

GENDER-NET Analysis report: Award schemes, gender equality and structural change



Equality Challenge Unit



GENDER-NET

PROMOTING GENDER EQUALITY IN RESEARCH INSTITUTIONS AND
INTEGRATION OF THE GENDER DIMENSION IN RESEARCH CONTENTS

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Executive summary

Introduction

The report summarises research undertaken to understand the impact of national and regional award schemes aimed at creating greater gender equality, and their ability to stimulate gender equality and enact **structural change** with regard to gender equality in research institutions. The focus of this report is award schemes that recognise individual higher education/research institutions and/or departments, and which can be expected to have some impact in their aim to affect the institutional environment for academic researchers with respect to the representation and retention of women. This report considers whether each of the gender equality award schemes delivers structural change, and identifies elements of successful gender equality award schemes that could form part of a transnational award.

As defined by the European Commission (EC, 2012A), the preconditions for, and essential elements of, structural change, are:

- = the creation of an evidence base, for instance through gender disaggregated data on recruitment, retention, promotion, pay, and committee representation, gender impact assessments and staff surveys
- = top-level support
- = beginning to develop management practices that recognise and aim to mitigate or overcome gender barriers

Structural change means:

- = making decision-making more transparent
- = removing unconscious bias from institutional practices
- = promoting excellence through diversity
- = improving research by integrating a gender perspective
- = modernising human resources (HR) management and the working environment

This research was undertaken as part of the GENDER-NET ERA-NET project, a pilot transnational research policy initiative funded by the European Commission under the Science in Society work programme of the seventh Framework Programme (FP7). GENDER-NET is designed to address the common challenges still facing European research institutions in achieving gender

equality in research and innovation. This European Research Area Network (ERA-NET) brings together a balanced partnership of 12 national programme owners from across Europe and North America (for example ministries, national research funding agencies or national organisations) with a shared commitment to gender equality and synergistic expertise in gender and science issues. Equality Challenge Unit (ECU) is a GENDER-NET partner. ECU is also the owner and manager of Athena SWAN, one of the award schemes considered in this research, and has an interest in ensuring that this scheme is successful.

Eight different award schemes were assessed. Six are specific to higher education/research; two are more general; three are specific to certain disciplines; one is a Europe wide scheme that is not gender specific, but includes consideration of gender equality amongst other criteria. Some of the award schemes considered have a limited number of potential recipients, while others do not; three have three progressive levels of award.

Some award schemes considered reward actions that have already been implemented, and some provide a framework where research institutions commit to adopting actions. One award scheme provides funding to implement actions. Award schemes may exist in the absence of strong legislative directives on research institutions to work toward gender equality among researchers; or they may reward practice that goes beyond what is required by law; or they may act as an incentive or strategy for better compliance with the law.

Within one award scheme, holding an award is a requirement for certain types of research funding.

Methodology

The methodology combined desk research, analysis of evaluations of the award schemes considered where they existed, and interviews with those involved in applying for, managing and sponsoring award schemes. The research explored questions such as:

- = What national/regional gender equality award schemes exist within Europe and internationally that are related to research careers?
- = What has been their impact? What are the differences in impact across the award schemes?

- = What are the key characteristics of gender equality award schemes?
- = Do the respective award schemes enact structural change?
Are certain characteristics of award schemes more/less effective in doing so?
- = What elements of existing award schemes are transferrable?
- = What are common shared features of successful award schemes that should form part of a transnational award?

Award schemes

All of the gender equality award schemes that were found to exist in Europe have been included in the research, as have two further international examples to add a different perspective.

Athena SWAN (UK and Ireland)

Athena SWAN is one of just two award schemes considered that has had a robust evaluation. It was evaluated when it had been running for eight years.

Athena SWAN has achieved a high participation rate in part because it has been linked to research funding, unlike the other award schemes considered. Impact has been demonstrated in terms of women's perception of improvement in their career development, achieving top-level support, positive change in the work environment and culture change. It is unique in the comprehensiveness of its data requirements and in awarding at both institutional and departmental level. Particular impact has been demonstrated at departmental level. It also encourages benchmarking to individual institutions and departments, rather than to the wider sector or to a prescribed set of measures. Athena SWAN is significantly resourced by its sponsors.

HR Excellence in Research (Europe)

While the EC HR Excellence in Research mark addresses gender in its principles, there is inconsistency in whether gender is addressed in action planning among institutions that hold the mark. No impact has yet been evidenced in terms of structural change for gender equality. Impact in individual institutions may emerge from the external evaluation process which is ongoing at the time of writing. Across eligible countries, participation in the scheme is relatively low. Information on the extent of resourcing of the scheme by its sponsor was not available.

**Gender Equality Award
(Norway)**

The Gender Equality Award was the only award scheme considered that awarded funding for measures to achieve structural change for gender equality. It was reliant on significant resourcing from the Norwegian Ministry of Education and Research. During the course of this research, the award was discontinued. No overall evaluation of the award scheme was conducted. Some award winners used the funding for direct measures to improve the representation and retention of women. Impact has been demonstrated in terms of achieving concrete top-level support.

In Norway, some of the components of structural change are addressed by other programmes.

**Gender Equity in the
Workplace Award (Australia)**

In the absence of an award scheme that is specific to higher education and research in Australia, the Gender Equity in the Workplace Award is one of several more general schemes that have seen participation from research institutions. The scheme has been running only since 2012 and information on its impact across research institutions is not available.

**The Pleiades Awards
(Australia)**

This is a new, discipline-specific scheme that is inspired by Athena SWAN which has emerged in the absence of an award scheme specific to higher education and research. No impact has yet been demonstrated. It is intended that this scheme operate with a low level of resourcing.

Project Juno (UK and Ireland)

Project Juno is one of two award schemes considered that has been subject to a robust, external evaluation, completed when the scheme had been running for five years.

Project Juno is a discipline-specific scheme. While it has not been concretely linked to research funding in the same way that Athena SWAN has, the research funding environment has provided an impetus for engagement with the scheme in some institutions. Impact has been demonstrated in terms of securing top-level support, improving transparency in decision-making, positive change in the work environment and culture change. The scheme is offered at no cost to applicants, and is resourced by the Institute of Physics (IOP). The scheme stands out among those considered in prescribing a specific set of measures that institutions should

work towards implementing in order to achieve an award, and in the significant support provided by the IOP.

Total E-quality Award (Germany)

Gender equality is integrated into some research funding criteria in Germany, which may influence participation in the Total E-quality award scheme, as may the federal government's support for the scheme. In contrast to some of the other award schemes considered, Total E-quality is not academic led, and academic involvement is limited. The scheme has not been formally evaluated, so the impact that has been demonstrated is limited. The scheme is considerably resourced by its sponsors.

Proposed Gender Equality Award (Iceland)

In 2011 the government of Iceland published a parliamentary resolution on a four-year gender equality action programme in which it committed to establishing a gender equality award in the university sector. There is a more general gender equality award that operates across sectors but no university has received it. The Ministry of Education, Science and Culture did not receive as much funding to implement this as was hoped. It was intended that there would be awards in 2013 and 2014. However, to date the gender equality award is still in development.

Desirability of a transnational gender equality award scheme

On balance, the evidence indicates that award schemes are an effective means of driving, and together with gender equality measures, creating structural change in the context of research institutions. Elements inherent to awards such as prestige, recognition, competition and reputation, which are valued by HEIs in diverse national contexts, come out positively and strongly in the literature and interviews.

External benefits

In 2009 the report *Gender equality awards and competitions in Europe* (Wiesemann et al 2009) shared research conducted as part of the development of the Total E-quality award, on European awards for organisational and HR activities that improve equal opportunities. This research found that 'a central idea in most of the awards is the desire to honour and generate publicity for outstanding organisations that are examples of good practice', with awards generating a positive external image and a sharing of good practice.

Internal benefits

Awards can provide an impetus and increase the pace of change and the process of applying can be itself motivating (Munir et al 2014), if continuous progression and monitoring are built in. In some cases an award scheme is the primary motivator for senior managers to progress gender equality.

The schemes considered also largely motivate, value and reward practice that goes beyond national legal requirements, and schemes remain relevant in contexts where gender equality legislation is relatively strong.

Award schemes provide a framework in which ongoing gender equality work can be documented, discussed, measured, celebrated and shared with other institutions.

Award schemes that operate across institutions can also be viewed as cost effective. For instance in the context of austerity and a retrenchment in funding, the Higher Education Authority (HEA) in Ireland was keen to enhance the impact of investment in education through sharing services between institutions. Athena SWAN fits the shared services approach, in terms of rolling it out on a national level.

Context

National context is important to consider as it is evident from the experience of Athena SWAN that factors such as funding criteria influence participation in award schemes.

Interest in a transnational award scheme has been evidenced by research. The survey of Total E-quality award holders found that 'there is interest expressed by a large number of those surveyed regarding a European award for equality of opportunity for both sexes; this interest was particularly marked among the academic institution award holders' (Feldmann and Goldmann 2009).

Universities consulted were in favour of a transnational award because they felt it may help them to achieve European research funding and it would give incentives to women academics from elsewhere to work at their institution, thus assisting mobility.

Additionally, the EC recently commissioned a feasibility study for the extension of the EC HR Excellence in Research mark into a certification scheme. The consultation that was conducted found 'widespread support for the further promotion of good practice

in HR management at the European level, with a majority of respondents in favour of the introduction of a new certification scheme' (Technopolis Group 2014). Furthermore, the respondents in this GENDER-NET WP2 Task 4 project, together with others contacted over the course of the research, when told that the project was considering a transnational award, expressed interest and support.

According to one of the organisers of a workshop of award-giving institutions connected with earlier research into European gender equality award schemes, it was felt that it was not possible to proceed with a transnational award at that time (in 2009). The award-giving institutions present felt they did not have enough resources and it was difficult to achieve consensus around what elements of which award scheme would be extended transnationally. It is worth noting that several of the awards considered in the research are no longer in operation, due to a lack of long-term resourcing. The report, written following the workshop, stated however: 'it would... be conceivable that organisations that so far have only offered national awards could extend their radius of action to other European countries.' (Wiesemann et al 2009). This funding is supported by this GENDER-NET research.

Conclusions

Conditions for impact

It has been demonstrated that support from governments, and particularly, conditionality for research funding are positively linked to participation in award schemes. This will be an important consideration going forward in considering the development of a transnational gender equality award scheme.

Where gender equality is not the primary focus of an award scheme, little action or impact has been evidenced and therefore this report recommends that any transnational award scheme must have a gender focus.

Impact has been demonstrated within schemes that are adequately resourced, and so consideration must be given to how a transnational gender equality award scheme is resourced to be sustainable.

Creating structural change

In terms of structural change, the impact of some award schemes has been demonstrated on certain indicators of women's representation and retention; for example, women's perception of improvement in their career development. Impact has been demonstrated in terms of:

- = achieving top-level support
- = positive change in management and the work environment
- = improving transparency in decision-making
- = cultural change

Key characteristics for impact

Based on the available evidence, in terms of achieving structural change impact has been demonstrated within schemes that have the following key characteristics:

- = are specific to higher education and research
- = have significant academic involvement
- = have an emphasis on continuous progression
- = necessitate departmental-level action
- = require a self-assessment based on data, action planning, and monitoring of progress and impact
- = take a culture-change approach

Recommendations for a transnational award

The evidence presented in this report indicates that award schemes are an effective means of driving and creating structural change. Respondents were overwhelmingly positive about the creation of a transnational award, results which have been replicated by prior studies.

Based on the analysis, evidence and impact assessments shared in this report, it is recommended that a joint transnational award or incentive on gender equality be developed jointly by representatives from across Europe, with regard to the following:

- = conditionality of EU-level funding to holding the transnational award
- = a focus on gender and specificity to research and higher education

- = appropriate resourcing for sustainability
- = consideration of extending existing successful award schemes Europe-wide to maximise impact
- = guiding values and/or principles, rooted in the specific issues that exist across Europe in terms of gender equality in research careers, including student progression into research careers, and women's representation in high-level positions
- = continuous progression: levels of award, two-year duration, stringent renewal process, requirements to progress, merit based, with multiple awards conferred
- = awards conferred at both institutional and departmental level, and across all disciplines
- = academic lead involvement
- = aim to create structural change:
 - requiring comprehensive gender disaggregated quantitative data, together with qualitative data concerning experiences and barriers, including data on gender balance in committees, boards, and other decision-making structures, and data on pay, with reference to the indicators that the GENDER-NET project will develop
 - in consideration of promoting excellence through diversity, requiring data with attention to other equality characteristics, where permitted within national legislative contexts, in order to ensure that the award scheme and associated gender equality measures involve and benefit all women across ethnicity and other characteristics
 - requiring top-level support: this could be measured by the proportional allocation of institutional resource to gender equality work
 - requiring a flexible self-assessment of management practices and the work environment, that strikes a balance between recognising the unique context of each institution/department/discipline, and providing measures which indicate and prescribe what some expectations around good practice are, including unconscious bias training for staff involved in recruitment, appraisal and promotions processes, and measures around parental leave, for example support for returners

- assessment to include the extent of recognition of academics' work on the award scheme in the workload model or equivalent
- = require action planning based on the self-assessment, and a monitoring of progress and impact
- = require publication of action plans
- = take a culture-change approach
- = assessment by peer review: this was also recommended by the EC-commissioned feasibility study as a pragmatic solution to legal and institutional compatibility issues

Based on these recommendations, in work package four of GENDER-NET, work will be done to draft a possible framework for a transnational award. This will also include consideration of whether the award scheme should include the integration of gender analysis in research contents and programmes, based on the work carried out in work package three.

For more information about GENDER-NET please visit www.gender-net.eu

Introduction

This research was undertaken as part of the GENDER-NET ERA-NET project as part of work package 2 (gender equality in research institutions through structural change) task 4.

The report summarises research undertaken to understand the impact of national and regional award schemes aimed at creating greater gender equality, and their ability to stimulate gender equality and enact structural change with regard to gender equality in research institutions.

It provides an overview and analysis of existing award schemes and charter marks and discusses their impact. It also explores whether it would be desirable, and how it might be possible, to create a transnational award to promote structural change to achieve gender equality in research careers.

This research was conducted in parallel with research into national and regional initiatives and their impact at institutional level, and will form the basis for later work in the project to develop transnational initiatives and indicators on structural change.

GENDER-NET ERA-NET (2013–2016)

GENDER-NET is a pilot transnational research policy initiative funded by the European Commission under the Science in Society work programme of the seventh Framework Programme (FP7).

GENDER-NET is designed to address the common challenges still facing European research institutions in achieving gender equality in research and innovation. These challenges concern the persistent barriers and constraints to the recruitment, advancement and mobility of women in the European scientific system, the lack of women in decision-making, and the limited integration of the gender dimension in research programmes and content. This European Research Area Network (ERA-NET) brings together a balanced partnership of 12 national programme owners from across Europe and North America (for example ministries, national research funding agencies or national organisations) with a shared commitment to gender equality and synergistic expertise in gender and science issues.

Equality Challenge Unit (ECU) is a GENDER-NET partner. ECU is also the owner and manager of Athena SWAN, one of the award schemes considered in this research, and has an interest in ensuring that this scheme is successful.

For more information about GENDER-NET please visit www.gender-net.eu

GENDER-NET Partners:

- = CNRS (France) Centre National de la Recherche Scientifique (Coordinator)
- = MENESR (France) Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche
- = MINECO (Spain) Ministry of Economy and Competitiveness
- = RCN (Norway) Research Council of Norway
- = WBF (Switzerland) Department of Economy, Education and Research of Swiss Confederation – State Secretariat for Education, Research and Innovation
- = CIHR (Canada) Canadian Institutes of Health Research
- = ECU (UK and Ireland) Equality Challenge Unit
- = HEA (Ireland) Higher Education Authority/Irish research Council
- = FRS – FNRS (Belgium) Fonds de la Recherche Scientifique
- = RPF (Cyprus) Research Promotion Foundation
- = MESS (Slovenia) Ministry of Education, Science and Sport
- = NAS (USA) National Academy of Sciences

Based on the mutual opening of their respective programmes and policies, partners have joined forces to:

- = carry out joint assessments of existing national/regional initiatives
- = define priority areas for transnational collaborations
- = implement a selection of strategic joint activities

These points have been taken up in an effort to reduce fragmentation across the European research area and help reach a critical mass of ministries, research funders, universities and research institutions across Europe engaging in the development and implementation of gender equality plans or related initiatives, and requesting gendered contents in research programmes and projects.

Report focus

Throughout this report the term 'department' is used, but it is recognised that terminology differs across countries and this is intended to be inclusive of other terms that may be used, including institute, faculty and school.

The focus of this report is award schemes that recognise individual higher education/research institutions and/or departments in terms of gender equality, which aim to affect the institutional environment for academic researchers with respect to the representation and retention of women researchers, and which can be expected to have some impact. All but one of the award schemes covered in this report have gender equality as their principal aim.

This report will consider whether each of the gender equality award schemes deliver structural change, and identify elements of successful gender equality award schemes that could form part of a transnational award.

As defined by the European Commission report *Structural change in research institutions: enhancing excellence, gender equality and efficiency in research and innovation*, structural change is here understood as change in institutions in terms of representation and retention of women at all levels of their research careers (European Commission 2012a).

The preconditions for, and essential elements of, structural change, are:

- = the creation of an evidence base, for instance through gender disaggregated data on recruitment, retention, promotion, pay, and committee representation, gender impact assessments and staff surveys
- = top-level support
- = the development of management practices that recognise and aim to mitigate or overcome gender barriers

Key actions

The solutions to bring about structural change proposed in the EC 2012 report are:

- = making decision-making more transparent
- = removing unconscious bias from institutional practices

- = promoting excellence through diversity
- = improving research by integrating a gender perspective
- = modernising human resources (HR) management and the working environment

For the purposes of this report, these are referred to as key actions in assessment of each award scheme.

Award schemes investigated

The following award schemes were considered in the research:

- = Athena SWAN (UK and Ireland)
- = EC HR Excellence in Research (Europe)
- = Gender Equality Award (Norway)
- = Gender Equity in the Workplace Award (Australia)
- = The Pleiades Awards (Australia)
- = Project Juno (UK and Ireland)
- = Total E-quality (Germany)
- = Proposed gender equality award (Iceland)

The award schemes included vary in scope. Athena SWAN, EC HR Excellence in Research, the Gender Equality Award, the Pleiades Awards, Project Juno, and the proposed gender equality award in Iceland are specific to research institutions. Athena SWAN is further specific to science, technology, mathematics and medicine (STEMM) disciplines. Particular gender inequalities have been identified in different subject areas, for example, Project Juno is specific to physics and the Pleiades Awards are specific to astronomy. The Gender Equity in the Workplace Award and Total E-quality are not specific to research institutions. They are open also to private sector organisations, though Total E-quality has a dedicated application form and support that takes into account the particular context of research institutions.

