LEEDS BECKETT UNIVERSITY

Leeds Beckett University

Athena SWAN Toolkit

LBU School Applications

Current Athena SWAN awards holders (April 2018)

All awards currently held:

731 Total awards

617 Department awards

96 University awards

18 Research institute awards

AdvanceHE

This toolkit provides some top-level information about the Athena SWAN charter and local advice and context to support School based applications. The University's Equality and Diversity Team can provide further assistance on request.

Athena SWAN Context
Self-Assessment Process
Staff and Student Data

Athena SWAN

The Athena SWAN Charter recognises and celebrates good practice in relation to gender equality in Higher Education. The charter was set up in 2005 and was originally aimed at women's progression in Science, Technology, Engineering, Mathematics and Medicine (STEMM). From May 2015, the charter expanded to the Arts, Humanities, Social Sciences, Business and Law (AHSSBL). It is supported and administered by the Equality Challenge Unit (ECU) in London and there is a dedicated website with access to the full guidance, forms and templates.

Provided the institution has a bronze award as a minimum, Schools can apply for their own awards to demonstrate their commitment, progress and successes. Schools can apply for Bronze, Silver or Gold Awards. The University applied for an institutional bronze award in 2017. The submission was successful and is valid until April 2020 at which point the University will need to submit again as a renewal.

There are two submission deadlines every year in April and November.

Submissions must be sent in by the last working day of April or November and the ECU charge an administrative fee of £500 to cover the costs involved in administering awards and judging panels.

Athena SWAN awards last for four years from the date of submission and must be renewed or upgraded before the award expires. Should you be unsuccessful you will be offered a grace period of one year to return with an improved submission.

Support for Athena SWAN

The Athena SWAN Charter is supported by the Equality Challenge Unit who oversee all panels and awards. As an ECU member their website is available to all staff and provides a detailed handbook to be read in conjunction with the submission application form.

All Leeds Beckett staff have access to the ECU member pages, but individuals must register first using their work email details as follows:
To access the hub, you (and any additional users) must first register online (click on Register just below the Login button). Register now

The University Equality and Diversity Team can provide support acting as a reference point for staff data, reading draft applications and providing a link with the Athena SWAN Steering Group (ASSG).

All School applications should be reviewed by the ASSG prior to submission, so please include this in your timeline when planning for submission.

Nominated E&D contacts will read draft applications at least twice before the deadline and provide feedback. Please contact the E&D Team if you have any questions about the process, requests for data, or to invite them to attend a Self-Assessment Team (SAT) meeting.

Application forms and the Athena SWAN handbook can be downloaded directly from the Athena SWAN website and are available from the Equality and Diversity Team.

Award Type

Decide what level of award is most appropriate for your School. A School does not have to have achieved a Bronze award prior to applying for Silver. However, holding a Bronze award may make it easier to evidence progress and the impact of initiatives on gender equality. See the ECU Handbook for full guidance on the different levels of award and corresponding requirements.

Cost of Submission

A departmental level submission costs **£500**, please ensure you raise a Purchasing Order (PO) and tie this with your ECU Submission.

The Self-Assessment Process

The key to a successful award submission is having an effective self-assessment team (SAT). The SAT is responsible for the analysis of staff and student data, agreeing and implementing actions and initiatives in response to this analysis and putting together the Athena SWAN application and action plan.

Setting up your Self-Assessment Team

- Membership of the SAT should be representative and diverse – with a good gender balance and range of members at all stages of the academic career ladder (particularly early & mid-career).
- If your School is smaller, structure your SAT group accordingly – aim for 6- 8 individuals.
- Ensure that you also include student representation on the group.
- You may decide to invite people to join, ask for volunteers or use another method of recruitment to suit your School's culture and needs.
- If you have staff involved in gender based research or who are members of the Aurora Leadership Management programme inviting them to be part of the group could be beneficial.
- SAT members should take responsibility for aspects of the submission and action plan- do not leave all the work to the SAT lead.
- Ensure that the SAT fits within the management structure of the School and decide who the SAT will report to and interact with other key decision making committees or individuals.
- Ensure that your action plan includes the future role of the SAT. You will be expected to continue to meet **at least 3 times a year** to ensure that the action plan is implemented and monitored.

