



Equality Challenge Unit



Athena SWAN Charter: From data to SMART actions

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1. Aims of this workshop

- i. Reflect on how to present data for Athena SWAN in a relevant, meaningful way
- ii. Be able to identify and evidence impact from your data
- iii. Be equipped to produce a relevant, SMART action plan that will drive success





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Collecting, analysing and presenting data

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Athena SWAN: how does it work?



= Athena SWAN requires applicants to:

1. **Collect** data (quantitative **and** qualitative)
2. Critically **analyse** data
3. **Identify** reasons for exclusion and under-representation
4. Develop a 4 year **action** plan to address these
5. Show **progress/impact** over time



= individualised approach; not a box-ticking exercise

Athena SWAN: common data feedback



Successful applications:

- = Give a clear description of methods
- = Present data clearly
- = Demonstrate an in-depth analysis
- = Show honesty & self-reflection



Unsuccessful applications:

- = Omit data
- = Mask issues
- = Describe, rather than reflect
- = Lack relevant, gender-specific analysis

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Athena SWAN: data tips

- = Plan for delays
- = Document gaps
- = Filter



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Athena SWAN: data investigation



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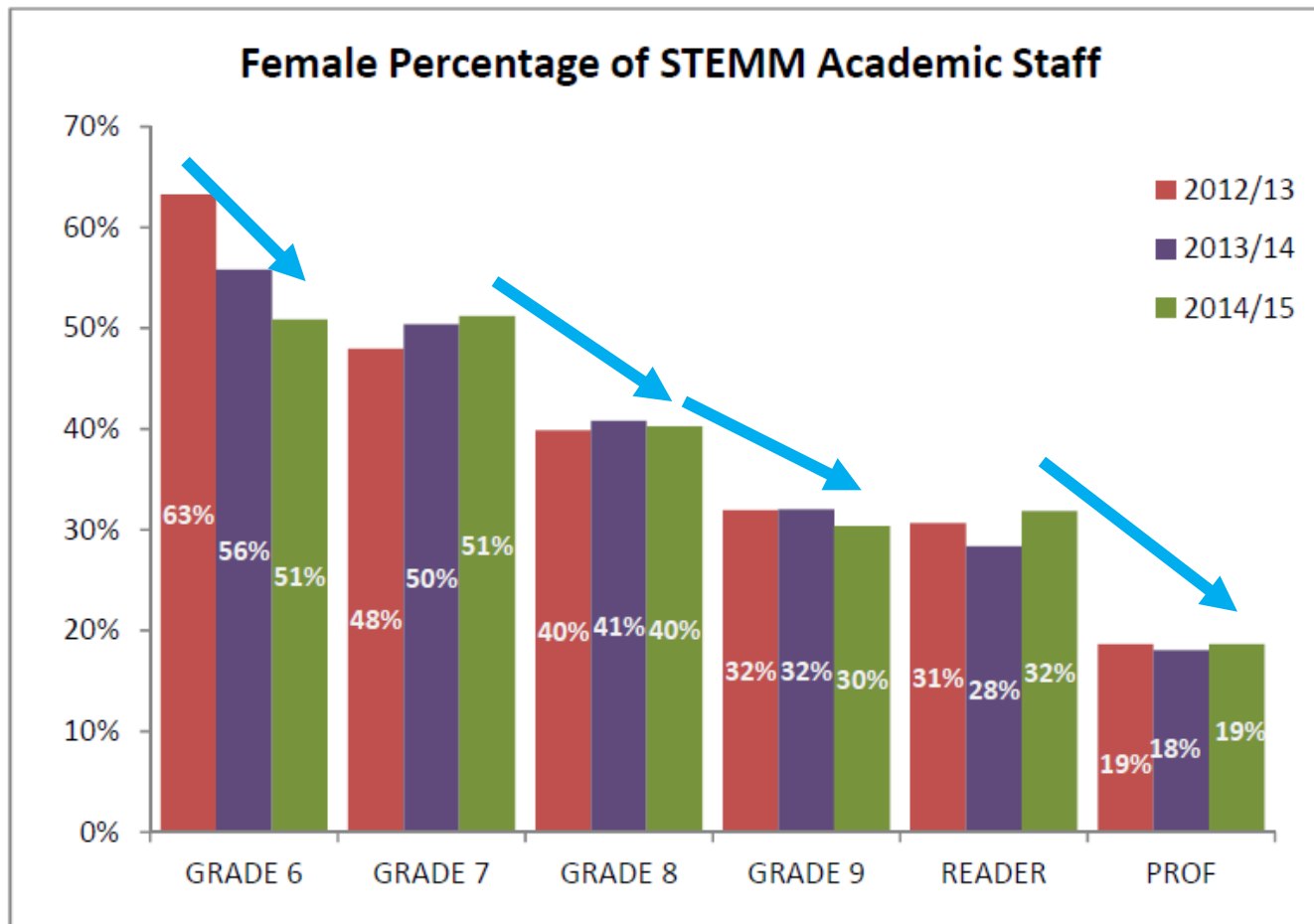


