

## UCL Athena SWAN Toolkit



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## Support for Athena SWAN

The following document will act as a guide when your department applies for Athena SWAN awards.

UCL EDI Team can offer support for departments. Nominated EDI Team contacts read through draft applications at least twice before the deadline and give feedback. Call on your EDI contact if you have any questions about the process, requests for data, or to invite them to attend a Self Assessment Team (SAT) meeting.

Please keep in touch with your Faculty Athena SWAN lead. Faculty SWAN leads sit on the [50:50 group](#) for gender equality. Their role is to communicate between the group and the Athena SWAN SATs within their Faculty, and raise issues from departments at the 50:50 group. A list of Faculty SWAN leads can be found on our [contacts webpage](#).



Previous successful UCL applications and guidance documents such as a template action plan, survey template and graph templates are available on the [UCL Athena SWAN website](#).

Please also see the [Athena SWAN website](#).

## About 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, Athena SWAN was originally aimed at women's progression in Science, Technology, Engineering, Mathematics and Medicine (STEMM), and the majority of UCL STEMM departments hold Athena SWAN awards. From May 2015, the charter opened up to departments in Arts, Humanities, Social Sciences, Business and Law departments (AHSSBL).

Departments can apply for different level awards that illustrate their commitment, progress and successes. Departments can apply for Bronze, Silver or Gold awards.

Athena SWAN is run by the [Equality Challenge Unit \(ECU\)](#). If you have any queries for the ECU, please forward these to the EDI Team.

There are two submission deadlines every year – the last working days of **April** and **November**.

Athena SWAN awards last for four years from the date of submission, and must be renewed or upgraded before the award expires.

Universities sign up to the Athena SWAN principles once they become a member. Please see the SWAN principles on the [Athena SWAN website](#).



## Athena SWAN Awards:

### Bronze

- Analyse staff and student data to identify key areas of attrition and leaks in the pipeline.
- In response to your data analysis, identified key **plans** to address issues. Create an action plan for the next three years



### Silver

- In addition to the above, the department will need to evidence that they have implemented actions and are able to illustrate **impact**.
- The department should illustrate a shift in culture that benefits staff at all levels



### Gold

- The department needs to show considerable action and impact.
- Gold departments should support other departments by sharing their **'beacon'** activities.



## Renewals and Upgrades:

- For **renewal and upgrade** applications at any level, the department must provide evidence of progress against the previous action plan. Add an extra column to your previous action plan headed 'progress', and describe whether the action has been implemented, and highlight any impact where appropriate. Submit both your original and new action plan. Also mention impact from the original action plan in the body of the application.

For more information please refer to the [Athena SWAN handbook](#).

- For **renewals** at all levels, **5 years of data** must be provided (rather than 3)

*For examples of successful renewal applications, please see Psychology and Language Sciences, Department of Chemical Engineering and MRC Lab for Molecular Cell Biology*

## Athena SWAN charter – latest:

- Departments need to present relevant data and include the support available for Professional Services and Technical staff – there are more requirements in this area for silver applications.
- The ECU stipulate that SATs must meet at least 3 times per year, and students should be members of the SAT.
- Word limit in the new application forms: 10,500 for Bronze, and 12,000 for Silver
- Consultation with staff is now expected rather than recommended – e.g. surveys or focus groups



## Athena SWAN charter – latest:

- Consideration should be given to intersectionality – i.e. how gender interacts with other identities such as sexuality or ethnicity.
- In departments of 20 staff or more, staff data should be broken down by contract type (fixed term, open ended, zero hours contracts) and staff category (research, teaching, teaching and research).
- Silver departments should comment on the transition between technical to academic roles

While these are the key latest developments, this is not an exhaustive list – please refer to the [Athena SWAN handbook](#) to identify the full requirement for your department.





## Setting up a Self Assessment Team (SAT)

The SAT take responsibility for the analysis of the 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.

### Key considerations when establishing your SAT:

- Membership of the SAT should be representative and diverse – with a good gender balance and range of members at all stages of the academic pipeline. Make sure you also have post doc and student representation on the group.
- It is important that there is commitment from the HoD and the senior members of staff in the department. Commitment and interest from senior staff can make it easier for changes to be put in place and resourced.
- Ensure the SAT fits within the management structure of the department and decide how the SAT will report to, and interact with, other key decision making committees and individuals.
- SAT members should take responsibility for aspects of the application and the action plan – don't leave all the work to the SAT lead.
- Athena SWAN expect SATs to meet at least 3 times a year to ensure the action plan is implemented and monitored.

## Data: information provided

- The EDI Team can provide staff and student data for your submissions, including:
  - Recruitment
  - HESA benchmark data
  - Staff survey data
  - Student data (UG, PGT and PGR) is sent via student data services
- Data departments can access directly:
  - Staff numbers (including grade, contract type, full/part time, clinical/non-clinical)
  - Maternity / Adoption / Paternity (when recorded by department) / Shared parental leave
  - Promotion
  - Turnover
  - Training data – for example the online equality and diversity training and recruitment training.
  - Department specific information e.g. membership of key committees, gender balance of seminar speakers – this information will need to be gathered by the department
  - REF / RAE data
- For information on analysing the data provided, please see the [UCL SWAN data explanatory notes](#).

