ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in departments to ensure that changes to the structure of the original award-holding department do not adversely impact on gender equality in the department or any gender equality initiatives or Athena SWAN activities in place. Interim awards recognise that the department has taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application.

Applicants for an interim award:

- must hold a valid Athena SWAN departmental award
- cannot apply for an interim award which is higher than the level of the departmental award they currently hold

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE.

This form should be used for applications for Bronze or Silver Athena SWAN interim 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: 4.2, 4.4

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 recommendations as a guide.
<table>
<thead>
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<th>Department application</th>
<th>Words Used</th>
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<td>2. Description of the changes arising from restructure</td>
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Name of institution
Name of department applying for award
Interim Award Level
Focus of department(s)
Name(s) of department(s) holding previous awards
Details of previous award(s)
Contact for application
Email
Telephone
Departmental website

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<td>Mr Rob Pettitt</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:robp@liverpool.ac.uk">robp@liverpool.ac.uk</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>0151 795 6238</td>
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<tr>
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<td><a href="https://www.liverpool.ac.uk/veterinary-science/">https://www.liverpool.ac.uk/veterinary-science/</a></td>
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</tbody>
</table>

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words (590 words used)

An accompanying letter of endorsement from the head of department should be included.

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

Please note that three departmental restructuring applications from the University of Liverpool are being submitted simultaneously. This is because one larger unit has been divided into three. This occurred with no changes in the nature of the work undertaken and was to enable smaller, more subject-focused institutes to be formed. We have purposefully submitted all three applications at the same time, and there is substantial overlap in places across the applications. This is because many of the processes and actions covered in the original successful Bronze award application remain highly relevant to the three new smaller institutes. In addition, some processes operate at University level, and therefore remain common. The three SAT teams collaborated in writing the applications to reduce unnecessary duplication of work and focussed on tailoring text and actions to their new institutes as appropriate. We also hope that this consistent approach will make the review process easier for the panel.
Ms Sarah Dickinson Hyams
Head of Equality Charters
Equality Challenge Unit
7th Floor, Queen’s House
55/56 Lincoln’s Inn Fields
London WC2A 3LJ

31st October, 2017
Dear Ms Dickinson Hyams

Application for migration of the ILT Bronze Athena SWAN award following Faculty restructure to the Institute of veterinary Science

I am writing to strongly endorse this application for migration of the Institute of Learning and Teaching (ILT) Athena SWAN Bronze award following the recent restructure of a section of the Faculty of Health and Life Sciences, here at the University of Liverpool. The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute of Veterinary Science (IVS).

The population of staff and students in the new Institute is a subset of the population covered under our previous Athena SWAN application, and there has been no effect on our day-to-day activities. For the IVS, with a staff of 327 and 715 students, we are committed to operating in an efficient, transparent and equitable manner.

Following the restructure we now have a bespoke Self-Assessment Team (SAT) and I, as the Head of Institute, am an active and highly supportive member of the team. The SAT is embedded within the culture of the institute, feeding into other committees, such as the Institute Management Team, the day to day work and cultures within the Institute. The devolution of power means that the new Athena SWAN Self-Assessment Team can better engage with staff and students at a more local level and this is reflected within the broad diversity of the IVS SAT which includes members from the student population right through to the Head of IVS.

As a female in the profession that has seen a major shift in gender balance (towards an increased female majority) in recent years, a trend that will continue further for years to come, I am committed to ensuring equal opportunities for all members of the profession. Challenges lie ahead with respect to balancing professional activities of specialist led
referral clinics in an academic environment. A University led Workload model initiative has been introduced but there are great difficulties in applying this to the clinical environment. The restructure has allowed us however to focus more on this at a local level to help deliver an improved work life balance for our staff. The IVS SAT is already working on its action plan and progressing towards a Silver award, but in the meantime, I obviously wish for our work thus far to be recognised. I would therefore appreciate it if we could continue to celebrate our achievements under the previously awarded ILT Bronze.

I hope you will view our application favourably. If you require any further information, please do not hesitate to contact us. I look forward to hearing from you at your convenience.

Yours sincerely

Susan Dawson

Professor Susan Dawson
2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

Recommended word count: 1000 words (294 words used)

Please provide a detailed description of the changes arising from the restructure— for example, redistribution of staff, change of location, changes to course delivery— including any relevant contextual information. An overview should be provided on high-level staffing changes including the total number of staff affected. Please provide a description of the department pre- and post-restructure, and an indication of how the restructure has impacted each of the previous departments/units.

The previous structure of our faculty and institutes is shown in figure 1. Prior to the restructuring there were 6 schools within Institute of Learning and Teaching (ILT). The running of the ILT as an administrative unit was cumbersome. At the time of our previous Athena SWAN (AS) submission in spring 2016, the Institute comprised 441 academic staff and 6630 students, across six diverse Schools. Unsurprisingly each of these Schools face different challenges and requirements locally, and management of such a complicated unit was eventually deemed untenable. Thus, in September 2016, the ILT was again restructured, into three smaller and more focussed units, the Institutes of Clinical Sciences (ICS), Veterinary Sciences (IVS), and Life and Human Sciences (ILHS) (figure 2).

