Qualitative data and descriptive analysis

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This workshop will cover:

= Using qualitative data in Athena SWAN applications.

= Good practice in gathering, analysing and presenting qualitative data.

= Draw upon examples from successful (and unsuccessful) Athena SWAN applications.

GATHER

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What is qualitative data and why bother using it an Athena SWAN application?

Qualitative data is information about **qualities** - *information that does not involve numbers*.

Qualitative analysis results in rich findings that gives an in-depth picture and is particularly useful for exploring **how** and **why** things have happened.

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What is qualitative data and why bother **using it an Athena SWAN application?**

= Explain the **'why'** of quantitative data trends.

= Help **plug gaps** in the quantitative data.

= Explore the **perceptions and experiences** of groups with 'small numbers'.

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Using qualitative data in Athena SWAN applications

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training

recruitment

induction

career progression support

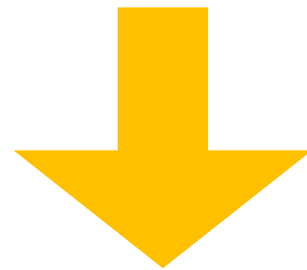promotion

maternity and paternity leave

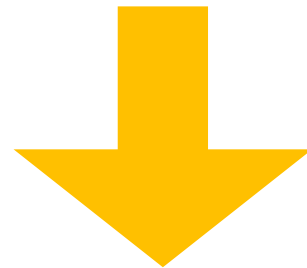shared parental leave

development review

staff culture

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Establish your boundaries

What do I want to know?

What information do I need?

How do I get it?

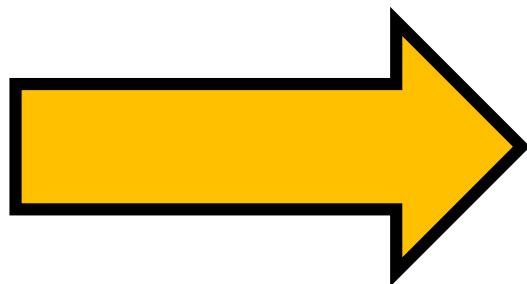Advancing equality and diversity in further and higher education @EqualityinHE
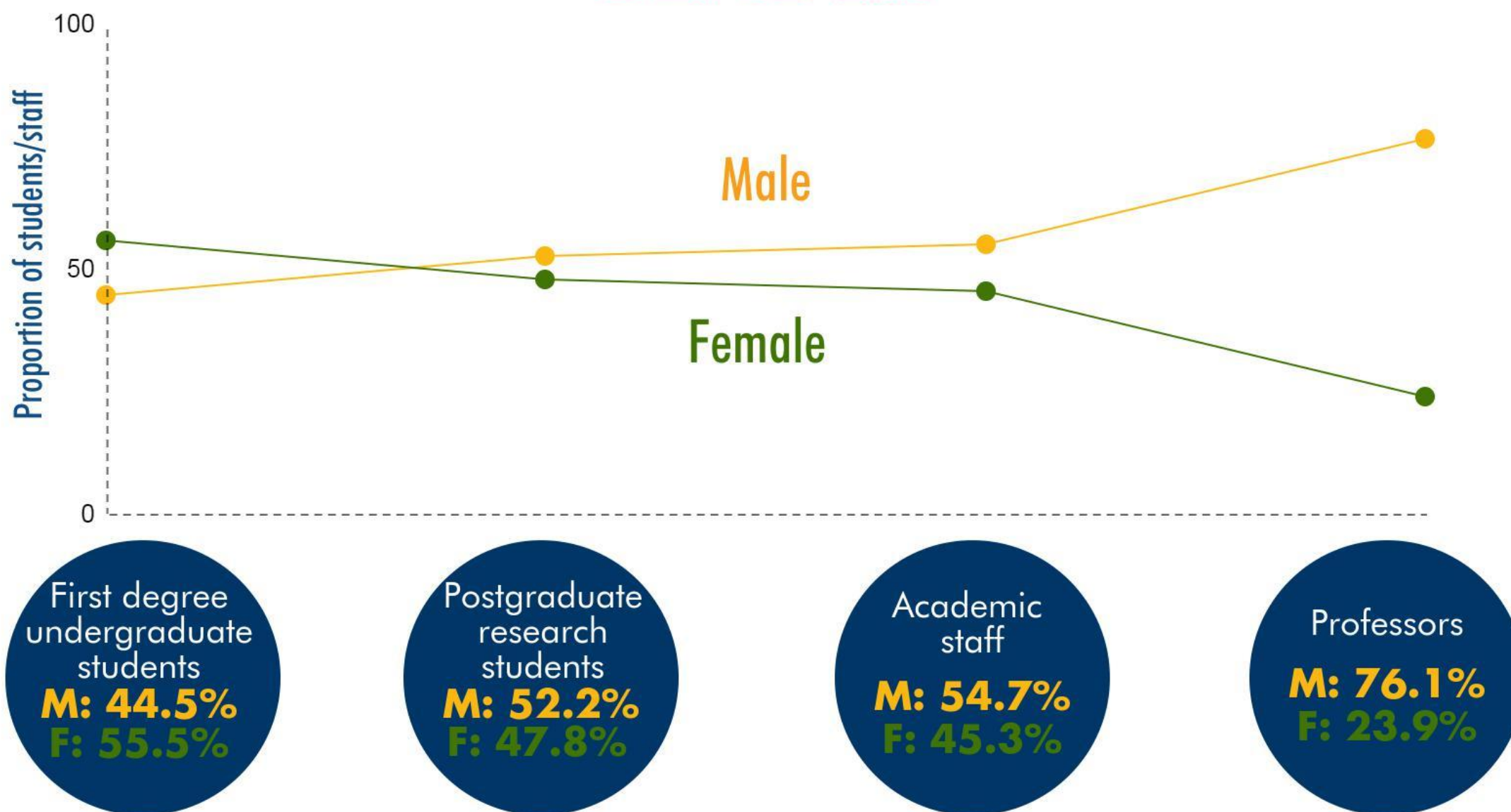
Select your method(s)