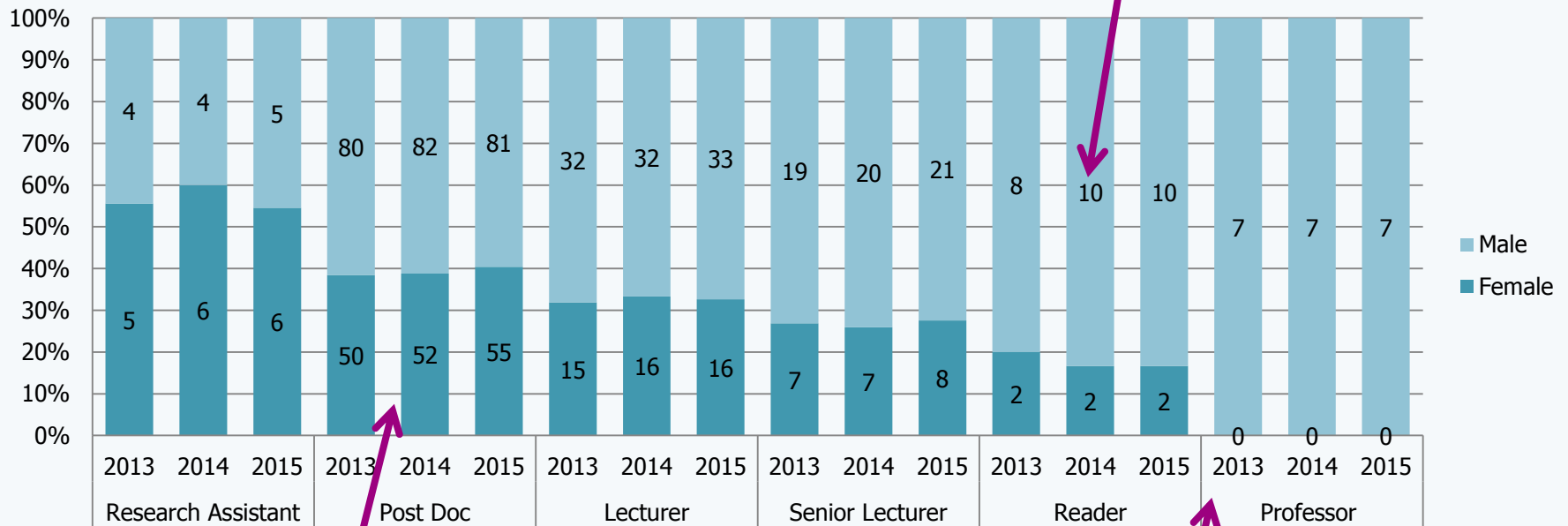
## Data: Presenting your data

- Make sure your data are easy to interpret and discuss
- Remember panels will have to read about 7 applications – make it easy for them to understand your data
- Where possible use graphs to represent data (avoid large tables of data)
- Make reference to percentages and raw numbers in the graphs and/or the narrative
- Clearly label your graphs
- Provide data for a minimum of three years, or five years for applications for Gold or renewals.
- Remember 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, (also, don't use pink and blue please!)
- Please refer to the [UCL SWAN graph templates](#)

*For good examples of data presentation, see the Cancer Institute, the Institute of Epidemiology and Health Care, the Institute of Child Health and Institute for Women's Health Gold applications.*

