Athena SWAN Bronze university award renewal application

Name of institution: Prifysgol Bangor University   **Year:** 2014

Contact for application: Nia Gwynn Meacher

Email: n.g.meacher@bangor.ac.uk   **Telephone:** 01248 382647

Date of previous award: November 2011

List of SET departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

Total number of university departments:

SET departments include:

College	Schools and Institutes in each College
College of Physical and Applied Sciences (CoPAS)	Electronic Engineering, Computer Science, Chemistry (3)
College of Natural Sciences (CNS)	Ocean Sciences, Biological Sciences, Environment, Natural Resources and Geography, Bio-composites Centre (4)
College of Health and Behavioural Sciences (CoHaBS)	Psychology, Healthcare Sciences, Medical Sciences, Sport, Health and Exercise Sciences, Institute of Medical and Social Care Research, North Wales Centre for Primary Care Research (6)

No SET departments currently hold an award.

Other academic departments include:

College	Schools and Institutes in each College
College of Arts and Humanities	English, Welsh, History, Welsh History and Archaeology, Linguistics and English Language, Music, Modern Languages, Creative Studies and Media, Philosophy and Religion, (8)
College of Business, Law, Education and Social Sciences	Business, Law, Education, Social Sciences (4)

Percentage of SET departments as a proportion of all university departments: 52%

An Athena SWAN Bronze University award renewal recognises that not only does the university overall have a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and an inclusive culture that values female staff, but that clear progress has been made since the previous Bronze university award application, as measured against the goals set in the action plan.

1

At Bronze renewal level the focus is on:
- The action taken and planned which demonstrates the university's commitment at a senior level to the 6 Athena SWAN principles; and
- Progress that has been made on the journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in SET, with:
  - Recognition of the current situation compared with that at the time of the original award;
  - The resources needed to continue to make progress;
  - People to lead and support; and
  - The means to monitor future progress (e.g. the action plan).
- Evidence of progress and learning since the previous application.

At the end of each section state the number of words you have used.

Click here for additional guidance on completing the application.

1. Letter of endorsement from a Vice-Chancellor – maximum 500 words

An accompanying letter of endorsement from your Vice-Chancellor (or equivalent) should explain how SWAN plans and activities have and will in future contribute to the overall university strategy and academic mission. The letter is an opportunity for the Vice-Chancellor to confirm their support for the renewal application and to endorse and commend any activities which have made a significant contribution to the achievement of the university mission in relation to science, engineering and technology (SET).

Our Ref: JGH/bn

17 November 2014

Dear Athena Panel Member

It gives me great pleasure to present Bangor University's application to renew its Athena SWAN Bronze award. Bangor University is committed to the Athena SWAN Charter and the Athena SWAN Group and the SET Colleges have been extremely active in promoting the principles of the Charter in the University.

Central to this success of course is the contribution of its staff and the University has been extremely proactive in developing effective strategies to support and develop its staff to ensure a sustainable workforce and enable our continued success. To this end, the Athena SWAN agenda has been an integral part of these strategies and indeed has been a driver for many significant improvements. These include:

- In our application in 2011 we noted that 40.78% of our academic staff were women and we were below the national benchmark. By now 52% of our academic staff are women and we are above the HESA benchmark of 44.5%.
- Since the last application the University has seen an increase of women on senior decision making groups and being promoted to senior academic positions.
- Following reorganisation of the estate there was a potential risk of closing the University crèche. However, as the University is committed to supporting staff with childcare responsibilities the University invested a million pounds to build a new crèche to continue to provide a high standard of childcare for staff.

Across many areas of the University's activity there are clear patterns of increased participation by women and I am extremely pleased to note this development that demonstrates that the actions undertaken and our commitment to gender equality over the last three years is having a positive impact.

However, I also recognise that there is much to do to continue to increase the number of women academics in the University, particularly at senior levels. The University's Executive will aim to increase the participation of women on senior decision-making groups and increase the number of women applying for promotion – this not only includes encouraging women to apply but also providing effective development opportunities to address their professional development. An effective supporting culture is also necessary to enable staff to contribute to the best of their abilities and therefore the work regarding academic workloads and organisational culture will be key to moving the University to the next step.

I am very pleased with our achievements to date and I, the University's Executive and the SET Colleges are very committed to advance women in science at Bangor and our next Athena SWAN Action Plan and application outlines the next steps to further address the principles of the Athena SWAN Charter.

Yours sincerely

Professor John G. Hughes PhD FBCS FLSW
Vice-Chancellor

3

2. The self-assessment process – maximum 1000 words

Describe the Self-Assessment Process. This should include:

a) a description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance, and how and why the team has changed since the original Bronze application;

b) an account of the self assessment process, with reference to year-on-year activities since the original Bronze award application, details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, how these have fed into the submission and been reported within the institution, and how the team has worked with departments to engage them in the Athena SWAN awards process;

c) plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and proposed consultation processes, and how the team will engage with SET departments to encourage them to apply for awards.

Self-Assessment Team Members
The remit of the University's Athena SWAN Self-Assessment Team (SAT) is to identify actions to embed the Athena SWAN principles in Bangor and since the last application the SAT has: analysed the University's gender data, identified actions to support career progression, communicated with stakeholders and reviewed relevant policies and practices as outlined in this submission. The SAT has also been active in reviewing submissions from the Colleges.

The team members include:

	Name	Role and experience of work-life balance
1	Prof Sian Hope*	Director of Strategic Initiatives and Professor of Computer Science and Chairs the SAT. Member of the Chief Science Advisor for Wales' working group on Women In Science and has balanced raising a family with an academic career.
2	Prof Jo Rycroft Malone*	Head of School (School of Healthcare Sciences) and University Lead for Impact and a member of Betsi Cadwaladr Health Board, Director – NIHR (Health Services & Research Programme) and Chair of the NICE Implementation Strategy Group. When not working Jo enjoys cycling and climbing.
3	Dr Neal Hockley	Research lecturer (School of Environment, Natural Resources and Geography). Neal works 50% FTE to accommodate child care arrangements as he is the primary carer of two children.
4	Dr Sion Williams	Lecturer and responsible for PGR Studies (School of Healthcare Sciences). His work is balanced with a role as a carer for 15 years and as a parent. Represents the College on the SAT.
5	Prof Tim Woodman	Head of School (Sports and Exercise Science). Tim has a one-year-old and

|		
		enjoys physical activity, and builds his work around these two activities whenever possible. He actively encourages his staff to engage in similar priorities.
6	Dr Lorrie Murphy*	Senior lecturer (School of Chemistry). Lorrie works full-time and has a family as well as an active role in volunteering in local organisations.
7	Dr Anita Malhotra*	Senior Lecturer (School of Biological Sciences) and Director of the University Doctoral School. Anita had her family relatively late, while she was in mid-career. Anita sits on both the SAT and the CNS Steering Group.
8	Dr Katrien Van Ladegehem*	Lecturer (School of Ocean Sciences). She currently has no dependents. She is an early-career female member of staff who seeks to improve career support for all staff and leads on Athena SWAN in CNS.
9	Mrs Nia Gwynn Meacher*	Deputy Director HR (Development). Works part time to in order to accommodate childcare arrangements.
10	Mrs Jackie Ellis*	Senior HR Officer working with responsibility for equality and diversity in the University. She has a family and experience of balancing work life balance around the needs of both the younger and older members of the family.
11	Prof Alan Shore	Professor of Electronic Engineering and Director of Research for CoPAS. Prof Alan Shore has two grown up children and chairs the group preparing the Athena SWAN application for CoPAS.
12	Dr Garry Reid	Director of Research and Enterprise Office. Married with two daughters and managing work life balance by working longer office hours but generally keeping evenings and weekends work free to spend time with family.
13	Mr Rhys Taylor	Students Union President – currently Bangor University Student's Union President and Vice President Education and Welfare 2013-14 and represents student perspectives on the Group.

* - denotes women members of the team.

The Group's membership has changed since the original application to ensure a broad representation of staff. The Group now has a gender balance and a good representation of academic grades and most have responsibilities at School and College levels and with UCU. The Students Union President ensures input from a student perspective.

The SAT meets 4 or 5 times during the year and has met three times since August to review applications. Also, smaller groups meet to discuss specific issues e.g. women on decision making groups. The Group has a shared electronic data source so that information and best practice can be shared.

In terms of communication and consultation, the SAT has a reporting structure that ensures that all relevant stakeholders are aware of the University's Athena SWAN activity. The minutes of the University's SAT are sent to the HR Task Group and the Equality and Diversity Task Group (which in turn are sent to the University Executive). Updates regarding activity on a College level are communicated in the University SAT.

