Departmental Restructuring
Bronze and Silver Interim Award Application
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 - 6499

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.
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<th>Department application</th>
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<td><strong>Word limit</strong></td>
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<tr>
<td>1. Letter of endorsement</td>
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<td>2. Description of the changes arising from restructure</td>
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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.
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<tr>
<td><strong>Name of institution</strong></td>
<td>University of Liverpool</td>
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<td><strong>Name of department applying for award</strong></td>
<td>Institute of Life and Health Sciences</td>
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<td><strong>Interim Award Level</strong></td>
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<td><strong>Focus of department(s)</strong></td>
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<td><strong>Name(s) of department(s) holding previous awards</strong></td>
<td>Institute of Learning and Teaching</td>
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<td><strong>Details of previous award(s)</strong></td>
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<td><strong>Contact for application</strong></td>
<td>Must be based in the department</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:Z.Lewis@liverpool.ac.uk">Z.Lewis@liverpool.ac.uk</a></td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>0151 795 4384</td>
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### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count:** 500 words

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

Note: Please insert the endorsement letter *immediately after* this cover page.
November 1st 2017

Ms. Sarah Dickinson-Hyams
Head of Equality Charters
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP

Re. Application for migration of our Bronze Athena SWAN award following Faculty restructure

Dear Ms. Dickinson-Hyams,

I am writing to endorse this application for migration of our Bronze Athena SWAN award following the recent restructure of the Faculty of Health and Life Sciences, here at the University of Liverpool.

The former Institute of Learning and Teaching (ILT), which comprised six teaching Schools, was awarded Bronze in September 2016. We have subsequently split the ILT into three smaller teaching Institutes of Clinical Sciences, Veterinary Sciences, and Life and Human Sciences (ILHS). The latter, which comprises the Schools of Life Sciences (SLS) and Psychology (SoP), is the subject of this application.

The population of staff and students in the new Institute is a subset of the population covered under our previous Athena SWAN application. There has been no effect on our day-to-day operation, apart from role-changes for a small number of Professional Services staff, detailed below. We undertook the restructure largely in the interests of effectiveness. With ~400 staff and ~700 students engaged in six diverse STEM disciplines, the ILT proved extremely unwieldy from a management and administrative point of view. By splitting the ILT, and devolving power locally, we are confident that the three new Institutes will be better placed to operate in an efficient, transparent, and equitable manner.

From an Athena SWAN perspective, I truly believe that the restructure can only be a positive change. The act of writing our previous application was in itself a very substantial task, given the complexity of our previous structure. This was noted several times in the feedback for the award, and both the reviewers and ourselves felt that much of the good practice operating in the ILT was lost in the application, largely due to the problems associated with having to cover such a large unit. From a more fundamental point of view, the devolution of power means that the new Athena SWAN Self-Assessment Team (SAT)

Institute of Life and Human Sciences

Professor Blair Grubb

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can better engage with staff and students, and operate much more effectively. Under our previous structure, the SAT had limited power and could only make suggestions to Heads of Schools with a hope to implementation; now the SAT has a much more direct line of communication with the two Schools. Indeed, members of the SAT now sit on both School Management Teams, at which Athena SWAN is a standing item on the agendas.

The restructure has also resulted in an increase in funding to support Athena SWAN activities. Previously the six Schools were allocated £5000 per annum, whereas now the ILHS SAT has a budget of £2500. This is already being put to good use with an ILHS family friendly social and networking event held in September.

The ILHS SAT is already progressing towards a Silver award, but in the meantime, we obviously wish for our work thus far to be recognised. We would therefore appreciate it if we could continue to celebrate our achievements under the previously awarded ILT Bronze.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the department. We hope you will view our application favourably. If you require any further information, please do not hesitate to contact us. We look forward to hearing from you at your convenience.