# Data: Some examples

**Academic Pipeline 2013-2015**

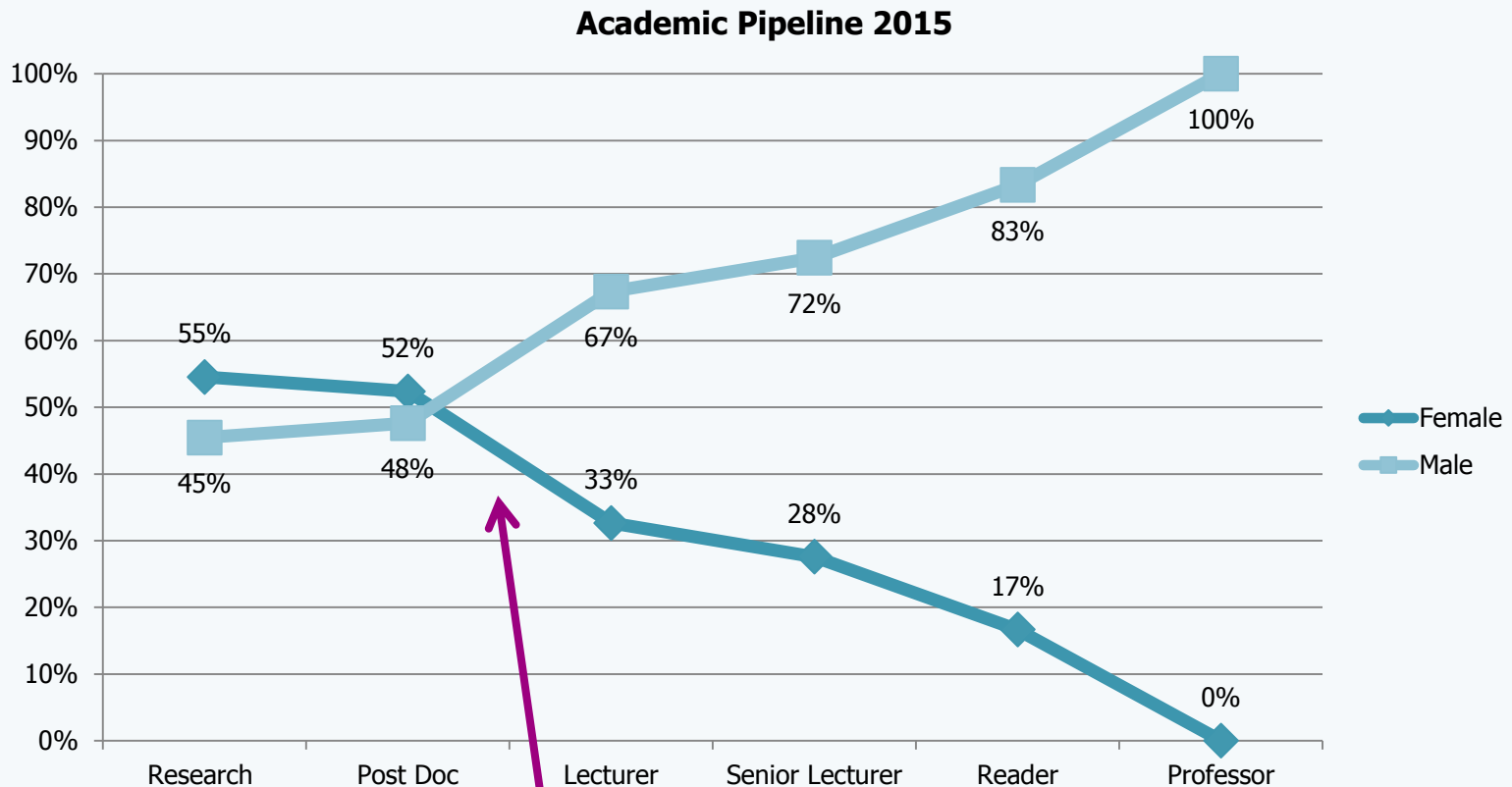


Reference the numbers as well as percentage

Make the colour for female staff stand out

Minimum of 3 years data

# Data: Some examples

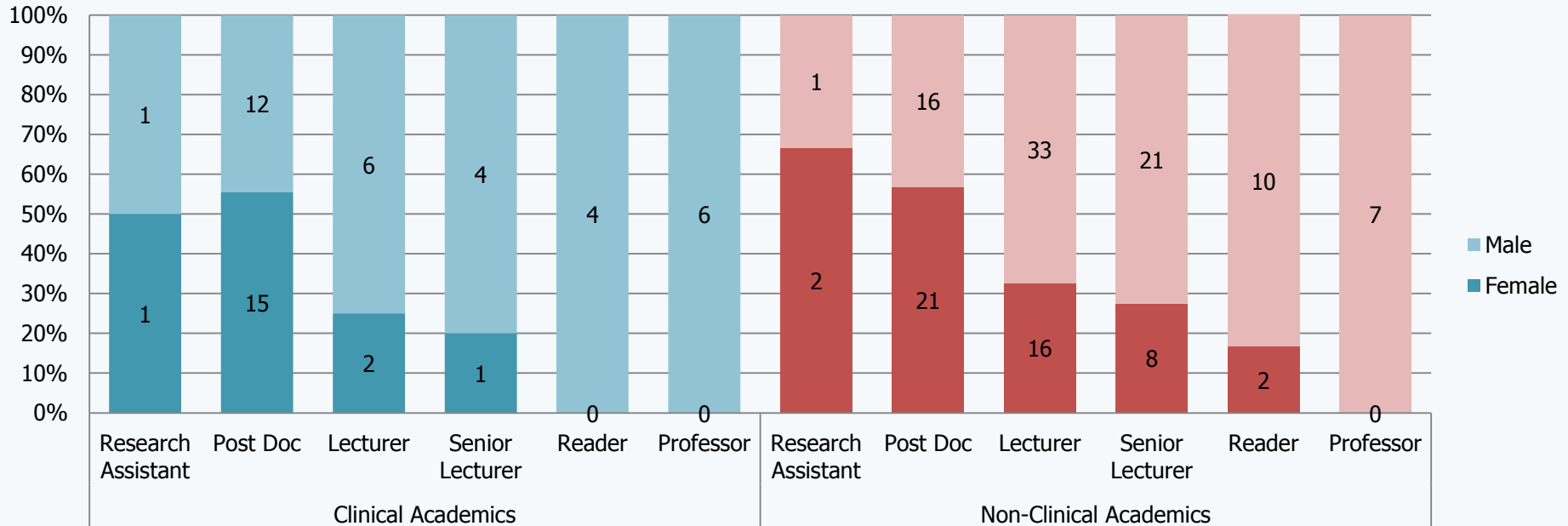


Identify 'key transition points' for female staff (where the percentage of female staff falls). This will influence your action plan

