



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	Bangor University	
<b>Department</b>	School of Ocean Sciences	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	April 2018	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2014</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Martin Austin	
<b>Email</b>	m.austin@bangor.ac.uk	
<b>Telephone</b>	01248 382803	
<b>Departmental website</b>	www.bangor.ac.uk/oceansciences	

## GLOSSARY OF TERMS

SOS	School of Ocean Sciences
CNS	College of Natural Sciences
SAT	Self-Assessment Team
HoS	Head of School
SENRGy	School of Environment, Natural Resources and Geography
DoC	Director of College
PGT	Postgraduate Taught
PGR	Postgraduate Research
T&S	Teaching and Scholarship
T&R	Teaching and Research
PVC	Pro-vice Chancellor
HR	Human Resources
CELT	Centre for Excellence in Learning and Teaching
ECR	Early Career Researcher
NSS	National Student Survey
CAMS	Centre for Applied Marine Science
ASSG	Athena SWAN Steering Group
REO	Research and Enterprise Office
C3W	Climate Change Consortium for Wales

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dear Athena SWAN panel members,

I give my enthusiastic endorsement of this application from the School of Ocean Sciences (SOS), Bangor University for an Athena SWAN Bronze Award. I have been the Head of School since August 2016 and it has been the highest priority for me to facilitate this application. We were disappointed not to receive the award last year, but we have fully taken on board the valuable feedback we received. I can confirm the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

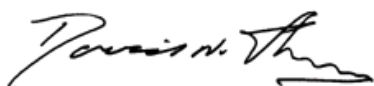
During a long sabbatical in Finland and Denmark (July 2010 to November 2013) I was able to experience two similar systems that are quite unlike that of the UK in terms of gender-equality in the work place and work-life balance in general. Although I realise it would be naïve to expect to be able to implement such major overhauls (in the short-term) to attain the exemplary practices I experienced in these two countries, I did come away with a determination to facilitate as much change as is possible in the time I am the Head of School.

I have been encouraged by the enthusiasm of the team compiling the evidence for this application. This in turn has provided new impetus within the School to admitting to and subsequently addressing some issues that have resulted in SOS having a worrying track-record in terms of gender equality across the career stages.

In February 2017 we conducted a staff survey, the results of which are more fully discussed in the application. Briefly, the survey has highlighted the problem we have in the School, with male colleagues having a very different impression of equality compared to that reported by female colleagues. This exercise was sobering, but has established a position from which we can move forward. It has been reassuring to hear how these results have made all staff consider the issues and not just the team compiling this application.

In my role as HoS and also as Director of the Welsh Government funded NRN-LCEE ([www.nrn-lcee.ac.uk](http://www.nrn-lcee.ac.uk)) I have become acutely aware of the problems of “maternity-leaver guilt” whereby colleagues have expressed considerable worry about how their absence will affect other members of staff (i.e. who will take on their workload) when they are away on maternity leave. It has been a considerable challenge for me to address this issue to ensure that my colleagues can take guilt-free absences from the work place. In the past year SOS have contributed considerably to the debate resulting in real change in wider University attitude and policy. I believe this is an important step towards a healthy and successful work-life balance for individual parents and towards wider cultural change within SOS.

As you read the application, it is evident that our track record in terms of gender equality and supporting/retaining female senior academics is poor. However, the good thing is that we have identified the problems and as a School are prepared to do something about it. This Athena SWAN application has greatly facilitated the review of our organisational culture and supporting process and provided a momentum to consult with staff and introduce change. We have many positives in the School for which we are proud. However, there are deep-rooted issues to address and we are committed to sorting these out as described in our action plan. Using this we will move forward with an equality and diversity agenda and fully embed Athena SWAN principles into the School of Ocean Sciences culture.



Prof David Thomas

## 2. DESCRIPTION OF THE DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Ocean Sciences (SOS) is one of the largest university marine science departments in Europe and at Bangor University sits within the College of Natural Sciences. As of April 2018, we have 31 academic staff (9 female; 22 male), 41 research staff (20 female; 21 male) and 36 PhD students (15 female; 21 male), all supported by 14 technical staff (4 female; 10 male) and 9 members of administrative staff (5 female; 4 male).

Research in SOS is wide ranging with well-resourced groups in the principle disciplines of physics, biology, geology and chemistry. A research committee oversees 6 inter-linked research groups, and optimises multidisciplinary collaboration, research funding and resources. In REF2014, the school was recognised as being in the top 20 in the UK with 78% of research considered World Leading (4\*) or Internationally Excellent (3\*). In particular, 70% of our impact case studies were also regarded as being 4\* and 3\*, demonstrating the application and uptake of our research. Within SOS we have the Centre for Applied Marine Science (CAMS), which is our main conduit for conducting more applied research and interfacing with industry, stakeholders and policy makers.

SOS offers 15 undergraduate programmes (11 BSc; 4 MSci) and 5 taught postgraduate programmes (all MSc). Combined, these consist of 458 undergraduate and 67 postgraduate students in 2017/18. Our undergraduate and taught postgraduate intake over the past 3 years reflects a good balance (46% and 48% female, respectively). However, this is lower than the national benchmark figures and the proportion of female PhD students has declined over the same 2017/18 period from 55% to 43%. A teaching and learning committee oversees all aspects of teaching and quality assurance within SOS, and in particular is proud of the role that it plays in promoting and nurturing novel teaching and assessment methods. This has been recognised by our students, leading to 100% student satisfaction for SOS in the 2016 National Student Survey.

The organisational and reporting structure of the school (Figure 1) is led by the Executive Committee, which is task-led and constitutes the Directors of SOS committees (Teaching and Learning; Research; Recruitment & Marketing) and key personal such as the leads for Equality and Diversity, Student Engagement and Assessments, and representatives of technical and administrative staff. Personnel on the committee change as roles within SOS rotate, thereby ensuring that the group remains task-led, rather than becoming a static body of senior staff. All committees report to the 6-weekly Board of Studies, which is open to all academic and research staff and PhD students, thus ensuring that the operations and management of the school are open and transparent to all. Both undergraduate and postgraduate student representatives are encouraged to

attend the Board of Studies. The Athena Swan SAT report via the SOS Equality and Diversity Lead.

[465 words]

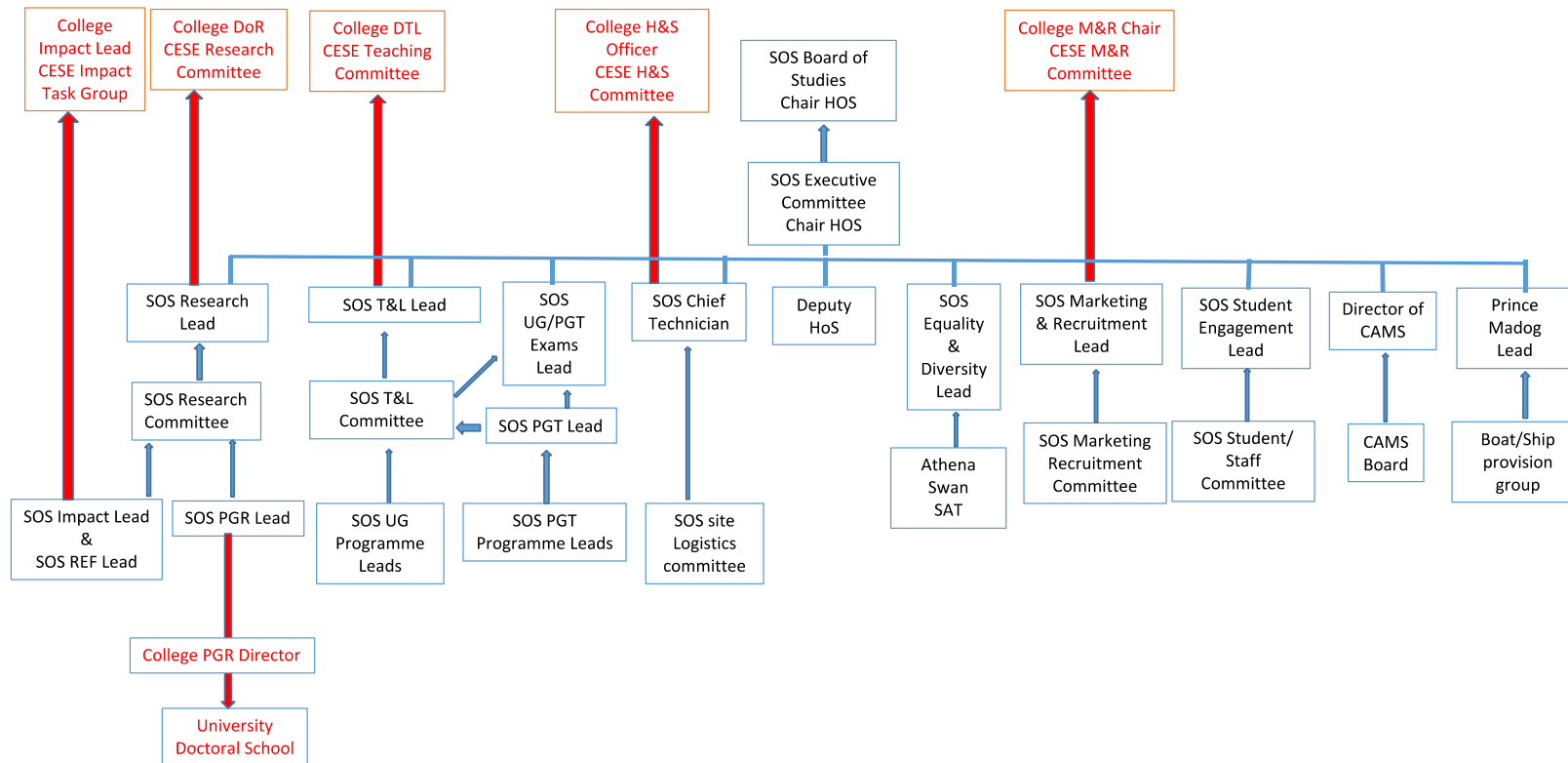


Figure 1 – organogram illustrating the reporting structure of the school. The upper-level of the tree, consisting of the committee leads, forms the Executive Committee.



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Core SAT	
Name	SAT role and personal statement
Susan Allender (SA; technical officer)	<u>Technical Team Representative</u> . Representing technical staff, I am a full-time laboratory technician in CAMS, and have been a member of SOS for 4.5 years
Dr Martin Austin (MA; Senior Lecturer SOS)	<u>SAT Chair</u> . I am a full-time permanent senior lecturer (T&R). I am married, with my partner working full-time in the private sector. Previously, I completed 3 fixed-term postdoctoral research contracts at other UK institutions.
Dr Yueng Djern Lenn (YDL; Senior Lecturer SOS)	<u>Research Representative &amp; SOS Outreach officer</u> . I am a full-time senior lecturer (T&R) in physical. Outside work, I am married with two small children (ages 5 & 7) and my husband also works full time. Prior to taking up my current permanent position, I held a NERC Postdoctoral Fellowship at SOS, during which I took two periods of maternity leave, followed by several periods of flexible working.
Dr Suzy Jackson, (SJ; Lecturer SOS)	<u>Representing academics on part-time contracts</u> . I am working in SOS on a permanent part-time contract after recently returning from a period of maternity leave.
Prof Michel Kaiser (MK)	<u>Postgraduate Taught Degree Course Representative</u> . I am a Professor specialising in Marine Conservation Ecology and lead a team comprising two female post-doctoral researchers, one research assistant and three PhD students (1 female and 2 male). I have two children in secondary education and have previously benefited from the flexible work arrangements and nursery at Bangor University.
Prof. David Thomas (Head of School; HoS)	<u>Head of School</u> . I am the Head of School, and have been at Bangor since 1996. My SAT role is to provide a perspective as HoS as well as acting as interface between the team's discussion and higher managerial levels. I am committed to establishing a supportive approach to enabling appropriate and productive work-life balance. I have 2 daughters (29 & 33) and two grandchildren, and well accustomed to the conflicts between home life and conducting research in the Antarctic and Arctic Oceans which take me away for 3 to 4 months at a time.

Dr Katrien Van Landeghem (KVL; Senior Lecturer SOS)	<u>SAT co-Chair &amp; College and University Athena Swan liaison</u> . I have two children under 3. I previously led the CNS Athena SWAN Steering Group, which contributed to the successful Bronze Award for another department in CNS. I am the CNS representative reporting Athena SWAN actions at CNS and BU level.
Dr Sophie Ward (SW; post-doctoral researcher)	<u>Post-doctoral Researcher Representative</u> . I'm a postdoctoral researcher and on my second fixed-term contract at the School of Ocean Sciences. I have recently returned full time from a second period of maternity leave.
Dr Gareth Williams (GW; Lecturer SOS)	<u>Postgraduate Research Degree Course Representative</u> I am a full-time permanent lecturer (T&R) in marine. I previously worked as a postdoctoral researcher and then as an assistant project scientist for 5 years in the USA. I am married and became a father for the first time in May 2017.
Dr Sarah Zylinski (SZ; Lecturer)	<u>Student Engagement Representative</u> . I am a full-time lecturer (T&S) in marine biology and joined Bangor University in 2016. I am the director of student engagement for SOS.

<b>Internal Consultants</b>
Dr Alison Wiggett, Athena SWAN & Research Concordat Manager, HR
Prof. Morag McDonald, Head of School SENRGy, and former CNS Director of Teaching
Dr Helen Glanville, Post-doctoral researcher in CNS, leader of CNS Woman in Science Group
Antony Halsall, CNS College Manager

(ii) [an account of the self-assessment process](#)

The initial examination of the Athena SWAN principles was undertaken at College of Natural Sciences (CNS) level comprising SOS, the School of Biological Sciences and the School of Environment, Natural Resources and Geography (SENRGy). Three meetings were held with a cross section of staff in autumn/winter 2013-2014 and discussions identified perceived key issues in CNS and priorities for collating baseline datasets. In spring 2014, the focus shifted towards gathering qualitative and quantitative data, with the formation of a CNS ASSG (led by Katrien Van Landeghem).

In April 2014, Professor Colin Jago (DoC) reviewed the baseline datasets and ASSG ideas with the ASSG. Following this consultation, a decision was made by the College that Athena SWAN applications should be undertaken at School level as the organisational culture and structures within each School differ. SENRGy has since been successful in its application for an Athena SWAN Bronze award (November 2016).

At the start of August 2016, when David Thomas became the HoS, SOS began its own consultation and has met frequently to undertake the following actions:

Formed the school SAT with a broad range of staff, student and technical representation. Initially, the SAT chair invited a range of staff at different academic levels, who undertake different roles and who have different personal circumstances to join the SAT. This was reviewed with the HoS to ensure full representation of SOS, and a further open invitation presented at a School Board meeting. As new staff members have arrived in SOS they have been invited to join the SAT. Presently the gender balance of the SAT is 60:40 female to male and we will strive to make that better in line with the future profile of SOS – we ultimately aim for a 50:50 balance in both SOS and the SAT. **(ACTION 3.1)**

- The HoS is a key member of the SAT and has led the application alongside the Chair. The HoS attended all SAT meetings.
- Collected and analysed the statistical information held at University level (i.e. student and staff data for sections 4.1 and 4.2).
- Conducted a school-level survey to examine SOS staff roles within external scientific organisations and advisory groups. Key areas included roles within peer-review colleges, journal editorial boards and regulatory advisory groups.
- Held a survey for all SOS staff to assess their perceptions of the School's culture, policies and procedures in order to understand how male and female staff experience their working environment
- SAT meetings are minuted, including their action points, the completion of which are monitored by the SAT chair. The SAT chair reports on the Athena SWAN progress at the school Board of Studies meetings and at the school Executive meetings. Athena SWAN progress is now a standing item on the agenda of these two meetings. The SAT chair also holds the position of SOS Equality and Diversity Lead, which is a position on the school Executive Committee.
- The HoS reports the progress of Athena SWAN to the CNS College Executive Committee (every eight weeks).

