

ATHENA SWAN TOOLKIT FOR HaSS



Produced by:

The HaSS Equality & Diversity Project Team – June 2017

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KEY QUESTIONS

WHAT TO DO

What does Bronze Award involve?

Working towards a bronze award involves:

- Analysing qualitative and quantitative staff and student data to identify key areas of gender-based inequality and disadvantage.
- In response to your data analysis, identifying key plans to address issues.
- Creating an action plan for the next three years.

Your school doesn't need to 'put on a good show' or try to manipulate its data to appear plausible in order to be awarded Bronze status, but to:

- Be honest and reflective about the current situation in various areas of School life;
- Show that you have identified obvious areas for action through the process and planned how to tackle them
- Show commitment to bring about positive change by implementing the action plan

What does Silver Award involve?

In addition to the requirements for Bronze, your School will need to evidence that:

- It has implemented actions and is able to illustrate impact.
- There's been a shift in culture that benefits academic, PSS, technical staff and students at all levels.
- It has ambitious plans for further action and improvement.

What does Gold Award involve?

Working towards a Gold Award requires:

- Evidence of considerable action and impact.
- Evidence that you support other departments by sharing your 'beacon' activities.

What does setting up a self-assessment team (SAT) involve?

The SAT takes responsibility for:

- analysis of the staff and student data
- agreeing and implementing actions and initiatives in response to the analysis
- putting together the Athena SWAN application and action plan

It also plays a key role in ensuring that you have commitment to and understanding of the Athena SWAN process specifically, and gender equity and diversity more broadly, across your School. Maximising communication with colleagues and students about the case for diversity and equality, the value of the process, the ways in which Athena SWAN can serve as a tool for opening up action and debate on other kinds of inequalities is an important contribution that SAT members can make. This needs to begin right at the beginning of the process and be sustained throughout.

Key considerations for setting up your SAT:

- The membership of the SAT should be representative and diverse across academic and professional colleagues – there should be a good gender balance, representation of colleagues who work part-time, and a range of members at different career stages and levels of seniority.
- Include UG and PG students, and acknowledge their participation e.g. by enabling them to evidence it in CVs (if you are struggling to secure student input, you may wish to incentivise e.g. by highlighting transferable skills developed, offering material incentives such as book tokens).
- Commitment from the Head of School is essential, and they must be an active participant in the SAT. Commitment and engagement by senior staff can make it easier for changes to be put in place and resourced.
- With intersectionality in mind, consider the SAT's ability to represent the full range of experiences and protected characteristics (in terms of the 2010 Equality Act) across your School.
- Ensure the SAT fits within the management structure of your school and decide how the SAT will report to, and interact with, other key decision making committees and individuals delegated to carry out any related tasks.

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ SAT members must commit to sharing responsibility for aspects of the application and the action plan – all work involved in the submission cannot be left to your Athena SWAN Leads.▪ It's fine to review membership and add people if the process reveals that particular voices or perspectives are missing. |
|--|---|

What do I need to know about data collection?

Athena SWAN is a data-driven process; gathering data can be complex and time-consuming and you should start early. A lot is involved in simply collecting data from existing NU databases and/or other external ones e.g. SAP, MDT, SLCM or HEIDI. Sometimes several reports have to be run in order to obtain a complete data set for one section of the submission. Once data has been collected, sense-checking and data cleansing by relevant staff in each School is essential in order to ensure that any data set sent by HR or HaSS E & D Project Office reflect what's on the ground.

Current arrangements for accessing relevant NU Data:

- **Data Overview:** All data requirements for Athena SWAN and how to access various NU data sets is available in *Equality & Diversity Folder* of the HaSS Shared Drive via the following file path:
<\\campus\pss\faculties\hass\shared\equality & diversity folder\athena swan\data kit\a-swan data overview\a-swan data overview v.21-03-2017.docx>
- If you experience any difficulties accessing what you require, please let the *Equality & Diversity Project Officer* know.
- **Benchmarking Data:** Annually released by the ECU in form of statistical reports, which contain data for staff and students based on two previous years' HESA data. You can download copies of these reports from the ECU website: <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>
- **HR Data:** This is available on ***Manager's Desk Top*** but can only be run by HR (Amanda Wilson) due to confidentiality constraints and viewing restrictions over certain fields. This would include data on the following:
 - ✓ Staff recruitment
 - ✓ Staff leavers
 - ✓ Maternity, paternity, adoption and parental leave [but see below]
 - ✓ Sickness absences
 - ✓ Full staff list including gender, contract type, grade and mode of working (FT/PT)
 - ✓ Staff promotions
- **Staff data we can't provide include at the moment:**

- ✓ Unsuccessful applications for promotion
- ✓ Paternity/parental leave where data has not been fed through from schools to HR
- ✓ Flexible working arrangements
- ✓ Information about staff who are unpaid carers
- ✓ Membership of influential bodies/positions of influence beyond the School and University at NU
- ✓ Gender data on unsuccessful applicants for external funding.

NB: Addressing these gaps in data collection/recording can form action points in your plan

- **School Data:** The following data can be obtained from Schools' own record:
 - ✓ Staff training
 - ✓ PDR completion rates
 - ✓ Committee membership at School level
 - ✓ Panellists on interviews, where this has been organised and recorded by the School
 - ✓ Research award holders
- **Student Data:** Available on ***Student Lifecycle Management*** (SLCM) database and accessible via Equality & Diversity Project Officer.
- **REF Data:** For details on submissions to REF 2014. Contact Lorna Taylor at the *Research Strategy & Development Team* based at the HaSS Office who has submission dates for all Schools.

The easiest way to analyse the raw data is by using pivot tables, which helps you to summarise lengthy rows of data run from SLCM or MDT. With Excel 2013 it is relatively easy: no formulas, no VBA Macros, just a question of Drag & Drop. Please click here for a demonstration on how to create a pivot:

<https://www.youtube.com/watch?v=9NUjHBNWe9M>.

Training in using Pivot Tables for this purpose is also available from the SDU. It's called 'Excel Module 7', which you can book to join in advance when the next cohort is ready to go; alternatively 1:1 support could also be provided by NUIT. If you still find it difficult after accessing these forms of support, you could put out a call for help to colleagues/PhD students in your School who are savvy with Excel.

What should the SAT do with this data?

Trends: From all data sets, the SAT must establish quantitative trends on gender equity e.g.

- How many women are employed at different levels;
- How many women and men take maternity/paternity/parental leave and return to work;
- The take up of flexible work arrangements amongst male and female members of academic, professional and technical staff
- Induction, training and outcomes e.g. whether women undertake a leadership courses and do they secure promotions as a result;
- Gender representation in school committees and in work undertaken beyond the School/institution
- Workload allocation and recognition of teaching, research, administration and other roles;
- Gender bias in promotions and in other processes.
- Among students, gendered patterns in recruitment, subject choice, retention, progression, achievement and graduate destinations.

Complement the quantitative data with qualitative information:

- Use surveys and focus groups to generate qualitative data
- Report back to your School on what you have discovered from the data collected; reflecting on what you think it means; and giving them an opportunity to share what they think it means too.
- Embed consultation with staff and students into the process of making sense of the data and planning on the actions that need to be taken in order to tackle identified issues.

NB: Weave consideration of both kinds of data together throughout the submission.

What is the best way to present your School's data?

It's important to ensure that your data sets are easy to interpret and discuss:

- As much as possible use data visualisation such as graphs and charts
- Present data consistently - please ensure that all graphs are formatted, clearly labelled and presented in the same way
- Infographics may be effective but could get quite confusing if someone with limited experience creates them. They are tools that allow you take the wealth of information you have and effectively simplify and present them in an engaging and informative way. The role of infographics in your application should be about creating a visual representation of data, in a way that complex information is understood quickly and clearly. It should not make data more difficult to understand (see good examples in Figs 1 & 2 below)
- Use percentages (except with very small numbers) but also label graphs to include raw numbers, or give an indication of raw numbers in your discussion
- Clearly label your graph axes
- Your application will be printed in black and white unless you send in 10 printed colour copies. Make sure the colours you use can be distinguished when printed, and don't use pink and blue please!
- Panels will have to read about 5-7 applications, therefore you must make it easy for them to understand your data by choosing the graph layout that best presents the story you're trying to tell.

