

AdvanceHE



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Spotlight on staff recruitment

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Webinar outline



1. Context and rationale
2. Overview of data requirements
3. Identifying issues and opportunities
4. Common data challenges
5. Showcasing good practice

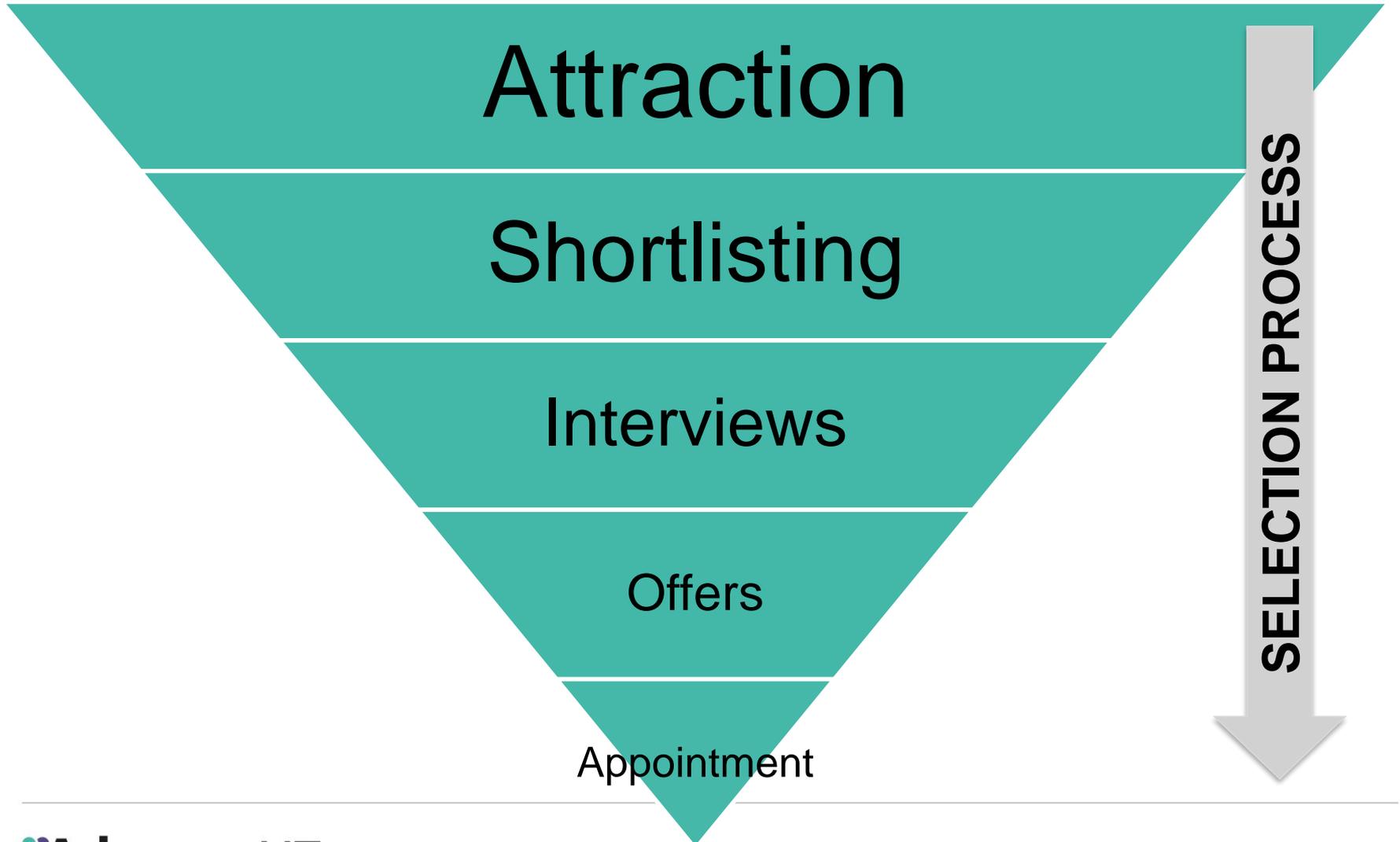
Context and rationale

Relevant Athena SWAN principles

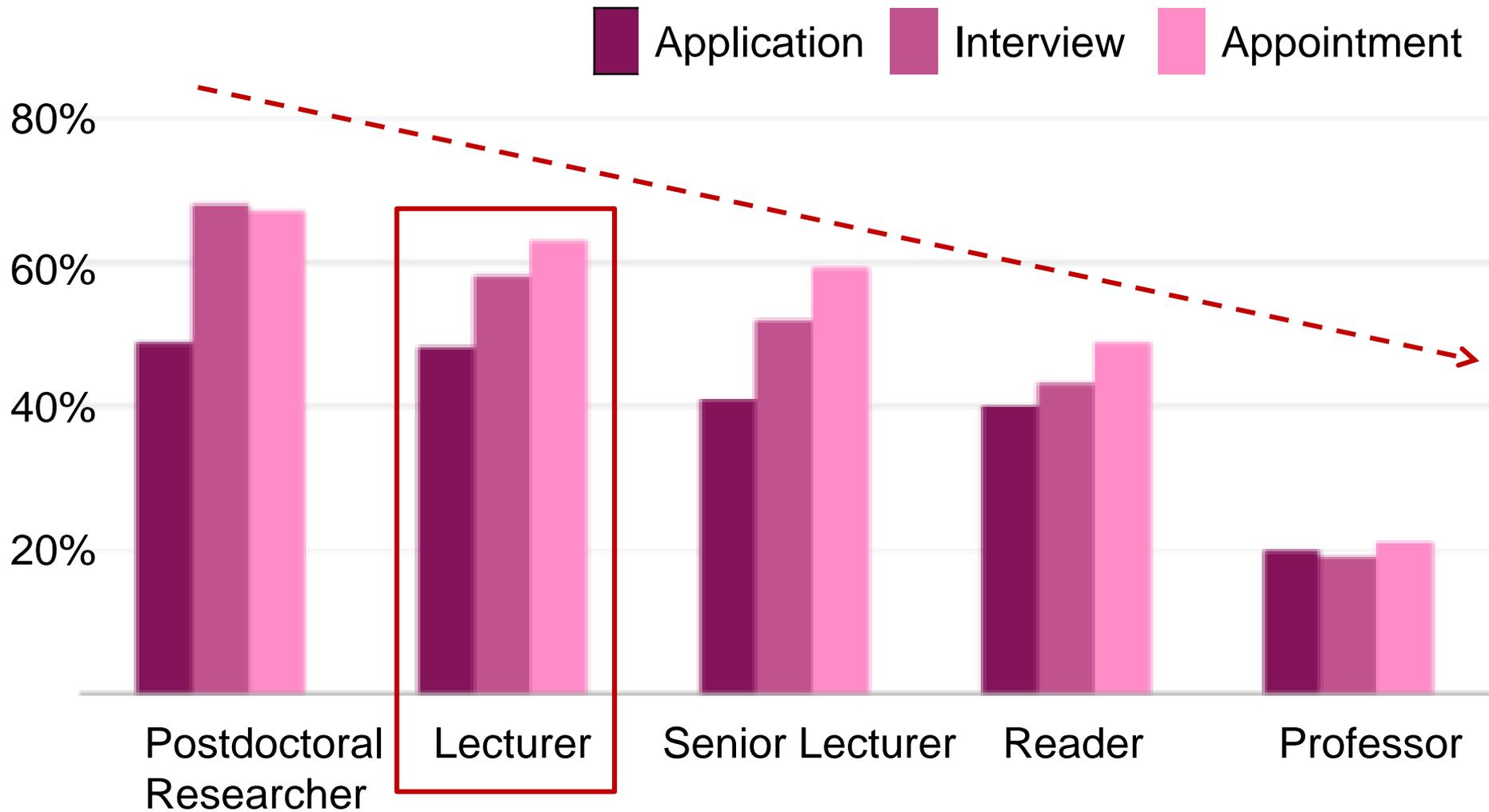


1. Academia cannot reach full potential unless it can benefit from **talents of all**
2. Advancing gender equality in academia, especially by:
 - **addressing the loss of women** across career pipeline
 - **addressing the absence of women** from senior roles
3. Addressing unequal representation across disciplines, while recognising disciplinary differences in demographics:
 - **high loss rate of women** in STEMM
 - **female underrepresentation** in senior roles in AHSSBL

