# Swanning Around: Our Journey through Athena Swan



OUR PLAN

Athena Swan Accreditation
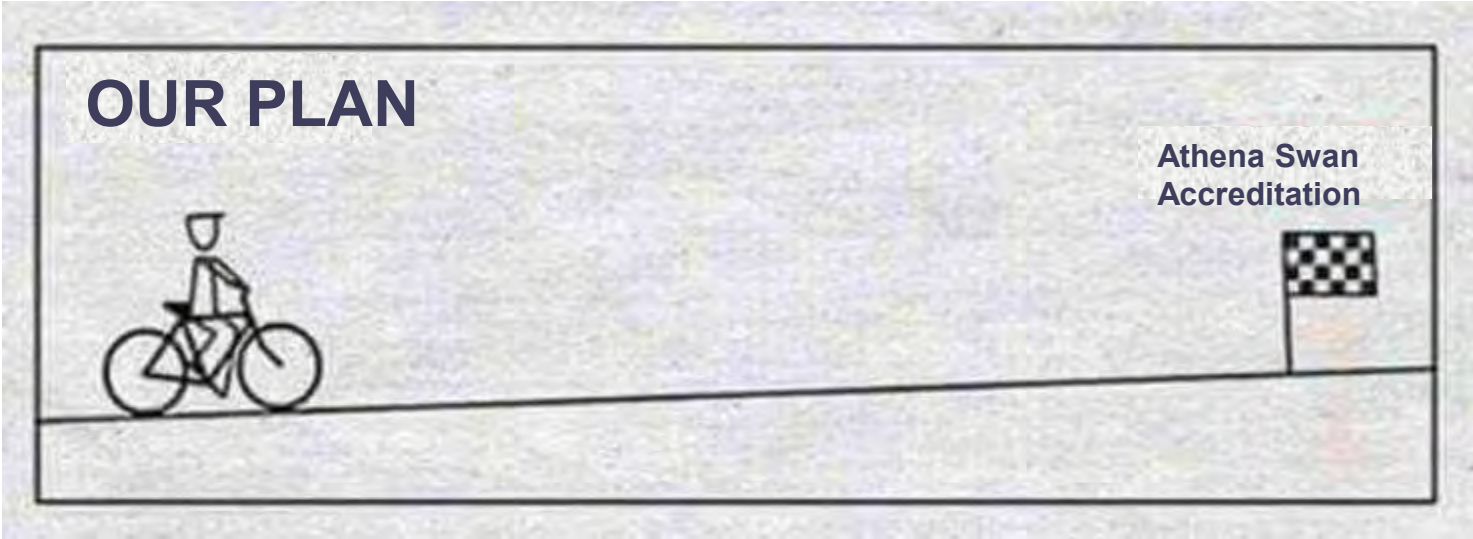
Mary Doherty
Chair, UHI Athena Swan Institutional Self-Assessment Team

