

 **AdvanceHE**



# Introduction to webinar series: Your Charter Journey

GATI Recorded Webinar Series



# The international Charter family

# Evolution of Athena Swan



2005	2015	2017	2018	2019	2020/1
Athena (UK) Swan Charter established to promote women in STEMM	Athena (UK) Swan Charter expansion to all disciplines PSS, and trans inclusion  Athena SWAN Ireland launched	Athena Swan-SAGE launched in Australia	SEA Change launched in USA	Dimensions launched in Canada	GATI pilot initiated (India)

# International Equality Charters in Higher Education

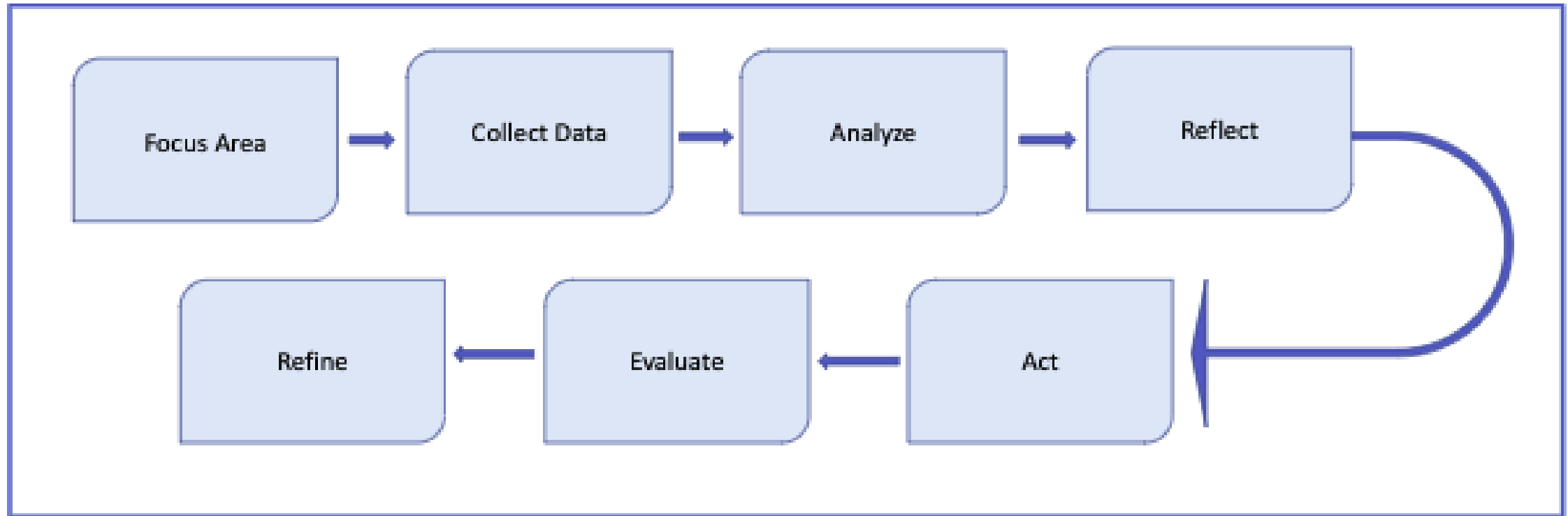


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**Dimensions**  
Equity, diversity and  
inclusion Canada

# The GATI framework



Page 23, GATI handbook and guidance document

Common features  
of  
Equality Charters

Charter  
principles

Action plan  
implementation

Self assessment

Equality  
opportunities  
& challenges

Peer-review  
assessment and  
feedback

Consultation &  
engagement  
activities

Targeted  
action  
plan

Analysis  
of data

# Benefits of Equality Charters

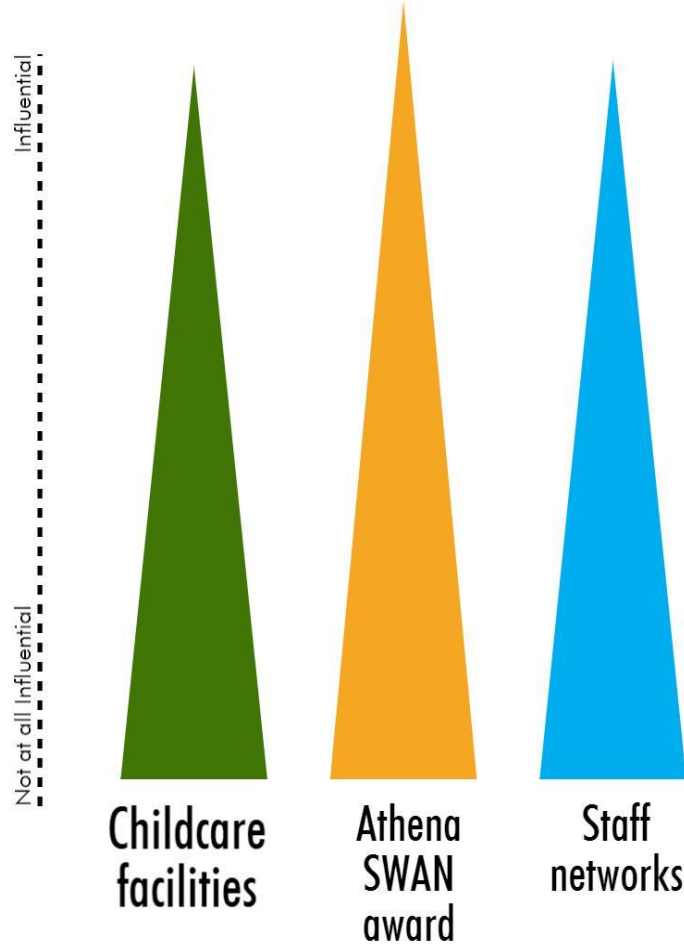
# Athena Swan UK Evaluation (2014)

- + Evidence of **sustainable** change
- + Women academics experienced improved visibility, increased **self-confidence**, enhanced **leadership** skills
- + All staff reported positive differences in career **satisfaction**, **development** opportunities
- + Administrative and technical staff reported a greater sense of **belonging**

“[Athena SWAN is] the most effective lever for change I have come across in 12 years of equality work.”

– Institutional champion





**WOMEN RATED HOLDING AN ATHENA SWAN AWARD AS THE TOP EQUALITY ITEM TO CONSIDER WHEN DECIDING TO TAKE A POST**



Data from ASSET 2016: experiences of gender equality in STEMM academia and their intersections with ethnicity, sexual orientation, disability and age

# Key tool for behavioural and cultural change

- + **93%** of Champions believed that the Charter has had a **positive impact on gender issues** in their university, department or research institute
- + **78%** believed the Charter had a positive **impact on equality and diversity issues**
- + **78%** believed the Charter had a positive **impact on the career progression of women**

“[The Charter] unlocks open communication, honest discussion, real scrutiny of practices and commitment to a common purpose.”

# Webinar series overview

# Learning objectives

## Understand

- How to set up and manage a self assessment team (SAT)
- How assessing policies and culture can help drive equality outcomes
- How to evaluate outcomes of actions over time

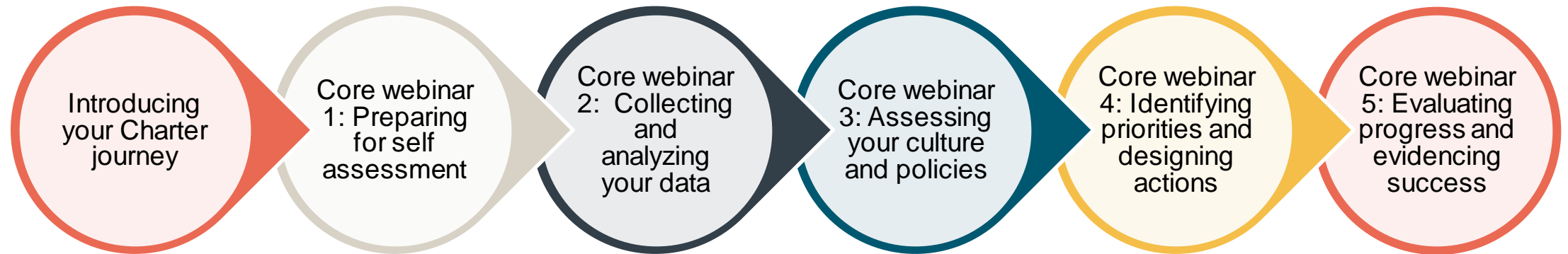
## Recognise

- Importance of data analysis for effective gender equality interventions
- Ambitious but achievable success measures
- When action plans need to be updated

## Are able to

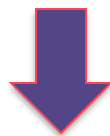
- Identify data requirements and plan data collection for self assessment
- Use evidence to identify priority issues
- Design SMART actions to address priorities
- Use action plans as a living document

# Core webinar topics

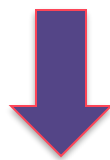




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**Following each webinar, access short exercises on key learning points**



**Deepen your insight by applying learning in your own context**

**AdvanceHE**



# Core webinar 1: Preparing for self assessment

GATI Recorded Webinar Series



# Overview of webinar series





# Core Webinar 1: Key content

**AWARENESS** of  
need for leadership  
and collective  
responsibility

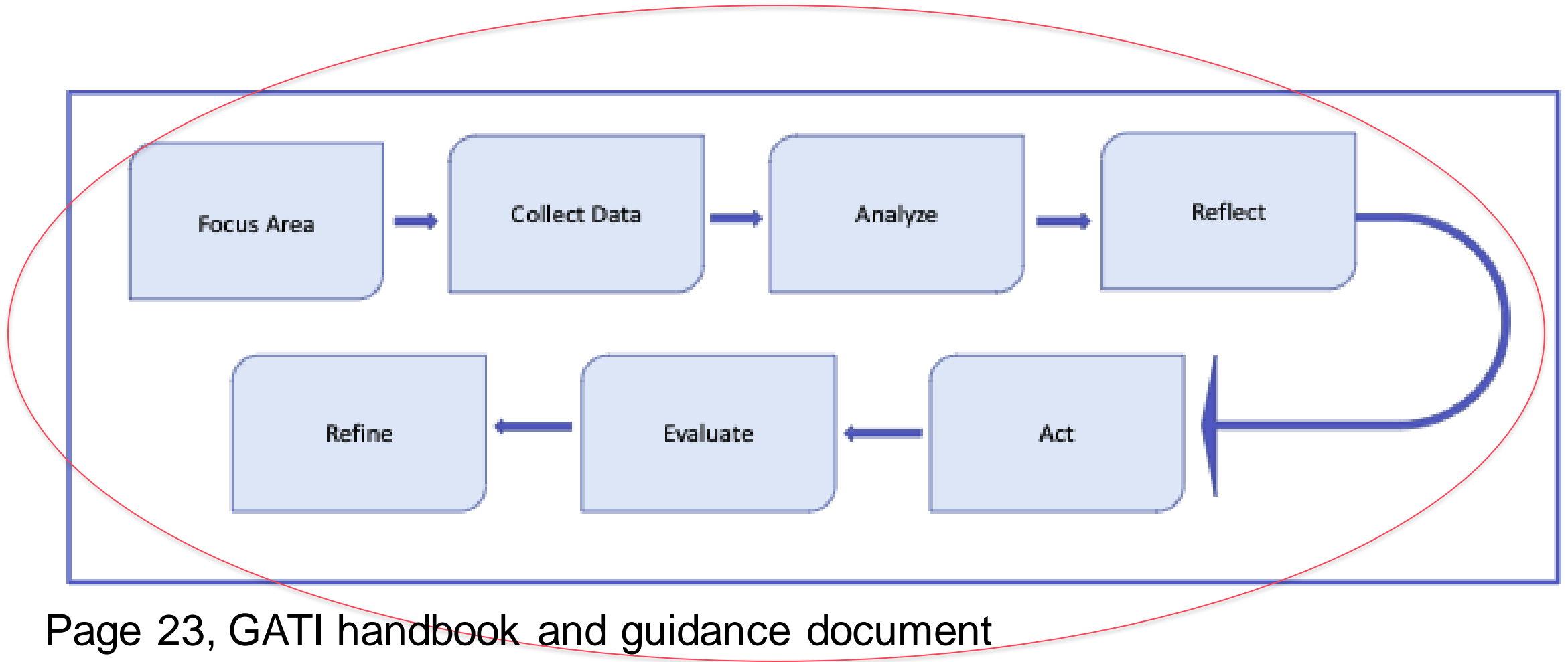
**UNDERSTANDING**  
purpose of self  
assessment

**ESTABLISHING** self  
assessment team  
and developing  
skills

**DEFINING** key  
activities of self  
assessment team

**PRESENTING**  
the self assessment  
process

# The GATI framework



Page 23, GATI handbook and guidance document

# Criteria 1- GATI Self-Assessment process

*In GATI, pilot Institutions are expected to adopt the Charter principles in letter and in spirit and integrate these within their policies, strategic plans and organizational culture.*

*To this end, they would be required to undertake a **structured Self-Assessment** and Accreditation process based on the GATI Gender Equity Indicator Framework (GEIF).*

(GATI handbook, 2021, page 1)

# GATI peer review criteria (Letter of Endorsement)

Does the leadership demonstrate deep engagement and commitment to addressing gender equity issues, barriers, challenges and opportunities?

Is there validation and endorsement of the work of GSAT, and its recommendations for specific and relevant actions along dimensions explored?

Is the institution committed to implementation of prioritized short-term and long-term SMART Action Plans as part of the institution's strategic vision?

# GATI peer review criteria (Criteria 1)

Does GATI Self Assessment Team (GSAT) demonstrate a good representation of the institutional community?

Has the workflow been sufficiently well documented to indicate the consultative processes?

Does the executive overview of institutional strengths, weaknesses, opportunities and challenges demonstrate an objective and reliable appraisal of the self-assessment process?

# Overview of webinar

- Purpose of a self-assessment
- Forming the self-assessment team
- Self-assessment team activity
- Future planning of the SAT
- Self-assessment in your application

# Purpose of a self-assessment

# Purpose of a self-assessment



Reflect on a range of quantitative and qualitative data



Evaluate policies, practices & activities



Establish equality priority areas & aspirations

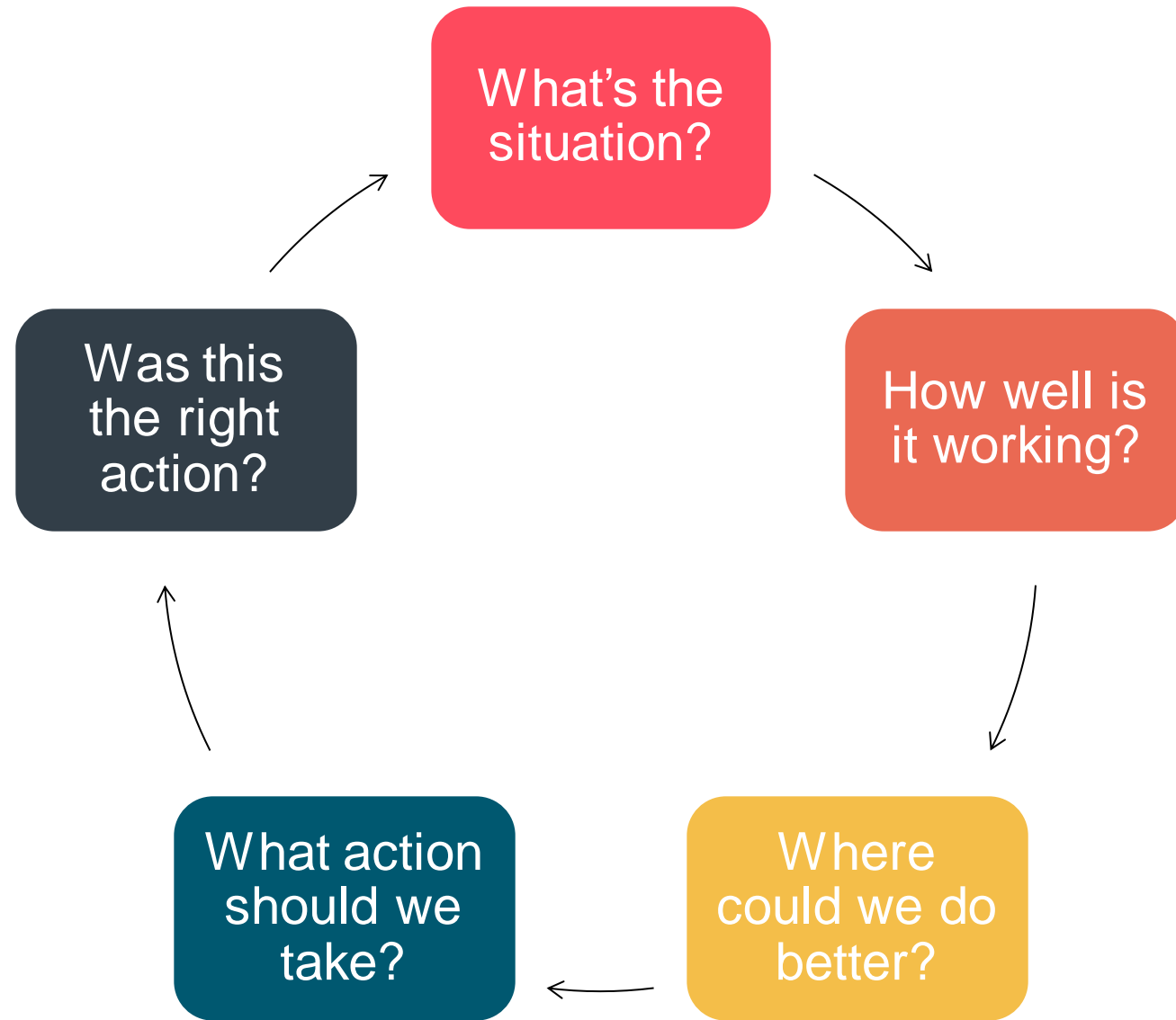


Develop an evidence-based action plan



Ensure the effectiveness of the actions





# Planning for SAT activity

# Support for self assessment

Charter programmes  
depend on institutions  
assuming collective  
responsibility for equality

GATI Principle 8:  
*'We acknowledge that  
advancing gender equality  
requires strong leadership,  
participative action and  
sustained effort to bring in  
systemic and cultural changes  
through well deliberated policy  
initiatives at all levels of the  
organization.'*

# Planning for self-assessment



How will senior leaders demonstrate that GATI activity is valued?



How will organisational structures recognise and reward activity?



Will the process, team and action plan be appropriately resourced?

How will senior leaders demonstrate that GATI activity is valued?

- Have leaders made a public commitment to the GATI principles?

*Meetings, town halls, formal & informal communications*

- Do they understand the time it takes to prepare a submission and maintain momentum through implementation?

*Resourcing should continue for delivery of action plan*

- Are they open to honest, difficult and sensitive conversations?

*And self-reflection*

How do organisational structures recognise and reward activity?

- Equality is linked to institutional strategy – it goes beyond application success.
- Contributions to the team are recognised e.g in appraisals and development reviews
- Contributions to GATI process are recognised in recruitment, progression and promotions opportunities

Will the process, team  
and action plan be  
appropriately resourced?

- How will workload be accounted for and recognised?

*Workload model or relief from other duties*

- Are people outside of the GSAT considered and supported?

*Recognise contributions*

- Is there a budget line?

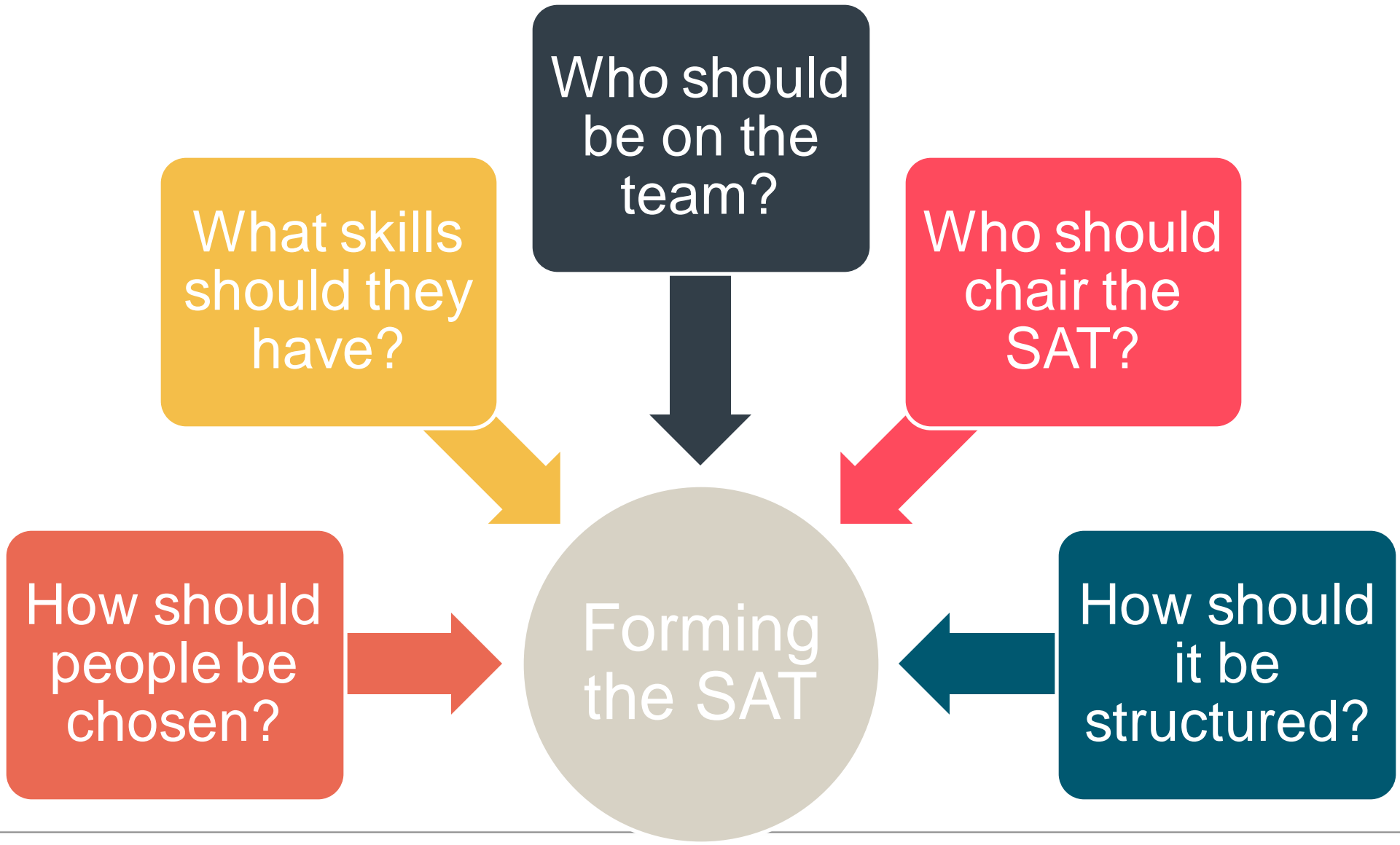
*Important for understanding what's possible*

Without wider buy-in and supporting structures, it will be difficult to apply the principles effectively



# Forming the self-assessment team

The SAT needs to have authority and the composition and structure of the team is an important factor in its status



**How should self-assessment team members be chosen?**

- Facilitate an open call but manage expectations
- Consider a combination of volunteers and ex-officio roles
- Involve others in additional activities

**What skills are needed  
on the self-assessment  
team?**

- Skills related directly to completing the application requirements
  - quantitative and qualitative data analysis, reflective writing, strategic action planning*
- Project management skills
  - managing time and scheduling, task and quality management, communications*
- Ability to advance equality
  - lived experience, research and scholarship*
- Qualities are important too
  - Curiosity, willingness to say hard truths*
- Commitment to upskilling

## Who should be on the self-assessment team?

- People from a variety of backgrounds and with different experiences, with consideration of intersectionality
- Representatives from each of the five underrepresented groups (internal/external community members)
- A group of academics, professional and support staff, researchers, and students that is representative of the submitting unit (including organisational structures)

## Who should chair the self-assessment team?

- The chair's role is crucial as they are publicly stating their commitment to the Dimensions program.
- Someone who understands the Dimensions principles
- Balance seniority with SAT member openness
- Maintains momentum and encourages people
- Someone who can constructively challenge assumptions

## How should the self-assessment team be structured?

- You may have one large SAT with smaller sub-groups to focus on specific activity, or one SAT that undertakes everything together
- How the SAT fits within the structure of your institution or department, and where it reports to are also important in ensuring its status



# Selecting the SAT: examples

1  
There was an open call to all staff in May/June 2018 for expressions of interest for membership of the SAT for the period June 2018 – Dec 2019. Twenty nine expressions of interest were received. The following principles underpinned the creation of the SAT:

- At least 40% of females and males
- Participation from both academic and professional services staff at different grades/levels
- Participation by both full-time and part-time staff, and those on different contract types
- Representation for both the Faculty of Education and Faculty of Arts
- Involvement of key senior management roles, e.g. members of Executive Team
- Involvement of those with knowledge of, skills and experience of advancing gender equality
- Chair of the Equality Committee
- Student members

2

The Chair is representative on the College Promotions Committee and a member of the School Promotions Panel, with experience as College Associate Dean for Undergraduate Admissions. All staff were invited to volunteer for the SAT, which was selected to reflect gender balance (58%F); experience of caring for dependents; and including part-time and fixed-term contracts. Membership

1

Working Groups	Tasks
WG1: Data Collection & Analysis <i>Section 2 and 4</i>	Analyse staff survey (both qualitative and quantitative)  Provide data as required to assist the other working groups
WG2: Career Transition Points & Career Development <i>Section 5.1 &amp; 5.3</i>	Analyse and benchmark data on career transition points and career development  Generate evidence-based actions
WG3: Flexible Working & Managing Career Breaks <i>Section 5.5</i>	Analyse and benchmark data on flexible working and managing career breaks  Generate evidence-based actions
WG4: Organisation & Culture <i>Section 5.6</i>	Analyse staff survey responses re organization and culture  Generate evidence-based actions
WG5: Supporting Trans-People & Intersectionality <i>Section 6</i>	Collect and analyse relevant data Generate evidence-based actions
WG 6: Communication	Examine methods (both internally and externally) to communicate on the Athena SWAN application, build greater awareness of Athena SWAN

2



3.1: SAT working groups

# Organisation of self assessment Team: Examples

3

## 2b The self-assessment process

At the first RECSAT meeting on 27<sup>th</sup> March 2017, it was decided that three WGs would be established to streamline the assessment process:

### Staff Data WG

- 1) review and analyse institutional staff data;
- 2) manage the administration of the REC staff survey;
- 3) organise interviews/focus groups with BAME staff;
- 4) facilitate the initiation and organisation of a BAME staff network.