From September 2016 SAT meetings have been held on a monthly schedule, with a review of the minutes of previous meetings and a report on the progress of the action points. The relevant statistical information was discussed, and tasks were allocated to all SAT members to quantitatively analyse the data, provide graphical summaries and textural descriptions. Findings were discussed within subsequent SAT meetings, areas for further investigation identified, and the action plan developed. The submission was discussed in SOS Executive Committee meetings to ensure that input was received from across the school, and was reported in CNS weekly HoS meetings, which include the College manager and Dean. The HoS also regularly updates all staff via email on Athena SWAN developments, such as results from the staff survey.

Consultations were also held at University level through sharing ideas and best practice with other Schools who have achieved or have applied for Athena SWAN awards. The University's Athena SWAN Task Group also provided feedback regarding the application and two additional meetings were scheduled when drafts required review.

(iii) plans for the future of the self-assessment team

From Sep 2018, the SAT will meet quarterly to monitor the progress towards meeting the objectives of the Action Plan. The initial surveys and assessment have provided the baseline with which to compare ongoing and future assessments, and to monitor progress against the action plan. Athena SWAN will remain as a standing item on the SOS Board of Studies and Executive Committee under the recently established Equality remit to ensure that progress on action points and dissemination of best practise is reported across the entire school from undergraduate student to management level. Furthermore, staff will continue to be informed of developments via the quarterly staff newsletter, which contains a regular Athena SWAN section. The HoS chairs these committees, so will ensure that the school remains proactive in the implementation of the Athena SWAN actions (**ACTION 1.1; 1.2**).

[804 words]

#### 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

##### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Female undergraduate student numbers were stable 2012/13 to 2014/15 at 46-47% but dropped in 2015/16 to 44% (Figure 2); lower than the HESA numbers for Biological Sciences (62%), but higher than those for Physical Sciences (40%). Reflecting on the multidisciplinary make-up of SOS (i.e. degrees including Marine Biology-Oceanography) this suggests that our undergraduate female student numbers do not differ significantly from the national picture. However, the physical science female representation is low at the national and SOS level, therefore **ACTION 2.2 will Encourage female participation in the physical sciences degree courses. I.e. those that involve geology, physics, chemistry and computing.**

Due to the low number of part-time students (<10 per year), it is not appropriate to assess their trends in gender distribution. Absolute numbers of female part-time students have been consistent (~2, Figure 3), but the relative number has dropped from 83% to 24% between 2012/13 and 2015/16. This coincides with a rapid increase in male part-time students in the last three years. The decrease in female numbers are not significant (because *n* is very low), however, the male increase is significant. These UG students are repeating a limited number of credit-bearing modules in a part-time manner to redeem failure. It is unlikely these figures reflect differences in what appeals to men but does not appeal to women; rather there is a small but increasing number of male students who are performing badly and perhaps not engaging with aspects of their course (**ACTION 2.1**). Investigation of the ARQUE reports (below) did not provide further insight to this issue.

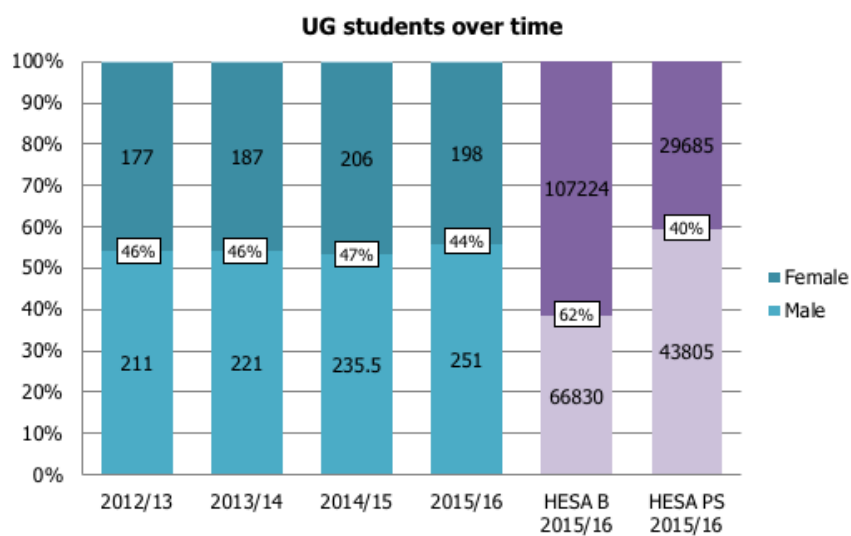


Figure 2 – Numbers of female (dark shading) and male (light shading) undergraduate students at SOS over four years and nationwide numbers for Biological (HESA B) and Physical (HESA PS) sciences in the year 2015/15. The percentage of female students is given.

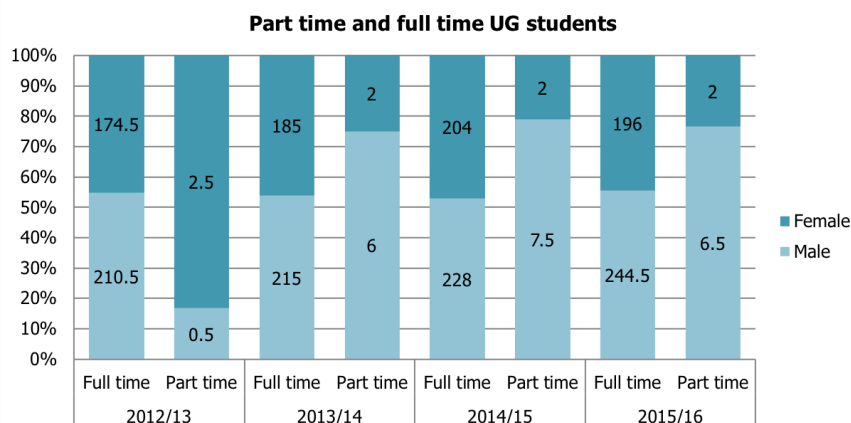


Figure 3 – Numbers of full-time and part-time undergraduate students at SOS over four years. The percentage of female students is given.

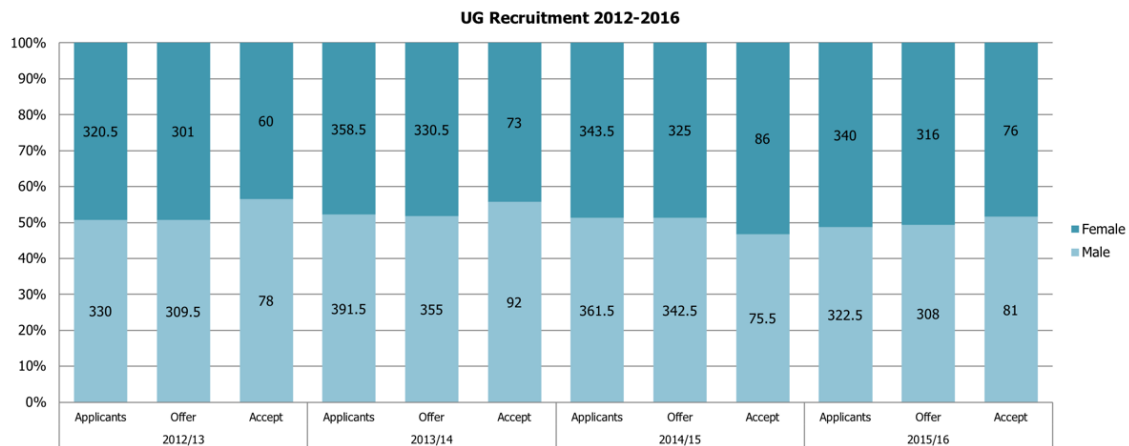


Figure 4 – Numbers of undergraduate applications, offers, and accepted offers at SOS over four years. The percentage of female applicants/students is given.

The percentage of female applications and offers has been stable in the last four years (48-51%, Figure 4), and female acceptance rates have increased from 43% to 48% between 2012/13 and 2015/16.

This may reflect a conscious decision to have a higher female representation at open days than the present SOS staff profile. The employment of enthusiastic female peer guides has further increased the visibility of female role models.

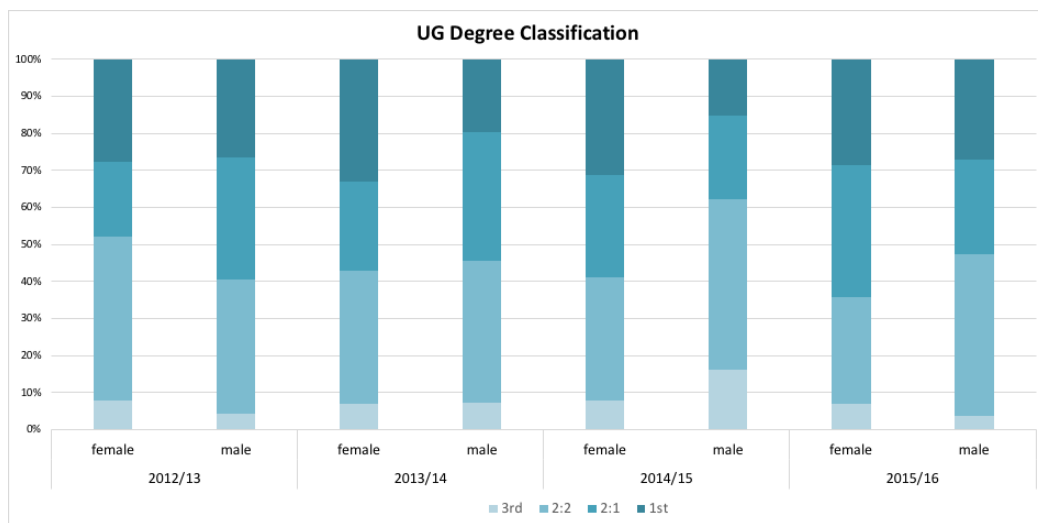
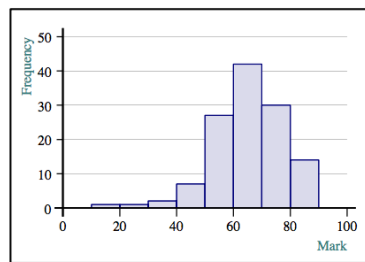
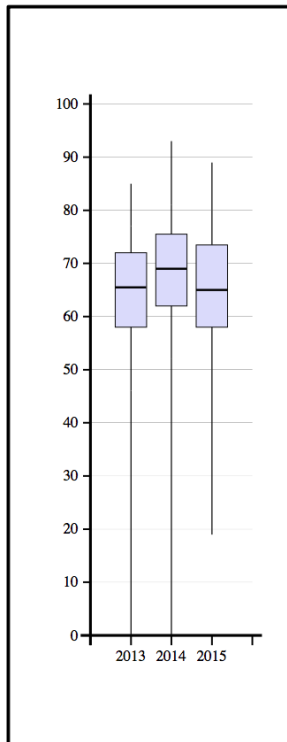


Figure 5 – Degree attainment by gender at SOS over four years.

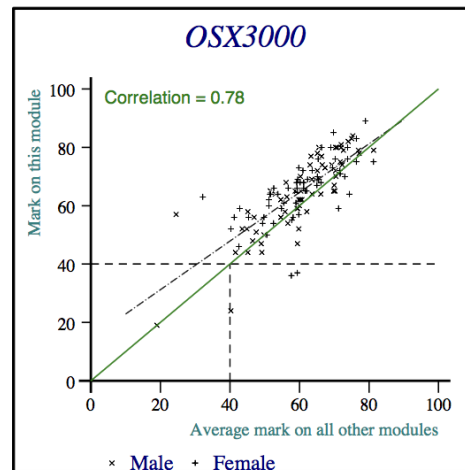
The percentage of female 1<sup>st</sup> class students has increased marginally from 28% (2012/13) to 29% (2015/2016) (Figure 5). The average number of female students per year being awarded a 1<sup>st</sup> class degree was 15 for the period 2012-2016, compared to 11 for males, despite the overall number of UG male students being higher (Figure 2) This indicates that female students on average perform slightly better than males, consistent with the UK trend of females academically outperforming males. The average annual number of third class degrees awarded is low and similar for females (3.6) and males (3.8), although there was an unexplained increase in male recipients in 2014/15 compared to the previous two years. This reverted to more typical levels in 2015/16.

## Statistical Report for Module OSX3000 Dissertation



Class size	129
Marks missing	0
Zeroes	5
Mean	64.8
SD	12.1
Pass-rate (%)	96.8

*N.B. Zero marks have been excluded from statistics and diagrams.*



### Trends over the last three years

*There is no trend in the failure rate over the three years.*

*There is no trend in the rate of first class marks over the three years.*

### This Year

*The mean and standard deviation for the non-zero marks on this module are equal to 64.8 and 12.1 respectively.*

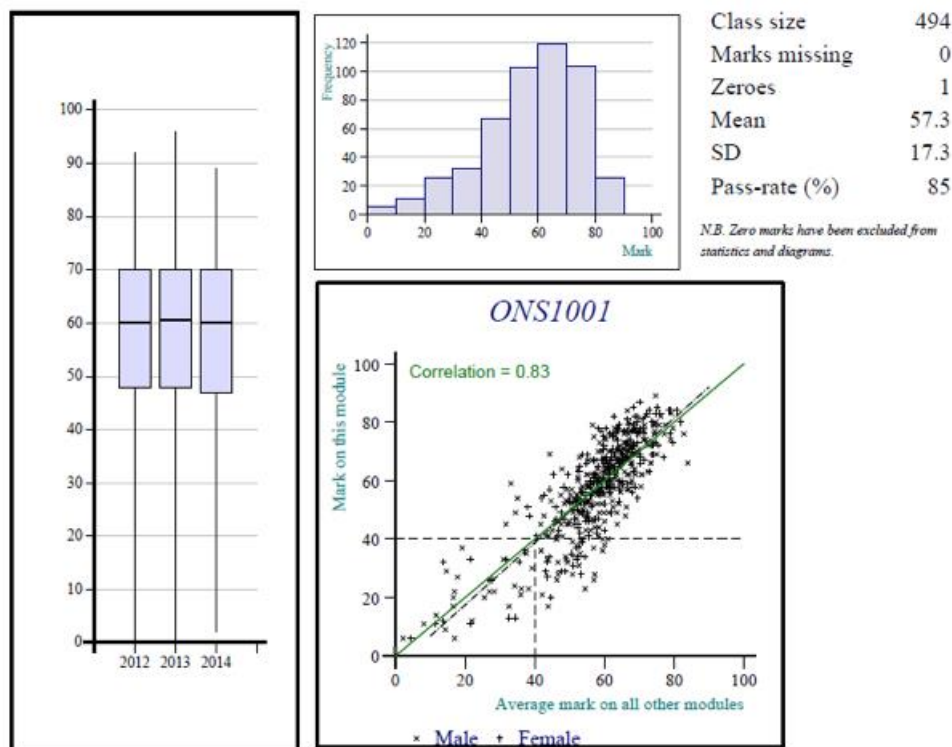
*Students on this module are scoring, on average 4.5 marks higher than their average mark on other modules. This difference is statistically significantly different from zero at the 5% level (The p-value is <0.01 .) **There appears to be no gender-effect, based on the mean difference between module mark and average mark.***

*The correlation of the scores on this module with average scores on other modules is 0.78. The regression line of score on average score has a slope of 0.8. This is statistically significantly smaller than a slope of 1 at the 5% level. (The p-value is 0.01.)*

*The differences between scores and average scores have been analysed according to degree programmes taking this module. There is no degree programme effect.*

Figure 6 – Example ARQUE report for the 2015 3<sup>rd</sup> year undergraduate dissertation module, highlighting no gender-effect for the module.

