

## Dealing with data: workshop exercises

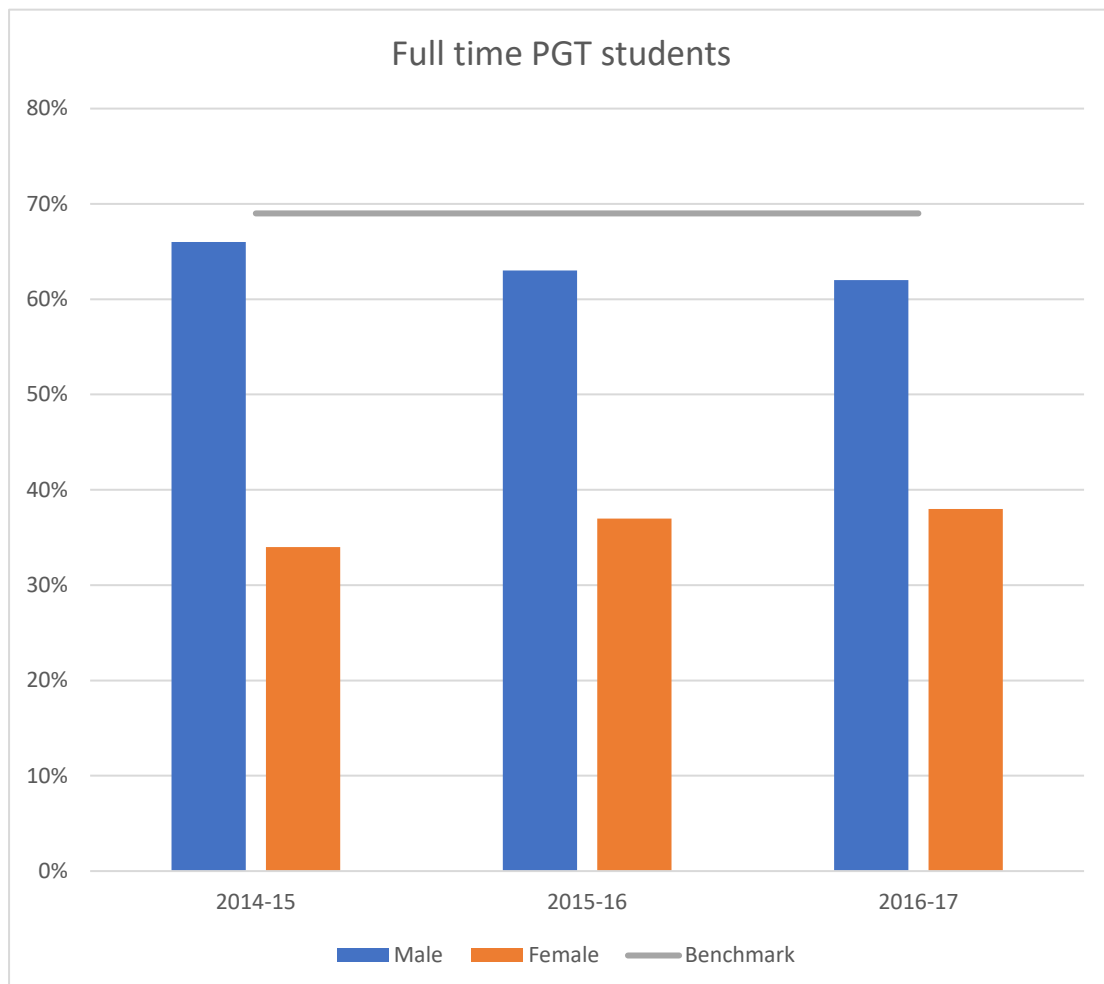
We recommend using these exercises alongside our Athena SWAN 'Dealing with data' webinar.

