Department Application

Bronze and Silver Award

INCLUDING GUIDANCE

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

# Athena SWAN Silver DEPARTMENT awards

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term ‘department’. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ can be found in the Athena SWAN awards handbook.

# Completing the form

Do not attempt to complete this application form without reading the Athena SWAN AWARDS handbook.

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

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

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

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| Department application | Bronze | Silver |
| Word limit | 10,500 | 12,000 |
| Recommended word count |  |  |
| 1.Letter of endorsement | 500 | 500 |
| 2.Description of the department | 500 | 500 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the department | 2,000 | 2,000 |
| 5. Supporting and advancing women’s careers | 6,000 | 6,500 |
| 6. Case studies | n/a | 1,000 |
| 7. Further information | 500 | 500 |

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| Name of institution |  |  |
| Department |  |  |
| Focus of department | STEMM | AHSSBL |
| Date of application |  |  |
| Award Level | Bronze | Silver |
| Institution Athena SWAN award | Date: | Level: |
| Contact for application  Must be based in the department |  |  |
| Email |  |  |
| Telephone |  |  |
| Departmental website |  |  |

## Letter of endorsement from the head of department

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

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

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

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| The letter sets the tone for the submission. It should:   * demonstrate a sense of individual support, commitment and investment to gender equality at the top of the department * explain why the department values the Athena SWAN Charter, and how the action plan will help meet their strategic aims * outline specific activities/actions undertaken by the HoD (and/or senior leadership team) to promote gender equality * explain the impact of the department’s previous Athena SWAN award (if applicable) * identify the main departmental priorities and challenges arising from the data. Explain how the Athena SWAN action plan and activities in the department will address the challenges and contribute to the overall department and/or institution strategy. * include the statement: “the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department”   If the head of department is soon to be/has been recently succeeded, applicants should include an additional short statement from the incoming head. An additional 200 words is permitted for use in this statement.  Letters should be addressed to: Dr Ruth Gilligan, Athena SWAN Manager, Advance HE, First Floor, Westminster Tower, 3 Albert Embankment, London SE1 7SP |

## Description of the department

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

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

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| **Data to include**  Total number of academic staff, professional and support staff and students (UGs and PGs) by gender. Could be stacked bar graph, table, pie chart – however best represents the data.  It may be helpful to break professional and support staff data down by broad function: e.g. library, IT, finance and by gender. |
| **This section should:**   * describe the department so that panellists can understand it without specific prior knowledge. * outline the department’s structure including reporting structures and anything that may be particularly different to sector norms. * include any other relevant features, e.g. any recent changes in structure or leadership, quasi-autonomous groups or split-site arrangements. * Consider including a diagram of the departmental structure to illustrate the reporting mechanisms within the department. * Consider including a pipeline graph showing proportion and numbers of women in the department from UG through to Prof level. |

## The self-assessment process

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

Describe the self-assessment process. This should include:

#### a description of the self-assessment team

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| * Present self-assessment team membership in a simple table (maximum 20 words about each team member’s role both within the institution and as part of the team in addition to their name and job title) and is not included in the word count. * Include any consideration of gender balance, work-life balance arrangements or caring responsibilities,   Example text is below.  Also describe:   * how people were nominated or encouraged to volunteer for the role * how any time involved in being a member of the team is included in any workload allocation or equivalent * how the team represents the staff working in the institution or department (e.g. a range of grades and job roles, professional and support staff as well as academics. Acknowledge any gaps in the SAT membership and include an action to rectify this |

Example text:

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| **ATHENA SWAN SELF-ASSESSMENT TEAM MEMBERS** | | |
| Name & staff type | Job title & responsibility | Additional information (20 words) |
| Dr Joe Bloggs (M)  Professional and Support staff | Job title, Area of work | Member of XXX Committee. Works 60% FTE. One child at primary school. Shared parental leave with partner. |
| Dr Alex Jones (F)  Postdoc | Research Associate, X Department | Early career researcher. PDoc committee representative and UG mentor. One child at pre-school. |
| Prof Chris Smith (M),  Academic | Head of Department, Professor of XX, SAT Chair | Leads Department's Athena SWAN project. Member of University Council. Two grown-up children. Cares for disabled parent. Partner is an academic. |