## Statistical Report for Module ONS1001 Introductory Research Skills



### Trends over the last three years

*There is no trend in the failure rate over the three years.*

*There is no trend in the rate of first class marks over the three years.*

### This Year

*The mean and standard deviation for the non-zero marks on this module are equal to 57.3 and 17.3 respectively.*

*Students on this module are scoring, on average 0.1 marks lower than their average mark on other modules. This difference is not statistically significantly different from zero at the 5% level (The p-value is 0.87.) There is a gender-effect based on the mean difference between mark and average mark - the mean difference for males is 2.2 less than the mean difference for females.*

Figure 7– Example ARQUE report for the 2014 1<sup>st</sup> year undergraduate research skills module, highlighting a small gender-effect for the module.

To help ensure gender neutrality, marking is blind wherever possible across all assignments. A range of assessment methods are used to give a measure of the student's performance from presentations, posters, essays through to examinations, providing a true reflection of a student's academic ability with ample opportunity for support and reflection independent of gender.

To validate gender independence, BU produces statistical ARQUE reports per module, prior to the annual examination boards, which compare mean module grades with student's mean grades (Figure 6 and Figure 7). A sub-team of the SAT (KVL and MA) analysed four years of ARQUE reports of all modulus at four academic levels and identified the following:

- no gender effect for the majority of modules (41/45)



- four modules (ONS-1001; OSX-1002; OSX-3003; OSX-4020) were identified with three out of four years (2012/13 – 2015/16) of a consistent gender effect, two in favour of females, two in favour of males. Further analyses and reflection indicates:
  - OSX-4020 has class numbers <10 and statistical analysis of gender effect is deemed insignificant. If the trend of gender effect persists (which it didn't in 2015/16), it will require further analysis
  - the other three modules have large classes (80 – 500) and the mean difference between mark and average mark for either males or females is 2 – 3% greater.
  - no gender effect propagates through the academic progression. I.e., no cohort-effect where males outperform females (or vice versa) in successive years
  - gender effects are not biased towards either lower or higher academic years.

**ACTION 2.1 will Ensure no gender imbalance with student performance**

The 'Talented Women for a Successful Wales' Welsh Government report recommends that imaginative initiatives should be developed to challenge gender stereotypes and encourage girls and boys to consider non-traditional occupations. SOS have put in place a number of initiatives to promote widening participation of females:

- Women representing the offshore geo-science industries dominated the list of speakers at the Careers Fair in 2014.
- March 2012 and 2013: "Discover Science! Saturday School for Girls!" Event organised by Dr Andy Davies: Marine Biology through Jewellery and T-Shirt making.
- Nov 2012: CNS provided Professional Development Placements for secondary teachers and FE lecturers in STEMM Subject areas via Careers Wales.
- Links with local Primary and Secondary School Teachers in SET subjects via the newly appointed Directors of Student Engagements
- Careers Fair 2014 and 2015: >100 local pre-A-level and A-level students participated per event. Impact: with support from central BU services, we are following the study trajectory of the pre-A-level students who attended our careers fair.
- Award of £16k for 2016/17 from Coleg Cymraeg Cenedlaethol to promote Environmental Sciences to Welsh language school children across Wales.
- Active participation in the annual Bangor Science Festival as part of British Science Week.

- Employment of a female Welsh medium schools liaison teacher at CNS level.
- Yueng-Djern Lenn has been nominated by her student for the “2018 Womenspire Building Wales” award (<https://www.cteg.org.uk/womenspire-18/>) and has been shortlisted.
- Working with STEM Cymru to support outreach events for girls. Four events during Jun – Dec 2018 are financially supported by the Ser Cymru. These are all day events for groups of 20-30 Year 9 girls from schools across north Wales who will visit SOS to engage with practical ocean sciences activities in physics, chemistry and biology, and panel discussions on careers in ocean sciences.
- Partnering with STEM Cymru and SYNERGY to host a 2-day HEADSTART residential program on “Earth Systems Science”. This will be open to all Year 12 students across north Wales and will be held 2-3 July 2018. The staff leading these engagement activities include female role models.

**ACTION 2.2 will Encourage female participation in the physical sciences degree courses. I.e. those that involve geology, physics, chemistry and computing**

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Women taking PGT courses remained relatively static with a mean level of 48% for 2012 – 2016 (Figure 8). This female representation is lower than the HESA Biological Science benchmark (68%), but very similar to the Physical Science benchmark (46%) and mirrors our undergraduate distribution. Apart from one female student in 2012/13, there have been no part-time PGT students in the last three years (Figure 9).

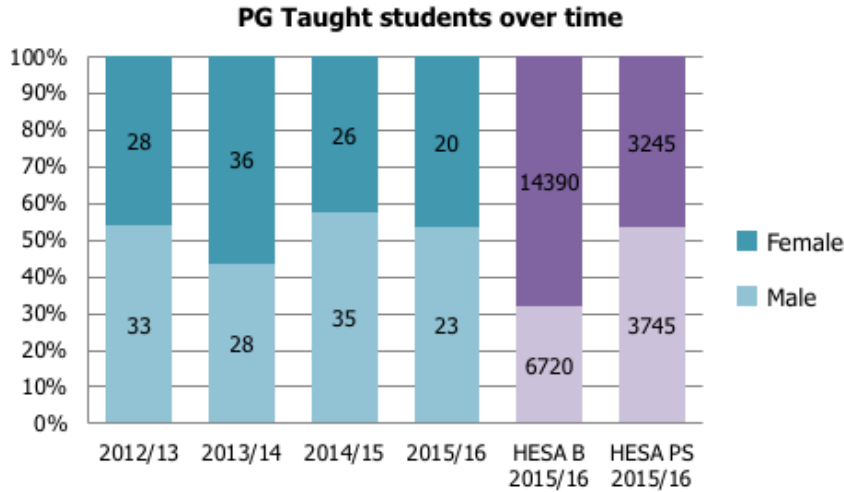


Figure 8 – Numbers of female (dark shading) and male (light shading) taught postgraduate students at SOS over four years and in purple the nationwide numbers for Biological (HESA B) and Physical (HESA PS) Sciences in the year 2015/16.

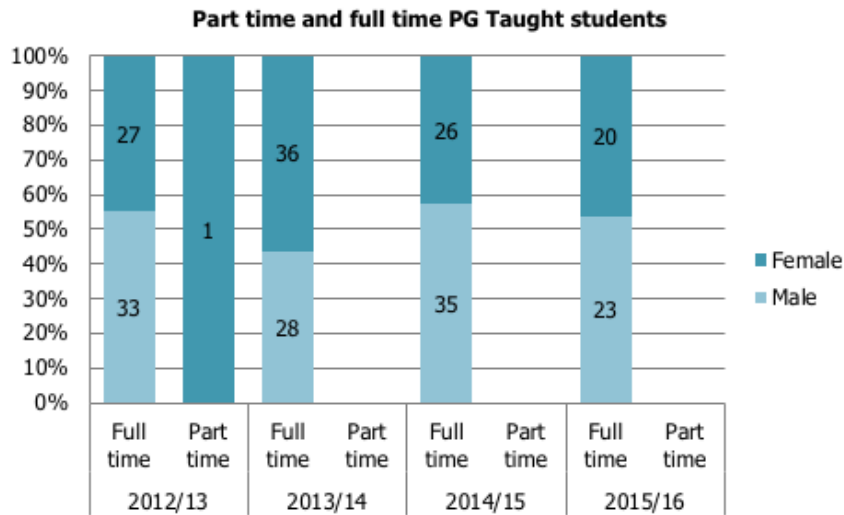


Figure 9 – Numbers of full-time and part-time taught postgraduate students at SOS over past three academic years.

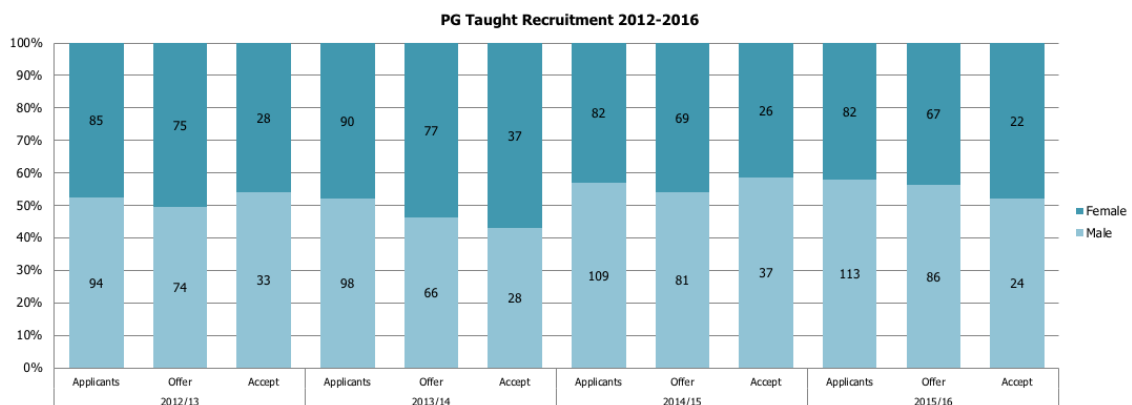


Figure 10 – Numbers of taught postgraduate applications, offers, and accepted offers at SOS over four years.

Female applications for PGT courses has remained relatively constant during 2012 – 2016, but a small decrease was observed in 2014/15 (42%, down from

48%; Figure 10), which has continued into 2015/2016. A similar trend was observed for offers. However, the acceptance rate was almost equitable at 48% for females. There have been no significant adjustments to our PGT courses from 2014 – 2016 or their admissions process to which we can attribute this small decrease, but **ACTION 2.3 will Carefully monitor the trends in female acceptance rates for PGT courses to ensure that there are no underlying causes for the decrease.**

Mean PGT completion rates were 90% for female and male students (Figure 11). However, there was a sharp drop in male completions in 2015/2016, but this is linked in part to deferred submission of theses by several international students who struggled with the language and writing aspects of the thesis. **ACTION 2.4 will Continue to monitor the completion rates for PGT students to ensure no underlying causes are responsible for the lower completion rates for males**

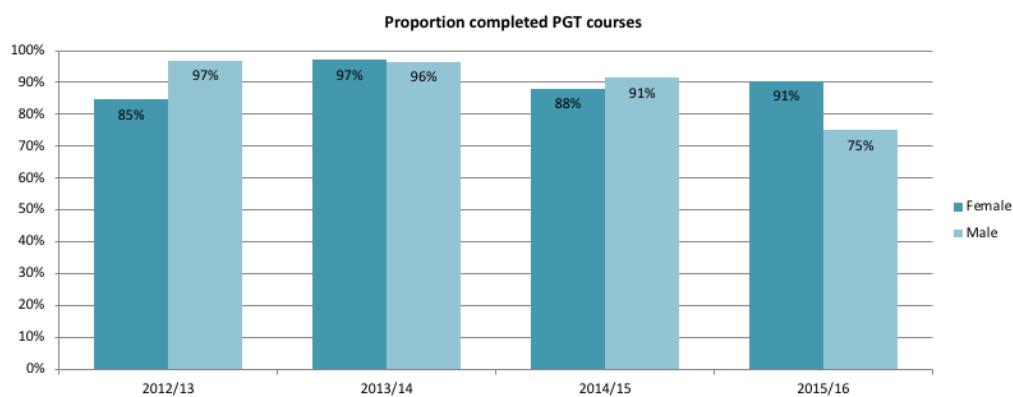


Figure 11 – Completion rates for female and male students studying postgraduate taught courses within SOS.

#### (iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The percentage of female PGR students at the SOS has fallen consistently from 2012 to 2015 (from 55% to 31%, Figure 12) and is considerably lower than the national benchmark for Biological Sciences (60%), but on average closer to the benchmark for Physical Sciences (38%). This is explained both by an increase in male PGR students, particularly between 2014/15 and 2015/16, and a decrease in female students within the same years. Part-time PGR students are predominantly male, with female percentages of 11% - 29% in the last 4-years (Figure 13). There is a slight trend of female numbers being approximately constant at 1 to 2 over the past 4 years, while male numbers have increased marginally from 5 to 8 over the past 3 years. **ACTION 2.5 will investigate why Proportionally fewer female PG Research students are being recruited.**

Many part-time PGR students are employed as part-time researchers within CAMS and undertake their PhD's in parallel; however, this does not explain the observed gender imbalance. Rather, many male part-time PGR students are

writing-up their PhD's and have received a part-time extension to submit their thesis. **ACTION 2.6** will initiate a survey for PGR students to identify, amongst other things, what factors are contributing to part-time PGR study

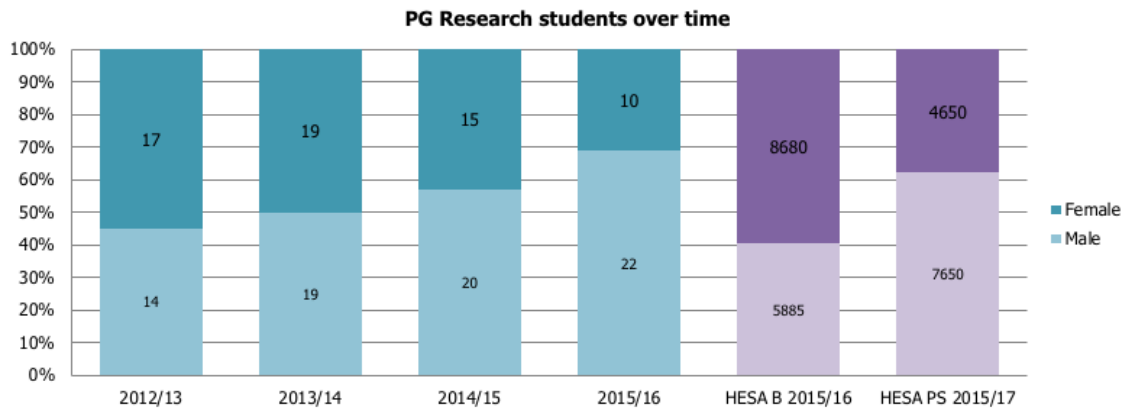


Figure 12 – Numbers of female (dark shading) and male (light shading) research postgraduate students at SOS over four years and nationwide numbers for Biological (HESA B) and Physical (HESA PS) Sciences in the year 2015/16.

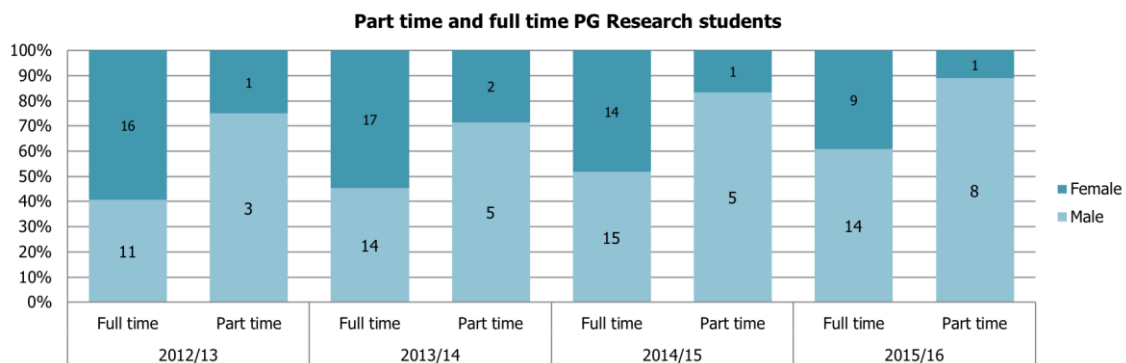


Figure 13 – Number of full-time and part-time research postgraduate students at SOS over four years.

