Athena Swan Ireland Bronze application: Departments

# **Applicant information**

|  |  |
| --- | --- |
| Name of institution |  |
| Name of department |  |
| Date of current application |  |
| Date of previous award, if applicable |  |
| Contact email |  |
| Contact telephone |  |
| Name of department |  |

|  |  |
| --- | --- |
| **Section** | **Words used** |
| Section 1: An introduction to the department’s Athena Swan work | /2,000 |
| Section 2: An assessment of the department’s gender equality context and, where relevant, wider equality context | /8,000 |
| Section 3: Action Plan | N/A |
| **Overall word count** | /10,000\* |

\* For information on text included in the word count, please see our Word Allocation Guidance. **Do not remove application headings or question text from your application document. Doing so may invalidate your application.**

Contents

**Applicant information** 1

Section 1: An introduction to the department’s Athena Swan work 3

1. Letter of endorsement from the head of the department 4

2. Governance and recognition of equality, diversity and inclusion work 4

3. The self-assessment process 5

Section 2: An assessment of the department’s gender equality context and, where relevant, wider equality context 6

1. Overview of the department and its context 6

2. Embedding policy, practice and supports to advance academic and research careers 7

3. Embedding policy, practice and supports to advance professional, managerial and support staff careers 9

4. Evaluating culture, inclusion and belonging 10

5. Department priorities for future action 11

Section 3: Action plan 12

1. Action Plan 12

# Section 1: An introduction to the department’s Athena Swan work

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

* Structures and processes underpin and recognise gender equality work and, where relevant, wider equality work

Recommended word count: 2000 words

## 1. Letter of endorsement from the head of the department

Insert (with appropriate letterhead) a signed letter of endorsement from the head of the department. The letter should comment on:

* the link between the Athena Swan Ireland principles and the department’s strategy;
* leadership of the head of department in advancing equality, including any involvement in the self-assessment or specific actions;
* evidence of how the department’s equality work is led and supported by the department’s senior management;
* key priorities, achievements and challenges relating to gender equality as discerned from the self-assessment;
* where relevant, key priorities, achievements and challenges relating to additional equality grounds, as discerned from the self-assessment;
* priority actions to address the issues and opportunities identified.

**Confirm the following:**

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

## 2. Governance and recognition of equality, diversity and inclusion work

1. Provide a description of the department’s structures to advance equality. This should include:

* information on where the department is in the Athena Swan process;
* an organigram of the department’s key management and/or committee structures, with headcount by gender, that includes the formal reporting structures in place to carry out and support Athena Swan activity and, if applicable, wider EDI work;
* information on the relationship of department structures with departmental Athena Swan structures and, if applicable, EDI structures, including mechanisms for sharing the findings of self-assessment as well as good practice;
* information on support provided by the department for the application;
* information on formal processes in place to resource, distribute, recognise and reward Athena Swan and, where applicable, EDI work, referencing department-level policies where appropriate;
* resource provision for the action plan and associated activities to ensure effective implementation;
* any other relevant structure and organisation information, such as the department’s relationship with community partners;
* confirmation that staff and students are recorded as the gender with which they identity in this submission.

## 3. The self-assessment process

1. Provide information on the preparation and delivery of this application by the department. This should include:

* a description of the self-assessment team, including comment on the roles and responsibilities of individuals, and how these were assigned. The gender of SAT members, their professional/student role in the department, and their specific role in the SAT should be noted in a table;
* information on how the chair was appointed and on what supports or resources the institution and/or department has given the chair to lead the self-assessment process;
* comment on whether the self-assessment team is representative of the department, including if there is adequate representation of senior staff.

1. Provide information on the preparation and delivery of this application by the department. This should include:

* an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;
* information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;
* information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider department.

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# Section 2: An assessment of the department’s gender equality context and, where relevant, wider equality context

In Section 2, applicants should evidence how they meet Criterion B:

* Evidence-based recognition of the issues and opportunities facing the applicant

Recommended word count: 8,000 words

## Overview of the department and its context

1. Provide a description of the department’s structures to advance equality. This should include:

* teaching and research focus, including discipline coverage and any areas of specialism;
* the total number of staff by gender and category of post;
* the total number of students by programme type and gender;
* information on location/s.

1. Analyse three years of data on undergraduate students by:

* gender and degree programme, with reference to discipline-specific benchmark data;
* gender and degree attainment;
* gender and foundation courses.

1. Analyse three years of data on postgraduate taught students by:

* gender and degree programme, with reference to discipline-specific benchmark data;
* gender and degree attainment.

1. Analyse three years of data on postgraduate research students by:

* gender and enrolment;
* gender and application, offer, and enrolment, with comment on how this data is collected and evaluated by the department, and on any gender disparities in student funding;
* gender and completion rates.

1. Comment and reflect on the relationship (if any) between the department’s outreach, engagement, and support activities and issues or opportunities in the student pipeline. This should include comment on how the department recognises staff and student contributions to these activities and monitors the gender balance of those involved.
2. Provide data for academic and research staff by gender and grade. Analyse and benchmark the career pipeline.
3. Provide data for professional, managerial and support staff by gender and grade. Analyse representation, benchmarking where possible.
4. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts, and hourly-paid contracts by gender and staff category. Outline instances where fixed-term and hourly-paid contract types are used. This should include comment on:

* whether or not numbers of fixed-term/hourly-paid contracts are representative of a typical year;
* the rationale for the use of short-term contracts;
* the extent to which hourly-paid staff contribute to the teaching of core modules and/or services.

## 2. Embedding policy, practice and supports to advance academic and research careers

1. Reflecting on recruitment practices in the department, answer the following:

|  |  |  |
| --- | --- | --- |
| Recruitment to academic and research posts in the department adheres to institutional policy on recruitment, which includes gender-balanced panels and training for assessors | **Yes** | **No** |
|  |  |

If you answered ‘no’, please comment.

