

Application details	
Name of institution	University of Cambridge
Name of department	Department of Veterinary Medicine
Date of current application	November 2020
Level of previous award	Bronze
Date of previous award	June 2017

Contact details for application	
Name	Dr Caroline Trotter
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Question	Words used
Letter of endorsement from the Head of Department	508/500
Description of the department	491/500

The self-assessment process	1506/1500
Previous action plan*	
Progress report	2270/2000
Current self-assessment and future priorities	1528/1500
Future action plan*	
<b>Overall word count</b>	6303/6000**

\*The previous and future action plans should contain no commentary contributing to the overall word limit

\*\* *We have taken advantage of the offer to increase our word count by up to 500 words to include commentary on our COVID-19 responses*

**Overall word limit: 6000 words**

# **1. Section 1 – Introduction to the department and the self-assessment process**

In Section 1, applicants should evidence how they meet Criterion 1:

**+ an organisational structure is in place to carry the action plan forward and continue the self-assessment process.**

## **1.1 Letter of endorsement from the Head of Department**

**Recommended word count: 500 words**

**Please insert (with appropriate letterhead) a signed letter of endorsement from the Head of Department (HoD).**

**If the Head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement (additional 200 words) from the incoming Head of Department demonstrating their personal commitment to supporting Athena SWAN activity in the department.**

Advance HE  
First floor, Napier House  
24 High Holborn,  
London  
WC1V 6AZ

20 November 2020

Dear Advanced HE

I am delighted to endorse the University of Cambridge's Department of Veterinary Medicine's submission for an Athena SWAN bronze award. Since attaining our bronze award in 2013 we have continuously enhanced our Equality and Diversity initiatives, and I have worked to ensure that they are embedded into the culture of the Department. My decision three years ago to expand the Department's senior management committee to include Dr Trotter as chair of the E&D committee has paid great dividends, with E&D issues taking on greater significance in planning both strategy and operations; Dr Trotter has been very effective at ensuring that key objectives gain active support from all key managers in the Department.

I am extremely proud of our achievements, including:

- The rate of career progression of our younger women academic staff; I have personally supported talented women academics in their progression within the University, using staff review as one of the tools to identify and deliver against needs.
- Our sustained commitment to a comprehensive staff review process for academic staff and the roll out of review among all other staff. The extensive workload recording involved has been invaluable in informing and improving decisions taken around the fair sharing of collective tasks.
- Routinely embedding the delivery of student-focussed E&D events relevant to their future careers, whether they work in veterinary clinical practice or "non-traditional" career paths.
- Ongoing improvement of staff induction over the period, making the Department a more welcoming and inclusive environment.
- 98% completion of the online E&D training by academic, research and administrative staff as well as clinical students.

We continue to work closely with the E&D team in the central University to develop and implement best practices and expand opportunities for everyone in this Department. Our substantially increased investment in the HR team (2 new FTE during my time as HoD) has helped us enormously. We provide a world-class academic program for our students, as well as cutting-edge clinical care to our clients, but balancing clinical care, teaching and scholarship is challenging. I have personally striven to ensure that clinical activities of our world-leading academic clinicians receive full recognition in University Academic Career Progression programmes.

My commitment to parity and fair advancement is recognised in my reappointment as the HoD representative on the University's Human Resources committee and my attendance on the University's Inclusive Leadership Programme.

I will continue to fully support the Athena SWAN action plan and to champion diversity, inclusivity and opportunity. I regard this as a fundamentally important part of my job. My key priorities include developing a career progression plan for all staff, particularly clinical veterinarians (for whom career pathways are least well defined and reward packages need to be competitive to improve retention) and improving the student experience, not least around mental health. I will also continue to improve workplace culture, by supporting appropriate training, but also by responsive and timely management of complaints and issues that arise.

I confirm that the information presented in our application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Ja Wood', is positioned above the printed name.

Professor James Wood  
Head of Department of Veterinary Medicine

## 1.2 Description of the department

**Recommended word count: 500 words**

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

The University of Cambridge's Department of Veterinary Medicine's mission is ***to deliver excellence in veterinary education and biomedical research, and to address the challenges to the health and welfare of animals, humans and the environment in the 21st century***. The Department operates small animal (Photograph 1) and equine hospitals; equine and farm animal clinical services and a dairy herd and sheep flock at nearby Madingley. The structure of the Department thus comprises teaching, research, clinical and administrative elements (Figure 1). The Department obtained an Athena SWAN Bronze Award in September 2013, renewed June 2017.

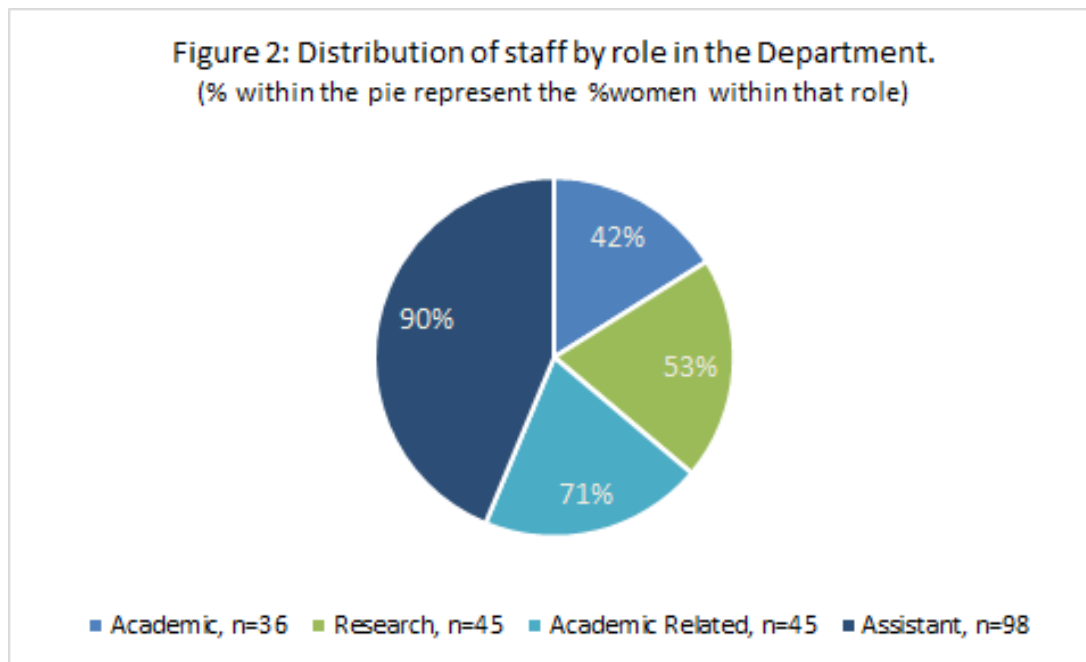
Figure 1: Department management structure



The main decision-making body is the Strategy & Executive Committee, chaired by the HoD (m), with membership comprising Deputy HoD (w), Research Director (m), Teaching Director (m), Clinical Research Director (m), Hospital Managing Director (m), Senior Scientist (w), E&D chair (w), Departmental Administrator (w) (44% women).

There are 224 staff members (figure 2) of whom 71% are women. Of the 36 academic staff, there are 9 Professors (2 women). 23 academics (11 women, 48%) are qualified veterinary surgeons; 16 (9 women, 56.2%) of whom have clinical or paraclinical duties in addition to teaching, research and administration. Of the 45 academic-related staff, 32 (21 women 66%) are veterinary surgeons with primarily clinical duties, 11 are senior staff in

management, HR, finance and administration roles. The 98 assistant staff (90% women) provide dedicated support in human resources, finance, research, student administration, facilities management and clinical services; this is the most gender-imbalanced group in the Department.