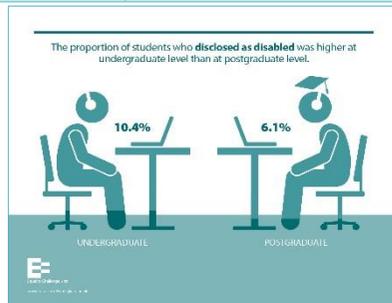


Figure 1: Note how the data and symbols summarises the information

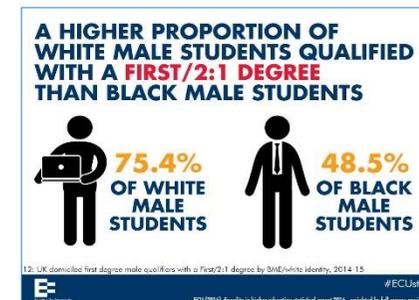


Figure 2: Reducing length of your narrative by capturing them in pictures & few texts

Tips for discussing your data and integrating it into your submission

The discussion needs to be reflective, analytical and purposeful:

- Keep in mind the key goal of identifying the challenges for your School and developing an action plan to address them
- Draw on qualitative data throughout to inform your analysis of the quantitative data and facilitate reflection on your particular situation
- Discuss the data, don't narrate it – don't just reiterate the information in charts but consider what it might mean
- Put your data in context, e.g. hypothesising why certain trends might be happening in your School and its particular/unique situation, even if they link to national trends.
- Highlight issues and areas for action through the discussion of your data, keying them to specific points in the action plan
- Describe actions you have already taken and the impact they have had
- Assume that the panel will not know anything about your School, how it is structured, or what NU's policies on recruitment or promotion are. Make sure you describe processes and practices that will enable them understand the 'not-so-obvious' in-house issues; show how university policies and commitments are enacted locally.

What sort of things should be avoided when discussing your data?

Some statements may risk creating an impression that you are defensive or have not reflected sufficiently – try to avoid them:

Types of statements to avoid	Reason
<p>a. <i>“...our data is better than the national average, therefore we have no action planned.”</i></p>	<p>The goal is not to match the national average but to address any disadvantages experienced by women. Aiming higher than the national average may be an appropriate goal for your School.</p>
Types of statements to avoid	Reason

	<p>b. <i>“...the data is not statistically significant so no conclusions can be drawn and no action is planned”</i></p>	<p>Data can appear insignificant because of a small number of staff in a particular area, but this doesn't mean you have no issues to address. Qualitative data can be useful in identifying whether you do despite small numbers.</p>
	<p>c. <i>“...whilst our survey identified areas where staff were unhappy or felt unsupported, there was no gender differences in the results. Therefore we have no actions planned to address these issues.”</i></p>	<p>These issues should still be addressed. In your application you can show that all staff have benefited, but highlight the impact on women of such issues being addressed. If both genders have benefitted equitably, that is a very positive thing.</p>
	<p>d. <i>“...our recruitment data illustrate no clear gender bias at the point of invitation to interview or appointment, therefore no action is planned”</i></p>	<p>It may be that women are just as likely to be appointed once they apply, but are enough women applying? Are you advertising posts in fields that are likely to attract female applicants? Consider what you could do to encourage women to apply for positions within your School. Also be sure that you have robust policies to ensure you maintain this positive position, and mention how your School monitors this.</p>

USING QUALITATIVE DATA

How can I use survey results & qualitative data effectively to show impact?

Qualitative and survey data can be effective in showing impact. It is vital to carry out a survey at School level as part of the HaSS process, and a good idea to complement it with data and analysis drawing on the University's Staff Engagement Survey (2016-17).

- Present and discuss your qualitative data throughout the application – not just in the 'any other comments' section
- Samples of suggested questions for staff and PG student surveys are available on the HaSS E&D shared drive in the Athena SWAN Folder.
- We recommend the use of Bristol Online software to gather and analyse survey data <http://www.ncl.ac.uk/staffdev/about/news/item/bristol-online-surveys>
- The HaSS E&D Project Officer can help with the design and implementation of your survey[s]

Consider:

1. **What you want to know/find out** - think about the staff and student data and what you want to understand in more detail
 - **What you will do with the data by:**
 - ✓ Considering the wording of questions;
 - ✓ How you will use the arising data to support your application
 - ✓ How you will use data to help you develop your action plan.
 - **Include an 'ABOUT YOU' section to help you:**
 - ✓ Identify the gender of respondents, along with an indication of grade, contract type (fixed term/permanent), whether they work full time, part time and/or flexibly, and whether they have any protected characteristics (to inform thinking around intersectionality).
 - ✓ But allow people who may have concerns about anonymity to opt out of those questions
 - ✓ Don't ask for information you aren't going to use.
 - **Consider how you frame questions:**
 - ✓ Do you want to use a mix of questions – open, yes/no, Likert scale, for example?
 - ✓ Think about your purpose in gathering the data and how you will use it to identify appropriate types of questions.
 - ✓ Group different types of questions within the survey to facilitate analysis.
 - **Try to minimise the use of 'neither agree nor disagree':**
 - ✓ Create questions that staff are likely to have an opinion on.
 - ✓ Try to engage respondents – make the questions interesting, or even thought-provoking.
 - ✓ Not applicable may be relevant in some cases.
 - **Some open ended questions can provide interesting and useful data**
 - ✓ In introducing such questions, it's better to be more specific than just asking for 'any other comments?'

NB: Include an introduction to your survey outlining how the data will be used, for what purposes,, by whom, and making clear that the data will remain anonymous.

<p>What do I need to know about using focus groups?</p>	<p>Focus groups can be a useful way to further understand particular issues:</p> <ul style="list-style-type: none"> ▪ Make sure that you choose a topic that will engage staff/students and encourage them to attend. ▪ Semi structured, open ended approaches will complement your surveys. ▪ If you would like someone from outside your School to help with the facilitation of focus groups, or require support to access skills that would enable you run a focus group or analyse qualitative data please let the E & D Project Officer know.
<p>How can I effectively evidence impact?</p>	<p>Quantitative evidence:</p> <p>Be realistic about timescales for achieving significant change. Some actions that may yield reasonably rapid results could include:</p> <ul style="list-style-type: none"> ▪ Increase in the number of women with influential roles in the School ▪ Interview panels moving towards balanced membership ▪ Increase in numbers of women applying for promotion could show that you are supporting/informing staff in relation to progression opportunities better than before. <p>Increase in number of female speakers at research seminars/conferences etc</p> <p>Qualitative evidence:</p> <ul style="list-style-type: none"> ▪ Re-running your Athena SWAN survey in order to compare results over time. ▪ Focus groups inviting staff/students to reflect on their experiences and whether they have seen improvements. ▪ Feedback Forms: Asking people to fill in feedback forms after relevant events (e.g. careers events)

STORY TELLING WITH DATA: Some ways of presenting data effectively to tell your story

The graphs in this section can be used as templates or reference points for your Athena SWAN applications.

The visualisation you would use to explore and display your data may vary depending on what data types you wish to display and what you are investigating. Maybe you're looking for increases and decreases, or maybe annual patterns/changes over time. Examples are shown on the following pages.

Keep charts simple and don't try to capture too many variables in a single chart.

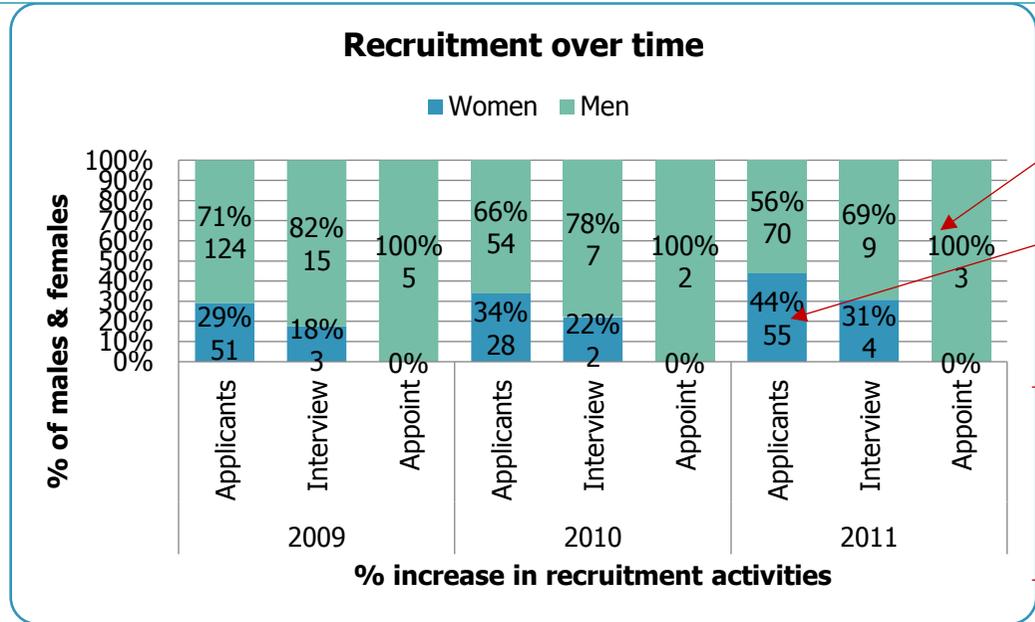


Figure 3: Stacked bar charts are useful for showing changes over time

		Women	Men	Total
2010/11	Applicants	51	124	175
	Offer	3	14	17
	Accept	0	5	5
2011/12	Applicants	28	54	82
	Offer	2	7	9
	Accept	0	2	2
2012/13	Applicants	55	70	125
	Offer	4	9	13
	Accept	0	3	3

Table 1: Student numerical data for Figure 1.