![Diagram of Faculty of Health and Life Sciences]

**Figure 1. The new structure of the Faculty of Health and Life Sciences**

Overall the three teaching institutes still very largely represent the same population of academic staff and students as the former ILT, and there have been no changes with regards location of academic staff, or delivery of teaching, as a result of the restructure. However, it is already clear that administrating this population in smaller units, has resulted in management, and resource distribution and utilisation, being more efficient, and the newly appointed Institute Heads and Institute Managers are better placed to address local challenges.
There have been role changes for a small number of professional services staff. Affected staff were automatically redeployed, at equivalent salary grades, into the three newly formed teaching Institutes, and the newly established Education Directorate (ED). The ED assists all eight Institutes within the FHLS in the delivery of teaching. The Directorate comprises the Centre for Educational Development and Support, the Human Anatomy Resource Centre, and the Faculty Student Experience Management Team. There were changes in physical location for some staff, both academic and professional services, but only within the main university campus.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: 1000 words (2190 words used)

Describe the self-assessment process. This should include:

(i) details of how the self-assessment team has changed over the restructuring

The new structure has had implications for how we address the AS agenda. Whereas previously a single team worked on AS issues in the ILT, we have now split into three separate teams, each representing one of the three new teaching Institutes. The AS teams for the Institutes of Veterinary Sciences (IVS) and Clinical Sciences each have a new Lead. Mr Rob Pettitt has moved from the Veterinary School ILT AS team representative to the role of AS Lead for the IVS, of which this application is the subject. The three AS Leads continue to meet quarterly and coordinate to ensure that all teams are operating in a consistent and effective manner. As before, we also meet twice a year, along with the other AS Leads within the FHLS, with the Faculty AS Champion, Professor Sue Wray. Finally, all AS Leads within the University meet three times as a year in the convening of the UoL AS Steering Group which oversees AS activities across the Institution and is led by Professor Ken Badcock, one of three Executive PVCs.

The newly formed IVS AS Self-Assessment Team was formed following the dissemination of expressions of interest for staff and students to act as members. There are 16 members on the team comprising the following:

- 10 female: 6 male
- 8 academic staff (5F,3M) : 6 professional services staff (3F,3M): 1 post-graduate student (F); 1 undergraduate (F)

Mr Rob Pettitt (SAT Chair) is a Senior Lecturer and Royal College of Veterinary Surgeons (RCVS) specialist in Small Animal Orthopaedics. “A previous panel member of the ILT Athena Swan team, I am now the chair of the IVS AS team. I share a passion for equality in the workplace. Outside of work I have two boys, aged 20 and 14.”
**Professor Susan Dawson** is Head of the Institute of Veterinary Science. Professor Dawson is currently a member of the Council and Senate of the University of Liverpool and is also a council member of the Royal College of Veterinary Surgeons. She sits on Education Committee for RCVS and has been a panel member and chair of accreditation visits of veterinary schools on behalf of the Royal College. Professor Dawson is currently Senior Vice-President of the British Small Animal Veterinary Association.

**Dr. David Pattwell, Head of Operations.** David’s role is to provide leadership for all professional service staff across the Institute and he represents this group of staff on the Institute’s Athena Swan team.

**Dr Zeeshan Durrani** is a lecturer and coordinator for Y2 research skills in the Department of Veterinary Education, Institute of Veterinary science. In addition to his academic responsibilities, he possess ten years of experience in providing pastoral support to students.

**Laura Buckley** RCVS and European Specialist in Veterinary Dermatology and Senior Lecturer in Veterinary Dermatology in the Institute of Veterinary Science. “I have worked for the University of Liverpool for eight years and I am excited to be part of a dynamic team promoting and supporting equality within our fantastic workplace. In particular I am keen to facilitate work flexibility to help parents achieve their career goals whilst maintaining a healthy and happy home.”

**Steph Gowing** is a third year veterinary student at the University of Liverpool. “I am the Liverpool Representative for the Veterinary LGBT+ Society at the University and also a Peer Supporter. Therefore, I have a great interest in promoting equality, acceptance and support throughout the University for everyone, and removing any barriers and difficulties as much as possible for those at a disadvantage. I believe the Athena Swan initiative will promote this.”
Dr Mark Senior is a senior lecturer in veterinary anaesthesia. He joined the IVS Athena Swan team because he is interested in diversity, equality and transparency at work. He was also a member of the Athena Swan panel in his previous institute at UoL and was involved in a successful bronze and silver application.

Joe Simon a fourth year and the Liverpool Vet School LGBT+ President. “I am passionate about LGBT+ representation and equality in the workplace and through this committee and my society, I hope to promote an environment where the faculty can grow into an even more inclusive place.”

Phil Stratford is the IT Manager for the Hospitals and Practices within the Veterinary Institute. His career previously has included retail banking and local government. Outside of work, Phil enjoys sport, pub quizzes, films and playing drums in a local band.

Karen Mahon is Senior Administrator for the Department of Veterinary Education within the Institute of Veterinary Science. “I am responsible for the management of all Professional Services staff at both locations, specifically the Student Experience and Management Services teams, I manage a broad range of activities which support learning and teaching, and student experience, ensuring close co-operation with colleagues in the institute, faculty and central professional services. I have over 12 years’ experience working in Higher Education (11 years at Liverpool Hope University and 2 years at a Private Higher Education Provider). I am a single parent to 2 grown up children (18 & 21).”

Marisol Collins is a PGR student. “I graduated from Liverpool vet school in 2002 and spent 12 years in small animal practice before moving into global health and zoonotic disease research. I am now studying towards a PhD and am proud to represent the Institute’s LGBT and postgraduate student community on the Athena Swan panel.”
Pippa Mahen a veterinary surgeon working in the Veterinary Institute’s Farm Animal Practice. “I completed my Diploma in Bovine Reproduction whilst a resident at the Veterinary Institute and am now a Lecturer in Livestock Health and Welfare. I represent the Department of Livestock Health and Welfare on the Athena Swan team.”

