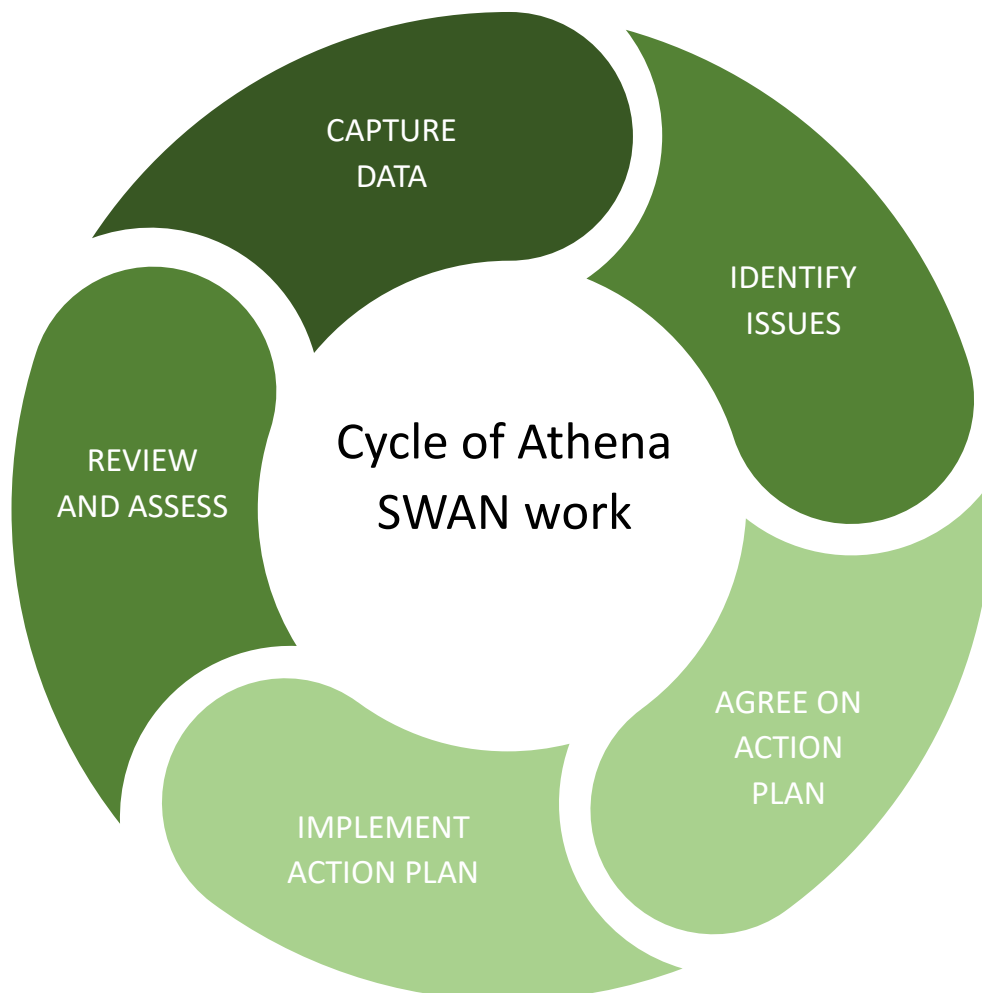


Delphi Model: Achieving Gender Equality in the Faculty

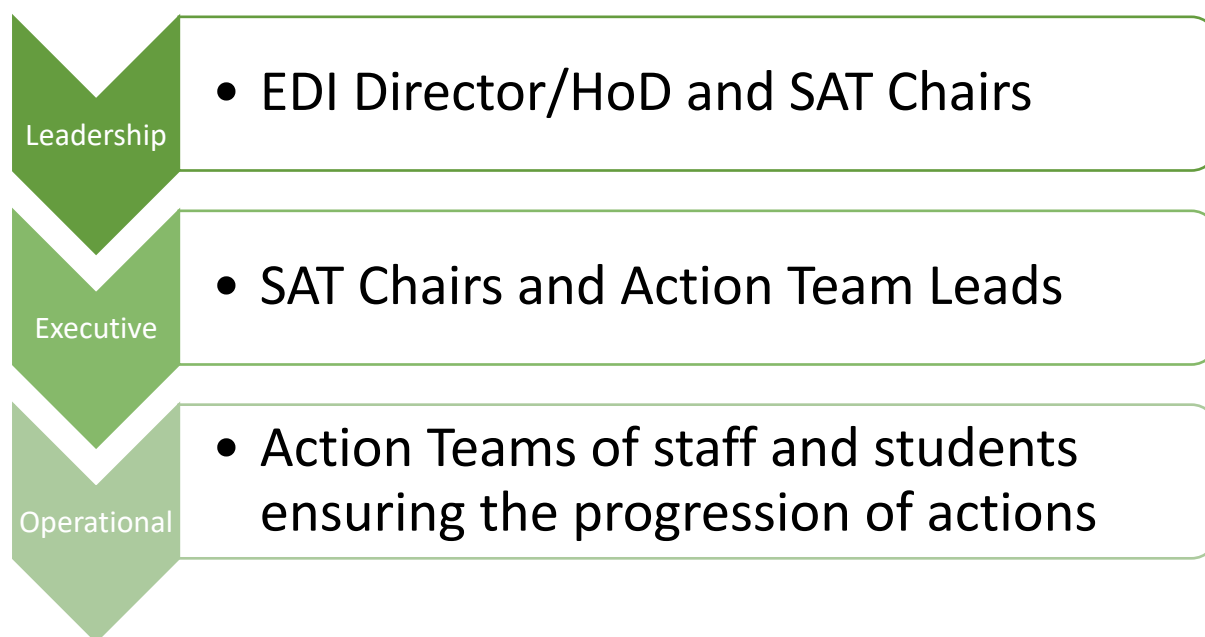
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How to Best Commission, Resource and Support AS SAT
Committees in a Large Departments

