

## Athena SWAN Generic Issues and Practices

This is a list of the main areas which Faculties and Departments need to consider prior to starting to prepare a first Athena SWAN Bronze application. In each area, the actions required will vary across Faculties and Departments, from initial implementation of a process, to formalising record keeping or data analysis. This schedule is not exhaustive: the Equality and Diversity Section will provide full details as the process begins.

The areas of activity which are underlined need to be prioritised if not in place already.

Area or Process	Activities needed
<b>Self-Assessment Team (SAT)</b>	<ul style="list-style-type: none"> <li>- This is the team which will carry out most of the work. Allowance needs to be made in workload allocation, especially to the Academic and Administrative leads</li> <li>- The team needs to include a cross-section of the Department, committed to the project, from professor to postgraduate students, some with experience of balancing caring / family responsibilities</li> <li>- This could be an existing Staff or Personnel Committee, refreshed and rebadged</li> <li>- The SAT should start meeting as early as possible and have regular meetings throughout the year</li> </ul>
<b>Undergraduate students</b>	<ul style="list-style-type: none"> <li>- Data (provided by E&amp;D Section each year): Numbers and proportions by gender for three years and attainment (Tripos results)</li> <li>- Details of support for women students (e.g. dedicated recruitment events for PG study; study skills)</li> </ul>
<b>Postgraduate students</b>	<ul style="list-style-type: none"> <li>- Data (provided by E&amp;D): Numbers and proportions of applications / offers / registrations for each programme by gender</li> <li>- Completion rates for PGT and PGR</li> <li>- Support for women students: advisers, events</li> <li>- Careers advice; transferable skills training; mentoring</li> <li>- Progression pipeline from undergraduate to postgraduate study by gender / course type (PGT, PGR)</li> </ul>
<b>Postdoctoral researchers</b>	<ul style="list-style-type: none"> <li>- Data (majority provided by E&amp;D): Numbers and proportions by gender. Recruitment process: applications / offers / arrivals. Length and type of contract by gender</li> <li>- Staff turnover</li> <li>- <u>Recruitment process</u> (applications / short lists/ offers / arrivals)</li> <li>- <u>Induction process</u></li> <li>- <u>Staff Review and Development</u> (Data on completion rates)</li> <li>- Training (especially E&amp;D) / careers / teaching (Data on take-up)</li> <li>- <u>Support for career development: mentoring</u>, applying for grants and events</li> <li>- Career pipeline from postgraduate to postdoctoral work by gender</li> <li>- Promotion from RA to SRA / PRA (support for staff eligible for promotion; utilisation of role models)</li> <li>- REF Submission by gender</li> </ul>
<b>Academic staff</b>	<p>As for postdoctoral staff plus:</p> <ul style="list-style-type: none"> <li>- Data on promotions and discretionary increments (Size of promotion pool, applications, successes, by gender)</li> <li>- Data on contract type</li> <li>- Support for staff eligible for promotion; utilisation of role models</li> <li>- Career pipeline from postdoctoral work through academic grades</li> </ul>

<p><b>Culture</b></p>	<p>Consideration of :</p> <ul style="list-style-type: none"> <li>- Family-friendly working practices (including maternity leave and paternity leave; <u>flexible working applications and success rates</u>; data on return from maternity leave.)</li> <li>- Role models and gender mix for departmental seminar speakers / high profile visitors</li> <li>- Committee representation (department, wider university and external)</li> <li>- Meeting times / core hours</li> <li>- Workload model for academic staff</li> <li>- Communications strategy for Athena SWAN and general departmental 'community' issues</li> <li>- <u>Application of University HR policies, especially E&amp;D (see training above) and Dignity at Work at Departmental level</u></li> <li>- Outreach activities, with data if possible (staff or University student commitment; number of school pupils reached)</li> </ul>
<p><b>Action Planning</b></p>	<ul style="list-style-type: none"> <li>- The key to successful Athena SWAN submissions is not only consideration of the areas listed above but also the development of a 4 year Action Plan to address issues identified within the Department.</li> <li>- Each action needs to have an appropriate measure of success as well as timescale for completion and responsibilities for ensuring the action is addressed.</li> <li>- The action plan should be developed alongside consideration of the data for each student or staff group or area of activity</li> </ul>

Note: Data are usually quantitative, but should be supported by qualitative evidence from staff surveys (could be School level) and/or focus groups. Quantitative data usually require absolute numbers and percentages of men and women, and are usually presented in graphical or tabular formats or both. Some support may be available from E&D, but Departments need a staff member competent in manipulating data from Excel spreadsheets.

As a 'readiness check', Faculties and Departments could be asked to rate their compliance or confidence on a 5-point Likert scale from 1 (not good) to 5 (full confidence) on the highlighted items e.g:

<p><b>The Department has a Staff Review and Development process in place for all employees in compliance with University policy.</b></p>							
	1	2	3	4	5		

Providing there are not too many 1s and 2s, and the Self-Assessment Team is convened quickly, an application within 12-18 months is feasible.

## Application Schedule for Cambridge Faculties and Departments

Centrally held staff and student data are supplied to Faculties and Departments every year, normally in January.

### 18 months (from application deadline)

- Meet arranged between Equality and Diversity (E&D) Section Assigned Contact by Head of Department also attended by Departmental Administrator, Academic and Administrative leads (if identified)
- Confirm Academic and Administrative leads
- Form Self-Assessment Team (SAT) and meet every 2 months. Meet every month nearer to application date.
- Consider preliminary data from E&D Section. Put in place systems for collecting data which are not provided centrally
- Petition School for extra resource if needed
- Schedule of salient issues
- Construct preliminary agenda for action
- Establish communication plan to gain buy in across department
- Read applications from cognate departments both inside and outside of the University of Cambridge
- Organise attendance at Athena SWAN network events and workshops

### 12 months (from application deadline)

- Commit to application and preferred date (and notify E&D Section)
- Make sure resources are available to complete the submission. (Note some dedicated administrative support has proved effective for many STEMM Departments)
- Conduct staff survey if data are more than a year old
- Start to identify critical issues in career "pipeline" including points of attrition
- Look for quick and easily achievable solutions

### 6 months (from application deadline)

- Start populating draft application

### 2-3 months (from application deadline)

- Confirm submission date and level of Award with E&D Section
- Draft application to E&D Section for mock panel assessment and provision of feedback

### 1 month

- Final draft to E&D Section

## Equality and Diversity Lead Contacts

### Arts, Humanities, Social Sciences, Business and Law (AHSSBL) Departments:

Louise Atkin [louise.atkin@admin.cam.ac.uk](mailto:louise.atkin@admin.cam.ac.uk)  
David Peet [david.peet@admin.cam.ac.uk](mailto:david.peet@admin.cam.ac.uk)

### Science, Technology, Engineering, Mathematics and Medicine (STEMM) Departments:

Dr Vivien Gruar [viven.hodges@admin.cam.ac.uk](mailto:viven.hodges@admin.cam.ac.uk)