



Athena SWAN Biosciences Best Practice Workshop

Wednesday 7 March



Equality Challenge Unit



Athena SWAN: SMART Action Planning

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Outline

- = ECU and Athena SWAN
- = Data, analysis and action planning
- = **Exercise:** Developing actions
- = **Exercise:** Identifying SMARTness
- = Q&A





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ECU and Athena SWAN

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Further and supports E&D for staff and students in UK HEIs and colleges in Scotland, through:

- = Qualitative and quantitative research
- = Information, advice and guidance
- = Events, conferences, seminars and networks
- = Advice line and e-newsletters
- = Training, consultancy and bespoke services
- = Equality charters – Athena SWAN and Race Equality

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Athena SWAN Charter

- = Began in **2005** to support the advancement of women in STEMM
- = Expanded in **2015** to recognise commitment to gender equality more broadly
- = Expanded to include in AHSSBL disciplines and professional and support staff



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STEMM = Science, Technology, Engineering, Maths, Medicine

AHSSBL = Arts, Humanities, Social Sciences, Business, Law

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Athena SWAN award holders



669 award holders

= 96 university awards

= 83 Bronze, 13 Silver

= 16 research institute awards

= 13 Bronze, 2 Silver, 1 Gold

= 587 departmental awards

= 399 Bronze, 178 Silver, 10 Gold



April 2017 round:

- = 143 submissions
- = 85 awards
- = 59% success rate

Expanded Athena SWAN principles

1. Recognise talents of all
2. Advance gender equality
3. Recognise disciplinary differences
4. Tackle the gender pay gap
5. Remove obstacles
6. Address short-term contracts
7. Tackle discrimination against trans people
8. Demonstrate senior commitment
9. Make structural and cultural changes
10. Consider intersectionality

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Under-representation of men

- = May be particularly relevant in certain disciplines and job families
- = Addressing underrepresentation of women in senior roles does not preclude you from addressing the underrepresentation of men earlier in the pipeline

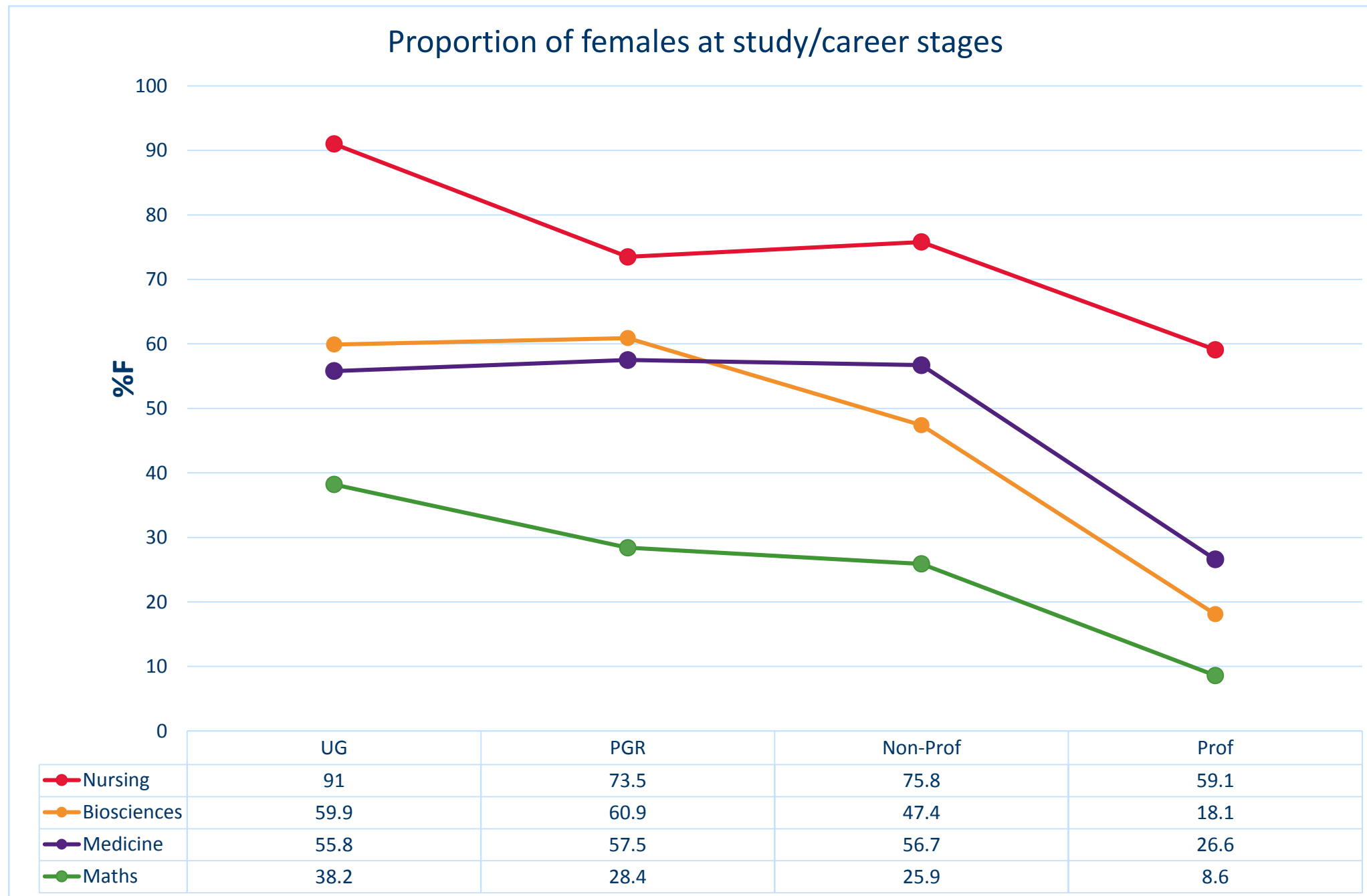
★ This is a common contributing factor to applicants being unsuccessful