		Women	Men
2010/11	Applicants	29%	71%
	Offer	18%	82%
	Accept	0%	100%
2011/12	Applicants	34%	66%
	Offer	22%	78%
	Accept	0%	100%
2012/13	Applicants	44%	56%
	Offer	31%	69%
	Accept	0%	100%

Table 2: Excel table from which Figure 1 was derived, converted to % before charting

Tips on how and when to use stacked bars:

- Use the chart on Fig. 1 as you would a bar chart, when you have multiple categories (hence the stacking shown by the green bars sitting on the blue bars).
- The stacks represent a significance in the sum of the parts.
- Please **do not** stack if the parts don't go together. You must tabulate your data in the same style as shown on the tables above if you are to derive parts that go together.
- Use your chosen colours to make what you are trying to show evident
- Add an action title above the graph so it's clear what to look for in it
- Choose a graph orientation that communicates how a reader should read the data before they get to it e.g. with the chart key at the top or left.
- Always include a title for the Y-Axis to show the percentage change that your chart is trying to show the reader.
- Ensure that you choose graph design that includes a data label on each category, so that attention is drawn to what is either increasing or decreasing and as well as to give a quick numerical view of the decrease over time (this is very easy to manipulate on Excel; please ask the HaSS E&D Project Officer for a demonstration if you get stuck)
- Keep the bars narrow so that the reader's eyes don't start comparing the area rather than the height.

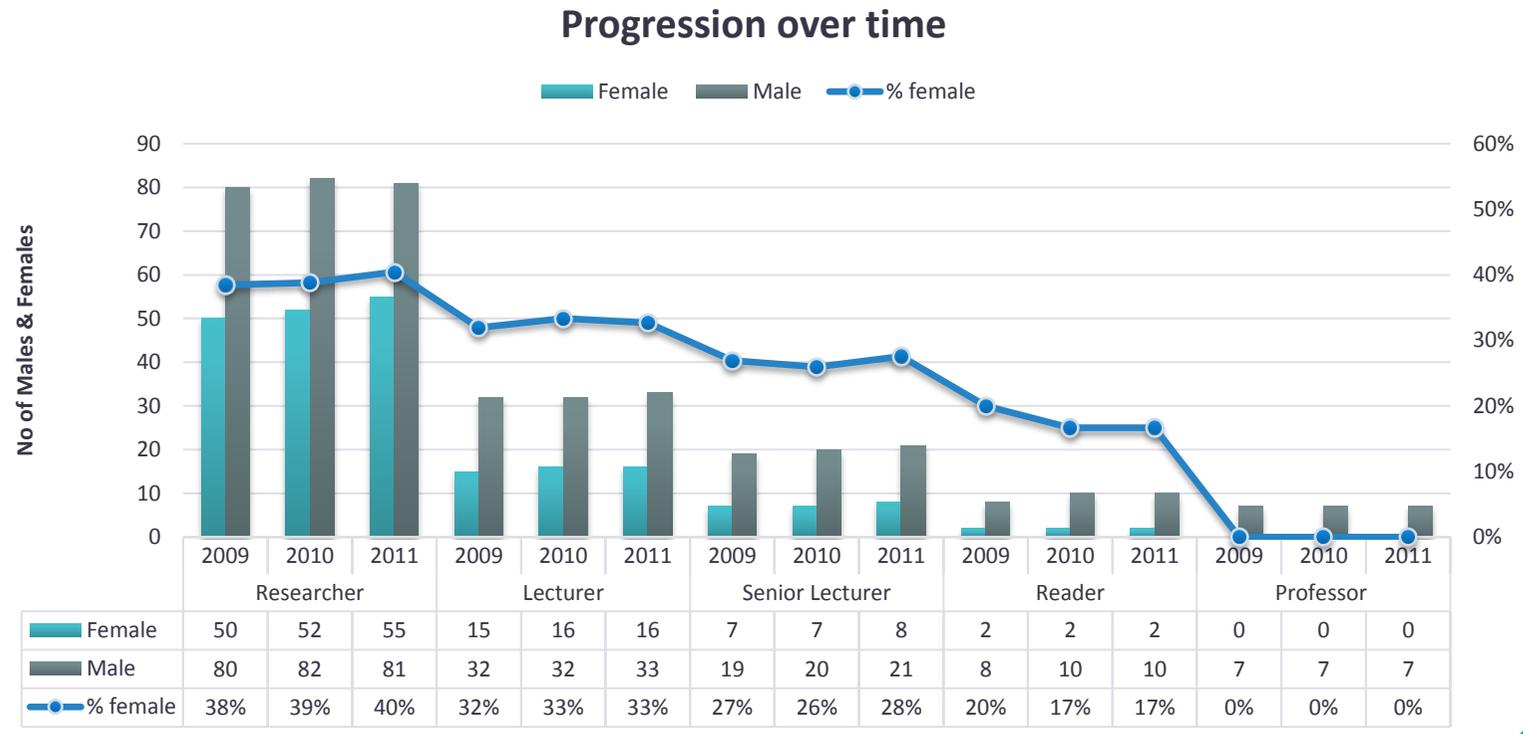


Figure 4: Showing progression of academic staff over a 5-year period

		Total
Researcher	2009	130
	2010	134
	2011	136
Lecturer	2009	47
	2010	48
	2011	49
Senior Lecturer	2009	26
	2010	27
	2011	29
Reader	2009	10
	2010	12
	2011	12
Professor	2009	7
	2010	7
	2011	7

Table 3: Raw data from which Table 4 was derived.

		Female	Male	% female
Researcher	2009	50	80	38%
	2010	52	82	39%
	2011	55	81	40%
Lecturer	2009	15	32	32%
	2010	16	32	33%
	2011	16	33	33%
Senior Lecturer	2009	7	19	27%
	2010	7	20	26%
	2011	8	21	28%
Reader	2009	2	8	20%
	2010	2	10	17%
	2011	2	10	17%
Professor	2009	0	7	0%
	2010	0	7	0%
	2011	0	7	0%

Table 4: Excel table from which Fig 2. was derived

The above graph design will work for most of your time series data where data is required either for over a 3 or 5-year period (depending on the type of submission you're preparing for).

- Whether you have a lot of points or just a few. Place multiple time series on one graph or place one.
- Mark the data points with dots or use a simple line graph as you prefer.