# Data: Some examples

*For good examples of discussion around clinical/non-clinical pipelines, see Institute of Epidemiology and Health Care, and the Division of Medicine Silver applications*

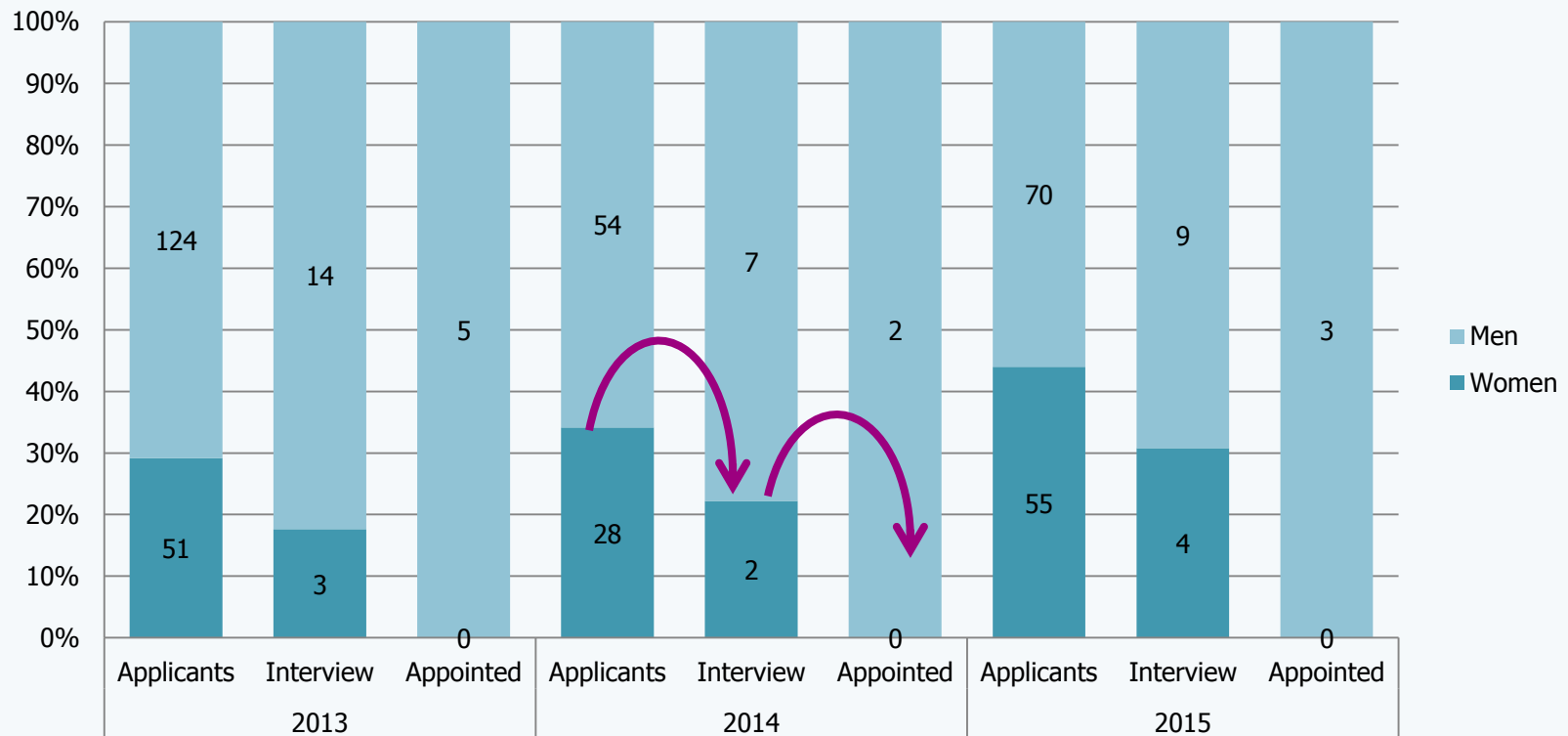
**Clinical and Non-Clinical Pipeline 2015**