Yours sincerely,

[Signature]

Professor Blair Grubb
Head of Institute
Institute of Life and Human Sciences
University of Liverpool
2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE
Recommended word count: 1000 words

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 Institute of Learning and Teaching (ILT) at the University of Liverpool (UoL) was formed in 2010 following a major restructuring of the Faculty of Health and Life Sciences (FHLS) (figure 1).

![Diagram of the previous structure of the Faculty of Health and Life Sciences]

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

The 2010 restructure to a large extent separated teaching and research in the Faculty, resulting in six teaching Schools, closely associated with five research institutes. This structure was unique within the university, and indeed unusual in the UK, where most Institutions follow more traditional models whereby teaching and research are embedded within the same departments. However, it was deemed that due to the FHLS being distinctive in offering both clinical and scientific teaching, from a student perspective the taught programmes required a more specific identity for professional accreditation and recruitment purposes. The formation of the research institutes was also driven by the need to focus crossing-research activities, which were previously managed either in different departments, or in some cases across different faculties. For example, infection research previously occurred in the Faculties of Medicine, Dentistry,
and Veterinary Science. Finally, from the staff perspective, the restructure coincided with the introduction of a teaching-focussed promotion pathway. In the years since, the latter has resulted in a rapid increase of staff, particularly women, being promoted to senior grades.

Although the restructure was largely a success at local level within each School, the running of the ILT as an administrative unit proved cumbersome to say the least. 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 School face different challenges and requirements locally, and management of such a complicated unit was eventually deemed untenable. Thus, in September 2016, the ILT was 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).

**Figure 2. The new structure of the Faculty of Health and Life Sciences**

Overall the three new teaching institutes still 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.

The structural changes only directly affected the roles of five members of professional services staff. Of these, four secured suitable alternative roles in the University. Only one individual was made redundant as a result of the re-structure. Despite being offered preferential interviews for all relevant posts arising from the restructure, 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. There were also changes in physical location for some professional services staff, but only within the main university campus.

3. THE SELF-ASSESSMENT PROCESS

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 and Clinical Sciences each have a new Lead. Dr Zenobia Lewis has moved from co-chairing the ILT AS team into the role of AS Lead for the ILHS, of which this application is the subject. The three AS Leads continue to meet and coordinate to ensure that all teams are operating in an effective manner, and to share good practice. As before, we also meet periodically, 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 our three Executive-PVCs.

The newly formed IHLS AS Self-Assessment Team which oversees AS activities in the Schools of Life Sciences (SLS) and Psychology (SoP), was formed following the dissemination of expressions of interest for staff and students to act as members. There are 14 members on the team comprising the following:

- 8 female: 6 male
- 8 academic staff (4F: 4M): 4 professional services staff (3F: 1M): 1 post-graduate student (M)

Both Heads of School sit on the team (1F: 1M), as does the Institute Manager (M), and the Pro-Vice Chancellor for Education in the FHLS (M). There is equal representation of both Schools. The work life balance of the team members is varied, and approximately half of the members have caring responsibilities.

The SAT meets monthly during term-time, during core hours (10am-4pm), and meetings are inserted into members’ calendars at the start of each academic year. AS is a standing item on the agendas for both School Management Teams. AS information and progress is disseminated to School staff and students via School 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.

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 with 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

We held a very successful launch event for the three new Institute SATs in autumn 2016, which was introduced by the Vice Chancellor. In August both School Management Teams held an ‘away day’ to discuss the strategy of the Institute moving forward, including the plan for AS. These events were used to review our Athena SWAN work to date and ensure buy-in for the next steps needed to broaden the remit of our work, taking into account AS principles and new criteria. We decided that our first action should be to prioritise the implementation of a Wellbeing Policy which will support all staff and students; work towards this has already begun.

The ILT original AS action plan which will be adapted to meet any specific requirements of the new Institute, includes actions which support AS principles, for example:

• actions to increase male student recruitment.
• proactive support in the form of mentoring and workshops to encourage successful promotion applications from female staff.
• increasing male staff participation in outreach.

