



AdvanceHE

Good practice: using quantitative and qualitative data in charter applications

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Aims

- + Gathering, analysing and presenting data
- + Benchmarking
- + Taking action
- + Dealing with challenges
- + Top tips

Gathering, analysing and presenting data

Requirements:

- + **Gather** data (quantitative and qualitative)
- + Critically **analyse** data
- + **Identify reasons** for exclusion and under-representation
- + Develop an **action plan** to address issues
- + Demonstrate **progress** over time

Bronze

- 🏠 self-assessment and analysis
- 🏠 identify issues and challenges
- 🏠 plan activities on a solid foundation

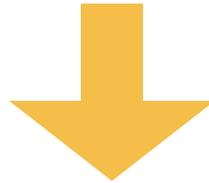
Silver

- 🏠 additional to Bronze
- 🏠 evidence of impact and achievement

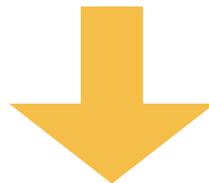
Gold

- 🏠 additional to Silver
- 🏠 significant record of activity and impact
- 🏠 beacons for gender equality and good practice

What do I want to know?



What information do I need?



How do I get it?

QUANTITATIVE DATA

What is **quantitative data** and why use it in an Athena SWAN application?

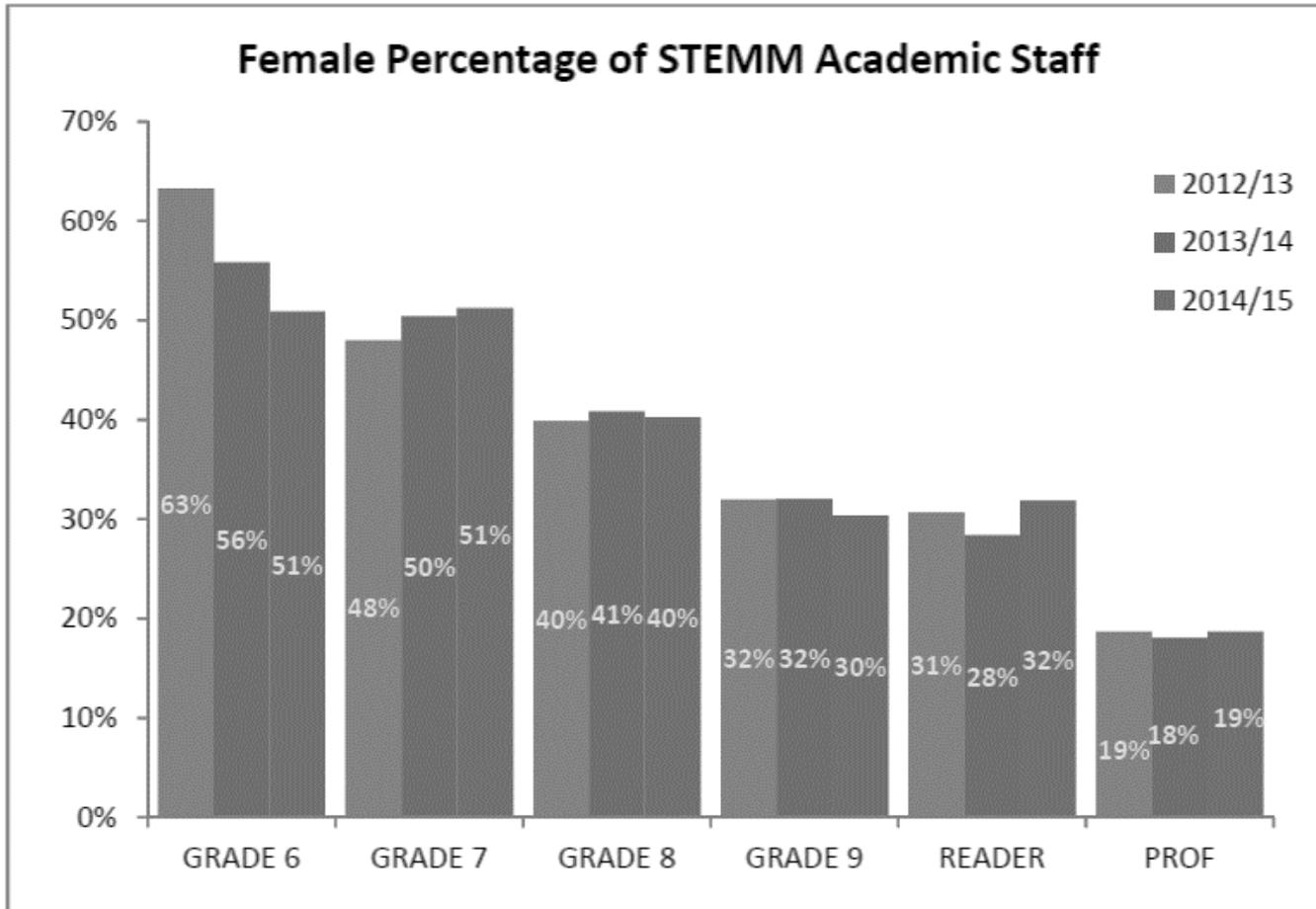
- + Internal institutional records.
- + HESA and HEIDI Plus.
- + Other sources: past staff surveys, events data, exit interviews etc.

