



Athena SWAN Bronze department award application

Name of university: Bangor University

Department: School of Environment, Natural Resources and Geography

Date of application: April 2016

Date of university Bronze SWAN award: April 2014

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GLOSSARY OF TERMS

AT – Admissions Team	DSE – Director of Student Engagement
ASSG - Athena SWAN Steering Group	DTL – Director of Teaching & Learning
BU – Bangor University	EO – Examination Officer
CD – Course Director	HoS – Head of School
CM – College Manager	HR – Human Resources
CNS – College of Natural Sciences	MO – Module Organiser
dCM – Deputy College Manager	OCS – Organisational Culture Survey
DoC – Dean of College	SAT – Self-Assessment Team
DR – Director of Research	SENRGy – School of Environment, Natural Resources and Geography

1. Letter of endorsement from the head of department: maximum 500 words

COLEG Y GWYDDORAU NATURIOL
COLLEGE OF NATURAL SCIENCES

YSGOL YR AMGYLCHEDD, ADNODDAU NATURIOL A DAEARYDDIAETH
SCHOOL OF ENVIRONMENT, NATURAL RESOURCES AND GEOGRAPHY

29th April, 2016



Dear Athena SWAN panel member,

It is with great pleasure that I present this application by the School of Environment, Natural Resources & Geography (SENRGy) to gain an Athena SWAN Bronze Award. As Head of SENRGy, I chaired the Self-Assessment team and I must commend the hard work carried out by this team and by all consulted staff in developing sustainable strategies to make improvements to the SENRGy work environment.

We have identified good practice in SENRGy, which encourages us to further engage staff in promoting gender equality.

- Most men and women find their School a great place to work as they are treated on their merits, with a fair distribution of work in a culture that has both male and female role models and respects for family care duties.
- The percentage of female academic staff has increased from 38% to 45% between 2010 and 2015.
- SENRGY has recently seen initiatives by individual staff members providing networks, training sessions, learning opportunities and ultimately support in career progression. Many of these initiatives were taken by women.
- We have been making some significant changes to ensure a fair and transparent distribution of work load, that values the full range of inputs across the spectrum of teaching, research, administration and out reach

We have been able to identify issues in SENRGY, based on time series of student and staff data and qualitative evidence. Below I highlight some of these issues and the corresponding strategy by SENRGY to resolve them:

- SENRGY permanent academic staff are represented by only 25% women, with a greater gender imbalance towards higher academic grades. We will study whether this is due to a lack of support in long-term personal development, or the effect of maternity leave or other factors. A sliding window analyses may help and post-doctoral researchers will be asked about their aspirations and expectations.
- SENRGy staff think mentoring and networking opportunities should improve and that part-time staff should receive better support in career development. An in-depth analysis of the OCS outcomes is necessary, likely with additional enquiries.


SENRGY is committed to support women's careers via e.g. more effective mentoring schemes and PDRs and inclusive cover during maternity leave. SENRGY will better enable women to participate

in networking events, which should benefit promotion success and research impact. We will monitor the effects of the Athena SWAN Action Plan quantitatively and qualitatively. Some of the measures have already had an impact:

- The female:male staff ratio is still rising. There is some progression towards allocating important roles in SENRGY across grades and gender.
- A “CNS Women in Science” network was created, initiated and funded by SENRGy.

I am pleased with our commitment so far, and will ensure we will continue to address the principles of the Athena SWAN Charter.

Yours sincerely,



Professor Morag McDonald

Head of School and Chair, Athena Swan Self-Assessment Team

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(476 words)

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process.

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

The self-assessment team (SAT) represents a range of views from SENRGy and the wider University

Core SAT	
Name	Personal statement
Prof. Morag McDonald (Head of SENRGy and Chair of SAT)	Works full-time. Has two school-age children and acts as the interface between the team's discussion and higher managerial levels (School management Committee and College Executive)
Dr Neal Hockley (Lecturer, SENRGy)	Primary carer for two school age children and works 50% FTE
Dr Antony Halsall (College Manager)	Does not wish to disclose personal circumstances
Dr James Gibbons (Senior Lecturer, SENRGy)	Works full-time. Has one school age child and advises about statistical summaries of school data
Dr Karina Marsden (post-doctoral researcher, SENRGy)	Post-doctoral researcher within SENRGy and has helped initiate the CNS Women's Network
Dr Eifiona Thomas-Lane (Lecturer, SENRGy)	On return from maternity leave a temporary reduction in employment was agreed and therefore represents a phased return to work
Dr Helen Glanville (post- doctoral researcher, SENRGy)	Full-time post-doctoral research officer and co-founder of the CNS Women's Network
Noorman Affendi Bin Marzukhi (PhD student, SENRGy)	A full-time postgraduate student from Malaysia, works as a research officer in the Malaysian Agriculture Research and Development Institute
Dr Sophie Wynne-Jones (Lecturer, SENRGy)	Recently joined SENRGy as a Lecturer in Human Geography, so has experience of the staff recruitment processes
Carol Scott (Deputy College Manager, Operations)	Responsible for Human Resources and Student Recruitment. Has experience of balancing full time work around the needs of a family
Heli Gittins (Teaching Associate, SENRGy)	Working part time (60% FTE) on a fixed term contract, no dependents

The School is also supported by a number of consultants to advise on strategies to address gender issues in the School and the Athena SWAN process and application:

Internal consultants:
Dr Alison Wiggett, HR, University's Athena SWAN coordinator
Nia Gwynn Meacher, Deputy Director HR (Development)
Dr Anita Malhotra, School of Biological Sciences BU. Led the Athena Swan Steering Group (ASSG) for the College of Natural Sciences (CNS)

Dr Katrien Van Landeghem, School of Ocean Sciences BU. The University has an Athena SWAN Group which has a representative from each of the Colleges. Katrien (as the CNS representative) reports actions undertaken in SENRGy and shares best practice discussed on the University Group with the School

Dr Alison Cameron, School of Biological Sciences BU. Alison joined BU in 2015/16, having previously been at Queens University Belfast, where she was a member of the SAT in Biological Sciences who achieved an Athena Swan Gold Award

External consultant: Prof. Caitlin Buck, University of Sheffield, Chair of Women@TUoS Steering Group

- b) An account of the self assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The initial examination of the Athena SWAN principles was undertaken at the level of the College of Natural Sciences (CNS). 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 early spring 2014, the focus shifted towards gathering qualitative and quantitative data, with the formation of a CNS ASSG as a result of this exercise.

In April 2014 Professor Colin Jago (DoC) met with the ASSG to review the baseline datasets, discussion points and ideas amalgamated from ASSG meetings. 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 are different and they are more defined entities within the overall structure of CNS.

In September 2015 SENRGy began its own consultation and has undertaken the following actions:

- Formed the school SAT with a broad range of staff and student representation
- Collected and analysed the relevant statistical information
- Held an organisational culture survey which was sent to all staff to examine overall responses to the culture in SENRGy
- Held a specific post-doctoral survey for this group to identify their views regarding support provided to them within the School
- Held a focus group with a sub-set of female staff from across all grades in the school to gain more qualitative information. Key areas discussed in the focus group included: Discrimination, behaviours and culture; flexibility in the workplace; progression; recruitment; potential ideas for the Athena SWAN action plan
- The Athena SWAN Group meetings are minuted, including action points and completion of action points is monitored by the SAT chair. These are available electronically in a central School folder for all staff. The SAT chair has undertaken to report back progress on actions to the school Board of Studies and Management Committee

Between January 2016 and submission a meeting of the SAT has been held every month to analyse the relevant statistical information, examine the survey responses and identify further areas for investigation, and develop the action plan. The submission was also discussed in SENRGy Management Committee meetings to ensure that input was also received from its members, and was reported in CNS Executive Meetings.

Consultations were also held within the University through sharing ideas and best practice with other Schools who have achieved or had applied for Athena SWAN awards. The University's Athena SWAN Group also provided feedback regarding the application.

- c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self-assessment team intends to monitor implementation of the action plan.

From April 2016, the SAT will meet quarterly to monitor progress towards achieving the objectives of the Action Plan. From April we will also recruit undergraduate students. The initial assessment surveys will provide a baseline with which to compare future assessments, and to monitor progress against the action plan. Athena SWAN will continue to be a standing item on the SENRGy Management Committee, the SENRGy Board of Studies and the CNS Executive meetings so that progress on action points can also be reported in these groups. The HoS chairs the SAT, but also the School's Board of Studies and Management Committee, and will ensure the proactive involvement and support of these key decision-making bodies in the implementation of AS actions (**Action 1**).

(957 words)

3. A picture of the department: maximum 2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The School of Environment, Natural Resources and Geography (SENRGy) at Bangor University sits within the College of Natural Sciences, along with the Schools of Biological Sciences and Ocean Sciences, and the Biocomposites Centre. SENRGy currently has 437 undergraduate students, 146 masters students, 57 PhD students, 28 members of faculty, 27 members of research staff, all supported by 8 technical staff and 7 members of administrative staff.

Research in the school is wide-ranging, including soil science, climate change impacts and mitigation, catchment science, environmental microbiology, environmental pollution, crop science and breeding, conservation, ecological economics, forest and agroforestry science, and ecosystem services. In REF2014 the school was recognised as being in the top 20 in the UK in two units of assessment and 78% of the submitted research was rated as either world-leading or internationally excellent. It was very pleasing to note that, between the Research Assessment Exercise (RAE) of 2008 and the Research Excellence Framework of 2014, a much higher proportion of female staff were included in the school's submission – 43% and 57% respectively. The proportion of male staff submitted fell between 2008 and 2014 to 76% and 67% respectively. Female staff are clearly contributing an increasing proportion of high quality research outputs. Increasing quality criteria and a more selective submission has led to an increase in the female representation.

SENRGy provides a very high degree of student satisfaction, and the pastoral care we provide for our students has been very highly rated. In the 2015 National Student Survey, the School achieved an overall satisfaction score of 97% with all of our subject areas rated in the UK top 10. In the same year, the Postgraduate Taught Experience Survey had an overall satisfaction score of 99%, and the Postgraduate Research Experience Survey 94%. We offer a wide range of degree programmes at undergraduate and taught postgraduate level, such as Environmental Science and Conservation, Geography, and Forestry. We are particularly proud that the first female graduate in forestry in the world graduated from Bangor University in 1916. Mary Sutherland went on to have a distinguished

career in forestry in both the UK and New Zealand, and founded the New Zealand Institute of Forestry in 1927.

Many of our programmes are professionally accredited, including our forestry-related programmes by the Institute of Chartered Foresters (ICF) and our Environmental programmes, which are accredited by the Institution of Environmental Sciences and the Institute of Environmental Management and Assessment (IEMA). This greatly improves the employability of our graduates.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

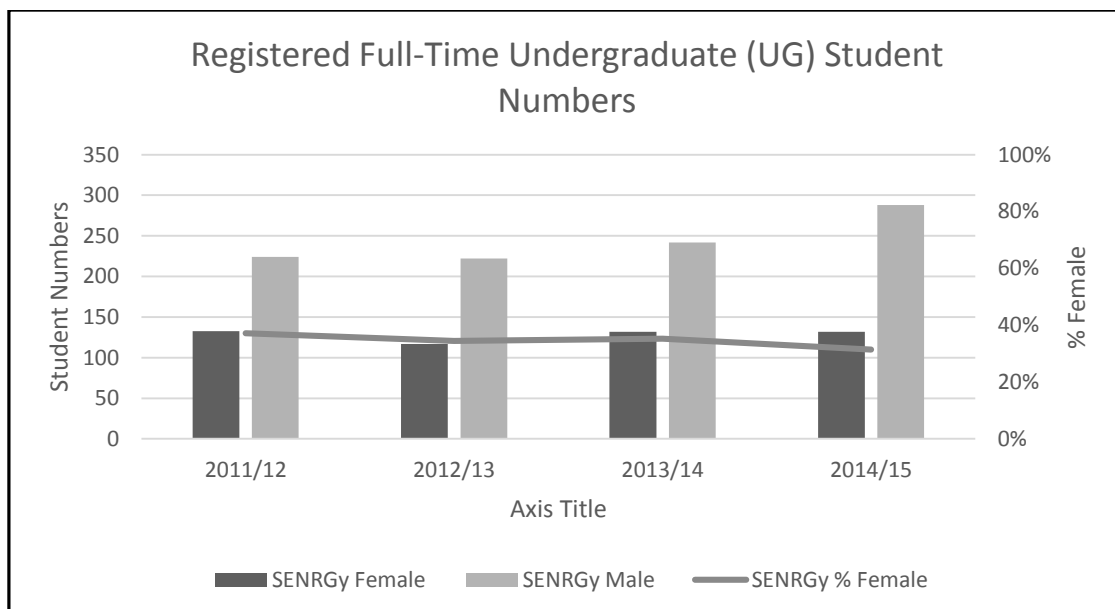
Student data

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

SENRGy does not run any foundation courses.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

National benchmark figures were extracted from <http://www.ecu.ac.uk/equality-charters/athena-swan/athena-swan-resources/data/>, with direct comparisons with agriculture and related subjects for 2013/14. It is difficult to represent all disciplines in a multi-disciplinary school such as SENRGy, but this deemed appropriate.



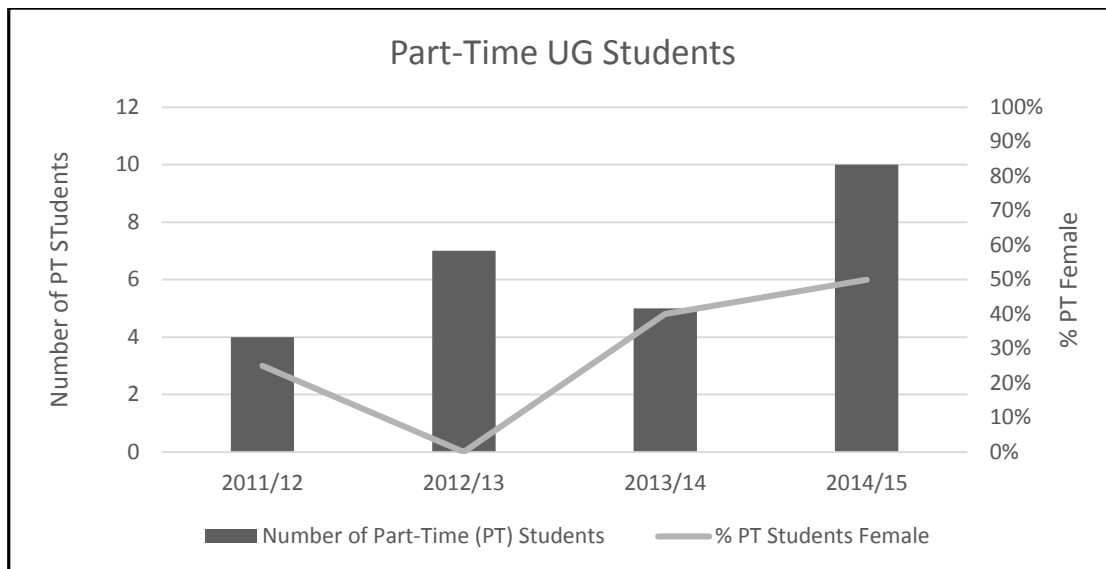


Figure 1: 4-year evolution of undergraduate students in SENRGy

The national benchmark for percentage women in 2013/2014 for all SET subjects was 48.3%. For agriculture and related subjects, the figure was 64.7%.