### Student Data WG

- 1) review and analyse student data;
- 2) manage the administration of the REC student survey;
- 3) organise interviews/focus groups with BAME students.

### Communication and Culture WG

To manage communication aimed at creating institutional awareness of the REC, and topics/issues concerning race equality in HE and society more generally.

# Presenting your Self Assessment Team

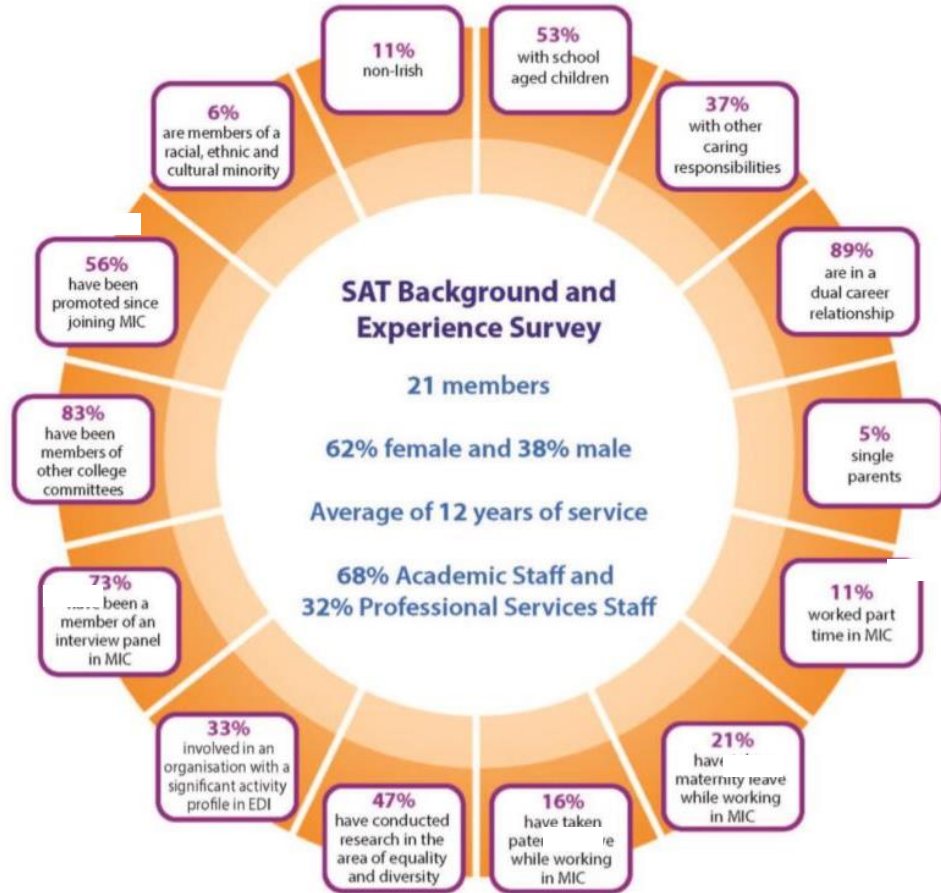
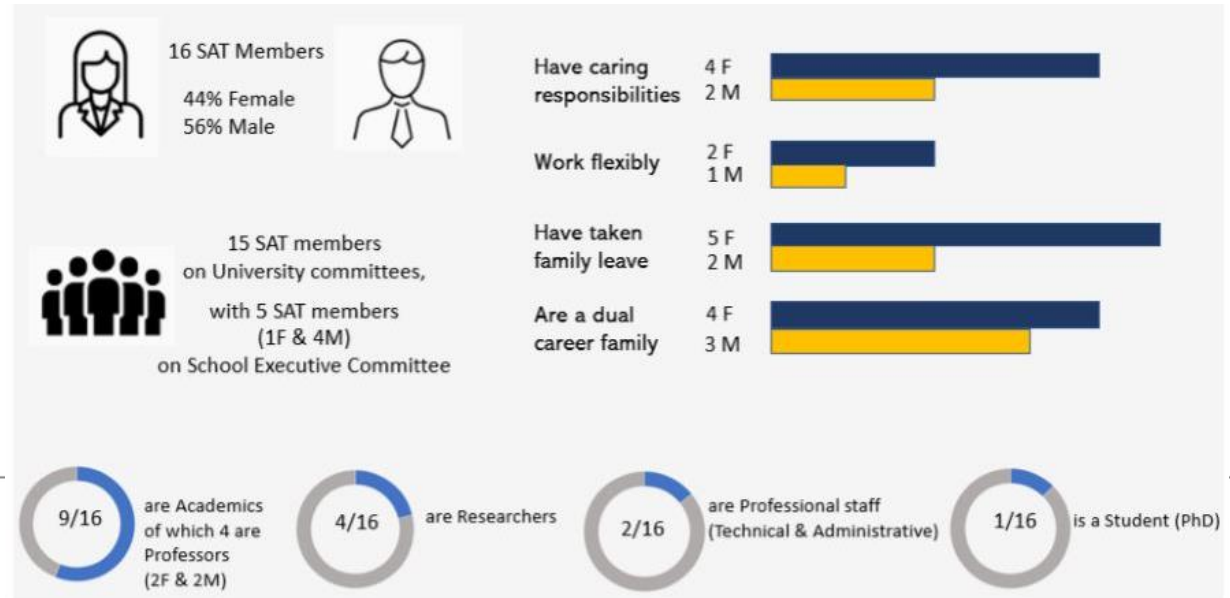
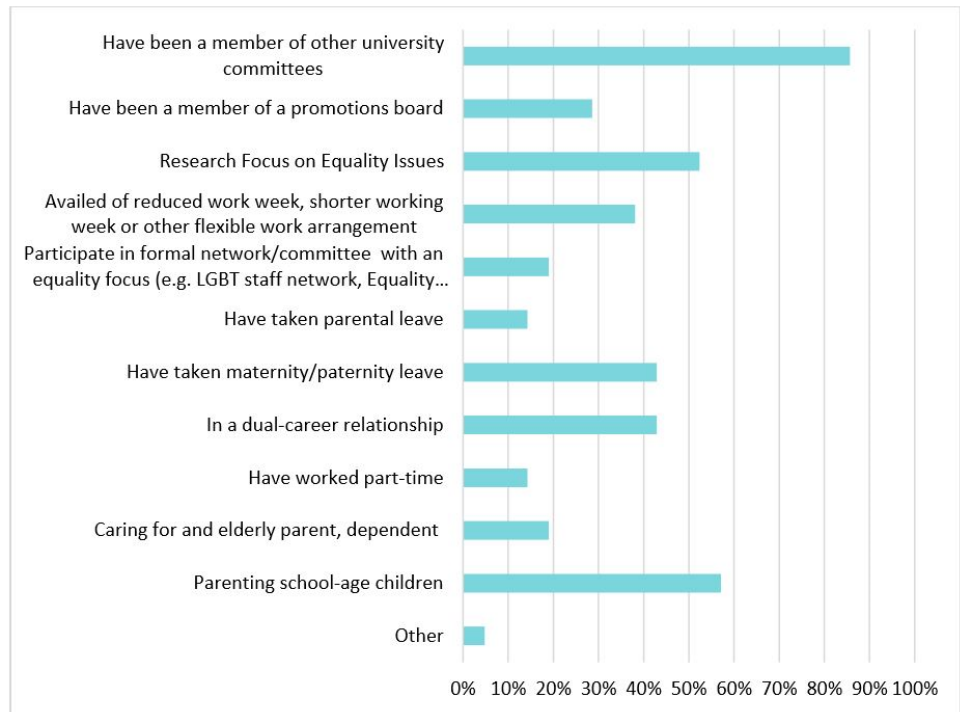
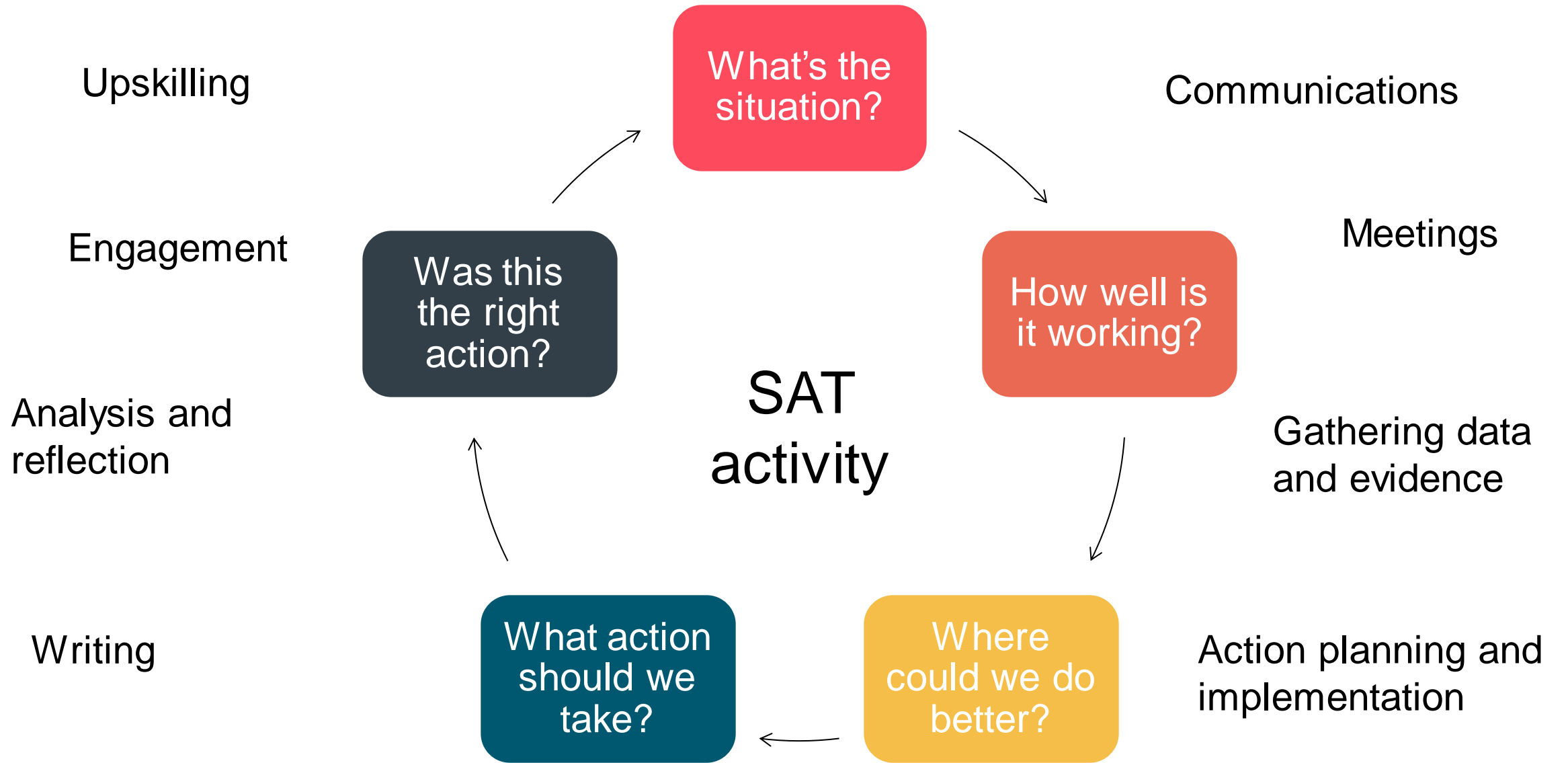


Figure 3.3: Background and experience of SAT members



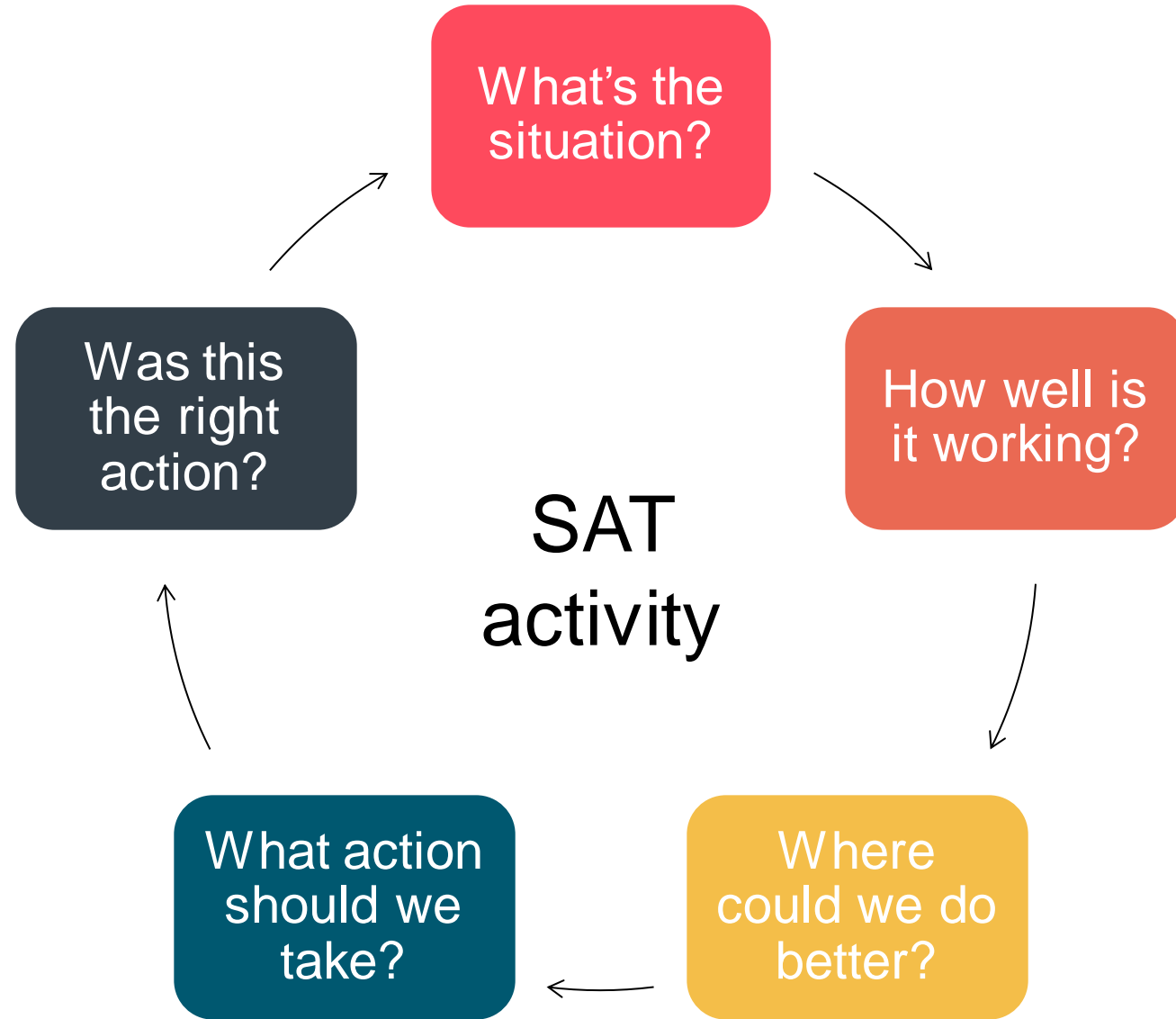
# Self-assessment team activity

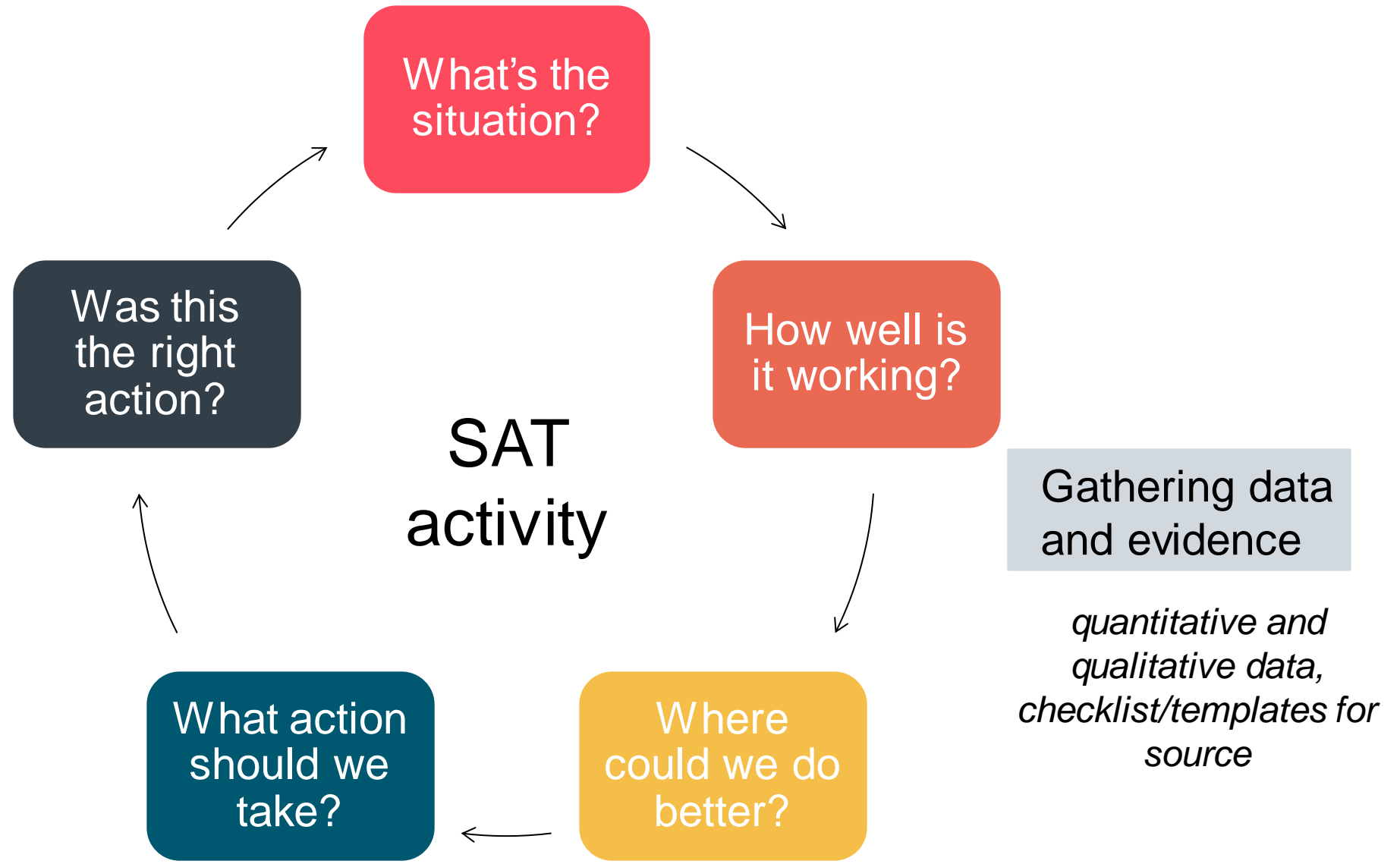




## Upskilling

*Training, discussions, reading lists, engaging in related networks or representative groups, or other resources*

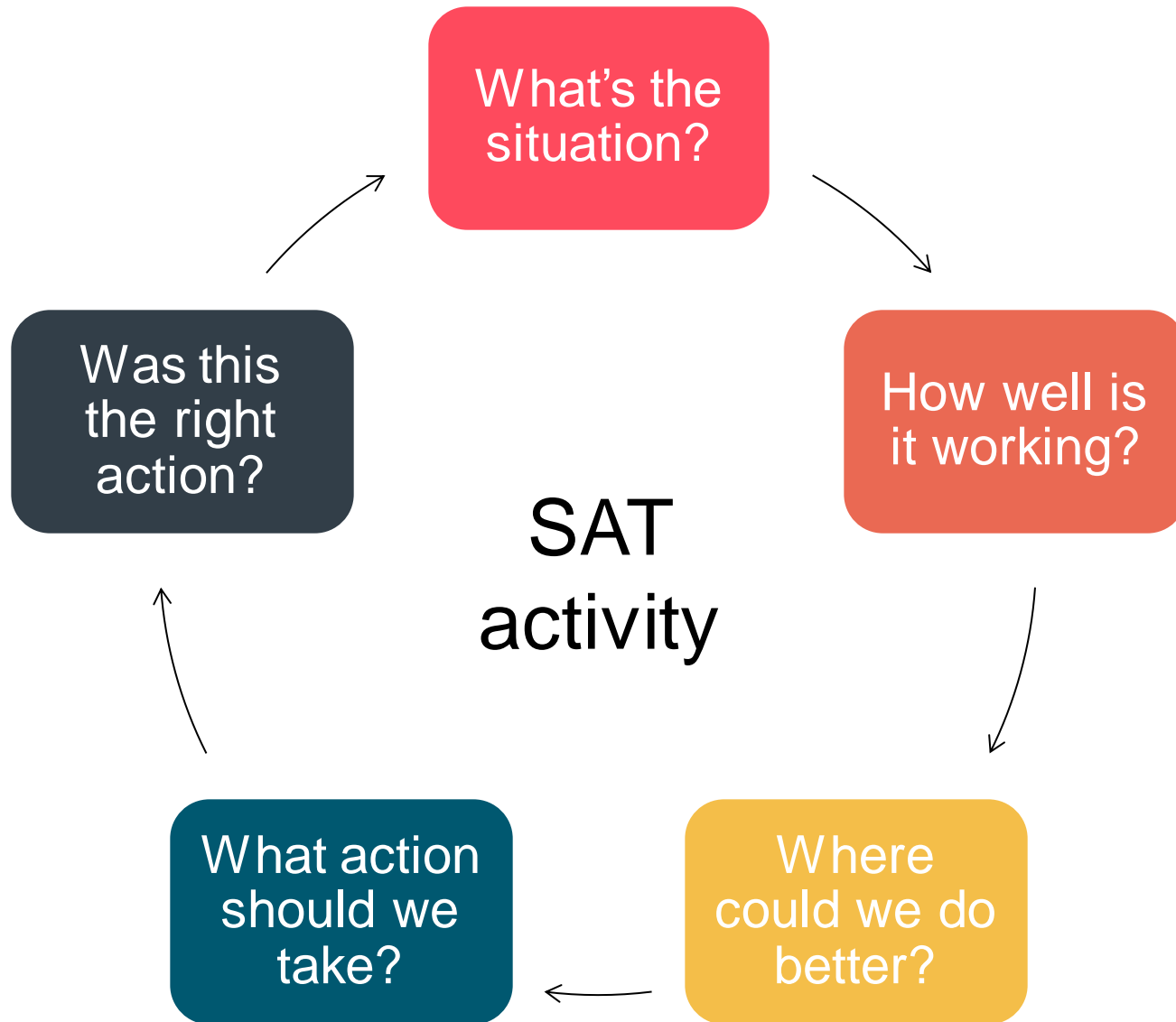




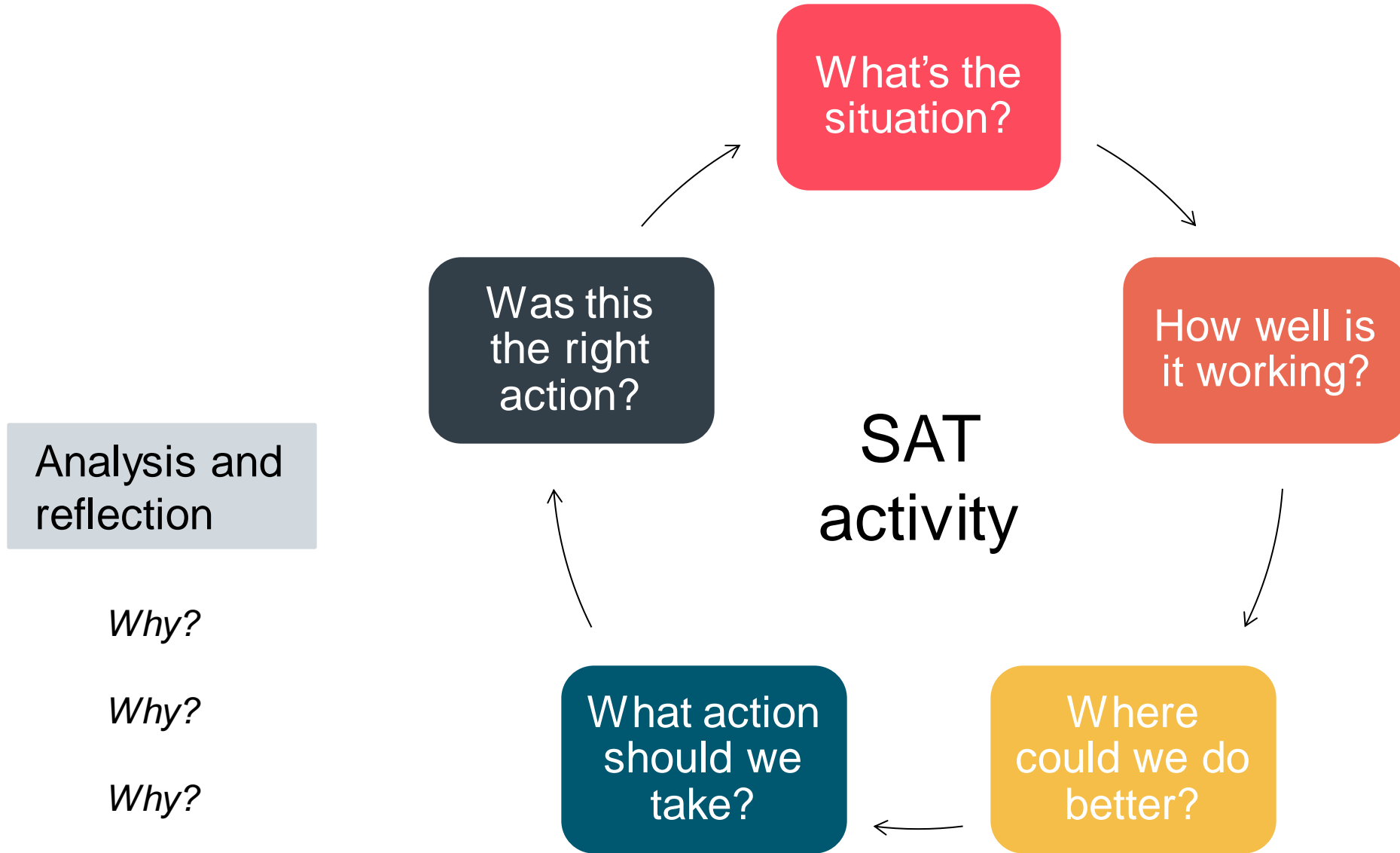
## Engagement

*Climate surveys, pulse surveys, focus groups, interviews, questionnaires, roundtable discussions, workshops, comment boxes, town halls*

