Top Tips for Athena SWAN Success

24 February 2016

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• What are the top 3 things that you would like to change about your Department?

• What would make your Department a more inclusive place to work and study?
Is this just a tick box exercise?

• Administrative process to fill out the form
• Get an award?

• Legal requirements and abiding by University policies alone is not enough
• Each Department/Faculty will have different needs and issues and resulting actions
• Detailed process of self-reflection and responsibility for addressing issues
SMART Action Plan is Key

- The most common reason for not achieving an award
- Actions must be ambitious but realistic
- Time bound and measurable in order to measure impact in the future
- The action should enable the desired outcome
Leadership at multiple levels

• Departmental:
  • Head of Department & senior management support for gender equality plans
  • Governance and systematic reporting against action plans

• University:
  • sharing experiences and practices with other Departments

• Sector-wide:
  • seeking & sharing experiences with similar Departments in other Universities, invite to SAT or visit them
Getting started

• Self-assessment team
  • How are members chosen?
  • Panel diversity – staff type, gender, working patterns
  • Members who are prepared to actively contribute

• Timelines and milestones
  • Plan your application timeline
  • Allocate milestones such as initial & final drafts as well as mock panels
  • Consider busy and quiet periods in the run up to submission date, teaching and exams, sabbaticals etc
Comprehensive data analysis

- Career pipeline
- Key transition points
- Go beyond superficial analysis of data requested
- What can be drawn out from staff and student surveys & consultations?
Outreach Attainment Course structure Supervisor training Reading lists Role models PhD completion time Careers advice Training Societies Stereotype threat Dignity@Study OPdA & PDoC Leadership development Appraisals Fellowship support Grant applications & writing workshops Career destinations data Family friendly policies Shared parental leave Returning Carers Scheme Flexible working / Core hours Parents’ network Breastfeeding rooms E&D training Unconscious bias awareness Events to highlight role models Promotions support Workload modelling Committee membership Transparent recruitment Improved induction Sponsorship Role models Leadership development Dignity@work
It’s not rocket science

- **E&D training**

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<th>01-Feb-16</th>
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<td>All University</td>
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<td>45.6%</td>
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<tr>
<td>School of Arts and Humanities</td>
<td>12.6%</td>
<td>23.6%</td>
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<td>School of Clinical Medicine</td>
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<td>80.3%</td>
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<td>School of Technology</td>
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<td>54.4%</td>
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<td>15.5%</td>
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<tr>
<td>School of the Physical Sciences</td>
<td>11.1%</td>
<td>40.9%</td>
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- No need to reinvent the wheel
  Share experiences and good practice – SPS Forum, SBS administrators, other submissions, SGEN champions

- Karen ([karen.ruffles@admin.cam.ac.uk](mailto:karen.ruffles@admin.cam.ac.uk)) is currently collating Cambridge examples of good practice
Work-life integration

- Support for international mobility
- Parental leave policies
  Maternity, paternity and adoption leave
  KIT days, graduated return
  Shared parental leave
- **Childcare provision**
- Flexible working
- Dual career support
- Support for return from career breaks

Returning to work after maternity leave was always going to be difficult but the Returning Carers Scheme has made it much easier. Not only will I be able to attend an important conference and go as a visiting scholar to Brazil, I will also feel that my institution is investing in me and supporting me to continue my research in conjunction with family life.
Returning Carers Scheme - introduced in August 2013

• Offers funds to assist returning carers in building up their research profiles and academic activity after a period away from work. [www.admin.cam.ac.uk/offices/hr/policy/carer/](http://www.admin.cam.ac.uk/offices/hr/policy/carer/)

• Tailored to the needs of the individual, e.g.
  • Support for carers to travel to conferences
  • Inviting collaborators to Cambridge
  • Technical and teaching support
  • Equipment and start-up funding for new projects
  • Creating networks abroad
  • Pilot study to inform future research grant application
  • Undertaking further training
  • Paying for teaching cover

• >190 awards approved (in 6 rounds + pilots) totalling around £800K

• Range of award values
• Majority of recipients are researchers
• 75% applications from STEMM Schools
Talent management

• Transparent recruitment processes
  • Active search for diversity of talent
  • Gender neutral advertisements
  • Gender balance on recruitment panels (+ E&D training)
  • Executive search firms diversity expectations

• Career development & promotions support

• Mentoring/sponsorship

• Diversity of career paths

• Workload management

• Leadership development programmes

It was the first time I've talked over my career shape/ future in such detail and reflected constructively and in dialogue with a senior colleague / mentor about what I've achieved and which aspects of my working life I'd like to develop in order to flourish. I found it of real practical help.
# Leadership Development

<table>
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<th>Grade</th>
<th>Programme</th>
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<tr>
<td>11</td>
<td></td>
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<td>10</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
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<tr>
<td>8</td>
<td><strong>Personal leadership via short courses and</strong>&lt;br&gt;<strong>online modules</strong>&lt;br&gt;ILM Level 3 in Leadership and Management&lt;br&gt;Level 5 in Leadership and Management&lt;br&gt;Administrator Development Programme (ADP)&lt;br&gt;Emerging Research Leaders Programme&lt;br&gt;Strategic Development Programme</td>
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www.ppd.admin.cam.ac.uk/information-leaders-and-managers/leadership-development-framework
Promotions

• **Senior Academic Promotions (SAP)** data reviewed annually

• SAP procedure significantly updated [www.admin.cam.ac.uk/offices/hr/promotion/](http://www.admin.cam.ac.uk/offices/hr/promotion/)

• Numerical scoring system assists in the rank ordering of applicants.

