Athena Swan Ireland Bronze application: Professional Units

# **Applicant information**

|  |  |
| --- | --- |
| Name of institution |  |
| Name of professional unit |  |
| Date of current application |  |
| Level of previous award, if applicable |  |
| Date of previous award, if applicable |  |
| Contact name |  |
| Contact email |  |
| Contact telephone |  |

|  |  |
| --- | --- |
| **Section** | **Words used** |
| Section 1: An introduction to the unit’s Athena Swan work | /2,000 |
| Section 2: An assessment of the unit’s gender equality context and, where relevant, wider equality context | /6,000 |
| Section 3: Action Plan | N/A |
| **Overall word count** | /8,000\* |

\* For information on text included in the word count, please see our [Word Allocation Guidance](https://www.advance-he.ac.uk/knowledge-hub/athena-swan-ireland-word-allocation-guidance). **Do not remove application headings or question text from your application document. Doing so may invalidate your application.**

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

In Section 1, applications 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: 2,000 words

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

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

* the link between the Athena Swan Ireland principles and the unit’s strategy;
* leadership of the head of unit in advancing equality, including any involvement in the self-assessment or specific actions;
* evidence of how the unit’s equality work is led and supported by the senior management of the unit;
* 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 unit.

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

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

* information on where the unit is in the Athena Swan process;
* an organigram of the unit’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 unit structures with institutional 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 institution for the application;
* information on formal processes in place to resource, distribute, recognise and reward Athena Swan and, where applicable, EDI work, referencing institution-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 unit’s relationship with community partners;
* confirmation that staff 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 unit. 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 role in the institution, 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 unit has given the chair to lead the self-assessment process;
* comment on whether the self-assessment team is representative of the unit, including if there is adequate representation of senior staff.

1. Outline the process of self-assessment undertaken in preparation for this application. This section 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 institution.

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

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

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

Recommended word count: 6,000 words

## 1. Overview of the unit and its context

1. Provide a brief introduction to the unit, including any relevant contextual information. This section should include information on:

* the professional areas covered by the unit;
* core services provided to the institution;
* the total number of staff by gender and category of post, where relevant;
* information on location/s.

1. Provide data for staff by gender and grade. Analyse and benchmark (where appropriate) the career pipeline.
2. 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 core services.

1. Comment and reflect on the relationship between the unit’s core services and the institution’s gender equality, and wider equality, priorities. This should include information on:

* unit services, activities, programmes or events that relate, directly or indirectly, to progressing equality;
* how the unit considers equality and assesses equality impacts in the delivery of its core services to staff, students, or the wider community.

## 3. Embedding policy, practice and supports to advance unit staff careers

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

|  |  |  |
| --- | --- | --- |
| Recruitment to posts in the unit 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 staff in the unit.

1. Reflecting on progression in your institution, answer the following:

|  |  |  |
| --- | --- | --- |
| Career progression opportunities for 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 unit’s role in career progression for staff.

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

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

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

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

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

1. Comment and reflect on unit engagement with institution-level supports for staff career progression as well as any unit-level support available, where different from above. 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 unit ensures that culture and practices support inclusion and belonging. This should include, but is not limited to, information on how the unit actively considers gender equality, and EDI more broadly, in:

* organisation of meetings and events;
* images and text used in unit spaces and on the unit website, where relevant.

1. Comment and reflect on the unit’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, where relevant.
2. Provide information on the unit’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 unit;
* formal and informal structures and interactions that characterise the working environment of the unit, including leadership practices and behaviours;
* negative practices and behaviours and how these are managed by the unit;
* flexible working opportunities in the unit;
* management of, and attitudes towards, family leave in the unit.

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

## 5. Unit priorities for future action

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

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

# 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).