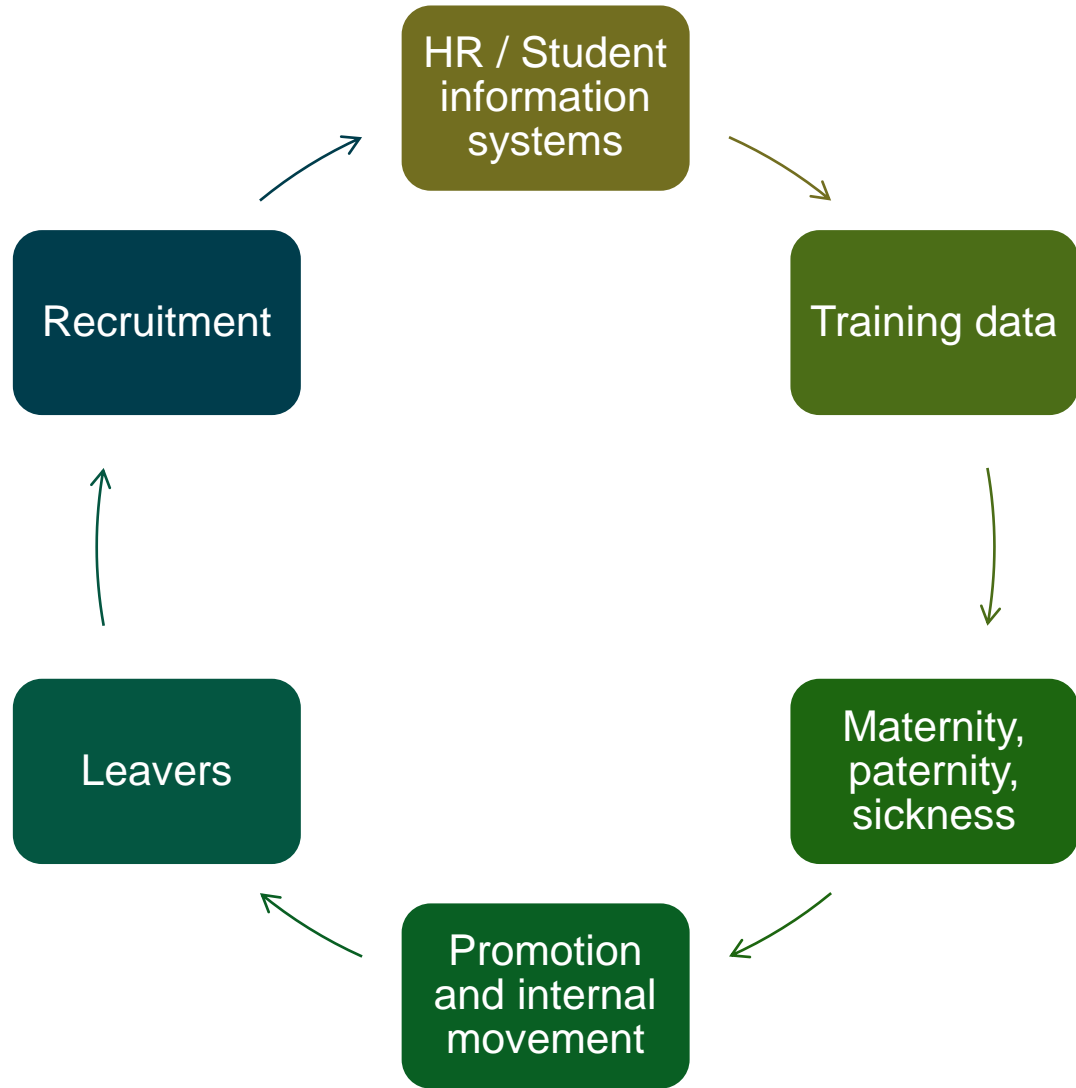


Data and benchmarking for research institutes

Workshop Aims

1. Why and how can we use equalities data?
2. How can we use data to develop a narrative – to tell the stories of our institutions?
3. To identify common challenges in working with equality data sets and how we can address this
4. How can we address intersectionality data?
5. What can we learn from each other? (Benchmarking)

What do we mean by equalities data



Why do we collect equality data and what can we use it for?

Reporting

- Statutory obligations: Annual Equality Report, gender pay gap report
- Mandatory reporting: HESA
- Evidence for accreditation schemes: Athena SWAN, Stonewall Workplace Equality Index, Race Equality Charter

We collect, analyse and use equality data to drive actions for change

Does one group (e.g. women) progress differently to another (e.g. men) in their careers here? If so, what are the reasons and what can we do about it?