The issues identified:

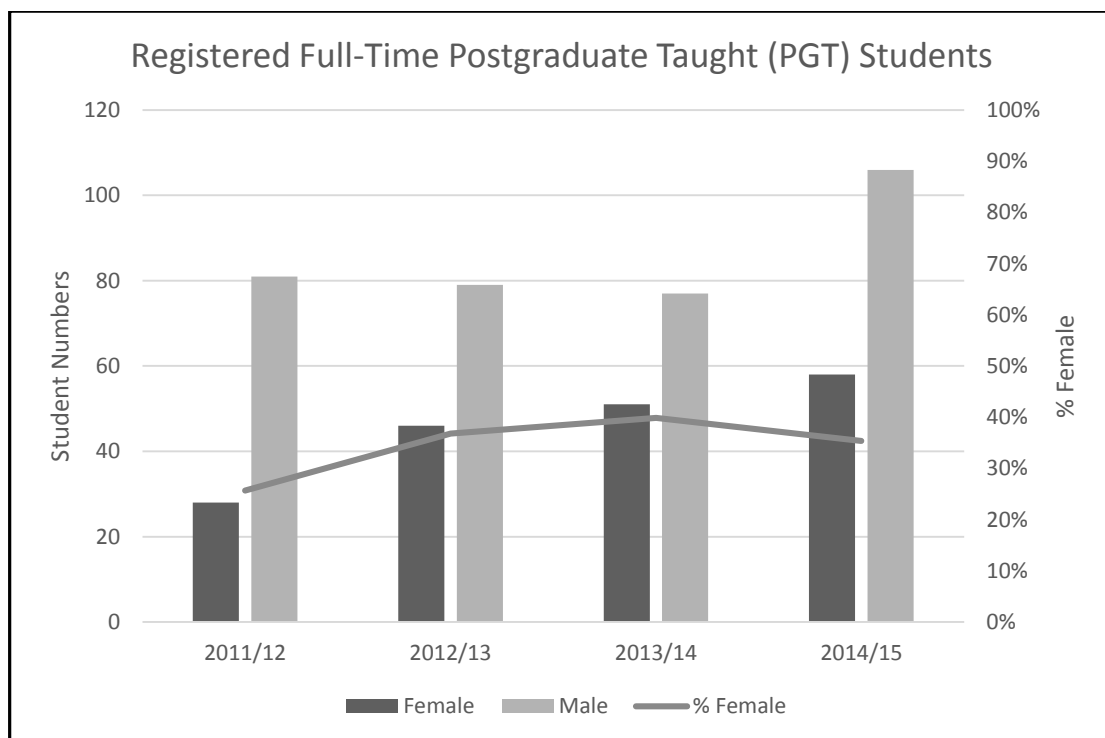
- In SENRGy female participation in full-time undergraduate degree courses is lower than the national average. The proportion of female students is roughly consistent over time, around 30-35%. However, the representation of female part-time students is nearer 50%, although numbers are small.

The School has been aware of the under-representation of women at undergraduate level for some time and has implemented, and will further develop, the following inter-linked activities (**Action 2.1**) to address this:

- SENRGy feature profiles of former students 'where they are now' as a permanent feature in the lobby area of the school's main building, and these are highlighted at Open Days. These provide excellent role models and >50% of the profiles are of women. We ensure that female staff and students are always well represented at Open Days despite the gender imbalance in the school (see subsequent sections). Future action will include ensuring at least 50% of student profiles are female in marketing materials and on the web
- Structural links with local Primary and Secondary School Teachers in SET subjects via the female SENRGy Director of Student Engagement (DSE), appointed in SENRGy in summer 2014. This was initially envisaged as an inward looking role but our DSE is enthusiastically employing it as an external facing role. She organised and fronted a 6th Form Geography Conference in October 2014 which provided an excellent female role model and attracted local media attention. 18 out of the 35 students (51%) who attended were female
- CNS attracts hundreds of visitors (students and the general public) during the Hidden Worlds exhibition as part of the annual Bangor Science Festival. In 2016, 802 visitors came to the exhibition, up from 757 in 2015. It is planned to use the Science Festival as a means to raise awareness of Women in Science in the future by profiling female academic staff and students, and ensuring involvement of female staff and students

- There may be differences in the proportion of female students on different degree programmes in the school (we have 17 different programmes) so SAT plans to obtain and further analyse data for individual programmes to see if any should be targeted more proactively. For example, if forestry degrees are shown to be particularly low in percentage female students, there are some good initiatives¹ to try to increase female participation in forestry. We participated in an Institute of Chartered Foresters Meeting focused on HEI, which considered typical barriers to students considering the profession and particularly noted misconceptions of barriers to women in the profession²
- The School will now monitor the proportion of female prospective students attending open days

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



¹ <http://www.forestry.gov.uk/employment>

<http://scotland.forestry.gov.uk/news/1201-women-in-forestry>

<http://scotland.forestry.gov.uk/news-releases/1203-changing-face-of-modern-forestry>

www.forestry.gov.uk/.../Equality-and-Diversity_Objectives_2012-2016.doc

[www.forestry.gov.uk/pdf/...doc/\\$FILE/GenderEqualitySchemefinal.doc](http://www.forestry.gov.uk/pdf/...doc/$FILE/GenderEqualitySchemefinal.doc)

<http://www.forestryscotland.com/news,-resources-and-publications/news/funding-for-women-in-forestry>

² <http://www.charteredforesters.org/news/item/342-hei-meeting-forestry-careers/>

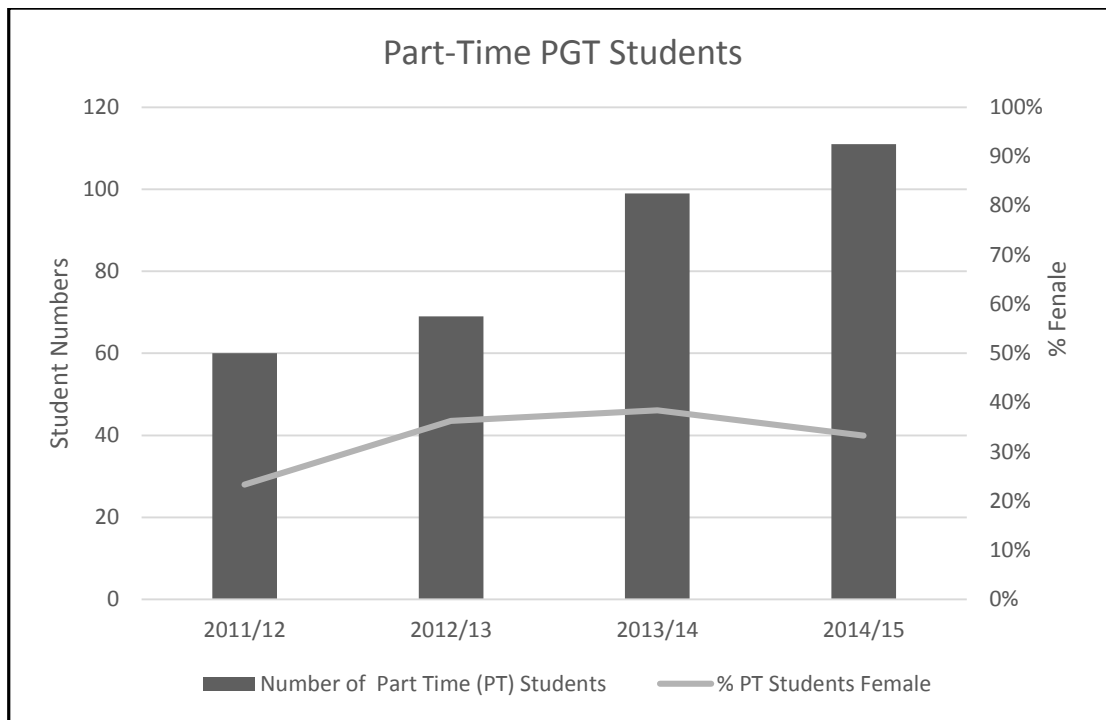
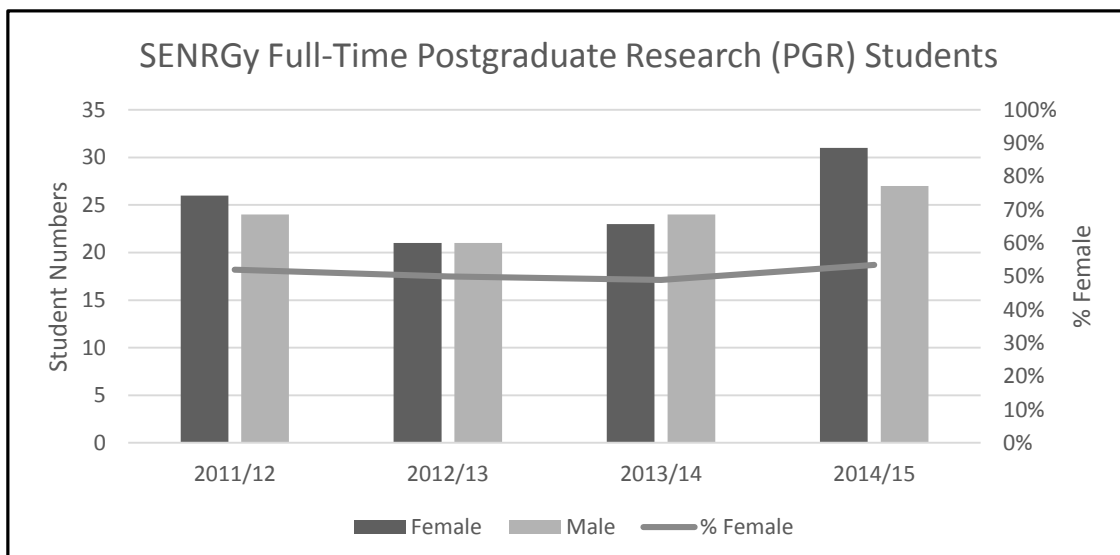


Figure 2: 4-year evolution of postgraduate students (taught) in SENRGy compared to the national benchmark of 48.3% for SET subjects, and 55.3% for agriculture and related subjects

We have increased the participation of women in postgraduate taught courses significantly over the last 4 years, although current female:male ratios are less than the national benchmark (Figure 2). However, for agriculture and related subjects, the number of students are heavily weighted towards “animal science” (such as veterinary science) courses that have a very high percentage of women students but are not taught in SENRGy. A high proportion of our PGT students are part-time, on average 64% over the last four years as a proportion of the total PGT student population. The proportion of female students in this part-time population has been on average 33% over the last four years and shows an increasing trend.

