterinary College will not encourage departmental attempts at the Athena SWAN awards. Instead we will seek to cement and fortify our activities at an institutional level, including implementation of the proposed Bronze award action plan lead by CEC and EDC and embedding of the Athena SWAN culture within the RVC. We aim to apply for a Silver Award in future application rounds.

(5409 words)

6. SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Information about supporting Transgender colleagues can be found on the intranet. We acknowledge that we do not currently have policy in place and although ad hoc practice has been implemented to support transgender individuals at the RVC we will update policy to reflect the diversity of the RVC and include guidance on transgender staff and students and monitor impact (**Action 3.1**) and publish a guide to supporting trans staff and students (**Action 3.4**).

At the most recent RVC Equality and Diversity Committee meeting, the guidance on Transgender Equality from ECU was reviewed with the view that a draft policy will be brought to the next meeting

in July 2017. In the meantime, the RVC has arranged a Transgender Awareness Training for EDC members in June 2017 (**Action 3.2**) and subsequent sessions delivered to staff across the RVC.

Following the training, EDC will conduct a staff consultation including staff from the transgender community who have volunteered directly with the Chair, to formulate a policy and actions to raise awareness and deal with discrimination (**Action 3.3**)

(ii) **Monitoring**

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

When drafting the policy, we will create measurable ways of understanding their impact (**Action 3.1**) with the key stakeholders to ensure we can monitor and improve.

(iii) **Further work**

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

In addition to our intranet support resources, creating of a policy and measures, staff training and awareness raising, we will develop and conduct an Equality Impact Assessment on all relevant new or existing policy (**Action 3.6**).

(237 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; for example, other gender-specific initiatives that may not have been covered in the previous sections.

In the past few years, significant efforts were dedicated to supporting contract researchers. This includes the establishment of a Researcher Association for networking and support, tailored training programmes and a wealth of online resources for career management and this has been recognised in our receipt of the *HR Excellence in Research* award.

Furthermore, improvements have been made to the maternity leave policy. PhD students and Senior Clinical Training Scholars are now paid a stipend during maternity leave and contract researchers receive the same support as all staff and guidance to make this known was posted to the RVC intranet.

In the clinical areas, work was undertaken to develop two different tracks of Clinical Educator and Clinical Researcher clarifying routes to progression. Flexible working arrangements and job-share work most successfully in the CSS department and case studies of successful examples have been included in the Flexible Working Guide for the whole RVC.

The RVC has looked to partnerships that promote and enhance best practice in equality and diversity, and to this end a Letter of Intent was signed between RVC and Purdue University College of Veterinary Medicine, an institution whose success in diversity issues has been recognised at a national level in the USA.

Since 2015, RVC students have held an annual conference on Women in Veterinary Leadership; they are supported in this event by staff members who are invited to give talks and facilitate workshops. This provides an opportunity for visibility of staff as role models for students as they prepare for their careers.

(254 words)

8. ACTION PLAN

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




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LANDSCAPE PAGE

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Acronyms and key terms:

Below are the key terms and acronyms that will prove useful throughout the action plan.

- AS = **Athena SWAN**
- E&D = **Equality and Diversity**
- EDC = **Equality and Diversity Committee.** A formal sub-committee of CEC with the remit of oversight and guidance for all E&D related policy and process. The Chair is a member of CEC and membership includes the Principal and representatives of all RVC staff and student constituents.
- SAT = **Self-assessment team.** This will disband after the application and all AS activities will be monitored and reported on by EDC. Several EDC members are on the SAT, including the Chair, Secretary and Clerk.
- CEC = **College Executive Committee.** The CEC E&D Champion is the Chair of the EDC.
- SDM = **Staff Development Manager**
- Intranet = **Widely used source of information** and exchange for all RVC staff and students consisting of announcements, news, published policies and procedures, contact details for staff, departmental pages, institutional calendars, the Principal's blog, an E&D page and Athena SWAN page.
- HOD = **Head/s of Academic Departments**
- MDP = **Management Development Programme.** A series of subject intensive courses available to all staff, but primarily focused on those with management responsibilities. This is mandatory for all new managers.
- SWW = **Staff Wellbeing Workgroup.** Established in 2016 to address issues related to staff wellbeing, the group has already generated a number of recommendations to improve all aspects of staff working life. Members include the Head of Governance, Chief Operating Officer, Academic Registrar, Director of Learning and Wellbeing and an independent external consultant.
- WMG = **Workload Management Group.** A newly established group tackling workload allocation planning and management, tasked with reviewing current activity, consultation and identifying recommendations for the future. Membership includes academics and HR staff.

