



EMBL-ABR

# Diversity & Gender Policy Action Plan

September 2016

*“Based on ECU’s Athena SWAN Charter, Awards Handbook, May 2015”, adapted and compiled by Deputy Director Vicky Schneider, September 2016 for review of EMBL-ABR ISAG and EMBL-ABR HoN Group.*

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## Our principles

EMBL-ABR aims to adopt Athena SWAN Charter process based on ten key principles. Our objective is to form the start adopt these principles within our policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all. This is equally valid for our efforts for a national bioinformatics infrastructure for Australia.
2. We commit to advancing gender equality in academia, in particular addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender pay gap.
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

## What EMBL-ABR aims to do now

EMBL-ABR is building an action plan to demonstrate that this initiative has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

*This includes:*

- an assessment of gender equality within EMBL-ABR Hub and nodes, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities.
- a four-year plan that builds on this assessment, information on activities that are already in place and what we expect to learn from these.
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

## EMBL-ABR Self-Assessment Team (SAT)

The self-assessment team includes at least 4 nodes representatives, one rep from Hub admin unit, as well as EMBL-ABR Key Areas Coordinators, one representative from the Executive Office and Secretariat and one representative from the Comms Team, a student representative from COMBINE, and one representative from EMBL-ABR ISAG.

The self-assessment team will meet by teleconference at least three times a year. The assessment is a shared responsibility of the group work and collaboration across the team members.

### Proposed Team Members

Chair: **Helen Gardiner (VLSCI)**

Co-Chair: **Fiona Kerr (rep for Hub Admin Unit)**

Members: **Sonika Tyagi (Training), Philipp Bayer (UWA), Richard Edwards (SBI), Simon Gladman (VLSCI) and Saravanan Dayalan (MA) and Vicky Schneider (rep for Executive Team)**

### Advisors

ISAG Representative and Advisor: Jenny Martin

### Role of SAT

The role of the SAT is to coordinate the process of data gathering, analysis and action planning that forms the basis of EMBL-ABR Diversity & Gender Policy Action Plan which in 3 years time may become an application for an Athena SWAN Institutional Award. The SAT is a conduit for identifying the specific issues of the network with respect to gender equity in STEMM. The SAT will identify strategies and plan actions to enhance gender equity, reporting to, and working in collaboration with, senior executives.

The work of the SAT is to:

- Coordinate the development of an Action Plan
- Undertake scoping of available data, including existing datasets and relevant policies
- Collect further data as necessary
- Coordinate qualitative research among staff members, such as a confidential survey of STEMM staff
- Interpret the quantitative and qualitative data to identify gaps and opportunities for improving gender equity
- Lead focus groups
- Promote the activities for Diversity and Gender balance through the network, and particularly across STEMM areas
- Communicate upwards, ideally through a direct line of report to Vice Chancellor/Director and/or senior executive. If possible, Diversity and Gender balance should be a standing item on the agenda for senior executive meetings.
- Present the quantitative and qualitative evidence of EMBL-ABR efforts in Diversity and Gender balance in its annual report and aim to an application in Y3 (end of 2018).

### Self-assessment process

- Google shared drive to disseminate materials and information amongst the team members.
- Collection of relevant data from relevant HR team.
- Chair of SAT will be tasked with putting the data into a suitable (graphical) format.
- A space on EMBL-ABR website will be dedicated to keep the community up to date and invite input.
- SAT members will actively engage with their HR departments to ensure the team is informed about relevant efforts and initiatives present across the nodes.
- Run a survey to test the cultural waters Year2 and Year3.

- A member of the SAT at each career level will be tasked with setting up a focus group of their peers and then reporting back. Focus Groups across EMBL-ABR network will elicit insight into the main issues that come out of the consultation process (the offer of tea and cakes can help get people to attend). Focus groups are often more effective if comprised of people of comparable careers levels. Members of focus groups often come up with some good ideas for inclusion in Action Plans.
- members of the SAT will take a different section of the monitoring report to work on and bring back their drafts to the team for comment and additions.
- Note all the 'issues' that arise and begin to put them into the Action Plan. The Action Plan should derive from the data and narrative.
- ACTIONS are the unit of the Action plan and as such need to have a specific deadline date and a named person with responsibility for seeing that the action happens (it's not enough to say "SAT").