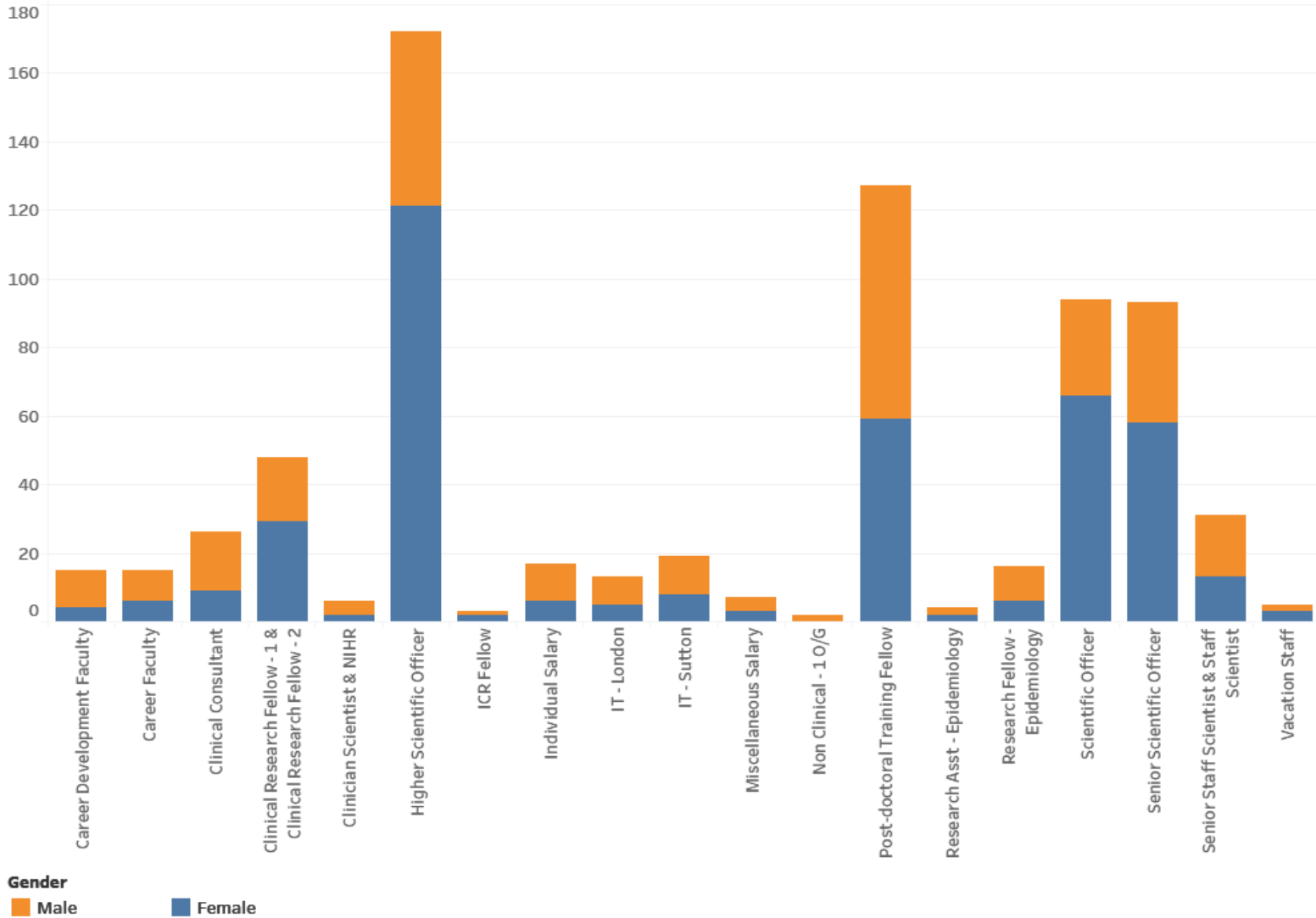
- Who joins the organisation – who applies, who is shortlisted, who is recruited to which roles?
- What are staff and students' experiences of working here: e.g. promotion, training, working patterns, appraisal rating.
- Who leaves, and what happens when they do? How are we preparing them for their next career move?

Why look at trends over time?

- For small institutions (where small numbers can sometimes suggest huge swings) to identify trends and issues
- To evaluate impact of specific initiatives

Creating a narrative 1. Typical HR data

Scientific Staff by Pay Scale



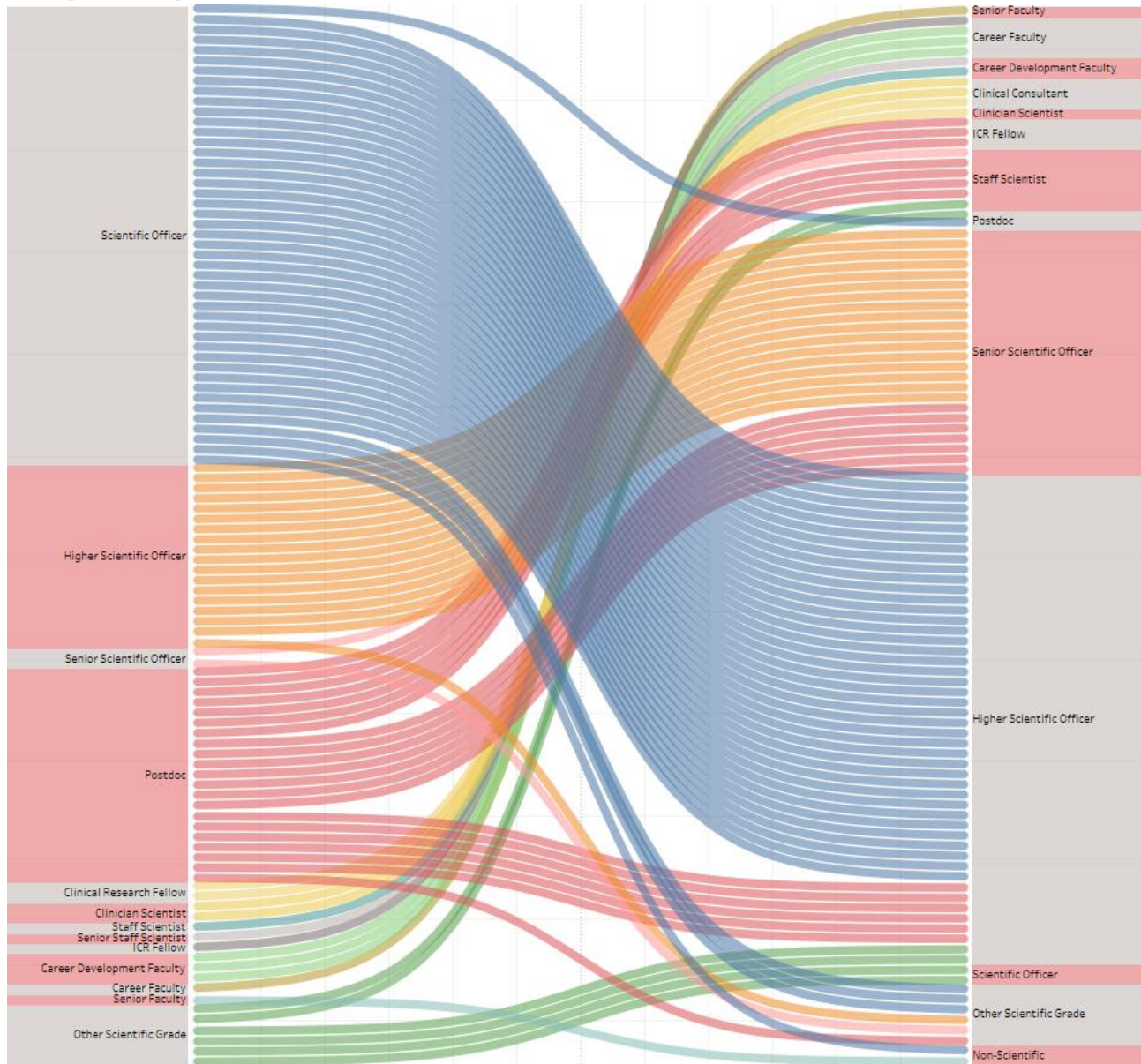
Creating a narrative 2. The received wisdom in your research institute

.... No ICR postdoc ever becomes an ICR team leader.