- (iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the**



discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

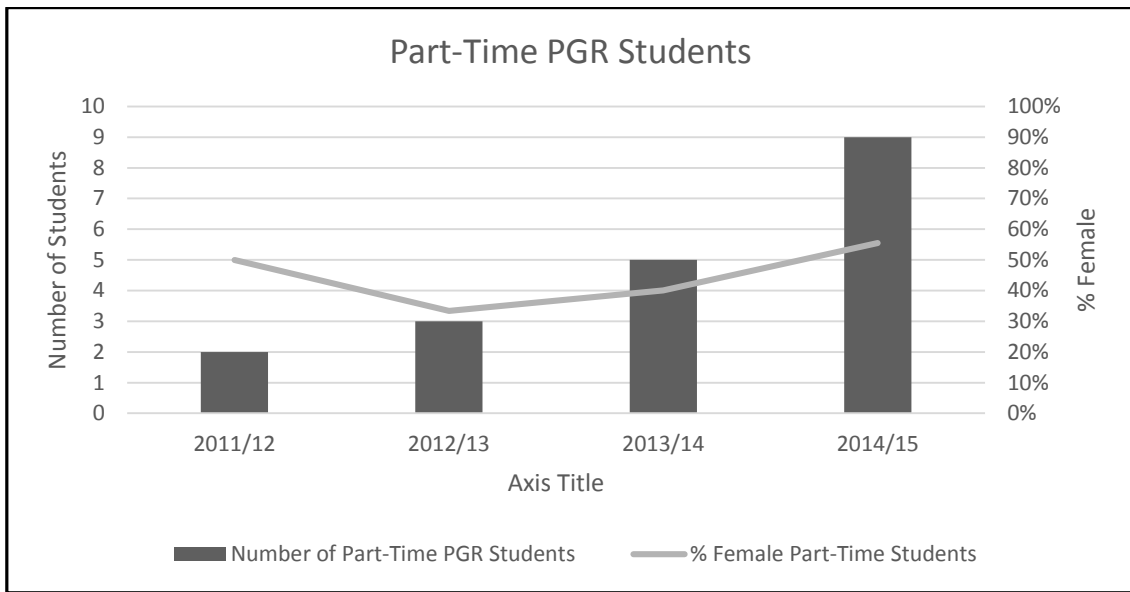
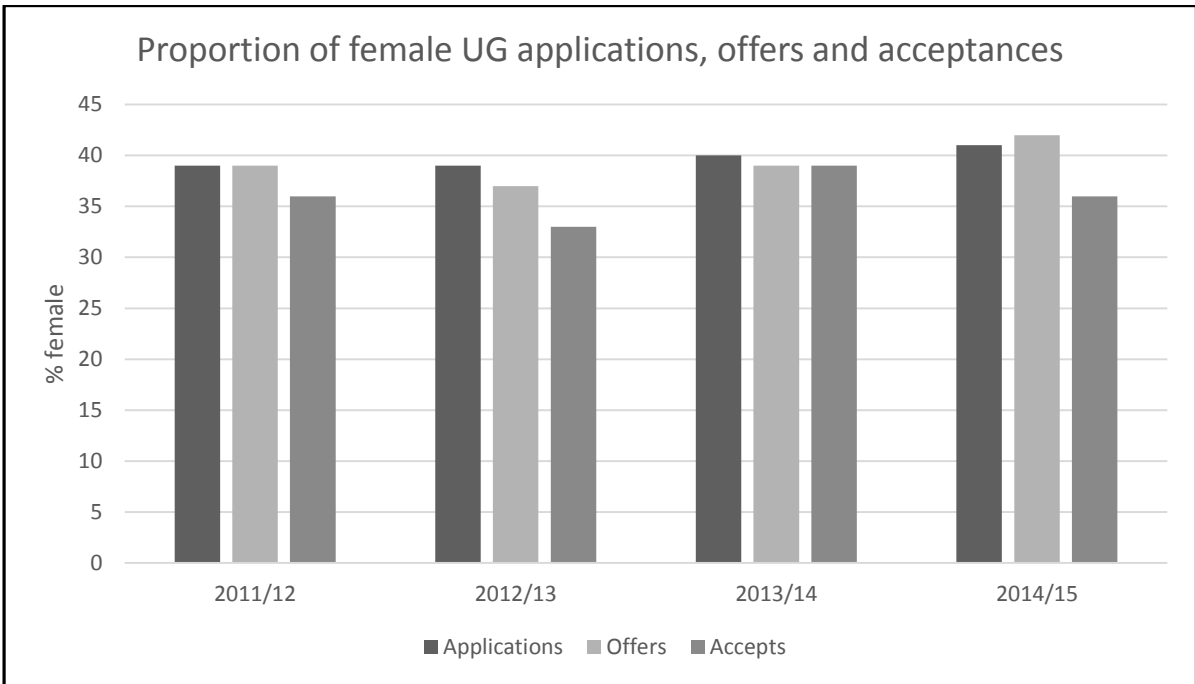
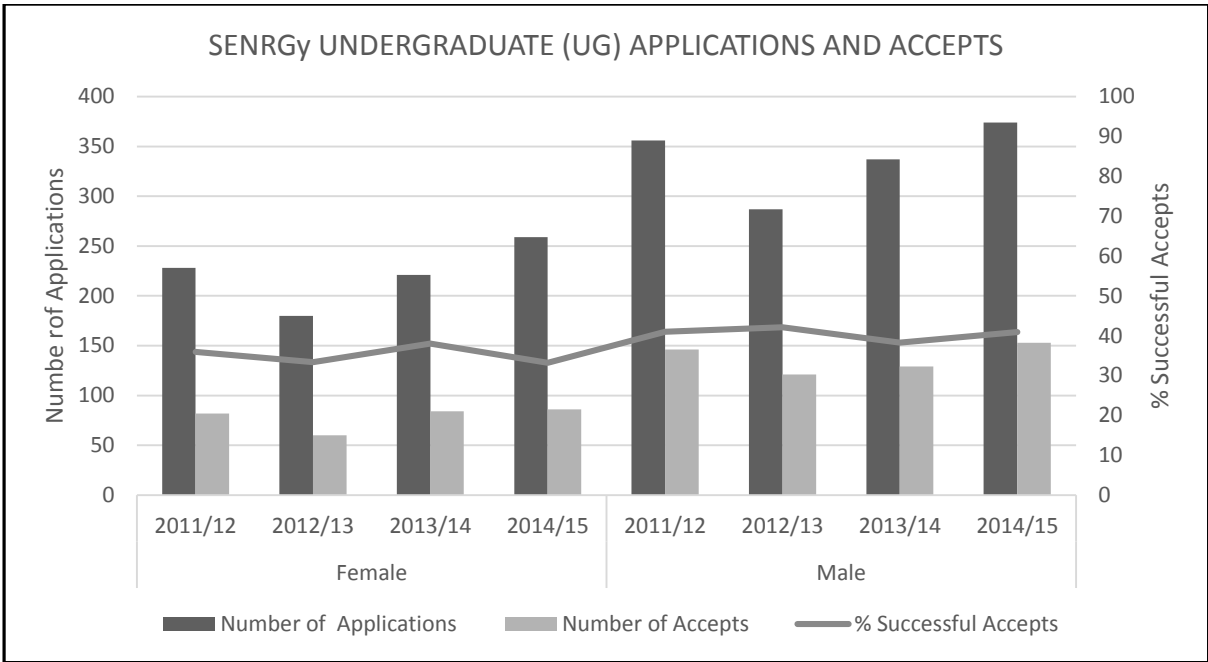


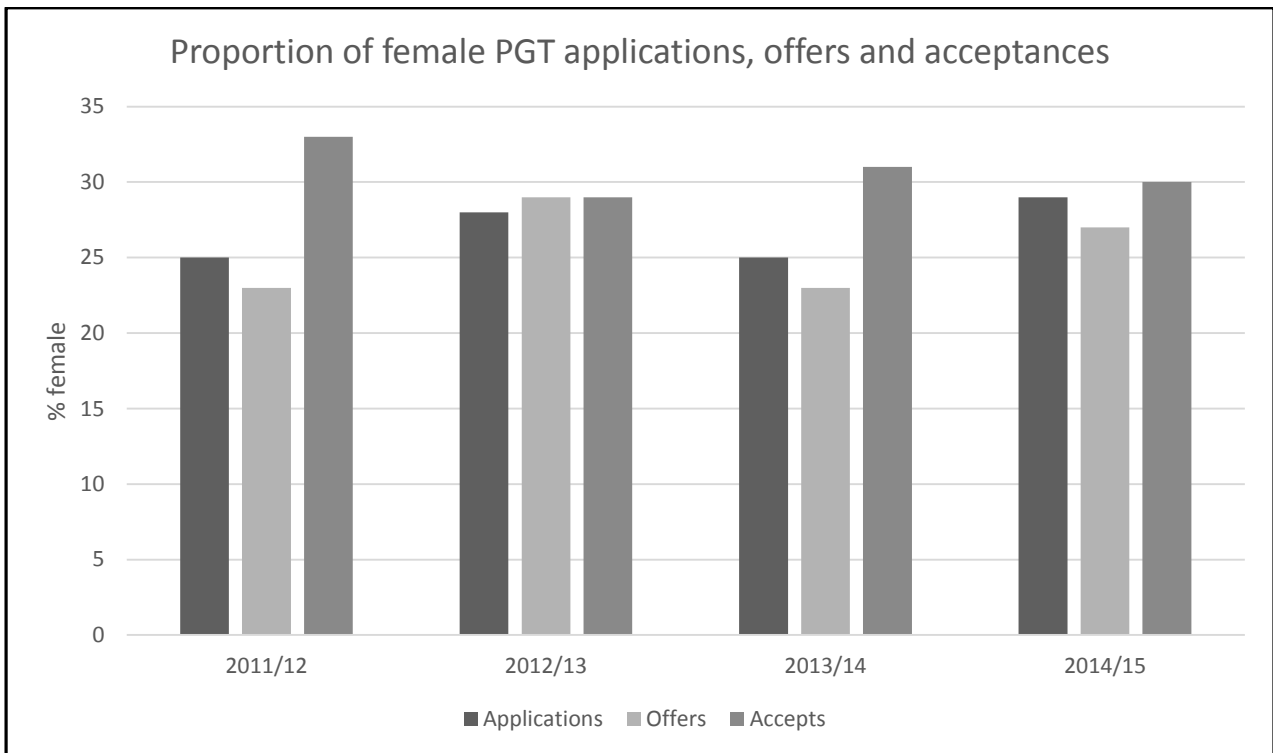
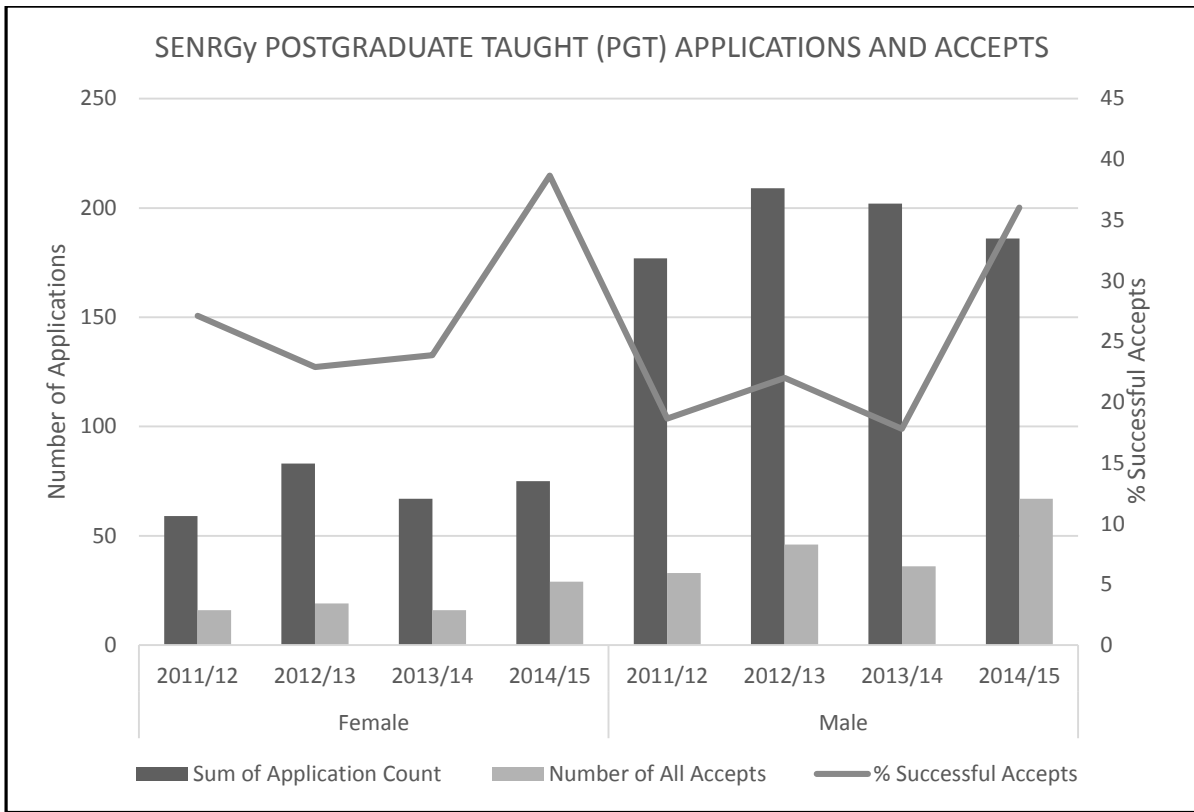
Figure 3: 4-year evolution of postgraduate students (research) in SENRGy compared to the national benchmark of 42.3% for SET subjects, and 56.5% for agriculture and related subjects

We have good participation of women in postgraduate research courses (on average 51% over the last four years) that has been consistently close to the national benchmark over the last 3 years (Figure 3). The increase in the number and percentage of female part-time students over the last four years is encouraging as this is a more flexible route for students with additional responsibilities such as caring.

We will continue to monitor these trends and actively promote the recruitment of female PGT and PGR students and ensure that staff are aware of potential unconscious bias in the recruitment process (**Action 2.2**).

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.





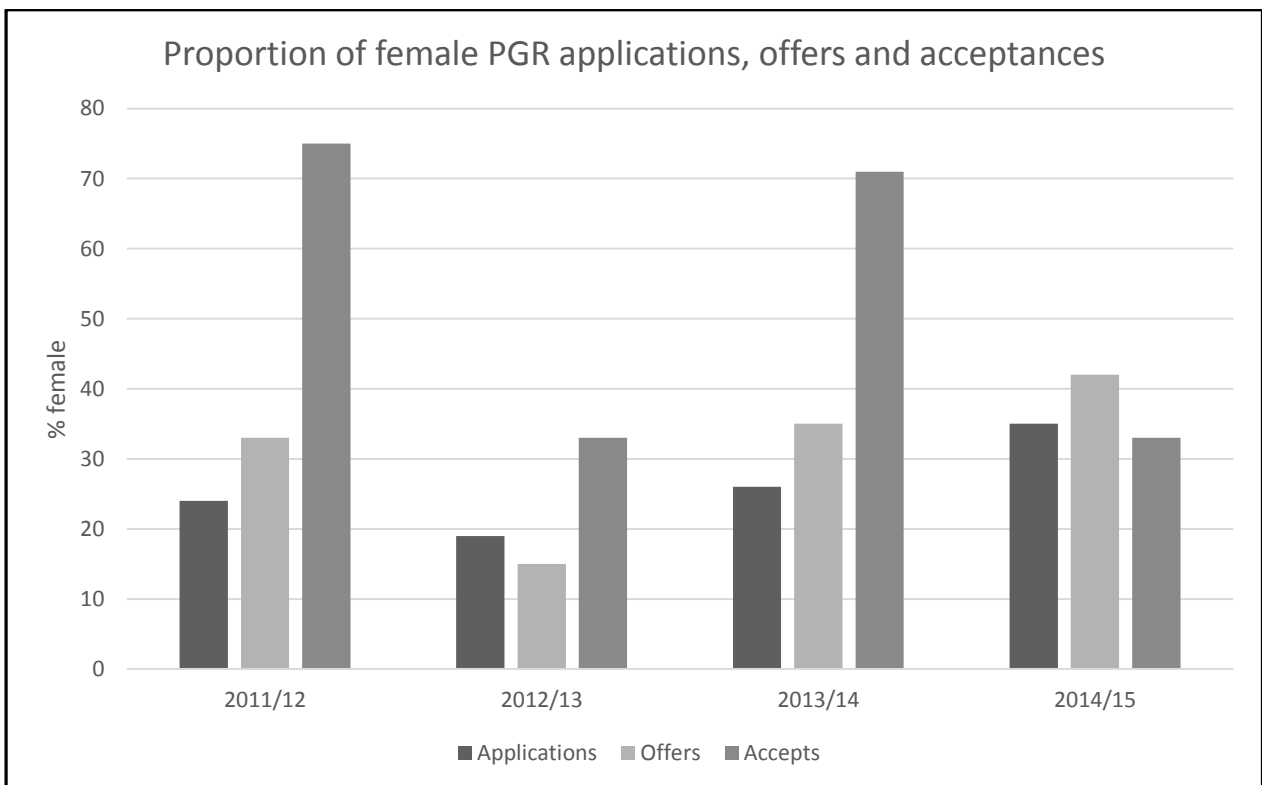
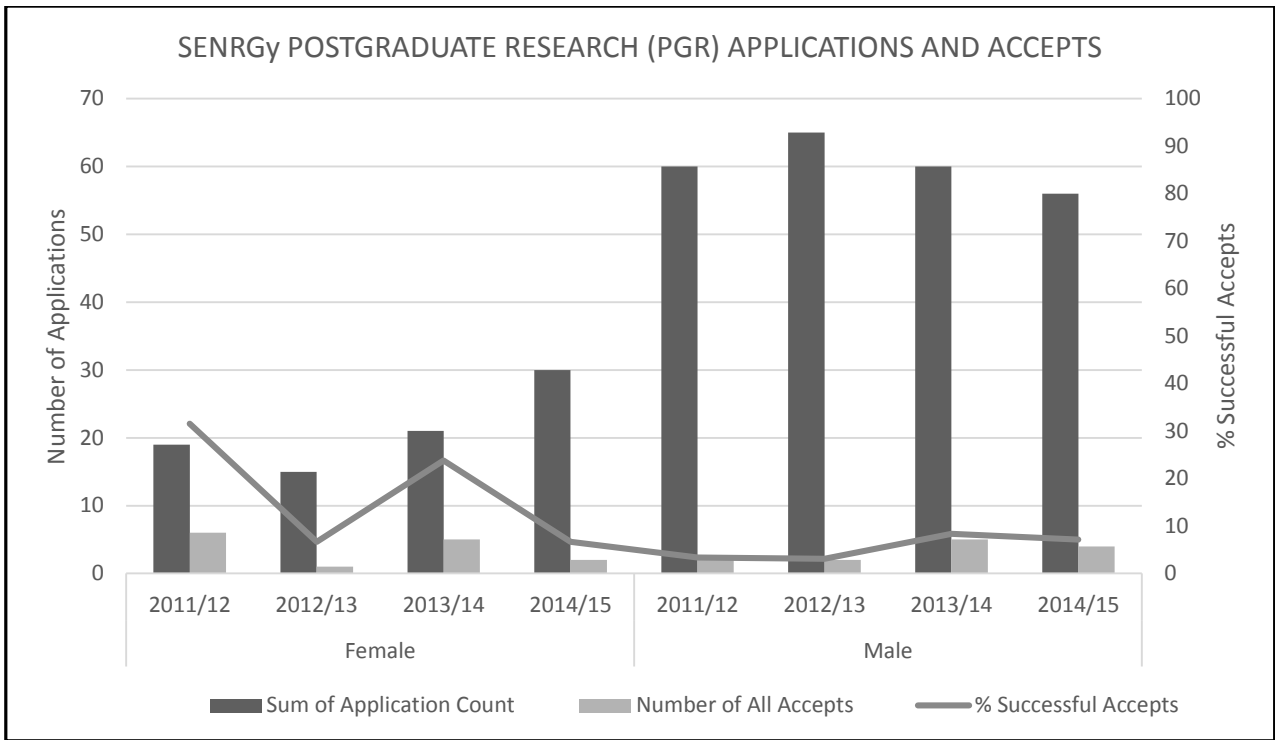