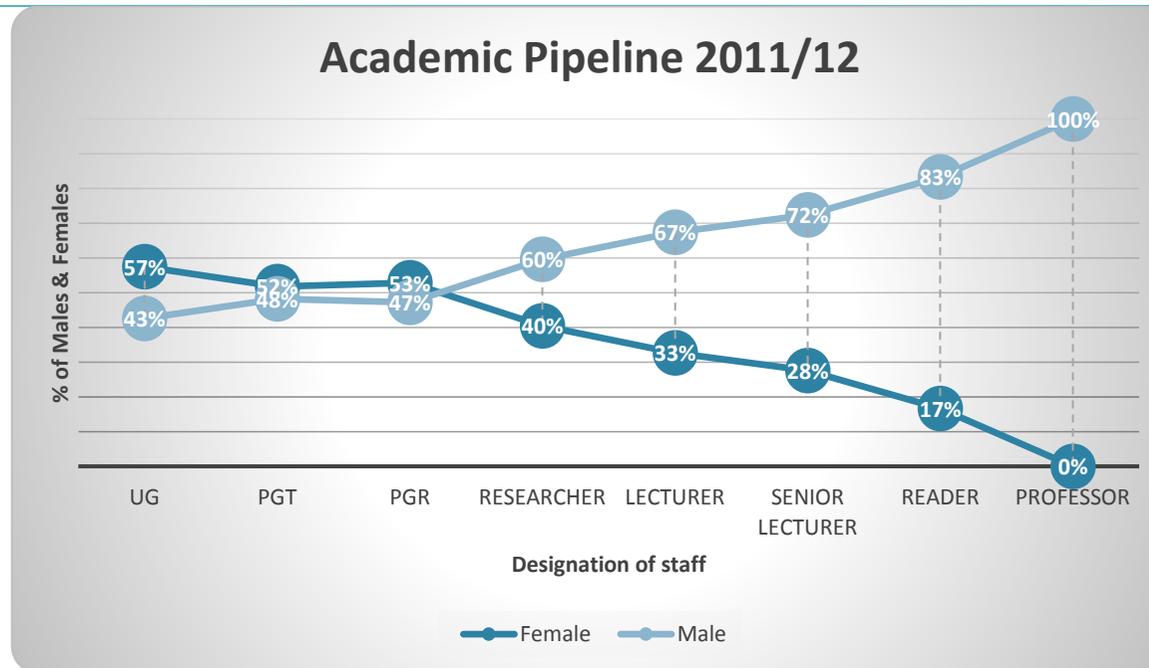


Figure 5: Line Chart is effective in showing not only percentage increases but the closing or widening of gaps

	Female	Male
UG	57%	43%
PGT	52%	48%
PGR	53%	47%
Researcher	40%	60%
Lecturer	33%	67%
Senior Lecturer	28%	72%
Reader	17%	83%
Professor	0%	100%

Table 5: Excel table from which Figure 3 was derived

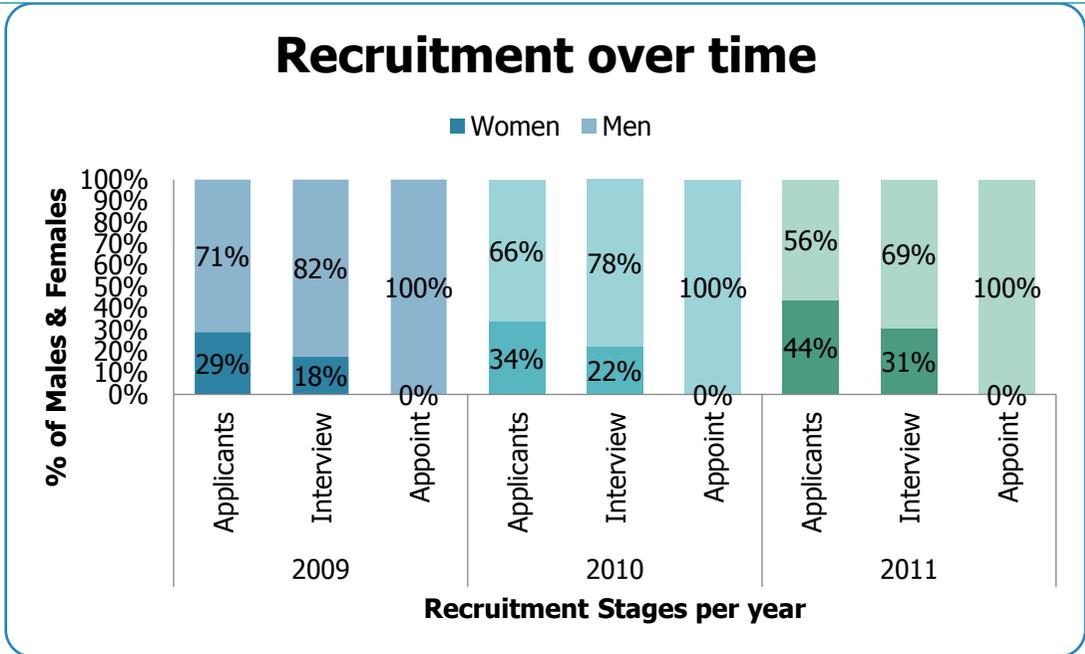


Figure 6: Showing how to use stacked bars to show recruitment over time.

		Women	Men	Total
2009	Applicants	51	124	175
	Interview	3	14	17
	Appointed	0	5	5
2010	Applicants	28	54	82
	Interview	2	7	9
	Appointed	0	2	2
2011	Applicants	55	70	125
	Interview	4	9	13
	Appointed	0	3	3

Table 6: Table showing raw data from which Table 7 was derived

		Women	Men
2009	Applicants	29%	71%
	Interview	18%	82%
	Appoint	0%	100%
2010	Applicants	34%	66%
	Interview	22%	78%
	Appoint	0%	100%
2011	Applicants	44%	56%
	Interview	31%	69%
	Appoint	0%	100%

Table 7: Excel table from which Fig.4 above was derived

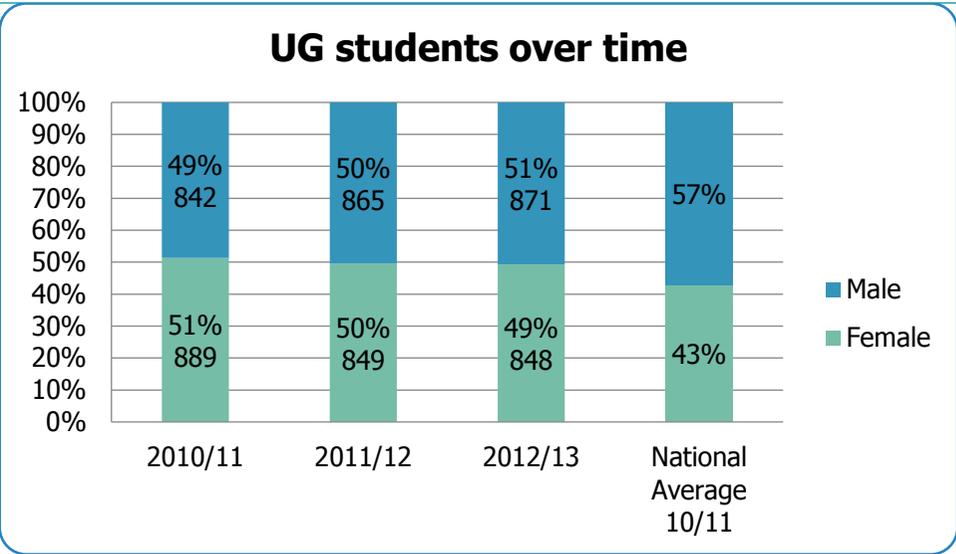


Figure 7: Showing comparative recruitment of male & female students against national average

	Female	Male	Total
2010/11	889	842	1731
2011/12	849	865	1714
2012/13	848	871	1719
National Average	10520	13940	24460

Table 8: Raw data from which Table 9 was achieved

	Female	Male
2010/11	51%	49%
2011/12	50%	50%
2012/13	49%	51%
National Average 10/11	43%	57%

Table 9: Excel table from which Figure 5 was achieved.

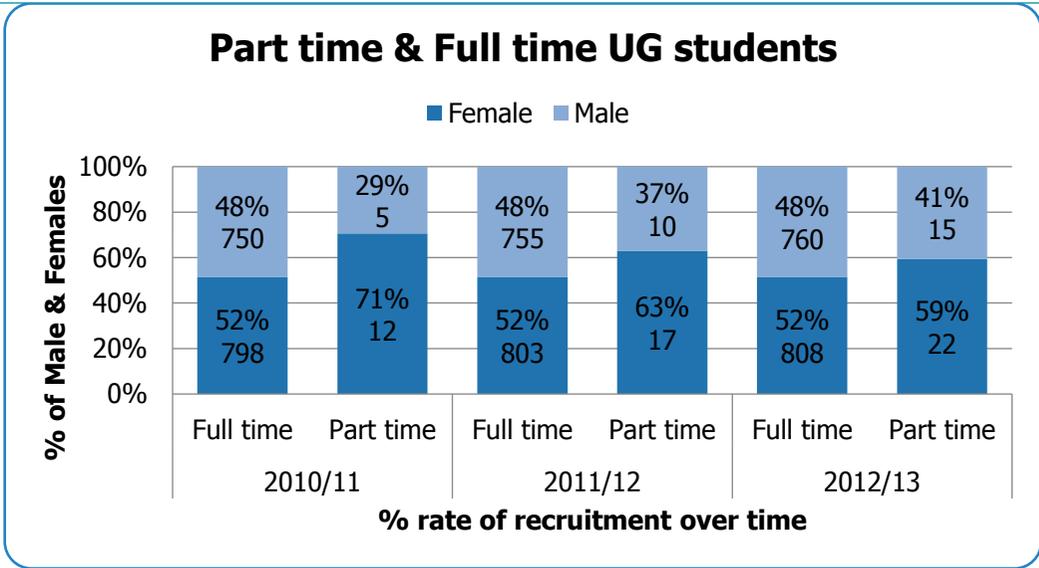


Figure 8: Stacked Bar chart presenting recruitment of both PT & FT Undergraduate Students over time.