Compare the progression for women in clinical and non-clinical roles

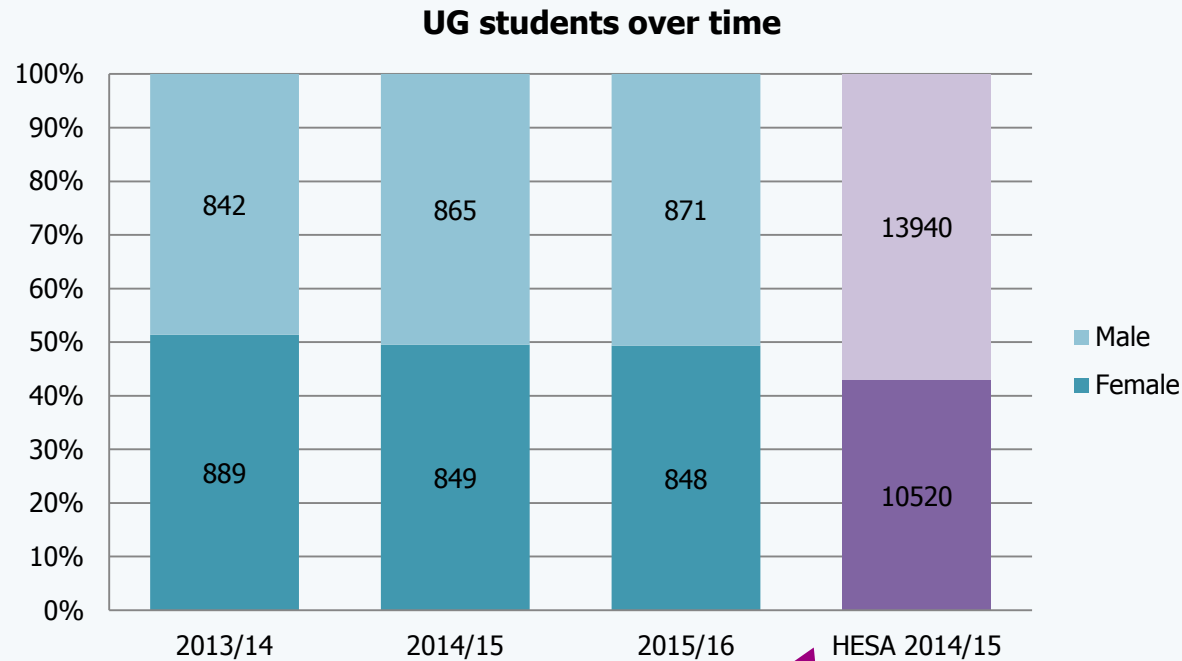
# Data: Some examples

Recruitment 2013-2015



Identify any issues in the recruitment process – where are actions required? E.g. encouraging more women to apply, or address evidence of unconscious bias in the recruitment process

## Data: Some examples

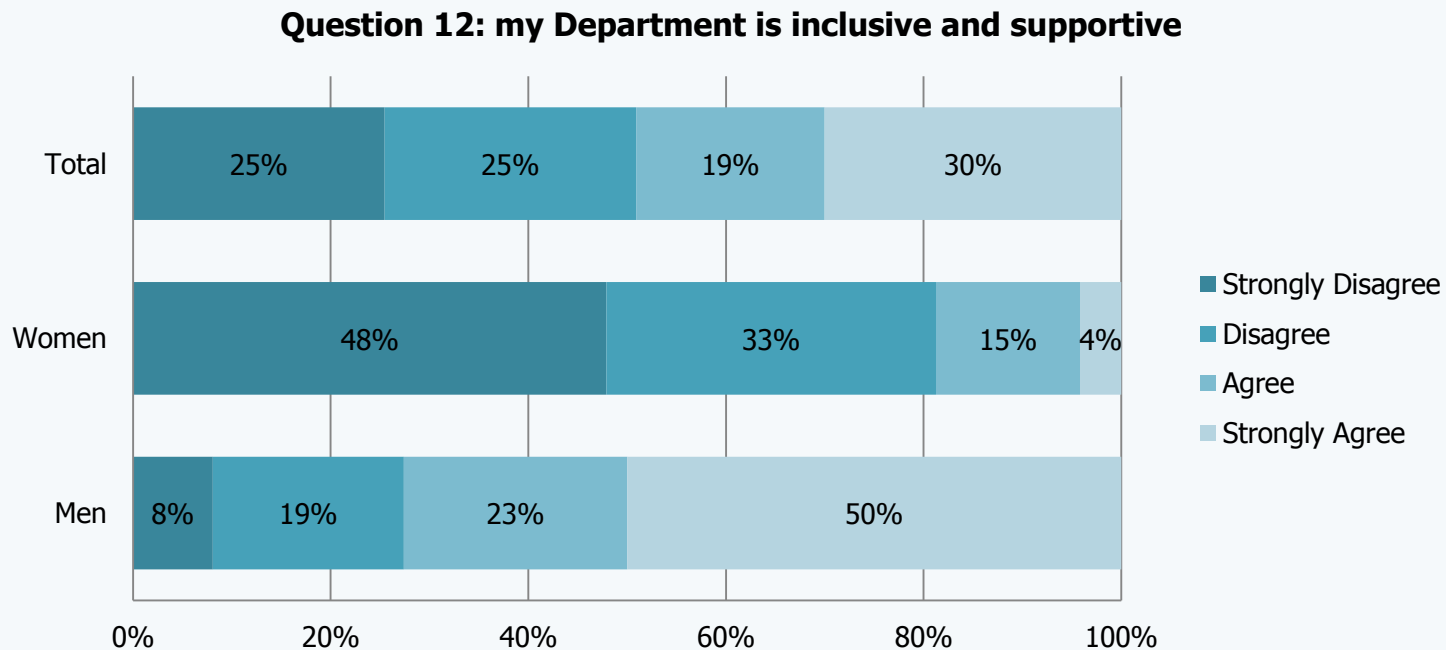


Compare your staff and student data to national averages (e.g. HESA data)



## Data: Some examples

Survey data can further explore issues raised in the staff and student statistical data as well as cultural issues within the department



For more information on surveys and focus groups, please refer to the [UCL SWAN survey template](#)

## Data: Discussing your data

- The purpose of analysing your data is to understand the key areas of attrition in your department 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.
- Discuss the data, don't just report it – hypothesise why certain trends might be happening in your department and situation. Make reference to processes such as recruitment and promotion in your department and how these processes may relate to trends in the data. SWAN panels will be looking for a reflective narrative of the data.
- 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 you intend to take. Reference this to the specific action in your action plan.
- Assume that the panel won't know anything about your department, how it is structured or what the UCL policies on recruitment or promotion are. Make sure you describe processes and practices.