HESA

The logo for HESA (Higher Education Statistics Agency) consists of the letters 'HESA' in a large, black, sans-serif font. Below the letters is a horizontal bar divided into six colored segments: blue, dark blue, light green, light blue, dark blue, and light grey.

What's
wrong?

What's wrong?



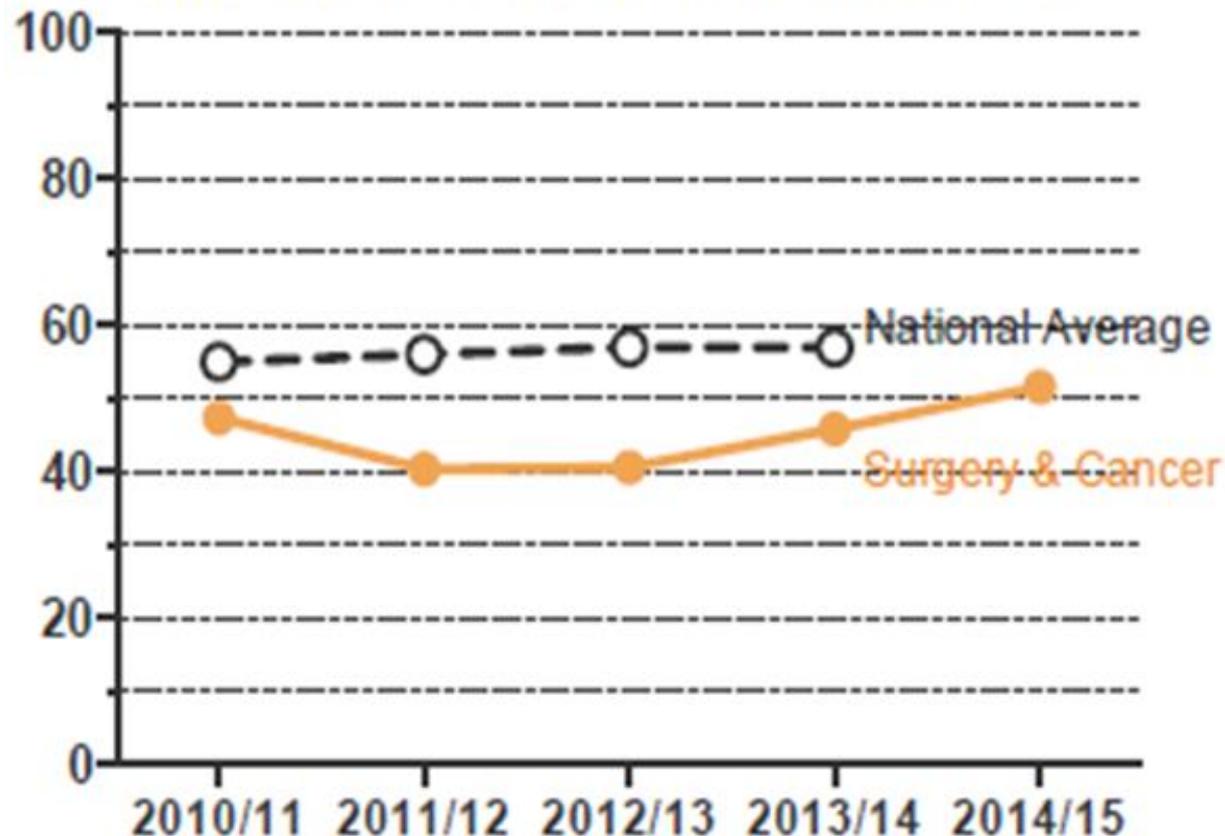
Do
graphs
work in
black and
white?

Example 1.1:

Figure 1.3 Female Percentage of STEMM Academic Staff 2012/13 – 2014/15

What's wrong?