Val Tilston the Histology Lab Manager and works within the Department of Veterinary Pathology & Public Health. “I am delighted that professional services are now included within the Athena Swan remit and am looking forward to representing the diverse range of professional services staff within the Institute of Veterinary Sciences. Outside work I have a two year old son who keeps me busy.”

Rita Papoula-Pereira Lecturer of Veterinary Public Health. “Prior to this I did a PhD and residency programme in Veterinary Pathology at the same institution so I consider myself almost part of the furniture! I am highly excited about the contribution that AS can make to improve the opportunities that the University provides to staff. Topics addressed by the AS team are presently even more relevant to me since I am currently expecting my first child.”

Clare Kenny IVS Finance and HR Team Leader. “I am a member of the IPSLT and outside work I am a scout beaver leader and an executive member of the Merseyside Scout Council. I am passionate about opportunities for all and a member of the Athena Swan for IVS.”

Helen Barry Student Experience Administrator. “I provide support for 4th and 5th Year Veterinary Science students and clinicians based at the Leahurst Campus. I believe that equality is the cornerstone of a fair and just society. Initiatives like Athena Swan play an important part in removing barriers, and opening up opportunity for everyone.”

Nicola Williams Professor in Bacterial Zoonotic Disease and is currently a parental leave advisor for the Institute of Infection and Global Health. As a Mum of two, she is keen to use her experience to help support other staff and extend her role to IVS, and wanted to join the IVS AS team as she is also passionate about ensuring all staff and students have the support and opportunities they need to progress in their careers.
Both the Head of the Institute and the Institute Manager sit on the panel. The IVS has two main campuses with equal representation from both. The work life balance of the team members is varied, and roughly half of the members have caring responsibilities.

As part of the IVS we have a separate campus based on the Wirral (Leahurst Campus) which is where the majority of the clinical services are provided as well as a significant proportion of the research outputs. As such we felt it important that the IVS AS team should also include members who are based at Leahurst but not a member of the IVS itself. Two of our team fit into this category, both of whom are from the Institute of Infection & Global Health.

The SAT meets monthly during term-time and meetings are inserted into members’ calendars a minimum of two months in advance of the meeting. As we have a split site, the meetings are scheduled at both sites in a ratio of two at Leahurst and one in the main campus in line with the proportion of team members. Skype calls are used to allow those on the alternate campus to still attend. AS is a standing item on the agendas for Institute Management Team. AS information and progress is disseminated to School staff and students via Institute newsletters, meetings, and Staff Student Liaison Committees.

As a result of the restructure we are now operating at a much more local level, which has improved communication and clarity with respect to AS activities. Indeed in the feedback for the ILT spring 2016 Bronze award application, it was noted several times that the highly complex nature of the previous Institute made it difficult to interpret our data and the initiatives we had in place. We are confident that our new structure will allow us to be much more effective in furthering AS principles. An example of this is the creation of a new Veterinary Views forum. Through this initiatives, such as the Wellbeing week and other support related issues are communicated to all staff members.

The action plan submitted last year for our Bronze award was largely directed at the former ILT as a whole. Therefore, our new action plan below is very similar, although the three new SAT leads have removed/added School-level actions, where appropriate.

(ii) details of any equality impact assessment undertaken

An equality impact assessment was undertaken led by the Pro Vice Chancellor for the Faculty. This process was managed by the Faculty with support from HR. No negative impact was found for any staff or students from protected equality characteristics. The restructure was undertaken in line with University change management policy and staff were consulted and kept informed throughout. The Faculty confirmed their commitment within the impact assessment to “promote equality and diversity in the restructuring exercise and going forward.”

(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

A major part of the reasoning for the restructure was very much linked to the AS Charter principles. On a day-to-day basis the operation of six Schools comprising the ILT was essentially a local affair. However at management and administrative level those on the
ILT team struggled to cope with the many and varied competing demands of their roles. This was particularly true for the ILT professional services staff, and over the years the ILT was in place, we saw an increase in staff reporting work-related stress. One consideration when planning the restructure was that forming three new smaller Institutes with more autonomy, and by delegating some tasks to local level, pressure on staff would be reduced.

With respect to the students, we have found that students tend to identify most strongly with their own department.

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

We held a very successful launch event for the three new Institute SATs in autumn 2016, which was introduced by the Vice Chancellor for the University. In December 2016 Institute of Veterinary Sciences Management Team held an ‘away day’ to discuss the strategy of the Institute moving forward, including the plan for AS. As part of that an action plan was created to prioritise the implementation of a Staff and Student Wellbeing Policy; the first part of that was to organise a local ‘wellbeing week’ at Leahurst alongside the central university programme to ensure those staff and student members constrained by location at the satellite site still had access to the majority of activities being held.

The IVS SAT will continue to meet regularly, as described above. Membership will be reviewed annually to ensure it is still appropriate, to allow current members to step down if necessary, and to enable new influx of ideas and opinions. The Chair position will be re-advertised every three years, so that other members of staff can use this leadership role as a career development opportunity. Staff are encouraged to contact the SAT with AS-related issues to be raised at meetings, and staff have been forthcoming. A recent example of this was a member of staff returning from maternity leave who wanted to know what was in place at Leahurst to support newly returned staff from parental leave. This was raised at the subsequent SAT meeting whereby it was agreed to set up a confidential support and discussion forum, action on which is ongoing. The Institute has allocated funding to aid in organisation of Athena Swan events and initiatives. Work towards AS initiatives is recognised in the Work Load Model (WLM) and Personal Development Reviews (PDR). A standing item on the SAT meeting agenda is progress towards implementation of the Action plan and new AS initiatives. Success stories are disseminated via the newsletter and the staff survey will be conducted every two years in order to monitor our progress.