A main principle of the model is PLAN AHEAD: We are recommending that this is done with emphasis of **foreseeing the full horizon of the task ahead for the lifetime of the award.**



This model recommends **three organisational layers** instead of a one-layered committee. This will ensure engagement at senior levels, efficient action planning and application writing within the SAT, and effective progression of actions by staff and students within the department:



Requirements for each group:

- Gender-balanced
- Representation of other protected characteristics e.g. race, disability and LGBT+
- Full-time and part-time staff
- Professional and academic roles from junior and senior grades
- ECR representation
- Student representation (UG, PGT, PGR)

All roles should be officially acknowledged in Workload model and contribute to Promotion criteria.


 Leadership

- EDI Director/HoD/Business Manager and SAT Chairs

- SENIOR EDI Lead** that will represent the AS committee at the Departments top-level committees to ensure action engagement at high managerial levels.

Role Description: This new role should be a senior role within the Divisional/Institute and a member of the executive team. Thus, the senior **Lead/Director**, should be a well-connected professor with influence across the Division. Role holders should have a track record of leadership and be able to evidence a commitment to EDI beyond Athena SWAN.

- One or two SAT CO-CHAIRS** who lead the executive and operational groups.

Role Description: SAT Chairs should have experience within the SAT for continuity purposes, a track record of leadership and be able to evidence a commitment to EDI.

- The **HoD and Departmental Manager** should also form part of this leadership team.


 Executive

- SAT Chairs and Action Team Leads

The Executive Committee is the equivalent of the SAT, with input from the leadership and operational subgroups. The executive layer will establish action groups based on the department's priorities and coordinate actions. The first meeting of the executive layer in a given term can be dedicated to allocating action teams, clarifying expectations, specifying job descriptions, reporting structure and frequency and goals for each subgroup. This committee typically meets termly.

- The SAT Chairs** will decide the Division's key AS priorities, coordinate action, data analysis and narration, and delegate Action Team Lead roles to members of the executive layer.
- The Action Team Leads** will lead a working group at the operational layer that will meet regularly as individual teams, outside of the executive committee.

The exact responsibilities of these roles should be determined based on each Divisions/Institutes equality missions for sustaining impact and for new areas that actions are needed and their 5-year Action Plan.

Operational

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

Several action teams tasked with small, specific actions. Key areas include:

1. Policy
 - To act strategically to facilitate and embed UCL policies within the department
2. Students and education
 - Promote fair, inclusive policies, procedures and practices to support all students in their career and personal development
 - To ensure the curriculum is inclusive and diverse
3. Career development for staff
 - To promote fair, inclusive policies, procedures and practices to support all staff in their personal and career development
4. Parents and carers
 - To engage in activities that will support parents and carers within the department
5. Culture and wellbeing
 - To promote a positive, happy and healthy work environment
6. 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.
7. Communications and engagement
 - To communicate effectively to students and staff regarding Athena SWAN and other EDI activities.

Potential other action teams:

8. Early career researchers
 - To ensure ECRs are adequately supported
9. COVID-19
 - Monitor and address the impact caused by COVID-19 on our students and staff
10. Data analysis
 - To collect, analyse and present data relating to equality, diversity, inclusion and wellbeing. To review evidence.
11. Mentorship

- To ensure departmental engagement with mentorship scheme
- 12. Outreach and schools
 - To monitor the departments outreach initiatives and engagement with schools

Action Teams role:

- Consist of 2-4 people
- Specialise in a single area that the member ideally has experience in
- Implement and monitor progress of action plan relevant to their area
- Action Teams will meet monthly and work closely together to ensure progress
- Some overlap between teams may be occur so occasional coordination meetings could be planned as needed
- Local priorities, governance structures and available skills should be carefully considered.
 - For example, a former graduate tutor can be an educational lead that will understand the existing courses and can lead the gathering of relevant data
- Action Team leaders will report progress to executive committee/SAT every 6 months
- All contributions should be officially acknowledged in workload model and contribute to promotion criteria
- Members of action teams could be 'promoted' to executive layer if staff leave to ensure continuity