- Over time, you may identify gaps in skills, knowledge or experience and new members can be recruited to support the process.
- You will be asked to briefly describe the roles, grades and experience of the SAT members as part of your award submission. This should be done on an anonymised basis. The University submission provides one example of how to structure this.

Role of the Self-Assessment Team

As noted above, it is the SATs role to put together the School's award application by:

- Undertaking data analysis
- Undertaking student/staff consultations
- Drafting the award application and action plan
- Overseeing the implementation of the action plan

Athena SWAN recommend that the SAT meet at least once each semester during the action plan implementation phase (i.e. post-award), but would expect it to meet more frequently during preparation of the application.
The award application will ask you to describe the workings of the group, the frequency of meetings and the role each member has played in developing the award application.

Organising SAT Meetings

At your first meeting, you may wish to agree and allocate tasks such as:

- When will you apply for the award?
- How and who will gather the School data?
- How will roles be allocated?
- How you will gather staff views on the School?
- Will you use a survey or focus groups?
- How will the SAT plan its time and meet deadlines
- How will other sources of information for the sector be included
- Timings of SAT meetings should be as inclusive as possible, you may need to vary the days, times, semester points to meet the needs of all team members.

Communication within your School

- Think about how you will communicate your application, why your School is applying and be as transparent as possible about your plans so that all staff understand the rationale.
- Make sure you can evidence commitment from all areas/levels, as this will also support your application.

Staff and Student data

All submissions require at least 3 years' of data and analysis for staff and students. Where a snapshot in time is required, it has been agreed that the data produced centrally is taken from 1st October. This ties in with our main HESA data capture point for students and ensures that our staff data reflects the majority of new academic appointments through September.   In some cases e.g. to calculate turnover or in respect of recruitment, a full 12 month period may be included.

Not all information required for the submission is captured or stored centrally.

Where Schools have been affected by realignment the full guidance advises that consideration should be given to the previous unit data. Discuss this with colleagues in the Equality and Diversity Team at the point you request your data-sets.

Student Data

The majority of student data needed for an Athena SWAN application can be accessed from the Registry area on the staff intranet under the Management Information Tab. Look for

https://www.leedsbeckett.ac.uk/staffsite/services/registry-services/management-information-hub/#athena-swan

Colleagues in Student Planning and Intelligence have created an interactive data explorer which can be filtered on by School, Subject etc. and which charts the information based on the filters applied. Data is provided for undergraduate and postgraduate levels but in some cases e.g. postgraduate research records, these cannot be disaggregated to School based on historical Faculty records.

Staff Data

The University's i-Trent system holds much of the data needed for your Athena SWAN application – but not all of it. The University has a separate system for recruitment and other records are provided by specific reports e.g. training.

Your Athena SWAN lead will have access to these through the Equality and Diversity Team as follows:

- Staff Profile : This gives the basic information in relation to grade, job role, contractual status, subject group, working pattern and gender.
- Promotion records (this includes records of the 2011, 2013 and 2017 academic promotions round. It is also possible to provide reports which show all those who have had a grade increase over the time period) anyone with a grade increase and separately records of the academic promotion process
- Recruitment is provided by vacancy over a 3 year period
- REF data by Unit of Assessment
- Maternity, Adoption, Paternity and Shared Parental Leave records

- Training data – (People Development Programme and online only which includes Recruitment and Selection, Unconscious Bias and E&D) not locally held data on conferences, events etc.
- Turnover (starters and leavers in a period)

Some information is held locally (or not at all) and will need collating at School level e.g. membership of committees, gender balance of seminar speakers, Development panel decisions and monitoring by gender etc. Where data gaps are identified these may form part of your action plan.

Presenting Data

1. Make sure that your data is easy to interpret and discuss.
2. Remember that panels will have to read 5-7 applications so make it easy for them to understand your data and narrative.
3. Where possible use graphs to represent data (avoid large tables of data).
4. Make reference to percentages and raw numbers in the graphs and/or the narrative.
5. Clearly label all graphs.
6. Provide data for the last three years.
7. Sample tables are provided at appendix X.
8. Remember your application will be printed in black and white unless you send in **10 printed colour copies**. Make sure that the colours you use can be distinguished when printed, and avoid pink and blue as a combination.

