



ATHENA SWAN: ANALYSIS & ACTIONS

The resource is designed to support self-assessment teams' approach to analysis and the development of actions.

It supports self-assessment team members' ability to:

- 1. identify gender issues*
- 2. identify how to generate actions for Athena SWAN*
- 3. define a SMART action for Athena SWAN*
- 4. produce a relevant action plan that will drive success.*

EXERCISE 1: CRITICALLY REVIEWING OPPORTUNITIES

This example is designed to help you think about how gender equality issues need to be identified at a basic level.

Example 1 provides a real (de-identified) example of an institutional Athena SWAN application addressing career development. Identify gaps in the data and analysis presented. How might help to address these gaps?

All development, support and progression policies and processes are available to all staff and the University encourages participation in these through a variety of communication channels. Where there is under representation of, or a specific need for, women to become more involved in these, HRD utilises the HR business partners and the University Staff networks such as the Women's Network.

Performance Development Review

Academics are supported in their career development through the University's appraisal scheme: Performance and Development Review (PDR). The focus of PDR is dedicated time to discuss career objectives in a supportive environment with their Line Managers. The core purpose of the process is setting and working towards agreed objectives covering all aspects of an individual's responsibility and development. The process is to ensure that career aspirations are met through steady progress against these objectives while maintaining an appropriate work-life balance. The process is adaptable to career breaks.

Researcher development

The University recognises the crucial role played by research staff in achieving its research and innovation ambitions and is committed to the principles of the 2008 Concordat to Support the Career Development of Researchers, an agreement between funding councils and UK Universities.

Research staff, academics, and postgraduate researchers can take advantage of a range of services and professional development opportunities, including careers advice and bidding support through researcher training and development programme.

The Early Career Research Scholarship

The scheme was established four years ago to support early career researchers of outstanding potential. Successful applicants will receive a bursary of £2,000 over two years to meet research expenses, a minimum research workload allocation of 20% (over two years) and support from a dedicated academic mentor.

Mentoring

Mentoring enables an individual to benefit from the experience of a more experienced colleague who can pass on knowledge and open doors to otherwise out-of-reach opportunities. The mentoring relationship is therefore not generally a line management role, but usually involves someone with more experience than the mentee in the role of the mentor and can be particularly effective in times of transition (e.g. as a new staff member,

during a programme of study or when taking on additional roles and responsibilities). It is also a useful career development tool.

Mentoring can be a short-term arrangement until the original reason for the partnership is fulfilled (or ceases), or it can last many years. In the case of a new staff member, it is recommended that he/she be appointed a mentor for the duration of the probationary period to enable them to settle into the organisation. Mentoring is available to all staff.

Research conferences

Every year, the University proudly hosts a number of distinguished international conferences, organised by research colleagues alongside professional staff within Conference Services. For the 'high profile' Healthcare programmed sessions, two out of the five from the School of Health Sciences involved female session chairs.

We also host our own Postgraduate Research Conference. This is a forum for developing research and offering a space for postgraduate researchers from all disciplines to exchange ideas. The two-day conference is run annually, hosted by Research & Innovation. The conference allows the University to raise its international profile and gives academics an invaluable networking opportunity.

Research Excellence Awards

With greater emphasis being placed on universities demonstrating the excellence of their research both within, and beyond academia, and a step change in evidencing research excellence by government, regulators and funding bodies, the University is well placed to promote the excellence of its research across the University and to external partners and communities.

These awards celebrate the excellence in the University's research community, following annual competition with a maximum total of two awards being made to an individual researcher, or a research team, one of which is to be an early career researcher. All University academic staff are eligible to apply.

EXERCISE 2: WORKING WITH QUANTITATIVE DATA

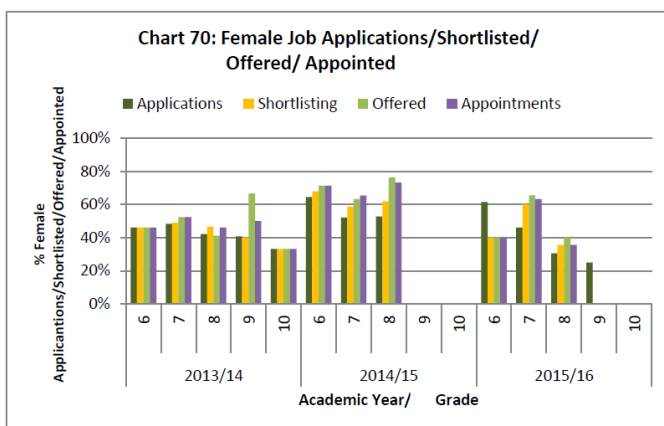
This example helps you think about how to present and respond to quantitative data effectively

Presentation of quantitative data should:

- Be clear
- Provide a basis for further analyses
- Be presented in a way that is appropriate to the data set and raw numbers.