Figure 1: Athena SWAN Consultation and Reporting Structure
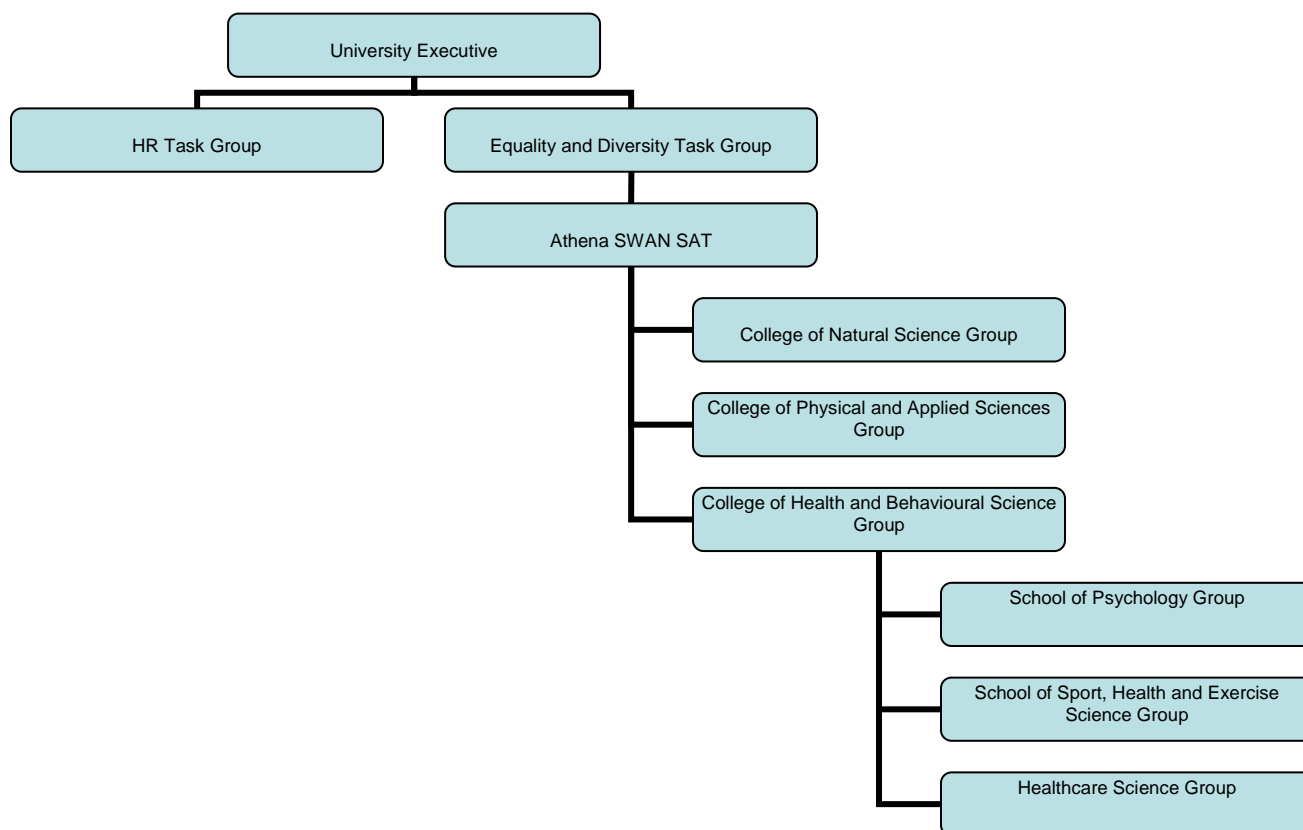
External Consultation
The SAT has been very keen to learn of developments and best practice in this area and have invited the following to talk to the Group:

- The University and the CNS SATs invited Dr Caitríona Ni Laoire (University College Cork) to the University to learn about initiatives to support women at Cork.

- Hywel Williams, MP for Arfon discussed the findings of the Parliamentary report on Women in Scientific Careers.

Both events were well supported and received positive feedback. Also,

- Nia Meacher is a member of the region's Athena SWAN Network Group and has been involved with WUMS (Women's University Mentoring Scheme).

- Jackie Ellis and Nia Meacher are members of the Equality Challenge Unit regional network which enables best practice to between the Universities in Wales.

- Jackie Ellis and others from HR regularly attend Chware Teg meetings (Chware Teg is an organisation that promotes gender equality in Wales) to learn about initiatives in other sectors.

This external consultation has informed the thinking of the Group which have been included in the next Athena SWAN plan.

Future Meetings
The SAT has made considerable progress since the first application which is outlined in the original Action Plan and developments within the scope of Athena SWAN agenda have also linked effectively with actions identified to address the requirements of the Concordat and actions to address the University Staff Survey outcomes.

The group will continue to address and monitor the Action Plan and support the Athena SWAN agenda (Action 4.6) and this will be informed by monitoring relevant statistics. The SAT will also begin to analyse student statistics to address issues that may exist in the student domain (Action 1.1).

(1003 words)

3. Description of the institution – maximum 1000 words

Provide a summary of your institution, including information such as whether it is research or teaching focussed, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments and any other relevant contextual information such as recent restructuring.

Provide data and a short analysis for at least the last three years (including clearly labelled graphical illustrations where possible) on the **Female:male ratio of FTE academic staff and research staff**– researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments, commenting on changes and progress made against the original action plan and Bronze university application.

Founded in 1884, Bangor University has a long tradition of excellence both for academic standards and student experience and has an international reputation for teaching and research. The University currently has 11,676 students supported by 2258 staff (headcount), of which 42% are academic staff.   SET staff account for 28% of the total headcount and 64% of the academic headcount.

The national Research Assessment Exercise (2008) showed that world leading research is being carried out at Bangor. Areas of particular excellence include Accounting & Finance which is rated as the best for research in the UK, and Electronic Engineering which is rated second in the UK. Sports Science is placed in the top 10 in the UK and Psychology is 11th in the UK.

The latest National Student Survey (NSS) results reflects the University's focus on overall student experience. The results – released August 2014 – place Bangor amongst the UK's top 10 universities for student satisfaction (7th in the UK when excluding specialist institutions). The University is also top in Wales for overall student satisfaction as well as quality of teaching.   The University is amongst the UK's top 50 Universities, according to The Times and The Sunday Times Good University Guide 2015. Bangor was also placed within the UK's top 20 universities in the Times Higher Education magazine's 2014 Student Experience survey.

The University has three SET Colleges which are the;

- **College of Physical and Applied Sciences (CoPAS)** and includes the Schools of: Electronic Engineering, Computer Science and Chemistry. The total headcount is 112 and 64% are academic and 36% are support staff.
- **College of Health and Behavioural Sciences (CoHaBS)** which includes the Schools of: Healthcare Sciences; Psychology; Sport, Health and Exercise Science; Medical Sciences, the Institute of Medical and Social Care Research and the North Wales Centre for Primary Care Research. The total headcount is 407 and 72% are academic and 28% are support staff.
- **College of Natural Sciences (CNS)** includes the Schools of; Biological Sciences; Environment, Natural Resources and Geography; Ocean Sciences and the Biocomposites Centre. The total headcount is 350 and 69% are academic and 31% are support staff.

The other Colleges in the University are: the College of Business, Law, Education and Social Sciences and the College of Arts and Humanities. The SET departments represent 52% by number of all University academic departments.

The gender balance (in academic roles) of percentages of female / male is noted in Table 1 (all statistics are headcount figures from September 2013):

Table 1: Female / Male Percentage of Academic and Research Staff in the University and SET Colleges

		Total Headcount	Female %	Male %
Number of Students		11,676	57	43
All staff in the University		2258	55	45
Total Academic Staff		814	52	48
College of Health and Behavioural Sciences	Total academic	292	59	41
	Research only	119	69	31
College of Natural Science	Total academic	241	29	71
	Research only	141	47	53
College of Physical and Applied Sciences	Total academic	72	25	75
	Research only	29	24	76

According to the published HESA data for 2012/13, 44.5% of academic staff in the UK are females. Therefore, it is pleasing to note that the University average and the SET average is above the national benchmark – see Table 2.

Specific points from Table 2 below have been noted as:
- That CNS is below the benchmark at all grades but with a rising trend over the three years in all grades except at senior lecturer level.
- There has been significant improvement in the percentage of women at the researcher grade in CoPAS.
- At lecturer level, SET women represented at this level have been relatively static during the period.
- At senior lecturer level, the SET overall figures are above the national benchmark but there has been a slight decline in CNS the last three years but an improvement in CoHaBS and CoPAS.

- At reader/ professor level, there has been an overall increase in the SET Colleges.

Table 2: Percentage of Female Academics at each Academic Grade in the University and SET Colleges

Researcher	2010/11 %	2011/12 %	2012/13 %	Benchmark %	Difference %
University	56.27	55.24	54.92	52.63	4.35
SET overall	54.05	53.90	54.30	47.90	13.36
CNS	41.70	42.40	46.80	50.00	-6.40
CoHaBS	71.68	71.56	68.91	70.90	-2.81
CoPAS	3.60	9.10	24.10	22.30	8.07
Lecturer	2010/11	2011/12	2012/13	Benchmark	Difference
University	48.30	49.08	49.41	49.63	-0.44
SET overall	49.09	49.38	49.70	41.30	20.34
CNS	30.00	35.90	35.00	38.30	-8.62
CoHaBS	60.87	59.60	60.19	66.55	-9.56
CoPAS	37.50	31.60	33.30	20.53	62.20
Senior Lecturer	2010/11	2011/12	2012/13	Benchmark	Difference
University	35.51	36.96	40.82	44.91	-9.11
SET overall	33.66	34.65	38.89	36.00	8.03
CNS	29.60	24.00	24.10	26.65	-9.57
CoHaBS	40.74	39.29	46.88	59.70	-21.47
CoPAS	0.00	18.20	25.00	17.27	44.76
Reader / Professor	2010/11	2011/12	2012/13	Benchmark	Difference
University	21.62	24.70	26.63	26.92	-1.08
SET overall	20.16	22.58	23.81	21.00	13.38
CNS	3.00	3.10	3.20	11.00	-70.90
CoHaBS	21.43	31.58	31.58	54.60	-42.16
CoPAS	22.20	18.20	14.30	8.40	70.24

The University can report improvements in many areas during the last period and in terms of the relevant HESA benchmarks the University is above the national benchmarks in many areas.   In our application in 2011 we noted that 40.78% of our academic staff were women and we were below the national benchmark. By now 52% of our academic staff are women and we are above the HESA benchmark of 44.5%.