Athena SWAN presentation tips

- Clearly labelled graphs and tables, including all legends and axes
- Presented raw numbers and percentages in all appropriate figures
- Application has been proof read before submission
- Considered colour choices for graphs
- Cross-referenced actions embedded throughout the submission
- Considered accessibility of the submission for panelists with visual impairments

AdvanceHE · Athena SWAN

These visuals present Athena SWAN data and refer to UK awards. Data include both Pre-May and Post-May criteria awards and submissions. Information correct as of 30 April 2018.

Data Discussion

1. Consider whether one person will take responsibility for interpreting the data or whether the task will be shared.

2. The purpose of analysing your data is to understand the key areas of attrition in your School and to inform your action plan. Identify key areas where you have a leak in the pipeline and develop actions that tackle these key transition points.

3. Discuss the data, don't just report it – hypothesise why certain trends might be happening in your School and situation. Make reference to processes such as recruitment and promotion in your School and how these processes may relate to trends in the data. Panels will be looking for a reflective narrative of the data.

4. Highlight issues and areas for action through the discussion of your data, describe what you have already done and the impact it has had and describe the actions that you intend to take. Reference this to the specific action in your action plan.

5. Assume that the panel don't know anything about your School, how it is structured or what Leeds Beckett policies are on recruitment or promotion. Ensure that you describe processes and practices.

6. The Athena SWAN panel will expect to see how the School data compares to national trends in the sector, as well as other benchmarking and some of this information will be available through Leeds Beckett, as well as HESA, ECU and other professional bodies.

7. Make sure that terminology is clear and remember that job titles and structures are not always comparable e.g., a PL at a pre-92 HEI is equivalent to an SL at a post-92. Including a graphic may communicate your structure and processes better than a description and will help keep your word count within the set limits.

Things to avoid:

- *"Our data is better than the national average, therefore we have no action planned."* – the national average is not the aim as the under-representation of women in academia, particularly in senior roles, is a national problem – aim higher than the national average.

- "*The data is not statistically significant, so no conclusions can be drawn and no action is planned"* – having small numbers of staff is probably going to lead to statistics not being significant – this doesn't mean there isn't a trend or a leaky pipeline. Qualitative data can also help to identify issues that should be addressed.

- *"Whilst our survey identified areas where staff were unhappy or felt unsupported, there was no gender difference in the results. Therefore, we have no actions planned to address these issues."* – these issues should still be addressed. In your application, you can show that all staff have benefited and highlight any specific groups where the impact will be greater.

- *"Our recruitment data illustrates no clear gender bias at the point of invitation to interview or appointment, therefore no action is planned"* – it may be that women are

just as likely to be appointed once they apply, but are women applying? Consider what you could do to encourage women to apply for positions within your School. Look into the proportion of staff involved in recruitment who have completed relevant training – for example, recruitment and selection, equality and diversity and unconscious bias training.

Surveys and qualitative data

Qualitative and survey data can be key to identifying issues and evidencing impact. For example, if you run a survey on an annual/biennial basis you can compare results to show improvements.

Present and discuss your data throughout the application – not just in the 'any other comments' section of the application

Focus groups:

- Focus groups can be a useful way to further understand a particular issue that has been identified – either through data analysis or survey results.
- Make sure that you choose a topic that will engage staff/students, encouraging them to attend.
- Focus groups will generate qualitative data – semi-structured, open-ended approaches will compliment your surveys. Don't reduce the discussions to statistics.

Surveys:

- Always include an introduction to your survey outlining how who will use the data, why, and how you will ensure the data will remain anonymous.
- The original survey used at institution level is included as an appendix and is based on survey questions derived from what was WISET.
- What will you do with the data and how will you use it to support your application or help to develop your action plan?
- Some open ended questions can provide interesting and useful data (preferably more specific than 'any other comments')

Evidencing Impact:

Illustrating the impact of your actions is what distinguishes a silver from a bronze award. While the eventual aim is to increase the number of women at all stages of the academic career pipeline, and to break down occupational segregation, it will take time. There are some obvious areas to focus on including:

- Committee membership (if these are less diverse based on job role and grade think creatively about how gender and ethnic diversity might be introduced but bear in mind over-burdening)
- Interview panels (how can you ensure these are gender balanced and where possible representative of ethnic diversity whilst considering workload)
- Increasing numbers of applications for promotion could show that you are supporting/informing staff in relation to progression
- Increase in the diversity of speakers at seminars and events

Use qualitative methods to establish whether actions have had an impact - these methods could include:

- If you re-run your Athena SWAN survey, you will be able to compare results over time.
- Focus groups- ask staff/students about their experiences and if they have seen improvements, for example if you recently implemented an early career researcher network, you could discuss whether these sessions have been helpful and whether they have seen any changes or impact from the sessions.
- You could ask people to fill in feedback forms after Athena SWAN events (e.g. careers events)
- Also consider the images on the School's webpages, in promotional material and around School buildings – do these show diversity of the staff and student body?