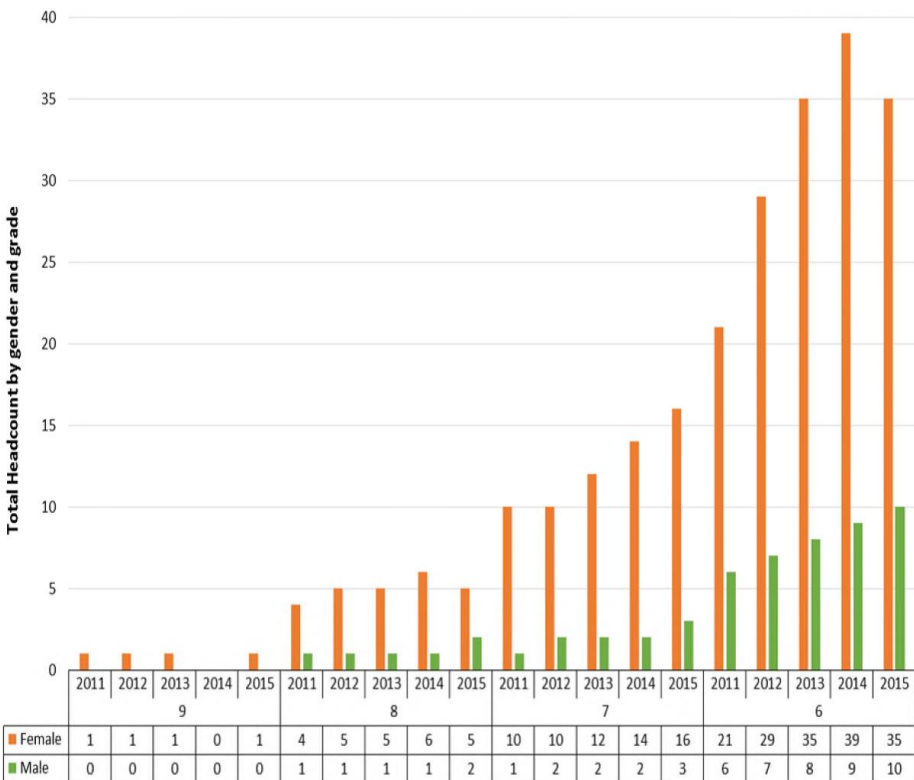
Figure 1.3 Female Percentage of STEMM Academic Staff 2012/13 – 2014/15