(v) plans for future Athena SWAN award applications

As part of the UoL Strategy 2026, the aim is for most eligible STEM departments within the University to hold a Silver Athena SWAN award by 2021. The IVS SAT has already begun to re-assess our monitoring data with a view to a Silver application: our aim, given the enthusiasm of our team and institutes members, is to submit for an award in the autumn 2020 AS application round.
4. **SUPPORTING AND ADVANCING WOMEN’S CAREERS**

Recommended word count: Bronze: 3500 words (3045 words used)

4.1. **Key career transition points: academic staff**

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) **Recruitment**

There are no substantive changes to recruitment policy or process since the restructure. Recruitment documentation has been updated to explain the new structure but this does not influence gender or other equality issues. We continue to follow University procedures for advertising, shortlisting and appointing which promote gender equality. Positive action statements remain on job advertisements and recruitment material continues to include information on flexible working. As new recruitment material is developed, we continue to promote AS principles and use gender-neutral images.

(ii) **Induction**

There are no substantive changes to induction policy or process since the restructure. The split into three smaller institutes has enabled each institute to produce updated induction information that is more specific to the smaller, less diverse institutes. It is anticipated that this will facilitate smoother induction and the restructuring has enabled the induction materials to be reviewed from an equality perspective. It is particularly hoped that the new institutes will facilitate positive and clearer induction for professional services staff as the complexity of the structures and organisation have been reduced.

(iii) **Promotion**

There have been no changes to promotion opportunities, processes or policy with the restructure. The restructure did enable opportunities for staff to be promoted to senior roles, such as Head of Institute and Institute Managers. For these roles, expressions of interest were sought and, where required, interviews were held to select appropriately.

A challenge highlighted in our previous AS application is that many of the academic staff in the three institutes are on Teaching and Scholarship (T&S) contracts, which historically have been associated with less clarity in promotion criteria. Work undertaken in the previous ILT and at university level continues – and will continue in the new institutes – with specific support and sessions to support staff to apply for promotion. Some support sessions are designed for women only and on-line material has been enhanced. This work continues to enable equitable promotion and clarity about the processes and requirements for staff on T&S contracts. Similarly, work continues to support successful promotion to Reader and Professor Levels in the institutes.
Department submissions to the Research Excellence Framework (REF)

The three new institutes that formerly comprised ILT are primarily focused on teaching rather than research. There have been no changes to the processes or policy associated with submissions to the REF associated with the restructuring. Staff who are research active and wish to be considered for submission to the REF affiliate with one of the research institutes in the Faculty. Research institutes in the faculty already have Silver AS awards and so have processes to support gender equality in place.

SILVER APPLICATIONS ONLY

4.2. Key career transition points: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Induction
(ii) Promotion

4.3. Career development: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Training

There has been no effect of the restructure on staff training. In the IVS, one senior staff member has recently undertaken the Aurora Leadership programme for women, at the encouragement of, and paid for by, the Institute. Out of 102 academic staff members in the IVS, 75% have a Higher Education Academy (HEA) Fellowship or Senior Fellowship. According to the UoL Strategy 2026 it is aimed that 100% of permanently contracted teaching staff will have HEA teaching accreditation by 2021. In order to assist staff in meeting this target, the university has set up the of Liverpool Teaching Recognition and Accreditation (ULTRA) Framework to ensure that all those who teach at the University have the opportunity to engage in effective Continuing CPD and gain recognition for high quality teaching. The IVS is active in encouraging and supporting staff who wish to engage with ULTRA, and staff that do not yet have HEA accreditation are being encouraged and supported to work towards it.

In the IVS there is a group called the Liverpool Veterinary Education Group (LiVERG) which meets every other month. Talks are organised at both Liverpool and Leahurst campuses to share best practise and co-ordination of pedagogic research activity.
Diversity and Equality (D&E) training is mandatory for all staff; to date, 82.5% staff have completed D&E training. This number is below the intended levels and an action is to increase this. A wide range of CPD opportunities are available across the university, and these are widely advertised and always gain accreditation.

All new staff are allocated a trained mentor, and there is also a UoL AS Mentoring Scheme. This gives staff the opportunity to identify mentors from both UoL and the University of Manchester. This scheme is available to both academic and professional services staff.

All academic staff within the IVS have an annual CPD budget which is used to fund attendance on training courses, both internally and external to the university, to aid in advancement of careers.

(ii) Appraisal/development review

There has been no effect of the restructure on annual appraisal. All staff have an annual Personal Development Review (PDR) with their line manager. In this meeting, the staff Portfolio of Activity is reviewed, an ongoing overview of all activities, outputs, and plans. The staff Work Load Model is also reviewed in comparison with comparable colleagues. Line managers must undertake training prior to performing PDRs.

(iii) Support given to academic staff for career progression

There has been no effect of the restructure on the support given to academic staff with respect to career progression. The process remains as follows:-

- An annual workshop is run by the university staff who are considering applying for promotion. In the workshop staff are introduced to the promotion criteria and process.
- All staff have their annual PDR with their line manager, and where appropriate, they encourage staff to apply for promotion.
- Staff are advised to raise such matters as career breaks, flexible working, or absence from work, so they are not disadvantaged.
- Staff applying for promotion can request a mentor to support them during the process.
- Staff applying for promotion attend a second workshop which works through the specifics of the process, and provides advice to applicants.
- Staff then submit a draft application to their Head of School, and will receive feedback from both the Head of School and Head of Institute, prior to their final submission to Human Resources. Mentoring is also available for staff who request it.