The staff recruitment funnel



Entrenched recruitment trends



Overview of data requirements

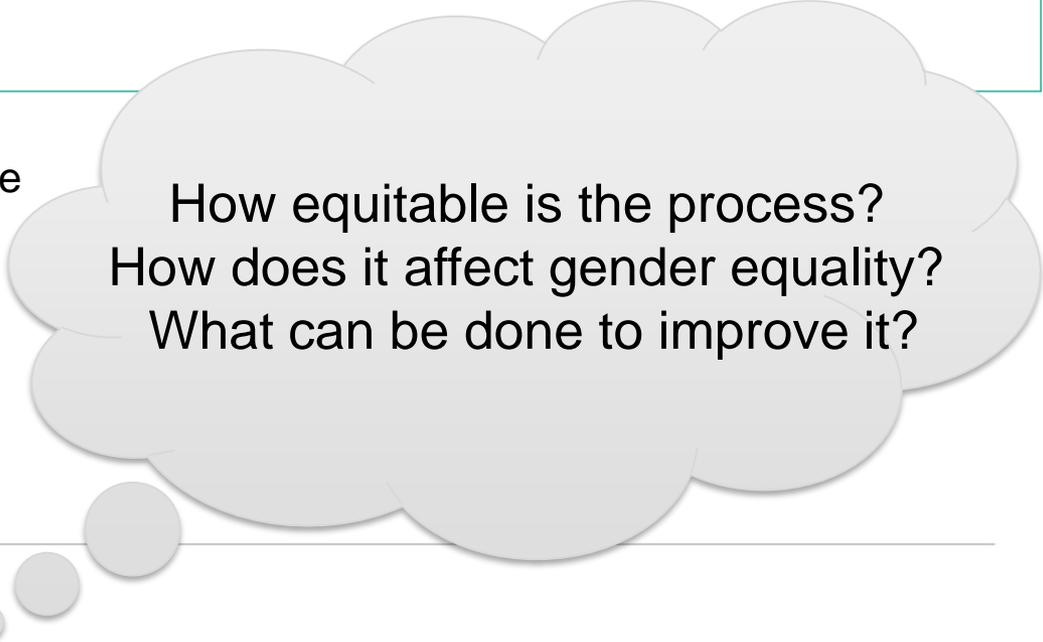
Evaluating recruitment

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Page 6 of the Expanded Athena SWAN
Ireland Department Application for Bronze
and Silver Award



How equitable is the process?
How does it affect gender equality?
What can be done to improve it?

Quantitative (numerical) data

Statistics on...



Applications Shortlisting Offers Appointments

= Primary recruitment statistics

- raw numbers & percentages

= Supplementary quantitative data

- Uptake rates of relevant trainings

- Survey rates on staff / candidate perceptions

Presenting recruitment statistics

data by grade

Grades		Applications				Appointed		Success rates	
		Total	Men	Women	%W	Men	Women	Men	Women
2011/12	Researcher	2		2	100%		1		50%
	Lecturer	7	1	6	86%		3	0%	43%
	Senior Lecturer	3		3	100%		2		67%
	All grades	12	1	11	92%		6	0%	50%
2012/13	Researcher	3		3	100%		2		67%
	Lecturer	29	8	21	72%		6	0%	21%
	Senior Lecturer	2	1	1	50%		1	0%	50%
	Professor	2		2	100%		1		50%
	All grades	36	9	27	75%		10	0%	28%
2013/14	Researcher	86	30	56	65%	1	4	3%	5%
	Lecturer	27	11	16	59%	2	6	18%	22%
	Senior Lecturer	5		5	100%		2		40%
	All grades	118	41	77	65%	3	12	7%	10%
Grand total		166	51	115	69%	3	28	6%	17%

3 years of data

and %

Qualitative (textual) data

“Comment on how the department’s recruitment processes ensure women (and men in under-represented disciplines) are encouraged to apply.”