*it is up to the SAT to determine best methods of engagement*



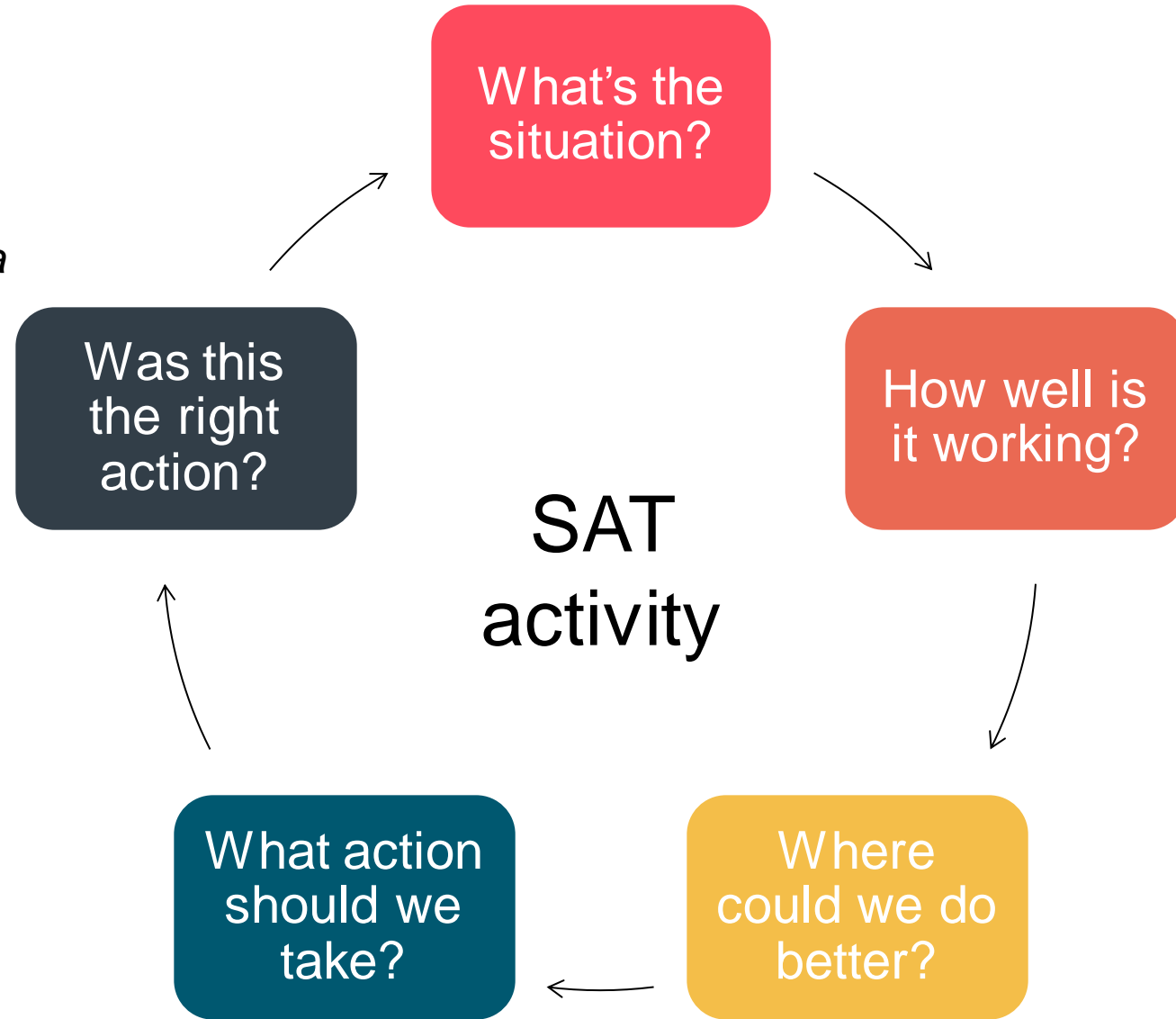


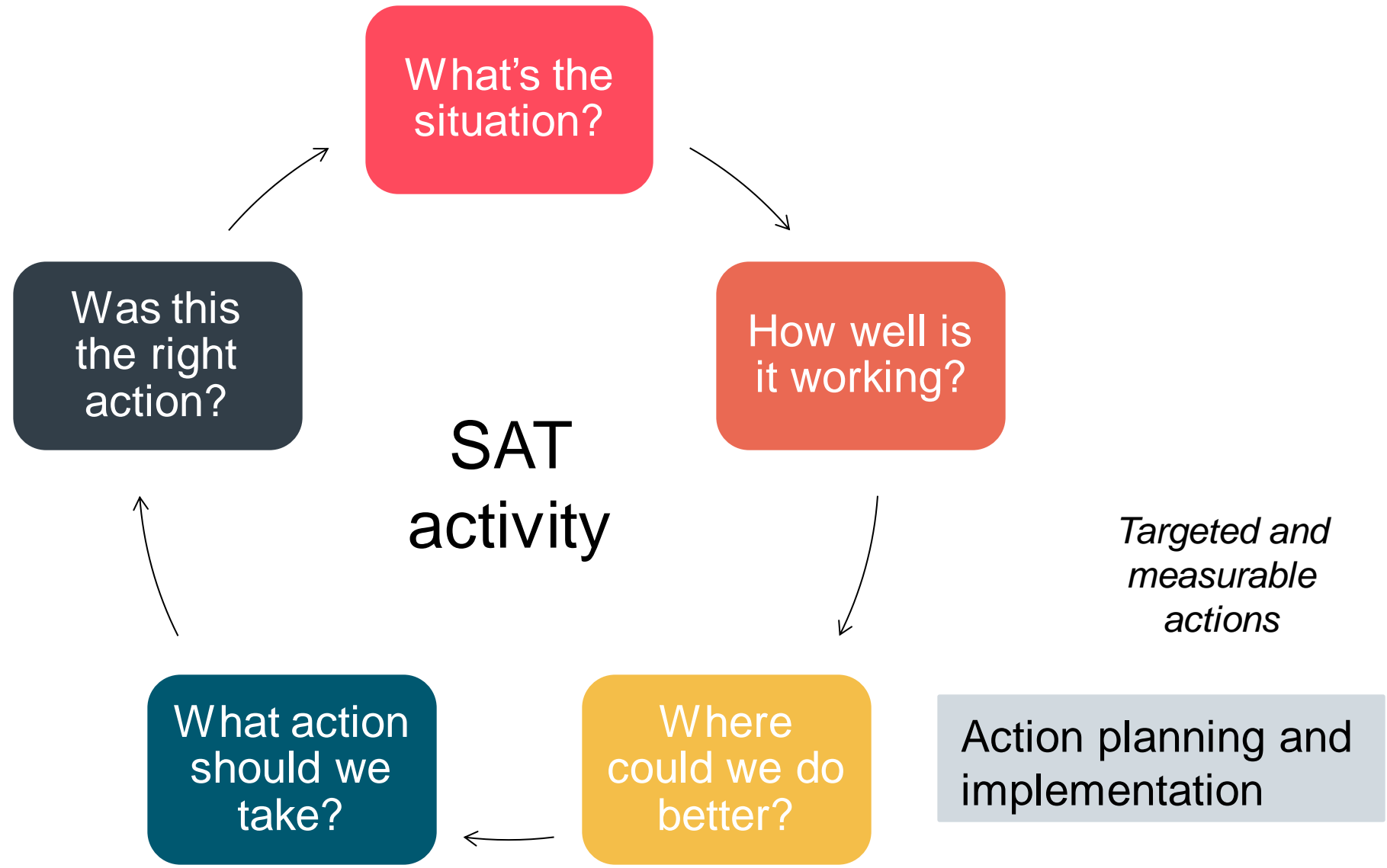


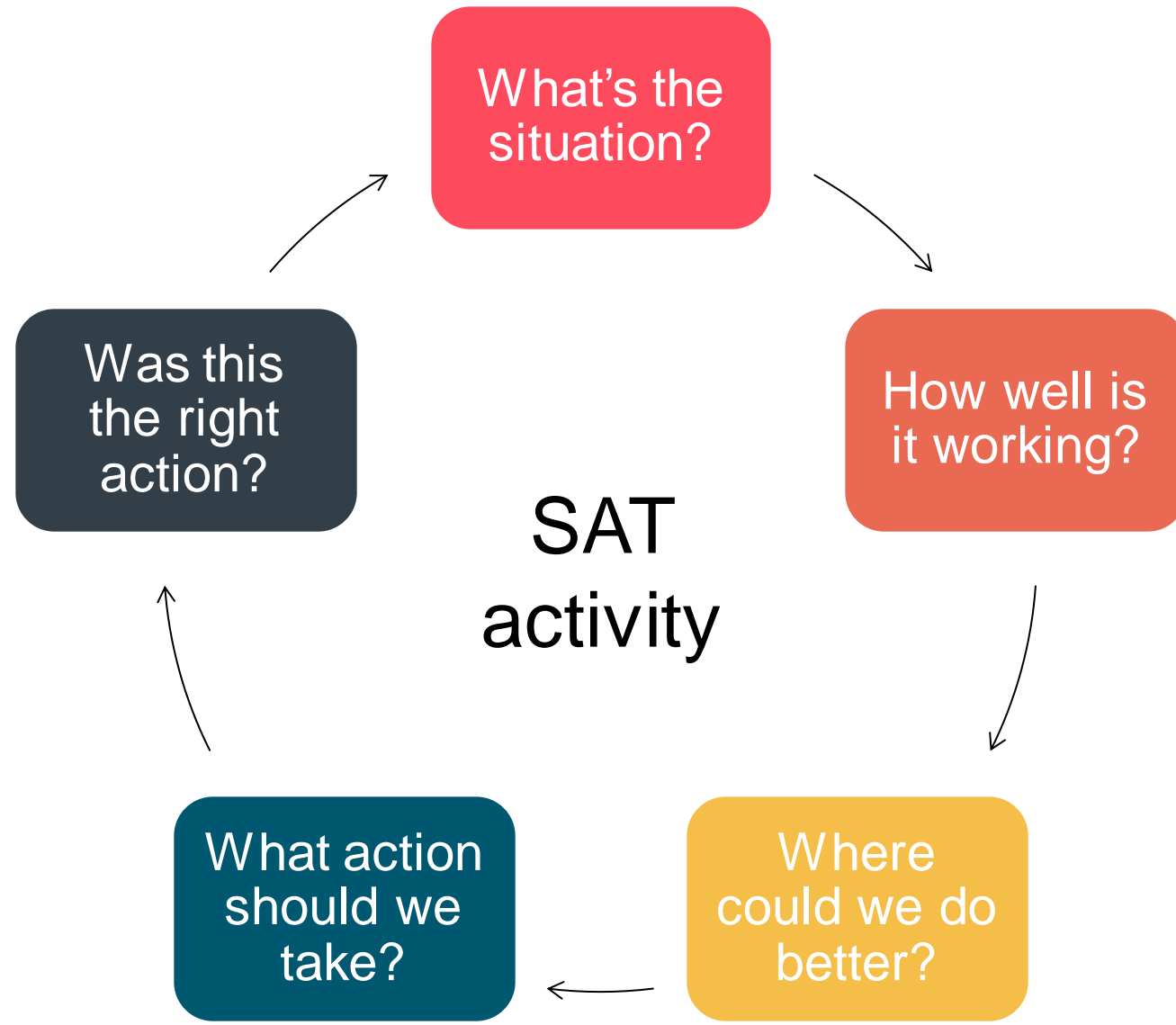
*It isn't about describing your institution in perfect terms, demonstrate that you have looked at the issues, understand the factors at play, and have a plan of action.*

*Writing cannot fall on one person - but it can be unwieldy to have multiple people writing the document – consider a writing working group.*

Writing



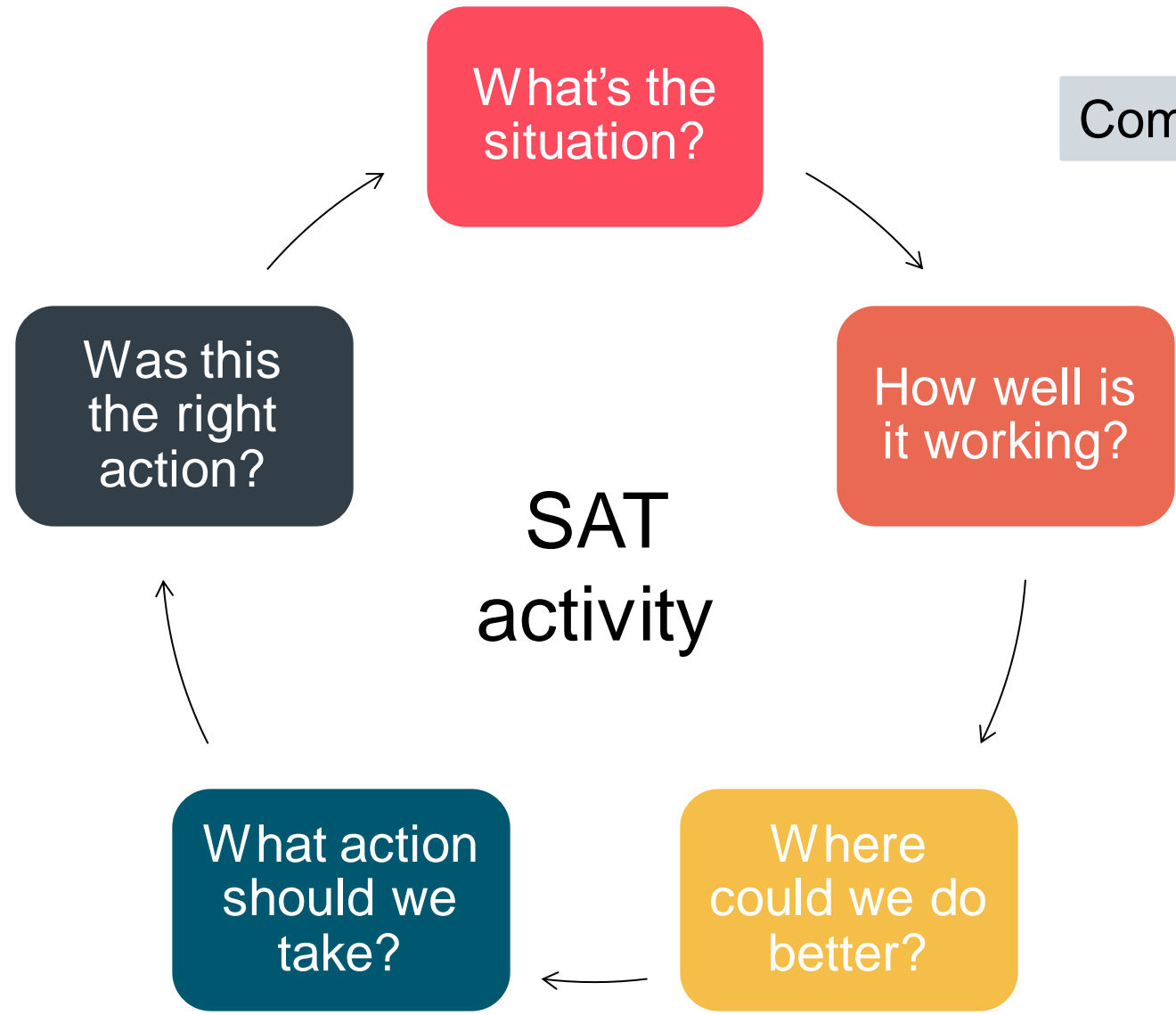




SAT activity

### Meetings

*Sometimes the whole SAT might meet, other times might be reserved for working group meetings, an engagement activity, an event or training. How often you meet will depend on the systems you already have in place to collect data, how complex your unit is, the level of support you have outside the SAT – and the other things you are working on!*



Communications

*how will the chair communicate the work and progress of the SAT to senior management teams, committees and the rest of the institution? will other people communicate and champion the work in institutional forums and spaces?*



# Future planning

## How do you future proof the Action Plan?

- Who will have accountability of and responsibility for implementation?
- How will the you ensure that actions are owned and implemented within existing governance structures?
- How will you monitor the progress and impact of interventions?



How do you ensure SAT continuity and sustainability?

- Will the SAT operate as an independent committee, as a broader EDI committee or as a subgroup of an EDI committee?
- Consider how the SAT will evolve over time and roles will rotate - how collective knowledge will be maintained?

# Presenting self-assessment in your application

# Key elements to be discussed

- **Establishing the Self-Assessment Team**
  - Role of SAT, size, structure
  - Team: selection process; representation/composition including gender balance; role of the Chair
  - Recognition and compensation for SAT members
- **Executing the work**
  - Reporting structure
  - Process for collaboration and communication across the institution
- **Planning ahead**
  - Implementation of the plan
  - Role of the SAT after the application

# Establishing the self-assessment team

- ✓ Identify the members of the self-assessment team and their roles
- ✓ Include when the team was established
- ✓ How and why members were selected
- ✓ Comment on representation and composition
- ✓ Detail how participation is recognised, valued, and compensated

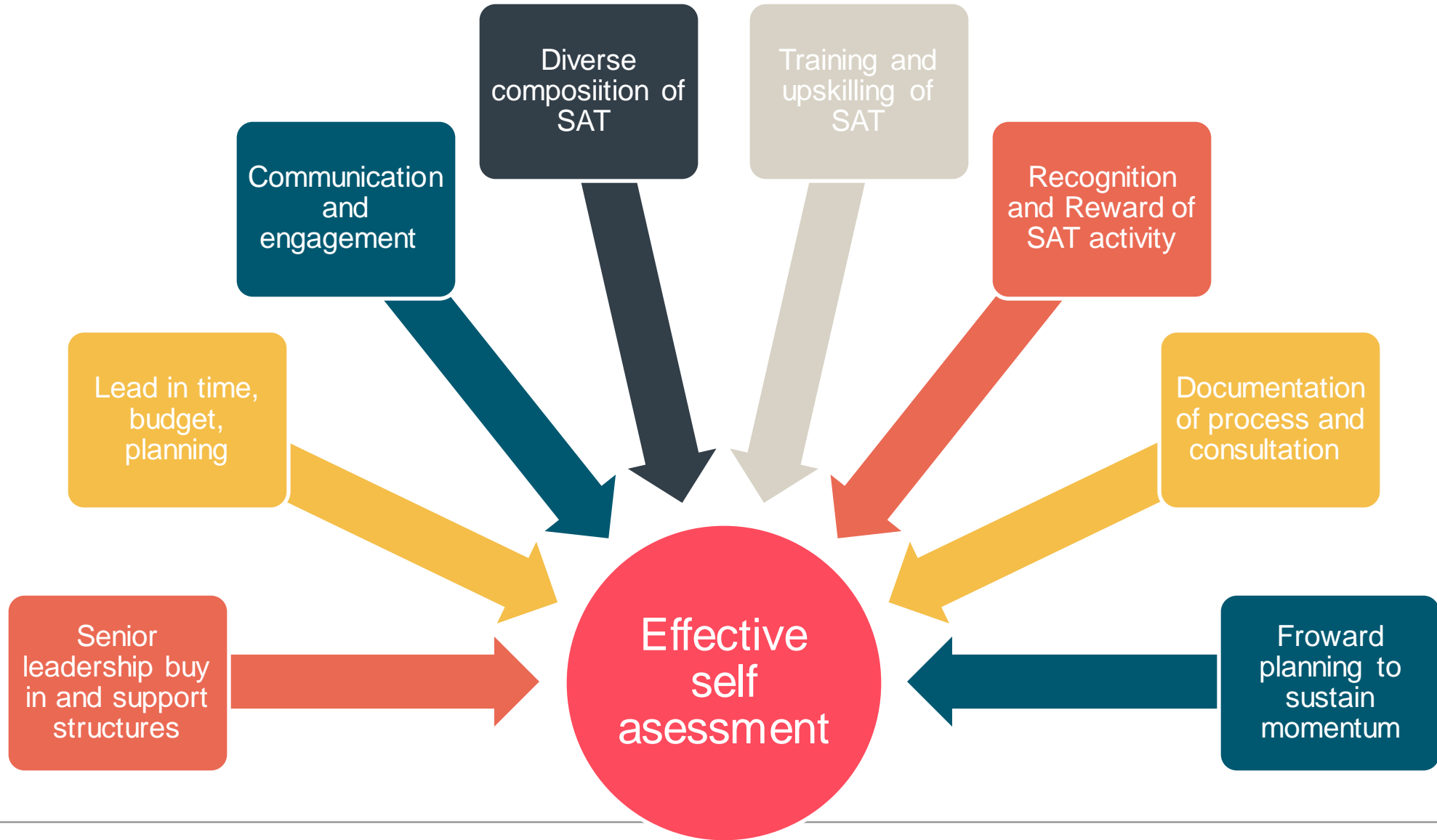
# Executing the work

- ✓ Explain the reporting structures of the SAT
- ✓ When meetings and other activity has taken place
- ✓ Focus of meetings and activity
- ✓ Information on and rationale for engagement activity, including number of responses disaggregated by relevant staff or student categories - % and #s

# Planning ahead

- ✓ Explain reporting mechanisms and structures for the future
- ✓ How often the team will continue to meet
- ✓ Plans to evaluate implementation of the action plan
- ✓ How the SAT intends to communicate progress with staff and students
- ✓ Whether the membership of the group will change

And finally ...





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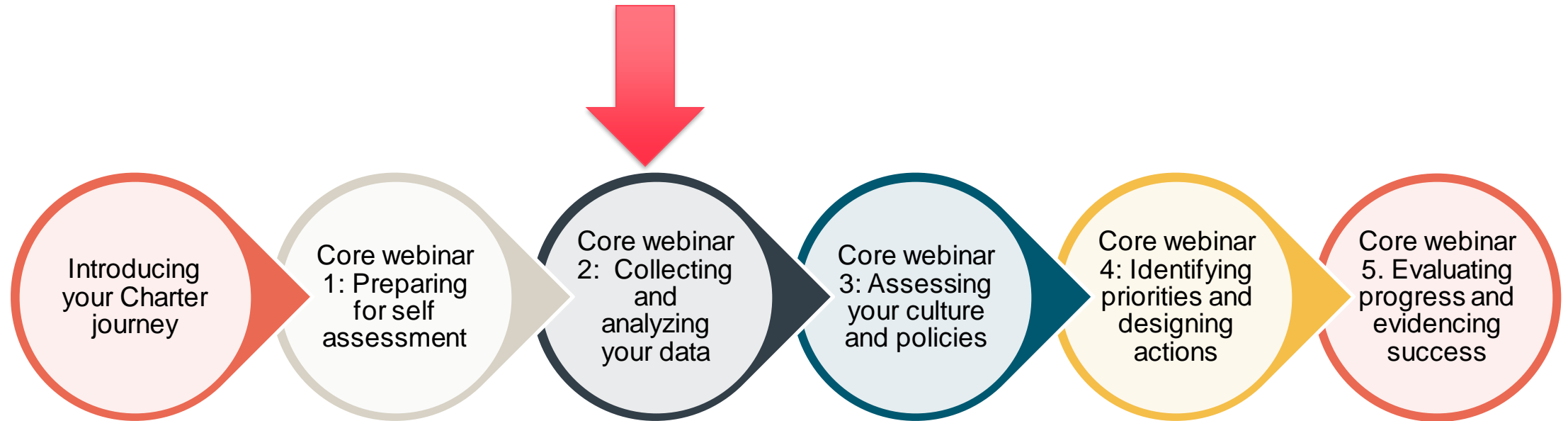


# Core webinar 2: Collecting and analysing your data

GATI Recorded Webinar Series



# Overview of webinar series



# Core Webinar 2: Key content

**UNDERSTANDING**  
the importance of  
data collection and  
analysis for evidence  
based interventions

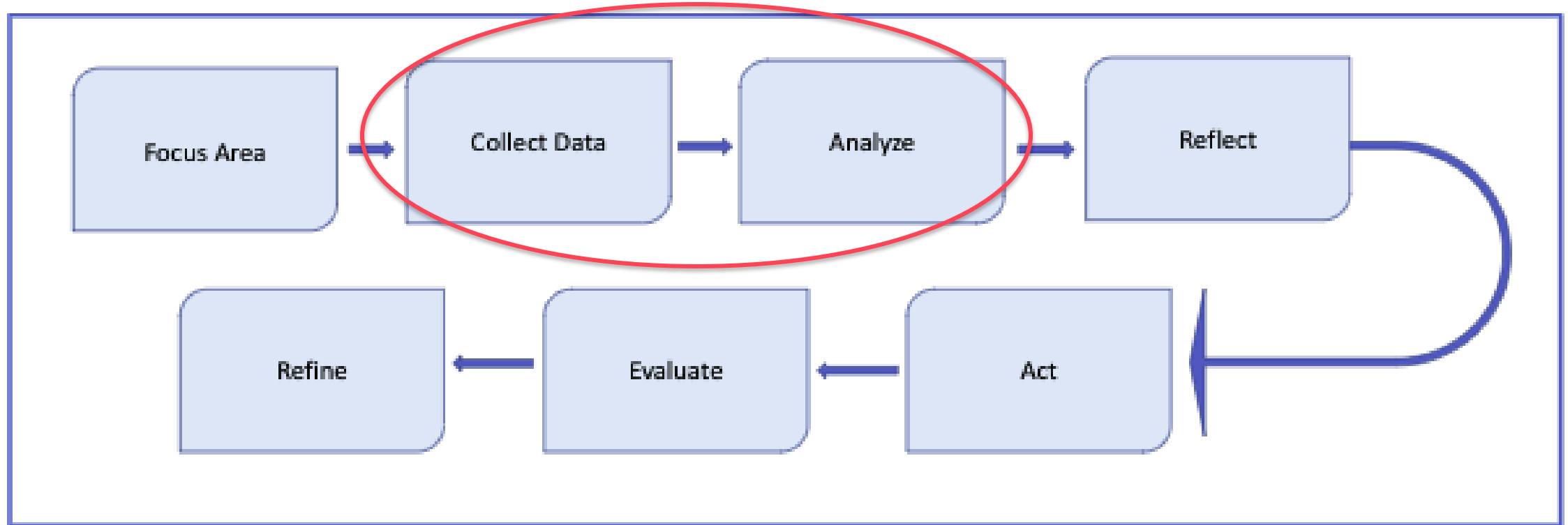
**IDENTIFYING** data  
needs

**PLANNING** data  
collection

**CONDUCTING**  
gender analysis

**COMMUNICATING**  
issues via data  
analysis and  
presentation

# The GATI framework



Page 23, GATI handbook and guidance document

# Core Webinar 2: Overview

- Why collect equality data
- Collecting your data
- Analysing your data
- Presenting and communicating your data and analysis

# Why collect equality data?

# Why collect equality data?

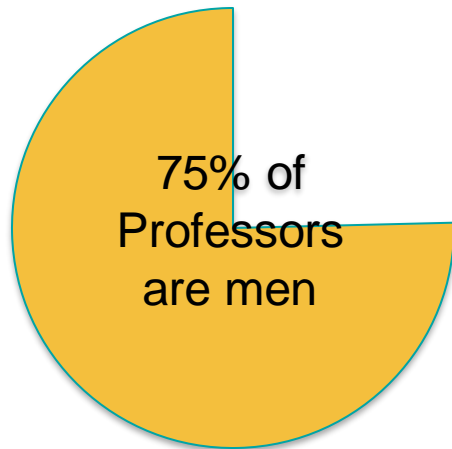
- **Analyse** underrepresentation of different groups
- **Identify** barriers, gaps, differential experience or outcomes between different groups
- **Measure** progress in achieving inclusive environments
- **Communicate** and **advocate** for change
- **Inform** interventions
- **Evaluate** the success of interventions



# Why collect data for GATI?

## What can your data do for you?

- = Identify key areas of underrepresentation
- = Identify strengths and weaknesses in current policy, practice and culture
- = Identify possible solutions to inequalities



2.8% of professors are women from minority ethnic groups.