This is an excerpt from a real Athena SWAN application, under the departmental question on Recruitment. What are most useful aspects of the quantitative data and analysis presented? Are there elements you might enhance? Do the actions reflect the key gender equality issues?

Between 2013/14-2015/16, a majority of recruitment was at Research Assistant (grade 6), Research Associate (grade 7) and Lecturer (grade 8); only 6 appointments were made at Senior Lecturer (grade 9) (1F:1M) and Professor (grade 10) (1F:3M) (**Chart 70**) (**AP1.2.1**).



2013/14

Table 49: Academic applications, shortlisted, offers, and appointments, by gender (2013/14)

2013/14	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
6	6	7	46.2%	6	7	46.2%	6	7	46.2%	6	7	46.2%
7	148	158	48.4%	28	29	49.1%	11	10	52.4%	11	10	52.4%
8	255	349	42.2%	21	24	46.7%	7	10	41.2%	6	7	46.2%
9	20	29	40.8%	2	3	40.0%	2	1	66.7%	1	1	50.0%
10	1	2	33.3%	1	2	33.3%	1	2	33.3%	1	2	33.3%
Total	430	545	44.1%	58	65	47.2%	27	30	47.4%	25	27	48.1%

Table 50: 'Shortlisted' success rate by gender 2013/14

2013/14	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
6	6	6	100.0%	7	7	100.0%
7	148	28	18.9%	158	29	18.4%
8	255	21	8.2%	349	24	6.9%
9	20	2	10.0%	29	3	10.3%
10	1	1	100.0%	2	2	100.0%
Total	430	58	13.5%	545	65	11.9%

Table 51: 'Appointed' success rate by gender, 2013/14

2013/14	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
6	6	6	100.0%	7	7	100.0%
7	148	11	7.4%	158	10	6.3%
8	255	6	2.4%	349	7	2.0%
9	20	1	5.0%	29	1	3.4%
10	1	1	100.0%	2	2	100.0%
Total	430	25	5.8%	545	27	5.0%

2013/14 applications through to appointments were broadly balanced between grades 6 and 9 (**Table 49**), with 1F:2M at grade 10.

2014/15

Table 52: Academic applications, shortlisted, offers, and appointments, by gender (2014/15)

2014/15	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
6	82	45	64.6%	19	9	67.9%	15	6	71.4%	15	6	71.4%
7	142	130	52.2%	30	21	58.8%	19	11	63.3%	19	10	65.5%
8	263	235	52.8%	36	22	62.0%	13	4	76.5%	11	4	73.3%
9	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
10	0	1	0.0%	0	1	0.0%	0	1	0.0%	0	1	0.0%
Total	487	411	54.2%	85	53	61.6%	47	22	68.1%	45	21	68.2%

Table 53: 'Shortlisted' success rate by gender, 2014/15

2014/15	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
6	82	19	23.2%	45	9	20.0%
7	142	30	21.1%	130	21	16.2%
8	263	36	13.7%	235	22	9.4%
9	0	0	0.0%	0	0	0.0%
10	0	0	0.0%	1	1	100.0%
Total	487	85	17.5%	411	53	12.9%

Table 54: 'Appointed' success rate by gender, 2014/15

2014/15	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
6	82	15	18.3%	45	6	13.3%
7	142	19	13.4%	130	10	7.7%
8	263	11	4.2%	235	4	1.7%
9	0	0	0.0%	0	0	0.0%
10	0	0	0.0%	1	1	100.0%
Total	487	45	9.2%	411	21	5.1%

2014/15, female success rates between grades 6-8 are slightly higher than male at shortlisted (17%F: 13%M) and appointed (9%F: 5%M) stages (**Tables 53-54**). No grade 9 recruitments took place. The grade 10 was a returning Emeritus Professor (M) on a self-secured (non-advertised) external research contract.

2015/16

Table 55: Academic applications, shortlisted, offers, and appointments, by gender (2015/16).