#### an account of the self-assessment process

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| Include information about:   * when the team was established, including how the team communicated, for example, face to face, email etc * how often the team has met and the focus of the meetings, whether you have terms of reference * how the SAT fits in with other committees and structures of the department. It is important to include information on the reporting structure. For example, is there a direct route for the team to report to, is Athena SWAN a standing item on the department’s key decision-making board? * how quantitative data was obtained e.g. via CHRIS or E&D Team, PPD etc * how the team has consulted department staff and students e.g. surveys, focus groups, exit interview information * any consultation outside the department: e.g. a critical friend reviewing the application, consultation with other successful Athena SWAN departments, Institutional Mock Panel, School E&D Forum, E&D Team * Highlight the **3 or 4 top priorities for your department arising from the data and consultations**. This should form the structure of your application and action plan. |

#### plans for the future of the self-assessment team

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| Outline:   * how often the team will continue to meet * how the team intends to monitor implementation of the action plan, including how it will interact with other relevant committees and structures within the institution * how the team intends to keep staff (and students) updated on ongoing work e.g. newsletter, posters, webpages * succession planning for changes in SAT membership, including any transfer of responsibility for the work, role rotation and how the workload of members of the team will be accounted for in workload allocation |

## A picture of the department

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

## Student data

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

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| Data to include   * Include at least three years of student data; this will help to identify trends. * Benchmarking data from cognate departments in other universities (HESA). * Avoid merely describing the data, but answer the ‘so what?’ question. * Identify key trends in the data, and put actions in place to address and improve the data. |
| The following points should also be covered:   * the key issues in the department regarding students, the steps taken and the support given to address any gender disparity. * the proportions/percentages of women and men compared with the national picture for the discipline(s). If it is felt that benchmarking data may not be appropriate, a clear explanation must be provided. * Comment and reflect on any differences in data for men and women. * Comment and reflect on any differences in data for full- and part-time students (if applicable). * Describe any initiatives implemented to address any possible imbalance and biases * plans for the future, including how any gaps in the data will be addressed, linking these to the action plan. * Where possible avoid terms idiosyncratic to Cambridge, e.g. Tripos; Part 1, 2, Supervision, Director of Studies, names of computer systems; UTO, CTO etc |

#### Numbers of men and women on access or foundation courses

#### Numbers of undergraduate students by gender

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

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| **Data and Graphs**   * Stacked bar graphs (using at least 3 years of data):   + UG Admissions (Applications, Offers, Acceptances) by gender. Include HESA (or other relevant benchmark)   + UG Attainment by gender. For Years 1, 2 & 3   Split data by different courses if appropriate.  Data on the numbers of full- and part-time students should be provided. |
| Discuss:   * any information about related A level results by gender, and any other contextual information explaining any gendered differences in applications * any existing initiatives that tackle issues to do with UG applications e.g. allude to outreach initiatives in section 5.6.viii   Identify **ACTIONS** to tackle any gendered issues with admissions and attainment e.g.   * + staff involved in College interviews to be made aware of any gender issues with admissions and to complete E&D and Implicit Bias online module   + Review departmental publicity/webpages ensuring gender balance in images, case studies etc   + Review curriculum taking into consideration gender of authors on reading lists, and consider modules looking at gender   + Review marking processes to tackle any implicit bias when grading papers   + Consider making past papers available or running essay workshops on how to achieve a 1st   + UG / PG mentoring |

#### Numbers of men and women on postgraduate taught degrees

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

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| **Data and Graphs**   * Stacked bar graphs:   + PGT Admissions (Applications, Offers, Acceptances) by gender. Include HESA (or other relevant) benchmark   + Admissions of Full and Part time students by gender   + PGT Completions by gender.   Split data by different courses if appropriate. |
| Include:   * any contextual information explaining any gendered differences in applications e.g. ratio of international students applying compared to UK, and any impact on gender ratios * any existing initiatives to do with PGT applications e.g. presentations to Years 2 & 3 UGs, mentoring, web information * Identify **ACTIONS** to tackle any gendered issues with admissions and completion rates |

#### Numbers of men and women on postgraduate research degrees

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

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| **Data and Graphs**   * Stacked bar graphs:   + PGR Admissions (Applications, Offers, Acceptances) by gender. Include HESA (or other relevant benchmark)   + PGR Completions by gender.   Split data by different areas if appropriate.  Data on the numbers of full- and part-time students should be provided. |
| Include:   * any contextual information explaining any gendered differences in applications e.g. ratio of international students applying compared to UK, and any impact on gender ratios * any existing initiatives to do with PGR applications e.g. mentoring Years 2 & 3 UGs and Masters students, web information, case studies profiling academic career paths etc * Identify **ACTIONS** to tackle any gendered issues with PGR admissions and completion rates e.g. does it take women longer to complete than men? |