The Department is located on the West Cambridge Campus, where there are cafes, sports facilities and an on-site nursery (9 children of Department members attend). The Department is part of the School of Biological Sciences (SBS), together with 8 other departments and 6 research institutes.

The Department is the smallest of eight accredited UK Veterinary Schools. The preclinical, undergraduate education of veterinary students (years 1-3) is integrated in basic science departments across the University and the clinical years (years 4-6) are spent in the Department. Our relatively small size (60-70 students per year) means that we still deliver much of our teaching to small groups of clinical students. Postgraduate education in the Department comprises scientific training through MPhil and PhD programmes (45 students, 29 women, 64%) and clinical specialist veterinary training via Junior and Senior Clinical Training Scholarships (34 scholars, 19 women, 56%).

Photograph 1: The Small Animal Hospital at the Department of Veterinary Medicine



Our research encompasses basic and applied biomedical and veterinary/ clinical sciences ranging from the molecular to the population level, configured into 3 research themes (Infection & Immunity, Disease Dynamics and Systems Pathology). Members of the Department are active in the University's interdisciplinary networks. Our research groups collaborate broadly, supported by funding from the UK Research Councils, national and international charities and industry. There are dedicated support posts for research activity, to encourage staff to take up research opportunities. Active programmes of talks, seminars and journal clubs aim to engage all academic, academic-related staff, researchers and postgraduates in the Department's research agenda.



## 1.3 The self-assessment process

**Recommended word count: 1500 words**

Describe the self-assessment process. This should include:

1. a description of the self-assessment team
2. an account of the self-assessment process
3. plans for the future of the self-assessment team

### 1. A description of the self-assessment team

The Department's E&D Committee has a broad membership of academics, researchers, clinicians and support staff, across a range of grades and includes those working full- and part-time and with caring responsibilities. The committee has strong representation from the student body, including the Cambridge University Veterinary Society LGBT+ and BAME representatives. Since our previous award, to improve the committee's gender balance and commitment from senior staff, a further Professor (m), the Hospital Managing Director (m) and the HoD (m) have joined. Our committee thus comprises 18 members, of whom 11 (61%) are women. The committee is supported by the central University E&D team. The current members of the E&D committee form the Athena SWAN self-assessment team.

<u>Name</u>	<u>Job Role</u>	<u>Information</u>
Harriet Bartlett (she/her/hers)	PhD Student	Harriet is a first-generation university student and PhD candidate researching livestock sustainability. She is part of the Homeward Bound program, a global leadership initiative aiming to heighten the influence of women in decision making that shapes the planet.
Helen Boyle (she/her/hers)	HR Co-ordinator	Helen joined the Department in August 2018 through the Temporary Employment Service to provide maternity cover in the HR team. She became a permanent, full-time employee in July 2019 in the role of HR coordinator. She joined the E&D committee in October 2019. Helen is now undertaking a Level-5 HR Apprenticeship.
Ruby Coates (she/her/hers)	PhD Student	Ruby is a second-year PhD student who joined the committee in 2019. Identifying within the

		LGBT+ spectrum, she supports gender equality and LGBT+ awareness in the workplace.
Thomas Donald (he/him/his)	5 <sup>th</sup> Year Veterinary Student	Thomas joined the E&D Committee in April 2020 after becoming Cambridge University Veterinary Society's LGBT+ Officer for 2020-2021.
Phil Franklin (he/him/his)	Senior Clinical Training Scholar in Small Animal Surgery	Phil knows the Department well having graduated from it in 2016, returned as a Junior Clinical Training Scholar (CTS) in 2018, worked as a Clinical Research Coordinator in 2019 and he is now a Senior CTS in Small Animal Surgery. He joined the committee in January 2020. Phil has recently married his long-term partner and lives with her and their cat.
Andrew Grant (he/him/his)	Senior Lecturer	Andrew has a full-time established position combining research and teaching. He joined the department in 2001; after 12 years as a postdoctoral research associate he was appointed to an unestablished Senior Lectureship in 2013 and an established position in 2017. He has two primary-school aged children and is married; his partner travels extensively overseas for her work.
Victoria Hawkins (she/her/hers)	Head Radiographer	Vicky joined the department in 2014 as a Veterinary Radiographer and was promoted to Head Radiographer in 2017, managing a team of 5. Vicky has attended many University courses, including the Leadership and Management Level 3 course to support her line management role. She works full time and joined the E&D Committee in 2018.
Miriam Lynn (she/her/hers)	University of Cambridge Equality & Diversity lead	Miriam heads up Cambridge's University's Equality and Diversity team. She loves talking to people and is passionate about making everyone feel at home.
Matthew Moon (he/him/his)	Hospital Managing Director	Matthew joined the Department in 2018 and the committee in 2019. In August 2020 he took 4 months parental leave to care for his baby daughter.

Laura Owen (she/her/hers)	Senior Lecturer	Laura joined the E&D committee in January 2020 to represent the small animal hospital clinicians and academic staff. She joined the department in 2009 as a Small Animal Surgeon gaining promotion to Lecturer (2012) then Senior Lecturer (2019). She has two primary-school aged children and has worked part-time since returning from her first maternity leave in 2012. She has been awarded two returning carer's grants by the University to support her return to work and research development.
Julian Parkhill (he/him/his)	Marks and Spencer Professor	Julian joined the Department in 2019. He was previously at the Sanger Institute where for eight years he was a member of the "Sex in Science" group, which promoted the E&D agenda using invited lectures, debates and careers days, and drove policy changes. This programme laid the groundwork for the Athena SWAN Bronze award, which was one of the first to a Research Institute. Julian has two daughters in their 20s.
Izabella Perera (she/her/hers)	5 <sup>th</sup> Year Veterinary Student	Izabella joined the E&D Committee earlier this year after being elected as BME Officer for the Cambridge University Veterinary Society. She is working with student members of the British Veterinary Ethnicity and Diversity Society to address racial discrimination and access issues faced by current and prospective veterinary students.
Emily Stoakes (she/her/hers)	Post-doctoral researcher	Emily joined the department in 2018 and has been on the committee since 2019. She has been involved in setting up postdoctoral activities and helped organize buddy systems between new PhD students and postdoctoral associates.
Natasha Sumanasekera (she/her/hers)	6 <sup>th</sup> year Veterinary student	Natasha was elected onto the Cambridge University Veterinary School Student Committee in 2019 where she is the first E&D representative. Natasha hopes to work in mixed practice when she graduates.
Caroline Trotter (she/her/hers)	Principal Research Associate (Chair	Caroline became chair in 2016 after the previous Athena SWAN submission. She joined the Department in 2013 and was promoted to Principal Research Associate in 2018. She also

	of E&D Committee)	directs Cambridge-Africa, which supports African researchers and promotes equitable partnerships between African Universities and Cambridge. She has two primary-school aged children and has worked part-time for the past 10 years.
Aithghen Waldron (they/them/theirs)	Veterinary Student	Aithghen is a student representative, returning to this role after a period of intermission for disability reasons. They have prior experience working as the campaigns officer for the students' LGBT+ society and are committed to bringing forward their own experiences as a disabled non- binary person to better the department for other marginalized groups. Aithghen currently studies part-time and enjoys looking after their four cats and numerous rats.
Natalie Wills (she/her/hers)	HR Co-ordinator (Secretary of the E&D Committee)	Natalie joined the department in 2015 and became secretary of the committee in 2017. After a period of maternity leave in 2018, she returned to work on a flexible working arrangement. Natalie uses the University's nursery for her childcare.
James Wood (he/him/his)	HoD and ALBORADA Professor	James is a veterinary epidemiologist and took on the role as HoD in 2014. He has two teenage daughters.