= Information, narrative *and* reflection on...

– policy and practice, and any gaps

= Feedback from...

– workshops, focus groups, interviews, free-text comments from surveys

Identifying issues in the recruitment funnel

Identifying issues – application

- = What can application data tell you about your recruitment?
- = Primary data: **numbers and %s by gender**
- = Reach, perception, appeal of workplace
 - Advertising mechanisms and wording
 - Website and publicity materials
 - Demographic pool

Identifying issues – application

Stage	Year	% by gender (number)		Success rates		
		Female	Male	Metric	Female	Male
Applications	2015	15% (98)	85% (558)	App. to shortlist	33%	20%
	2016	12% (91)	92% (668)		41%	22%
	2017	16% (112)	84% (586)		29%	25%
	2018	15% (108)	85% (615)		34%	26%
	Total	14% (409)	86% (2427)		34%	23%

Identifying issues – application

- = **Issue identified:** significant gender imbalance in applications (14%F; 86%M)
- = **Why?**
 - Specific to discipline or field? – low numbers of women eligible to apply (importance of external benchmarking)
 - Perception of the department and/or institution?
 - Limited reach or awareness of recruitment adverts?
- = Data shows **clear evidence** that actions are needed to encourage more female applicants

Developing actions – application

Objective	Rationale	Planned actions	Timeframe (start/end)	Success criteria
Increase numbers of women applying to academic and research vacancies at the School.	Consistently very low numbers of women applying for advertised posts. Baseline: 14% of applicants were women over 2015-2018 period.	Establish search committee for two-year term to assist with promoting vacancies to a broad applicant pool by: <ol style="list-style-type: none"> 1. Identifying a list of conferences, women's networks, and individual academics, to whom information on vacancies can be sent for dissemination. 2. Using relevant social media channels. 	Committee established June 2021 Committee reviewed and reconstituted June 2023	Vacancy adverts proactively disseminated to [avenues and channels used]. Female application rate increase from 14% to 19% by Jun 2024.

Developing actions – application

Objective	Rationale	Planned actions	Timeframe (start/end)	Success criteria
Ensure job descriptions and person specifications use language that encourages applications from diverse pool of candidates.	Significant gender imbalance at application – 14%F v 86%M, alongside research evidence that roles described in gender-neutral language encourage more diverse applications.	<ol style="list-style-type: none"> 1. Trial free gender decoding tool or implement step of close reading of job packs before publishing call for applications – upcoming hiring rounds in AY 2022/23 and 2023/24. 2. Review recruitment pack template w/ EDI team; update content as advised. 	<p>Apr – Jun 2022 (for 2022/23 recruitment round); Apr – Jun 2023 (for 2023/24 round).</p> <p>Sep – Dec 2021</p>	<p>Gender-neutrality checks embedded in hiring process; recruitment pack template updated w/ info on EDI-related policies.</p> <p>Female application rate increase from 14% to 19% by Jun 2024.</p>

Identifying issues – selection

- = What can shortlisting and offers data tell you about your recruitment?
- = Two types of primary data
 - shortlisted and offered **numbers and %s by gender**
 - applied-to-shortlisted & shortlisted-to-offered **success rates by gender**
- = Any selection bias (structural or human) towards different groups?
 - shortlist criteria, panel compositions, interview process?

Identifying issues – selection

= Supporting the analysis with evidence:

“HR policy ensures that selection panels are gender balanced.”

Data on staff awareness of policy and/or compliance with policy in practice?

“Hiring staff are required to complete recruitment and selection training.”

Information on training content, feedback on quality, who to attend and actual uptake?

Identifying issues – selection

= Supporting the analysis with evidence:

“All staff are **required to complete diversity and equality training**; since 2014 we **extended this to PGR demonstrators** (zero hours). As of October 2018, **92% of male staff and 93% of female staff were recorded as having completed** this training. This figure rarely reaches 100% due to turnover and new staff joining.”

