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Athena SWAN: Opportunities and Challenges for Gender Equality in Indonesia's Higher Education Sector

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What is Athena SWAN?

Athena Scientific Women's Academic Network (SWAN)

- 2005
- United Kingdom

Response to serious lack of women in UK science, technology, engineering, maths and medicine (STEMM)

→ Accreditation scheme

- Administered by NGO (govt funding)
- University membership model (137+)
- Peer assessment

Attempting to change what?

- Work environment: women in universities/ research institutes
- Culture, structure, numbers of women
- Initially in science, technology, engineering, maths and medicine (STEMM)
- **Since 2015 <u>all</u> disciplines**

- Recruitment
- Support during employment
- Retention
- Work/Life balance
- Promotion
- Policies on bullying, harassment
- Workload model

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Science in Australia Gender Equity (SAGE)

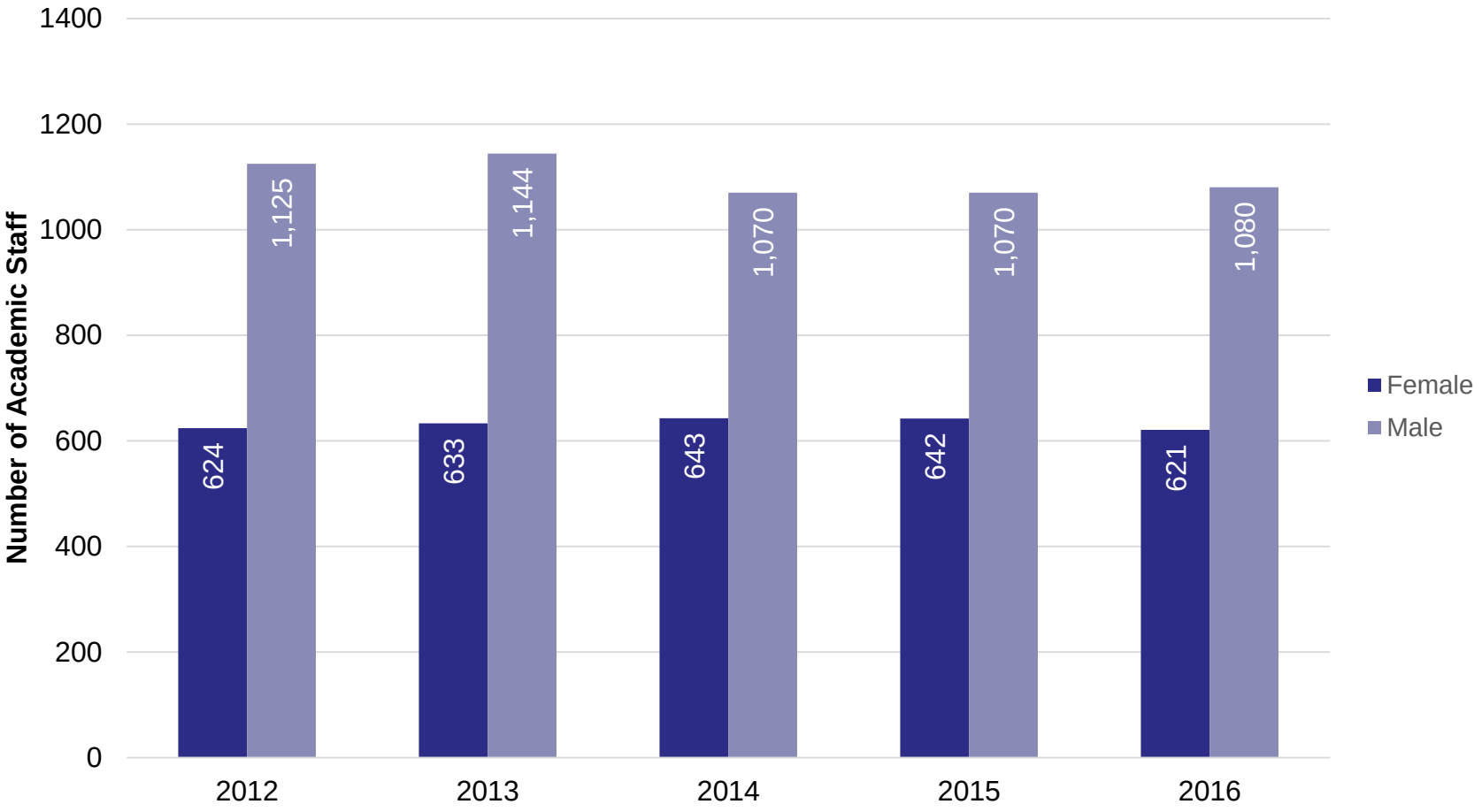
- 2013 no women elected to the Australian Academy of Science
- 2015 Australian Academy of Science → 2-year pilot of the Athena SWAN scheme for Australia
- 40 universities + research institutes
- Licenses Athena SWAN scheme and adapts it for Australia

Samantha Cheah, ANU College of Engineering

Australia's female participation in higher education employment: What is the problem?