# A long and bumpy road....
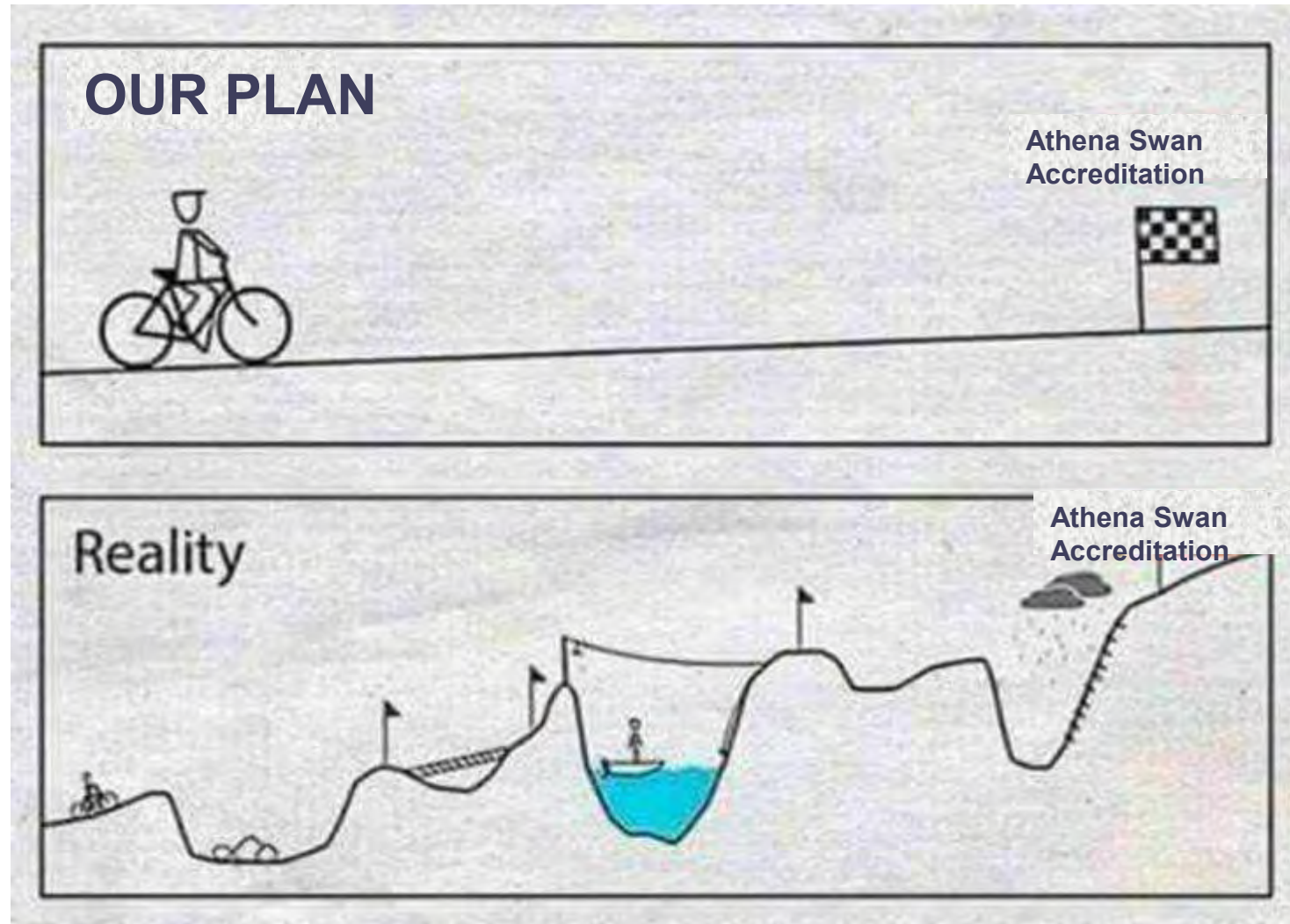
# What is Athena Swan?

= Began in 2005 as a recognition scheme of excellence in advancing women's representation in STEMM
= **2005:** 10 members
= **2017:** 146 members

= Runs in the UK, Ireland and Australia

**STEMM = S**cience, **T**echnology, **E**ngineering, **M**aths, **M**edicine

# Athena Swan in the UK



Current Athena SWAN awards holders (October 2017)

All awards currently held:

- **699** Total awards
- **587** Department awards
- **96** University awards
- **16** Research institute awards

# Athena SWAN: post-May 2015

= Based on consultation with the sector

= Adapted from Athena SWAN and ECU's
   gender equality charter mark trial (GEM)

= Expanded to take in AHSSBL and professional and
   support staff

= Recognition scheme of commitment to
   gender equality  more broadly across institutions

**AHSSBL = A**rts, **H**umanities, **S**ocial **S**ciences, **B**usiness, **L**aw

**STEMM = S**cience, **T**echnology, **E**ngineering, **M**aths, **M**edicine

# Updated Athena SWAN principles

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

# Award Criteria

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

# Chapter 1 **Lost Talents**

"Our vision is of a nation of world-class scientific achievement, a magnet for talent and for investment, a powerhouse of technology, innovation and enterprise, increasing sustainable economic growth."[3]
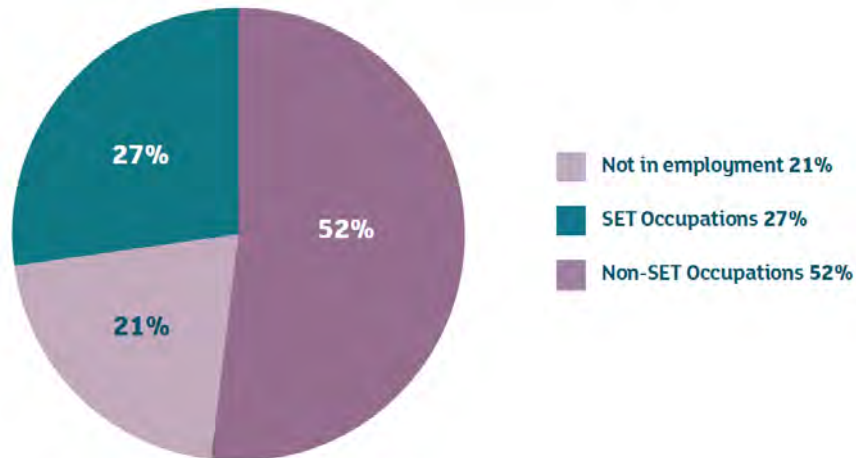
**The costs of inaction: Scotland and beyond**



- Not in employment **21%**
- SET Occupations **27%**
- Non-SET Occupations **52%**