= **Interviews**: one-to-one; structured (set questions), semi-structured (some set questions) or unstructured (no set questions).

= **Survey**: freetext questions that ask respondents to share comments.

= **Focus group:** an opportunity for participants to discuss their experiences/perceptions as a collective.

Activity #1

Devise three survey questions that might help explain this graph:

STUDENT/STAFF PIPELINE BY GENDER

Proportion of students/staff

Male

Female

First degree undergraduate students
M: 44.5%
F: 55.5%

Postgraduate research students
M: 52.2%
F: 47.8%

Academic staff
M: 54.7%
F: 45.3%

Professors
M: 76.1%
F: 23.9%

12: Student and staff proportions by gender, 2015-16

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#ECUstats

ECU (2017) Equality in higher education statistical report 2017 - weighted by full person equivalent

ANALYSE

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Analytical approaches

=Coding and thematic analysis.

=Word cloud.

=Narrative presentation.

Interesting vs. important

Analytical approaches
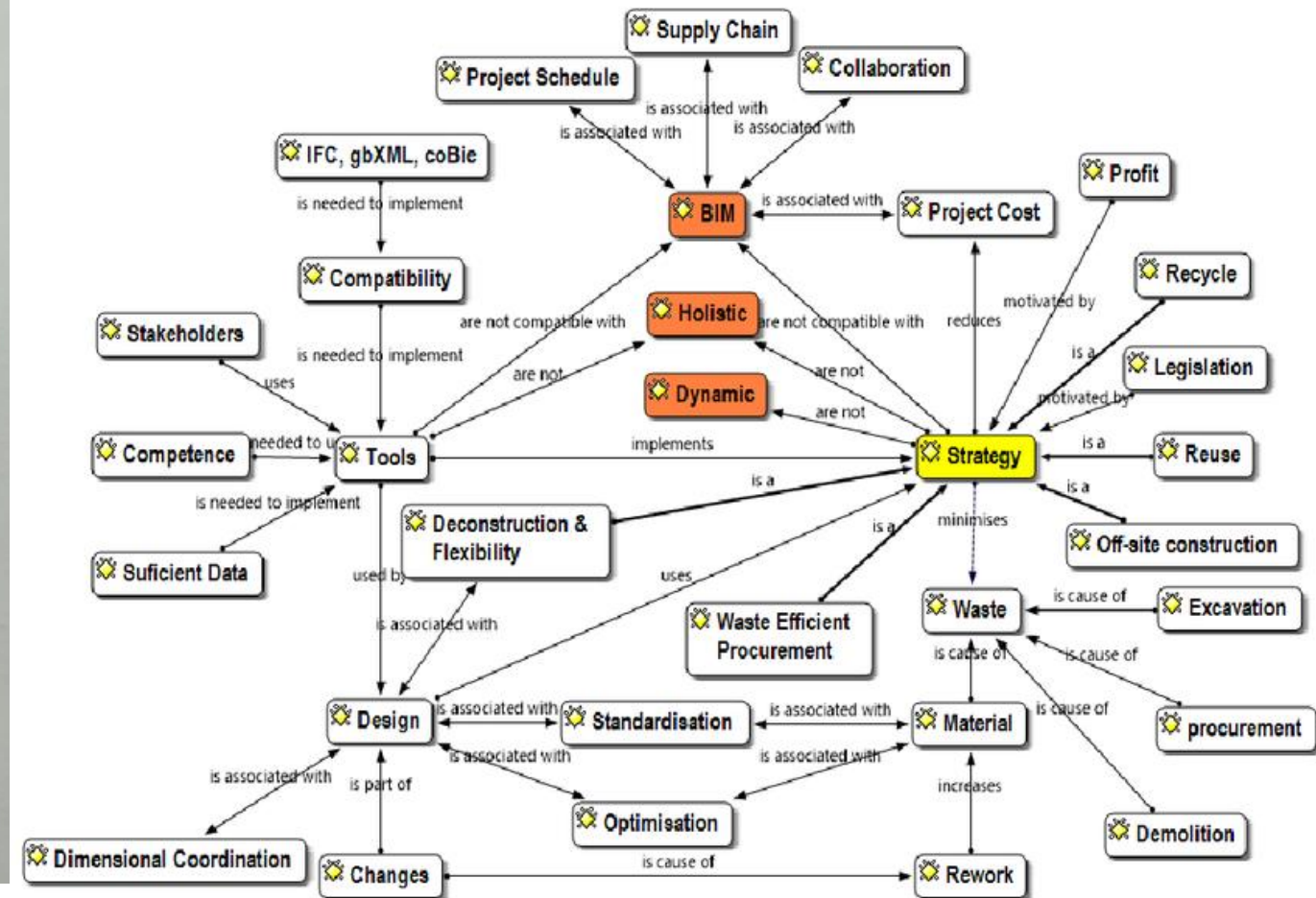
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How to present findings in your Athena SWAN application?

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= Use qualitative data to **support/enhance** quantitative data.

= Use qualitative data to demonstrate **impact** – *how things have changed over time.*

= Check **anonymity**.

Activity #2

Good examples of qualitative data presentation and bad examples of qualitative data presentation.

Avoid phrases such as:

"The institution's culture is open and welcoming…"

"Informal conversations with staff revealed that…"

"The SAT is not aware of instances of…"

Unsubstantiated statements

(iii)   Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Responding to staff feedback we have increased our wellbeing rooms (breastfeeding and expressing milk) to 4 spread across both campuses with further rooms planned.