46% female staff vs 70% male staff perceive the promotions process to be transparent.

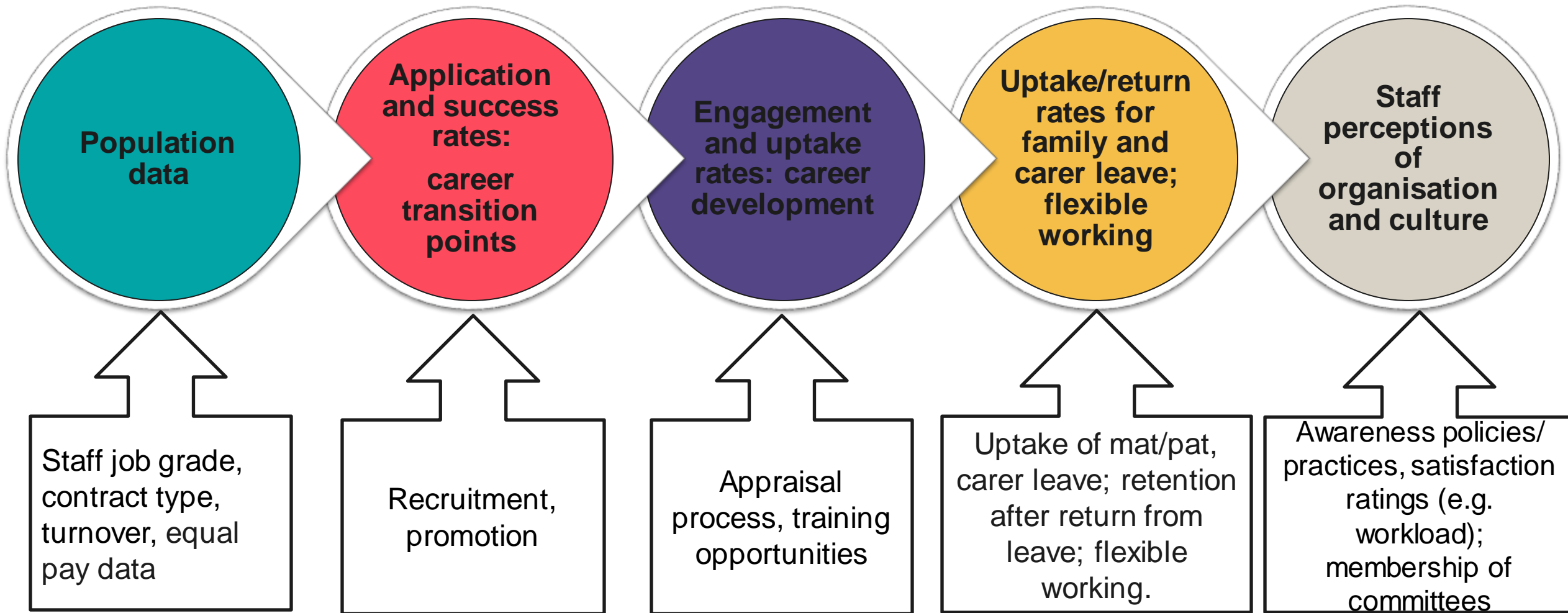
*"I'm frustrated by the low numbers of women invited as seminar speakers. There should be a policy to prohibit inviting only white men" – female, PGR*

# Collecting your data

# Planning your data collection

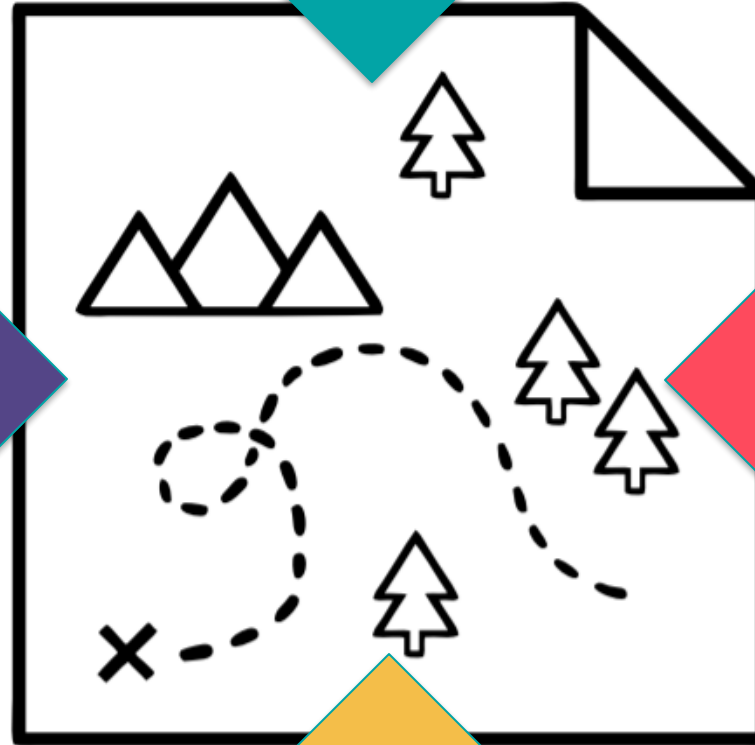


# Typical data sets for self-assessment



# Retrieving data

**Location of data**  
(e.g. centralised or locally held)



**What action can be taken to improve equality monitoring data systems now and in the future?**

**Where are the data gaps?**  
(e.g. missing data; partially complete data sets)

**Format of data**  
(e.g. online record system; paper records; surveys; focus groups)

## Top tips for data retrieval

Scrutinise and agree who should be captured in the data before making data requests.

Consider creating a template for your data requests.

Build relationships with key people and offices.

Keep a record of the data requests made.

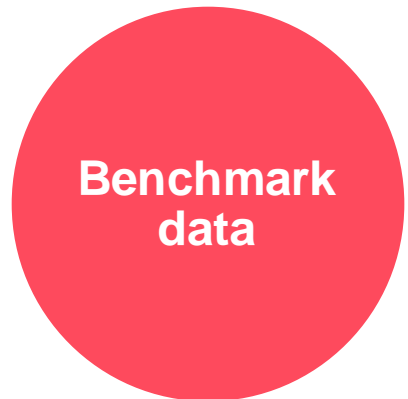
Identify one point of contact to manage data requests and returns.

Get senior staff involved when necessary.

Recognise and thank people who support data retrieval.

### **Why benchmark?**

- *Provides external context for data analysis.*
- *Identifies where you have a better/worse balance than the sector average.*
- *Facilitates discipline specific comparison.*
- *Can shape the development of ambitious and realistic targets for actions*



### **Sources of benchmarking data:**

Other charter participants, professional bodies/learned societies; HEA; international data (e.g. UK [HESA](#))

# Consulting your community

- Full or pulse surveys
- Focus groups
- Interviews
- Liaising with networks and unions
- Town hall meetings
- ...and many more.





# Consulting your community



# Data protection

- Consult with institutional data controller or advisers
- SAT should be familiar with data protection guidelines and processes
- Informed consent - be clear about how you will use data with those taking part
- Limit the number of people who see identifiable data and wherever possible work with anonymized data
- Consider non-disclosure and confidentiality agreements among your SAT

# Analysing your data

# GATI peer review criteria

-Has the data been interpreted to identify gender disparities across the pipeline with comparison across STEMM and Non-STEMM disciplines; and within STEMM disciplines?

-Are issues of leaky pipeline understood and correlated with the data?

Have the data timeline trends been interpreted to identify gender disparities across the pipeline with comparison across STEMM and Non-STEMM disciplines and within STEMM disciplines?

-Is the data examined to understand how the numbers change up the career ladder; and reasons thereof?

# GATI peer review criteria

Recruitment: Has the data been examined to determine if eligible talent pool is provided equitable opportunity free from bias?

Is there reflection on domain specific differences in enrollment and out-turn and focused actions to address the issue?

-Has intersectionality been examined to determine special challenges faced by reserved category students and first-generation entrants in higher education?

# How to analyse your data

- Look for obvious trends and patterns
- Use longitudinal data to illustrate change and understand how patterns are evolving
- Analyse collaboratively (ensure SAT includes data expertise)
- Use your analysis to identify key gender equality priorities
- Consider intersectionality



Reflect on a range of quantitative and qualitative data



Evaluate policies, practices & activities

Reflect on and evaluate gender equality opportunities and challenges by gender

Consultation data—record:

- number and gender of participants
- present in #s and %s



Reflect on a range of quantitative and qualitative data



Evaluate policies, practices & activities

Analyse collaboratively (e.g. diverse SAT)

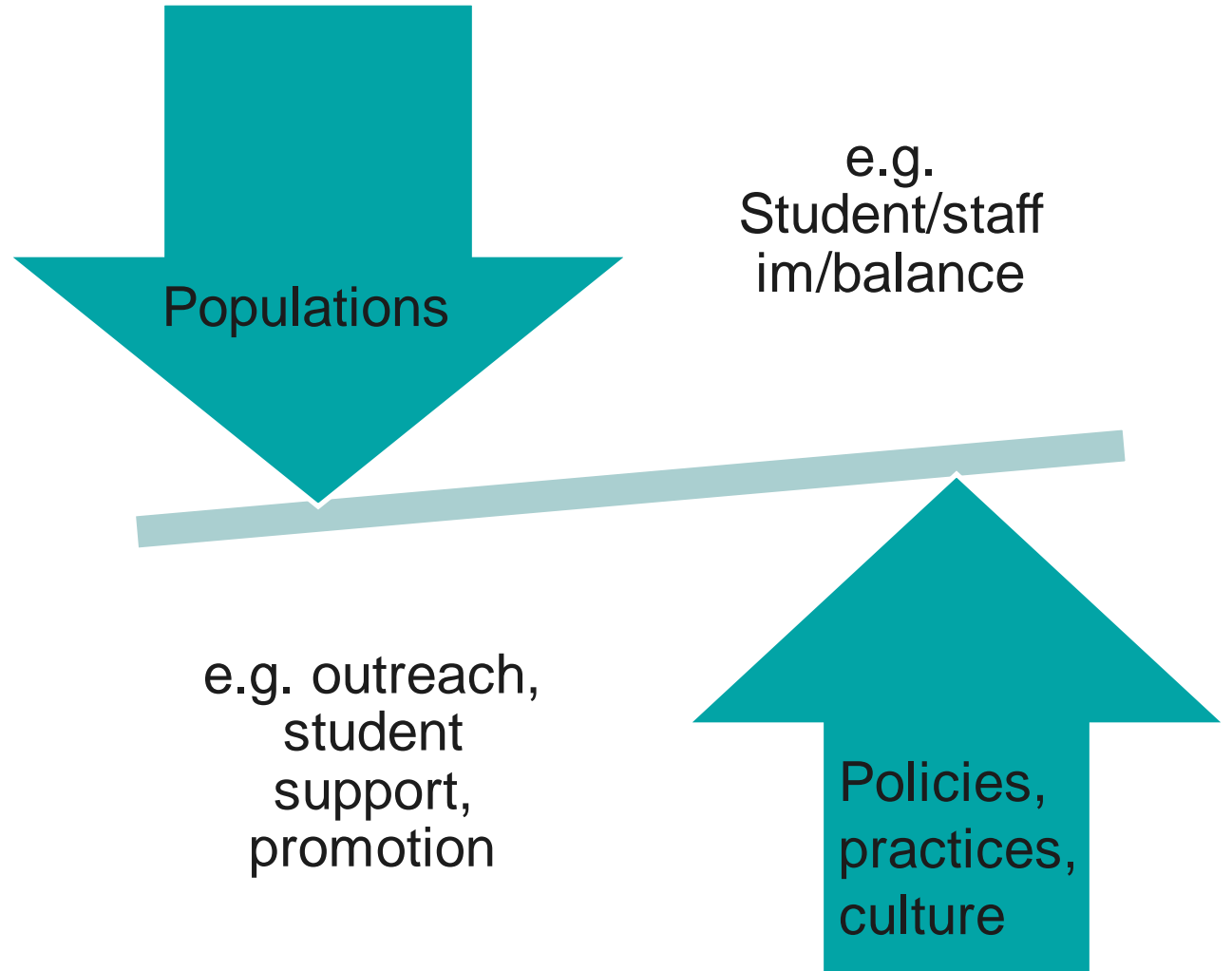
Approach data proactively and with curiosity

Why are we seeing these unequal outcomes?

Does this process work equally well for different groups?

What could we do to level the playing field?



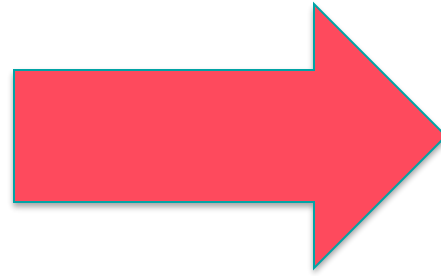




Reflect on a range of quantitative and qualitative data



Evaluate policies, practices & activities



Establish equality priority areas & aspirations



Develop an evidence-based action plan



Ensure the effectiveness of the actions

# What to look out for

- Disproportionate representation of one gender in particular staff groups, disciplines
- Changes in gender representation across years (staff and students)
- “Leaks” between grades / stages / recruitment
- Gender differences in
  - Applications for and success at recruitment
  - Uptake of training and development opportunities
  - Applications for and success in promotion
- Attainment or awarding gender gaps
- Gender differences in opinions / experience / satisfaction (culture survey)

## Identifying issues

*Academic staff by grade, contract function and gender will indicate:*

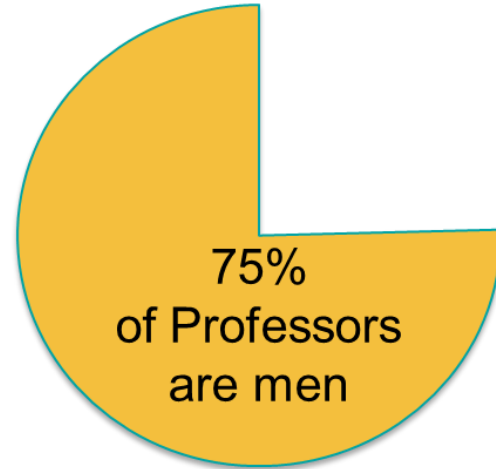
- overall gender balance in current population
- recent fluctuations in gender balance of population (e.g. impact of recruitment, retirement)
- where men/women may be under/overrepresentation at particular grades
- any “leaks” in the pipeline (e.g. L>SL.)
- gender differences in staff function (e.g. research only vs. teaching and research)

## Identifying issues

***Academic staff by grade, contract function and gender may provide insight on:***

- gendered patterns in recent recruitment
- gendered patterns in staff progression
- gendered patterns in fixed-term contracts/leavers
- gender balance of the discipline

# Triangulating data



46% women vs 70%  
men feel decisions  
about promotion /  
progression are  
fairly made.

Data Analysis

Identification of  
issue / priority

Action planning

# Data gaps and challenges

## Data gaps

### **Missing data**

- Consider feasibility of manual data collection (e.g. local uptake of recent training)
- Ascertain if any information may be locally available (e.g. sign up sheets for open days)
- Acknowledge gaps and put in place actions to begin/improve future data collection (e.g. digitisation)

### **Partially complete data set**

- as above
- consider supplementing data with targeted questions in staff consultation (e.g. survey; interviews)



## Data gaps

### **Low response rate to survey**

- analyse respondents (gender; PMSS/academic; grade)
- ascertain any gaps and target supplementary consultation (e.g. pulse survey/s; focus groups)
- consider action/s to improve awareness/engagement

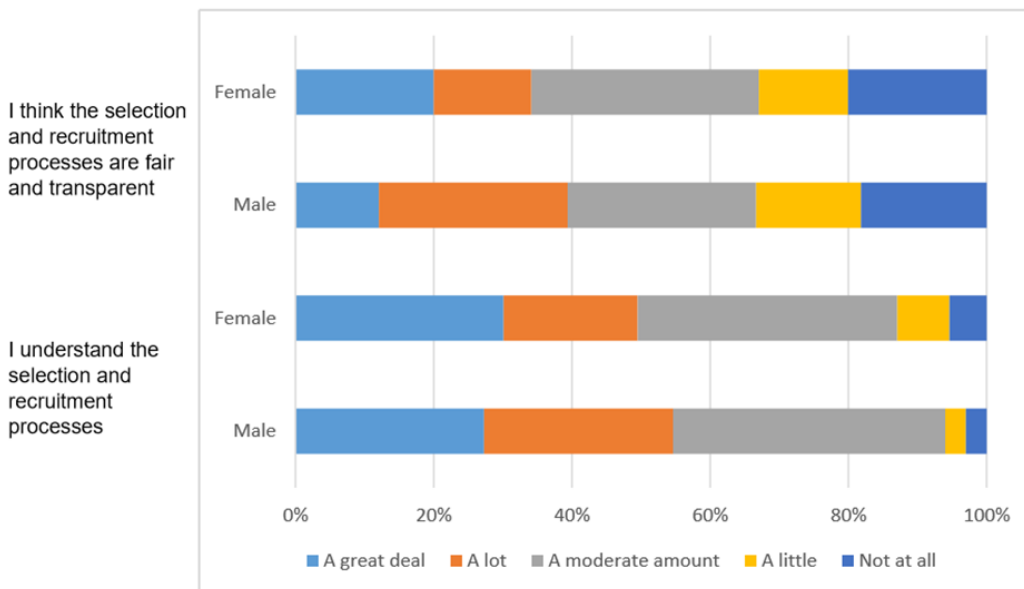
*Avoid % targets for staff consultation. Instead ask, is the # of respondents/participants representative of the department/institution*

# Supplementing with qualitative data

**Promotion:** low numbers applying

**Recruitment:** few roles advertised/low numbers of applications

	M	F
<i>I understand the promotion process and criteria</i>	83%	67%



**Figure 5.1: Gender-Based Perceptions of Fair Recruitment Treatment in Relation to Gender (740 staff)**

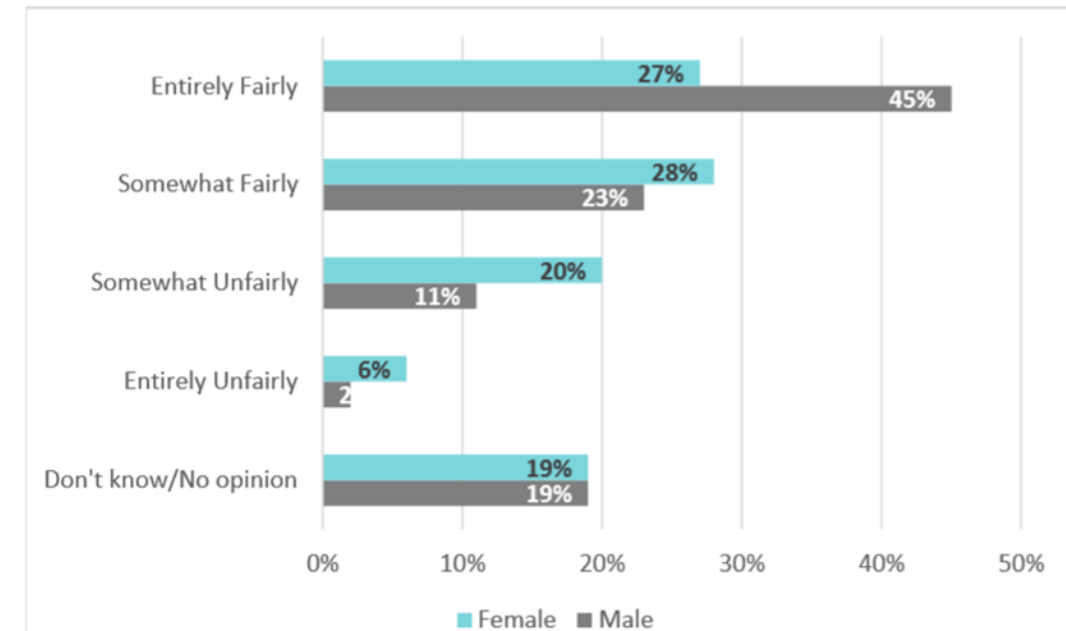


Figure 5.1: Staff perceptions of recruitment processes

The survey revealed that one in five staff believe that recruitment and selection processes are 'not at all' fair and transparent (20%F, 18%M), Figure 5.1. The College's recruitment and selection processes

# Supplementing with qualitative data

■ circulated the annual EDI Survey to departmental staff in November 2018. The department had a 64% response rate (compared to 63% at ■-wide level). The survey included Athena SWAN specific questions, and results were disaggregated to include the department's feedback by gender or job category.

Department EDI survey response rate (63%) with M/F respondents given for each question

In April 2019, and for the first time in the ■, we circulated a standalone EDI survey to postgraduate research students and had a 61% response rate (compared to 25% at ■-wide level). Due to the small number of male PGRs, in line with data protection advice from ■ we are unable to disaggregate this survey by gender

PGR survey (61% response rate). Low #s M PGR mean cannot disaggregate by gender

In July and August ■, the Athena SWAN Project Officer conducted 21 (48% F) 1-to-1 interviews with staff and postgraduate research students.

Supplemented with 1:1 interviews with staff and students

Because of the small size of the department, we attribute interview participants and quotes to individuals by gender or role, but rarely both, to retain the anonymity of the interviewees.

Attribution by gender or role where necessary

# Presenting data

# Presenting your data

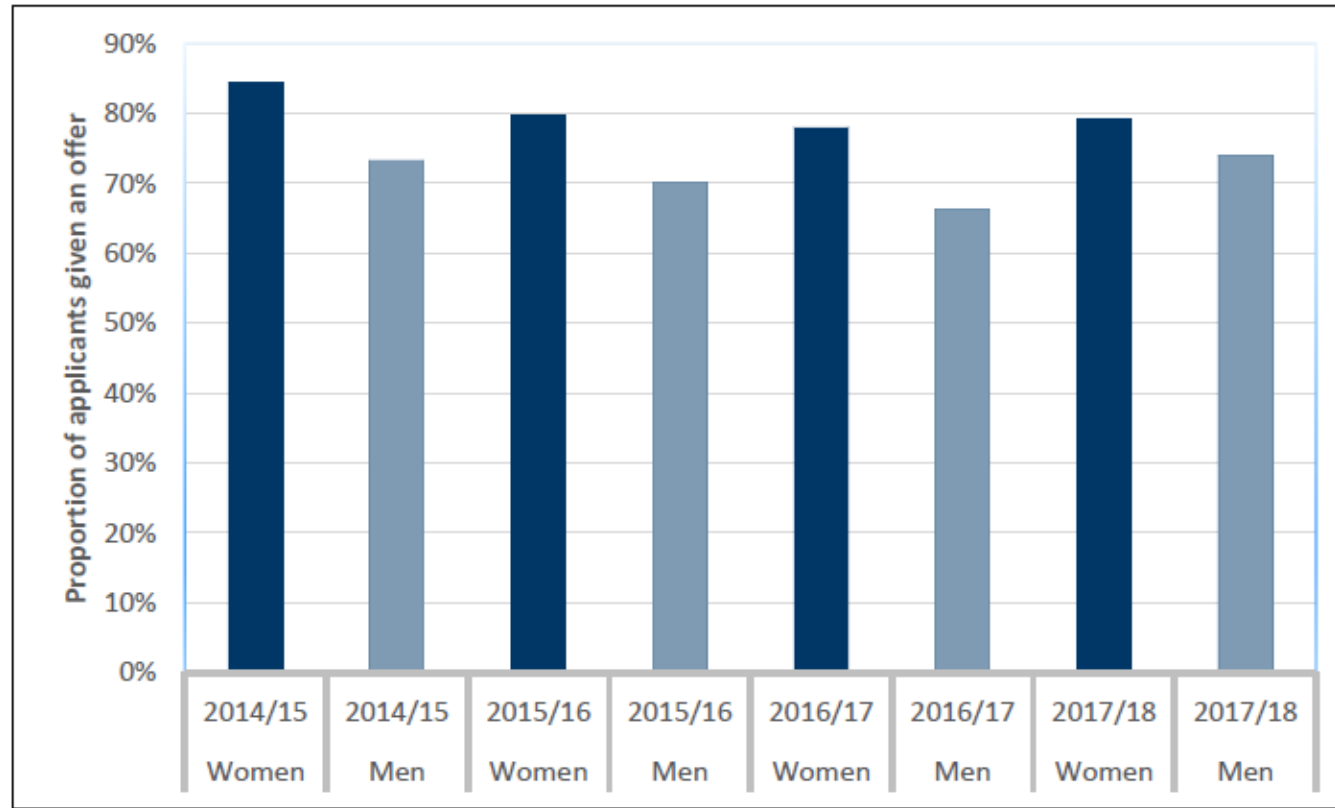
- Present data tables, as appendices, cross-reference in your narrative
- Disaggregate by gender and other relevant characteristics
- Disaggregate sub-units (departments)
- Include raw numbers and percentages
- 5 years of data
- Use graphics to make trends, patterns visible