**Figure 2.** The occupation of female STEM graduates from Scottish Universities at 2009[8]

Tapping All Our Talents, RSE, 2012

# Why does it matter?

## Implicit bias

## Family responsibility and career breaks
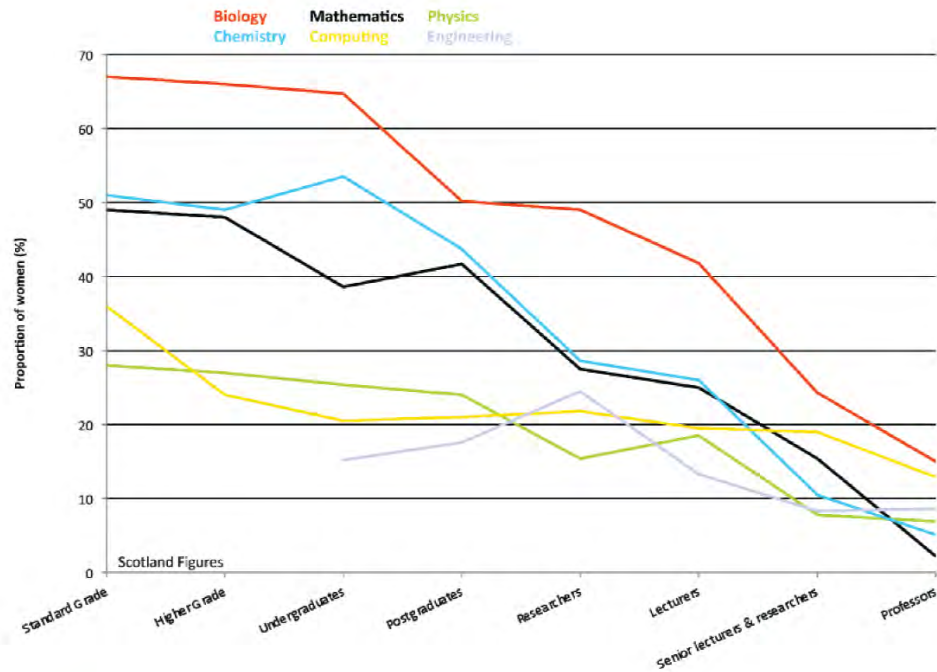


**Figure 5.** Women in Scottish academia: the proportion that is female at each level[37]

Legend: Biology, Chemistry, Mathematics, Computing, Physics, Engineering

Y-axis: Proportion of women (%)

X-axis: Standard Grade, Higher Grade, Undergraduates, Postgraduates, Researchers, Lecturers, Senior lecturers & researchers, Professors

Scotland Figures

## Access to research resources

## The nature and organisation of science and technology

# How can Athena Swan help?

- Commitment from the VC and Senior Management

- Looks at the whole institution

- A critical and honest assessment of where your institution is

- Reflection on data

- Development of a SMART action plan

- What is the impact of any changes made?

# Athena Swan Data

**A picture of the institution**
- **Staff by grade and gender**
- **Contract type by gender**
- **Contract function by gender**
- **Leavers by grade and gender**
- **Equal pay**

**Supporting and Advancing Women's Careers**
- **Recruitment**
- **Induction**
- **Promotion**
- **REF**

**Career Development**
- **Training**
- **Appraisal / Review**
- **Support for career progression**

**Flexible Working and Career Breaks**
- **Maternity**
- **Paternity**
- **Flexible working**
- **Childcare / other caring responsibilities**

# Organisation and Culture

HR Policies

Workload Model

Outreach

Leadership

Culture

Policies, practices and procedures

Committees

Role models

Timings of meeting and social gatherings

# UHI and Athena Swan

March 2014:      Asked to lead the UHI application for institutional Bronze Athena Swan accreditation

April 2015:      UHI joined the Athena Swan Charter

May 2015:      First meeting of the self-assessment team (SAT)

April 2016:      First submission for Bronze Institutional accreditation

September 2016: No award made

November 2016:  Second submission for Bronze Institutional accreditation

April 2017:      Institutional Bronze awarded!!!!