“The **Hiring Manager's Toolkit** (central HR website) includes **checklists** on: 'gender-bias busting', avoiding the 'merit trap', and **lists of staff who are current on the two-day recruitment and selection training** (44 to date, **37 women and 7 men**).”

Identifying issues – appointment

- = What can the appointment data tell you?
- = Primary data: appointed **numbers and %s by gender**
- = Appeal of role to offered candidates
 - e.g. pay, benefits, policies, team, location, buildings etc.

Good practice examples

- Welcome activities for those being interviewed
- Information pack relevant to those new to the area
- Appointment of buddies for those at interview

Common data provision challenges

Data gaps

Common challenges

- = Challenging to access (manual/local storage or collection)
- = Missing data for particular roles (e.g. postdoctoral staff)
- = Gaps at a certain stage of the process (e.g. appointments)

Solutions to consider

- = Manual collection of data, where feasible
- = Supplementing partial data sets with qualitative data
- = Actions to begin or improve data collection (e.g. digitisation)

Overcoming data gaps – example

“**Researcher recruitment is locally managed by PIs and complete data is not yet available** centrally. For capacity reasons, we were not successful in establishing online recruitment for researchers during 2016-2019. The **action below will ensure researcher recruitment data is gathered centrally** for annual monitoring.”

Action	Rationale	Success measure
(1) Roll-out e-recruitment portal for research roles and mandate completion for each hiring stage. (2) Agree Irish HEI ethnicity categories through national intersectionality committee. (3) Add ethnicity drop-down menu in relevant monitoring screen with clear statement encouraging voluntary disclosure of equality data.	We do not collect systematic and centralised data on local researcher recruitment stages. Introducing researcher e-recruitment will support annual monitoring of equality in researcher recruitment. We also do not collect any data on ethnicity, which is necessary for establishing EDI baselines and targets.	Researcher e-recruitment system rolled out, and user-trained 50% of all PIs by Jun 2021. Annual researcher recruitment monitoring reports, along with ethnicity reports delivered to AS Steering Group, with application, shortlisting, interview, offers, and appointments data.

Low rates of disclosure

Common challenges

- = Poor response rate from applicants to gender equality monitoring questions (with EDI fields left blank)

Solutions to consider

- = Ensure monitoring form included in all application formats
- = Diversify the collection method
- = Clear and prominent explanation of rationale for collection
- = Clear and prominent assurance of anonymity and confidentiality

Encouraging disclosure – example

“[Institution] aims to have an inclusive environment for all staff and students, by **identifying and removing barriers in our practices**. Completing this monitoring form will help us achieve this, and also help us **meet our obligations under the Public Sector Duty**.

While it is **voluntary to disclose this information**, doing so will enable us to better understand the composition of our workforce and examine our practices fully.

Your answers will be treated **in the strictest confidence**, and all data disclosed will **comply with data protection legislation**.
[Insert statement about institution’s confidentiality policy]”

For more information and advice:

<https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/encouraging-disclosure-equality-information>

Working with small numbers

Common challenges

- = Small institution or department – recruitment limited
- = Financial constraints – recruitment limited

Solutions to consider

- = Including additional years of data (longitudinal study)
- = Aggregating across years and/or grades ('totals')
- = Complementing or combining with qualitative data