## Data: Additional data sets

Some departments investigate their statistical data in more depth than is requested in the Athena SWAN application form. This can include further investigation or disaggregation of existing data sets, or collating additional data sets. Please refer to the [UCL Athena SWAN website](#) to download these applications.

- Biochemical Engineering analysed their two PhD courses individually and found that a higher proportion of female students were enrolled on one course than another; the department ran surveys and interviews with undergraduate and postgraduate students and put in place targeted actions as a result.
- Eastman Dental Institute analysed the gender balance of grant applications. While female researchers have been named on grant applications, only a small proportion of successful grants in 2008-2012 had female primary investigators.
- Similarly, The Institute of Child Health (ICH) identified the number of grant applications, the proportion successful, and amount received by gender. They found that over 5 years, while female PIs submitted almost half of applications, and received the same proportion of awards, the applications accounted for one third of monetary value or funds applied for, and just over a quarter of funding pounds received.
- Psychology and Language Sciences (PALS) conducted a statistical analysis of the following by gender: number of publications, number of citations, h-index, current grant value and cumulative grant value

## Data: Discussing your data

### 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 stats 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 differences 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, but highlight the impact for women in the Department
- “our recruitment data illustrate 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 department. Look into the proportion of staff involved in recruitment who have completed relevant training – for example, recruitment and selection, equality and diversity (since the introduction of the 2010 Equality Act) and unconscious bias training.

## Data: 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

Departments can use the [UCL Athena SWAN survey template](#) to develop their survey.

*For a good example of discussing survey data – see the Silver application from the Division of Infection and Immunity*

Please also see the [QuickCAT](#) (Cultural Analysis Tool) survey.

### Focus groups:

- Focus groups can be a really useful way to further understand a particular issue that have been identified by the SAT – 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 – don’t reduce the discussions to statistics. Semi-structured, open ended approaches will compliment your surveys.

# Data: Surveys and qualitative data

## Surveys:

- Always include an introduction to your survey outlining how the data will be used, why, by who and that the data will remain anonymous.
- What will you do with the data? Think about the wording of questions – how will you use the data to support your application or help to develop your action plan?
- Include an 'about you' section to identify the gender of respondents, along with an indication of career stage, contract type (fixed term/permanent) and whether they work full time, part time and/or flexibly. Don't ask for information you aren't going to use.
- Avoid having too many multiple choice options, for example strongly agree, slightly agree, agree ... Think about the number of potential respondents and how you will use the data. Strongly agree and agree is enough, or just yes and no.
- We would also suggest avoiding 'neither agree or disagree'. Not applicable may be relevant in some cases. Try to engage respondents – make the questions interesting, or even provocative – create questions that staff will have an opinion on
- 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, it will take time to improve your staff statistics, particularly at senior level. However, there are some ways to evidence statistical change in a short time frame, for example:

- Committee membership (increase in female membership, but bear in mind over-burdening)
- Interview panels (increase in female representation, considering workload)
- Increase in numbers of applications for promotion could show that you are supporting/informing staff in relation to progression
- Increase in number of female speakers at seminars

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 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 department website, in promotion material and around department buildings – are there any images of female staff and students?

## Application form:

Application forms and the Athena SWAN handbook can be downloaded from the [Athena SWAN website](#)

When completing your application, please refer to the [UCL Athena SWAN checklist](#)

### 1. Letter of endorsement from the Head of Department

- This is an opportunity for the HoD to show personal committed to and engaged in Athena SWAN. Give examples of the HoD's involvement in the process.
- Show how SWAN is linked to, and part of, the Departmental 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 department.
- Give examples of successful actions and the impact they have had on the department
- Illustrate how Athena SWAN has become an embedded part of the department, for example:
  - explain how the SAT fits into the formal structure of the department (showing it isn't a stand alone group)
  - illustrate how equality and gender considerations are embedded within the culture and vision of the department
  - how will Athena SWAN actions and the SAT be resourced in the future?

*For some good example HoD letters, please see the Division of Surgery and Interventional Science, UCL Medical School and Chemical Engineering*



# Application form:

## 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, maternity/paternity, why they are interested in SWAN.
- List SAT members alphabetically – not hierarchically
- Give a clear picture of how the SAT worked, for example when the SAT start 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 of the department and how the SAT fits within the management of the department
- Describe how Athena SWAN was communicated to the department – would most staff/students know what Athena SWAN is and have they seen your action plan?
- Give examples of senior involvement and support
- Consultation with individuals or departments, both within and outside UCL, is seen as good practice – give details of these consultations.
- Make sure 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.