The EC HR Excellence in Research mark has been included to offer an example of a scheme that is not principally about gender, but that considers gender along with other factors, as do centres of excellence programmes in several countries, for instance Spain, Germany and Norway. The inclusion of gender in these could

be considered an example of gender mainstreaming within the centres of excellence programmes as described in the report on GENDER-NET, task 2 of WP2.

Some of the other awards included in the research are aimed at mainstreaming gender within higher education institutions (HEIs) themselves. While gender mainstreaming is the policy approach to gender equality employed in many European countries, 'in science it is a more recent strategy that has not yet been embraced widely in universities or research institutions' (European Commission 2012a). Centres of excellence programmes in some countries have been criticised for heightening gender imbalances in research (Bergman 2013) but these will not be discussed in this report.

The EC HR Excellence in Research mark has also been included as it is a Europe-wide scheme, with different national-level implementation schemes according to countries, and is therefore useful to explore in the context of considering whether a transnational award is desirable and possible.

Initiatives such as France's Charter for Equality, that are not understood to be necessarily binding or enforced, and Denmark's Charter for More Women in Management, that have aims limited to women's representation in management, are not considered. However, initiatives such as the French charter do constitute first steps towards structural change.

Initiatives that primarily promote gendered research content or that fund individual women as researchers are explored elsewhere within the GENDER-NET project, as are other national or regional and institutional initiatives.

Award schemes have a competitive element. Some of the award schemes considered here have a limited number of potential recipients while others do not. There is still a competitive dynamic between research institutions that hold the award and those that do not, or that hold different levels of award. The Athena SWAN charter mark, Pleiades Awards and Project Juno award each have three levels of award.

Some award schemes considered reward actions that have already been implemented, and/or provide a framework where research

institutions commit to adopting actions. One award scheme provides funding to implement actions.

Award schemes may exist in the absence of strong legislative directives on research institutions to work toward gender equality among researchers, they may reward practice that goes beyond what is required by law or they may act as an incentive or strategy for better compliance with the law.

In some cases holding an award may be made a requirement for certain types of research funding. The particular national context, in terms of legislation, policy and the research funding environment, is therefore important to understanding why an award scheme has had a particular impact. Among the schemes considered, the only award scheme wherein holding an award is currently directly linked to research funding is Athena SWAN, in the case of some departments.

The following sections will compare and analyse:

- = the context of each scheme, particularly factors affecting the participation rate, such as funding requirements
- = the scheme's aims
- = values/principles
- = eligibility
- = type of award, for example merit or funding
- = scope
- = submission requirements
- = support provided
- = assessment criteria and process
- = actions
- = duration and reapplication process

Each award scheme is analysed in light of the pre-conditions of structural change and detailed in the introduction, and information on the award scheme's impact is analysed, where it is available.

The summary table, beginning on page 86 of this report, details the key characteristics of award schemes that emerged during the course of this research. It indicates which of the award schemes considered has each characteristic, shows which key characteristics have been evidenced to contribute to enacting structural change, and shows where there has been evidence of significant impact of a particular award scheme in achieving elements of structural change.

Methodology

The methodology of this research combines desk research and interviews with those involved in applying for, managing and sponsoring award schemes.

The desk research and interviews explored the following specific research questions.

- = What national/regional gender equality award schemes exist within Europe and internationally that are related to research careers?
- = Are there characteristics and aims that broadly define gender equality award schemes?
- = What are the aims of the award schemes related to research careers?
- = How are the award schemes implemented? What are the processes involved?
- = What has been their impact? What are the differences in impact across the award schemes?
- = Do the respective award schemes stimulate gender equality? Do they enact structural change? Are certain characteristics of award schemes more/less effective in doing so?
- = Is it possible to create a transnational award to promote structural change to achieve gender equality in research careers? What is the role of national context in inhibiting or enabling this?
- = What elements of existing award schemes are transferrable? What are common shared features of successful award schemes?

To explore these questions, a combination of desk research and interviews took place with key people involved in award applications at award-holding institutions and award scheme programme sponsors and managers.

Desk research

Desk research was undertaken to determine whether there is a gender equality award scheme currently operating in each country in Europe, in consultation with GENDER-NET partners. All of the gender equality award schemes that were found to exist in Europe have been included in the research, as have two further international examples to add a different perspective. For each award scheme included, the desk research involved a systematic analysis of:

- = all available documentation, in print and online
- = application forms

- = articles and secondary literature about the award schemes, for example that have been published by the scheme's owner
- = evaluations and impact assessments, if available
- = publications and information that contextualise the award schemes in the countries in which they operate, for example gender equality legislation and gender equality issues in research

The desk research also included analysis of previous research on gender equality award schemes.

Interviews

Interviews were adopted as a method in part because formal evaluations have only been completed for two of the eight award schemes considered. It should be noted that the primary research component of this project and report does not constitute a systematic evaluation of award schemes across Europe and internationally. The experiences of the respondent institutions should not be taken to be representative of participants in the award scheme as a whole. This represents the beginning of research in a context where there is very little robust information on the impacts of award schemes.

In total 12 interviews were conducted between May and August 2014. The institution sample was selected to include at least one example from each of the award schemes that were included. A range of institutions was selected to be representative of:

- = organisations that have not yet received an award but are intending to make an application
- = organisations that have received awards relatively recently
- = organisations that have achieved a basic level of award
- = organisations that have been part of the award process for a number of years and have achieved a renewed or advanced level of award

Individual institutions remain anonymous throughout this report. They were selected by obtaining lists of institutions which have received awards, with care to include a diverse range of institutions and with advice from GENDER-NET project partners in the relevant countries as to particularly interesting or relevant examples. The research also includes institutions from countries that reflect

a wide range of legislative and research policy environments with respect to gender equality.

Interviews were also conducted with the Higher Education Authority (HEA), an award scheme sponsor in Ireland, the Ministry of Education, Science and Culture in Iceland, which is considering developing a new gender equality award, and with the Astronomical Society of Australia Women in Astronomy Chapter, sponsor of a new award scheme in Australia.

Finally, additional information was sought from award scheme programme owners and managers where required.

The interview discussion guide is included as appendix 1. Some respondents were asked additional questions to further understand specific processes and aims of certain award schemes. These are also included in the appendix.

Athena SWAN (UK and Ireland)

Context: UK

The Equality Act 2010 introduced a public sector equality duty (PSED), which HEIs and the funding councils of Wales, Scotland and England have to meet. The PSED has general duties which are the same for England, Scotland and Wales: to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between people from different groups and foster good relations between people from different groups. The PSED requires public sector bodies (including universities and colleges) to promote gender equality, as employers and education service providers. The general duty is underpinned by specific duties which differ slightly between England, Scotland and Wales, with the duties more far reaching in Scotland and Wales. Athena SWAN (and Project Juno, also considered in this report) supports institutions to meet the requirements of the duty in terms of gender equality.

In Northern Ireland the public sector duty to promote equal opportunities 'between men and women generally' is provided for in Section 75 of the Northern Ireland Act 1998. All public bodies, including universities and colleges, are required to address gender equality (among other equalities) through equality schemes.

A decision was made by the UK Department of Health in 2011 to link future National Institute of Health Research Biomedical Research Centre and Biomedical Research Unit funding to achieving an Athena SWAN silver award, and in 2012 to link a silver award to future translational patient safety research funding.

In 2013 Research Councils UK (RCUK) set out a statement of expectations for equality and diversity for those institutions receiving research council funding. While holding an Athena SWAN award was not made a requirement of receipt of research funding, RCUK's statement indicates that it expects recipients to 'provide evidence of ways in which equality and diversity issues are managed at both an institutional and department level' and recommends that evidence include participation in initiatives such as the Athena SWAN charter and Project Juno 'to demonstrate departmental level action'. RCUK reserves the right to 'introduce more formal accreditation requirements for grant funding should significant improvement not be evidenced'.

Additionally, participation in Athena SWAN and Project Juno can be cited by institutions within the Research Excellence Framework, the system for assessing the quality of research in UK HEIs.

The UK is a participant in several European gender equality projects focusing on structural change:

- = **GENOVATE:** aims to ensure equal opportunities for women and men by encouraging more gender competent management in research, innovation and scientific decision-making bodies, implementing innovative and sustainable strategies for change, promoting the ways that gender equality and diversity benefit excellence in research and innovation, and facilitating meaningful knowledge exchange between European universities. <http://www.genovate.eu/>
- = **GENDERTIME:** aims to identify and implement the best systemic approach to increase the participation and career advancement of women researchers in selected institutions where self-tailored action plans are implemented. <http://www.gendertime.org/>
- = **TRIGGER :** aims at promoting systemic interventions designed to have deep, long lasting and widespread impacts at all the different levels in five research organisations. <http://triggerproject.eu/>

Context: Ireland

The Employment Equality Acts 1998–2011 and the Equal Status Acts 2000–2011 prohibit discrimination on nine grounds. These are: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveller community. Although not framed as an equality duty, there is an onus on public and private employers to consider the equality impact of workplace policies. The law also allows an employer to put in place positive action measures to promote equal opportunities on gender grounds.

Athena SWAN is currently being piloted in Ireland sponsored by the HEA.

‘There’s a new approach [to gender in higher education in Ireland]... I think we’re at a new juncture now where people are... trying to restart and re-enthuse on these issues.’

HEA respondent

'There have been bits and pieces done to date, but nothing has been done in a cohesive or coherent way.'

Irish HEI respondent

In 2010–2012 the project *Through the glass ceiling: career progression programme and strategy* (CPPS) for female academics and researchers at University College Cork produced gender equality action plan recommendations and led to the establishment of the national network for gender equality in academic and research careers (UCC 2012).

There have also been initiatives at an institutional level, for example the Centre for Women in Science and Engineering Research (WiSER), was established in late 2006 at Trinity College Dublin with the aim of 'recruiting, retaining, returning and advancing' women in academic science, engineering and technology (SET) at Trinity College Dublin. WiSER (Trinity College Dublin), University College Cork and the University of Limerick were each awarded funding by Science Foundation Ireland for 12-month pilot projects to enhance the participation of women in science and engineering research activities and research management.

The Irish Research Council gender strategy and action plan 2013–2020 aims to support gender equality in research careers.

Ireland is a participant in several European gender equality projects focusing on structural change.

- = **INTEGER (Institutional Transformation for Effecting Gender Equality in Research):** aims to increase the participation of women in science, technology, engineering, and mathematics (STEM) by working towards improved decision-making by incorporating gender, and balanced representation across gender in all staff categories of the institution. <http://www.projectinteger.com/en>
- = **FESTA (Female Empowerment in Science and Technology Academia):** aims to raise awareness of gender equality issues in higher education and research and to produce toolkits and manuals. <http://www.festa-europa.eu/>
- = **GENOVATE:** aims to ensure equal opportunities for women and men by encouraging more gender competent management in research, innovation and scientific decision-making bodies,

implementing innovative and sustainable strategies for change, promoting the ways that gender equality and diversity benefit excellence in research and innovation, and facilitating meaningful knowledge exchange between European universities.

<http://www.genovate.eu/>

- = **GenderSTE (Science, Technology and Environment):** aims to promote a better integration of gender dimensions in science and technology by promoting women’s careers in science and technology through structural change of institutions, promoting a better integration of gender in the content of science, and identifying gender dimensions relevant to environment-related Horizon2020 Grand Challenges and to the JPI Urban Europe.

<http://www.genderste.eu/>

In Ireland, there is relatively little information disaggregated by gender about academic staff collected or made available at a national level.

<p>Award scheme basics</p>	<p>Institutions need to be members of the Athena SWAN charter before they can apply for an award. New members to the charter are expected to apply for an institutional bronze award within three years of joining. Once an institution receives a bronze award, departments can apply for individual awards.</p> <p>The levels are bronze, silver and gold.</p> <p>A silver institution award can be applied for when a majority of the institution’s STEM departments hold department awards, at least one of these a silver award.</p> <p>To date, it has not been possible to apply for a gold institution award.</p> <p>A gold department award can only be applied for if the department holds a silver department award.</p> <p>There are two rounds of award applications per year.</p>
<p>Awarding body/ sponsor</p>	<p>Equality Challenge Unit/Equality Challenge Unit, Royal Society, Biochemical Society, Department of Health, Scottish Funding Council, HEA (Republic of Ireland)</p>
<p>Aim</p>	<p>To encourage and recognise commitment to combating the underrepresentation of women and advancing the careers of women in STEM research and academia.</p> <p>Specific to gender equality.</p>
<p>Website</p>	<p>www.ecu.ac.uk/equality-charters/athena-swan</p>

Values/principles	<p>Charter principles:</p> <ul style="list-style-type: none"> = to address gender inequalities requires commitment and action from everyone, at all levels of the organisation to tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation = the absence of diversity at management and policy-making levels has broad implications which the organisation will examine = the high loss-rate of women in science is an urgent concern which the organisation will address = the system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises = there are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation
Year of implementation	<p>2005 – UK 2015 – Ireland</p>
Eligibility	<p>Specific to HEIs and publicly funded research institutes with a STEMM focus (UK) and HEIs and institutes of technology (Republic of Ireland). Institutions and individual STEMM departments can apply for awards.</p>
Type of award	<p>Merit. No funding is awarded but it is a funding requirement in some cases.</p>
Scope	<p>Women in academic roles, progression of students into academia, working environment for all staff.</p>
Submission cost and requirements	<p>The membership fee costs £2000/€2660 per institution per year. The departmental submission fee is £250/€332 per department.</p> <p>To become a member of the charter requires a letter of endorsement from the vice-chancellor, principal, director (or equivalent) of an institution confirming:</p> <ul style="list-style-type: none"> = the institution's commitment at the highest level = acceptance of the Athena SWAN principles = commitment to action at institutional and/or department level <p>Award applications require a self-assessment (using application forms provided) of progress to date and future actions, based on analysis of quantitative and qualitative data, a high-level letter of endorsement and an action plan covering the three-year award period.</p>

	<p>For first-time applicants, data covers three years preceding application.</p> <p>For gold applicants and renewals, data covers five years.</p> <p>Guidance states that the self-assessment team should have a diverse membership, including staff of different levels and genders.</p> <p>'Athena SWAN should be driven and led by the academic community' (ECU 2014a)</p> <p>A number of points that the team's experience should include are noted, covering experience of the department or institution's work-life balance policies, recruitment/promotion, early and mid-career stages, management responsibilities including senior management.</p> <p>For silver and gold department and research institutes, applications require case studies evidencing the impact of good practice on career progression.</p> <p>For gold awards at least one case study from a male member of staff is compulsory.</p>
<p>Annual cost to sponsor</p>	<p>£79,700 physical costs</p> <p>3.6 full-time equivalent (FTE) staff</p>
<p>Support provided</p>	<p>Charter members can access resources, publications and benchmarking data to prepare award submissions, attend workshops on submitting for an award and working towards the next level, become part of a national and regional peer support and practice-sharing network of members, access advice and support from the ECU Athena SWAN team and join the Athena SWAN email forum.</p> <p>Athena SWAN staff do not read through submissions prior to application.</p> <p>Feedback on all submitted applications is provided after they are assessed.</p>
<p>Assessment criteria and process</p>	<p>Process</p> <p>Peer-review panels are drawn from the higher education sector.</p> <p>Criteria</p> <p>All applications should include:</p> <ul style="list-style-type: none"> = evidence of a rigorous and thorough self-assessment process with different methods of data collection and staff consultation = evidence of good practice including evidence of gender-specific measures and/or evidence of how initiatives have benefited women in particular, evidence that issues fundamental to career progression are recognised, for example universal appraisal, equitable promotions process

Panels will consider the following points for all applications:

- = how well policies/plans are communicated to staff
- = high-level commitment
- = effective analysis of data
- = self-reflection and honesty
- = staff engagement

Silver applications should include:

- = evidence of impact of good practice

'Submissions should... avoid presenting legal compliance as good practice'

ECU 2014a

- = action plans: specific, measurable, achievable, relevant, time bound, prioritised appropriately, responsibility for actions distributed appropriately, indicate how success measured

For higher level applications action plans should be aspirational and innovative.

Institutional awards

A **bronze university** recognises that the university has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff, demonstrated by: self-assessment identifying challenges and opportunities, action plan based on assessment and learning arising from existing practice, self-assessment team to carry actions forward.

A **bronze renewal** shows evidence that progress has been made against the previous application and action plan.

A **silver university** recognises a significant record of activity and achievement in promoting gender equality and addressing challenges across the full range of STEMM departments within the university, demonstrated by: embeddedness of Athena SWAN, strong leadership and evidence of impact of Athena SWAN activities.

A **silver renewal** shows evidence that progress **and impact** has been made against the previous application and action plan.

Departmental awards

A **bronze department** recognises that particular challenges have been identified at department level and action planned, demonstrated by: self-assessment identifying challenges and opportunities, action plan based on assessment and learning arising from existing practice, self-assessment team to carry actions forward.

	<p>A bronze departmental renewal shows evidence that progress has been made against the previous application and action plan.</p> <p>A silver department recognises that the department has taken action in response to previously identified challenges and can demonstrate the impact of actions that have been implemented.</p> <p>A silver departmental renewal shows evidence that progress and impact has been made against the previous application/action plan.</p> <p>A gold department recognises sustained progression and achievement by the department in promoting gender equality and to address challenges particular to the discipline, demonstrated by: a well-established record of activity and achievement in working towards equality in the career progression of women in STEMM and data demonstrating continued impact.</p> <p>A gold departmental renewal shows evidence of consistent progress and impact against the previous application and action plan.</p>
Behaviours/actions	<p>All applications require an action plan.</p> <p>There is no prescriptive list of measures.</p>
Participation rate	<p>Athena SWAN currently has:</p> <ul style="list-style-type: none"> = 119 members, including research institutes = 98 institutions out of 114 UK HEIs which have 30 per cent or more STEMM students are members (86 per cent) = 382 awards = 70 institutions, eight research institutes and 304 departments
Duration/eligibility for reapplication	<p>The awards last three years and award renewals require evidence of progress and the successful completion of action plans submitted for previous awards.</p>

Analysis and impact

Athena SWAN is one of just two award schemes considered that has had a robust evaluation. This has been possible as it is also the second oldest award scheme considered, and was evaluated when it had been running for eight years.