(iv) Support offered to those applying for research grant applications

Staff who are research active and seek research funding typically affiliate with one of the research institutes, and it is through this affiliation that support for grant applications is
offered. The Faculty of Health and Life Sciences is in the process of introducing changes that will ensure that staff have the time, and provision in their Work Load Model (WLM), to engage in Scholarship activities, evidence of which is an important part of the promotion process.

Open consultation was undertaken in form of Faculty open meetings and all staff emails, however University policy means that formal face-to-face consultation is targeted at those directly affected by the restructure. As very few staff had any change to role (as described throughout) and the majority of staff remained aligned to their existing department, formal consultation was only undertaken with 5 staff, none of whom were on a career break. Support provided to staff returning from a career break remained the same as described below.

Personnel on career breaks have a return to work interview when they re-join following a break. During the break there are up to 10 non-compulsory ‘Keeping in Touch’ days where those on a break are supported to come into their place of work and familiarise themselves with current workplace practices and policies. A podcast of an internal communication meeting (Vet Views) which communicated the new Institute departmental structure, line managers and reporting lines was made available to all staff including those return to work after a career break.

As part of this restructure no personnel on a break had a significant change to their role and, as mentioned earlier, the creation of HoDs with recognised levels of responsibility has enhanced the local support for all members of the Institute. However it was noted that a dedicated structure to promulgate information to those on a career break does not exist in the IVS and this has been included in the current Action Plan (Action Point 4.4).

(i) **Flexible working and managing career breaks** How has the restructure been communicated to those on a career break and what support will be available to them on return.

Open consultation was undertaken in form of Faculty open meetings and all staff emails, however University policy means that formal face-to-face consultation is targeted at those directly affected by the restructure. As very few staff had any change to role (as described throughout) and the majority of staff remained aligned to their existing department, formal consultation was only undertaken with 5 staff, none of whom were on a career break. Support provided to staff returning from a career break remained the same as described below.

Personnel on career breaks have a return to work interview when they re-join following a break. During the break there are up to 10 non-compulsory ‘Keeping in Touch’ days where those on a break are supported to come into their place of work and familiarise themselves with current workplace practices and policies. A podcast of an internal communication meeting (Vet Views) which communicated the new Institute departmental structure, line managers and reporting lines was made available to all staff including those return to work after a career break.

As part of this restructure no personnel on a break had a significant change to their role and, as mentioned earlier, the creation of HoDs with recognised levels of responsibility has enhanced the local support for all members of the Institute. However it was noted that a dedicated structure to promulgate information to those on a career break does not exist in the IVS and this has been included in the current Action Plan (Action Point 4.4).
Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

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

The policies for maternity and adoption leave are centrally determined and this remains the case after the restructure so there is no effect at Institute level. Previously there has been local ad hoc arrangements with line managers regarding flexible working. This has now been formalised in both academic and professional services. Team leads are responsible for assessing impact on the department and once flexible working arrangements with an individual are agreed they are forwarded to HR. There is a locally arranged discussion upon notification of maternity/paternity aimed at ensuring staff are supported prior to and returning from leave. IVS provide cover for staff taking maternity leave through recruitment of external or internal staff. Staff commonly utilise the maximum of ten paid ‘Keeping in Touch’ days to maintain contact with their departments during maternity leave. Staff attend a ‘return to work’ interview, where the options for flexible working and phased return are highlighted. Staff are made aware of the University Parents Network via Heads of Departments’ and the IVS newsletter. Breast feeding/milk expression rooms are available on the main campus, and at the Leahurst Veterinary Campus. The University has recently introduced a Shared Leave Policy following consultation with the University AS Steering Group.

University policy states that staff are entitled to take two weeks paid paternity leave after the birth or adoption of a child.

In practice parental leave is often taken for short periods of time, and due to the flexibility that academic members of staff have in managing their time, few formal requests for parental leave are received by HR. In addition, for all staff, 18 weeks of unpaid leave per child, and special leave of 1 or 2 days per year, are available in case of emergencies. Much of this leave is arranged locally and not recorded centrally which continues to be the case after the restructure. These policies remain unchanged after the restructure.

(iii) Flexible working

Flexible working arrangements are unchanged by the restructure. Flexible working is promoted in ILT via:

- The IVS newsletter.
- The IVS staff intranet.
- Staff induction handbooks.

Heads of Departments’ are required to undertake the Leadership and Management Development Programme, which covers maternity, family friendly, and flexible working, policies and arrangements. There is a relaxed attitude to working at home across the IVS. Staff are well supported by access to shared drives and software, allowing staff to work effectively from home. Data suggests that most of the flexible working in IVS is formally arranged with HR. The majority of applications in the past three years were
granted. There have been very few instances where the exact request for flexible working was not possible due to operational requirements. However, in all cases alternatives were offered, and all staff continued to work in their role with some form of flexibility accommodated. For some staff in teaching focussed positions, where there are constraints in terms of timetabling, this has meant changing their hours between semester one and two to fit in with the teaching timetable, but still maintaining compression of hours from five days to four, for example. The variety of forms of flexible working utilised across ILT reflects the broad range of job roles. Staff are also supported when needing flexibility on an ad hoc basis, but this is informally arranged with line managers, and it was not possible to gain accurate data on these arrangements.