Figure 4: 4-year evolution of undergraduate, postgraduate (taught) and postgraduate (research) student applications, offers and accepts in SENRGy

At UG level, there have been on average 222 female vs. 314 male applications annually since 2011 with a conversion rate of 35% and 41% respectively (Figure 4), resulting in much larger cohorts of male students (Figure 1). At PGT level, there was still a consistently higher average number of male applicants, on average 194 per year compared with 71 female applicants, but the rate of conversion was slightly higher for female applicants, on average 28% compared to 24% for male applicants. At

PGR there were about three times as many male applicants (61 vs. 21 on average) but with much greater conversion of female applicants (18% vs. 5%), resulting in a higher population of female students at PGR level (Figure 4). We will now actively encourage and monitor applications from female applicants (**Action 2.3**).

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

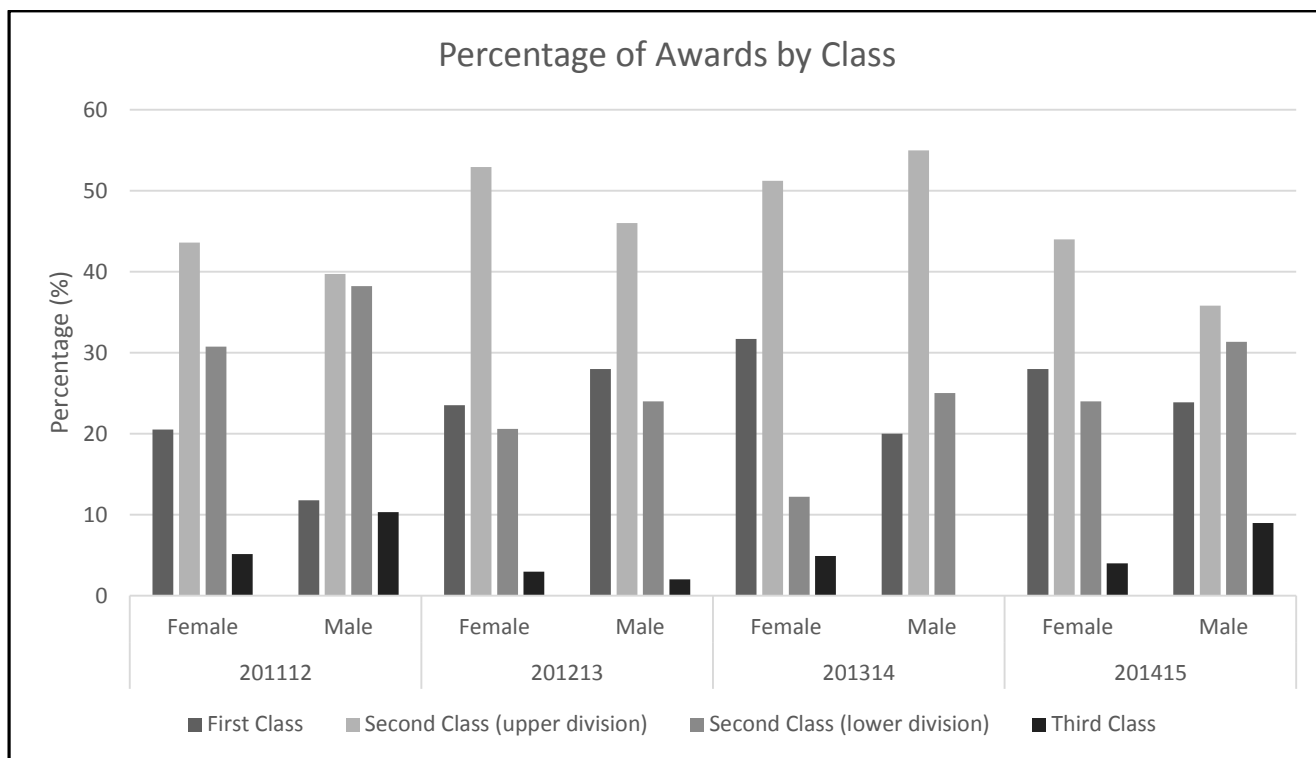


Figure 5: 4-year evolution of degree classification (percentage).

Table 1. 4-year evolution of degree classification for female and male (student numbers)

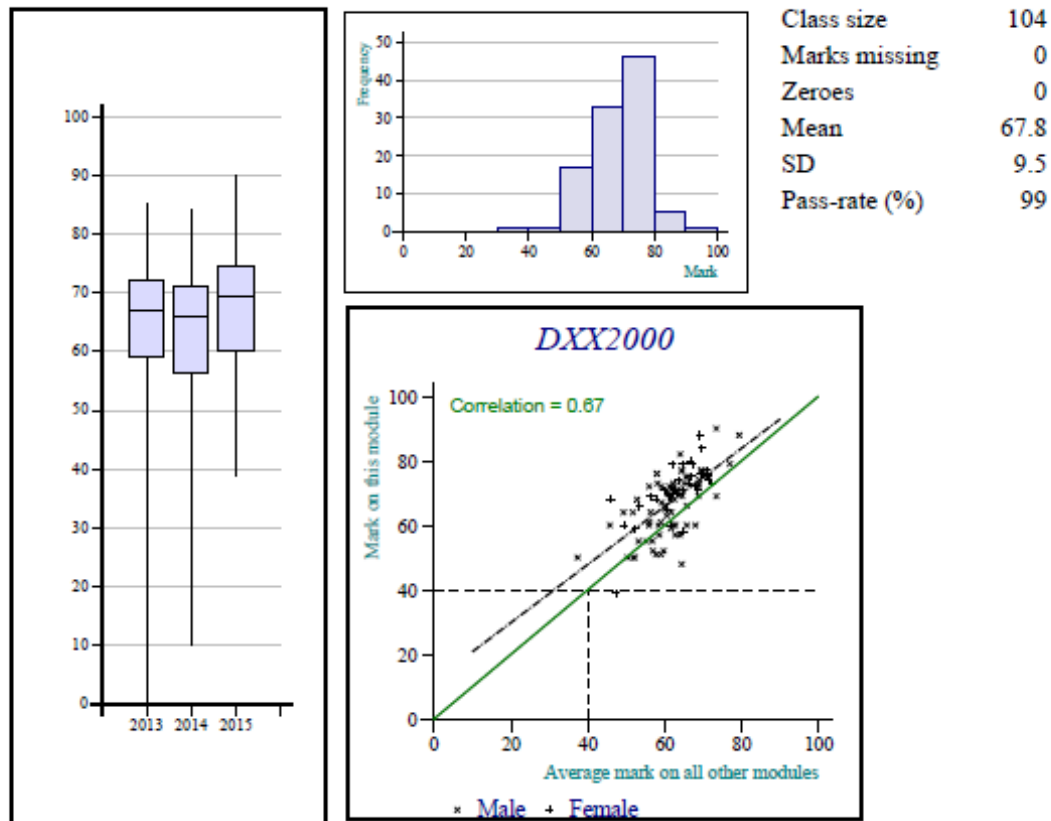
SENRGy Undergraduate Degrees	201112		201213		201314		201415	
	Female	Male	Female	Male	Female	Male	Female	Male
First Class	8	8	8	14	13	8	7	16
Second Class (upper division)	17	27	18	23	21	22	11	24
Second Class (lower division)	12	26	7	12	5	10	6	21
Third Class	2	7	1	1	2	0	1	6
TOTAL	39	68	34	50	41	40	25	67

Although in some years, the majority of first class degrees have been awarded to women, there is no clear trend. In all years (Figure 5), there are very few third class degrees awarded to women (Table 3). Marking is blind across all assignments in SENRGy, and these results should reflect true performance metrics. A range of assessments gives a measure of the student’s performance in a number of settings from fieldwork, presentations, interviews, posters, mini-conferences, essays through to formal exams. This array of assessments gives a true reflection of a student’s rounded academic ability with ample opportunity for support and reflection independent of gender.

We are fortunate that we are also in a position to monitor performance on a gender basis at the module level, well before the final degree award is made. Each academic year, the Academic Registry produces statistical reports per module for student performance disaggregated by degree

programme and gender. An example (Figure 6) is given for a second year module on GIS and Research Methods, which is taken by all students in SENRGy.

Statistical Report for Module DXX2000 GIS & Research Methods



Trends over the last three years

The failure rate on this module has decreased over the last three years. (The p-value is 0.01).

The proportion of marks in the first class category has increased over the last three years. (The p-value is 0.04).

This Year

The mean and standard deviation for the non-zero marks on this module are equal to 67.8 and 9.5 respectively.

Students on this module are scoring, on average 5.6 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 is a gender-effect based on the mean difference between mark and average mark - the mean difference for males is 3.3 less than the mean difference for females.

The correlation of the scores on this module with average scores on other modules is 0.67. The regression line of score on average score has a slope of 0.9. This is not statistically significantly smaller than a slope of 1 at the 5% level. (The p-value is 0.31.)

The differences between scores and average scores have been analysed according to degree programmes taking this module. Possible degree programme effects are reported overleaf.

Figure 6: Statistical report for module performance indicating a difference in marks gained on a gender basis

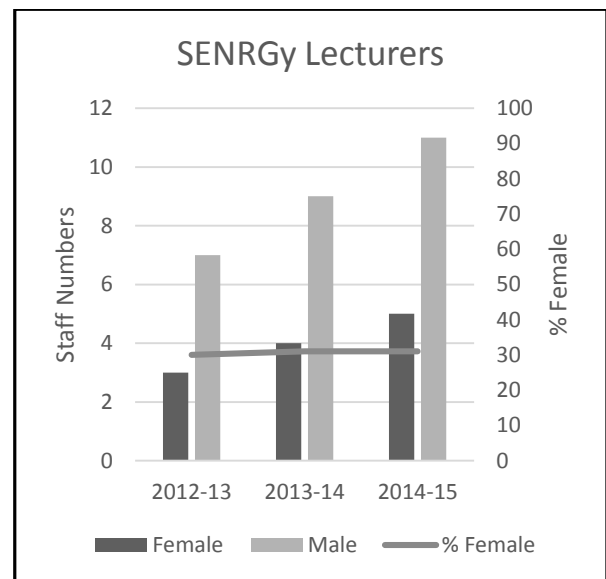
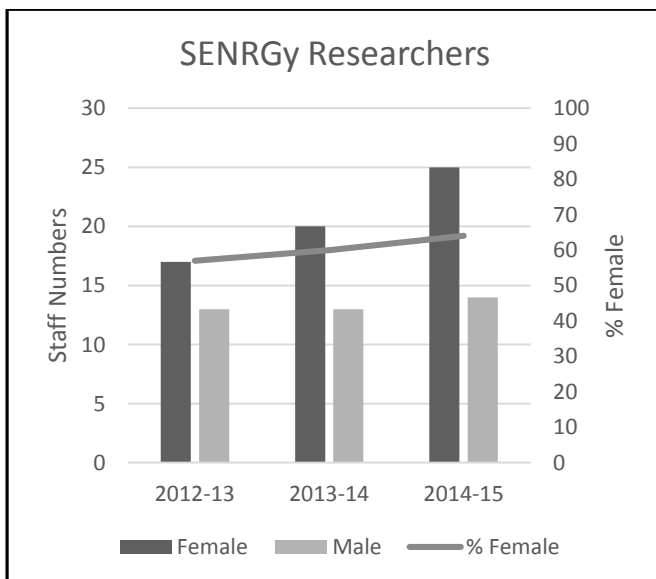
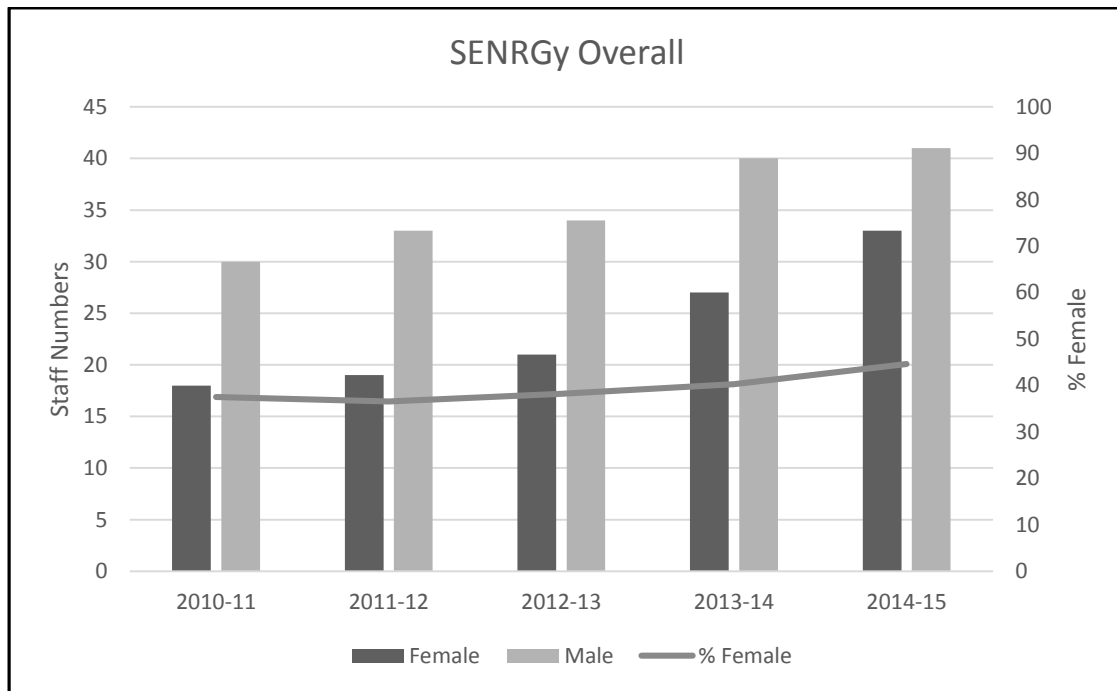
These reports are available for every UG and PGT module and are scrutinised by examination boards and external examiners at the end of each academic year. The examination boards have the