		Female	Male	Total
2010/11	Full time	798	750	1548
	Part time	12	5	17
2011/12	Full time	803	755	1558
	Part time	17	10	27
2012/13	Full time	808	760	1568
	Part time	22	15	37

Table 10: Raw data from which Table 11 was derived

		Female	Male
2010/11	Full time	52%	48%
	Part time	71%	29%
2011/12	Full time	52%	48%
	Part time	63%	37%
2012/13	Full time	52%	48%
	Part time	59%	41%

Table 11: Excel table from which Fig. 6 was derived

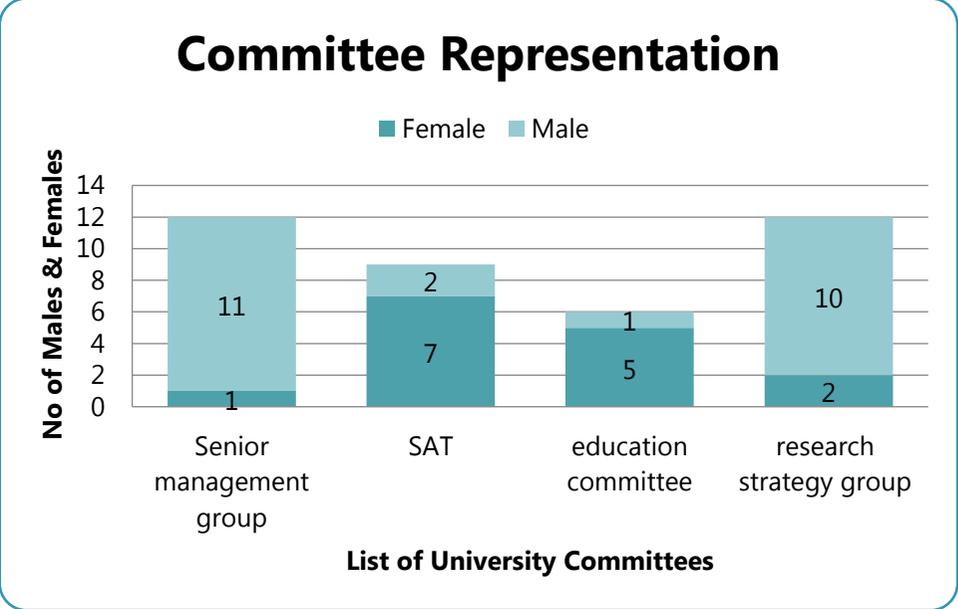


Figure 9: Effective use of using a stacked chart to show committee representation

	Female	Male
Senior management group	1	11
SAT	7	2
education committee	5	1
research strategy group	2	10

Table 12: Excel table from which Figure7 was derived

Note that the above chart utilised raw data with no need to convert to percentage. This is acceptable when dealing with very small numbers.

Gender balance on interview panels

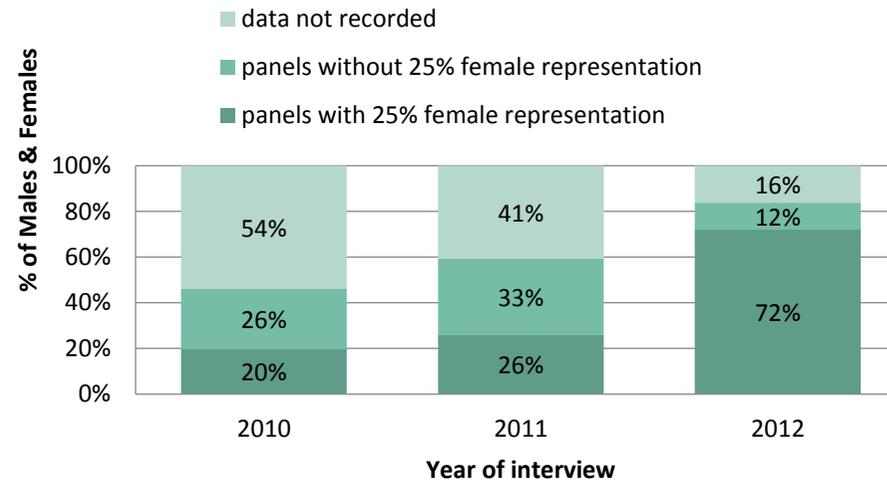


Figure 10: Recommended presentation of Gender data for interview panel

	Panels with 25% female representation	Panels without 25% female representation	Data not recorded
2010	20%	26%	54%
2011	26%	33%	41%
2012	72%	12%	16%

Figure 11: Table from which Fig.8 was derived

Presenting data from survey results:

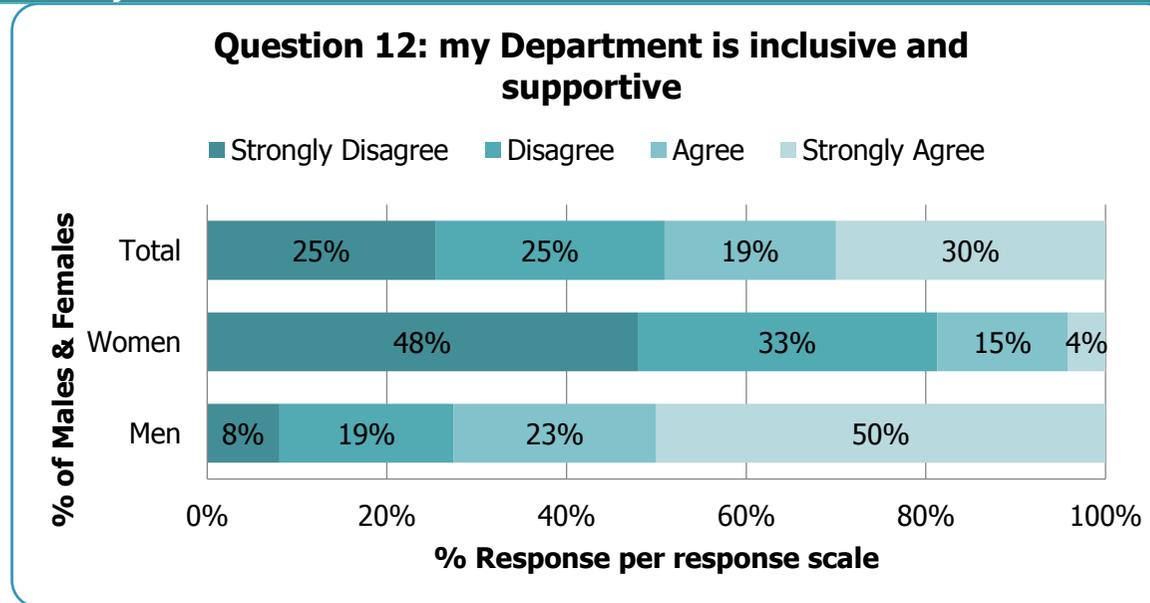


Figure 12: Suggested chart for presenting survey responses

	Men	Women	Total
Strongly Disagree	5	23	28
Disagree	12	16	28
Agree	14	7	21
Strongly Agree	31	2	33
Total	62	48	110

Table 13: Excel table from which percentages in Table 14 were derived

	Men	Women	Total
Strongly Disagree	8%	48%	25%
Disagree	19%	33%	25%
Agree	23%	15%	19%
Strongly Agree	50%	4%	30%
	100%	100%	100%