4.5. Organisation and culture

(i) Culture

Comment on how the culture of the department has been affected by the restructure and how the Athena SWAN Charter principles will continue to be embedded into the culture and operation of the department.

The restructure has had a positive effect on culture. As mentioned previously, as a smaller unit, communication amongst colleagues has been made easier and it has clearer departmental identity with Heads of Departments’ now having recognised levels of responsibility.

The Institute is committed to considering the intersection of gender with other factors. Staff have access to a number of networks which are promoted via electronic newsletters, email, staff induction, and PDR. For example Institute staff are actively engaged in the UoL Mentoring, Parents’, LGBT, Disabled, and BME Staff networks.

In accordance with AS principles to remove barriers to career progression, initiatives are in place to support staff development and promotion (outlined in sections 4.3 i) and iii). The restructure has resulted in the creation of three new Head of Institute roles; one of these roles is held by a female member of staff (IVS).

The IVS is proactive in ensuring that all our students have a positive experience, and act to ensure that the principles of equality and diversity are upheld. The IVS have not to date introduced Diversity and Equality training to their student curricula, however, as part of the AS action plan training will be incorporated into the professional skills part of the curriculum by 2017/2018 academic year. The School also annually runs a Mental Health Awareness Conference, and holds exam and presentation stress-busting sessions for students. The IVS has a comprehensive student peer-mentoring scheme.

There is a university nursery on the main campus for staff and students. The nursery holds a free crèche on Saturdays, for staff attending open days.
(ii) HR policies

How have changes to policies and procedures been communicated to staff, how will the department ensure that staff are able to locate and understand these policy changes. How will the department ensure HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes are consistently applied and monitored during the restructure.

There has been no effect of the restructure on HR policies, which continue to be implemented by the HoI and staff with managerial responsibilities. As these personnel have remained unchanged, they were already fully aware of their roles in disseminating and implementing HR policies. University training, including unconscious bias training, is provided to managers to support them in this. Staff can access HR policies through the university intranet.

The university policy on bullying and harassment, and related processes, remain the same.

(iii) If applicable, how was gender equality considered in any redundancies

Only one individual from the ILT was made redundant as a result of the restructure. Despite being offered preferential interviews for all relevant posts arising from the restructure, including lower graded roles, and being placed on the University-wide redeployment register in line with normal policy, this individual was unfortunately not able to secure a suitable alternative role in the University. Gender equality was not relevant to this decision. In the IVS there were no redundancies made as a result of the restructure. Indeed, a new PS administrator post was established to support the work of the Student Experience Manager in the new ED.

Comment on how the following have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(iv) Representation of men and women on committees

Representation of men and women on key decision making committees has not changed as a result of the restructure. 40% of staff on the Institute Management Team are female including the Head of the Institute (3F, 5M). The Safety and Biosecurity committee, another major decision making committee within the Institute, has 60% female representation (16F, 11M). Applications for these posts are now sought via internal advertisements rather than the previous more direct approach to individuals.

(v) Workload model

The university is currently in progress with implementing the workload model and the IVS is contributing heavily to this. To date a Workload Allocation Model Project Board has established to scope the requirements for a commercial workload model. There are major differences and challenges for implementing this in clinical roles compared to non-clinical areas which are being assessed. As part of the WLM IMT now do a rotating road
trip to all areas of the Institute to field questions and gain greater insight into the challenges of each department.

(vi) Timing of departmental meetings and social gatherings

There has been no change in the timing of departmental meetings and social gatherings as a result of the restructure. As a result of our previous AS application, it was agreed across the former ILT that key meetings would only be held between 10am and 4pm. Meetings continue to largely be arranged via Doodle Poll. In cases where there is a lack of flexibility in the dates of key meetings such as exam boards, meetings are arranged and advertised to staff at the beginning of the teaching year. Seminars, networking, and social events in the IVS continue to be held within core hours.

(vii) Visibility of role models

Women have a high profile in the Institute, and as mentioned above, we are led by a woman. We are passionate in recognising the achievements and contributions of staff. A regular newsletter is sent out to all staff, which disseminate success stories as well as externally-facing web pages which similarly report good news. A recent example of this was an article on Professor Cathy McGowan (Head of Equine Studies) who delivered a high profile lecture on horse health ahead of the Grand National. The Institute encourages staff to apply, and nominate colleagues, for awards. In the 2016 UoL Celebrating Success Award round, the AS SAT itself received an award for its work in driving the AS agenda.

(viii) Outreach activities

There has been no change in IVS outreach activities as a result of the restructure. The UoL continues to be high in the Russell group for widening participation (WP). In association with Carmel College, the IVS offers a year zero foundation course for those students who have A levels but not in the subject area required for Veterinary Science. As a result of this all students on Year Zero courses are guaranteed an interview. In addition the IVS accepts certain Access course qualifications as well as accepting students who have completed the Royal Veterinary College Gateway course or who have an AS and BTech in Chemistry in place of A level Chemistry. These last two are not commonplace across other Veterinary schools within the UK. This activities have resulted in approximately 5-8% of the Veterinary Sciences undergraduate population coming from alternative academic qualifications. A Bioveterinary Science course has been created for a number of years to allow those students with insufficient qualifications to get on the Veterinary course to study alongside Veterinary Science undergraduates for three years and the end of which they are awarded a BSc. On completion of this a number are then able to transfer to the Veterinary Course as a graduate entry. The Institute has strong equality and diversity policies, particularly geared towards WP.

The IVS continues to have a WP Lead who works closely with the Admissions Team and the University WP Unit regarding all aspects of outreach. An ILT outreach database has been in place since 2014 in order to ensure capture of all outreach activities for PDR and
WLM purposes. In the IVS, numbers of male and female staff and students engaged in outreach activities, continue to be comparable.