Funding

The context is important to understanding why the Athena SWAN charter mark has been successful in the UK. It has achieved a high participation rate in part because it has been linked to obtaining research funding, and there is awareness that this link

may become wider in the future. The evaluation found that the majority of award holders did not report funding as the reason that they had applied for an award (Munir et al 2014).

However, there is a clear rise in the number of applications after the initial funding announcement was made. In 2012, the year after the Department of Health's funding decision, there was a 425 per cent increase in applications from medical and related departments affected or potentially affected by the funding decision, and a 144 per cent increase in applications overall. This compares to no increase in applications from medical and related departments from 2010 to 2011, an 11 per cent increase in applications overall, and a 171 per cent increase in applications from 2011 to 2012 from engineering departments, unaffected by the specific funding decision but possibly aware that the links to funding could become wider. Since then, based on data currently available there has continued to be a year-on-year increase in applications: from 2012 to 2013 there was a 229 per cent increase from medical and related departments, 87 per cent in applications overall and 42 per cent from engineering departments.

In the UK, Athena SWAN also fills a gap by providing concrete strategy and practice in order for HEIs to meet legal obligations.

This context undoubtedly contributes to Athena SWAN's high participation rate of approximately 86 per cent. In Ireland, with the assistance of the HEA, the pilot project committee has achieved nearly 100 per cent participation of eligible institutions (seven HEIs and a representative of 13 institutes of technology). The first applications will be submitted in 2015.

Departmental action

Athena SWAN is also the only award scheme considered that confers awards at both institutional and departmental levels. This has the potential to heighten impact in terms of the representation and retention of women in research careers. It is at departmental level that many key decisions regarding recruitment, retention, promotion and pay are made. The evaluation found overall more impact within departments with departmental awards, than within departments without awards within institutions with bronze level awards.

'I think without [Athena SWAN]... it would probably have been harder to achieve what we've achieved at departmental level.'

Interview respondent

At the same time, gender equality within departments is facilitated by a supportive institutional framework. While Athena SWAN itself is limited to STEMM subjects, it helps to achieve a basic framework for greater gender equality across an HEI through its system of requiring institution level bronze awards before departments themselves are eligible to apply for an award. For example, important actions cited since receiving an institutional award include improved processes for promotion and reward/review and changes to the maternity leave cover process (Munir et al 2014).

An interview respondent from an HEI about to apply for an Athena SWAN award for the first time said that they hoped the process would identify systemic barriers across the university, not just barriers that are 'subject driven'. A respondent from an institution that held a bronze award, and now holds a silver award, described the silver award application and subsequent work as a process of trying to close the gap between what was happening at (award-holding) department level and what was happening at institution level, bringing the institution in line with departmental good practice.

In silver level institution applications, applicants are encouraged to consider how the institution builds on the achievements of award-holding departments. In the Project Juno evaluation, which operates in the same countries as Athena SWAN, a respondent said:

'How do I decide which [application] to write next? Juno or Athena SWAN?... My tendency is to go for Athena SWAN because I have university support.'

Moreover, ECU is, at the time of writing, piloting a new Gender Equality Charter Mark that addresses gender inequalities in the arts, humanities, social sciences, business and law.

Self-assessment

Athena SWAN requires a comprehensive self-assessment involving staff of different levels that recognises the diversity of starting places and contexts of different institutions and departments, rather than using standardised tools as some of the other award schemes do. It is intended that academics themselves, not only HR and equality staff, are central to the process.

'What [Athena SWAN] has done for the college is, at department level particularly... it gives you a window of opportunity to ask questions... it certainly helps to put gender equity in academia, for the academics, on the agenda. So that has certainly been its greatest use for us.'

Interview respondent

Athena SWAN encourages benchmarking to the institution/ department itself, rather than to other institutions. One interview respondent shared that for their application:

'It was an extremely useful process to [record] things that we'd done in the past, appraisal systems, mentoring... then we started to gather data to see whether we could see whether any of this had had an impact.'

However, an interview respondent from an HEI in Ireland, where Athena SWAN is being piloted, said that part of what the HEI hopes to gain from applying for an Athena SWAN award is the ability to benchmark within Ireland and internationally.

'[The development of statistics] will be important, but I suppose the ability to compare with other institutions is as important, because otherwise we are just dealing in a vacuum.'

HEI interview respondent in Ireland

Another respondent in contrast, from an institution that has participated in Athena SWAN for nearly ten years, said:

'I think [concrete changes for gender equality] have to be different in different departments because different departments have different histories... they all have to work within the framework of their own history to decide what's going to be most effective for them.'

The evaluation found that the self-assessment process enabled identification of institutional and departmental specific challenges. The specificity of the assessment also means that any two departments holding the same level of award can be at very different stages in terms of the measures that they have in place for achieving gender equality.

Academic led

The HEA, which is currently sponsoring the Athena SWAN pilot in Ireland, was interviewed during the research. On why the HEA chose to fund Athena SWAN rather than start a new awards scheme, the respondent said:

'We were a bit frustrated with the pace of progress in terms of women and their representation, particularly at the senior grades... we looked into [Athena SWAN] and a lot of credit goes to our academic community itself... it was them as much as us that... identified the potential in Athena SWAN. We tried the bureaucratic approach to gender equality – the emphasis on strategy, the performance management type things – but I think Athena SWAN's focus on moving it from the HR offices into the academic arena quite directly and looking at culture as much as strategy was attractive to us... in terms of trying something maybe more impactful'

Athena SWAN is governed by a set of principles that directly address gender equality issues identified in research and STEMM in particular. Please see Project Juno (page 55) for a detailed discussion and comparison of scheme values and principles.

Continuous progression

As outlined above, Athena SWAN awards have three levels and awards need to be renewed every three years. There are a number of inbuilt mechanisms that ensure a system designed to engender continuous progress and change that is sustainable, at both institution and sector level. The assessment criteria for each level, has evolved and will continue to as improvements to gender equality are made across the sector.

'I think it is very important that the award can be taken away or not renewed, and that there is also the possibility of moving up from bronze, [to] silver, gold. I think... it is very useful, to have a competitive aspect.'

Interview respondent

One respondent from a silver award-holding institution described the HEI's ambitions with Athena SWAN:

'We want every department to have an award, we want every department to have an award at a high level, and we want [the institution] to eventually get a gold award... that's our ambition. We've got a long way to go, a very long way to go.'

Since 2013 Athena SWAN has been rolled out to include independent research institutes as well as HEIs. A respondent from a research institute that now holds a silver award described how they had wanted to do something similar for a while, and requested that their research funding body apply influence to widen Athena SWAN's eligibility. A pilot project involving research institutes was successful and all research institutes that applied received awards (ECU 2014b).

Structural change

The comprehensive external evaluation of Athena SWAN conducted in 2013 presents a mixed picture, and is a testament to the slow progress of change in research institutions, and STEMM subjects, in terms of gender equality. Action plans produced for Athena SWAN applications address most, if not all of the components of structural change. In several areas however, real impact in terms of the representation and retention of women is yet to be seen. The quantitative (survey) component of the evaluation clearly demonstrates that there have been improvements in the work environment perceived by all, men, women, and administrative and technical staff, but the perceptions of female academic/research staff are still in some cases poor, and this is irrespective of whether their department is an Athena SWAN award holder or not. The evaluation report states: 'HEIs were able to identify, but not always able to address, the challenges associated with gender equality in their institutions and departments.'

The qualitative (interview and focus group) component of the evaluation evidences more impact in specific HEIs, with regard to changes in institutional practice, and cultural and attitudinal change. An impact study undertaken by ECU in 2011 with five award-holding institutions found increased representation of women, improvements in the transition from postdoctoral researcher to first academic post, and in particular an impact in terms of cultural change (ECU 2011).

Pre-conditions

The Athena SWAN application process involves putting in place what have been identified as the essential preconditions for, and elements of, structural change (EC 2012): the development of gender disaggregated data, securing of top-level support and the development of action plans to put better management practices in place.

The data required for Athena SWAN applications is not limited to quantitative data about the representation of women, as with some of the other award schemes considered, but also includes qualitative data about women's experiences and the barriers that they perceive. This inclusion was important for interview respondents.

The data requirements for an initial bronze level institution and department applications are the most comprehensive of the award schemes considered (please see Project Juno analysis and impact for discussion). Moreover, effective analysis of data forms part of the assessment criteria.

The evaluation found that holding an institutional award leads to increased engagement of senior management in gender equality, and in some cases Athena SWAN practices are championed internally by people in senior roles (Munir et al 2014). The importance of the inclusion of securing top-level support to the award process was confirmed by interview respondents.

Key actions

One interview respondent described the value of the action plans:

'The awards are very nice, to get the awards, but really what is important are the action plans and implementing the action plans because those are the things that make the difference... we don't want [Athena SWAN] to become a tick box... we want it to be about making genuine changes, and you do that through the action plans... I think that [Athena SWAN] has given us a framework [to create the action plan].'

The evaluation found that women perceived Athena SWAN to have had a positive impact on their career development (Munir et al 2014). Moreover, career satisfaction, opportunities for training and development, transparency of promotion processes, and fairness in workload allocation were considered better among academic/research staff in Athena SWAN award-holding

departments than in departments that did not hold an award. However, compared with men, women respondents to the academic/research staff survey stated that they were less satisfied with career performance/development review and less familiar with promotion criteria and processes. They were also less likely to agree that they had been encouraged to apply for promotion, that there were rewards, incentives and awards available to them and that they had received rewards, incentives or awards. This was true in departments across levels of award and with no award.

Concrete changes implemented in Athena SWAN award-holding departments included revisions to promotion processes, the development of new avenues for staff to acquire the skills they require for promotion, and support for women to apply for promotion. Departments with silver and bronze awards were rated more highly than departments with no award on taking part-time work and career breaks into account when considering promotion.

'One or two people [have said] in [job] interviews that [Athena SWAN] encouraged them to apply.'

Interview respondent

Only 65 per cent of institutional and 52 per cent of departmental champions (Athena SWAN leads within departments) agreed that there had been a positive impact on women's career progression from participation in Athena SWAN although 90 per cent and 81 per cent felt Athena SWAN had impacted positively on gender issues.

The evaluation found limited impact of the charter among postgraduates and no impact among undergraduates.

Gender balance in decision making

Athena SWAN applications require data on the gender balance of committees.

'Our [governing body] operates with a bit of an old boy's network... we need to refresh our [governing body]. We've been talking about that, and I said to the [chair], 'when you're considering this, can we think about diversity?' And actually they've got several women on

their radar who are appropriately qualified and have the gravitas to do the role. So that is a big step forward for us, because it's very much been old white men basically... The balance is beginning to shift.'

Interview respondent

The survey found Athena SWAN had had little impact among academic and research staff in terms of perception of whether or not there is appropriate representation of women on major committees in departments. However, the qualitative element of the evaluation found 'the visible representation of more women in key positions and senior roles was a widely reported positive change'.

Unconscious bias

Interview respondents mentioned that they had incorporated unconscious bias training in their action plans.

A respondent shared that as part of their action plan:

'We're doing unconscious bias training for everybody [who sits on an interview committee].'

Promoting excellence through diversity

The application process does not at present involve generating or submitting data on the experiences of, for instance, black and ethnic minority (BME) women. While 90 per cent of institutional champions agreed Athena SWAN had impacted positively on gender issues, just 63 per cent felt it had impacted positively on equality and diversity issues (Munir et al 2014). Ninety-two per cent of institutional champion and 94 per cent of departmental champion respondents were white, which is far higher than would be proportionate to the overall population, and higher than the population of staff in SET higher education in the UK: in 2012/13 BME men and women made up 9.5 per cent of UK-domiciled academic staff in SET subjects, and 29.5 per cent of non-UK-domiciled academic staff (ECU 2014c).

The work environment

'Quite a lot of what [Athena SWAN] is about culture and you don't change culture easily... [we're] trying to characterise the college culture to see what some of the issues may be.'

Interview respondent

The evaluation found that Athena SWAN has provided credibility, focus and impetus for gender equality work within institutions, including work that was already taking place. 'Interviewees for all HEIs involved with Athena SWAN identified some changes that indicated a cultural change within the HEI' (Munir et al 2014).

'[Athena SWAN is] the most effective standard/process/lever for change I've come across in 12 years of equality work.'

Institutional champion

Bronze level institution and department applications specifically ask applicants to describe the policies and activities around flexible working, parental leave, childcare and work-life balance. Department applicants are specifically asked to reflect and comment on the culture of the department.

Workload allocation fairness was rated higher among academic and research staff in silver award departments than in departments with no award. However, no difference was found between award-holding and departments with no award for perceptions of the transparency of the workload model.

Administrative and technical staff in award-holding departments were more likely to agree that their department promotes a healthy work-life balance than staff in departments without an Athena SWAN award. At the same time, these impacts are not yet felt among academic and research staff.

The evaluation found that the self-assessment teams are almost all standing committees, indicating an embeddedness that is useful for cultural change. Part of the assessment criteria of Athena SWAN is staff engagement in the process.

Pay audits have been carried out within Athena SWAN action plans, and equal pay is addressed in bronze institution applications.

Athena SWAN's success is in part owed to continued resourcing of the award scheme by ECU and others.

Compared with some of the other schemes considered in this report, it can be challenging to gain an Athena SWAN award. In the most recent award round for which data is available, the

success rate was 71 per cent overall, and 58 per cent at the level applied for, 62 per cent in the round prior. The success rate for silver departmental awards was 35 per cent, bronze 59 per cent.

Summary

In summary, Athena SWAN has achieved a high participation rate in part because it has been linked to research funding, unlike the other award schemes considered. Impact has been demonstrated in terms of women's perception of improvement in their career development, achieving top-level support, positive change in the work environment and culture change. It is unique in the comprehensiveness of its data requirements and in awarding at both institutional and departmental level. Particular impact has been demonstrated at department level. It also encourages benchmarking to individual institutions and departments, rather than to the wider sector or to a prescribed set of measures. Athena SWAN is significantly resourced by its sponsors.

HR Excellence in Research (Europe)

Context

The EC HR Excellence in Research scheme is the only Europe-wide scheme considered, and the only one known to exist that addresses gender equality in research careers. It is implemented on a voluntary basis, as a tool that helps employers and funders to put the principles of the European Charter for Researchers and Code of Conduct for their Recruitment (charter and code) into practice, and is not concretely linked to funding or to participation in EU research framework programmes.

The European charter and code is a part of the European Partnership for Researchers, published in 2008 which proposed a partnership with member states. Some countries then produced a national action plan.

In the UK, a national process enables UK HEIs to gain the HR Excellence in Research badge, which acknowledges their alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment. The UK process incorporates both the Quality Assurance Agency (QAA) Code of Practice for Research Degree Programmes and the Concordat to Support the Career Development of Researchers to enable institutions that have published concordat implementation plans to gain the HR excellence in research badge. The UK approach includes ongoing national evaluation and benchmarking, and is run by Vitae, an international programme led and managed by the Career Development Organisation (CRAC), a not-for-profit registered UK charity dedicated to active career learning and development. This is the only such national programme to support implementation.

Horizon 2020, the EU's research and innovation funding programme (2014–2020), has referenced the European charter and code for researchers within its funding calls (Article 32) although holding the mark is not understood to be a requirement for receiving funding (European Commission 2014).

In the country which the interview respondent was from, until recently the Research Council equivalent had no programmes or actions specifically dedicated to gender.

<p>Award scheme basics</p>	<p>The HR Excellence in Research badge is part of the HR strategy for researchers, which is a tool that helps employers and funders to put the principles of the European Charter for Researchers and Code of Conduct for their Recruitment (charter and code) into practice.</p> <p>The charter and code cover four broad areas:</p> <ul style="list-style-type: none"> = working conditions = professional development = professional conduct = recruitment <p>Funding organisations are encouraged to incorporate compliance with the charter and code into their own funding criteria.</p>
<p>Awarding body/ sponsor</p>	<p>Euraxess/European Commission</p>
<p>Aim</p>	<p>Within Europe the overall aims are:</p> <ul style="list-style-type: none"> = systematically open recruitment = meet the social security and supplementary pensions needs of mobile researchers = provide attractive employment and working conditions = enhance the training, skills and experience of researchers <p>It is not gender equality specific. Gender is considered with respect to the principles of non-discrimination, selection and gender balance:</p> <p>‘Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.’</p> <p style="text-align: right;">(Euraxess nd a)</p>
<p>Website</p>	<p>http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher</p>
<p>Values/principles</p>	<p>Awarded to institutions aligned with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment.</p>
<p>Year of implementation</p>	<p>Commission Recommendation of 11 March 2005 on the European Charter for Researchers and on a Code of Conduct for the Recruitment of Researchers.</p> <p>HR Excellence in Research badge programme started in 2008 to aid implementation of the charter and code.</p>

Eligibility	The badge is specific to research institutions and research funding organisations. It is only awarded to institutions.
Type of award	Charter
Scope	European Charter for Researchers addresses all researchers in the European Union at all stages of their career and covers all fields of research. Other equality issues are also considered.
Submission cost and requirements	Submissions require: <ul style="list-style-type: none"> = internal self-assessment comparing current policies and practices against the charter and code principles, according to a standard template grouping all the 40 charter and code principles in four areas (ethical and professional aspects, recruitment, working conditions and social security, and training and covering relevant legislation) or a process which may be considered to be equivalent = development of an institutional HR strategy for researchers with an action plan including who is responsible and by when the actions are to be completed = the use of indicators and staff surveys is recommended but not required = an action plan should include awareness raising on the charter and code principles and should show a link to the institution's overall strategy = the main results of the internal analysis must be published on the organisation's website = guidance states that the analysis must involve all relevant staff – the head of the institution, HR managers and researchers
Annual cost to sponsor	Not available
Support provided	Unsuccessful applicants receive feedback from Euraxess. In the UK support is provided by Vitae.
Assessment criteria and process	The analysis and action plan are reviewed and acknowledged by the European Commission: <p>'Requests for acknowledgment are normally considered by a panel of three assessors who provide comments to the applicant organisation.'</p> <p style="text-align: right;">(Euraxess 2012)</p> <p>'Provided that the above steps are formally respected, the European Commission "acknowledges" that the participating research institution or funding organisation has adopted a Human Resources Strategy for Researchers.'</p> <p style="text-align: right;">(Euraxess 2014)</p>

	<p>The acknowledgment implies the right to use the HR Excellence in Research logo.</p> <p>'The acknowledgment by the EC is based on a rapid formal check of the respect for the procedure. This check focuses on whether the publication of the HR strategy is based on an internal analysis and the involvement of relevant actors.' (Euraxess 2014)</p> <p>Progress in the implementation of the strategy and action plan is subjected to a self-assessment after two years.</p> <p>An external evaluation is carried out at least every four years.</p>
Behaviours/actions	An action plan is produced and published.
Participation rate	Approximately 200 institutions have obtained the badge and over 1200 have supported the charter and code.
Duration/eligibility for reapplication	<p>Progress in the implementation of the strategy and action plan is assessed through self-assessment after two years at a minimum, 'within the framework of its existing internal quality assurance mechanisms' (Euraxess 2014), and action plan updated.</p> <p>An external evaluation is carried out at least every four years.</p> <p>The institution drafts a short report showing the progress made towards the objectives of its HR Strategy for Researchers and its compliance with the principles of the charter and code. The report is evaluated either by a panel of external reviewers or through national quality assurance mechanisms, such as national evaluation agencies or peer reviews. The evaluation should focus on the link between the HR strategy and the actions that were implemented.</p> <p>'If the evaluation is positive, the European Commission's acknowledgment is confirmed.' If not, acknowledgment is withdrawn. 'If there are reservations from the evaluators regarding actual progress, recommendations for improvements within a reasonable timeframe are made. If, at the end of the period granted for improvements it emerges that no adequate actions to implement the recommendations have been undertaken, the acknowledgment by the European Commission is withdrawn.</p> <p>The choice between the national quality assurance mechanisms, external reviewers or any other appropriate mechanism is made either at institutional or national/regional level.'</p> <p style="text-align: right;">(Euraxess 2014)</p>

Analysis and impact

This is the only scheme considered which is not principally aimed at greater gender equality. Gender equality is one element of the mark, among 40 principles. Gender is not mentioned in the toolkit and case studies for the internal analysis required for application for the badge, provided by the awarding body Euraxess (Euraxess nd b).