RVC Action Plan

Red = < 6months, Amber = 6-12 months, Green = >12 months

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
1. Embed Athena SWAN Charter Principles into RVC culture					
1.1	Endorse and support equality and diversity through public avenues	Include statement on commitment to AS charter principles on RVC intranet and internet and recruitment material	June '17	Director of Marketing	Commitment to AS charter principles is visible internally and externally
1.2		Increased attendance and presentations from staff across the RVC at the CEC	Dec '17 March '18, then quarterly	Principal Secretary to CEC	Data shows increase in attendance. AS2020 survey indicates staff perceives CEC as open and transparent
1.3		Host biannual 'Town Hall' meetings for CEC to discuss progress relating to Athena SWAN actions	June '17 and Nov '17, then twice yearly as appropriate	Principal Secretary to CEC	AS2020 survey indicates staff perceives forums as valuable, inclusive and informative
1.4	Identifying role models and creating an inclusive community	Inclusion of AS in key RVC communications (e.g. community newsletter) to include: <ul style="list-style-type: none"> - Current E&D and AS issues and activities - Minutes and highlights of EDC meetings - Celebrating role models across the spectrum of staff - Key highlights of annual equal opportunities monitoring data 	Aug '18 and quarterly thereafter	Director of Marketing	Appropriately resourced, and timely communications that cover these key areas

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
1.5		Celebrate success such as promotions, grants, papers, clinical advancements and teaching awards	Aug '17	HoDs, VPs	AS2020 survey indicates Improved perception of role models for all and that this activity is supportive and inclusive
1.6		Host inaugural lectures and other activities promoting role models	Aug '17		
1.7	Encourage diverse committee representation and balance workload impact	Review barriers to participation and make changes to committee constitutions to ensure gender balance and better representation where that is an appropriate solution	Sep '18	Head of Governance, Planning and Compliance, COO & Principal	Actions complete and impact monitored with the aim of no less 40% of any gender on any committee
1.8		Report representation on committees, including information on gender, grade, FTE, disability and ethnicity data to CEC annually	Sep '17, then annually	Committee Chairs and Secretaries	Data to be used by Head of Governance, Planning and Compliance to ensure that committees are representative of the RVC community
1.9		Ensure that all 'representative' committee roles operate on a fixed term basis, supported by timely monitoring and flagging of expiration of terms and a transparent published process for nominations	Sept 18'	Head of Governance Planning and Compliance	Documented rotation of committee roles. AS2020 survey once again indicates committees value diverse opinions and are inclusive.
1.10		Monitor accurate attendance at committees to subsequently identify next steps needed to address committee workload impact on individuals	Sep '17 onwards	Head of Governance Planning and Compliance & WMG	Data used to ensure a fair and appropriate balance of committee attendance and workload, dependent on role.
1.11		Embed E&D as an agenda item into all committee business, including Academic Board and other key committees	December '17	Head of Governance Planning and	E&D is considered in all discussions and decisions

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
				Compliance Committee Chairs	
2. Strengthen E&D training by adding tools to tackle and address unconscious bias					
2.1	Ensure E&D training is completed by all new and existing staff, particularly staff managers	Appraisal and Promotions processes to include a requirement to check E&D training is completed.	Sep '17 and then annually	Deputy Director of HR & Head of HR Operations	Processes amended and adhered to. Progress reported annually to CEC.
2.2		Ensure access to and promote positive benefits of undertaking this training through targeted communication to all staff. Report levels of completion to CEC during the three month period in which staff are told to complete the training, for their follow up with staff directly.	Immediate	SDM EDC Chair E&D Advisor	Training completion rates >85% by Dec '18, 100% by Dec '19 Reports included in CEC meeting agendas. A decrease in formal/informal complaints, measured via annual monitoring and staff engagement survey.
2.3		Include unconscious bias training in all MDP programme courses that relate to decision making.	July '18	SDM E&D Manager	Unconscious bias training is incorporated into all decision making training within MDP.
2.4		Review E&D training to increase focus on Unconscious Bias (including gender bias)	Nov '17	SDM E&D Manager	Unconscious bias training embedded within the repertoire of E&D training. 2020 AS staff survey indicates >80% of feel comfortable in addressing bias.

