

**Chemistry Athena Swan Action Committee/Self-Assessment Team:**

**Membership:**

Aidan McDonald <aidan.mcdonald@tcd.ie>; Eileen Drew <EDREW@tcd.ie>; Eva-Maria Dürr <DURRE@tcd.ie>; Isabel Rozas <ROZASI@tcd.ie>; Michael Lyons <MELYONS@tcd.ie>; P. Noelle Scully <PNSCULLY@tcd.ie>; Peter Brien <Peter.Brien@tcd.ie>; Sinead Boyce <SBOYCE@tcd.ie>; Susan Cantwell <SCANTWE@tcd.ie>; Graeme Watson <watsong@tcd.ie>; Parvaneh Mokaria<mokariap@tcd.ie>; Maria Daniela Angione ANGIONEM@tcd.ie; Sylvia Draper <SMDRAPER@tcd.ie> (Chair)

 **Meeting 3:00 am Tuesday June 12th 2018, New Seminar Room**

**Agenda:**

1. Apologies
2. Minutes of the previous meeting
3. Update on outstanding items
4. Timeline for Renewal
5. Action Plan: Writing Assignments
6. Review meetings over the summer: provisional dates to be determined via doodle

AOB

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### Silver Athena Swan Application Form:

**Athena SWAN Silver department award application (Ireland)**

Name of institution:

Department:

Date and level of current department Athena SWAN award (if applicable):

Date of application:

Date and level of institutional Athena SWAN award:

Contact for application (must be based in the department):

Email:

Telephone:

Department website address: AMcD

An Athena SWAN Silver Department award recognises that, in addition to the future planning required for Bronze department recognition, the department has taken action in response to previously identified challenges (within or without the Athena SWAN process) and can demonstrate the impact of implemented actions.

Nomenclature

Athena SWAN recognises that institutions operate a range of academic and management structures, and not all use the term ‘department’. There are many academic groupings with different names, sizes and compositions. It is down to the individual institution to decide the composition of units that put forward award applications. If in doubt, contact the Athena SWAN team well in advance to check eligibility.

Sections to be included

Where there are no data available for a specific question, please explain the reason for the absence of data and how this is being addressed. Click here for additional guidance on completing the template.

Word count

The overall limit is 9800 words. 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 recommended word counts as a guide.

Note: When formatting the application, please ensure that this cover page precedes the rest of the submission, including the letter of endorsement.

**1. Letter of endorsement from the head of department: recommended 500 words MEGL**

An accompanying letter of endorsement from the head of department should:

(i) confirm their support for the application;

(ii) explain how the Athena SWAN action plan and activities in the department contribute to the overall department and/or university strategy;

(iii) comment on how staff at all levels are, and will continue to be, engaged with the process at present and during the lifetime of the award.

Note: If the head of department is shortly to be/has been recently succeeded, applicants may include an additional short statement from the incoming head.

**2. The self-assessment process: recommended 800 words**

Describe the self-assessment process. SMD

This should include:

(i) a description of the self-assessment team (SAT), including members’ roles (both within the department and as part of the team) and how and why the team were selected; for example, any consideration of gender balance, members’ expertise or experience with gender and/or equality issues, work–life balance arrangements or caring responsibilities.

(ii) an account of the self-assessment process, with details of:

● when the team was established;

● how often the team has met;

● what the focus of the meetings has been;

● how the team has consulted with members of the department and students;

● what consultation (if any) has occurred with staff or individuals outside of the university/department;

● what the internal and external reporting mechanisms of the team are.

(iii) plans for the future of the SAT, including:

● how often the team will continue to meet;

● how the SAT intends to monitor implementation of the action plan;

● how the SAT intends to interact with staff;

● whether the membership of the group will change;

● what the internal and external reporting mechanisms of the team will be.

**3. A picture of the department and its composition: recommended 2000 words**

3.1 Brief description of the department MEGL

To set the context for the application, please provide a brief description of the department, including its size, and outline any significant and relevant features. For example, recent changes of departmental structure or management, the existence of any quasi-autonomous groups or the management of split-site arrangements.

Where possible, for each of the following sections (3.2 and 3.3):

● Provide data/statistics (numbers and percentages) for at least the past three years, with commentary on their significance. Where possible and relevant, use clearly-labelled graphical illustrations.

● Comment and reflect on the proportions/percentages of women and men compared with the national picture for the discipline(s). If benchmarking data is unavailable, or if it is felt that it may not be appropriate, a clear explanation must be provided.