Ethical Issues

- Confidentiality must be taken into account. Apart from the case studies, the application form will be anonymised. However, Schools must bear in mind that the application form will be published externally.
- Ethical considerations and permission of the subjects of case studies must be adhered to.

General Data Protection Regulation (GDPR)

GDPR applies to personal data that the University processes. Processing is any use of personal data throughout its life cycle, from collection, analysis, evaluation and storage, right through to destruction and how we deal with personal data that is no longer required.

Following your Athena SWAN Submission results or feedback is sent to applicants after 5 -7 months, please ensure you destroy any data used for your submission to remain compliant with the University's GDPR process.

Writing your Application

The Athena SWAN "Recipe"

In completing an Athena SWAN application form, it is important to focus on describing the processes and procedures that are actually in place rather than talking about philosophy and approach. Matters concerning philosophy and approach should be confined to the Head of Department's letter, and the Self-Assessment Process section of the application form.

It is important to distinguish between what actually happens, and how you know what is supposed to happen does happen, and policy.

When describing a process or procedure a general pattern to follow is:

1. Describe the process/procedure, covering issues as relevant such as the frequency, staff involved, the scope of the process, any training in place and what checks are in place to ensure that what is supposed to happen does actually happens;
2. Present relevant data such as, completion, uptake or success rates for academic staff and postdocs if you have these;

3. Tell the panel what staff think about the process using data from surveys, focus groups, interviews;
4. Ensure that you have considered whether the process/procedure is adapted for post-doctoral research fellows if you have these;
5. Ensure that you have identified any gaps in practice or have highlighted any issues arising from the staff feedback;
6. Briefly highlight what actions you will be taking to address any issues. The full details of any actions can be presented in the action plan but it is important that you make clear to a panel that you have defined an action to address gaps or issues arriving from the feedback.

1. Letter of endorsement from the Dean of School

- This is an opportunity for the Dean of School to show personal commitment to Athena SWAN. Give examples of the Dean of School's involvement in the process.
- Show how Athena SWAN is linked to, and part of, the School's strategy.
- The letter should include a statement that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.
- Give examples of successful actions and the impact that they have had on the School.
- Illustrate how Athena SWAN has become an embedded part of the School, for example:
    - explain how the SAT fits into the formal structure of the School (showing it isn't a stand-alone group)
    - illustrate how equality and gender considerations are embedded within the culture and vision of the School
    - how will Athena SWAN actions and the SAT be resourced in the future?

2. The Self-Assessment Process

- Give a brief outline -how many men and women are on the SAT, and a breakdown by seniority.
- Give examples of how each member has contributed to the SAT, whether they have any experience of working flexibly or maternity/paternity/adoption/SPL and why they are interested in Athena SWAN.
- List SAT members alphabetically – not hierarchically.
- Give a clear picture of how the SAT worked, for example when the SAT started meeting, how regularly the team met and the processes the SAT undertook to develop and implement actions.
- Include any information on how the SAT consulted with staff - introduce surveys/focus groups with information on response rate by gender.
- Outline reporting mechanisms- show how the SAT has become an embedded structure within the School and how the SAT fits within the management of the School.
- Describe how Athena SWAN was communicated to the School – would most staff/students know what Athena SWAN is and have they seen your action plan?
- Provide examples of senior involvement and support.

- Consultation with individuals or Schools/Services, both within and outside Leeds Beckett is seen as good practice – give details of these consultations.
- Make sure that you have a clear plan for the SAT in the future – including how often the SAT will meet (at least 3 times per year), how actions will be implemented and monitored and how and when the action plan will be reviewed and revised.