(B) Comparison of S&C with National Levels



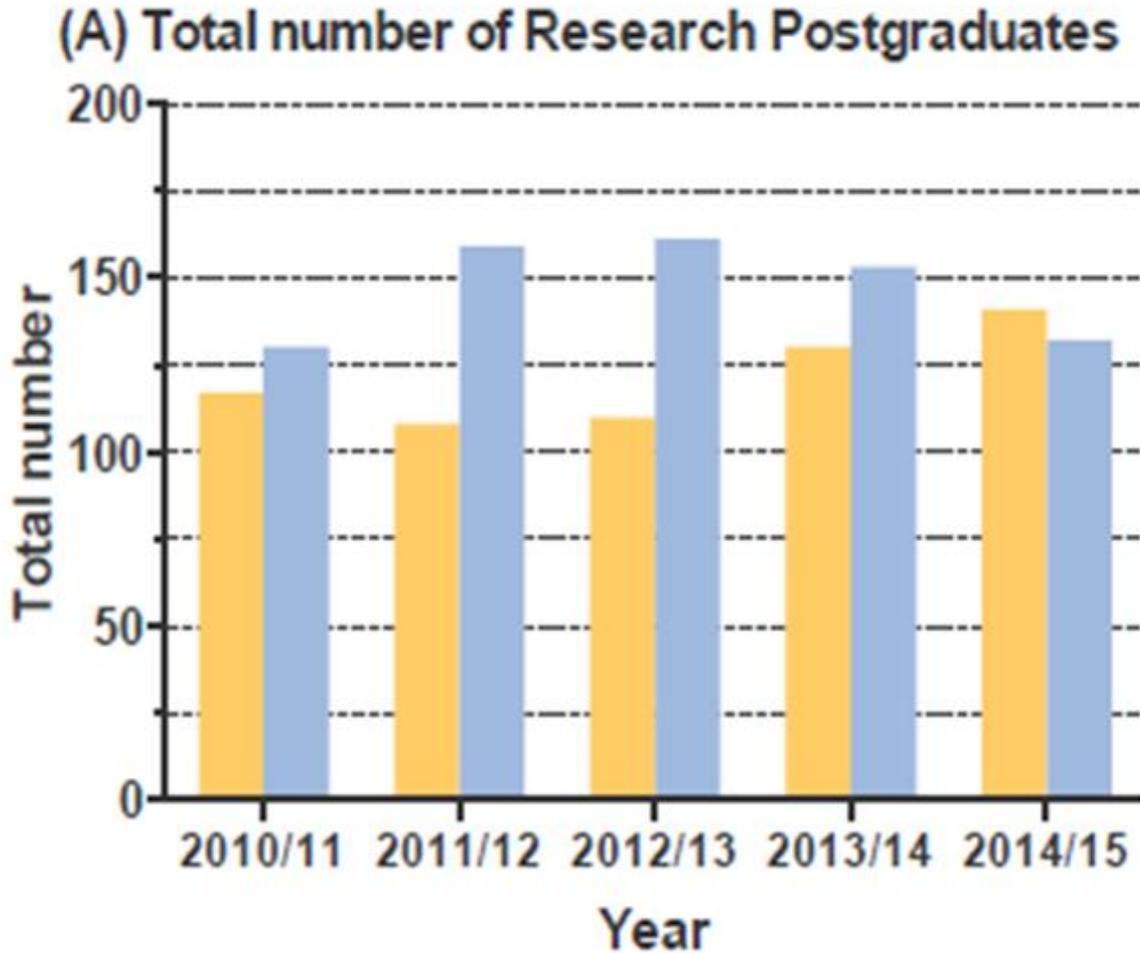
Missing
axis label

Missing
data source

Suitable
benchmark?

Example 1.2:

What's wrong?



**Missing
a legend**

**Only
presents
numbers**

Example 1.3:

QUALITATIVE DATA

What is **qualitative data** and why use it an Athena SWAN application?

Qualitative data is information about **qualities** - *information that does not involve numbers.*

Qualitative analysis results in rich findings that gives an in-depth picture and is particularly useful for exploring **how** and **why** things have happened.

What is qualitative data and why use it an Athena SWAN application?

- + Explain the **'why'** of quantitative data trends.
- + Help **plug gaps** in the quantitative data.
- + Explore the **perceptions and experiences** of groups with 'small numbers'.