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
2.5		Conduct additional briefing session on Unconscious Bias (including gender bias) with CEC	June '17	E&D Manager Secretary to CEC	Increased awareness of barriers towards the promotion of E&D and what their roles and responsibilities are in advancing E&D practices across the RVC.
2.6	Engage and consult with staff regarding E&D issues and ensure this is considered at the highest level.	Investigate perception of E&D training, policy and practice through local E&D champions to inform an E&D impact assessment of key policies and processes such as progression and flexible working. Areas for concern will be fed into HR services for action planning. <ul style="list-style-type: none"> Action plan developed to address key areas of concern Action plan progress reported to CEC and published on E&D intranet page 	June '17	E&D Manager EDC Chair Local E&D champions HR	Action plan to address key areas of concern, with leadership from EDC Chair and all those responsible.
			Feb '18		Action plan approved by CEC and published. Actions being monitored by EDC
3. Develop and enhance the RVC's E&D policy and support framework					
3.1	Update policy to reflect the diversity of the RVC and include guidance on transgender staff and students and other under-represented groups	Broadening the E&D Policy to include policy and practice on transgender staff and students, to be recommended to CEC by EDC. Policy impact to be monitored in future surveys and review of systems data.	Dec '17	EDC Chair and EDC Deputy Director HR	Policy approved, implemented and published on staff intranet. Advertised as available to all staff. AS 2020 survey indicates >80% of staff are aware of policy and feel able to support trans staff and students and tackle discrimination
3.2		Provide briefing sessions on Transgender Awareness to a range of stakeholders, such as senior staff, departmental E&D Champions and HR department	Nov '17	E&D manager	Briefing sessions held

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
3.3		Hold staff consultations, including members from the staff transgender community, to support the development of Transgender Awareness Guidance.	Aug '17	E&D manager Deputy Director HR	Staff working group meetings completed and policy and impact agreed.
3.4		Publish guide to supporting trans staff and students on the intranet	Feb '18	Website Manager	Guide published
3.5	Ensuring alignment between policy and practice.	Develop and conduct an Equality Impact Assessment to measure any adverse impact including barriers to gender equality on all relevant new or existing policy, procedure and practice.	Sep '17	Principal, CEC, E&D manager and Local E&D Champions	Review complete
3.6		Gather data and analyse steps needed to bring policy and practice together, and implement change with CEC approval.	Sep '19		CEC review and approve actions
4. Develop a culture that supports and encourages flexible working					
4.1	Improve awareness and support of flexible working policy and process	Run bi-annual staff workshops to increase visibility of flexible working options, resources and RVC policy. To be held at various times to allow attendance of staff on different work patterns and attended by members of CEC, local E&D champion and RVC role models who successfully use flexible working arrangements	April '18	E&D manager SDM	Workshops held successfully on a bi-annual basis. AS 2020 survey indicates >70% of staff are aware of policy and flexible working options at the RVC

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
4.2		Monitor workshop attendance and report to CEC through the annual Equal Opportunities Monitoring report.	Oct '18 and then annually	E&D Manager EDC Chair	CEC receives report and ensures staff attend.
4.3		Investigate how to support clinical staff with flexible working and create a list of actions for future implementation.	June '18	VP Clinical Services HoD CSS	Update policy and process if changes are required.
4.4		Develop a 'Flexible Working' section on the intranet as a focused hub of information for all staff with links to Flexible Working toolkit and Guide for Managers, as well as specific examples of RVC best practice.	April '18	Website manager Deputy Director of HR COO & Director of HR Operations	Intranet page set up. AS2020 survey shows the staff access this new resource and find it useful.
4.5		'Managing Flexible Working' training to become a mandatory part of MPD, and include understanding the benefits to business. All new managers of staff trained. Attendance reported to CEC on an annual basis through the Equal Opportunities Monitoring report.	Sep '18	SDM	Attendance by new managers 100%. CEC monitors attendance. AS2020 survey shows staff feel the RVC is supportive of flexible working arrangements.
4.6		Remind managers will to consult with HR prior to an official refusal of a flexible working request. The staff member will also be consulted	Ongoing	SDM	AS2020 survey indicates >80% of those who go through this process see it as fair and transparent.