It could be perceived that the EC HR Excellence in Research mark, and similar national schemes, have different purposes to a gender equality award scheme. For instance in the UK, Athena SWAN and the EC HR mark coexist within many of the same institutions and the EC HR mark has more take-up in the UK than in many other participating countries (Euraxess 2014). Within assessments and evaluations from UK institutions submitted for the EC HR Excellence in Research mark viewed over the course of this research, in many institutions applications for Athena SWAN, ECU's Gender Equality Charter Mark trial and Project Juno formed the principal gender equality work used to report progress against the HR Excellence in Research scheme's gender elements. On its own, it is possible that the scheme may be most meaningful in terms of gender equality in country contexts where there is no gender equality award scheme, and where there may be relatively little policy and action on gender equality in research at institution level.

The extent to which the scheme considers gender balance is limited even within the principle of gender balance itself. No measures are recommended which might assist in achieving gender balance, beyond an equal opportunities policy and gender balance in recruitment. Some key measures which might help to achieve this, such as unconscious bias training, or attention to equal pay, are not considered within the scheme.

Several internal analyses and action plans were viewed over the course of this research. In some gender balance was addressed within the action plans, while in others it was not. This holds true for the two-year assessments as well and where gender was mentioned in the assessments, plans and progress at times remained vaguely defined. One acknowledged institution, a badge holder, states in its internal analysis:

'As regards gender balance, it is worth noting that although there is an evident imbalance among senior academic staff, gender prejudice per se is generally not considered to be an issue. There is nonetheless scope for developing an equal opportunity policy.'

Gender, or the development of an equal opportunities policy, are not mentioned in the institution's action plan. The institution received the mark nonetheless.

The participation rate in the scheme is low, below 200 institutions across Europe, among research institutions and institutes, and research funding bodies. The low participation rate is in spite of its application process. Compared with the other award schemes considered, the EC HR Excellence in Research mark has a less rigorous application and assessment process. Assessment is merely via a 'rapid formal check of the respect for the procedure'.

'[This mechanism] is... light to apply and flexible in its validation and verification approach.'

(European Commission nd)

The programme owners stated that 'nearly all institutions submitting [an] HR logo request, received it and are entitled to keep it provided they are in line with the HRS4R five-step process'.

The internal analysis process is intended to involve researchers, which is an assessment criterion. An interview respondent described how in the process of applying:

'An ad-hoc committee [was] formed, under the supervision of the vice rector for academic affairs to deal with the process, guide and oversee. The ad-hoc committee comprises academics, researchers and members of the administrative personnel.'

The scheme does require action planning to meet the principles of the charter and code.

Structural change

The scheme has not been evaluated. It 'focuses on the improvement process within participating organisations rather than the objective measurement of the outcome of the institutional efforts' (European Commission 2013), and is not binding. It is thus unknown what precise impact it has had on the representation and retention of women in research across Europe.

At the time of data collection, only eight out of approximately 200 participating institutions were at the point of having undergone and published a four-year evaluation of progress and impact. However, these evaluations were conducted internally and no external evaluations were available. An external evaluation process was underway at the time of writing.

In most of the available four-year evaluations it was reported that initiatives had been put in place to promote gender equality over the duration that they had held the EC HR Excellence in Research mark. However, in one institution it was found that there had been increased focus on equality and diversity but little specific focus on gender.

Six of the eight institutions were UK-based institutions and all of these used participation in Athena SWAN as the main basis of their reporting to the EC. It could be concluded that while the EC HR Excellence in Research mark addresses gender within the principles, Athena SWAN provides a framework in which to plan and undertake concrete work to create structural change for gender equality.

In one of the other institutions, it was found that focus on gender equality and progress made were limited, with legal compliance mentioned in reporting.

Pre-conditions

The production of gender disaggregated statistics is not a requirement of the internal analysis.

It is intended that top-levels are involved in the internal analysis, where again gender balance is considered among 40 principles. The extent to which this involves securing top-level support for structural change for gender equality is likely to be limited.

The other principles of the charter do address the generation of effective management practices.

Key actions

The scheme does consider gender balance in decision-making, and change in working conditions including work-life balance policies. The extent to which this has had an impact is unknown.

The scheme does include monitoring and publication of the key elements of internal analyses and action plans.

The key aims of the scheme are centred on European researcher mobility. In the absence of an evaluation, it is unknown how effective the scheme has been in engendering greater mobility for women researchers. However this is one element of structural change. As considered within task two of this GENDER NET work package however, the extent to which gender is currently considered within national level mobility schemes is low.

The scheme does not recommend a cultural change approach to gender equality.

Euraxess is exploring developing a certification mechanism that, rather than institutional process improvement, focuses on measurable outcomes of actions implemented:

'The Commission considers it important to complement the existing HR Strategy for Researchers with a mechanism that allows the assessment of the actual quality of the HR management structures in place... and which would help to stretch the community and encourage further improvements in performance.'

(Technopolis Group 2014)

This is to broaden commitment to the HR Strategy across Europe, and deepen it at the institutional level.

Summary

In summary, while the EC HR Excellence in Research mark addresses gender in its principles, there is inconsistency in whether gender is addressed in action planning among institutions that hold the mark. No impact has yet been evidenced in terms of structural change for gender equality. Impact in individual institutions may emerge from the external evaluation process which is ongoing at the time of writing. Across eligible countries, participation in the scheme is relatively low. Information on the extent of resourcing of the scheme by its sponsor was not available.

Gender Equality Award (Norway)

Context

The Gender Equality Award (GEA) operates in a very different context to some of the other award schemes considered. It operates in a context of strong legislation on gender equality. The Gender Equality Act (1979, amended 2005) requires universities to produce five-year gender action plans. Universities must also report regularly on measures and results (Bergman 2013). Moreover, statistics in the Nordic region have been disaggregated for gender since the 1980s.

The GEA is one initiative aimed at structural change for gender equality among several in Norway, explored within tasks two and three of WP2 of GENDER-NET. For instance the BALANSE programme by the Research Council of Norway aims for better gender balance in top positions and research management, and provides funding for efforts to increase the number of women in these positions. There is also a national committee on Gender Balance in Research (the Kif committee). Between 2004 and 2006, the Kif committee conducted a systematic analysis of gender equality in university colleges and universities, examining their gender action plans. It was out of the findings of this analysis that the assessment criteria of the GEA were developed, with a view to strengthening the compliance with, and implementation of the action plans (Kif 2009a).

Award scheme basics	<p>The GEA is awarded annually to the institution with the best measures for improving gender balance. Usually one is awarded, but more if the committee sees fit.</p> <p>The award is complementary to legislation (the Gender Equality Act) which requires that institutions produce a gender action plan.</p>
Awarding body/ sponsor	Ministry of Education and Research.
Aim	<p>The main aims of the GEA are:</p> <ul style="list-style-type: none">= to encourage the higher education and research institute sectors to make active, targeted and systematic efforts to promote gender equality in the workplace= to increase the proportion of women in academic positions and thereby promote a more even gender balance in the higher education and institute sector= to strengthen the follow through of institutions' action plans= to encourage institutions and give gender equality work an extra boost <p>The award is specific to gender equality.</p>
Website	http://eng.kifinfo.no/c62449/seksjon.html?tid=62487

Values/principles	–
Year of implementation	2007
Eligibility	Organisations eligible to compete for the GEA are: <ul style="list-style-type: none"> = universities = university colleges = independent institutes which have conducted successful gender equality activities = awarded to institutions, but can be on the basis of an action plan implemented at subdivision or department level
Type of award	Funding: NOK 2 million (approx. €236,990/£199,546). The GEA is a reward for action plans and gender equality measures that have already been implemented, providing funding for further gender equality measures. Funding must be used for gender equality work within the university, as a supplement to resources that the institution sets aside for gender equality. ‘The award shall support an institution’s action plans and must be used for specific gender equality measures.’ (Kif 2014a)
Scope	The award focuses on scientific and research staff, and leading positions.
Submission cost and requirements	HEIs submit their existing current gender action plans and gender equality measures, state how much resource they have set aside for implementation, and include a plan for how the award funding would be used. Research institutes, which are not under the same obligation to produce action plans, must provide documentation of their gender equality work that has been adopted by the institution’s board.
Annual cost to sponsor	NOK 2 million (approx. €236,990/£199,546) annually (prize money only).
Support provided	The website of the Committee for Gender Balance in Research shares effective practice and gender action plans.
Assessment criteria and process	Assessed by the Committee for Gender Balance in Research, which makes recommendations to the Ministry of Education and Research. Criteria and guidelines <ul style="list-style-type: none"> = the award will go to institutions that have worked to promote women in science by implementing action plans for gender equality

	<ul style="list-style-type: none"> = the institutions can submit both their general action plans and plans implemented by one of their subdivisions/departments = the award shall support an institution's action plans and must be used for specific gender equality measures = it will be taken into consideration whether the institution can show that it has implemented specific measures and carried out its action plan = the award is a supplement to the resources the institution itself will spend on its action plan and gender equality measures and the application must state how much the institution has earmarked for these purposes = the submitted action plans must be approved and made public in order to compete for the award, and if the institution has established measures not listed in the action plan, these can also be included = action plans in the making (not completed) that are not approved by the institution, that are expired or too old will not be considered for the award <p>Specific criteria</p> <ul style="list-style-type: none"> = ambitious and realistic target figures = creativity and originality = the amount of resources allocated to gender equality efforts = basis in the organisation and top-level administration (mainstreaming) <ul style="list-style-type: none"> – integration of gender equality/gender dimensions in ordinary processes and management of the institution (Kif 2009a)
Behaviours and actions	<p>A reward for action plans and gender equality measures that have already been implemented, providing funding for further gender equality measures.</p> <p>Applicants must show the monitoring of the work that has been done.</p>
Participation rate	<ul style="list-style-type: none"> = 38 out of 140 eligible institutions have applied for the GEA (27 per cent) = 9 winners
Duration/eligibility for reapplication	<ul style="list-style-type: none"> = one year = institutions are able to reapply = the Ministry and the Office of the Auditor General may perform controls to ensure that the prize money is used as intended

Analysis and impact

As explored above, the context is important to understanding the purpose and impact of Norway's GEA. It is intended to strengthen the system of action planning required by legislation and to encourage innovative gender equality measures. In the context of strong legislative requirements, creativity and originality feature more prominently in the assessment criteria than some of the other schemes. It is the only award scheme considered that awards funding for further gender equality measures. Its success is thus partly reliant on a high level of resourcing to the scheme, in this case from the Ministry of Education and Research. At the time of writing, it appears that the ministry has discontinued the award.

A comprehensive and robust evaluation of the impact of the GEA has not been conducted to date, though previous winners were recently approached. 'Almost all of the winners... think that their gender equality measures have improved thanks to the millions of kroner in prize money'. Moreover, 'all of the institutions [except one] indicate that the award and prize money have given them the opportunity to implement either more numerous or more extensive gender equality measures than they would have been able to otherwise' (Kif 2014b). The funding element of the award scheme would be especially useful for less resourced institutions.

However, the GEA has struggled with participation rates. For instance in 2009 no research institutes applied, participation of university colleges was limited (Kif 2009a), and the number of applicants dropped year on year from 2007 to 2011. Low participation may be a factor in the Ministry discontinuing the award for 2014.

A self-assessment is not required as part of the award scheme, but is a component of the action plan. However, action plans viewed over the course of the research do not include self-assessments as comprehensive as those required for some of the other award schemes.

The GEA does not have the same emphasis on progression as some of the other schemes considered. There are no levels, but institutions are able to reapply for the award. However, there are only one or two awarded per year. The principal impact of the scheme will thus be limited to the awarded institution, rather than a significant portion of the research sector as a whole.

However a chair of the Kif committee said about those that applied and did not win the award, 'for those who are told that they have done a good job, but that they still have room for improvement, this feedback has resulted in effective, creative processes at several institutions' (Kif 2013). The GEA has been described as 'a powerful driving force' (Kif 2013). Additionally, it is possible that the awarding of only one award increases the competitive element. 'We see that institutions... keep a close eye on what the winners of the award have done and try to follow up some of the measures themselves'

Compared with the other award schemes considered, the application process and submission requirements are less cumbersome. Institutions are simply required to submit their action plans and descriptions of other gender equality measures. However, this does not allow for the consideration of contextual information about the institution, a feature of other schemes and one which encourages applicants to benchmark against their own progress.

Though the Kif committee's own analysis that led to the development of the award found that 'an action plan appears to be feasible when it is well incorporated in the top-level administration and at the departmental level', similar to Total E-quality considered below, the GEA is awarded only at institution level, though this could be on the basis of work at departmental level. Therefore, it could not be judged to be as effective in impacting practice across departments as Athena SWAN. However, some universities do create gender action plans at faculty level as well as at institution level, such as the University of Oslo, which requires faculties to do so in order to receive funding from the central allocation and in which some subjects have their own action plans, as do some departments.

Structural change

Due to the lack of an evaluation, the impact that the GEA has had in terms of representation and retention of women in research is largely unknown. As mentioned above, the GEA coexists with other measures such as the BALANSE programme which aim to effect the representation of women in senior positions in research (more information on this is included in the GENDER-NET report on national/regional initiatives). Some award winners have used the funding for successful measures to improve the

representation of women in academic positions (Kif 2009b). Some measures included direct appointments, funding for professor and post-doctoral fellowships, promotion seminars and student recruitment.

Pre-conditions

The GEA does not generally involve the production of statistics that are not already produced by research institutions.

Top-level support is a key criterion of the award. More concretely than in the other schemes considered, this is measured by the allocation of resource (human and financial) to gender equality work.

'[The GEA] has been important for drawing attention to and recognising effective gender equality measures... it has promoted active involvement by the institutional leadership.'

(Secretary of State, Kif 2014b)

Key actions

The award operates in the context of a high level of welfare provision that impact on management and the work environment, for example parental leave and childcare provision. A change in the work environment is not one of its principal aims.

There are also regulations covering gender balance in boards.

The action plans produced can include consideration of gendering research content.

From 2014, ethnicity is included in the scope of the Committee for Gender Balance in Research, now renamed the Committee for Gender Balance and Diversity in Research. It remains to be seen whether a new award that reflects this mandate will be developed. At least one institution has redirected some of its GEA prize money into recruiting ethnic minority students (Kif 2014b).

The key strength of the system of publishing action plans that work alongside the award is the transparency it brings to gender equality in universities. The website of the Committee for Gender Balance in Research publishes the gender action plans of universities. The submitted action plans must be approved and made public in order to compete for the award. There is evidence

that published gender equality measures in one institution have gone on to be implemented in other institutions (Kif 2014b).

Summary

The Gender Equality Award was the only award scheme considered that awarded funding for measures to achieve structural change for gender equality. It was reliant on significant resourcing from the Ministry of Education and Research and during the course of this research, the award was discontinued. No overall evaluation of the award scheme was conducted. Some award winners used the funding for direct measures to improve the representation and retention of women. Impact has been demonstrated in terms of achieving concrete top-level support. In Norway, some of the components of structural change are addressed by other programmes.

Gender Equity in the Workplace Award (Australia)

Context

As Australia has not been included in other elements of the GENDER-NET project thinking, a fuller context is presented below.

The Women in Science in Australia report (Bell 2009) identified that fewer women hold senior leadership roles than men and women leave technical and scientific positions at a greater rate.

Following the Women in Science and Engineering (WISE) summit in April 2011, the Australian Research Council and the National Health and Medical Research Council agreed to change how they assess research publications in the grant applications of those with interrupted careers. Science and Technology Australia agreed to conduct an audit of practices among its member societies and gather examples of best practice to help guide the sector (Brough et al 2011).

A paper for the early and mid-career researcher forum of the Australian Academy of Science (Dunstone and Williamson 2011) on gender equity suggested workplace initiatives including a gender equity committee and gender balance on committees. It further suggested that a national level scheme which would provide a benchmark for research institutions and universities could be established to address gender equity issues in STEM subjects, mentioning Athena SWAN.

The Workplace Gender Equality Act was passed in 2012. Under the Act, non-public sector organisations with 100 or more employees report on actual gender equality outcomes, and provide the Workplace Gender Equality Agency with standardised data. Setting organisational targets on gender equality is voluntary.

The Australian Academy of Science established the Science in Australia Gender Equity (SAGE) forum steering committee in 2014. The steering committee consulted with stakeholders in Australia to develop recommendations for an initiative similar to Athena SWAN, and held a workshop to this end late in 2014, with the participation of ECU's Athena SWAN team.