#### Progression pipeline between undergraduate and postgraduate student levels

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

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| **Data and Graphs**  Include a bar or line graph showing numbers of UGs and numbers of PGT/Rs |
| This section should identify:   * any issues in the pipeline between undergraduate and postgraduate degrees. * **ACTIONS** that aim to address the issues identified. |

## Academic and research staff data

#### Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

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

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| **Data and Graphs**   * Female pipeline graph (Female staff head count and % showing difference in numbers between 20XX and 20XX (3 yrs data for Researchers, UL, SL, R, Prof) * Stacked bar graphs:   + Academic staff by job type (R, UL, SL, R, Prof) and gender   + Academic staff by grade (e.g. Grade 5-12) and gender   + Academic staff by contract type (Teaching Only, Research Only, Teaching & Research) and gender   + Academic staff by PT / FT contract and gender * Data should be benchmarked against HESA, or other relevant source. Where benchmarking data does not provide meaningful comparison, a clear explanation must be provided. * Where a STEMM department comprises clinical and non-clinical staff, data should be disaggregated and presented separately. |
| Look at the career pipeline and comment on and explain any differences between men and women. Identify any issues in the pipeline at particular grades/job type/academic contract type.  Also comment on:   * the proportions/percentages of women and men compared with the national picture for the discipline(s), explain why * any differences in data for men and women across the department, explain why * any differences in data for full- and part-time staff, explain why * any issues peculiar to postdocs * the role of the intersection of gender with ethnicity (or other protected characteristics as appropriate) * any initiatives implemented to date to address any possible imbalance and biases * any **ACTIONS** for the future, including how any gaps in the data will be addressed, linking these to the action plan |

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| SILVER APPLICATIONS ONLY  Where relevant, comment on the transition of technical staff to academic roles. |
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#### Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

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| **Data and Graphs**   * Stacked bar graph showing Academic staff by FTC / Open-ended contract and gender * Data should be benchmarked against HESA, or other relevant source. Where benchmarking data does not provide meaningful comparison, a clear explanation must be provided. * Where a STEMM department comprises clinical and non-clinical staff, data should be disaggregated and presented separately. |
| Comment on:   * the use of fixed-term contracts and plans to reduce their use, for example, only for maternity cover or for one-off appointments lasting less than a year. * the proportions of men and women on these contracts. Highlight information on the actions being taken to address issues around contract type with some focus on what is being done to ensure continuity of employment, including redeployment schemes. * Does the data show any issues which are damaging to particular groups of staff? What support has the department put in place to mitigate any negative impact for particular groups of staff? |

*NB. The University provides* [***redeployment assistance***](https://www.hr.admin.cam.ac.uk/policies-procedures/redeployment-guidance-and-process) *for all staff at risk of redundancy, including those coming to the end of a FTC (usually when funding ends).*

#### Academic leavers by grade and gender and full/part-time status

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

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| **Data to include**   * Table showing academic leavers by grade * Table showing academic leavers by FT and PT status * Any destinations data * Any exit survey, exit interview data or HR data around reasons for leaving |
| * Identify the main reasons that academic staff are leaving the department, highlighting any mechanisms for collecting this data. * The proportions of men and women across different grades should also be considered to help to identify if there is a particular point at which people leave the department. * Where possible refer to exit interviews or other appropriate mechanisms. This may help to identify actions to address leavers. |

*NB. Staff leaver data is reported by the calendar year.*

*Turnover is calculated as the proportion of leavers divided by total staff number and gender.*

*There is currently no central mechanism to capture more detailed information about why staff leave the University, but a new online exit survey is currently being developed.*

*Given the historically low turnover of Academic staff, a compulsory retirement age**of 67 has been maintained. The 2012 Employer Justified Retirement Age**(EJRA) policy, prompted by the abolition of the default retirement age, assists with redressing the historical under-representation of women and BME staff, ensuring a steady flow of academic positions become available.*