Word Count Guidance

Maximum word limits are specified in the Athena SWAN application forms and awards handbook, and there are no margins for tolerance. Additional word allocations must be agreed in advance in correspondence with the Equality Charters team. Emails confirming the granting of extra words must be included within the introduction of the submission.

The word counts must be clearly indicated at the end of each main section of the application (letter of endorsement, description of the department, self-assessment process, supporting and advancing careers etc). Applicants will not have the opportunity to edit their application to bring it within the word limit if their application is found to exceed the allowance following submission. Any application deemed by the review panel to have exceeded the word allowance will be rejected and will not be assessed.

Word limits	Bronze	Silver
Institution application	10,000	12,000
Department application	10,500	12,000

You may request to extend your word limit in the following circumstances:

Exceptional circumstances
Examples of circumstances, which might qualify, include a recent restructure such as, an institute having a particularly unique or unusual structure, or an institute being subject to particular constraints*. **The Faculty and School realignment in 2016** is a good local example where the changes may have an impact on the data you're able to look at and include. This **may** be an area where additional words are needed. Additional words should always be used to explain how the circumstances have been taken into account when considering, or have impacted on, Athena SWAN activities and the progression of gender equality.

Apply for an extended word limit
Applicants who wish to extend their word limit on these grounds should contact Advance HE's Equality Charters Team for approval at **least two weeks** in advance of the submission deadline.

All requests are considered on a case-by-case basis. Please outline the number of words you require. Where additional words are granted, the increased allowance will be at the discretion of Advance HE, usually to a maximum of 1000 words.

If approved, extra words can be used across the submission document, but it should be noted in the word counts at the end of each section, where they have been used.

Word limits

The word limit includes:
- All body text, including quotes from qualitative analysis, and words in screenshots.
- Any standalone text or prose included in tables, graphs or footnotes.
- Quotes, descriptions or analysis are included in the word count.

The word limit does not include:
- Details of your self-assessment team, providing you use a maximum of 20 words for each team member (excluding their name and job title). These can be displayed in a table.
- Tables and graphs, providing they do not include standalone prose. Examples of text excluded from the word count include: titles, data labels, data points.
- For example, references to data sources such as Advance HE's statistical reports.
- The action plan.
- Action points quoted within the body of the application and references to action points.

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	1000	1000
4. Picture of the department	2000	2000
5. Supporting and advancing women's careers	6000	6500
6. Case studies	n/a	1000
7. Further information	500	500

3. A Picture of the School

- Include brief details of staff and student numbers, but don't go into too much detail here – just give an indication of the size of your School.
- Provide a description of location – e.g. if the School is split over two or more sites and how this affects staff.
- How does management work in your School and how are line managers appointed?
- Brief description of research groups and how they are organised.
- Provide information on any 'quasi-autonomous groups'.

Contracts

Sections 4.1. and 4.2 of the application form include questions on contract type (zero-hours, fixed-term and open-ended/permanent/PT-hourly paid/ PT-fractional) and contract function (research-only, teaching-only, research and teaching).

Bear in mind that the University has variable hour contracts (commonly referred to as Part-time Hourly Paid staff). Ensure you separate your data for this group so that trends are more clearly visible. Similarly ensure you look at fractional staff on part-time contracts as a separate group.

Further definitions of contract-related terms can be found in the Terminology section of the Athena SWAN handbook.

Both sections require the use of available data to examine contractual issues by grade and gender, for example, if there are there any issues related to the retention and progression of staff.

4. Supporting and Advancing Women's Careers

Key career transition points:

- **Recruitment***: Consider each stage of the application process. Are you actively doing anything to encourage women to apply? Are interview panels gender balanced and have all members attended recruitment and selection training? Does the data suggest any bias in the process?

- **Promotion:** Clearly explain how the promotion process works in your School. Do staff self-nominate or do you have a proactive system to identify staff for promotion? Do colleagues understand the promotion process, how are staff supported through promotion and how are colleagues given advice on how to progress?

- **Key career transition points**: This is one of the most important sections of the application – this is where you can address the issues that you identified within your data and outline the actions that you have or intend to put in place as a result. Tell the panel how and why you chose a particular action, and the impact it has had and/or the impact you hope to see. Ensure that support within the School is consistent – all female staff should have the same support and opportunities rather than this being dependent on having a supportive Head of Subject or line manager.