All staff returning from maternity or adoption leave meet with their line manager and agree a plan of activity and workload. This will include flexible arrangements where needed to support care needs including feeding. The Head of College considers requests made to work on a part-time or job share basis in collaboration with the line manager. **In 2015 we introduced provision for all female staff on academic research contracts to have six months of no teaching on their return.**

> '*Reduction in teaching and associated administration e.g. exam prep, marking etc. had a profound effect on my research – I managed to get 4 papers submitted and accepted in 2015.*'

We will review and revise this policy to support all staff returning from extended leave (including maternity and paternity leave, sick leave and career breaks) by evaluating workload on return to ensure parity of support for staff across the academic pathways **(A.P 7.1)**.

All staff returning to work following an extended leave of absence have a phased return to work, meaning that staff work part time and build up to full time work in negotiation between the individual staff member, occupational health and the line manager.

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Example 1:

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To gauge changing cultural perceptions, [dept] repeated and extended the survey in May 2015. Academic staff and PSS were surveyed separately, as were PGRs. Response rates rose for academics (44%) and PSS (34%), but remained static for PGRs (14%). Results are discussed in 'Culture' (**Section 5.6i**). The AS plan will embed a biennial survey of staff and PGRs. We will strive to increase response rates across all three cohorts using a publicity campaign and incentives (**AP1.2.2**).