discretion to modify marks using such evidence. The module above indicates that female students performed better in this module in 2014/15, but overall to date, we have seen no consistent gender differences, but we will continue to monitor these trends (**Action 2.4**).

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

SENRGy has increased the proportion of female staff between 2010 and 2015 from 38% to 45% (Figure 6).



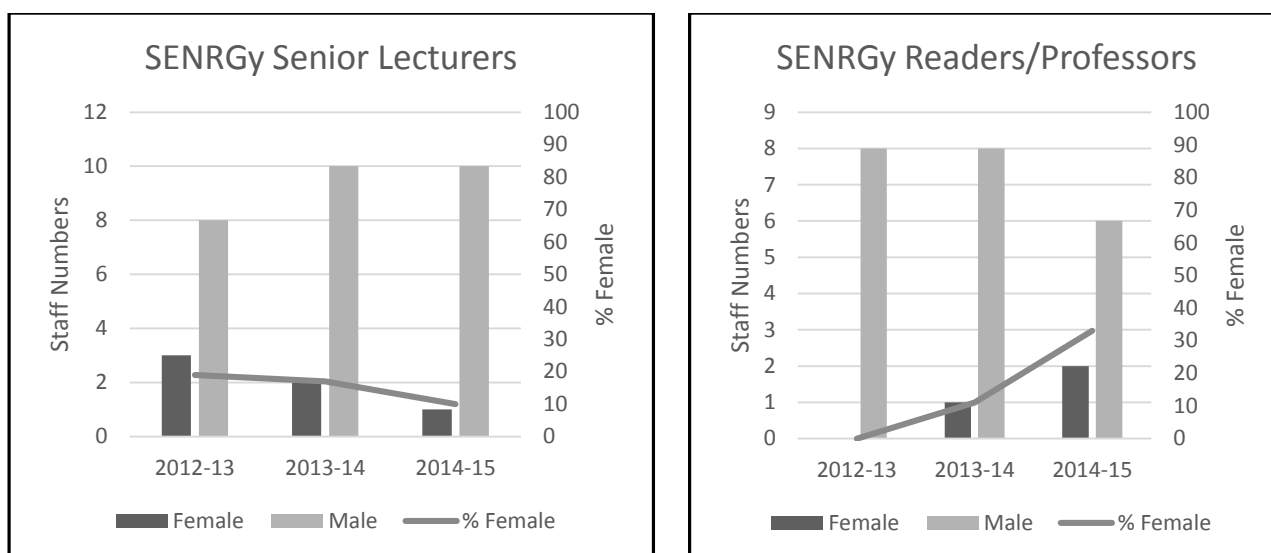


Figure 7: 3-5 year proportion of female SENRGy academic staff by grade

There are significantly more women appointed as researchers, and that number has risen to 64% in 2014-15 compared with 57% in 2012-13. The national benchmark for female staff in Agriculture, Forestry and Food Science is 44.3% for 2013-14. Therefore the School is above the national benchmark for researchers, but below for Lecturer and above.

However, although there are an increasing number of women being appointed at the lecturer grade there is still a disparity between men and women. The decline in the women at senior lecturer level between the three monitored years reflects the promotion of women to the professorial grade which has resulted in a sharp increase in the proportion of women at this level. The first female professor in the School's 128-year history was appointed in 2014, with a second in 2015. The School currently has a female head of school, and the previous head of school was also female. Prior to this, all heads of school have been male.

Women academics at higher grades, however, are overall in the minority, particularly at reader/professor level. Only 28% of all lecturers, senior lecturers, readers and professors in the past three years have been women.

The increasing number of women in senior roles (including the HoS) was identified in the focus group held as part of the Athena SWAN assessment as providing positive role models for staff and students. The previous Head of School was also female, meaning that SENRGy has had two out of only three female heads in science schools in the history of the University.

A few support schemes are now in place (discussed in Section 4), and it remains to be seen in the next few year whether they are effective in addressing the gender imbalance. In the focus group it was identified as very beneficial to have a female HoS, and two female professors with families to act as role models.

The analysis of the statistics demonstrate that future action (**Action 3.1**) needs to be undertaken in the following areas:

- Continue to improve the ratio of female staff at senior levels
- Examine why fewer women are appointed to academic posts above the level of researchers. The need is to clearly address a) appointment procedures (advertising, short listing, interviewing, offers, acceptances) and b) promotions (providing a fair and transparent working environment, providing career development opportunities, and encouraging women to go forward for promotion). These are also discussed through other action points in the plan

- Monitor rates at which women apply for, are short listed for, and are offered jobs in SENRGy.

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

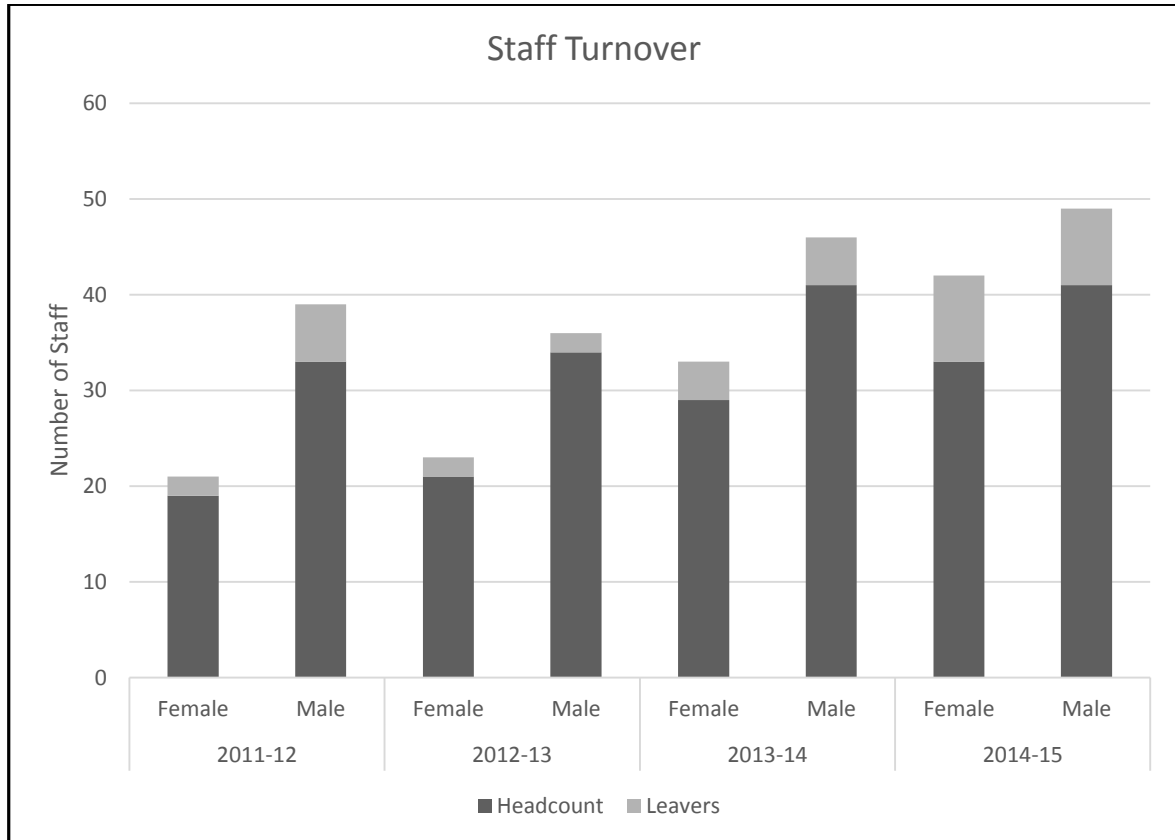


Figure 8: 4-year evolution of turnover in SENRGy staff

There was no overall difference in turnover for either women or men between 2011 and 2015, with an average turnover of 14% for men and 15% for women. However, there was high turnover in 2014-15 of 20% in men and 27% in women (Figure 7).

Table 2. 4-year evolution of turnover of staff by grade

		HEADCOUNT		LEAVERS		% LEAVERS	
		Female	Male	Female	Male	Female	Male
2012-13	Researcher	17	13	5	4	55	45
	Lecturer	3	7	0	0	0	0
	Senior Lecturer	3	8	0	1	0	100
	Reader & Professor	0	8	N/A	1	N/A	100
	TOTAL	23	36	5	6	45	55
2013-14	Researcher	20	13	5	3	63	37
	Lecturer	4	9	0	0	0	0
	Senior Lecturer	2	10	0	0	0	0
	Reader & Professor	1	8	0	2	0	100
	TOTAL	27	40	5	5	50	50
2014-15	Researcher	25	14	8	7	53	47
	Lecturer	5	11	1	0	100	0
	Senior Lecturer	1	10	0	1	0	100
	Reader & Professor	2	6	0	0	0	0
	TOTAL	33	41	9	8	53	47

It is clear that the highest turnover is at researcher level, almost exclusively due to end of fixed-term contract. This disadvantages female employees although the turnover is higher in men at this level. As more women are employed as researchers who have short-term contracts it is surprising that the turnover for women isn't consistently higher than for the male staff. The higher turnover in 2014-15 is probably due to the fact that at the time, the University's financial spend was restricted due to changes in the higher education funding regime in Wales and Principle Investigators were unable to bridge contracts from Personal Accounts. It is difficult to see how this could be addressed in the current financial climate but it does put female researchers at an added disadvantage and this should be acknowledged. At more senior academic levels retention is very high and there is no gender effect. Informal evidence suggests that this is because SENRGy is a good employer who seeks to retain staff.

These trends should be monitored carefully. SENRGy does ask staff why they are leaving in addition to Human Resource's University-wide leaver's questionnaire. Because this is by discussion, there is de facto a 100% response rate, but the comments are not necessarily acted upon formally. A sub-group of the School Athena SWAN Group will be formed to identify actions to address this issue (**Action 3.2**).

(1990 words)

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Table 3: 4-year evolution of SENRGy academic job applications and success rates by gender and by grade

		Number of Applicants			³ Number shortlisted		Number of offers		%age of offers	
		Female	Male	Unknown	Female	Male	Female	Male	Female	Male
2010-11	Researcher	44	52	0	12	12	2	4	33	66
	Lecturer	8	16	0	3	4	2	0	100	0
	Senior Lecturer	0	0	0	0	0	0	0	N/A	N/A
	Reader/Professor	0	0	0	0	0	0	0	N/A	N/A
2011-12	Researcher	18	16	0	8	6	2	3	40	60
	Lecturer	1	8	0	1	3	0	1	0	100
	Senior Lecturer	0	0	0	0	0	0	0	N/A	N/A
	Reader/Professor	2	9	0	0	5	0	2	0	100
2012-13	Researcher	47	75	3			6	4	60	40
	Lecturer	22	56	1			1	2	33	66
	Senior Lecturer	0	0	0			0	0	N/A	N/A
	Reader/Professor	0	0	0			0	0	N/A	N/A
2013-14	Researcher	14	17	0			4	0	100	0
	Lecturer	0	0	0			0	0	N/A	N/A
	Senior Lecturer	0	0	0			0	0	N/A	N/A
	Reader/Professor	0	0	0			0	0	N/A	N/A
2014-15	Researcher	16	13	0	7	3	3	2	60	40
	Lecturer	25	32	1	3	2	2	2	50	50
	Senior Lecturer	0	0	0	0	0	0	0	N/A	N/A
	Reader/Professor	0	0	0	0	0	0	0	N/A	N/A

³ Short list data is only available for the oldest posts and posts within the last 12 months. This is because we now have strict data protection rules which deletes unsuccessful application data after 12 months. Therefore 12/13 and 13/14 shortlisted information is not available

On average 46% of applicants for positions as a researcher are women, although this varies from year to year (Table 3).

On average 33% of applicants for positions at lecturer grade are women, relative to applications, the offers made for lectureships have been in favour of women overall, with 50% of offers made between 2010 and 2015. Thus, the main challenge appears to be increasing the number of applications from female candidates. However, the selection process appears to be fair as the percentages are roughly in line with the application numbers. There was an improvement in 2014-15, which we aim to maintain.