We also acknowledge the contributions of previous E&D committee members Matthew Allen, Heidi Radke, Harry Rhodes, Lizzie Robson, Matthew Steel and Tracy Wang.

## 2. An account of the self-assessment process

The committee meets twice a term in core hours on different days to accommodate working patterns of part- time staff and student rotations to encourage good attendance. The minutes of the meeting are published on the departmental website. The committee reports to the Strategy and Executive Committee, where there is a standing agenda item for the E&D Chair to report and raise actions. Staff and students are encouraged to raise any issues or concerns with a member of the committee; this can be done anonymously. The Department website details the committee's terms of reference and membership.

To refresh committee membership, volunteers are requested regularly (periodic open invitations are also sent to all of the Department when there are vacancies) and individuals have been approached when the committee feels someone can bring expertise or be a positive champion for change.

The committee have been working continuously on the action plan (AP) since the previous award and the AP is discussed at each meeting. Each action point has an individual assigned to take responsibility for monitoring and reporting back to the committee, using a RAG rating and comments field to monitor progress. Smaller working groups have also been established to focus on certain action points (such as how the Department supports those with parental responsibilities), which has also allowed for wider participation and engagement.

We evaluated our progress using:

- 2019 University of Cambridge staff survey results
- Staff Review and Development (SRD) forms/ completion
- Exit interviews
- Consultations with key staff including HoD, Teaching Team, Senior HR colleagues, Training and Development Team
- Focus groups with post-doctoral researchers
- Feedback from new starters on induction
- Feedback from staff at events including, International Women's and International Men's day, World Mental Health day and Work-Life Balance day.

### 3. Plans for the future of the self-assessment team

With a strong and dedicated committee, we will continue to meet twice termly, and work on our action plan. We will review committee membership on a regular basis to give opportunity for a broad range of staff and students to be involved. We will continue to ensure that Athena SWAN and other areas of inequality are high on the Department's agenda; this is facilitated by the E&D chair being a member of the SEC. We will work to ensure that E&D issues and concerns are brought to light by giving a range of options for reporting issues and ensuring that outcomes are delivered in a timely manner and reported back to the Department. We aim to provide a welcoming and inclusive environment for everyone.

## 2. Section 2 – Evaluation of progress against the previous action plan

In section 2, applicants should evidence how they meet Criteria 2 and 3:

- + progress has been made on the previous action plan
- + learning has been demonstrated from the evaluation of progress.

### 2.1 Previous Action plan

Please provide the most recent iteration of the action plan associated with the department's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

Ensure that colour is not the only method of indicating rating, such as through the use of letters or icons. For example: **R** **A** **G**

RAG rating	Action point	Planned action/ objective	Rationale	Action taken (pre-Nov 2016)	Key outputs and milestones	Timeframe	Person responsible	Success criteria & outcome
	1. Annual review process							
A	1.1a	Ensure 100% engagement and completion of the staff annual review process (revise down to 90%)	RCVS recommendation	HR has met with reviewers for Assistant and Academic related staff. 65% of the Assistant and Academic staff have completed a 2016 review	<b>Staff surveys</b> on annual review process	Ongoing	Line managers, HOD and SEC	All staff to have undergone first annual review within the next 24 months, then annually thereafter
G	1.1b	Ensure quality of annual review to ensure that all staff find it valuable for career development	RCVS recommendation	Parameters of staff review have been developed; new reporting form adopted	<b>Staff surveys</b> on annual review process	Ongoing	Line managers, HOD and SEC	Increased satisfaction with review process, especially regarding value to the individual in terms of mentorship and feedback
R	1.1c	Implement workload model	RCVS recommendation	Workload model developed	<b>Staff surveys</b> on annual review process	Ongoing	Line managers, HOD and SEC	A functional workload model
G	1.1d	Integrate measures of teaching into the annual review process and reward outstanding contributions	RCVS recommendation; many clinicians are frustrated by the lack of perceived value of their clinical teaching		<b>Staff surveys</b> on annual review process	Ongoing	Director of Teaching and/or Teaching Strategy Committee	New forms will assist with objective assessment of clinical teaching and outreach; Submission of more nominations for University awards for teaching excellence
A	1.2	Increase understanding of the promotion pathways and processes for academic and senior researchers	38% responded negatively to the SAP process being fair and 20% responded negatively to the SRP process being fair.		Plan and implement workshops on the SAP and SRP on an annual basis at Department; HOD to identify and encourage those individuals ready for promotion	Dec-17	SEC/ HOD	<b>Staff survey</b> should indicate >75% of staff are aware of and understand the relevant promotion process.

G	1.3	Enhance transition from Senior Lecturer to Reader, especially for female academics	This advance is considered overly challenging by many UTOs, especially if they hold a clinic appointment		Mentoring committees for all UTOs to advise on preparation of promotion materials	Mar-21	HOD/ Research director	Increase in applications and success rates in promotion from SL to Reader, especially for women.
A	1.4	Review career pathways for clinical veterinary academics	Recommendation from RCVS. 61% of people from the staff survey responded negatively or neutrally regarding the availability of career development opportunities.	Affiliated Lecturer scheme has been introduced	Focus groups to discuss and brainstorm solutions. Staff turnover rates exit interviews	Sep-18	HMC /SEC	Improvement in staff satisfaction. Reduced turnover (over 3-5 years) of clinical staff.
A	1.5	Research mentorship	93% of post-docs felt this would be beneficial	Established tracking of destinations for PDs that leave	Workshops and programming such as Research Day	Ongoing	PD committee	Increased % of postdocs taking part in a mentoring scheme. Increase in PD research success (publications, Fellowships and jobs)
G	1.6	Support continuing professional development	32% of staff responded negatively to being aware of the career development opportunities available to them in the school survey 2016; Feedback from exit interviews has indicated that some individuals have not been provided with opportunities to develop professionally	Departmental HR send out emails and speak to targeted individuals (line managers) when they become aware of suitable courses with the University's' Personal and Professional Development (PPD)	Develop new income streams to support CPD for every employee	Sep-20	HOD; HMC	Increase availability of funds to support staff CPD; Initiate on-site "Leadership Essentials" training for all managers



2. Academic, professional and support staff recruitment and retention								
G	2.1	Highlight flexible working options in all job posting and interviews	In the 2016 staff survey, 31% responded negatively to the question about feeling satisfied with the support the University offers to help balance work and home life	All the further particulars for our roles highlight flexible working options and family friendly policies including maternity/ paternity	Promote family friendly policies in the HR newsletter once a term and ask for successful case studies from people in the department who do work flexibly; All recruiters to undertake unconscious bias training	ongoing	HR and SEC	100% of new staff to be fully aware of all policies and opportunities. Measured by annual staff survey
G	2.2	Support best practice in recruitment and appointment processes	RCVS recommendation; University mandates best practices to ensure transparency & accountability		All recruiters to undertake Unconscious Bias training	42979	HR and E&D committee	100% of staff to complete E&D training and all interviewers to complete Unconscious Bias training (online certification allows for tracking).
G	2.3	Continue to refine the induction and mentoring process for new arrivals; Create a wider pool of buddies across all staff groups with a suitable gender balance; Include finance information and E&D committee information into the induction programme	Feedback from pilot of buddy scheme has been positive, but suggestions for improvement were received	New starters complete an induction survey that goes to HR; Promote buddy scheme to individuals; E&D committee information is sent to all new starters and committee is discussed during face-to-face departmental induction	Surveys to be conducted with all new arrivals, effective Spring 2017	Mar-21	Buddy scheme members with HR support	100% completion and >75% satisfaction with induction process, as determined on staff survey