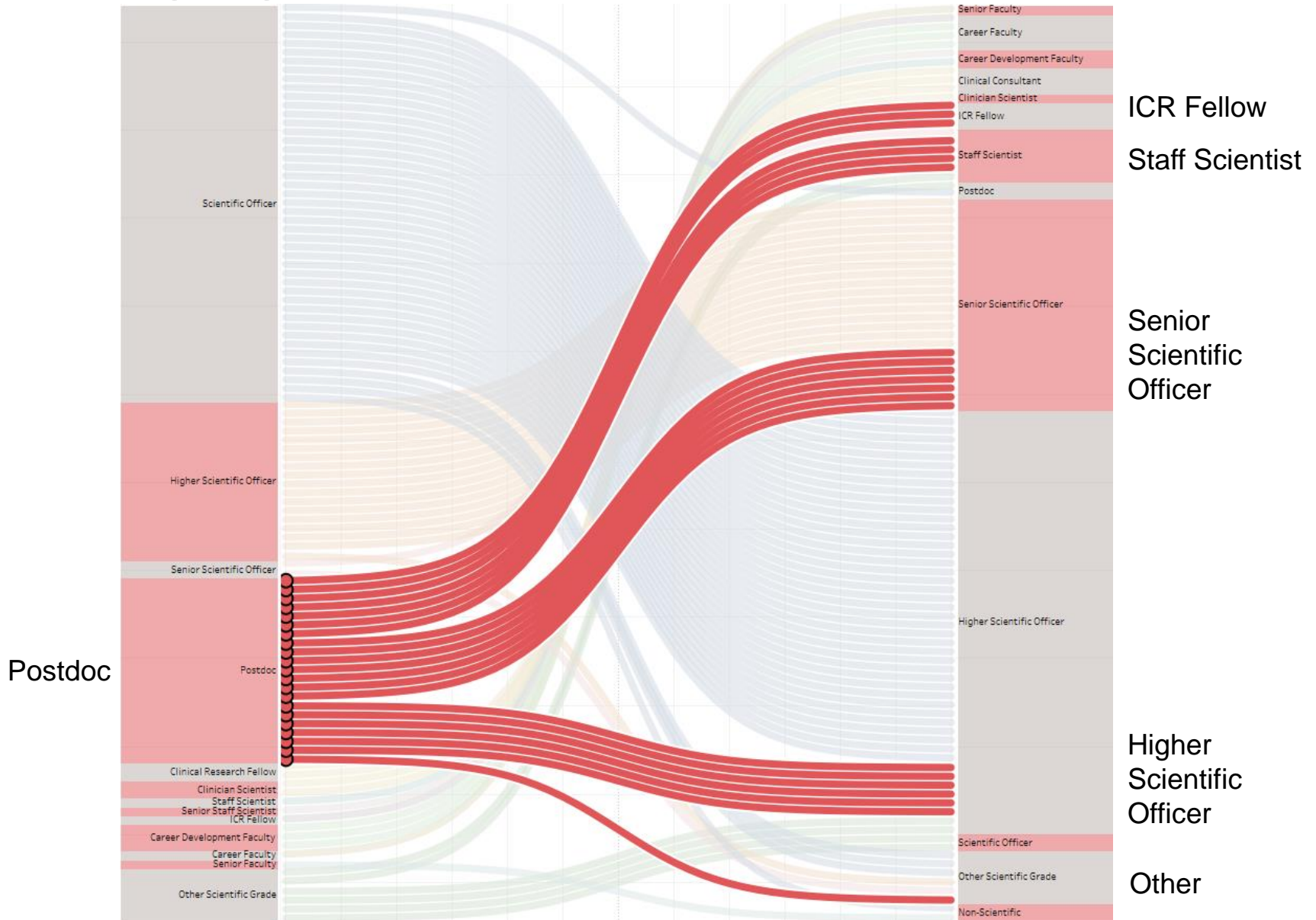
... There is no crossover between research and technical career paths.