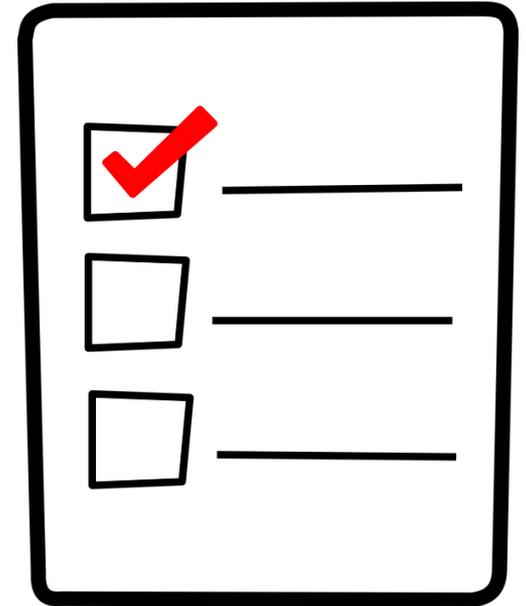


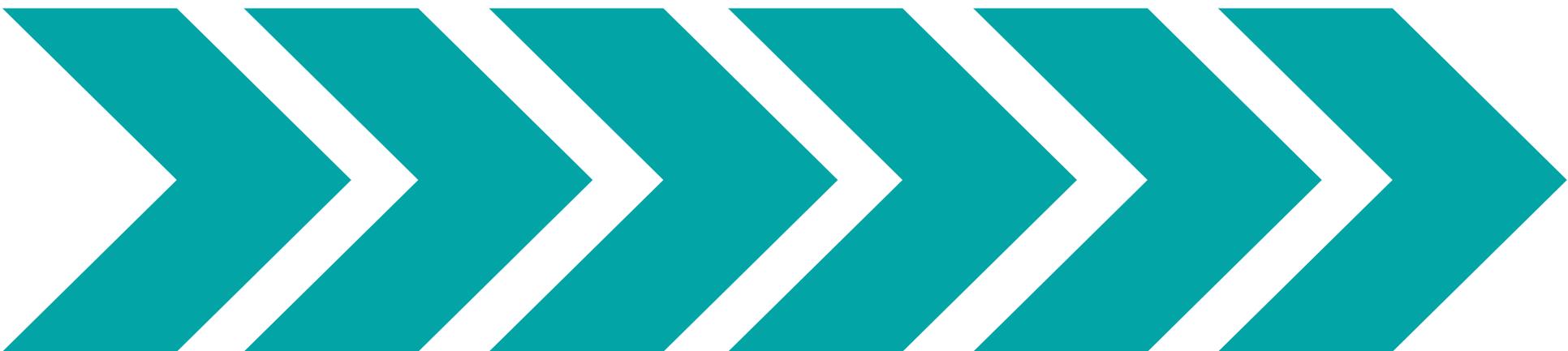
Collection method(s):

+ **Interviews:** one-to-one; structured (set questions), semi-structured (some set questions) or unstructured (no set questions).

+ **Survey:** freetext questions that ask respondents to share comments.

+ **Focus group:** an opportunity for participants to discuss their experiences/perceptions as a collective.





**Reflecting → collating → describing
→ interpreting → concluding →
recommending**

Interesting

vs.

important

Presentation:

- + Use qualitative data to **support/enhance** quantitative data.
- + Use qualitative data to demonstrate **impact** – *how things have changed over time*.
- + Check **anonymity**.

What
works?

What works?

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave.
Comment on any funding provided to support returning staff.

Responding to staff feedback we have increased our wellbeing rooms (breastfeeding and expressing milk) to 4 spread across both campuses with further rooms planned.

All staff returning from maternity or adoption leave meet with their line manager and agree a plan of activity and workload. This will include flexible arrangements where needed to support care needs including feeding. The Head of College considers requests made to work on a part-time or job share basis in collaboration with the line manager. **In 2015 we introduced provision for all female staff on academic research contracts to have six months of no teaching on their return.**

'Reduction in teaching and associated administration e.g. exam prep, marking etc. had a profound effect on my research – I managed to get 4 papers submitted and accepted in 2015.'

We will review and revise this policy to support all staff returning from extended leave (including maternity and paternity leave, sick leave and career breaks) by evaluating workload on return to ensure parity of support for staff across the academic pathways (A.P 7.1).|

All staff returning to work following an extended leave of absence have a phased return to work, meaning that staff work part time and build up to full time work in negotiation between the individual staff member, occupational health and the line manager.

Example 2.1:

To gauge changing cultural perceptions, [dept] repeated and extended the survey in May 2015. Academic staff and PSS were surveyed separately, as were PGRs. Response rates rose for academics (44%) and PSS (34%), but remained static for PGRs (14%). Results are discussed in 'Culture' (Section 5.6i). The AS plan will embed a biennial survey of staff and PGRs. We will strive to increase response rates across all three cohorts using a publicity campaign and incentives (AP1.2.2).