# Presenting data

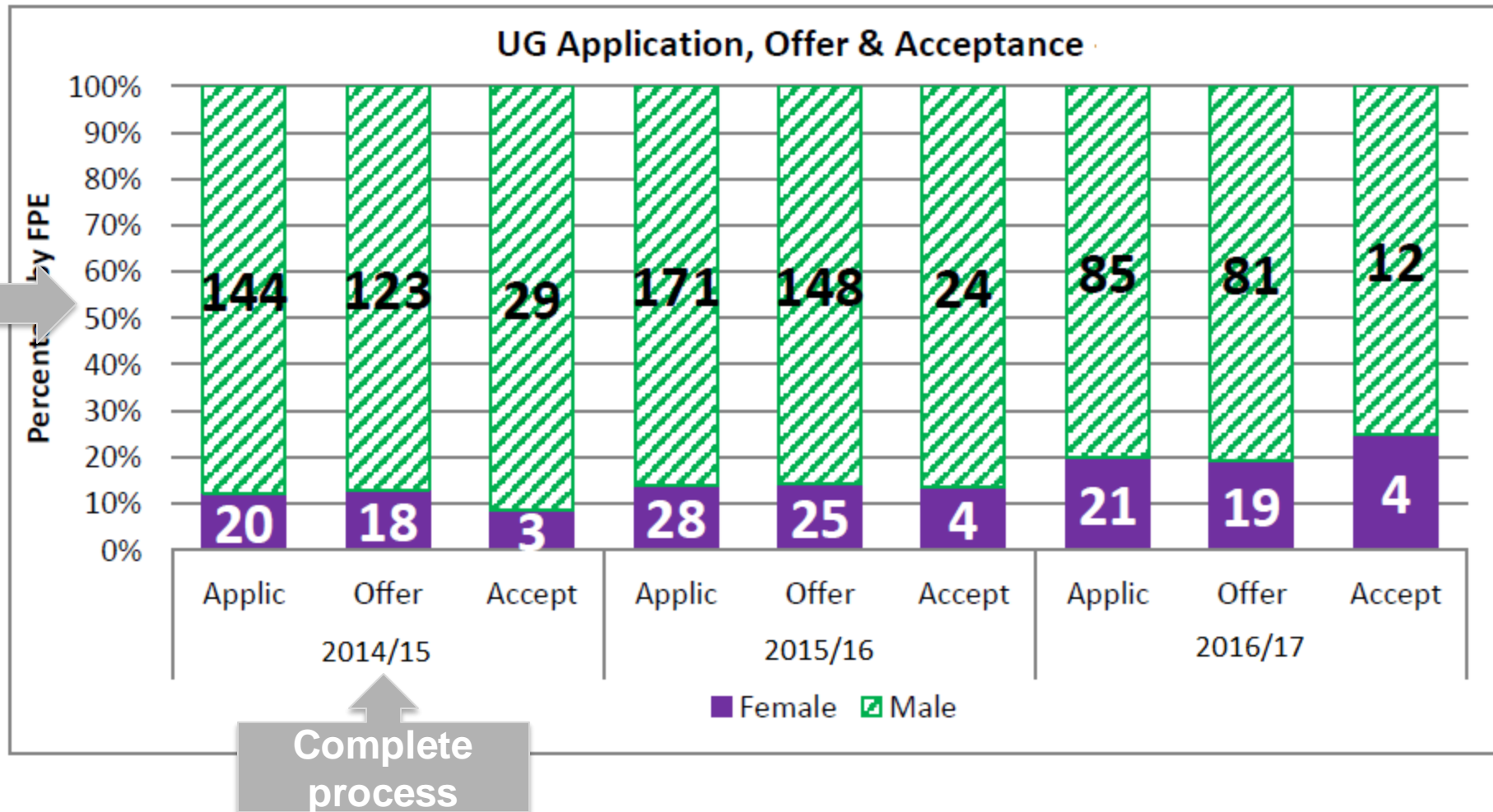
Part of the process

Figure 4.1.2: Proportion of undergraduate applicants given an offer - all degrees

% only



# Presenting data

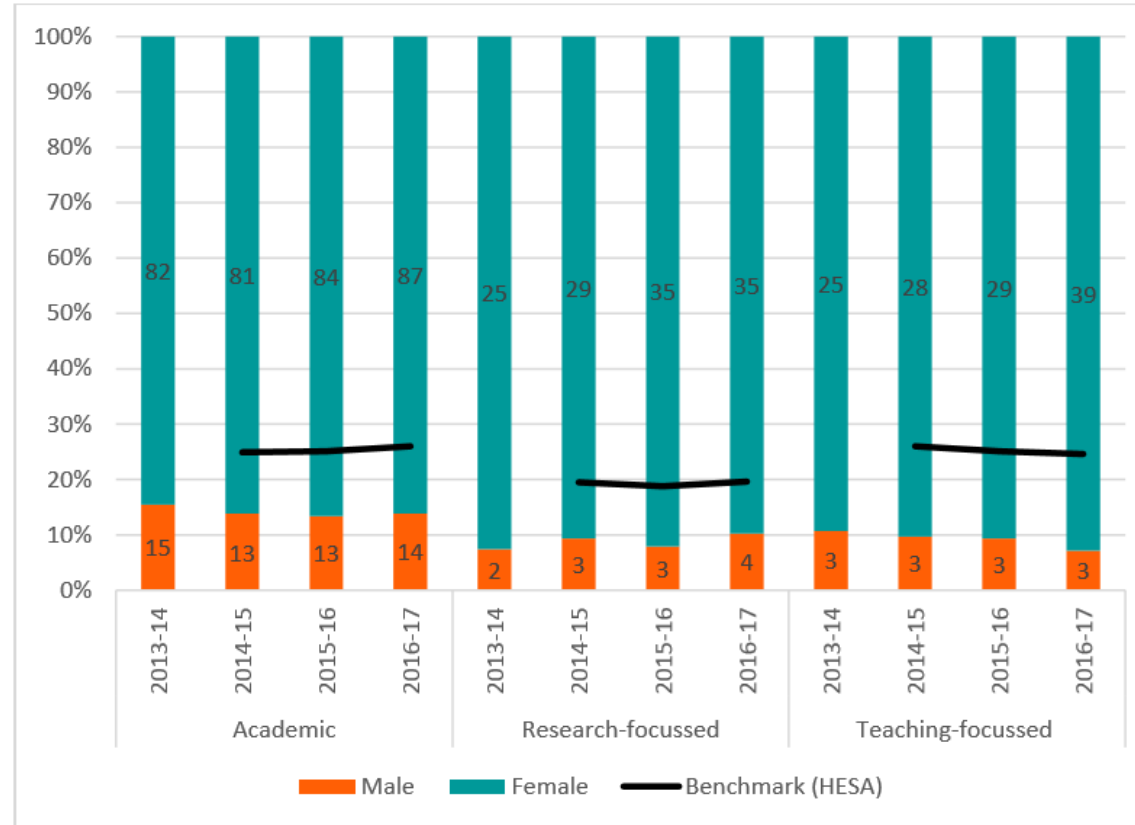


# Example - Staff data: Nursing and midwifery applicant

%

4 years of data  
(NB. 3 or 5 usually required)

Figure 4.8: Gender representation of staff, labels show headcount by contract function: academic (teaching & research), research-focused staff and teaching-focused staff.



#

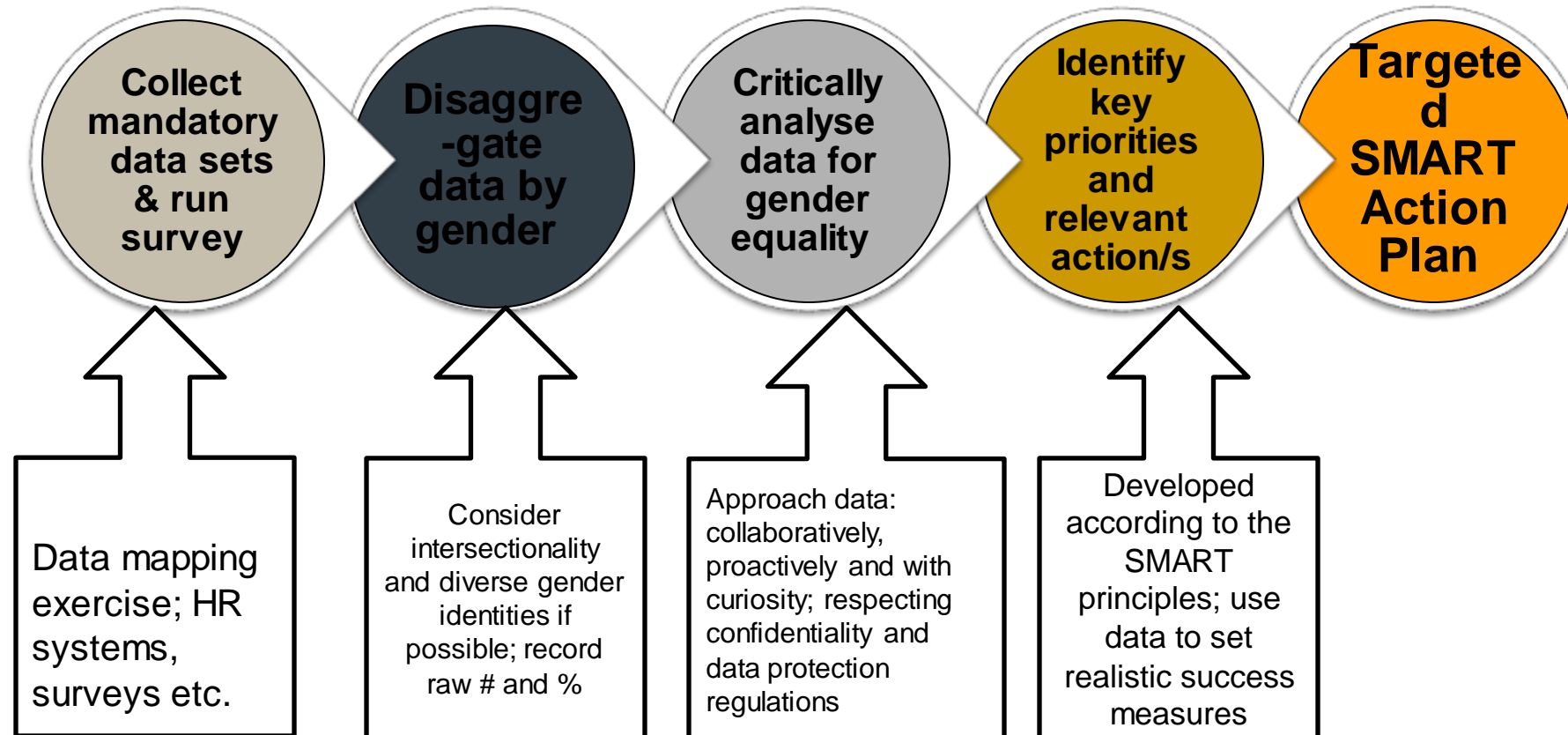
Disaggregated by gender

Staff data is benchmarked against relevant national (UK HESA) disciplinary Cost Centre



And finally...

# Key steps in a gendered analysis



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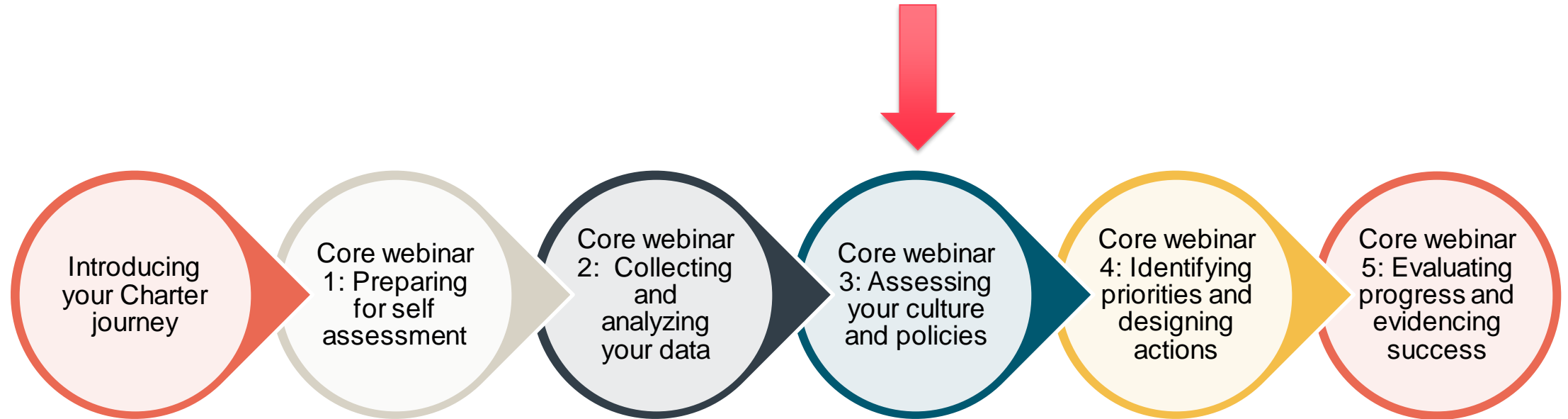


# Core webinar 3: Assessing your culture and policies

GATI Recorded Webinar Series



# Overview of webinar series

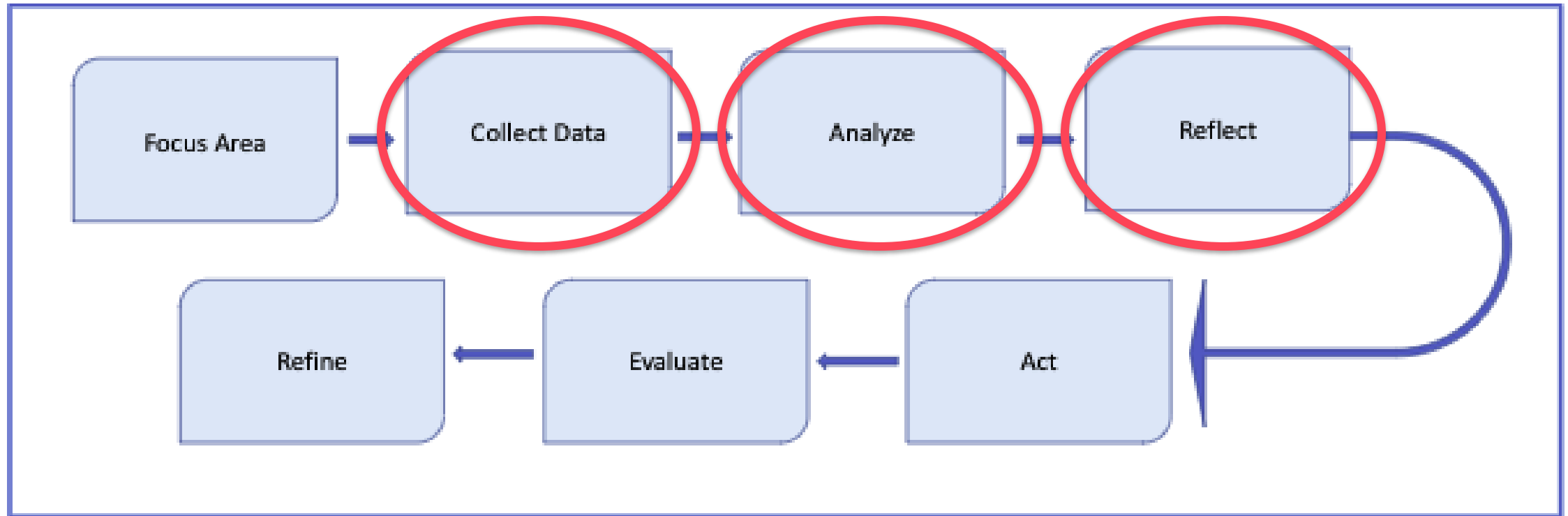


# Learning objectives

Understand the importance of assessing policies, processes and culture for equality outcomes

Be aware of different approaches to assessing policies and culture

# The GATI framework



Page 23, GATI handbook and guidance document

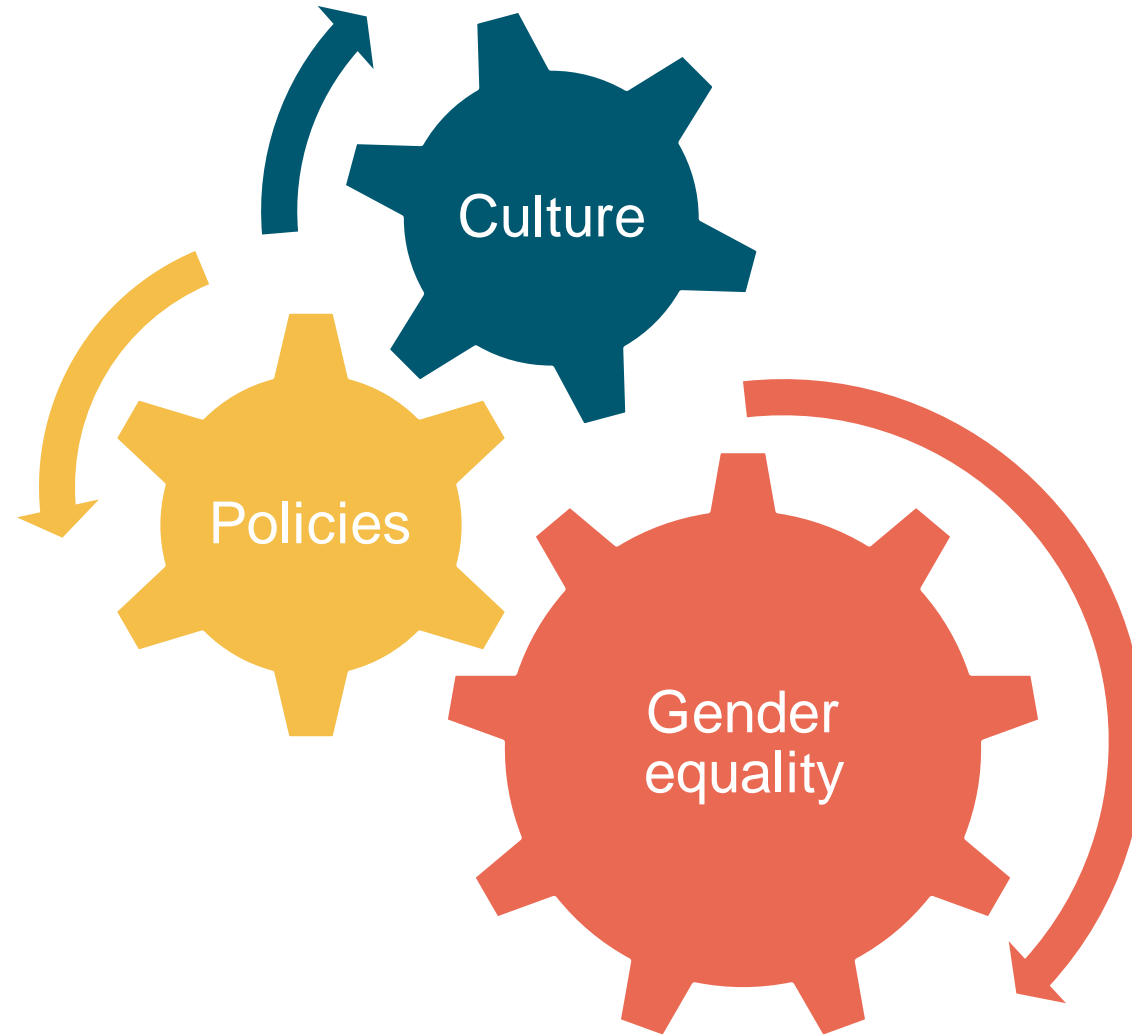
# Core webinar 3: Overview

- Importance of addressing policies and culture
- Designing policies for equality outcomes
- Culture and gender equality
- Approaches to assessing culture
- Example: approaches to addressing sexual harassment
- Considering intersectionality and inclusivity of policies and cultures for all genders
- Summary of key messages



# Importance of assessing culture and policies

# Policies and culture



# Criteria 4: Gender policies, processes, procedures, practices

Supporting  
work-life  
dynamic

Infrastructure  
and welfare  
support

Dignity at  
work

Audits, review  
and  
resources

# Criteria 5: Gender climate and organizational culture

Student support  
and curriculum  
enrichment

Gender  
responsiveness

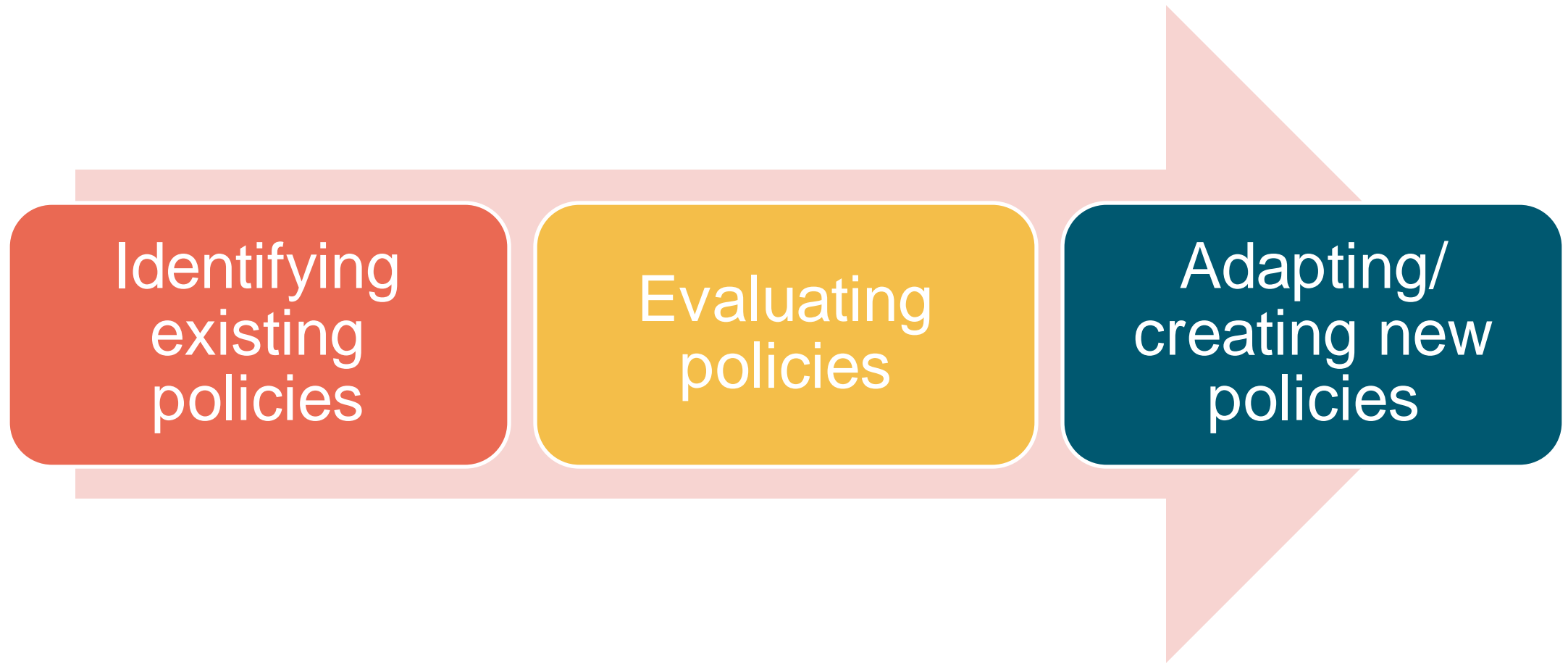
Promoting  
women in  
science

Science  
promotion

Perception on  
gender climate  
and org culture

# Designing and assessing policies for equality outcomes

# Assessing policies for equality outcomes



# Which policies?

- Obvious “equalities” policies (e.g. equality policy, transgender policies,
  - Bullying and harassment / violence against women policies
  - Flexible working, parental leave, carers policies
- ....And wider policies such as:
- Appraisal, promotion and progression policies
  - Extenuating circumstances policies (students)
  - Core hours / teaching day / meetings policies
  - Reward and recognition policies
-

# Evaluating policies





# Key questions

- Do the policies go far enough to ensure sustained equalities?
- Is the language still appropriate and up to date?
- Is the policy based on any outdated assumptions?
- Who does policy cover and does it need to be extended?
- Does the policy have the potential to impact negatively on a particular gender identity?
- How might the policy be adjusted to mitigate and intended or unintended negative gender impacts?
- Are new policies required to tackle emerging inequalities (e.g. digital safety)

# Adapting or creating new policies



# Addressing gaps between policy and practice



What is 'culture' and how does it relate to equality and diversity?

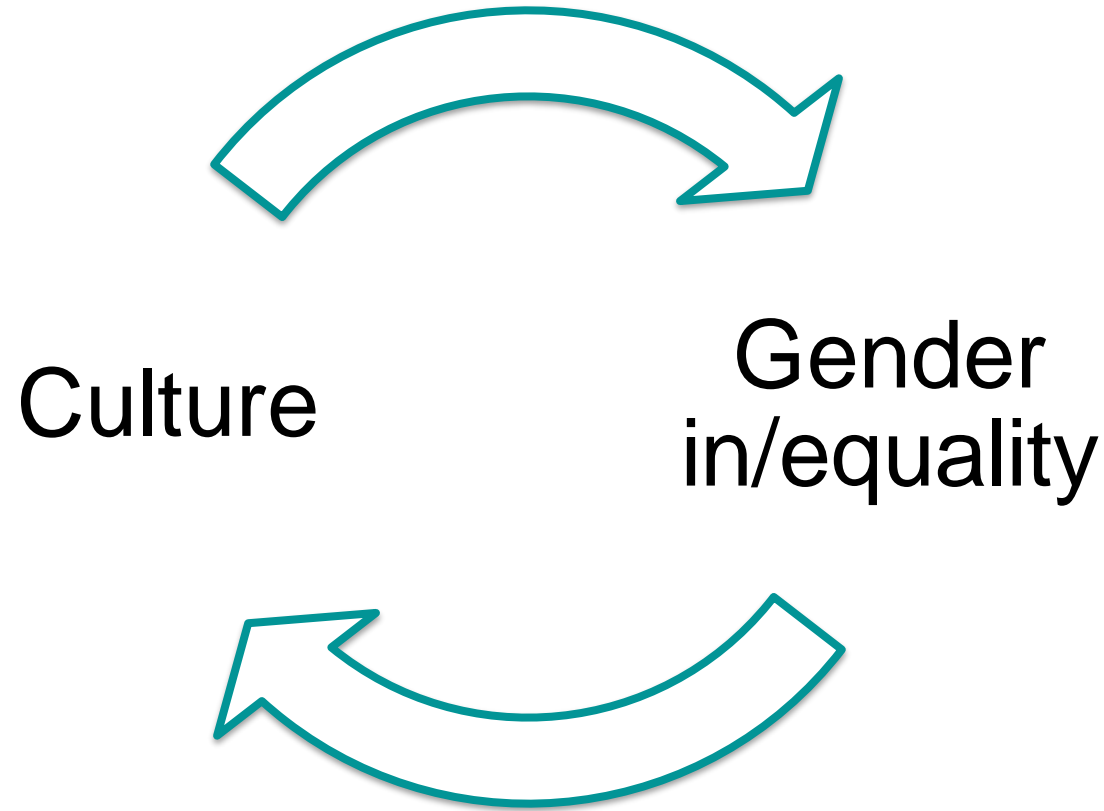
# Why does culture matter?