PGR recruitment significantly increased between 2012/13 and 2013/14 onwards with large increases across the applicant, offer and acceptance phases (Figure 14) due to the emergence of the KESS and ENVISION PhD schemes during this period. In 2012/13, the number of male and female applicants were approximately equal, but females were more successful at gaining offers (66%) and accepts (80%). The 2013/14 – 2015/16 period has seen 28 – 35 applications overall, but these have become increasingly biased towards males, increasing from 63% to 75% and then to 83% in 2013/14, 2014/15 and 2015/16, respectively. This trend continues into the offer and accept phases, with 82% of acceptance going to male applicants in 2015/16. This observed trend links with Figure 12 indicating a real-term decrease in female PGR students **ACTION 2.5** will investigate why **Proportionally fewer female PG Research students are being recruited.**

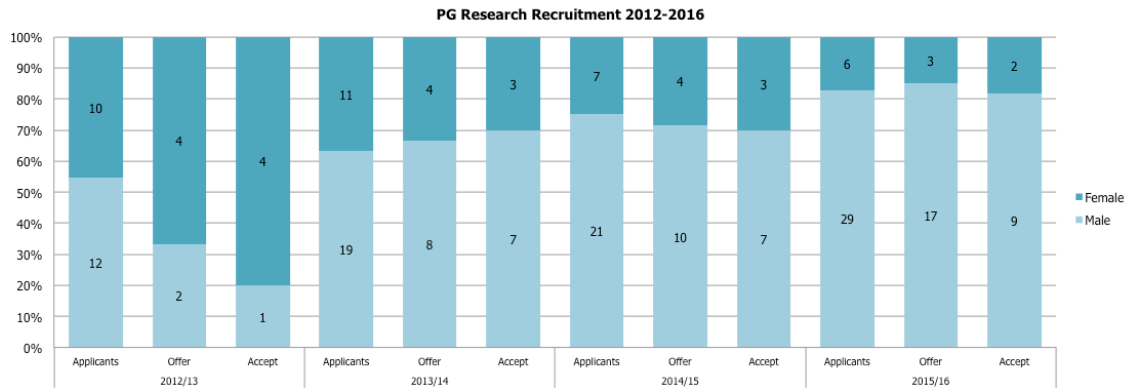


Figure 14 – Numbers of research postgraduate applications, offers, and accepted offers at SOS over four years.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Average annual female percentages increase marginally from UG (46%) to PGT (48%) before dipping for PGR (45%) over the reporting period indicating a trending decline in female PGR numbers (Figure 15). We refer to the individual sections ii-iv, but would flag the decrease in female postgraduate research students as noteworthy (Figure 14).

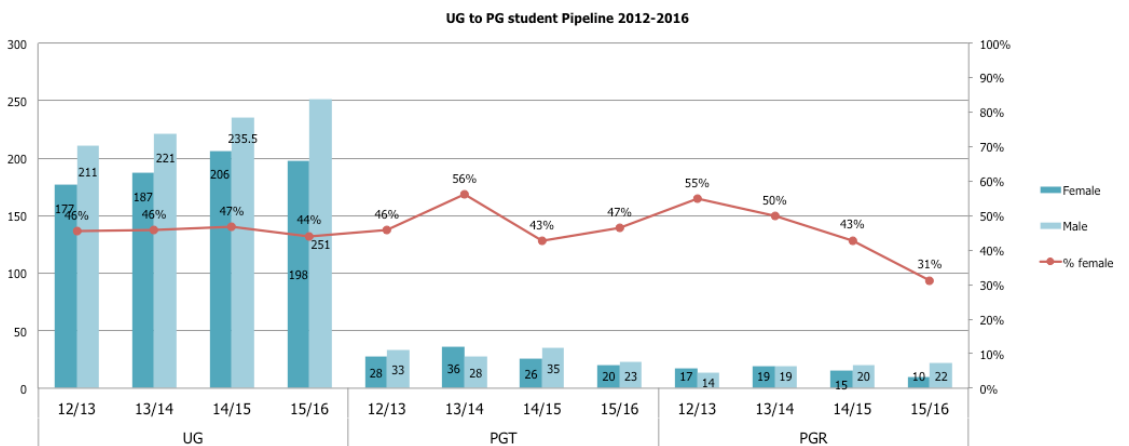


Figure 15 – Gender distribution pipeline across study levels.

## 4.2. Academic and research staff data

### (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

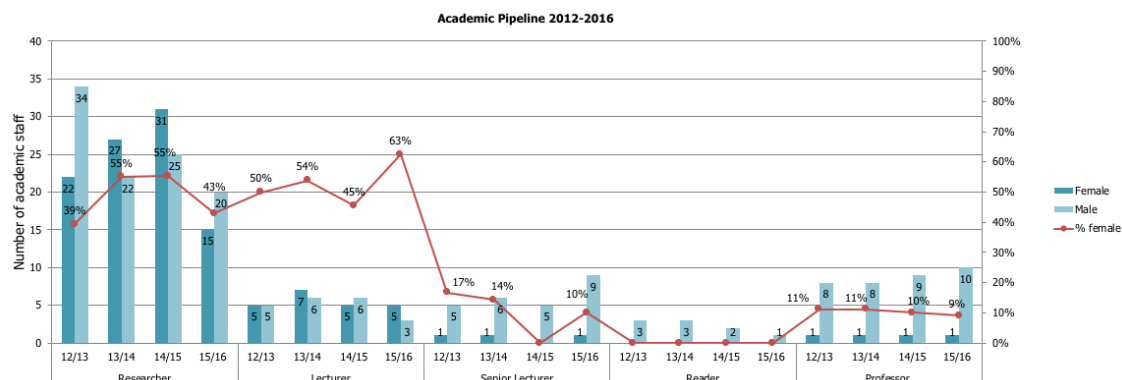


Figure 16 – Academic pipeline. 4-year proportion of female SOS staff by academic grade.

The overall proportion of female staff has remained relatively stable, decreasing slightly from 35% 2012/2013 to 33% 2015/16. Only at Researcher level have female staff outnumbered male staff with 55% of Researchers being female in 2014/2015, before returning to pre-2013/2014 levels in 2015/2016 (Figure 16).

At the lecturer grade, female appointments have been increasing over the period since 2012 until plateauing in 2015. These appointments constituted 100% of the T&S lecturers and presently 40% of the T&R lecturers. Overall, the mean proportion of female lecturers during 2012 – 2016 is 53%. Note that there have been fluctuations in both male and female lecturer numbers that are not fully accounted for by promotions. In particular, there was a net loss of two female lecturers in 2014/2015 who took up positions abroad (see 4.2 (iii)).

At the higher academic grades, females are poorly represented. There was one female Senior Lecturer in the survey period (2013/14), who took early retirement during 2013/2014 (Table 1). The Senior Lecturer grade was repopulated by a woman following a promotion in 2015/2016. There was an increase from 5 to 9 male Senior lecturers in 2015/2016, which is not supported by promotions alone; SOS directly appointed a male Senior Research Fellow.

There are no female Readers and one female professor, which corresponds in a fall from 11% to 9% of all Professors, following two male promotions. This falls below the 14.3% of female professors in Earth, Marine and Environmental Sciences according to HESA 2015/16 benchmark. Accounting for fluctuations, the academic headcount at the senior levels has been almost static for females and males since 2013.

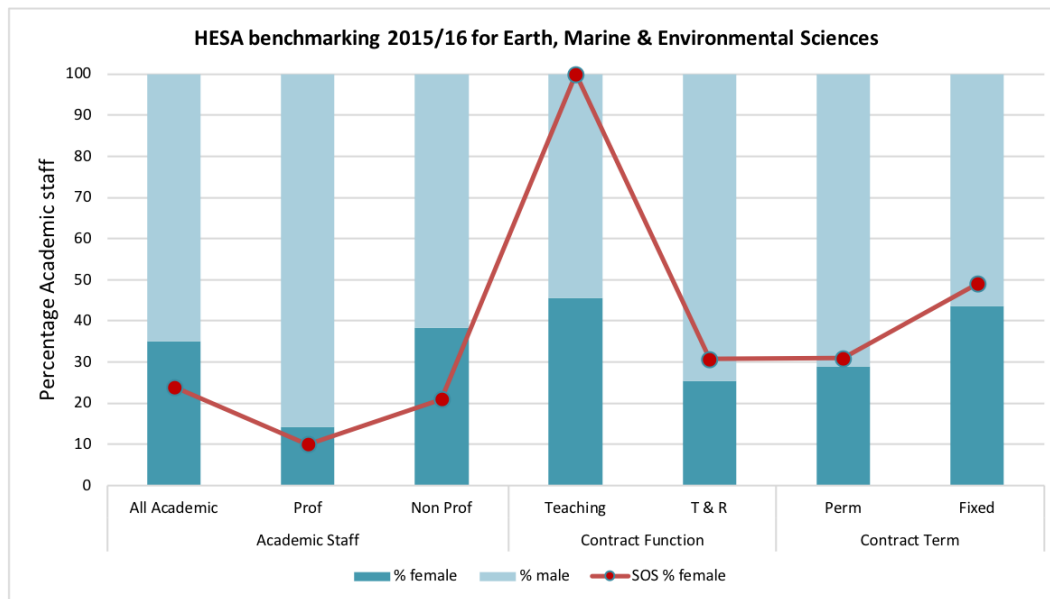


Figure 17 - HESA benchmarking data 2015/16 for Earth, Marine and Environmental Sciences, comparing the proportion of female staff in SOS as a function of academic level, contract function and contract term.

Figure 17 compares the HESA staff benchmarking data for Earth, Ocean and Environmental Sciences for 2015/16 with the average SOS female staff data for the period 2012 – 2016. The SOS data track the national average very closely, but the SOS proportion of female academic staff are lower than HESA, slightly above HESA for contract term. However, within the contract function category, although the SOS proportion of T&R staff is slightly better than HESA, the proportion of female staff on teaching only contracts is 100%, significantly above the HESA average.

The fact that females occupy all five teaching only roles in SOS at the time of reporting is of concern. These roles must not be seen as being directed towards, or of greater attraction to females (or less attractive to males), which indicates that greater reflection on the recruitment process is required. More recently, two males have joined this team, and whilst two of the T&S positions at the time of reporting were fixed-term, at present there are no females on fixed-term contracts.

The low number of women in senior academic roles within SOS was also highlighted in one of the focus group meetings held as part of the Athena SWAN assessment, and the promotion/recruitment of women to these higher levels was identified as requiring specific support to be put into place.

- **ACTION 3.1** will investigate **Disparity in past recruitment whereby at researcher grades more women than men are currently employed, but more men than women are employed at higher grades**
- **ACTION 3.2** will **Increase the number of female applicants to permanent academic jobs** and **Feedback to the SOS Executive Board the rates at which women apply for academic jobs within SOS**
- **ACTION 3.5** will **Encourage promotion of female staff towards senior roles**



## SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

### (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour 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.

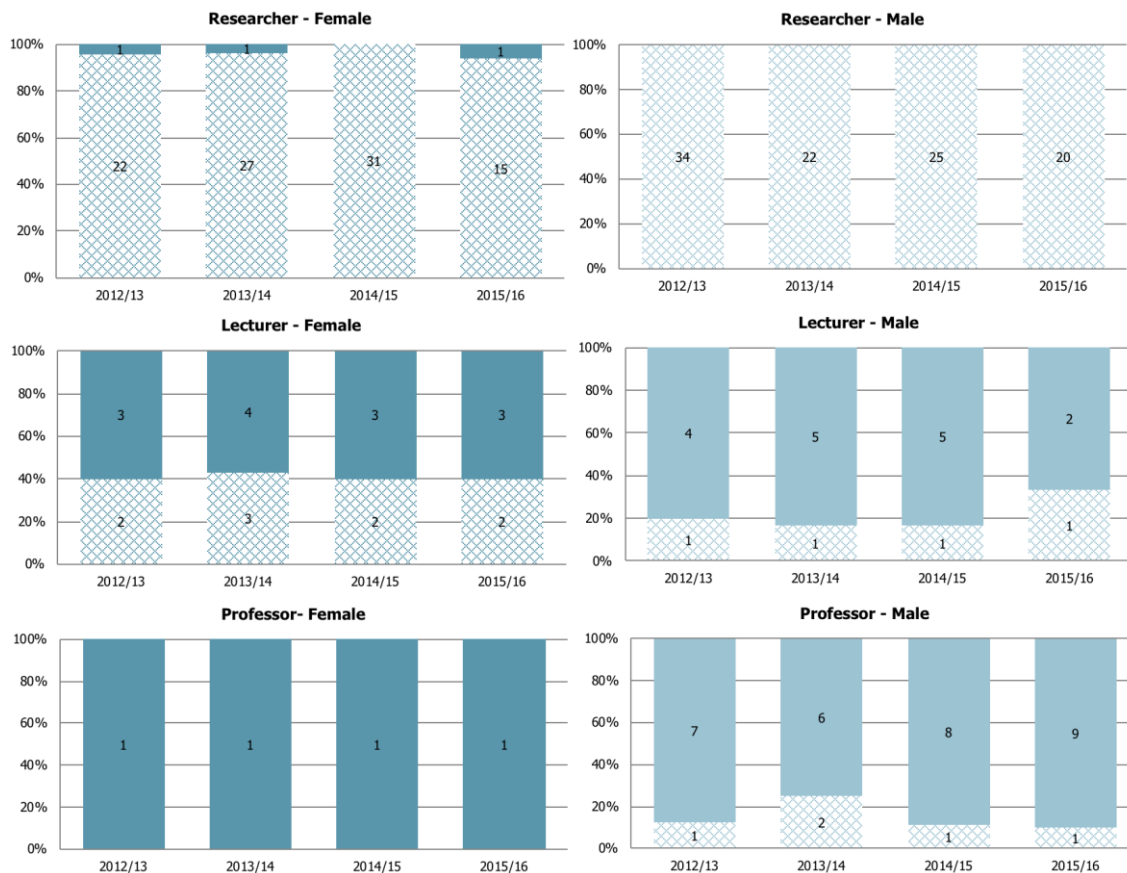


Figure 18 – Proportions of female and male members of staff on fixed-term (hatched shading) and permanent contracts (solid shading) by grade

More females within SOS are on fixed-term contracts than men, particularly at the Researcher and Lecturer grades. There are no fixed-term Senior Lectures or Readers, so no data are presented.

SOS does not employ any staff on zero-hour contracts.

The total number of female Researchers increased over the first 3 years of the reporting period, before dropping by about 50% in 2015/2016 (Figure 18, top panel). In contrast, male researcher numbers have on average fallen steadily

since 2012/2013. Fixed-term contracts far outnumber permanent contracts and the only permanent research contract was held by a female.

In analysis, researcher positions (fixed-term contracts in particular), depend on the level of external funding captured by SOS which is function of PI success and the overall level of research funding available within the UK. Between 2014/15 and 2015/16 a number of large research projects finished (e.g., OSMOSIS, SEAFISH), which employed female PDR's. These have not been replenished because of a notable reduction in NERC funding since 2015/2016).

There has been an overall decrease in the total number of fixed-term Lecturers, and a concurrent increase in total staff on permanent contracts due to new appointments (Figure 18, middle panel). Several fixed-term Lecturer contracts were related to specific roles (maternity cover, Welsh language teaching provision and time buy-out) and efforts must be made to ensure that gender bias does not affect these appointments (**ACTION 3.1; ACTION 3.2**). The drop in male lecturers on permanent contracts from 5 (2014/15) to 2 (2015/16) is accounted for by promotions.

There are no fixed-term female Professors and over the 4-year survey period there has been a decrease from 2 to 1 fixed-term male professors (Figure 18, lower panel). The number of permanent female professors has remained constant at 1, but there has been a net increase in permanent male professors from 6 to 7 – including a retirement offset by 2 promotions. N.B. the increase in permanent male professors in 2014 was a return to a permanent position at the end of a specific research administration role (C3W).