Also, since our last Action Plan we have:
- Made substantial developments in terms of flexibility and managing career breaks.
- Improved the number of staff who have undertaken on-line equality training and further developed the 'Equality for Managers' course.
- Substantially developed the University's senior academic promotion policy, process and criteria.
- Developed the academic PDR (Performance Development Review) form to take account of the broad range of contributions by staff and included a section to specifically address actions to be taken following career breaks.
- Increased the number of women represented on senior decision-making groups.
- Increased the number of women applying for and achieving promotion.
- Improved the pay variance for professorial staff from 11.98% to 8.89%.

The SAT has recognised that progress has been made following the review it has undertaken whilst developing this application. However, the SAT has also identified key areas that must now be addressed to ensure continued improvement.

(Word count: 816)

Supporting and advancing women's careers – 4500 words in total

Please provide a report covering the following sections. Within each section provide data for at least the last three years (including clearly labelled graphical illustrations where possible) and a short analysis of the data sets listed, commenting on changes and progress made measured against the original action plan and Bronze application, including details of successes and where actions have not worked. Comment on plans for the next three years, which should also feature in your new action plan.

Please also attach the action plan from your last application with an additional column indicating the level of progress achieved (e.g. zero, limited, excellent, completed for each action)

4. Key career transition points

(i)   Comment on the effectiveness of policies and activities in your institution that are supportive to women's career progression in your SET departments at key career transition points as demonstrated by the following data.

   a)   **Female:male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts** – across the whole institution and in SET departments.

   b)   **Female:male ratio of academic staff job application and appointment success rates – across the whole institution and in SET departments**. Comment on any positive action taken to ensure diverse applicant pools and short lists.

   c)   **Female:male ratio of academic staff promotion rates** across the institution and in SET departments – comment on the effectiveness of the process by which staff are identified and recommended for promotion.

The University recognises the importance of Principle 5 of the Charter which highlights the impact of short term contracts. The University has identified a difference between men and women in terms of permanent and fixed term contracts and noted in 2013-14 that the University now has a 10% difference between men and women on fixed term contracts. A similar trend has occurred in CoHaBS and CNS, but CoPAS has improved its position from a difference (in favour of men) of 23% at the start of the period to equal levels by 2013-14 (see Table 3).

Table 3: Ratio of female and male academic staff on fixed-term contracts vs open-ended contracts

University

University						
	2011-12		**2012-13**		**2013-14**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Fixed Term	190	211	214	216	235	214
Permanent	184	244	190	254	200	268
Fixed Term %	51%	46%	53%	46%	54%	44%
Permanent %	49%	54%	47%	54%	46%	56%
CoHABS						
	2011-12		**2012-13**		**2013-14**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Fixed Term Totals	88	55	101	60	101	58
Permanent Totals	72	59	70	61	72	62
Fixed Term %	55%	48%	59%	50%	58%	48%
Permanent %	45%	52%	41%	50%	42%	52%
CNS						
	2011-12		**2012-13**		**2013-14**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Fixed Term Totals	51	78	65	81	79	73
Permanent Totals	20	65	23	72	29	75
Fixed Term %	72%	55%	74%	53%	73%	49%
Permanent %	28%	45%	26%	47%	27%	51%
CoPAS						
	2011-12		**2012-13**		**2013-14**	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Fixed Term Totals	3	25	8	25	8	28
Permanent Totals	9	27	10	29	9	32
Fixed Term %	25%	48%	44%	46%	47%	47%
Permanent %	75%	52%	56%	54%	53%	53%

HR are now examining the factors for this trend and will report its findings to the SAT in the near future (Action 2.1)

The data in Table 4 shows that there has been an improvement in the percentage of women applying for new academic positions and in 2012-13 more women than men applied for positions at senior grades. In terms of those appointed, in all but senior roles, representation is equal or more women have been appointed.

Table 4 –Percentage of female and male academic staff job application and appointment success by grade

		Applicants		Appointed	
		Female %	Male %	Female %	Male %
2010-11					
	Researcher	52	48	47	53
	Lecturer	35	65	62	48
	Senior Lecturer	42	58	67	33
	Reader/Professor	5	95	0	100
2011-12					
	Researcher	48	52	56	44
	Lecturer	43	57	50	50
	Senior Lecturer	50	50	50	50
	Reader/Professor	11	89	29	71
2012-13					
	Researcher	51	49	59	41
	Lecturer	37	63	55	45
	Senior Lecturer	60	40	17	83
	Reader/Professor	56	44	0	100

The University has the Athena SWAN logo on its recruitment page to highlight the University's commitment to prospective applications. HR have developed a new recruitment and selection course (which includes unconscious bias training) for all staff on recruitment and selection panels.

From June 2015 the HR Department will ensure that all Chairs and staff involved in recruitment will have attended this course and the relevant equality training (Action 3.10).

Tables 5-8 below demonstrate an increase in applications for promotion by women in 2012-13 to senior lecturer and reader and professorial grades. When taking a long term perspective on promotion trends in SET it is pleasing to note that more women are now being promoted. The recent increase in applications and promotions by women does correlate with initiatives to address the senior promotions criteria and efforts to encourage women to apply for promotion.

Between academic years 2008-11 (at senior lecturer level) 5, females applied and 5 were promoted and from years 2011-14 the number of women applying at senior lecturer level increased to 12 applications and 7 women promoted. At reader and professorial levels between 2008-11, 3 staff applied and 2 were promoted and in 2011-14, 7 women applied and 6 were promoted.

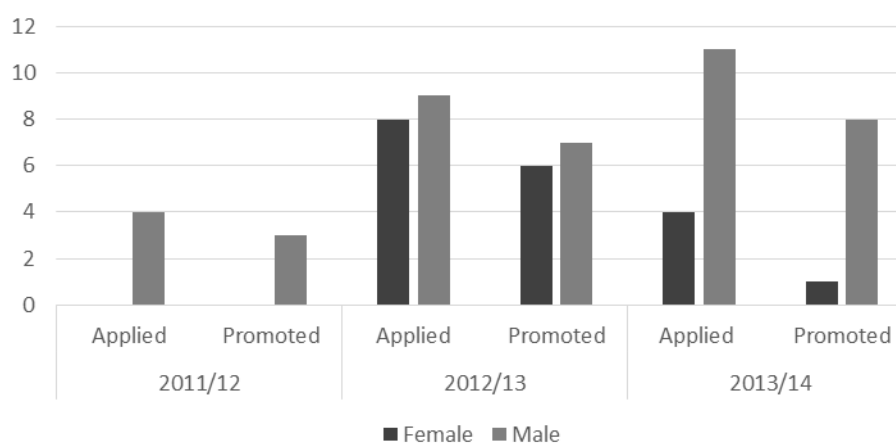## Table 5 - University - Senior Lecturer

Table 6 - SET - Senior Lecturer

Table 7 - University - Reader & Professor
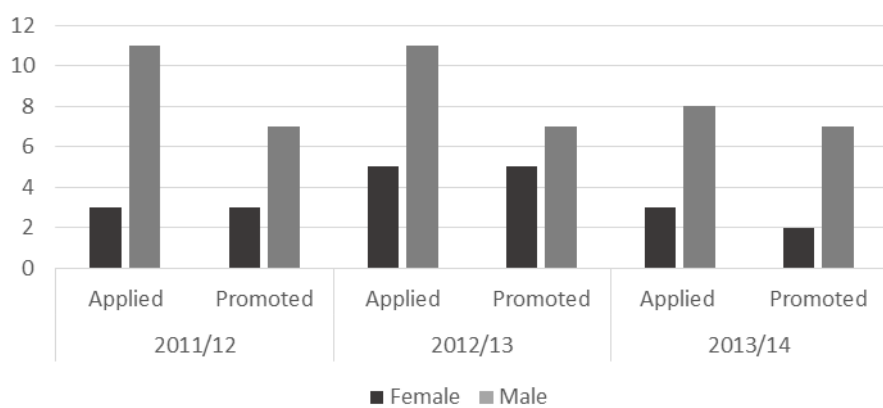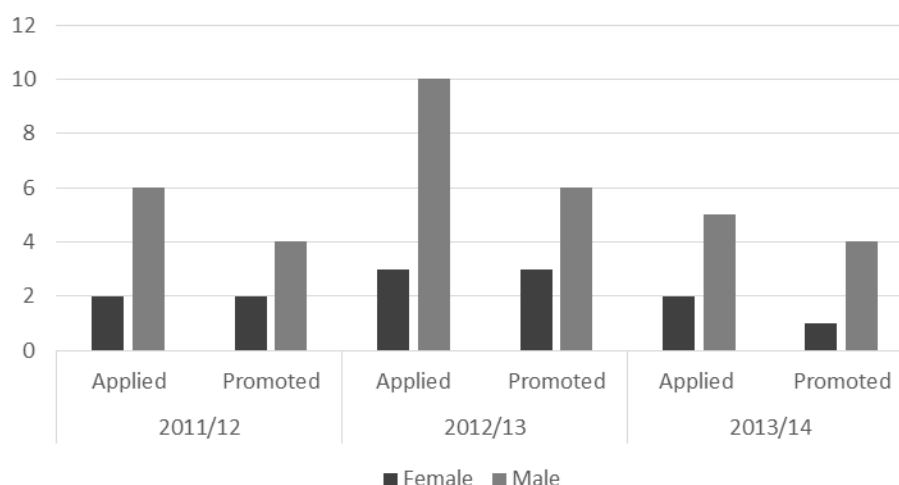

13

Table 8 - SET - Reader & Professor

Since the last application the University has significantly developed its senior academic promotions policy and process having taken into account feedback from focus groups following the CROS (Careers in Research Online Survey) and PIRLS (Principle Investigator and Research Leader Survey) in 2013 it was noted that the process was perceived as bureaucratic and should be more transparent and equitable.