## Supporting and advancing women’s careers

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

## Key career transition points: academic staff

#### Recruitment

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

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| **Data and Graphs**  Recruitment data - stacked bar graphs:   * Applications, shortlist, offers for Academic posts by gender * Applications, shortlist, offers by grade and gender   If the dataset is large, break it down into the different disciplines or units |
| Include:   * information on the University and department’s recruitment processes including criteria for shortlisting and selection * info about how women (and men where underrepresented) are encouraged to apply e.g * information about how the department complies with, and builds upon, the institution’s policies for equality and diversity, and recruitment and selection e.g   + policies to ensure gender representation on recruitment panels,   + Recruitment Essentials training   + E&D and Implicit Bias training   + Overview of long/shortlist by panel chair to ensure diversity of candidates * details of what the Department actively does to attract women to apply e.g.   + Is the process open and transparent?   + How does the Department support interviewees to attend interview? (e.g. provide/pay for child care).   + The department advertises its academic vacancies on the UoC job site and [add where else jobs are advertised or how else candidates are found]   + What could the department do to encourage more women/men to apply? E.g. HoD /selection committee commit to inviting suitably qualified women to apply via known contacts, professional networks, other mailing lists and websites etc.   + How are adverts worded? Consider the use of gender neutral language so as not to deter women from applying.   + What information is included in the Further Particulars document and on the department webpages? How might the department improve this information?   + Recruitment Essentials training – who has been on it in the department? An action could be to make in necessary for all involved in recruitment to do this training.   + Selection chair to make sure short list is appropriately inclusive. Do panellists really understand how to take career breaks into account when looking at output?   + Are candidates asked for a preferred time for interview to enable those with caring responsibilities to attend   + Could the department offer to pay costs for child care for attending the interview? Could it be done via Skype?   + Are Recruitment panels gender balanced wherever possible? or at least one woman on the panel.   + All those on recruitment panels should undertake E&D and Implicit Bias training.   + Make sure panellists are well fed before and during interviews to tackle implicit bias.   + Consider asking gender/inclusion based questions during the interview.   + Consider asking recent recruits what they thought of their experience and what could be improved. |

* *Recruitment data are for each calendar year*
* *Recruitment is administered via an online Recruitment Administration System (RAS) by Departments, supported by central HR School Teams.*
* *Central HR have updated* [**recruitment guidelines**](https://www.hr.admin.cam.ac.uk/recruitment-guidance) *with the aim to increase the number of women in senior academic applicant pools, improve consistency of recruitment practices, and support rigorous, fair and professional selection methods including:* 
  + *Broader searches, encouraging application from potential female applicants known to the search committee, also briefing external recruiters to consider diversity of applicants*
  + *Writing adverts using gender-neutral, inclusive language*
  + *Highlighting culture and family-friendly policies in further particulars*
  + *Providing detailed feedback to unsuccessful candidates.*
* *Selection Committee members attend a new half-day recruitment briefing including Implicit Bias awareness.*
* *Completion of E&D Online training is already required. Appointing bodies should be gender-balanced as much as reasonably possible and, in any event, include at least two members of each gender.*

#### Induction

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

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| * What are the [**induction**](https://www.induction.admin.cam.ac.uk/) processes for new staff? For example, what training is provided, what resources are available and how are they introduced to other staff and welcomed into their new workplace? * Include details of Postdoc induction (via OPdA) * Comment on staff survey results about induction, uptake rates and how its effectiveness is reviewed. * E&D training should be included and mandatory. Individual welcome interviews are recommended, as are induction packs containing critical information. Mentoring/buddying must be considered. |

***Website and manager guidance including an induction toolkit*** *was launched centrally (2016) for Departments to use, encouraging consistency of provision.*

*The template induction pack and checklist requires:*

* *Meetings with HoD*
* *Sharing of key policy and procedure information including family friendly provisions.*
* *Completion of E&D online module*

***Termly University-wide Welcome to Cambridge Induction events*** *for all new staff (including annual Academic and New Professor events) are available.*