At Senior Lecturer and Professorial level, there are too few applications at SENRGy level to allow for a meaningful analysis. However, this is a reflection of the fact that positions are very rarely advertised at these levels. Profiled academic posts are predominantly approved and advertised at Lecturer Grade 7/8 level. Bangor University’s recruitment policy is to employ the best early career staff and provide a nurturing environment where they can reach their full potential regardless of gender, as such the number of appointments made at the level of Senior Lecturer and above are very few. Existing staff tend to be promoted to these senior positions rather than new staff recruited.

Action will now be taken to examine how to maximise the number of applications from women which will include highlighting the University’s family friendly policies and the positive working environment in the School (**Action 3.3**).

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Table 4: 6-year evolution of SENRGy academic promotions and success rates by gender and by grade

SENIOR LECTURER	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applied		3	1					2	1	2		2
Promoted		2	1					2		1		2
READER & PROFESSORIAL	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applied		1				2		1	1		1	
Promoted		1				1		1	1		1	

Considerable progress has been made in BU to ensure that there are clear criteria for promotion. There had been a perception that promotion was dependent on research outputs and therefore a new teaching and learning route has been introduced as well as an emphasis on wider contribution that acknowledges staff undertaking administrative and pastoral roles. 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. Widening of the career progression criteria at University level to bring in a more rounded view of the activities which constitute academic work ensures that academic staff regardless of gender are offered alternative routes to progression, which match their skill sets and interest. These progression routes have been promoted widely at

University, College and School levels. The expansion of the criteria to include the new teaching and learning route has led to an increase in the number of applications for Senior Lectureship, for men and women, and improved success rates in the School.

The University has also updated the PDR system so that it aligns with the key areas for promotion, which are: research, teaching and learning, and wider contribution. 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.

In SENRGy, however, fewer women than men have applied for promotion in the last 5 years (Table 4):

- In SENRGy, two women applied for Senior Lectureship (one successfully) during 2009-2015
- The ratio women:men in receiving readerships or professorships has increased steadily for BU to a very satisfactory 50%. In SENRGy during 2009 – 2015, two women applied for this promotion, and both were successful

In terms of support for staff SENRGy ensures that all staff members have access to the same information, guidance, and mentoring for timely career progression, including all pathways to promotion of academic staff. SENRGy will thus add a question to the existing PDR form that asks the member of staff whether they have discussed the different routes for promotion during their PDR and have analysed the progress along these different pathways. The PDR reviewer and reviewee can only sign off the PDR when this question is answered satisfactorily (**Action 3.4**). The PDR forms explicitly record/account for decreased output (papers, grant income) because of part time working and time off for maternity leave or caring or other issues. Applicants for promotion are usually identified during the PDR process but applicants can put themselves forward at any time.

Other actions to support women in this area include that all staff are eligible to apply for Study Leave and staff members who have not had a Study Leave recently typically receive higher priority. Academic staff are encouraged to attend at least one conference per year to raise visibility of research and to network; and there is a dedicated pool of funds available to support this.

The CNS Women's Network (formed and funded by SENRGy) regularly organises events to highlight successful women in science, e.g. a recent seminar on "Inspirational Women in Science" held on 19th April, 2016.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

SENRGy follows the rigorous University procedures that comply with BU's equal opportunities policy. Short-listing panels at Bangor have at least one female representative. Short-listed candidates attend a multi-stage interview. Often the candidate presents their research and teaching skills to all staff, and an interview is conducted by a selection panel. For academic appointments the make-up of the selection panel is based upon role holders in the School and at University level. The composition of the appointment panel represents both sexes as well as meeting other equality and diversity criteria. Online equality and diversity training is compulsory for all staff and monitored by the University's HR department, which offers regular recruitment and selection training covering

such areas as equality and diversity. Interested applicants are invited to contact a designated staff member with any questions regarding equality and/or work-life balance.

All staff who chair recruitment panels in the School have attended the University's Recruitment & Selection Workshop – this is a necessity for all Chairs of recruitment panels in the University. All members of staff on an interview panel have undertaken the University's on-line equality training. The PI's in SENRGy in March 2016 attended a session for staff in CNS on effective and equitable recruitment and selection.

Following internal discussions in SENRGy the School has worked with the University to provide free childcare at the University's crèche if this is needed for individuals attending interviews.

Information regarding short-listing panels has only been available for the last two years and the School will continue to monitor gender balance on these panels. Also, in discussions in the School to examine ways of addressing the Athena SWAN principles, and ensuring that perspective staff are aware of our commitment to Athena SWAN and that we are family friendly, we will now include the Athena SWAN logo on our advert and family friendly wording in our adverts (**Action 3.5**).

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

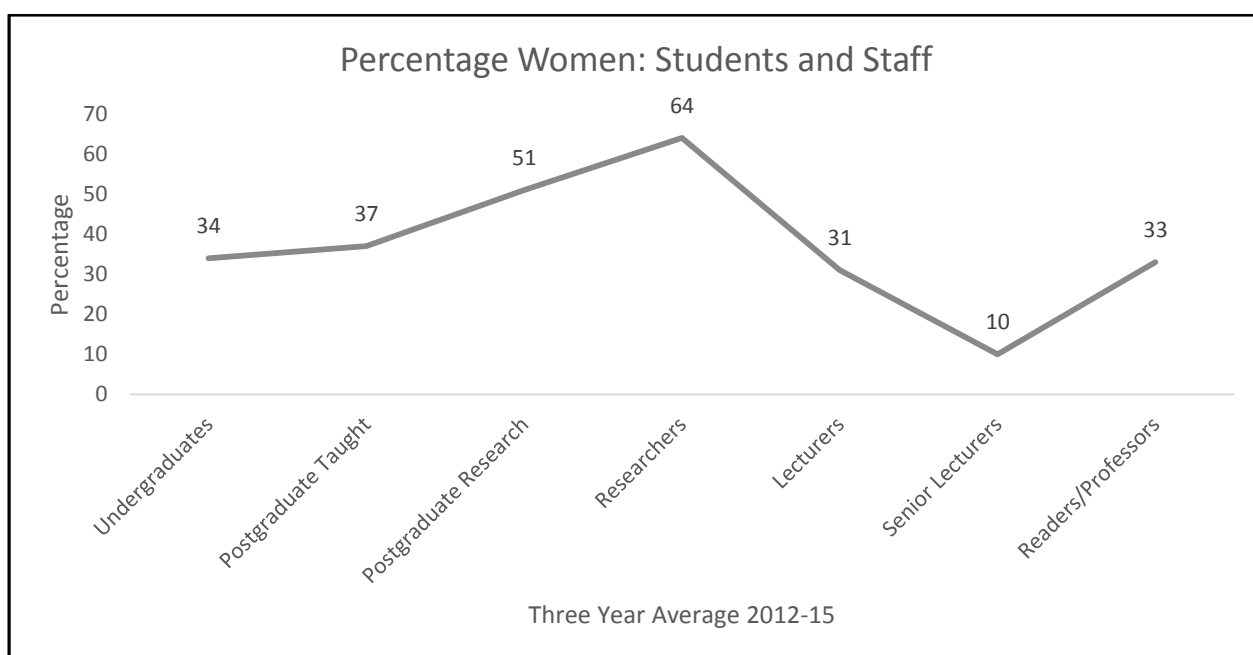


Figure 9: 3-year average percentages of women as undergraduate and postgraduate students and academic staff per grade.

Figure 9 displays the gender distribution across academic career stages with a 33% difference in percentage of women amongst staff in SENRGy between Researcher and Lecturer level. This trend continues with only 15% of female staff at Reader/Professor or Senior Lecturer level. The key

transition points of concern for SENRGy are the recruitment at Lecturer level and the promotion to Senior Lecturer.

The School is keen to support women from postdoctoral to academic positions. However, given the nature of research funding the move from temporary postdoctoral posts to full-time academic posts is unlikely in the short-term. It is recognised that there are also often considerable professional advantages in moving to different Universities/research institutes/environments from the one where early career training is conducted.

To support staff at each stage of their career the School 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 PI's in the School to ensure a common approach to PDR in the School
- Staff are encouraged to present research at conferences and engage in development opportunities to further develop their skills. The University provides a wide range of training and staff can take advantage of courses provided by the University's Doctoral School. Female staff have also been encouraged to engage with the Women's Universities Mentoring Scheme in Wales that matches mentoring pairs across the Welsh Institutions. This is in addition to the postdoctoral mentoring scheme that has been piloted in the School. Female staff are also encouraged to engage with the University's Springboard Programme
- 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 the wide-range of development available to them
- Senior female staff are encouraged to attend the "Effective Manager Programme" (a programme the HoS has attended, and the two previous HoS) and all women Readers and Professors are members of the University Women's Readers and Professors Group that address women's issues and develop ideas for further improvement for the University

A key development in this area to support female staff and students in SENRGy is the CNS Women's Network. This was established by staff in SENRGy to address a number of key issues relevant to supporting women at all levels of their careers. The Women's Network was established in March 2015 with an initial brainstorming session and was attended by 28 staff and students (11 academic staff, 2 representatives from HR, 7 researchers and 8 PhD students). The challenges faced as a woman in academia were discussed, as were the main priorities for the Women's Network. The Network has a Steering Group with membership drawn from across CNS. To date the sessions have included: an information session about support available from HR for female staff; a seminar from Professor Caitlin Buck of the University of Sheffield, who is Chair and founder member of the Women@TUoS Steering Group which helped shape the form and function of the CNS Women's Network; a seminar by Dr Fay Short of BU's Psychology department on 'unconscious and gender bias in academia'. The Network is highly active and regularly organises networking and support events.

One perspective revealed from the Organisational Culture Survey (OCS) was that in terms of career development/networking/mentoring opportunities the majority of male respondents feel that the School actively encourages staff to take up career development opportunities (80% agree), and that the School provides staff with useful mentoring opportunities (70% agree). However, responses from female staff show lower levels of agreement: 67% of female respondents feel that the School encourages staff to take up career development opportunities; only half (50%) feel that the School provides staff with useful mentoring opportunities. In terms of networking opportunities, only half

of male respondents (50%) and just over half of female respondents (58%) felt the School provided these.

Female respondents were less likely than male respondents to agree that the School offers the same career development opportunities for part-time staff as those who work full-time (female 50%; male 80%). There was little difference in the percentage of respondents working full-time (75% female; 70% male).

These results were regarded as being disappointing as mentoring opportunities are provided by the University and the School, and all staff are actively encouraged to undertake career development opportunities by pointing out opportunities and ensuring that staff are allocated time to pursue them. Workload allocation frameworks can help by ensuring everyone does have some time to spend on career development.

To address this, an action plan will be developed to highlight the development opportunities and mentoring available at the various stages of staff careers and encourage more staff to undertake University development opportunities. Further action will also be taken to expand mentoring within the School (**Action 3.6**).

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

SENRGy regards the PDR as the main mechanism for identifying staff objectives and identifying development plans. The PDR is held annually and covers all areas of the academic role (these include Teaching and Learning, Research, Leadership and Wider Contribution and Professional Development) and examines progression since the last PDR and objectives towards the following PDR. It encourages discussion of the impact on work of factors such as parental leave, sabbaticals, study leave and career breaks. All staff are encouraged to attend the 'Getting the most from your PDR' training course. All reviewers are required to attend a relevant course to ensure that they are able to hold effective PDR's with staff. The PDR process was updated in 2015 to recognise a broader range of contributions, including the impact of any career breaks, and to specify completion of mandatory training seminars (i.e., equality training).

In response to the OCS the majority of males noted that an individual's full range of skills and experience are valued when it comes to PDRs (90% agree). However, the level of agreement from female respondents was lower: 54% of females agreed that an individual's full range of skills and experience are valued when it comes to PDRs. This will be examined in greater detail by SAT and the School's Management Committee (**Action 3.7**).

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

BU holds a monthly mandatory induction for new staff to provide information on the University Strategy employment matters, health and safety, equality (in which Athena SWAN initiatives are highlighted), training and development opportunities, family care etc. For managers, BU runs an 'Introduction to Management' programme. There is an emphasis on equality and the objectives of the Athena SWAN principles are noted.

SENRGy-level staff induction is run by the Deputy College Manager (Operations) and HOS and includes issues such as the School's flexible working policy and the 10 am-4 pm core hours for meetings policy in order to make new members of staff aware of the commitment to allowing and enabling staff to achieve a positive work-life balance.

New managers are provided with a 'New to Management' workshop to ensure that they are aware of their commitments in relation to managing staff and the University's policies and procedures in this area. All staff must also complete an online equality training package as part of their induction and to date just over 60% of staff have undertaken this and all staff will have completed this training by July 2016 (**Action 4.1**).

HR and the Research and Enterprise Office also arrange a research induction workshop and workshop for academic staff so that they are aware of the support the University provides in this area.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

SENRGy has a tailored approach in student support according to needs via our female Senior Tutor. Although requests made by a student to have a male or female specifically as their personal tutor have been rare in SENRGy in recent years, the school's response has been positive when it has been requested. The Senior Tutor has also on occasion suggested a female as personal tutor if she thought that it might suit the profile of a particular student and their personal circumstances. Our student support and peer guide system was highly praised in our last Internal Quality Audit held in October, 2015. Our Senior Tutor has been nominated in the category of 'Outstanding Pastoral Support' in the Student-Led Teaching Awards (an annual event with all nominations coming solely from the student body) for the last three years, and won the award in 2015. This year's event will be held on the evening of the 29th April, 2016 so the outcome is unknown at the time of submission.

All PhD students have a supervisory committee, independent of their supervisors whose role is to oversee personal and academic development and provide advice. The University PGR Student Experience Survey (summer 2015) revealed high overall satisfaction (94%) and a similarly high metric for the PGT survey of 99%. The CNS Graduate School runs numerous sessions on subjects such publishing, CV writing, professional ethics, job interviews, job talks, and grant-writing etc., supported by the Bangor University Doctoral School. There are school-level postgraduate seminars, employability officer and activities, and the CNS Women's Network is also open to students. We also have postgraduate student representatives who are self-nominated postgraduate students who represent the postgraduates at the Board of Studies and Research Committee. These representatives also provide informal mentoring for other postgraduates, and liaise between students and staff where appropriate.

SENRGy will canvas our PhD student body to identify additional training and development opportunities needed, including the potential to develop an in-house mentoring scheme, and support to gain more lecturing experience (**Action 4.2**).