Inclusion and sense of belonging

Retention and productivity

Some cultures and subcultures can be discriminatory or present barriers to particular groups

# Culture and gender equality



# Institutional culture and subcultures

- Does the culture support gender equality?
- What about subcultures within the institution?

# Possible dimensions of culture

Professional

Social

Hierarchical

Narrative around culture should be framed from a gender equality perspective



## Professional Culture

- Is the working life of the institution inclusive and geared towards gender equality?

# Social culture

- Is the institution a welcoming and inviting place for everyone to work and learn?

## Hierarchical culture

- Are there gendered patterns to power dynamics?

# Approaches to assessing culture

# Tools for evaluating culture

Quantitative  
data

Culture  
surveys

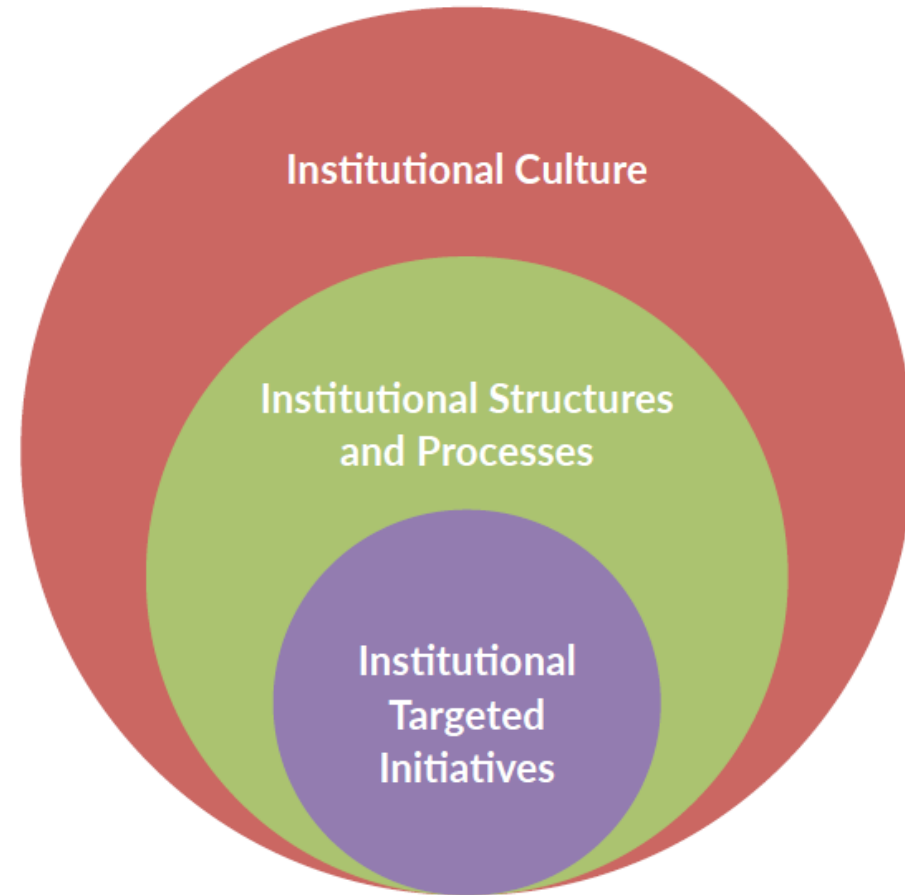
Focus  
groups

Feedback  
forms

Anonymous  
feedback  
options

# Example: Addressing sexual harassment on campus

# Effecting cultural and behavioural change across institutions



# Institutional responses

## Data

## Institutional culture

- Embedding GBV in wider institutional strategy

## Institutional structures and processes

- Reporting mechanisms
- Complaint procedures
- Policies

## Targeted initiatives

- Prevention activity
- Trauma informed support
- Signposting/partnering with specialist support organisations

## Accountability

- Monitoring progress and evaluating success
- Governance and leadership



Considering intersectionality and inclusivity of policies and cultures for all genders

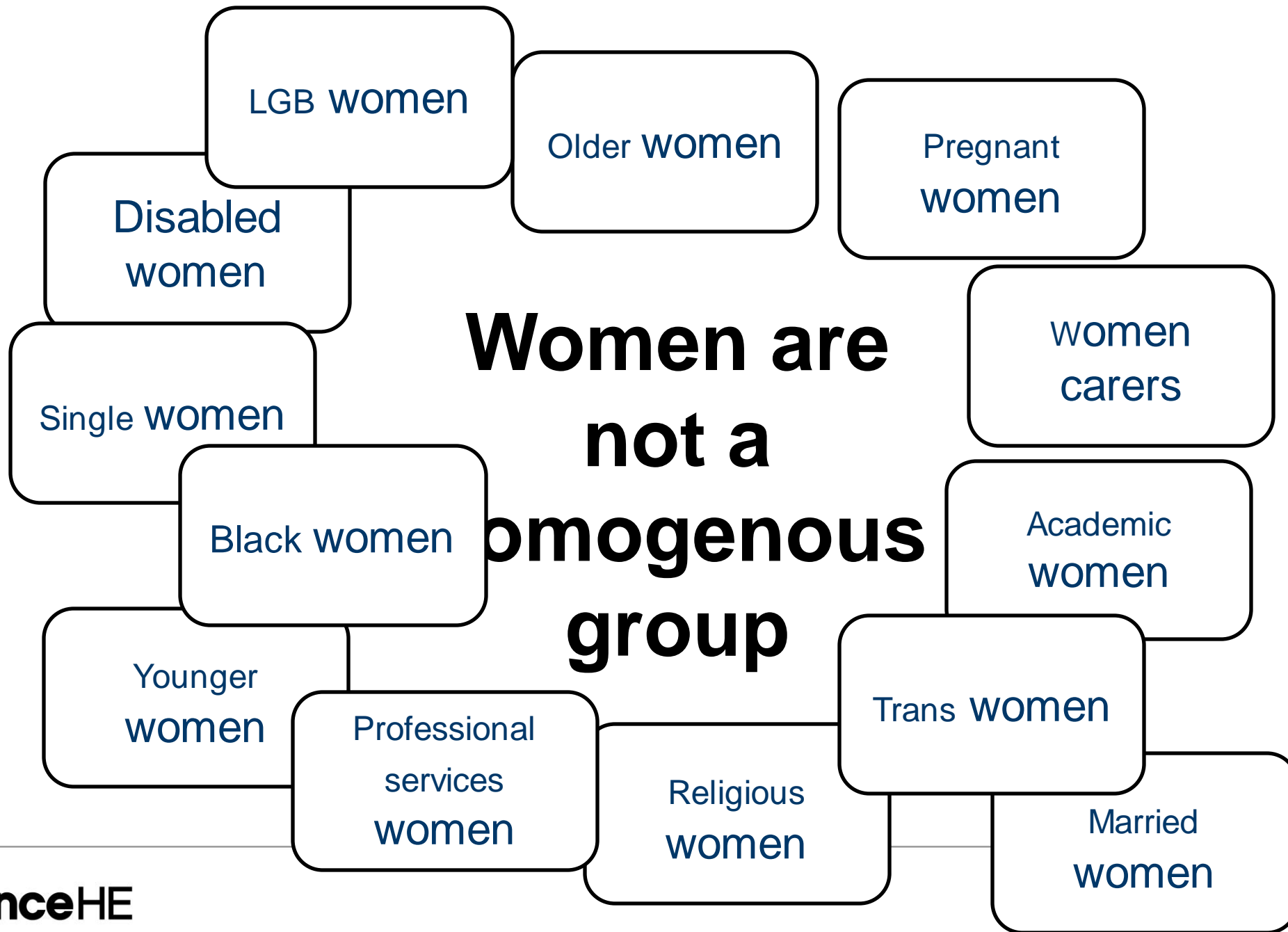
# Intersectionality

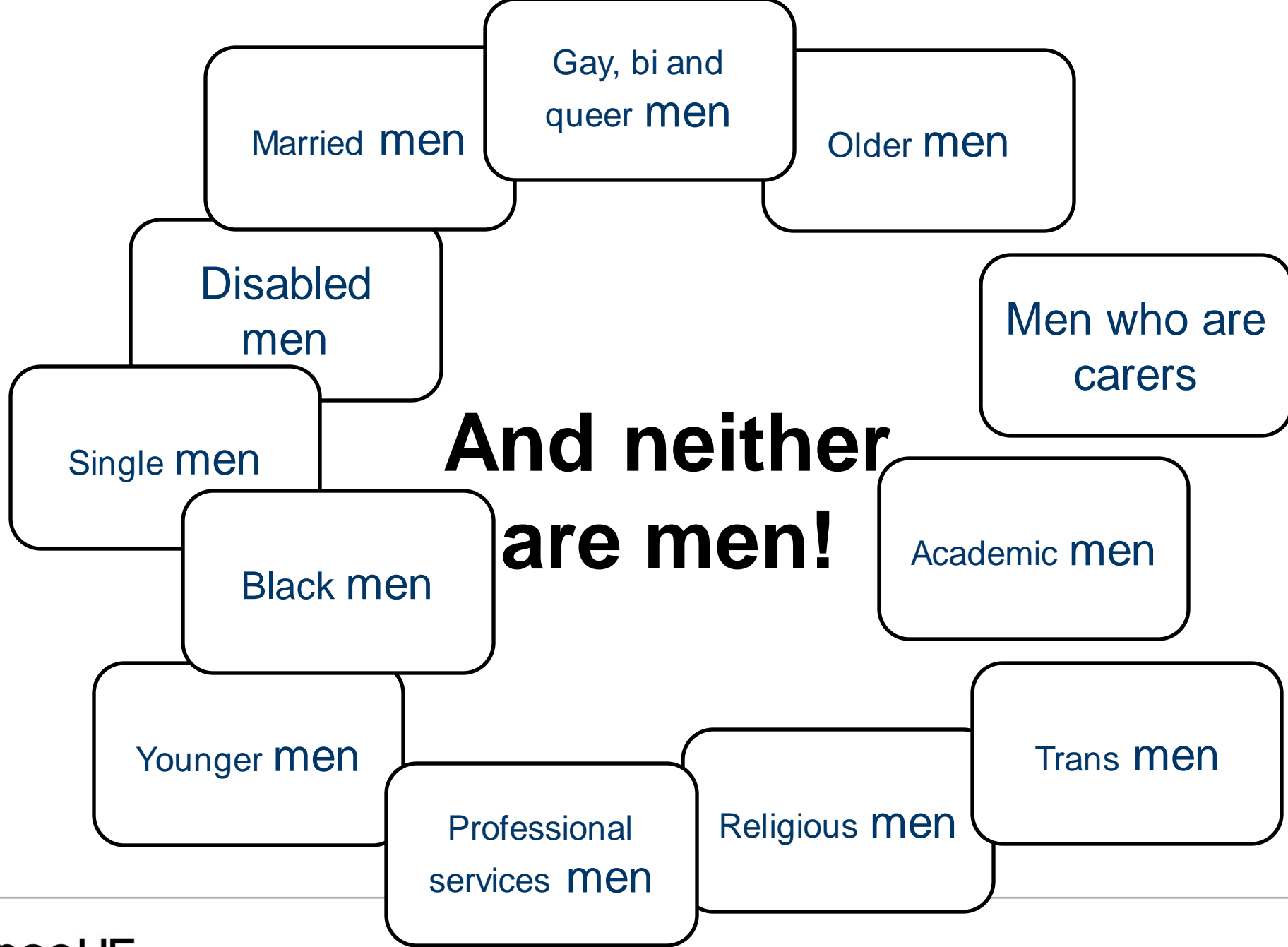
Intersectionality refers to particular forms of intersecting oppressions, for example, intersections of race and gender, or of sexuality and nation.

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

**Prof Patricia Hill Collins**  
Professor of Sociology  
University of Maryland







# Embedding an intersectional approach

“Intersectionality is not identity politics... it is a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other”

Crenshaw, 2020

And finally...

# Key messages

Assessing and designing policies with a gender lens supports equality outcomes

Addressing institutional culture can help to embed progress towards gender equality

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# Core webinar 4: Identifying priority issues and developing targeted action plans

GATI Recorded Webinar Series



# Key content

## UNDERSTANDING

why targeted  
actions plans are  
important

## IDENTIFYING

priorities

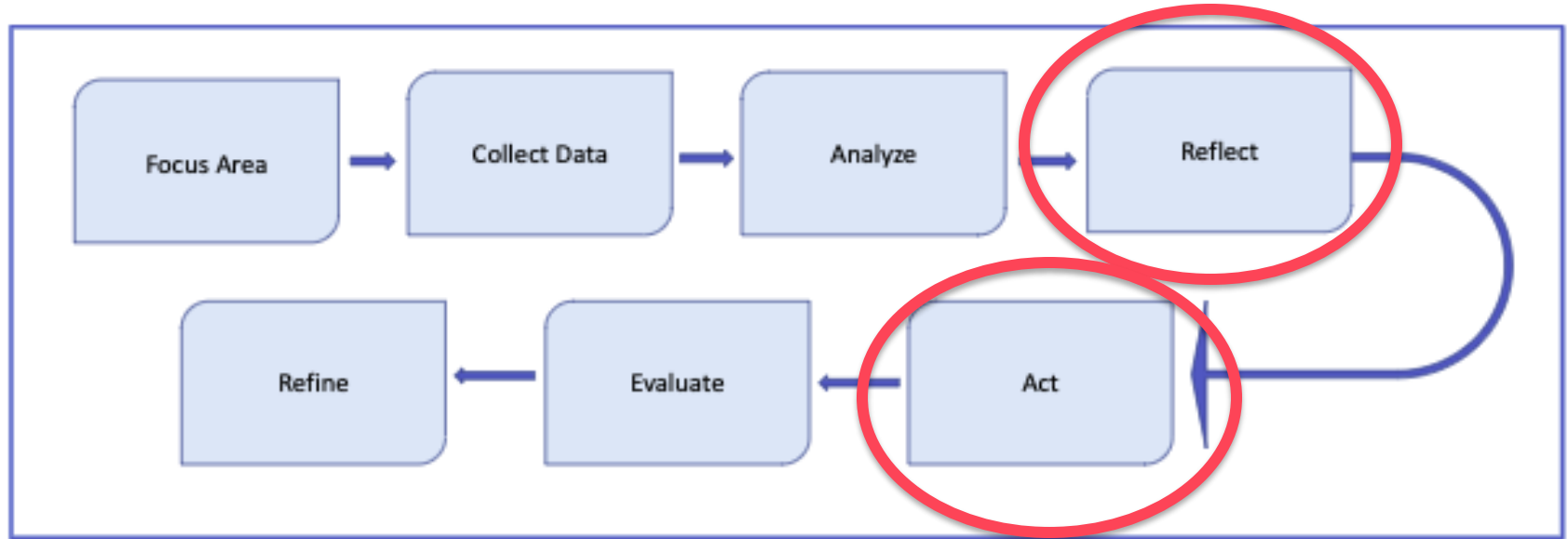
## DEFINING

success measures  
and targets

## DEVELOPING

targeted actions

# The GATI framework



Page 23, GATI handbook and guidance document

# Criteria 7

*“The key question to address is how these plans can be integrated in the strategic vision of the institution and help gender advancement as outlined by the key principles of the GATI Charter.”*

(GATI handbook, page 48)

# GATI peer review criteria

Are the SMART action plans designed to address barriers, challenges and gender inequalities unraveled in the self-assessment process?

Are they specific, measurable, achievable, relevant and time-bound?

Does the institution lay a clear road map and allocate adequate resources for their implementation over the stipulated time?

UNDERSTANDING why targeted  
action plans are important

*“Someone’s sitting  
in the shade today  
because someone  
planted a tree a  
long time ago.” –  
Warren Buffett*



1. WHAT are you going to do?



```
graph TD; A[1. WHAT are you going to do?] --> B[2. WHY are you undertaking the action?]; B --> C[3. WHEN will the action start and finish?]; C --> D[4. WHO will ensure the action is achieved?]; D --> E[5. HOW will you know the action has been achieved?];
```

2. WHY are you undertaking the action?

3. WHEN will the action start and finish?

4. WHO will ensure the action is achieved?

5. HOW will you know the action has been achieved?



WHAT  
are you  
going  
to do?

- Who is the action aimed at?
- How will it be implemented?

WHY are  
you  
undertaking  
the action?

- Why is action necessary?
- How does the rationale link to your data analysis?

**WHEN**  
will the  
action  
start and  
finish?

- Dates for implementation, review and evaluation
- Specific dates for start, end, and milestones

WHO will  
ensure  
the action  
is  
achieved?

- accountability  
vs  
implementation
- Specific roles

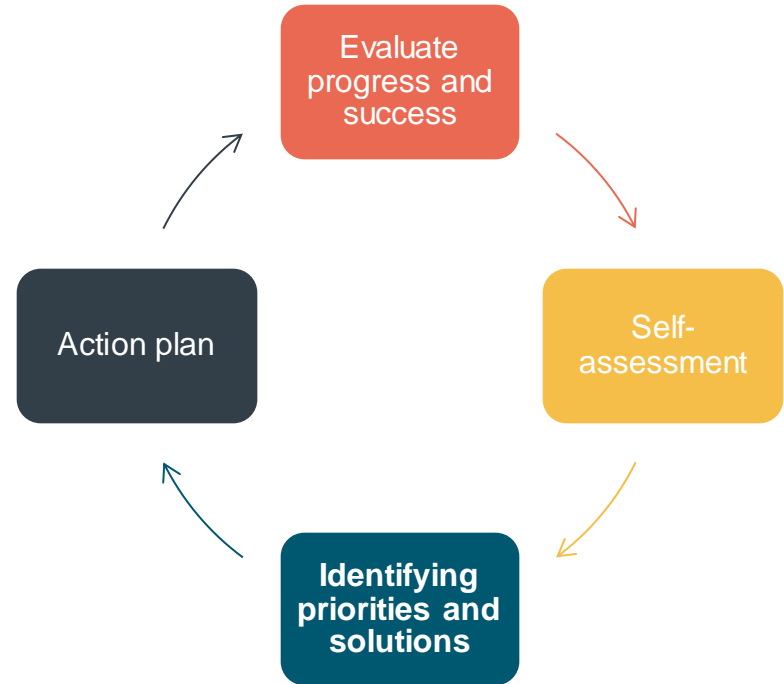
HOW will  
you know  
the action  
has been  
achieved?

- Was the action effective to achieve your overall goal?
- Numerical/measurable targets

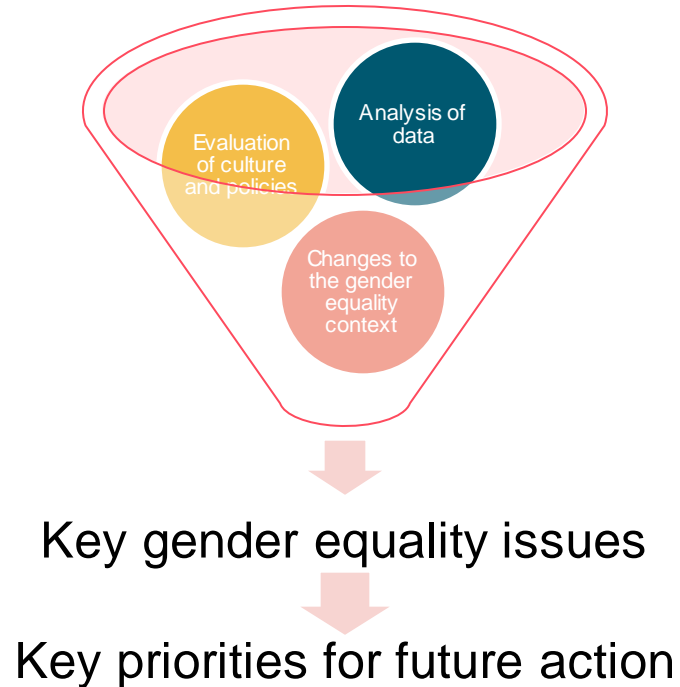
# IDENTIFYING priorities

# Why identify priorities?

- ✓ Guide plans to improve gender equality
- ✓ Target areas of greatest need
- ✓ Keep focus on long term outcomes
- ✓ Ensure plans are achievable and sustainable



# From analysis to priorities





# Guidance for setting priorities

- ✓ 4-8 priorities
- ✓ Specific and measurable
- ✓ Appropriate to your context
- ✓ Justified by your evidence (quantitative and qualitative)
- ✓ Likely to be addressed through multiple actions

# Use your evidence

- ✓ Where are the widest/ most persistent gender gaps in
  - Student / staff representation
  - Recognition/reward or award
  - Promotions?
- ✓ Recurring areas of concern in staff culture surveys/focus groups
- ✓ Consider intersectionality

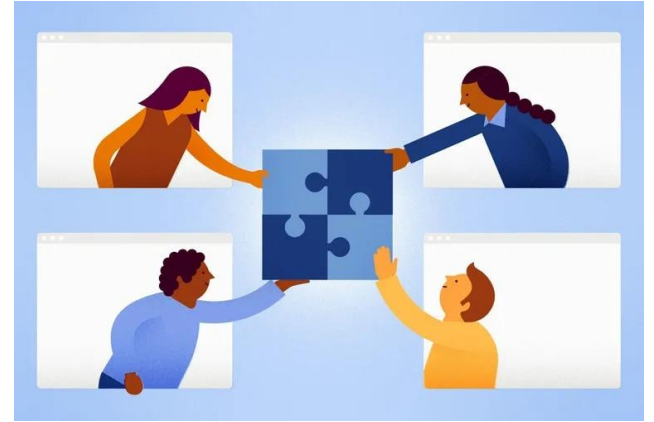


# Consider internal and external context

- ✓ External policy drivers/statutory responsibilities
- ✓ Existing institutional targets
- ✓ Changes to context, eg Covid 19/ home-based and flexible working
- ✓ Opportunities arising from institutional initiatives or partnerships with external organisations



# Consult with and engage stakeholders



# Setting targets

## Baseline data

Pre-intervention data point, basis for measuring success

- staff/student representation
- uptake rates
- application/success rates
- awareness
- feedback



## Benchmark data

Provides context for analysis of internal data

- comparison with sector averages (see [Advance HE statistical reports](#))
- discipline-specific comparison



**Establish gender equality issues / Shape realistic but ambitious targets**

# Examples of specific priorities

*Tackle bullying  
and harassment*

Reduce incidences of disrespect towards female professional services staff from male students

*Increase the  
number of  
women at senior  
academic grades*

Improve the proportion of women achieving promotion to Professor grade

*Grow  
engagement with  
the local  
community*

Work with community partners X, Y and Z to increase the proportion of male school-leavers from the local area enrolling in the institution.

# Using evidence to identify your priorities - example

# Identifying priorities - example

## The evidence

Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).

Women are less likely to apply for and be successful in promotion to professor roles

Staff survey feedback found women significantly less satisfied on: fairness of decisions about promotion and on workload allocation in departments; usefulness of feedback on career devt.

Staff also perceive teaching is undervalued.



# Identifying priorities - example

## The evidence

Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).

Women are less likely to apply for and be successful in promotion to professor roles

Staff survey feedback found women significantly less satisfied on: fairness of decisions about promotion and on workload allocation in departments; usefulness of feedback on career devt.

Staff also perceive teaching is undervalued

## Priority

Introduce mentoring scheme for women senior lecturers

- ✓ Specific and measurable
- × Can be supported by multiple actions
- × (Partially) justified by evidence

# Identifying priorities - example

## The evidence

Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).

Women are less likely to apply for and be successful in promotion to professor roles

Staff survey feedback found women significantly less satisfied on: fairness of decisions about promotion and on workload allocation in departments; usefulness of feedback on career devt.

Staff also perceive teaching is undervalued

## Priority

Increase number of senior women in the University

- × Specific and measurable
- ✓ Can be supported by multiple actions
- × (Partially) justified by evidence

# Identifying key priorities - example

## The evidence

Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).

Women are less likely to apply for and be successful in promotion to professor roles

Staff survey feedback found women significantly less satisfied on: fairness of decisions about promotion and on workload allocation in departments; usefulness of feedback on career devt.

Staff also perceive teaching is undervalued



## Priority

Increase proportion of women promoted to Professor

- ✓ Specific and measurable
- ✓ Can be supported by multiple actions
- ✓ Justified by evidence

# DEFINING success measures and targets

HOW will  
you know  
the action  
has been  
achieved?

- Was the action effective to achieve your overall goal?
- Numerical/measurable targets

Baseline (internal) data  
and action planning

*Baseline data reveals issues and opportunities for intervention*

Baseline data:

- staff/student representation;
- uptake rates;
- application/success rates (# and %);
- awareness;
- feedback;

*Baselines, alongside benchmarks, help to establish gender equality issues and opportunities, and both can be used to shape realistic but ambitious targets*

# Using baseline data

Including baselines in the action plan is encouraged to establish the evidence base for the action.

Objective	Rationale for Actions	Associated Actions	People Responsible	Success Criteria and Outcome
Provide appraisee and appraiser training for all staff and increase uptake of appraisals.	<p>In the School AS Survey only 61% of women and 56% of men academic staff reported having had an appraisal within the last year.</p> <p>79% of women and 71% of men did not have appraiser and/or appraisee training in the last two years.</p>	<p>a. Ensure that all staff are appraised each year;</p> <p>b. Make appraiser training compulsory for all appraisers;</p> <p>c. Encourage all staff to undertake appraisee training;</p> <p>d. Create a School register of peer-review completion and report data to BoS at the end of each year to ensure peer review takes place for all academic staff.</p>	<p>Responsible: Dean</p> <p>Implemented by: School HR team</p>	<ol style="list-style-type: none"><li>1. All staff to be appraised henceforth.</li><li>2. All appraisers to be trained by the end of 2019.</li><li>3. Increase proportion of staff with appraisee training to 50% by 2022.</li><li>4. Peer review data reported to BoS by Oct 2019.</li></ol>

Baselines provide the data points against which success of interventions can be measured.