We will continue to conduct an AS staff survey annually in order to allow us to monitor our progress. Future surveys will additional monitor equalities, data so that staff intersectionality, and any resultant variance in experience can be identified and appropriate action taken.

The SAT will use this survey and the University staff survey to identify and address any issues that have arisen due to the restructure. 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 very much 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 hope 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 mediated somewhat. Indeed, this already seems to be the case. Feedback from staff regarding the restructure has been positive. For example, one Professional Services staff member reported the following:

“Following the Faculty restructure and formation of the Education Directorate I applied for and successfully gained a grade 6 professional services role. My new post has given me greater responsibility, allowing me to take on a more varied role including some tasks that were previously the responsibility of ILT. Overall the changes have improved my knowledge of the Faculty and its processes.”

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

The ILHS SAT will now continue to meet monthly during term time, and at least once during each teaching break. 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. The Institute has allocated an annual budget of £2500 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 will be progress towards implementation of the Action plan and new AS initiatives. Success stories will be 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

Our aim, given the relatively recent establishment of our team, is to submit for a Silver award in the autumn 2019 AS application round.

4. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: 3500 words

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 have been 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. We recognise that women are currently underrepresented at Chair level, and are actively identifying and supporting women for promotion.

(ii) Induction

There have been 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 interviews held, to fill the posts.

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 in the institutes, as noted in section 4.1.i.

(iv) 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 restructure. 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 SLS, three senior staff members have recently undertaken the Aurora Leadership programme for women, at the encouragement of, and paid for by, the School. Out of twenty academic staff members in the SLS, 70% have a Higher Education Academy (HEA) Fellowship or Senior Fellowship, and 24% in the SoP. According to the UoL Strategy 2026 it is aimed that 100% of teaching staff will have HEA teaching accreditation by 2021. In order to assist staff in meeting this target, the university has set up the University 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 Professional Development (CPD) and gain recognition for high quality teaching. The ILHS is active in encouraging and supporting staff who wish to engage with ULTRA, and most staff that do not yet have HEA accreditation are in the process of working towards it.

Both the SLS and SoP hold regular pedagogical training seminars, attendance at which gains CPD accreditation. The seminars are also open to staff in other Institutes across the University. Diversity and Equality (D&E) training is mandatory for all staff; to date, 99% of SLS staff and 96% of SoP staff have completed D&E training. 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. The latter 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.
(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

It is rare for ILHS staff to apply for discipline research grant funding, as all are on the T&S pathway. 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 ILHS 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.
4.5. Flexible working and managing career breaks

(i) 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 meant that formal face-to-face consultation was 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 five staff, none of whom were on a career break.

Support provided to staff returning from a career break remained the same following the restructure. Personnel 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 re-familiarise themselves with workplace practices and policies.

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 externally and internally advertisements and recruitment procedures. 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 rooms are available on the main
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 ILHS newsletter.
- The ILHS 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.

4.6. 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.
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 School 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 heads of Institute roles; one of these roles is held by a female member of staff.

The ILHS is proactive in ensuring that all our students have a positive experience, and acts to ensure that the principles of equality and diversity are upheld. The SLS have recently introduced Diversity and Equality training to their student curricula, and the SoP is considering introducing it under their forthcoming curriculum review. The SoP has a support group for staff and students undertaking difficult qualitative research, for example in the form of interviews. The School also annually runs a Mental Health Awareness Conference, and holds exam and presentation stress-busting sessions for students. The SLS plans to work with the SoP to deliver similar sessions for its students in future years. Both Schools have student peer-mentoring schemes.

There is a university nursery on the main campus for staff and students. The nursery holds a free crèche on Saturdays, when appropriate, 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. Staff with managerial responsibilities have not changed as a result of the restructure, and thus are already aware of their role regarding 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

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

In the SLS, 40% of staff on the School Management Team are female, while in the SoP this figure is 70%. There has been no change to policy or process of representation of men and women on committees as a result of the restructure. However, the restructure has necessarily involved the creation of new institute management teams and gender balance has been sought for each of these. As with the previous ILT, for all new roles or change of roles, open expressions of interest are sought.