G	2.4	Investigate approaches to reduce the number of female staff on fixed contracts	Better understand the reasons for gender inequity in fixed-term contracts		Survey other Departments to determine their policies for reducing fixed-term contracts	Jan-19	HR and Research Committee	Reduce percentage of women with fixed-term within the next 24 months
	2.5	Better understand the drivers for staff leaving and plan to address any issues or concerns that arise	Leavers often have valuable views and suggestions for improvement and better staff retention; HR team to analyse the information collected and ensure the relevant parties are provided with the information in order to make plans for changes if required	Invite and strongly encourage all staff leaving to have an exit interview with a member of the HR team.	Exit interviews plus annual staff surveys	Ongoing	HR	Track reasons for all departures with exit surveys. Target should be to survey >75% of all leavers.
3. Student Recruitment and Training								
A	3.1	Updated promotional literature and websites to promote diversity in the applicant pool	Feminisation of the profession requires active outreach to ensure diversity in applicants for veterinary medicine	Admissions Strategy Committee has been set up and terms of reference agreed	Application numbers and demographics	Dec-17	Tutorial office, working with Directors of Study at colleges	Increased diversity in applicants and admits to veterinary course
	3.2	Raise the profile of veterinary medicine and the diverse career options available within the profession	Opting to do other than clinical work deemed a "waste" by some vets. Opportunities in One Health need to be realised	CUVS Careers Day (Nov 2016); Introduction of survey of Alumni one year post-graduation	Data from these Alumni surveys	Dec-17	Pastoral tutors (career advice), veterinary school clinical supervisors (VSCS) and Directors of Study	Increase percentage of graduates opting for non-traditional career paths within 3-5 years of graduation (as assessed by Alumni survey)

G	3.3	Expand mental health support for veterinary students	RCVS initiative; In a recent RCVS student survey (of all vet schools), 72% report incidents of depression and 12% describe suicidal intention	Student data was presented to the Department as a Grand Rounds topic	Mind Matters initiative to be presented on site (collaboration with RCVS); Student surveys of health and well-being	ongoing	Pastoral care team	Reduction in incidence of depression and increased satisfaction with mental health support processes
A	3.4	Increase the numbers of research-trained veterinarians	Veterinary schools should be centres for veterinary research		Demographics of applications and admissions to PhD, MPhil and Vet MD degrees	Sep-20	Graduate education committee and senior research staff	Increase proportion of veterinarians applying for and entering graduate school at Cambridge or other universities
4. Workplace efficiencies and culture								
G	4.1	Enhance social integration of all staff; enable social and professional networking opportunities	An increase in social activity has been addressed in various committees in the Department including the Communications Committee; 61% of staff complained of lack of "sense of community". Current staff room is unappealing and underused	Department social club hold 2 events a year for all staff to attend; Departmental seminars are held every Wednesday and Friday during term time providing opportunity for networking	Convene mini survey / focus group with staff to find out more about the department community and gain views on how this can be increased/ improved	ongoing	E&D committee; SEC; Vet School Social Club	Increased positive responses regarding Department culture in Staff surveys; Attendance rate at social events

G	4.2	Improve Department-wide communication	32% of staff responded negatively regarding Department communications	Monthly newsletter (since Oct-15) to inform all staff of new starters, leavers, achievements, current recruitment, HR initiatives and upcoming events; HOD holds twice yearly talks where all members of the department are strongly encouraged to attend; committee meeting minutes are frequently circulated	Staff survey data on communication	Jan-18	E&D plus C&E committees	Greater satisfaction with management and communication in staff surveys
A	4.3	Achieve gender equality in committees and educational content; Develop refine and implement structured approach to data recording: including flexible working requests, maternity return, leaver data, promotion applications and successes	It is important that committees and educational experience reflects diversity of thought; If we are able to record and highlight data in an organised manner, this will better inform us of issues and assist us with decision making; Data will support us with any future Athen SWAN applications		Committees and seminar programs should be M:F balanced; once termly HR to record data and hold in a confidential space; HR to analyse data and report any issues to the relevant people including HOD	ongoing	Fional Roby; Judith Drinkwater; SEC; E&D	50:50 balance in seminar presenters and on key committees. F membership in all search committees. Organised and structured data that is easily accessible. Using the data to support decision making and opportunities to make positive changes
G	4.4	Develop, refine and implement structured approach to data recording	Enhance record-keeping and QA to support accreditation and planning regarding E&D and other initiatives		Centralised system for data capture and retrieval (coordinated via HR)	Ongoing	HR	More efficient capture and retrieval of data relevant to Department staffing
R	4.5 (labelled 4.4)	Introduce hospital-specific staff surveys (annual)	Negative feedback from staff surveys highlights problems with hospital staffing levels and lack of efficiency		Surveys of hospital personnel	Sep-18	HMC	>50% participation in first annual hospital survey, increasing thereafter

G	4.6 (labelled 4.5)	Engage staff to identify innovative solutions to reduce inefficiencies in the Department	Business inefficiencies are often most evident to staff at the grass roots level		Establish mechanism for staff to offer creative solutions to Hospital management	Ongoing	SEC	Track submissions and impact of changes to working practices
14	Green							
8	Amber							
2	Red							

## 2.2 Progress Report

**Recommended word count: 2000 words**

Consider the panel feedback on the department's previous application. How has the department responded to and acted on the panel feedback provided on the previous application?

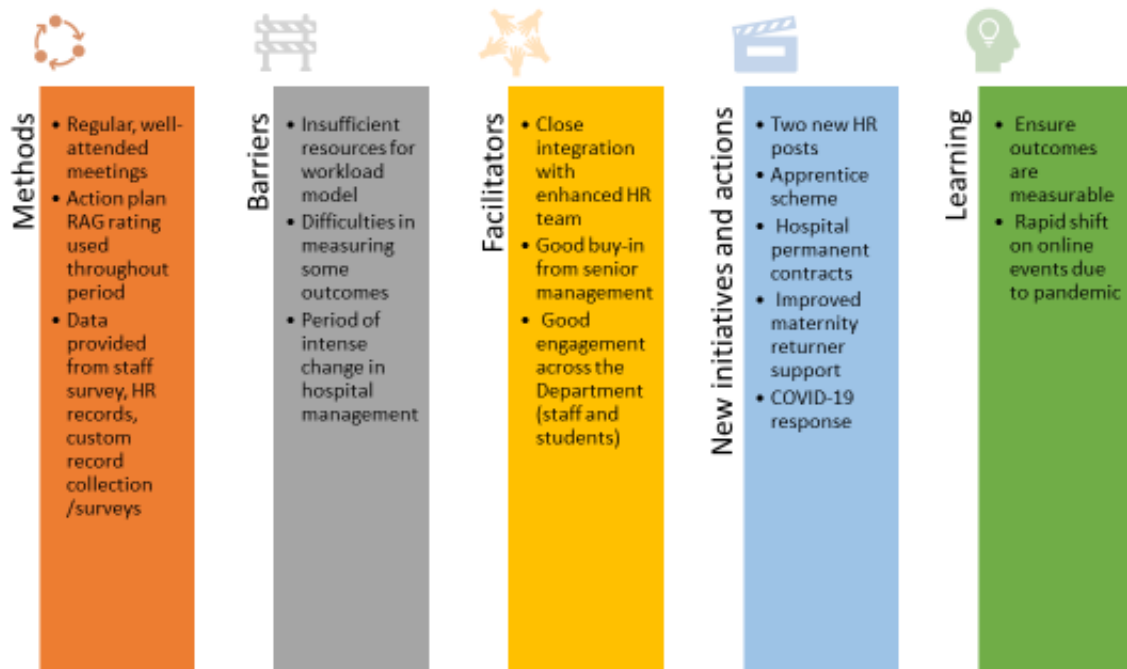
Consider the department's previous action plan.