Proportion of Women (%)	2010	2011	2012	2013	2014
Professional	63.7	65.6	65.8	66.0	66.1
Academic	42.9	43.6	43.7	44.0	**44.4**

ANU Academic Staff by Gender 2012 – 2016



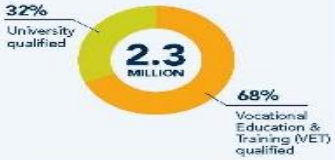
- Is there really a problem?

Reference: Office of the Chief Scientist, Australia's STEM Workforce, March 2016

KEY FACTS

TOTAL STEM WORKFORCE

STEM qualified population



16% of STEM qualified people are female

29% University qualified

9% VET qualified

Unemployment rate

STEM = 3.7%

Non-STEM = 4.1%

Growth of STEM vs non-STEM qualified population

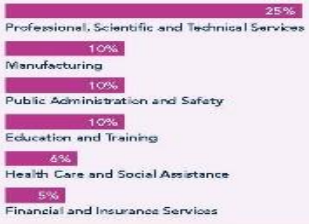
Between 2006 and 2011:

STEM UNIVERSITY GRADUATES

Industries and occupations

STEM graduates work across the economy in a wide variety of industries and largely as professionals (55%) and managers (18%).

Top six industries
(65% of STEM graduates)



% of STEM graduates earning in the top income bracket ($104 000 or above)

32% male

12% female

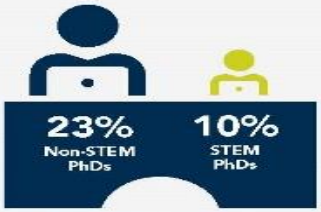
% of employed STEM graduates in the private sector

All STEM graduates

STEM PhDs

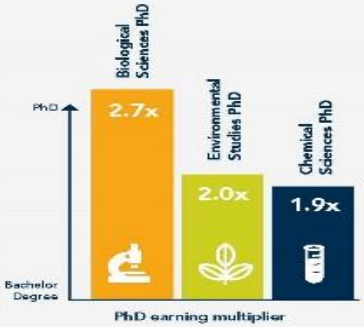
STEM PhD GRADUATES

Business ownership



10% of STEM PhDs owned a business compared to 23% of non-STEM PhDs.