A comparison of the 2013 and 2015 academic results indicated marked improvement for 17 questions (>10%) (Table 15) and improvement (<10%) for a further 9. The PSS results indicated marked improvement (>10%) for 9 questions, and improvement (<10%) for a further 3 (Table 16).

Example 2.2:

Table 15: Comparative responses to 2013 and 2015 academic staff survey, with positive 'impact' >10%.

Survey Question (Academic Staff - Agree Response)	2013	2015	Positive Impact
Friendly or more friendly than unfriendly	84%	95%	11%
Collegial or more collegial than un-collegial	76%	90%	14%
Staff in leadership roles demonstrate a visible commitment to diversity	59%	77%	18%
[dept] makes it clear that unsupportive language is not acceptable.	62%	83%	21%
[dept] makes it clear that unsupportive behaviour is not acceptable.	62%	88%	26%
Women and men are equally encouraged to apply for promotion.	73%	86%	13%
Women and men are equally supported in engaging with training and development opportunities.	73%	92%	19%
In [dept], work is allocated irrespective of gender.	68%	81%	13%
I am encouraged to engage with training and development opportunities.	62%	83%	21%
[dept] provides me with useful mentoring opportunities.	62%	74%	12%
[dept] provides me with a helpful Annual Review.	53%	80%	27%
[dept] takes positive action to encourage staff to apply for posts in under-represented areas.	19%	62%	43%
[dept] is supportive in seeking solutions when work and other life obligations conflict.	60%	79%	19%
Staff in leadership roles would deal effectively with any complaints about harassment.	68%	80%	12%
I am kept informed by [dept] about matters that affect me, in relation to career advancement.	43%	81%	38%
[dept] is a great place to work for men.	78%	92%	14%
I have undertaken unconscious bias training	8%	21%	13%

Table 16: Comparative responses to 2013 and 2015 professional services staff survey, with positive 'impact' >10%.

Survey Question (Professional Services Staff - Agree response)	2013	2015	Positive Impact
Staff in leadership roles demonstrate visible commitment to diversity.	71%	87%	16%
Work related social activities in [dept] are likely to be welcoming to both women and men.	57%	88%	31%
Staff are treated on their merit irrespective of gender.	57%	87%	30%
[dept] values and rewards the full range of skills and experience at Annual Review.	29%	74%	45%
I am encouraged and supported in engaging with training and development opportunities.	29%	64%	35%
[dept] provides a helpful Annual Review	0%	64%	64%
In [dept], men and women are paid an equal amount for work of equal value.	14%	78%	64%
[dept] takes positive action to encourage staff to apply for posts in under-represented areas.	0%	59%	59%
[dept] uses both senior women and senior men as visible role models.	86%	100%	14%

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

There are similarly low numbers of paternity leave takers (Table 5.10). In addition to the statutory Paternity/adoption leave requirements, the University offers enhanced childbirth/adoption support, up to two weeks leave on full pay, and Shared Parental Leave packages, up to 18 weeks on full pay. These have been advertised in the E&D newsletter and E&D webpages, where case studies on display include examples of sharing parental leave, including male staff.

Example 2.3:

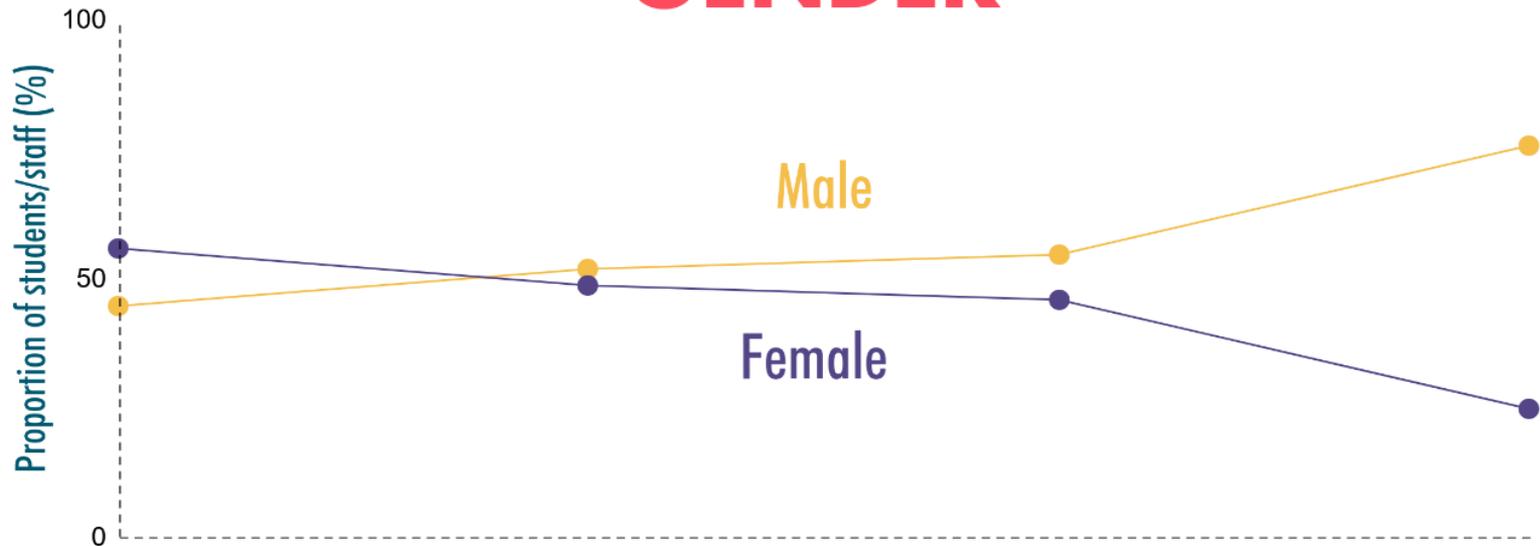
	2011/12	2012/13	2013/14	2014/15	2015/16
Grade 4	0	0	0	1	0
Grade 5	1	0	0	0	0
Grade 6	2	3	1	3	2
Grade 7	0	1	4	1	0
Grade 8	0	1	1	0	0
Prof zones	0	1	1	0	0
Total	3	6	7	5	2

Table 5.10 Numbers of staff taking paternity leave in the last five years by grade.

One of our male lecturers was highlighted in [\[newsletter\]](#) “It boosted my confidence looking after the baby on my own, [and] led me to ask to go part time (80%FTE) on my return to work”. A female member of staff had a similarly positive experience, in one of our webpages cases: “At no time did I feel that I was being asked to make a choice between my daughter and my career. I am privileged to be a part of such a forward-thinking and supportive School.”

Activity: Critically reviewing data and analysis

STUDENT/STAFF PIPELINE BY GENDER



First degree undergraduates
M: 44.3%
F: 55.7%

Research postgraduates
M: 51.7%
F: 48.3%

Academic staff
M: 54.3%
F: 45.7%

Professors
M: 75.4%
F: 24.6%

10: Student and staff proportions by gender, 2016-17

Benchmarking

Benchmarking

Challenge structural issues that lead to inequalities

‘As is expected in the sector, research associates leave after the end of their three year contract.’

	Male			Female			%Female		
Position	2012	2013	2014	2012	2013	2014	2012	2013	2014
Professor	30	30	28	7	6	8	19	17	22
Senior Lecturer	22	19	19	4	4	3	15	17	14
Lecturer	36	37	50	14	14	23	28	27	32
Research Associate	66	62	58	44	46	48	40	43	45

Benchmarking



nomis

official labour market statistics



0191 334 2680

Aa Aa

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You are here: Area profiles > Local authority profile > Kent

local authority profile

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You can search for a profile by postcode or place name.

Select from list

Choose a local authority

Kent

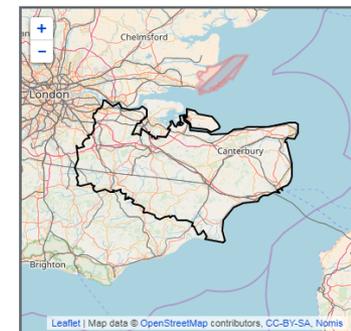
Labour Market Profile - Kent

Compare other areas Print PDF Email report

The profile brings together data from several sources. Details about these and related terminology are given in the definitions section.