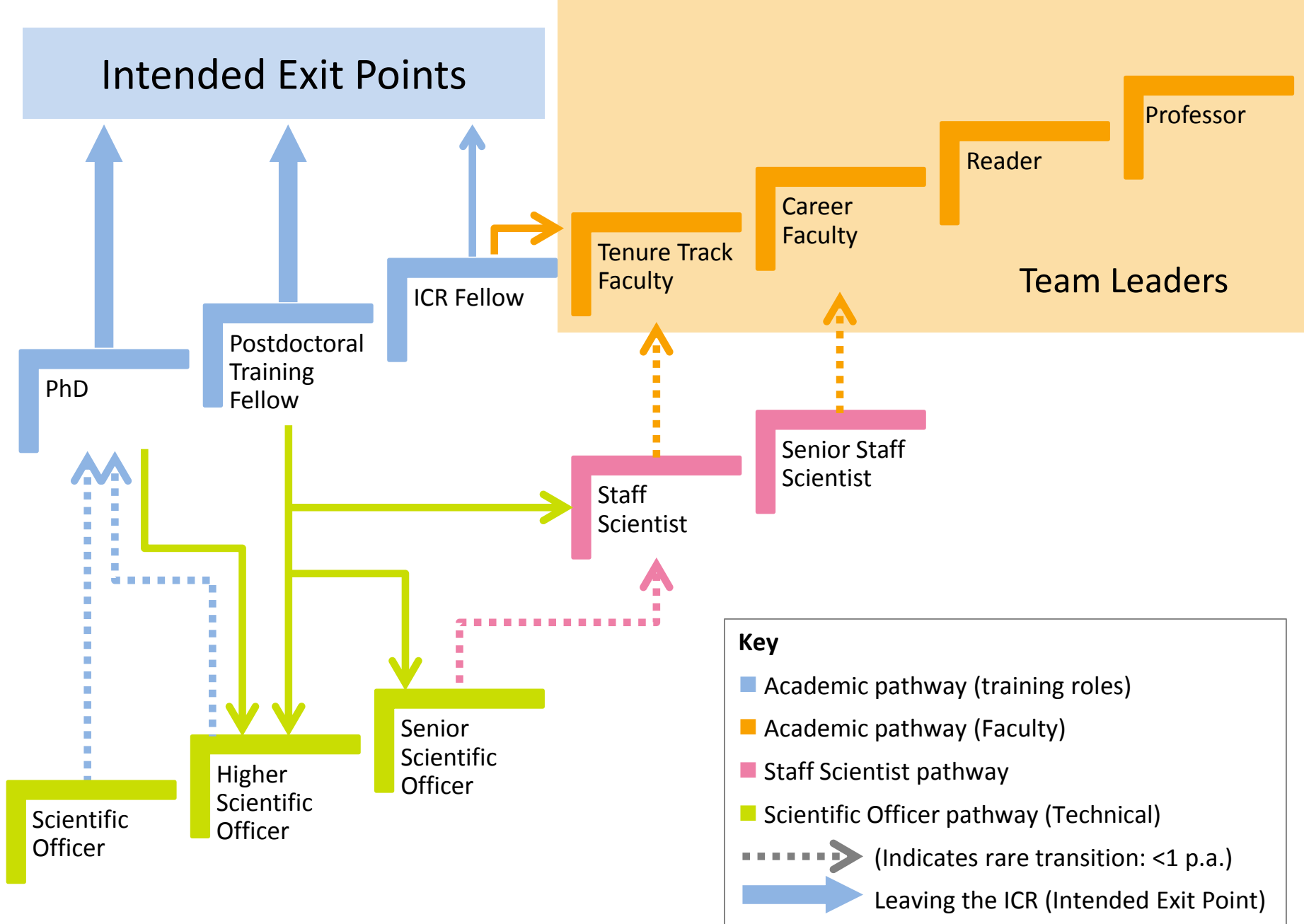
.... The best researchers are successful. We don't have a gender problem.