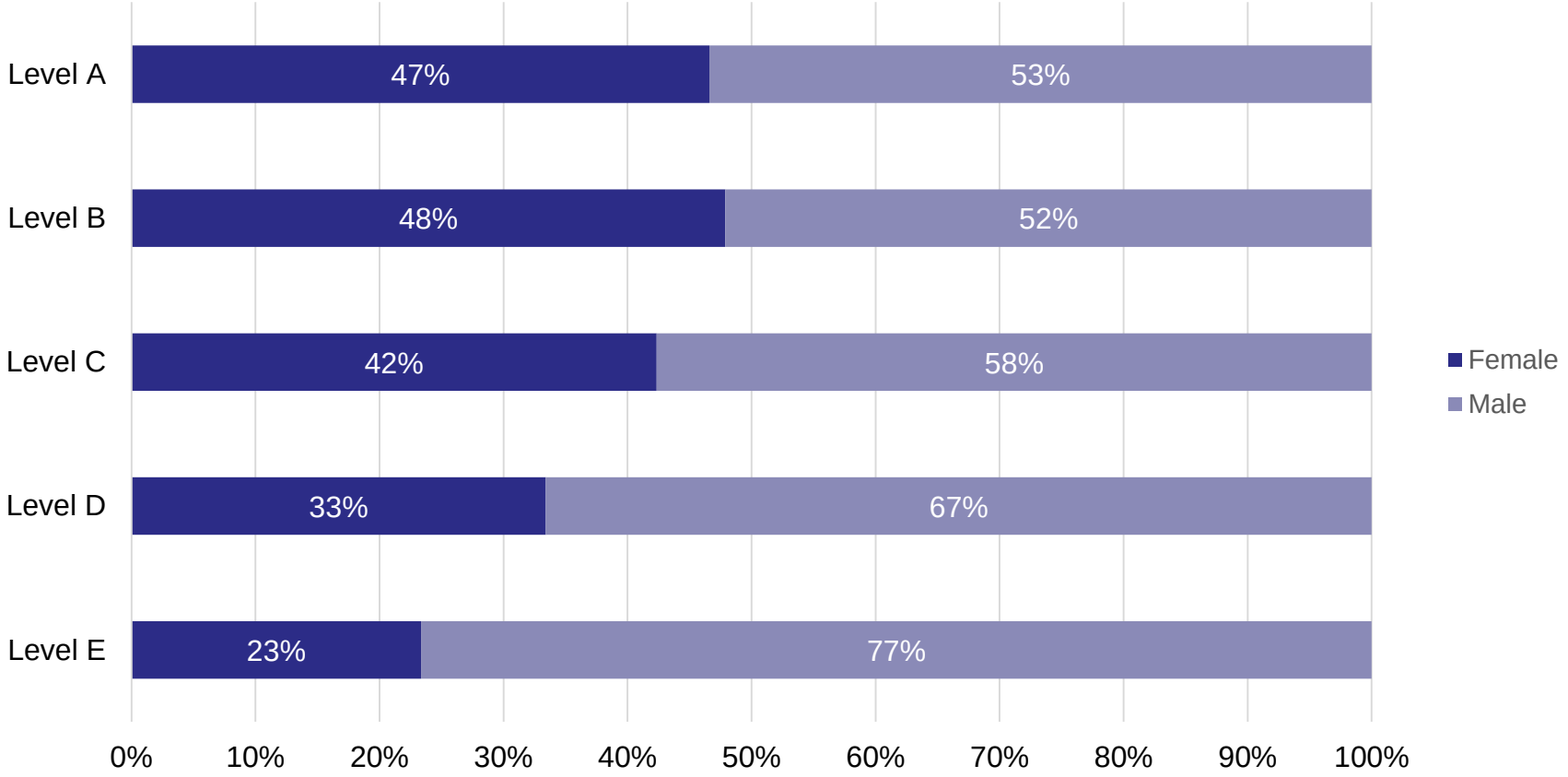
A PhD can provide an earning premium



In every STEM field, higher proportions of PhDs earned in the top income bracket compared