After this GENDER-NET research was conducted, ECU came to an agreement with the Science in Australia Gender Equity Steering Committee to pilot Athena SWAN in Australia. The pilot begins in August 2015 for two years and is led by the Australian Academy of Science.

In the absence of a higher education specific initiative, some research organisations have participated in the Gender Equity in the Workplace Award or the wider Diversity and Inclusion Awards.

In June 2014, Australia's medical research funding agency issued a warning to universities and research institutes to do more to address the underrepresentation of women in medical science or eventually risk losing funding.

Award scheme basics	<p>The award recognises excellence in completed gender equity initiatives and programmes in the workplace.</p> <p>The Gender Equity in the Workplace Award is part of a set of awards called the Diversity and Inclusion Awards, awarded to organisations and individuals.</p> <p>There is one round of awards per year and one or two organisations are awarded.</p>
Awarding body/ sponsor	Australian Human Resources Institute (AHRI)/Commonwealth Bank
Aim	<p>The aim of the Gender Equity in the Workplace Award is to recognise excellence in gender equity initiatives and programmes in the workplace.</p> <p>The award is specific to gender equality.</p>
Website	https://www.ahri.com.au/awards/ahri-inclusion-and-diversity-awards/categories/gender-equity-in-the-workplace
Values/principles	–
Year of implementation	2012
Eligibility	All organisations and businesses are eligible. The award is not research/HE specific.
Type of award	Merit
Scope	The award is focused on staff only. However it does cover other equality issues covered by other Diversity and Inclusion award categories.
Submission cost and requirements	<p>Cost</p> <p>Organisations do not need to be members of AHRI to apply.</p> <p>The application is made in two stages, registration/payment and submission.</p> <p>To apply it costs \$330 for AHRI members and \$550 for non-members.</p>

	<p>Requirements</p> <p>Addressing the criteria:</p> <ul style="list-style-type: none"> = organisation statement = initiative statement = challenge statement outlining the challenge the organisation was facing <ul style="list-style-type: none"> – statement on the initiative that was introduced to address the challenge – evidence of how the initiative was developed – evidence of cultural change – evidence of how the initiative will be repeated – statement of support from leadership and evidence of their participation – examples of flexible working options introduced – examples of learning and development opportunities = statement on the outcomes achieved <ul style="list-style-type: none"> – evidence of improvements and outcomes ‘including metrics on engagement, retention, climate surveys etc.’ (AHRI 2014) = supporting evidence = referees = data: gender representation across board, executive, middle management, employees before the initiative and at the time of application
<p>Annual cost to sponsor</p>	<p>Not available</p>
<p>Support provided</p>	<p>After registration, AHRI provides examples of supporting evidence.</p>
<p>Assessment criteria and process</p>	<p>Process</p> <p>Applications for the award are shortlisted by a panel drawn from representatives of AHRI member committees, industry practitioners, academics and award partners.</p> <p>Criteria</p> <p>The initiative must have:</p> <ul style="list-style-type: none"> = innovation <ul style="list-style-type: none"> – the programmes or initiative represents a new and creative approach to the challenge faced by the organisation

	<ul style="list-style-type: none"> = cultural change approach <ul style="list-style-type: none"> – the programmes or initiative incorporates a cultural change approach to diversity where principles are embedded in the DNA of the organisation = outcomes and impact <ul style="list-style-type: none"> – the programme or initiative has addressed the challenge, achieved the desired outcomes and/or positively impacted on the business = sustainability <ul style="list-style-type: none"> – the programme or initiative and its impacts or outcomes are sustainable and replicable for the organisation = support from leadership <ul style="list-style-type: none"> – supported or led by chief executive officer/senior management team = gender representation based on data provided = flexible work practices <ul style="list-style-type: none"> – the programme or initiative identifies and addresses issues within the organisation impacting on the attraction, retention and development of women = training and development <ul style="list-style-type: none"> – the programme or initiative identifies and addresses issues with learning and development opportunities for women
Behaviours/actions	Organisations are awarded for initiatives that have been implemented, with outcomes identified.
Participation rate	Unavailable
Duration/eligibility for reapplication	<ul style="list-style-type: none"> = one year = organisations can reapply

Analysis and impact

Along with the German Total E-quality award, this is one of two award schemes considered that is not primarily aimed at research and higher education institutions. While Total E-quality has a specific application form and dedicated support for the research sector, the Gender Equity in the Workplace Award does not. The scheme's manager, the AHRI, declined to say how many research and higher education institutions had applied for the award, however there have been research institutions among the published finalists and winners of this award and their other Diversity and Inclusion Awards. It is clear from the literature that similar to the European countries considered (European Commission 2012b), there are issues specific to the research sector in terms of gender equality in Australia, such as career progression for students, which are not considered in this scheme.

Like the Total E-quality award, this scheme is aimed primarily at the private sector and is not driven by a set of values or principles. It is principally aimed at change in the work environment, particularly around flexible working, training and development. A respondent from a research institution award holder saw value in participating in a more general award scheme:

'It was really exciting to see... the work we'd all put in and to be recognised by... as [researchers], you don't often feel visible outside of your field and [it was really very exciting] to be recognised by something quite general; we all felt very proud and we're still very proud of having won it.'

Similar to the Norwegian Gender Equality Award, there are only one or two Gender Equity in the Workplace Awards awarded per year, so the principal impact of the scheme is limited to organisations that receive it.

This scheme does not require a detailed self-assessment of the organisation.

Unlike some of the other schemes considered, which require action planning, this award is made on the basis of a completed initiative, and does not involve a commitment to future work beyond demonstrating how the initiative is sustainable in the organisation.

Innovation is one of the assessment criteria.

Structural change

This award scheme has not been evaluated. Since it has been running only since 2012, with one round of awards conferred to date, it is not possible to measure impact of the scheme in terms of representation and retention of women researchers.

Pre-conditions

Applications are intended to include the development and submission of gender disaggregated data across all levels of the organisation, including data that demonstrates the impact of the initiative. However, submissions viewed over the course of the research included gender disaggregated data on staff as an aggregate group only.

This scheme requires evidence of top-level support.

Key actions

This scheme directly addresses flexible working in its assessment criteria.

Unconscious bias and equal pay are not directly addressed in the scheme.

Cultural change is addressed in its assessment criteria.

Summary

In the absence of an award scheme that is specific to higher education and research in Australia, the Gender Equity in the Workplace Award is one of several more general schemes that have seen participation from research institutions. The scheme has been running only since 2012 and information on its impact across research institutions is not available.

The Pleiades Awards (Australia)

For more on the country context please see Gender Equity in the Workplace Award. (Page 42).

Context

The first women in astronomy workshop, organised by the Astronomical Society of Australia's (ASA) Women in Astronomy chapter, was held in 2011, in response to issues such as the 'leaky pipeline', where at least 50 per cent of students in Australia who obtain undergraduate science degrees and PhDs are women, but within a few years of graduating with a PhD, the proportion of women working in research science starts dropping rapidly (Brough et al 2011). The workshop aimed to raise awareness of issues which may impede women's career progress or cause them to drop out of the field, as well as to propose solutions that can be applied by institutions and individuals. The workshop identified key issues impacting on women's career progression, and made recommendations, including the expansion of flexible working (Brough et al 2011).

The Pleiades Awards emerged out of discussions within one of the women in astronomy workshops about what could be done to improve the work environment for astronomers, and were inspired by Athena SWAN. It is however not formally linked to Athena SWAN.

'I think we view it really as a stop-gap until a larger scheme, maybe Athena SWAN or something similar, comes to Australia.'

Women in Astronomy respondent

After this GENDER-NET research was conducted, ECU came to an agreement with the Science in Australia Gender Equity Steering Committee to pilot Athena SWAN in Australia. The pilot begins in August 2015 for two years and is led by the Australian Academy of Science.

Award scheme basics	Organisations can find out if they are eligible and once this is confirmed they can join and apply for a Pleiades Award. There are three award levels: bronze, silver and gold.
Awarding body/ sponsor	Astronomical Society of Australia Women in Astronomy chapter
Aim	The Pleiades Awards recognise organisations in Australian astronomy that take active steps to advance the careers of women through focused programmes and strive for sustained improvement in providing opportunities for women to achieve positions of seniority, influence and recognition. The main aims are: = to encourage organisations to adopt practices that promote awareness of unconscious bias = encourage full participation of women at all levels of professional life = to recognise the importance of work-life balance in enabling the career development trajectory of many women The scheme is specific to gender equality.
Website	http://asawomeninastronomy.org/the-pleiades-awards
Values/principles	Women in Astronomy chapter aims to: = monitor the status of women working in astronomy in Australia and recommend future actions that will improve the environment for all astronomers = assist to ensure appropriate representation for women within the Australian astronomy community, both at scientific meetings and on high-level decision-making committees = to encourage networking for women
Year of implementation	2014
Eligibility	Any research organisation, institute, joint venture, centre of excellence, university school, department or other body located in Australia that employs members of the ASA in an activity related to astronomy may be deemed eligible to apply for a Pleiades Award. The award is not specific to HE, but most eligible institutions are universities.
Type of award	Merit
Scope	Astronomers and the working environment for all staff.

<p>Submission cost and requirements</p>	<p>An application form is provided.</p> <p>Description of initiatives to promote the aims of the Women in Astronomy chapter, and their impact, or for new schemes, how the impact will be measured.</p>
<p>Annual cost to sponsor</p>	<p>Volunteer time</p>
<p>Support provided</p>	<p>Unspecified</p>
<p>Assessment criteria and process</p>	<p>Process</p> <p>The Pleiades Awards will be overseen by the steering committee of the ASA’s Women in Astronomy chapter. The judging panel will comprise ASA members and distinguished scientists from other fields.</p> <p>Criteria</p> <p>Organisations must demonstrate a strong commitment to the aims of the Women in Astronomy chapter.</p> <p>Bronze</p> <p>Organisations must demonstrate that they have examined their conduct against the aims of the chapter, developed a credible plan of action and demonstrated commitment to implement changes consistently across the organisation. All of the following criteria must be demonstrated for the award of a bronze Pleiades.</p> <p>The eligible organisation has:</p> <ul style="list-style-type: none"> = examined the conduct of the organisation in relation to the aims of the chapter and identified several specific areas in which there are opportunities to improve = demonstrated a credible commitment to implement a range of initiatives during the coming two years that will promote the aims of the chapter and demonstrate best practice = established a team of staff to identify, implement and monitor these positive changes within the organisation = publicise the commitment to work towards best practice by circulating specific plans to all staff within the organisation = provided safe avenues for staff to report issues or make suggestions without risk of repercussions = demonstrated a credible commitment from the head of the organisation to achieving these goals

Silver

The silver Pleiades recognises organisations with a sustained record of at least two years monitoring and improving the working environment. It also recognises leadership in promoting positive actions as examples of best practice to other organisations in the astronomy community. Success in all of the following criteria must be demonstrated for the award of a silver Pleiades.

The eligible organisation has:

- = monitored the conduct of the organisation in relation to the aims of the chapter over a sustained period of at least two years
- = identified several specific areas in which there are still opportunities to improve
- = maintained a committed team of staff over the past two years that regularly meet to identify, monitor and implement positive changes
- = demonstrated the implementation of a range of initiatives during the past two years that have been successful in promoting the aims of the chapter and demonstrating best practice
- = demonstrated regular communication of goals and progress reports to all staff within the organisation
- = provided safe avenues for staff to report issues or make suggestions without risk of repercussions
- = demonstrated a public commitment to sharing best practice and achievements outside the organisation, thereby encouraging others to implement positive change
- = made detailed plans for improvement over the coming two years and shared these with all staff

Gold

The gold Pleiades Award recognises a truly outstanding sustained commitment to best practice in relation to the aims of the Women in Astronomy chapter. Attaining this level will require success in each of the following criteria, an achievement intentionally challenging to meet such that a gold Pleiades Award is an exceptional accomplishment.

The eligible organisation has:

- = demonstrated sustained best practice across a broad range of measures for at least the past two years
- = continued to monitor the conduct of the organisation in relation to the aims of the chapter over a sustained period of at least two years

	<ul style="list-style-type: none"> = maintained a committed team of staff over the past two years that regularly meet to identify, monitor and implement positive changes = demonstrated strong commitment and leadership through the implementation of novel and/or high-profile initiatives that have a broad reach and make a significant contribution to the aims of the Women in Astronomy chapter = demonstrated the tangible positive impact of initiatives within the organisation = provided safe avenues for staff to report issues or make suggestions without risk of repercussions = publicised the organisation’s commitment to best practice within and outside the organisation and encouraged others to implement change = demonstrated widespread cooperation throughout the organisation, including universal uptake of appropriate training and vocal leadership by senior managers <p>Accreditations will include a certificate, presented at the ASA’s annual women in astronomy workshop and an accreditation logo for use on organisational websites.</p>
<p>Behaviours/actions</p>	<p>The Pleiades Awards recognise the implementation of best practices at eligible organisations, which are initiatives and ideas specifically targeting issues such as unconscious bias, unequal pay and higher female attrition rates at certain career stages.</p> <p>Eligible organisations can choose whether they use existing schemes and policies, or create completely new ones.</p>
<p>Participation rate</p>	<p>Not applicable as the scheme was only established in 2014.</p>
<p>Duration/eligibility for reapplication</p>	<p>One round of awards conferred per year. Awards last two years at which point award holders must reapply for accreditation.</p> <p>An eligible organisation can be awarded a bronze, silver or gold award, or no award. In the latter case, feedback will be given and the organisation will be encouraged to develop a plan and to work towards appropriate goals.</p> <p>Existing award holders must advise the awards committee immediately if they receive a judgment or adverse final order by a court or other tribunal relating to gender discrimination or harassment. This may result in the award being rescinded with immediate effect. Under such circumstances, the organisation may only reapply after a period of 12 months has elapsed since the award was rescinded.</p>

Analysis

This new award scheme is discipline-specific, but not restricted to the higher education sector. It is open to all organisations that employ astronomers, which could be located in any sector. It has come out of a context where the Australian Academy of Science has been discussing setting up an award scheme, but the Women in Astronomy chapter felt:

‘We’re on a quicker timescale. We can actually start this and get the ball rolling.’

Women in Astronomy respondent

They saw benefits in having a discipline-specific scheme:

‘It’s easier to implement in some ways. It’s harder to pull the wool over people’s eyes because everyone knows everyone. You can almost identify where there are problems in the community.’

Women in Astronomy respondent

The Pleiades Awards are inspired by Athena SWAN and share its levels of bronze, silver and gold. However, this scheme has some important differences to Athena SWAN. For instance there is no requirement to produce gender disaggregated statistics:

‘You can have an environment where there are plenty of women, still there is a lot of bullying, and people don’t feel like they have the appropriate outlets for their talents, appreciation for what they do, and the appropriate support, mentoring and that sort of thing... So, I think what we’ve done is to try and avoid that specific mention of percentages of women in particular positions.’

Women in Astronomy respondent

Like Athena SWAN and Project Juno, The Pleiades Awards will also award at the level of department.

‘What I want the awards to achieve is... to bring the issue onto the table in sometimes small departments or even sub-departments, where astronomers work, often in groups of a dozen or so, really force the issue, provide support to individuals who are aware that there are problems with gender equity, opportunities for women, unconscious bias and all those sorts of issues... and provide a framework whereby people within departments can try and steer the rest of the people to a more enlightened and positive direction.’

Women in Astronomy respondent

The Pleiades Awards recognise the implementation of best practices at eligible organisations, which are initiatives and ideas specifically targeting issues such as unconscious bias, unequal pay and higher female attrition rates at certain career stages. Eligible organisations can choose whether they use existing schemes and policies, or create completely new ones.

Applications do not necessitate action planning. They may be made on the basis of work that has already been implemented. In this way it has less emphasis on progression than some of the other schemes considered.

Structural change

Pre-conditions

Top-level support is an assessment criterion. The scheme considers the generation of effective management practices.

Key actions

Unconscious bias, gender balance in decision-making and work-life balance are addressed explicitly in the scheme's aims. While greater representation of women in positions of influence is mentioned in the documentation, as there is no specific requirement to provide data on women's representation on committees and boards, it would be difficult to measure improvement in this area.

The awards are aimed at cultural change:

'I think the idea is to make a difference for everyone in their culture and change the culture of institutions.'

Women in Astronomy respondent

This awards scheme is intended to operate without funding, run by volunteers. It will be interesting to see how this scheme develops in the future.

Summary

This is a new, discipline-specific scheme that is inspired by Athena SWAN which has emerged in the absence of an award scheme specific to higher education and research. No impact has yet been demonstrated. It is intended that this scheme operates with a low level of resourcing.

Project Juno (UK and Ireland)

Context

For more about the specific country contexts please see Athena SWAN (page 10).

Project Juno was established in 2007 by the Institute of Physics (IOP), a scientific society and charity, in response to the *International perceptions of UK research in physics and astronomy* report (IOP 2000), which identified a need to improve representation and retention of women in physics in the UK. It draws on best practice identified from the IOP's women in university physics departments site visit scheme, which ran from 2003 to 2005.

The IOP site visit scheme was based on a similar programme run by the American Physical Society, that started in 1990. In the IOP scheme, each site visit involved a gender panel (comprising of men and women) visiting university physics departments across the UK to investigate their 'gender friendliness'.