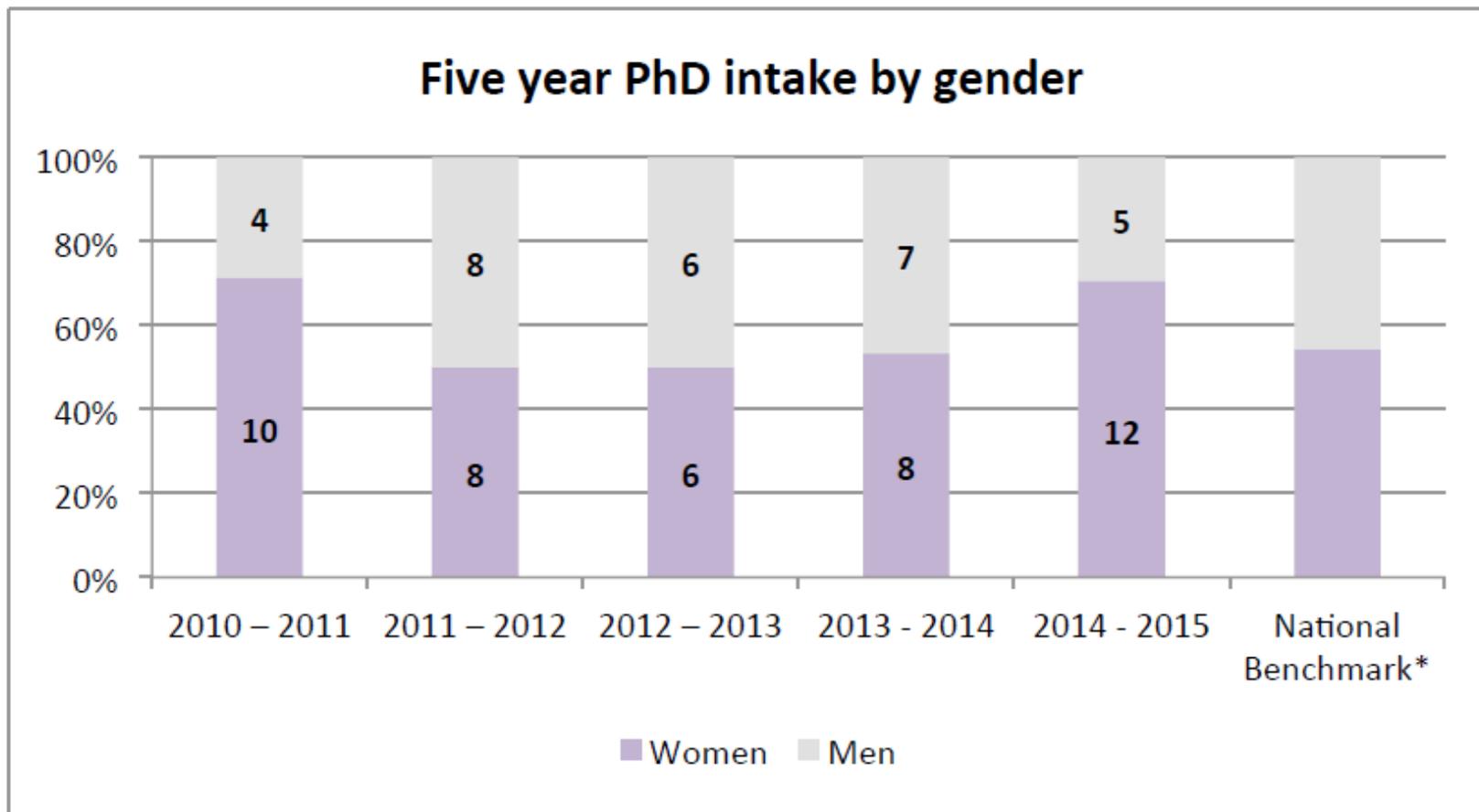
All figures are the most recent available.

- ▶ Resident population
- ▶ Employment and unemployment
- ▶ Economic inactivity
- ▶ Workless households
- ▶ Employment by occupation
- ▶ Qualifications
- ▶ Earnings by place of residence
- ▶ Out-of-work benefits
- ▶ Jobs (total jobs / employee jobs)
- ▶ Civil Service jobs
- ▶ Businesses