July 2017:      UHI signed up to the new charter

January 2018:    New and 'improved' SAT met for the first time

# Bronze Award

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

**Table 3. UHI Staff Gender Distribution**

| Whole Institution | | Male | Female | Total | Percentage | | Gender parity (F% - M%) |
|---|---|---|---|---|---|---|---|
| | | | | | Male | Female | |
| 2013/2014 | Academic and Research PT | 16 | 18 | 34 | 47% | 53% | 6% |
| | Support PT | 18 | 67 | 85 | 21% | 79% | 58% |
| | Total PT | 34 | 85 | 119 | 29% | 71% | 43% |
| | Academic and Research FT | 63 | 29 | 92 | 68% | 32% | -37% |
| | Support FT | 125 | 140 | 265 | 47% | 53% | 6% |
| | Total FT | 188 | 169 | 357 | 53% | 47% | -5% |
| | Academic and Research All | 79 | 47 | 126 | 63% | 37% | -25% |
| | Support All | 143 | 207 | 350 | 41% | 59% | 18% |
| | Total | 222 | 254 | 476 | 47% | 53% | 7% |
| 2014/2015 | Academic and Research PT | 15 | 13 | 28 | 54% | 46% | -7% |
| | Support PT | 18 | 57 | 75 | 24% | 76% | 52% |
| | Total PT | 33 | 70 | 103 | 32% | 68% | 36% |
| | Academic and Research FT | 66 | 35 | 101 | 65% | 35% | -31% |
| | Support FT | 122 | 137 | 259 | 47% | 53% | 6% |
| | Total FT | 188 | 172 | 360 | 52% | 48% | -4% |
| | Academic and Research All | 81 | 48 | 129 | 63% | 37% | -26% |
| | Support All | 140 | 194 | 334 | 42% | 58% | 16% |
| | Total | 221 | 242 | 463 | 48% | 52% | 5% |
| 2015/2016 | Academic and Research PT | 16 | 12 | 28 | 57% | 43% | -14% |
| | Support PT | 13 | 61 | 74 | 18% | 82% | 65% |
| | Total PT | 29 | 73 | 102 | 28% | 72% | 43% |
| | Academic and Research FT | 73 | 38 | 111 | 66% | 34% | -32% |
| | Support FT | 113 | 130 | 243 | 47% | 53% | 7% |
| | Total FT | 186 | 168 | 354 | 53% | 47% | -5% |
| | Academic and Research All | 89 | 50 | 139 | 64% | 36% | -28% |
| | Support All | 126 | 191 | 317 | 40% | 60% | 21% |
| | Total | 215 | 241 | 456 | 47% | 53% | 6% |
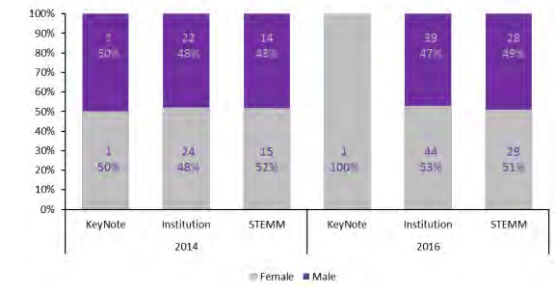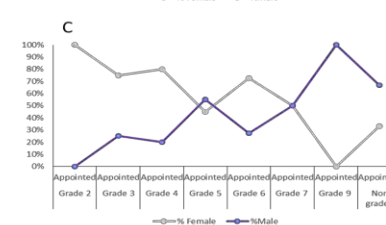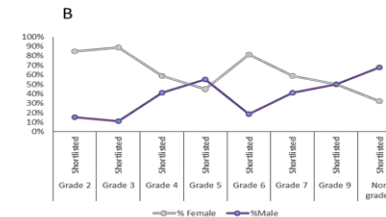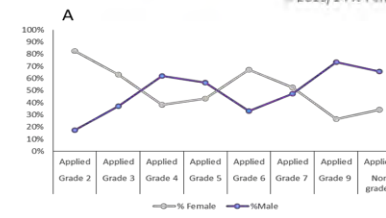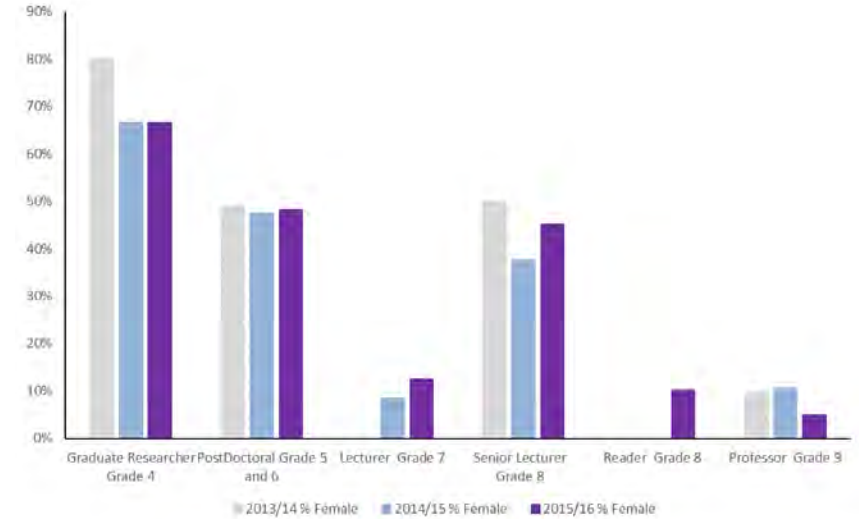
# Who are the SAT?

**Management**
Neil Simco – Acting Vice Principal Research
Michael Rayner – Dean Of Research

**Teaching – (FE/HE/PG)**
Su Engstrand – SNL SERMM
Fiona Skinner – SNL ALS
Keith Smyth - LTA

**Professional Services**
Positions vacant…..

**HR / E&D**
Michelle Hausrath – Head of HR, SAMS
Chris Sellers – Head of HR, Executive Office
Joe Wright – Head of HR, NHC
Susan Hunter – Head of HR, Perth
Nicola NicThòmais – Corporate Director, SMO

**Research**
Roxane Anderson – ERI/NHC
Ros Bryce – PC
Elizabeth Cottier-Cook - SAMS
Beth Mouat – NAFC
Andrew Rae – EO
Eric Verspoor – IC

Looking for AHSSBL staff to join!