### (iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 1 – Breakdown of academic leavers by grade and gender

Gender	Full-time/Part-time	Grade	2012/13	2013/14	2014/15	2015/16
Female	Full-time	Lecturer			2	
		Research	3	6	17	4
		Senior Lecturer		1		
	Part-time	Research	1		3	4
Male	Full-time	Lecturer	1			
		Professor				1
		Research	7	4	11	3
	Part-time	Professor			1	
		Research	2	1	2	

Average staff turnover is 21% for women and 15% for men, but there is a significant amount of annual variability (Table 1). The percentage of female leavers peaked at 68% in 2014/15, mostly due to the ending of fixed-term Researcher contracts related to the end of large research grants. At other grades, a female part-time Senior Lecturer and a male Professor retired, a male

lecturer died, and two female lectures took-up positions overseas (Canada and Portugal).

High staff retention at other academic grades and the lack of any apparent gender effect tallies with the staff survey results, which revealed that 86.5% of respondents (88% male, 83% female) agreed that SOS is a great place to work.

These data are collected through an HR questionnaire that all staff leaving BU complete.

[2502 words]

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates (Table 2).

Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

SOS attracts males and females to every academic call, and female applications have increased from 40% in 2012/13 to >50%. (Figure 19). The percentage of offers favoured females in 2013, 2014 and 2016 (~65%), but favoured males in 2015 (55%).

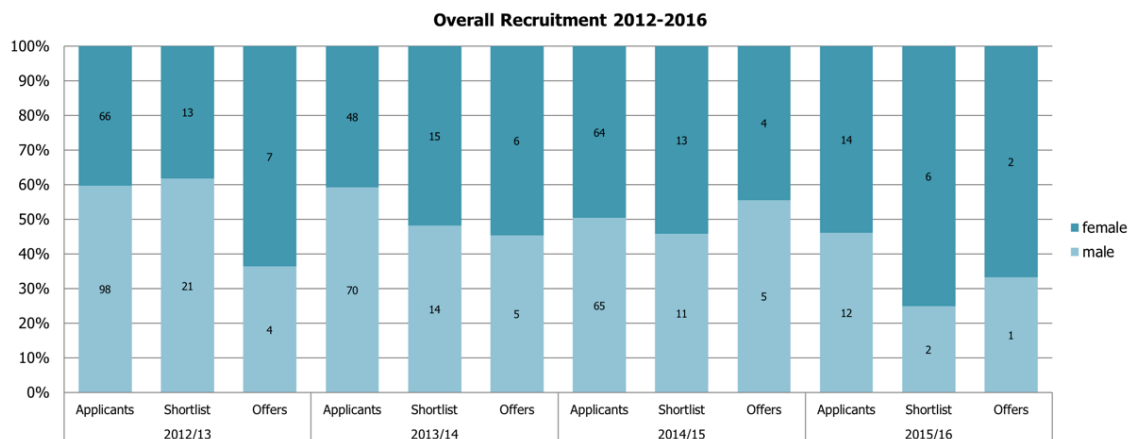


Figure 19 – 4-year evolution of SOS academic job applications (grades combined) and successful offer rates by gender. Note that all offers were accepted, so offers = accepts and they are not replicated here.

No jobs were advertised at Senior Lecturer or above, but a Senior Research Fellow (equivalent to Senior Lecturer) was appointed directly; interpretation is therefore limited to the Researcher and Lecturer grade points. Researcher applications appear roughly equal between males and females (3-year average 58% and 42%, respectively) (Figure 20). Excluding 2015/16 (low number of overall applications), for Researchers the offer ratio favoured females (14% and

16% for females versus 6% and 7% for males in 2012-13 and 2013-14, respectively).

SOS has seen a far greater number of male applicants than female applicants for Lectureships until 2015, whilst on average equal numbers of females and males have been appointed, with respective offer ratios far higher for the females compared to their males apart from 2014/15 (Figure 21). In the final year of reporting, the percentage of female applications has recovered (40%).

Table 2 – 4-year evolution of SOS academic job applications, shortlists and offers/accepts by gender for researcher and lecturer positions

		Applicants		Shortlists		Offers/Accepts	
		Female	Male	Female	Male	Female	Male
2012-13	Researcher	40	43	6	5	5	2
	Lecturer	26	55	7	16	2	2
2013-14	Researcher	42	58	14	11	5	5
	Lecturer	6	12	1	3	1	0
2014-15	Researcher	60	46	12	7	4	3
	Lecturer	4	19	1	4	0	2
2015-16	Researcher	10	6	3	2	1	1
	Lecturer	4	6	3	0	1	0

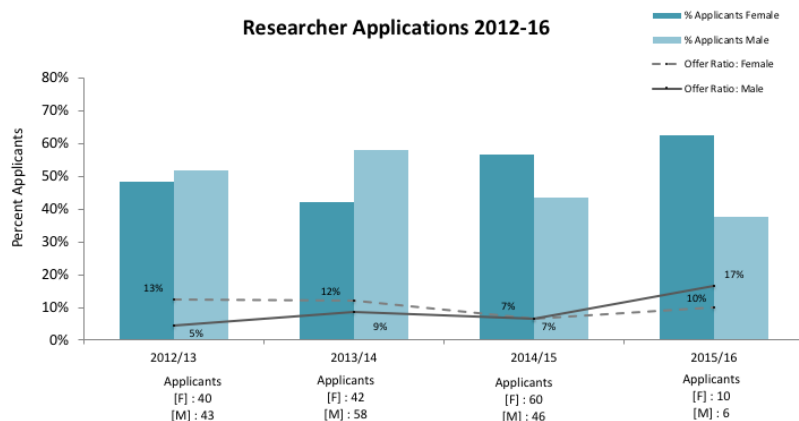


Figure 20 – Researcher applications broken down by gender, and indicating the offer ratio.

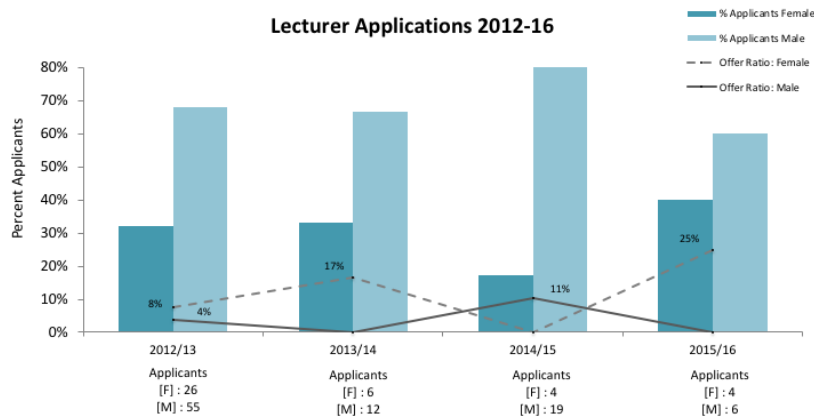


Figure 21 – Lecturer applications broken down by gender, and indicating the offer ratio.

At Senior Lecturer and above, there are no applications to analyse. Positions are very rarely advertised at these levels, instead existing staff tend to be promoted to these senior positions.

The following actions ensure Athena SWAN principles become embedded in the SOS' recruitment procedures:

**ACTION 3.2: Increase the number of female applicants to permanent academic jobs.**

**ACTION 3.3: Reduction of unconscious bias in hiring process (see Section 5.3 (i)).**

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new appointments undergo mandatory BU induction, providing an introduction to the University, including its strategic objectives. Topics covered include employment matters, equality and diversity, Employee Support, etc. Attendees complete feedback forms after these sessions to facilitate course review.

Additionally, mandatory SOS staff induction, run by the HoS introduces issues such as the School's flexible working policy and the 10 am-4 pm core hours for meetings policy to make new staff aware of the commitment to allowing and enabling staff to achieve a positive work-life balance.

A recent example of induction for a newly appointed member of academic staff included a half-day event, whereby members of staff, who would be working alongside the new appointee, held short informal discussions with that person to facilitate information exchange. **ACTION 3.4 will raise Awareness of the Athena SWAN agenda for new staff.**

### (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 how staff are encouraged and supported through the process.

Promotions are ultimately decided at University level and considerable progress has been made in BU to ensure clear criteria for promotion. This was an Athena SWAN initiative at University level to ensure that the criteria and process were transparent. BU has updated its academic promotions policy and clear benchmarks exist at each level of promotion in regard to (1) Teaching and Learning, (2) Research, and (3) Impact & Wider Contribution. There has been an improvement in the number of applications for Senior Lectureship for both men and women at the University level, and improved success rates. These progression routes have been promoted widely at all levels.

BU has also updated the PDR system so that it aligns with the criteria for promotion. Communication regarding the criteria and process has also improved and all academic staff are invited to an annual talk by the PVCs of Research, and Teaching and Learning, and the HR Director to discuss the process.

During 2012 – 2015 there have been 13 applications for promotion from male applicants and 2 from female applicants (Table 3). All applications have been successful, with the exception of 1 male applicant to Professor in 2012/13. It appears, that BU's guidance on promotion is working well, most likely due to improved guidelines for staff developed in recent years.

The higher number of male applications for promotion overall is likely a reflection of the higher number of male academics within SOS. There does not appear to be any concern associated with the success rate of female applications for promotion (100% over the past 3 years, n=2). The lack of female applications for promotion to Reader or Professor level since 2013 is concerning, but reflects the low number of female academics within SOS eligible for promotion to these levels.

*Table 3 – 4-year evolution of SOS academic job promotion applications by grade and successful number of promotions by gender*

SENIOR LECTURER	2012-13		2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied	0	1	0	2	0	1	1	0
Promoted	0	1	0	2	0	1	1	0
READER	2012-13		2013-14		2014-15		2014-15	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied	0	1	0	0	0	0	0	3
Promoted	0	1	0	0	0	0	0	3
Professor	2012-13		2013-14		2014-15		2014-15	
	Female	Male	Female	Male	Female	Male	Female	Male
Applied	0	1	0	1	0	1	0	2
Promoted	0	0	0	1	0	1	0	2

The SOS staff survey highlights several promotional issues. While 67% of men agree that the full range of skills and experiences are valued when applying for

promotion, nearly half of female respondents (42%) stated that they “don’t know” if this is the case. There is also a large difference in understanding the promotion process and criteria – 75% males and 33% females responded that they understood the criteria.

A small sub-group of the SAT led by SW investigated this imbalance. Confidential one-on-one dialogue with three female respondents linked the lack of understanding of the promotion criteria to non-permanent female researchers, who perhaps know less about academic promotion, since it does not directly apply to them at that stage of their career.

To support staff at each stage of their career SOS presently undertakes the following actions:

- Ensuring that all staff receive a Performance Development Review (PDR) which examines their career development and identifies the skills and knowledge that is needed for staff to continue their development. BU Staff Development held sessions in 2014 for all PIs in the School to ensure a common approach to PDR within School (see Section 5.3 (ii))
- Staff are encouraged to present research at conferences and engage in development opportunities to further develop their skills. Female staff have also been encouraged to engage with the Women’s Universities Mentoring Scheme in Wales
- Staff are also encouraged to participate in the Welsh Crucible scheme that develops research skills and provides networking opportunities for early career Lecturers and researchers in Welsh Institutions. The HoS regularly informs staff of development opportunities and staff engage with a wide-range of development opportunities available to them
- Senior staff are encouraged to attend the “Effective Manager Programme” (a programme the HoS has attended, and the two previous HoS). **ACTION 1.1 will Review the case for making the Equality and Diversity for Managers training course compulsory for all staff who manage others.**
- Female Readers and Professors are invited to join the University’s Senior Women Academics Group which is chaired by the University’s PVC for Research & Impact who also chairs the University’s Athena SWAN group.

**ACTION 3.5 will Encourage promotion of female staff towards senior roles by**

- **SAT sub-group to investigate via dialogue with staff the lack of awareness by female staff of the promotion process and criteria**
- **Ensure that promotion is included in the discussion at the annual PDR with an analysis of the potential promotion routes**
- **Hold ‘Promotions Policy and Criteria’ sessions in SOS, run by HR to improve staff knowledge of promotions routes and criteria**

**ACTION 3.7 will support ACTION 3.5.**

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

- For REF2014, 61% of SOS staff were submitted, 38% of females and 70% of males (Figure 22). This gender imbalance is due to the low number of female academics (6 in 2014/15), relative to their male counterparts (21), particularly in the more senior academic posts where staff are likely to have better-developed research networks. Female academics constitute proportionally greater numbers of the more junior academic positions, who are more likely to be initially challenged by the requirements to be included in REF.
- This contrasts strongly with the submission to the RAE2008, which indicates that all female academics were submitted, compared to 92% of males, giving an overall SOS submission of 93%. This difference is likely due to two factors: (1) the institutional threshold for submission to the RAE2008 was lower; and (2) there were proportionally fewer female academic staff in SOS in 2008, so these female percentages therefore reflect very low numbers.
- **ACTION 3.6 will Promote high impact research output by female staff**

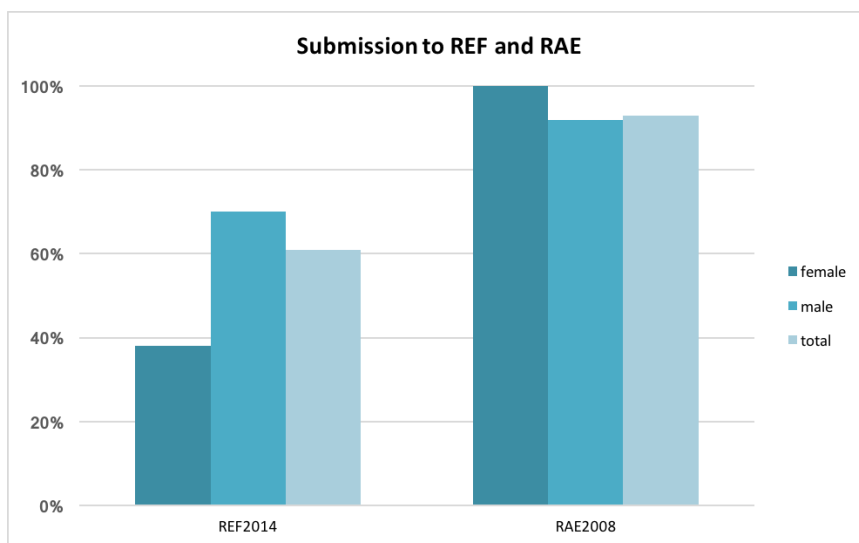


Figure 22 –Submission of staff to REF2014 and RAE2008 by gender.



## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

#### (ii) 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 how staff are encouraged and supported through the process.

### 5.3. Career development: academic staff

#### (i) Training

Describe the training available to staff at all levels in the department. 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?

All staff are required to undertake online training covering equality legislation, BU policy and best practice. To date, all academic staff (67% of all staff) have undertaken this training – no gender breakdown is available (**ACTION 1.1**).

Academic staff who manage others are strongly encouraged to attend the Equality & Diversity for Managers training. To date eight members of SOS staff (all male) have completed this course. **ACTION 1.1** will **Review the case for making the Equality and Diversity for Managers training course compulsory for all staff who manage others**. Any staff supervising PhD students must complete the 1-day CELT course on Successful PhD Supervision.

BU Recruitment and Selection training is mandatory for those chairing interview panels. The SAT noted that this information should be disseminated more prominently and to the entire school, and thus SOS organised HR to run a bespoke training session during a compulsory school awayday during summer 2017 – 78% of female and 92% of male staff attended.

The SAT team will ensure that this mechanism will continue to allow all SOS staff to sit on selection panels in line with the central BU decision that this training is mandatory from 2017/18 (**ACTION 3.3**).

BU provides a wide range of learning and development opportunities for academic staff at all levels. Training and development sessions are organised and run by REO, CELT, HR and the Doctoral School.

Courses are regularly emailed to staff and their line managers. The Performance Development Review provides for staff and their managers to highlight potential training courses. SOS supports personal sea survival training for sea-going staff.

SOS offers internal peer-run training sessions during lunchtime periods to develop teaching techniques and spread general good practise across all academic staff. This includes training for specialist use of software in relation to University systems.