*Good examples: Institute for Women's Health, Division of Medicine, Psychology and Language Sciences and the Institute of Ophthalmology*

# Application form:

## 3. A picture of the department

- 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 department
- Give a description of location – e.g. if the department is split over two or more sites and how this affects staff
- How does management work in your department and how are line managers chosen?
- Briefly describe research groups and how they are organised
- Provide information on any 'quasi-autonomous groups'

## Student and staff data

- Generally, the purpose of this section is to discuss the data, in later sections you can describe in more detail the work you have done to support women at career transition points or to improve working culture. To help panels, make it clear if you address issues in later sections (e.g. see discussion in section 4.b)(ii))
- Illustrate trends over time – try to make your data as clear and simple as possible.
- Remember to include information from any qualitative data throughout the application – don't just leave it until the 'any other comments' section at the end.
- Include a graph that shows the full pipeline from Undergraduate to Professor.
- Compare data to national benchmarks (e.g. HESA)
- **Discuss the data – don't just report it**

# Application form:

## 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 the recruitment and selection training? Does the data suggest any bias in the process?
- **Promotion:** Clearly explain how the promotion process work in your department. Do staff self nominate or do you have a pro-active system to identify staff for promotion? Do people understand the promotion process, how are people supported through promotion and how are people 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 you identified within your data and outline the actions 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 department is consistent – all female staff should have the same support and opportunities rather than this being dependent on having a supportive PI or line manager.

*For good examples see the Department of Chemical Engineering and the Division of Psychiatry Silver applications and the Eastman Dental Institute and Division of Survey and Interventional Science Bronze awards*

# Application form:

## 4. Supporting and advancing women's careers

### Key career transition points (cont.)

- **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, departments 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?

# Application form:

## Career Development

- **Appraisal:** Who carries out appraisals and have they been trained? What is expected to be covered and how is this monitored? Do post docs have an appraisal? Is career progression and support covered in appraisal?
- **Induction:** Are new staff and students made aware of key information such as social activities, flexible working policies, maternity/paternity policies, and are they told how to access this information if they need it in the future? For example do you have a staff handbook?
- **Support for female students:** Do you have anything aimed specifically at female students? What do you do to promote an academic career to your female students?
- **Training:** What training and development opportunities are available to staff in your department? These may be events arranged centrally, within the department 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 department? For example, mentoring or staff networks. Particularly focus on support provided to early career researchers.

# Application form:

## Career Development (cont.)

- **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 departments 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 department or externally. Present data on the proportion of staff attending these training events.
  - **Appraisal/development review:** how does the appraisal 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 appraisal?
  - **Support given to professionals and support staff for career progression:** what additional support does the department provide for professional services staff?

# Application form:

## Organisation and culture

- **Committees:** Outline the key committees in your department; 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, SWAN representative, or Post Doc representative).
- **Fixed term contracts:** It is likely that this will reflect the gender balance of post docs in your department. You could explain here how you support staff on fixed term contracts to apply for permanent or new posts and how you provide the resources for staff to successfully apply for grants that would lead to continued employment.
- **Workload:** Do you have a robust mechanism to ensure that women aren't overburdened with teaching or administrative roles? If you don't have a formal workload model, 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 department?
- **Timing of meetings:** UCL recommends that all key business takes place between 10 and 4. 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 women are able to attend key meetings?

# Application form:

## Organisation and culture (cont.)

- **Culture:** Use this section as an opportunity to present the personality of your department to the panel. Are staff happy and feel supported and included? Do people socialise with one another? Explain how the latest Athena SWAN principles have been embedded within the department.
- **Outreach:** Include who outreach activities are run by as well as who they are aimed at. Is outreach considered in appraisal 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 department ensure that managers implement policies in a fair and consistent way? Is training provided for managers or staff?
- **Participation on influential external committees:** Provide data on any men or women in your department who sit on any committees outside the department. How are external opportunities promoted in the department?
- **Visibility of role models:** Consider the gender balance of images in publicity materials such as prospectuses and the department website. Also consider the representation of diverse role models within the department – for example in department news items and portraits. What is the gender balance of invited seminar speakers?



# Application form:

## 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 open to staff on fixed term contracts or students. If some staff/students did not return after their maternity, do you know why?
- **Paternity, adoption and parental leave:** Make use of and promote the new laws relating to shared parental leave. UCL also offers 4 weeks full pay paternity leave. How do you encourage and enable new parents to take time off?
- **Flexible working:** What formal and informal options for flexible working do you offer? Is flexible working seen as a positive thing in the department and is it an option offered to all staff (i.e. not just parents / women returning from maternity)?
- 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 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.