# What are the key issues?

'The complex nature of our tertiary institution and historical grading of staff as FE, HE, and research, has added significant complexity to the data collection.'

'Reflecting on the student data, the SAT felt that one area for action was the lack of visible role models for students.'

'11% of Professorial staff were female, compared to a national average of almost 18%. These data are also reflected in STEMM (Table 6, Figure 13). Although this shows that there is no difference between STEMM and non-STEMM it is an area of concern...'

'On reflection, the SAT felt that whilst there were a number of strong initiatives in place to support female staff, they are often dependant on individuals being motivated to seek these opportunities. Therefore, we will consider the current structures and put in place a process to evaluate career development support and training.'

# Action plan

| Action Reference | Issue identified | Athena Swan Principles | Action(s) to Address the Issue | Person / Group Responsible | Accountability | Timescale | What Success Will Look Like | Milestones |
|---|---|---|---|---|---|---|---|---|
| Action 1 Page 14 | Gender imbalance in some undergraduate programmes; Lack of women in senior academic roles | 1,2,4 | Using the 'Academic Women Now' publication as a model, develop of promotional material to encourage engagement in non-traditional career routes for use in recruitment and ongoing career development. | SAT in collaboration with communication and marketing team | Chair of SAT | Promotional material to be available for distribution by August 2018. Project success assessed by October 2019 | Increase in applications to all teaching and research programmes by women. Increased number of female professors by promotion and external recruitment | Working group established by February 2017. Recruitment of 'role models' by October 2017. Material developed by April 2018. Project launched August 2018. Assessment of success October 2019 |

# What now?

- Next submission (2019/2020) will be under the new guidance

  - ➢ AHSSBL
  - ➢ 'all staff'
  - ➢ trans staff and students
  - ➢ must consider intersectionality

- Departmental awards

- Silver……

- Gold!

- Arts, Humanities, Social Science, Business and Law

- Everybody but STEMM

- Different considerations

## Underrepresentation of men

= May be particularly relevant in certain disciplines

= Addressing underrepresentation of women in senior roles does not preclude you from addressing the underrepresentation of men earlier in the pipeline

# All staff

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

# Trans Staff and Students

= Athena SWAN Principle 7:

> "We commit to tackling the discriminatory treatment often experienced by trans people."