Table 14: Excel table from which Fig.10 was derived

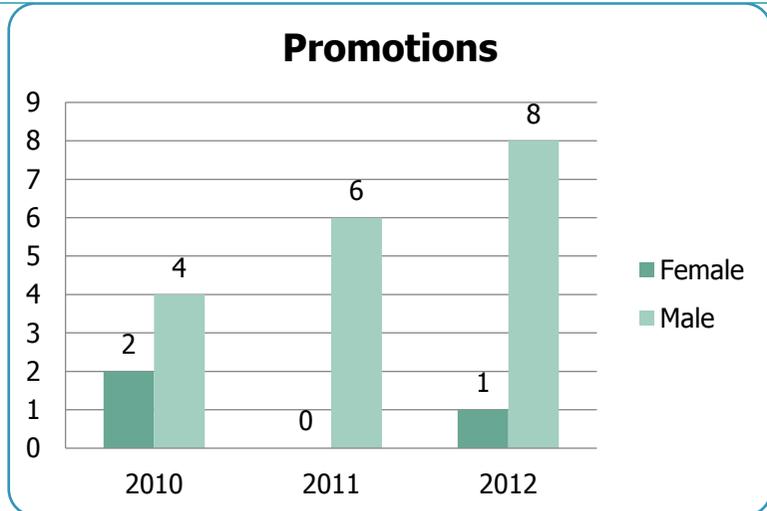


Figure 13: Suggested chart presentation for promotion summary

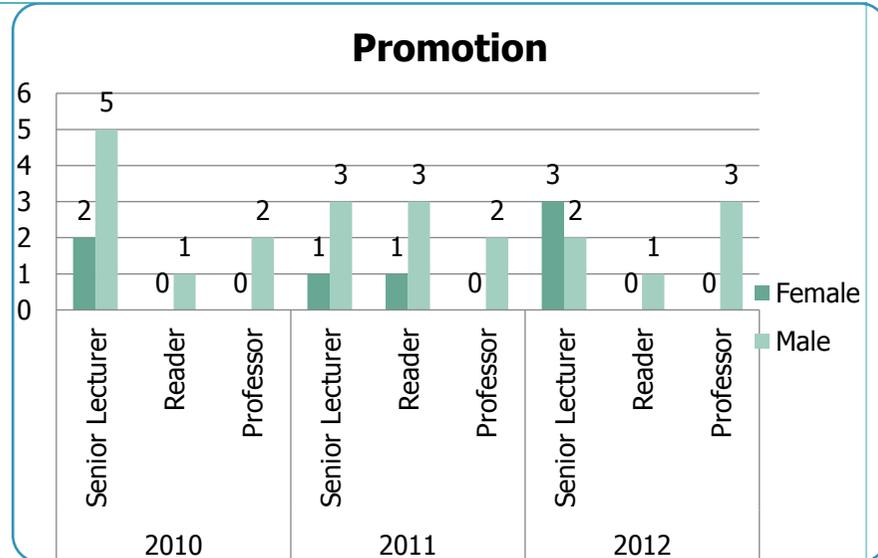


Figure 14: Suggested chart for presenting numbers per category being promoted

	Female	Male
2010	2	4
2011	0	6
2012	1	8

Table 15: Raw Promotion Data before categorisation

		Female	Male
2010	Senior Lecturer	2	5
	Reader	0	1
	Professor	0	2
2011	Senior Lecturer	1	3
	Reader	1	3
	Professor	0	2
2012	Senior Lecturer	3	2
	Reader	0	1
	Professor	0	3

Table 16: Showing Excel table from which Figure 11 was derived

Maternity leave and Maternity Return rate

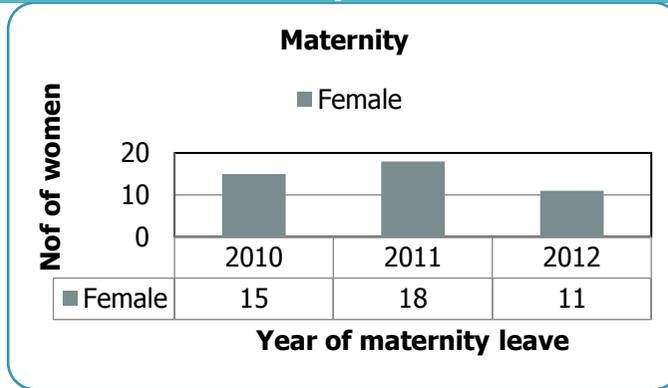


Figure 15: Maternity leave shown as raw data

	Female
2010	15
2011	18
2012	11

Table 17: Raw data on maternity leave

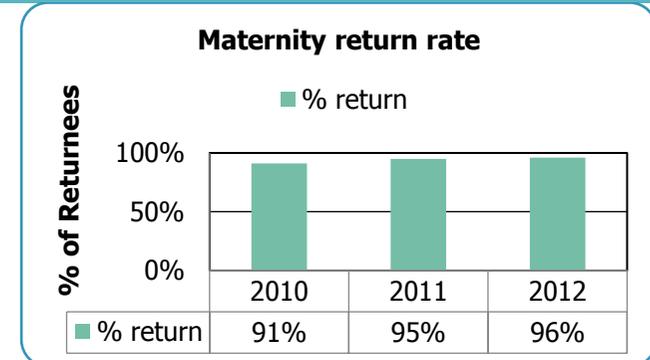


Figure 16: Return rate shown in percentage

	% return	% did not return
2010	91%	9%
2011	95%	5%
2012	96%	4%

Table 18: Excel table from which Fig.14 was derived

2010-2012	Paternity	11
	Adoption	1
	Additional. Paternity	2
	Parental	0

Table 19:Raw data on Paternity, Adoption, Additional Paternity and parental leave

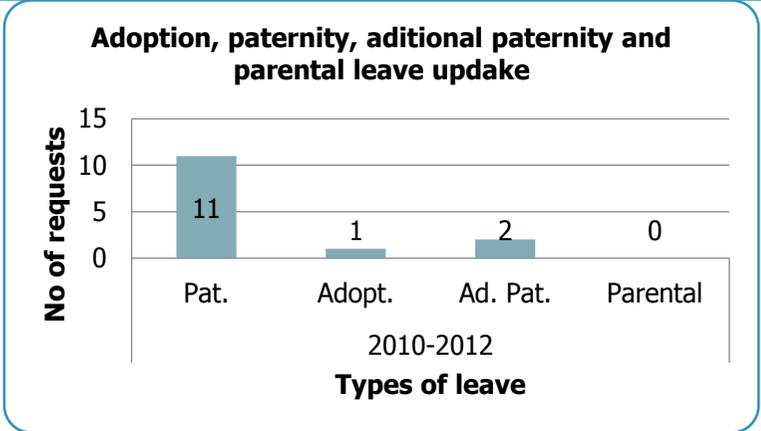


Figure 17: Chart derived from Table 19

Staff Turnover

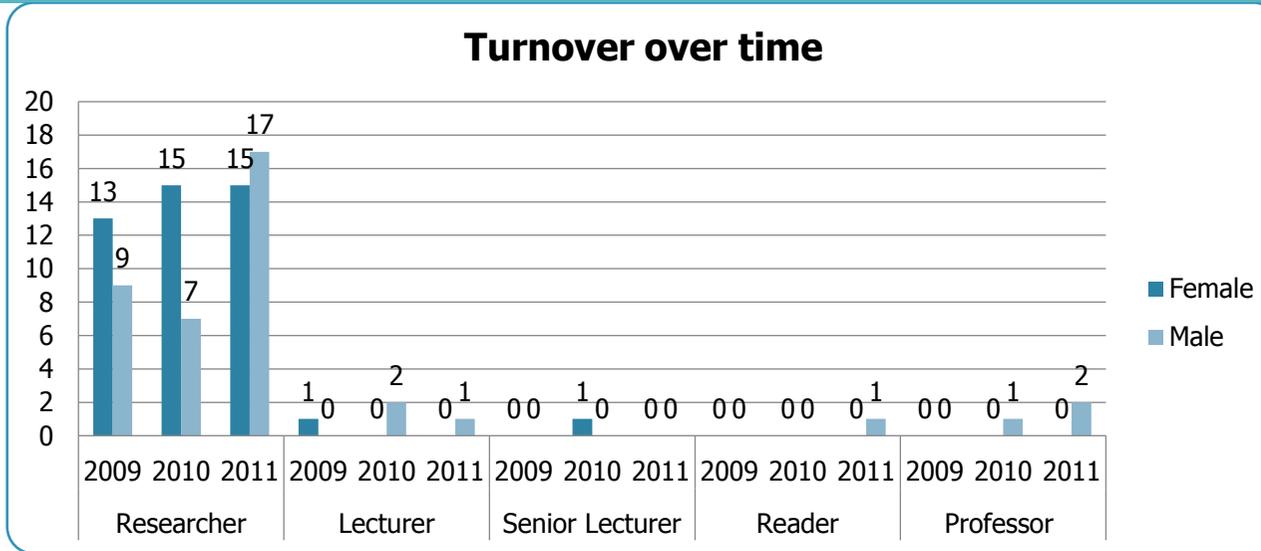


Figure 16: Showing Turnover of Staff

		Female	Male
Researcher	2009	13	9
	2010	15	7
	2011	15	17
Lecturer	2009	1	0
	2010	0	2
	2011	0	1
Senior Lecturer	2009	0	0
	2010	1	0
	2011	0	0
Reader	2009	0	0
	2010	0	0
	2011	0	1
Professor	2009	0	0
	2010	0	1
	2011	0	2