1. what methods were used to evaluate the department's progress on actions?
2. what were the department's main barriers and facilitators with regard to action implementation and the meeting of success measures? What steps were taken to further inform and adjust actions?
3. have new initiatives or actions been introduced to improve outcomes or impacts?
4. what are the main learnings and outcomes from the evaluation of the action plan? How will the department apply this learning to the future action plan?

In 2016, we applied for silver and were awarded bronze. This made us focus on ensuring the effectiveness of our approach and actions, which is reflected in how the committee functions and engages with the Department (section 1). A key message was that impact must be more clearly evidenced, which is why we assigned individuals to monitor and gather evidence on each action point in this cycle (as indicated in section 1.3).

Overall, the self-assessment panel feel that we have made good progress on the previous action plan, with two of twenty-four action points (APs) remaining red, 8 APs on amber and 14 on green.

Figure 3: Summary of progress



We were gratified that the three most improved questions in the University staff survey between 2016 and 2019 were subject to concerted actions by the E&D committee (including persistent emphasis of their importance to SEC), with two specifically related to our Athena SWAN action plan (figure 4), AP2.1, 2.2, AP1.1a, 1.1b.

Figure 4: Extract from staff survey report

 <b>TOP 3 MOST IMPROVED QUESTIONS:</b>	VARIANCE FROM PREVIOUS SURVEY
I am satisfied with the support and flexibility offered to help me balance my work and home life	+18
I believe that individual differences (e.g. culture and background) are valued in my area of the University	+16
I have the opportunity to discuss my development needs and performance regularly	+15

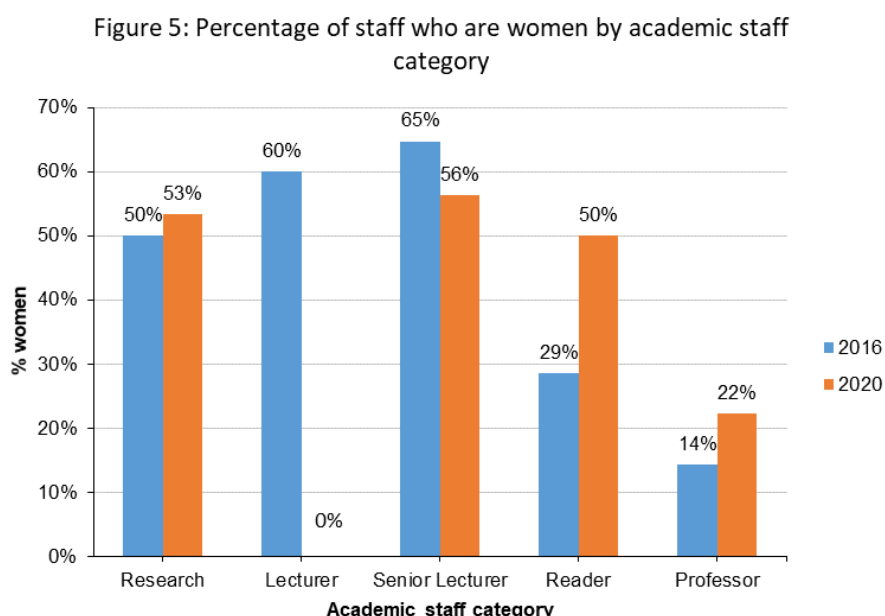
The first section of our action plan focussed on supporting career development. In 2019, 88% of academic staff and 67% of assistant staff completed a development review (SDR) (AP1.1a, 1.1b). SDR was rolled out to clinical staff in 2019/20 (unfortunately disrupted due to the pandemic) after this was raised by the E&D committee with the hospital senior management team. SDR is launched annually by the HR team, with updates on progress given to reviewers to encourage completion.

We were unsuccessful in developing and implementing a workload model (AP1.1c); this is a major endeavour for which the Department needed greater resources. Nevertheless, data on time allocation are collected in SDR and used by the HoD in decision-making. The School of Biological Sciences is currently gathering teaching workload data which will form the basis for a more comprehensive Departmental plan. The HoD is working with the HoS to achieve this.

The Department continues to recognise excellence in teaching (AP1.1d). University Pilkington Prizes were awarded to Dr Jackie Brearley (2017); Ms Catherine Wager (2018); Dr David Sargan and Dr David Bainbridge (2020). The Andy Jefferies prize, a student-nominated award celebrated at the annual graduation ceremony, recognises teaching excellence within the Department. There is further progress with central University on giving more weight to teaching for promotions in the new promotions process (see below).

AP1.2 sought to increase understanding of the promotion pathways/processes for academics and senior researchers. The Departmental Administrator ensures that all staff are emailed when the promotions/reward exercises are launched and staff are given opportunities to meet with HoD (for Senior Academic Promotions) or line manager. However, the 2019 staff survey did not include a question on 'understanding'. Concerningly only 18% of staff felt that the career development/ promotions processes are fair. This is recognised as a University-wide problem and the promotions processes have been redesigned; their launch has been delayed to 2021 due to the pandemic.

In AP1.3 we sought to enhance promotion from Senior Lecturer to Reader, especially for women academics. This has been achieved, with particular support from HoD, with two women (no men) promotions from Senior Lecturer to Reader, one woman (no men) promotion from Senior to Principal Research Associate (equivalent to Reader), one woman (three men) promoted from Reader to Professor. Furthermore, two women Lecturers were promoted to Senior Lecturer. The academic pipeline has shifted, but we are some way from achieving equality at Professorial level (figure 5).





The difficulties in recognising clinical career pathways within the broader structures of the University remain (AP1.4). The HoD sits on the University HR committee, in part to push forward this agenda.

The support for post-doctoral researchers in the University has increased substantially in recent years with the establishment of the [PostDoc Academy](#), which includes a mentoring scheme (AP1.5). A July 2020 Departmental flash survey of postdocs revealed that 50% are satisfied with the support they receive, 29% are ambivalent and 21% are not satisfied.

In the 2019 survey, 74% of staff were positive about knowing where to find information on training and development, an improvement of 6% since 2016 (AP1.6). We have instigated specific “leadership essentials” training, taken up by 26 members (16 women) of staff with excellent feedback. A new ‘inclusive leadership’ course run centrally has been attended by 14 staff including HoD and 9 women (64%) in senior academic and administrative roles.

The second focus area was recruitment and retention. There has been excellent progress here as the Department’s Human Resources (HR) procedures and staffing levels have been enhanced. Learning from the previous action plan, we realised the resource required to make culture change and the Department appointed two new HR posts (new action). All job postings have flexible working and family friendly policies highlighted and the induction pack includes this information (AP2.1). In the 2019 staff survey, 20 people reported making a flexible working request and there was no negative feedback (90% positive, 10% neutral). To support best practice in recruitment and appointment (AP2.2), all panels have both male and women members, who all must have completed both E&D and Unconscious Bias (UB) training. Rolling this out Department-wide, 85% of staff have completed UB and 98% E&D training; both modules are now a mandatory part of the induction process for new starters. 100% of new starters (AP2.3), say they found the induction useful. Free-text comments on feedback forms were used by the HR team to make improvements. With excellent feedback we continue with the buddy scheme and welcome lunches with the HoD.

In 2016, many hospital-based positions were on a rolling 3-year basis. In 2019, the Hospital Management Team, encouraged by the E&D committee, decided to make all these contracts permanent which was a very positive step, both for the department and the individuals (new action). This has made new posts more attractive thus ameliorating recruitment challenges.