The University consulted extensively with UCU, the Colleges and the SAT. The University now has a clearer process, application form and criteria for applications to these grades.

The process was piloted in 2013 and following feedback from the University's Promotions Panel the process was communicated to staff in a presentation by the DVC for Research, the PVC for Teaching and Learning and the Director of HR in 2014. This event was very well received.

This event will now be held annually and workshops will be introduced to support staff to write promotion applications. The University will also continue to encourage women to work towards progression and promotion and by introducing a similar process for progression from lecturer 1 to 2 (Action 3.1).

5. Career development

(i)   Comment on the effectiveness of policies and activities in your institution that are supportive to women's career development in your SET departments.

    a)   **Researcher career support and training** – describe any additional support provided for researchers at the early stages of their careers, such as networks and training, staff appraisal scheme, and whether the institution is signed up to the Concordat.

    b)   **Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking.

To address the principles of the Athena SWAN Charter the University is now targeting its Athena SWAN initiatives in three areas:

1. **Key enablers** –improving systems and processes that support the Athena SWAN agenda.

2. **Career transition points** – following discussion in the HE sector regarding the 'leaky pipeline' of women leaving academia to pursue careers elsewhere the University is developing strategies to address different career periods with the aim of retaining and developing talent at each stage.

3. **The Organisational Culture Survey** – in order to understand the impact of the organisational culture on women and men the University undertook a survey to review differences in perspective in areas such as: equity of work allocation and development opportunities.

1 KEY ENABLERS

a) Researcher Development and Concordat Developments

The University is committed to the principles of the Concordat and has been awarded the HR Research in Excellence award in recognition of this. The University has a Concordat Action Plan which was approved by the HR Task Group and the Research Strategy Task Group.

The University participated in the CROS and the PIRLS in 2013.   Following the survey, focus groups were held with early and mid-career researchers and principle investigators to gather further information regarding the results and identify actions to further improve the University's support for researchers. These informed the priorities for the University's Concordat Action Plan.

The University will continue to expand the University's professional development programme which is also linked to the RDF (Researcher Development Framework) and will further develop a web site that contains information regarding researcher development and a range of career related information (Action 3.2).

b)   Performance Development Review

Much work has been undertaken to encourage greater participation by staff in the Performance Development Review Scheme (PDR). Bangor's CROS results demonstrated that 73% of staff had received a PDR in the last two years, which is better than the UK average of 60%.

It was noted in the last application that a new electronic system was going to be introduced to support the PDR process. However, due to restructuring in the IT Department during this period this was re-prioritised. The academic PDR form and guidance was rewritten to include reporting on the range of academic responsibilities and specific sections highlighting extended periods of absence and development needs.

Also, PDR training in academic schools now includes a briefing on the Athena SWAN principles.

The University will continue to aim to ensure that all staff receive a PDR and will develop an electronic PDR process for academic staff to monitor completion and ensure an efficient link between PDR and identifying professional development needs (Action 3.3). To support this, an Academic Career Pathway document is currently being developed and this document will provide staff and managers with a clear outline of expectations and development opportunities in the University (Action 3.4).

c)   Induction

A review was undertaken by the University regarding its induction provision in 2013/14. As a result the monthly 'Welcome Programme' has now expanded the information that was provided in relation to: employee support policies, training provision, equality and diversity and Athena SWAN. All new staff are required to complete the on-line equality training as part of their induction.

The University also holds an 'Introduction to Management' programme to inform managers of relevant policies and strategies. This includes information on Athena SWAN and the University's commitment to equality.

d)   Women's Mentoring

Bangor is very proactive within the Women's Universities Mentoring Scheme (WUMS) in Wales**.** WUMS facilitates inter-university mentoring partnerships in HE across Wales where mentees receive encouragement and support from more experienced colleagues. The administration of this scheme is run from Bangor. Bangor continues to have very high participation rates in the scheme. Since 2011, 25 members of staff per year have participated. This usually accounts for about 20/25% of the total intake to WUMS.

The University has also developed an internal coaching and mentoring policy and process. This was developed as a result of the CROS feedback. Early career staff highlighted that this provision could be improved. At present we are undertaking a pilot with researchers in the School of the Environment, Natural Resources and Geography and consulting with the Colleges on how we can best support mentoring for researchers.

Following the training of mentors, the University aims to further develop mentoring in the University to ensure that further academic groups have access to effective mentoring (Action 3.5).

e)   Academic Professional Development and Support

The University holds a wide range of programmes for personal and professional development. In the last three years over 200 academics from the SET Colleges have attended courses. All staff have access to these workshops.

Equality training is also mandatory and to date 1052 staff have undertaken the on-line equality training and all managers attend the 'Equality for Managers' course.

2   ADDRESSING KEY TRANSITION STAGES

The University has considered the findings of the Parliamentary report on Women in Scientific Careers and has identified three stages to develop strategies to address women's career needs. The three stages are: PhD students, early career academics (lecturer and research grades up to research fellow) and established academics (senior lecturer and above). The PhD and early career stages are particularly important as they are the periods in which women are likely to decide not to pursue an academic career.

a)   PhD Students

In terms of current provision the University has a broad range of provision that it provides to students through the University's Doctoral School which is based on the RDF.

This year the University sent a survey to all PhD students to examine gender differences in terms of students' experience of their PhD, motivation to undertake a PhD and perspectives regarding potential career choices following completion. It was pleasing to note that in almost all the areas there were no gender

differences in responses. The only area in which there was a difference in response were the reasons for not wishing to pursue an academic career. This highlighted a difference (on average) of 17% between men and women in terms of: potential insecurity of short term contracts, work/life balance is better in other sectors and would like broader experience in another sector.

The SAT will now examine the results of the survey to identify what action can be taken to address these perceptions. Also, to encourage women to consider an academic career the SAT is currently seeking funding for a scholarship for a woman to undertake an MSc. This would enable women who may not otherwise consider an MSc to do so (Action 3.6).

b)   Early Career Staff
Early career researchers can take advantage of the full range of development opportunities offered by the University's learning and development programme and courses provided by the Doctoral School.

The following are also provided:
- To support effective research leadership and encourage networking a number of Bangor researchers are chosen each year to undertake the Welsh Crucible programme. Bangor University is part of the consortium of Welsh universities who, in partnership with HEFCW, run the programme in Wales. The programme won the Outstanding Contribution to Leadership Development in the THE awards in 2013. Of the 8 who have attended from Bangor, two were women from SET schools.

- Staff are annually invited to participate in the Springboard programme for women. In the last two programmes 25% of participants were from SET departments. Early career staff are also encouraged to participate in the WUMS mentoring scheme. An event is held annually to publicise WUMS.

- In 2014 / 15 two courses for women academics are being held to address time management and a one day career development workshop.

In the next period the HR Department will target early career staff and provide targeted development events to encourage increased participation in professional development. (Action 3.7).

c)   Senior Women Academics
For this group, the following activities were particularly relevant during this period:

- A women Readers and Professors Group has been formed and discuss areas relevant to the Athena SWAN agenda and shares its ideas with the SAT.

- In Wales the Leadership Foundation ran a leadership programme for PVC's and research deans in 2012/13 of which four of the participants were from Bangor and of that group, two were women and one woman works in a SET school.

- In 2013 we held a Women and Academic leadership session that examined gender issues and as part of this event some senior women staff received mentoring by Leadership Foundation associates.

- The University runs an Effective Manager Programme for mangers and uptake by women in SET has been low in the past. However, there has been an increase of 50% of the women participants in SET for the next programme being held from January 2015.

  The University will aim to increase the number of women undertaking leadership and management training and develop its provision to support academic leaders (Action 3.8).

3 ORGANISATIONAL CULTURE SURVEY

To inform the new Athena SWAN action plan it was decided to hold a survey to examine gender differences in how men and women experience their working environment in order to be clear about different perceptions and understand what action needs to be taken to effectively support women.

21% of academic staff responded and in some areas there was very little difference between men and women e.g. understanding of the promotion process and encouragement to take up career development opportunities. Areas in which women were least positive included: being provided with useful networking opportunities and equity of career development activities for part-time staff.

Women staff noted that they 'agreed / strongly agreed' that for example: Staff are treated on their merits irrespective of their gender - (59%), the School values the full range of an individual's skills and experience - (50%), work related activities are likely to be welcoming to both women and men - (66%), the School uses women as well as men as visible role models - (64%).

Clearly, there is much work to be done in addressing the outcomes of the survey, which will start with focus groups in the Colleges to identify the issues and what action needs to be undertaken to address the gender perspectives in the University and Colleges (Action 3.9).

Comment on the effectiveness of activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as:

a) Conferences, seminars, lectures, exhibitions and other events.

b) Providing spokeswomen for internal and external media opportunities.

c) Nominations to public bodies, professional bodies and for external prizes.

To raise the profile of women in SET the University has developed an Athena SWAN web page to promote the success of women in the University.

The University held the following events during the period:

- As part of the annual Science Week in 2013 the SAT invited Prof Jocelyn Bell Burnell to talk about her career and work.

- In 2014 the University invited Dr Caitriona Ni Laoire (University College, Cork) to learn of gender projects in Cork and their involvement with the pan-European GENOVATE project. The GENOVATE project seeks to ensure equal opportunities for women and men with a particular focus on universities.