Challenging assumptions – career paths

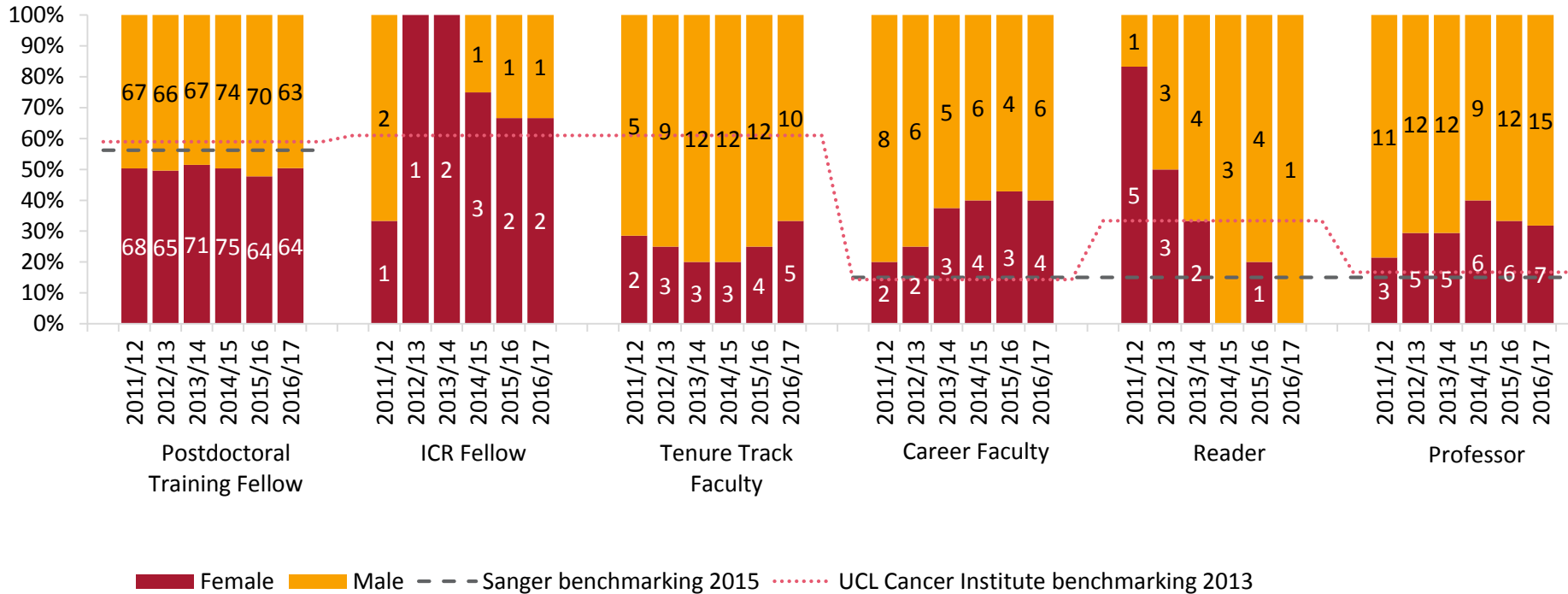


Challenging assumptions – the career path





Academic path (non-clinical) – gender composition

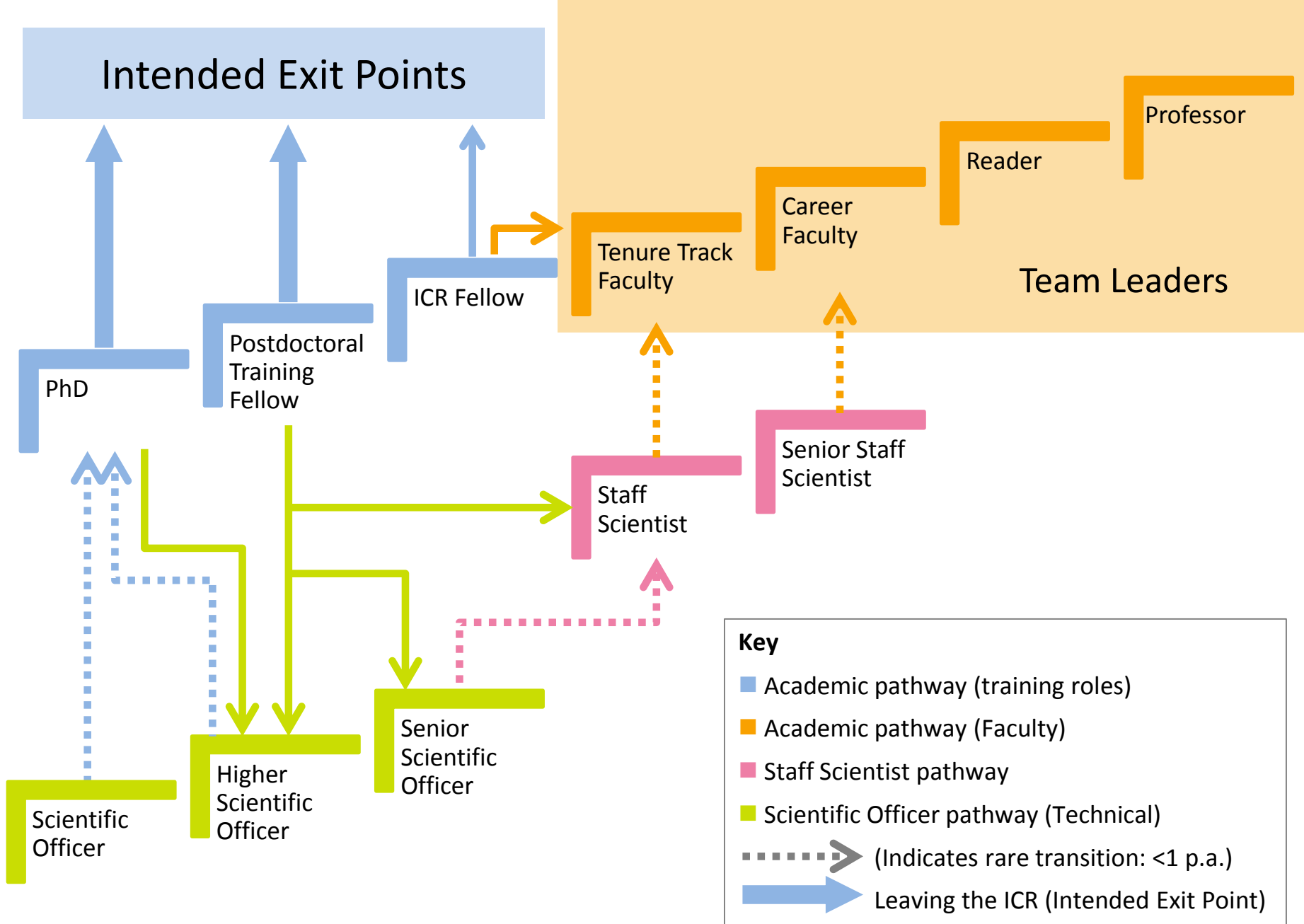


Sanger benchmarking 2015:

- Non-clinical Postdoctoral Training Fellows 56% female; 68F; 53M
- Faculty 15% female - 6F; 33M

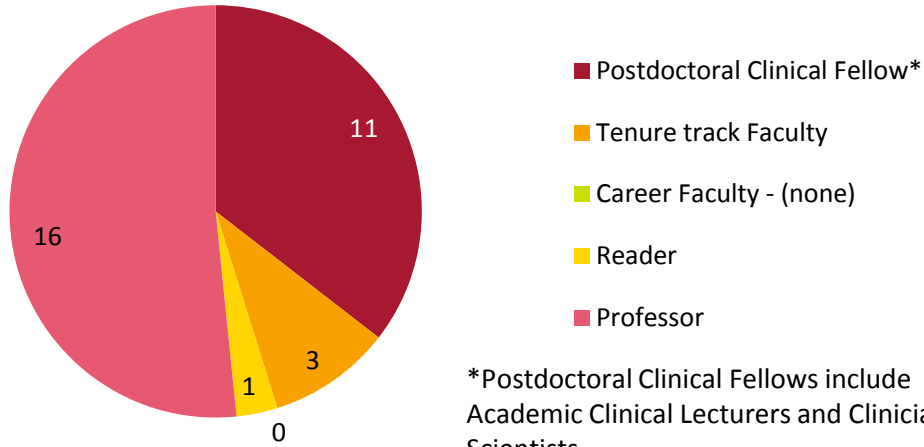
UCL Cancer Institute benchmarking 2013 (non-clinical):

- Grade 2 (equivalent to ICR's Postdoctoral Training Fellows) 59% female - 51F; 36M
- Grade 3 (equivalent to ICR's ICR Fellow & TTF) 61% female - 28F; 18M
- Grade 4 (equivalent to ICR's Career Faculty) 14% female - 1F; 6M
- Reader 33% female - 1F; 2M
- Professor 17% female - 5F; 13M