- **REF:** Data on numbers of staff submitted to the REF by gender, compared to the REA 2008 with a discussion on any issues identified.

- Professional and Support staff: For silver applications under the new charter, Schools must discuss the following in relation to professional and support staff:
  - Induction: what is the process for professional and support staff?
  - What training is available and how are they introduced to and welcomed by staff?
  - Promotion: how is career development supported for professional and support staff?

Career Development
- PDRs: Who carries out performance development reviews and have they been trained? What is expected to be covered and how is this monitored? Is career progression and support covered in the PDR process?

- Induction: Are new staff and students made aware of key information such as social activities, flexible working policies, maternity/paternity/adoption/SPL policies, and are

they told how to access this information if they need to in the future? For example, do you have a staff handbook?

- Support for students: Do you have anything aimed specifically at female/male students? What do you do to promote an academic career to your female students. In many subjects it is women who don't continue beyond UG level but where the reverse is true what do you do to promote an academic career to male students e.g. in Nursing, English etc.

- Training: What training and development opportunities are available to staff in your School? These may be events arranged centrally, within the School or externally. How many people have attended each training event and how do you promote these opportunities?

- Support for academic career development: What additional resources or support do you offer staff in your School? For example, mentoring or staff networks. Particularly focus on support provided to early career researchers.

- Support for those applying for research grant applications: What guidance or development events are provided to early career researchers and students? How do you support those who are unsuccessful? Consider any gender gaps in applications rates, success rates and amount of funding applied for.

- Professional and Support staff: For Silver applications, Schools must discuss the following in relation to professional and support staff:

  - Training: what training is available to professional services staff? These may be events arranged centrally, within the School or externally. Present data on the proportion of staff attending these training events.

  - Performance Development Review: how does the PDR process apply for professional services staff? Present any feedback from staff about this process and its impact. Are career development and work/life balance discussed as part of PDR process?

- Support given to professionals and support staff for career progression: What additional support does the School provide for professional services staff?

Good Practice Example: Promotion

Department: Barts and The London School of Medicine (QMUL)

Details of activity:

In order to support the career development of departmental staff, the School developed their staff performance review and enhancement process to include a new policy that implemented the rotation of senior administrative roles every five years (e.g. Programme Director).

This was particularly targeted at junior members of staff in order to increase their chances of promotion by developing their professional, organisational and managerial activities (POMA) skillsets needed to meet the School's criteria.

Outcomes:

At the time of submission in 2014, four out of five programmes had female academic leads, including two junior staff who had previously shadowed, and later replaced, undergraduate programme directors. The School noted that this change in leads was primarily the result of the role rotating policy.

Organisation and culture

- Committees: Outline the key committees in your School; what are their responsibilities, how is membership decided and what is the current gender balance? Is membership regularly rotated, and how are views of all staff- men and women- represented at these meetings? Consider plans for improving committee gender balance- for example re-thinking the ex-officio posts, or adding new roles (for example, Athena SWAN representative, or Post Doc representative).

- Fixed term contracts: It is likely that this will reflect the gender balance of Part-time Hourly Paid staff in your School. You could explain here how you support staff on fixed term contracts to apply for permanent or new posts.

- Workload: Do you have a robust mechanism to ensure that women aren't overburdened with teaching or administrative roles? Give a good explanation why and how you monitor workload allocation and distribution. What is the gender balance between Research/Teaching/Admin responsibilities – are women spending more time on teaching and administrative tasks, and are these roles valued within your School?

- How do you ensure that meetings and social activities are open to all staff, especially those with caring commitments? If it is not possible for some meetings to be held in core hours, what do you do to ensure those with caring responsibility are able to attend key meetings?

- Culture: Use this section as an opportunity to present the personality of your School to the panel. Are staff happy, do they feel supported and included? Do people socialise with one another? Explain how the latest Athena SWAN principles have been embedded within the School.

- Outreach: Include who outreach activities are run by, as well as who they are aimed at. Is outreach considered in PDR discussions and promotion?

- HR Policies: Are HR policies consistently implemented and communicated? How are staff with management responsibilities updated on policy changes and how does the School ensure that managers implement policies in a fair and consistent way? Is training provided for managers or staff? Ensure that you emphasise what is 'above and beyond' the Leeds Beckett policies (for example, do not simply outline the standard allocation of keeping in touch days during maternity leave, include an explanation of how that works in the School and whether other activities take place to support the individual).