(v) Workload model

The SLS was an early adopter of a WLM which they have had in place for several years; the SoP has also adopted a WLM albeit more recently. The WLM is inclusive of all roles, responsibilities and achievements in teaching, research, scholarship, WP, student support and knowledge exchange. Contributions to all these areas are discussed in the annual PDR. Although there was no change in the WLM as a result of the restructure, the University is in the process of developing a University-wide WLM, due to be rolled out in the autumn. AS SAT members were involved in the consultation process for the development.

(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. Face-to-face meetings are supplemented with electronic information so that staff who are unable to attend meetings remain updated. Seminars, networking, and social events in the ILHS continue to be held within core hours. For example, SLS staff have a monthly ‘away lunch,’ off-campus, and in conjunction with a non-work-related activity such as crazy golf. The SoP has monthly social activities for staff, organised centrally.

(vii) Visibility of role models

Women have a high profile in the Institute, which is passionate in recognising the achievements and contributions of staff. Both Schools have a regular newsletter sent out to all staff, which disseminate success stories. Both Schools also have externally-facing web pages which similarly report good news. The SoP additionally has a blog for both staff and students which reports good news and practice. 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 ILHS outreach activities as a result of the restructure. The UoL continues to be high in the Russell group for Widening Participation (WP). Carmel, Birkenhead, and Wirral Metropolitan Colleges, in collaboration with ILHS, deliver foundation programmes for access to highly competitive programmes in the biological sciences and psychology. The colleges have strong equality and diversity policies, particularly geared towards WP. In recent years the SoP foundation programme has been particularly successful in recruiting male students, because of changes in their recruitment and outreach procedures.

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

5. FURTHER INFORMATION

Recommended word count: 500 words

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

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 team, with new people, new ideas, and a fresh injection of motivation. The ILHS team is now more diverse than the previous ILT team, and the team also better reflects the diversity of the staff and student body it represents. In addition, while our spring 2016 application was written under the previous AS guidelines, we are pleased now to have much stronger engagement from our professional services staff, who are also now covered under the AS remit. Communication is much more effective following the restructure, and the wider staff community are now much more engaged with the SAT – our first task, which we have already begun, is to put a Staff Wellbeing Policy in place. Perhaps unsurprisingly, we were inundated when we asked for suggestions!

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.
### Section 3: A picture of the department

<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>Changes/updates under new structure</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>Action ongoing. This is particularly pertinent to the SoP who are actively directing their outreach activities towards potential male applicants, where possible.</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>Action ongoing. University systems now automatically record CPD activities, so this has become easier to monitor.</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>No longer relevant to the ILHS.</td>
</tr>
</tbody>
</table>
### Section 4: Supporting and advancing women’s careers

<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>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Few staff applying for promotion at Reader and Chair level.</td>
<td>Continue to monitor applications and success rates. Encourage our increased number of</td>
<td>Increase in numbers of staff applying for promotion at higher grades.</td>
<td>HoI, HoSs and SMT, AS SAT.</td>
<td>From when the next promotion round opens in 2016.</td>
</tr>
</tbody>
</table>

| 3.5                     | Reasons for leaving with regard to gender and grade not available. | A co-ordinated approach by HR and ILT to collate and include reasons for leaving by grade and gender so actions can be taken to address career progression. | Understanding why, and addressing, higher female turnover rate. | Human Resources, Institute SMT, SAT. | December 2016. | Action ongoing. |
### Section 4: Development of Staff and Engagement