The scheme found a number of issues reported by physics staff and students. The resulting report (IOP 2006) gave an example of a best practice action that could be taken to mediate each issue. The report recommended that physics departments:

- = monitor disaggregated gender information for all staff/students and where statistical analysis reveals gender imbalances, search for possible reasons and test them against the evidence
- = accompany policy with training schemes, for example how to spot and report harassment, how to conduct an appraisal and provide appropriate feedback
- = conduct formal exit interviews with staff that leave before their contract is due to end in order to identify or rectify problems in the future
- = judge individuals on outputs rather than hours in the laboratories and encourage staff to take annual leave – department heads should do so by example
- = the social atmosphere of a working group impacts greatly on staff and a sympathetic and family-friendly group head can make a big difference
- = formal administrative and managerial processes which are transparent can eradicate suspicion or perception of unfair or unequal treatment

- = ensure childcare facilities are of a high quality and have sufficient spaces to take new children
- = encourage women speakers – the speaker list should try to reflect the percentage of women’s participation in subjects where they are highly prevalent (for example, astronomy)
- = appoint a diversity officer to show a clear message to staff that this is taken seriously
- = ensure that laboratories (particularly undergraduate laboratories) are welcoming and do not contain any inappropriate pictures or posters

<p>Award scheme basics</p>	<p>There are two application rounds per year for Project Juno.</p> <p>There are three levels of awards:</p> <p>Supporter</p> <p>The department starts its Juno journey by endorsing the five principles and making a commitment to work towards practitioner and then champion.</p> <p>Practitioner</p> <p>The department demonstrates that its Juno journey is well underway. Qualitative and quantitative evidence is gathered and its initial action plan demonstrates how the department aims to achieve champion status.</p> <p>Champion</p> <p>The department demonstrates that the five principles are embedded throughout the department. Further evidence is gathered and its action plan demonstrates how the department will continue to further good practice.</p>
<p>Awarding body/ sponsor</p>	<p>Institute of Physics</p>
<p>Aim</p>	<p>The aim of Project Juno is to recognise and reward departments that can demonstrate they have taken action to address the underrepresentation of women in university physics and to encourage better practice for both women and men.</p> <p>The project is primarily concerned with gender equality.</p>
<p>Website</p>	<p>www.iop.org/policy/diversity/initiatives/juno/index.html</p>

Values/principles	<p>The principles of Project Juno are:</p> <ul style="list-style-type: none"> = a robust organisational framework to deliver equality of opportunity and reward = appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels = departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers = departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent, and encourage the participation of all staff = flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to science engineering and technology (SET)
Year of implementation	2007
Eligibility	<p>The organisations that are eligible for Project Juno are:</p> <ul style="list-style-type: none"> = physics departments = schools or divisions = institutes offering physics-based teaching and/or research = not faculties or institutions
Type of award	Merit
Scope	<p>Students are considered with a focus on admissions and performance.</p> <p>'[Becoming involved in Project Juno will enable you] to promote discussion of gender and other equality issues and meet the requirements of the equality duty.' (IOP 2014a)</p> <p>'There is nothing to preclude you from applying the principles to all departmental staff... and including all staff in your data collection and surveys, etc.' (2014b)</p>

Submission cost and requirements	<p>No cost.</p> <p>Supporter</p> <p>Letter (template provided).</p> <p>Practitioner</p> <ul style="list-style-type: none">= letter from head of department= establish organisational framework (principle 1)= initial qualitative and quantitative evidence= self-assessment using good practice checklist= action plan to achieve champion status (template provided)= establishing organisational framework entails the setting up of a Juno committee or equivalent, with representation of men and women, academic and research staff, at least one member of the senior management team, at least one postdoctoral research assistant, full and part-time staff, staff with experience of career breaks and flexible working, different ages, grades, career stages and length of time in the department, and can also include professional and support staff and students= gender disaggregated statistics for staff and students= encouraged to use data, and benchmark it= qualitative evidence: how feedback mechanisms work in the department and how effective staff think they are= action plan based on evidence covering short, medium and long-term actions, including filling gaps in the evidence base where they exist <p>Champion</p> <p>No standard application form, but guidance on structuring applications is provided.</p> <ul style="list-style-type: none">= letter from head of department= demonstrate how the department meets all five principles and key criteria= demonstrate how staff are aware of policies and procedures, whether they are consistently applied, and have intended results= progress made against practitioner action plan= more robust qualitative and quantitative evidence= a more in-depth action plan based on evidence= site visit from IOP diversity team and representatives of the panel (supportive of application and not part of assessment)
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Annual cost to sponsor	<p>£10,000 physical costs.</p> <p>0.2 FTE administrative staff time.</p>
Support provided	<ul style="list-style-type: none"> = good practice examples on website = individual, independent advice, guidance and feedback provided by IOP = panel feedback for unsuccessful and successful applications = champion – site visit and detailed feedback = the IOP can put applicants in touch with other similar departments for networking and sharing good practice, issues or concerns, provide a buddy or mentor from a champion department who can attend some applicant department's Juno committee meetings and help them move forward on some issues, talk to applicant department's Juno committee informally about Juno and the processes required, provide advice, guidance and feedback on draft applications and/or action plans, develop further national data sets or good practice guides as requested
Assessment criteria and process	<p>Letter to become a supporter – standard template provided.</p> <p>Process</p> <p>Only practitioner and champion awards are assessed by a peer-review panel, with at least five members drawn from Juno champion and practitioner departments.</p> <p>'The panel shall include at least two academic physicists and one non-academic physicist. There shall be at least one man and one woman on the panel.'</p> <p style="text-align: right;">(IOP 2014a)</p> <p>Current panellists are named on the website.</p> <p>Panel decisions are final.</p> <p>Practitioner</p> <p>Applications are assessed only against Juno principle 1: the extent to which the department has demonstrated that it has a robust organisational framework to deliver equality of opportunity and reward.</p> <p>Champion</p> <p>Applications are based and assessed on the extent to which all five Juno principles and their key criteria have been embedded into departments with evidence of impact.</p> <p>1 A robust organisational framework to deliver equality of opportunity and reward</p> <p>1.1 Establish organisational framework</p> <p>1.1.1 Evidence of senior management commitment</p>

- 1.1.2 Effective consultation, communication, monitoring, evaluation and reporting mechanisms
 - 1.1.3 Clear accountability for implementation and resources allocated (time and money)
 - 1.2 Monitoring and evidence base
 - 1.2.1 Monitor over time, quantitative data by gender:
 - = all student admissions and performance
 - = all staff applications, shortlists, appointment and promotion, looking at the proportion of women at each stage
 - 1.2.2 Obtain qualitative data from staff
 - 1.2.3 Identify any discrepancies in gender representation and/or progression and identify factors that might be causing them
- 2 Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels**
- 2.1 Ensure that processes and procedures are fully inclusive
 - 2.1.1 Ensure career breaks are taken into consideration
 - 2.1.2 Gender awareness included in training for all staff who interview
 - 2.1.3 Provide induction for all new staff, including research assistants, on appointment
 - 2.2 Take positive action to encourage underrepresented groups to apply for jobs
 - 2.2.1 Monitor applications, shortlists and appointments, looking at the proportion of women (internal and external) at each stage
 - 2.2.2 Identify any discrepancies and investigate why this might be the case, taking action as necessary
- 3 Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers**
- 3.1 Transparent appraisal and development
 - 3.1.1 Appraise all staff, including researchers and post-doctoral research assistants (PDRAs)
 - 3.1.2 Mentoring scheme in place with training and guidance available for both mentors and mentees
 - 3.1.3 Ensure all staff, including PDRAs, have access to impartial career guidance

3.2 Transparent promotion processes and procedures

3.2.1 Ensure promotions process is transparent and fair to all staff at all levels, including those who have had a career break

3.2.2 Ensure all staff are aware of promotion criteria and process and the support available to them throughout the process

3.2.3 Take steps to identify and encourage potential candidates for promotion

4 Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff

4.1 Promote an inclusive culture

4.1.1 Ensure departmental processes, procedures and practices are fully inclusive

4.1.2 Gender awareness included in the training for all staff and demonstrators

4.1.3 Promote inclusive social activities and other opportunities for mutual support and interaction

4.1.4 Use positive, inclusive images in both internal and external communications

4.1.5 Encourage and support female seminar speakers

4.2 Transparent work allocation model

4.2.1 Recognise the full range of types of contribution and departmental role, including administration, welfare and outreach activities

4.2.2 Ensure all staff are aware of the criteria used to develop the model and that the allocation is transparent

5 Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to SET

5.1 Support and promote flexible working practices

5.1.1 Clear support from head of department for flexible and part-time working

5.1.2 Consistently applied policy on part-time and flexible working

5.1.3 Promote the benefits of flexible working for both men and women, particularly for those with caring responsibilities

5.1.4 Explicit support for those returning from career breaks or maternity leave

5.1.5 Encourage take up of paternity and other caring leave

Renewal: updated action plan and presentation to panel

Behaviours/actions	Action plans to implement assessment criteria, set of prescribed measures for gender equality.
Participation rate	Out of 55 physics departments in the UK and Ireland there are: = 25 Juno supporters = 11 Juno practitioners = ten Juno champions
Duration/eligibility for reapplication	= supporter status lasts two years, one renewal permitted before going for practitioner = departments awarded practitioner status have two years to apply for a champion award, but if they are not ready they are eligible for one two-year renewal of practitioner status = departments awarded champion status must renew this every three years = for unsuccessful practitioner or champion applications, supporter or practitioner status is automatically renewed for a further two years, within which time departments are expected to reapply for the award

Project Juno and Athena SWAN work together. Where separate physics data is not available in mixed departments, IOP encourages them to participate in Athena SWAN. Departments which have achieved Athena SWAN silver can be assessed for Juno champion status on the basis of their Athena SWAN submission, and vice versa. However, this does not extend to bronze and practitioner levels, which are not considered to be equivalent.

Analysis and impact

Project Juno is one of the few award schemes considered that has been subject to a robust, external evaluation, completed when the scheme had been running for five years.

Project Juno and Athena SWAN are the only established schemes to have been externally evaluated and to share having three levels; for these reasons these schemes will be compared in detail in this section. The context of research funding requirements is important to understanding departmental engagement with, and the impact of, Project Juno. The evaluation found that 'Juno committees in three departments reported that an aspect of engaging with Juno was to avoid being left behind in a changing external environment that recognised the need to do something about the gender imbalance';

and '[focus] groups in all departments identified moves by funding bodies to require departments to demonstrate a commitment to gender equality as a key driver [to engage with Juno]' (IOP 2013).

Currently there are ten Juno champions, 11 practitioners and 25 supporters, so altogether 46 out of the 55 physics departments in the UK and Ireland are engaged in Juno (84 per cent). The participation rate at practitioner and champion level could be expected to be higher given that the scheme is entirely funded through the IOP as part of their work towards improving the diversity of the physics community in contrast with some of the other award schemes considered. There is no cost involved in engagement with Juno given the level of support that the IOP provides for departments to become award holders. That said, the current participation rate is now higher than when the evaluation report was published in November 2013.

Project Juno is the only award scheme considered that is discipline-specific and has also been running for a length of time that would allow for a measurement of impact. While its impact is necessarily limited to physics, there may be some benefits in having an award scheme that is led by and run within a particular scientific community. An interview respondent described how when the institution became involved in Juno:

'The Athena SWAN scheme was running concurrently, but we decided to go for the Juno scheme... because we thought there were challenges particular to physics as a subject, as a discipline and partly because the Institute of Physics were offering quite hands-on help.'

Juno's subject-specific nature was also valued by some participants in the evaluation. At the same time, discipline-specific award schemes would be a piecemeal approach to the creation of structural change in consideration of a transnational award. In addition, the evaluation found that in the focus groups of departments that hold both Juno and Athena SWAN awards, staff had more awareness of Athena SWAN than Juno, even within the discipline. A participant in the evaluation said:

'The cross-disciplinary approach [of SWAN] is quite interesting because you can share good practice of what other science departments [in the same university] are doing. You feel like you're not on your own.'

Similar to Athena SWAN, the Juno self-assessment process also involves the gathering of qualitative as well as quantitative data, and involves academics together with a range of staff. The self-assessment uses a grading system, where the key criteria and measures under each of the Juno principles are graded as follows:

- = A: embedded
- = B: adopted
- = C: developing
- = D: compliant
- = E: not in place

Project Juno has principles which are different to the principles of Athena SWAN. Juno's principles, together with their key criteria, amount to a prescriptive set of measures that departments are expected to be on a journey to implement, and to largely have implemented at champion level. The measures include putting in place a mentoring scheme and gender awareness training for all staff. In contrast, Athena SWAN does not provide a list of prescribed measures, though there are expectations around the provision of basic equal opportunity. Departments can implement the measures that they deem to be the most relevant and appropriate to their context.

Project Juno's principles are written in a gender neutral way, and could be viewed as functional, toward a more equitable workplace, whereas the Athena SWAN principles could be viewed as a set of values underpinning procedural change, which explicitly recognise gender inequalities, women's underrepresentation in science, and their high loss-rate as systemic problems requiring structural and cultural change. Juno's principles also do not directly address concerns about women's 'pipeline' into research careers.

A key strength of Project Juno is the level of support provided to applicants. This project would be very resource intensive to deliver on a scale larger than one discipline, and across more than two countries. A unique feature of the Project Juno award scheme is that a champion level award application process entails a site visit from the IOP. The evaluation report states 'visits were particularly valued for their constructive approach,

useful feedback, guidance, knowledgeable staff and a sense that people were being helped to improve practice'. **Site visits were recommended by the Athena SWAN evaluation as a potential improvement to the scheme.**

'Having the site visit was incredibly valuable; I mean it was in and of itself just worth the whole process of going through Juno... having the figure of authority come in was extraordinarily useful.'

Interview respondent

Athena SWAN and Project Juno are similar in that the first level of award signifies a commitment to a journey and an endorsement of the values or principles of the award scheme. Juno does emphasise continuation and progression, however the evaluation found that 'while some departments had progressed to practitioner and champion status, other departments appeared to have made little progress in terms of successful Juno applications, despite having been involved with Juno for a number of years'. Departments are able to wait four years from becoming a supporter (which is equivalent to becoming an Athena SWAN member) before making a practitioner application, whereas in Athena SWAN the equivalent is three years.

Unlike an Athena SWAN bronze award, the renewal process for practitioners doesn't require progress to be demonstrated, and if departments apply for champion level and do not receive it, a renewal in practitioner level is automatic, rather than the award being considered at the lower level by the panel, and if found to fall short of the assessment criteria, rescinded. At champion level, a renewal requires the demonstration of progress. This then involves not only a paper application, but a presentation to a panel. Juno has one fewer level than Athena SWAN as there is no equivalent within Project Juno to Athena SWAN gold.

'We can say that we've gotten the top rating from Juno, but we're nowhere near getting the top rating from Athena SWAN.'

Interview respondent

It is quite a step up from being a practitioner department, which only requires demonstration of the implementation of one of the five Juno principles, to becoming a Juno champion, which may be why the evaluation found that some departments were not progressing.

There is perhaps more emphasis within Juno than in Athena SWAN on integrating the Juno process into the wider department:

'It is important to provide information on how the Juno work feeds into the wider departmental decision-making and how all staff are made aware of the work of the committee.'

IOP 2014c

Structural change

Cost centres, used by the Higher Education Statistics Agency, are not entirely equivalent to academic departments but this was the method of analysis employed in the Project Juno evaluation.

In terms of representation, the evaluation looked at statistics on the proportion of women who are permanent academic staff and first-year doctoral students in physics departments. It concluded that overall there is no clear relationship between a department's Juno status and the proportion of either, nor is there yet a clear relationship in student applications or acceptances. However, the evaluation found that staff perceived a positive impact of Juno in terms of recruitment and promotion practices, and four departments stated that they had seen an increase in women academic staff, but were not certain that direct causality to Project Juno could be established.

Pre-conditions

The data requirements for Juno at practitioner level are different to Athena SWAN and Total E-quality. Juno does not require a breakdown of staff across grades, staff on fixed-term contracts, or in leadership positions. However, similar to Athena SWAN and unlike Total E-quality, Juno requires more detailed data for staff and students, including applications, shortlists and appointments, offers and admissions. Juno does not require data on pay or influential committee representation. Athena SWAN's data requirements remain the most comprehensive overall, though Juno also includes data on invited speakers and appraisal completions.

Juno champion applications are expected to have more comprehensive data, as part of demonstrating the embeddedness of the Juno principles.

The evaluation found that engagement with Juno was instigated by heads of departments in 11 departments, out of 18 consulted. The Juno committee is intended to include at least one member of senior management team, and similar to Athena SWAN an application involves a letter from the head of department or equivalent. Top-level support is an element of the principles and therefore an assessment criterion. The evaluation found that Juno leads in particular perceived an impact from Juno in terms of raising awareness and engendering discussion among senior management.

Key actions

The evaluation found that in the surveys the most frequently cited benefit of Project Juno was an increase in the overall visibility of women in the department (IOP 2013). This was further reinforced in this research, where an interview respondent strongly agreed that Juno had contributed to more transparent decision-making in the department.

Flexible working and gender awareness training are clearly addressed within the Juno principles and assessment criteria. The evaluation found that staff perceived a positive impact of Juno in terms of working practices, and this perception was strongest in Juno champion departments.

While Juno is principally aimed at gender equality, the documentation does state that Juno can facilitate discussion of other equality issues. The champion award submission of the respondent organisation viewed over the course of this research does not include 'other equality issues' within its data, however in the department, Juno is to be integrated within wider equality and diversity work. One of the measures prescribed under the Juno principles is to 'take positive action to encourage underrepresented groups to apply for jobs'. This has the capacity to extend beyond gender into other equality areas. It was suggested in its evaluation that Juno request data on ethnicity and require evidence of actions to increase the participation of ethnic minority women in university physics.

'Now, following our submission of the champion document, we've changed our Juno committee into our broader equality and diversity committee, so we're looking at other aspects of equality in the school.'

Interview respondent

The evaluation found that Juno leads identified an increased awareness of gender issues among staff as the most beneficial change resulting from engagement with Project Juno. Focus groups of Juno committee members recognised the Juno process as a route to changing organisational culture. Survey respondents in practitioner and champion departments were more likely to say that gender equality was discussed regularly in their department.

'Women generally noted that gender equality concerns were now discussed more readily, particularly by those who had been working in academic physics for many years.'

Interview respondent

'Across all focus groups, it was noted that there had been a beneficial impact on the culture of the department.'

Interview respondent

'I would say from a personal perspective that the culture here has changed over the last five years, in terms of the fact that we do have people who have got families, who freely admit to having families and having other responsibilities and interests outside the school. That is a change.'

Interview respondent

Summary

Project Juno is a discipline-specific scheme. While it has not been concretely linked to research funding in the same way that Athena SWAN has, the research funding environment has provided an impetus for engagement with the scheme in some institutions. Impact has been demonstrated in terms of securing top-level support, improving transparency in decision-making, positive change in the work environment and culture change. The scheme is offered at no cost to applicants, and is resourced by the IOP. The scheme stands out among those considered in prescribing a specific set of measures that institutions should work towards implementing in order to achieve an award, and in the significant support provided by the IOP.

Total E-quality (Germany)

Context

Total E-quality is considered one of four major initiatives in gender equality in science in Germany, along with the German Research Foundation's Research Oriented Standards on Gender Equality (under which the representation of women is taken into consideration in some research funding decisions for member universities), the professors programme, which funds women professors at universities that receive a positive assessment of their gender equality policies, family friendly audits of universities. The Total E-quality scheme developed out of the positive action network of the European Commission and conference in 1994.