to bachelor graduates.

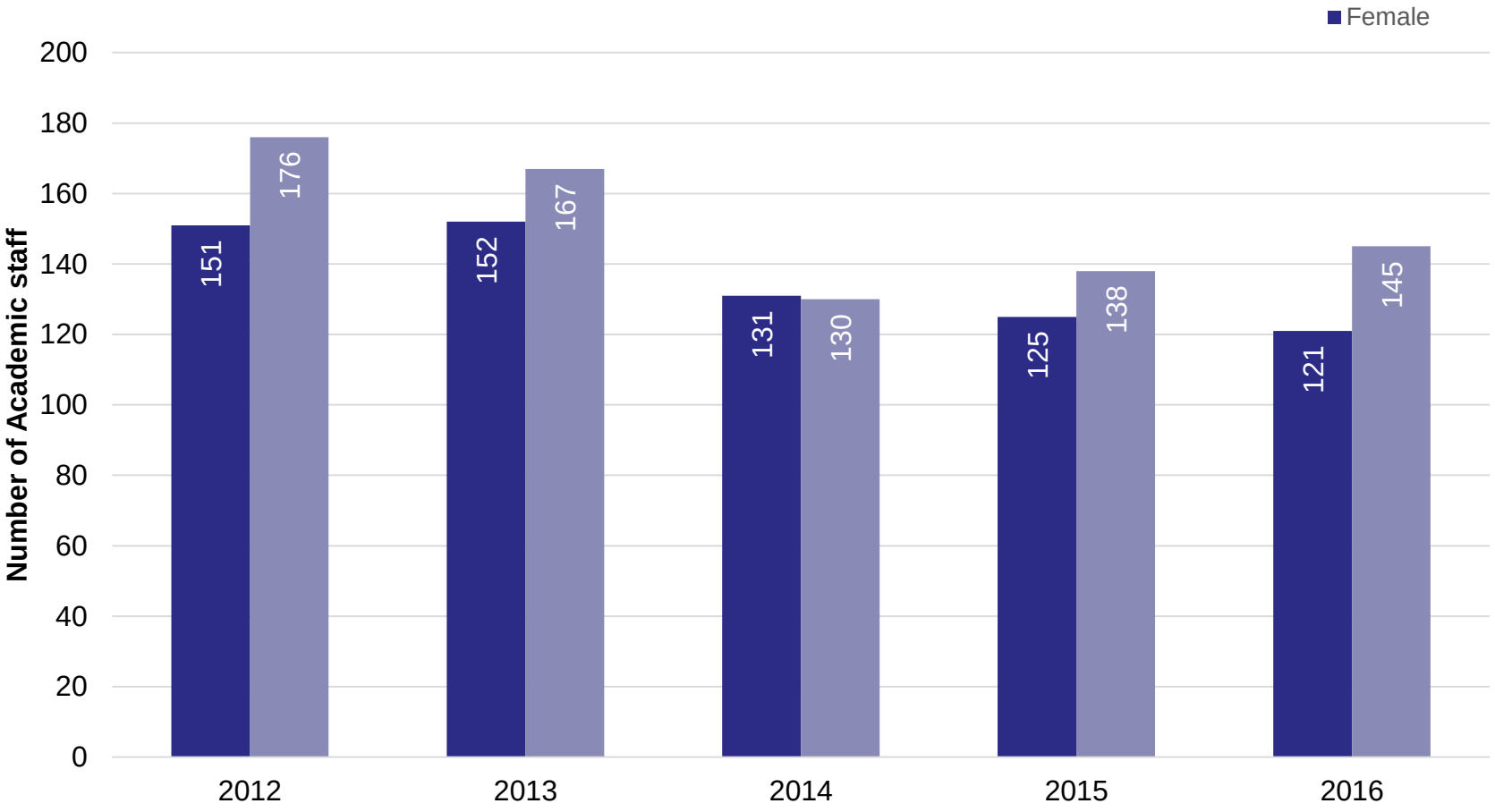
Source: Australian Bureau of Statistics, Australian Census of Population and Housing, 2006 and 2011.