*An* ***online Induction module*** *is also available via PPD.*

#### Promotion

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

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| * Information on promotions should include data on staff applying for promotion and numbers of applications and success rate. This should be broken down by gender, grade (the grade being applied for) and full- and part-time status.   This section should also include:   * details on the [promotions process](https://www.hr.admin.cam.ac.uk/files/sap_2018_procedures_and_guidance_manual_final.pdf), including how candidates are identified, and how the process and criteria are communicated to staff * commentary on the criteria for promotion, including how university policy and practice considers the impact of career breaks on promotions: comment on how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration * details of any training or mentoring offered around promotion * comment on staff’s perception of the promotions process, including whether it is transparent and fair * Data should be presented as proportions of the eligible cohorts. Where numbers are small consider commenting on individual cases and whether particularly onerous tasks an individual may have undertaken are valued. * Also consider including information on the decision-making process, how career breaks are accounted for, whether pay is negotiable or standardised and what is done to support those that were unsuccessful in applying for promotion. * Do not just consider SAP; what about RA promotions to SRA, PRA? Departments should not rely on ‘informal’ processes: there should be structured processes. * Are the SAP Fora and CV Mentoring Scheme promoted in the department? * Does the HoD provide feedback to unsuccessful candidates to enable a strengthened case when making another application? |

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

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

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| * Data on the number of staff submitted to REF 2014 should be presented. * The data should include the numbers that were eligible and the numbers submitted and should be broken down by gender. * A comparison of the REF 2014 data should be made with the data from the Research Assessment Exercise (RAE) 2008, with commentary on any gender imbalances. * What provision is the department making for REF 2021? |

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| SILVER APPLICATIONS ONLY Key career transition points: professional and support staff (i) Induction  Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.  (ii) Promotion  Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process. |

## Career development: academic staff

#### Training

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

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| * Outline the training available to academic staff at all levels of the department. In particular, present information on training that is related to equality and diversity, management, leadership, and/or other opportunities linked to career progression. * Provide information on the uptake of these courses, and break down the information by gender if possible. Also explain how staff are kept informed of training opportunities. * Describe how the department monitors the effectiveness of training, and provide details of how training is developed in response to levels of uptake and evaluation. * How are Research staff are encouraged to develop their skills under the Research Concordat and how is this recorded and impact assessed? * Data are available from PPD. * What do staff survey responses say about training opportunities? * What **ACTIONS** will you put in place to address any issues arising from the data? |

*The central* [***Personal and Professional Development***](https://www.ppd.admin.cam.ac.uk/) *(PPD) team co-ordinates a portfolio of training combining workshops and online modules including* ***Senior Leadership Development*** *(SLP) programmes, and a wide array of vocational training.*

*Training opportunities are advertised via email and PPD webpages. The department lets its staff know about training opportunities... how?*

*All staff are strongly encouraged to complete the E&D Online module by PVCI. There is currently no requirement from the centre to retake the module, but some departments mandate the training, and for it to be redone after 3 years.*

*Is the impact of training and future needs discussed at appraisal?*

*What do staff survey results say about training opportunities?*

#### Appraisal/development review

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

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| * The University recommends appraisals take place a minimum of once per 2 years. * Describe the [**current appraisal/development review**](https://www.hr.admin.cam.ac.uk/policies-procedures/staff-review-and-development/staff-review-and-development-appraisal) process for academic staff at all levels across the institution or department. * Explain whether promotion and work-life balance are discussed and taken into consideration as part of the appraisal/development review process. * Provide information about[**any training the institution/department**](https://www.ppd.admin.cam.ac.uk/career-development/staff-review-and-development) offers to prepare for the appraisal/development review process. This could be training for those conducting the review, and/or for those being appraised. * Provide information on the uptake of these training opportunities, including any differences by gender. * What do staff survey responses say about the appraisal process? * What **ACTIONS** will you put in place to address any issues arising from the data? * There is an online package for training Reviewers for SRD; make sure scheme is published and that it is implemented. Is the ‘loop closed’ with an overview of outcomes generated for the Head of Department / SAT? Bear in mind that completion rates at Cambridge are low. This is an area of key concern for panels. |

#### Support given to academic staff for career progression

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

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| * The support currently provided should be commented and reflected upon. For example, are mentoring, coaching schemes or shadowing opportunities offered? * Provide detail about the support given to postdoctoral researchers. * Try and disentangle professional mentoring from initial socialisation. * What do staff survey responses say about their career progression? * What **ACTIONS** will you put in place to address any issues arising from the data? |

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

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

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| * Provide information about the support offered to students to assist in their academic career progression. For example, are mentoring, coaching schemes or shadowing opportunities offered? * How are students wishing to stay on for a PhD supported, and for those finishing a PhD and looking to start as a postdoctoral researcher? |

#### Support offered to those applying for research grant applications

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

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| * Comment and reflect on the guidance given to staff when applying for research funding and what support is offered to those who are unsuccessful. For example, consider whether there are internal peer-review systems, or processes that enable early career researchers to be named on grants. * Are there any gender gaps in application or success rates, and are there any patterns in the amount of research funding granted per award? |