The proportion of males in the veterinary profession continue to reduce. Undergraduate admissions are just under the national average at 18% (ECU report of 2015 stated 22%). As part of the outreach programme (Action Point 3.1) the IVS is aiming to increase male recruitment by 5% over the next three years. As part of this the IVS will increase the involvement of male staff and students in the outreach programme (Action Point 6.6).

5. FURTHER INFORMATION
Recommended word count: 500 words (335 words used)

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

As noted previously, the AS Leads of the three new Institutes continue to work closely together to ensure that good practice is shared and that the collaborative work is undertaken when appropriate. Indeed this application was written in collaboration with the other two Leads for the purposes of efficiency.

The process of writing this application has also allowed all three teams to reflect on how we are operating with respect to the new AS Charter remit; our spring 2016 application was written under the previous guidelines, but we are pleased now to have strong engagement from our professional services staff. In many ways the restructure has worked to galvanise our efforts with respect to AS, and we think it by no means a bad thing that the process has resulted in evolution of our AS teams, with new people, new ideas, and a fresh injection of motivation. The restructure has allowed us to evolve our AS team to incorporate a much more diverse group which not only includes both staff and students but also professional services. Minority groups such as the LGBT also have representation and this is already increasing awareness with a LGBT event already being planned for 2018.

Of course, we do not operate in a bubble. The fact that we are now operating more locally makes it much easier to communicate with, and gain insight from, staff and students. The Faculty and University AS network means that we have input at the higher operating levels, and we also have AS ‘friends’ at the Universities of Sheffield, Exeter, and Hertfordshire, with whom we share good practice. As part of this sharing good practice, all the veterinary schools in the UK had a collaborative meeting in September. This is an annual event and the 2018 meeting will be hosted by the IVS at the University of Liverpool. The outcomes of this meeting will be disseminated both back to the IVS but also to the leads of the other AS SATs to facilitate good practice.
6. ACTION PLAN

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process(es) and any issues identified during restructuring.

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

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

See the awards handbook for an example template for an action plan.

Since becoming an Institute we have not stood still and we have working and making good progress on the 2016 Action Plan as detailed above and in the latest ILT Bronze Award. The Action Plan detailed below is the one that was submitted for that award but an extra column has been included to explain the effect or otherwise that the restructure has had on our institute. In many cases there has been only been a requirement to make minor adjustments to dates or figures but in some cases the action has been filled in grey as it does not apply to our Institute. Some IVS specific actions have been added as the action plan has been made more focussed towards the IVS.
<table>
<thead>
<tr>
<th>Silver Action Reference</th>
<th>Description of Issue</th>
<th>Actions to be taken</th>
<th>Success measure</th>
<th>Person(s) responsible</th>
<th>Timescale for Action</th>
<th>Consequences for IVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Fewer males apply for undergraduate courses.</td>
<td>Increase male participation in outreach activities (see also action 6.6), and ensure all staff involved in recruitment undertake Unconscious Bias training.</td>
<td>Increase in the numbers of males applying to our courses. Currently 31% of apps, aim for 45%.</td>
<td>Institute SMT. HoSs and School Admissions Leads.</td>
<td>Year on year increase to 45% September 2019.</td>
<td>Summer school initiatives being implemented. Increase to 25% (currently 20%) by September 2020</td>
</tr>
<tr>
<td>3.2</td>
<td>It is unknown how many staff are undertaking the new incremental CPD.</td>
<td>Data needs to be collected annually, and monitored.</td>
<td>Database set up.</td>
<td>Institute SMT. Data to be collated and monitored by SAT.</td>
<td>September 2016.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>3.3</td>
<td>Numbers of female students receiving Honours degrees has dropped in the SoM.</td>
<td>SoM currently monitoring this, and will produce an action plan for the SAT following the 2016 attainment data.</td>
<td>An increase in the numbers of females in SoM receiving Honours to historical levels.</td>
<td>Prof Vikram Jha (Head of SoM) and SAT.</td>
<td>From September 2016.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>3.4</td>
<td>Reasons for leaving with regard to gender and grade not available.</td>
<td>A co-ordinated approach by HR and I LT to collate and include reasons for leaving by grade and gender and exit questionnaire data so actions can be taken to address career progression.</td>
<td>Understanding why, and implementation of actions to address turnover rate.</td>
<td>Human Resources, Institute SMT, SAT.</td>
<td>December 2016.</td>
<td>No change</td>
</tr>
<tr>
<td>3.5</td>
<td>D&amp;E/ Unconscious bias training</td>
<td>Increase the uptake of this training by organising local sessions to facilitate easier completion of training. Incorporate into PDR</td>
<td>Increase the percentage of trained staff. Current level is 82% for D&amp;E and 5% for UB</td>
<td>IMT/ HoDs</td>
<td>95% completion rate by 2019</td>
<td>New</td>
</tr>
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</table>

### Silver Action Reference

**Description of Issue**

**Actions to be taken**

**Success measure**

**Person(s) responsible**

**Timescale for Action**

**Consequences for IVS**

### Section 4: Supporting and advancing women’s careers

#### 4.1 Few staff applying for promotion at Reader and Chair level.

- Continue to monitor applications and success rates. Encourage our increased number of Senior Lecturers to apply for promotion via career planning conversations and attending UoL promotion workshops. Request feedback from staff attending workshops. More active application through PDR process

- Increase in numbers of staff applying for promotion at higher grades. At least 40% of chair applications over a five year period to be female. Positive feedback from workshops.