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
4.7		Review ICP/APPP to include a focus on compatibility with models of flexible working	Dec '17	Head of HR Operations	Update the ICP/APPP process if review identifies changes is required.
5. Commitment to improving career progression					
5.1	Ensure the appraisal process maintains a focus on career progression and development	Ensure that effective professional and career development and training discussions form part of the appraisal process by providing guidance on career goals, workload management and perceived barriers to success	Sep '18	HODs Deputy Director of HR SDM	Guidance shared with all staff AS2020 survey indicates >80% of staff find their appraisal includes discussion of key subjects and appraisers are perceived as capable.
5.2		Appraisal training to be a mandatory part of the MDP and for all new appraisers. It will be made available to existing appraisers to update their training. Training to include specific information on how to encourage women to develop their careers	Sep '18	SDM	Training updated and delivered. Completion rates reported. AS2020 survey indicates >80% of staff perceive the appraisal as supportive of career progression
5.3		Inform CEC of completion rates for appraisals to identify areas where this process is not occurring and take explicit action to achieve the target of all staff being appraised annually	Sep '17, then monthly during the last three months of appraisal cycle	Director of HR	>95% appraisal rate by 2020

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
5.4		Focus on succession planning and the creation of deputy leader roles, developing and promoting leadership skills	Ongoing	Principal CEC HODs	Increased numbers of deputy positions by next AS application
5.5	Ensure training supports career progression and is valued	Evaluate training evaluated for value added to career progression and/ or developmental objectives identified at appraisal by adding a question to training evaluation form.	Sep '17, then annually	SDM SWW	Training feedback updated and evaluated Training updated is review indicates areas for enhancement
5.6		Review the MDP to determine if courses available form a coherent framework for development	Sep '18	SDM Deputy Director of HR	Changes to MDP courses if review identifies the framework could be enhanced.
5.7		Review the types of professional development opportunities that are valued by each cohort of staff, including non-clinical and clinical academics, researchers and professional staff in order to map to institutional support and expenditure. CEC to approve a strategy based on audit outcomes	Sep '19	Workgroup led by SDM and Deputy Director HR	CEC approve strategy for professional development
5.8		Embed training time into the workload allocation model	Jan '19	WMG	Workload models recognise time for training.
5.9	Improve awareness and support of	Target annual promotions workshops targeted to role types (teaching, research, clinical) .	Mar '18	Head of HR Operations	Workshops held

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
5.10	promotions process	Appoint promotions advisors/ mentors/ role models, who receive additional training on current policy and support mechanisms. These may be targeted to role types (teaching, research, clinical). Publish via a list on the intranet	Sep '18		List published and available AS2020 survey indicates promotions advisors are a helpful resource
6. Supporting and developing female leaders					
6.1	Understand why staff feel unsupported with their leadership responsibilities	Conduct staff focus groups to identify key issues regarding 'leadership' and 'support'	Dec '17	SWW	Focus groups held.
6.2		Establish a working group and deliver an action plan to be implemented	March '18	SWW	Action plan presented to CEC March '18 and put into action.
6.3	Formal approach for development of future female leaders	Identify 10 female individuals with leadership potential to participate in management/leadership activity each year. Budgetary allowance to be made to facilitate this. Nominations by HODs or CEC after obtaining individuals permission or by application to a panel. HODs to ensure their workload allows for these activities. A panel to decide on successful candidates	Oct '17	Principal and CEC HODs	Individuals report benefit of undertaking these activities through training evaluation forms. AS2020 survey shows improved perceptions of diversity at Grades 8&9.
6.4		Feature those selected in the RVC newsletter as role-models and their activities and success celebrated	Aug '18 and quarterly thereafter	Director of Marketing	AS2020 survey shows women perceive that there are good role models at the RVC.