’Group of 8’/ top-ranked research universities in Australia Average Academic Staff FTE by Gender 2016

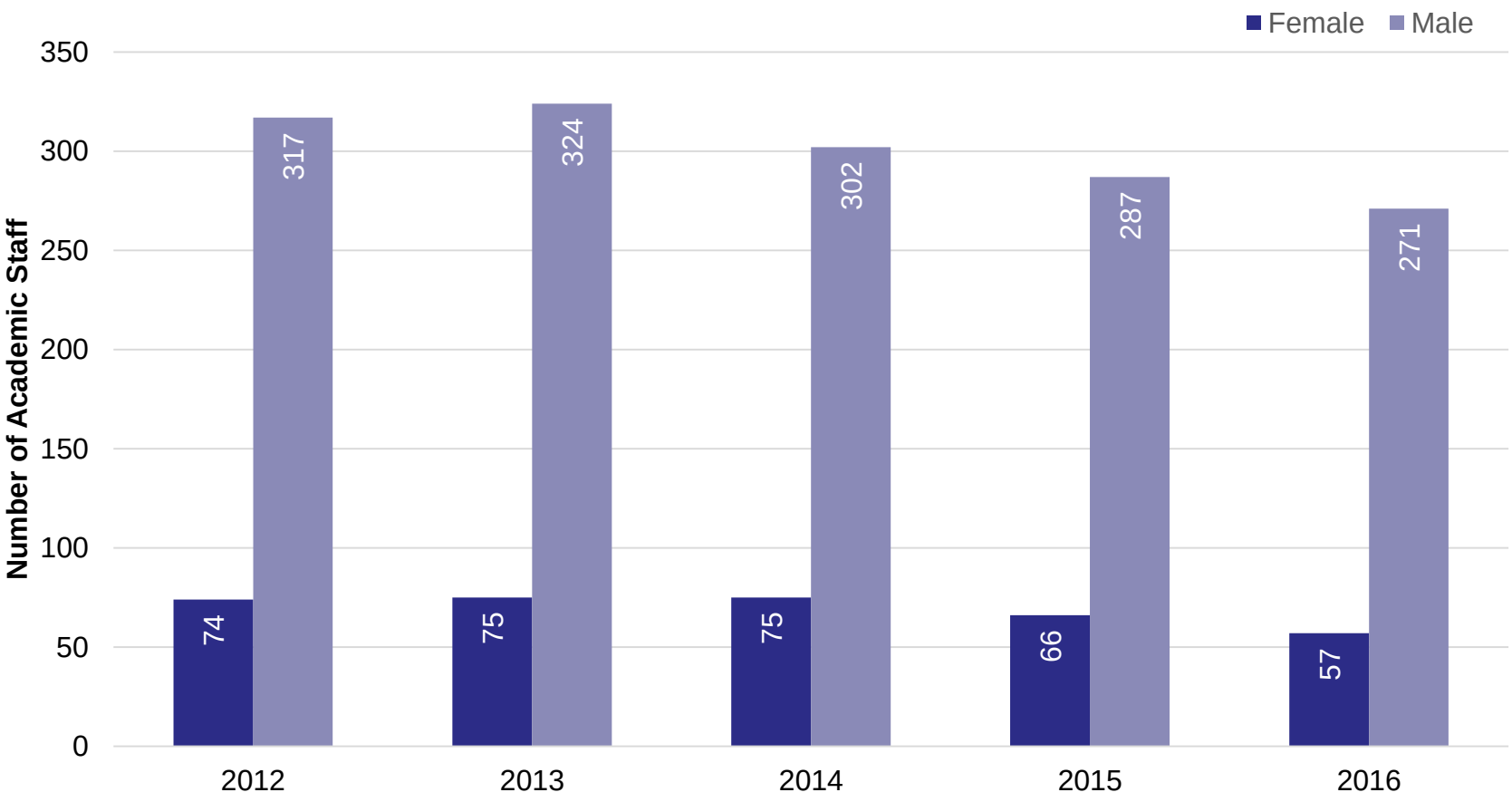


*Based on 2016 AHEIA report

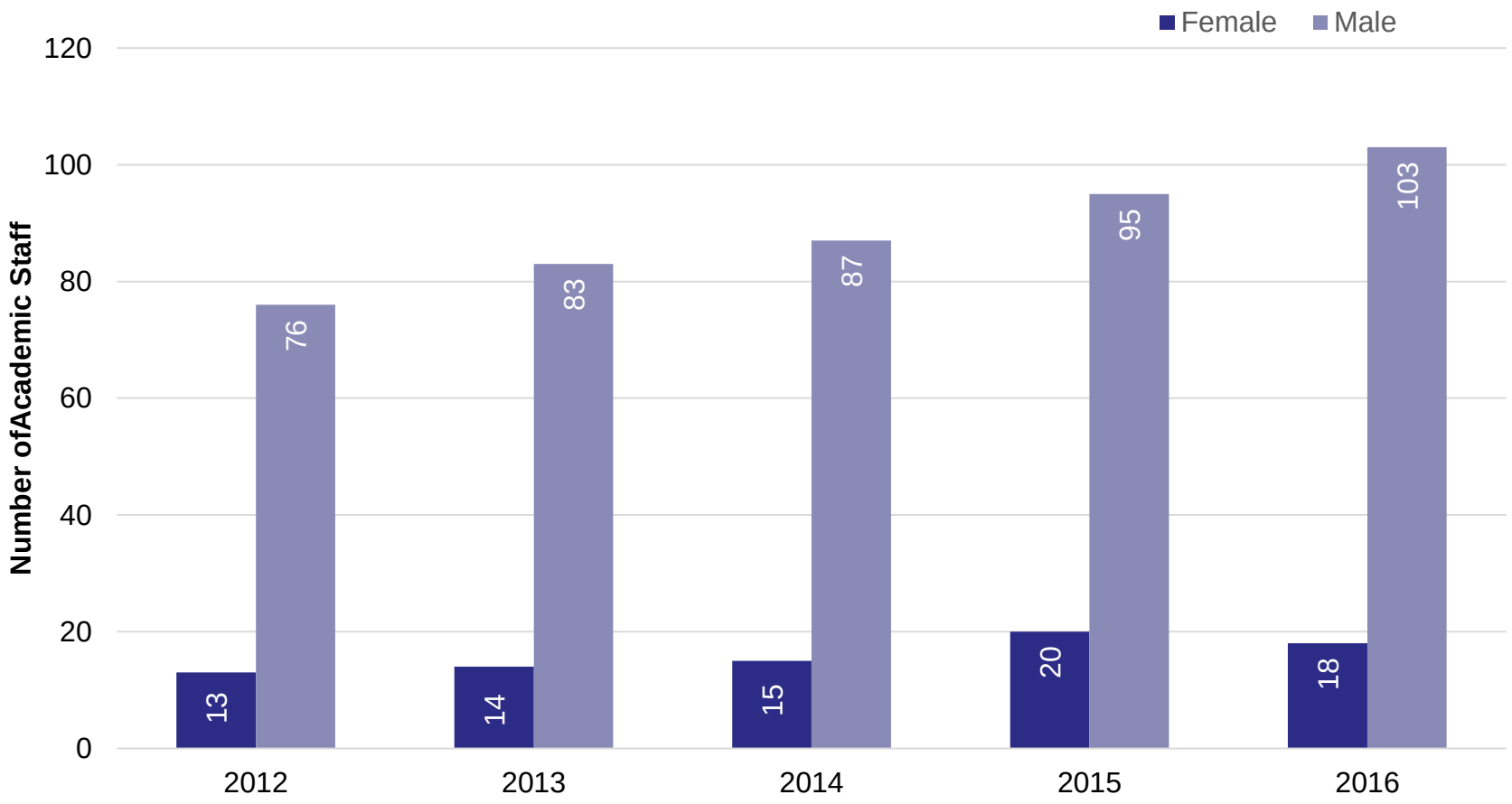
ANU College of Arts and Social Sciences Academic Staff by Gender 2012 – 2016