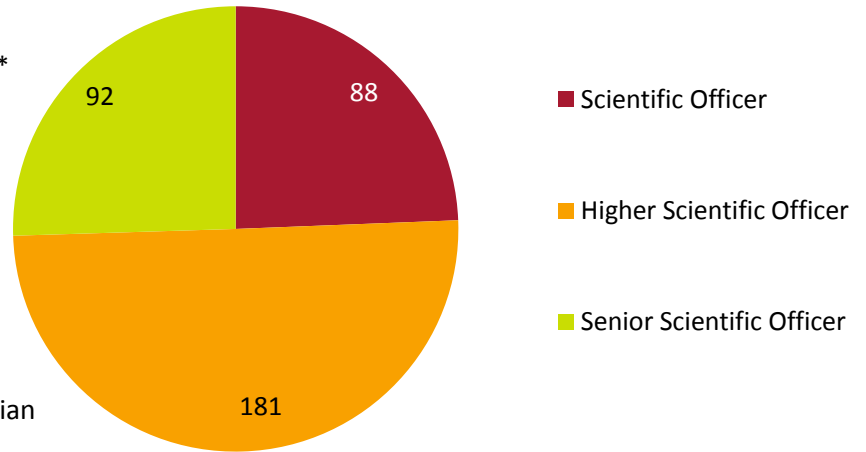
What makes a research institute?

Academic Clinical path staff breakdown as of 31st July, 2017

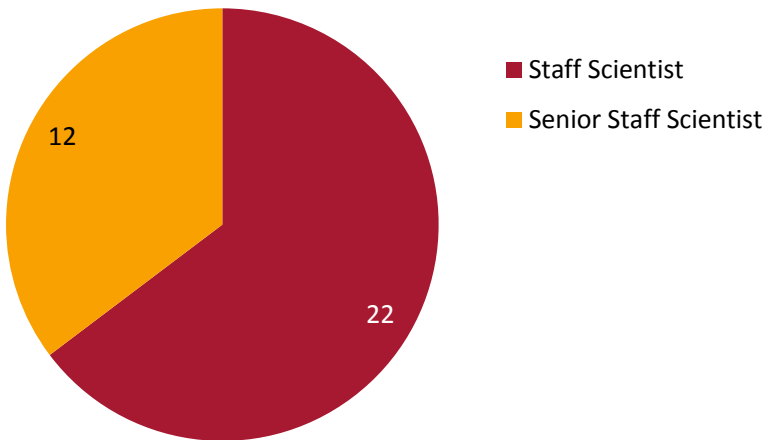


*Postdoctoral Clinical Fellows include Academic Clinical Lecturers and Clinician Scientists

Scientific Officers path staff breakdown as of 31st July, 2017



Staff Scientist Grades breakdown as of 31st July, 2017



More ICR career paths:

- Corporate Services careers
- Facilities
- Bioinformaticians and statisticians
- Clinical trials staff

Who tells your story?

To your staff and students?

- Are they relying on rumours or are you showing them how they can progress their careers with you?

To your peers

- E.g. gender pay gap narratives

To an Athena SWAN assessment panel

- If you don't, they will!

Who tells your story? (an exercise)

Working in groups:

1. Identify something about your career paths that your research institutes have in common
2. Identify something different

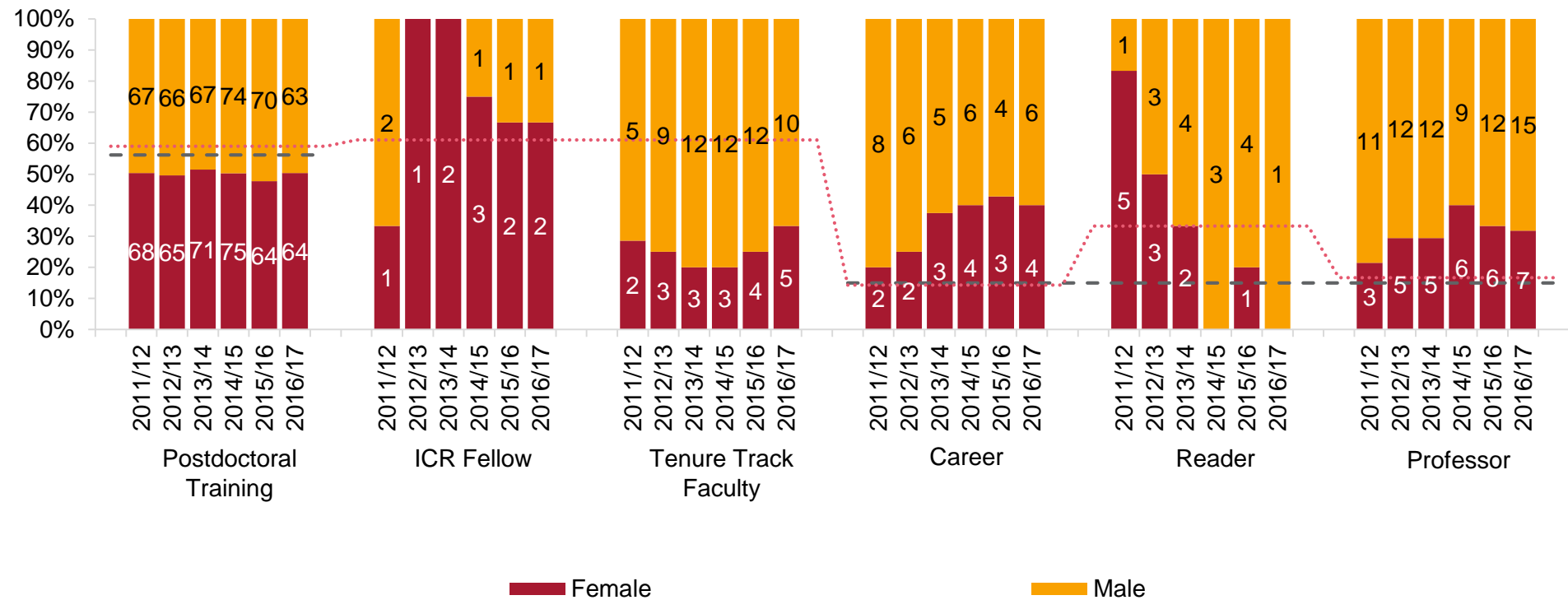
Can you explain them to each other?

What are the implications of each for your gender equality work?