# Application form:

## 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 in the application
- Action plans that have HR or Administrative staff responsible for the majority of actions won't be viewed positively – make sure actions are distributed across the SAT team and to other members of the department.
- Make sure your actions span the next three years – this shows a maintained and consistent focus on SWAN. Panels will be suspicious of action plans where the majority of actions are planned for the 4 months after submission.
- Don't have too many data monitoring actions – panels will want to see innovative and tailored actions developed in response to data and consultation. I would suggest these actions should make up the majority of your action plan – especially for silver and gold awards.
- Don't let success measures become 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 you are hoping to see for the women in your department.
- Please see the SWAN template action plan on the [UCL SWAN website](#)
- Panels will expect to see evidence that the department has prioritised actions.

# Application form:

## 7. Case studies



No case studies are required for a Bronze award.



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 department who hasn't been a member of the SAT



For a Gold award, you are asked to provide 'a small number of case studies' illustrating the support within the department. As for silver applications, one case study should be a member of the SAT, and another should be another member of the department. At least one of these case studies should be from a male member of staff.

- It is useful to have case studies that represent different stages of the academic pipeline, for example, a female professor and a post doc.
- While showing the support provided by the department during maternity is important, make sure that your case studies illustrate a wide variety of supportive policies and practices offered by the department.
- Case studies written in first person feel more genuine
- Case studies should highlight the good practice in the department and the impact of actions described in the application on individuals – the case studies should have progressed with support of the department, not in spite of the department.
- Some departments have included pictures in their case studies

# Application form:

## Pitfalls and things to avoid

- **HoD letter:** “I have worked with some women before”. The panel want to see the HoD is engaged and committed, and that the SAT is embedded within the department – they won’t be impressed with the HoD using examples of when they worked with female scientists 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 child care, maternity/paternity or flexible working – but they don’t want to know everyone’s personal circumstances.
- **Policies and practices:** don’t advocate behaviour that goes against UCL policy, or 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 can’t show evidence. For example “we have eradicated all unconscious bias from the department” - it isn't 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 department has missed the point.

# Application form:

## Pitfalls and things to avoid

- **Culture and social events:** avoid activities or events that reinforce unhelpful gender norms. For example, the monthly ladies cake club.
- **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 child care are likely to be important, try not to use this as the explanation for every issue identified. SWAN panels will be looking for a detailed analysis of the structures, practices and culture of the department.
- **Language:** be careful of the language you use when describing your data and your department – some words that are common place in scientific articles can sound strange or even biased when referring to gender and staff. For example “the senior grades are greatly enriched with men”. Remember that the application isn’t an article or a grant application and doesn’t need to be as formal – it is important to get the personality of the department across to the panel.
- **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”

# Training and development

## Resources and development for SAT team members:

- Join the Athena SWAN JISK 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](#)
- Volunteer to become a member of an Athena SWAN assessment panel – this can provide valuable information on the application process, what is expected from a silver application and how the submissions are assessed.
- Please contact the [EDI Team](#) if SAT members would like to join the UCL Athena SWAN email list, or the women in SET mailing list.
- Each STEMM faculty now has a Faculty SWAN lead. The Faculty leads sit on [UCL's 50:50 gender equality group](#), and takes responsibility for the institutional Athena SWAN awards. Please keep in touch with your Faculty SWAN lead as they will be able to give extra advice, share good practice across the Faculty and communicate between departments and the 50:50 group.
- Previous successful applications, guidance documents, presentations from workshops and more information are all available on the [UCL Athena SWAN website](#).
- Please refer to the [Athena SWAN handbooks](#).

# Training and development

## Training for staff in your department:

There are several training courses and resources available at UCL that you might want to promote to your staff, or organise within your Department. Please also see a list of UCL policies and training opportunities Athena SWAN departments should be aware of on our [UCL Athena SWAN website](#).

- [uMentor](#) – UCL’s online mentoring scheme
- [Guidance for working parents and carers](#) document
- Networks:
  - [UCL Women](#) – women’s network for women in SETMM,
  - [Astrea](#) – network for women in professional services,
  - [PACT](#) (Parents and Carers Together) Network for staff,
  - [Student parents and carers network](#).
- You should request that staff ask all staff (especially those who have not done any equality training since the 2010 Equality Act) to complete the UCL [online Equality and Diversity training](#)
- Some SATs have run unconscious bias training, if you are interested in running training within your department please contact the [EDI Team](#)

## Suggested Reading

- Please see other successful bronze, silver and gold applications on the [Athena SWAN website](#) - however, please be mindful that we don't know what the panels did or didn't like about these submissions, panels will also notice if departments start to submit identikit submissions. Use these documents as a guide and as inspiration – but don't just copy them.
- [The UCL Athena SWAN website](#) – this includes links to workshop presentations and successful UCL SWAN applications.
- Athena SWAN [handbook and submission documents](#)
- Rees, T. 2011. [The Gendered Construction of Scientific Excellence](#). *Interdisciplinary Science Reviews*, 36(2). pp.133-45
- Curt Rice – [6 steps to gender equality](#)
- European Commission – [Gender in research toolkit](#)
- Moss-Racusin, A. C. et.al. 2012. [Science faculty's subtle gender biases favour male students](#). *PNAS*, 109(41) pp.16474–16479
- European Commission – [Structural change in research institutions](#): enhancing excellence, gender equality and efficiency in research and innovation.
- Nature - [Women in science special](#)