Fixed term contracts are now only used for one of the following reasons:

- Cover for a period of maternity leave
- One-year post-graduate training positions
- Work on a fixed-term research grant

We have therefore successfully reduced the percentage of women with fixed-term contracts (AP2.4) and fixed-term research positions are gender balanced. If further grant funding is not found at the end of a fixed-term contract, individuals are supported by HR (via the University redeployment scheme) to find other suitable opportunities with sufficient time and notice of their end date. Apprenticeships have also been introduced for nursing and human resources roles to enhance career opportunities (new action).

All leavers are now offered and encouraged to take part in an exit interview; in 2019, 87% of leavers participated, thus meeting success criterion of >75% (AP2.5). The HR team collate information from these exit interviews and provide a report for the Strategy and Executive

Committee every 6 months. Any immediate concerns identified are reported to line managers.

Since 2016, 20 women have returned to work following a period of maternity leave while one resigned due to the traveling time. All of those who made a request were granted flexible working arrangements, either through a reduction of working hours or a gradual return to full time hours. Following feedback, the HR team have improved maternity returner support including encouraging KIT days, HR creating a checklist for managers to support their team members returning and introducing a buddy scheme for returners (new action).

Our third focus area was student recruitment and training. Our success criteria for AP3.1 was increased diversity in applicants and admissions to our veterinary course. Women (acknowledging that F:M doesn't include everyone) are consistently making up 75-85% of applicants and admissions, with no trend visible. This is in line with 2 other vet schools with available statistics. Plans to restructure the website in 2020 and ensure that our imagery promotes diversity in our student population were unfortunately postponed due to the pandemic, but outreach and widening participation activities led by colleges continue.

Photograph 2: PhD student and E&D committee member Harriet Bartlett, as featured in an article by the National Farmers Union, for whom she is a Student and Young Farmer Ambassador. Our staff and students are breaking barriers and serving as role models.



AP3.2, and AP3.4 related to raising the profile of the diverse career options available and increasing the number of research trained veterinarians, however, in hindsight it is not clear how this particularly supports the advancement of women's careers, nor are the success criteria achievable or measurable. Of note, 68 students attended the 2019 CUVS careers day and prominent women speakers - including a Professor in Zoonotic Disease research; WHO's programme manager for neglected zoonotic diseases; and an author and animal

welfare activist - have spoken at graduation ceremonies and delivered the Keith Entwistle Lecture.

There has been considerable work around AP3.3 to improve student mental health but we felt the success criteria should change to focus on ensuring support is available rather than attempting to measure the incidence of depression. RCVS Mind Matters events have run throughout the year, the Association of Veterinary Students UK & Ireland (AVS) ran 'A CV of Failures' and talks from Vetlife, including an interactive webinar from AVS's VetKind during lockdown. AVS also ran VetKind 2019 in November, and a full day of online wellbeing webinars and small group sessions. The Cambridge University Veterinary Students Society (CUVS) have welfare representatives for each year group and an active programme of events.

Photograph 3: Students engaging with and enjoying E&D events (in this case LGBT+ History month)



The fourth and final focus area was workplace culture. Following earlier feedback that the Department lacks a social hub, a meeting room was refurbished to provide a social space with a high-quality coffee machine. A varied calendar of events is scheduled on different days and times to accommodate hospital and part-time staff. Events in 2019 included coffee, cake and awareness raising on International Women's Day and a speaker talking about mental health on International Men's Day. The seminar series on Wednesday afternoons for all research and academic staff is well attended with a monthly 'pizza social' following the seminar run by the post-docs to facilitate further networking. Feedback gathered from post-event questionnaires is positive (AP4.1).



Photograph 4: A successful event to mark World Mental Health Day in 2019.



Improved Department wide-communication was noted in the 2019 survey (16% negative vs 32% in 2016; AP4.2). Particular initiatives include a monthly HR newsletter, an IT newsletter, a termly update from the HoD. Throughout the pandemic HoD has delivered monthly staff briefings online; these are made available live and recorded so all staff have the opportunity to listen to updates in the Department and COVID regulations.

Gender balance for invited speakers is actively promoted by the research facilitator so that we achieve approximately equal gender splits each term. Committee membership is recorded and monitored by the Departmental Administrator; while we aspire to achieve equal representation this is sometimes not possible given the gender imbalance in certain staff groups (AP4.3).

Our improved HR systems and increased staffing have strengthened data recording and reporting which enables better monitoring and of E&D issues (AP4.4).

With the employment of a Hospital Managing Director, there have been many positive changes in the hospital and focus groups indicate increased satisfaction with working conditions and staffing levels. However, an annual hospital staff survey has not been established (AP4.5) as many changes have been occurring and this was de-prioritised.

Communication within the hospital has been improved through the Hospital User's Meeting which is open for all hospital staff to attend, and offers an open forum for staff not included in the Clinical Advisory Group, attended by heads of service. *"This meeting is a great way to allow all staff the freedom of their own opinions and allows open discussion about things that are working, or not working, within the Hospital."* AP4.6. The main inefficiency identified is the lack of an electronic records system which will be implemented in 2021.

The University have put together a comprehensive wellbeing package in response to the COVID-19 pandemic, which has included access to online support and counselling through Togetherall and Quell. They have also run additional online workshops on stress and anxiety

which have been promoted to the Department via the HR team. In addition, the University has provided access to a hardship grant and a welfare loan for staff dealing with financial difficulties (new action).

We consider that the main facilitators for action implementation and success were:

- Close integration with the HR team who were able to implement best recruitment and employment practice. This was particularly helped by having one member of the HR team with dedicated time for E&D matters and another member with a joint role between the Department and the School, which gives us oversight of actions elsewhere in the University.
- Enhanced buy-in from senior staff with additional Professorial and senior management team members on the E&D committee itself and the E&D chair being a member of the Strategy & Executive Committee which has a standing item on E&D matters.
- Engagement of staff and students across the Department, who were willing to attend events, raise issues and suggest solutions related to E&D. We feel that our major efforts to embed E&D principles, including basic training, have changed the culture of the Department in a positive way.

The main barriers to action implementation and success were:

- Insufficient resources to develop and implement a workload model (AP1.1c), which is perhaps more complicated in this Department than others given the additional clinical duties of some staff on top of teaching and research.
- Difficulty in measuring outcomes for some APs
- Period of intense change in hospital that delayed hospital-specific survey

In terms of our main lessons learned, we recognise that while all action points were important for the Department, several were not clearly enough motivated in terms of their impact on women's careers. Some of our success criteria were too ambitious (e.g. 100% completion) or not easily measurable (e.g. reduce the incidence of depression). We have also learnt much from new ways of remote working in response to the pandemic. We have taken forward our learning in the development of our new action plan.

# Section 3 – Future priorities and action plan

In section 3, applicants should evidence how they meet Criteria 4 and 5:

- + key priorities have been appropriately identified, to direct future action
- + a specific, measurable, achievable, relevant and time-bound (SMART) action plan has been provided, which addresses priorities.

## 3.1 Current self-assessment and future priorities

**Recommended word count: 1500 words**

Consider the department's self-assessment (previous and current), data analyses and previous action plan with respect to the areas covered by the standard Athena SWAN application form. These include:

- + student enrolment, progression and support
- + key career transition points
- + career development
- + flexible working and managing career breaks
- + organisation and culture.

1. have the department's gender equality issues changed, and if so, how?
2. what are the department's key priorities for future action?

There has been good progress in women academics achieving senior positions. Reader or equivalent levels are now 50% women, and there is an additional woman Professor (22% of Professors are now women). In senior clinical roles, men still dominate, despite the veterinary profession becoming increasingly feminised. Some job roles, particularly administrative staff and veterinary nurses are >90% women; a feature not unique to our Department.