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Lecturers</td>
<td>Senior Lecturers to apply for promotion via career planning conversations and attending UoL promotion workshops. Request feedback from staff attending workshops.</td>
</tr>
<tr>
<td>At least five women</td>
<td>At least five women apply for Chair.</td>
</tr>
<tr>
<td>Positive feedback</td>
<td>Positive feedback from workshops.</td>
</tr>
<tr>
<td>2019 promotion round.</td>
<td></td>
</tr>
<tr>
<td>Feedback from staff</td>
<td>Request feedback from staff attending workshops.</td>
</tr>
</tbody>
</table>

#### 4.3 Historically few opportunities for staff networking across the ILT.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line managers</td>
<td>Line managers will recommend working towards an HEA award as part of the PDR process. The Institutes will annually monitor awards given. Success will be advertised by the ILT newsletter and website.</td>
</tr>
<tr>
<td>100% of ILT teaching staff</td>
<td>100% of ILT teaching staff to hold an HEA award. An increase in the number of Senior Fellowships.</td>
</tr>
<tr>
<td>Institute SMT, School Administrators</td>
<td>Institute SMT, School Administrators to collate the data.</td>
</tr>
<tr>
<td>To continue this annually.</td>
<td></td>
</tr>
<tr>
<td>Increased networking events and</td>
<td>Increased networking events and positive feedback from staff attending events.</td>
</tr>
<tr>
<td>Events to be held each November.</td>
<td></td>
</tr>
</tbody>
</table>

#### Section 5: Career development

#### 5.1 Some staff not aware of the promotion process.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive dissemination of relevant information</td>
<td>Proactive dissemination of relevant information</td>
</tr>
<tr>
<td>Increased positive response rate in next AS</td>
<td>Increased positive response rate in next AS</td>
</tr>
<tr>
<td>Hol, HoSs, technical support team.</td>
<td>Hol, HoSs, technical support team.</td>
</tr>
<tr>
<td>Action ongoing.</td>
<td>Action ongoing.</td>
</tr>
</tbody>
</table>

Action ongoing. As noted above, both Schools are actively promoting the new ‘ULTRA’ programme which allows staff to gain HEA awards.
via the Induction and PDR processes, and inclusion on the staff AS intranet pages. survey from 61% of females in 2013 to 90% in 2019.

| 5.2       | Staff engagement with Diversity and Equality training. | Follow up request to UoL AS Steering Group that completion of training a requirement under PDR process. | 100 % completion rate. | AS SAT, UoL Steering Group, HR. | Before the next promotion round opens in July 2016. | Action ongoing. |

| 5.3 | Further develop student engagement with the AS agenda. | Organise an AS student campaign with the Guild. | Increased student awareness and involvement in the AS agenda. | UoL Guild, AS SAT. | December 2016. | Action ongoing. The first student-oriented AS events to be held in the coming semester. |

| 5.4 | Ad hoc collation and promotion of cases of students’ publishing and presenting their work. | Database and promotion of all student achievements. | 100% of successes promoted. | School SMT and AS SAT. | December 2016. | Action ongoing. |

<table>
<thead>
<tr>
<th>Section 6: Organisation and culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
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<tr>
<td>6.2</td>
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<td></td>
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<tr>
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</tr>
<tr>
<td>6.3</td>
</tr>
<tr>
<td>6.5</td>
</tr>
<tr>
<td>6.6</td>
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</tbody>
</table>

must be gender-balanced.

External role opportunities to be advertised across Schools/Institute, and raised at PDRs.
<table>
<thead>
<tr>
<th></th>
<th>public engagement within Schools and the Institute.</th>
<th>activities and achievements in ILT newsletter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.7</strong></td>
<td>Informal arrangements for flexible working not recorded.</td>
<td>Include in the next staff survey.</td>
<td>SAT aware of uptake and barriers Measures agreed were necessary.</td>
</tr>
<tr>
<td></td>
<td>HoS to record this activity.</td>
<td></td>
<td>AS SAT HoSs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May 2018.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>September 2017.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Action ongoing. There is now a new university system in place for recording and monitoring flexible working.</td>
</tr>
</tbody>
</table>