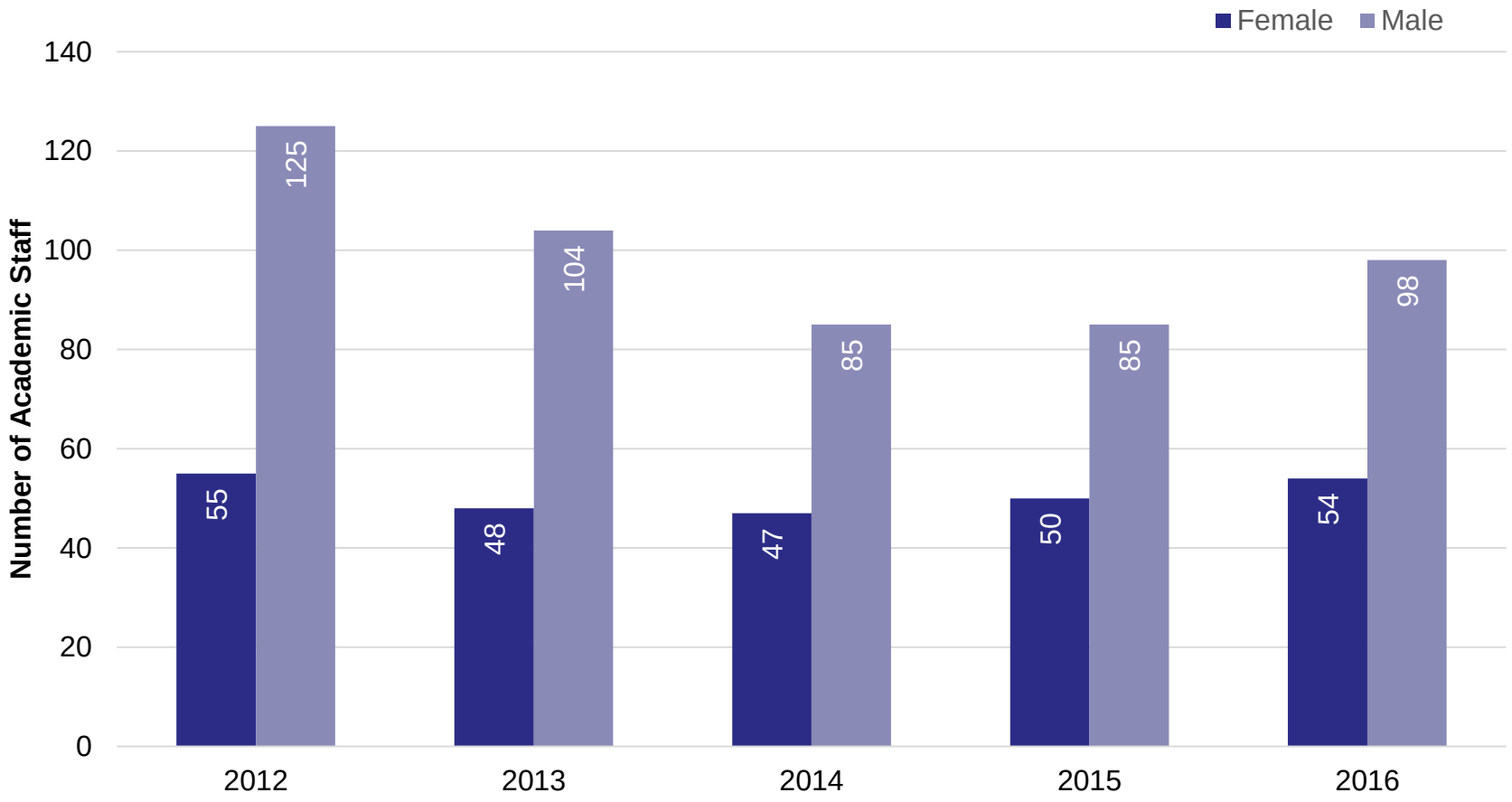
ANU College of Physical & Mathematical Sciences Academic Staff by Gender 2012 - 2016