Research is already emerging that the COVID-19 pandemic is having a disproportionate effect on women's careers, particularly for those with primary caring responsibilities. We recognise that the COVID-19 pandemic will have had a significant impact on many of our staff, both professionally and personally. In our action plan we continue to focus on understanding and mitigating the observed gender imbalances, including those that may be exacerbated by the pandemic.

### 1. Supporting career development

The 2019 staff survey indicated continued dissatisfaction with the Senior Academic Promotions and Senior Researcher Promotions processes. This feature was seen across the University and in response, the promotions process has been redesigned centrally. The launch of the new process has been delayed due to COVID-19, which has led to the suspension of any promotions for at least one year. We will ensure that the Department is ready to promote the new scheme and support those eligible to apply when the scheme is launched and will evaluate the new process (**AP1.1**).

There is now a system of annual staff review for academic, hospital and professional support staff in the Department, supported by the HR team. Future attention should be focussed on reviews for post-doctoral and research staff, who are often on short-term contracts, and may benefit from enhanced opportunities to discuss career progression (**AP1.2**). For senior veterinary surgeons, market pay is a barrier to career progression in the Department. The hospital plans to introduce a grade 10 clinical track to enable career progression from the current grade 9 posts (**AP1.3**).

Research is already indicating that women in academia, particularly those with school-aged children and caring responsibilities, have been disproportionately affected by the COVID-19 pandemic. The Department has worked closely with members of staff preparing for their return to the workplace after the first 'lockdown' and we have used the COVID risk assessments put together as best practice by the University to support those staff with additional concerns. These have included but not limited to:

- Phased return to the workplace
- A temporary reduction in hours
- Referrals to both our occupational health and counselling teams

As a Department, we will be utilising the University "Impact statement" where individuals will get to express how the pandemic has affected their current or future work. This statement can be submitted to recruitment panels and for annual staff development reviews. The department will ensure that no staff member will be disadvantaged for recruitment and promotion opportunities due to the pandemic (**AP1.4**).

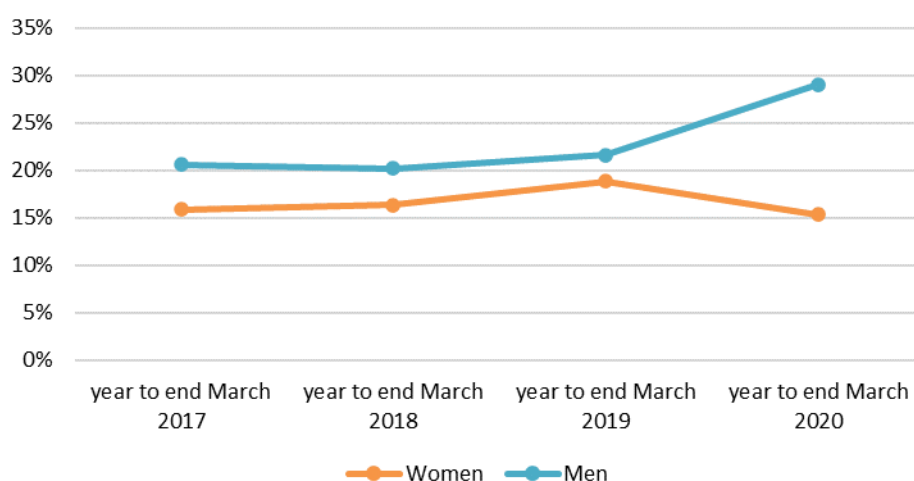
In order to identify additional local issues, focus groups will be convened with academic staff (men and women will be invited) and further data, such as the number of research publications in 2020 compared to previous years, will be gathered. This baseline assessment will be used to identify potential actions to further support women's careers. We anticipate at least 2 further action points cascading from here, which have not yet been defined as it has not been possible to identify and measure long-term impacts yet (**AP1.5**).

### 2. Recruitment & retention

Our academic pipeline (figure 3) indicates that particular attention is required at both the Professorial level and Lecturer level, where new recruits begin their academic careers. Recent appointments at Professorial level (rather than promotions) have all been men. The HoD commits to searching for, and inviting women to apply to, future chairs (**AP2.1**). There are currently no women lecturers in the Department as a result of promotions and turnover. New appointments to 'University Teaching Officer' roles are currently paused but the E&D chair will maintain awareness of this gap in the pipeline among the Strategy & Executive Committee until recruitment resumes. Our current 'best practice' standards in recruitment will be maintained, with gender balanced selection panels who have undergone E&D and unconscious bias training (**AP2.2**).

There are no apparent gender biases in turnover overall (figure 6), although turnover is higher among men in the last year. Data by staff group (not shown) reveal higher turnover among men in the assistant staff group in the past two years. Exit interviews implemented over the past three years have provided important information on the reasons for staff leaving and remedial actions that could be taken; these will continue (**AP2.3**).

Figure 6: Turnover, all staff groups



### 3. Student experience

Since our last award, student admissions to the Veterinary Medicine course are consistently 75-80% women, in line with national trends across all Veterinary Schools. In Cambridge, the colleges rather than departments make decisions on admissions. From an Athena SWAN perspective this means that directly impacting on the gender balance at undergraduate level is beyond the control of the Department. Nevertheless the Department plans a major overhaul of its website (accessed by many prospective applicants) and other promotional material so that it more accurately reflects the diversity of students in the course and provides relevant and helpful information (**AP3.1**). Additional initiatives to encourage diversity include Departmental and college Open Days, a residential course of prospective applicants (VetCam; applicants from disadvantaged backgrounds are provided with bursaries) and attendance at veterinary fairs.



Students currently undertake the online E&D training offered by the University in year 6. However, students feel that this should be embedded much earlier into the veterinary curriculum particularly since their Day 1 competencies require the ability to work with diverse clientele; we will work to implement this (**AP3.2**).

Mental health concerns are still prevalent among veterinary students across the country and it is vital that we support and implement local and national initiatives, such as RCVS's "Mind Matters". We will review the support that is available to our students, create signposting infographics and conduct a student survey to assess whether students are familiar with support on offer and satisfied with the help they receive (**AP3.3**). Among staff, we will continue the dialogue on mental health through awareness events including on World Mental Health Day.

#### 4. Workplace culture

The Department is mindful of the pressures on staff and supports those with caring responsibilities to find a good work-life balance. Meetings are held during core hours. Wednesday afternoon seminars finish promptly at 5pm, with refreshments served before the start of the seminar rather than afterwards. We will need to be creative in how we engage with staff and students during the pandemic and subsequently, given the huge disruption to normal working patterns. The staff survey found that only 54% of staff found Departmental communications clear and relevant and the pandemic has further emphasised the need to have a clear communication strategy both for 'pushing out' information and receiving feedback (**AP4.1**).

A key action point is to increase awareness of the Dignity at Work policy and understanding of how to report bullying behaviour, harassment or sexual misconduct given that staff survey results indicated 23% of people had witnessed bullying while 13% said they had personally experienced this behaviour. This is not acceptable, albeit in line with University results. Planned actions include delivery of "Where do you draw the line training" to all staff; this will be made mandated by HoD (**AP4.2**). This training had been planned for March 2020 but was postponed due to the University closure resulting from the pandemic.

We have achieved high uptake of the online E&D and Unconscious Bias training and will work to ensure that high uptake is maintained and that it is refreshed every three years (**AP4.3**). These courses are part of induction for new staff.