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| SILVER APPLICATIONS ONLY Career development: professional and support staff (i) Training  Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?  (vi) Appraisal/development review  Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.  (ii) Support given to professional and support staff for career progression  Comment and reflect on support given to professional and support staff to assist in their career progression. |

## Flexible working and managing career breaks

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

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| Present data for professional and support staff and academic staff separately.   * This section requires consideration of the efficacy of arrangements for supporting staff who may need to change their working patterns. This may be because they have, for example, started a family, taken on caring responsibilities for another family member or had to change their working pattern to accommodate other personal or physical difficulties. * How does the department cover absences of staff who take extended absence for example for adoption, maternity, parental or paternity leave? * For sections (i) (ii) and (iii) outline the proactive arrangements (including central policy) for covering academic and professional and support staff work during maternity and adoption leave, arrangements to enable staff to keep in touch during leave, and how staff are supported before and upon their return to work. Comment on any difference in maternity leave provision for staff on fixed-term contracts. * Does the department provide a private room for breastfeeding, or a fridge to store milk? * Whilst it is recognised that many academic and research staff appreciate informal flexible working, consider implementing more formal processes which will in turn support all staff to consider flex working. |

***Information from the Centre:***

[***Maternity policy***](https://www.hr.admin.cam.ac.uk/policies-procedures/maternity-policy/statement-policy)

[**Flexible Working Policy**](https://www.hr.admin.cam.ac.uk/policies-procedures/flexible-working)

[**Working from home policy**](https://www.hr.admin.cam.ac.uk/policies-procedures/flexible-working/working-home)

*The* [***Supporting Parents and Carers at Cambridge***](https://www.space.admin.cam.ac.uk/) *(SPACE) staff network was launched in 2016.*

*The SPACE website brings together information, policies and guidance for all employees with caring responsibilities. It includes:*

* *Maternity, adoption and other family friendly policies and financial information*
* *Information on Keeping in Touch days and SPLIT days*
* *Guidelines for line managers*
* *Details of the SPACE buddy scheme, a network of employees with caring responsibilities who share their experiences and provide advice.*
* *Information on SPACE network events*

#### Cover and support for maternity and adoption leave: before leave

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

***Information from the Centre:***

***Before leave***

[***Maternity and other family-related leave and pay information from HR webpages***](https://www.hr.admin.cam.ac.uk/hr-staff/information-staff/maternity-and-other-family-related-leave-and-pay)

*Pregnant employees can take paid time off to attend all antenatal appointments; employees whose partner is pregnant can go to two appointments.*

#### Cover and support for maternity and adoption leave: during leave

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

*The University offers enhanced maternity, adoption and shared parental leave (SPL) pay with 18 weeks full pay, 21 weeks SMP and 13 weeks unpaid leave.*

*Employees are entitled to 10 Keeping in Touch days with full pay during their parental leave.*

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

*The* [***Returning Carers Scheme***](https://www.hr.admin.cam.ac.uk/policies-procedures/returning-carers-scheme) *(RCS) provides funds to academic and research staff to support academic activity and build up the research profiles of those going on, or returning from, a period away from work following a period of leave for caring responsibilities. RCS supports a variety of costs e.g. for carers to travel to conferences, inviting collaborators to Cambridge, technical and teaching support, equipment and/or start-up funding. Applications can be made prospectively or up to 5 years after returning to work.*

#### Maternity return rate

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

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| * Provide data and comment on the maternity return rate for the institution or department. * Provide commentary on any differences of provision for staff on fixed-term contracts, including any information on staff whose contracts are not renewed. |

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| SILVER APPLICATIONS ONLY  Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave. |
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#### Paternity, shared parental, adoption, and parental leave uptake

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

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| * Provide data and comment on the uptake of paternity leave, adoption leave and parental leave by gender and grade for the department. * Comment on the uptake of statutory additional paternity leave and shared parental leave. Provide details on the institution’s or department’s paternity package and arrangements. |

#### Flexible working

Provide information on the flexible working arrangements available.