- Hol, HoSs and SMT, AS SAT.

- From when the next promotion round opens in 2018 through to 2019 promotion round.

- Minor change to numbers applying

#### 4.2 Promotion for and advertising success of staff in gaining HEA awards.

- Line managers will recommend working towards an HEA award as part of the PDR process. The Institutes will annually monitor awards given. Success

- 100% of IVS permanent teaching staff to hold an HEA award. An increase in the number of Senior Fellowships.

- Institute SMT, School Administrators to collate the data.

- To continue this annually. No change
<p>| 4.3 | Historically few opportunities for staff networking across the IVS. | Continue annual networking AS networking event. Organise a North West regional AS event Host national Veterinary schools AS conference 2018/2019 | Increased networking events and positive feedback from staff attending events. | AS SAT. | Events to be held each November. | Minor addition |
| 4.4 | Communication of information to those on a career break | Creation of a dedicated lines of communication to promulgate information. | Creation of a dedicated information portal for those on a career break | AS SAT | December 2018 | New action |
| Silver Action Reference | Description of Issue | Actions to be taken | Success measure | Person(s) responsible | Timescale for Action | Consequences for IVS |
| 5.1 | Some staff not aware of the promotion process. | Proactive dissemination of relevant information via the Induction and PDR processes, and inclusion on the staff AS intranet pages. | Increased positive response rate in next AS survey from 61% of females in 2013 to 90% in 2019. | HoI, HoSs, technical support team. | By end of action plan 2018/19. | No change |
| 5.2 | Staff engagement with Diversity and Equality training. | Follow up request to UoL AS Steering Group that completion of | 100 % completion rate. | AS SAT, UoL Steering Group, HR. | Before the next promotion round opens in July 2018. | Minor change to date |</p>
<table>
<thead>
<tr>
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<th>Success measure</th>
<th>Person(s) responsible</th>
<th>Timescale for Action</th>
<th>Consequences for IVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Further develop student engagement with the AS agenda.</td>
<td>Organise an AS student campaign with the Guild.</td>
<td>Increased student awareness and involvement in the AS agenda.</td>
<td>UoL Guild, AS SAT.</td>
<td>December 2019.</td>
<td>No change</td>
</tr>
<tr>
<td>5.4</td>
<td>Ad hoc collation and promotion of cases of students’ publishing and presenting their work.</td>
<td>Database and promotion of all student achievements.</td>
<td>100% of successes promoted.</td>
<td>IMT and AS SAT.</td>
<td>December 2019.</td>
<td>No change</td>
</tr>
</tbody>
</table>

### Section 6: Organisation and culture

<p>| 6.1 | Under representation of females on some decision-making committees. | Every short list for committee and management roles includes women. Increase the proportion of female staff on Institute level committees. Target 50% female. | Women present on every shortlist for committee and management roles. Increased proportion of female staff acting as Chairs on School Committees Target 50% female. Increased proportion of female staff on | Hol. | From immediate effect and year on increase in female representation to meet targets 2018/19 | Minor change |</p>
<table>
<thead>
<tr>
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<th>Consequences for IVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Under-representation of women in key roles.</td>
<td>Survey Grade 8 and Grade 9 female staff regarding potential barriers to taking on senior leadership roles. Query any shortlists for senior roles must include women, and interview panels must be gender-balanced. External role opportunities to be advertised across Schools/Institute, and raised at PDRs.</td>
<td>An increase in the number of females in key roles to be more representative of the demographic of the Institute Target 50% female.</td>
<td>Hol, HoSs, AS SAT.</td>
<td>December 2016.</td>
<td>Achieved</td>
</tr>
<tr>
<td>6.3</td>
<td>The WLM still requires improvement.</td>
<td>Continue to consult with staff on their views of the WLM.</td>
<td>An increase in positive responses from 49% of staff saying workload concerns are listened to, to 75% in the next AS survey.</td>
<td>HoSs to forward feedback to Head of institute and AS SAT and implement changes.</td>
<td>Consultation from immediate effect.</td>
<td>No change</td>
</tr>
<tr>
<td></td>
<td>Social events held during ‘family-friendly’ hours.</td>
<td>Organise at least one ‘family-friendly’ social annually.</td>
<td>An increase in positive responses in the next AS survey.</td>
<td>AS SAT.</td>
<td>Dec 2018.</td>
<td>No change</td>
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<td>6.4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6.5</th>
<th>Outreach not included in WLM and Portfolio of Activity.</th>
<th>Outreach to be included.</th>
<th>Outreach included in WLM and Portfolio of Activity.</th>
<th>HoSs and Hol.</th>
<th>Prior to the next promotions round opening in July 2018.</th>
<th>Minor change to date</th>
</tr>
</thead>
</table>

| 6.6 | Fewer males engaging in outreach. | Outreach opportunities to be promoted to male staff and students. | Increase male participation in proportion to numbers of male staff and students. | School Admission Leads and School Widening Participation Leads. | Highlight Outreach activities and achievements in ILT newsletter and Action 6.5. | May 2019. | Minor change to date |
| --- | --- | --- | --- | --- | --- | --- |

<table>
<thead>
<tr>
<th>6.7</th>
<th>Informal arrangements for flexible working not recorded.</th>
<th>Include in the next staff survey.</th>
<th>SAT aware of uptake and barriers Measures agreed were necessary.</th>
<th>AS SAT HoSs.</th>
<th>May 2019</th>
<th>Minor change to date</th>
</tr>
</thead>
</table>