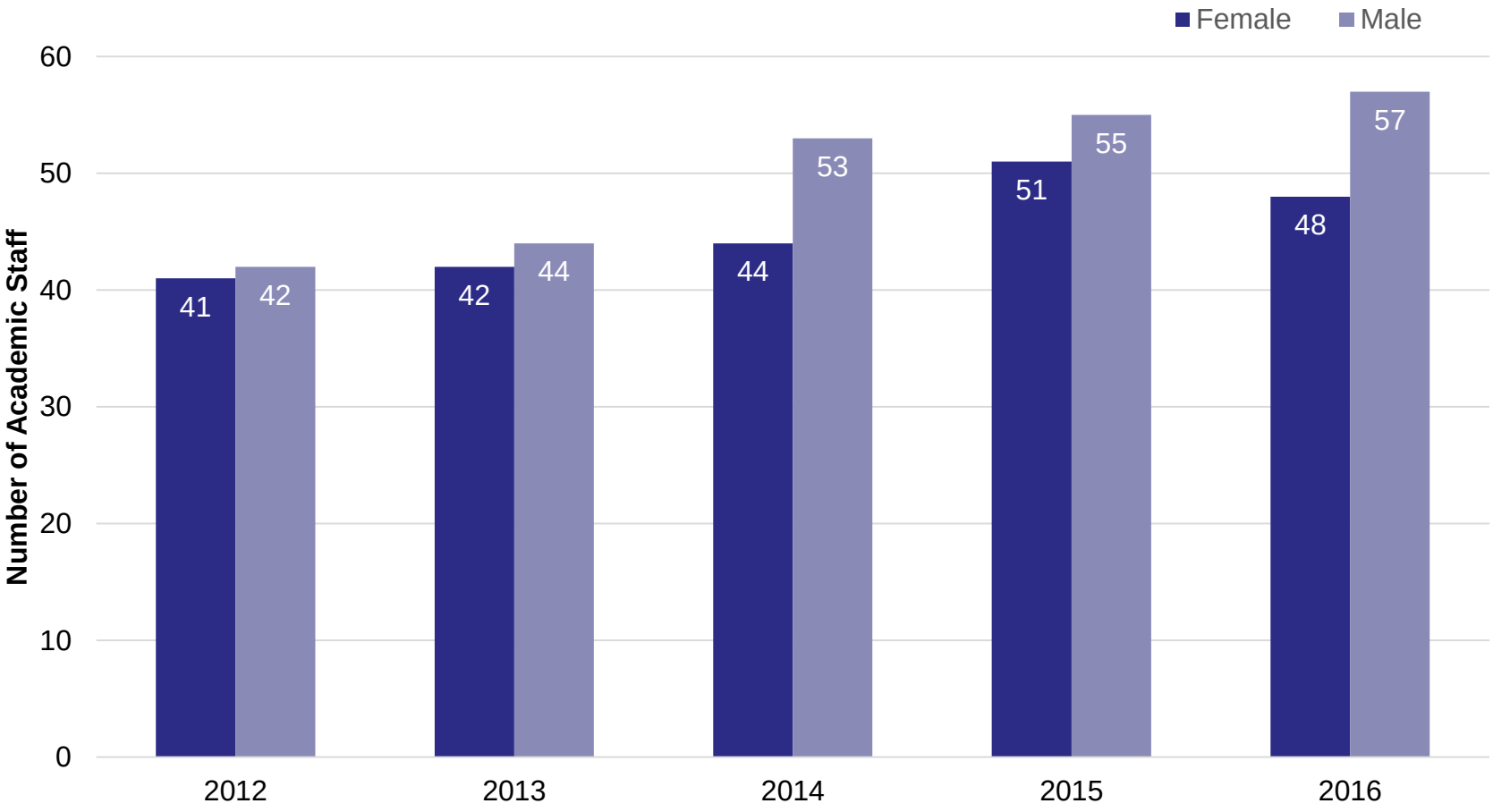
ANU College of Engineering & Computer Sciences Academic Staff by Gender 2012 - 2016



ANU College of Business & Economics Academic Staff by Gender 2012 – 2016



ANU College of Law Academic Staff by Gender 2012 - 2016



Why use Athena SWAN/SAGE?

- Use ALL the national talent in STEMM
- Speed up equality
- Retain women researchers after they have been trained
- Attract the best talent to universities that promise gender equity
- **International research competitiveness**

ANU Masters student Mae Noble (Biology)

What does accreditation mean?

- Voluntary
- From **bronze**
  - (university-wide assessment)
  - 25% failure rate
- Min 2 years' preparation
  - ANU started September 2016
  - Application will be submitted January 2019
- Self-assessment + peer-review
- Independent assessors
- Accreditation for 4 years

Bronze means

- “Being honest about where we are in our gender equity journey and how we can improve”

- “We don’t have all the data or know all the answers”

Self-assessment process

Content	Purpose
Data (numbers)	Address obstacles to STEMM careers and loss over career pipeline
+	
Narrative	Address the gender pay gap
+	
Action plan	←Cultural change ← communication ← Commitment from university leadership

What kinds of things are assessed?

Numbers

- Staff numbers by level and gender
- Types of appointment
- Academic leavers by level and gender

Structures and Culture

- Recruitment
- Promotion
- Training
- Appraisal/devilment review
- Maternity and adoption leave
- Flexible working
- Childcare facilities
- Caring responsibilities

How does the SAGE assessment work?