## Data

### Which data we collect

Both quantitative and qualitative data illustrating gender breakdown across a broad spectrum of gender equity and diversity issues, including:

- number and proportion of women-identified staff across the network and within STEMM areas (benchmarked against non-STEMM areas)
- number and proportion of women-identified staff of different levels, contract tenure and type
- representation on senior leadership bodies
- uptake of policies such as parental leave and flexible work arrangements.

### FTE or headcounts

We will follow SAGE recommendations that staff data be analysed primarily by headcount. This is to avoid under-representation of those staff who work part-time, who are often women. Specific analysis should be undertaken to examine differential experiences of part-time and full-time staff where relevant.

### Including relevant data when it comes to a network

Out data analysis focus upon those staff working directly at the EMBL-ABR HUB as well as working within the nodes and those we invite and support from Australia as well as internationally. However, we will keep these data in their discreet categories so as to not confused the overall measures within the EMBL-ABR network and the variety of staff and stakeholders it interacts with.

### How should we benchmark our data against a national picture?

We are a publicly funded initiative and as we aim to collaborate by sharing data for benchmarking purposes.

### Impact capturing

EMBL-ABR impact cannot be measured by typically academic metrics such as publications impact factors and citations of papers, since its core lies on the service infrastructure including “networking” opportunities, awareness and adoption of software, long term sustainability of software and other relevant bioinformatics resources and tools, including actual Findability, accessibility, interoperability, reusability of Australian data and datasets. Hence we will be also capturing such relevant metrics, to evaluate if the potential gender equity impact of research outputs and grant funding as well as the above mentioned aspects. These data might reveal trends about such aspects and how grant funding impacts on publications outcomes and vice versa, with different outcomes in specific STEMM fields. Hence Altmetrics (e.g. social media) will also be included into our analysis and we expect to work with the social media experts from the represented institutions in our network.

### Academic and research staff data

- (i) Academic and research staff by grade and gender: look at the career pipeline across the whole network and between Science, Technology, Engineering, Mathematics and Medicine (STEMM) subjects. Comment on and explain any differences between women and men, and any differences between STEMM subjects. Identify any issues in the pipeline at particular grades/levels.
- (ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

- (iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only Comment on the proportions of men and women on these contracts and by job grade.
- (iv) Academic leavers by grade and gender Comment on the reasons academic staff leave the n. Comment on and explain any differences between men and women, and any differences in schools or departments.
- (v) Equal pay audits/reviews Comment on the findings from the most recent equal pay audit and identify the network's top three priorities to address any disparities and enable equality in pay.

### Supporting and Advancing Woman Careers

#### Key career transition points: academic staff

- (i) Recruitment Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.
- (ii) Induction Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.
- (iii) Promotion Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.
- (iv) Staff submitted to the Higher Education Research Data Collection (HERDC) by gender Provide data on staff, by gender, submitted to Higher Education Research Data Collection (HERDC) for the past five years. Comment on any gender imbalances identified.

### Career Development of staff

- (i) Training: Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?
- (ii) Appraisal/development review Describe current appraisal/development review for academic staff at all levels across the whole network. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.
- (iii) Support given to academic staff for career progression Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

### Flexible working and managing career breaks

#### *(Present professional and support staff and academic staff data separately)*

- (i) Cover and support for maternity and adoption leave: before leave Explain what support the department offers to staff before they go on maternity and adoption leave.
- (ii) Cover and support for maternity and adoption leave: during leave Explain what support the department offers to staff during maternity and adoption leave.
- (iii) Cover and support for maternity and adoption leave: returning to work Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.
- (iv) Maternity return rate Provide data and comment on the maternity return rate in the network. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.
- (v) Paternity, shared parental, adoption, and parental leave uptake Provide data and comment on the uptake of these types of leave by gender and grade for the whole network. Provide details on the network's paternity package and arrangements.
- (vi) Flexible working Provide information on the flexible working arrangements available.