- Hywel Williams, MP for Arfon who was a member of the Science and Technology Parliamentary Committee talked to staff about the findings in the 'Women in Scientific Careers' report.

The University's Corporate Communications and Marketing Department promote the successes of women in press releases and on the University's web site. These have included:

- Professor Sian Hope was awarded an OBE for her services to innovation and computing.

- Professor Jo Rycroft-Malone, has been ranked among the world's most influential researchers in the Thompson Reuters Highly Cited Researchers 2014 list.

- Dr Emily Cross from the School of Psychology was one of 12 exceptional women scientists selected to bring science directly to the public by Soapbox Science.

In terms of nominations to public bodies, professional bodies and external prizes the University, examples include:

- Prof Lucy Kuncheva received a Fellowship of the International Association for Pattern Recognition (IAPR) in 2012.

- Prof Hilary Kennedy is a member of the National Oceanographic Centre Steering Board and is a UK member of the Scientific Committee on Oceanographic Research.

- Dr Michaela Swales is President of the Society for Dialectical Behaviour in the UK and Ireland.

- Prof Rhiannon Tudor Edwards is a NISCHR senior faculty member.

The University will continue to promote the achievements of women at Bangor to provide positive role models for staff and students (Action 4.1).

6. Organisation and culture

(i) Comment on the effectiveness of policies and activities in your institution that show a supportive organisation and culture in your SET departments as shown by the following data.

   a) **Female:male ratio of Heads of School/Faculty/Department** across the whole institution and in SET departments.

There has been an improvement in the percentage of women who are now leading departments in the University and in the SET departments. This has progressed from 22% in 2011 to 33% in 2014 of women now leading departments in the University and an increase of 11% to 30% in the SET departments.

In relation to the Colleges, one of the five Deans is a woman (CoHaBS) and in terms of the SET Schools, two of the seven Schools are led by women.

When looking at the level of women who lead central service departments (but are not necessarily on the University Executive) five out of nine officers are women. The recently appointed Head of the Doctoral School is a woman.

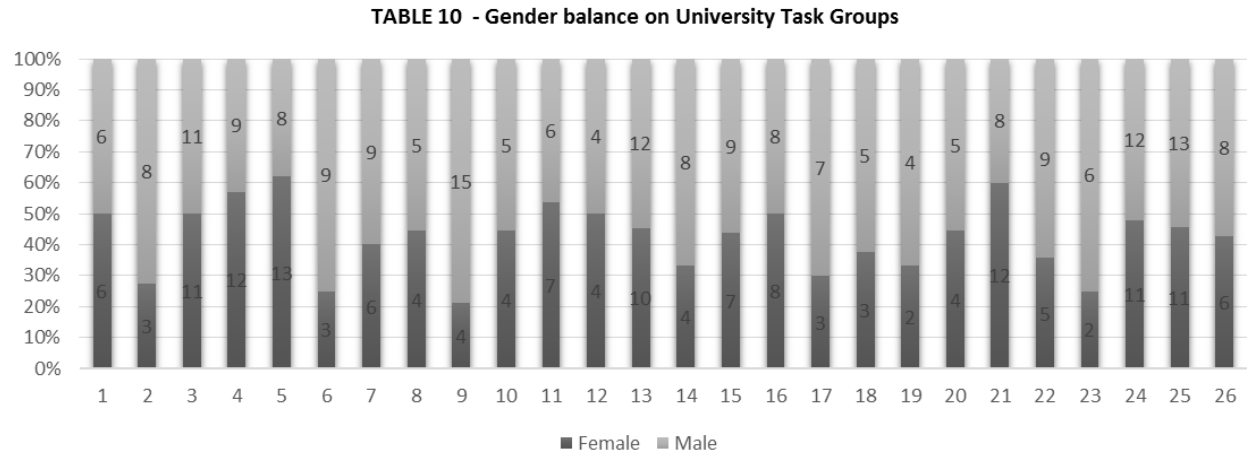b)   **Gender balance on the senior management team** at university level.

The table below demonstrates that the number of women on the University's Executive has trebled. See table 9 below:
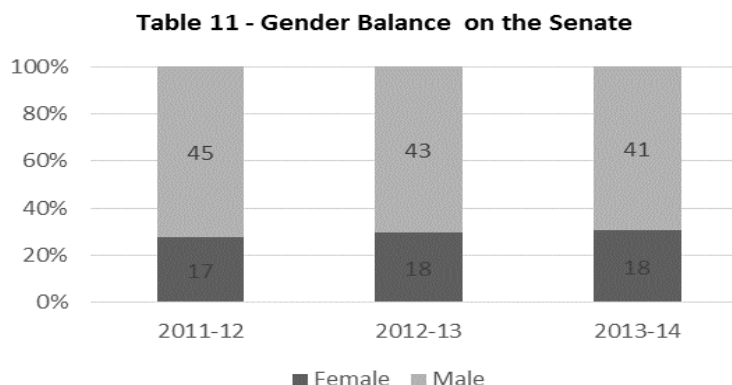
Table 9: University Executive

It is encouraging to see an increase of women on the University's Executive which along with the increase in heads of academic departments demonstrates the increased visibility of women in senior positions.

c)   **Gender balance on influential committees** at university level.

Gender balance on University decision making groups (Task Groups) is now monitored on an annual basis. Gender representation on Task Groups has improved since the last application but there is still room for improvement. 17 of the 26 groups now have participation levels of over 40% women and much of the difficulty with the Task Groups noted below in Table 10 is that the membership is role specific. 8 of the 26 Groups are chaired by women.

TABLE 10 - Gender balance on University Task Groups

20

In terms of the University's Senate representation is as follows;

Table 11 - Gender Balance on the Senate

Year	Female	Male
2011-12	17	45
2012-13	18	43
2013-14	18	41

In a recent report by 'Chwarae Teg' which benchmarked women's participation in leadership roles in key sectors in Wales it highlighted difference between men and women on University Council decision making groups. Similar to other institutions in Wales, participation levels by women in Bangor in these decision making groups is relatively low.

Table 12 - Gender Balance on the University Council

Year	Female	Male
2011-12	10	17
2012-13	9	21
2013-14	8	22
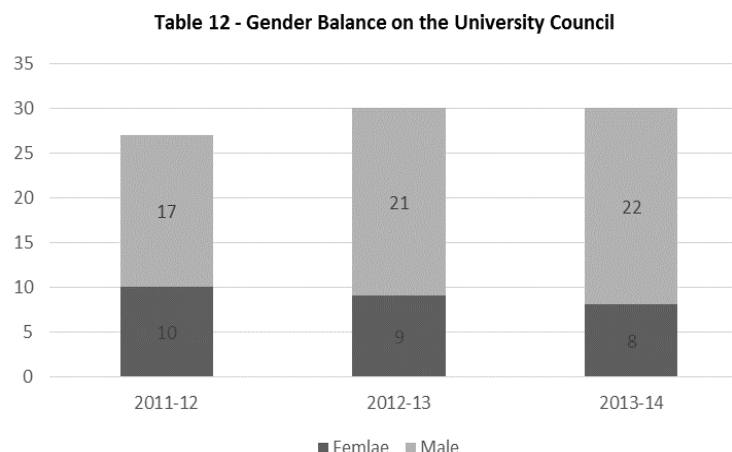
Although levels of participation on key decision making groups has improved the University wishes to see an increase in women on these groups and will continue to monitor progress (Action 4.2).

(ii)   Evidence from **equal pay audits/reviews**.

The University annually undertakes an equal pay audit. This has consistently demonstrated that there are no equal pay gaps in the grades distributed across the National Single Spine. Whilst top level reports indicate a pay variance of 23.16% (in favour of men) for those individuals employed on salaries above the top point of the single spine (excluding professorial staff), detailed analysis into the roles covered in this category found that no pay variances exist due to each role being unique.

The University is pleased to note an improvement in variance in professorial salaries from 11.98% in 2010/11 to 8.89% in 2012/13.

The University wishes to address this variance and has established a group to examine professorial pay with representation from professorial staff, heads of academic colleges and schools and UCU. Criteria for professorial banding levels have been developed to improve equity and transparency at this level and are now under consultation. (Action 4.3).

(iii)   **Female:male ratio of staff in the 2008 Research Assessment Exercise/ Research Excellence Framework** – across the whole institution and in SET departments.

In RAE 2008 Bangor submitted 80 out of 99 eligible female staff, 81%, compared to the University's overall submission rate of 85%. In REF2014 Bangor submitted 82 out of 135 eligible female staff, 61%, compared to the University's overall submission rate of 63%.

The Athena SWAN Group have reviewed this and identified that the institutional change in strategy for REF2014 which placed higher quality thresholds for inclusion than those set for RAE08 accounted for the reduction of staff submitted. The Group acknowledged that the strategy had less effect on the reduction of women submitted (-20%) than men (-22%); SET reduction of -18% for women and -21% men.

The number of eligible female staff had increased by 36 since 2008 (6%), 5 in SET Colleges (2%); the gender gap had reduced for submitted staff from 6% to 4% overall, 7% to 4% in SET Colleges. In the College of Physical and Applied Sciences there was a 17% increase in the number of women submitted. There was a reduction in the two other Colleges of 24% and 35%. In the College of Health and Behavioural Sciences a higher percentage of eligible female staff were submitted (57%) than male staff (50%).

During Bangor's preparations for REF2014 the Task Group responsible for the submission received equality training. Staff were made aware of Bangor's REF Code of Practice for the selection of staff. Individual staff circumstances were taken into account and appropriate reductions in publications required for submission were made.

