

Athena SWAN Delphi Model

# How to commission, resource and support a successful SAT in large divisions



**3 organisational layers ensuring progression of actions**

A green downward-pointing arrow shape containing the text 'Leadership'.

Leadership

- EDI Director/HoD/Departmental Manager and SAT Chairs

A green downward-pointing arrow shape containing the text 'Executive'.

Executive

- SAT Chairs and Action Team Leads

A green downward-pointing arrow shape containing the text 'Operational'.

Operational

- Action Teams of staff and students ensuring the progression of actions

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## Leadership

- EDI Director/HoD/Departmental Manager and SAT Chairs

The leadership layer will ensure equality, diversity and inclusion is embedded across the department.

The EDI Director should be a senior academic with influence in the department. They will sit on the departments executive committee to ensure actions are carried out by the HoD and Business Manager. If a department doesn't have an EDI Director the HoD/Business Manager needs to take the lead on ensuring progress of EDI.

The SAT chairs will coordinate action plans, data analysis and narration.

The leadership layer will also:

1. Ensure action engagement at high management level
2. Ensure appropriate funding and resources to AS work

A green arrow pointing downwards, containing the word 'Executive' in white text.

Executive

- SAT Chairs and Action Team Leads

The executive layer what used to be known as the SAT.

The SAT Chairs will delegate roles to members of the SAT to lead the different operational areas.

The SAT will meet termly, with Action Team Leads responsible for reporting progress to the SAT and updating corresponding application sections every other meeting.

The executive layer will:

1. Coordinate data gathering and analysis
2. Coordinate actions
3. Coordinate the application write-up

## Operational

- Actions Teams of staff and students ensuring the progression of actions

The Action Team Leads will work with staff/students (outside of the SAT) of their choice to progress actions

The operational layer will:

1. Implement the action plan points relevant to their team's remit
2. Ensure engagement across the department
3. Report progress to SAT at every other SAT meeting

# Suggested key action teams



**POLICY**



**STUDENTS & EDUCATION**



**CAREER DEVELOPMENT FOR STAFF**

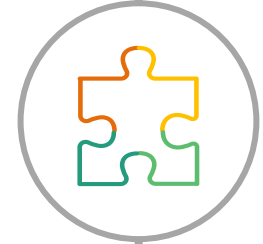


**PARENTS & CARERS**

**CULTURE & WELLBEING**



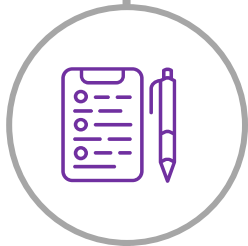
**INTERSECTIONALITY**



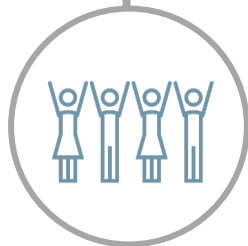
**COMMUNICATIONS & ENGAGEMENT**



# Other possible action teams



COVID-19



MENTORSHIP

EARLY CAREER RESEARCHERS



DATA ANALYSIS



OUTREACH AND SCHOOLS





## POLICY

To act strategically to facilitate and embed UCL policies within the department

Possible actions:

1. Training provision
2. Induction
3. Appraisals
4. Leave uptake
5. Facilities for staff e.g. baby-changing rooms and prayer rooms





## STUDENTS & EDUCATION

Promote fair, inclusive policies, procedures and practices to support all students in their career and personal development.

Possible actions:

1. Recruitment processes
2. Review curriculum ensuring it is inclusive and diverse
3. Student experience: monitor student attainment rates, promote career development initiatives for students, promote wellbeing initiatives for students



## CAREER DEVELOPMENT FOR STAFF

To promote fair, inclusive policies, procedures and practices to support all staff in their personal and career development

Possible actions:

1. Promote training and other career development opportunities
2. Grant support
3. Establish mentoring schemes for all staff
4. Set up promotion workshops
5. Survey promotion candidates to assess current processes

Application sections responsible for:

- Section 4.2
- Section 5

Due to the large remit we suggest there is a large membership (4 or 5 members) of this group, broken down to cover different areas



## PARENTS & CARERS

To engage in activities that will support parents and carers within the department

Possible actions:

- Ensure meetings are held in core hours
- Creating a Maternity/Paternity Guide book with information specific to the departments support
- Create parent support group
- Maternity/Parental Mentors
- Ensure engagement and monitor participation in UCL initiatives e.g. PACT



## CULTURE & WELLBEING

To promote a positive, happy and healthy work environment.

Possible actions:

- Ensuring positive culture of flexible working
- Addressing bullying and harassment
- Ensuring gender balanced and diverse seminar and lecture series
- Promoting role models
- Workload model



### INTERSECTIONALITY

To ensure actions are intersectional, supporting staff and students with protected characteristics e.g. race/ethnicity, disability, sexuality, neurodiversity, religious beliefs, and other factors.

Possible actions: Liaise with all other actions groups to assure actions are inclusive and with an intersectional perspective in mind. Coordination role.



### COMMUNICATIONS & ENGAGEMENT

To communicate effectively to students and staff regarding Athena SWAN and other EDI activities.

Possible actions: Liaise with all other actions groups to ensure EDI initiatives and relevant materials are well advertised. Monitor engagement data. Ensure staff survey is run annually.



### EARLY CAREER RESEARCHER'S

Ensure ECRs are adequately supported

Possible actions: ECR's support network, mentoring scheme or buddy system



### COVID-19 IMPACT

Monitor and address the impact caused by COVID-19 on our students and staff.

Possible actions: Embed lunch hour into core hours for a break from meetings for parents and carers



### DATA ANALYSIS

To collect, analyse and present data relating to equality, diversity, inclusion and wellbeing. To review evidence.

Possible actions: Liaise with all other actions groups to facilitate data collection, to assure analysis and impact are done in a consistent manner. Assist other groups in survey design to ensure consistency

## POTENTIAL ACTION TEAMS

**MENTORSHIP**

To ensure departmental engagement with mentorship scheme

Possible actions: monitor gender balance of mentors/mentees, identify gaps in mentorship provision

**OUTREACH AND SCHOOL**

To monitor the departments outreach initiatives and engagement with schools

Possible actions: Ensuring staff involved with Widening Participation initiatives are gender-balanced