2015/16	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
6	69	43	61.6%	6	9	40.0%	4	6	40.0%	4	6	40.0%
7	230	268	46.2%	48	32	60.0%	21	11	65.6%	19	11	63.3%
8	86	196	30.5%	10	18	35.7%	6	9	40.0%	5	9	35.7%
9	9	27	25.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
10	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Total	394	534	42.5%	64	59	52.0%	31	26	54.4%	28	26	51.9%

Table 56: 'Shortlisted' success rate by gender, 2015/16

2015/16	Female Apps.	Female Listed.	Female Success	Male Apps.	Male Listed.	Male Success
6	69	6	8.7%	43	9	20.9%
7	230	48	20.9%	268	32	11.9%
8	86	10	11.6%	196	18	9.2%
9	9	0	0.0%	27	0	0.0%
10	0	0	0.0%	0	0	0.0%
Total	394	64	16.2%	534	59	11.0%

Table 57: 'Appointed' success rate by gender, 2015/16

2015/16	Female Apps.	Female Appoint.	Female Success	Male Apps.	Male Appoint.	Male Success
6	69	4	5.8%	43	6	14.0%
7	230	19	8.3%	268	11	4.1%
8	86	5	5.8%	196	9	4.6%
9	9	0	0.0%	27	0	0.0%
10	0	0	0.0%	0	0	0.0%
Total	394	28	7.1%	534	26	4.9%

2015/16: the trend continues for (slightly) higher female than male success rate at shortlisted (16%F: 11%M) and appointed (7%F: 5%M) stages, except at grade 6 (9%F: 21%M shortlisted; 6%F: 14%M appointed) (**Tables 56-57**). There were no suitable applicants for grade 9 recruitment. There were no grade 10 posts.

Overall, female applications remained stable (44%-43%), appointments increased marginally (48% 52%) (**Tables 49-57**). Female grade 8 applicants decreased 42% (2013/14) to 31% (2015/16); female shortlisted candidates fell (47%-36%); offers 41% to 40%; and appointments 46% to 36%. Women have a better success rate across all grades in each of the three years reported (the re-engagement of an Emeritus Professor excepted). Albeit in small numbers, women are increasingly more likely to turn down an offer than men (2013/14: 2F:3M; 2014/15: 2F:1M; 2015/16: 3F:0M). We will request feedback from

refusers to inform adjustments; and promote the Partner Career Transition Policy to encourage staff in a dual-career partnerships (grade 8 – grade 10) to accept offers **(AP2.1.5)**.

Future vacancy 'Further Particulars' will better highlight equal opportunities policies, including part-time and flexible working arrangements; providing links to our E&D webpages, and including Athena SWAN branding. A statement welcoming underrepresented groups will also feature; including women (grade 9- grade 10), men (PSS), and BME applicants **(AP2.1.1; AP2.1.4)**.

Shortlisting committees, which must include (minimum) 1F:1M, score candidates against a matrix listing essential and desirable criteria (1-4 scale; 'does not meet requirements' to 'exceeds requirements'), and must justify any gender imbalance **(AP2.1.3)**. The action plan embeds mandatory shortlisting and interview scoring sheets for review/audit **(AP2.1.3)**.

Interview panels must also include (minimum) 1F:1M. All members complete mandatory online training '*Recruitment and Selection*', '*Diversity in the Workplace*', and '*Unconscious Bias*' **(AP1.1.4; AP2.1.2)**. Compliance will be monitored and enforced via a departmental training database **(AP1.2.3)**. We will also require Recruiting Managers to complete '*Recruiting for Excellence*' training **(AP2.1.2)**.

The lack of recent female grade 10 external appointees will be addressed through staff development and, when posts are available, targeted recruitment **(AP2.1.4)**

Objectives:

- AP1.1.4 Introduce mandatory E&D and Unconscious Bias training for office bearers.
- AP1.2.1 Statistically monitor gender balance across the department and measure progress of AS over time.
- AP1.2.3 Ensure office-bearers and staff on decision-making panels have completed training.
- AP2.1.1-2.1.2 Ensure a fair and transparent recruitment process, free from gender bias.
- AP2.1.3 Embed gender aware recruitment shortlisting.
- AP2.1.4 Promote recruitment of women at professorial level, to redress grade 10 gender disparity.
- AP2.1.5 Optimise the number of grade 8 – grade 10 staff who accept an offer, particularly female staff.

EXERCISE 3: QUALITATIVE ANALYSIS; SUPPORT FOR MATERNITY LEAVE IN A DEPARTMENT

This material is included to help you think about using qualitative data to supplement quantitative data.

Considering the quantitative data table below, why might you gather qualitative data to supplement this information?

Considering the narrative, what further investigation would you recommend the department undertakes, and are there any actions you could recommend?