REF2014	Eligible staff*		Submitted staff[#]	
	Women	Men	Women	Men
University Total	135 (35%)	254 (65%)	82 (61%)	165 (65%)
COPAS	8 (20%)	32 (80%)	7 (88%)	28 (88%)
COHABS	28 (35%)	52 (65%)	16 (57%)	26 (50%)
CNS	22 (24%)	69 (76%)	11 (50%)	48 (70%)
SET Colleges Total	58 (27%)	153 (73%)	34 (65%)	102 (69%)

* percentage in brackets denotes gender split of all eligible staff
[#] percentage in brackets denotes submission per gender group

HR will work with the Research and Enterprise Office to monitor equalities data during each internal annual REF preparation exercise and implement mechanisms to increase the proportion of women being entered for the REF (4.4)

Transparent workload models – describe the effectiveness of the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably, and is rewarded and recognised in appraisal and promotions.

a) **Work-life balance** – describe the measures taken by your institution to ensure a healthy work-life balance including, for example, that meetings and other events are held during core hours and to discourage a long hours culture.

b) **Publicity materials**, describe policies for production of publicity materials including the institution's website or images used.

In the University Staff Survey held in 2012, 91% of staff felt that Bangor University was a good place to work. However, work life balance emerged as a key issue and despite 74% responding that they agreed that they have a good work-life balance and were supported by their manager. It was also noted (in terms of responses around work pressure and work life balance) that this was an issue of concern for staff and particularly for academic staff. The following actions have therefore been implemented:

- The development of workload principles and guidelines. A group has been formed to examine this issue. A draft policy and guidelines is now going through consultation. The contains guidelines regarding holding meetings within core hours and highlights that the Academic Registry has a timetabling request form in which staff can request that teaching commitments can be arranged to enable staff to manage caring / childcare responsibilities.

  A key action is to examine workload issues in greater detail through consultation to identify practical steps to address academic workloads (Action 4.5).

Also developed to support staff are:

- The University's 'Be Your Best' programme which has included talks and workshops in positive psychology and work-life balance. The University has run two Mindfulness Programmes for staff. In the last two years 60 staff from SET Colleges have attended these events, the majority of whom were women.

- A review was also undertaken of the University's Stress Management Policy. This was expanded to include a Toolkit for staff and managers.

- The University has a Dignity at Work policy that has been revised and sets out a procedure to ensure that staff who feel they have been subject to inappropriate behaviour are supported effectively.

The University is very aware of presenting a gender balance in its student and staff publicity and web site – as well as other equality areas. The University publicises the successes of its women staff and students for publicity material and for open days.

7. Flexibility and managing career breaks

(i)   Comment on the effectiveness of policies and activities in your institution that are supportive of flexibility and managing career breaks in your SET departments as shown by the following.

23

a) **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff.

b) **Parental leave** – the uptake of leave entitlement (including maternity, parental, adoption and paternity leave) and the return rates and support offered to those returning to work.

c) **Childcare** – describe the institution's childcare provision and how it is communicated to staff.

The University continues to maintain excellent support for staff to balance their work with their commitments outside work. This is undertaken by the HR Officer and Health and Safety Assistant who have specific responsibilities in this area.

- **Flexible working -** the University provides all staff with the right to request a change in their working pattern or change in their hours. There has been an increase in the number of requests made over the last 3 years, from 12 applications in 2010/11 to 16 in 2013/14. Information about flexible working is available on the HR webpages and a HR Officer advises both staff and managers about the process and maintains a record of all requests and outcomes so that consistency across the University is maintained.

  Also the Buying Annual Leave policy came into effect in 2012 and was converted into a salary sacrifice arrangement in 2014. 124 members of staff have purchased additional leave, of these 10 were applications from academic staff and on average 6.75 days were bought per person (the policy allows for a maximum of 10 days to be purchased in one leave year).

- **Maternity and Paternity leave** - The University has an increasing number of parents requesting various types of leave each year. A suite of employee support policies are available on the HR web page.

  The University offers:
  - a 'one-stop shop' for mothers-to-be with pre-and post-maternity support and advice offered to improve retention of mothers returning from maternity leave and providing their line managers with equivalent advice on how they can support staff throughout this process.
  - An Expectant and New Mothers' Handbook with line manager guidelines and checklist to help support staff through the maternity journey.
  - A link to Tommy's Pregnancy at Work guidance which gives mothers-to-be access to further information.
  - The University offers paid 'keeping in touch days', with on average 7 out of the 10 available KIT days being used in the last three years.

Maternity uptake has been increasing, from 31 instances in 2010/11 to 40 in 2013/14. These increases are for academic, managerial, professional and support staff. In the SET Colleges all those who took maternity returned at the end of their maternity period.

Requests to backfill the period of maternity leave by a temporary replacement are made by the relevant Schools. The position for research staff is varied and where possible the University seeks to fund both the maternity leave and the cost of the maternity replacement from the research grant. Where this is not possible the maternity leave is funded from the School budget.

Also, following an increase in women wishing to express milk upon their return to work the University has purchased a stock of mini fridges which are loaned out to returning mothers. The loan of these has increased by 90% over the last 3 years.

- **Paternity leave** has also increased from 19 instances in 2010/11 to 22 in 2013/14 with the split being 75% academic, managerial and professional to 25% support. Since the introduction of Additional Paternity Leave in 2011 we have received one application for additional leave from an academic member of staff.

- **Adoption** - uptake is low throughout the University, with 2 instances in the last 3 years, of which both were male. Adoption, paternity and parental leave rates are excellent with a 100% return rate. Maternity return rates are high, with an average return rate of 87.5% p.a.

- **Childcare support –** Due to changes in the University's estate the University crèche had to be closed down. Despite financial pressures the University's Executive were clear that the crèche had to be relocated. Therefore in 2014 a new purpose built crèche was completed.   The University also has a childcare voucher scheme to support those with children.

To ensure women are able to attend Saturday open days, discussions are currently taking place with the University crèche to examine if the crèche can be opened on these days. This would benefit both staff and students.

The University will now:
- *Effectively introduce new legislation in relation to flexible working.*
- *Ensure that the University develops a policy and process regarding shared parental leave.*
- *Examine the possibility of opening Tir Na n'Og to staff and potential students during open days.*
- *Further publicise the Tir Na n'Og crèche to staff (Actions - Section 5).*

**(*Word count: 4397)*

8. Any other comments – maximum 500 words

Please comment here on any other elements which you think relevant to the application, e.g. other SET-specific initiatives of special interest since the original application that have not been covered in the previous sections, and promoting the Athena SWAN Charter.

As noted in our original application we do not see Athena SWAN as a process in isolation to other University strategies and we emphasise that Athena SWAN initiatives benefit *all* staff.

Therefore, in terms of the next stage, clearly integrating the GEM (Gender Equality Mark) award within current structures and strategies will be undertaken to include the other Colleges within the University and integrating the Athena SWAN initiatives with our new Strategic Equality Plan in 2015.

In terms of staff engagement, the results of the University Staff Survey and resultant action plan has dove-tailed with the Athena SWAN agenda so that both strategies are supportive of each other. During this period the University has been also been developing processes to support the principles of the Research Concordat and has gained the HR Research Excellence award – again this activity effectively supports the Athena SWAN agenda in the University.

Also, the original Athena SWAN Action Plan has been regularly updated since the last application which demonstrates that the agenda is continuously developing in the University.

The key action points for the next step will be to:
- Identify practical steps to address the outcomes of the organisational survey.
- Address issues that have arisen in the PhD survey.
- Develop practical actions to address academic workloads.
- Continue to work towards increased participation by women at senior levels.
- Continuously improve the identified enablers (including provision regarding flexibility and career breaks) to support this process.
- Identify ways to improve support for women's career development.

The University's draft five year Strategic Plan also embeds equality into its objectives and the Athena SWAN agenda is clearly highlighted in the strategy to ensure a fair and inclusive environment for staff. The initiatives outlined in the Athena SWAN Action Plan will therefore be a key contributor to achieving the University's strategic aims.

(Word count: 301)

9. Action plan

Provide a new action plan as an appendix. An action plan template is available on the Athena SWAN website.