• Candidates must pass a threshold score in **all three categories** (Research/Scholarship, Teaching and General Contribution) to be considered for promotion

• SAP open fora

• SAP CV Scheme
Implicit bias and visibility of women

- Gender Pay Gap
- Visibility of women role models
- The Meaning of Success
- E&D and implicit bias awareness training
- Differences in grant funding success
- Consideration of gender throughout research process from design to impact
- Gender neutral curricula

My own experiences of combining a satisfying career and family life have been very positive. I was glad to be able to celebrate that and wanted also to be an encouragement for those who are working through that challenge or still have it to come.
What are panels looking for?

- The clarity of the evidence provided - what has been done and what is planned
- The rationale for actions and how they link to the organisation’s strategic mission and goals
- How successful the actions taken have been, how that success was measured and evaluated and how the organisation and the individuals who work in it have benefited.
- The link between the data and the action plans
- The understanding of the institutional context/local circumstances and key issues demonstrated
- The significance of any changes, programmes/initiatives in terms of their anticipated outcomes, their sustainability and the likely longer term impact
What are panels looking for?

• The level of input, investment, involvement, commitment and support from senior management (men and women)

• Consultation with input from all research academic staff (men and women), particularly encouraging women’s participation

• The extent to which what was developed and introduced was different, innovative or particularly challenging

• The suitability and sustainability of what has been developed and evidence for embedding in the culture

• The extent to which activities, programmes and changes have successfully addressed perceptions and expectations that shape or constrain career choices and outcomes

• The extent to which the value of what has been done is recognised, welcomed and valued by staff generally
Challenge the status quo

• Just because that’s the way things have always been done or it’s too difficult or too much work to change the system doesn’t mean you can’t try

• Redesigned undergraduate Physics courses offered as part of the Natural Sciences degree resulted in a higher proportion of women students intending to continue to study physics

• Philosophy – review of reading lists to ensure women were represented
## SMART Action Plans

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**ime Based

<table>
<thead>
<tr>
<th>Reference</th>
<th>Planned action / objective</th>
<th>Rationale (i.e. what evidence is there that prompted this action/objective?)</th>
<th>Key outputs and milestones</th>
<th>Timeframe (start/end date)</th>
<th>Person responsible (include job title)</th>
<th>Success criteria and outcome</th>
</tr>
</thead>
</table>

[www.projectsmart.co.uk/10-steps-to-setting-smart-objectives.php](http://www.projectsmart.co.uk/10-steps-to-setting-smart-objectives.php)
## Objectives & Rationale

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
</tr>
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<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>The purpose toward which an endeavor is directed.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>I want to achieve success in the field of genetic research and do what no one has ever done.</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>Generic action, or better still, an outcome towards which we strive.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>Goals may not be strictly measurable or tangible.</td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
<td>Longer term</td>
</tr>
<tr>
<td></td>
<td>Something that one's efforts or actions are intended to attain or accomplish; purpose; target.</td>
</tr>
<tr>
<td></td>
<td>I want to complete this thesis on genetic research by the end of this month.</td>
</tr>
<tr>
<td></td>
<td>Specific action - the objective supports attainment of the associated goal.</td>
</tr>
<tr>
<td></td>
<td>Must be measurable and tangible.</td>
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</tbody>
</table>
Action planning

- Clearly highlighted and cross-referenced in the submission document.
- Scheduled across the four-year duration of the award.
- Evidence of prioritisation.
- Responsibility distributed across a range of staff.
- Descriptions of measures already in place should not be included.
- There is no right or wrong number of actions - balance conciseness with a good level of detail.
- Aspirational and innovative, particularly at higher levels of award.
- Organic documents, constantly reviewed and updated (not just prepared as part of an award submission).
Innovation and ambition

• Demonstrate what your department or Faculty is doing in addition to what the University is doing

• Actions should be tailored to the needs of the local whilst encouraging engagement in centrally run initiatives

• Make sure your action plan demonstrates ambition

• Try to include some innovative initiatives (doesn’t necessarily have to be innovative to the sector but to your Department)

• For example, Physics offer to pay for childcare for visiting interview candidates
Evidence of the impact of initiatives

• Spend the time upfront to plan the collection of feedback and evaluation of initiatives and events

• Remember impact isn’t just about changing the numbers of women in the Department

  • series of initiatives in Physics to support Fellowship applications (workshops, mock interviews, mentoring) - increase in the number of women holding fellowships

  • Chemistry active recruitment process – significant increase in applications from women

  • Clinical School ‘You said – we did’ campaign

• Use survey results/focus groups/quotes to illustrate issues and impact of initiatives on staff and students
• A successful Athena SWAN award doesn’t mean that a department is the perfect place to work
• It recognises the journey travelled and sustained activity/progress
• There will always be work to be done