Gender equality is considered as part of criteria of the Initiative for Excellence, the Joint Initiative for Research and Innovation, and the Higher Education Pact 2020. Additionally some German states have quality standards for gender equality. Holding an award is presented by Total E-quality as an incentive for universities to achieve a positive work environment in terms of gender equality.

In 2001 Total E-quality was explicitly recommended in the 'Agreement between the German federal government and the Central Organisations of the German Economy for the advancement of gender equality in the private sector'. From 2001 until 2003, Total E-quality Deutschland eV received funding from the German Federal Ministry of Education and Research for the project *Total E-quality at universities and scientific institutes*. The Federal Minister of Education and Research sits on the board of trustees of Total E-quality Deutschland eV.

Total E-quality award-holding status is included in an annual ranking of universities for gender equality published by the Centre of Excellence Women in Science (CEWS) at GESIS – Leibniz-Institute for the Social Sciences.

There is a national network for gender equality officers at universities (BuKoF) which runs a number of projects. These positions are mandatory under legislation.

Germany is a participant in several European gender equality projects focusing on Structural change:

- = **GENIS LAB:** aims to improve the working environment and dynamics with the objective of overcoming the factors that impede women's career in research. <http://www.genislab-fp7.eu/>
- = **STAGES:** aims to increase the participation and career advancement of women researchers. <http://www.stages.csmcd.ro/>
- = **FESTA:** please see page 12 for details. <http://www.festa-europa.eu/>
- = **GENDERTIME:** please see page 11 for details. <http://www.gendertime.org/>

Award scheme basics	Total E-quality awards exemplary activities in terms of HR management aimed at providing equal opportunity. It aims for organisations to go beyond what is required by law. There is one round of awards per year, but multiple awards are available.
Awarding body/ sponsor	Total E-quality Deutschland eV/Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Aim	Total E-quality aims to address: <ul style="list-style-type: none"> = the reconciliation of work and family life = advancement of women in leadership positions = equal opportunities in staff recruitment and development = the promotion of fair behaviour in the workplace The scheme is specific to gender equality.
Website	https://www.total-e-quality.de/das-paedikat/science.html/
Values/principles	–
Year of implementation	1996 In 2001 the science category was developed as a separate strand for universities and research institutions.
Eligibility	The award is not higher education specific but has a separate strand, with support and bespoke application forms, for research institutions. Research institutions must have at least 15 employees to apply.
Type of award	Merit Multiple awards conferred.

Scope	Students are included as well as professional and support staff and administrative and technical staff.
Submission cost and requirements	<p>Cost</p> <p>€50 processing fee for the application.</p> <p>For successful applications, fees include membership in Total E-quality:</p> <ul style="list-style-type: none"> = up to 250 staff: €250 = up to 500: €250 = up to 2500: €1250 = up to 5000: €1500 = over 5000: €2000 <p>Renewals: 30 per cent off award fee.</p> <p>Requirements</p> <p>Self-assessment, covering:</p> <ul style="list-style-type: none"> = recruitment and staffing <ul style="list-style-type: none"> – procedures in place for advertising of, applications for and appointing to vacancies are suitable to encourage an appropriate ratio of women applicants for selection, and to improve women applicants' chances of being appointed = career and staff development <ul style="list-style-type: none"> – the career development of women is encouraged = work-life balance <ul style="list-style-type: none"> – there are many and varied modalities of flexible working arrangements in effect that enable men and women to improve their work-life balance, employees are supported to reconcile career development with caring responsibilities = institutionalised gender equality policy <ul style="list-style-type: none"> – institutionalised procedures ensure implementation of equal opportunities = planning and steering instruments in organisational development <ul style="list-style-type: none"> – integration of equal opportunities into new control instruments = organisation culture <ul style="list-style-type: none"> – the organisation acts to support awareness of equal opportunities and aims to influence the culture to that end

	<ul style="list-style-type: none"> = research, teaching and study <ul style="list-style-type: none"> – integration of learning from gender research – activities to increase the ratio of female students in courses in which women are underrepresented – consideration of gender in planning new courses = harassment, sexual discrimination and violence <ul style="list-style-type: none"> – measures in place to deal with offences and for the avoidance of moral harassment, sex discrimination and violence by means of improving conditions, for men and for women, of work and/or of study = a general appraisal of their institution, and specific characteristics of individual faculties, institutions and subject areas
<p>Annual cost to sponsor</p>	<p>€25,000 0.1–0.25 FTE consultancy.</p>
<p>Support provided</p>	<p>Specific support provided to research institutions from the CEWS. Good practice is shared on the Total E-quality website. The feedback from the jury is provided.</p>
<p>Assessment criteria and process</p>	<p>Process</p> <p>An independent jury drawn from science and research evaluates all Total E-quality applications and decides on the winners. Current jury members are the vice-president of the German Research Foundation, president of the German Rector’s Conference and the former women’s representative of the University of Munich.</p> <p>‘The crucial factor in this decision is a company’s ability to strike a balance between economic requirements and the interests of their employees by implementing suitable HR strategies to establish equal opportunities. In the evaluation of the applications, the judges take the individual circumstances and conditions of the organisations into account.’</p> <p style="text-align: right;">(Total E-quality 2014a)</p> <p>The jury reserves the right to conduct site visits. The jury’s decision is final.</p>

	<p>Criteria</p> <p>Only voluntary activities that go beyond what is required by law qualify for the award.</p> <p>Assessed on the eight criteria under each point of the self-assessment (mentioned previously).</p> <p>The jury assesses the organisation's vision, and looks for innovative activities under each area of action that are target and outcome driven.</p> <p>'Academic institutions that provide convincing evidence of promising activities under a majority of the set headings and which demonstrate a global concept of their equal opportunities policy in the sense of a gender mainstreaming strategy will be awarded.'</p> <p style="text-align: right;">(Total E-quality 2014b)</p>
Behaviours/actions	<p>Applicants describe activities that are either performed or planned for the next three years.</p> <p>Indicators (for example specific activities) are suggested under each field of action, but are vague, and institutions can decide on their own measures to meet the criteria.</p>
Participation rate	<p>110 academic institutions out of approximately 400 (27.5 per cent).</p>
Duration/eligibility for reapplication	<p>The award needs to be renewed every three years.</p> <p>'The award is granted for three years. Thereafter, a new award will be given if a renewed application shows sustainable success and further progress in establishing equal opportunities. An organisation that is presented with the award for the fifth time will additionally receive an honorary award for sustainability.'</p> <p style="text-align: right;">(Total E-quality 2014a)</p>

Analysis and impact

As this is the final award scheme to be evaluated, points of comparison to other established award schemes will be discussed in this section.

Total E-quality, extended to the research sector in 2001, is the oldest award scheme considered.

The strength of support for Total E-quality from the German federal government is without doubt a contributing factor to the take-up that it has had in the research sector. To date, 110 academic institutions out of approximately 400 universities (including applied science and schools of music and arts) and approximately 240 research institutes have applied for a Total E-quality award.

As outlined above, there are a number of policies, including funding criteria, which motivate research institutions in Germany to have strong gender equality policies in place. Though there has been no formal evaluation of the impact of Total E-quality in the research sector on the scale that there has been for Athena SWAN and Project Juno which might evidence this, it seems likely that these measures have provided incentives for some universities to apply for Total E-quality awards as holding an award might aid in applications to the professors programme, or for research funding. Indeed, a survey of award holders found 'academic institutions reported a beneficial effect [of holding the award] for outside funding applications' (Feldmann and Goldmann 2009).

On the other hand, one interview respondent described how only after the HEI had done work on their gender equality strategy and action planning for the professors programme and the standards, did they apply for the Total E-quality award. In this way the measures in Germany could be viewed as complementary and mutually enforcing.

Total E-quality is not driven by a set of values or principles as some of the other award schemes are. It began as a means to improve equal opportunities in the private sector and was then adapted for use in the research sector. Given this, it was not developed organically to respond to issues that are specific to the research sector or to particular gender inequalities in certain subject areas. It is not academic led. This may be one reason that its participation rate is not as high as might be expected, given that the science strand has been open for 13 years.

Two award-holding HEIs were interviewed and while they cannot necessarily be taken to be representative, in these the impetus for the award came from, and the application and assessment itself were carried out by, gender equality officers. In a legislative context where these are mandatory, it seems likely that this is usual. This was confirmed by the organisation that provides support to academic institutions to apply for Total E-quality, though academics are more likely to be involved in applications within the research institute sector, where there is no requirement to have a gender equality officer. In contrast to the process required for an Athena SWAN or Juno application, one respondent shared:

'When we applied for Total E-quality we did not form big working groups or we did not hold great workshops with participation of many different members, which I think is useful in this process and which we do for example now when we begin setting up our new action planning process for the next years.'

Interview respondent

Total E-quality is awarded only at institution level (not departmental), though within the application departments are considered. Departmental data is included only if desired by the applicant.

Total E-quality also involves a comprehensive self-assessment, but in contrast to Athena SWAN, academic involvement in the assessment is not required. Total E-quality's assessment is more standardised. The survey of award holders found that 'a considerable number of those surveyed are of the view that their own particular strengths and weaknesses only become visible to a limited degree' (Feldmann and Goldmann 2009) in the application. The criteria are also more prescriptive than Athena SWAN, though less prescriptive than Project Juno.

'The impact of Total E-quality isolated from the other [measures] is more that we found it helpful as an instrument of analysing and assessment. We used this guideline to ask ourselves, "Well, do we have strategies, do we have actions in all of these fields?" So we used it to check ourselves, to assess whether what we already have done meets all these suggested fields of action that were given in the Total E-quality guidelines.'

Interview respondent

The survey found that more than two thirds of academic institutions had been able to identify weaknesses in their policies using the self-assessment tool.

Some of the suggested indicators included in the assessment are likely to be out of the immediate reach of many research institutions in Europe, for instance the inclusion of gender equality in institutional policies and practices such as budgets, in contexts where gender mainstreaming is less developed or has not been pursued as a policy strategy.

Also in contrast to Athena SWAN and Juno, there is less emphasis on continuous progress and there are no levels for institutions to progress through. Applications only require actions to be planned in cases where the criteria are not fully met. Frustration with this was expressed by one interview respondent, who felt it would create a greater impact if institutions were required to set targets and continually evaluate the proportion of women in each field or faculty, as well as the impact of gender equality measures, and to demonstrate progress against targets and planned actions.

'Total E-quality documents the achieved results; it's not an instrument for development and progress, because there is no self-commitment/target agreement or anything the like. It works more in a retrospective kind of way.'

Interview respondent

The survey of current and previous award holders found that many of the award holders had introduced new concrete measures to improve equal opportunities as part of the award process: 'In particular some of the academic institutions... reported that during their application they received ideas for implementing better gender equality'. Three quarters of academic institutions surveyed stated that the application process had provided an incentive to make further improvements in terms of equal opportunities. Sixty per cent of academic institution respondents stated that participating in the application had improved gender equality. It also found that a majority of organisations that had applied for a repeat award had valued the process, but in academic institutions only 63.5 per cent of respondents stated that they had increased efforts for equal opportunities for a repeat application. This is in contrast to Athena SWAN, where for an award renewal, a new action plan would have to be submitted and progress against the previous action plan reported. The success rate for applications to Total E-quality is 75 per cent for the first application and 100 per cent for renewals.

Structural change

The representation of women researchers has improved in Germany. It is highest in languages and cultural studies and lowest in engineering sciences. However, this has been attributed to the professors programme (Federal Ministry of Research).

The survey of award holders found that compared with the private sector, among academic institutions there were fewer reports of measures introduced for the award impacting representation or retention, and little impact on student satisfaction. However some respondents (52.4 per cent) stated that equal opportunity measures generally had contributed to more recruitment of women.

Pre-conditions

While Total E-quality requires the development of gender disaggregated data and the demonstration of management practices that favour gender equality, it does not require demonstration of high-level support, and this does not form part of its assessment criteria. This is one of the essential preconditions for, and elements of, structural change, and so this award scheme's impact in terms of enacting structural change is perhaps more limited than some of the other schemes considered. The survey of award holders found however that in the course of applying for an award, senior managers were made more aware of the issue of gender equality.

Key actions

The removal of unconscious bias, and promoting excellence through diversity, are not covered in Total E-quality's assessment, and as with other award schemes considered, gender disaggregated data across other equality characteristics are not required. In terms of consideration of diversity, a respondent shared:

'I think we are one of the first universities in Germany [which includes] also different characteristics [of diversity], different features and I think with regard to cultural change, this setting up [of] diversity policies has been very helpful. Also to raise the awareness about gender equality, that's something I really think I have to add to explain what's going on here at [this HEI].'

'We know of course that many, well, women representatives of other universities sometimes doubt that it is helpful and sometimes feel that it might somehow be a competitive relation between diversity and gender. At [this HEI] we are convinced that it is not.'

Interview respondent

To some extent, along with only the Norwegian Gender Equality Award among the schemes considered, Total E-quality Includes incorporating learning from gender research.

'I think also [Total E-Quality] was helpful and it had a positive impact with regard to establishing equality and work for equality is something that had to do with quality in the university, quality within [research and teaching] or within the study.'

Interview respondent

Total E-quality involves the sharing of good practice only to a limited extent on its website. Institutional applications/action plans are not published or shared.

The application asks about organisational culture, and this forms part of its assessment criteria. Unlike the other award schemes considered, Total E-quality requires applicants to assess the work environment specifically in relation to sexual harassment and violence. This was added in 2012 'with the aim of reducing, and to help raise awareness of these forms of discrimination in academic institutions' (Total E-quality 2014b).

'The field of cultural change was very interesting for us because until then, we hadn't analysed yet in a systematic way what kind of activities, what we already had accomplished in these fields. We had, but we hadn't analysed it systematically so we were not really conscious about it, and therefore it was helpful for us to make it clear to ourselves, and from that point, start to look at how can we promote this, and how can we go on with that?'

Interview respondent

Summary

Gender equality is integrated into some research funding criteria in Germany, which may influence participation in the Total E-quality award scheme, as may the federal government's support for the scheme. In contrast to some of the other award schemes considered, Total E-quality is not academic led, and academic involvement is limited. The scheme has not been formally evaluated, so the impact that has been demonstrated is limited. The scheme is considerably resourced by its sponsors.

Proposed Gender Equality Award (Iceland)

In 2013, the government produced a report on gender equality in universities in Iceland (Haraldsdóttir 2013). Some of the issues identified were:

- = lack of gender balance within certain departments
- = dropout of male students
- = labour market discrimination against women graduates

Under legislation, every university should have a gender equality plan. However, the government report found that in some universities the plan pre-dated legislation passed in 2008. In universities with existing action plans, the plan was not being followed in all departments.

In 2011 the government of Iceland published a parliamentary resolution on a four-year gender equality action programme in which it committed to establishing a gender equality award in the university sector. There is a more general gender equality award that operates across sectors but no university has received it. The Ministry of Education, Science and Culture did not receive as much funding to implement this as was hoped. It was intended that there would be awards in 2013 and 2014. However a respondent from the ministry shared that after much discussion:

'It's almost impossible to know where to start and that was the problem... one of the ideas was that the [awards] would go to different departments in the universities... we had all these ideas but we didn't come to a conclusion.'

'How does [each] work? We were talking about [how] it's not just one solution that is the right one; it could be different [in each university].'

Respondent from Ministry of Education, Science and Culture

To date the gender equality award is still in development.

Desirability of a transnational gender equality award scheme

This section discusses both positive and negative issues raised throughout the research and evidence for the creation a transnational award.

Various concerns about award schemes have been raised. Concerns came from different schemes and relate to a variety of issues.

Some concerns were raised within the evaluation of Project Juno that were relevant to all award schemes. Some women identified that gaining the award itself was a driver for their male colleagues, and expressed concern that the award would amount to 'box ticking'. In order to avoid this it is necessary that an award entails action planning and a commitment to monitor progress to mitigate or overcome gender barriers, so that an award application requires work and commitment.

Another concern expressed by participants in both Athena SWAN and Project Juno is that award schemes place an additional burden of work primarily on women researchers. The Juno evaluation found that just ten out of 21 designated leads consulted said that their work on Project Juno was formally recognised in their department. It is therefore essential that where academic staff are involved, assessment criteria include recognition of the work involved in engaging with an award scheme in an institution or department's workload allocation model or equivalent.

It is also possible that the fact that an institution or department holds a gender equality award creates an environment where it can become more difficult for individuals to raise concerns about gender barriers. The fact of holding an award can be used to dismiss or not believe concerns about continuing experiences of gender inequality. To overcome this it is essential that an award scheme has a concept of continuous progression and the idea that there is always work yet to be done.

On balance however, the evidence indicates that award schemes are an effective means of driving, and together with gender equality measures, creating structural change in the context of research institutions; though this is of course a slow process, as the evaluations demonstrate. Elements inherent to awards such as prestige, recognition, competition and reputation, which are valued by HEIs in diverse national contexts, come out positively and strongly in the literature and interviews.

'[The Gender Equality Award] is important because it helps to draw attention to the efforts to improve gender balance and gender equality, and it gives prestige'

(Kif 2013)

'Everyone knows that directors love a good award.'

Interview respondent

'As scientists, it's always good to flag what you're doing to people and see if you can win an award for it, so we were definitely keen to place ourselves in the mix.'

Interview respondent

'Somehow I feel [the award is] of importance, because university leaders are competitive, I think... I think they were very satisfied here to get this award.'

Interview respondent

'The awards [themselves] are important because it's a signal to the [institution] that what it's doing is recognised as having some impact... it is a signal to the external world that this is an institution that takes this issue seriously.'

Interview respondent

In 2009 the report *Gender equality awards and competitions in Europe* (Wiesemann et al 2009) shared research conducted as part of the development of the Total E-quality award, on European awards for organisational and HR activities that improve equal opportunities. This research found that 'a central idea in most of the awards is the desire to honour and generate publicity for outstanding organisations that are examples of good practice', with awards generating a positive external image and a sharing of good practice.

Awards can provide an impetus and increase the pace of change and the process of applying can be itself motivating (Munir et al 2014), if continuous progression and monitoring are built in. In some cases an award scheme is the primary motivator for senior managers to progress gender equality.

'[This HEI has] not done any [gender equality] work as such... because, up until recently, Ireland was excluded from the [award scheme] process.'

Interview respondent

The schemes considered also largely motivate, value and reward practice that goes beyond national legal requirements, and schemes remain relevant in contexts where gender equality legislation is relatively strong.