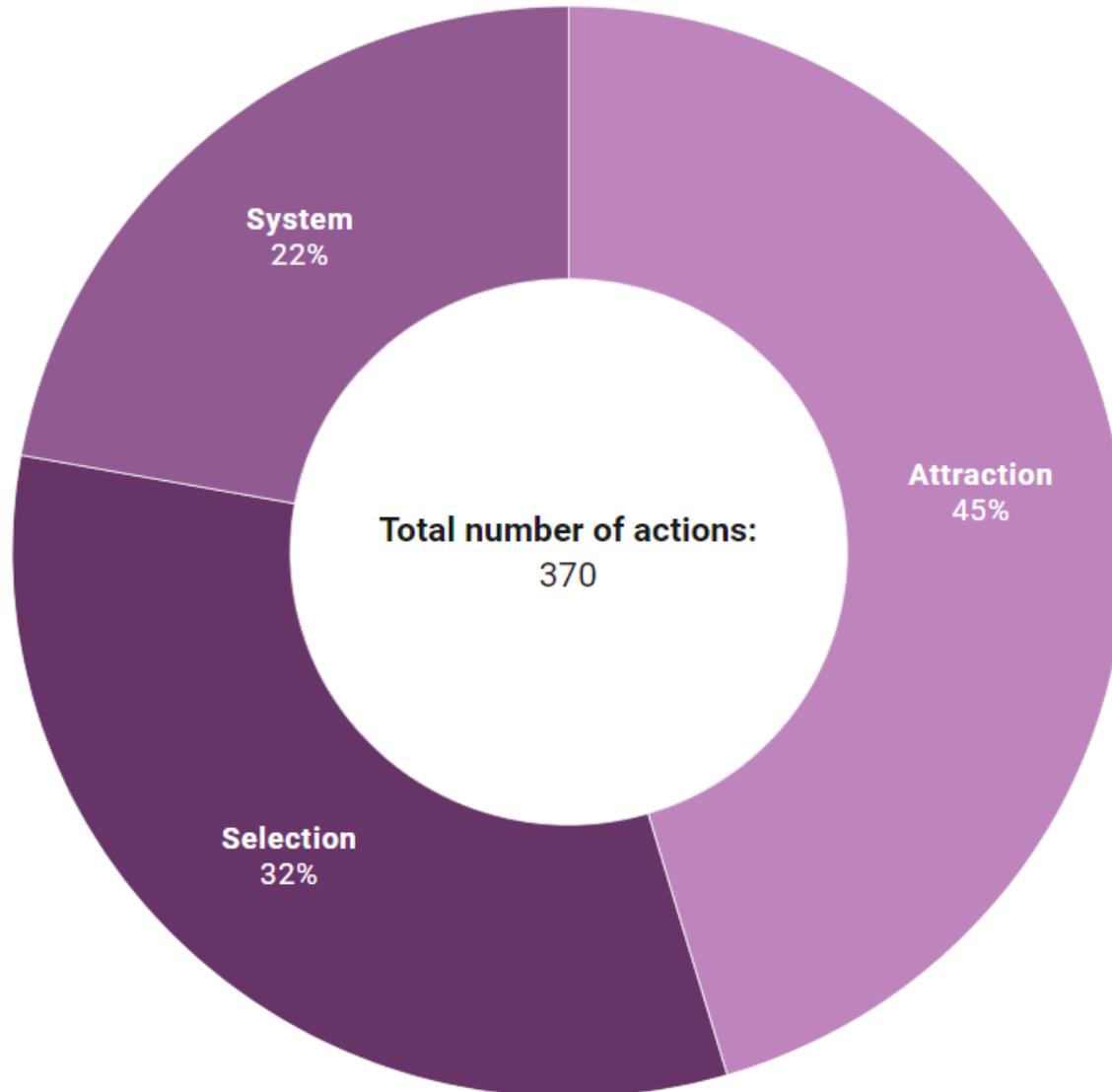
Spotlight on good practice

Trends in recruitment actions

22%
targeting
systems

32%
targeting
selection
stage

45%
targeting
attraction
stage



Good practice ideas – application

Advertising

- = Highlight if possible flexi work, part-time, job share options
- = Statement of encouragement for career break returnees
- = Consider advertising role across multiple grades
- = Consider naming both male and female points of contact

Proactive searching

- = Consider encouraging candidates via search committees
- = Using specialist networks and job boards
- = Contacting female alumni with job opportunities