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Table 5: Percentage female staff on committees in SENRGy

Female Committee Members Within SENRGy	Members (% Female)	Female Chair
Management	20	Yes
Board of Studies	40	Yes
Research	55	No
Teaching	50	No
Staff-Student Liaison	78	Yes
Marketing & Recruitment	67	No
Henfaes Research	40	No

The procedure of staff allocations to roles in the departments has generally been initiated by individual meetings between the HoS with members of staff during which interests, skill sets and general work load are discussed, and roles allocated to ensure a fair distribution of work load across the school (but see **Action 5.1**). 30% of staff are female and only 15% at Senior Lecturer and above, so SENRGy committees are largely gender balanced with this staff composition except for the Management Committee, (Table 7) but this is made up of more senior members of the school who are members because of role. SENRGy has overall good levels of female participation in its committees, and the key-decision making (Management) committee has a female chair, who is also HoS.

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Table 6: 5-year evolution of fixed term and permanent contracts for female and male staff in SENRGy

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Fixed Term Totals	15	15	16	19	18	19	20	19	25	20
Permanent Totals	3	15	3	14	5	17	7	21	8	21
Total	18	30	19	33	23	36	27	40	33	41
Fixed Term F:M ratio	1:1		1:1.2		1:1		1:1		1:0.8	
Permanent F:M ratio	1:5		1:4.7		1:3.4		1:3		1:2.6	

Table 7: 3-year evolution of fixed term and permanent contracts for female and male staff in various academic roles in SENRGy

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Researcher Category						
Researcher Fixed	17	12	20	12	25	13
Researcher Permanent	0	1	0	1	0	1
Fixed Term %	100%	92%	100%	92%	100%	93%
Permanent %	0%	8%	0%	8%	0%	7%
Lecturer Category						
Lecturer Fixed	1	2	0	1	0	3
Lecturer Permanent	2	5	4	8	5	8
Fixed Term %	33%	29%	0%	11%	0%	27%
Permanent %	67%	71%	100%	89%	100%	73%
Senior Lecturer Category						
Sen Lecturer Fixed	0	2	0	3	0	3
Sen Lecturer Permanent	3	6	2	7	1	7
Fixed Term %	0%	25%	0%	30%	0%	30%
Permanent %	100%	75%	100%	70%	100%	70%
Reader/Professor Category						
Reader/Prof Fixed	0	3	0	3	0	1
Reader/Prof Permanent	0	5	1	5	2	5
Fixed Term %	N/A	38%	0%	38%	0%	17%
Permanent %	N/A	63%	100%	63%	100%	83%

The ratio of academic staff on permanent *versus* fixed-term contracts has not significantly changed over 5 years (Table 7) and for women it remains skewed towards fixed-term contracts (74-84% of female staff on average for all grades per annum) (Table 8). However, there is a small, yet seemingly steady decline for both men and women of the proportion of staff who are on fixed-term contracts down to 49% and 76% respectively.

At researcher level, there is consistently a predominance of women. There is a notable change over the last 3 years in numbers of women at lecturer level, where 67% of women had a permanent contract in 2012-2013 compared with 100% subsequent years. There are very few senior staff on fixed-term contracts.

We recognised that we needed to investigate the large disparity between men and women on fixed-term contracts to see, e.g. if women are taking multiple contracts due to a more restricted mobility. We therefore conducted a survey in March 2016 of all of our post-doctoral staff to help understand how they experience their working environment; what their future career ambitions are; and how the School can further enhance its support to them. 54% of post-doc staff (N=15) responded to the survey. 86% of respondents were female and 14% were male. Due to the low response rate from male post-docs we only report here on the responses from female post-docs. All respondents had been working in the School for less than 6 years, 50% were in their first year of employment. All respondents were either on their first or second contract from Bangor and the vast majority (84%) were on full-time contracts. 50% of respondents indicated that their career aspirations was to have a career in the HE sector.

In general, job satisfaction was good with 100% stating that they were satisfied or somewhat satisfied; 100% similarly satisfied with the level of contact with the PI, and 83% with the quality of support from the PI. The most concerning areas were in relation to insecurities in relation to academic progression – notably applying for funding, levels of publishing and professional development with 83 – 100% being somewhat or very concerned. For those that had had a PDR (some respondents have worked for the School of less than 12 months and therefore had not been reviewed) a PDR, it was found to be extremely useful (100% useful or very useful) in identifying clear goals, reviewing personal progress, helping focus on career aspirations and identifying training needs. However, some of this group were unsure about the PDR and its purpose, only 50% had had a PDR, the remaining respondents either had not had a review, didn't know what it was, or hadn't been in post long enough to have had one. Perhaps related to this is that only 60% reported having had any form of mentoring, and for those that had, only 50% found it be useful. The school has only recently developed its post-doctoral mentoring scheme, but there has been little uptake. We will examine the reasons for this, and the perception of its limited usefulness. We will also work with the University's Athena SWAN and Research Concordat Manager to develop post-doctoral career advice sessions and link with the BU Athena SWAN website with information on gender specific funding opportunities and to hold a session for this group of staff about the PDR (**Action 4.3**). The survey respondents viewed very positively the School's inclusion of postdocs on research away days and committees with the result that they feel part of the School.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

At school level, women are generally well represented on key committees, with the exception of the Management Committee. This committee only has nine members, so it would require relatively little additional female presence to improve the balance, and we will seek to address this. The school Board of Studies should be the key strategic decision making body which ensures that the needs and views of all staff female and male, full and part time, permanent and contracted are considered in an open forum. However, it has been noted that the diversity of expertise and representation across grades could be improved, with an emphasis on representation by part-time staff; a concern also voiced by SENRGy staff during the OCS. The procedure of staff allocations to new roles in the departments has generally been initiated by individual meetings between the HoS with those members of staff during which interests, skill sets and general work load are discussed. Often these meetings are years in advance of the potential roles, so both short-term and long-term ambitions of staff members are clearly known to the HoS. After approval by the member of staff to fulfil a new role and approval by the School's Management Committee to make the appointment, these new roles are then allocated, but not normally advertised to all staff. Staff on research contracts are not normally included in this rota of duties. In terms of equality, diversity and transparency, staff should know that these roles are available, advertised and applications encouraged (**Action 4.4**). Just going through the interview regardless of whether staff are successful would help identify skills and knowledge gaps, and potential training needs. A better integration of the Athena Swan Agenda Principles with key-decision making committees is desirable and will be included as a standing agenda item on the BoS.

SENRGy will monitor the composition of influential decision-making committees, and encourage staff to apply to become members of committees depending on their interests, workload and career progression requirements. All key committees are scheduled to meet during core university working hours (10 – 4pm; but see Action 5.1) or with the flexibility to accommodate staff who work part time or have other commitments outside of work.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

Via the annual PDR procedure, the Management Committee reviews the workloads (taking into account FTE, teaching, research, outreach and administrative workloads). With the more rigorous PDR procedure in place, the creation of a workload model is now feasible. A School workload model is currently under design to ensure accountability (staff can demonstrate the work they do for the school in measurable terms), transparency and equity in key areas of departmental activity (including outreach and pastoral activities) and flexibility (beyond the minimum work in each category the model allows staff to focus on particular areas of work (e.g. teaching, administration, research or scholarship) according to their inclinations in line with their contract (T&S, T&R)). The current work load model is still under development in discussion with other schools and HR, but has already been used to calibrate work loads. The experience thus far suggests that it can be helpful in addressing diversity issues (including gender). Particular areas of concern relate to the balance between teaching and research, balancing activities for part-time staff to ensure a well-rounded contribution that will develop a pathway to promotion, and the distribution of activities such as residential field trips that fall outside the working day and week. The anticipation is that the work load model will lead to a more transparent distribution of tasks and better planning for absences such as maternity leave, sabbatical, reduced hours and flexible working. Athena Swan SAT activities

will be included in the work load model going forward. It is implicit in the work load model structure that pastoral activities and administrative duties, including outreach, are included. There is difficulty in allocating metrics to all the varied tasks but this is a work in progress, which has already had several iterations (**Action 4.5**).

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

SENRGy allows for flexibility in staff members' working hours, and the emphasis lies on the quality of the work, not the amount of time spent in the office. Availability to students is a key job requirement, but staff are allowed to organise this in a flexible way when required. All seminars and social activities are organised, where practicable, between core hours and ensures inclusivity for all staff. However, restricting meetings and social events to core hours has been difficult to consistently implement, especially during periods with a heavy teaching and/or marking load. The School proactively works to limit the number of times that events occur outside core hours.

In the OCS, in terms of organising meetings within core hours (to enable staff with caring responsibilities to attend), there was a large gender difference: 100% of female respondents agreed that meetings were organised this way, whereas only 60% of male respondents agreed.

SENRGy will now monitor the implementation of the policy that meetings are held between the core hours 10am - 4pm and particularly address male perspectives on this issue (**Action 5.1**). This will be communicated to staff at Management Committee, Board of Studies, staff meetings and in ad hoc communications with all staff.

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Overall, respondents in the OCS were very positive in terms of SENRGy's work environment with 87% of respondents agreeing that the School is a great place to work. In the focus group, comments included: "The School is seen as being very supportive", "the School is a friendly place to work" and "the attitude in the School is inclusive". It was also reported that the current and previous female Heads of School have provided very positive role models for the School. However, it was interesting to note gender differences in many of the areas. In response to the question "I feel that my School is a great place to work" clearly demonstrate this: 100% of male respondents agreed with this statement, whereas 75% of female respondents agreed.

Overall, male respondents were much more likely to agree with statements asking about whether or not the School is a fair place to work and that the School treats staff on their merits irrespective of gender (100% agree) and that work is allocated on a fair basis (80% agree). However, the level of agreement from female respondents was lower: only 75% felt that the School treats staff on their merits irrespective of gender and 67% that work is allocated on a fair basis.

Social and networking events and opportunities are always well attended and received, and all respondents agreed that work-related social activities in SENRGy are welcoming to both men and women (female: 92% agree; male: 100% agree). Feedback from our Open Days consistently comment on the friendly and inclusive nature of staff, and out students were particularly complimentary during the last Internal Quality Audit on the friendliness and approachability of the staff, and our 'open door' policy.

The overall positive feedback in the OCS and the Focus Group and the emphasis for future action will be to identify the factors underlying any difference in perspectives between the genders and identify action to address those differences (**Action 5.2**).

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The outreach activities across SENRGy span a wide variety of actions at the levels of research, teaching and learning and engagement of students in local schools. Many staff make significant media contributions, and some significant external roles include; Vice-President of the British Ecological Society; Chair, ICF Professional & Education Standards Committee; RCUK Committee and College members; Welsh Government Land Use and Climate Change Committee; member Cyfeillion yr Ysgwrn (Snowdonia National Park); member all-Wales Universities Environmental Network panel; member of Gwynedd Science Society’s Panel; member of the Urdd’s Science Committee; Board of Governors, Welsh Mountain Zoo. Women are active participants in many of the annual outreach activities in SENRGy, although large numbers of both female and male staff are involved. SENRGy promotes these activities to encourage and inspire the next generation of scientists, and such activity is encouraged in PDR. The school workload model currently under development accounts for outreach activities.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Maternity, paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Table 8: 4-year evolution of maternity, paternity, parental and adoption leave uptake in SENRGy

	2011-12	2012-13	2013-14	2014-15
Maternity	1	0	1	2
Paternity	0	1	0	0
Parental	0	0	0	0
Adoption	0	0	0	0

The levels of parental leave in SENRGy have been very low (Table 10) in recent years. SENRGy follows the University-wide systems in place for such leave. Requests are never turned down and maternity leave is supported via cover provided and the opportunity to maintain links in the department with paid ‘keeping in touch’ (KIT) days. The University has adopted shared parental leave but there has been no uptake in the school yet. A health and safety risk assessment of the work place of pregnant women is conducted and monitored by the School’s Senior Technician.

- (ii) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

In all years, 100% of women returned to work after their maternity leave in all years. One post-doctoral researcher returned at 50% FTE to finish her fixed-term contract. Another member of staff utilised her annual leave to have Fridays off initially, and now works five days per week again.

Relevant staff in the School are referred to the following by the University:

- 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 (a statutory requirement)
- Enhanced maternity pay package
- The HoS meets all staff before and after their leave to discuss any issues that might arise and then re-inducts them
- A Shared Parental leave policy has been introduced

As part of the CNS Women's Network a presentation was provided by HR, HSS and Tir na n'Og (Bangor University-owned crèche scheme) regarding the provision for staff (both men and women) in this area. This was regarded very positively and also identified some action points that have been taken forward centrally. For example, the possibility that Tir na n'Og can look after children when potential job applicants are attending interviews if this support is needed. The success of this event has led to HR rolling out the presentation to all other Colleges in the University, and including reference to the availability of the crèche facility during interview procedures in all recruitment letters.

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Since 30th June 2014, all members of staff with 26 weeks or more continuous service can benefit from flexible working, but there have been no formal applications for Flexible Working by SENRGY staff yet.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Whilst flexible working can be requested formally to accommodate larger changes in work-life balance, the day-to-day flexibility in the work environment in SENRGY is mostly based on an informal system. Staff, male and female, arrange their time around child care when needed, and this is respected across the school.

In the OCS the majority of respondents (75% female and 100% male) feel that their line managers/supervisors are supportive of requests for flexible working and in the Focus Group it was noted that participants felt that the School is very good in terms of flexibility and that they were able to juggle home and work commitment.

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Formal support for maternity cover and support on return is organised at University level. When the teaching load of the staff going on maternity leave is high, the HoS will request central BU funds to provide cover as a strategic request. This goes beyond the central university support. Researchers on fixed-term contracts can often not return to work as the research project has ended, although the school does apply to sponsors for no-additional cost extensions to projects to allow research staff to resume their role in a project before it ends, which has been positively responded to recently by the Biotechnology and Biological Sciences Research Council (BBSRC).

Adjustments are made to the work load of a member of staff on return from maternity leave. This is incorporated into the improved work load model that is currently under construction at School level, arranged before return to work, and mentored through the PDR process. The workload is arranged before the individual return to work, and is mentored and undertakes a through the PDR to review previous objectives and to address any new objectives. The School can take advantages of support by the National Research Network for Low Carbon Energy and Environment Sêr Cymru Returning Fellowship Scheme, which is designed to facilitate researchers returning to their work from leave for reasons of maternity/ paternity/ adoption/ health/ caring. This facilitates funding of a 3-6 month buy out to allow a restart of the research. These opportunities are promoted to staff, although as yet, there has been no uptake in SENRGy as the scheme is less than a year old.