= Institutional applications only

# Trans staff

# Intersectionality



LGB women

Pregnant women

Older women

Disabled women

Asian women

Single women

Women carers

**Women are not a homogenous group**

Black women

Married women

Academic women

Younger women

Trans women

Professional services women

Religious women
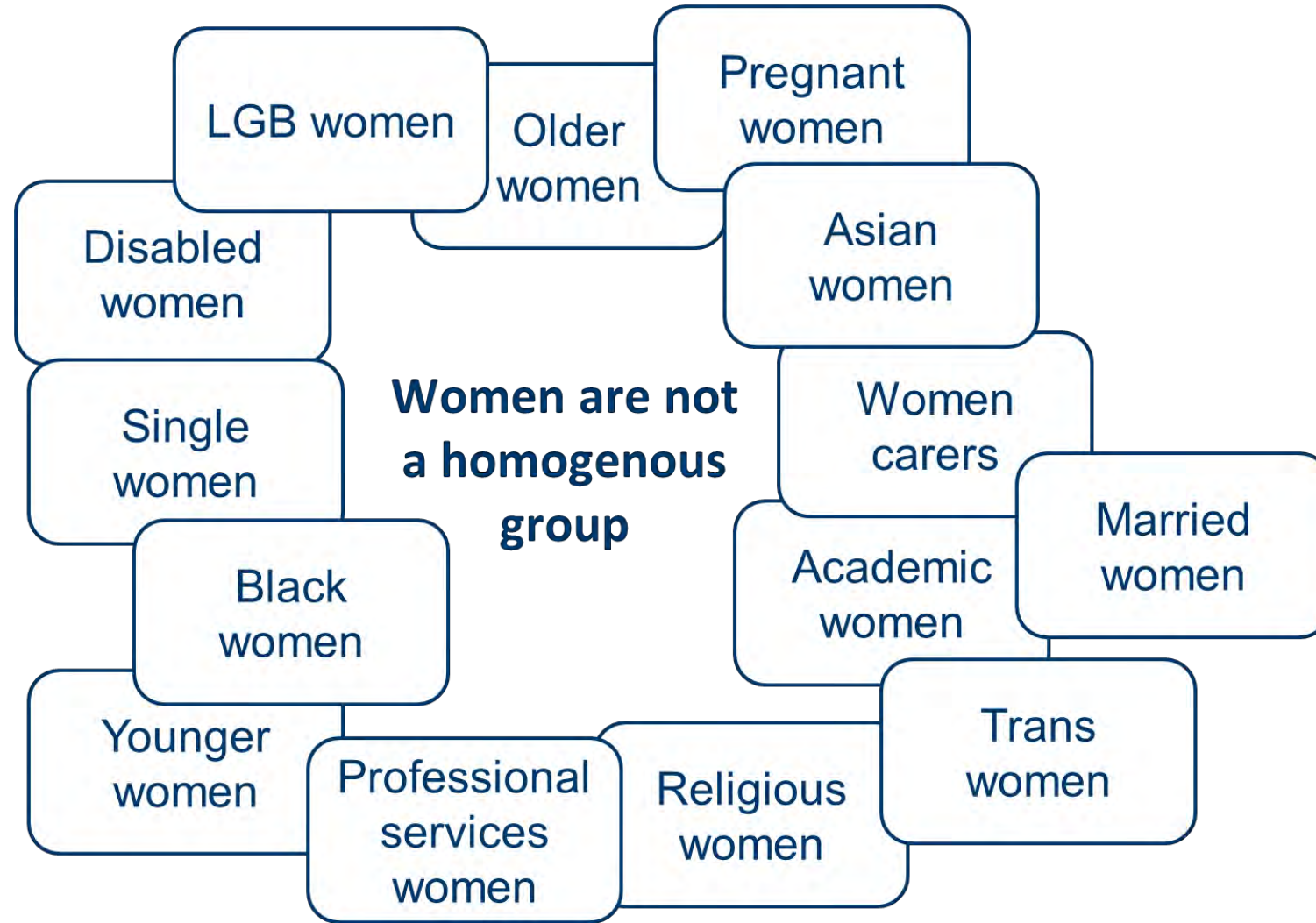
# Intersectionality
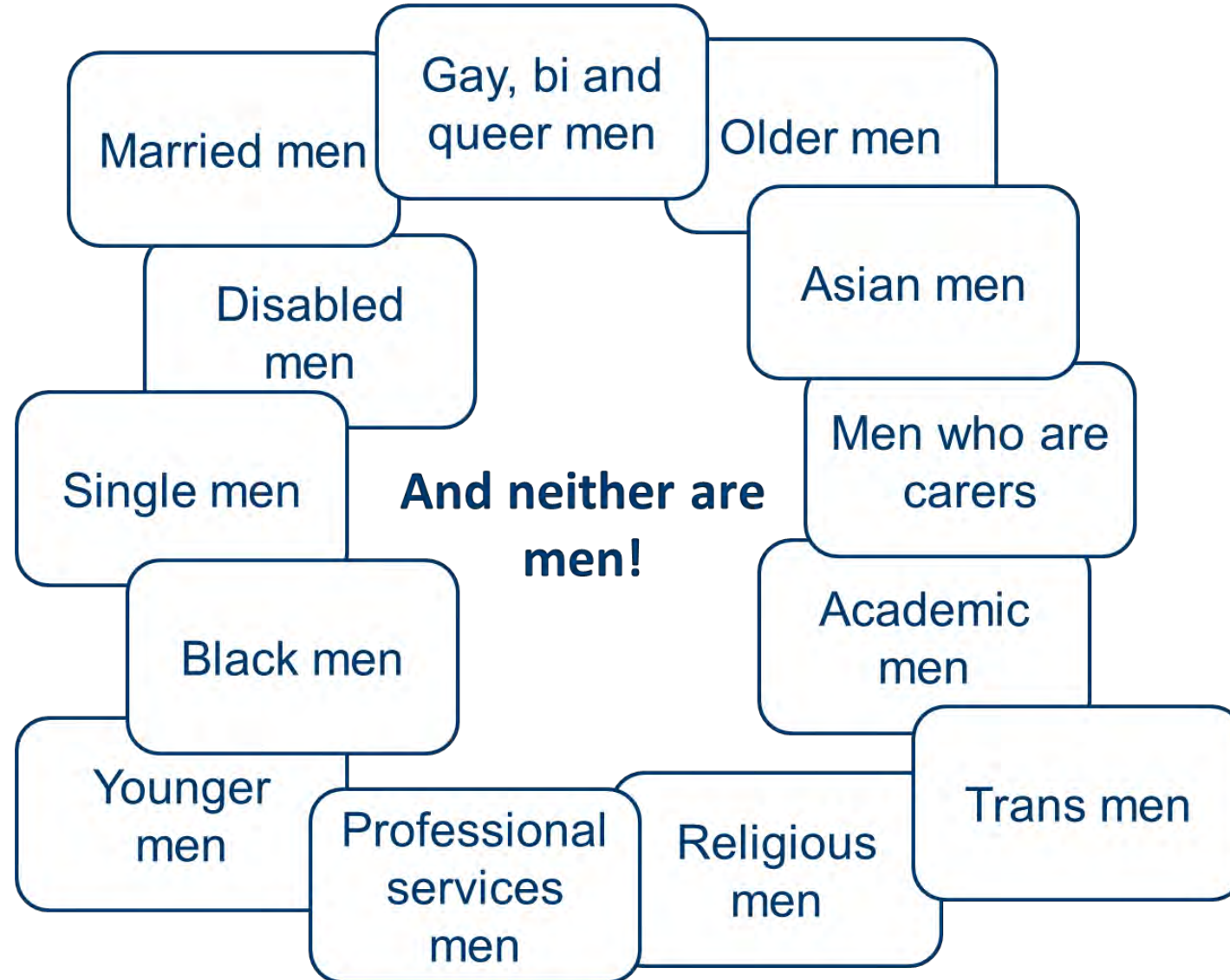
# Departmental awards

