



Equality Challenge Unit



Engaging with the Post-May 2015 Athena SWAN Charter

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Advancing equality and diversity in universities and colleges

Outline

1. Background: ECU and Athena SWAN
2. Post-May 2015 criteria: Key changes
3. Spotlight on the new criteria
 - Professional and support staff
 - Gender equality and trans people
 - Intersectionality
4. Summary



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ECU and Athena SWAN

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Equality Challenge Unit

- = Furthers and supports E&D for staff and students in UK HEIs and colleges in Scotland
- = Evidence-based approach
- = Central resource of advice and guidance for the sector
- = Supporting institutions to remove barriers to progression and success for all staff and students.



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How we support the sector

- = Qualitative and quantitative research
- = Information, advice and guidance
- = Sharing good practice
- = Events, conferences, seminars and networks
- = Advice line
- = E-newsletter (Equalitylink)
- = Training, consultancy and bespoke services
- = Equality charters – Athena SWAN and Race Equality



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= Began in 2005 as a recognition scheme of excellence in advancing women's representation in STEMM

= Runs in the UK, Ireland and Australia

= **2005**: 10 members

= **2017**: over 140 members



STEMM = Science, Technology, Engineering, Maths, Medicine

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Athena SWAN expansion: May 2015



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- = Based on consultation with the sector
- = Recognition scheme of commitment to gender equality more broadly across institutions
- = Expanded focus from STEMM academic staff to take in AHSSBL and professional and support staff

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

STEMM = Science, Technology, Engineering, Maths, Medicine

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Post-May 2015 Criteria: Key changes

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Updated 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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Expanded criteria: embedding the principles



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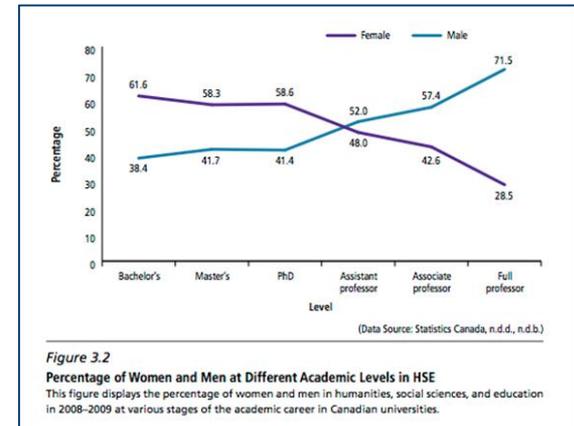


Expanded application form to address expanded criteria

Include all staff groups



Address all gender underrepresentation



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Athena SWAN: key changes

- = Covers AHSSBL
- = Inclusion of professional and support staff
- = Inclusion of trans staff and students*
- = Consideration of intersectionality*

**Institutional level only*



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From April 2017, all applicants must use
Post-May 2015 process

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Award criteria remains the same

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



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Spotlight on the new criteria: Professional and support staff

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Professional and support staff

- = In order to achieve culture change, we must consider the bigger picture
- = The aim is to redefine how we see ourselves and our culture – challenging the “us vs. them” perspective and making all staff feel valued and developed.



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“A university which is quite content to see all its secretaries as women with an unbreakable glass ceiling on their opportunities [...] is unlikely to make progress towards greater gender equality among its academic staff.”
Professor Dame Janet Finch (2003: 133).

Professional and support staff

When Imperial College's Chemistry Department received its Athena SWAN Gold award, I was asked to give a speech at the award ceremony. I took the opportunity to talk about what I described as the "Institutional Apartheid" that operates throughout the higher education system between academic and professional support staff. In my observation, hierarchical microaggressions are endemic within the HE system...

As soon as we allow one group of people to be treated differently than another then it becomes OK to treat any group differently than another, whether that be based on race, gender, sexuality... Clearly, it is not.



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Professor Tom Welton
Dean of Faculty of
Natural Sciences,
Imperial College
London



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Requirements for PSS at institutional level



	Bronze	Silver	Gold
The number of staff. List and sizes of STEMM and AHSSBL departments.	X	X	X
Staff by grade; on fixed-term, open-ended/permanent and zero-hour contracts by gender; leavers by grade.		X	X
Induction and promotion		X	X
Training, appraisal/development review, and support for career progression		X	X
Flexible working and managing career breaks	X	X	X
Committees	X	X	X

Requirements for PSS at departmental level



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	Bronze	Silver	Gold
The number of staff	X	X	X
Transition of technical staff to academic roles		X	X
Induction and promotion		X	X
Training, appraisal/development review, and support for career progression		X	X
Flexible working and managing career breaks	X	X	X
Committees	X	X	X

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Some challenges



PSS data:

- = Where are PSS based, centrally or in departments?
- = How are they categorised (e.g. job family, seniority)? Could aggregation of data be concealing gender trends?