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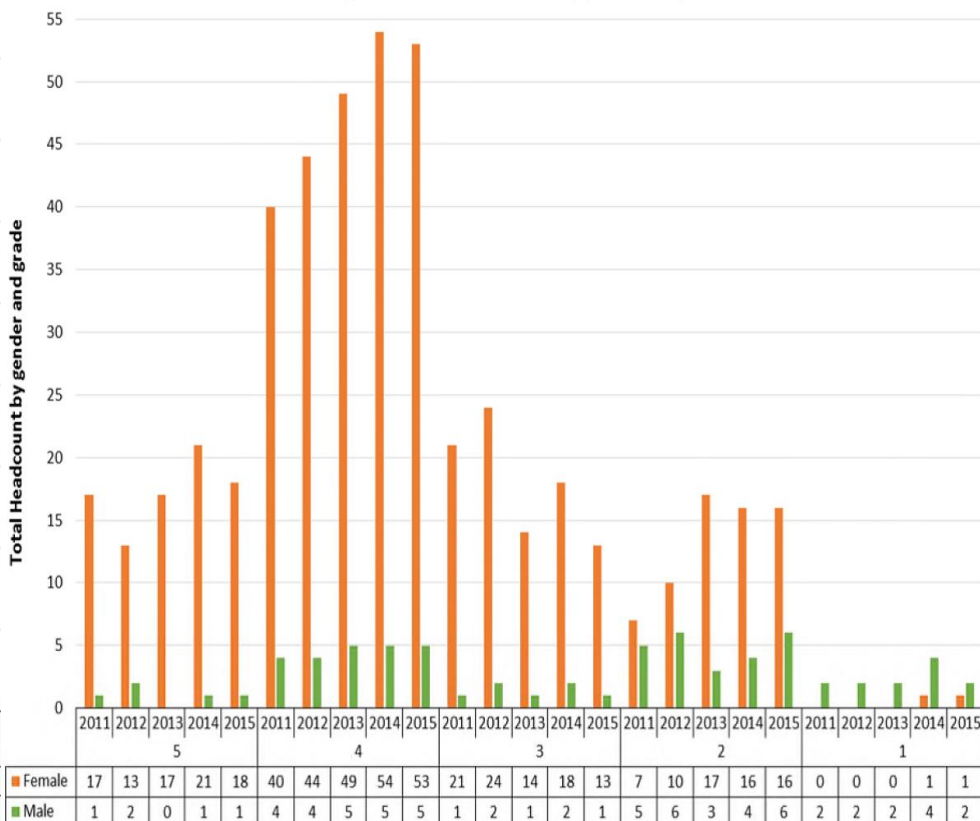
Exercise 1: pp. 2-4

Presenting quantitative data

Headcount of Support and Professional staff by gender and grade 6 to 9



Headcount of Support and Professional staff by gender and grade 1 to 5



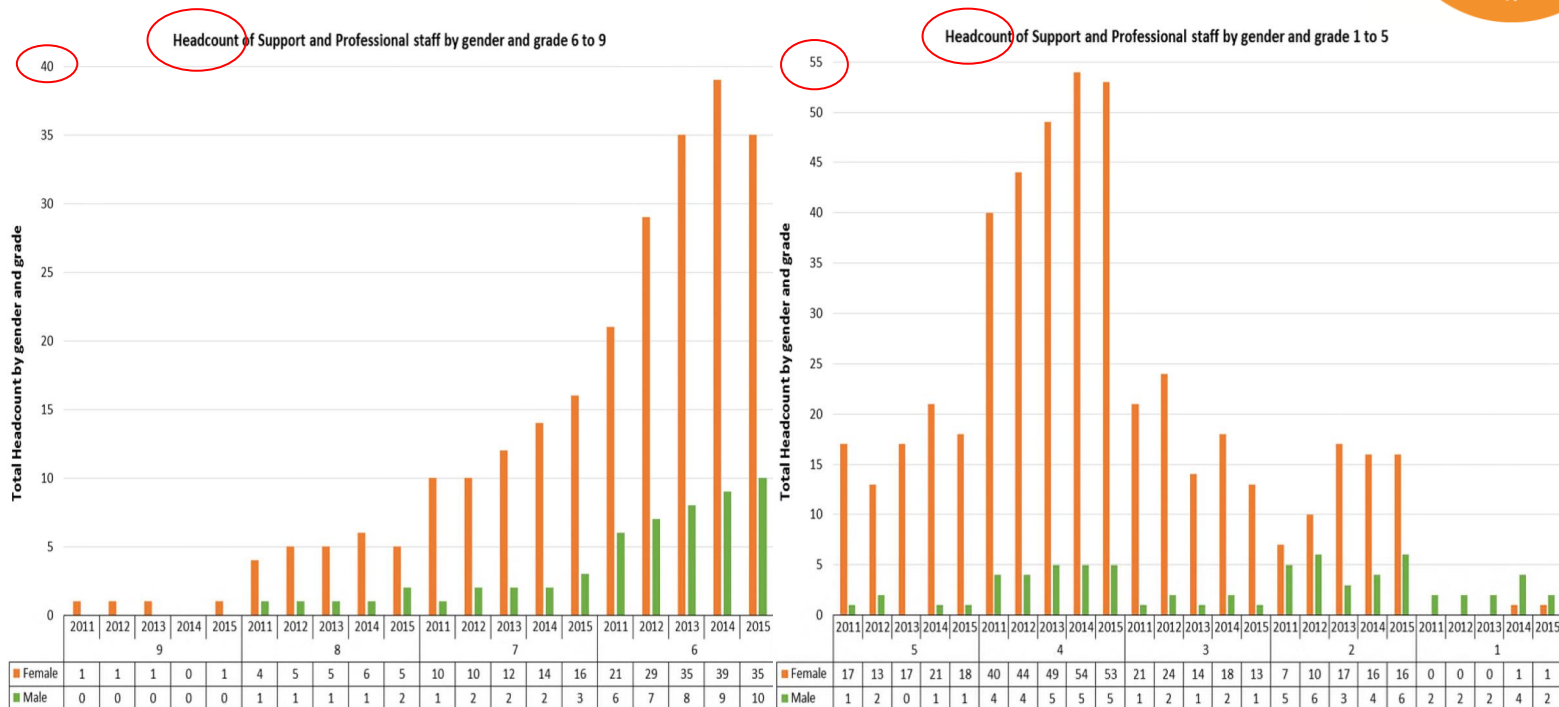
No leaky pipeline?