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Tackling issues at different stages of the “pipeline”



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Data, analysis and action planning

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Athena SWAN award criteria



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| | Bronze | Silver | Gold |
|---|--------|--------|------|
| A thorough self-assessment using qualitative and quantitative analysis | ● | ● | ● |
| Identify key issues | ● | ● | ● |
| Actions in place to address key issues and carry the department forward | ● | ● | ● |
| Demonstrates the impact of previous activity | | ● | ● |
| Serves as a beacon in the discipline, sector and | | | ● |

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Why does Athena SWAN work?



= Athena SWAN framework requires you 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** over time



= individualised approach; not a box-ticking exercise

Data → Analysis → Action

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Data analysis to action



- = What does this data tell you?
- = What gender inequalities does it show?
- = *What could the department tell you about this data?*

| BSc [Subject] | 2013/14 | | 2014/15 | | 2015/16 | | Overall | |
|---------------------------------|---------|-----|---------|-----|---------|-----|---------|-----|
| | M | F | M | F | M | F | M | F |
| Applications (#) | 50 | 72 | 49 | 78 | 55 | 79 | 154 | 229 |
| Offers (#) | 33 | 52 | 32 | 53 | 35 | 55 | 100 | 160 |
| Applications to offers (%) | 66% | 72% | 65% | 68% | 64% | 70% | 65% | 70% |
| Acceptances (#) | 7 | 18 | 7 | 17 | 9 | 21 | 23 | 56 |
| Acceptances to offers (%) | 21% | 35% | 22% | 32% | 26% | 38% | 23% | 35% |
| Acceptances to applications (%) | 14% | 25% | 14% | 22% | 16% | 27% | 15% | 24% |

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Data analysis to action

- = Consider the external factors behind your data (what does the national picture look like?)
- = Consider the internal factors behind your data (what policies/processes could be contributing to the trends?)
- = *Where and how could you intervene?*