- Now we have achieved Institutional Bronze status, individual 'departments' can apply

- Awards available are Bronze, Silver and Gold

- Aim would be to have all areas of UHI with some level of award

- These awards also look extensively at teaching and student recruitment

# How can you get involved?

- Raise awareness of Athena Swan in your Academic Partner – Departmental Awards…

- Feedback any comments and ideas to the SAT (athenaswan@uhi.ac.uk)

- Highlight areas of good (or bad…) practice that we can include in future applications

- Keep Equality and Diversity at the forefront when making any decisions

- Remember that it's not just about 'putting women first' – it affects us all

# How can you get involved?

| Action Reference | Issue identified | Athena Swan Principles | Action(s) to Address the Issue | Person / Group Responsible | Accountability | Timescale | What Success Will Look Like | Milestones |
|---|---|---|---|---|---|---|---|---|
| Action 1 Page 14 | Gender imbalance in some undergraduate programmes; Lack of women in senior academic roles | 1,2,4 | Using the 'Academic Women Now' publication as a model, develop of promotional material to encourage engagement in non-traditional career routes for use in recruitment and ongoing career development. | SAT in collaboration with communication and marketing team | Chair of SAT | Promotional material to be available for distribution by August 2018 Project success assessed by October 2019 | Increase in applications to all teaching and research programmes by women. Increased number of female professors by promotion and external recruitment | Working group established by February 2017 Recruitment of 'role models' by October 2017 Material developed by April 2018 Project launched August 2018 Assessment of success October 2019 |

# Academic Women Now!

## Academic Women Now:
### experiences of mid-career academic women in Scotland

## S. Karly Kehoe
History, Glasgow Caledonian University

**What is your research about?**
My research focuses on the relationship between religion, ethnicity and national identity in Britain (with a focus on Scotland and Ireland) and the British Empire.

**What do you think was crucial in making your career successful?**
Hard work! There was a lot I had to learn about what it takes to survive in academia, let alone succeed. My first job was with the University of the Highlands and Islands at the Centre for History. Five of us, all young and relatively inexperienced, were told to build History programmes and a research culture. We ran with it and that was a defining phase of my career. I also made sure that I kept publishing, that I reached out to communities and that I learned how to apply for research grants.

**What aspects of your career have you found challenging?**
There have been a number of challenges and they often involve finding a way to balance the publishing, grant-getting, public engagement and teaching. The growing strain on finances and the ways in which universities are choosing to spend their money has also been a challenge because it seems that, more often than not, the Arts and Humanities are the most vulnerable.

**On holiday in Cambodia**

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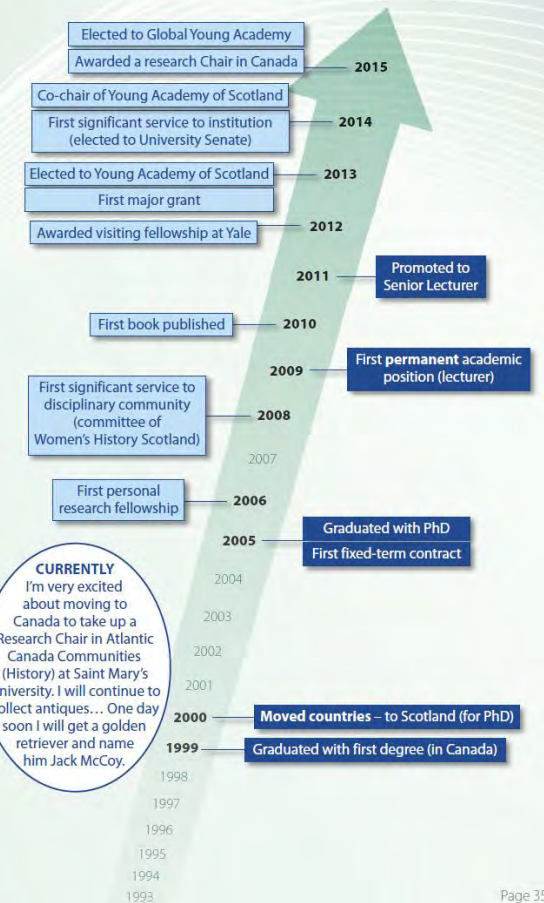
**CURRENTLY**
I'm very excited about moving to Canada to take up a Research Chair in Atlantic Canada Communities (History) at Saint Mary's University. I will continue to collect antiques… One day soon I will get a golden retriever and name him Jack McCoy.