Some challenges



PSS promotion / progression:

- = “Dead (wo)man’s shoes”: how to address a leaky pipeline with limited mobility/progression?
- = Training for current role, and investing in PSS development
- = Challenging the view that flexibility is not suitable for higher-level roles



Some challenges

PSS engagement:

= Reluctance to take part if Athena SWAN is not seen as 'for us' ("Us vs Them")



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What departments can do to meet PSS requirements

- = Include PSS in your SAT
- = Gather data on PSS staff by gender & grade
- = Include PSS in staff consultations around departmental culture and HR policy (plus career progression at Silver/Gold)
- = Hold focus groups with PSS to uncover specific issues
- = Include actions to improve any issues uncovered in your Action Plan



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Professional and support staff



“The culture in the department is inclusive and supportive...”



= But often the evidence (when provided) contradicts such statements

Department	Professional/Support Female	Academic/Research Female	Professional/Support Female
department	48%	21%	31%
Academic/Research	8%	6%	
Professional/Support	19%	19%	

We hold an annual staff lunch for academic and research staff...

Our Academic Women Network meets every two months...

Our staff away day is scheduled during Reading Week so that all academic staff can attend...



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Spotlight on the new criteria: Gender equality and trans people

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Underrepresentation of men

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



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Support for trans staff and students

= Athena SWAN Principle 7:

“We commit to tackling the discriminatory treatment often experienced by trans people.”

= Institutional applications only



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We're too small
an organisation
to need to think
about that

But there aren't
any trans
people here!

How can we
monitor impact
without identifying
individuals?

I don't want to
say the wrong
thing....



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Trans people in the UK

- = Data is limited in this area. Based on EHRC research 1% of population experience some degree of gender variance.
- = Organisations can expect that at least 1% of their employees/service users/students.
- = It is likely that the numbers will be higher for many organisations.



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The experience of trans students

- = Lack of gender-neutral toilets and facilities
- = Lack of policies to update name and gender in the student register
- = Prevalence of transphobia
- = Trans learners experience more bullying and harassment than their cisgender peers
- = 43% of learners felt that their place of learning was not supportive when they were coming out/transitioning



Sources: NUS 2015 & The Forum 2015

The experience of trans staff

- = Problems changing personal details on institutional records
- = Being asked not to use toilets or changing facilities that correspond to their gender identity
- = Employers' lack of knowledge of relevant legislation



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Sources: ECU 2008, 2010, 2016

Negative impact on staff and students



Individuals:

- = may feel they cannot be open about their gender identity or trans status
- = may feel unable to transition
- = may feel they have to leave



Institution:

- = may inadvertently discriminate against trans people

ECU guidance

= ECU published updated guidance in November 2016:

- Legislation: and overview of the relevant law
- Policies: trans equality and trans inclusive policies
- Culture: building a trans-inclusive environment
- Supporting individuals: responsibilities when supporting trans applicants, staff, students and former students
- Data: understanding your trans population



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ECU guidance

- = ECU provides tools and templates to use
 - Example: trans equality policy
 - Checklist: supporting a trans staff member or student
 - Templates: notifying your college or university



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What to consider

- = Ensure that policies and practice do not discriminate against trans people, and where appropriate, refer explicitly to trans equality issues
- = In particular, give consideration to how your dignity at work/in study covers transphobic bullying and harassment
- = Consider developing a specific trans policy



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What to consider

- = Ensure trans perspectives are included in the analysis of equality information
- = Provide training & written guidance to staff
- = Consider establishing a support network, or connecting with local LGBT or trans support networks
- = Consider the provision of gender neutral facilities



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Athena
SWAN

Other sources



Other sources of information and support:

= GIRES online modules and inclusivity resources

= Trans organisations:

- Gender Identity and Research Education Society
- Scottish Transgender Alliance
- Gendered Intelligence





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Spotlight on the new criteria: Intersectionality

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Intersectionality



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“Intersectionality refers to particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation.