1. Provide three years of data on application, shortlist, and appointment rates for recruitment by gender and grade. Where data suggests opportunity for improvement, comment and reflect. Include any other relevant information relating to recruitment processes and practice for academic and research posts in the department.
2. Reflecting on academic promotion in your institution, answer the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Academic promotion processes, including eligibility criteria, are managed centrally by the institution | **Yes** | **No** | **N/A** |
|  |  |  |

If you answered ‘no’, please comment on the department’s role in academic promotions processes. If you answered ‘not applicable’, as prescribed promotion pathways are not in place in your institution, provide comment and reflection on alternative routes for academic career progression.

1. Provide three years of data on application and success rates for promotion by gender and grade and present results from staff consultation by gender. Where data suggests opportunity for improvement, comment and reflect.
2. Reflecting on opportunities for staff development reviews, answer the following:

|  |  |  |
| --- | --- | --- |
| The institution operates a development review process, or equivalent, for academic and research staff | **Yes** | **No** |
|  |  |

If you answered ‘yes’, comment and reflect on the implementation of this institution-level process in the department. This should include:

* data on uptake by gender;
* results from staff consultation presented by gender;
* information on any additional department-level opportunities for staff to discuss professional development.

If you answered ‘no’, provide detail on department-level opportunities for staff to discuss professional development, including data on uptake by gender and results from staff consultation presented by gender.

1. Comment and reflect on department engagement with institution-level supports for academic and research staff career progression as well as any department-level support available. This should include results from staff consultation presented by gender and may include, but is not limited to, support given to staff to:

* apply for research funding;
* develop excellence in teaching and learning.

1. Comment and reflect on how workload is allocated and managed in the department (e.g. via a workload allocation model). This should include information on how the breadth of academic and research roles and responsibilities are captured in workload planning and allocation and results from staff consultation presented by gender.

## 3. Embedding policy, practice and supports to advance professional, managerial and support staff careers

1. Reflecting on recruitment practices in the department, answer the following:

|  |  |  |
| --- | --- | --- |
| Recruitment to PMS posts in the department adheres to institutional policy on recruitment, which includes gender-balanced panels and training for assessors. | **Yes** | **No** |
|  |  |

If you answered ‘no’, please comment.

1. Provide three years of data on application, shortlist, and appointment rates for recruitment by gender and grade. Where data suggests opportunity for improvement, comment and reflect. Include any other relevant information relating to recruitment processes and practice for professional, managerial and support staff in the department.
2. Reflecting on progression in your institution, answer the following:

|  |  |  |
| --- | --- | --- |
| Career progression opportunities for PMS staff are centrally managed by the institution (e.g. internal vacancy competitions; regrading; promotions pathway). | **Yes** | **No** |
|  |  |

If you answered ‘no’, please comment on the department’s role in career progression for professional, managerial and support staff.

1. Reflecting on opportunities for staff development review, answer the following:

|  |  |  |
| --- | --- | --- |
| The institution operates a development review process, or equivalent, for PMS staff | **Yes** | **No** |
|  |  |

If you answered ‘yes’, comment and reflect on the implementation of this institution-level process in the department. This should include:

* data on uptake by gender;
* results from staff consultation presented by gender;
* information on any additional department-level opportunities for staff to discuss professional development, where different to above (2.e).

If you answered ‘no’, provide detail on department-level opportunities for staff to discuss professional development, where different to above (2.e), including data on uptake by gender and results from staff consultation presented by gender.

1. Comment and reflect on department engagement with institution-level supports for PMS staff career progression as well as any department-level support available, where different from above (2.f). This should include results from staff consultation presented by gender.
2. Comment and reflect on how workload is distributed and managed. This should include information on how the breadth of professional, managerial and support roles and responsibilities are captured in workload planning and allocation and results from staff consultation presented by gender.

## 4. Evaluating culture, inclusion and belonging

1. Provide information on how the department ensures that culture and practices support inclusion and belonging. This should include, but is not limited to, information on how the department actively considers gender equality, and EDI more broadly, in:

* organisation of meeting and events;
* images and text used in department spaces and on the department’s website;
* student curricula, pedagogy, and assessment.

1. Comment and reflect on the department’s current understanding of, and capacity to identify and address, issues and opportunities relating to equality grounds in addition to gender, as well as capacity to identify and address intersectional inequalities for staff and students.
2. Provide information on the department’s culture as it relates to gender equality and, where relevant, EDI more broadly, by presenting consultation findings by gender and staff category on the following areas:

* values and traditions of the department;
* formal and informal structures and interactions that characterise the working and learning environment of the department, including leadership practices and behaviours;
* negative practices and behaviours and how these are managed by the department;
* flexible working opportunities in the department;
* management of, and attitudes towards, family leave in the department.

Where data suggests opportunity for improvement, comment and reflect. This should include reflection on any gaps between institution-level policy and practice in the department, including if the institution’s approach meets the requirements of department staff.

## 5. Department priorities for future action

1. Identify the department’s key issues relating to gender equality and establish key priorities for action over the next four years:

* Select up to five key priority areas where the department will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.
* Specific action(s) to support progress in priority areas should be identified.

1. Outline how the department’s gender equality priorities align with the institution’s Athena Swan action plan and, where relevant, broader EDI initiatives in the institution and/or department. This should include comment on:

* key institutional actions that have, or will, support the department’s progress;
* any gaps in institutional supports for achieving progress and impact in the department.

# Section 3: Action plan

In Section 3, applicants should evidence how they meet Criterion C:

* Action plan to address identified issues

## 1. Action plan

Present the action plan in the form of a table (landscape page format).

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