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| * Comment on whether there is a formal or informal system in place for flexible working. Provide data on application and success rates by gender and grade, commenting on any disparities. Give details of the support provided for managers in promoting and managing flexible working arrangements, and how the institution or department raises awareness of the options available. * Provide information on how aware staff are of flexible working arrangements. Consider using results of staff consultation to evidence staff awareness. |

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

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

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| Evaluate and consider the support given to staff wishing to transition from part-time to full-time work, for example, after childcare or caring responsibilities reduce or stop. Things that may be useful to consider include:   * + mentoring or coaching support   + phased increase in workload or working pattern |

*Returning staff can apply for flexible working, or for the* ***Graduated Return Scheme,*** *which allows them to return to work initially for a minimum 20% of full-time, increasing their hours until they are back to full-time within 12 months of returning.*

## Organisation and culture

#### Culture

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

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| * Culture refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department and includes all staff and (if applicable) students. * Demonstrate how the department actively considers gender equality and inclusivity. Provide detail of staff and student consultation relating to the culture of the department. Analyse any data and evidence gathered around the culture, highlight any gender differences and link actions to address any issues the data highlights. * Provide details of how the Athena SWAN May 2015 principles have been, and will continue to be, embedded into the culture and working of the department. * Submissions need to consider the ways different staff contribute to culture in a variety of ways. For example, where significant proportions of staff are visiting lecturers or particular grades of staff employed on one type of contract, have the effects of this on culture been explored? |

#### HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

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| * Provide an honest assessment of how the department monitors the consistency of HR policies on equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Applicants will not be penalised for identifying issues. Comment on any issues that have been identified and what the department has done or is planning on doing to address them. * Note: If this question results in an answer that the department does not wish to be made public, please remove the answer to this question before publishing the application publically. ECU does not publish applications. * What is being done to ensure that staff with management responsibilities are up to date in their HR knowledge, for example, through training or workshops? How frequently are these updated, how does the department monitor the uptake, what is the uptake and is there any gender discrepancy? |

***Central programmes:***

[*Breaking the Silence*](https://www.breakingthesilence.cam.ac.uk/)

[*Where Do You Draw The Line training*](https://www.breakingthesilence.cam.ac.uk/training-and-events/training-staff)

[POLICY: Personal Relationships between staff and students policy](https://www.breakingthesilence.cam.ac.uk/breaking-silence-university-statement/personal-relationships-between-students-and-staff)

[GUIDANCE: Personal Relationships between staff and students](https://www.hr.admin.cam.ac.uk/policies-procedures/dignity-work-policy/guidance-personal-relationships-between-staff-and-students)

#### Representation of men and women on committees

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

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| * Provide data by committee, gender, staff type (academic/professional and support staff/ student) and grade. Outline how committee members are identified. For example, do they nominate themselves, or are they approached to join and if so, by whom and through what process. What initiatives are in place to improve any gender imbalance on committees, for example, role rotation, deputising, shadowing? Is there a gender imbalance on any committees, for example, senior management, equality and diversity, research, student experience committees? What action is going to be taken to address this? * Do women in the department suffer from committee overload? A balance is needed across all committees. |

#### Participation on influential external committees

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

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| * Provide data by gender, staff type and grade. * How are staff encouraged to participate in external committees? * Describe any procedures that are in place to encourage participation in external committees. |

#### Workload model

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

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| * Describe any workload allocation model in place and what it includes, for example teaching, pastoral, administrative and outreach responsibilities. Who is responsible for setting the workload model? Is there consideration for role rotation, for example, those with a particularly heavy workload (such as leading on an Athena SWAN submission, or undergraduate admissions tutor)? Is it fair and transparent? Is the model linked to the promotion criteria and discussed at appraisals? How often is the model reviewed and who reviews it? Use any staff consultation to evidence this and comment on any gender discrepancies. * A formal system for workload management: transparency is the key. This means annual consideration of teaching and administrative responsibilities, college teaching etc to ensure the HoD’s oversight and transparency across academic staff. |

#### Timing of departmental meetings and social gatherings

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

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| * Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings. Does the department have formal core hours and if so what are they? Use staff consultation to comment on whether staff feel core hours are adhered to. Is there a difference in opinion between staff who work part-time versus those who work full-time? * Are key staff meetings and staff away days planned far enough in advance for those with caring responsibilities to attend? What formal and informal social gatherings are there in the department? When are they held and how many people attend? Do staff feel they are inclusive and are held at appropriate times? What systems are in place to prevent staff being excluded from activities? * Opinions are divided here: some advocate core hours within the working day (1000-1600); while others are happy to work caring responsibilities around work demands. The key aim here is to make sure all staff are included in key Departmental meetings, seminar series etc. Each Department will know which approach is appropriate for them. Just be sure to make clear the reasons why. |