Table 20: Excel table from which Fig.14 was derived

THE APPLICATION FORM

Where can I download a Bronze/Silver Athena SWAN application form and Handbook?

Application forms and the Athena SWAN Handbook can be downloaded from here:

<http://www.ecu.ac.uk/equality-charters/athena-swan/apply-award/>

Scroll down to the bottom of the page and select the relevant category required, from the sub-heading **Department applications**. It's important that you do not complete the form without first reading the Athena SWAN Awards handbook:

<http://www.ecu.ac.uk/wp-content/uploads/2015/05/ECU-Handbook-26.05.15-FINAL.pdf>

Copies of SWAN Application forms that have been separated into silver and bronze documents are available in the Athena SWAN Folder of the HaSS E&D Shared Drive via the following file paths:

Bronze: <\\campus\pss\faculties\hass\shared\equality & diversity folder\athena swan\application forms\bronze department application.docx>

Silver: <\\campus\pss\faculties\hass\shared\equality & diversity folder\athena swan\application forms\silver -department application form.docx>

Bronze & Silver Combined: <\\campus\pss\faculties\hass\shared\equality & diversity folder\athena swan\application forms\full application bronze and silver.docx>

Points to bear in mind throughout your application

- ✓ Keep Athena SWAN principles in mind and indicate how your application engages with them whenever the opportunity presents itself: <http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/>
- ✓ Ensure your approach is analytical, reflective, and action-oriented
- ✓ Integrate quantitative and qualitative data
- ✓ Don't be shy about referring to recent innovations or established good practice within the School. Give concrete, specific examples
- ✓ Also don't be shy about confessing where actions have not worked or issues need further attention – so long as you have a clear plan for moving forward
- ✓ Try to bring the data to life and give a flavour of what you are doing as a School to advance gender equality. Quotes from the surveys/focus groups and images can help with this
- ✓ You are limited as to word length but not page length, so use data visualisations and other kinds of visuals (e.g. photographs, infographics) to help tell your story, and present them in a way that shows them to advantage
- ✓ Take every opportunity to link reflection to action
- ✓ Write in the active voice
- ✓ Make good use of the 'anything to add?' section at the end – you can refer forward to this throughout

Letter of endorsement from the Head of School

1. This document is important because it reveals the HoS's personal commitment to the Athena SWAN Charter (give concrete examples) and engagement with the process. The critical importance of leadership buy-in means that if there's no HoS of School in post you must wait until a new appointment is made before you embark on a submission.
2. It must demonstrate how Athena SWAN is embedded in the School's Strategy.
3. Give examples of around 3 successful SAT actions, how and why you identified the need for them, and the impact they have had (or you hope they will have)
4. Illustrate how Athena SWAN has become embedded into the life and activities of the school e.g.
 - a. Explain how the SAT fits into the formal structure of the department
 - b. Illustrate how consideration of gender equality is embedded into the School's culture and vision
 - c. Highlight how your School intends to resource your Athena SWAN actions to show that you are planning for the future and committing to continuity of action.
5. Provide evidence of UK-wide engagement: Show that your School explores opportunities to engage in initiatives and projects with other Universities, subject bodies etc in pursuance of its equality agenda.
6. Panellists know that Athena SWAN is a process of culture change which will bring challenges: be honest about key challenges met while preparing for the submission, and about areas identified as requiring improvement. But also celebrate your achievements.

Representing the self-assessment process

1. Give a brief analytical outline e.g. gender balance of the SAT, a breakdown by seniority.
2. Describe each SAT member, explaining how they have contributed to the SAT, particular skills/experience that allow them to bring insights; keep details about personal circumstances brief and relevant. Pictures may be included if team members are comfortable with this.
3. List SAT members alphabetically and not hierarchically
4. Describe how the SAT worked, for example when the SAT started meeting, how regularly the team met, and the processes it undertook to develop and implement actions.
5. Explain how the SAT consulted/engaged with School staff (leads to an introduction to discussions of surveys and qualitative data during the application)
6. Outline reporting mechanisms, showing how the SAT has become embedded in the structure of the School and how that will facilitate future actions.
7. Describe consultation and engagement about Athena SWAN among the School's staff and students.
8. Give examples of senior staff involvement and support
9. Give details of any consultation/development work beyond the School.
10. Outline a clear plan for the SAT in the future including
 - a. how often it will meet.
 - b. How actions will be implemented and monitored.
 - c. How and when the action plan will be reviewed and revised/developed.

How can I present an effective picture of the School?

1. Offer a succinct narrative of the nature of the School, including size, structure, location. Provide an overview map of staff and student numbers.
2. Even where your school is complex, try and keep your description as simple as possible – or if necessary, explain the complexity.
3. How leadership and management work in your School and how line managers are chosen.
4. Relationship between sections of the School, and between the School and other academic units (e.g. institutes, other campuses)
5. Try to capture the distinctive nature of your School – to give a flavour of who you are collectively, what your values and visions are, and how this process fits with them.

How should I approach the section for student and staff data?

The focus here is on analysing the data to:

1. Identify issues and patterns that are specific to your School
2. Illustrate trends over time
3. Foreground issues that arise and pathways to action on them.
4. Key in references to specific points in the action plan wherever possible.

Tips:

- ✓ Benchmarking data and contextualising information are vital to help clarify the significance of your data set
- ✓ Include a graph that shows the full academic career course from undergraduate to Professor.
- ✓ Discuss the data reflectively – the text should not just reiterate the information contained in charts and tables

How can we show that our School has some evidence of supporting and advancing women's careers?

Use data to identify structural obstacles to women's career progression that require the active consideration of the School with a focus on key career transition points, e.g.

- **Recruitment:**

Consider whether the School currently and actively:

- a. Considers issues of gender equality at all stages of the appointments process, from bidding for posts in the staffing review to giving unsuccessful candidates feedback;
- b. Ensures gender balance in all aspects of selection processes
- c. Reflects self-critically on any evidence of bias in the process and acts accordingly
- d. Gives attention to questions of equality in managing career development around transitions from fixed-term to open-ended contracts or other forms of continuity of employment

- **Induction:**

- a. How are new staff and students in your School made aware of key information such as social activities, flexible working policies, maternity/paternity and other Work-Life-Balance policies?
- b. How are they made aware of how to access this information if they need it in the future?

- **Promotion:**

- a. Do staff self-nominate or do you have a pro-active system to identify staff for promotion?
- b. Do people understand the promotion process; how they could be supported through promotion; and how are they given advice on how to progress in their various careers?
- c. How are opportunities for activities that could help people become promotable made available?

- d. How does your School deal with the very different nature of the opportunities for career progression available to academic and professional staff (the latter being mostly women)?
- e. Describe and consider the impact of any training or mentoring schemes available to your colleagues
- f. Consider whether informal support or mentoring from senior members of staff is distributed in fair and equitable ways

- **PDR:**

- a. Who carries out PDR; what is expected to be covered and how this is monitored?
- b. What do you do to ensure consistency of approach and gender balance in all aspects of the PDR process?
- c. Do post docs/teaching fellows have opportunities for career review and development conversations?
- d. What part do conversations about career progression and support play in PDR?

How can we show that we have a healthy organisational culture in our School?

