Small and Specialist Institution Application
Bronze and Silver Award

ATHENA SWAN BRONZE SMALL AND SPECIALIST INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (student and staff data) and qualitative (policies, practices, systems and arrangements) evidence, and identification of both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place, and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER SMALL AND SPECIALIST INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality. In addition to the future planning required for bronze recognition, silver Small and Specialist Institution awards recognise that the institution has taken action in response to previously identified challenges, and can demonstrate the impact of the actions implemented.

COMPLETING THE FORM

PLEASE SEE THE ATHENA SWAN AWARDS HANDBOOK AND FREQUENTLY ASKED QUESTIONS FOR FURTHER GENERAL GUIDANCE AND INFORMATION.

This form should be used for applications for bronze and silver Small and Specialist Institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 4.2 (vi); 4.3; 5.2; 5.4; 5.5 (iv).

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks, as these will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Small and Specialist Institution application	Bronze	Silver
Word limit	**11,500**	**13,500**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institution	1,000	1,000
3. Self-assessment process	1,000	1,000
4. Picture of the institution	3,000	4,000
5. Supporting and advancing careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Name of institution		
Date of application		
Award Level	Bronze	Silver
Date joined Athena SWAN		
Current award	Date:	Level:
Contact for application		
Email		
Telephone		

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of the institution should be included. If the head of the institution is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head of institution.

Note: Please insert the endorsement letter **immediately after** this cover page.

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i)   information on where the institution is in the Athena SWAN process

(ii)   information on its teaching and its research focus

(iii)   the number of staff. Present data for academic and professional and support staff separately

(iv)   departmental structure, including the total number of departments and total number of students

(v)   list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(vi)   a description of the self-assessment team

(vii)   an account of the self-assessment process

(viii) plans for the future of the self-assessment team

4. A PICTURE OF THE INSTITUTION
Recommended word count: Bronze: 3000 words | Silver: 4000 words

4.1. Student data
If courses in the categories below do not exist, please enter n/a.

(i)   Numbers of men and women on access or foundation courses

(ii)   Numbers of undergraduate students by gender

    Full- and part-time. Provide data, by gender, on course applications, offers, and acceptance rates, and degree attainment.

(iii)   Numbers of men and women on postgraduate taught degrees

    Full- and part-time. Provide data, by gender, on course application, offers and acceptance rates and degree completion rates.

(iv)   Numbers of men and women on postgraduate research degrees

    Full and part-time. Provide data, by gender, on course applications, offers and acceptance rates, and degree completion rates/time to completion.

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

4.2.   Academic and research staff data

(i)   Staff by grade and gender

Look at the career pipeline and comment on, and explain, any differences in the pipelines for different genders.

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of support staff to academic roles and vice versa.

(ii)   Staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Data to be provided by gender and grade.

(iii)   Staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of staff on these contracts by gender and grade.

(iv)   Leavers by grade, gender and full/part-time status

Comment on the reasons academic staff leave the institution and any differences by gender.

(v)   Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit.

> **SILVER APPLICATIONS ONLY**
>
> **4.3.   Professional and support staff data**
>
> (i)   Professional and support staff by grade and gender
>
> Look at the career pipeline and comment on, and explain, any differences in the pipelines for different genders.
>
> (ii)   Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender
>
> Data to be provided by gender and grade.
>
> (iii)   Professional and support staff leavers by grade and gender
>
> Comment on the reasons academic staff leave the institution and any differences by gender.

5. SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic and research staff

(i) Recruitment

Data to be provided by gender and grade. Include: applications, shortlisted candidates, offer and acceptance rates.

(ii) Induction

Describe the induction and support provided to all new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status.

5.3. Career development: academic and research staff

(i) Training

Describe the training available to staff at all levels in the institution. Provide details of uptake by gender.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels and provide data on uptake by gender.

(iii) Support given to staff for career progression

Comment and reflect on support given to staff, and in particular early career postdoctoral researchers, to assist in their career progression.

(iv)   Support given to students for career progression

Comment and reflect on support given to students to enable them to make informed decisions about their career.

(v)   Support offered to those applying for research funding

Comment and reflect on support provided to staff applying for funding or fellowships and support offered to those who are unsuccessful.

> **SILVER APPLICATIONS ONLY**
>
> **5.4.   Career development: professional and support staff**
>
> (i)   Training
>
> Describe the training available to staff at all levels.
>
> (vi)   Appraisal/development review
>
> Describe current professional development review for professional and support staff at all levels across the whole institution.
>
> (ii)   Support given to professional and support staff for career progression
>
> Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5.   Flexible working and managing career breaks

Present professional staff, technical support staff and academic/research staff data separately.

(i)   Cover and support for maternity and adoption leave: before leave

(ii)   Cover and support for maternity and adoption leave: during leave

(iii)   Cover and support for maternity and adoption leave: returning to work

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the institution.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

(v)   Paternity, shared parental, adoption, and parental leave uptake

(vi)   Flexible working

Provide information on the flexible working arrangements available.

(vii)   Transition from part-time back to full-time work after career breaks

Outline the policies and practices that support and enable staff who work part-time, following a career break, to transition back to full-time working.

(viii)   Childcare

Describe the institution's childcare provision.

(ix)   Caring responsibilities

Describe the policies and practices in place to support staff with caring responsibilities.

5.6.   Organisation and culture

(i)   Culture

Demonstrate the institution's active consideration of gender equality and inclusivity.

(ii)   Leadership

Describe the steps that will be taken by the institution to encourage departments to embed Athena SWAN principles.

(iii)   Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review.

(iv)   HR policies

Describe how the institution monitors consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

(v)   Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

(vi)   Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

(vii)   Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade.

(viii)   Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

(ix)   Workload model

Comment on ways in which workloads and tasks are monitored for gender bias.

(x)   Timing of meetings and social gatherings

Describe the consideration given to those with caring responsibilities, and those working flexibly, when institution meetings and social gatherings are scheduled.

(xi)   Visibility of role models

Describe how the institution embeds consideration of gender equality into the organisation of all events.

(xii)   Outreach activities

Provide data on the staff and students from the institution involved in outreach and engagement activities by gender and grade. Comment on the participants in these activities.

6.   SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Silver: 500 words

(xiii)   Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans.

(xiv)   Monitoring

Provide details as to how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

(xv)   Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

8.   ACTION PLAN
The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table.

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE ¶ and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.