



Athena SWAN Bronze award application template

Name of institution:

Year:

Contact for application:

Email:

Telephone:

Number of SET departments as a proportion of all university departments:

An Athena SWAN Bronze award demonstrates that an institution as a whole has a solid foundation of policies and practices to eliminate gender bias and an inclusive culture that values female staff. We also look for evidence of commitment to the [6 Athena SWAN principles](#) at a senior level.

At the end of each section state the number of words you have used.

Click [here](#) for additional guidance on completing the template.

Letter of endorsement from a Vice-Chancellor

An accompanying letter of endorsement from your Vice-Chancellor (or equivalent) should explain how SWAN plans and activities contribute to the overall university strategy (maximum 500 words). The letter is an opportunity for the Vice-Chancellor to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university mission in relation to science, engineering and technology (SET).

1. Description of the institution

Provide a summary of your institution (maximum 300 words), including information such as whether it is research or teaching focussed, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments and any other relevant contextual information.

2. Institutional policies and procedures

Provide evidence of the following policies, preferably through hyperlinks to your website. Briefly explain (maximum 200 words for each) how these policies are

disseminated and communicated and what training is given on implementing them.

- (i) Gender Equality Scheme (GES) and/or action plan.
- (ii) Equal Opportunities Policy.
- (iii) Flexible Working Policy.
- (iv) Harassment Policy and Procedures.
- (v) Maternity/parental/adoption/paternity leave policies.
- (vi) Training and development policies.
- (vii) Work-life balance policy.
- (viii) Equal pay reviews and action plans.
- (ix) Other relevant policies and procedures (see [guidance](#)).

3. Baseline gender data and analysis

Provide data for the past three years (including clearly labelled graphical illustrations where possible) on the data sets listed below. Then evaluate and comment on the trends, drawing out noteworthy points (maximum of 200 words per question).

- (i) **Female:male ratio of academic staff at each grade** – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments. Comment on the main areas of concern on gender balance and how you plan to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?

- (ii) **Female:male ratio of Heads of School/Faculty/Department** across the whole institution and in SET departments. Comment on the main areas of concern and achievement and how you plan to address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?
- (iii) **Female:male ratio of academic staff job application and success rates** – across the whole institution and in SET departments. Comment on any implications of this for the institution and how you plan to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?
- (iv) **Female:male ratio of academic staff promotion rates** across the institution and in SET departments. Comment on any implications of this for the institution and how you plan to address any disparities. For example, are men and women equally likely to be put forward? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments?
- (v) **Gender balance on the senior management team** at university level. Comment on the numbers of men and women on the SMT and how you plan to address any disparity.
- (vi) **Gender balance on influential committees** at university level. Comment on the main areas of concern and how you plan to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised?
- (vii) **Female:male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts** – across the whole institution and in SET departments. Comment on the implications of the gender balance for the institution and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?
- (viii) **Female:male academic staff turnover rates** by grade and maternity return rates – across the whole institution and in SET departments. What are the implications of this for the institution and how you plan to address any disparity? For example, are women and men equally likely to leave the institution (unplanned turnover of staff)? Are there any differences in SET departments? Are the reasons for leaving picked up in exit

- interviews? Comment on whether turnover affects recruitment and promotion.
- (ix) Evidence from **equal pay audits/reviews**. Comment on the findings from your most recent equal pay audit and how you plan to address any disparities.
 - (x) **Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008** – across the whole institution and in SET departments. Comment on any implications of this for the institution. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?
 - (xi) Other relevant data, e.g. results from staff surveys. Comment on any other data you have provided, detailing how you plan to address any gender disparities.

4. Supporting and advancing women's careers

Describe the following activities in your institution that are supportive to women's career progression in your SET departments (maximum 300 words per section).

- (i) **Career development training at key transition points** – describe any additional support given to women at the key career transition points across the institution, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning. Are women encouraged to participate in conferences and attend other external events where there are opportunities for networking?
- (ii) **Researcher career support and training** – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.
- (iii) **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How do you monitor the policy and how successful it has been?
- (iv) **Parental leave** (including maternity, parental, adoption and paternity leave) – how many women are returning full-time and part-time? How is teaching and research covered during parental leave? What support is

given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?

- (v) **Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness.
- (vi) **Transparent workload models** – describe the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably.
- (vii) **Work-life balance** – describe the measures taken by your institution to ensure that meetings and other events are held during core hours and to discourage a long hours culture.
- (viii) **Childcare** – describe the institution’s childcare provision and how it is communicated to staff. What is the take up? How do you plan to address any shortfalls in provision?

5. Raising the profile of women

Describe any activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as (maximum 500 words for all four sections):

- (i) Conferences, seminars, lectures, exhibitions and other events.
- (ii) Publicity materials, including the institution’s website or images used.
- (iii) Providing spokeswomen for internal and external media opportunities.
- (iv) Nominations to public bodies, professional bodies and for external prizes.

6. Further SET-specific initiatives

Describe any other SET-specific initiatives of special interest that have not been covered in the previous sections, including past initiatives that did not work and lessons learnt (maximum 250 words).

7. The self-assessment process

Describe the Self-Assessment Team members and the action planning process, including any consultation processes that were undertaken with staff (maximum 750 words in total).

8. Action plan

Provide an action plan as an appendix. This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

9. Any other comments

Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 250 words).