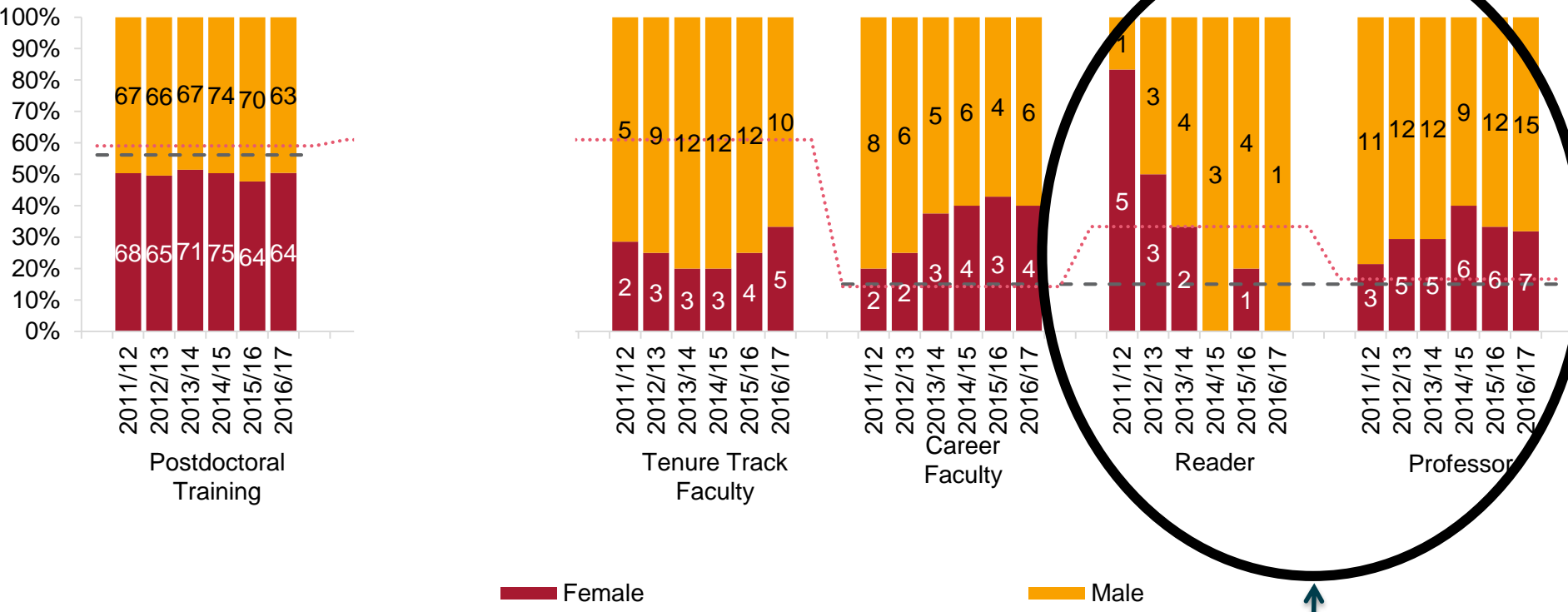
What makes a research institute?

- Students vs. no students
- Fixed term-faculty vs. 'permanent' faculty
- Tenure-track vs. no traditional tenure
- Primarily a service to visiting researchers vs. primarily research
- Close links to a university, a hospital, or the civil service...

Academic path (non-clinical) – gender composition



Academic path (non-clinical) – gender composition



Impact!

Telling your story: Can you identify the significant issues raised by your data

Some examples from the ICR...

- Academic pipeline loss: postdocs to Faculty
- Clinicians: majority return to the clinic – challenge is to keep research active, in both NHS and ICR context
- Scientific Officers : 70% female... Impact: addressed issue of greater proportion of men being promoted to senior roles

Why looking at trends is beneficial to the research institute (not just to Athena SWAN)

- Small numbers make it too easy to explain in terms of individuals rather than trends

We understand our data... what do we do now

1. More research is needed (focus groups; lived experience; different cuts of your staff surveys)
2. Actions
3. Put it into context – evaluation, further measurement and benchmarking

Why do we benchmark?

- We need context:
 - Are we attracting a representative cohort (undergraduate subject data)?
 - How are our peers getting on? How can we learn from each other?

This can be challenging for research institutes

- Subject specialisms or interdisciplinary research teams makes standard benchmarking more difficult
- International recruitment pools for research roles
- Small numbers skew our proportions

A proposed solution: benchmark against each other

Both these statements are true

25% of the ICR's clinical professors are female: higher than national figures.

There are 4 female clinical professors at the ICR.

Benchmarking drives action: Gender Pay Gap data publication

National benchmarking driving local action

Universities: median pay gap between 38% and 5.1%

Pharmaceutical industry: 14.5% and +0.34% (in favour of women)

- ICR local action plan (in addition to Athena SWAN measures)
- If you were a female postdoc, which one would you choose?

Understanding the intersection between gender and ethnicity

Disclaimer: We're still working on this and I'm not an expert!

Challenges in our data sets:

- Small numbers in each career path mean that it is difficult to interpret what we are seeing
- We've analysed by UK/ EU/ non-EU to understand our recruitment pool, but this just splits numbers further and doesn't show us anything

Aspirational target: to have a Corporate Services that is reflective of the Greater London population

Potential solutions:

- Consider carefully what we are trying to achieve with this analysis – culture change to support diversity and inclusion
- Attend ECU workshop on intersectionality (May, Edinburgh) (see you there?)
- Focus on lived experience – surveys, focus groups, interviews.
- Good examples coming from the Spring 2018 assessment round