Award schemes provide a framework in which ongoing gender equality work can be documented, discussed, measured, celebrated and shared with other institutions.

'We have some very strong women here, I have to say, who also are looking for fairness. So I think a lot of the stuff we were thinking about anyway, but it was good to have something that just formalised it all, and just made everybody get behind it.'

Interview respondent

It is perceived that engagement with an award scheme can also embed gender equality work, so that it is not reliant on particular individual members of staff (IOP 2013).

Award schemes that operate across institutions can also be viewed as cost effective. For instance in the context of austerity and a retrenchment in funding, the HEA were keen to enhance the impact of investment in education through sharing services between institutions. Athena SWAN fits the shared services approach, in terms of rolling it out on a national level.

National context is important to consider as it is evident from the experience of Athena SWAN that factors such as funding criteria influence participation in award schemes. However, award schemes have been found to have some positive impact in contexts where funding criteria were not a factor, particularly if supported by national ministries.

Interest in a transnational award scheme has been evidenced by research. The survey of Total E-quality award holders found that 'there is interest expressed by a large number of those surveyed regarding a European award for equality of opportunity for both sexes; this interest was particularly marked among the academic institution award holders' (Feldmann and Goldman 2009). Universities consulted were in favour of a transnational award because they felt it may help them to achieve European research funding and it would give incentives to women academics from elsewhere to work at their institution, thus assisting mobility.

Additionally, the EC recently commissioned a feasibility study for the extension of the EC HR Excellence in Research mark into a certification scheme. The consultation that was conducted

found 'widespread support for the further promotion of good practice in HR management at the European level, with a majority of respondents in favour of the introduction of a new certification scheme' (Technopolis Group 2014). Furthermore, the respondents in this GENDER-NET WP2 Task 4 project, together with others contacted over the course of the research, when told that the project was considering a transnational award, expressed interest and support.

According to one of the organisers of a workshop of award-giving institutions connected with earlier research into European gender equality award schemes, it was felt that it was not possible to proceed with a transnational award at that time (in 2009). The award-giving institutions present felt they did not have enough resources and it was difficult to achieve consensus around what elements of which award scheme would be extended transnationally. It is worth noting that several of the awards considered in the research are no longer in operation, due to a lack of long-term resourcing. The report, written following the workshop, stated however: 'it would... be conceivable that organisations that so far have only offered national awards could extend their radius of action to other European countries.' (Wiesemann et al 2009).

'More immediate impact [is one of the benefits of joining with an existing scheme, rather than developing a new national scheme]... it... made sense to network into that expertise and knowledge base. Hopefully, there'll be a certain competitiveness that will drive [HEIs] to outdo each other in this area.'

HEA respondent

In summary, though some concerns about award schemes have been expressed, this report recommends ways that these concerns can be mitigated. The evidence is in favour of the development of a transnational award scheme.

Conclusions

This section highlights the main conclusions from the research on gender equality award schemes in Europe and internationally, in the higher education sector and beyond.

This report has provided an in-depth overview and analysis of all of the currently operating gender equality award schemes for the research sector found in Europe, a Europe-wide scheme that takes gender into account, and two international gender equality award schemes. It has considered their abilities to enact structural change with regard to gender equality in research institutions.

Conditions for impact

It has been demonstrated that support from governments, and particularly, conditionality for research funding are positively linked to participation in award schemes. This will be an important consideration going forward in taking into account the development of a transnational gender equality award scheme.

Where gender equality is not the primary focus of an award scheme, little action or impact has been evidenced and therefore this report recommends that any transnational award scheme must have a gender focus.

Impact has been demonstrated within schemes that are adequately resourced, and so consideration must be given to how a transnational gender equality award scheme is resourced to be sustainable.

Creating structural change

In terms of structural change, the impact of some award schemes has been demonstrated on certain indicators of women's representation and retention; for example, women's perception of improvement in their career development. Impact has been demonstrated in terms of:

- = achieving top-level support
- = positive change in management and the work environment
- = improving transparency in decision-making
- = cultural change

Award schemes

A summary of the evaluation of the specific schemes considered is as follows:

Athena SWAN

Athena SWAN has achieved a high participation rate in part because it has been linked to research funding, unlike the other award schemes considered. Impact has been demonstrated in terms of women's perception of improvement in their career development, achieving top-level support, positive change in the work environment and culture change. It is unique in the comprehensiveness of its data requirements and in awarding at both institutional and departmental level. Particular impact has been demonstrated at departmental level. It also encourages benchmarking to individual institutions and departments, rather than to the wider sector or to a prescribed set of measures. Athena SWAN is significantly resourced by its sponsors.

EC HR Excellence in Research Mark

While the EC HR Excellence in Research mark addresses gender in its principles, there is inconsistency in whether gender is addressed in action planning among institutions that hold the mark. No impact has yet been evidenced in terms of structural change for gender equality. Impact in individual institutions may emerge from the external evaluation process which is ongoing at the time of writing. Across eligible countries, participation in the scheme is relatively low. Information on the extent of resourcing of the scheme by its sponsor was not available.

Gender Equality Award

The Gender Equality Award was the only award scheme considered that awarded funding for measures to achieve structural change for gender equality. It was reliant on significant resourcing from the Norwegian Ministry of Education and Research and during the course of this research, the award was discontinued. No overall evaluation of the award scheme was conducted. Some award winners used the funding for direct measures to improve the representation and retention of women. Impact has been demonstrated in terms of achieving concrete top-level support.

In Norway, some of the components of structural change are addressed by other programmes, as described in the work package 2, task 2 report.

Gender Equity in the Workplace Award

In the absence of an award scheme that is specific to higher education and research in Australia, the Gender Equity in the Workplace Award is one of several more general schemes that have seen participation from research institutions. The scheme has been running only since 2012 and information on its impact across research institutions is not available.

The Pleiades Awards

This is a new, discipline-specific scheme that is inspired by Athena SWAN which has emerged in the absence of an award scheme specific to higher education and research. No impact has yet been demonstrated. It is intended that this scheme operates with a low level of resourcing.

Project Juno

Project Juno is a discipline-specific scheme. While it has not been concretely linked to research funding in the same way that Athena SWAN has, the research funding environment has provided an impetus for engagement with the scheme in some institutions. Impact has been demonstrated in terms of securing top-level support, improving transparency in decision-making, positive change in the work environment and culture change. The scheme is offered at no cost to applicants, and is resourced by the IOP. The scheme stands out among those considered in prescribing a specific set of measures that institutions should work towards implementing in order to achieve an award, and in the significant support provided by the IOP.

Total E-quality Award

Gender equality is integrated into some research funding criteria in Germany, which may influence participation in the Total E-quality award scheme, as may the federal government's support for the scheme. In contrast to some of the other award schemes considered, Total E-quality is not academic led, and academic involvement is limited. The scheme has not been formally evaluated, so the impact that has been demonstrated is limited. The scheme is considerably resourced by its sponsors.

Proposed Gender Equality Award

While the government of Iceland published a commitment to establishing a gender equality award in the university sector, the award is still in development.

Key characteristics for impact

Based on the available evidence, in terms of achieving structural change impact has been demonstrated within schemes that have the following key characteristics, as follows:

- = are specific to higher education and research
- = have significant academic involvement
- = have an emphasis on continuous progression

A system of continuous progression was also recommended by the recent feasibility study into an HR certification scheme commissioned by the EC.

- = necessitate departmental-level action
- = require a self-assessment based on data, action planning, and monitoring of progress and impact

The assessment process involved in applying for awards was consistently valued across the schemes where this was a feature. The evidence suggests that participation may be higher in schemes that are less prescriptive. In a transnational context it would be difficult to prescribe a comprehensive set of measures that take into account local legislative contexts, histories, and resources. Additionally, respondents valued the ability to describe their unique institutional and departmental context in assessments. In Norway, experience with the Gender Equality Award led the State Secretary of the Ministry of Education and Research to believe that it is crucial that gender equality measures are decided on and assessed at the institutional level (Kif 2014b).

- = take a culture-change approach

In terms of culture change, the Athena SWAN evaluation found:

‘other HR accreditations have] greater benefits at an individual level, whereas Athena SWAN has bigger impact organisationally and culturally’
(Munir et al 2014)

Moreover, culture change was consistently valued by respondents to this research.

Evidence of the desirability of a transnational award scheme has been demonstrated. Recommendations for one based on the evidence presented in this report are made in the next section.

Summary table: key characteristics of award schemes

The table below provides a summary of key characteristics of award schemes that emerged during the course of this research, and indicates which of the award schemes considered has each characteristic. It shows which key characteristics have been evidenced to contribute to enacting structural change.

Key characteristics	Award schemes							
	Athena SWAN (UK and Ireland)	EC HR Excellence in Research mark (Europe)	Gender Equality Award (Norway)	Gender Equity in the Workplace Award (Australia)	The Pleiades Awards (Australia)	Project Juno (UK and Ireland)	Total E-quality (Germany)	Impact of the characteristic: has structural change been evidenced?
Principally aimed at gender equality	X		X	X	X	X	X	X
Specific to higher education and research	X	X	X		X	X		X
Significant academic involvement/ academic led	X	X			X	X		X
Considers student progression into research careers with respect to gender	X					X	X	
Based on specified values/ principles	X	X			X	X		
Inbuilt system of progression (levels, renewals)	X				X	X	X	X
Necessitates departmental level action	X				X	X		X

Key characteristics	Award schemes							
	Athena SWAN (UK and Ireland)	EC HR Excellence in Research mark (Europe)	Gender Equality Award (Norway)	Gender Equity in the Workplace Award (Australia)	The Pleiades Awards (Australia)	Project Juno (UK and Ireland)	Total E-quality (Germany)	Impact of the characteristic: has structural change been evidenced?
Action planning required with respect to gender	X		X		X	X		X
Implementation of prescribed measures required						X		
Ongoing monitoring of progress and impact	X				X	X		X
Involves transparency in monitoring (for example publication of action plans)		X	X					
Application requires development of gender disaggregated statistics	X			X		X	X	X
Application requires development of qualitative data	X					X		
Assessed by peer review	X				X	X		

The table below shows which award schemes address the components of structural change, and shows where there has been evidence of significant impact of a particular award scheme in achieving elements of structural change, in **bold**.

Summary table: which award schemes create structural change?

Structural change components	Award schemes													
	Athena SWAN (UK and Ireland)		EC HR Excellence in Research mark (Europe)		Gender Equality Award (Norway)		Gender Equity in the Workplace Award (Australia)		The Pleiades Awards (Australia)		Project Juno (UK and Ireland)		Total E-quality (Germany)	
Top-level support for gender equality an assessment criterion	X	X			X	X	X		X		X	X		
Addresses gender balance in decision-making	X		X						X		X	X	X	
Addresses the promotion of excellence through diversity (further disaggregating gender)											X			
Addresses change in management and the work environment	X	X	X				X		X		X	X	X	
Culture-change approach	X	X					X		X		X	X	X	

Recommendations for a transnational award

The evidence presented in this report indicates that award schemes are an effective means of driving and creating structural change. Respondents were overwhelmingly positive about the creation of a transnational award, results which have been replicated by prior studies.

Based on the analysis, evidence and impact assessments shared in this report, it is recommended that a joint transnational award or incentive on gender equality be developed jointly by representatives from across Europe, with regard to the following:

- = conditionality of EU-level funding to holding the transnational award
- = a focus on gender and specificity to research and higher education
- = appropriate resourcing for sustainability
- = consideration of extending existing successful award schemes Europe-wide to maximise impact
- = guiding values and/or principles, rooted in the specific issues that exist across Europe in terms of gender equality in research careers, including student progression into research careers, and women's representation in high-level positions
- = continuous progression: levels of award, two-year duration, stringent renewal process, requirements to progress, merit based, with multiple awards conferred
- = awards conferred at both institutional and departmental level, and across all disciplines
- = academic lead involvement
- = aim to create structural change:
 - requiring comprehensive gender disaggregated quantitative data, together with qualitative data concerning experiences and barriers, including data on gender balance in committees, boards, and other decision-making structures, and data on pay, with reference to the indicators that the GENDER-NET project will develop

- in consideration of promoting excellence through diversity, requiring data with attention to other equality characteristics, where permitted within national legislative contexts, in order to ensure that the award scheme and associated gender equality measures involve and benefit all women across ethnicity and other characteristics
 - requiring top-level support: this could be measured by the proportional allocation of institutional resource to gender equality work
 - requiring a flexible self-assessment of management practices and the work environment, that strikes a balance between recognising the unique context of each institution/department/discipline, and providing measures which indicate and prescribe what some expectations around good practice are, including unconscious bias training for staff involved in recruitment, appraisal and promotions processes, and measures around parental leave, for example support for returners
 - assessment to include the extent of recognition of academics' work on the award scheme in the workload model or equivalent
- = require action planning based on the self-assessment, and a monitoring of progress and impact
 - = require publication of action plans
 - = take a culture-change approach
 - = assessment by peer review: this was also recommended by the EC-commissioned feasibility study as a pragmatic solution to legal and institutional compatibility issues

Based on these recommendations, in work package four (strategic transnational activities and policies) of GENDER-NET, work will be done in 2015-2016 to draft a possible framework for a transnational award. This will also include consideration of whether the award scheme should include the integration of gender analysis in research contents and programmes, based on the work carried out in work package three (gendering research contents and programmes).

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Appendix 1: GENDER-NET WP2 Task 4 interview discussion guide

Thank you very much for agreeing to participate in the research.

Your participation will be used to inform us about different gender equality award schemes and charter marks across Europe and internationally, with the ultimate aim to contribute to identifying common indicators on gender equality, and to design and implement transnational activities which promote structural change to progress gender equality.

Audio record?

All information that you share will be held confidentially in accordance with the requirements of the UK's data protection legislation. At no point will the information you provide be shared in a way that would allow you to be personally identified. Any material provided to funders or published will be anonymised.

Do you have any questions about this research that have not yet been answered?

Can you please confirm that you have been informed of the purpose of this research and have had the opportunity to ask questions about it, and that you understand that all information about you will be treated in confidence among the research partners and that you will not be personally identified in any publication arising from the research?

Award holders

Please describe the process of your institution's application for the award.

- = Development of statistics and indicators?
- = Top-level support?
- = What part of the process did you value the most in terms of achieving greater gender equality?

Has participating in the award scheme had an impact on gender equality at your institution?

What has been the impact at your institution of participating in the award scheme in terms of gender equality?

- = Has participation in the award scheme created change within your institution in terms of the representation of women at all levels of their research careers? In terms of the retention of women?
- = Has participation in the award scheme contributed to more transparent decision-making, with more women on committees and boards?
- = Has participation in the award scheme contributed to change in the working environment?
 - pay, parental leave, work-life balance
 - attitudes/cultural change
- = What have been the results so far? What further results are expected?
- = Are these the same results that you initially aimed for?
- = Are there other factors in your country, separate from your institution's participation in the award scheme, which may have contributed to the changes that you have described?
 - legislation, links to funding, etc.

Athena SWAN Irish HEI

Please describe what you hope to gain from the process of your institution's application for the award.

- = Any work/good practice already started to work toward the application?
- = Development of statistics and indicators?
- = Top-level support?
- = What part of the process do you think that you will value the most in terms of achieving greater gender equality?

Do you think that participating in the award scheme will have an impact on gender equality at your institution?

What do you aim for the impact of participating in the award scheme to be in terms of gender equality?

- = In terms of the representation of women at all levels of their research careers? In terms of the retention of women?
- = In terms of more transparent decision-making, with more women on committees and boards?
- = In terms of change in the working environment?
 - pay, parental leave, work-life balance
 - attitudes/cultural change
- = What do you hope for the results of your participation to be?

HR Excellence in Research Award holders

Please describe the process of your institution's application for the award.

- = Development of statistics and indicators?
- = Top-level support?
- = What part of the process did you value the most in terms of achieving greater gender equality?

Why did you seek an award in this particular scheme? Were you aware of any other award schemes that your institution was eligible to participate in?

Has participating in the award scheme had an impact on gender equality at your institution?

What has been the impact at your institution of participating in the award scheme in terms of gender equality?

- = Has participation in the award scheme created change within your institution in terms of the representation of women at all levels of their research careers? In terms of the retention of women?
- = Has participation in the award scheme contributed to more transparent decision-making, with more women on committees and boards?

- = Has participation in the award scheme contributed to change in the working environment?
 - working conditions, social security, training
 - attitudes/cultural change
 - = What have been the results so far? What further results are expected?
 - = Are these the same results that you initially aimed for?
 - = Are there other factors in your country, separate from your institution's participation in the award scheme, which may have contributed to the changes that you have described?
 - legislation, links to funding, etc.
-

Higher Education Authority (HEA) Ireland

The HEA has opted to fund Athena Swan and to support its implementation in Ireland rather than start a new gender equality award scheme within Ireland. Why is this?

- = Do you perceive benefits in having a cross-border award scheme rather than a national scheme?
- = What do you hope that the Athena Swan pilot will achieve in Ireland?

Do you feel that there is a political imperative on gender in Ireland at present? If so, why do you think this is?

Ministry of Education, Science and Culture, Iceland

Why is the Government of Iceland setting up a gender equality award scheme?

Please describe the planned award scheme.

- = Name of award?
- = Application process
 - development of statistics and indicators?
 - top-level support?
- = A reward for prior work or will it be geared toward future work that the institution intends to carry out, or both?
- = Nature of work that will be awarded?

At what stage is the award scheme now?

What do you aim for the award scheme to achieve in terms of gender equality in universities?

- = In terms of the representation of women at all levels of their research careers? In terms of the retention of women?
- = In terms of more transparent decision-making, with more women on committees and boards?
- = In terms of change in the working environment?
 - pay, parental leave, work-life balance
 - attitudes/cultural change

ASA Women in Astronomy Pleiades Awards

Why did Women in Astronomy set up a gender equality award scheme?

Please describe the planned award scheme.

- = Application process
 - development of statistics and indicators?
 - top-level support?
- = A reward for prior work or will it be geared toward future work that the institution intends to carry out, or both?
- = Nature of work that will be awarded?

At what stage is the award scheme now?

How will it work with the award scheme that is potentially being developed by the Australian Academy of Science?

What do you aim for the award scheme to achieve in terms of gender equality?

- = In terms of the representation of women at all levels of their research careers? In terms of the retention of women?
- = In terms of more transparent decision-making, with more women on committees and boards?
- = In terms of change in the working environment?
 - pay, parental leave, work-life balance
 - attitudes/culture change

Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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