A positive organisational culture is essential for promoting gender equality and enabling all colleagues to thrive. How conducive is your School's culture to allowing all colleagues to participate in School life and influence decision-making processes:

- **Committees:**

- a. Describe how committee membership is decided; what your different committees are responsible for; reflect on how the gender balance could be improved.
- b. Is membership regularly rotated/reviewed and how are views of all staff – men and women – represented at these meetings?
- c. Evidence indicates that women often carry out more than their fair share of committee (and other administrative) labour without occupying visible leadership roles – what is your School doing to avoid this?

- **Workload:**

- a. Describe your workload model and explain how it is implemented
- b. Identify any issues that pose risks in relation to equality – e.g. do you have a robust mechanism to ensure that women aren't overburdened with teaching, pastoral or administrative roles?
- c. Demonstrate and reflect on the gender balance between Research/Teaching/ Admin responsibilities and consider how all activities are valued

- **Timing of meetings:**

- a. How the School ensures that meetings, research events and social activities are accessible by all staff, especially those with caring commitments?
- b. Where it is not possible/appropriate for some meetings to be held in core hours, how does the School address particular risks to equality?

- **Culture:**

This section gives you an opportunity to present the **personality of your department** to the panel and should portray your School's reflection on whether:

- a. Staff are happy and feel supported and included?

	<p>b. What the School's sense of collective identity and purpose is: how is this communicated?</p> <ul style="list-style-type: none"> ▪ Outreach: <p>a. What is the gender balance in outreach activities, and how do they play into career progression?</p> <p>b. How is the place of women in your disciplines represented and who do you engage with?</p>
	<ul style="list-style-type: none"> ▪ Maternity: <p>a. What support is in place for women on before, during and after maternity leave?</p> <p>b. How information is made available and how well do processes work?</p> <p>c. Consider if the same support is open to staff on fixed term contracts, academic AND professional staff, or students.</p> <p>d. Is there a process in place to follow up on experiences post-return?</p> <ul style="list-style-type: none"> ▪ Paternity, adoption and parental leave: <p>What do you do as a School to promote the use of these forms of leave, record when it is taken, and make sure staff are well supported?</p> <ul style="list-style-type: none"> ▪ Flexible working: <p>a. What formal and informal options for flexible working do you offer?</p> <p>b. Is flexible working seen as a positive thing in the department?</p> <p>c. Is it an option offered to all staff (i.e. not just parents/women returning from maternity leave, perhaps staff who are unpaid carers)?</p> <ul style="list-style-type: none"> ▪ Any other comments <p>Take advantage of this opportunity to include anything you think is relevant that you have not yet mentioned.</p>

How should I set out my action plan?

You must ensure that your Action Plan is SMART:

S = Specific

M=Measurable

A =Attainable

R =Realistic

T =Timely.

Action Plan: Dos and Don'ts

- a. Describe all future actions. Those already completed should be described in the application, not in the action plan.
- b. Be specific with dates for the implementation of actions (initiated, completed/continuing)
- c. Reference actions from your action plan in the application to show how they arise from your self-assessment
- d. Actions should be distributed appropriately across the SAT team and to other members of your School, and must be assigned to roles/individuals who are in a position to carry them out.
- e. Make sure your actions span the next three years to show a sustained and consistent focus on tackling inequality.
- f. Actions should be precisely that – i.e. they should involve doing things. And it should be clear how and why they have been developed in response to data and consultation. It is relatively easy to reach for data monitoring actions, but these should play a limited part in your action plan. They are best used where they can be presented as essential steps to more impactful actions (especially true for silver and gold awards).
- g. Success measures should be concrete, achievable and measurable.

- h. To identify success measures, consider the changes and impact you are hoping to see for gender equality in your department, and think about how they could best be evidenced.
- i. Draw on examples of successful action plans on the University's Athena SWAN web pages <http://www.ncl.ac.uk/about/athena-swan/>

What other considerations should I give to the application?

Additional points: There are some things you could consider that are not necessarily asked about in the application form. These could include:

1. Issues around intersectionality and attempts to connect actions around gender equality to addressing other inequalities
2. Gender balance of invited speakers and internal seminar speakers.
3. Applications and success rate for funding by gender – consider the encouragement and support offered to **Early Career Researchers** in applying for grants
4. Gender balance of honorary staff (e.g. how are honorary staff identified and appointed)
5. Gender balance of staff attending conferences and what support is available (e.g. child care or reimbursement for childcare; and financial support to encourage attendance)
6. Promotion of career development opportunities beyond the institution
7. Promotion of the consideration of gender dimensions in the conduct and content of research

How can SAT members access relevant training and resources for their roles?

Resources and development for SAT team members:

1. Join the Athena SWAN JISC mailing list - you will receive updates from Athena SWAN, information on events as well as information from other institutions working towards Athena SWAN awards. To join the mailing list, email Athena SWAN
2. Sign up to *Equalitylink* (ECU's Newsletter) by visiting: <http://www.ecu.ac.uk/equality-charters/charter-marks-explained/>.
3. Apply to observe or be an assessor on a panel at ECU Offices in London. HaSS E&D budget can cover travel costs as well as the £50 maximum reimbursement provided by ECU on presentation of relevant subsistence receipts.
4. AS School Leads can send a request via *Faculty Equality & Diversity Project Officer* to access HaSS E&D Shared Drive for bespoke HaSS documents and information on Athena SWAN and E&D in general
5. Get involved in the North East Regional SWAN Network, where you can share and learn good practice. Information available at: <http://www.ecu.ac.uk/get-involved/equality-networks/> and if not available, contact [Debbie Potts](#) (North East Member Support Officer), who can update you on next meeting's date and venue.

Please contact Kelechi Dibia if your SAT members would like to join the HaSS Athena SWAN Project Group and HaSS E&D Steering Group email list. We try circulate notes and developments as widely as possible but are aware that this might not reach individuals who might not have shown earlier interest in getting involved.

Relevant training & mentoring arrangements for staff in your department:

There are several training courses offered by SDU that you might want to promote to your staff, or organise within your Department. These include:

1. Unconscious Bias Training. [Click here](#) for details.
2. Equality and Diversity induction for managers and new staff; [click here](#) for the course.
3. NU Mentoring [click here](#) to find out what's on offer (use list on the left hand side of the page to navigate what's on offer for various groups of staff.
4. NU's Career Development Package; [Click here](#) from more information
5. Development Activities targeted at all groups of staff - [Click here](#) to access information.

	<p>6. It might be worth asking all staff (especially those who have not done any <i>Equality & Diversity</i> training since the 2010 Equality Act) to complete our new online Equality and Diversity training as a refresher.</p>
<p>Suggested Reading & Useful Websites</p>	<p>Making the following suggested readings accessible to your SAT team will be helpful:</p> <ol style="list-style-type: none"> 1. Athena SWAN handbook and submission documents, and other resources on the ECU website 2. Resources on the NU Athena SWAN pages http://www.ncl.ac.uk/about/athena-swan/ 3. NU's Unconscious Bias Toolkit: Accessible via this link 4. UCAS Unconscious Bias Report 2016: Click here to download 5. Effective Equality Surveys: Click here to download 6. Supporting Unpaid Carers in Employment: http://www.gatesheadcarers.com/workingcarers/ <p>Lessons from SWAN Panel Observations: These are comments compiled by HaSS staff who visited the ECU in London, to observe SWAN Panels. Available on the HaSS E&D Shared drive via the following file path: \\campus\pss\faculties\hass\shared\equality & diversity folder\athena swan\swan panel feedback\lessons from athena swan -panel 30 -final2.docx</p>

Declarations of intention to submit and internal review process

ECU must receive notification of an institution or department's intention to submit an Athena SWAN application two months prior to the submission deadline. Please note there is no penalty for informing them you are planning to submit and then not, but please notify ECU as soon as possible if you wish to retract your intention to submit.

An internal review process is keyed to the notice of intention to submit: it is designed to be formative and collegial, and to give you useful feedback on your application to help you make it as strong as possible.

References

I wish to acknowledge the following documents, which provided a background from which this toolkit was customised:

1. UCL <http://www.ucl.ac.uk/hr/equalities/gender/1.%20UCL%20SWAN%20Toolkit-%202015.pdf>
2. European Commission – Structural change in research institutions: enhancing excellence, gender equality and efficiency in research and innovation.
3. Nature - Women in science special
4. Rees, T. 2011. The Gendered Construction of Scientific Excellence. *Interdisciplinary SciencReviews*, 36(2). Pp.133-45