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SMART Action Plan template



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| Action | Rationale | Timescale | Responsible | Success Measure |
|--|--|---|---|---|
| <p>Include a specific description of the action that will take place. Consider who the action is aimed at and how it will be implemented.</p> | <p>What did you uncover in the self-assessment process that has led you to considering this action? The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.</p> | <p>The action must be time-bound. Include clear start and end dates. Avoid too many “ongoing” actions, and consider using milestones to mark progress.</p> | <p>A range of specific roles and people. Ensure action is within the department’s power, making it achievable.</p> | <p>Use of targets are encouraged. Is it clear how achievement of actions are measurable? Completing the action is not a success measure, what the action is aiming to affect is where measurable targets should come from.</p> |

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Exercise: Developing actions

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Identifying issues

Women are less likely to apply for promotion

- = Sporadic encouragement to apply
- = Research is the primary driver of success
- = Appraisal is rated less helpful by women
- = Poor recognition of full breadth of role



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Identifying issues

Women are less likely to be successful for promotion

- = Research is the primary driver of success
- = Appraisal is rated less helpful by women
- = Disagreement that full breadth of role is recognised
- = Teaching is praised and encouraged



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SMART action: appraisal

| Action | Rationale | Timescale | Responsible | Success Measure |
|---|---|---|---|--|
| <p>Introduce an appraisal checklist, mandating discussion of career development and actively encouraging promotion applications</p> | <p>Appraisal is rated as less helpful by female staff [baseline%]</p> <p>Some staff have not been encouraged to apply for promotion</p> <p>Women are less likely to apply for promotion [baseline%]</p> | <p>Checklist approved by HoD – April 2018</p> <p>Checklist circulated to line managers and published in staff handbook – May 2018</p> <p>Checklist used in all appraisal meetings from May 2018</p> | <p>Julia D. to draft checklist</p> <p>HoD to approve checklist</p> <p>Line managers to use checklist – HoD to be accountable for this</p> | <p>Appraisal is rated as helpful by >90% of staff, regardless of gender</p> <p>Increase in the proportion of women applying for promotion from X% to >Y%</p> |

SMART action: promotion

| Action | Rationale | Timescale | Responsible | Success Measure |
|--|---|--|--|---|
| <p>Clarify promotions criteria re teaching and knowledge exchange pathways</p> <ul style="list-style-type: none"> Review staff handbook and make criteria clearer Publish case studies of staff who have been promoted, showcasing different pathways Run promotions workshop | <p>Women are less likely to agree that the full breadth of their role is recognised [baseline%]</p> <p>Research is seen as the primary driver for success</p> <p>Women are less likely to apply for promotion [baseline%]</p> <p>Women are less likely to be successful for promotion [baseline%]</p> | <p>Handbook reviewed and updated – Feb 2018</p> <p>Updated handbook circulated to all staff – March 2018</p> <p>Case studies published – March 2018</p> <p>Promotions workshop run in April 2018 and every spring term annually thereafter</p> | <p>Mark T. to review handbook in collaboration with HR</p> <p>Shivani B. to commission case studies from previous applicants and upload to departmental website</p> <p>HoD to deliver promotion workshop</p> | <p>>90% of staff, regardless of gender, agree that the full breadth of their role is recognised</p> <p>Increase in the proportion of women applying for promotion from X% to >Y%</p> <p>Increase in the proportion of women successful at promotion from X% to >Y%</p> |

Progress vs Impact

It's not about having done your action, but about the **effect** that your activity has had on gender equality and the culture of your department:

- = You run an annual promotions workshop, which after a year has 100% staff attendance → **Progress**
- = As a result of these workshops, promotion success rate for women has increased → **Impact**



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Measuring your impact

- = Staff/student numbers
- = Roles and influence
- = Take-up
- = Qualitative data
- = Applications



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Exercise: Identifying SMARTness

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Next steps

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Next steps

- = Read our resources: www.ecu.ac.uk/equality-charters/athena-swan/
- = Email the team: AthenaSWAN@ecu.ac.uk
- = Become a panellist observer:
www.ecu.ac.uk/equality-charters/athena-swan/observe-an-athena-swan-panel/
- = Sign up to our JISCMail list:
www.jiscmail.ac.uk/athenaswan
- = Follow us on Twitter: [@Athena_SWAN](https://twitter.com/Athena_SWAN)



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Questions?

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