“Intersectional paradigms remind us that oppression cannot be reduced to one fundamental type, and that oppressions work together in producing injustice.”

Patricia Hills Collins (2000:18)

Intersectionality data*

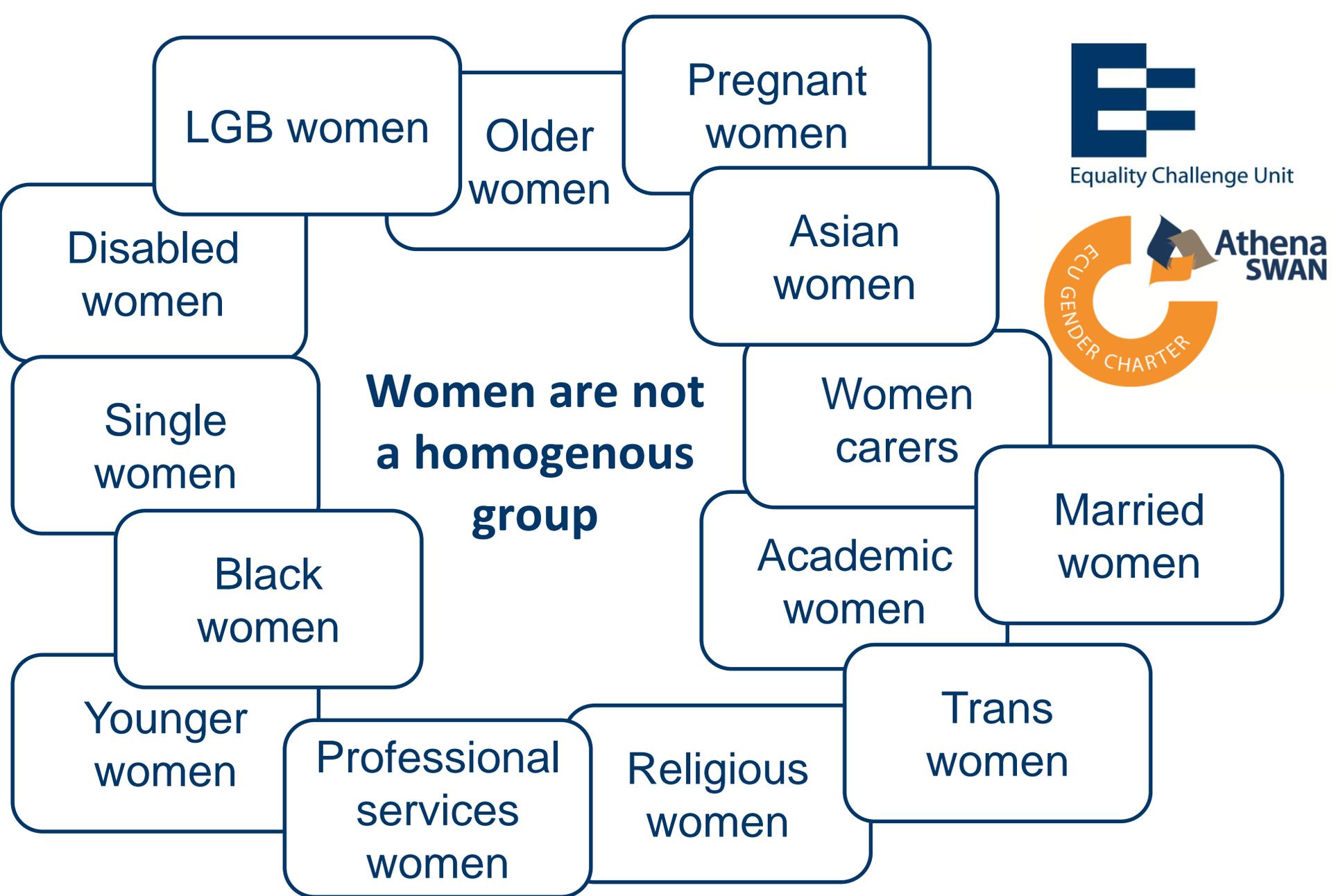
	Bronze	Silver	Gold
Academic and research staff by grade and gender (and ethnicity)	X	X	X
Professional and support staff by grade and gender (and ethnicity)		X	X
Obtain and reflect on ethnicity data (though not necessarily present this data), where possible and where issues are identified.		X	X