Further work is required to raise awareness and provide opportunities for discussion of key E&D issues. We will continue to participate in and celebrate national and international events such as International Women's Day and World Mental Health Day, given the good attendance and positive feedback from previous events (**AP4.4**).

Starting with assessing the teaching load of staff in the Department in 2021, work will continue to develop a full workload model in 2022, with support from the School of Biological Sciences (**AP4.5**). This will ensure greater transparency and fairness and allows an assessment of workload by gender, which may inform further action points.

A particular action for the hospital is to follow the lead of the NHS to embrace a 'just culture' rather than a 'blame culture' in dealing with incidents of patient safety. This will improve both clinical care and staff wellbeing (**AP4.6**)

We will be responsive to new challenges and adapt our action plan as required. We will build on our successes in the current cycle, sustaining the momentum of our committee and engaging widely across the Department to promote respect, inclusion and equality so that the Department is a great place to work.

*"I find the Vet Med E&D committee really inspiring, they're always extremely well organised, brilliantly chaired and everyone's input is valued. These meetings drive forward the inclusion agenda by demonstrating respect" Dr Miriam Lynn, E&D Lead at the University of Cambridge.*

Action point	Objective	Rationale	Planned actions	Measurable outcomes	Timeframe	Person responsible	Resources required
<b>1. Supporting career development</b>							
1.1	Evaluate new University promotions procedure	Staff survey results show that staff do not feel promotions process is fair	Raise awareness of and implement new promotions procedure	Increase satisfaction with Senior Academic/ Researcher Promotions process	2021-2025	DA to promote and University HR to implement new process	Staff survey
1.2	Improve awareness of and satisfaction with support provided to post-docs	58% of current post-docs are satisfied with the support they receive	Promote post-doc academy, instigate annual staff review for researchers	Increase satisfaction of post-docs with support they receive; 80% of post-docs completing annual review	2021-2025	E&D chair, HR	Post-doc academy, annual staff review, Staff survey
1.3	Introduce grade 10 clinical position	Exit interviews indicate frustration at lack of clinical career progression	HoD to present case to University HR committee	Grade 10 clinical posts filled	2022-2025	HoD, HMD	HR database
1.4	Utilise COVID-19 impact statement	Early evidence suggests that women in academia have been disproportionately affected by the pandemic, particularly those with caring responsibilities	Encourage all staff to complete a COVID-19 impact statement when applicable; provide examples of such statements	80% of staff including a COVID-19 impact statement in annual staff review	2021-2025	HoD, HMD	Annual staff review
1.5	Investigate differential impact of COVID-19 by gender in the Department and implement remedial action	Early evidence suggests that women in academia have been disproportionately affected by the pandemic, particularly those with caring responsibilities	Conduct focus groups in Department	Focus groups conducted, results presented to SEC, actions determined and implemented	2021 - hold focus groups; 2021-2023 implement actions	E&D chair	Focus groups, budget to support remedial actions

#### Abbreviations

HoD= Head of Department;  
 DA= Departmental Administrator;  
 HR=Human Resources team;  
 SEC=Strategy & Executive Committee;  
 HMD=Hospital Managing Director

## 2. Recruitment and retention

2.1	Identify and invite suitably qualified women to apply to senior posts	Recent appointments at Professorial level are all men	Search panel appointed or personal action taken by HoD	All short-lists for grade 12 posts include at least one woman	Ongoing for every appointment	HoD	HoD time, HR database
2.2	Maintain high standards in recruitment practices	The Department should be an inclusive work environment; we should follow RCVS and University best practise.	Flexible working opportunities advertised; compulsory E&D and unconscious bias training for selection panels; gender balance on selection panels	All selection panels to have completed training	Ongoing for every vacancy	HR	HR database, possible audit of recruitment process
2.3	Conduct exit interviews with leavers	Implementation of exit interviews has provided important information	All leavers to be invited to exit interview; feedback given to line managers; anonymous reports compiled twice per year for HoD	>=80% of leavers have an exit interview	Ongoing for every leaver	HR	HR database, HR reports

## 3. Student experience

3.1	Update brochures and websites to promote diversity in the applicant pool	Feminisation and lack of diversity within the profession indicates the need for active outreach.	Major update to website followed by annual review prior to admissions process	Increased diversity in applicants and admissions to the Veterinary course with regard to gender and ethnicity	Website 2021 with ongoing review	E&D Chair, Director of Teaching	Website, brochures, communications group
3.2	Embed E&D training into the veterinary curriculum	Day 1 competencies require ability to work with diverse clientele. It is essential new vets are educated on how to treat all clients with respect and tackle E&D issues that may arise in the workplace	Introduce training earlier in course (currently year 6). Identify further opportunities in curriculum	Students feel capable in how to confront and challenge discrimination and how to treat clients from all backgrounds with respect and dignity	Ongoing	E&D Chair, Director of Teaching	Training materials, curriculum review
3.3	Expand mental health support for veterinary students and raise awareness of options available	British Veterinary Association student survey 2020 showed 68% felt overwhelmed during the course, 52% suffered from anxiety and 35% suffered from depression	Review support available, create signposting infographic, conduct student survey	Students are familiar with where support is available for them and satisfied with the help that they receive	Ongoing	Pastoral support team	Student survey, time of pastoral support team

#### 4. Workplace culture

4.1	Develop and implement a Department communication strategy	Staff survey results indicated that only 54% of people felt the communication they received was clear and relevant. It is important that E&D messages are well communicated	Design and implement a Department communication strategy; evaluate effectiveness of communications	Improved satisfaction with communication	2021 (strategy) 2022 onwards (evaluation)	DA, HoD, HMD, E&D chair	Staff survey,
4.2	Increase awareness of Dignity at Work policy and understanding of how to report bullying behaviour, harassment or sexual misconduct.	Staff survey results indicated 23% of people had witnessed bullying while 13% said they had personally experienced this behaviour.	Deliver "Where do you draw the line training" to all staff, this will be made mandated by HoD. Provide regular reminders to all staff on how to report behaviour experienced or witnessed. Encourage a proactive approach by HR and line managers to respond to poor behaviour.	Staff understand reporting process and are confident action will be taken	Ongoing	E&D chair, HR,	Staff survey,
4.3	Ensure high uptake of E&D related training, refreshed every 3 years	We believe high uptake of training has improved knowledge & understanding of E&D issues and improved workplace culture	Continue to include training as part of staff induction	>=90%	Ongoing	HR, E&D chair	HR database
4.4	Promote an inclusive culture that values diversity and provides opportunities for discussion of key issues	Increased awareness of E&D issues will promote and inclusive culture	Hold regular events on national days, such as International Women's Day, World Mental Health Day to encourage dialogue	Events are well attended and feedback is >=80% positive	Ongoing	E&D chair, HoD, HR	Event head counts, post-event feedback
4.5	Develop and implement a workload model to ensure transparency and fairness	Workload model encouraged by Athena SWAN and RCVS	With guidance from the School of Biological Sciences (SBS), develop, implement workload model and monitor staff workload/ contributions	Workload model exists	2021 assess teaching load, 2022 include all duties	HR, HoD	HR time, data from staff reviews, guidance from School Biological Sciences
4.6	Understand, adapt and implement a 'just culture' in clinical safety in our hospitals	A 'blame culture' in patient safety does not promote learning and can harm staff wellbeing. Learning from the NHS, a 'just culture' treats staff involved in a patient safety incidence in a consistent, constructive and fair way	Adapt NHS guidance for our context; promote cultural change through workshops; evaluate policy and practice	Improvement in staff perception of how patient safety is handled	2021 adapt NHS guidance and run workshops, 2022-2025 evaluations and improvements	HMD, HoD	Hospital-specific survey at at least 2 times points (before and after)