Elected to Global Young Academy
Awarded a research Chair in Canada — 2015
Co-chair of Young Academy of Scotland
First significant service to institution (elected to University Senate) — 2014
Elected to Young Academy of Scotland — 2013
First major grant
Awarded visiting fellowship at Yale — 2012
2011 — Promoted to Senior Lecturer
First book published — 2010
2009 — First **permanent** academic position (lecturer)
First significant service to disciplinary community (committee of Women's History Scotland) — 2008
2007
First personal research fellowship — 2006
2005 — Graduated with PhD / First fixed-term contract
2004
2003
2002
2001
2000 — Moved countries – to Scotland (for PhD)
1999 — Graduated with first degree (in Canada)
1998
1997
1996
1995
1994
1993

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# The Women of UHI

## The Women of UHI

Thank you for agreeing to participate in our project. We aim to produce material to encourage progression through both traditional and career routes for use in recruitment and ongoing career development. It will include your name and two photographs, about 150-180 words of text, and a schematic outline of the path your career has taken, based on key events in your career and personal life. The target audience is staff in all disciplines and roles types.

**What to do next:**

1st    Write **50-60 words under each of the three headings** below (you may write more or less under each heading, but the total word-count should be no more than 180 words).

2nd    Put as many **dates into the timeline table** as you are comfortable with. This will be used to create a visual schematic of your career path. *We realise not all the event-labels suggested will be relevant to everyone, so fill out the ones that make sense for you. It is your choice which events to include.* You may add additional types of events, if there's something that was incredibly important to your life/career that we haven't included; you may change the label descriptors; and you may add explanatory or clarifying notes to the editorial team. We are aiming for relatively broad-brush, generic descriptions of events, so that the resulting schematics can be easily comparable across the areas. If in doubt, give more detail rather than less, and let us work out how to deal with it!

3rd    Choose two **photographs** to represent your professional and personal lives. One should be a close-up, the other not. For example, one might be your professional head and shoulders 'portrait', while the other is an informal shot of you with your family, or enjoying your favourite pastime. Photographs should be JPEG or TIFF, and will need to be at least 300 dpi (suitable for printing, not just for web use).

4th    Send this document, plus photograph, to athenaswan@uhi.ac.uk.

We will generate a proof for your approval prior to distribution.

**Your name:**

**Your job title:**

1. **Describe your speciality (research/teaching/academic administration/ support) in a way that could be understood by staff from any Academic Partner or job role.**

2. **Tell us what you think was crucial or defining in making your career successful.**

3. **What aspects of your career have you found challenging?**

# The Women of UHI

**Timeline** (year, or year range)

| Event | Date |
|---|---|
| Year of birth | |
| Graduation with first degree(if appropriate) | |
| Completion of Masters and/ or PhD (if appropriate) | |
| Other important degrees or professional qualification | |
| Period on fixed-term (temporary) contracts (e.g. supply bank, project postdocs, teaching fellow, temporary lecturer) | |
| Period on personal research fellowships or an entry level job role that your are proud of achieving | |
| First permanent position | |
| Promotion to...? (*please specify; add extra rows if necessary*) | |
| Moved institutions (*please specify whether the move was sideways or for promotion; and, if applicable, whether your partner followed you, or you were following them*) | |
| First significant service to national (or international) disciplinary community (e.g. organised the major conference in your field; served on learned society Council; appointed to research council peer review college...) (*Please specify*) | |
| First significant service to your institution (e.g. programme leader, head of department/school, curriculum manager, Dean etc) (*Please specify*) | |
| *Add rows for up* to four other career milestones e.g. book, grants, important paper, prizes, module or course approved, first cohort of students through a programme . (*Please specify*) | |
| Personal events... (*Add rows for events that are important to you. These could be family related, sporting achievements or other hobbies that motivate you* ) | |
| Add something to sum up your current circumstances, either personally (*e.g. children now at school/nursery/university*) or professionally (*e.g. current role*) | |

# Personal reflection

- Athena Swan is a lot of work!!!

- There is potential to enact change but is it quick enough?

- UHI is NOT that different to the sector

- There is a lot of good practice at UHI

- An engaged SAT is essential – but the work usually falls on one person

University of the Highlands
and Islands
Bronze

= Joined 2015

**Good practice example:** The use of remote working technology and video-conferencing to increase participation at meetings and other events.

# Was it worth it….?



Yes….

# A word of caution…



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## Complaints spark review of Athena SWAN

28 Feb 18, 09:00

By Eleni Courea

Academics will be consulted over the future of the Athena SWAN charter following sustained criticism about the workload it creates for female early-career researchers.

💬 1 Comment

The publicly funded Equality Challenge Unit, which established Athena SWAN in 2005 to recognise universities with a commitment to gender equality, will hold a consultation "with the ambition to reduce the burden, while retaining rigour and efficacy", said Sarah Dickinson Hyams, the charity's head of equality charters.

The Athena SWAN awards universities bronze, silver and gold rankings for their gender equality policies. But the application process has been criticised for its heavy administrative workload, which often falls to female early-career academics. This is because department heads often believe women will be more engaged with submissions and delegate work to their most junior recruits.

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