This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, success/outcome measures, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

CYNLLUN GWEITHREDU - ATHENA SWAN - ACTION PLAN
2011 -2014

Abbreviations used in the Action Plan include:

CELT – Centre for Enhancement of Teaching and Learning
DD(HR)D – Deputy Director (HR) Development
DD(HR)O – Deputy Director (HR) Operations
HRTG – Human Resources Task Group
HR – HR Department
HROT – HR Operations Team
PDR – Performance Development Review
REO – Research and Enterprise Office
SAT – Athena SWAN Self-Assessment Team
SDT – Staff Development Team
SU – Students Union
Tir Na n'Og – the University's crèche facility.
UCU – University and College Union

	Objective	Resp.	Timescale	Action taken up to 2014	Success Measures and Progress
1 Baseline Data and Development of Supporting Evidence					
1.1	Develop process and format for annual monitoring of gender statistics to ensure that effective monitoring is undertaken to highlight trends and identify where action needs to be undertaken	Director of HR/ Equality Officer	Completed	• Format and timetable for statistics and information gathering has been put in place.	**Completed** A comprehensive set of required statistics at University, College and School levels that enables the University to measure trends effectively.
1.2	Ensure annual communication and reporting of gender statistics to University Executive and relevant Task Groups to ensure that senior management are aware of gender statistics and on-going initiatives	Director of HR/ Equality Officer	Reviewed annually	• Gender statistics are reported to the SAT, EDTG, HRTG, College Management Teams and the University Executive. • Relevant feedback is incorporated into future action planning.	**Completed** • Gender statistics are now reported annually to the SAT for detailed discussion and to identify further reviews. • The results are discussed at the EDTG, HRTG, College Management Teams and by the University Executive. Feedback from these discussions are communicated to the SAT to be incorporated into the University or College Action Plans. • University Athena SWAN Minutes are now reported to the Equality and Diversity Task Group, the HR Task Group and the University Executive.
1.3	Ensure broad dissemination of information and communication in key decision making groups and task groups in the University e.g. University Executive, HR Task Group, Equality and Diversity Task Group and College and School Executives	HR / Colleges	On-going		
ADDITIONAL OBJECTIVES INCORPORATED INTO THE PLAN SINCE THE LAST APPLICATION:					
1.4	*The post-recruitment and exit surveys identify if any feedback is gender related so that action can be taken to address issues that arise*	*HROT*	*December 2013*	• *With the development of the new on-line recruitment process it is possible to collect feedback regarding the process and results are discussed in HR to identify any potential equality / gender issues.* • *On-line exit survey has been launched*	**Good** *Reviews are on-going and discussed in HR Operational Team meetings. No issues reported to date.*

28

				and any potential issues identified by the HR Operational Team, Equalities Officer and Deputy Director HR (Development).	
2 Action Arising from Data					
2.1	Examine the factors why female post-graduates may not chose to pursue academic careers	SAT and DD(HR)Dev	Completed	• Survey was sent out to all PhD students to examine the views of PhD students regarding a range of issues and identify if there are any gender differences in results.	**Good** Evidence base at University and College level developed and outlined in 2014 – 2017 action plan.
2.2	Review the contributing factors for the differences between voluntary turnover in the non-SET and SET Colleges and develop an appropriate action plan to address	HROT	Reviewed Annually	• Established a group in HR to review this issue. • Presented the review to the SAT for comment.	**Completed** This has been examined and discussed in the HRTG and the EDTG but review will continue as outlined in2014-2017 plan.
2.3	To annually monitor gender balance with staff on fixed term and permanent contracts to ensure that those on fixed term contract are not disadvantaged	HROT	Reviewed annually	• Established a group in HR to review this issue and make recommendations if necessary. • Monitoring was carried out during the collection of statistics required by the Welsh Equality Duty.	**Good** This has been examined annually and up to 2012-13 there were no areas of concern. However, the monitoring this year has revealed a 10% difference in men and women on fixed term contracts. This is now being reviewed.
2.4	To review and address disparities in professorial pay	HR Director	July 2013	• Established consultative group with professorial staff and Heads of Academic Colleges and Schools to examine the issues regarding professorial pay. • Criteria for professorial banding levels developed and agreed to improve equity and transparency at this level. • Reported to HRTG recommendations to address issues.	**Good** • Each annual Equal Pay Audit over the last three years has not identified any gender pay gaps within the HERA grades in the University. • The pay variance for professorial staff has improved from 11.98% in 2010/11 to 8.89% in 2013/14.
3 Supporting and Advancing Women's Careers					
3.1	Ensure that REF selection policies and processes reflect	REF Manager	2012	• Ensured that Bangor's process reflects best practice and equality impact	**Excellent** All actions achieved.

	equality best practice	and Equality Officer		• assessment undertaken. • REF Task Group received equality training. • Equality Code of Practice was put in place for REF.	
3.2	Encourage women to work towards progression and apply for promotion in the SET Colleges to address gender imbalances at senior academic levels	Deans of College / HR Director	May 2014	• Reviewed with relevant staff their views regarding the academic promotions policy and process to Senior Lecturer, Reader and Professorial levels. • Updated the relevant policy, criteria and process. • Developed senior academic promotion criteria at senior lecturer, reader and professorial levels • Held a 'Guide to the Senior Academic Promotion Process' presentation for all academic staff.	**Excellent** Comparing two three year periods from 2008 – 2011 and 2011-2014. It can be seen that: • Senior lecturer applications have increased from 5 to 12 with promotions increased from 5 to 7. • In terms of applications for readership and personal chairs applications have increased from 2 to 8 and promotions have increased from 1 to 7.
3.3	Ensure that staff are provided with a career path document so that development opportunities and paths to career progression are clear to staff.	DD(HR)D	September 2013	• Develop Career Development guidelines for academic staff. • Following developments to the senior academic promotions process and the academic PDR process this work was postponed until 2014 to include the developments in these areas.	**Good** First draft of the Career Development Guidelines has been completed.
3.4	Further develop female mentoring in the University to ensure that women can access mentoring processes to support their career and professional development	DD(HR)D and Staff Develop-ment Officer	September 2012	• Annually publicise the WUMS scheme in the University with a publicity event and email to all women staff. • Develop a University Coaching and Mentoring policy and process which allows the option of, where possible, women having women mentors. • Ran a mentoring pilot scheme in an academic school during 2013/14 participating. Hold an evaluation before further expansion of the scheme.	**Excellent** Bangor University consistently contribute approximately 25% of participants and mentors and mentees on the Scheme. WUMS evaluations demonstrate that the scheme has positive benefits in terms of reflection on career development, networking and developing confidence.

3.5	Further develop the gender website as a resource for staff	SDT	Completed	Provide useful site for staff to access information regarding gender issues.	**Completed** Web site completed and publicised to all staff.
ADDITIONAL OBJECTIVES INCORPORATED INTO THE PLAN SINCE THE LAST APPLICATION:					
3.6	*Ensure women are aware of the management and leadership training available to them*	*SDT*	*On-going*	• *Effective Manager Programme has been introduced for all managers and is publicised extensively.* • *The Springboard Programme has been publicised annually to women staff.* • *Women staff are encouraged to engage with WUMS and internal coaching and mentoring is also provided to women managers when requested.*	**Limited** • *2 women from SET Colleges have participated but the proportion of academic staff who participate in these programmes are relatively low. Those who have noted that they want to participate in the next programme in January 2015 demonstrates an increase of 50% of women SET academics who wish to participate.* • *25% of participants on the Springboard programme have been SET women staff.*
3.7	*Develop comprehensive researcher development provision and support for staff*	*SDT/REO*	*Completed*	• *Following the CROS and PIRLS survey hold focus groups to provide more qualitative information to improve provision for staff.* • *Further develop the researcher development web site to ensure that research staff are aware of the opportunities are available to them.*	**Good** *University was re-awarded the HR Research Excellence Award in September 2014.*
3.8	*Ensure that staff involved in recruitment and selection are trained in the process and receive required equality and diversity training*	*HROT*	*June 2015*	• *A new University recruitment and selection process has been introduced.* • *Training for staff participating in interviews and selection panels has been introduced for staff and includes unconscious bias training.*	**Good** *A successful pilot has been held and feedback incorporated for the programme launch in 2014/15.*
4 Culture Change and gender balance					
4.1	Increase the number of	University	June 2012	• Process has now been established to	**Excellent**

	women on University decision making groups and at College and School levels	Executive		report on the number of women on key decision making groups at University, College and School levels.	• The representation of women on University decision making groups is now reported and monitored annually at the Executive and the EDTG and HRTG. • Women representatives on the University Executive has increased from 16% to 30%. • 31% of key decision making Committees are chaired by women.
4.2	Evaluate the impact of the new senior academic promotions policy and process	DD(HR)O	Completed	See actions noted in 3.2	See impact noted in 3.2
4.3	Arrange networking events for academics and post-graduates	SDT	on-going	• A networking group has been established for women professors and readers in the University.	**Good** All events have been well attended and have provided a forum to raise issues and identify further initiatives.
4.4	Arrange further 'Women in Science' events to raise the profile of women in science for staff and students	SAT		• As part of the Bangor Science Week the SAT arranged a talk with Professor Jocelyn Bell Burnell in 2013. • In 2014 Caitriona Ni Loarie (University College Cork) visited to talk about the gender projects in UC Cork and the European Genovate project.	
4.5	University SAT to work with Colleges to work towards further awards	SAT and College SAT's	June 2014	• To support all SET Colleges applying for Athena SWAN awards.	**Good** All SET Colleges / Schools are applying for Athena SWAN awards in 2014/15.
4.6	Review the membership of the Self-Assessment Team so that there is equal representation of males and female and that the group has representation from all relevant grades and students.	SAT	Completed	• Seek new members for the group to ensure a gender balance. • Ensure that there is a postdoctoral researcher representative on the Group. • Seek student representation on the Group.	**Excellent** • There is now a gender balance on the SAT. • There is a postdoctoral researcher representative on the SAT. • A Students Union representative has also been included on the Group to represent their views.
ADDITIONAL OBJECTIVES INCORPORATED INTO THE PLAN SINCE THE LAST APPLICATION:					
4.7	*Following the University Staff*	*SAT*	*Completed*	• *Ran organisational culture survey on a*	***Good***