Participation in training a development courses is monitored through PDR (for staff), Bangor University's Research Student Portal (PhD students), and Bangor Employability Award (for students).

#### (ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The annual mandatory PDR records staff activities and reports any difficulties or challenges in regards to their performance. Staff individually meet with their PDR reviewer – HoS for academics and line managers for researchers – for an assessment of and feedback on their performance. The reviewer also offers constructive advice on career development and opportunities for promotion, and the member of staff and the reviewer generate written comments. The documentation is used as part of the career development and promotion process.

By assessing an individual's need for training and development, each PDR provides an opportunity for self-development and career progression. 81% of SOS staff underwent a PDR in 2015/16. The 19% shortfall in uptake was due to contractual rearrangements related to the continuation of phase two of a large externally-funded research project, where a group of research staff, a relatively high proportion of whom were female, were not offered the annual PDR processes within the mandated timescale.

This shortcoming is reflected in the outcome of the SOS staff survey. There was clear gender imbalance with 67% of females stating that the PDR was a useful exercise, compared to 83% of males. Male and female respondents also significantly differed in their perception that their full range of contribution to SOS was valued in the PDR, 88% versus 33%. Furthermore, the percentage of males and females who were clear on how the PDR and promotion were linked was only 46% for males and 58% for females.

**ACTION 3.7 will Promote the role of the PDR in career development and alleviate the poor perception of PDR process, and be monitored by ACTION 1.2.**

### (iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Staff are encouraged to participate in the Early Career Researcher network, which holds quarterly meetings with presentations on research-related topics of particular relevance to ECRs (e.g. funding, mentoring), and informal networking with other ECRs.

ECRs are encouraged to apply for the Welsh Crucible – a pan-Wales programme funded by a consortium of Welsh institutions and HEFCW that aims to support researchers to be more innovative and examine how to get most impact from their research. The following SOS staff have successfully completed the scheme in 2012-16: Steph Wilson, Matt Lewis, Andy Davies, Paul Butler, Jan Hiddink and Simon Neil. The gender balance of participation in this programme broadly reflects the gender profile of SOS at the time.

#### **ACTION 3.8 will Encourage enhanced female participation in professional development schemes.**

Furthermore, Welsh language researchers are also supported by the Coleg Cymraeg Cenedlaethol.

Female staff (and students) are encouraged to participate in the CNS Women's Network, established in 2015 to support women at all levels of their academic careers. The steering group includes Sophie Ward, Katrien Van Landeghem from the SAT. The Network is highly active and regularly organises networking and support events. For example, a recent "Inspirational women" event featured a former SOS PhD student talking about her career progression and giving advice to early career researchers.

Female staff are encouraged to sign up to the Women in Universities Mentoring Scheme (WUMS), a dynamic and innovative all-Wales scheme that aims to promote and facilitate professional development for women working in Welsh universities by setting up inter-university mentoring partnerships. Furthermore, senior female staff are invited to participate in the Springboard programme, which enables women to identify the clear, practical and realistic steps that they want to take in their careers and develop the skills and confidence to take them.

Whilst the SAT have anecdotal data on SOS staff involved in career progression activities, it recognises that this is data that should be systematically monitored (**ACTION 3.8**).

#### **ACTION 3.9 Promotes the support available to female students for career development**

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All taught students within SOS are allocated a personal (academic) tutor with whom they meet 2 – 3 times per semester throughout their studies to provide pastoral support and career advice. First-year students have additional bi-weekly academic tutorials and are also provided with a 2<sup>nd</sup>/3<sup>rd</sup> year student peer guide to ease their transition into university life and mentor their study skills, supported by the student-run Endeavour Society.

SOS hold career days for PGT and UG students, which exposes them to potential employers. A key example of this would be the careers day run annually in March. In addition, the use of external guest lecturers exposes students to additional career paths and destinations. For undergraduates, there is an active programme of the Bangor Employability Award which formally recognises skills developed external to the curriculum.

SOS offers a number of annual summer internships to promote the career of students. These are externally sponsored and allocated on a competitive basis providing 6 weeks of paid research training for 6 – 8 2<sup>nd</sup> and 3<sup>rd</sup> year undergraduates. In addition, there is considerable movement of students for work experience outside the University, e.g. the industrial placement year in the Applied Marine Biology degree, the MSci projects, and MSc course.

The SAT team has identified a lack of uptake data for SOS students participating in these internships. This is primarily due to the organisation of this scheme having recently been taken on by a different member of staff. **ACTION 3.9 will Start monitoring applications and offer rates of females and males for undergraduate summer internships**

PhD students have access to a considerable number of centrally organised courses organised by BU's Doctoral School, within which SOS is a core contributor, e.g. statistics, open access publishing. There is support from PhD supervisors to apply for summer schools and specialist training courses, e.g. High Performance Computing (HPC Wales) courses. PhD students are encouraged to support each other through postgraduate training and paper 'clubs' which are active and meet regularly. There is a strong culture of conference attendance within SOS throughout the PhD training with mandatory oral and poster presentations. Students are strongly encouraged to attend conferences and to give oral papers whenever appropriate and to join relevant professional societies.

One area identified as critical for retaining top female science talent is at the transition between undergraduate and postgraduate studies. In recognition of this, the University Athena SWAN Task group introduced a University-wide Women in Science MSc scholarship in 2015, which enables three exceptional female students (one in each Science College) to continue studies at Bangor. To

date, one scholarship has been awarded to an SOS student (Lily Stokes). **ACTION 3.9 will Encourage continued applications to the BU Women in Science Scholarship**

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

SOS and CNS have a formal mentoring system in relation to research council grant applications under demand management. Proposals undergo internal peer review with feedback given to improve the proposal and enhance success.

Between 2012 and 2016 there was a steady increase in grant applications submitted by females, gradually matching those by men, which have been declining (Figure 23). There was a significant decline in the female success rate in 2013/14 from an unusually high 100% in 2012/13. The SAT investigated this decline and can only conclude that the success rate for women overly relies on a small number of individuals and thus is susceptible to large fluctuations over time. There has been however, a steady rise in female success rate, which now equals that of men, which has remained steady.

Senior members of SOS academic staff and the Research Committee provide an informal review of unsuccessful grant submissions to all staff, evaluating the proposals in light of any feedback received and identifying potential ways to move the research ideas forwards. **ACTION 3.10 will Formalise the SOS internal review of unsuccessful grant submissions to move research ideas forwards.**

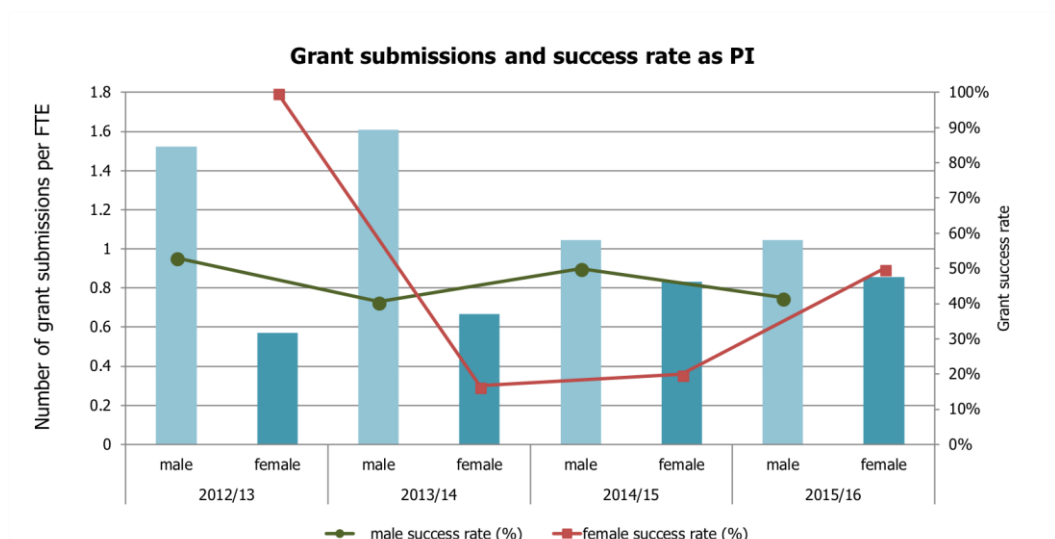


Figure 23 - Grant submission and success rate.

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

### 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

**BU offers the same opportunities for flexible working to both academic, and professional and support staff. Therefore, the following sections summarise and reflect on the support available across all roles. Section 5.5(iv) does present a breakdown of the data across the roles.**

(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.

SOS refers all members of staff who are taking maternity leave to the BU's centrally-provided support, jointly provided by HR and Health and Safety Services (HSS). HR are responsible for administration, offering general advice and guidance on Employee Support policies; HSS provide the welfare support to expectant and new mothers.

In 2016, the CNS Women's Network organised a session in which HR, HSS and the University's nursery gave presentations and provided information on BU's family-friendly policies and the support available to staff taking leave. The event was open to all CNS staff and was regarded very positively by staff in SOS. It has identified some action points that have been taken forward centrally. Following the success of the event organised by the CNS women's network, the

presentation was rolled out to all other Colleges and is a regular event on the University's staff development programme.

In the SOS survey, it was identified that staff wanted to address the issue of "maternity-leaver guilt" – whereby colleagues have expressed considerable worry about how their absence will affect other members of staff (i.e. who will take on their workload) when they are away on maternity leave (refer to HoS letter). SOS has taken action and will implement a formal procedure whereby the HoS meets with the leaver to deal with any actions as a result of the maternity and its impact on colleagues.

**ACTION 4.1 will Work to change the culture within the school to have a new formalisation of in-school actions to deal with maternity leave and the issue of "maternity-leaver guilt".**

(ii) **Cover and support for maternity and adoption leave: during leave**

Explain what support the department offers to staff during maternity and adoption leave.

To allow staff to stay in touch with SOS and BU during their maternity or adoption leave, BU offers paid 'keeping in touch' days. These are a statutory requirement; however, BU tops up the payments so that any KIT day taken is paid at full salary rate. SOS allows staff to take these days in half days to promote flexibility.

SOS administrative duties held by those on maternity leave are temporally reallocated to colleagues. SOS has recently introduced specified deputies for all such roles (i.e. Lead and Deputy Lead for Equalities) and since both are familiar with the role there is good continuity and minimal disruption to either party.

Teaching responsibilities are reallocated to colleagues where appropriate workload capacity exists, as determined by the HoS. Alternatively, temporary staff, an existing PhD student and a post-doctoral researcher in two recent cases, are employed to specifically cover the teaching responsibilities during the period of 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.

The HoS meets the returning staff member to discuss any issues that may have arisen and to re-induct them back into SOS. This includes active encouragement to apply for funding schemes that enhance the return to work, such as the National Research Network for Low Carbon, Energy and the Environment (NRN-LCEE) and Royal Society schemes.

The Sêr Cymru NRN-LCEE, established and led by the SOS' HoS, funds a Returning Fellowship scheme supporting academic staff on T&R contracts and researchers returning to work after maternity, paternity, adoption leave, other caring responsibilities or an illness by covering the costs of replacements for administrative or teaching duties, as well as travel and subsistence to establish new collaborations for research and conference travel. One of the first six of these Fellowships was awarded to a female member of SOS (Katrien Van Landeghem) on her return from maternity leave in 2015, and directly resulted in the writing and submission of a research proposal to NERC.

A recent Welsh national initiative, now highlighted in key government strategy, Talented Women for a Successful Wales, has directly resulted from this Returning Fellowship Scheme established within SOS (<http://gov.wales/docs/det/report/160308-women-in-science-en.pdf>, p.60).

A specific SOS initiative aimed at helping returning staff by maximising family friendly initiatives is the consideration of requests to the HoS to keep teaching activities within the core (10h – 16h) working hours, thus maximising flexibility with respect to childcare, etc.

#### (iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 4 – maternity and paternity applications for academic and support staff.

	2012/13	2013/14	2014/15	2015/16
<b>Academic staff</b>				
<b>Maternity</b>	3	<u>2</u>	5	1
<b>Paternity</b>	0	1	0	1
<b>Support staff</b>				
<b>Maternity</b>	0	0	0	1
<b>Paternity</b>	0	0	0	1

Between 2012 and 2016, twelve periods of maternity leave were taken by SOS staff (11 academic 1 support); nine were on fixed-term and three on permanent contracts. The disparity between academic and support staff taking up maternity leave reflects the demographic grouping of the aforementioned staff.

Three members of staff left before the end of their maternity leave due to their fixed-term contracts ending. The remaining eight academics and support staff leaver returned to work.

Discussions in the focus groups revealed a number of issues around maternity that included a lack of understanding of HR maternity policy and the use of KIT



days – particularly in relation to fixed term contract staff. **ACTION 4.2** will **Increase the understanding of HR family-friendly policies by both managers and those taking leave.**

#### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

#### (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.

Since 2012 there have been only three official notifications to HR of paternity leave from members of SOS; two academic and professional staff. However, SOS is aware that more than three members of staff have become fathers during this period, indicating that men are either not taking their paternity leave entitlement, or that it is being taken on an informal basis and not recorded by HR. BU offers two weeks paid paternity leave at the usual weekly rate. There is thus no disadvantage to taking the paternity leave on a formal basis and formalising the procedure may even enable new fathers to take the leave to which they are entitled at difficult times such as during term time. **ACTION 4.3** will **Increase formal uptake of paternity leave.**

BU has recently updated its policy and guidance on Shared Parental Leave. Parents can take 50 weeks of leave (37 paid) separately, together, or overlapping. To date BU has had no uptake of shared parental leave. There has also been no uptake of adoption or parental leave during the period reported.

#### (vi) Flexible working

Provide information on the flexible working arrangements available.

BU provides all staff with the right to request a change in their working pattern or a change in their hours (e.g. reduced hours, compressed hours), either temporary or permanent.

Across BU there is limited uptake of “formal flexible working” from academic staff. This likely reflects the flexible nature of academic work and therefore the existence of informal arrangements for flexible working within individual Schools. To date only one member of SOS staff has formally applied for flexible working: in early 2017 a full-time researcher requested a temporary change to her contract (reduced hours) on return from maternity leave; this was approved by her line-manager. The member of staff felt that this formal flexible working scheme could potentially be advantageous to other staff members in SOS. However, she felt it is not well advertised within SOS, and is not specifically

highlighted to members of staff going on or returning from leave meaning that at present it is down to individual members of staff to actively seek this information from HR.

**ACTION 4.4 Introduces of trial period of flexible working, which is evaluated and if satisfactory moves towards a formalised relationship.**

(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 after a career break to transition back to full-time roles.

SOS and BU's flexible working policy allows for applications for temporary changes in working patterns, e.g. a reduction in hours on return from a career break, which would then revert back to full-time at the end of the agreed period. To date, only one member of SOS staff has applied via this "formal flexible working" route to work part-time for 12 months after her maternity leave. More commonly, members of staff have been able to work part-time on return by using accrued leave which then automatically reverts back to full-time once the accrued leave has been used up.

One member of staff noted: *"...flexible working had worked very well for her in terms of integrating back into SOS and her teaching and administration duties, but also allowed her to get into the routine of childcare."*

**5.6. Organisation and culture**

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

SOS seeks to foster an inclusive environment in which BU policy on equality is ingrained and all staff and students are treated fairly in all procedures, assessments and choices. **ACTION 1.1 Raises the profile of Athena SWAN in the School and ensuring effective representation of Athena SWAN principles and agenda within the School.**

SOS promotes an informal and friendly culture. The daily coffee club meets in the open-access Marine Centre Wales building for all staff and PhD students to chat for 30 minutes in an inclusive and collaborative environment. During the autumn/winter semester, an annual School cake competition, supported by an external restaurant business, takes place along the "Bake-off" model. This is open to all staff and students and further promotes the friendly and inclusive culture within which SOS operates with a number of male and female entrants each year. SOS also arranges a number of informal sporting events each year, ranging from participation in BU's football competition to the annual (and

historical) Marine Biology vs. the Rest of the World cricket match, which take place at lunchtimes and afternoons, respectively. While all of these fixtures typically attract mixed female/male teams drawn from across staff and PhD students **ACTION 5.1** will promote **Greater female participation in informal networking events**.