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‘The department does not display a leaky pipeline phenomenon within its PSS cohort, with overall high numbers of females across all grades’





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What data can do for you

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Athena SWAN: using data

Data analysis can flag up issues around (and reasons for) exclusion and under-representation, which may require further investigation

- = Critical
- = Honest
- = Strategic
- = Holistic
- = Consultative

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Athena SWAN: qualitative data

- = Qualitative data explain the 'why' of quantitative data trends
- = Collect qualitative data where gaps exist
- = Draw on existing data
- = Use established social science methods
 - Surveys, focus groups, one-on-one interviews, online interviews
- = Aim for high response rates



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Athena SWAN: effective narrative

= Descriptive...

Work is allocated on an annual basis, by the senior management team. All tasks are measured in hours, and the hours for each task were calculated using the average time staff reported tasks taking, and these were agreed by the whole department.

= and Analytical

Overall, women were more likely to disagree (33% of female respondents versus 15% of male) with the following statement: “In my Department, work is allocated on a clear and fair basis”



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Athena SWAN: using data

= Quantitative and qualitative data can also help **evidence** progress and/or impact of your initiatives over time



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Ways to measure

- = Staff numbers
- = Representation
- = Applications
- = Take-up
- = Qualitative data

Consider impact to ensure the action plan is measurable – it's not just about completing actions!

Athena SWAN: valid data



= Statements must be substantiated:

“Informal conversations with staff revealed that...”

“The institution’s culture is open and welcoming...”

“The SAT is not aware of instances of...”



= Quotes: representative (not simply positive) & insightful:

“The support given by the School has been essential in my academic growth”

Using data as evidence: examples



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The department's culture is open and welcoming; informal flexible working arrangements are available for all staff.

versus

In 2013 only 54% of staff who responded were aware that employees with caring responsibilities had the right to apply to work flexibly. Since providing information in staff welcome packs and including flexible working within the appraisal process, we have increased awareness of flexible working in the department. **The Staff Survey in 2015 demonstrated that this has improved to 90% of women academics, 75% of men academics, 73% of women researchers and 100% men researchers, and 91% professional and support staff were aware of flexible working rights. [...]**

Eight staff have had formal flexible working agreed in the past three years, (6 women, 2 men). Of these eight staff, three have been promoted in this time.

There is no clear promotions path for professional and support staff. Where possible vacancies are considered as possible secondments to support staff in their professional development, and staff are encouraged to apply for such opportunities



versus

In 2012 professional and support staff told us that the administrative structure was too flat, and did not provide admin staff with enough admin line management and career development

We undertook a staff consultation in November 2012 and in response to staff views re-designed the admin structure across 3 levels of grade 4, 5 and 6.