Good practice action example

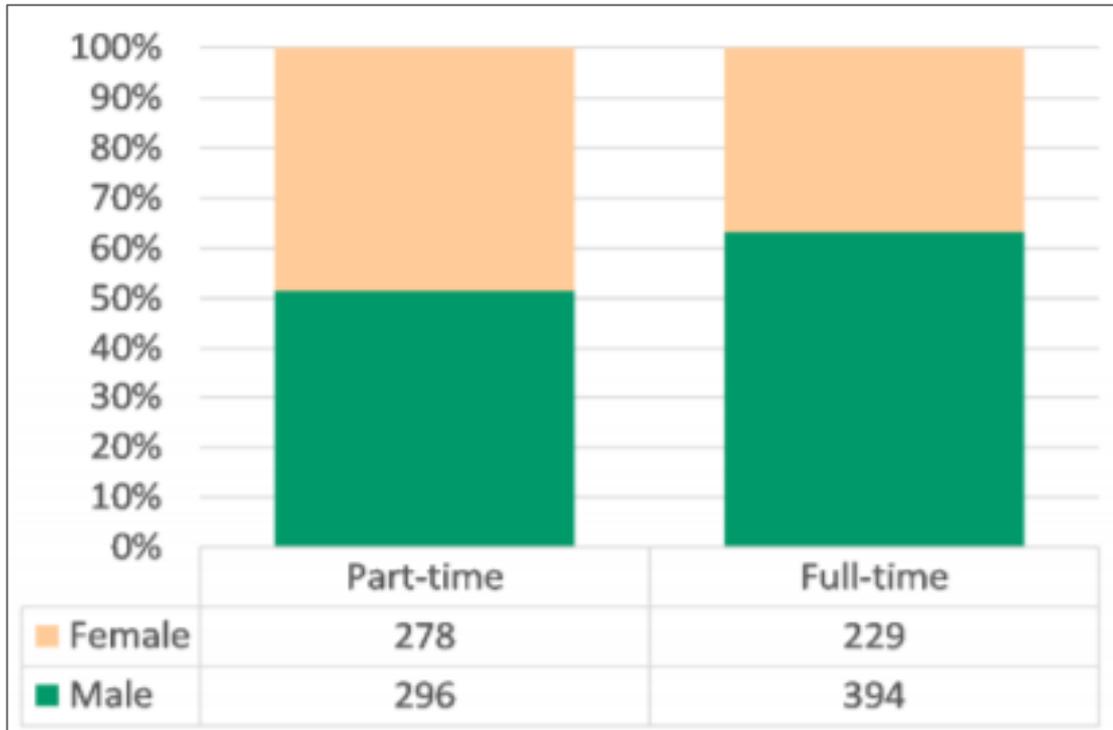
The School is committed to supporting and promoting equality and diversity and welcomes applications from all sections of the academic community. We **particularly welcome applications from female and black minority ethnic candidates as they are underrepresented in the School** more widely. We are happy to discuss flexible working."

"Female applicants are particularly encouraged to apply and while this position is advertised as full-time, **a fractional appointment with flexible working can be negotiated.**"

"All job adverts now contain the wording: We work flexibly at [institution], offering a **range of options for how, when, and where you work. Talk to us about how this role could be flexible for you**, and find out more! A link to further information is included."

Good practice action example

Female and male appointments to full- and part-time research roles, 2013-2016 aggregated



= Issue identified

Women are more likely to apply for research roles advertised as part-time.

= Action developed

Advertise roles with flexible working options (flexi time, job share, part-time), wherever possible.

Good practice action example

Objective	Rationale	Actions	Success measure
<p>Develop an equality and recruitment protocol for use with executive search agencies and to guide Schools in diversifying applicant pools for senior roles.</p> <p>Protocol will set expectations for a diverse applicant pool and shortlist in terms of gender and ethnicity.</p>	<p>Female academic application rates, particularly for professors, remain low (36% across grades, 22% for professor 2014-18).</p> <p>In addition, staff survey shows low numbers of staff of African and Asian descent (2%) when compared to our student body (10%).</p>	<p>(1) Protocol devised to formalise use of targeted executive search using particular advertising routes that support attracting diverse candidates.</p> <p>(2) Protocol piloted with Schools planning to recruit for professors in 2021/22.</p>	<p>Female academic applications >40%. Female applications for professors >30% by Jun 2024. Targets for ethnicity and recruitment are to be recommended upon establishment of ethnicity data collection in e-recruitment.</p> <p>(2) EDI and HR to assess reports from pilot Schools on the experience of using the new protocol. Protocol adapted and rolled out institution-wide by Jun 2023.</p>