SOS runs a number of open seminar series that promote networking, collaboration and career development. Weekly internal seminar programmes are organised by two small teams, each led by a postdoctoral researcher (1 male, 1 female), which reflect research interests within SOS. These take place at lunch-times throughout term-time and speakers are both internal and external. Internal speakers come from across the spectrum of PhD students and staff, and provide essential practise and exposure to further career development and networking. External speakers are usually research collaborators and visiting academics and on three recent occasions have included high-profile international female academics who have acted as visible STEMM role models for female staff and students. Since the seminars engage across all staff, PhD students and include both postgraduate and extended-programme undergraduate students, the gender balance across the seminar is relatively equal.

**ACTION 5.2** will **Collate and analyse historical data on gender profiles of seminar speakers, and continue to monitor for bias**.

(ii) **HR policies**

Describe how the department monitors the consistency in application of 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. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Each College has a designated Senior HR Officer who has a close working relationship and is in frequent contact with SOS via the HoS. The Senior HR Officer is present at any formal meeting with staff in relation to policy.

Within SOS, if any differences between policy and practice are identified, one-to-one advice would be given involving HR, HoS, line managers and PIs; if an issue remained, guidance from the HR Staff Development Team would be sought which might result in a group session, training course or workshop.

Frequent training courses are provided to line managers on a variety of topics relating to HR policies; these are delivered by the HR Senior Officers. These form part of the Staff Development Programme and are also provided on request to a College or Department to ensure staff with management responsibilities are kept up to date.

The HR equality officer has recently begun gathering equality data relating to staff involved in formal grievance, capability and disciplinary cases which will be reported in the Equality Annual Report. BU has also just established Equality Champions, who will form a link between staff and the university and there will be one Equality Champion for each College.

**ACTION 4.1 will Promote interaction with the newly-established University Equality Champions through an annual lunchtime training session.**

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

The organisational and reporting structure of the school is led by the Executive Committee, which is task-led and constitutes the leads of the key SOS committees (Teaching and Learning; Research; Recruitment and Marketing) and key personal such as the equalities officer and representatives of technical and administrative staff. Personnel on the committee change as roles within SOS change, thereby ensuring that the group remains task-led rather than a static body of senior staff. The two other major committees are the Teaching and Learning and the Research Committees, which are responsible for both short-term actions and long-term strategies for their respective responsibilities. All committees report to the 6-weekly School Board of Studies, which is mandatory for all academic staff, and open to research staff and PhD students, thus ensuring that the operations and management of the school are open and transparent.

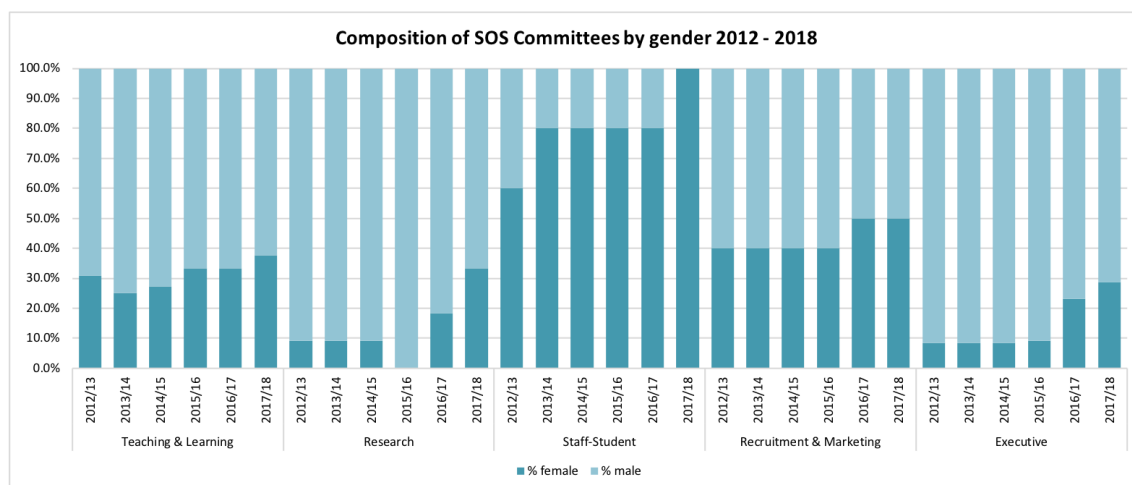


Figure 24 - Composition of SOS committees by gender between 2012 and 2018

School committee membership is given in Figure 24. Given the gender distribution of SOS staff, women have traditionally been well represented on the Teaching and Learning and Staff-Student committees, but significantly under-represented in the Research and Executive committees. Previously, staff allocations to new roles in the departments were generally initiated by individual meetings between the (previous) HoS and those members of staff during which interests, skill sets and general work load were discussed. Little consideration was given to gender equality, and there was perhaps unconscious gender bias in the allocation of what could be seen as gender-stereotype roles. In terms of equality, diversity and transparency, there should be some consideration of gender equality in the assignment to these committees, but this should be in the assignment of roles at the Workload-model level (section 5.4.v), which will be considered in future (**ACTION 4.5; 5.3** will address this imbalance).

It is noteworthy that with the change of HoS in 2016/17 there has been an increase in female membership of the Teaching and Learning, Research, Recruitment and Marketing, and Executive committees as gender equality has been actively considered.

SOS has made a conscious decision to keep the gender balance of the Admissions and Marketing team slightly higher at 50% than the present SOS staff profile to accommodate better visibility of role models during opendays.

The issue of committee overload due to sometimes small numbers of men or women is a consideration for the HoS, and is assessed when roles are allocated – it should however, be monitored via **ACTION 4.5; 5.3**.

SOS communicates formally with students through the staff-student liaison committee (Director of Student Engagement, SOS teaching administrator, degree programme student representative). The student members are elected by the student population at the start of each academic year. Gender breakdown of staff and students participating in this committee should be monitored (**ACTION 5.4**).

#### (iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Figure 25 shows a culture of wide external participation in SOS and indicates that many faculty members do already sit on peer review panels (9 panellists for NERC, U.S.A National Science Foundation and the British Council) and international steering and advisory committees (14 committees representing UK and international programmes). In addition, 30% of staff serve on the editorial boards of respected leading journals including (PLoS One, Journal of Physical Oceanography, Polar Biology). However, the split between female and male participation is uneven, with a 15:85% imbalance in favour of males as editors of

journals, 40:60% male imbalance as advisors to scientific associations and a 10:90% male imbalance as members of the NERC peer review college.

**ACTION 5.5 will Enhance the participation of women on influential external committees.**

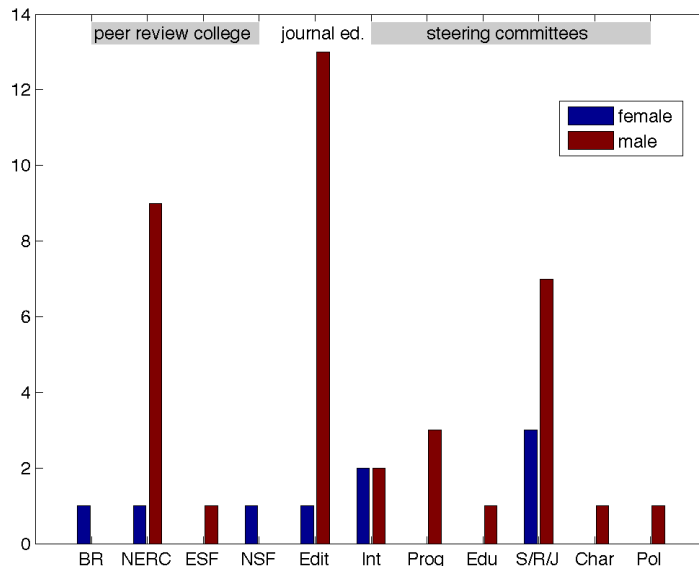


Figure 25 – numbers of staff participating in influential external committees. Biological Research Council (BR), Natural Environment Research Council (NERC), European Science Foundation (ESF), National Science Foundation (NSF), Journal Editor (Edit), International Science Committees (Int), Scientific Projects and Programmes (Proj), Degree Courses (Edu), Scientific Associations, Research Council Advisory Groups, Journals (S/R/J), Charities (Char) and Policy Advisory Boards (Pol).

#### (v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which 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.

A wider scale BU workload model is presently being developed for roll-out across the entire university in 2019/20. To inform this BU exercise (HoS sits on the BU panel), we are in the process of reviewing workloads across SOS with the aim to ensure an equitable distribution.

The staff survey highlighted the importance of these issues and indicated a clear gender-imbalance related to workload perception. It highlighted that while 96% of male staff agreed that the School treats staff on merit irrespective of gender, only 33% females agreed. Furthermore, 88% of males thought work was allocated on a fair basis, compared to only 25% of females. **ACTION 5.6 will Increase clarity and transparency in the allocation of workloads across the school.** The new workload model will improve gender-blind allocation of duties across SOS, improve accountability by developing clear metrics for staff to

assess progress, and also put in place pathways to promotion to ensure individuals achieve to their full potential. We see this as important to improving staff satisfaction in their jobs, and allowing for the flexibility required to manage requests for flexible working, study leave and parental leave.

(vi) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

School meetings are arranged 10h – 16h and confined to 2 h in length to take account of family-friendly working practices (**ACTION 5.7**). Many school-sponsored social events also take place at lunchtime or during the day to allow for maximum participation from staff and students. However, BU timetabling can impose lecture bookings until 18h, which can disadvantage staff (and students) with family and caring responsibilities. This is highlighted by the University nursery closing at 18h meaning that staff and students with lectures until 18h can have difficulty collecting children. **ACTION 5.8 will Raise the question of opening hours of the University’s nursery centrally.**

(vii) **Visibility of role models**

Describe how the institution 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 department’s website and images used.

SOS fosters an inclusive public image. Promotional materials feature women with a regularity commensurate with the almost gender equal proportion of female undergraduate students. This has included material produced for distribution through the internet, where a female SOS PhD student (Jess Mead Silvester) was recently awarded the “Best overall winner” at the 2016 CADARN awards for her video presentation titled ‘Atlantic Ocean and Wales’ Weather’ and a 3<sup>rd</sup> year UG student (Lily Stokes) has recently been awarded a Women in Science scholarship funding her further MSc studies.

With the recruitment of more female faculty (5/6 most recent posts), the visibility of female role models within the department is growing. In practise, this has translated into an increasing proportion of female sabbatical visitors (e.g. the two most recent recipients of Kirby Laing Fellowships; 2015 and 2017) and invited seminar speakers (3 in 2016-17). N.B. Kirby Laing fellows give public lectures on topics of their choice, further enhancing their profile and the visibility of females.

### (viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

SOS engagement with schools and the public run span participation in school and Coleg Menai careers fairs, bespoke school visits to SOS, participation in Eisteddfod events across north Wales, Venue Cymru Technocamps and demonstrations at local Sea Food Festivals, as well as through online videos (see 5.6.vii).

School visits are managed and led by Outreach Committee members. These sometimes require additional postgraduate demonstrators, and together these events have been overwhelmingly undertaken by female faculty, who also comprise 80% of the outreach team. The outreach committee was established in the 2014/15 to manage the increasing demand from schools for such engagement with SOS. Data collected from these schools' activities show that SOS participated in 43 events in 2014/15 carried out by a total of 50 volunteers who were women on 46 occasions. In 2015/16, we participated in 19 events carried out by 30 volunteers who were women on 25 occasions. We note that we hosted fewer events in 2015/16, due to maternity leave of our Outreach Committee Chair whose position was part-funded to increase Welsh-language student engagement in science.

**ACTION 4.5 will Ensure that outreach activity is not disproportionately carried out by female staff and students, whilst maintaining good visibility of female role models.**

[5383 words]

#### SILVER APPLICATIONS ONLY

##### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

#### 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words



Please comment here on any other elements that are relevant to the application.

Our Athena SWAN initiative has provided us with an opportunity to bring together staff from all stages of the academic career, and the impact of our efforts has reinforced the already positive working culture that exists in SOS. We are pleased to see evidence of the positive culture demonstrated by:

- a positive response among staff about work environment;
- wide support and involvement from all staff across a range of positions for the Athena SWAN initiatives that we have outlined in this application.

The staff survey was instrumental in identifying key areas which SOS will work towards addressing. Furthermore, the HoS summarised the results of the survey to all staff and offered to confidentially meet and discuss any issues raised, whilst a small SAT sub-group similarly offered the opportunity to discuss any such issues. These actions have directly contributed to the development of our action plan and **ACTION 1.2 will Monitor health and gender-equality of the working environment**

SOS is committed to extending the Athena SWAN agenda to fully encompass support for technical and professional staff and intends to promote greater equalities engagement throughout the entire workforce, looking towards a future Silver submission (**ACTION 3.11; 3.12**).

Our engagement with Athena SWAN has also provided us with the opportunity to learn from and share our best-practice at University level with our engagement in the College and University Athena SWAN Groups. BU is very active in this area as demonstrated recently by being named 'Employer of the Year' (public sector) in the Chwarae Teg Womenspire awards 2016. Our submission highlights the steps we plan to take to develop and support women and equality, and we would see these very much as first steps in our trajectory. We will ensure that the ethos of Athena Swan is central to the ethos within SOS, and underpins our commitment to developing our already rich diversity amongst our staff and students.