Numbers of staff going on parental leave have been very low, so each has been considered on a case-by-case basis. However, to establish more general principles which can be promoted to staff, the SENRGy Management Committee will discuss with the Deputy College Manager (Operations) introduction of an additional form to the paternal leave procedures that will indicate how administrative duties will be redistributed, analogous to study leave procedures. This would also be helpful to a member of staff hired for the maternity cover. SENRGy will also include a mentoring system for those staff on maternity cover contracts. SENRGy will actively promote the “Keep In Touch (KIT)” days that are available throughout the University to staff on maternity leave. We will keep the profile of researchers on record across SENRGy to encourage re-employment on other research projects if their contracts have ended during their maternity leave and continue to apply to sponsors for no-additional cost extensions to projects to allow research staff to resume their role in a project before it ends (**Action 5.3**).

(4998 words)

5. Any other comments: maximum 500 words – 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include

any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

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 the School. We are pleased to see evidence of the positive culture demonstrated by:

- A positive response among staff about work environment and gender issues
- Wide support and involvement from staff for the Athena SWAN initiatives that we have outlined in this application.

We have also identified key areas which we will work towards addressing, as outlined in our action plan.

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. The University is very active in this area which has been 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 culture to support women, 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 school ethos, and underpins our commitment to developing our already rich diversity amongst our staff and students.

The University has embedded equality into its objectives in its Strategic Plan for 2015-20, and the Athena SWAN agenda is clearly highlighted in the strategy to ensure a fair and inclusive environment for staff. Our Action Plan will therefore be supporting our own priorities in this area, but these initiatives will clearly be contributing to achieving the University's overall equality objectives.

(280 words)

6. Action plan

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

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Action Number	Issue / area identified for action	Actions	Timescale	Responsible for implementing	Success Measure
1. Progressing Athena SWAN					
1	Raising the profile of Athena SWAN in the School and ensuring effective representation of the Athena SWAN Principles and agenda in the School.	<ul style="list-style-type: none"> The SAT will meet quarterly and will monitor progress towards achieving the objectives of the Action Plan The Athena SWAN will continue to be standing items on the Board of Studies, SENRGy Management Committee meetings and the CNS Executive so that progress towards action plans can also be reported in these groups. Recruit undergraduate members who will report on AS activities to the Staff Student Liaison Committee 	At least four time a year September 16	Chair and secretary of SAT	<p>Athena SWAN maintains its visibility in School decision making and is a permanent agenda item in SENRGy Board of Studies and Management Committee</p> <p>Electronic minutes available on central drive and staff advised of location</p> <p>Greater awareness of Athena SWAN by undergraduates</p>

2. Student Progression and Development (across all levels)

<p>2.1</p>	<p>Female student registration in undergraduate degree courses is lower than the national average</p>	<ul style="list-style-type: none"> • Examine most effective way of ensuring that 50% of student profiles are female in marketing materials and on the web • Expand outreach to school sixth forms to talk about future careers. • Examine ways to use the Hidden Worlds exhibition as part of the Bangor Science Festival to raise awareness of Women in Science in the future. • The School will now measure the ratio of female prospective students attending open days and analyse data on whether the students who take up our courses did or did not attend the open days. • Continue to ensure good proportion of female staff attend and present at open days. This will be monitored • Continue to monitor ratios of male/female students to monitor progress • Analyse these data on an individual degree level to identify where action should be specifically targeted 	<p>September 16</p> <p>July 18</p> <p>July 17</p> <p>Monitor in November</p> <p>Monitor at each event</p> <p>Monitor in November</p> <p>September 16</p>	<p>SENRGy Marketing Committee DSE</p> <p>DSE</p> <p>Course Directors</p> <p>Senior Tutor; SENRGy Marketing Committee</p> <p>Course Directors</p> <p>SAT</p>	<p>At least 50% of student profiles are female in marketing materials and on the web</p> <p>Monitor and increase number of outreach activities by 10%</p> <p>Ensure 50% of speakers at the open day are female</p> <p>Increase the number of female UGs to at least 50% (the national benchmark is 65.7%)</p>
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<p>2.2</p>	<p>Proportion of female PG students rising but lower than national averages for PGT</p>	<ul style="list-style-type: none"> • Continue to monitor ratio of PG and PGT applicants and acceptances annually • All course directors, potential supervisors to attend 'Equality for Managers' • Promote Athena SWAN in relevant PG and PGT promotional material and examine ideas to promote the recruitment of female PG students in our marketing 	<p>Monitor each November</p> <p>All undertaken by December 17</p> <p>September 2016 onwards</p>	<p>PG Course Directors; Director of Postgraduate Research</p> <p>All academic staff</p> <p>SENRGy Management Committee</p>	<p>Ensure ratio stays the same / improves for PG students</p> <p>PGT students reflect the national average (55.3%)</p> <p>100% of PI's and course directors have attended the 'Equality for Managers' workshop.</p> <p>50% of student profiles on web and in marketing materials are female</p>
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<p>2.3</p>	<p>Proportionately fewer applications from prospective female students than male</p>	<ul style="list-style-type: none"> • Continue to monitor ratios of students and monitor numbers of applicants and acceptances annually • Examine and implement ideas to promote Athena SWAN in relevant promotional materials • Examine ideas to promote the recruitment of female students in our marketing 	<p>Updated in November December 16 December 16</p>	<p>PG and UG Course Directors SENRGy Marketing Committee; Web team</p>	<p>Numbers of female applicants continues to show rising trend to at least 50%</p> <p>50% of student profiles on web and in marketing materials are female</p>
<p>2.4</p>	<p>Potential gender impact in terms of academic performance or degree results</p>	<ul style="list-style-type: none"> • Continue to monitor gender profiles in terms of module and degree outcomes, using ARQUE statistical outputs and other available information including Examination Board reports and take action if there is a potential gender impacts 	<p>Monitor in July</p>	<p>HOS (as Chair of exam board); DTL; Course Directors; Module Organisers</p>	<p>No effects on academic performance observed in relation to gender but action taken if necessary</p>

Staff Career Development and Key Career Transition Points

<p>3.1</p>	<p>Disparity in recruitment whereby at researcher grades more women than men are appointed but more men than women are appointed at senior grades</p>	<ul style="list-style-type: none"> • Examine why more women are appointed as researchers – through reviewing shortlists and holding focus groups with recently appointed staff • Monitor rates at which women apply for, are short listed, and are appointed to jobs in SENRGy • Continue to monitor promotion rates 	<p>April 2017</p> <p>Monitor and review annually</p> <p>Monitor and review annually</p>	<p>HOS</p> <p>SAT; SENRGy Management Committee; HR</p> <p>SAT; SENRGy Management Committee; HR</p>	<p>Moving towards equal representation at each level</p> <p>Established process to examine shortlisting and action taken if there is any bias</p> <p>Improved understanding of the gender disparity at each level and findings discussed in the Management Committee for future action</p>
<p>3.2</p>	<p>No data on factors causing staff to leave, (e.g. in relation to the high turnover in staff in 2014-15 of 20% in men and 27% in women)</p>	<ul style="list-style-type: none"> • Create a sub-group to examine factors contributing to turnover, to report back to the Athena SWAN SAT • Ensure that there is a formal process to record reasons for staff leaving. Document reasons for staff turnover in the school 	<p>April – September 2016 onwards</p>	<p>dCM (with responsibility for HR); SAT; HR</p>	<p>Examine turnover trends and take action on any factors identified.</p> <p>Formal school process to record reasons for staff leaving</p>

3.3	Under-representation of female applicants for academic jobs	<ul style="list-style-type: none"> • Introduce family friendly wording and information on School recruitment adverts • Include wording regarding the Schools positive working environment • Include the Athena SWAN logo on all adverts (bronze logo if successful) • Promote the availability of Tir na n'Og (the University-owned crèche facility) to look after children when potential job applicants are attending interviews if this support is needed 	December 2016	SENRGy Management Committee; HR	Proportion of applications from female applicants increases to at least 50%
3.4	Few female staff apply for promotion	<ul style="list-style-type: none"> • Question added to the existing PDR form that asks the member of staff whether they have discussed the different routes for promotion during their PDR and have analysed their progress along the different pathways 	July 2017	SENRGy Management Committee; PD reviewers and reviewees	<p>Pathways to promotion are clearly identified and monitored during PDR.</p> <p>OCS reports improved response from staff in relation to an understanding of the promotion process.</p>

3.5	Continue, and enhance, fair and effective recruitment processes and ensure that adverts clearly demonstrate the University's commitment to the Athena SWAN principles	<ul style="list-style-type: none"> • Monitor gender balance on selection panels • Introduce family friendly wording and information on School recruitment adverts. • Include the Athena SWAN logo on all recruitment adverts 	<p>Annually December 16</p> <p>December 16</p>	<p>SENRGy Management Committee;</p> <p>HR; SENRGy Marketing Committee</p>	<p>Effective monitoring of Athena SWAN</p> <p>Positive response on recruitment surveys to family friendly wording on recruitment adverts.</p>
3.6	Not all staff may be aware of mentoring opportunities for career and professional development	<ul style="list-style-type: none"> • A School web page will highlight the opportunities available for mentoring and career development within the school and University, with links to Athena Swan • School level monitoring will be reviewed and strengthened. Discussions will be held with PI's to further develop mentoring in the School • The SENRGy Management Committee will discuss whether a school 'mentoring champion' will be appointed • PDR reviewers will be encouraged to identify training opportunities for staff • Arrange a presentation by central staff development providers to make staff aware of the workshops available to them 	<p>July 17</p> <p>December 16</p> <p>October 16</p> <p>March 17</p> <p>December 16</p>	<p>Web team</p> <p>SAT; SENRGy Management Committee</p> <p>SENRGy Management Committee;</p> <p>SENRGy Management Committee</p> <p>HR</p>	<p>Tracked record of visits to appropriate pages</p> <p>Reported increase in mentoring in the School</p> <p>Record of training uptake kept and monitored</p>

3.7	Not all female staff receive a PDR which they feel value their full range of skills and experience (see also Action Point 9)	<ul style="list-style-type: none"> • Examine, through one to one discussions with a cross section of staff why there is a gender difference in terms of the PDR • Hold refresher training for reviewers and reviewees if this is felt necessary 	<p>July 17</p> <p>July 17</p>	<p>SAT; SENRGy Management Committee; HOS</p> <p>HR</p>	In the next OCS that male and female responses are equally positive with regards to the PDR process
Ensuring Equality and Raising the Profile of Female Academics					
4.1	Lack of evidence that all staff are aware of their responsibilities in relation to equality and diversity in the School	<ul style="list-style-type: none"> • Ensure all staff have completed the on-line equality training 	July 2016	dCM (Operations)	100% of staff undertaken by the end of the academic year

4.2	Female graduate students may need greater support to transition to academic posts and the work place	<ul style="list-style-type: none"> • Review and identify what further support can be provided to female students through focus groups • Identify appropriate support and training development opportunities • Examine the possibility of an in-house Mentoring scheme • Support to gain more lecturing experience 	Summer 2016	<p>SENRy Research Committee; Director of PG Research</p> <p>SENRy Management Committee</p> <p>SENRy Research Committee; Director of PG Research</p>	Provision of appropriately tailored training and mentoring scheme
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<p>4.3</p>	<p>More support for our post-doctoral researchers in their professional development would be beneficial</p>	<ul style="list-style-type: none"> • Implement and increase awareness of more formal mentoring arrangements • Provide more information on career development, training days; provide funding for conferences and open access publishing, through the SENRGy Research Committee, including support for over sea travel (lab visits etc.) • Hold a PDR session for post-docs to raise staff awareness of the aims of PDRs • Provide opportunities to gain some teaching experience as this will be important when applying for lectureships • Information on career development given by permanent staff in the School as they have experience of securing a permanent position in the School • Support when applying for Fellowship grants, guide to writing grants, example of previously successful applications 	<p>April 2016 onwards</p>	<p>SENRGy Management Committee</p> <p>SENRGy Research Committee</p> <p>University's Athena SWAN and Research Concordat Manager;</p> <p>Academic PIs</p> <p>SENRGy Research Away Days (organised by DoR)</p>	<p>Future surveys of post-doctoral researchers indicate fewer concerns over professional development</p>
<p>4.4</p>	<p>Encouraging and enhancing broader representation in school roles</p>	<ul style="list-style-type: none"> • Encourage representation from part time staff • All <i>key</i> roles in the school will be advertised on an open basis and applications encouraged from all staff. Appointments will be made following interview by a panel drawn from the School Board of Studies which represents the full range of staff in the school 	<p>Academic year 2016/17</p>	<p>SENRGy Management Committee; Board of Studies</p>	<p>Fair and transparent allocation of decision-making roles within the school</p>

4.5	Need for clarity and transparency in the allocation of work loads across the school	<ul style="list-style-type: none"> • Improve the accountability (staff can demonstrate the work they do for the department in measurable terms), transparency and equity in key areas of departmental activity (including outreach and pastoral activities) and flexibility • Ensure that all staff understand how work loads are distributed • Will be discussed in PDR in relation to family friendly and external commitments 	Ongoing	SENGy Management Committee	Next OCS shows that staff feel the full range of activities (including pastoral, outreach, administrative) are adequately recognised, appropriate and proportionate
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5. Work Life Balance and Promoting a Positive Working Culture					
5.1	Implementation of core hours has not always been consistent	<ul style="list-style-type: none"> • Communicate to staff through Board of Studies, staff meetings and in ad hoc communications with all staff the core hours of the School 	Ongoing	Board of Studies, HOS	All key meetings are scheduled in core hours without exception. Reflected in high attendance and satisfaction at school-wide meetings and social events
5.2	Different gender perspective in perception of the school culture	<ul style="list-style-type: none"> • Form a sub-group of the Athena SWAN SAT to examine the potential issues and take action to address these differences 	Summer 2016	SAT	In the next OCS no difference in the perspectives of male and female staff

<p>5.3</p>	<p>Consider how to further enhance support for staff in terms of flexibility and paternal support</p>	<ul style="list-style-type: none"> • Introduction of an additional form to the parental leave procedures that will indicate how administrative duties will be redistributed, analogous to study leave procedures • Instigate a mentoring system for those staff on maternity cover contracts • Active promotion of the “Keep In Touch (KIT)” days that are available throughout the University to staff on maternity leave Keep the profile of researchers on record across SENRGy to encourage re-employment on other research projects if their contracts have ended during their maternity leave • Include a page on SENRGy’s website that highlights the Schools support and refer then to the University’s website 	<p>Academic Year 2016/17</p>	<p>dCM (Operations: HOS</p> <p>SENRGy Management Committee</p> <p>SENRGy Management Committee; dCM (Operations</p> <p>Web team</p>	<p>Staff going on parental leave feel fully supported and this is reflected in the OCS, PDR and other staff surveys</p>
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