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6.5	Create a culture of mentorship and support	Clearly define 'mentorship' and 'coaching' with regard to the RVC's provision and identify further mentoring, coaching and shadowing opportunities for staff within and beyond RVC	Jan '19	HR Employees relations advisor	AS2020 survey shows that (particularly female) staff perceive mentorship as valuable and supported at the RVC.
6.6		Introduce mentorship into management responsibility by upskilling line managers on how to mentor staff: <ul style="list-style-type: none"> • Include mentorship module in MDP and open this up to non-managers to enhance skills within the RVC as a whole. • Include mentoring time in workload allocation model. 	Mar '19	Head of HR Operations HR Deputy Director SDM	MDP module developed and active Mentoring time an accountable activity in the workload allocation model
6.7		Review and evaluate current mentoring arrangements including investigating the feasibility of automatic mentor allocation for new staff (at least 2 meetings within probation period)	Mar '19	CEC EDC Chair E&D champions	CEC approves future mentoring arrangements and implementation begins
6.8		Introduce a buddy system for staff planning extended periods of leave to provide informal support and guidance during leave and upon their return to work in a mentoring capacity	Sep '18	Line managers (as part of appraisal).	Buddy system in place
6.9	Development of an efficient, transparent workload	Identify activities that should be included in this model in addition to standard activities, including mentoring and professional development to ensure	Jan '19	WMG	Workload allocation model in place. AS2020 survey indicates >80% of academic staff find the model fair

No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes
	allocation model to ensure equality.	fair allocation of workload			and equitable
6.10	Improve transparency	Create of a standardised Academic, Research and Clinical RVC CV which is publically available	Sep '18	Principal, HODs	CV published AS2020 survey indicates that staff understand promotion criteria
7. Support for Staff with Caring Responsibilities					
7.1	To understand better the underlying reason for staff resignations and failure to return	Collect data to identify reasons for non-return after maternity/ adoption/ parental/caring leave and those that return and leave within six months.	May '17	Staff Relations Adviser	Data available for trend analysis.
7.2	To ensure that numbers of females eligible for return in the REF assessments increase.	Collect data on the number of staff that make a specific request to increase their hours after a period of decreased hours of work	Immediate and ongoing	Deputy Director HR	Data collected available for analysis in reapplication for Bronze or application for Silver in 2021
7.3	To keep childcare provision on the agenda for future capital works	Formal review included in all capital planning projects, including community engagement.	Triggered by COO as appropriate	Capital Projects Management Group	Review nursery provision in the future capital works
7.4	To support those with caring responsibilities	Evidence interest in introduction of a carers' network at the RVC through a staff consultation via EDC	Mar '18	EDC E&D Champions	Development of actions to improve support.
8. Additional Actions					
8.1	Data collection	Collect more meaningful data at the exit	May '17	Head of HR	Data collected and analysed for

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		interview, including specific questions to identify any inequality issues involved in the decision to leave.		operations	E&D impact, issues reported to EDC and E&D adviser
8.2	To support equality of pay objectives	Implement modernisation of grade 9. All new grade 9 staff will start on the first spine point with progression through the scale, subject to performance. All existing grade 9 posts will be assimilated on to the appropriate spine point and red circled as appropriate	Jan '18	Director of HR	Spine point structure implemented and publicised broadly. AS2020 survey indicates staff perceive fair pay distribution across genders
8.3	To determine why women are not progressing to senior roles.	Produce data to identify timing of milestones for individuals progressing to senior staff positions and their length of time in the institution, to assess which critical points are causing the 'leak'	Jan '20	EDC	Better information on career progression and mentoring within the institution resulting in an action plan to address the leaky pipeline
8.4	To ensure that numbers of females eligible for return in the REF assessments increase.	Continue to monitor and encourage gender parity in REF submissions, with ongoing commitment to ensuring all researchers are supported in producing returnable work	ongoing	VP Research and Innovation	Improved gender parity in submissions, more accurately reflecting the gender composition of the RVC.
8.5	Publicise available resource	Publicise Harassment Advisor Network as a resource to ensure staff are aware, particularly within the academic cohort. To be shared on the intranet, via Equality and Diversity Champions and the harassment advisor network.	May '17 and thereafter annually	Deputy Director of HR	Communications in place AS2020 survey indicate a much improved awareness amongst academics