[303 words]

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

**A selection of 13 actions below, indicated in bold font, are considered “flagship” events on the future SOS equality agenda to address priority issues or objectives to the learning and working environment at SOS. These will be promoted and made visible internally and externally to SOS to widely promote the agenda of gender equality.**

Action Number	Objective/Issue	Actions, in order of priority per Objective	Timeframe	SAT accountability	Responsibility	Success measures
<b>1. Progressing Athena SWAN</b>						
1.1	Raising the profile of Athena SWAN in the School and ensuring effective representation of Athena SWAN principles and agenda within the School	The SAT will meet quarterly and will monitor progress towards achieving the objectives of the Action Plan	Quarterly from Sep 2018	SAT Chair	HoS	Athena SWAN maintains its visibility in School decision making and is a permanent agenda item on the SoS Board of Studies and Executive Committees
		Ensure all staff complete the online Equalities Training Course	Oct 2018	SAT HoS	HoS; HR	100% completion by Oct 2018
		Athena SWAN will continue to be a standing item on the SOS Board of Studies, Management Committee meetings and the CNS Executive so that progress towards action plans can also be reported in, and further implemented through, these groups.	Sep 2018 - ongoing	SAT Chair	HoS	Electronic minutes available on central network location and advertised to all staff together with a summary of progress on actions
		Recruit undergraduate members to the SAT who will report on AS activities to the Staff Student Liaison Committee	Oct 2018 with new enrolment at start of each	SAT Chair	Staff Student Liaison Committee chair	Greater awareness of Athena SWAN by undergraduate students

			subsequent academic year			
		Review the case for making the Equality and Diversity for Managers training course compulsory for all staff who manage others	Oct 2018	SAT HoS	HoS; HR	Decision made and justified at SOS School Board level by Jan 2019
1.2	<b>Monitor health and gender-equality of the working environment</b>	<b>Run the SOS organisational survey on a biannual basis to provide a platform to monitor and assess staff perceptions and to evaluate the effectiveness of equality actions within SOS and BU</b>	Jan 2019	SAT Chair	HoS	Generation of detailed and repeated quantitative and qualitative dataset on staff perceptions evidencing increased awareness of and progress towards implementation of Athena SWAN agenda
<b>2. Support for students</b>						
2.1	Ensure no gender imbalance with student performance	Evaluate the link between part-time student registration and student performance – feedback to Director Student Engagement	Annually in Jun, 2018 onwards with analysis at SOS exam board	SAT SZ	Director T&L; Assessment Director,	No implicit gender bias in reason why students take up part time study
		Monitor and evaluate the gender effects in student performance in all modules (ARQUE reports) – feedback to Director of T&L	Annually at pre-exam board ARQUE meeting	SAT SZ	Director T&L	No part of the course to disadvantage males or females. No future persistent gender effect in student performance in any of our modules
		Monitor part time student gender balance	Oct 2018 with new enrolment at start of each subsequent academic year	SAT student rep	Teaching administrator	No implicit gender bias in part time student numbers

2.2	<b>Encourage female participation in the physical sciences degree courses. I.e. those that involve geology, physics, chemistry and computing</b>	<b>Raise the profile of women in science to our students by ensuring that 50% of student profiles are female in marketing materials and on the website and increase from the present ~40%.</b>	Sep 2018	SAT SZ	Recruitment & Marketing Committee	At least 50% of student profiles are female in marketing materials and on the website by 2020 school prospectus.
		Continue to monitor the gender balance of students' degree choices, and enhance with collection of gender data from open days	Jul 2018 (summer open days)	SAT SZ	Recruitment & Marketing Committee; Director of Student Engagement	Promote in all SOS materials increased female student numbers via the enhanced dataset of gender balance
		Encourage young women to pursue a career in SET by expanding outreach to schools at pre-A-level and A-level to talk about future careers	Jan 2019	SAT SZ and YDL	Recruitment & Marketing Committee; Director of Student Engagement	Increase outreach activities by 10% above 2018 levels by Jan 2020
		Ensure that at least 50% of student peer guides giving demonstrations and tours at open days are female	Jul 2018	SAT SZ	Recruitment & Marketing Committee; Director of Student Engagement	By July 2019 at least 50% female peer guides at open days are giving demonstrations and tours
		Engage further with University's strategy to encourage girls to consider a broader range of subjects via events hosted by female staff and students, incl. the annual public Bangor Science Fair	Jul 2018	SAT Chair, SOS Employability Contact KVL	Recruitment & Marketing Committee; Director of Student Engagement	There is at least 50% female involvement from SOS at Bangor Science Fair 2019
		Continue to annually monitor and advertise the trajectory of pre-A-level students who attend our careers fair.	Jul 2018	SAT KVL & YDL	SOS Employability officer & Bangor Employability Office	An increase in female uptake of SET subjects

2.3	Observed small decrease in acceptance rates of females on PGT courses	Carefully monitor the trends in female acceptance rates for PGT courses to ensure that there are no underlying causes for the decrease	Monitor each Nov after PG examination board	SAT MK	PG Course Directors	Reversal observed in acceptance rates for females on PGT courses
2.4	Lower completion rate for male PGT students	Continue to monitor the completion rates for PGT students to ensure no underlying causes are responsible for the lower completion rates for males	Monitor each Nov after PG examination board	SAT MK	PG Course Directors	Gender equality in completion rates
2.5	<b>Proportionally fewer female PG Research students are being recruited</b>	<b>Initiate a survey for PGR students to identify, amongst other things, what barriers are present that prevent women being recruited</b>	Autumn 2018	SAT GW	Director of PG Research	75% survey return rate from all PGR students
		Review potential factors responsible for the trend of decreasing females at the application, offer and accept phases of the PGR application process	Monitor and review annually	SAT PGR representative	Recruitment & Marketing Committee	No factors responsible for the trend identified and increase in female representation at all stages of the PGR application route
2.6	<b>More male part-time PGR students</b>	<b>Initiate a survey for PGR students to identify, amongst other things, what factors are contributing to part-time PGR study</b>	Autumn 2018	SAT GW	Director of PG Research	75% survey return rate from all PGR students
		Review potential causes for the increased number of part-time male PGR students	Monitor and review annually	SAT PGR representative	Director of PG Research	No factors identified and gender equality in part-time PGR student numbers
<b>3. Staff Career Development and Key Career Transition Points</b>						

3.1	Disparity in past recruitment whereby at researcher grades more women than men are currently employed, but more men than women are employed at higher grades	Change the appointment procedures at the stage of shortlisting. Mandate gender equality on shortlisting panels to ensure a fair assessment of all applications	Apr 2018	SAT HoS	HoS	Moving towards equal representation of men and women in the SOS research staff
		Change the appointment procedures at the stage of interview. Mandate gender equality on interview panels				
		Feedback to the SOS Executive Board the rates at which women apply for, are short-listed for and are offered PGR jobs within SOS	Annually at start of financial year	SAT MA	SOS Executive Committee; HoS	Executive Board to annually scrutinise the effect of the new process in place to hire new staff (from advertisement to hiring process), to adjust processes where necessary to ensure equality on the work floor
		Continue to monitor promotion rates	Monitor and review annually	SAT sub-group: PGR and academic staff representatives	SOS Executive Committee; HR	Improved understanding of the gender disparity at each level and findings discussed in the SOS Executive Board for future action
3.2	<b>Increase the number of female applicants to permanent academic jobs</b>	<b>Rewrite descriptions in job adverts to shift the focus from the pure academic accomplishments (its interpretation might suffer from gender bias) to the required and desired teaching and research skills for the role.</b>  <b>School-wide meetings are held to identify the skills shortage in SOS to ensure transparency and inclusivity in the overall hiring process.</b>	At time of next position	SAT HoS	HoS; HR	Gender balance across applications for all vacancies from 2018

		Ensure that we have good gender balance at our outreach events, to show-case a working environment that strives for equality and diversity.	Immediately	SAT YDL	SOS Outreach Officer	
		Feedback to the SOS Executive Board the rates at which women apply for academic jobs within SOS	Annually	SAT HoS	SOS Executive Committee; HR	
3.3	Reduction of unconscious bias in hiring process	Change the appointment procedures at the stage of shortlisting. Mandate gender equality on shortlisting panel and hold second (independent) shortlisting review panel meeting to ensure a fair assessment of all applications has occurred	Immediately	SAT HoS	HoS; HR	Unbiased recruitment process as measured by gender neutrality on all new appointments from 2018
		Ensure that all academic staff have completed the Recruitment and Selection Course	Monitor from Jul 2018 PDR's	SAT HoS	HoS; HR	100% academic staff completed Recruitment and Selection Course by Jul 2019
3.4	Awareness of the Athena SWAN agenda for new staff	All new appointees will meet with the Athena SWAN Chair as part of their local SOS induction, ensuring awareness of the School's gender equality agenda and commitment to Athena SWAN principles	After each position appointed	SAT Chair	SAT Chair; HoS	100% awareness of SOS equality and Athena SWAN commitment on future staff surveys ( <b>ACTION 1.1</b> )
3.5	<b>Encourage promotion of female staff</b>	<b>SAT sub-group to investigate via dialogue with staff the lack of awareness by female staff of the promotion process and criteria</b>	Jul 2018	SAT Chair	SAT sub-group	Future staff survey shows 90% of staff understand the promotion process

	<b>towards senior roles</b>	Ensure that promotion is included in the discussion at the annual PDR with an analysis of the potential promotion routes	Annually at Jul PDR	SAT HoS	HoS; HR; PD reviewees	Increase in applications for and promotion to more senior roles by women in SOS.
		Hold 'Promotions Policy and Criteria' sessions in SOS, run by HR to improve staff knowledge of promotions routes and criteria	Annually at SOS away day	SAT HoS	HR	
3.6	Promoting high impact research output by female staff	Assign mentor who will have direct responsibility for providing feedback and advice on publications & proposals	Autumn 2018	SAT YDL	Research Committee	Ultimately improved REF 2021 scores
		Start monitoring gender differences in expected submission to REF 2021 via the University's ongoing rolling REF system and PURE database	Autumn 2018	SAT YDL	Research Committee; SOS REF coordinator	
3.7	<b>Promote the role of the PDR in career development and alleviate the poor perception of PDR process</b>	Strongly encourage staff to attend the "Getting the most from your PDR" training course"	Jul 2018	SAT HoS	HoS; HR	At least 80% positive perception of PDR process revealed in all future staff organisational surveys
		Ensure the correct implementation of the PDR scheme as set out by the University	Jul 2018	SAT HoS	HoS	
		<b>Organise a workshop for academic staff to promote the existence and benefits of the PDR scheme through an info session by HR</b>	SOS Academic Awayday 2019	SAT HoS	HR	
3.8	<b>Encourage enhanced female participation in</b>	Advertisement of professional development events and initiatives that are particularly relevant to females and	Autumn 2018	SAT GW	SAT GW	20% greater recorded participation by women in professional development



	<b>professional development schemes</b>	send targeted information to these staff members – likely via quarterly SOS Newsletter – and monitor participation rate				events
		<b>Organise a workshop for post-doctoral staff to promote the existence and benefits of the PDR scheme</b>	Jun 2019	SAT post-doc researcher representative (SW)	SAT chair	
3.9	<b>Promote the support available to female students for career development</b>	<b>Highlight the currently high participation by (and volunteers at) career days by women via publication of pictures of the event (social media and BU website)</b>	Jul 2018	SAT Chair	Employability Contact KVL	Future gender equal attendance at careers days and advertisement of good practice
		Proactive encouragement of female applications for the undergraduate summer internship scheme through advertisement via social media and SOS website	Oct 2018	SAT GW	Internship scheme lead, GW	Gender equal participation in summer internship scheme
		Start monitoring applications and offer rates of females and males for undergraduate summer internships	Oct 2018	SAT SZ	SAT student rep	
		Encourage continued applications to the BU Women in Science Scholarship	May 2018	SAT SZ	Director Student Engagement; Examinations Officer; Programme Directors	Further awards of Women in Science scholarships to SOS undergraduate students

3.10	Encourage quality of grant submissions	Ensure that all staff are making appropriate use of the CNS research proposal mentoring system to gain feedback on grant proposals	Jul 2018	SAT GW	Research Committee	Increased ranking of grants from all panels, but particularly RCUK – including a higher submission rate by women
		Formalise the SOS internal review of unsuccessful grant submissions to move research ideas forwards	Jul 2018	SAT GW	Research Committee	20% enhanced submission of research grants by 2019
3.11	<b>Promote greater equality engagement throughout the entire workforce</b>	<b>Run an equality away day for all staff (including academic, technical, professional) to provide feedback on the recent staff survey and Athena SWAN Bronze application</b>	Jan 2019	SAT HoS	HoS	Greater understanding and appreciation of the equality agenda by all staff
3.12	Promote the career development opportunities and support for non-academic staff	Greater representation of professional/support staff on the SAT	Jul 2018	SAT SA	SAT Chair; HoS	20% increase in professional/support staff on SAT
<b>4. Career breaks, workload and flexible working</b>						
4.1	<b>Work to change the culture within the school to have a new formalisation of in-school actions to deal with maternity leave and the issue</b>	<b>Establish a SAT sub-group to monitor and analyse the effectiveness and impact of the new SOS maternity procedure on all staff. Feedback to HoS</b>	from Summer 2018	SAT SW	SAT sub-group; HoS	Future staff survey and sub-group note positive response to maternity support by the School
		Ensure that all staff know that maternity leave is available for 1 full year plus accrued holidays.	from Summer 2018	SAT HoS	HoS	Normal assumption that maternity leave will last one year, but that earlier return is fully supported

	<b>of “maternity-leaver guilt”</b>	Promote interaction with the newly-established University Equality Champions through an annual lunchtime training session	from Summer 2018	SAT KVL	HR	Established link between SOS staff and the University and a person that staff can go to raise any equality issues outside of the School
4.2	<b>Increase the understanding of HR family-friendly policies by both managers and those taking leave</b>	<b>Hold annual lunchtime presentation on employee support provision and particularly encourage managers and PIs to attend</b>	Jul 2018	SAT KVL	HR	Wide up-to-date understanding of maternity, paternity, adoption, parental leave policies across both line managers and those taking leave
4.3	Increased formal uptake of paternity leave	Formalisation of the procedure for requesting paternity leave, leading to notification to HR by HoS	Jul 2018	SAT HoS	HoS	Positive response to paternity leave provision in staff survey and continued monitoring by the School
4.4	Greater uptake and awareness of flexible working hours provision	Introduction of trial period of flexible working, which is evaluated and if satisfactory moves towards a formalised relationship.	Apr 2018	SAT HoS	HoS	Increased uptake of formalised arrangements for flexible working
		Advertisement of flexible working policy and inclusion in SOS induction programme. Linked to timetabling period	Mar 2018 (Annually)	SAT HoS	HR; HoS	Annual communication advertising University’s flexible working policy
4.5	Gender-balanced outreach activities	Ensure that outreach activity is not disproportionately carried out by female staff and students, whilst maintaining good visibility of female role models	Jul 2018 PDR round (annually)	SAT SJ	HoS	Gender equal distribution of outreach activities by 2019
<b>5. Culture, communication and School organisation</b>						

5.1	Greater female participation in informal networking events	Promote social activities such as coffee club, sports events within core hours	Summer 2018	SAT Chair	Social organisers; HoS	Increased female participation in social activities
5.2	Greater visibility of female role models	Females at a range of academic levels to feature prominently in seminar series.	Oct 2018	SAT GW	Series organisers	At least 50% of talks by females
		Collate and analyse historical data on gender profiles of seminar speakers, and continue to monitor for bias.	Oct 2018	SAT GW	Series organisers	
5.3	Greater female representation in departmental decision-making process	Proactive consideration of gender in the assignment of administrative roles, which feeds back to committee membership	Begin review Mar 2018	SAT HoS	HoS	Increased female academic membership of all decision-making committees
		Monitor the potential committee-overload due to small numbers of female staff in some positions	Mar 2018 (Annually)	SAT HoS	HoS	No recorded committee-overload
5.4	Enhanced participation of female students on SOS Staff-Student Liaison Committee	Monitor the gender breakdown of students participating in the Staff-Student Liaison committee to ensure gender equality.	Oct 2018 (Annually)	SAT SZ	Director Staff-Student liaison committee (SZ)	At least 50% female students on committee
5.5	Enhance the participation of women on influential external committees	Ensure that all early career staff and in particular females are encouraged at their annual PDR to apply for roles on external committees. Monitor annually at PDR	Jul 2018	SAT YDL	HoS	15% increase in females with roles on influential external committees by 2020
5.6	<b>Increased clarity and transparency in the allocation of</b>	<b>Focus group to mine the ideas behind the poor perception of the workload allocation</b>	Sep 2018	SAT Chair	SAT sub-group and HR facilitator	Next staff survey shows that all staff feel that the full range of their activities (including
		Improve the accountability, transparency	From Sep 2018	SAT HoS	HoS	

	<b>workloads across the school</b>	and equity in key areas of departmental activity (including outreach and pastoral activities) through publication of SOS roles				pastoral, administrative, teaching, outreach, research) are adequately recognised, appropriate and proportionate
		Ensure that all staff are aware of and understand how workloads are distributed using the new BU workload model	From Sep 2018	SAT HoS	HoS; HR	Explicit discussion in annual PDR shows staff understanding of workload allocation
		Discussion in PDR related to family friendly and external commitments	Jun 2018	SAT HoS	HoS	
5.7	Consistent implementation of core working hours	Continued communication to staff via School board, staff meetings and in general communication, the core hours of 10:00 to 16:00	Ongoing	SAT Chair	HoS; Board of Studies	All key meetings are scheduled within core hours without exception. Reflected in high attendance and satisfaction at school-wide meetings and social events
5.8	Restricted University nursery opening hours meaning staff and students with infants have difficulty with lectures running until 18:00	Raise the question of opening hours of the University's nursery centrally	Jul 2018	SAT SJ	HoS; HR	Extended nursery opening hours enabling staff/students to collect children after 18:00

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