The admin team now provides more day to day co-line management, mentoring, leadership and staff support within the admin team

In the past year, 2 members of the admin team (1F, 1M) have successfully progressed to higher-grade roles, one within the department and one at another institution

'The co-line management experience I gained at grade 5 was key to my progression: when a grade 6 role became vacant, I was able to show I already had relevant experience'
Emma, Administration Team Leader, grade 6



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Bronze renewal: demonstrating progress

Silver: demonstrating impact

The action plan is key, and should be SMART
in order to be able to demonstrate
progress/impact in the future

SMART = Specific, Measurable, Achievable, Relevant, Time-bound

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From data analysis to SMART actions

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SMART Action Plans



SMART = Specific, Measurable, Achievable, Relevant, Time-bound



- = Clearly defined responsibilities
- = Not front-loaded, include milestones
- = Aiming to move beyond monitoring (which remains important)
- = Linked directly to body of application and referred to throughout application – **data → analysis → action**

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SMART Action Plans



SMART = Specific, Measurable, Achievable, Relevant, Time-bound



- = Specific to issues faced by institution
- = Targets significant improvement whilst remaining realistic
- = Consider gender specificity
- = Measurable outcomes/successes: **quantifiable, numerical**

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Athena SWAN: defining action



Unsuccessful applications:

- = Copy other generic Action Plans
- = Are passive
- = Present broad actions as one large activity
- = Shy away from setting targets
- = Don't target actions to issues raised
- = (At Silver level) don't demonstrate impact



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Athena SWAN: what is a SMART action?



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No.	Action	Success measures	Responsible person or function	Timescale
2.1	Further analysis to be undertaken to identify which departments and occupational groups are most affected by fixed term contracts (FTC) plus analysis in relation to the transfer of staff from FTCs to Permanent contracts.	Options report to be presented to Executive Board highlighting current practice around the use of FTCs. Any patterns and issues identified inform this action plan.	Director of HR	September 2016
5.2	Promote the Gender Forum to all staff and establish sub-groups where appropriate i.e. academic staff, professional and manual staff etc. Make links with the FoEI SET Women's Network.	High visibility of the gender forum internally	Gender Forum Chairs/EDU	On-going
3.4	Ensure recruitment, selection and promotion panels are gender balanced	Current policy / strategy documents to be reviewed by HR to ensure compliance A gender balance of appointment / promotion panels	Director of HR/All faculties	?

Athena SWAN: what is a SMART action?



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	Objective	Actions already taken	Actions	Timescales	Responsibility	Success Measures
5.2	Improve gender balance of Honorary Fellows, and Honorary Degrees	<ul style="list-style-type: none"> - The Honorary Degrees and Fellowships Committee is currently representative. Gender balance = 9 female, 13 male. - Since 1997, 77 men and 23 (23%) women have been awarded an honorary degree - The proportion of female honorary fellowships has been increasing: 1990-99: 16% F 2000-09: 24% F 2010-14: 34% F 	<ul style="list-style-type: none"> - Each Equality Group (see Figure 1) to nominate at least one person for a honorary fellowships or degree. The EDC will review nominations and put them forward to the committee 	<ul style="list-style-type: none"> - To be discussed by equality groups, and put forward to EDC in Summer term annually, from 2015 - To be confirmed and submitted by EDC at the end of Summer term annually from 2015 - Nominations to be submitted to Academic Services in September each year 	Chairs of equality groups, Chair of EDC	At least 40% of honorary degree recipients and honorary fellows are women each year.

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Exercise 2, pp. 5-6:

Developing SMART actions



Consider the case study in your booklet

- = What gender equality issues could you investigate further?
- = Start to describe your responses as SMART actions
- = Use the action plan template

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- = Breadth of academic promotion criteria
- = Possible bias
- = Transparency of process
- = Appraisal not supportive of career development

- = Policy review
- = Communication
- = Training



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Athena SWAN: summary



Good applications:

- = Are honest
- = Depend on data reporting
- = Link data, analysis and action
- = Target support
- = Don't make it a 'women's problem'
- = Always ask 'So what?'
- = Include a SMART action plan



SMART = Specific, Measurable, Achievable, Relevant, Time-bound

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Further information available



Website

www.ecu.ac.uk/equality-charter-marks/athena-swan/



Athena SWAN handbook

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