	Survey hold a further organisational culture survey to examine gender differences in this area			*University and College level.*	*Survey completed and action points addressed in Athena SWAN action plan 2014 -2017.*
4.8	*Ensure that new staff and managers are aware of the University's commitment to equality and Athena SWAN*	*SDT*	*Completed*	• *Introduce information about the Athena SWAN award in monthly induction for new staff.* • *Include information in the induction programme for new managers.*	***Completed***
4.9	*Provide a range of interventions to support staff with work based pressure*	*SDT*	*On-going*	• *Enhance University's Stress Policy and produce a Toolkit for staff and managers.* • *Introduce a 'Be Your Best' programme to deal with work-life balance issues and personal effectiveness.* • *Provide a Mindfulness Programme for staff.*	***Good*** *Programme evaluations have been positive– particularly regarding the Mindfulness programme.*
5 Flexibility and Managing Career Breaks					
5.1	Continue to work with UCU and the Colleges to increase the level of transparency of workload models	HR, Colleges, UCU	December 2014	• Establish a Task and End Group to develop principles and guidelines for academic staff • Review best practice in this area. • Consult draft with academic staff in the Colleges. • Consult with staff, UCU, the HRTG and the Executive before implementation.	**Good** Draft Policy and Guidelines complete and now going to broader consultation.
5.2	To review within SAT potential improvements that can be undertaken to support women in this area	SAT	December 2012	• Information sent out to staff to ensure that they are aware of our Employee Support Policies • University crèche 'Tir na N'og' has been relocated to new premises.	**Completed**

CYNLLUN GWEITHREDU - ATHENA SWAN - ACTION PLAN
2014 -2017

Abbreviations used in the Action Plan include:

CELT – Centre for Enhancement of Teaching and Learning

DD(HR)D – Deputy Director (HR) Development

DD(HR)O – Deputy Director (HR) Operations

HRTG – Human Resources Task Group

HR – HR Department

HROT – HR Operations Team

PDR – Performance Development Review

REO – Research and Enterprise Office

SAT – Athena SWAN Self-Assessment Team

SDT – Staff Development Team

SU – Students Union

Tir Na n'Og – the University's crèche facility.

UCU – University and College Union

	Objective	Responsibility	Timescale	Action	Success Measures and Progress
1 Baseline Data and Development of Supporting Evidence					
1.1	Develop a process to annually monitor University student gender statistics to highlight trends and identify where action needs to be undertaken	Director of HR / Planning Office	December 2015	• Work with the University's Planning Office to develop a format for the collection and presentation in terms of student statistics for: applications and recruitment, gender balance of UG and PG courses and research and degree classification. • Integrate annual monitoring of student gender statistics into Athena SWAN monitoring schedule and identify relevant student related decision making-groups who should be consulted.	University group developed format for annual collection and publication of all gender equality statistics in consultation with the Colleges.
2 Action Arising from Data					
2.1	To annually monitor gender balance of staff on fixed term and permanent contracts to ensure that those on fixed term contract are not disadvantaged	HROT	Reviewed annually	• Established a group in HR to review increase in 13/14. • Take any practical action that is possible to address the issues.	Identify factors that have led to this year's differential and factors identified and where possible addressed.
3 Supporting and Advancing Women's Careers					
3.1	To encourage women to work towards progression and apply for promotion in the SET Colleges to address gender imbalance at senior academic levels	Deans of College HR Director	June 2016	• Examine how the PDR and mentoring processes can further support women applying for promotion. • Introduce a similar process to application from senior lecturer for progression from lecturer 1 to 2. • Develop a workshop to support staff regarding applications for promotion.	• See increases in all Colleges of women applying for, and being awarded promotion. • Receive positive feedback regarding support for guidance to progress from lecturer 1 to 2. • Receive positive feedback regarding the promotion application workshops.
3.2	Further develop the	HR / REO /	July 2016	• Expand the researcher development	• Increase participation of women on the

	professional development programme for staff	CELT		programme for staff in 2014/15. • Annually monitor the participation of women on the various programmes provided. • Further develop the researcher development web site.	University's researcher development programme. • Achieve the HR Research Excellence Award in 2016.
3.3	Ensure all staff receive an annual PDR	HR Director	September 2017	• Introduce electronic PDR process for academic staff. • Provide PDR training for reviewers regarding integration of PDR and Career Development Guide. • Ensure that the integration of the PDR process and the career development document are clearly understood and utilised to best effect.	• All staff receive a PDR. • Ensure greater understanding of development support available to staff and receive guidance regarding progression and promotion.
3.4	Ensure that staff are provided with a career pathway guidelines so that expectations and development opportunities for career progression are clear	Director HR, CELT and DD(HR)D	June 2015	• Consult with the Deans of College, Heads of School and UCU regarding the first draft of the Career Path Guidelines. • Following approval, communicate its purpose, content and integration with other processes e.g. PDR.	Ensure that women are clear about the support, development and expectations at each stage of their career to enable effective career planning.
3.5	Further develop mentoring in the University to ensure that women can access mentoring to support their career and professional development	SDT	December 2016	• In 2014/15 introduce the Scheme in the Colleges for early career researchers. • Expand to further groups of academic staff in 2015/16. • Evaluate and review the scheme in December 2015 and review the uptake and impact of the scheme for women staff. • Examine potential of peer mentoring groups for women staff in each College and across the University.	In future organisational culture surveys aim to monitor the impact of mentoring support for women in terms of their career development.
3.6	Examine potential career aspirations of women post-	SAT / SU / College SAT's	June 2015	• Review the results of the PhD Career survey with the SAT and the Students	Have an action plan to implement the findings of the study and action points

	graduates particularly in relation to their perception of academic careers	and the Doctoral School		Union. • Identify any potential action points at University and College levels. • Apply for funding for scholarship to enable a woman to undertake an MSc.	addressed.
3.7	Provide targeted professional development events (particularly for early career staff) to encourage increased participation	SDT	June 2015	• Evaluate the development programme for women held in the current academic year. • Improve marketing of the University's training and development provision.	Positive response and outcomes to the University's training and development programmes.
3.8	Increase the number of SET women undertaking leadership and management training	SDT / Deans	June 2017	• Specifically target women to attend programmes provided by the University.	Increased participation of SET women on management and leadership programmes.
3.9	Following the Organisational Culture Survey address the differences in perspectives regarding gender equality by men and women in the University and identify actions that can be undertaken to address those differences	HR / SAT	September 2017	• Hold focus groups to identify what actions need to be undertaken to address differences in responses between men and women. • Take action at University and College / School level to address issues that arise. • Integrate the findings to the Athena SWAN Action Plan. • Hold a follow-up survey to analyse impact of actions undertaken.	In a follow-up survey in 2017 see improved outcomes for all staff involved in the survey and parity in responses by men and women.
3.10	Ensure that staff involved in recruitment and selection are trained in the recruitment process and relevant equality and diversity issues	HR	September 2015	Following the development of a new recruitment process for the University ensure that: • Staff participating in interviews and selection panels attend relevant training. • Develop a monitoring process from September 2015 to ensure that all chairs of panels have undertaken relevant training.	All chairs of recruitment and selection panels have undertaken equality and recruitment selection training.

4 Culture Change and gender balance					
4.1	To promote the achievements of women scientists in Bangor as positive role models for staff and students.	SAT / SU	On-going	• Arrange networking events for women academics and post-graduates. • Increase the number of women speakers at University events. • Work with Bangor Science Week team to increase the profile of women scientists during the week.	Raised profile of women in science in Bangor.
4.2	Increase the number of women on University decision making groups and at College and School levels	University Executive	September 2017	• Annually review and report to the EDTG, SAT and the University Executive the number of women participating in University and College decision making groups. • Engage with the 'Chware Teg' agenda and encourage more women to join the University's Council.	Continue to see an increase of women participating in the University's decision making groups.
4.3	To review and address disparities in professorial pay	HR Director	September 2017	Following the establishment of a group to examine professorial pay (with representation of professorial staff, heads of academic colleges and schools and UCU) consult on the criteria for professorial banding to improve equity and transparency at this level.	Continue to reduce disparities in professorial pay.
4.4	To increase the proportion of women entered for REF	REO / SAT	June 2017	• Monitor proportions of men and women being entered for REF in future mock reviews. • Annually monitor the number of women undertaking impact projects to ensure that the impact of maternity leave does not negatively affect their ability to undertake impact projects.	In the next REF see an increase of women submitted.
4.5	Identify practical steps to address academic workloads	Director of HR	September 2017	• Complete consultation of Academic Workload Policy and Guidelines. • Communicate Policy and Guidelines in	Improvements in responses to these questions by staff.

				Colleges.	
				• Measure impact of the Policy on practice in the University.	
				• In the next Staff Survey ensure that the questions in this area can be measured by male and female responses to identify any gender differences.	
4.6	Identify action to be undertaken and support Colleges with further awards	SAT	November 2017	• Agree schedule to monitor gender statistics in the University. • All SET Colleges to apply for an Athena SWAN award. • Use experience of Athena SWAN to support the other Colleges with Equality Charter Mark awards. • Integrate with the University's new Strategic Equality Plan.	All Colleges working toward or will have achieved silver awards and in turn the University will apply for the University silver award.
5 Flexibility and Managing Career Breaks					
5.1	Ensure that the University addresses requirements regarding the introduction of new legislation regarding flexible working	HR Officer	December 2015	• Develop flexible working policy. • Communicate the University's policy to staff. • Monitor uptake of flexible working.	Effective introduction of flexible working requirements through effective review and monitoring.
5.2	Ensure that the University develops a policy and process to deal with new legislation relating to shared parental leave	HR Officer	April 2015	• Clarify and consult on the University's policy in this area. • Communicate the new policy to staff. • Annually monitor take up and identify any issues that may arise.	Flexible work planning to accommodate parental leave by both mothers and fathers is effective
5.3	Increase awareness and publicise further the Tir Na n'Og nursery facilities	HROT	June 2015	• Examine the possibility of opening Tir Na n'Og to staff and potential students during open days. • Expand information in staff induction. • Examine ways of marketing Tir Na n'Og to staff.	Monitor in future staff surveys to ensure that all staff are aware of this facility.