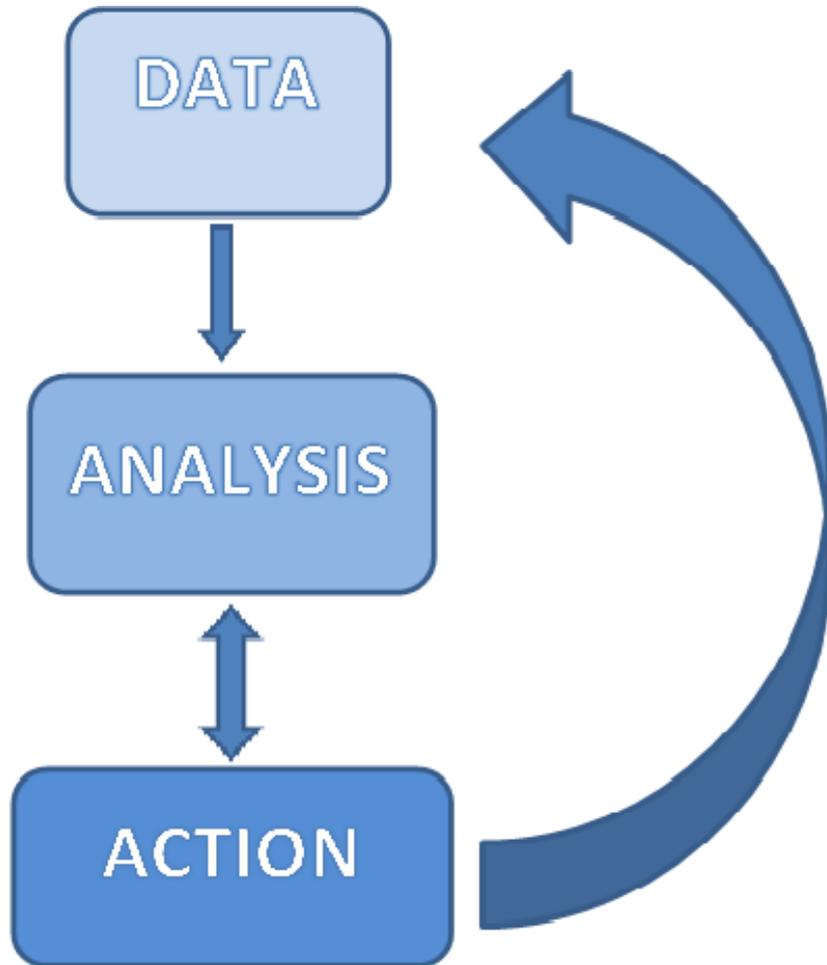
Benchmarking

Exceeding national benchmarks might not be enough...



Taking action

Action planning



What are the issues?

Why do we see this?

How do we change this?

Action planning

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

NOT... producing reports
platitudes
'planning to plan'
operating a 'deficit model'

Action planning

- + Order actions by **priority level**
- + Ensure responsibilities are **distributed** across staff
- + Plan for how the success of an action will be **measured** – and include that in the action plan
- + Treat the action plan as an **organic document**: regularly reviewed and updated

In STEM areas the increase in women academic staff FTE also outstrips that of men, but to a lesser degree. **(Action 6.1-6.7)**

VS.

Issues Arising: From the survey, only 15.6% of all staff had a formal appraisal in the last two years; however, 46% agreed or strongly agreed that they receive regular and constructive informal feedback on their progress (Fig. 15). Only 35% of academic staff felt they have the opportunity to discuss their developmental needs regularly. Comments included: “The opportunities to discuss my development needs and performance are all informal, taking place over coffee. There is no formal procedure that I am aware of, and I would feel uncomfortable asking for one.”

What we will do about it: The implementation of formal appraisals for academic staff and postdocs is one of the primary goals of our Action Plan **[AP 3.1 A-D]**.

- We have developed a revised appraisal system, currently being piloted, so that all Academic Staff, Postdocs, and final year Postgraduates, have regular, appropriate, career development discussions (Fig. 14).
 - The CVs, career profiles and promotion plans of eligible **Academic Staff** will be discussed during these appraisals, which will feed into the Promotions committee **[AP 2.1A]**
- (continues)

Activity:

Quantitative analysis of 'Institution A'

Presentation of quantitative data should:

- + Be clear
- + Provide a basis for further analyses
- + Be readily interpretable by a panel of mixed backgrounds
- + Be presented in a way that is appropriate to the data set and raw numbers.

Instructions: This is an excerpt from a real Athena SWAN application, from the section ‘Supporting and advancing women’s careers.’ The data represent key career transition points for women. What are most useful aspects of the quantitative data and analysis presented? Are there elements you might enhance? Do the actions reflect the key equality issues?

- **Information relevant to your audience.**
- **Think about what you have achieved and did not achieve.**
- **If you have not achieved your outcomes, think about external factors, problems or unachievable outcomes.**

Dealing with challenges

**“I’ve designed
an excellent
survey but
nobody
completed it”**

**“Every time we
run a focus
group, the same
faces attend”**

**“Everyone in the team
is already over-
worked, we don’t have
time to undertake
qualitative research”**

Top tips

1

Gaps in the data

2

Robustness of data

3

Working with small numbers

Working with small numbers

'My research is valued', group mean by BME marker



4

Resources

Resources

- + Lack of time and expertise as potential challenges
- + Student or graduate internship?
- + Final year student research project?
- + Staff project for PGCert or similar?
- + Identify staff with relevant research interests?
- + Collaborate across departments, share resources and findings?
- + Keep study focused and choose best methods.

Athena SWAN: strong applications

Are honest

Depend on data reporting

Link data, analysis and action

Target support

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

Always ask 'So what?'

Include a SMART action plan

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

AdvanceHE

For more information
www.advance-he.ac.uk
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Questions?

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