- Self-Assessment Team (SAT)
    - drawn from across STEMM disciplines and human resources with balance of genders, people with different working arrangements, caring responsibilities, as well as academic, professional and support staff.
- Project officers (professional staff)
- Data collection by university
  - Numerical data
  - Cultural audit tools
  - Focus groups
  - Interviews
- Writing the narrative
- Regional and national network of SAGE pilot participating institutions, training workshops and symposia

What really changes? (e.g. ANU)

- **Recruitment**
  - Women-only recruitment rounds (Mathematical Science)
- **Parental leave after birth (paid)**
  - birth parent increased to 26 weeks
  - Other parent now entitled to 26 weeks
  - **Accountability**
  - Deans and Directors responsible for implementing

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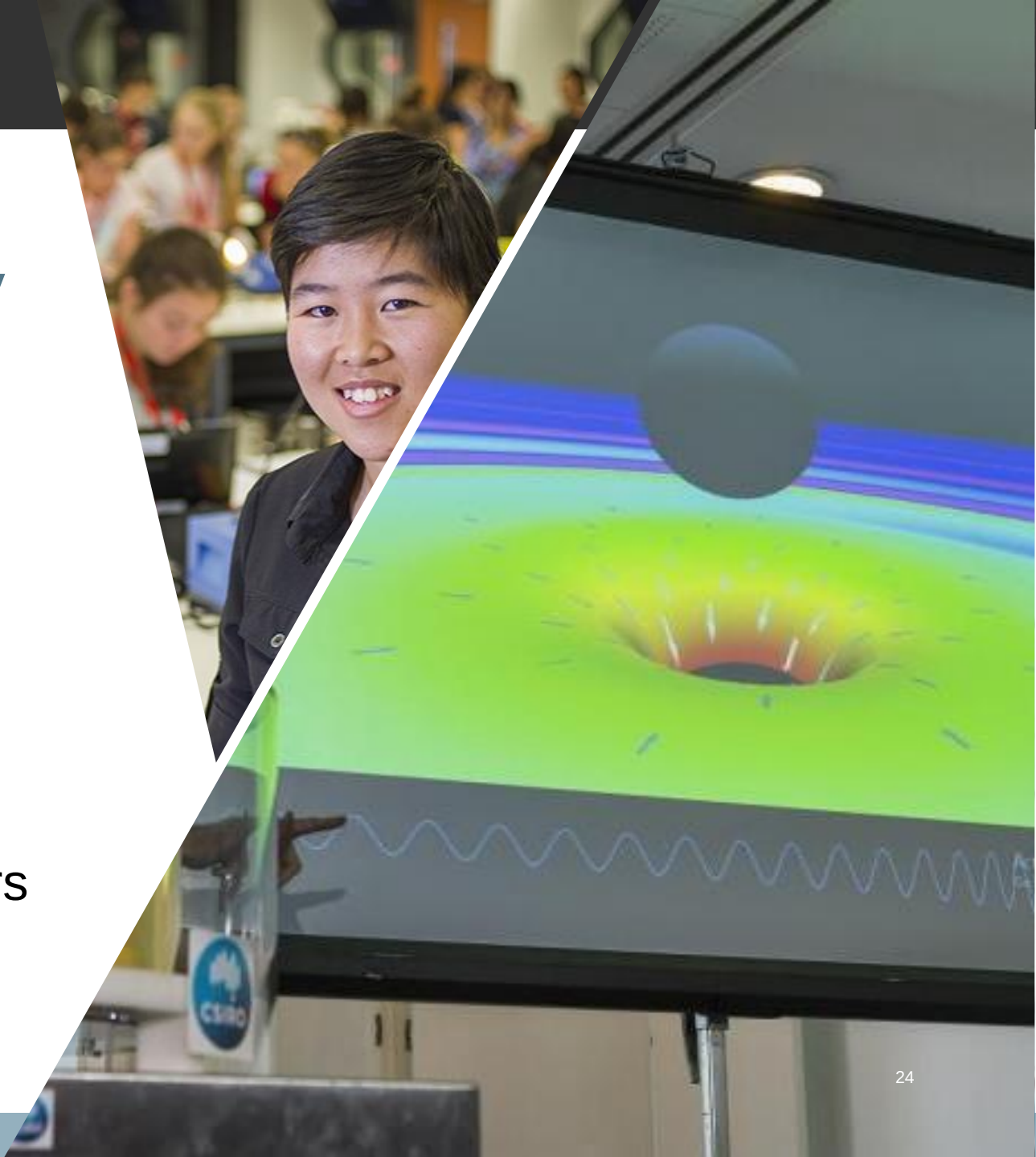
Are there any challenges?

- Culture
- Attitudes
- Leaders focus on the numbers (as sufficient_



Objections

- *"Women just aren't good at science"*
- *"I don't know what to do with her when she comes back from maternity leave"*
- *"Part-time staff don't work as hard as full-time staff, so they shouldn't be promoted quickly"*

Evidence of benefit?

- UK study shows universities / research institutes that commit to Athena SWAN Charter = more able to attract high quality women researchers

- Australian SAGE pilot results from Year 1 available end of 2018