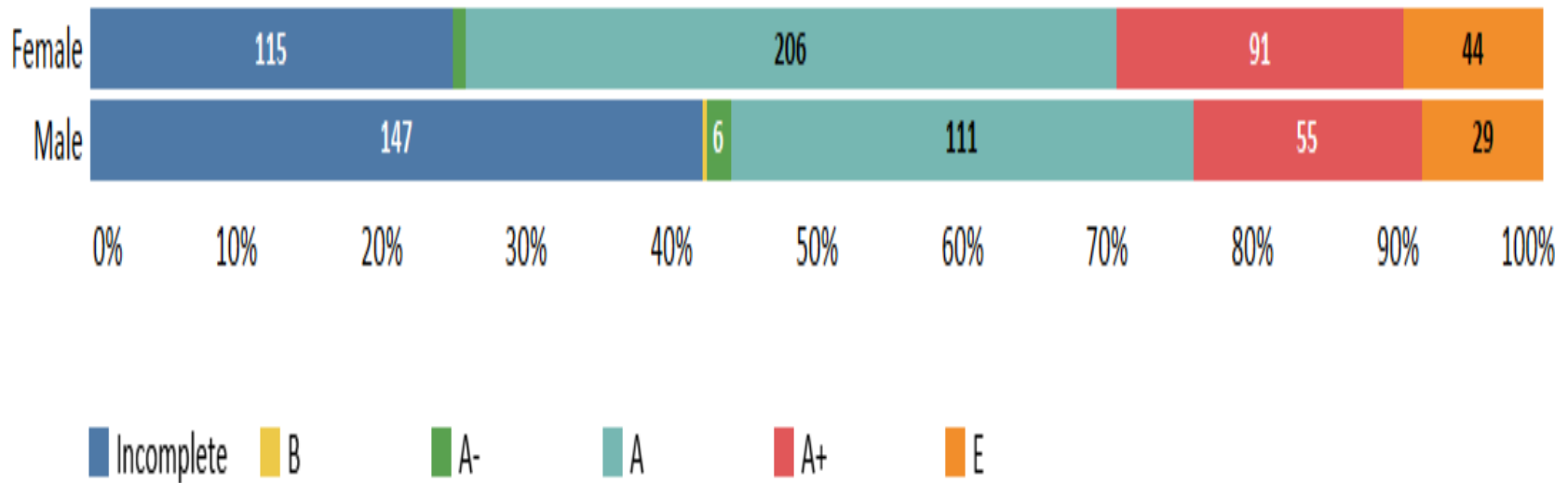


Finding solutions to common challenges



1. Supporting staff , students and prospective employees to complete monitoring
2. Recruitment data sets
3. Receiving data you don't understand
4. Data sets with small numbers and potential skewing of data

When HR give you data you don't understand: ICR appraisal data 2016/17



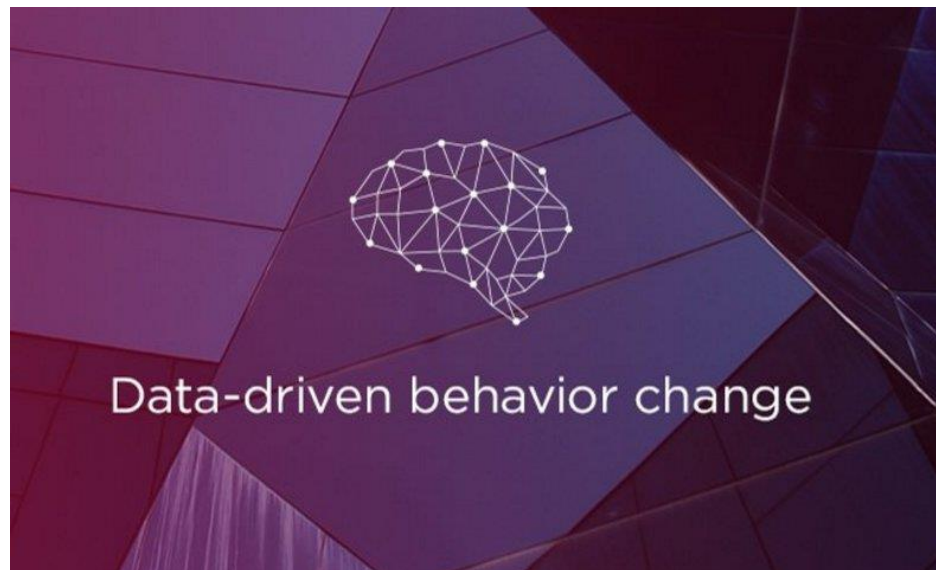
Data drives action...

Talking to your staff and students/ GDPR

- We know the people behind the statistics (ICR staff survey)
- Inadvertently identifying people

GDPR

- ✗ Numbers 5 or less in the public domain
- ✓ Ask people's permission before you discuss them in applications (small numbers in research institutes impacts on promotion)
- ✓ Tell people what you do with their information
- ✓ Take advice on how you store and manage access to personal information



I understand why my employer monitors the sexual orientation of its employees...

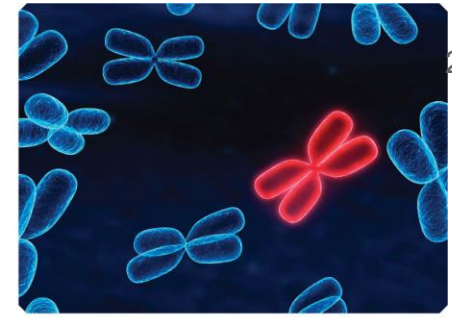
78% of your LGB employees agreed

Tips for Athena SWAN applications

- Ask for and use extra words to explain yourselves
- Rename your career paths so they are clear to your examiners! (e.g CDF → tenure track faculty)
- Tell your story clearly – including identifying your gender equality issues and quantitative impact
- Show clearly promotion paths and where promotion isn't possible
- Simplify if necessary
- Use peer reviewers prior to submission

Unrivalled
track record

ICR The Institute of
Cancer Research



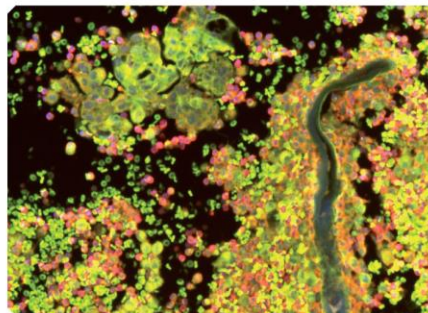
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Making the
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