# Key terms

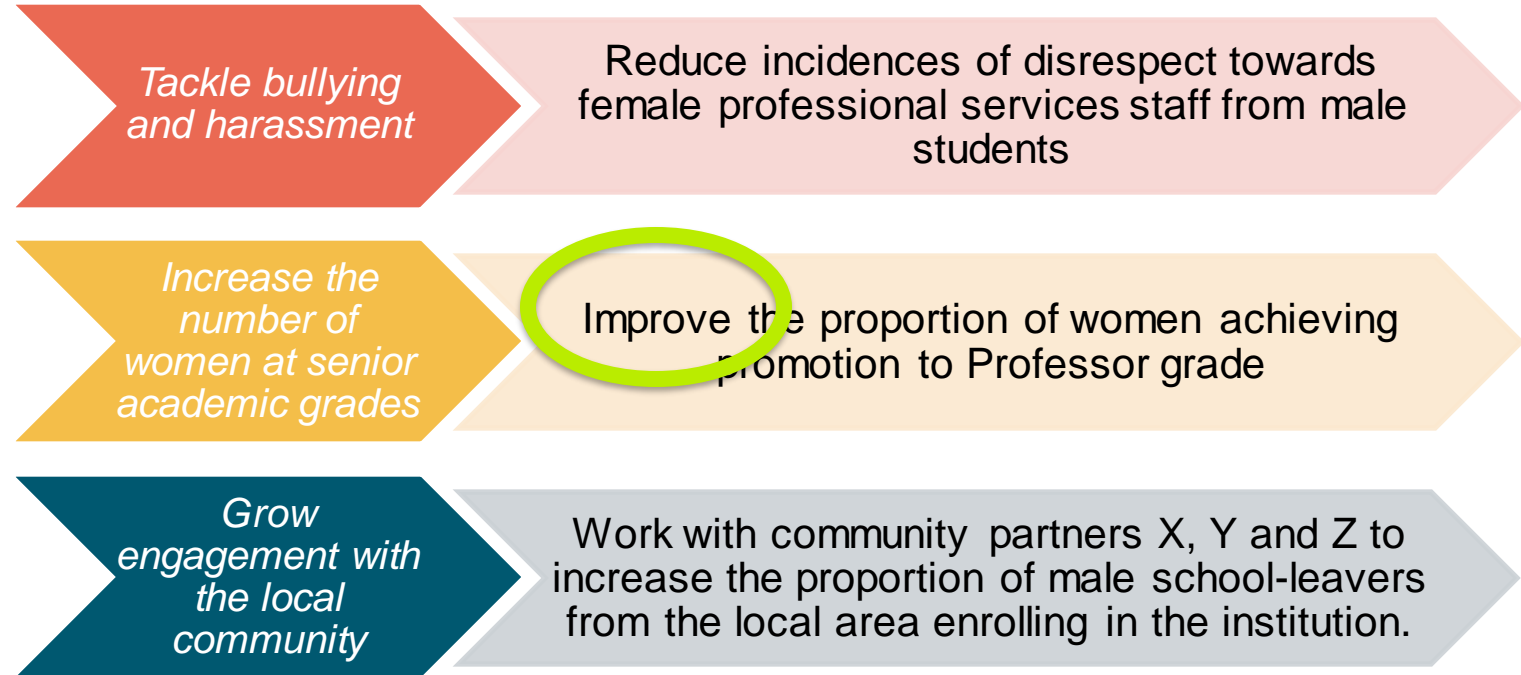
**Success measures** – indicators that help you understand if your actions are having the intended effects

*Is this action doing what it's supposed to?*

Success measures should correspond to your rationale for action. Success measures aren't just about completing actions, but evaluating them.



# Defining success





# DEVELOPING targeted actions - example

# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.						

1. WHAT are you going to do?

# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.	<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Senior Lecturer grades (53%F) (2021)</p> <p>In promotions rounds between 2019 and 2021, men were more likely to apply and be successful than women in achieving professorial status.</p> <p>Existing promotion criteria do not give weighting to teaching and learning. Staff also perceive teaching is undervalued.</p>					

2. WHY are you undertaking the action?

# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.	<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Senior Lecturer grades (53%F) (2021)</p> <p>In promotions rounds between 2019 and 2021, men were more likely to apply and be successful than women in achieving professorial status.</p> <p>Existing promotion criteria do not give weighting to teaching and learning. Staff also perceive teaching is undervalued.</p>	<ol style="list-style-type: none"><li>1. Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership.<ol style="list-style-type: none"><li>1.1 Complete approval process for new pathway</li><li>1.2 Communicate changes to all staff via line managers and staff bulletin</li><li>1.3 Run information workshops annually to introduce the new pathway and criteria</li></ol></li><li>2. Remove requirement to have reached top of Senior Lecturer scale to apply for promotion to professor.</li></ol>				

1. WHAT are you going to do?

# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.	<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Senior Lecturer grades (53%F) (2021)</p> <p>In promotions rounds between 2019 and 2021, men were more likely to apply and be successful than women in achieving professorial status.</p> <p>Existing promotion criteria do not give weighting to teaching and learning. Staff also perceive teaching is undervalued.</p>	<p>1. Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership.</p> <p>1.1 Complete approval process for new pathway</p> <p>1.2 Communicate changes to all staff via line managers and staff bulletin</p> <p>1.3 Run information workshops annually to introduce the new pathway and criteria</p> <p>2. Remove requirement to have reached top of Senior Lecturer scale to apply for promotion to</p>		<p>Development of pathway to commence Jan 2022</p> <p>1. Pathway approved July 2022</p> <p>2. Comms with staff to be completed by end Aug 2022</p> <p>3. Workshops to take place every Sep-Oct from 2022</p> <p>4. Promotion requirements updated by Sept 2022</p>		

3. WHEN will the action start and finish?

# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.	<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Senior Lecturer grades (53%F) (2021)</p> <p>In promotions rounds between 2019 and 2021, men were more likely to apply and be successful than women in achieving professorial status.</p> <p>Existing promotion criteria do not give weighting to teaching and learning. Staff also perceive teaching is undervalued.</p>	<p>1. Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership.</p> <p>1.1 Complete approval process for new pathway</p> <p>1.2 Communicate changes to all staff via line managers and staff bulletin</p> <p>1.3 Run information workshops annually to introduce the new pathway and criteria</p> <p>2. Remove requirement to have reached top of Senior Lecturer scale to apply for promotion to</p>		<p>Development of pathway to commence Jan 2022</p> <p>1. Pathway approved July 2022</p> <p>2. Comms with staff to be completed by end Aug 2022</p> <p>3. Workshops to take place every Sep-Oct from 2022</p> <p>4. Promotion requirements updated by Sept 2022</p>	<p>Resp: Head of Centre for Learning &amp; Teaching (HCLT)</p> <p>Impl: HCLT; Heads of Faculties and Depts; Comms Team</p> <p>Resp &amp; Impl: Director of HR</p>	

4. WHO will ensure the action is achieved?



# Developing targeted actions

Objective	Rationale	Planned actions	Key outputs & milestones	Timeframe	People involved	Success criteria
Increase proportion of women promoted from Senior Lecturer to Professor.	<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Senior Lecturer grades (53%F) (2021)</p> <p>In promotions rounds between 2019 and 2021, men were more likely to apply and be successful than women in achieving professorial status.</p> <p>Existing promotion criteria do not give weighting to teaching and learning. Staff</p>	<p>1. Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership.</p> <p>1.1 Complete approval process for new pathway</p> <p>1.2 Communicate changes to all staff via line managers and staff bulletin</p> <p>1.3 Run information workshops annually to introduce the new pathway and criteria</p> <p>2. Remove requirement to have reached top of Senior Lecturer scale to</p>	<p>1. New pathway approved</p> <p>2. Pathway communicated to staff</p> <p>3. Workshops take place and participant feedback is obtained</p>	<p>Development of pathway to commence Jan 2022</p> <p>1. Pathway approved July 2022</p> <p>2. Comms with staff to be completed by end Aug 2022</p> <p>3. Workshops to take place every Sep-Oct from 2022</p> <p>4. Promotion</p>	<p>Resp: Head of Centre for Learning &amp; Teaching (HCLT)</p> <p>Impl: HCLT; Heads of Faculties and Depts; Comms Team</p> <p>Resp &amp;</p>	<p>70% of eligible staff to attend information workshops each year</p> <p>80% of eligible women to attend information workshops each year</p> <p>90% of participants report satisfaction with information workshops via participant feedback forms.</p> <p>Share of women applying successfully for promotion from SL to professor grade increases from 25% (average of 2019-21) to 45% by 2024.</p> <p>Increase in women's representation at professor grades from 16% to 25% by 2024.</p>

5. HOW will you know the action has been achieved?

And finally...

# Key messages

Targeted action plans are vital to making positive advances in gender equality

Identifying priorities helps you focus on areas that really matter to get results

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# Core webinar 5: Evaluating progress and evidencing success

GATI Recorded Webinar Series



# Overview of webinar series



# Key content

## UNDERSTANDING

approaches to  
evaluating actions  
over time

## PREPARING

and actively  
planning for  
impactful actions

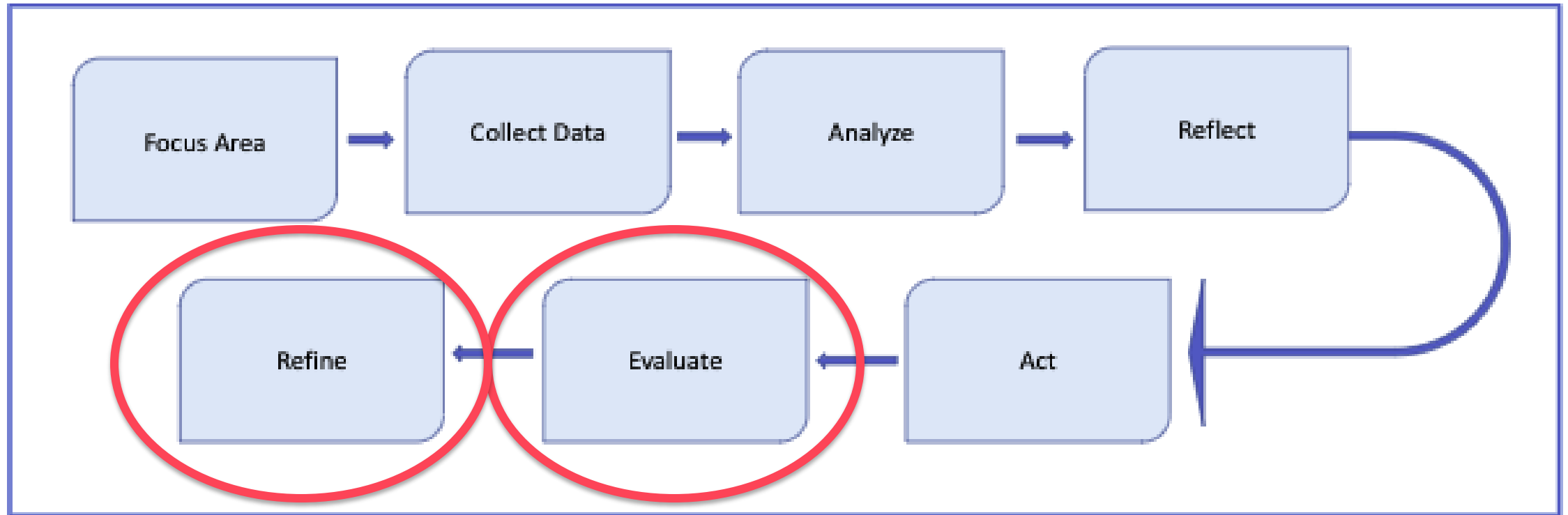
## RECOGNISING

when actions need  
to be updated  
and/or revised

## IDENTIFYING

impact from your  
actions

# The GATI framework



Page 23, GATI handbook and guidance document



# GATI peer review criteria

Are the SMART action plans designed to address barriers, challenges and gender inequalities unraveled in the self-assessment process?

Are they specific, measurable, achievable, relevant and time-bound?

Does the institution lay a clear road map and allocate adequate resources for their implementation over the stipulated time?

# Context specific

EVERYONE HAS A HISTORY.  
WHAT YOU DO WITH IT  
IS UP TO YOU.

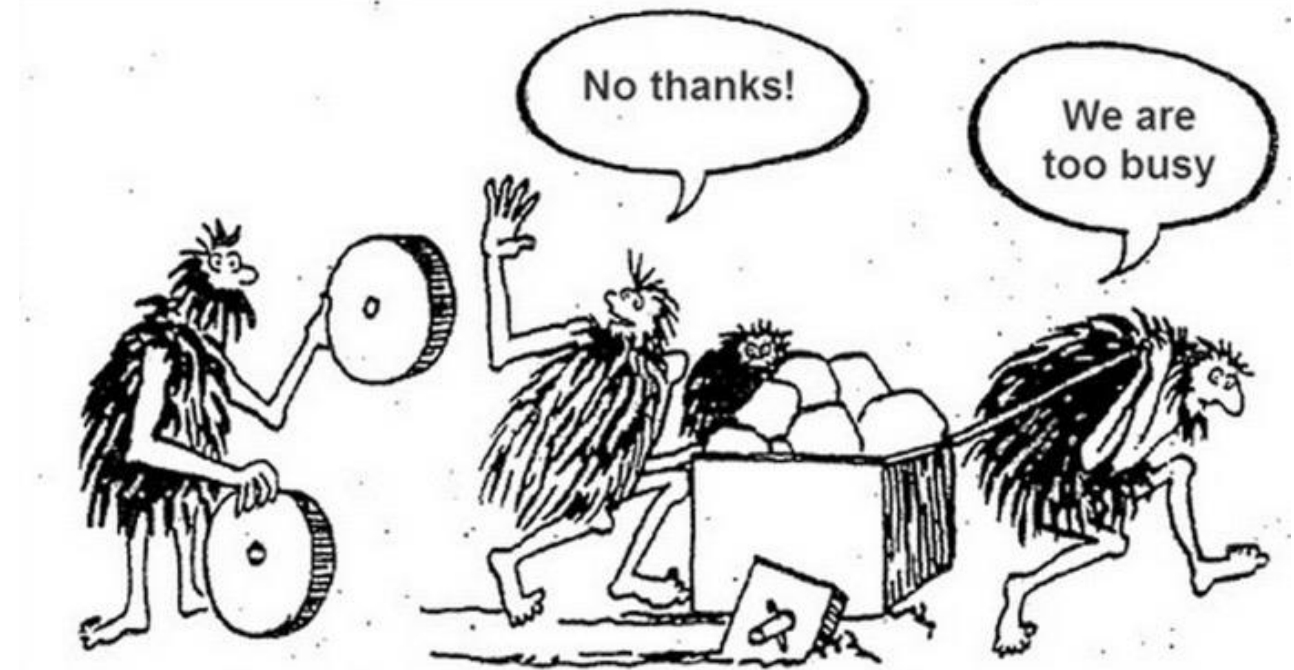
SOME REPEAT IT.

[facebook.com/johnmarkgreenpoetry](https://www.facebook.com/johnmarkgreenpoetry)

SOME LEARN FROM IT.

THE REALLY SPECIAL ONES  
USE IT TO HELP OTHERS.

-JOHN MARK GREEN-



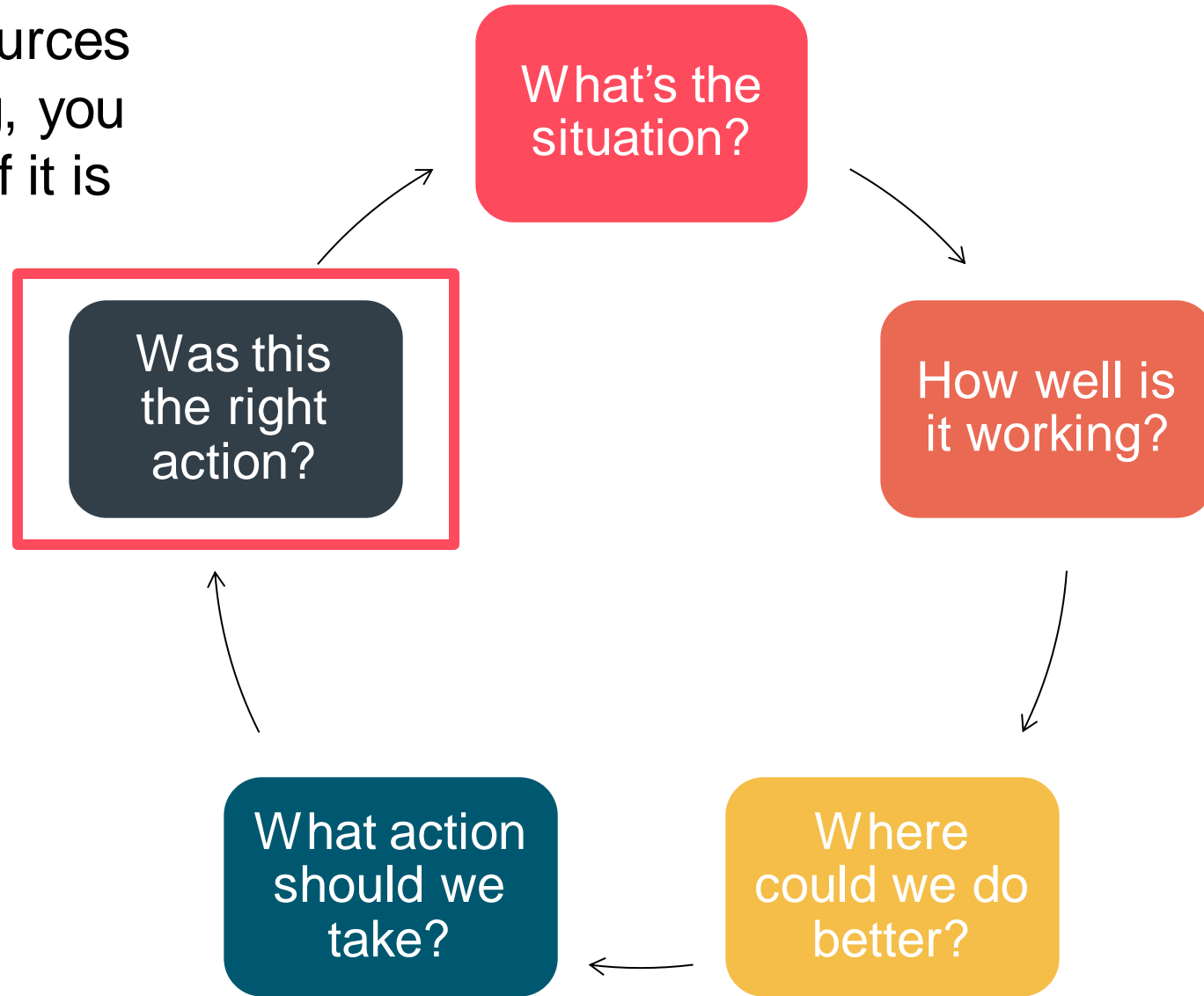
# UNDERSTANDING approaches to evaluating actions over time

# An evidence-based approach to gender equality



Data → Analysis → Action

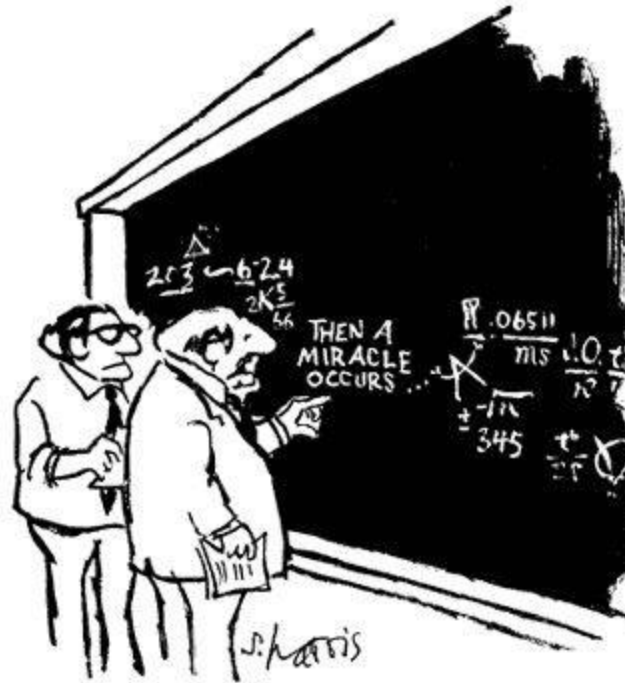
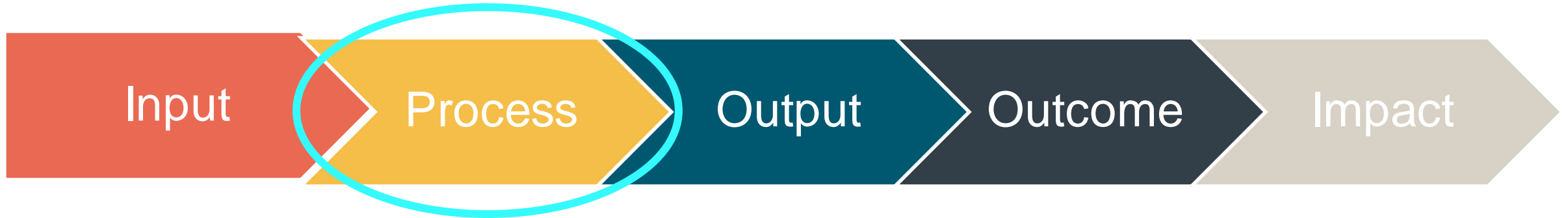
If you put resources into something, you want to know if it is worth it



# Evaluation



# Evaluation



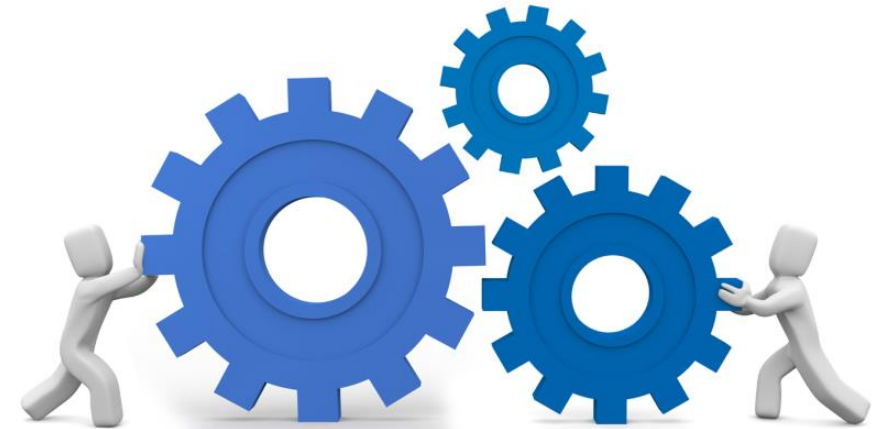
"I think you should be more explicit here in step two."

# Questions for process evaluation



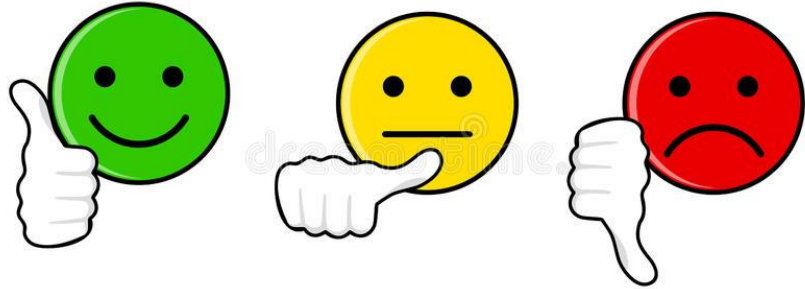
Who did the action reach?

How well was the action delivered?



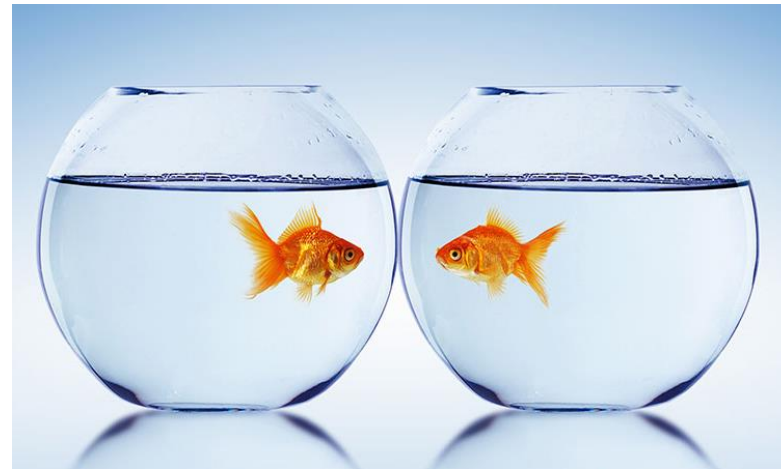


# Questions for process evaluation



How satisfied were the people involved in the action?

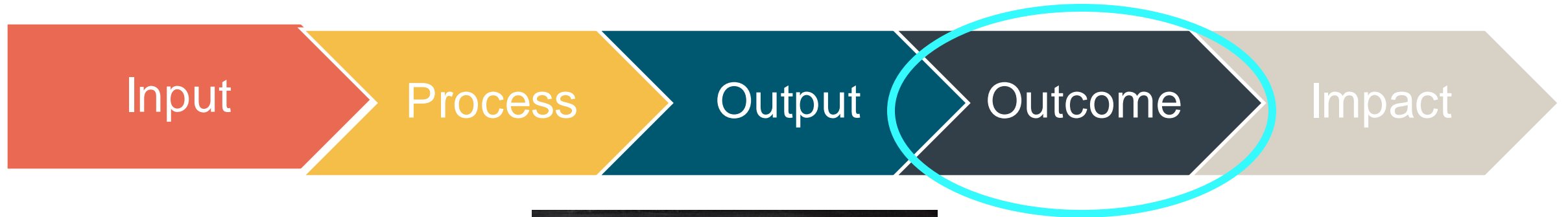
What (if anything) got in the way of success?