Good practice ideas – selection

- = ‘Menu’ of initiatives from previous submissions:
 - Blind or anonymised candidate shortlisting
 - Policy and practice of no single-sex panels and/or no single-sex shortlists
 - Shortlisting underrepresented candidates if meeting essential criteria
 - Using remote interviews or funding childcare expenses
 - Mandatory recruitment training for hiring staff
 - Brief bias reminder to panel before interviews
 - Female postdocs can join some panels after training

Good practice action example

Action	Rationale	Success measure
<p>(1) PIs notified a year in advance (2020) of new requirement (2021) of equality training completion prior to submission of funding application that involves the recruitment of research staff. Training available online (LEAD e-learning programme).</p> <p>(2) From 2021, to monitor compliance, internal online Research Proposal Review Form will be modified to allow PIs to confirm training compliance.</p>	<p>Postdoc researchers are recruited by PIs locally. Data indicated female postdoctoral researchers are less likely to be supported to move into a senior postdoctoral role by project PIs. There is also a wider need to sensitise PIs to unequal gender patterns in research career progression seen in our data.</p>	<p>50% of new funding proposals in 2021 are submitted by PIs who have completed equality training; 70% of PIs completed training by 2022.</p>

Good practice action example

	Action	Rationale	Success measure
Action 5.1.1.1	If no applications received from the underrepresented gender in areas with imbalance, the post will be re-advertised.	Men have been underrepresented at shortlisting for academic roles in Education for three consecutive years.	Increase in male applications from 12% to 16% by 2024.

Good practice achieving results

“As a result of implementing Action 5.1 to monitor interview panel composition by gender, three years of panel data is now available (2016-2018), which **reveals that 96% of our interview panels were mixed gender** (54 out of 56). We also increased the **overall gender balance of individual interviewers to near parity** (52% of all panel participants were women in 2018; see table below).”

Near gender parity in interviewers

96% of panels mixed-gender

Year	Interview Panel Composition				Mixed-Gender Panels	All Male Panels	All Female Panels
	Male	Male %	Female	Female %			
2016	59	57%	44	43%	16	2	0
2017	42	58%	30	42%	13	0	0
2018	63	48%	67	52%	25	0	0
Total	164	54%	141	46%	54	2	0

Good practice achieving results

previous issue

The School of Engineering: (previously described in Campus Review as a 'man cave') undertook a recruitment drive in 2018, led by the new Dean of the School. Staff networks were used to identify potential female candidates who were then encouraged to apply; extra care was taken to review gender balance while creating a long-list; and the School committed to interviewing every woman on that long-list. As a result, the School's gender balance increased from 5% to 25% female. This success was communicated through the University newsletter and a presentation by the Dean at the September 2018 Gender Summit. Lessons learned have been integrated into recruitment training and inclusive recruitment toolkit (see below).

actions taken

result of actions

Recap: self-assessment checklist

= Consistent and clear data and evidence

- 3+ years of data to identify trends and evidence proposed actions
- Numbers (#) and percentages (%) by gender and grade
- Tables and graphs that clearly highlight trends and key observations
- Importance of broader context (applicant pool, national benchmark)

= Inquisitive analysis and responsive actions

- Has the recruitment process been considered holistically?
- What do the numbers and rates tell you at each stage?
- What is the staff / candidate perception of the process?
- Does local practice ‘on the ground’ match formal/central policy?
- Have SMART actions been developed to respond to any issues?

Next Athena SWAN webinar

= **Data analysis in Athena SWAN applications**

60-minute session with Q&A at the end

= **Dates and times**

Tue 23 June 14:30 and Wed 24 June 11:00 (repeat)

= **Presenter**

Dr Victoria Brownlee – Head of Athena SWAN Ireland

= **Registration**

Please complete our [online form](#) by Fri 19 June

The logo for AdvanceHE, featuring a stylized 'A' composed of two overlapping circles (one teal, one purple) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

AdvanceHE

For more information, tips, and resources:

<https://www.ecu.ac.uk/equality-charters/athena-swan/athena-swan-resources/>

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