- Participation on influential external committees: Provide data on any men or women in your School who sit on any committees outside the School. How are external opportunities promoted within the School?

- Visibility of role models: Consider the gender balance of images in publicity materials such as prospectuses and the School's web pages. Also, consider the representation of diverse role models within the School – for example in School news items and portraits. What is the gender balance of invited seminar speakers?

Good Practice Example: Culture

Department: Nuffield Department of Clinical Medicine (NDM) (Oxford)

Details of activity: With the aim of creating a more inclusive environment, the department increased the amount of family friendly events that occurred, and ensured that these events were scheduled for the weekend or a bank holiday.

Further information regarding the events was highlighted through the department's newsletter, e-mails and their website.

This was alongside a physical display of Athena SWAN 'fact sheets' on departmental notice boards, which provided information on family friendly policies.

Examples of events organised include cheese and wine tasting, barn dancing and a museum visit which had around 40 attendees.

Outcomes: As a result of these events, the submission states that a 'cultural shift' was felt, supported by feedback suggesting 94% of staff would have recommended NDM as a work place in 2013.

Flexibility and managing career breaks

Maternity: What support is in place for women on, before, during and after maternity leave? How does the process work? Consider if the same support is available to staff on fixed term contracts or students. If some staff/students did not return after their maternity leave, do you know the reason why?

Paternity/Partner, Adoption and Shared Parental Leave: Make use of and promote the new laws relating to shared parental leave. Leeds Beckett also offers 2 weeks' full pay Paternity/Partner leave. This is more than the statutory provision. How do you encourage and enable new parents to take time off?

Flexible Working: What formal and informal options are available for flexible working? Is flexible working seen as a positive thing within the School and is it an option offered to all staff (i.e. not just parents / women returning from maternity leave)?

Present data for the above section for both academic and professional services staff separately.

5. Any other comments
Don't leave this section blank - include anything relevant to the submission that hasn't already been outlined. You may wish to give more details about your survey here – but make sure this isn't the only place this information is presented. Use survey and qualitative data throughout the application where appropriate.

6. Action Plan
- Your action plan should be **SMART** (specific, measurable, attainable, realistic and timely)

- Be specific with dates – avoid 'ongoing' in the timescales column
- Reference actions from your action plan within the application
- Make sure that actions are distributed across the SAT team and to other members of staff within the School. Action plans that have HR or Administrative staff responsible for the majority of actions won't be viewed positively.
- Make sure that your actions span the next four years – this shows a maintained and consistent focus on Athena SWAN. Panels will be suspicious of action plans where the majority of actions are planned for the 4 months after submission.
- Avoid too many data monitoring actions- panels will want to see innovative and tailored actions developed in response to data and consultation. It is suggested these actions should make up the majority of your action plan, especially for silver and gold awards.
- Avoid success measures which are vague – make them achievable and measurable. For example, a success measure could be a % increase in the number of people reporting x in the annual staff survey.
- Avoid success measures like 'data analysed annually'. Consider the impact that you are hoping to see for the women/men in your School.
- Ensure that you have prioritised actions and that this is clearly communicated in the Action Plan.
- Please see the Athena SWAN template action plan on the Leeds Beckett Athena SWAN webpage.

7. Case studies
No case studies are required for a Bronze award submission. There should be 2 case studies for a Silver award- one case study should be a member of the SAT team, while the other should be a member of the School who hasn't been a member of the SAT.

- It is useful to have case studies that represent different stages of the academic pipeline, for example, a female professor and a research fellow/officer.

- While showing the support provided by the School during parental leave is important, make sure that your case studies illustrate a wide variety of supportive policies and practices offered by the School.

- Case studies written in first person feel more genuine.

- Case studies should highlight good practice within the School and the impact of actions described in the application on individuals – the case studies should have progressed with support of the School, not in spite of the School.

Application form: Pitfalls and things to avoid

- Dean of School letter: **"I have worked with some women before".** The panel want to see that the Dean of School is engaged and committed, and that the SAT is embedded within the School – they won't be impressed with the Dean of School using examples of when they worked with female colleagues and discovered it wasn't that bad.