	2012	2013	2014
Professor			
Reader			
Senior Lec.	1	1	
Lecturer		1	
Researcher			
Total	1	2	

“Over a period of three years, three members of staff in a department took maternity leave and all returned to work. However, a focus group with these staff revealed issues that staff were forced to overcome.

One staff member received outstanding support from her line manager, who ensured that work was covered and made representations on her behalf regarding the flexibility of the teaching timetable and avoiding the burden of developing a new module on her return.

One staff member cut down on the amount of leave she initially planned to take, after hearing from colleagues in her group that contingency plans for the cover of essential work and the extension of research funding had not been put in place.

One staff member felt forced to work throughout her leave on activities including marking. On her return to work she asked to be transferred to a teaching-only pathway, whilst continuing full-time. However, she expressed concern that this pathway may not be valued in the department.”

EXERCISE 4: DEFINING ACTIONS

This exercise helps you think about how to better link your data and analysis to your Action Plan.

Two example parts of de-identified Action Plans submitted as part of Athena SWAN applications are presented. For each, consider and discuss the following questions:

1. Are the actions S.M.A.R.T.?
2. Would you be able to action the points and report that they had been completed successfully?
3. Could the actions be improved?

Action Plan Example 1

R4	Ensure female applicants meet female staff and students at open days	Review UG open day procedures	Planned	Admissions team	To be in place for 2013/14 admissions	Figures available which show nos. of females involved.
R5	Minimise instances of unconscious bias	Ensure unconscious bias 'refresher' provided to all staff involved in recruitment.	Planned	Athena Committee	2013/14	Number of participants;
Induction & Mentoring						
IM1	All new research staff to have a good understanding of the University, opportunities for advancement, etc.	New researcher induction sessions introduced to Faculty staff in early 2013, and its effectiveness to be evaluated at Departmental level.	Underway	ICPC	On-going	Survey individuals several weeks after start date.
IM2	All new post-doc research staff to have the opportunity to discuss aspects of academic life with independent mentor	Mentoring made available for all post doctoral researchers	Underway	ICPC	On-going	Monitor take-up amongst male and females via survey.
IM3	Ensure research (and other) staff have knowledge of training opportunities	Publicise training opportunities better, particularly to research staff	Planned	ICPC	To be in place for 2013/14	Monitor awareness amongst male and females via survey.
IM4	Ensure new staff become familiar with Departmental practices at an early stage, including flexible/part-time working	Ensure new staff are provided with access to staff handbook at an early stage	Underway	ICPC	On-going	Monitor awareness amongst male and females via survey.
Monitoring						
M1	Ensure progress with Athena action plan points is monitored	Create new Athena Committee, to meet three times each year.	Self-assessment team to become inaugural members of committee when application submitted	Head of Department / self-assessment team	First meeting summer 2013	Meetings take place and minutes published; clear actions, followed up in a timely manner.
M2	Ensure balance of male and females on committees	Monitor committee memberships	Planned	Athena Committee	Start summer 2013	Monitoring data obtained.
M3	Ensure recruitment process is as female friendly as possible	Monitor open day conversions for male and female applicants	Planned	Athena Committee	Start summer 2013	Monitoring data obtained.
M4	Better data collection	Liaise with HR, the Faculty and other University divisions to ensure high	Planned	Athena Committee	Start summer 2013	Spot checking of data to verify accuracy.