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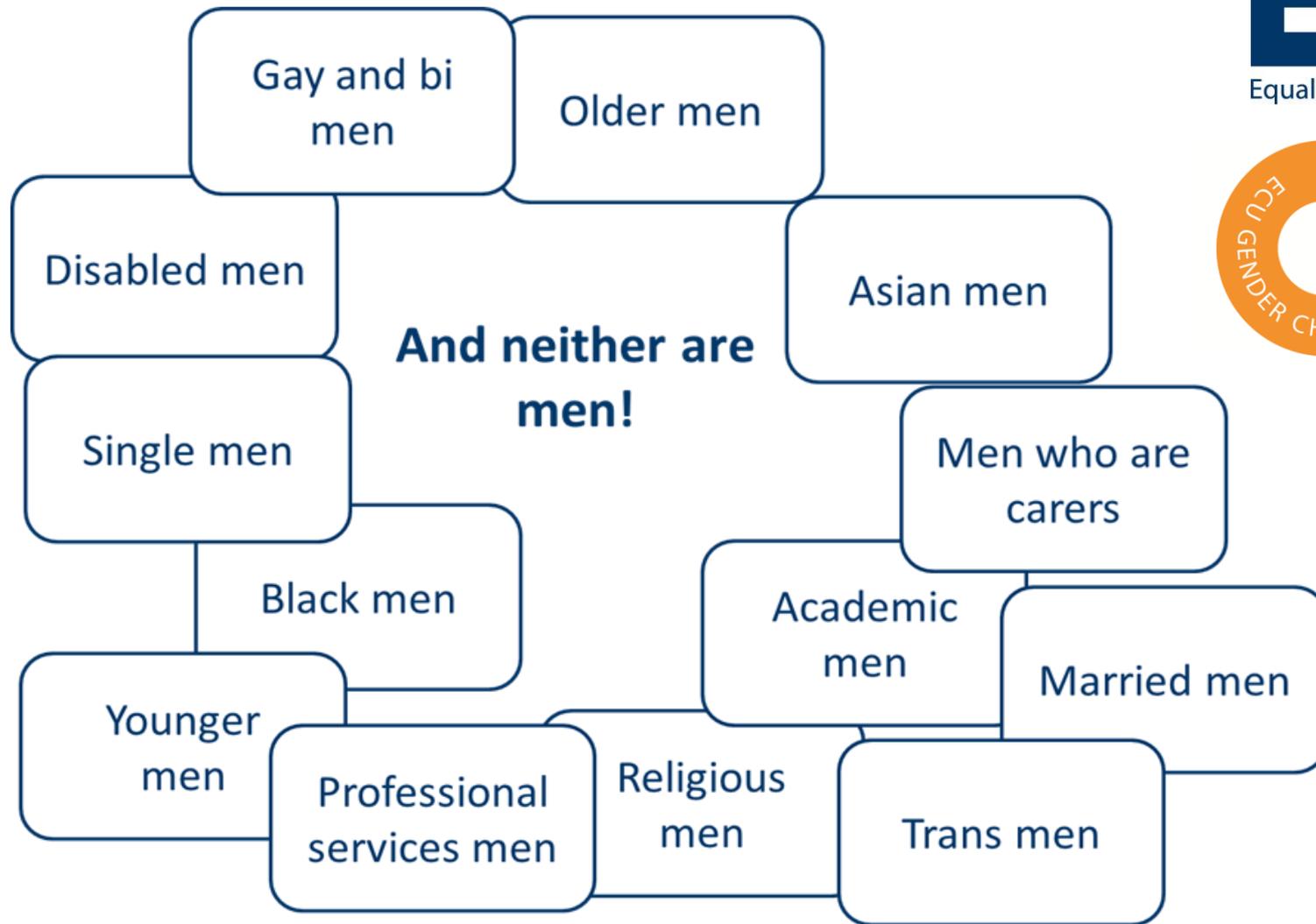


*Data requirements at institutional level only, but departments are encouraged to adopt this approach





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Potential challenges

- = No data collection
- = Small numbers of BME staff
- = Staff don't declare their ethnicity
- = Leaky pipeline for ethnicity
- = BME staff not progressing



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Summary

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Post-May 2015 Athena SWAN

- = **Bronze, Silver, Gold** criteria remain unchanged
- = Recognised **gender equality** broadly
- = Covers AHSSBL
- = Includes **professional and support staff**
- = Includes trans staff and students*
- = Considers intersection of gender & ethnicity*