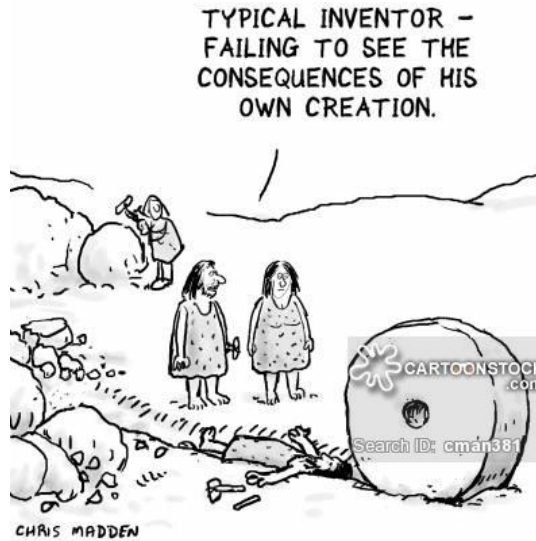
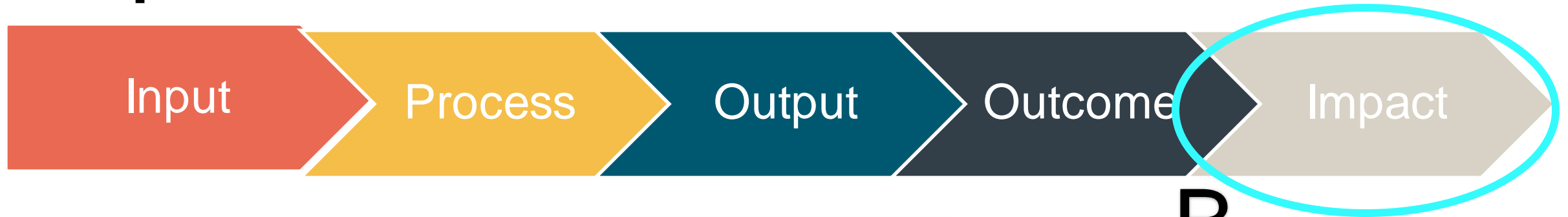
# Output evaluation



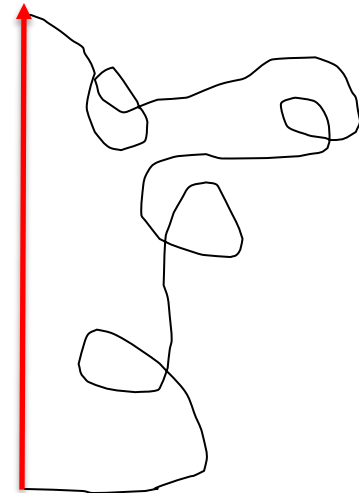
# Outcome evaluation



# Impact evaluation

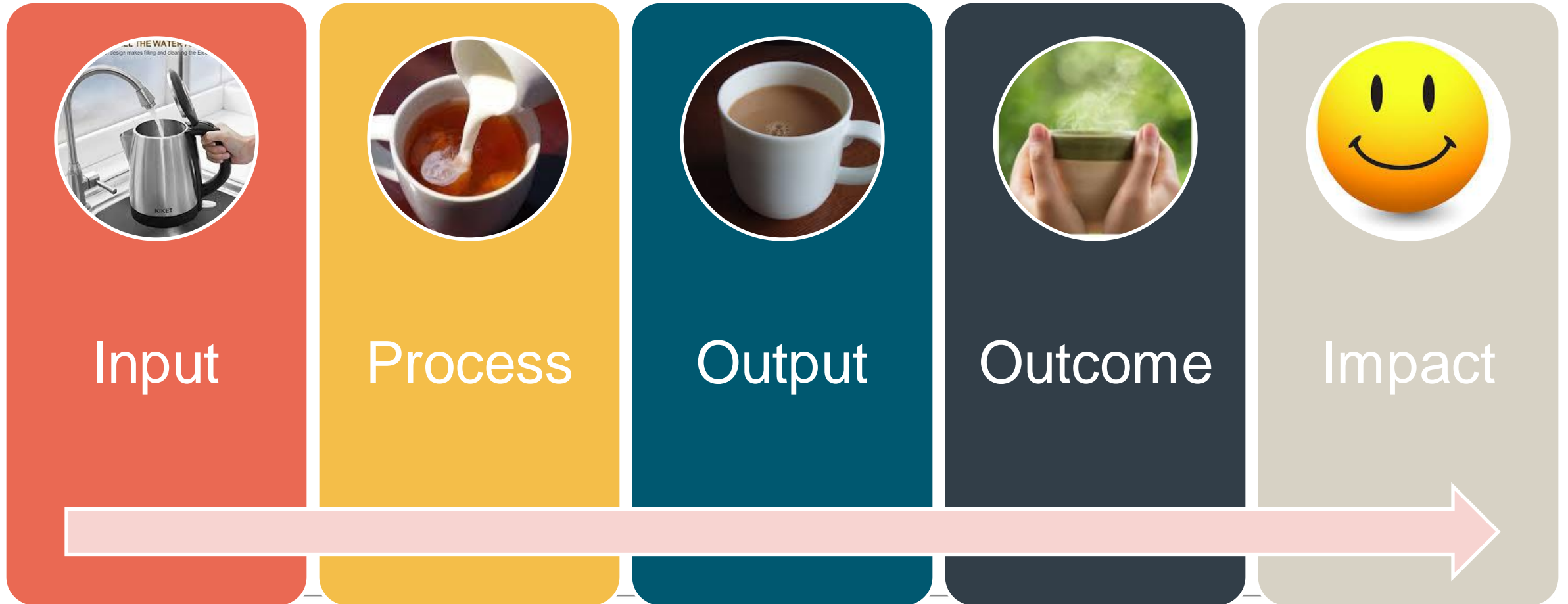


B



A

# Making a cup of tea - evaluation



# PREPARING and actively planning for impactful actions

# Evaluating actions

**Success measures** – indicators that help you understand if your actions are having the intended effects

*Is this action doing what it's supposed to?*

Success measures should correspond to your rationale for action. Success measures aren't just about completing actions, but evaluating them.

Action	Rationale and Issue Identified	Actions	Time Frame	Responsible	Accountable	Success Measures and Outcomes
5. Supporting and advancing careers						
5.1 Key career transition points						
5.1.1	Women make up 34% - 46% of applicants to academic and research roles.	<ul style="list-style-type: none"> <li>a. Use online gender-decoding tool to ensure wording of job advertisements does not put off women applying.</li> <li>b. Broaden job descriptions to reflect wider research interests of the department.</li> <li>c. Develop recruitment pack highlighting Athena SWAN-related policies and benefits.</li> </ul>	<p>Q 2019 begin using gender decoding tool and guidance for job descriptions.</p> <p>Develop recruitment pack in Q3 2020.</p>	<p>HR</p> <p>HoD, ...</p> <p>Communications workstream</p>	Athena SWAN Champions, Communications workstream lead	Increase proportion of women applying to roles to 50% at all levels.



Action	Rationale and Issue Identified	Actions	Time Frame	Responsible	Accountable	Success Measures and Outcomes
5. Supporting and advancing careers						
5.1 Key career transition points						
5.1.1	Women make up 34% - 46% of applicants to academic and research roles.	<p>a. Use online gender-decoding tool to ensure</p> <p>+ Clear baseline data to improve            + Specific action components            + Timeframes in place            + Responsibility and accountability seems appropriate</p> <p>+/- Discipline specific benchmark?            - Ensure rest of AP demonstrates action c will be achievable</p>	Q 2019 begin using gender	HR	Athena SWAN Champions,	Increase proportion of women applying to roles to levels.
		<p>wider pool of applicants.</p> <p>c. Develop recruitment pack highlighting Athena SWAN-related policies and benefits.</p>	recruitment pack in Q3 2020.	workstream		

<p>The [redacted] is below the HEA average of 10% males applying for and accepting places on [redacted] undergraduate programmes.</p>	<p>The [redacted] will ensure at least one all-male school visit in our outreach each year, and ensure male staff representation in school visits or open days (most school visits are currently co-ed).</p>	<p>The HoS/School Manager will review allocation of staff toward open days and school outreach and ensure that at least 1 male is available to attend.</p> <p>The UG/PG Coordinator and School Manager will review plans for School visits and make contact with boy's schools in [redacted] surrounding catchment.</p>	<p>UG/PG Coordinator, School Manager</p>	<p>Minimum of 1 school visit per year to boy's school.</p> <p>Support of increase in UG male representation.</p>	<p><b>Start:</b> Sept 2021</p> <p><b>Milestone:</b> Annual school visit plan</p>
<p>The [redacted] is below the HEA average of 10% males applying for and accepting places on [redacted] undergraduate programmes.</p>	<p>The [redacted] will develop a short presentation and career promotional materials to circulate to boys schools across Ireland for use in career guidance sessions.</p>	<p>The SAT (Working Group) will develop a Presentation and a pamphlet which outlines key [redacted] career information, facts and figures, targeted at male students, with the support of the EDPM.</p> <p>The SAT will contact Career Advisors at boy's schools within our catchment area to circulate these materials.</p> <p>The SAT will reach out to other N&amp;M Schools to develop collaboration on these materials and see if circulation more widely could be achieved and supported.</p>	<p>SAT (Culture &amp; Communications WG) / EDPM</p>	<p>80% of Careers Advisors in [redacted] boy's schools confirm they have received the targeted promotional materials.</p> <p>Support of increase in UG male representation.</p>	<p><b>Start:</b> Sept 2021</p> <p><b>End:</b> Materials developed and circulated by March 2022</p>

<p>The : is below the HEA average of 10% males applying for and accepting places on undergraduate programmes.</p>	<p>The : will ensure at least one all-male school visit in our outreach each year, and ensure male staff representation in school visits or open days (most school visits are currently co-ed).</p>	<p>The HoS/School Manager will review allocation of staff toward open days and school outreach and ensure that at least 1 male is available to attend.</p> <p>The UG/PG Coordinator and School Manager will review plans for School visits and make contact with boy's schools in surrounding</p>	<p>UG/PG Coordinator, School Manager</p>	<p>Minimum of 1 school visit per year to boy's school.</p> <p>Support of increase in UG male representation.</p>	<p><b>Start:</b> Sept 2021</p> <p><b>Milestone:</b> Annual school visit plan</p>
<p>The average applying places undergraduate programmes</p>		<p>The SAT will contact Career Advisors at boy's schools within our catchment area to circulate these materials.</p> <p>The SAT will reach out to other N&amp;M Schools to develop collaboration on these materials and see if circulation more widely could be achieved and supported.</p>		<p>promotional materials.</p> <p>Support of increase in UG male representation.</p>	<p>2021</p> <p>s</p> <p>d</p> <p>March 2022</p>

- + Sector benchmarking
- + Specific activities planned, including potential sector-wide supports
- + Clear outputs and milestones
- Baseline data is less clear
- Difficult to capture impact on sector wide issue, consider if way to capture feedback on materials

# An example action area

Academic promotions

# Context: Academic Promotions

**Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).**

- A higher proportion of men (57%) than women report that their workload aligns with the current promotions criteria (34%)
- A lower proportion of women (31%) than men report they have discussed career progression opportunities (59%) at development reviews (survey results)

Qualitative feedback on institutional culture has found that staff feel teaching is undervalued.

*With my workload and focus on teaching, I feel like I should give up my aspirations of ever being promoted. Everyone knows it's the research that counts.*

What can you learn from implementing and evaluating actions?

- How do you determine if actions are successful?
- What factors are either barriers or facilitators to the implementation of actions and meeting of targets?
- How do you apply the learning from this evaluation and to secure better outcomes?

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(A)</b></p>
		<p>2. Communicate the approved pathway to all staff. <b>(R)</b></p>
		<p>3. Provide information workshops on the new pathway and criteria. <b>(R)</b></p>

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p> <p>2. Communicate the approved pathway to all staff. <b>(A)</b></p> <p>3. Provide information workshops on the new pathway and criteria. <b>(A)</b></p>

No further work is needed on this milestone.

On its own, no further evaluation is likely.

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>



Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p> <p>2. Communicate the approved pathway to all staff. <b>(A)</b></p> <p>3. Provide information workshops on the new pathway and criteria. <b>(A)</b></p>

A communications plan might include a mix of email, agenda points at important institution & department meetings, as well as individual interactions.

The next milestone may help gauge how it's going. For example, good take-up on workshops may indicate no further communications on rollout is needed.

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p>
		<p>2. Communicate the approved pathway to all staff. <b>(G)</b></p>
		<p>3. Provide information workshops on the new pathway and criteria. <b>(A)</b></p>

Take-up of workshops was positive.

Feedback on workshops was positive.

### Success Measure

A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p> <p>2. Communicate the approved pathway to all staff. <b>(G)</b></p> <p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

**Making Progress**

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>


Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p> <p>2. Communicate the approved pathway to all staff. <b>(G)</b></p> <p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

Delivering impact?

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(G)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p>
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<p>Teaching is undervalued.</p>		<p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

Delivering impact?

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p> 

RECOGNISING when actions need  
to be updated and revised post  
award

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p>
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<p>Teaching is undervalued.</p>		<p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

**Delivering impact?**

Return to your other baselines.

What can you learn from these?

Success Measure
<p>A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>

# Check in on other baselines or indicators

- Does workload better align with promotions criteria?
- Are staff having supportive conversations at development reviews?
- Is there a sense that teaching will be recognised and rewarded?

Repeat staff consultation  
to see if there are  
improvements



Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p>
		<p>2. Communicate the approved pathway to all staff. <b>(G)</b></p>
		<p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

**Delivering impact?**

Workload better aligns with promotions criteria ✓

*Previously we found that 57% of men compared to 34% of women report that their workload aligns with the current promotions criteria. But now you find that 75% of men and 73% of women report this.*

More support to increase readiness for promotions X

Teaching is more valued X

### Success Measure

A 20% increase in female applications to Professor (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.

Issue	Action	Milestones
<p>Women are significantly underrepresented at Professor grades (16%F) despite gender balance at Lecturer grades (53%F).</p> <p>Consultation feedback found gender gap in workload alignment and promotions discussions.</p> <p>Teaching is undervalued.</p>	<p>Introduce a new pathway for promotion to Professor based on Teaching and Learning Leadership. <b>(A)</b></p>	<p>1. Complete the approval process for the new pathway. <b>(G)</b></p>
		<p>2. Communicate the approved pathway to all staff. <b>(G)</b></p>
		<p>3. Provide information workshops on the new pathway and criteria. <b>(G)</b></p>

New Milestones
<p>3. Update development review documentation to ensure inclusive of new promotions pathway</p>
<p>4. Hold information session for HoDs and reviewers on inclusive development reviews</p>
<p>5. Create resource bank of example activities and evidence to support promotions</p>

How might you ensure sustainability of these actions?

- Demonstrate positive behaviours

*Role models, case studies*

- Support parity of esteem

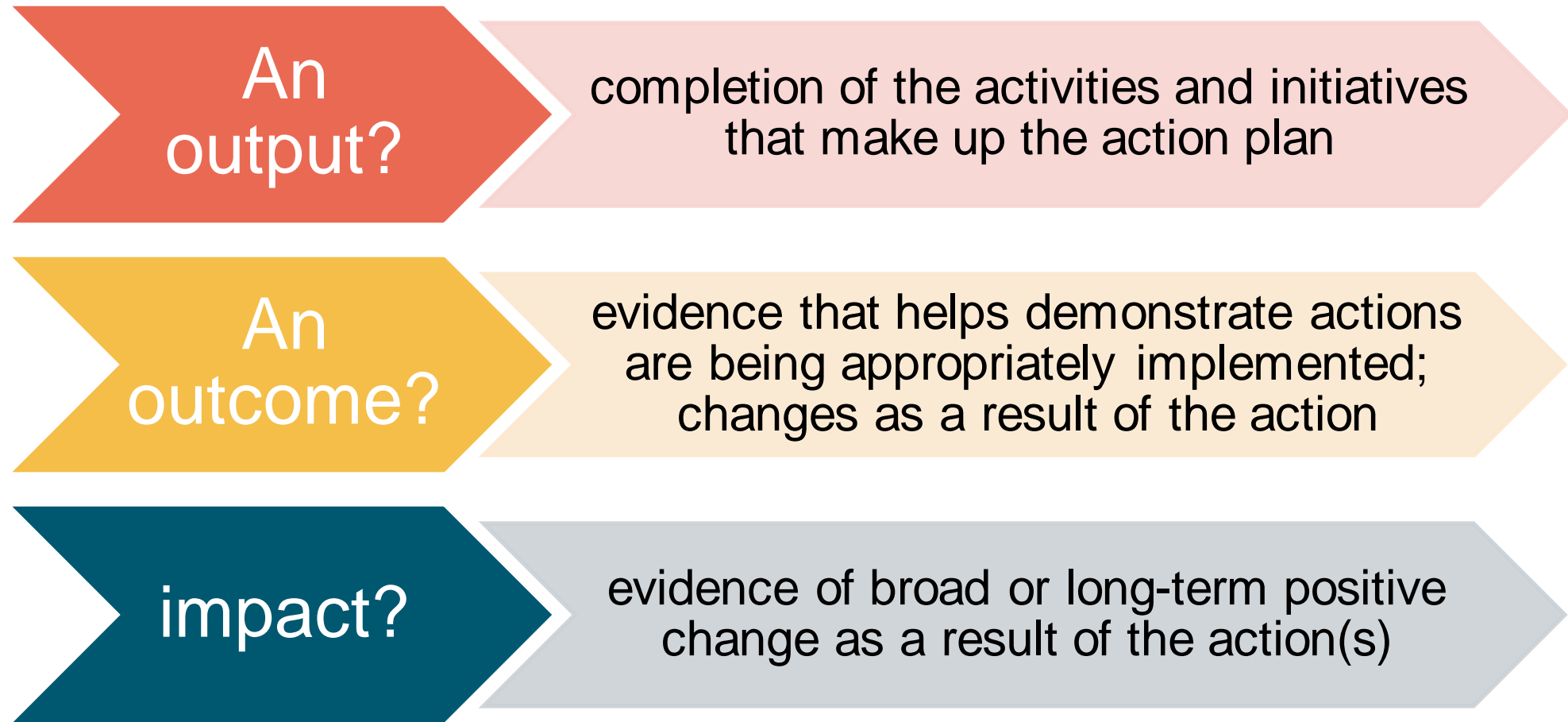
*Link to mission and strategy of institution/department*

- Consider ongoing communications and transparency

*Share and reflect on data*

# IDENTIFYING impact from your actions

# Am I identifying...



# Example 1



**Impact: UG modules** have a strong emphasis on employability; we introduced **'career action plans'** and sessions on **'what does a graduate from my course do?'** According to the student survey **73% of women and 86% of men** agreed with the statement **'my Department offers me advice, coaching, mentoring and/or other support, to help me progress from study to a STEM career or postgraduate research degree'**.

# Example 1



**Impact: UG modules** have a strong emphasis on employability; we introduced 'career action plans' and sessions on 'what does a graduate from my course do'? According to the student survey **73% of women and 86% of men** agreed with the statement 'my Department offers me advice, coaching, mentoring and/or other support, to help me progress from study to a STEM career or postgraduate research degree'.

Absence of baseline data to evidence change

# Example 2

## IMPACT

2015 Action: Embed Athena SWAN agenda and principles into the School's policies, procedures and culture.

IMPACT: There is at least one member of the Athena SWAN SAT on every School Committee and these members are able to ensure that all decisions and actions are aligned with our commitment to equality and diversity.



# Example 2

## IMPACT

2015 Action: Embed Athena SWAN agenda and principles into the School's policies, procedures and culture.

IMPACT: There is at least one member of the Athena SWAN SAT on every School Committee and these members are able to ensure that all decisions and actions are aligned with our commitment to equality and diversity.

Partly completed action; evidence of structural change

# Example 3



**IMPACT:**

worked with the central E&D Office to devise a rolling programme of bespoke Unconscious Bias half-day training sessions for all Panel Chairs and Key Role Holders (DoS, Chair and members of Promotions Committee etc.). 100% of Recruitment Panel Chairs and Key Role Holders have now completed this training (Figure 5.41).

# Example 3



**IMPACT:**

worked with the central E&D Office to devise a rolling programme of bespoke Unconscious Bias half-day training sessions for all Panel Chairs and Key Role Holders (DoS, Chair and members of Promotions Committee etc.). 100% of Recruitment Panel Chairs and Key Role Holders have now completed this training (Figure 5.41).

Completed action

# Example 4

<b>Impact Table 5.16</b>	
<b>Need to:</b> (Silver2015)	Improve clinical academic appraisals
<b>Actions taken:</b>	<ul style="list-style-type: none"><li>✓ School-wide review of clinical academic appraisals</li><li>✓ Guidance developed, and embedded, through online appraisal platform</li></ul>
<b>Impact:</b>	<ul style="list-style-type: none"><li>✓ 100% of clinical academics appraised by both an academic and clinical reviewer</li><li>✓ Increase in clinical academic staff appraised in a joint meeting (Females: 2018:87%; 2015:67%; Males: 2018:89%; 2015:65%)</li><li>✓ Increased satisfaction levels (Females: 2018:75%; 2015:40%; Males: 2018:94%; 2015:71%).</li></ul>

# Example 4

increase in take-up and satisfaction

<b>Need to:</b> (Silver2015)	Improve clinical academic appraisals
<b>Actions taken:</b>	<ul style="list-style-type: none"><li>✓ School-wide review of clinical academic appraisals</li><li>✓ Guidance developed, and embedded, through online appraisal platform</li></ul>
<b>Impact:</b>	<ul style="list-style-type: none"><li>✓ 100% of clinical academics appraised by both an academic and clinical reviewer</li><li>✓ Increase in clinical academic staff appraised in a joint meeting (Females: 2018:87%; 2015:67%; Males: 2018:89%; 2015:65%)</li><li>✓ Increased satisfaction levels (Females: 2018:75%; 2015:40%; Males: 2018:94%; 2015:71%).</li></ul>

# Example 5



**IMPACT:** In 2014/5 we examined our recruitment process, as no male applications were received. We worked with the PGR office to ensure our marketing material appealed to a diverse audience, specifically potential male applicants via positive action statements and role models. The impact was an increase in male applicants since 2015/16 (Figure 4.33). Our 2016/17 and 2017/18 cohorts of 24 and 26 ClinPsyD students respectively is 18% and 19% M above the sector of 16% and 14% (Figure 4.32-33).

# Example 5



**IMPACT:** In 2014/5 we examined our recruitment process, as no male applications were received. We worked with the PGR office to ensure our marketing material appealed to a diverse audience, specifically potential male applicants via positive action statements and role models. The impact was an increase in male applicants since 2015/16 (Figure 4.33). Our 2016/17 and 2017/18 cohorts of 24 and 26 ClinPsyD students respectively is 18% and 19% M above the sector of 16% and 14% (Figure 4.32-33).

increase in applicants  
translating to male PGRs  
& above benchmark

# Example 6

## IMPACT BOX 5.1

Impact since **bronze award** (Data source: academic/research staff surveys):

- Action: use of the personal development review system to actively support staff and work with them to help build a strong case for promotion
- Results: **promotion success rate rose from 70% during 2010 – 2014 (3/4 women, 11/16 men) to 93% between 2015 – 2017 (2/3 women and 10/10 men)**



# Example 6

Success rates for women  
have not  
improved

## IMPACT BOX 5.1

Impact since bronze award (Data source: academic/research staff surveys):

- Action: use of the personal development review system to actively support staff and work with them to help build a strong case for promotion
- Results: **promotion success rate rose from 70% during 2010 – 2014 (3/4 women, 11/16 men) to 93% between 2015 – 2017 (2/3 women and 10/10 men)**

# Example 7

Impact Table 5.19

<b>Need to:</b> (Silver2015)	Increase support for early-career staff in writing grant applications
<b>Actions taken:</b>	<ul style="list-style-type: none"><li>✓ Protect time to complete grant applications</li><li>✓ Establish and deliver a grant-writing course biannually (each 6 modules over 3 months)<ul style="list-style-type: none"><li>- promoted through e-Bulletins, intranet, mentors/LMs and PDPR/appraisal meetings</li><li>- championed by prominent School members</li><li>- direct approaches to encourage attendance</li><li>- facilitated by senior academic role models (Females:3; Male:1) and patient partners (Females:2; Males:2)</li><li>- run within core hours, rotating days of the week for accessibility to part-time/flexibly working staff</li></ul></li></ul>
<b>Impact:</b>	<ul style="list-style-type: none"><li>✓ Excellent course attendance (2015-18: Delegates trained: 124; Females:57%)</li><li>✓ Increase in female delegates (2015-18: +15%)</li><li>✓ 41% of early-career clinical academics attend (Females:56%)</li><li>✓ 28% of delegates work part-time (Females:24; Males:11)</li><li>✓ Female progression supported (Delegates subsequently securing promotion, personal fellowship or substantial new research grant: Females:59%; Males:39%)</li><li>✓ Delegates report:<ul style="list-style-type: none"><li>- involving stakeholders/patients as research partners (75%)</li><li>- new links with collaborators (67%).</li></ul></li></ul>

# Example 7

Include additional baselines to demonstrate change

Impact Table 5.19

<b>Need to:</b> (Silver2015)	Increase support for early-career staff in writing grant applications
<b>Actions taken:</b>	<ul style="list-style-type: none"><li>✓ Protect time to complete grant applications</li><li>✓ Establish and deliver a grant-writing course biannually (each 6 modules over 3 months)<ul style="list-style-type: none"><li>- promoted through e-Bulletins, intranet, mentors/LMs and PDPR/appraisal meetings</li><li>- championed by prominent School members</li><li>- direct approaches to encourage attendance</li><li>- facilitated by senior academic role models (Females:3; Male:1) and patient partners (Females:2; Males:2)</li><li>- run within core hours, rotating days of the week for accessibility to part-time/flexibly working staff</li></ul></li></ul>
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# Example 8

Closed out action and impact from Bronze Action Plan		
AP 2016: E3	<p>Central induction overhauled with increased focus on Diversity and Inclusion and very good feedback as evidence of impact:</p> <ul style="list-style-type: none"><li>• Central Induction is being highly recommended to new staff by other recent joiners</li><li>• Numbers of all staff (academic and PS) attendees are increasing</li><li>• Satisfaction rates have increased to 100% of attendees rating the day as either excellent (56%) or good (44%) compared to previous results of 88% overall with 25% excellent, 63% good, 11% average).</li></ul>	✓

# Example 8

Closed out action and impact from Bronze Action Plan		
AP 2016: E3	<p>Central induction overhauled with increased focus on Diversity and Inclusion and very good feedback as evidence of impact:</p> <ul style="list-style-type: none"><li>• Central Induction is being highly recommended to new staff by other recent joiners</li><li>• Numbers of all staff (academic and PS) attendees are increasing</li><li>• Satisfaction rates have increased to 100% of attendees rating the day as either excellent (56%) or good (44%) compared to previous results of 88% overall with 25% excellent, 63% good, 11% average).</li></ul>	✓

Baselines included as evidence.  
Consider including data disaggregated  
by gender as well as timeframes for  
collection of data.

# Example 9

- Promotion added to the appraisal checklist to prompt discussion (Figure 5.17b)
- Annual FMH Promotions Workshop (Figure 5.18-19)
- Established Blackboard (online repository) for promotions materials
- Creation of exemplar applications from previous successful candidates (anonymized)
- Creation of Promotion Mentors



7 female members of staff promoted to Professor since 2014 (5 non-clinical, 2 clinical) compared to none 2009-2013 (Figures 5.22, 5.24);

18 female members of staff promoted to Senior Lecturer/Reader since 2014 (11 non-clinical, 7 clinical) compared to none 2009-2013 (Figures 5.22, 5.24);

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A range of actions supported a positive change

Help! Things aren't going to plan...



**HELP!**  
What to do when  
things aren't going  
to plan...

- Update actions in response to people's needs
- Consider rotation of responsibilities and look for new volunteers
- Seek out critical friends and lean on networks
- Focus on changing systems, while waiting for a change in mindsets
- **Not be done yet.**

*Wins...must be collected,  
categorized and communicated –  
early and often – to track progress  
and energise your volunteers to  
drive change.*

*(Kotter 2020)*

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