Action Plan Example 2

Athena SWAN Silver Action Plan May 2016 – April 2020

Action	Objective	Action before Apr 2016 (inc Bronze AP)	Action after Apr 2016	Responsibility	Timescale	Success measure
2.2	Prepare and support MSc and MRes students for next career step	<p>i) interviewed female MRes Biophysics students to find out what attracted them to course and what difficulties they face</p> <p>ii) added female staff member to course steering committee for MRes</p> <p>iii) added information on previous female students on MRes website</p> <p>iv) organised career afternoon for MRes and MSc students in , Feb 2016</p>	<p>i) Further promote MRes course to females on website by using interviews.</p> <p>ii) Interview all female MRes and MSc students carrying out research projects in ; use response to improve career information provision and input of MRes/MSc students into action plan.</p> <p>iii) continue to run career events for PGT students, using feedback from each event to improve content and delivery</p>	<p>i) Divisional PGT Programme Directors</p> <p>ii) PGT SAT representative</p> <p>iii) Divisional Manager, Research Staff, PhD students, PGT SAT representative</p>	<p>i) September 2016</p> <p>ii) July 2016 and annually thereafter</p> <p>iii) annually end of Feb/beginning of March to capture new intake of rotation students</p>	<p>i) >90% of MRes/MSc students report satisfaction with careers support and guidance by March 2017</p> <p>ii) 90-95% of PGT students taking up PhD or research post on completion of programme by October 2018</p> <p>iii) Post event survey shows >95% positive responses to all questions (by Feb 2018)</p>
2.3	Prepare and support PhD students for next career step	<p>i) Student SAT members surveyed students for opinions on support currently provided, Aug 2014; fed into action plan.</p> <p>ii) In response to survey, students and research staff organised career day at Retreat, and invited seminar speakers.</p> <p>iii) Students created Facebook site to cross-mentor and keep in touch with previous students.</p>	<p>i) Continue to run career sessions at retreat to prepare students for their next career step.</p> <p>ii) Improve gender balance of speakers at next Career's Day</p> <p>iii) Continue to evaluate impact of career sessions through PhD student survey of leavers</p> <p>iv) Connect with ex-students to continue to share ideas on their time in the , and share best practice tips</p> <p>v) Offer students access to peer-peer mentoring, and survey for impact</p>	<p>i + ii) Students and research staff</p> <p>iii) PhD student representative s</p> <p>iv) PhD student representative s and SAT members</p> <p>v) PhD student representative s, PhD coordinators, Divisional Administrator</p>	<p>i, ii + iii) September 2016 and annually thereafter</p> <p>iv) June 2016</p> <p>v) October 2016</p>	<p>i) 90+% of PhD students satisfied with career support and guidance they receive (student surveys) by Dec 2017</p> <p>ii) Numbers of female PhD students converting to post doc positions remains above 80% and is comparable to that of male PhD students.</p> <p>iii) 100% of students report that they understand where to access career information by Spetember 2018</p> <p>iv) Receive at least one idea per year that we can implement to improve life for current students</p> <p>v) Survey results show that >85% think the mentoring is helpful (survey 6 months after scheme launch)</p>

EXERCISE 5: ACTION PLANNING IN CONTEXT

This material is designed to help you think about creating actions.

What would you suggest in response to these scenarios?

A department identifies that the key fall in the representation of women at senior grades is between lecturer and senior lecturer.

Scenario A

The number of applications from women for externally advertised senior lecturer posts is far below the national average for post-holders in the field.

Scenario B

The number of applications from women for externally advertised senior lecturer posts is in line with the national average for post-holders in the field, but the conversion rate for application to appointment of women is half that of men.

Scenario C

The department has a large proportion of female lecturers, but these staff report that their skills as lecturers mean that they have been pigeon-holed as teaching specialists at their appraisals. Analysis of workload allocation shows that these staff spend twice as much time on teaching activities as their male equivalents.

EXERCISE 6: DEVELOPING ACTIONS

This exercise helps you synthesise information and identify gender equality actions using the SMART (Specific, Measurable, Achievable, Relevant and Time-bound) framework.

Discuss the gender equality issues you identify in the following scenario, and ideas for how you might address them.

Start to describe your responses as SMART actions. You can use the action plan template to sketch out your responses.

Note that when constructing your full submission, you will have further contextual information from your self-assessment to draw on.

A department explores progression and reward structures. They identify the following:

- Quantitative data:
 - Academic women are well-represented in the department until Reader and Professor grades levels
 - Academic women apply for promotion in proportionally lower numbers than men, and are proportionally less successful
 - The senior management team and departmental research committee each only include one female member of staff: the departmental manager
 - Four women in the department have taken part in the Aurora leadership development programme
- SAT members' experiential and empirical data:
 - Mid-career academic female SAT members have not been encouraged to apply for promotion
 - Male staff that have been promoted identify the importance of advocacy of the importance of their research to their case
 - Research has been the primary driver of successful promotion cases
- Qualitative data from staff survey:
 - Usefulness of Appraisal and Development Review for planning career advancement is rated lower by academic women
 - Women are less likely to agree that the full breadth of their role is recognised
- Exploration at departmental away day:
 - All staff identify with a culture of individualism in the department
 - Women are praised for their roles in teaching, and are more often recipients of institutional 'student experience' awards
 - Women's teaching activities have been encouraged by senior colleagues
 - Staff that have undertaken the Aurora leadership development programme have seen no increase in their opportunities to apply their leadership skills

Issue identified	Action no.	Action (i.e. what and how)	Timescales (including review points if relevant)	Responsibilities (including separate accountability if necessary)	Success measures (how you will know you have been successful)

- = Look again at any action where you have used words like “monitor”, “review” or “update”: could you have been more proactive here?
- = Will “success measures” allow you to demonstrate positive impact; showing that by doing the action things have got better (if this is the case)?