● Comment and reflect on any differences in data for men and women.

● Comment and reflect on any differences in data for full- and part-time.

● Describe any initiatives implemented to address any possible imbalance and biases, and any impact to date.

● Comment upon any plans for the future, including how any gaps in the data will be addressed, and refer to specific, numbered actions that appear in the Action Plan.

Note: Data relating to any clinical and non-clinical staff should be disaggregated and presented separately.

**3.2 Student data: GWW/NS**

If courses in the categories below do not exist, please enter N/A.

1. **Numbers of men and women on access or foundation courses**.
2. **Numbers** **of men and women undergraduate students** – full- and part-time. Provide data on degree attainment and completion rate by gender.
3. **Numbers of men and women on postgraduate taught degrees** – full- and part-time. Also provide data on degree attainment and completion rate by gender. IR
4. **Numbers of men and women on postgraduate research degrees** – full- and part-time. Also provide data on completion rate by gender. IR/DMcD
5. **Intake of undergraduates by gender** – full- and part-time. Comment on any gender differences and how the department supports underrepresented students.
6. **Ratio of course applications, offers and acceptances by gender for postgraduate taught and postgraduate research degrees** – comment on any differences between application and success rates. IR/DMcD
	1. **Staff data**
7. **Proportion of all categories of academic staff by gender** – Look at the career pipeline and comment on and explain any differences between men and women. Where relevant, comment on the transition of technical staff to academic roles. Identify any issues in the pipeline at particular grades/levels. MEGL
8. **Leavers by grade and gender** – comment on the reasons staff leave the department. SMD/MEGL
9. **Proportion of men and women academic and research staff on fixed-term, open-ended, zero-hour and permanent contracts** – comment on what is being done to ensure continuity of employment and address any other issues. Where relevant, comment on any academic staff employed on a casual or adjunct basis. MEGL

### Supporting and advancing women’s careers SMD/MDA

* + Reflect upon the key issues in the department, what steps have been taken and what support has been given to address any gender disparity.
	+ Describe the initiatives implemented to address any issues and any impact to date.
	1. **Key career transition points**
1. **Recruitment** **MEGL/SMD**
2. **Induction** – describe the support provided to new staff at all levels. AMcD
3. **Personal Development Review** – describe any schemes (formal or informal) which are currently in place for staff at all levels AMcD
4. **Promotion** – provide data on staff applying for promotion, and comment on applications and success rates by gender and grade. Comment on any evidence of a gender pay gap in promotions at any grade. MEGL/SB
	1. **Career development of students/postdoctoral researchers – supports and training provided. PB**
	2. **Flexible working and managing career breaks**
5. **Cover and support for maternity and adoption leave**
6. **Paternity, adoption and parental leave uptake**
7. **Flexible working**
	1. **Organisation and culture**
8. **Representation of men and women on committees** – provide a breakdown by committee and explain any differences in gender representation. School Office/MEGL/AMcD
9. **Workload model** – describe the systems in place to ensure that workload allocation— including pastoral, administrative and outreach responsibilities—is fair, MEGL
10. **Timing of departmental meetings and social gatherings** – School Office
11. **Visibility of women as role models** EMD
12. **Culture – survey done - focus group led by AnneMarie and Patsy ?**
13. **Outreach activities** – state the proportion of men and women involved in outreach and engagement activities. Comment on the uptake of these activities by gender, where possible. NS/JoD/Carl Poree
14. **HR policies** – describe how consistently HR policies about equality, dignity at work, bullying, harassment, grievance and disciplinary processes are applied and followed in practice. Describe how the application of HR policies in the department is evaluated. SB/MEGL

### Any other comments: recommended 500 words

### Case studies: impacting on individuals: recommended 1000 words PM/PC

**Two** individuals working in the department should describe how the department’s activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team (SAT), while the second case study should be related to someone in the department outside of the SAT. More information on case studies is available in the [Athena SWAN handbook](http://ecu.wpengine.com/wp-content/uploads/2014/07/Athena-SWAN-handbook-April-2014-v2.pdf).

### Action Plan ALL

The Action Plan should be presented as a table, comprised of prioritised actions to address the issues identified in this application. For each action, an appropriate success/outcome measure should be defined, as well as the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations **for the next three years**. Actions, and their measures of success, should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound (SMART).