- (vii) Transition from part-time back to full-time work after career breaks Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.
- (viii) Childcare Describe the network's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.
- (ix) Caring responsibilities describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

## Organisation and culture

- (i) Culture Demonstrate how the network actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the network and how good practice is identified and shared across the network.
- (ii) HR policies Describe how the network monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.
- (iii) Proportion of heads of school/faculty/department by gender Comment on the main concerns and achievements across the whole network and any differences between STEMM departments.
- (iv) Representation of men and women on senior management committees Provide data by gender, staff type and grade and comment on what the network is doing to address any gender imbalance.
- (v) Representation of men and women on influential network committees Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the network is doing to address any gender imbalances.
- (vi) Committee workload Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.
- (vii) Network policies, practices and procedures: Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?
- (viii) Workload model Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.
- (ix) Timing of network meetings and social gatherings Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.
- (x) Visibility of role models: Describe how the network builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the network's website and images used.
- (xi) Outreach activities Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.
- (xii) Leadership Describe the steps that will be taken by EMBL-ABR to encourage its network to apply for the Athena SWAN awards.

## SUPPORTING TRANSGENDER PEOPLE

- (i) **Current policy and practice** Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being transgender, including tackling inappropriate and/or negative attitudes.
- (ii) **Monitoring** Provide details of how the network monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.
- (iii) **Further work** Provide details of further initiatives that have been identified as necessary to ensure transgender people do not experience unfair treatment at the network.

## Intersectionality

People's identities are shaped by several factors at the same time, creating unique experiences and perspectives. These factors include among others age, disability, gender identity, race, religion and belief, and sexuality. EMBL-ABR considers therefore not only the lens of gender, but the other factors that shape people's identity and therefore their experience within the network should not be ignored.

In terms of data we will be looking at:

- (i) **Current policy and practice** Previous sections should have considered how intersectionality impacts on gender equity. That is, reflecting an understanding of how gender outcomes are affected by interconnected issues such as sexism, racism, homophobia, transphobia, disability discrimination, classism and ageism. Review whether existing gender equity policies enable the network to address intersectionality in STEMM, or otherwise identify how policies and practices might better support gender diversity and inclusion in STEMM with regards to intersectionality.
- (ii) **Monitoring** Consider how the network will boost awareness of intersectionality within STEMM. Analyse how the network will ensure under-represented groups with intersecting identities do not experience unfair treatment at the network. Assess how the educational, research and professional needs of underrepresented STEMM faculty, staff and students will be met more effectively.
- (iii) **Further work** Evaluate how the network will create opportunities to raise the participation, recruitment, promotion, retention, recognition and leadership potential of under-represented groups within STEMM over time.

## INDIGENOUS AUSTRALIANS

- (i) **Current policy and practice:** Discuss how gender equity policy and programs are designed to lift the contributions of Indigenous Australians in STEMM. Discuss initiatives to provide cultural training to STEMM staff and students to increase awareness of intersectionality, unconscious gender bias, racism and other forms of discrimination faced by Indigenous Australians within STEMM.
- (ii) **Monitoring** Provide details of how the network measures the effectiveness of these policies and practices, and acts on any findings, to ensure gender equity and diversity policies will raise the recruitment, promotion, retention and contribution of Indigenous Australians within STEMM fields.
- (iii) **Further work** Provide details of further initiatives that have been identified as necessary to ensure Indigenous Australians do not experience unconscious gender bias, racism, and other forms of discrimination at the network. Also consider how the network will elevate the knowledge and contributions of Indigenous Australian faculty, staff and students within STEMM.

# Proposed TimeLine for 2016-2017

D&G Policy and Action Plan document  
(Sep-October 2016)

Self-Assessment team formed  
make ISAG aware this is happening, incl. doc  
HoN informed during monthly call

SAT, 1st meeting -Feb 2017  
SAT meeting, 2nd meeting -June 2017  
focus groups across AU lead by SAT members  
3rd meeting-Oct 2017  
(incl report back from focus group)  
survey launch (May-Sep 2017)

SAT 4th meeting: incl survey  
results and report sections,  
November 2017

SAT report and action plan for 2018  
presentation for ISAG  
presentation at EMBL-ABR All Hands meeting 2017



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