A comparison of the 2013 and 2015 academic results indicated marked improvement for 17 questions (>10%) (**Table 15**) and improvement (<10%) for a further 9. The PSS results indicated marked improvement (>10%) for 9 questions, and improvement (<10%) for a further 3 (**Table 16**).

Table 15: Comparative responses to 2013 and 2015 academic staff survey, with positive 'impact' >10%.

Survey Question (Academic Staff - Agree Response)	2013	2015	Positive Impact
Friendly or more friendly than unfriendly	84%	95%	11%
Collegial or more collegial than un-collegial	76%	90%	14%
Staff in leadership roles demonstrate a visible commitment to diversity	59%	77%	18%
[dept] makes it clear that unsupportive language is not acceptable.	62%	83%	21%
[dept] makes it clear that unsupportive behaviour is not acceptable.	62%	88%	26%
Women and men are equally encouraged to apply for promotion.	73%	86%	13%
Women and men are equally supported in engaging with training and development opportunities.	73%	92%	19%
In [dept], work is allocated irrespective of gender.	68%	81%	13%
I am encouraged to engage with training and development opportunities.	62%	83%	21%
[dept] provides me with useful mentoring opportunities.	62%	74%	12%
[dept] provides me with a helpful Annual Review.	53%	80%	27%
[dept] takes positive action to encourage staff to apply for posts in under-represented areas.	19%	62%	43%
[dept] is supportive in seeking solutions when work and other life obligations conflict.	60%	79%	19%
Staff in leadership roles would deal effectively with any complaints about harassment.	68%	80%	12%
I am kept informed by [dept] about matters that affect me, in relation to career advancement.	43%	81%	38%
[dept] is a great place to work for men.	78%	92%	14%
I have undertaken unconscious bias training	8%	21%	13%

Table 16: Comparative responses to 2013 and 2015 professional services staff survey, with positive 'impact' >10%.

Survey Question (Professional Services Staff - Agree response)	2013	2015	Positive Impact
Staff in leadership roles demonstrate visible commitment to diversity.	71%	87%	16%
Work related social activities in [dept] are likely to be welcoming to both women and men.	57%	88%	31%
Staff are treated on their merit irrespective of gender.	57%	87%	30%
[dept] values and rewards the full range of skills and experience at Annual Review.	29%	74%	45%
I am encouraged and supported in engaging with training and development opportunities.	29%	64%	35%
[dept] provides a helpful Annual Review	0%	64%	64%
In [dept], men and women are paid an equal amount for work of equal value.	14%	78%	64%
[dept] takes positive action to encourage staff to apply for posts in under-represented areas.	0%	59%	59%
[dept] uses both senior women and senior men as visible role models.	86%	100%	14%

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Example 2:

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(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. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

There are similarly low numbers of paternity leave takers (Table 5.10). In addition to the statutory Paternity/adoption leave requirements, the University offers enhanced childbirth/adoption support, up to two weeks leave on full pay, and Shared Parental Leave packages, up to 18 weeks on full pay. These have been advertised in the E&D newsletter and E&D webpages, where case studies on display include examples of sharing parental leave, including male staff.

	2011/12	2012/13	2013/14	2014/15	2015/16
Grade 4	0	0	0	1	0
Grade 5	1	0	0	0	0
Grade 6	2	3	1	3	2
Grade 7	0	1	4	1	0
Grade 8	0	1	1	0	0
Prof zones	0	1	1	0	0
Total	3	6	7	5	2

Table 5.10 Numbers of staff taking paternity leave in the last five years by grade.

One of our male lecturers was highlighted in [newsletter] *"It boosted my confidence looking after the baby on my own, [and] led me to ask to go part time (80%FTE) on my return to work"*. A female member of staff had a similarly positive experience, in one of our webpages cases: *"At no time did I feel that I was being asked to make a choice between my daughter and my career. I am privileged to be a part of such a forward-thinking and supportive School."*

Challenges

...and how to address them

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"I've designed an excellent survey but nobody completed it"

Challenges

...and how to address them

"Everyone in the team is already over-worked, we don't have time to undertake qualitative research"

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Questions?

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