#### Visibility of role models

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

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| * Is diversity considered in publicity materials, including the departments’ website and images used? Comment on how the department builds gender equality into its organisation of events. Provide data and comment on the gender balance of speakers and chairs in seminars, workshops and other relevant activities. * If the data reveals that there is a gender imbalance of speakers and chairs for talks, seminars and workshops, comment on what is being done to combat this. Where one gender is in a minority, applicants should aim for a gender balance that supports the agenda to redress this, while remaining realistic. |

#### Outreach activities

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

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| * Provide data on staff from the department involved in outreach and engagement activities, by gender and grade. Comment on how gender is considered in outreach. While it is important to have underrepresented groups involved in outreach, often people from these groups end up doing a lot of outreach which can impact on other parts of their job, for example, research. Comment on how outreach is formally recognised and whether it is included in workload modelling. Use staff consultation to evidence whether there is any gender imbalance around the participation in outreach. * Comment on the participant uptake of outreach activities by school type (e.g. private, comprehensive, grammar, single sex) and gender. |

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| SILVER APPLICATIONS ONLY CASE STUDIES: IMPACT ON INDIVIDUALS **Recommended word count: Silver 1000 words**  Two individuals working in the department should describe how the department’s activities have benefitted them.  The subject of one of these case studies should be a member of the self-assessment team.  The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook. |

## Further information

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

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

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| This section is an opportunity to provide additional relevant information that has not already been discussed. It is not compulsory to use this section.  Examples of content could include:   * other gender equality-related initiatives not already discussed * commitment/involvement with other equality work * work being undertaken with external partners (not covered by the outreach section) * future changes to the submitting unit that will provide an opportunity to extend gender equality work |

## Action plan

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

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

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

Landscape page

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE Screen Shot 2015-06-17 at 17.01.34.png and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

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| * The action plan is a crucial part of a submission and its importance should not be overlooked. * Actions that are identified in the submission document should be clearly highlighted and cross-referenced so that when a panellist reads the action plan it is clear what the rationale for the action is. * Actions should be scheduled across the four-year duration of the award. * Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound). * The panel will expect to see evidence of prioritisation. Action plans may be ordered by priority level rather than chronologically or thematically. * Responsibility for completing actions should be distributed across a range of staff. Action plans where HR and equality and diversity practitioners are responsible for everything will not be well received by panels. * Descriptions of measures already in place should not be included in the action plan without detail on their monitoring or development. * It is important to indicate how the success of an action will be measured. This should take the form of a column in the table. * There is no right or wrong number of actions. However, it is important to balance conciseness with a good level of detail. * Action plans should be aspirational and innovative, particularly at higher levels of award. * Action plans should be organic documents, constantly reviewed and updated (not just prepared as part of an award submission). * An example action plan template is shown below which you may choose to use, or you are welcome to present your actions in your own template. * It is possible that internally your actions are embedded into existing action plans, but for the purposes of this application we do ask that you collate all of the actions and present them in one combined, consistent document. * Responsibility for specific actions should extend beyond the HoD, Department Administrator and SAT. Directors of Teaching, Programme directors should all be involved. Support staff have central roles as well. * Traffic lights / other colour code on the action plan can be used to indicate priority or timing. Do not plan to start everything in the first year. * Actions must flow from the data and analysis: the data say this… it means this… therefore we are going to… |

**Embedding actions within the application**

Panellists will be looking to see that appropriate actions have been put in place to address the issues and challenges identified throughout the application. There is no need for the narrative to describe each action in full. However, it is very helpful for a brief description to be provided of a key action which will be implemented to address the issue identified. These descriptions should be cross-referenced to the full action plan. The action plan should form a comprehensive summary of all actions at the end of the application. *Example:*

In text: (Action 4.1 – modify induction package)

In Action Plan:

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| Ref | Planned action / objective | Rationale | Key output / milestone | Person responsible | Timeframe | Success criteria |
| 4.1 | Induction package of printed information modified to include briefing on SWAN actions | Focus group of postdocs demonstrated little awareness of the SWAN programme but were keen to see more | New documents drafted and signed off by 1/10/xx; limited to 2 sides A4 | Dept Administrator | 1/6/xx – 1/10/xx | 90% of postdocs showing awareness of SWAN programme and activities by next focus group by (date) |