### Exercise 1

For this exercise, please analyse the two sets of data below (Student data and Staff promotion data) and do the following:

- Identify the main gender equality issues in the data presented
- Identify strengths and weaknesses of the data presentation

### Student data



## Staff promotion data

	2017-18									
	Male staff					Female staff				
	Grade 6	Grade 7	Grade 8	Grade 9	Total	Grade 6	Grade 7	Grade 8	Grade 9	Total
Eligible pool	72	87	38	11	<b>208</b>	56	71	32	10	<b>169</b>
# Applications	5	8	5	2	<b>18</b>	3	5	3	1	<b>12</b>
Applications (% eligible pool)	7%	9%	13%	18%	<b>9%</b>	5%	7%	9%	10%	<b>7%</b>
# Success	4	6	4	2	<b>16</b>	2	3	2	1	<b>8</b>
% Success (of those applying)	80%	75%	80%	100%	<b>89%</b>	67%	60%	67%	100%	<b>67%</b>

	2016-17									
	Male staff					Female staff				
	Grade 6	Grade 7	Grade 8	Grade 9	Total	Grade 6	Grade 7	Grade 8	Grade 9	Total
Eligible pool	69	84	36	10	<b>199</b>	45	69	32	10	<b>156</b>
# Applications	3	8	4	1	<b>18</b>	2	6	2	0	<b>10</b>
Applications (% eligible pool)	4%	10%	11%	10%	<b>9%</b>	4%	9%	6%	0%	<b>6%</b>
# Success	3	5	4	1	<b>13</b>	1	4	1	0	<b>6</b>
% Success (of those applying)	100%	63%	100%	100%	<b>72%</b>	50%	67%	50%	N/A	<b>60%</b>


	2015-16									
	Male staff					Female staff				
	Grade 6	Grade 7	Grade 8	Grade 9	Total	Grade 6	Grade 7	Grade 8	Grade 9	Total
Eligible pool	64	87	35	9	<b>195</b>	40	71	32	10	<b>153</b>
# Applications	3	7	5	1	<b>18</b>	3	7	1	0	<b>11</b>
Applications (% eligible pool)	5%	8%	14%	11%	<b>9%</b>	8%	10%	3%	0%	<b>7%</b>
# Success	2	6	4	1	<b>13</b>	1	4	1	0	<b>6</b>
% Success (of those applying)	67%	86%	80%	100%	<b>72%</b>	33%	57%	100%	N/A	<b>55%</b>

## Exercise 2

For this exercise, please analyse the four impact boxes presented below and do the following:

- Identify if the department has shown impact
- Identify what further data would be useful to support the evidencing of impact

### Impact box 1



**Impact:** **UG modules** have a strong emphasis on employability; we introduced 'career action plans' and sessions on 'what does a graduate from my course do?' According to the student survey **73% of women and 86% of men** agreed with the statement 'my Department offers me advice, coaching, mentoring and/or other support, to help me progress from study to a STEM career or postgraduate research degree'.

### Impact box 2

**IMPACT**

2015 Action: Embed Athena SWAN agenda and principles into the School's policies, procedures and culture.

IMPACT: There is at least one member of the Athena SWAN SAT on every School Committee and these members are able to ensure that all decisions and actions are aligned with our commitment to equality and diversity.

### Impact box 3

<b>Impact Table 5.16</b>	
<b>Need to:</b> (Silver2015)	Improve clinical academic appraisals
<b>Actions taken:</b>	<ul style="list-style-type: none"> <li>✓ School-wide review of clinical academic appraisals</li> <li>✓ Guidance developed, and embedded, through online appraisal platform</li> </ul>
<b>Impact:</b>	<ul style="list-style-type: none"> <li>✓ 100% of clinical academics appraised by both an academic and clinical reviewer</li> <li>✓ Increase in clinical academic staff appraised in a joint meeting (Females: 2018:87%; 2015:67%; Males: 2018:89%; 2015:65%)</li> <li>✓ Increased satisfaction levels (Females: 2018:75%; 2015:40%; Males: 2018:94%; 2015:71%).</li> </ul>