**Institutional level only*



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Post-May Maths departments

- University of Oxford (Silver)

<https://www.maths.ox.ac.uk/system/files/attachments/AS%20Silver%20application%20Nov%202016%20-%20version%20redacted%20for%20website.pdf>

- TBA



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Resources

= FAQ on intersectionality

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

= Comparison forms

<http://www.ecu.ac.uk/wp-content/uploads/2016/01/Comparison-of-pre-and-post-May-2015-Institution-Forms.pdf>

<http://www.ecu.ac.uk/wp-content/uploads/2016/01/Comparison-of-pre-and-post-May-2015-Department-Forms.pdf>

= Trans guidance

<http://www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences/>



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Further information

= Website

www.ecu.ac.uk/equality-charters/athena-swan/

= Email

athenaswan@ecu.ac.uk



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Questions?

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Action Planning

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How does Athena SWAN help you achieve change?

= Athena SWAN framework requires you to:

1. **Collect** data (quantitative and qualitative)
2. Critically **analyse** data
3. **Identify** reasons behind issues
4. Develop a 4 year **action** plan to address these
5. **Progress** over time

Data → Analysis → Action



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SMART Action Planning

- = A structured and accountable way to drive change
- = SMART actions (***Specific, Measurable, Achievable, Relevant, Time-bound***)
- = Referred to throughout application and linked directly to the content:
 - data → analysis → action
- = If there is an issue, action it
- = Don't rely on further self-assessment and monitoring



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An Action Plan should be a live document that covers:

- = Objectives
- = Rationales
- = Action
- = Timeframes
- = Responsibilities
- = Baseline data
- = Success measures



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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>

Action Plan



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Planned action/objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Person responsible (include job title)	Success criteria and outcome
1. An annual workshop on promotion, for all staff, to be run in the department.	<p>53% of all staff and 32% of female staff report “poor” understanding of criteria, believed to be contributing to low application rates.</p> <p>The workshop is for all staff, so attending won’t mean identifying you are planning to apply. Staff will learn about criteria in an informal and accessible forum.</p>	<p>Held 4 months prior to promotion round-annually</p> <p>Evaluations undertaken after each workshop, and on completion of each promotion round.</p> <p>Outcomes reported in next submission.</p>	<p>Responsibility: Head of School</p> <p>Implementing: Session to be developed and delivered by HR, SAT & Promotion Panel</p>	<p>80% of staff attend the first workshop.</p> <p>15% of women apply for promotion before 2019 (baseline- 4% over past three years).</p> <p>90% of female staff report a “good”/“v good” understanding of criteria in 2017 survey (baseline - 32% in 2015).</p>

SMART Action Plans

Successful applications:

- = Assign responsibility
- = Reflect accountability
- = Consider gender specific data
- = Set specific and measurable targets

Unsuccessful Action Plans:

- = Copy other generic Action Plans
- = Are passive
- = Present broad actions as one large activity
- = Shy away from setting targets



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Demonstrating Impact

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Measuring impact

- Staff/student numbers
- Representation and influence
- Qualitative data
- Take-up*
- Applications*



**Use caution with these measures - progress vs. impact*

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How to present impact

- = Show how the situation has improved for women (or men, where underrepresented)
- = Present a narrative that shows how your activities have led directly to the impact
- = There should be a clear link between:
data → analysis → actions → progress → impact
- = Case studies



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Evidencing impact

ECRs find
fellowship
application writing
workshops
helpful

- = Membership
- = Meetings/contact
- = Feedback
- = Increased awareness/uptake

- = Who attends
- = Feedback
- = Increased applications/success

The parents
network has been
very successful



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Top tips

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Athena SWAN: strong applications

Are honest

Have strong quantitative, qualitative and benchmarking data

Link data, analysis and action

Explore reasons behind barriers and target support

Don't make it a 'women's problem'

Include a SMART action plan

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



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Athena SWAN: weak applications



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Lack of robust and thorough **self-assessment**

Poor action plan that is not **SMART**

Lack of senior management **buy-in**; team lacks influence

Descriptive, rather than analytical narrative

Applications not **identifying** issues raised by the data

Action plan not **targeted** to issues raised

Actions being **process** driven rather than outcome focused