- Description of your SAT team: **"Jane – happily married with 7 children. Katy – single and no children"**. The panel are looking to see if there is a variety of experiences on the SAT team – this might include childcare, maternity/paternity or flexible working – but they don't want to know everyone's personal circumstances. Presenting this as a summary of work pattern, caring responsibilities, career stage etc. is more meaningful

- Policies and practices: don't advocate behaviour that goes against University policy, or that illustrates bad practice. For example, **"we encouraged Emily to return to work after 2 months of maternity leave".**

- **'We don't have a gender problem here'**: avoid making bold statements, especially if you cannot provide evidence. For example, **"we have eradicated all unconscious bias from our School"** - it is not possible to eradicate unconscious bias - however you can make people aware of their own unconscious biases, and ask them to actively challenge their own biases and try to avoid them. Generally, these comments show the School has missed the point.

- Culture and social events: avoid activities or events that reinforce unhelpful gender norms.

- Maternity: people often fall into the trap of blaming all gender imbalances on childcare and maternity. Unless you have evidence to support such claims, avoid statements like **"PhD students take longer to complete their studies because of maternity and childcare issues"**. While maternity and childcare are likely to be important, try not to use this as the

explanation for every issue identified. Panels will be looking for a detailed analysis of the structures, practices and culture of the School.

- Blame: be honest about your data and what might have caused gender imbalances, and identify actions to address the problems – don't try to place blame for this. For example, panels will not appreciate statements like **"women make it difficult for themselves to get promoted as they have a lack of confidence".**

Use of Screenshots

- The word count includes legible words in screenshots
- The word count includes any standalone text or prose included in tables, graphs or footnotes.
- The word count includes quotes, descriptions and analyses.
- The word count does not include details of your self-assessment team, providing you use a maximum of 20 words for each team member (excluding their name and job title). These can be displayed in a table.
- The word count does not include action points quoted within the body of the application and references to action points, nor tables and graphs, providing they do not include standalone prose. Using graphs and tables can be a good way of reducing the amount of text required.

> *Example:* A focus group of returners requested informal peer support prior to (and not just following) leave:
>
> **Action 5.4.2:** All staff planning adoption, maternity or paternity leave will be invited to the carers' network.
>
> *[16 words included in the word count]*

Additional information

- The panel will only consider the information provided in the application form, and will not take into account any additional information.
- Appendices are not permitted.
- All relevant information should be included in the application form. Panellists cannot be expected to - and are therefore instructed not to - visit external websites.

Training and development
- The University's institutional submission, guidance documents, presentations from workshops and more information are all available on the LBU Athena SWAN webpage.
- There are several training courses and resources available at the University that you might want to promote to your staff, or organise within your Department. These can be accessed via People Development Programmes or People Development Online.
- You should request that all managers encourage staff (especially those who have not done any equality training since 2013) to complete the online Equality and Diversity training and the Unconscious Bias Training.

Athena SWAN Applications – Timeline at a glance

When	What	Who
18 months before	• Contact the E&D Team • Make contact with existing SAT groups within the University for advice/support • Decide how to recruit your self-assessment team, invite applications and set up a schedule of meetings.	
12-15 months before	• First School SAT meeting and initial actions agreed – including allocation of roles around data collection, existing evidence to support application • Plan a communication strategy around the Athena SWAN application, for example School meetings, newsletters, or through Heads of Subjects.	
9-12 months	• Gather data and start interpretation • Develop a system for recording School processes that are not collected centrally (e.g. flexible working arrangements) • Decide whether focus groups other events to gain staff input are required to enhance data • Identify potential individuals for case studies.	
6-9 months	• Assess the level of application (bronze or silver) • Start developing action plan • Check requirements for informing ECU of intention to submit (See E&D team) • First draft to be shared at School SAT • Check Institution Steering Group schedule and add School submission to agenda	
3-6 months	• Ensure consistency of data for application form (graphs/bar charts) • Ensure action plan reflects the content of the submission and has SMART objectives • Prepare for submission to go to Institutional Steering Group.	
0-3 months	• Take account of feedback from the Institutional SAT and amend accordingly. • Dean of School to finalise letter of support, reflecting content of application. • Check final deadline for submission and that ECU are expecting application.	

Athena SWAN Applications – Timeline at a glance